May 2015

4-H 315 4-H Camp: Counselor Handbook

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COUNSELOR HANDBOOK

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Dear Counselor:

Have you ever thought about why we call you “counselors” and not “babysitters” or “bosses” or even “leaders”? Well, there are lots of good reasons, and you probably can think of most of them. For one thing, calling you “babysitters” would be bad for morale. Besides, you’d probably expect to get paid for your work then!

You’re called counselors because your job is to counsel the boys and girls who come to camp. Counseling involves listening, sharing, guiding and advising campers. It’s helping them adjust to new situations, giving encouragement and caring about each camper. That’s what counseling is. It’s a combination of little things that show the camper you care about him or her.

As a counselor, you are the most important ingredient for a successful camp. After the camper has forgotten everything else about camp, they’ll remember you and the things you did for and with them.

It’s a serious responsibility, but one whose rewards you will enjoy in many different ways for a long time.

We are excited about having you on our team and look forward to working with you.

Sincerely,
The Camp Staff

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EARLY IMPRESSION

“I took a piece of plastic clay
And idly fashioned it one day.
And as my fingers pressed it still
It bent and yielded to my will.”

“I came again when days were past
The bit of clay was hard at last.
My early impress still it bore,
And I could change its form no more.”

“You take a piece of living clay
And gently form it day by day;
Molding with your power and art
A young boy’s soft and yielding heart.”

“You come again when years are gone
It is a man you look upon;
Your early impress still he bore
And you can change him nevemore.”
1-2 CAMPING PHILOSOPHY

Four-H camping is cooperative group living in a natural environment that focuses on the individual’s social, spiritual, mental and physical development.

1-3 CAMPING OBJECTIVES

The goal of 4-H camping is to conduct challenging, unique and positive camping experiences for 4-H members and other young people. Specific objectives are to:

1. Develop positive self-image, confidence and physical skills in campers.
2. Make each camper more aware of the environment, help them appreciate natural resources and teach them a love of the outdoors.
3. Build leadership skills through camp responsibilities, including counseling.
4. Develop skills through special project or subject area camps.
5. Help each camper appreciate his/her relationships with others, both campers and adults.

1-4 4-H EVENTS - CODE OF CONDUCT

1. You are expected to attend all sessions of the planned program. Inform a staff member if you are not feeling well or have a schedule conflict.
2. Observe hours established by the staff and be in your room/cabin. No boys will be allowed in the girls’ cabins nor will girls be allowed in boys’ cabins.
3. Dress appropriately for the occasion. At all times you should be courteous, clean and polite. Language must be restrained and appropriate for a 4-H member — no swearing.
4. Except for the planned program, do not leave the camp site at any time without written permission of camp staff or camp director.
5. Do not smoke or use alcohol, drugs or other mood altering substances (except those directed by doctor). Do not stay in a room when they are being used.
6. Avoid damaging room furnishings, furniture, equipment, etc. You are responsible for any damage or misconduct in your room or cabin.

Violators may expect:
1. To be able to explain actions to staff in charge.
2. To have a letter sent to parents and county 4-H council describing any disruptive behavior.
3. To be dismissed and sent home, at parental expense, if violations continue.
4. To be sent home immediately, at parental expense, if number five above is violated.
1-9 CAMP OPERATIONS

1-9.1 Lost and Found

1. Caution campers to keep track of property.
2. Encourage campers to turn in misplaced articles that are found.
3. Avoid accusations without proof.

1-9.2 Personal Property

The Camp/Center is not responsible for missing personal property. Counselors are responsible for taking care of their own personal property. You may check any valuable property into the camp office for safekeeping.

1-9.3 Visitors Policy

Do not encourage visitors while at camp. Your responsibility to the campers is your first priority.

1-9.4 Telephone Policy

Camp telephones are not for private use. Any necessary phone calls must be made with a credit card or collect. Please get approval of camp staff before making calls. All calls should be brief and made during free time.

1-9.5 Parking/Vehicles

Counselors driving cars to camp will park them in lots provided. Cars may not be used until the end of the camping session unless approved by the camp director.

1-9.6 Camper Insurance

Campers and counselors are covered by a basic accident insurance policy in case professional medical services are necessary.
Section 2: Becoming a Camp Counselor

2-1 Good Counselors Make Good Camps

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   2-2.1 Expectations of the Camp Counselor
   2-2.2 A Good Camp Counselor Can Expect

2-3 Three R's of Camp Counseling
   2-3.1 Roles of Camp Counselors
   2-3.2 Relationships of Camp Counselors
   2-3.3 Responsibilities of Camp Counselors
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2-4 Tips for Successful Counseling
A counselor is one who counsels, who works with and not for the campers. One who listens, suggests and guides.

Your position as a camp counselor is very important. Physical factors such as facilities and food are important, but camps with comparable facilities vary considerably in the quality of their program. The differences are largely explained by the abilities and attitudes of the counselors!!

Camp life offers you some unique opportunities. You will be working with other young people and develop lasting friendships. You will grow personally by developing your leadership skills and gaining insight into the needs of others.

In order for you to become the skillful counselor your campers will remember, you need to know what is expected of you.

2-2 EXPECTATIONS

2-2.1 Expectations of the Camp Counselor

1. To understand the objectives of 4-H Camp.
2. To enjoy working with children.
3. To provide for the safety and well-being of each camper at all times.
4. To be enthusiastic, understanding and a willing leader.
5. To be a positive role model setting a good example in conduct, dress, personal appearance and attitude.
6. To understand the needs and interests of your campers.
7. To understand and abide by the rules and guidelines, the emergency procedures, and the 4-H camping code of conduct.
8. To exercise mature judgment, cooperation, team work and the ability to smile.
9. To have a good sense of humor.

2-2.2 A Good Camp Counselor Can Expect

- A brand-new, wonderful experience.
- To make close, lasting friendships.
- To have a loyal following, if you are a good leader.
- To get a new insight into the needs of others.
- To be part of a dynamic team that positively affects the lives of all campers.
- The respect of fellow counselors and staff.
• To have fun while learning.
• To grow personally through a job well done. To gain personal growth, wider interests, new skills and a new appreciation of friendship and leadership.
• A healthy, safe environment.
• An experience that is a valuable addition to your resume.
• Adequate training.
• Support from staff and resources.
• An open door to career opportunities.

2-3 THREE R'S OF CAMP COUNSELING

2-3.1 Roles of Camp Counselors

1. Program Planning - You can offer suggestions and help plan some of the daily activities during camp week.
2. Conducting the Camp Program - Carrying out the camp program is a combined effort of counselors, program staff and directors. Counselors provide inspiration and leadership to campers.
3. Evaluation - This is a continuous effort throughout camp and counselors should be close to their campers, know what they like and dislike about camp, and be able to make suggestions for change if needed.

During your stay at 4-H Camp you will be asked to fill different roles at different times. How you carry out your responsibilities will affect the entire camp program and the kind of experiences the campers have.

These roles are extremely important in the camp and camp program:

- Cabin Counselor
- Ceremonies Advisor
- Recreation Leader
- Song Leader
- Teacher

2-3.2 Relationships of Camp Counselors

As a camp counselor you will meet all sorts of people in the 4-H camping program. It is important that everyone works as a closely knit team. Our expectation of counselors is very high. A successful team makes a successful camp. The team’s success depends on your relationship with:

- Campers

Take a real interest in campers. Help them with their problems. Talk to them. Be friendly. Set a good example. Try to get each camper involved.
Camp Staff

Get to know them. Know their jobs and responsibilities. Be willing to assist them when needed. Notify them of any special needs.

Other Camp Counselors

During counselor training you will make many new friends. Building trust and confidence in your fellow counselors is vitally important to the effectiveness of our team.

You also have a responsibility to help other counselors grow into the role of a camp counselor. Being a role model and helping others understand their counselor responsibilities is part of a positive peer relationship that benefits everyone.

Extension Agents and Other Staff

Assist in planning. Carry out your responsibilities in program activities. Offer suggestions at counselor meetings. Report problems or emergencies immediately. Be loyal and respectful.

Parents

Be ready to meet parents as campers arrive. Introduce yourself to parents and campers. Show them cabins and other facilities. Take an interest in their child.

Counselors may be involved in evaluating the 4-H camp program. At the end of camp you may help campers fill out an evaluation form and have an opportunity to make recommendations for improvement.

2-3.3 Responsibilities of Camp Counselors

As a counselor, you have a responsibility to help each 4-H member gain the most possible from camp. To a very large degree the effectiveness of the camp program and its value to the camper and the 4-H program will be determined by YOUR interest, activity, and appreciation of the camp program and its values.

You will:

1. Develop your skill in working with campers and understanding their actions and behavior.
2. Learn to plan and teach a workshop.
3. Develop your leadership skills by planning with a group and carrying out a particular program activity.
4. Be alert to the health, safety and needs of campers.
5. Work as a team member with other counselors, adults and staff.
2-3.4 Specific Counselor Job Responsibilities

1. Attend counselor training and orientation meetings.
2. Arrive at camp on time for the first day of your session.
3. Help camp staff get ready for the arrival of campers.
4. Organize activities for early arrivals.
5. Review camper registrations for any medical problems.
6. Know about allergies and/or medications necessary for any of the campers in your group/cabin. Be sure campers needing medication report to the staff member in charge of first aid when medication is due.
7. Refer all medical problems to the staff. Record all first aid in the proper log.
8. Greet campers on arrival and help them find their cabins. Make them feel welcome and part of the group. Show your campers the campgrounds.
9. Make sure your group arrives at each session or activity on time.
10. Remain with your group at all activities, except when excused by a staff member.
11. Follow all safety guidelines and know emergency procedures.
12. Ask a staff member for help with any problem you feel you cannot handle.
13. Supervise your cabin and insist that lights-out be followed. Do not leave your cabin at night except for emergencies.
14. Get up with your campers.
15. Assume responsibility for workshops, hikes or special activities assigned to you.
16. Assist campers with ceremonies or other assigned activities.
17. Help campers enjoy camping.
18. Do not leave campers in cabins alone.

2-4 TIPS FOR SUCCESSFUL COUNSELING

• Make sure each camper feels welcome and a part of the group from the moment they arrive at camp.
• Learn each camper’s name quickly. Learn not only those in your cabin but the names of all the campers.
• See that each camper in your group is clean and well-groomed.
• Help each camper find something to excel in. Every camper can do something well.
• Try to see things from the camper’s point of view. Meet them at their level, but do not talk down to them.
• Recognize a camper’s good ideas.
• Participate in all staff meetings. Give staff meetings some thought ahead of time.
• Avoid the limelight and counselor cliques.
• Promote safety at all times.
• Follow the instructions of the camp director.
• Work as a loyal member of the camp staff, and be cooperative, respectful and supportive of all staff decisions.
• Make ceremonies and camp fires positive and meaningful experiences.
• Build group spirit by saying "let's do" rather than "you do."
• Bring with you: special talents, rainy day activities/ideas, musical instruments, story books and other reference materials, costume for skits, etc.
3-1 Safety
   3-1.1 Sun and Heat Safety
   3-1.2 Poisonous Plants and Snakes
   3-1.3 Fire Safety
   3-1.4 Wild Animals
   3-1.5 First Aid Kits and Fire Extinguishers

3-2 General Safety and Emergency Information
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3-6 Child Abuse
   3-6.1 What is Child Abuse and Neglect
   3-6.2 Signs of Abuse and Neglect
   3-6.3 What to do if You Suspect Abuse or Neglect
3-1 SAFETY

In every camping situation the health and safety of the campers is of utmost concern. Camp safety is everybody’s business. In all that you do think “safety first.”

3-1.1 Sun and Heat Safety

Wear hats when in the sun and on canoe trips. Encourage campers to drink plenty of fluids. Be sure they take water bottles or canteens with them on all long hikes and extended outdoor activities.

3-1.2 Poisonous Plants and Snakes

Before going on a walk or hike, teach the campers about poisonous plants or snakes in the area. Campers should be able to recognize hazards such as inedible berries, poison ivy, poison oak or rattlesnakes. If a camper does touch a poisonous plant, wash the skin with soap and cold water.

3-1.3 Fire Safety

Fire is a potential camp hazard. Build fires only in the designated campfire pits and under the supervision of a camp staff person. Water, soil and a shovel should be readily available at all campfires. Be sure to check that the fire is properly extinguished.

3-1.4 Wild Animals

Discourage campers from feeding any wild animals (even chipmunks). It is virtually impossible to know which ones may be carrying rabies. Keep cabins clean and free from open food and candy that attract wild animals, especially squirrels and mice.

3-1.5 First Aid Kits and Fire Extinguishers

Know the location of all fire extinguishers in your cabin and throughout the camp. Check with camp staff about first aid procedures. Report all illnesses, bites and accidents to the camp staff.

3-2 GENERAL SAFETY AND EMERGENCY INFORMATION

3-2.1 Lightning

Lightning causes more deaths than any other weather hazard, so remember these rules. If lightning threatens when you are inside:

1. Stay inside.
2. Stay away from open doors or windows, radiators, metal pipes and sinks. Avoid plug-in electrical objects such as radios, electric typewriters, lamps, etc.
3. Do not plug-in electrical equipment.
4. Do not use the telephone; lightning may strike the telephone lines outside.

If lightning threatens when you are outside:

1. Seek shelter in a building. If no buildings are available, seek shelter in a ditch or ravine.
2. Avoid the highest object in the area and avoid being the highest object yourself. If only isolated trees are nearby, crouch or lie in the open, keeping at least as far away from isolated trees as they are high.
3. Get rid of anything metal that you are wearing or carrying.
4. If you feel an electrical charge, such as hair standing on end or tingling skin, lightning may be about to strike. Drop to your knees and bend forward, putting your hands on your knees.

NOTE: Persons struck by lightning receive a severe electrical shock and may be burned. They carry no electrical charge and can be safely handled. A person struck by lightning can often be revived by prompt CPR.

3-2.2 Tornadoes

Tornadoes are the most violent of all storms. Paths of destruction range from a few hundred feet to more than a mile wide, and from a city block to three hundred miles long. Rotating winds exceed 200 miles per hour. Forward travel varies from 5 to more than 70 miles per hour, with a usual speed of about 40 mph. Tornadoes often move from the southwest to the northeast, but may approach from any direction. It is impossible to predict exactly where they will develop or touch ground. Tornado season is from April through September and many occur between noon and midnight, with more than 50% striking between 3:00-7:00 p.m.

Heavy showers and hail often accompany a tornado. During a tornado there may be a heavy shower with hail, followed by sunshine. Then, it may start to rain and hail again. Just because the sun comes out does not mean the storm is over. Wait for someone to give you the all clear sign.

A Tornado Watch is issued by the National Weather Service when atmospheric conditions are such that tornadoes might develop in certain areas. This information is broadcast by radio and television and you should keep informed of existing conditions by tuning to a local station.

A Tornado Warning is issued when a tornado has been sighted or picked up on radar by the National Weather Service. Radio and television stations will immediately broadcast all available information on the location and direction of travel.
Take a flashlight and battery operated radio to the shelter. Electric power may fail and an emergency light will be helpful. Your local radio station will keep you informed of storm conditions.

3-2.3 Lost Camper

Report missing campers immediately to the camp director or staff. Do not leave your group to look for the lost camper. The camp director will, when necessary, organize a search. Check with friends of the missing camper for helpful information.

3-2.4 Fire

If you discover a fire, evacuate the area first. Send someone (preferably camp staff) immediately to report the fire to the camp office. Call the fire department. The number is posted near the phone. Check with your camp director to find the camp signal for a fire.

Counselors are responsible for their campers and should make sure all campers are accounted for. Move all campers away from the fire to the designated assembly point.

3-2.5 Project Adventure

No one is allowed to use the Project Adventure Course without a trained supervisor present.

1. Camp counselors will help trained camp staff with Project Adventure activities.
2. Use proper spotting techniques.
3. Think safety at all times.

3-2.6 Water Safety

1. Always wear a life jacket during canoeing and tubing events.
2. At least one counselor or adult will remain on shore to supervise.

3-2.7 Canoeing

All campers should know the safety rules. Find the posters that explain your camp’s safety rules, instructions and canoeing information. The person in charge of canoeing should take these instructions to all scheduled canoeing sessions. At least one counselor or adult will remain on shore to supervise.

Canoeing Safety Rules:

1. Always wear a life jacket.
2. One flotation device in each canoe.
3. Don’t step in a canoe that is on the ground.
4. Stay low when entering the canoe.
5. Enter the canoe at the center, then move slowly to proper position.
6. Stay seated while in the canoe.
7. Don’t put your paddle into the mud.
8. Don’t race or splash.
9. Don’t bump or swamp canoes.
10. Remain in the area until all canoes are loaded.
11. Have fun!

3-2.8 River

1. Everyone will stay in the shallow part of the river and out of the main channel.
2. Counselors will be stationed at the ends of the area the campers are allowed in. No campers are allowed beyond this designated area.
3. At least one counselor or adult will remain on shore to supervise.
4. The ‘buddy system’ will be used. Supervisors will conduct periodic checks to make sure all campers are accounted for.
5. No horseplay.
6. Campers should not leave the area alone and without approval.

3-2.9 Waterslide (where appropriate)

1. One counselor is to be at the top of the waterslide watching the hoses and making sure campers take turns.
2. The person at the top of the slide should yell “Go” to the next camper. Give the signal when the other camper is about three-fourths of the way down the slide.
3. There needs to be one counselor or staff member in the water tank to make sure campers get out of the tank to avoid injuries. The person in the tank needs to stand near the back of the tank, facing the slide, so campers don’t hit the back of the tank.
4. Always be on the alert for possible injuries.

Waterslide Camper Rules

1. No playing on the waterslide without supervision.
2. No shoes allowed on the waterslide.
3. Remember to take turns.
4. Absolutely no mud fights.
5. No throwing objects at those who are sliding down.
6. Be careful.
7. Have fun!
3-2.10 Vehicles

1. Counselors are not to drive camp vehicles.
2. There will be no riders in the back of the pickup.
3. Park all vehicles in the designated area.

3-3 EMERGENCY PROCEDURES WORKSHEETS

Each camp you work at will have their own emergency procedures. During your first camp staff meeting be sure that you understand and write down the fire and tornado procedures for the camp. If they do not have a plan, insist that one is given to you.
3-3.1 Fire Plan

In case of a forest fire or cabin fire here is what will happen:

Camp signal:

Emergency gathering point will be:

Fire station telephone number is:

Fire extinguishers are located at:

Daytime procedures:

Night time procedures:
3-3.2 Tornado Plan

Tornado signal for this camp is:

All clear signal for this camp is:

Daytime procedure:

Night time cabin procedure:

Lodge procedure:
3-4 FIRST AID

3-4.1 Injured Camper

1. Send a runner to the office to report to person in charge. You stay with the injured camper.
2. Do not move a child that has been struck or is unconscious.
3. Use normal first aid procedures until you get additional leader-counselor help.
4. Report all accidents, no matter how minor!
5. Know who among the camp staff is in charge of first aid.

3-4.2 Accidents and Illness

1. Prevention is best.
2. Point out hazards.
3. Watch for fatigue, in yourself too.
4. Learn to identify poisonous plants and snakes.
5. Report any illness or injury to camp staff.
6. Be sure campers wear shoes at all times.
7. Remain calm.
8. Always accompany a young camper to the nurse’s station.

3-4.3 First Aid Basics

Even though the camp will have a nurse or Emergency Medical Technician (EMT) available, there may be emergency situations that you will have to deal with immediately. You will want to become familiar with the following basic first aid procedures.

1. Wash your hands before giving first aid.
2. See that the camp nurse or EMT is notified immediately.
3. Practice first aid only in extreme emergencies, preferably under the direction of the camp staff nurse or EMT.
4. Make sure that all first aid treatments are properly recorded.
5. Never send a young camper to the nurse’s station alone, always go with them.

Minor Cuts

Wash the injury thoroughly, using plain soap and running tap water. Apply a dry, clean dressing and bandage it snugly into place. Do not use fluffed cotton to clean the wound. Advise the camper to tell his parents about the wound and see a doctor if an infection appears.

Major Cuts

Most external bleeding can be controlled by applying pressure directly over the wound with either a clean cloth or the bare
hand. After the bleeding has been controlled, apply additional layers of cloth for a good-size covering, and then bandage firmly. If the wound is on the arm or leg, elevate it using pillows or substitutes. Do not remove this dressing. If blood saturates the dressing, apply more layers of cloth and perhaps tie the bandage snugly, directly over the wound. Get the camper to a doctor or hospital as soon as possible.

**Nosebleed**

The camper should remain quiet. Have the camper sit with his or her head forward, or lie down with head and shoulders raised. Press the nostrils together and apply a cold wet towel to the nose and face. If bleeding continues, insert a small clean pad of gauze (not absorbent cotton) into one or both nostrils and re-apply pressure. A free end of the pad must extend outside the nostril so you can remove the pad later. If bleeding continues, get medical help.

**Shock**

Shock may be caused by severe injuries of all types: hemorrhage, loss of body fluids, infection, poisoning, heart attack, stroke or drugs. Shock decreases many vital body functions and can be fatal. The signs are:

1. Skin is pale or bluish and cold to the touch.
2. Skin may be moist and clammy from perspiration.
3. Weakness.
4. Rapid pulse (over 100 beats per minute) too faint to be detected at the wrist.
5. Rapid breathing.
6. Restlessness, anxiousness, thrashing about and complaining of severe thirst.
7. Dilated eyes, apathetic responses and mottled skin in severe cases.

If injuries will allow, have the camper lie down with feet slightly elevated. Keep the camper warm by covering with blankets or jackets. Fluids can be given when medical help is not available within a reasonable time (one hour or more). Lukewarm water should be given to a conscious person only. All injuries should be treated for shock. Get to medical care as soon as possible.

**Anaphylactic Shock**

This kind of shock occurs with acute allergic reactions. These reactions can be caused by foods, chemicals and insect bites. The camper may be aware of this condition or it may come with a sudden intolerance to a substance. Symptoms include sudden and dramatic swelling that causes shortness of breath and loss of
circulation. Medical help is needed immediately. Transport as quickly as possible and keep airways open. Be prepared to administer CPR.

Fractures

Keep the injured camper warm and quiet. Apply ice bags to the injured area. If it is necessary to move the camper, immobilize the fractured part with an inflatable splint, if available, or with a firmly tied sling, folded magazine or pillow.

If the bone has punctured the skin, cover the wound with a sterile gauze pad. Do not ask the person to move the limb to see if it is broken because it is possible to move a fractured bone with little or no distress.

Sprains and Strains

The ankles, fingers, wrists and knees are most often sprained. Sprains usually occur when a limb is forced beyond the normal range of movement. The ligaments, tendons and blood vessels are stretched or torn. The signs of a sprain are swelling, tenderness, painful motion and discoloration. It is usually impossible to tell a sprain from a closed fracture without an x-ray. Small chipped fractures often accompany sprains.

If the ankle or knee is affected, do not allow the camper to walk. Apply a splint and elevate. In mild sprains, keep the injured part elevated for at least 24 hours. Do not soak in hot water. Apply cold wet packs on the affected area with a thin towel between the pack and skin. Leave on for two minutes. Do not pack the joint in ice or immerse in ice water. If swelling and pain persist, seek medical attention.

A strain stretches or tears the fibers of a muscle. Back strains are often caused by improper lifting. Lift with your legs, not your back. A person with a strain should rest and have warm, wet towels applied to the injured muscles. Lying flat on a hard surface also will help a person with a back injury.

Fainting

Fainting occurs when the blood supply to the brain is reduced for a short time. If a camper feels faint, have him/her lie down with the head low. If the camper cannot lie down, he/she should sit down, place head between knees and breathe deeply.

If a camper has fainted, leave him/her lying down. Loosen any tight clothing and keep crowds away. If they vomit, roll them onto their side or turn the head to the side. If necessary, wipe out the mouth with your fingers to maintain an open airway. Do not pour water over the camper's face or try to give him/her a drink. See if the camper suffered any injury from the fall. Unless recovery is prompt, seek medical assistance. Observe the camper for several hours after the fainting spell, it may be an indication of a developing illness.
Heat Exhaustion

Heat exhaustion is characterized by fatigue, weakness and collapse. Its symptoms are:

1. Approximately normal body temperature.
2. Pale and clammy skin.
3. Perspiration.
4. Tiredness, weakness.
5. Headache, perhaps cramps.
6. Nausea, dizziness and possible vomiting.
7. Possible fainting.

To treat heat exhaustion, have the camper lie down and raise his/her feet. Give sips of salt water (one teaspoon salt/glass, half a glass every 15 minutes), over a period of about one hour. Loosen clothing and apply cool, wet cloths. Fan the person and/or have him/her moved to a cooler area. If they vomit, don’t give any more fluids and seek medical attention.

Heat Stroke

Heat stroke is a life-threatening situation. The victim’s temperature control system that causes sweating stops working correctly and the body overheats. If the person is not cooled quickly, brain damage and death can occur.

The symptoms are:

1. Very high body temperature with hot, red and dry skin.
2. Rapid and strong pulse.
3. Unconsciousness, possibly.

To treat, remove outer clothing and sponge bare skin with cool water or rubbing alcohol; or apply cold packs continuously; or place the victim in a tub of cold water without ice. Fanning the victim also will help bring down body temperature. Do not give the person stimulants (coffee, tea, etc.). Seek medical assistance.

Choking

If the camper is breathing adequately, do not try to dislodge the object by slapping on the back. Let him or her cough and get in a comfortable position. If the camper has difficulty breathing (cannot talk, turns blue and appears near death) give four sharp blows on the back between the shoulder blades and then four abdominal thrusts. If the camper does not resume normal breathing, give artificial respiration and send for medical help.

Back Blows

Pull at the hip and shoulder to roll the camper toward you, against your knees. Use the heel of your hand to give the victim
four quick blows between the shoulder blades. Hit hard enough to knock the object loose.

**Abdominal Thrusts**

Right after you give four back blows, roll the victim onto the back. Put the heel of your hand that is nearer the victim's feet on the abdomen, between the rib cage and the navel. Then put your other hand on top of the first. The fingers of the bottom hand must point toward the head. The fingers of the top hand do not have to. With your shoulders directly over the camper's abdomen, press in with four quick, upward thrusts. Do not press to either side because you may injure the camper's spleen or liver.

**Burns**

To reduce pain in first degree burns (reddened skin) and small second degree burns (blisters develop), submerge in cold water until pain subsides. Or, cover with thick, dry, sterile dressing and bandage firmly to exclude air. Do not break blisters. For a third degree burn (deep tissue damage), apply a thick, dry, sterile dressing and bandage to keep air out. Then get medical help immediately.

For eye burns, wash eye thoroughly with water for 15 minutes. Hold eyelid open and pour solution from inside corner out. Put a pad over closed eye, bandage and get medical help.

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**3-5 HEALTH AND WELLNESS**

**3-5.1 Homesickness**

Every homesick child is an individual case and needs individualized attention, but all usually have a common cause. Often, these children are away from home for the first time. You must treat these individuals and not the cause. All children must find a way to be happy when separated from their parents. You can treat homesickness by finding ways to make a child happy.

Try to interest the child in new thoughts to replace thoughts of his or her own misery. All children have some special interest. Find the interest and stress it, no matter how trivial it may be. Give the child some responsibility in the area of his or her interest. The adults in charge must give “tender loving care” to every homesick child.

Factors that may cause homesickness include:

1. Over-attachment to parents.
2. Lack of friends in camp.
3. Lack of skills in camp activities.
4. Timidity, or fear of ridicule, the dark, or ‘rough’ cabin mates.
Ways of treating homesickness:

1. Catch it early - be alert.
2. Keep campers busy and involved.
3. Find another youngster who could be a friend to the camper.
4. Do not ridicule, shame or belittle a homesick camper.
5. Become a parent substitute.
6. Find the camper's interest and stress it.
7. Don't call attention to the problem.
8. Sit on the bed — talk about what’s happened and what’s going to happen.
9. Explain what to expect at camp.
10. Give special responsibility.
11. Listen well and have lots of love and understanding.

3-5.2 Mealtime Routine

1. One of the best times to get to know campers is during meals.
2. One counselor should sit at each table.
3. Practice good table manners.
4. Encourage normal conversational tones.
5. Avoid loud, disturbing behavior.
6. Be alert for campers not eating or drinking water.
7. Don’t complain about the food.
8. Separate those who cause trouble.
9. Take your time, enjoy, get to know those around you.
10. Campers should not leave the table until properly excused.
11. Follow camp mealtime clean-up and program procedures.

3-5.3 Cabin And Bedtime Routine

Cabin Assignments:

1. Help campers locate their cabins and select a bunk.
2. Select the bunk next to the door for yourself.
3. Make sure campers are comfortable with bunk selection.

Bedtime Health Routine:

1. Shower.
2. Brush teeth.
3. Change into night clothes.
4. Hang up clothes.
5. Set a good example.
6. Be prepared with an appropriate bedtime activity, such as a bedtime story.
Discipline at Bedtime:

1. Avoid rough-housing and horseplay that makes it difficult to quiet group.
2. Be alert for practical jokes.
3. Avoid unnecessary noises.
5. Don’t threaten punishment that you cannot enforce.
6. Use common sense.
7. Have flashlight handy.
8. Never leave the cabin after lights-out, except in an emergency. (No midnight counselor parties!!!)
9. If you must leave the cabin in an emergency, designate someone to be in charge until you can notify a staff member or another counselor.

3-5.4 The Bed Wetter

Bed wetting can occur for several reasons:

1. Physical factors.
2. Nervousness or not enough rest.
3. Fear of getting out of bed.
4. Fear of the dark.
5. Over-consumption of liquids.

Here are some ways of handling bed wetting:

1. Talk with the camp nurse.
2. Limit fluids.
3. See that the camper visits restroom before retiring.
4. Leave lights on in restrooms.
5. Wake the camper three hours after retiring to visit the restroom.
7. Do not ridicule.
8. Hang out all beds for “airing.”

3-5.5 Cabin Clean-up

1. Campers follow your lead. Set a good example and share in the clean-up.
2. Instill pride in the cabin.
3. Involve total cabin in clean-up efforts.
4. Avoid practical jokes.
5. Follow the clean-up procedures set by the camp director.

3-5.6 Appearance

1. Your appearance sets the tone.
2. Watch for overexposure to sun.
3. Wear clothing appropriate for activity.
4. Do not wear clothing with offensive or suggestive language.
5. Make sure campers are clean and well-groomed.
6. Be sure campers wear shoes at all times.

3-6 CHILD ABUSE AND NEGLIGENCE

3-6.1 What Is Child Abuse And Neglect?

There are five basic types:

1. Physical Abuse: Violent assault with an implement, burns, fractures or other actions leading to possible injury to the child are forms of physical abuse. "Spanking" for purely disciplinary reasons normally is not child abuse.
2. Sexual Abuse: Sexual molestation, incest and exploitation for prostitution or the production of pornographic materials are examples of sexual abuse.
3. Physical Neglect: Abandonment, refusal to seek, allow or provide treatment for illness or impairment, inadequate physical supervision, disregard of health hazards, and inadequate nutrition, clothing or hygiene when services are available all describe physical neglect.
4. Educational Neglect: Knowingly permitting chronic truancy is an example of educational neglect.
5. Emotional abuse: Verbal or emotional assault, close confinement such as tying or locking in closet, knowingly permitting antisocial behavior such as delinquency or serious alcohol/drug abuse, or refusal to allow medical care for a diagnosed emotional problem all indicate emotional abuse.

3-6.2 Signs of Abuse and Neglect

There are many signs of trouble. Any one of them may not mean anything or may have another explanation. However, if there are several signs of abuse, or if they occur frequently, suspect child abuse or neglect.

Physical Abuse

Physically abused children may:

1. Have unusual bruises, welts, burns, fractures, or bite marks. Frequent injuries are always explained as "accidental."
2. Report injury by parents. Children act unpleasant, are hard to get along with, are demanding and often do not obey.
3. Frequently cause trouble or interfere with others.
4. Frequently break or damage things.
5. Are shy, avoid other people including children.
6. Seem too anxious to please. Seem too ready to let other people say and do things to them without protest.
7. Avoid physical contact with others.
8. Seem frightened of parents, or show little or no distress when separated from them.
9. Seek affection from any adult.

Neglect

Neglected children may:
1. Be dirty or unsuitably dressed for the weather.
2. Seem to be alone for long periods.
3. Need glasses, dental care, or other medical attention.
4. Be tired and lethargic; have no energy.
5. Be absent from school frequently.
6. Be absent from school frequently.
7. Not have done homework.
8. Use alcohol or drugs.
9. Engage in vandalism or sexual misconduct.

Emotional Abuse

Emotionally abused children often appear:
1. Self-destructive.
2. Apathetic.
3. Depressed.
4. Withdrawn.
5. Passive.
6. Lacking a positive self-image.
7. Academically troubled.
8. Developmentally slow.
9. Disorganized, distrustful or rigidly compulsive.
10. To assume adult roles and responsibilities.
11. Autistic, delusional, paranoid, engaged in excessive fantasizing.
12. Impulsive, defiant, antisocial or aggressive. Often throwing tantrums or testing limits.
13. Fearful, hyperalert, lacking in creativity and curiosity.
14. To have difficulty making friends and dealing with others.
15. To lack familial attachment and have excessive peer dependence.
17. To have nightmares.
18. Oblivious to hazards and risks.
Sexual Abuse

Signs of sexual abuse include:

1. Withdrawn behavior.
2. Fantasy or baby-like behavior.
3. Poor relations with other children.
4. Unwillingness to participate in physical activities.
5. Delinquent acts or running away.
6. Adult behavior.

3-6.3 What To Do If You Suspect Abuse Or Neglect.

1. Counselors should report all suspected child abuse or neglect to the camp staff or director. The law requires camp directors to report suspected child abuse or neglect cases. They will see that all legal conditions have been met. Do not worry about becoming involved in something you feel is none of your business, laws protect you and you will remain anonymous.
2. The immediate welfare and safety of the camper is your main concern.
3. Encourage the camper to become involved in camp activities.
4. Be a friend.
5. Listen.
4-1 Camp Learning
   4-1.1 Helping Campers Learn
   4-1.2 Failure Can Be an Asset

4-2 Group Interaction/Management Skills
   4-2.1 Behavioral Patterns
   4-2.2 Discipline
   4-2.3 Dealing with Campers Who Misbehave
   4-2.4 Pitfalls to Avoid
   4-2.5 Children Learn What They Live
   4-2.6 The Golden Rule
   4-2.7 Asking for Help

4-3 Campers with Special Needs
   4-3.1 The Shy Ones
   4-3.2 The Bully or Show Off
   4-3.3 The Non-mixers
   4-3.4 The Exceptional Child

4-4 Listening Skills
   4-4.1 Guidelines for Active Listening
   4-4.2 Some Additional Listening Tips for Camp Counselors

4-5 Communication Skills
   4-5.1 Tips for Better Communication

4-6 Camp Leadership
   4-6.1 Leadership Helps
   4-6.2 Counselor Participation During Camp
Camp is a place to have fun, make new friends and learn about the outdoors. Counselors hold very important positions in the learning process. Counselors are closest to and work directly with the campers. You interact with them on a continual basis. Therefore, it is important for you to help enhance learning during camp.

4-1 CAMP LEARNING

4-1.1 Helping Campers Learn

Here are a few ideas you can use to help campers learn:

1. THE TEACHABLE MOMENT: The teachable moment occurs when something happens or a question is asked that opens a door for learning. The teachable moment may or may not have anything to do with the immediate task of the group. Regardless, take advantage of the situation and share your expertise and create the opportunity for learning. Be spontaneous!

2. QUESTIONS: There are always curious campers that ask questions about everything. These campers are learning. Answer their questions cheerfully. Don’t just tell them the technical answer, but help them to discover the answers themselves. If you don’t know the answer, work with the camper to find it. Sometimes adults and counselors assume the campers are asking for a complex answer. Thus, we make things harder than they really need to be and give them more information than they want. Keep your answers simple. Most often a simple answer will satisfy the curious campers.

3. HANDS ON: Camping is a great place to learn by doing. Encourage campers to try new things. Coach and guide them. Avoid doing everything for the camper, even though it may be easier for you.

4. BUILD ON SUCCESS: Learning is enhanced through self-satisfaction, success and personal rewards. These are the little things that often keep us trying. A counselor can best offer the rewards and encouragement that keep campers trying new things, and learning in the process. A smile of approval may be all it takes.

5. TRY, TRY AGAIN: We don’t always do everything right the first time, and we can learn from doing things wrong. We just need to keep trying, learning and growing. As a counselor, you can help
the campers who can’t seem to get it right feel good about themselves and their accomplishments. Not everything has to be perfect.

4-1.2 Failure Can Be an Asset

From time to time, all of us are called on to listen to tales of woe in which men recount the ill-fortune of their ventures. Sometimes these ventures have deserved failure because they were badly conceived or carelessly managed. Often, however, the result is a disheartening return for men who planned well and worked diligently. Here, indeed, is a record which might cause any man to lose faith in himself and hope for his ideas.

Failed In Business, '31
Defeated for Legislature, '32
Again Failed in Business, '33
Elected to Legislature, '34
Defeated for Speaker, '38
Defeated for Elector, '40
Defeated for Congress, '43
Elected to Congress, '46
Defeated for Congress, '48
Defeated for Senate, '55
Defeated for Vice President, '56
Defeated for Senate, '58

Fortunately, the man who compiled this record lost neither faith nor hope. He tried again. He was Abraham Lincoln, elected in 1860 to serve as President of the United States.

Source: Connotative Camping by Lawrence and Anna Rose Biever- Con-Cam Services, 403 13th Ave S.E. Chicago, Ill.

4-2 GROUP INTERACTION/MANAGEMENT SKILLS

As a counselor you will be dealing with all kinds of people, personalities and situations. As you interact with and manage the various groups you need to work with, consider the following:

4-2.1 Behavioral Patterns

Your personality is important. Praise, encouragement and smiles all help set a mood of friendly personal good-will. Campers have special needs. You can make campers feel good about themselves by casually commenting on their contributions and good ideas.

As a counselor you will want to:

1. Watch for shifts in friendships. Be sure to include all campers.
2. Watch for cliques and separate them if possible.
4-2.2 Discipline

1. Problems usually stem from ignorance, insecurity, boredom or being ignored.

2. Help camper to know:
   a. What is expected.
   b. When it is expected.
   c. How they can participate.
   d. What choices they have.

3. To deal with outbreaks of temper:
   a. Separate campers immediately.
   b. Walk off with them.

4. Don’t be afraid to ask for help.

4-2.3 Dealing with Campers Who Misbehave

Common reasons for misbehaving:

1. Resentment against over-severe or inconsistent discipline.
2. Lack of social recognition.
3. Over-abundance of vitality.
4. Over-demanding program.
5. Feelings of inferiority.

Ways to handle misbehaving:

1. Show affection for campers and concern for their happiness.
2. Express an interest in each camper.
3. Coach the camper in activities in which he/she wishes to excel.
4. Recognize and acknowledge better behavior.
5. Ignore misbehavior if it won’t do any good to draw attention to it.
6. If these fail, have a heart-to-heart talk with the camper.
   Remember to be understanding and fair.
7. Often peer pressure will help correct misbehavior.
4-2.4 Pitfalls to Avoid

Managing or working with groups takes a great deal of maturity and self-control. Here are some pitfalls to avoid when working with campers. Avoid:

- **Disciplining in anger.**
  - be objective, impersonal and professional
  - be tolerant and understanding of weaknesses, immaturity and half-developed attitudes

- **Public condemnation.**
  - be an interested friend and helpful consultant

- **Using derogatory terms or foul language.**
  - exemplify in your person a man or woman worth looking up to
  - be worthy of their respect

- **Taking an attacking, blaming approach when camper misbehaves.**
  - remember, children learn what they live — if a camper lives with criticism he learns to condemn

- **Driving the camper away from the group.**
  - be your group's servant, not its master
  - if a child does not follow, you have not led

- **Threatening punishment that cannot or will not be assessed.**
  - the use of fear or coercion violates the principle of good leadership
  - do more than your job, help solve the camper's problems

- **Striking a camper.**
  - exercise your power with your followers, not over them
  - remember, authority depends upon force, while influence depends upon reason and logic

- **Loss of contact or communication.**
  - listen, consult and analyze
  - narrow the gap so that you are temporarily 'one of them'

- **Losing sight of camp objectives.**
  - know your group's goals and direct your action toward those goals
4-2.5 Children Learn What They Live

If a child lives with criticism, he learns to condemn.
If a child lives with hostility, he learns to fight.
If a child lives with fear, he learns to be apprehensive.
If a child lives with pity, he learns to feel sorry for himself.
If a child lives with jealousy, he learns to feel guilty.
If a child lives with encouragement, he learns to be confident.
If a child lives with tolerance, he learns to be appreciative.
If a child lives with acceptance, he learns to love.
If a child lives with approval, he learns to like himself.
If a child lives with recognition, he learns to have a goal.
If a child lives with fairness, he learns what justice is.
If a child lives with honesty, he learns what truth is.
If a child lives with security, he learns to have faith in himself.
If a child lives with friendliness, he learns that the world is a nice place in which to live.

Dorothy Knott

4-2.6 The Golden Rule

Nothing will cause more problems at camp than counselors who give one set of rules to campers but have a different set of rules for themselves. A counselor’s real authority at camp is that given to him/her by the respect of the campers. Campers who do not respect a counselor will not listen or cooperate. A counselor who sets a good example is one who is friendly, treats all campers equally, and firmly stands by the camp rules for his/her own behavior.
4-2.7 Asking For Help

Learn to ask for help. Counselors are not expected to know all the answers all the time. Even camp directors don’t have all the answers. A mature counselor who doesn’t know how to handle a situation recognizes it is more responsible to ask for help than to blindly proceed on his/her own.

4-3 CAMPERS WITH SPECIAL NEEDS

You will see a wide variety of personality traits and behavior among your campers. Here are some common behaviors:

4-3.1 The Shy Ones

Not all quiet children are shy children. Some are simply comfortable and are themselves when they absorb ideas quietly. Others would like to be different, noticed and take part. Uncertainties about themselves cause them to remain unhappily quiet. These are the truly shy ones.

The reasons for being shy are many and complex. It may be due to a history of constant criticism, failure or standards set by family members or teachers that are too high.

Forming friendships is a good form of therapy. Shy children need friends. Pair them with logical cabin-mates and keep them busy doing things for other people.

4-3.2 The Bully or Show-off

The first step in handling this problem is to gain the child’s confidence. Satisfactory relationships involve the sympathetic understanding of a counselor who is not dominating, overly critical or too exacting in his/her expectations. Once the camper has confidence, continue to praise the child’s good behavior, rather than criticize his bad behavior.

Point out that it is not a sign of weakness to give in. It is a sign of strength to make compromises and concessions for the benefit and well-being of the entire group. Your example often helps!

4-3.3 The Non-mixers

A counselor cannot be heavy-handed when dealing with a child who doesn’t mix in. Urging, scolding, bribing or punishing a non-mixer is usually harmful. Deal with the situation on an individual basis. Use careful study, consideration and effort to win the child’s confidence.

The counselor must try to find out why a camper lacks self-confidence. Any marked disparity between age, size and abilities, either physical or intellectual, may result in withdrawal. Past family history may contribute to withdrawal, unhappiness and the lack of self-confidence. Here again, you must win the confidence of the
child and encourage his/her efforts.

Don't act too discouraged if you cannot help a child adjust to the camp environment. We do not always see the immediate results of our efforts. Your time and effort may well have laid the base for future self-confidence and made the child want to return and prove his/her ability. You have planted the seeds; however, it may take years before you or the child fully realize how much help and encouragement you gave.

4-3.4 The Exceptional Child

An exceptional child does not fit into the 'normal' or 'average' group. A child is exceptional due to physical, mental, emotional or social characteristics that require special services.

At camp, we do have children that must limit physical activity because of heart trouble, asthma, or other physical and emotional difficulties. Encourage these children to take part in all regular activities at camp. The child who cannot play softball can still participate by keeping score or being the first base umpire.

A child with a mental handicap, a slow learner and a slow thinker, will generally follow the pattern set by the group. The counselor must be aware of this child's situation and capabilities. Do not become short-tempered with a child who is actually working at his/her capacity.

4-4 LISTENING SKILLS

Your ear is the most important piece of equipment you have. Good listening is essential to good counseling. If you are not listening, you risk your relationship with the camper. A successful counselor is an active listener. Active listening is learning to recognize what an individual is saying and feeling. Normally we are not active listeners.

4-4.1 Guidelines For Active Listening

1. Be interested and show it - Genuine concern and a lively curiosity encourage others to speak freely. Being interested also sharpens your attention and builds on itself.
2. Tune into the other person - Try to understand his or her viewpoint, assumptions, needs and beliefs.
3. Hold your fire - Avoid jumping to conclusions. Hear the speaker out. Give your response only after you are sure that you have the whole message.
4. Look for the main ideas - Avoid being distracted by details. Focus on the key issue. You may have to dig hard to find it.
5. Watch for feelings - Often people talk to get "something off their chests." Feelings, not facts, may be the main message.
6. Check your own feelings and point of view - Each of us listens differently. Our convictions and emotions filter, even distort,
what we hear. Be aware of your own attitudes, prejudices, beliefs and emotional reaction to the message.

7. Notice non-verbal language - A shrug, a smile, a nervous laugh, gestures, facial expressions and body positions speak volumes. Learn to read them.

4-4.2 Some Additional Listening Tips For Camp Counselors

Remember you are a much better listener if you know something about the camper before he/she brings you a personal problem. Involve yourself with as many campers as possible before difficulties arise. Try to follow these tips:

1. Adjust to any peculiarities a camper may have.
2. Pick appropriate places to listen. The middle of the dining hall is a poor place for counseling. Go where you do not have to fight distractions or noise.
3. Remember, you can think faster than you speak, so give the speaker time to say what she/he is thinking.
4. Concentrate on the essential message and don’t dwell on trivialities.
5. Don’t take comments personally.
6. Don’t let your mind wander, look at the camper and pay attention.
7. Repeat what you think you’ve heard. For example, “What I think you are telling me is...”
8. Good listening is hard work. Be at your best and be willing to spend the energy necessary to be a good counselor.

4-5 COMMUNICATION SKILLS

know you believe you understand what you think I have said, but I’m not sure you realize that what you heard is not what I meant.” Sound confusing? Too often communication can be just that - confusing. As a camp counselor, good communication is a must in creating a safe, fun camping experience.

Communication is simply an exchange of information — both giving and receiving. Talking, listening, reading, and understanding face and body movement are communication skills you use every day. But, communication also includes what you do and how you do it. Are you aware of the many ways you communicate each day?

If communication is the exchange of ideas or information, then a good communicator must have skills in both sending and receiving messages. Sending messages involves speaking, writing, listening and observing.

You will find communication skills are among the most important of the camp counselor leadership skills. Good communication skills will help you create a great camping experience.
4-5.1 Tips For Better Communication

1. Send 'I' messages: "I feel...." "I want...." "I believe ...." "I think...."
2. Be honest with yourself and others. Although the truth may often be painful, deception or half-truth destroys trust. Without trust human relationships break down.
3. Be responsible for your own feelings and ideas, don't blame others. "I feel hurt when you don't listen." "I am happy when you smile at me."
4. Respect the right others have to their own feelings and ideas. "I understand your feelings about your teachers, and I feel you may be wrong, but you have the right to your own feelings."
5. Remember the art of compromise.
6. Try to find out who has a problem when things are going wrong.
7. Remember that speaking softly gets more results than talking loudly.
8. Watch for nonverbal cues. Do facial and body expression match the spoken word?

4-6 CAMP LEADERSHIP

Not all leaders are born — for many of us leadership skills are something that we must work to develop. Becoming a good camp counselor requires study, hard work, love and understanding.

4-6.1 Leadership Helps

Here are several tips to help you become a better leader:

1. Be Enthusiastic — Make your enthusiasm seem effortless—pep that is forced doesn’t go over. You must enjoy planning and directing the activity before others will have fun.
2. Plan Your Program — Know the material you are planning to use. Consider the age of the camper, the number of participants, space, facility and time. Prepare more than you have time for. Use a variety of activities. Be full of surprises.
3. Keep Your Head — Remember you are the leader — not the boss. The campers will have as much confidence in you as you have in yourself. Keep the activity going until the end.
4. Explain Briefly, Then Demonstrate — Get the campers involved as quickly as possible. Give directions in small logical parts. Demonstrate each step as you go. Keep directions simple.
5. Use Your Voice But Don’t Yell — If your group is noisy, wait until they are all quiet before saying a word. Raising your hand can be used as a signal. Use a whistle if necessary, but don’t over-do it.
6. Overlook Mistakes — Remember that it is better for a camper to have fun and learn than to aim for perfection. Give suggestions, if needed, without scolding. Be supportive and offer
encouragement. Keep a sense of humor.

7. Have Equipment and Supplies Ready — Make sure that you have everything you need to conduct your session. Involve campers as helpers where possible.

8. Always Be A Part Of The Group — Remember that your example will establish the tone for the entire camp session.

9. Don’t Do It All Yourself — Share responsibilities. Use campers to help. Praise and encourage helpers.

10. Know When To Stop — Change activities before you lose the campers’ interest. Keep the group wanting more.

11. Evaluate Your Program — Ask yourself if the campers had a good time. How can you improve?

12. Keep Learning — Keep a file of program ideas. Build a program support kit. Observe other leaders. Take advantage of every opportunity to participate in leadership activities.

4-6.2 Counselor Participation During Camp

1. If you are directly involved in a program and cannot properly supervise your campers, delegate the supervision to another counselor.

2. Help guide campers to activities.

3. Participate with those who are reluctant but don’t force them.

4. Look for reasons why campers keep refusing to participate.
   a. fear of activity
   b. lack of skill
   c. dislike of person in charge
   d. suspected abuse

5. Your attitude affects theirs - be positive.

6. Let them know you expect to see them participating - talk it up.

7. Take an active role - help campers with special assignments.
   a. Flag raising.
   b. Ceremonies, inspirational activities, etc.
Section 5

Understanding Campers

5 - 1 Human Needs and Characteristics
   5 - 1.1 Six- to Eight-Year-Olds
   5 - 1.2 Nine- to Eleven-Year-Olds
   5 - 1.3 12- to 14-Year-Olds
   5 - 1.4 15- to 19-Year Olds

5 - 2 Characteristics of Young People at Camp
   5 - 2.1 Characteristics and What To Do

5 - 3 Changes Between Eight and Thirteen

5 - 4 Approaches to Working With Young People
   5 - 4.1 Three Approaches and When To Use

5 - 5 Building Self-Esteem
Section 5: Understanding Campers

You as a camp counselor have an important influence on kids. What you think of them and how you treat them affects what they do at camp and how they feel about camp.

The important thing for you to remember is that campers are people too. They grow, think, have feelings, relate with others, and have their own needs, interests and wants.

Understanding what kids are like — how they grow, how they think, how they might be feeling, and how they get along with others — will help you to remember what it was like to be their age.

The information in this section is a general guide of how kids at different ages grow, think, feel and get along with others. Remember: These are general guidelines and not hard and fast rules. Each child is a unique individual. A child could be 10 but think like an 8-year-old, or could be 9 and be as big as an 11-year-old. Variations in these guidelines can be as much as plus or minus 2-3 years.

It will help you and the campers you work with to know these general patterns of development. Caution: You must also be aware of individual differences in each child and respond to each child as a unique human being.

5-1 HUMAN NEEDS AND CHARACTERISTICS

Developmental stages describe human needs and characteristics that are typical of people at a certain age. For example, you’ve heard of the “terrible two’s.” At this age, toddlers have limited verbal skills. They become frustrated when they cannot communicate and reason with you to get what they want. They are curious and unafraid of tackling anything. The inability to talk, the need to touch everything, and the desire to try anything creates a real challenge.

Developmental stages help us decide how to best reach and teach others. A developmental description of young people will help you understand them better. It helps us to understand who they are, and what they are like, and gives us some insight into their needs and interests.
DEVELOPMENTAL STAGES OF YOUNG PEOPLE

5-1.1 SIX- TO EIGHT-YEAR-OLDS

GROWING

Children at this age are taller and thinner than younger children. There can be a wide range in height within this age group, but there is little difference in height and weight between boys and girls.

They are getting more coordinated and large motor skills are improving daily. Large motor skills include running, jumping, throwing, catching, balancing, bicycling and climbing. The older they are, the better they are — if they are active.

Fine motor skills are still developing and include finger dexterity. This affects ability to write, use equipment such as scissors, saws and tools, and do things such as sewing, crocheting, knitting, and needlework.

Six- to eight-year-olds are very active and like to be moving and doing. They need physical activity to increase motor development and gain a mastery of their body. They need active doing activities rather than sitting and listening activities.

THINKING

At this age, children are moving into what is called concrete thinking. For them reality is what they can see, feel, smell, taste and hear. They are beginning to understand cause and effect - what they do now results in something later. They have trouble thinking about more than two concepts or ideas at the same time. Young people at this age need help making decisions and realizing alternatives. Their experience is concrete and based on what they have done.

They need help with basic skills like reading, writing and math. They also need opportunities to make decisions and solve problems — with help and guidance.

FEELING

At this age, young people are beginning to develop a wholesome attitude toward self. They are interested in exploring and learning, and in building the skills and knowledge that lead to self-understanding. Young people at this age want lots of affection and attention from adults, and accept the standards set by adults.

Peers are beginning to have an influence as young people learn to work and play with others. However, they tend to be self-centered and have difficulty separating what they think from what is. They are interested in individual activity.

Six- to eight-year-olds are starting to be independent, wanting to learn and do things for themselves. To them the doing is more important than the end result. Success is important and they do
not like to lose. They are beginning to get involved in activities away from home in a movement toward independence. They also are beginning to learn to cope with problems and are developing competence and independence. They need opportunities to learn what they already know and what they can do through new experiences. Young people need positive experiences away from home to help increase independence.

 Getting Along with Others

At this age, young people tend to be wrapped up in themselves. They find it difficult to consider what others are thinking or feeling. This is the age when they are just beginning to understand that others have thoughts and feelings that are different from their own. They are also beginning to understand that other people think about them.

They prefer individual activities but do enjoy working and playing in groups. This is the age when they are learning about friends, how to make one and be one. They are beginning to spend more time with friends and peers. Peers have some influence at this age but not as much as with older children.

They enjoy talking, joking and teasing with adults and peers. They are influenced by adults and older youth. They find it very hard to lose.

Six- to eight-year-olds are beginning to learn sex roles. They also are beginning to develop attitudes toward groups and institutions like school, 4-H, etc., through following and respecting the rules and regulations in these institutions. Being involved in groups and organizations helps children develop positive attitudes toward them.

They need to do things with children their own age to learn to socialize and work together. They also need opportunities to interact with younger and older children, as well as adults. Adults and older children can provide role models.

5-1.2 Nine- to Eleven-Year-Olds

Growing

At this age, small motor skills are improving. Children can use equipment better and have better finger dexterity, although this may still be a problem for some. Large muscle coordination is more developed and children tend to be less awkward and clumsy. During this time period, young people are learning the physical skills for games and lifetime sports. The attention span is still short, but will be longer if the subject matter is interesting to them.

The onset of puberty may occur, especially for girls. Secondary sex characteristics develop during puberty and include: body hair, breasts, broad shoulders, voice changes and menstruation. Girls generally mature 1 1/2 - 2 years earlier than boys.
GETTING ALONG WITH OTHERS

Nine- to eleven-year-olds are caught between childhood and adolescence so behavior will vary depending on the situation. They continue to look up to adults for guidance and approval and will follow rules out of respect for adults. They also admire and imitate older boys and girls.

Socially, these boys and girls are moving more into a peer group. Group membership and loyalty are important. They are continuing to develop interpersonal relations skills - making and keeping friends and learning to cooperate. They have close friends of the same sex and still prefer separate play for boys and girls. However, they will mix for some things. The fact that girls may mature faster can be threatening to boys. Boys and girls continue to learn appropriate sex roles by observing people around them.

They are beginning to show qualities of leadership, and care and concern for the welfare of others. Family and school have a strong influence on values. They have a strong sense of fair play.

They need to be part of a group and participate in activities away from parents and home. Since they are learning to get along with others, they need to socialize and work with their peers and with older and younger people. They need to experiment with new skills, knowledge and roles in a supportive environment where it is OK to make mistakes. They need to be given responsibility and be involved in decision making and planning.

5-1.3 12- TO 14-YEAR-OLDS

GROWING

Changes of puberty are still occurring and 12- to 14-year-olds may be entering their growth spurt. At this age, young people may feel uncomfortable with body changes. Hands and feet tend to grow faster and may cause awkwardness. Acne and voice changes can cause embarrassment.

At this age, young people are very conscious of good grooming. For them, appearance is very important and they worry about being attractive to the opposite sex. Because growth is very uneven, some young people may have problems if they hit their growth spurt at a younger or older age.

They need to learn to accept their body and use it effectively.

THINKING

Young people at this age are beginning to think more like adults. They can think abstractly. However, they may still think in all or nothing terms at times and on different subjects. They are developing thinking skills including citizenship concepts, problem solving, decision making and planning.

These young people want to try new things and develop new skills. They want a wide range of experience and can be very interested in subjects they are concerned about. They enjoy using
their bodies and minds.
They have the ability to make choices but are limited by experience and need some guidance. They like to pinpoint problems and find their own answers. They find ready-made answers unacceptable. They are better at planning things than executing and need help carrying out their plans.
They need to be involved in problem solving and decision making, and in developing logical and abstract thinking.

FEELING

Young people at this age are self-conscious and may need help getting over feelings of inferiority. This age can be bewildering for young people with strong and conflicting pressures - pressures to "grow up" when they are still being treated like a child.
The onset of puberty and body changes can cause mood swings - happy one minute and sad the next.
Changes occurring at this time test an individual's self-concept at a time when they hardly know who they are. They may be pre-occupied with what others think of them. This is the beginning of adolescent egocentrism - they believe everyone is watching them and that they are playing to an imaginary audience. They also begin to believe in personal uniqueness, the personal fable and their own indestructibility.
Young people at this age need to feel part of something important. They want privacy and are reluctant to reveal things about themselves. They are independent and want to do things for themselves, and they sometimes think they know it all. They want help with things but reject help outwardly. They also reject domination and resent criticism.
The peer group is important and behavior may be based on identity in the peer group. They develop strong allegiance to peers and people outside the home. They depend on peers rather than parents.
They are still learning to understand their bodies and are developing positive attitudes toward sex. They are beginning to mature emotionally, though they are still influenced by adults. These young people are intolerant of differences, and want to be like everyone else.
Young people 12-14 years old need acceptance and understanding, as well as positive role models. They need to interact with a wide range of people, developing emotional independence from parents and feeling needed by others. They need privacy and to direct their own life within bounds and according to their experience.

GETTING ALONG WITH OTHERS

Group status and peer relationships are important. At this age, young people depend on peers and seek their recognition. However, they will cluster with members of the same sex. This is the
Boys and girls grow stronger and taller with a difference now occurring between boys and girls. Girls may tend to be taller than boys who have not hit their growth spurt. Nine- to eleven-year-olds are very sensitive about appearance. Because of growth, they may exhibit high energy levels alternating with periods of lethargy. At this age, children need opportunities to develop physical skills for games. They need to be re-assured about growth and body changes that are occurring.

**THINKING**

They are still thinking concretely but can handle more abstract ideas if they are linked to concrete examples. At this age, children tend to think in extremes, black/white, right/wrong. They are moving toward understanding abstract ideas although reality is still linked to seeing, handling, etc.

They are limited by their experience and need help making decisions and solving problems. For example, they can read words but often don’t understand them.

They understand short simple directions given step by step, can be very curious and ask lots of questions, and are beginning to think logically and rationally.

They need opportunities to make decisions and solve problems with help. They need to be challenged to think about the things they are working on or doing. They also need opportunities to master skills of all types, using both large and small muscles.

**FEELING**

Nine- to eleven-year-olds are very busy. They are at a stage when they need to be doing and working and learning skills. These activities are important to building self-concept and self-worth. Their self-confidence can be improved by success and accomplishment. However, they are very sensitive to criticism. They are more interested in group competition than individual competition, and don’t like being compared to one another.

Adult encouragement can lead to surprising results, for both young people and adults. At this age, children need to feel accepted and worthwhile. They seek adult approval and recognition, and are becoming more responsible. They still look for security in groups.

Their need for independence continues to build and they may be more involved in things outside the home and away from the family.

They need to feel worthwhile and competent by doing lots of different things and having different experiences. They need help becoming independent and acting responsibly. They need to decide for themselves and have a voice in what they will do. Social activities can help develop concepts for everyday living.
“gang” stage of development where belonging is very important. They are becoming more responsible and want respect and to contribute. At the same time, they are acquiring the skills and concepts of citizenship.

They know that others are thinking about them. However, they are beginning to realize that others may see things differently and have different opinions.

Hero worship is a characteristic of this age, particularly same sex adults. Young people want to be independent from parents and adults and to do things with others and away from home.

They are beginning to think about careers and recognize the need for economic independence.

They want approval from others, so behavior conforms to the norm. Justice and equality are important.

5-1.4 15- TO 19-YEAR-OLDS

GROWING

Girls are growing more slowly while some boys may still be growing quite fast. At younger ages of this range, there may be an exaggerated interest in personal appearance. This lessens as young people get older.

At this age young people have a better understanding of their talents and abilities. They need to continue to learn to accept their body and how to use it effectively.

THINKING

Young people at this age are able to make generalizations, think more abstractly and consider the future. Their reasoning ability has improved and concepts do not need to be tied to the concrete. They can imagine things that never were.

Their ability to see how things relate is improving and increases their ability to solve problems and make decisions. However, they still may be limited by lack of experience and knowledge.

Young people at this age will seldom ask for adult guidance, although they may need it. They will accept guidance from someone with prestige. They can make short-term plans and follow through on them, if plans are based on feelings, personal needs and priorities. They can initiate and carry out these tasks without supervision.

This is an age of idealism and utopianism. Teens have difficulty understanding compromise and may label adults as hypocrites.

They are interested in experiences that help them explore careers. They need to explore and experiment with different roles and tasks.

FEELING

Fifteen- to 19-year-olds are developing their view of who they are. They are identifying strengths and weaknesses, abilities and
talents. They are preoccupied with what others think of them, and they want acceptance by the opposite sex.

These unsettled emotions may make them stoic and withdrawn, though their feelings can be very intense. Feelings may be exaggerated because they think no one has ever felt this way before. They consider themselves invulnerable— that will never happen to me — and this leads to risk-taking behavior.

They are learning to cooperate with adults and are proud of increased responsibilities. Fifteen- to 19-year-olds are still developing independence from family and adults, and are willing to use initiative and abilities to take on projects.

They need to socialize with a wide range of people, including members of the opposite sex. They need to try out their talents and abilities, to solve problems and make decisions, and to work with adults as co-workers.

**GETTING ALONG WITH OTHERS**

This age group is characterized by a wide range of differences. As young people mature, self-interest matures into more adult attitudes and behaviors. Many of the developmental changes listed below also would be true of younger and older youth.

At younger ages, they still may be wrapped up in self. Group membership is important but they want to be recognized as unique and individual. They may have an exaggerated interest in personal appearance based on group standards. Social relationships are the focus of everyday life at this age.

Time is precious to this age group. Demands for their time come from a variety of sources. Individual priorities determine what they do. They are interested in activities such as sports, clubs, etc. Dating increases, starting with group dating and moving to double and then single couple dates.

They are becoming more independent as more activities and interests take place away from home. Some of these youth still may be swinging from childlike to adult behavior.

They are very interested in and want to help others. This is an age of commitment for young people. They need to socialize, to do things with and for others, and to be responsible and independent from home and adults.

**5 - 2. CHARACTERISTICS OF YOUNG PEOPLE AT CAMP**

The previous discussion of what children are like at each age is useful information for you to read and remember. There are certain characteristics of 8 - 13-year-olds that are important for you in the camp situation.

Although each age is just a little bit different and each individual is unique, they all have some things in common.

This can be a difficult time for this age group. They are no longer children but not yet adolescents. They are undergoing a
great deal of physical development but remember that it differs for each child. They are starting to develop their own identity which includes self image, values and beliefs, and sense of competence and usefulness. At this age young people also begin to feel more independent, wanting to do things for themselves and make decisions that affect their lives.

The following is a list of characteristics that are important to remember in a camp situation.

5 - 2.1 Characteristics and What To Do

<table>
<thead>
<tr>
<th>CHARACTERISTIC</th>
<th>WHAT TO DO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Growing</strong></td>
<td></td>
</tr>
<tr>
<td>Interest span</td>
<td>Keep lectures short. Intersperse lectures with activities campers can do. Suggest a variety of activities and different ways to do them.</td>
</tr>
<tr>
<td>Motor skills</td>
<td>Put emphasis on activity. Provide opportunities to develop skills at games, running, throwing, etc. Avoid making comparisons between campers. Keep your expectations reasonable. Help younger campers learn new skills.</td>
</tr>
<tr>
<td>Appearance</td>
<td>Avoid making comparisons between campers. Avoid drawing attention to height, weight, etc. Help kids &quot;fit in.&quot; Try not to have girls compete with boys. Encourage team activities.</td>
</tr>
<tr>
<td>Small motor skills</td>
<td>Keep expectations in line with camper's ability. Don't expect &quot;perfect&quot; and &quot;very neat&quot; work.</td>
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<td>THINKING</td>
<td>WHAT TO DO</td>
</tr>
<tr>
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<tr>
<td><strong>Mental growth</strong>&lt;br&gt;Beginning to think symbolically but still based in the concrete.&lt;br&gt;Older ages moving into abstract thinking.&lt;br&gt;May think in all or nothing terms, things are black or white with no areas of gray.&lt;br&gt;Interested and curious - depth and scope of interest increases with age.&lt;br&gt;May have trouble understanding directions.</td>
<td>Provide a variety of experiences.&lt;br&gt;Give careful instructions - use demonstrations and examples.&lt;br&gt;Give one set of directions, let them do, then give more directions.&lt;br&gt;Provide opportunities to touch, see, hear, feel and smell.&lt;br&gt;Help campers explore subjects of interest.</td>
</tr>
<tr>
<td><strong>Ability to plan</strong>&lt;br&gt;At younger age, this is limited by experience and judgement.&lt;br&gt;Improves with age but campers may still plan better than follow through.</td>
<td>Provide opportunities to plan as a group.&lt;br&gt;Help them make plans, with suggestions for alternatives.&lt;br&gt;Help them do what they plan, coaching rather than telling them what to do.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>FEELING</th>
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<tbody>
<tr>
<td><strong>Confidence/self image</strong>&lt;br&gt;This is an important time for kids to develop positive self-image.&lt;br&gt;May appear more self-confident than they are.</td>
</tr>
<tr>
<td><strong>Independence</strong>&lt;br&gt;Developing independence.&lt;br&gt;Want to do things for themselves.&lt;br&gt;Want to make decisions for themselves - though they lack experience.</td>
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great deal of physical development but remember that it differs for each child. They are starting to develop their own identity which includes self image, values and beliefs, and sense of competence and usefulness. At this age young people also begin to feel more independent, wanting to do things for themselves and make decisions that affect their lives.

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<tr>
<td>Interest span</td>
<td></td>
</tr>
<tr>
<td>Will vary, in younger ages may be short. Are easily motivated, eager to try something new.</td>
<td>Keep lectures short. Intersperse lectures with activities campers can do. Suggest a variety of activities and different ways to do them.</td>
</tr>
<tr>
<td><strong>Motor skills</strong></td>
<td>Put emphasis on activity. Provide opportunities to develop skills at games, running, throwing, etc. Avoid making comparisons between campers. Keep your expectations reasonable. Help younger campers learn new skills.</td>
</tr>
<tr>
<td>They are developing coordination of large muscles. Very active with seemingly boundless energy, but they do get tired. May be a little awkward, clumsy.</td>
<td></td>
</tr>
<tr>
<td><strong>Appearance</strong></td>
<td></td>
</tr>
<tr>
<td>Great differences in sizes and shapes. Acutely aware of appearance as they grow older. Self conscious, particularly if they are developing sex characteristics. Girls may be taller than boys.</td>
<td>Avoid making comparisons between campers. Avoid drawing attention to height, weight, etc. Help kids &quot;fit in.&quot; Try not to have girls compete with boys. Encourage team activities.</td>
</tr>
<tr>
<td><strong>Small motor skills</strong></td>
<td></td>
</tr>
<tr>
<td>Control of small muscles is improving. Can do some things more easily, but not perfectly.</td>
<td>Keep expectations in line with camper's ability. Don't expect &quot;perfect&quot; and &quot;very neat&quot; work.</td>
</tr>
</tbody>
</table>
CHARACTERISTIC

**Reaction to criticism**
Tend to be very sensitive to criticism, especially in front of others.

**WHAT TO DO**
Avoid criticizing, if possible.
Always do any corrections on a one-to-one basis, in private.

**Handling emotions**
At younger ages, campers may have trouble expressing emotions in a socially acceptable manner.
Handling emotion improves with age but there might still be problems.

**WHAT TO DO**
Be aware of emotions, especially anger and withdrawal.
Help kids express their feelings.
Let kids know that feelings are OK but need to be expressed in a socially acceptable manner.

RELATING TO OTHERS

**Relation to adults**
Look to adults for approval.
Admire and imitate older boys and girls.
Need and want guidance but reject being "bossed."
At older ages, may be critical of adults because they see them as hypocrites.
Very concerned with fairness and that people are treated equally.

**WHAT TO DO**
Provide encouragement for their efforts.
Remember you are a role model.
Avoid offering too much advice.
Ask if they want help and then make suggestions for alternatives.
Watch your behavior so that it is consistent with what you say.
Be as fair as you can be, be "up front" with rules and guidelines and follow them.
Avoid having "favorites."

**Relation to peers**
At younger ages - boys wish to be with boys and girls wish to be with girls.
Interest in opposite sex increases at older ages.
Peer and group acceptance is very important.
Developing skills in making and keeping friends.

**WHAT TO DO**
Keep same sex preference in mind when planning activities.
Be aware of growing interest in opposite sex.
Help kids to "fit in" to groups - help shy kids, kids that appear different, etc.
Make friends with the kids you are working with - it will show them how to make their own friends.
### 5 - 3 CHANGES BETWEEN EIGHT AND THIRTEEN

**EIGHT**
- High energy level - tends to overdo* activity.
- Boys and girls compete equally.
- May be "picky" about food.
- Needs 8 - 9 hours of sleep.
- Wants to belong to a group.
- Emotional outbursts frequent.
- Strong attachment to same sex
- Friendships change quickly.
- Teasing between sexes normal.
- Values adult opinion.
- Hero worship strong
- Moves quickly from one interest to another

**THIRTEEN**
- High energy levels interspersed with laziness, restlessness and fatigue.
- Girls more developed than boys.
- Enormous appetite.
- Can get by for a few days on less sleep, but will feel groggy.
- Loyalty and conformity to group.
- May become moody, overcritical, stubborn, uncooperative.
- Begin to show interest in opposite sex.
- A few "best" friends.
- Flirting replaces teasing.
- Values opinions of peers more.
- Wants to be just like peers.
- Interested in areas where he/she has been most successful.

### 5 - 4 APPROACHES TO WORKING WITH YOUNG PEOPLE

When working with younger people, we can take one of three approaches — take charge, work together and hands off. There are times that one approach is likely to work better than others. This section gives you a chance to:

Think about what approaches you can take with kids.
Learn what those approaches say to the kids.
Decide when a certain approach might be most effective.
People who work well with kids know how to use all three approaches (many people do not). They also know when a certain approach is most likely to be effective. Many people tend to use one approach more than others when working with kids because it is the one that comes most naturally.

5 - 4.1 THREE APPROACHES AND WHEN TO USE

The three approaches are:

- **TAKE CHARGE**
- **WORK TOGETHER**
- **HANDS OFF**

Each of these approaches works differently and with each you have a different look about you. Children see this difference. In addition, each approach requires certain skills. Not everyone can use all the approaches well. You may know people who seem to take one of the approaches most of the time. You may know people who use all three approaches depending on the situation.

There are no hard and fast rule for working with children. These three approaches are suggestions that you might try as you work with your campers. **REMEMBER** each camper is a unique individual and each situation is different.

The chart below will help you identify what an approach looks like to children, when it might be most effective and the abilities needed to use each.

<table>
<thead>
<tr>
<th>APPROACH</th>
<th>WHAT IT LOOKS LIKE</th>
<th>WHEN TO USE</th>
<th>ABILITIES NEEDED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TAKE CHARGE</strong></td>
<td>Clear message of what to do.</td>
<td>Danger of physical injury.</td>
<td>Able to give directions well.</td>
</tr>
<tr>
<td></td>
<td>Serious.</td>
<td>Destruction of property.</td>
<td>Be firm.</td>
</tr>
<tr>
<td></td>
<td>has mind made up.</td>
<td></td>
<td>Be serious.</td>
</tr>
<tr>
<td></td>
<td>Assertive.</td>
<td></td>
<td>Be sincere.</td>
</tr>
<tr>
<td><strong>WORK TOGETHER</strong></td>
<td>Friendly.</td>
<td>Child is angry or upset.</td>
<td>Be a good listener.</td>
</tr>
<tr>
<td></td>
<td>Enthusiastic.</td>
<td>Child has trouble making friends.</td>
<td>Be patient.</td>
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<td></td>
<td>Cooperative.</td>
<td>Child is afraid of trying something new.</td>
<td>Respect children’s opinions.</td>
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<tr>
<td></td>
<td>Interested.</td>
<td>Child needs help completing a task.</td>
<td>Enjoy cooperation.</td>
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<tr>
<td></td>
<td>Concerned.</td>
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<tr>
<td><strong>HANDS OFF</strong></td>
<td>Relaxed.</td>
<td>Mild disagreement between two children.</td>
<td>Able to avoid interfering.</td>
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<tr>
<td></td>
<td>Supportive.</td>
<td>Two or more children are working together to solve a problem.</td>
<td>Have good self control.</td>
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<tr>
<td></td>
<td>Calm.</td>
<td>Child seems to always want your attention.</td>
<td>Let others be the center of attention.</td>
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<td></td>
<td>Undisturbed.</td>
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<td>Have faith in others abilities.</td>
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<tr>
<td></td>
<td>Confident.</td>
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<td>Know it is OK to make mistakes.</td>
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Each hour at camp offers countless opportunities to help campers develop into mature, well-rounded individuals. To take advantage of these opportunities, you must recognize and interpret an individual's behavior as it relates to the growth and development process.

Each of us grows, developing our own self-image and self-worth. A healthy individual has a good self-concept (I'm okay). Some individuals do not have a good self-concept (I'm not okay).

You can help individuals grow positively by reinforcing their basic human needs — recognition, experience, achievement, power and security (REAPS).

R - RECOGNITION:

The need to feel wanted and liked. A smile, a pat on the back and using a person's name are ways to give recognition. These recognize effort and encourage a person to continue trying.

E - EXPERIENCE

The need to expand our awareness and challenge ourselves with new experiences. Individuals should be encouraged to "stretch" themselves by trying new experiences without the fear of failure or ridicule. You can provide a "safe" environment for young people to try by encouraging and helping them, and by making it OK to not do things perfectly or to make a mistake.

A - ACHIEVEMENT

The need to feel we accomplish something. Individuals need the opportunity to carry an idea through to completion. They need to feel that what they are doing is worthwhile and of value to other people.

P - POWER

The need to be in control of ourselves. Individuals want the authority and opportunity to make some of their own decisions. They want to be able to do things for themselves and make some decisions about what happens to them.

S - SECURITY

The need to belong. Individuals want the feeling they are accepted and are a part of a group. Acceptance by peers and others is very important to feeling good about ourselves.
It is not expected that you will know all the right ways to help children grow at camp. But you should remember, each camper is unique. He/she has certain skills and abilities to offer the group.

REMEMBER:

We all have feelings.....Letting campers know that we understand their feelings will make them feel better about themselves and you. How can you let campers know that you understand, yet still get them to mind instead of acting out their feelings?

You might try saying something about what they are feeling, such as:
I know you are angry, but I can’t let you hit him/her.
I know you feel badly.
I know you’d like to stay up and you’re mad because you have to go to bed.
I know you miss your mom and dad. You wish you were home.

Can you think of another feeling and what you could say to a camper?

A NOTE ABOUT CLOVERGRAMS

If your camp is using Clovergrams, you have a responsibility to each camper in your tribe, group and cabin. You must make sure that every camper receives at least one, if not two or three Clovergrams. This is very important, especially if they are passed out at a meal or in a general session with all campers present.

Can you imagine how a camper may feel if they never hear their name called out to receive a Clovergram? It can hurt a lot! Remember - you must see that every camper is recognized this way.
6-1 When You Get Home

6-2 Camp Programming
   6-2.1 Good Camps Don't Just Happen
   6-2.2 Program Planning Checklist

6-3 Camp Planning Worksheets
   6-3.1 Cabin Assignment Worksheet
   6-3.2 Group Assignment Worksheet
   6-3.3 Camp Program Committee Sign-up Sheet
   6-3.4 Camp Program Planning Sheet
   6-3.5 Party Planning Guide

6-4 Camp Planning Checklist

6-5 Camp Committee Development

6-6 How Well Did You Do
   6-6.1 Counselor Self Evaluation Checklist
Congratulations on completing the Camp Counselor Training program. Now that you are back in your home county there are several things you can do to promote camping and share your new knowledge.

1. Contact Your Extension Office. Set up an appointment with your extension agents. Share with them what you learned about camping and becoming a camp counselor. Brainstorm with them ways in which you can share your new leadership skills with others. Offer to help plan. Share your enthusiasm, ideas and energy. You are a valuable resource. Volunteer to use your new talents.

2. 4-H Council and County Camp Committee. Ask to be put on the agenda for the next 4-H Council meeting. Share with the Council what you learned at camp. Let them know what you can do for the 4-H program with your new skills. This is especially important if you received a scholarship to attend the training.

3. Promote 4-H Camping. Camp promotion is an ongoing task. As a trained camp counselor you can help promote camping all year long. Help promote 4-H camping through talks, demonstrations, exhibits and booths at events such as county fair. Volunteer to promote your county camp through newspaper articles, radio programs or by visiting clubs. Tell your friends and younger campers about the fun and learning that goes with 4-H camping.

4. Share Your Resources With Others. The leadership skills, teaching techniques and recreation ideas that you got at camp counselor training can be used in many aspects of the 4-H program. Consider sharing your new skills at 4-H carnivals, county fair, club officer trainings, day camps, club meetings, school events and others. Remember to keep track of these leadership opportunities and record what you’ve shared in your record application.

6-2 CAMP PROGRAMMING

6-2.1 Good Camps Don’t Just Happen

Good camps don’t just happen. They are a combination of trained, competent leadership, adequate supplies, well-planned and appropriate activities, and a flexible schedule.

Although a camp schedule may have been planned a certain way with certain activities in the past, that doesn’t mean it should be planned exactly the same way each year.
The camp program has been carefully planned and consists of a wide variety of activities to meet the characteristics and needs of the campers, to take into account their likes and dislikes, and to consider the skills and interests of the staff, the equipment and camp facility, and time and money. The schedule has been arranged to allow for flexibility and opportunities for camper choice.

In carrying out the program make sure that you:

1. Have all the supplies you need.
2. Give yourself lead time to prepare for what you are going to do.
3. Explain what is happening and how it will happen.
4. Are enthusiastic.
5. Encourage everyone to participate.
6. Begin the activities as quickly as possible.
7. Recognize safety hazards.
8. Are flexible enough to modify the activity.
9. Slow down a little when campers are interested.
10. Switch to something else if campers get bored.
11. Set a good example.

6-2.2 Program Planning Checklist

How does your program rate:

Yes No 1. Is the program or activity appropriate for the age of your campers?

Yes No 2. Is the program camper-centered rather than activity-centered?

Yes No 3. Is the aim or purpose of your program consistent with the activities selected?

Yes No 4. Do all campers have a part in the program? Will anyone be left out?

Yes No 5. Have you considered the number of campers that you will be working with in connection with your program?

Yes No 6. Have you made any unreasonable demands on any of the participants? Have you set up any one for failure?

Yes No 7. Do you have access to all the supplies or equipment you need to carry out the planned program?
Yes No 8. Have you thought about the availability or expense of any equipment or outside resources you may need?

Yes No 9. Do you have adequate area, space or facilities to carry out your program?

Yes No 10. Do you have an alternative program if bad weather or other uncontrollable situations arise.

Yes No 11. Is your program organized enough to ensure a successful, smooth-running, fun and educational program?

If you have answered NO to any of the above questions you should continue to refine your program.

Source: Adapted from Lead On......Counsellor! by Jack Pearse, John Jorgenson, Jane McCutcheon, Pat Pearse. 1982 Jack Pearse LTD- Cober Printing, Kitshener, Ontario, Canada.

6-3 CAMP PLANNING WORKSHEETS

Communication and careful planning are essential in planning a well organized and safe camp. The following worksheets may help you in the planning process.
## 6.3.1 Cabin Assignment Worksheet

### CABIN:

**Cabin Leader:**

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<tr>
<th>Name</th>
<th>Bed Check</th>
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</table>
# Group Assignment Worksheet

**Group** ____________________

**Group Leader:**

**Group Name:**

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<tr>
<th>Name</th>
<th>Cabin</th>
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</tbody>
</table>
## Camp Program Committee Sign-Up Sheet

### Date:  
### Event:  
### Time:  
### Advisor:  

<table>
<thead>
<tr>
<th>Name</th>
<th>Cabin</th>
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<tbody>
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### Meeting Date:  
### Place:  
### Time:  
### Messages:  

# Camp Program Planning Sheet

**Date:**  
**Event:**  
**Time:**  
**Counselors:**  
**Advisor:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Counselor</th>
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Party Planning Guide

Party Theme: _______________________

Date: ______________________

Pre-party: Refreshments:

Entertainment:

Atmosphere:

Ice Breakers:

More Games:

Active Games:

Wrap-up Activities:
A lot of details must be taken care of before, during and after camp. Here is a partial list of things that need to be taken care of and that help make a camp run smoothly.

BEFORE CAMP

___ Committee Meetings
___ Date For Camp
___ Camp Site
___ Program
___ Transportation
___ Cost
___ Publicity
___ Registration Information
___ Meals
___ Insurance
___ Resource People
___ Program Supplies
___ Counselor and Adult Leader Orientation
___ Upgrade Emergency Kit

DURING CAMP

___ Name Tags
___ Group Assignments
___ Cabin Assignments
___ Emergency Plans
___ Program
___ Program Supplies
___ FUN

AFTER CAMP

___ Evaluation
___ Put Away Program Materials
___ Thank You Letters
___ Close-up Financial Books
___ Insurance Fees
___ Preparations for Next Year
Have I watched for fatigue — in campers and myself — and gotten adequate rest?

Have I been positive in working with campers — more "do's" than "don'ts"?

Have I helped campers practice good manners?

Have I helped campers be busy and active but not to the point of strain and tension?

Did I know the correct emergency procedures to use?

Am I aware of the different characteristics exhibited by kids?

Do I feel more comfortable in leading group activities?

Have I developed new project area skills?

Age _____ Sex _____ Number of years served as counselor _____

Attended Counselors Training: yes or no (please circle)

Write a brief paragraph relating a meaningful counseling experience.
Section 7

Resources and Teaching Aids

7-1 Camp Crafts
7-2 Campfires
7-3 Ceremonies - Flag Raising
7-4 Ceremonies - Flag Lowering
7-5 Ceremonies - Other
7-6 Get Acquainted
7-7 Nature Activities
7-8 Party Planning
7-9 Rainy Day Activities
7-10 Recreation/Games
7-11 Skits
7-12 Songs/Music
7-13 Thoughts for the Day