Northwest Regional Christian Church

(Disciples of Christ)

Youth & Children’s Ministries

2016 Summer Camp Manual

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Introduction

Thank You for Volunteering

The children, youth, families, and region thank you for volunteering. We deeply appreciate the gift of your time. May God be with you as you aid in the faith development of campers this Summer.

The Camp Manual

The content of this manual comes from a number of individuals across the Christian Church (Disciples of Christ). Material written by Ruth Fletcher and many unnamed contributors from the Christian Church in Tennessee, Kentucky, Texas, and Georgia aided in the creation of this manual.

The Beauty of Camp

Being at camp presents opportunities for faith development that are not present in a congregation. Being out in a camping environment allows participants an experience of creation and its Creator.

Faith development occurs during the whole of camp. Meals, small groups, recreation, and bed time all provide occasions for seeing God. Learning also covers a wide variety of subjects during camp.

Camp goes beyond individual development. It is living faith with others. It is being a part of a community centered around God and neighbor. Campers are both served and serve through camp.

Regional Camping Objectives

- Grow in an understanding of what it means to be a disciple of Christ in a changing world.
- Develop an understanding and acceptance of our responsibility as stewards of creation.
- Affirm all as creations of God, appreciating their worth and the worth of others.
- Foster awareness of our relationships to others in the whole created order.
- Experience fully the unique opportunities of an outdoor experience.
- Have a chance for creative self-expression and fun in nature.
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Directors

Requirements
- Active member of a Christian Church (Disciples of Christ) Church within the region.
- Current (last 3 years) counselor application, with references conducted by the region.
- Current (last 3 years) background check, conducted by the region.

Expectations
- Follow this manuals guidelines.
- Recruit and train counselors within provided requirements.
- Use the recommended curriculum. Submit major revisions by April 1st.
- Submit evaluations and reports to the region (due two weeks after camp ends).

Regional Support
- Provide names of potential counselors.
- Conduct a regional camp training before camp.
- Provide completed camp registration forms prior to the start of camp.
- Notify of any special needs that campers and counselors list on forms.

Responsibilities

Establish Camp Purpose and Objectives
Come up with an event purpose and objectives within the regions objectives. These should provide the expectations of your counselors. They will provide insight into what is hoped for during camp.

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

Direct Counselors
The director is responsible for overseeing counselors. This can be done in counselor meetings, scheduled in breakfast to ensure camper supervision. Late night staff meetings are discouraged.
Work with Camp Management
Confer with camp management about special activities and meal times. Let management know of changes in the schedule. Check facility conditions, with a camp manager, before and after camp.

Coordinate with Kitchen Staff
Go over meal times, review food allergies, and inform kitchen staff of any events utilizing the dining area. Make sure all participants are in the dining room during the established meal times.

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

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

Make Midweek Report
Report final number of directors, counselors, male campers, and female campers to the region on Tuesday afternoon. This information is for insurance purposes and campsite compensation.

Complete Administrative Details
A camp clean-up should be part of the whole camp’s last day activities. A check should be made with the manager about any forms and reports. Turn in regional reports two weeks after camp ends.

Oversee Offerings
The region recommends that every camp have an offering. Stewardship practices are an important part of one’s faith development. All offerings go to camp scholarships unless otherwise designated.

Camp Cancellations
Cancellation of a camp will be decided upon by the region. Contact the regional minister if you feel camp needs canceled. You may be asked to help the region notify the campers of the decision.
Check List

January/February

- Recruit special needs and talents: musicians, keynoters, and chaplains.
- Recruit camp counselors: ensure counselors have complete applications.
- All adults must have a completed application and background check before the event.

March/April

- Look over the camp curriculum and format it for distribution to counselors.
- Begin collecting any worship supplies, devotional material, and small group items.
- Create a rough draft schedule for the event to go over with counselors at the first meeting.
- Confirm counselors by phone; inform them about Regional Counselor Training.

May/June

- Ensure counselors are fully recruited, be willing to gather backups as well.
- Prepare a welcome letter to the campers before June 30th; include any special requests.
- By mid-May, following early registration, you will receive attendance estimates.
- Begin creating small groups and assigning counselors as group leaders.
- Finalize camp schedules, special events, labs, and other assignments.
- Finalize camp supplies. Make purchases. Save receipts for reimbursement.
- Make any special food request with camp management.
- Let camp management know when you and your counselors plan to arrive.
- Make swimming time and cook out arrangements with campground management.
- Don’t panic. If any concerns arrive, please contact the region for support.

July

- Don’t panic. If any concerns arrive, please contact the region for support.
- Reconfirm any special orders, arrangements, or guests you expect at camp.
- Go over the Child Safety Policy with your all adults that will be attending.
- Pickup registration forms and medical forms at the camp when you arrive.
- Have a great week!
Before Leaving Camp

Return all medicines to campers.
Ensure supplies are cleaned up, organized, and extra supplies are recycled or disposed.
Complete camp check-out with manager.

Mail to Regional Office (Due Two Weeks After Camp Ends)

Information on trips to the doctor with date of illness, injury, cause, and treatment.
Director, counselor, and camper registration forms.
Completed first aid and medicine sheets.
Receipts for reimbursement.
Complete incidence log.
Collected offering money.
Counselor evaluations

Recruiting

Counselor Ratios

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

The Basics of Recruiting

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

Support Counselors

Find regular time during camp to check in individually with them. Express appreciation during camp and emotional support when needed. Write letter of thanks to them. Pray for and with them.

Counselors in Training (CIT)

A CIT must be accompanied by a mentor (a counselor, over 25, with camp experience) during all interactions with campers. A CIT is not meant to serve in place of counselors; use CITs sparingly.
**Camp Letter**

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

**Included Information**

The letter needs the starting date and time, ending date and time, camp’s physical and web address, highlighted activates, list of items to bring, suggested offering, and emergency contact numbers.

**Sample Letter**

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

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

We will be sharing stories from the Bible, playing games, singing, and swimming. We will also be working on a service project. Enclosed is an envelope for your camp offering. We will collect an offering throughout the weekend. Offering monies will be used for future camp scholarships.

Mail will need to be sent 2-3 days before camp starts. Letters can be sent to the camp at the following address: _____

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

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

Looking forward to a wonderful week of camp with you,

Your camp directors ___ and ___. 
Finances
Our camp and conference program is self-supporting. There are no regional funds available if the camps lose money. Spend enough to have a good event, but stay within the expense guidelines.

Program Expense Guidelines
A camp’s expense budget equals the expected number of campers multiplied by $10.00. This amount covers training, administration, and supply cost.

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

Utilize Permanent Supplies
Permanent supplies, such as recreational equipment are purchased by the campsite. Additional equipment needs should be brought by you to camp.

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

Support to Smaller Camps
Should you may not need to use your entire allotment, particularly if your camp is large, it will be a gift to help budget needs of small camp.
Counselors

Requirements
- Active member of a Christian Church (Disciples of Christ) Church within the region.
- Current (last 3 years) counselor application, with references conducted by the region.
- Current (last 3 years) background check, conducted by the region.

Expectations
- Attend training and stay the whole time of camp.
- Review curriculum before training and before camp.
- Keep the director informed of camper concerns or incidents.
- Follow the procedural policies of the region and the campground.
- Serve as a small group leader and help facilitate worship and activities.
- Adhere to safe boundaries between self, campers, and other staff. (See Child Safety Policy).

Responsibilities

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

*Engage with Youth*
Plan to have meaningful engagement with campers. Counselors spend most of their time with the campers. Plan to be with campers during small groups, interests groups, and even in-between.

*Participate in Cabin Life*
You will share a room with campers. Along with another counselor, you will bunk with a group during the night, help them with cabin cleaning, and relax in the cabin with them an hour a day.

*Bring Enthusiasm*
Expect a meaningful experience, your attitude with affect campers. Support young people and partner with other adults in caring for them. Show them Christ’s love by your words and actions.
Small Groups

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

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

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

Allow Movement
Learning benefits from movement. Sitting for long periods of time can stagnate bodies and minds. Activities like games provide increasing blood flow to the brain, release stress, and relax bodies.

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

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

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

Appreciate Contributions
Honor each individual’s involvement. Thank each person for sharing their voice or their presence.
Cabin Supervision

- Counselors must stay in cabins with campers at night.
- Cabins must have a counselor present during rest times.
- Campers must sleep in cabins in which a counselor present.
- Clear cabins to ensure all campers are out and joining in activities.
- Clean cabins during the week and oversee clean up during check-out.
- Enforce ‘lights out’ in which campers are expected to be in their bunk and quite.
- Report damage and graffiti to the director; so they can inform camp management.
Training

The region urges camps to have training sessions. After the regional training and the evening before camp provide the easiest times for training. Set the dates of training as early as possible.

Spring Training

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

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

Engage Expectations
Spend time dealing with everyone’s expectations for the camp using the following questions

  o What I expect from the week of camp?
  o What I expect from the campers, counselors, and directors?

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

  o What am I good at doing?
  o What would I like help with?

Offer Closing Thoughts
Open up a time of thoughts, questions, and suggestions before leaving.
**Between Training**

*Staying Connected*

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

**Location Training**

*Meet with Camp Management*

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

*Management Communication Expectations*

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

*Review the Schedule*

Go over the final camp schedule. Review any major changes since the first counselor meeting. Distribute schedules for camp responsibilities like grace, chores, campfire, and worship.

*Review Responsibilities and the Child Safety Policy*

Review the adult and the shared responsibilities. Review counselor training on the Child Safety Policy.

*Prepare for the Campers.*

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

*Pray and Relax*

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

Do No Harm
Possession or use of tobacco, alcohol, marijuana, illegal drugs, unprescribed medications, knives, firearms, fireworks, or items intended harm will lead to being sent home from camp immediately.

Dress Correct
Dress for the temperature, activity, or event. Wear appropriate shoes to avoid injury. Only wear swimming suits at swim time. Wear light-colored, breathable clothes during the heat of the day.

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

Stay Safe
Swim or hike, at the set times, with a counselor and another camper present. Swimming at boat use requires an on duty lifeguard. Stay where you are if you get lost. This will help you be found.

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

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

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

Responsibilities

Stay Well
Drink eight cups, at least eight ounces each, of water a day to avoid head and stomachaches. Avoid poison oak/ivy. Wash fully upon contact. A counselor will distribute minor medications at meals.

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

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

Check-Out Equipment
Recreation equipment may be checked out by the director or by individual people. The group will be responsible for all equipment used.

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

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

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

Avoid Driving
All cars should remain parked for the whole event. Use of cars must have the director’s approval.
**Cellphone Limits**

Calls are for emergency use only. Cell phones are allowed as cameras and at “cabin time” only. Campers are not to use cellphones to make calls, text, or use any form of social media at camp.

**Send Mail**

Turn in outgoing mail in the dining hall at breakfast.

**Attend Right Camp**

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

**Respect Each Other**

Directors, counselors, and campers need to be respected. Respect each other and those in charge of running of the camp. If a problem should arise, confrontation in front of campers should occur.

**No Visitors**

The only visitors will be those invited prior to camp by the co-directors.

**No Pranks**

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

**Curfew**

Each camp or conference will set its own curfew.

**Discipline**

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

**Prevention First**

Directors and counselors should strive to preempt negative behavior. Increased supervision, building relationships, and being respectful can keep problematic behavior from fostering.
No Abuse
Directors and counselors may not ever, under any circumstance, strike, hit, push, shake, use verbally abusive, degrade, threaten, insult, or shame campers as a method of punishment.

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

If a Behavior Problem Develops
• Remind campers of the covenant they signed.
• Try to discover the cause of the problem. Every problem has a cause that is not the problem itself. Active listening can be used to "get to the bottom" of things. Active listening means giving feedback to the speaker in order to check the accuracy of what you heard. You do this by stating in your own words the message as you heard it. A good active listener will use body language clues as well as spoken words to get the true meaning of what is said.
• Don’t give advice. Encourage self-reliance and accomplishment. Don't do for campers what they can do for themselves. For little ones, express a "you can do it!" attitude and help them to do it right. Then follow through with praise. For older ones, treat them as adults and compliment them for jobs which are well done (cabin cleanup jobs, craft projects, etc.).
• For a child who is always doing something wrong, ignore misbehavior as much as possible in group settings, otherwise the youth’s camp experience may be like home and school: overseen by dissatisfied and rejecting adult authority figures. In private, help the child see the self-defeating cycle of behavior, and choose alternative responses to problems.
• Always be on looking for an opportunity to praise and compliment. Even the seemingly proud and boastful child needs it. Pride or boastfulness can be a cover for low self-esteem.
• Be extremely fair when giving out any form of discipline.
• Give directions, rules, or expectations vary clearly. Children, especially those who misbehave, often do not hear or do not understand what is really expected. Some disobedience is actually a hearing or attention problem.
• Never use physical force. When children sharply disagree, they often try to settle it with a physical fight. "Might makes right" is their false value system. A frustrated counselor may want to sink to that level, too. Don't. It is never acceptable for an adult to strike a child.

• Be with a child, never against them. Make a conscious effort to surround and approach every problem or problem child in such a way as to be clearly on their side. For example, you might say to B. Bully in a low and confidential tone: "B., you're a strong kid, and the other kids would like to have you as a friend, but you have to treat them right. By shoving them around and always trying to get your own way, you are causing the others to turn against you. I don't want that to happen. What do you think you could do to earn their respect and friendship?" You are with him and on his side, but not approving his behavior.

• Encourage responsibility. In private, help children see the results of actions. Gently, but firmly, make them take responsibility. Suggest or ask them for alternative ways to behave and react.

• Separating a child from the group is sometimes a needed discipline tool. When this is done, help the child understand why he/she is being separated - that you cannot allow them to destroy this special time for others.

• Help children avoid being disciplined by guiding them away from conflicts and problems. Keep problem campers from other campers who always cause a conflict. Seat them on the end of the row. Put their bunk near yours. Assure success as much as possible. "Head them off at the pass" if they are going toward trouble. Work with them in this, and you will be their friend.

• Always be there. Most problems between campers arise because the counselor was not there. Lack of supervision is a major cause of accidents. Be where the campers are. This one principle will solve many, many problems.

• Never use ridicule, sarcasm, or negative jesting to discipline. They will destroy your relationship and destroy the child's self-image. Even if your frustration factor is running high, don't use these.

• Use I message. These can help you identify your own position without accusing others. To use "I messages", the speaker can use the statement "I feel ________ about _________ when __________." "I-messages" are less likely to provoke resistance, anger, or resentment than are accusations.

• Respond to feeling as well as fact. Every message contains both a feeling part and a fact part. The feeling part may be nonverbal but it is generally more important to respond to the feeling than it is to respond to the fact. Responding to the feeling part of the message opens up communication
so the speaker can continue to deal with his/her feelings. The listener may use the statement "It appears that you are feeling _________," to reflect the speakers' feeling message.

* Deal with behavior rather than personality. Try to be as objective as you can, describing what the camper did that was against the rules or that made you angry.
* If you make a mistake, admit it and apologize.
* Don’t make threats.
* As a last resort If campers break the rules set down by the Regional Youth and Children’s Ministry, the Directors can send them home if they feel it would be to the benefit of the camp. This is not a threat to be made and is always the domain of the director.

**Healthy Boundary Guidelines**

*Respect Privacy*

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

*Respect Boundaries*

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

*Appreciate Diversity*

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

*Report Concerns*

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

There is a word that is never mentioned during camp, at least within earshot of any camper: homesickness. If you plan ahead and are ready for it; it need not be a problem at all.

What causes homesickness? Campers' families are their emotional support. This emotional support is taken for granted until the child is removed from it.

For many, camp is their first experience of separation. When at camp, the child may suddenly sense being stranded, alone. The individuals they are used to having available are not there.

Panic! "I want to go home!" The feeling itself is real. It usually hits in the pit of the stomach and takes over the whole being. The solution is growth toward independence and establishing a new emotional support.

This support system starts when the campers come into camp. Make them feel welcome. Know their names, accept them, show them that you care.

Suppose campfire has just ended. It is getting dark. The whole camp family is walking toward their various sleeping quarters. Homesickness suddenly strikes Karen as she begins to think of her usual night routine at home. Darkness, cabin, trees, sounds, no dog, no mamma. Panic!

Then you come along side with a firm arm around the shoulder.
"Karen, wasn't that a neat story Jerry told us tonight?"
Her mind is in neutral or stalled out on self.
"We aren't finished yet. Lots of girls like the special time we have in the cabin after campfire."
Then you go on to dispel her fears by telling her exactly what will happen next. Reassure her of your presence all the time, tell about the funny thing that happened last year, talk about the special day coming up tomorrow. Above all, keep her moving and thinking about camp.
In most children that's all it will take. The sobs might last until sleep comes. You might step over to her bed before she goes to sleep and pray with her a prayer of thanksgiving.
“Thank the Lord for Karen, camp, good food, Jerry, the Bible teacher, new friends, and all the other good things at camp.”

Never mention or talk about home.

The next day, at lunch (because Karen is tired and her resistance is down) homesickness starts all over again. Normally, just repeat what you did yesterday. Stall for one more day. "Let's get through today and then see how we feel."

What if the homesickness becomes chronic?

Let's assume Karen is something of a problem. She starts to make a scene: will not eat, sobs continually, and insists on calling home and getting picked up today. What now?

For the campers who have their mind set on calling home or going home, firmness is in order. You have already been kind and loving, so now you turn into a mild disciplinarian.

"Karen, your folks did not pay money to send you here for one day. They expect you to stay the whole week. This is a new idea for most campers!

For your benefit, you cannot call home and you are not going home. So dry up those tears and get back to your cabin mates."

This mild "get tough" approach often works much more effectively than piles of sympathy. In fact, using the motherly approach will definitely aggravate the problem. Cutting off all hope of going back to the home support forces campers to strengthen themselves to stand on their feet in a new context.

Another major help is to guide the camper into helping other campers.

This takes the focus off their selves.

"I've noticed that Jane is new at ping pong. You seem rather good. Would you play with her and help her practice?"

If the problem persists after these efforts have failed, talk to the camp directors.
Medical Treatment

- Director and an adult should accompany camper or counselor to the hospital or medical facility.
- If possible, contact the parent or guardian before transporting camper or counselor.
- Make sure you have the camper’s or counselor’s medical information and insurance information. The camper’s insurance is the primary insurance. This should be made clear to the parent or guardian.
- If the hospital request insurance information beyond the camper’s insurance. Please contact the regional office for the regional insurance information.
- Complete a Medical Incident Form and keep it with your report information.
- Contact the Regional Minister to keep them informed: 206-817-716.

Lice at Camp
Information adapted from American Camp Association and CDC websites.

What are lice?
Lice are parasitic insects that can be found on people's heads and bodies, including the pubic area. Human lice survive by feeding on human blood. Lice found on each area of the body are different from each other. The three types of lice that live on humans are:
- Pediculus humanus capitis (head louse)
- Pediculus humanus corporis (body louse, clothes louse) *Only the body louse is known to spread disease.
- Pthirus pubis ("crab" louse, pubic louse)

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

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

**Prevention & Control**

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

**Live Lice at Camp**

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

Discipleship

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

*Temporary Gathering*
Camp holds limitations on the developing community though. Each camps last roughly one week. Each year, many campers move to the next age group. This makes camp a temporary community.

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

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

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

*Baptismal Desires*

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

*Faith Expression*
The Disciples’ tradition marks a number of expressions as important to the progression of faith. Central among them is an articulation of faith; usually occurring with baptism.
Into Community
This is a commitment to Christ visibly expressed by an individual in community. It is a covenantal act of an individual, a community, and God. It is a moment of consecration and incorporation.

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

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

Regional Contact
Should the desire for baptism to occur at camp be expressed by the camper and the camper’s pastor, the regional minister should also be contacted.

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

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

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

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

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

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

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

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

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

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

*Making Transitions*
Meaningful transitions can encourage the mood of worship. Moving to another place, providing time, singing, lighting a candle, or taking other actions that denote a change of pace.
Child and Youth Safety Policy

Introduction
The youth and children’s ministries of the Northwest Regional Christian Church (Disciples of Christ) intend to provide youth with opportunities for personal spiritual growth and development and to offer experiences which minister to mind, body, and spirit.

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

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

Definitions of Terms

A. **Staff Member**: Any person serving the Northwest Region of the Christian Church (Disciples of Christ) in an official paid capacity.

B. **Volunteer Program Leaders**: Persons giving unpaid leadership in any of the Northwest Region’s youth ministries and services.

C. **Child or Youth**: A person under 18 years of age.

D. **Abuse or neglect**: the sexual abuse, sexual exploitation, negligent treatment or maltreatment of a youth and child by any person under circumstances which indicate that the youth and child's health, welfare, and safety is harmed.
Screening Procedures

A. Summer Camp Ministry Programs

1. All volunteers must complete a written application before they are accepted into the camping ministry of the NWRCC. As part of the application, two written references are required. One must be from the applicant’s pastor or, in the case of clergy, a clergy colleague.

2. References will be reviewed, evaluated and used to determine the selection of camp workers. The selection process will be conducted under the guidance of the Camp Directors and Regional Staff.

3. These written references are to be renewed every three years.

4. All records will be handled in confidence and maintained by the Region.

5. Each volunteer must undergo a criminal background check. Any person found to have been convicted of a sex crime or a crime against person as defined in the Washington Criminal Code or in any criminal code from any sister state or Federal Government, will be denied the opportunity to serve in the camp program.

6. Camp volunteers must attend a training session where the Child Safety Policy will be discussed as will rules of conduct between volunteers and youth/children.

B. Procedures for Volunteers Related to the Regional Youth Commission

1. All prospective Regional Youth Commission (RYC) adult leaders must apply to the RYC directly. Copies of applications will be kept on file at the NWRCC for six years.

2. All RYC adult and youth leaders and appropriate event staff are required to attend a training meeting during which the NWRCC’s Child Safety Policy will be explained.
3. All RYC meetings must involve at least three people, preferably two adults and one or more youth.

4. Notification from parents for another person to pick up a youth from the church/event location must be presented to an adult leader prior to releasing the youth.

5. The person given permission to pick up a youth from a church activity must present identification to an adult leader prior to taking youth from church or event location premises.

6. Anyone not following the rules stated must be reported to the RYC Adult Leaders or Regional Staff Person.

Guidelines for Behavior

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

A. Volunteers and staff shall not engage in abuse of any kind, including sexual abuse.

B. Private one-on-one activities between volunteers and staff and youth and children are not permitted. If individual “counseling” is required, such activity must be done in plain view of other campers or staff.

C. All persons in leadership positions will exercise deliberate supervision and report observations of suspected physical abuse to the director immediately. Prompt warnings will be issued where appropriate and the situation will be investigated and monitored closely.

D. The Director or RYC Adult Leader will have the option of dismissing any volunteer immediately for an offense of sufficient gravity. Law enforcement officials will be contacted in any instance of conduct which could be criminally sanctioned.

E. Volunteer staff training will include a discussion of reporting obligations.
Reporting Procedures

When any volunteer or staff learns of possible and/or disclosed abuse this will be reported immediately to the Camp Director or the RYC Adult Leader. The Camp Director or RYC Adult Leader will follow up to provide care to the youth as appropriate. Should the possible and/or disclosed abuse involve the Camp Director or the RYC Adult Leader, the Regional Minister and President shall be contacted immediately.

When there is reasonable cause to believe that a youth/child has suffered abuse or neglect, the Camp Director or RYC Adult Leader shall report such incident, or cause a report to be made, to the proper law enforcement agency or to Child Protective Services.

The report must be made at the first opportunity, but in no case longer than forty-eight hours after there is reasonable cause to believe that the child has suffered abuse or neglect. The report must include the identity of the accused if known.

An immediate oral report must be made by telephone or otherwise to the proper law enforcement agency or Child Protective Services and, upon request, must be followed by a report in writing. Such report must contain the following information, if known: (1) The name, address, and age of the child; (2) The name and address of the child’s parents, stepparents, guardians, or other persons having custody of the child; (3) The nature and extent of the alleged injury or injuries; (4) The nature and extent of the alleged neglect; (5) The nature and extent of the alleged sexual abuse; (6) Any evidence of previous injuries, including their nature and extent; and (7) Any other information that may be helpful in establishing the cause of the child’s death, injury, or injuries and the identity of the alleged perpetrator or perpetrators.

The Regional Minister and President will be apprised of the report that has been made to law enforcement or Child Protective Services.

Volunteers and staff shall receive training in recognizing signs of abuse, in appropriate responses to disclosed and/or suspected abuse, and in the regional reporting procedures.
for suspected or disclosed abuse. Volunteers and staff are not expected to investigate instances of suspected or disclosed abuse, however the suspected and disclosed abuse will be reported to law enforcement or Child Protective Services.

Approved Feb. 3, 2007 NWRCC Regional Board
Child and Youth Safety Policy of the NWRCC
Appendix I: Contraband

Illegal Drugs

*Report Appropriately*

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

*Suspecting Drugs*

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

*Conducting a Search*

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

*Search Smart*

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

*Search Together*

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

*Finding Drugs*

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

*Contacting Authorities*

If a substance is suspected to be some type of contraband, the local police should be contacted. Follow the police’s lead and make any necessary reports. Also, inform camp management.
Smoking Cessation
All camps are non-smoking events. Because this may prohibit participation for some, the use of nicotine gum or patches by campers will be allowed when administered by a designated counselor.

Designated Counselor
Those wishing to use nicotine gum or patch while at camp must supply the approved product to the designated counselor who will dispense it to the participant.

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

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

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

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

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

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

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

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

*Black Tar Heroin:* starts out in big black chunks that look like charcoal. Run through a coffee grinder for personal consumption.

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

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

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

Signs of Physical Abuse

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

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

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

Fractures: unexplained fractures should be cause for concern. A child who has multiple fractures in various stages of healing is almost certain to have been the victim of child abuse. Other signs include swollen or tender limbs and spiral fractures.
Lacerations and Abrasions: While it is common for children to suffer from occasional lacerations, these are usually on the leading edges of the body’s planes, e.g., knees, elbows, palms of the hands. Lacerations and abrasions on the backs of arms, legs, and torso as well as the external genitalia are highly suspect, as are bite marks, especially when they are recurrent and appear to be an adults.

**Signs of Sexual Abuse**

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

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

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

**Unhelpful Ways of Responding**

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

Helpful Ways of Responding

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

Social skills are the cognitive functions and behaviors performed when interacting with others.

Social Skills Deficits and Disorders
Common social skills deficits include:

Inappropriate interactions
• Excessive talking
• Disruptive behaviors
• Being noisy
• Monopolizing conversations
• Obnoxious behavior

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

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

Poor Emotional Regulation
• Aggressive behavior
• Temper outbursts
• Excitability
• Overreactions to minor events
• Poor at transitioning from one activity to another
Attention Deficit Hyperactivity Disorder (ADHD)
The term attention deficit is an oversimplification. It is not an inability to pay attention, but an inability to selectively attend. It could more accurately be described as an attention inconsistency or attention variability.

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

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

Attention Deficit Disorder, predominantly inattentive type includes those people who show significant problems of inattention, but not much difficulty with hyperactivity or impulsivity. Symptoms include:
• Often fails to give close attention to details or makes careless mistakes.
• Often has difficulty sustaining attention in tasks.
• Often does not seem to listen when spoken to directly.
• Often does not follow through on instructions.
• Is often easily distracted by extraneous stimuli or own thoughts.

Attention Deficit/Hyperactivity Disorder, predominantly hyperactive-impulsive type includes people who show significant problems with hyperactivity and impulsivity, but only some difficulty with inattention. Symptoms include:
• Often fidgets.
• Often leaves seat in situations in which remaining seated is expected.
• Often runs about or climbs excessively in situations in which it is inappropriate.
• Often has difficulty playing quietly
• Often is "on the go" or often acts as if "driven by a motor".
• Often talks excessively.
• Often interrupts or intrudes on others.
• Often behaves impulsively without regard for consequences
• Often engages in physically dangerous activity. Much more interested in not being bored than being safe. Attracted to excitement; blind to danger.

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

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

There are two general safety issues that are of particular concern for children with learning disabilities and/or ADHD.
• Situations in which their behavior creates danger for them or others around them.
• Their particular vulnerability as potential victims of sexual abuse.

**Learning Disabilities and Risk-Taking Behavior**

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

Developmental Characteristics
The following adaptation of Stommen’s *Five Cries of Youth* may help you better understand youth and your role.

• **Self Esteem** – The most universal need of youth is for a sense of self-esteem. Youth need a positive self-image and reinforcement of their self-esteem from peers and parents to help overcome feelings of inadequacy, worthlessness, and alienation. This perception involves a sense of confidence and security in the perception of identity: sexually, vocation, and function.

• **Belonging** – Youth need the affection and sense of belonging that comes from acceptance, understanding, support, warmth, and security of positive relationships with parents and peers. Relationships with adults is crucial, but often stormy. Youth desperately need affection and a sense of belonging to overcome or avoid the frustration and despair of hatred and distrust which leads to self-destructive behaviors.

• **Value Discovery** – In the midst of a rapidly changing world and multiplicity of conflicting values and influence, youth need the freedom and guidance to discover and clarify values; to integrate learnings, ideals, observations and experiences into a meaningful system of values for life: Youth also need freedom and support in their struggle to resolve the conflicts between teen and adult cultures and values, and between idealism and reality in their struggle toward maturity, integrity, and a sense of the meaning of life.

• **Social Conscience** – Youth need freedom, support, and outlets for a developing sense of social conscience, idealism, and protest. Youth need to be listened to closely and taken seriously in the expressions of protest or prejudice, no matter how exaggerated or subtle. A minority of youth are prejudiced and self-serving, and they need to be lovingly nurtured toward a more open sense of social conscience, grace, and self-transcendence.

• **Celebration** – Youth is a time for discovering and affirming the joy of living and hope for the future. Some need to be led to discover the dimensions of hope and joy; others need opportunity to affirm and celebrate their discovery and experience of life’s hope and joy. For many this sense of hope and joy arises from a sense of identity and mission centered in their personal relationships with God and Jesus Christ and a community of believers.
# Human Growth Chart
Created by George E. Koehler, based on the research and theory of Jean Piaget, Lawrence Kohberg, Erik Erikson and James Fowler

<table>
<thead>
<tr>
<th>Junior</th>
<th>Chi-Rho</th>
<th>CYF</th>
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<tbody>
<tr>
<td><strong>SPIRITUAL</strong>&lt;br&gt;Takes concepts as concrete.&lt;br&gt;God is like a super person.&lt;br&gt;Ids with Jesus.&lt;br&gt;Takes stories literally.&lt;br&gt;Learning to be a faith leader.&lt;br&gt;Asks religious questions.&lt;br&gt;Senses love of Christian Community.</td>
<td>May decide to be baptized. Experiences God as personal.&lt;br&gt;Self-esteem important.&lt;br&gt;Develops a clearer identity, but shaky.</td>
<td>Shaping one’s own version of faith.&lt;br&gt;May make commitment to Discipleship.&lt;br&gt;Less literal beliefs.&lt;br&gt;Putting together one’s own belief system.&lt;br&gt;Develops self-esteem, but perhaps shaky.</td>
</tr>
<tr>
<td><strong>MORAL</strong>&lt;br&gt;Wants to be a “good” person.&lt;br&gt;Acts to please others.&lt;br&gt;Seeks acceptance from others.&lt;br&gt;Comforms to rules.&lt;br&gt;Want to avoid being punished or hurt.</td>
<td>Models behavior after peers.&lt;br&gt;Wants to avoid blame and guilt.&lt;br&gt;Wants to do one’s duty.&lt;br&gt;Tries to obey authority.</td>
<td>Wants decisions to be rational.&lt;br&gt;Morality is a matter of personal values.&lt;br&gt;Tries to obey religious rules as moral values.</td>
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<tr>
<td><strong>RELATIONAL</strong>&lt;br&gt;Relates to friends of the same sex.&lt;br&gt;Identifies with media personalities.&lt;br&gt;Big people are good.&lt;br&gt;Concern with self.&lt;br&gt;Has mutual acceptance with peers.&lt;br&gt;Respects adults.</td>
<td>Friends with the same sex.&lt;br&gt;Admires significant leaders.&lt;br&gt;Develops loyalty to teams and tribes.&lt;br&gt;Explores relationships with opposite sex.&lt;br&gt;Curious about the opposite sex.&lt;br&gt;Eager for acceptance.&lt;br&gt;Forms and joins peer cliques&lt;br&gt;</td>
<td>May relate to a few adults as friends.&lt;br&gt;May follow public figures.&lt;br&gt;Enters romantic relationships.&lt;br&gt;New sex experiences.&lt;br&gt;May grow distant from parents.&lt;br&gt;Tries out leadership skills.&lt;br&gt;Belonging is important.&lt;br&gt;Forms and joins groups and cliques.</td>
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<td><strong>MENTAL</strong>&lt;br&gt;Decline of fantasy.&lt;br&gt;Begin to reason.&lt;br&gt;Classifies, relates, orders, adds, subtracts.&lt;br&gt;Confession of real and imaginary.&lt;br&gt;Asks questions.</td>
<td>Thinks inductively.&lt;br&gt;Develops hypotheses.&lt;br&gt;Relates concepts to one another.&lt;br&gt;Builds concepts out of facts.&lt;br&gt;Begin to think abstractly without using concrete objects.</td>
<td>Motivated by abstract ideals.&lt;br&gt;Speculates about abstract ideas.&lt;br&gt;Uses varied thought process.&lt;br&gt;Thinks inductively and deductively.&lt;br&gt;Considers and tests out all possibilities.</td>
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<tr>
<td><strong>PHYSICAL</strong>&lt;br&gt;Permanent teeth.&lt;br&gt;Experienced childhood disease.&lt;br&gt;Runs, skips, throws, catches, climbs.&lt;br&gt;Slower physical growth.</td>
<td>Puberty.&lt;br&gt;Rapid growth spurt.&lt;br&gt;Restless and high energy.&lt;br&gt;Secondary sex characteristics appear.</td>
<td>May develop athletic skills.&lt;br&gt;Attains maximum height.&lt;br&gt;Skin blemishes.&lt;br&gt;Need for activity.&lt;br&gt;Conscious of body appearance.</td>
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</table>
Director Report

Please complete this report, camp expenditure report, first aid report, any medical incident reports, camp schedule, and any collected offering. Please do not mail cash.

Please mail to NRWCC, Attn: Amber Saladino, PO Box 23819, Federal Way, WA. 98093.

GENERAL INFORMATION:

Event Name

Date of Event

Event Director

Co-Director

Number of Campers

Number of Counselors and Directors (Including Yourself)

Registered Persons Who Did Not Attend
Camp Expenditure Report

Receipts must be attached for all expenses.

<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
<th>Cost</th>
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</table>

Director

Date

Regional Minister Authorization

Date
First Aid Report

Place the initials of the adult who administers the medications on a given day.

<table>
<thead>
<tr>
<th>Camper Name</th>
<th>Meds Dose &amp; Time</th>
<th>First Aid Provided</th>
<th>Su</th>
<th>Mo</th>
<th>Tu</th>
<th>We</th>
<th>Th</th>
<th>Fr</th>
<th>Sa</th>
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Medical Incident Report

Date

Camper Name:

Date of Birth:

Address:

Parent/Guardian Name:

Email:

Date of Incident

Details of Incident

Treatment of Incident
<table>
<thead>
<tr>
<th>Date</th>
<th>Incident</th>
<th>Response</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>MM/DD/YY</td>
<td>Fred and Ralph argued during small group time, escalated into shoving and foul language.</td>
<td>Counselor separated boys from rest of group, discussed incident. Both boys lost swim privileges for afternoon.</td>
<td>CD</td>
</tr>
</tbody>
</table>