

Survival Guide for 4-H Camp Leaders



**Basic Information for:
Extension Staff
Adult Leaders
Teen Leaders**

Basic Survival Skills

- 1. Expectations as a Leaderpgs. 3-6**

All campers need belonging, security, recognition and new experiences. They need opportunities for achievement, self-reliance, learning new skills and developing values. Your role as a leader is to initiate activities or help others provide experiences that meet these needs in a positive way.
- 2. Top Prioritiespgs. 7-10**

There are 4 basic top priorities all adult leaders and teen counselors must consider at 4-H camp: Safety, Health, Education and Fun. The expectations for campers should reflect these priorities and the actions of all leaders should promote them.
- 3. Cabin Responsibilitiespgs. 11-14**

Each cabin serves as a “home away from home” to the campers. The camp experience is a “first” for many campers who may fluctuate from being confident and self-reliant to tentative and clinging. A caring, supportive “camp family” atmosphere contributes towards creating a positive experience for all campers.
- 4. Stages of Developmentpgs. 15-19**

Dealing with children can be one of the most exasperating and rewarding experiences you will ever have. You will be able to plan more effective learning activities and react appropriately if you know the characteristics and appropriate expectations for each age group.
- 5. Behavior Management. / Child Protection.pgs. 20-26**

One of the most challenging and least-liked tasks of a leader is that of enforcing rules, changing inappropriate behavior and helping campers make better decisions about their behavior. Following basic principles of child protection and practicing behavior management in a positive manner will help you deal with behavior-related issues.
- 6. Leadership Roles.....pgs. 27-38**

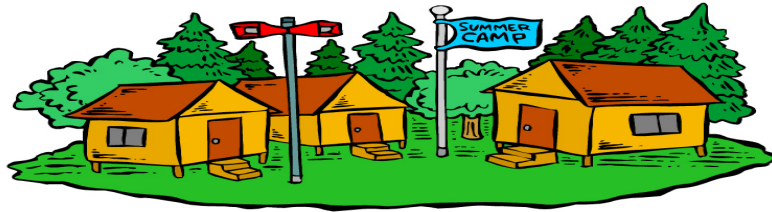
You will wear many different hats as a camp leader. You may be responsible for teaching activity/project sessions, leading songs, conducting inspirational programs, organizing group activities, or encouraging appropriate behavior at special programs. Your example, sets the standard for others to follow.

 - Song Leading . . . pg. 27**
 - Flag Ceremonies . . . pgs. 28-30**
 - Campfire. . . pgs. 31-33**
 - Inspirational Programs... pgs. 34-37**
 - Get Acquainted... pg. 38**
 - Rainy Day... pg. 39**
- 7. First Aid / Emergency Procedures.....pgs. 40-43**

Knowledge of emergency policies and procedures and proper action in a timely manner can mean the difference between life and death or liability and legal issues for improper or inadequate actions.

 - Medical. . . pgs. 41-42**
 - Weather / Disaster Related . . . pg. 43**
- 8. Everything You Wanted to Know but Were Afraid to Askpg. 44**

Sometimes we’re not even sure of the questions to ask. This section highlights some probable questions and provides concise answers. Answers may be adjusted slightly depending on the county program and camp environment.
- 9. Camp Program Planning Worksheetspgs. 46-47**



Memories for a Lifetime

As a 4-H Camp leader you have the opportunity to affect the lives of many children. Because of your special talents and abilities you have been trusted with the well-being and safety of the campers. The quality of their experience relates directly to your attitude, leadership and interactions. You may have to serve as a role model, parent, confidant, counselor, nurse, mediator and disciplinarian all in one day. Understanding the expectations and your responsibilities as a leader will insure that this experience is a positive one for the campers and you. Working together with other leaders and camp staff will make your week a satisfying and memorable experience. ENJOY!

This guide, divided into sections, addresses many of the responsibilities or issues you may face as a leader at camp. Take time to review all sections before you arrive at camp. Preparation is the key to feeling confident and competent in your role as a leader. Ask your county 4-H agent or camp director for clarification of any information you do not understand.

At the end of camp you can say,

*I have survived as a leader at 4-H Camp,
made a difference in children's lives
and would love to tell about it!*

The following poem summarizes your role as a leader at camp:

**"I'd rather see a lesson than hear one any day.
I'd rather you would walk with me than merely show the way.
The eye's a better teacher and more willing than the ear.
And counsel is confusing; but example's always clear.
The best of all the teachers are those who live their creeds.
For to see good put in action is what everybody needs.
I can soon learn to do it, if you let me see it done.
I can watch your hands in action but your tongue too fast may run.
And the counsel you are giving may be fine and true,
but I'd rather get my lesson by observing what you do."**

Author Unknown

4-H Camp Leaders the REAL Survivors

As a camp leader, you have the opportunity to make a lasting impression and greatly affect the lives of other campers and other leaders. You will be a role model for campers 24/7 with unique challenges and responsibilities. What kind of impression will you make on those who have the opportunity to share this experience with you?

As you think about your role as a leader remember that all campers need belonging, security, recognition, new experiences, and opportunities for achievement, self-reliance, learning skills, and developing values. Your role as a leader is to initiate activities or help others provide experiences to meet these needs in a positive way. Likewise, parents expect their child to be in an environment that is safe, healthy, educational and fun. Can you assure them that the activities you promote will have all of these elements?

Remember too, that campers translate all of this into **FUN** and **FRIENDS!**

Six Basic Areas of Responsibility as a Camp Leader

Cabin Leader

- Go to bed, get up, clothes, medicine, personal hygiene, personal problems, cabin clean-up, and (most important) group acceptance of every camper

Co-ed Group Leader

- Get acquainted, team building, cooperation, acceptance, group competition

Teaching

- Teach new skills to campers as they participate in camp activities.
- Accompany the campers as they participate in different activity sessions like wildlife, archery, rifle range, craft house and recreation. Some activities cannot be conducted without adequate supervision - don't punish the campers by failure to show up for your duties

Special Events Activities

- Assist with campfire, flag programs, vespers, Olympic competitions, opening and closing ceremonies, last night party, song leading, etc.
- Know the expectations for behavior at these activities so you can set an example for others to follow and guide the behavior of the campers

Mutual Respect and Support

- Volunteer to help, respect each others rights and property, avoid attacking others, care enough to confront, communicate, cooperate, support and work as a team

Individual Counseling

- Encourage campers and counselors to grow and try new things
- Catch campers and other leaders "being good"
- Set good examples as mentors and leaders
- Discipline appropriately, fairly, and consistently
- Help campers with problems, consider alternatives, pro's and con's

Areas of Leader Responsibility Translated into Four Key Concepts

The six basic areas of leader responsibility can be translated into four key youth development concepts important to any setting where positive youth development is the goal. They include:

Belonging – opportunities for relationships based on trust and intimacy

Mastery – opportunities for meaningful achievement and to develop skills and confidence

Independence – opportunities to make choices and face consequences

Generosity – opportunities to give to others, and to contribute and experience being valued and needed

Think about all of the things that happen at camp.

How do they contribute to one of the key concepts as listed above?

How could you change or adapt them to make them even more appropriate?

Are there any things that could happen at camp that would hinder the application of these concepts?

What can you do to make camp a positive experience for all involved with the program?

Pre-Camp Preparation is Important

Preparation is the key to successful camp programming. Arriving at camp with the thought that you can “wing it” seldom works with campers as they easily become distracted and disinterested in activities that are not appropriate for the age group or well planned. With distraction and disinterest come camper behavior problems and frustration for group leaders. Extra effort and time put into planning and practice generally results in a positive experience for leaders and participants. It’s up to you to make it happen.

Another important thing to remember is to plan activities that fit the age group you are working with. Activities that appeal to your peers may not be appropriate for the age of campers participating. Think about camper skill levels, their attention span, and patterns of social interaction as you begin the planning process. Ask yourself if the activity you are planning is one you would have been interested in or able to do when you were that age?



SURVIVAL TEST 1 -TOP PRIORITIES

Match the camper needs with the camp activities that meet those needs by drawing lines connecting them. Some activities may be used more than once. The key to a successful camp is providing activities that meet the needs of the campers.

CAMPER NEEDS

Developing Values

Belonging

Mastery

Generosity

Independence

Safety & Security

Recognition

Achievement

New Experiences

Self-Reliance, Responsibility

Learning New Skills

CAMP ACTIVITIES

Collecting Natural Items

Crafts

Nature Explorations

Swimming/Boating Class

Singing

Cabin Activities

Cabin Inspection

Grounds Clean-up

Meal Service

Flag Raising/Lowering

Team Contests

Vesper Programs

Sports and Athletic Competition

Story Telling

Free Time

Rest Period

Active Game

Outdoor Meals

Camper Conversations

Interaction with Teen Leaders

Campfire Activities

Talent Show

What are you planning to do to offer activities that meet those needs?

Camp is for Campers - Top Priorities of Camping Programs

Being a 4-H Camp Leader is one of the most responsible positions you have ever held in your life. The only reason you are a camp leader is for:

Campers safety, **Campers** health, **Campers** education, and **Campers** fun.

You must like kids, care about helping others to have a good experience, and be willing to put the needs of others before your own needs! Consider the following when deciding if camp leadership is for you:

- Camp leaders must make a significant role and attitude change from youthful participant to responsible adult leader where “self” suddenly becomes secondary to the joys of helping others succeed.
- Camp leaders must get their “fun” from seeing others have good experiences, do new things, learn new knowledge, and make new friends.
- If you are going to camp to fish, swim, nature hike, chase members of the opposite sex, or for any reason other than campers - DON'T GO! Your goals are different from the camp goals and there will be a conflict!
- Camp leaders are literally responsible for the lives of 10-14 campers in cabins; 15-20 in a teaching session, 100 or more in camp. Not for just a few hours – 24 hours a day for several days!!!
- If you do not feel you are quite ready to handle these responsibilities and priorities - now is the time to decide - not halfway through camp!

There are 4 basic top priorities all adult leaders and teen counselors must consider at 4-H camp:

Safety, Health, Education and Fun

Priority #1 - Safety

What is the worst possible thing you can think of that could happen at camp? (Serious injury or [heaven forbid] death!)

How would you feel if a camper in your cabin, your teaching session, or your special event where you were responsible, was killed?

Could it happen? YES!

Think of some places where there could be an accident at camp including the following locations: lake, rifle-archery range, rec hall, dining hall, cabin, hillside, craft corner and more...

It could happen anywhere and you may be the only person who could prevent it!

What could you say to parents that come to camp to find out what happened to their dead son or daughter? How would you face them?

Priority #2 – Health

What would be the next worse thing that could happen? (sickness - health of campers)

Could a camper get sick or even die from an illness while at a 5 day camp? YES

Could a camper develop appendicitis or some other such illness? YES

Remember campers are in a stressful situation:

doing things they are not accustomed to doing, using different muscles in ways they may not be used to, eating new or different foods, sleeping in strange places, and doing all of these with new people and no family - mother, father or caregiver to comfort

It is extremely important that we take positive action to plan and conduct camp to insure campers:

practice proper hygiene

eat a quantity of nutritionally balanced food

get 7-8 hours of sleep nightly

feel comfortable in approaching adults at the first sign of illness or injury

Priority #3 – Education

4-H is an educational youth program of Montana State University. Millions of federal, state and county tax dollars support the educational programs of Montana State University Extension. You, as camp leaders, also have teaching as one of your major responsibilities!

What is teaching? - Providing the opportunity, the information, and the motivation for campers to want to learn any or all of the following skills:

Physical - doing things safely and skillfully

Knowledge – learning facts, names, figures, new information

Social skills – getting along with people in work and play, making friends

Leadership skills – learning how to help a group of people plan activities and accomplish their goals

You, as leaders, will be teaching every moment you are with campers. You will be serving as mentors to all campers through your example! The way you talk to people, the way you teach, the way you walk, the way you wear your clothes, the way you eat, the way you chew your gum, the way you make your bed, the way you take care of your belongings, the language you use, the way you follow the rules, are all being watched and mimicked.

Three ways you are constantly teaching are by:

1) example,

2) example,

3) and example

Will you be proud of the things you teach your campers?



Priority # 4 - Campers Have fun

Camp has to be fun for all the participants.

It is a voluntary program; people must want to come!

But, what is fun?

- when all people feel good
- when activities are remembered fondly
- when you are successful
- sharing good times with other people
- talking, laughing, caring
- growth, challenges, new experiences
- no "goat fun", put downs, or fun at others expense

Fun, the fourth priority, makes campers want to return to camp.

Remember, The Top Four Priorities at 4-H Camp Are:

#1 – Safety

#2 – Health

#3 – Education

#4 – Fun

SURVIVAL TEST 2 – EXPECTATIONS

Check the column that best describes your ability to demonstrate these characteristics at camp:

	Never	Seldom	Usually	Always
Tactful - speak truthfully without hurting others	_____	_____	_____	_____
Cooperative - even when carrying out the plans of others	_____	_____	_____	_____
Cheerful - without sulkiness or grouchiness	_____	_____	_____	_____
Sense of humor - even when the joke's on you	_____	_____	_____	_____
Warmth - friendly personality that attracts others	_____	_____	_____	_____
Poise - even in emergencies or embarrassing situations	_____	_____	_____	_____
Love of children - even the less attractive and "naughty ones"	_____	_____	_____	_____
Enjoyment of hard work - even when it means getting dirty	_____	_____	_____	_____
Skills, knowledge of outdoor living in rain as well as sunshine	_____	_____	_____	_____
Adaptable - can change plans to fit others or the weather	_____	_____	_____	_____
Love of fun - can see possibilities for enjoyment in almost any situation	_____	_____	_____	_____
Initiative - ability to get started without prodding	_____	_____	_____	_____
Promptness - at all appointments and tasks	_____	_____	_____	_____
Dependable - do what you said when you said you would	_____	_____	_____	_____
Persistent - finish what you start with dispatch and thoroughness	_____	_____	_____	_____
Neat - keep living quarters neat & clean	_____	_____	_____	_____

These characteristics are all traits that show your adaptability to camp life and situations you may face. Work towards being able to answer usually or always in most of the categories.

Cabin Responsibilities

Each cabin serves as a “home away from home” to the campers. The camp experience is a “first” for many campers who may fluctuate from being confident and self-reliant to tentative and clinging. Creating a caring, supportive “camp family” atmosphere encourages all campers to have a positive experience.

1. Select a bunk near the door. No one should come in or go out during the night unless you know about it!
2. Have your bunk made and baggage organized as a good example for campers to follow.
3. Keep radios off or down very low. It's better to not even have them.
4. Have bunk name tags ready to put on the bunks the campers select.
5. Have a cabin roster posted by your cabin door with names of all campers in your cabin. This will help them feel a sense of identification, welcome and belonging.
6. Put up some special theme related decorations. Use materials approved by the camp director; no nails or staples and never write on the cabin walls, ceilings, or other permanent fixtures.
7. Be in your cabin ready to welcome campers. Assist those assigned to your cabin in finding it and help carry their belongings, if necessary.
8. Introduce yourself to your campers. Make sure they know your name and that you will be their cabin leader for the week.
9. Re-introduce yourself to other leaders and wear a name tag-especially the first day or two. Offer to help anyone who looks like he or she needs it.
10. Ask parents (camper, if parents are not present) if there are any medications the camper needs, allergies to be aware of, bed wetting or any other health conditions. This inquiry should be made in private and kept confidential to avoid potential embarrassment of the camper.
11. Make sure all prescription and non-prescription drugs (aspirin, Tylenol®) are turned in to adults for safe keeping and dispensation as someone taking aspirin privately can initiate ugly rumors.
12. Help campers select a bunk. Encourage bottom bunks especially for those who sleep walk, roll in their sleep, etc. Seek parent's approval for top bunks if possible.
13. Many homesick problems are easy to solve within the first 30 minutes of camp. Help each camper get off to a good start!
14. Make sure at least one leader is in your cabin with your campers at all times campers are present. Campers should not be in cabins unsupervised. This is when idle minds and hands become creative in making their own "fun" with horseplay, put downs, foul language and physical abuse.
15. Leaders should know the name of every camper in their cabin the first day and be able to identify the individuals as one of their cabin campers by the second day.
16. Acquaint "your group" with cabin layout-clotheslines, bathrooms and cleaning supplies. Show them around the campgrounds! Help them learn the names of all buildings.
17. Be sure each camper knows the exact location of the first aid station. Review first-aid policies.

18. Look for illness or injury - don't make too much "fuss" about it. This may cause more upset than the illness or injury itself.
19. Report ill or injured campers no matter how late at night or how minor. Prompt treatment of "small troubles" will frequently avoid "big ones!"
20. Watch for homesickness. A camper who participates is seldom homesick.
21. Go over the schedule each morning, noon and evening to make sure your campers know when and where they are supposed to go.
22. Acquaint "your campers" with camp regulations, rules and traditions. There are very few rules but the quicker campers learn them, the fewer problems.
23. Be a worthy example in language, manners, dress and ethics for your campers.
24. Discourage negative discussions about individual personalities or shortcomings.
25. Safety is priority #1 at all times. Be alert to unsafe activities and take action regardless of who is involved.
26. Encourage consideration for the privacy of others, their equipment and their property. Discourage borrowing from others, even with consent.
27. Keep your cabin clean and belongings put in proper places. (suitcases closed, towels hung; etc.)
28. Be fair and impartial in dealing with all campers! Clean-up duties and "glory" jobs should be shared equally by "clever, attractive and good campers" and the learning to be "clever, attractive and good campers." Campers who need the most love and attention are often the least lovable.
29. As the cabin leader, you are responsible for all that happens in your cabin. Try to be a friend and a leader. Be firm in your authority and decisions, but not "bossy." Start out pretty strict. It is easier to loosen up than to tighten up later!
30. Never attempt to manage the behavior of a camper by ridicule or physical punishment.
31. The cabin leader should visibly account for each camper at all meals and activities where they should be present.
32. All leaders are needed to assist with centers or recreational activities for the morning, afternoon and evening (where applicable) activity periods. Be accessible and on time.
33. Be sure each camper takes a daily shower, brushes teeth, washes hands before meals, changes clothes, etc. Be aware of campers who may be self-conscious about showering in a strange place.
34. Before lights out, have a discussion with your campers to find out what they did that day, how they enjoyed it, what they learned and any problems or suggestions they might have. Note: things that could be passed on to appropriate people as improvement suggestions or recognition.
35. Enforce appropriate "quiet hours" between "lights out" and "rise and shine" and during rest period by example and behavior management. Don't make everyone get up at dawn so you can do your hair or make-up.
36. Set good examples by not using profanity or telling off-color jokes and stories. Use appropriate behavior management on campers who use abusive, disrespectful language.
37. Report all lost, stolen and found items to adult leaders and county 4-H agents.

38. Report all "incidences" to the Co-director or 4-H Agent. Any happening that you feel might be reported to the camp co-directors by way of campers, staff, or parents is considered an incident. Report any incident where a camper had to be disciplined, there was a disagreement, blows were thrown, or a camper suffered significant mental or bodily harm.
39. Feel free to discuss any or all concerns, problems or joys with any of the adult staff. They will be held confidential where appropriate. Adults would much rather help you out with lots of little challenges than one big one that has gotten out of control.
40. Get all sides of any story before accusing someone who might have been wrongly accused.

Your First Cabin Meeting

Check cabin roll, post a roster of all campers.

Try to put campers at ease. Be honest, talk to them as friends, be sincere.

Share with them what you hope and dream will happen to them as a cabin group and camp family in the next several days.

Stay safe-nobody sick, nobody hurt.....Have FUN
Develop good friends, meet new people.....Have FUN
Learn new things-new experiences.....Have FUN
Be responsible for your belongings.....Have FUN
Get along, no fights, no put-downs.....Have FUN
Is there anything else you would like to have happen?
Would you agree these are good goals? (Vote by a show of hands.)

Review safety procedures for fire, tornado and storms (posted in cabin).

Review first-aid policies:

All medications must be stored in the First-aid room and should be in the pharmacy container with proper dosage noted on the container.
Campers must report the need for all treatment to an adult.
Record ALL treatment in pen in the official log book.

Remember to:

Be open - talk to each other.
Pitch in - do your share.
Keep belongings put away.
Obey the *two* rules in getting along with people:

Rule # 1 - Be Nice

Rule # 2 - Don't Break Rule # 1

What it means to "be nice"

Be positive to self and others.
 Be responsible
 Listen for understanding
 Be courteous (please, thank-you)
 Treat all campers fairly

Be dependable, reliable,
 Be respectful of people and property
 Communicate clearly
 Be not a rumor monger
 Avoid favoritism

Become acquainted with your cabin by getting to know a little bit about each other. Try the following as conversation starters:

Name,
 4-H projects
 Favorite camp activity

Grade
 Years in 4-H
 Favorite sport, hobby

School
 Years at camp
 Favorite food

SURVIVAL TEST 3 - CABIN LEADERS

Respond to each of the following scenarios:

- I. Jeff has been following you around all day. The rest of the boys have formed groups of friends, but Jeff is left out. What should you do?

- II. Steve is rather clumsy. He can't swim well, is not very good at volleyball and is becoming self-conscious about his poor ability in sports. What should you do?

- III. Two members of your cabin do not want to participate in camp activities and prefer to spend their time lounging in the cabin. They say they paid to come to camp and should get to do what they want. What would you do?

- IV. One cabin member appears to be very unhappy and wants to call home. You know that the camp rule is to call only in an emergency and with an agent's approval. What would you do?

- V. Children are making fun of a camper who needs to pay better attention to personal hygiene. What would you do?

- VI. A camper wants to change cabin rooms because he/she has had a disagreement with a former best friend. What would you do?

- VII. A camper has had an accident in his/her bed, during the night, and the sheets are soiled. What would you do?

- VIII. All campers have signed up for activity sessions except one child who is in tears because he/she will be separated from his/her friends. What would you do?

- IX. Your cabin is supposed to plan a skit that involves all campers but they cannot agree on the design and one person wants to make all of the decisions. What would you do?

Kids Will be Kids – Stages of Development

Dealing with children can be one of the most exasperating and rewarding experiences you will ever have. There can be noticeable differences, not only between the sexes of young people, but between the ages of young people. Understanding developmental needs and the physical, emotional, cognitive and social changes of different age groups may help you become a more successful leader. You will be able to plan more effective learning activities and react appropriately if you know the general characteristics and what to expect from each age group.



This section discusses the characteristics of children at various age levels. Although children differ as to the speed with which they develop (each person is unique) the order of the stages does not change much. This guide will help you consider the age characteristics of your campers, as you do the following:

- ✓ direct the learning and development of your individual campers
- ✓ plan your overall camp schedule of events and activities
- ✓ plan specific events, classes and activities
- ✓ analyze situations when activities are not going well and make appropriate adjustments



Some needs and interests are common for all ages and all people. We all need:

- ✓ to experience a positive self-concept (self-esteem)
- ✓ to experience success in most of what we do
- ✓ to become increasingly independent
- ✓ to develop and accept our own sexual identity
- ✓ to be able to give and receive attention and affection appropriately
- ✓ to experience new challenges and adventures
- ✓ to be accepted by peers and those in authority

8-9 YEAR-OLDS ACT THEIR AGE

What Would you do?

One of your 8 year-old campers works fast and furiously on a project for a while, and then leaves it to go talk to friends. The project is not finished and soon it will be time for the class to be over. Will you call the member back and tell him or her to finish the project?

There is an exciting new world outside the home that 8-9 year-old children can't wait to discover! They need to acquire new skills, knowledge and abilities to live in this world and learn to accept adults (other than their own parents) as authority figures. Children of this age are still wrapped up in themselves. They are willing to please adults, but often for selfish reasons.

Beginning projects is more important than finishing. At this stage, children are more interested in the process of doing something than they are in the finished product. Don't be surprised if they work like crazy on a project for 25 minutes and then stop without completing it. Their interest changes rapidly, jumping from one thing to another.

Thinking is very concrete for 8-9 year-olds. If they cannot see, feel, touch, or taste, then it may be impossible for a child of this age to understand. Learning by doing is especially important for 8-9 year-olds. You should also remember that understanding sarcasm as joking or kidding is not possible at this age.

Feelings of success or failure are dependent on peer relationships for these children. As they learn more about friendships, there are often fights. Children who fight in the morning may be friends again by afternoon. A child of this age has a fragile self-concept, and cannot accept failure. Success, however small, should be emphasized and failures minimized. Competition with others is not appropriate.

Remember, every child develops at his or her own pace, and all characteristics will not be observed in all children at the same age or same stage of development.

Common Characteristics

- x want to be helpful and do a "real job"
- x begin to enjoy reading, activities they can do alone
- x like physical activities, have lots of energy
- x may enjoy puzzles and table games
- x are becoming less impulsive
- x worry about being liked
- x are easily motivated
- x are eager to try new things
- x do not like keeping records
- x may show slower physical growth
- x need encouragement to stay on task and achieve best performance
- x are becoming more self-confident
- x may be critical of themselves
- x value peer friendships very highly
- x talk constantly and love to gossip
- x dislike playing alone
- x have a noticeable separation between boys and girls
- x like group activities
- x may become frustrated when they don't like a job
- x highly value clothing and certain foods
- x love to be chosen by peers and special adults
- x tend to be self-motivated
- x admire and imitate older boys and girls

As you plan learning activities for 8-9 year-olds:

1. Keep the group small: 5 to 8 is best.
2. Meetings should be short and informal
3. Offer a wide variety of short activities; social and recreational activities are most important.
4. Accompany verbal direction by demonstration.
5. Incorporate trips and special events for variety.
6. Involve other leaders in keeping youth focused.
7. Provide materials for activities: paints, clay, sand-boxes, collection albums. Remember, the child may like to work with these items, but may not produce a finished product every time and quality may be messy.
8. Choose activities that stress individual activity with no winner or loser. Competition is inappropriate-minimize failure and feeling of incompetence.
9. Dramatic play is appropriate. Children like to role play the parts of mother, father, nurse, teacher etc.

What Would You Do?

Remember the 8 year-old and unfinished project? At this age, the process of doing something is much more important to a child than a finished product. Variety is necessary. Let the child take the unfinished item or keep it to complete at another session.

10-11 YEAR-OLDS ACT THEIR AGE

What Would You Do?

You are in session with a group of 10-11 year-olds and have planned a quiet activity. They will need to sit still. The children arrive and are full of energy, running around and talking loudly. It is time to begin the class. What would you do?

The period between ten and eleven years of age is one of transition. Children become anxious to grow up but still want to enjoy the privileges of childhood. It is important for a child of this age to develop the sense that he or she is capable. Accomplishments are made in three areas: developing a sense of self, gaining acceptance, and experiencing achievement.

Physical changes occur quickly in some children. The range of shapes and sizes in this group is wider than in almost any other age group. This can be problematic for ten and eleven year-olds who are concerned about being "normal" as they work at developing a sense of self.

Self-concept is extremely fragile and very dependent on recognition and acceptance by peers. Children in this age group often overlook their need for supportive relationships with adults because of their intense loyalty to a peer group.

Between the ages of ten and eleven, children are developing the ability to reason and are moving toward abstract thinking. As an example:

Water can be poured from a short, fat glass to a taller, slender glass. If the child is asked, "Is there more, less, or the same amount of water in this glass than there was in that one?" a younger child says "more" (based on the appearance). The older child says "the same."

The older child understands water has not been added or taken away. This is an important change in thinking ability. It means that the child can think about why things happen and also begins to think about what can happen in the future.

Research shows us that at this point, most children prefer being with peers of the same sex. This preference begins to change at about the age of eleven, especially for girls. Every child develops at his

or her own pace and developmental characteristics will not be observed in all children at the same stage of development.

Common Characteristics

10 year-olds

- x have longer attention spans, but still need breaks
- x accept self, are able to admit mistakes
- x are self-conscious about sexual development
- x like outings and trips
- x are great joiners, like organized games
- x are beginning to think logically and symbolically

11 year-olds

- x have very strong opinions
- x may seem to be emotionally rocky, have difficulty controlling feelings
- x value friendships highly
- x often quarrel with parents
- x are more polite to strangers than to parents
- x like to meet and travel in groups to public places
- x have increased interest in opposite sex
- x start taking responsibility for actions

As you plan activities for 10 to 11 year-olds:

1. Give children plenty of opportunities to discuss thoughts and feelings through large and small group discussion, reading, reflection, and physical activity.
2. Use a variety of activities and experiences. This will ensure that each child has the chance to excel.
3. Recognize any achievement (however small) that each child makes, continue to minimize failure.
4. Use constant encouragement to motivate children
5. Relate ideas to some experience they have had.
6. Help children select projects and activities that they can be successful with. Keep in mind that they are better at starting projects than at finishing them.
7. Plan a variety of activities. Change the activity and the pace from time to time. Be flexible!
8. Encourage members to help one another; plan activities that require cooperation among group members.
9. If possible, have an older youth be an assistant and serve as role model.
10. Compare present performance to past performance rather than comparing to another child.

Remember the active group of 10 and 11 year-olds? Flexibility is important! Planning a variety of activities for 10 and 11 year-olds is necessary. You could postpone the quiet activity in favor of a physical activity with a cool-down period. The quiet activity could be done later during this session or at the next session.

12-14 YEAR-OLDS ACT THEIR AGE

What Would You Do

Group skits at campfire are about to begin. One of your older group members has not arrived and has a large role to play as a "narrator of your group skit." What would you do?

The one constant during adolescence is change, change, and more change. Physical, emotional, and social changes are occurring at a rapid pace for these 12, 13, and 14 year-olds.

Puberty, the biological change from childhood to adulthood, will take from 18 months to 6 years to complete. As a result, a group of early adolescents will usually include youth at different points in pubescence. Physical maturation for girls usually occurs between the ages of 11 and 13, while in boys it is between the ages of 13 and 15.

The physical changes of pubescence have a direct effect on an adolescent's emotions. Self concept is closely tied to the individual's feelings about his or her own body.

By this age, many adolescents have developed the capacity for abstract thinking. An adolescent able to think in the abstract must think about rules and principles and consider alternatives in order to adapt these rules for him or herself. Many adolescents will begin to question the value system they have learned or the beliefs of others.

One of the most obvious social changes is the interest in others of the opposite sex. Learning to handle the emotions that go along with developing relationships with peers of the opposite sex can be both stressful and exciting. Some early adolescents may develop "crushes" or infatuations with teen counselors. It's important to discourage these relationships in a kind but firm manner.

"The young are prone to desire and in regard to sexual desire they exercise no self-restraint. They are changeful too and fickle in their desires. They are passionate, irascible, and apt to be carried away by their impulses. They are slaves, too, of their passion." Does this sound like an accurate description of today's teenagers? Actually the philosopher Aristotle made this observation over 2,000 years ago.

Common Characteristics

- x are often egocentric
- x may spend hours in self-criticism and/or self-admiration
- x can be moody, go from enthusiastic cooperation to withdrawn behavior
- x can be self-reliant, seek to be more independent
- x begin to test values
- x are very emotional, may have difficulty controlling emotions
- x tend to be very concerned about friends and doing well in school
- x often display mannerisms of giggling, squirming, and horse play
- x have strong peer group loyalties
- x want to try new things
- x need to be part of something important

As you conduct activities for adolescents:

1. Establish clear guidelines for the group. Involve group members in the development of guidelines.
2. Provide activities to foster social interaction such as work in small and large groups, recreational activities, and service projects.
3. Help individuals feel at ease. Allow members to plan the group's activities. They can follow through with adult guidance.
4. Help individuals choose tasks at which they can succeed.
5. Be open and ready to talk to group members about what is important to them.
6. Be honest and as consistent as possible.
7. Recognize individuals for their own good points and progress made. Accept each individual as he or she is.
8. Help individuals recognize their own limitations, (without nagging) and assist them in improvement.

You need to get on with the event. Ask one of the other members to fill in for the missing member. At another time, speak privately to the missing member and tell him how you felt about the fact he did not show up for the event, and how that affected you and other members.

SURVIVAL TEST 4 - STAGES OF DEVELOPMENT

Mark the age group where the following statements best apply.	8&9,	10&11	12-14
1. If they cannot see, feel, touch, or taste it, may not be able to understand; doing is important	_____	_____	_____
2. Egocentric, spend hours in self criticism and/or self admiration	_____	_____	_____
3. Strong peer group relationships and loyalties to others of the same age	_____	_____	_____
4. Developing ability to reason, and beginning to think abstractly	_____	_____	_____
5. Beginning to question value systems or beliefs	_____	_____	_____
6. Fragile self-concept and cannot accept failure	_____	_____	_____
7. Longer attention span but still need breaks	_____	_____	_____
8. Need to be a part of something important	_____	_____	_____
9. Interested in others of the opposite sex	_____	_____	_____
10. Like physical activities, lots of energy	_____	_____	_____
11. Easily motivated	_____	_____	_____
12. Learning to accept themselves and are able to admit mistakes	_____	_____	_____
13. Just beginning to enjoy reading and activities they can do alone	_____	_____	_____
14. Talk constantly and love to gossip	_____	_____	_____
15. Seeking to be more independent and can be self-reliant	_____	_____	_____
16. Beginning to think logically and symbolically	_____	_____	_____
17. Concerned about friends and doing well in school	_____	_____	_____
18. Love to be chosen by peers, especially adults	_____	_____	_____
19. Noticeable separation between boys and girls	_____	_____	_____
20. More polite to strangers than parents, quarrel with parents	_____	_____	_____
21. Increased interest in the opposite sex	_____	_____	_____
22. Self-concept is tied to feelings about his or her body	_____	_____	_____
23. Get frustrated when they don't like a job	_____	_____	_____
24. Admire and imitate older boys and girls	_____	_____	_____
25. Display mannerisms of giggling, squirming and horseplay	_____	_____	_____
26. Start taking responsibility for own actions.	_____	_____	_____

See page 45 for Answer Key.

Behavior Management/Child Protection

One of the most challenging and least-liked tasks of a 4-H camp leader is the role of behavior management, sometimes known as discipline, or enforcing rules. This role is probably one of the most uncomfortable and difficult because very few people really like to correct or discipline someone. Because of this, we sometimes choose to ignore or overlook unacceptable behavior. This avoidance approach will usually lead to having to deal with a bigger, more serious problem later. "Father Time" says, "If someone doesn't tell me what I'm doing wrong, I will probably keep right on doing it - and I'll probably get better at it."

Appropriate methods for enforcing rules, changing inappropriate behavior and helping campers make better decisions about their behavior is critical for camp success. Knowing management tools and practicing them in a positive manner will help you deal with behavior-related issues. Appropriate conduct and awareness of child protection issues can save you, your county and the camp from negative publicity, possible legal action, and unnecessary stress.

You have a responsibility as a leader to help campers make better decisions about their behavior. The most effective way is to immediately make them aware of unacceptable behavior and help them consider other more appropriate behavior. This leader's guide has ideas to help you avoid having to use discipline and to make wise choices when forced into a situation where some form of discipline is appropriate.

Injury Resulting from Misbehavior

Misbehavior at 4-H camp can cause physical and psychological injury. Throwing stones, swinging sticks, playing with knives, hitting people, running on dangerous surfaces and horse play are examples of physical injury. Behavior that causes psychological injury to the mental health and self-esteem of people includes name calling, being laughed at, being rejected from the group and being made fun of. Can you think of others?

By far the largest single cause for both physical and psychological injury in 4-H camping programs is supervision, or rather the lack of supervision by camp leaders. Three basic reasons for this lack of supervision are:

1. **The leader was inattentive**; he/she was not paying close enough attention to what campers were doing.
2. **The leader was absent**; he/she was not present where he/she should have been.
3. **The leaders were untrained**; the leader did not have proper training or experience and did not anticipate what occurred.

What can you do to make sure these avoidable situations are not present in your camp setting?

What You Expect Is What You Get!

Many times the expectations you plan for when you enter a situation are what you end up getting. Prior planning, good examples and praise for proper behavior should preclude the need for having to use more formal consequences in behavior management. However, it is important to know what these steps are and how to use them where appropriate and necessary.

Remember your "**prime directive**" is to help youth have safe and healthy experiences living and working together while learning new emotional social, physical and mental skills in a supportive, encouraging, outdoor environment.

Five Behavior Management Tools

There are five behavior management tools which can be used to avoid injuries, sickness and psychological damage to campers.

1. Number one is to **know your goal**. What are you trying to accomplish? You must have a direction to work toward! "If you don't have a target - how can you possibly hit it?"
2. Number two is **plan ahead** – Make plans including the equipment and materials; who is going to do what; and specifically when and where it will be done. This allows you to pay attention to what campers are doing, it allows you to work with and interact with campers instead of trying to figure out what you are going to do next.
3. Number three is **set good examples**. Most campers will do everything exactly the way you do it, totally ignoring any verbal instruction. "Your actions speak so loudly the camper does not hear a word you are saying." You lead -- by **example**, by **example** and by **example**!
4. Number four is **bargaining** - a basic trade philosophy - "If you'll do this, then I'll do that." "If you'll work real hard getting the cabin cleaned up, we'll be able to go swimming sooner" etc.
5. Number five is **praising proper behavior**. Use praise liberally! "No one ever stunted a child's growth by patting him or her on the head." Catch campers doing good things, -- working cooperatively, helping each other, giving something to someone else to use, planning together, etc., praise them enthusiastically and often and you will see more positive behavior.

Using a Postive Approach to Behavior Management

The two most important rules (really one) in all our lives are simply stated and apply to most situations. The approach is positive ("**DO**" as opposed to "**DO NOT**").

Rule #1 - **"Be Nice"**

Rule #2 - **"Don't Break Rule #1"**

After "**Be Nice**" is explained or discussed in detail with your campers, all it takes is just a simple but firm "**Be Nice**" to remind campers that their actions may not be appropriate.

13 Elements of Being Nice:

1. Smile, speak to people (use names)
2. Be positive, supportive (to self and others)
3. Be helpful, alert to serve or assist
4. Be interested (family, work, hobbies, etc.)
5. Be respectful (of self, others, property)
6. Be responsible, reliable, accountable (success and mistakes) for both
7. Be considerate, courteous (please, thanks, sorry)
8. Be optimistic (everything a pleasure)
9. Be confidential (avoid sharing rumors/gossip)
10. Give advice (confront) caringly (criticize in private, praise in public)
11. Accept advice graciously
12. Be patient, understanding, accepting
13. Communicate effectively, correct terms, listen for meaning/look for feelings, request feedback, use "I" message and involve multiple senses.

When Rules are Needed

Rules are laws or expectations for behavior made as a result of someone else learning the hard way that some activity is dangerous to his/her health or safety. Rules are made to help keep one avoid danger and get along with others more effectively.

In order for rules to work they must:

- ✓ **Be communicated to all people involved** - If participants don't know the rules they can't very well follow them.
- ✓ **Be enforceable to all participants** - If the rule is not enforceable - change or drop it.
- ✓ **Apply to everyone** - If one person can run stop signs everyone is in danger and the rule won't work for anyone.
- ✓ **Be followed and supported by both youth and adults** - If you are not willing to live by the rules then do not participate in the activity, in the program, in the camp!
- ✓ **Be as few in number as possible** - Use only important rules that really matter.

What rules do think would support and be most important in your camping environment?

What If Someone Breaks Our Rules?

What do we do if someone breaks our rules and draws away from the goals of our camp or activity?
When anyone breaks rules they must suffer the consequences. Some are natural such as "when a rock is thrown - someone gets hurt." Unfortunately it is not always the person who broke the rule who suffers the pain so artificial consequences must be imposed to discourage careless or inappropriate behavior.

To be most effective, consequences for inappropriate behavior should:

Be immediate - they should be imposed as quickly as possible

Relate to the violation - If someone breaks a serious rule at the archery range, he/she should not be able to participate in archery for a period of time.

Be appropriate to the severity of the violation. A camper should not be sent home for a minor violation.

Apply equally to all. Everyone who violates a particular rule should have to suffer the same consequences.

Only threaten with consequences if you fully intend to invoke that consequence and you have the ability and authority to do so.

4 Basic Behavior Management Consequences

There are basically four different behavior management consequences you can use at 4-H camp. You **cannot use physical force** in any way, shape or form unless the camper is doing physical damage to himself/herself or some other person. You may use only sufficient force to restrain the perpetrator from continuing the physical attack. You must **never under any circumstances use physical force to punish the perpetrator(s)**.

First, **you can confront** - This means you let the camper know that what he/she is doing is not acceptable and will not be allowed to continue. Focus on the behavior -- not on the person. Attempt to influence the person to change his/her behavior - his/her actions. Do not condemn the child as a person. You are pointing out the undesirable action, that it is unacceptable - "You threw a stone! That is dangerous at camp and we do not throw stones here at camp." "You called him a name, and that is not nice, we do not call people unkind names".

Next, **you can separate** - Separate the person from the activity for an appropriate period of time. Take a time out where he/she is separated from the activity but still sitting close enough to be watched and supervised.

Third, **you can isolate** - Isolate the camper entirely from the activity. Move the camper to another location for a longer period of time, under the supervision of another person. The other person will counsel with the camper to understand why his/her actions are inappropriate.

Last, **you can amputate**. You can send the camper home. If the violation is severe enough or the camper cannot be persuaded to change his/her behavior using confrontation, separation and isolation, the final step is to totally separate the camper from the camp. The decision to use this step will be made by the camper's 4-H agent and camp director.



Child Protection Guidelines

Perhaps no issue receives more attention in today's society than child protection. How are camps responding to this concern? Increased training emphasis on the topic clearly defines acceptable and unacceptable behavior with guidelines for conducting camp activities. To protect yourself and the campers, it's important to know the answers to the following:

What is appropriate touch? What is the law concerning child abuse in the camp's state? What behaviors are inappropriate in camp? What topics of conversation are inappropriate in camp?

The following affidavit clearly spells out acceptable policies and procedures. It is recommended that each leader be asked to sign this form. This affidavit makes responsibilities clear to the counselor and provides protection to the camp. The agent, camp program manager or co-director can document what training was received, that the camp leader was present for the training, and that he/she agreed to behave according to the guidelines established in that training.

Discipline Guidelines for Children:

I understand and accept the following:

1. Leaders may not, under any circumstances, hit a child.
2. Leaders may not use abusive or derogatory language with campers.
3. Leaders need to ask for help when it is necessary.
4. A leader who encounters a particularly difficult child will seek the assistance of supervisory or administrative staff.
5. In all dealing with campers, leaders should strive to respond as opposed to react.

I understand and accept that when touching campers, the following guidelines should be followed:

- on the hand, shoulder or upper back;
- never against a child's will (unless in the case of clear and present danger to the child);
- never against a child's comfort level, whether expressed verbally or non-verbally;
- always in the company of other adults;
- never when it would have the effect of **over-stimulating** a child;
- never in a place on a child's body that is normally covered by a bathing suit, unless for a clear medical necessity, and then only with supervision and in the presence of another adult.

Leader Responsibility:

I understand and accept that I am a **care-taker of children**.

I understand there is a clear **power difference** between myself and campers (money, mobility, authority, experience, knowledge, rules).

I understand that inappropriate sexual contact with or physical abuse of a camper can have severe emotional and psychological effects on that camper that can last a lifetime. These reactions can be so severe, that they can require intensive professional intervention that can be disruptive to the victim's life as well as time consuming and expensive.

Guidelines for Staff and Leaders:

I understand and accept the following:

- there is no "hazing" of campers by campers or counselors;
- campers will not be subjected to "initiation" rites that are abusive physically or emotionally
- there will be double coverage of campers by adults during changing times;
- younger children should be encouraged to change their own clothes as much as possible;
- campers will not be alone with a leader or staff member in his or her quarters;
- a leader will under no circumstances share a bed or sleeping bag with a camper;
- leaders will set limits with children who "cling" or hang on them;
- leaders and staff will not give back rubs unless another adult is present, and then only with clothes on;
- tickling or teasing a camper to the point where that camper is out of control is unacceptable;
- pillow fights or wrestling matches and the like can become over-stimulating in short order and need to be limited and carefully supervised;
- overnights need a minimum of two adult leaders. There needs to be at least one leader or staff member present of the same gender as the campers;
- leaders of the opposite sex sleeping together on overnights is not allowed and grounds for dismissal;
- romantic lives of leaders can never be shared with campers;

- camp leaders should stay out of cabins of other unassigned campers after lights out at night unless on specific camp business;
- male leaders and staff working with adolescent females need to be aware of the tendency for this group to develop hidden or secret romantic fantasies;
- whatever is done with campers should be done in broad daylight and with company!
- a leader will under no circumstances withhold food as punishment for misbehavior

Other Instructions:

I agree to the following:

- to watch for signs of stress in myself and others as a way of maintaining a safe environment at camp.
- to help other leaders who seem at risk for hurting or abusing campers.
- to alert senior or supervisory personnel of the need for more careful supervision, intervention or support.
- to seek help myself if I feel at risk for hurting, overstimulating or abusing a camper.

By signing this document, I am attesting to the fact that I understand and accept the rules, guidelines and standards of conduct outlined in this document and the *Survival Guide for Leaders at Camp*.

Signed: _____

Witness: _____

Date: _____

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SURVIVAL TEST 5: BEHAVIOR MANAGEMENT

1. What is the "prime directive."
2. List behavior management tools and critical points to remember for each of them
3. Define rules.
4. When are people-made consequences most effective?
5. List the basic reasons for physical and psychological injuries.
6. Give at least 3 behaviors causing physical injury not listed in the guide.
7. Give at least 3 behaviors causing psychological injury not listed in the guide.
8. List the basic behavior management consequences and critical points in each.
9. Generally, what kind of behavior do you get?

Activity Leadership

Song Leading - Singing is fun and everyone can do it - you do not need to be a musician to be a good song leader. Music and singing can create or change a mood, and promote positive group feelings. Songs are appropriate for flag ceremonies, mealtimes, campfires, vespers, or candlelighting and closing services. Your attitude and sense of humor are often more important than your skill. The purpose of having a good song leader is to:

- ♪ **Give enthusiasm and inspiration to the group.**
- ♪ **Keep the group singing in unison.**
- ♪ **Teach new songs.**
- ♪ **Create atmosphere or change moods.**
- ♪ **Help others participate, and create a feeling of togetherness.**

Guidelines to follow when leading songs:

- ♪ **Be prepared. Select more songs than you will actually use.** Select specific ones to open or close the group sing. Write these songs down so you'll remember.
- ♪ **Get the attention of the group before you begin, and then start.** This may require waiting for a little while. **Never yell "shut-up!" or any other negative phrase.**
- ♪ **Always teach the song, assuming your participants do not know it.**
- ♪ **End singing while still fun.** Never kill a song by repeating it too much.
- ♪ **Remember that girls like a lot of motions to go along with singing, boys don't!** Boys are much less likely to enjoy a song they think is just for girls, and doing motions is often an embarrassment. Avoid "sissy" motions.

Plan the songs in this order:

- ♪ **1st and 2nd - lively songs that everyone knows.** This is a must and will help instill a feeling of being part of a group without embarrassment for not knowing the actions.
- ♪ **3rd - new song.**
- ♪ **4th - rounds** (may not be necessary).
- ♪ **Close - familiar songs** to get the group in the right mood for the next program.

Teaching New Songs - If it is a long song, teach one or two verses one session and others later:

- ♪ **Say words.**
- ♪ **Repeat words together.**
- ♪ **Example sing with motions, if any.**
- ♪ **Teach motions** (if any).
- ♪ **Sing together.**
- ♪ **Repeat.**
- ♪ **Re-teach through repetition** at a later time
- ♪ **Be expressive!** Use your body, especially your hands and arms
- ♪ **Be enthusiastic!** Enthusiasm is contagious.
- ♪ **Compliment / congratulate the group** on their good job and accomplishments.

Flag Ceremonies - Flag programs are an opportunity to draw attention to and focus on citizenship, patriotism and our national heritage. Flag ceremonies at 4-H camp should be meaningful and interesting. A well-planned and practiced ceremony can make raising and lowering the flag an inspiration and memorable experience.

U.S. Flag Etiquette

Display the flag from sunrise to sunset.

Do not fly the flag in rainy or stormy weather unless for some special reason.

Raise the flag briskly and proudly. Lower it slowly and ceremoniously.

Never allow the flag to touch the ground or floor. Gather and fold it correctly.

Recommendations for Flag Ceremonies

One person or committee should have overall responsibility for flag ceremonies. They should:

- * Lower the flag at sunset and raise it at sunrise or the designated time.
- * Keep the program brief and to the point, 8-10 minutes.
- * Remind all campers to be on time for the flag raising and lowering. Instruct campers before ceremonies begin that they should stand at attention without talking until dismissed. Leaders should set an example.
- * Recommend the number of people for the color guard - 2 members responsible for the American flag; 2 members responsible for the 4-H flag; plus others required for readings, songs, etc. Select several 4-H members to actually raise and lower the flag, not just teen leaders.
- * Check the flag hooks to make sure they are working and make sure the campers know which hook is for the top of the American flag and the 4-H flag.
- * Pre-plan the ceremony and insert campers into respective roles or involve the campers in planning the entire ceremony. Readings, poems, songs, tapes, etc. should be available if the group will be planning their own ceremony.
- * Have the readers practice the entire ceremony so each person knows his/her part. Listen to them and make sure they can pronounce all the words, speaking loudly and slowly! Use a microphone system, if possible.
- * When raising the flag, the #1 and #2 4-H'ers are in charge of the American flag. #1 snaps the flag (still furled) with the star field at the top to the flagpole rope while #2 holds the flag. The weight will cause it to unfurl easily as it is hoisted. #2 will continue to hold the flag while #1 hoists it just far enough for #3 to snap on the 4-H flag just below the American flag being careful that the stem of the clover is toward the bottom. #4 holds the 4-H flag. When it is fastened securely #1 will hoist the flags briskly to the top of the pole. #1 fastens rope with a half hitch.
- * When lowering the flag - make certain that the group knows how to fold the flag, and each camper helping with the ceremony understands his responsibility! **Practice** folding flags.
- * Use a different ceremony each time in order to hold camper interest.
- * Develop a theme or progression from one ceremony to the next that build on a common message.

Flag Raising

1. Have campers form a circle or half circle around the flagpole, standing shoulder to shoulder in close proximity to the flagpole.
2. Call out "Attention! Hats Off!"
3. The color guard marches to the flagpole with the front two people holding flags proudly in front of them.
4. When raising the flags, attach flags (United States flag first) to the halyard and raise them briskly. Secure the halyard.
5. Repeat the pledge of allegiance and then the 4-H pledge.
6. Color guards leave the flag pole.
7. Make final reminders or announcements about what they are to do next.
8. Call out "You are now dismissed." Return sound equipment, papers, and materials to proper places.

Flag Lowering

1. Form a circle or half circle around the flagpole, standing shoulder to shoulder.
2. Call out "Attention! Hats Off!"
3. The color guard marches to the flagpole.
4. Lower the flags slowly and ceremoniously. Remove the 4-H flag first. Take great care to make certain the flags do not touch the ground and fold them correctly.
5. Have a short reading, poem, or patriotic story during the time the flags are being lowered and folded.

Songs, a record playing off in the distance or a bugler are all effective means of creating a patriotic mood. A microphone makes it easier for everyone to hear.
6. Color guards leave the flagpole. The front two people should hold the flags proudly in front of them.
7. Make final announcements and reminders about what they are to do next.
8. Call out "You are now dismissed."
9. Return flags, sound equipment, and other materials to proper place.

How to Fold the Flag

Step 1



To properly fold the Flag, begin by holding it waist-high with another person so that its surface is parallel to the ground.

Step 2



Fold the lower half of the stripe section lengthwise **over** the field of stars, holding the bottom and top edges securely.



Step 3



Fold the flag **again** lengthwise with the blue field on the **outside**.



Step 4



Make a triangular fold by bringing the striped corner of the folded edge to meet the open (top) edge of the flag.



Step 5



Turn the outer (end) point inward, parallel to the open edge, to form a second triangle.



Step 6



The triangular folding is continued until the entire length of the flag is folded in this manner.



Step 7



When the flag is completely folded, only a triangular blue field of stars should be visible.

Campfire Programs - The campfire program at the end of the day is the highlight for many campers. It provides an opportunity to gain friendships, display enthusiasm, share talents and skills, participate as a group member and reflect on the experiences of the day. The magic of the campfire unites the camp family and provides memories of people caring and sharing where feelings of cooperation, goodwill and friendship are shared. A successful campfire is rarely an accident. Groups must come prepared to participate in the campfire program with the leader and supporting cast having a well-rehearsed plan focused on active camper involvement. Knowing what to expect, with time to prepare and practice for the campfire, will prepare campers to be active participants.



Key Roles at Campfire

Leader of the campfire

- able to direct participants without reading from notes
- can talk loudly and secure the attention of the participants without distortion
- can stop inappropriate actions without embarrassment
- can make adjustments as necessary

Scribe - assists the Leader

- shares traditions and stories

Keeper of the fire

- builds fire and attends to related responsibilities
- initiates unique method of lighting fire, if appropriate
- supervises lighting of the campfire at a designated signal

Group Leader - serves as spokesperson for the group

- creates enthusiasm and cooperation among group members
- relays campfire plans to the rest of the group
- leads group in songs, cheers, yells, stunts etc;
- enlists the participation of all members

Assistant Leaders- assist the Leader in the areas listed above

- encourage group enthusiasm, cooperation and participation
- maintain crowd control.

Campfire Procedures

Crowd control can be a particular challenge in this setting. It is critical that expectations are clearly stated to the participants and that all participants, including leaders, are expected to follow them. A few well-stated, easy-to-follow guidelines are much easier to manage than unrealistic or unreasonable demands. Establishing "laws of the campfire circle" may help you in conducting a successful campfire.

Laws of the Campfire Circle - should be shared by group leaders with the members before the campfire takes place. An impartial committee may be appointed to award the "Spirit Stick" to the group which best observes the rules of the campfire circle.

- 1. The council circle is unbroken; participants sit as close to the fire and close together.**
- 2. The word of honor is sacred.**
- 3. Silence is observed while another is speaking.**
- 4. No light is permitted but the great (fire) light except by permission of the Leader.**
- 5. Only the keeper of the fire may cross the circle without first obtaining permission.**
- 6. Group members must request and be granted permission to speak or participate.**
- 7. Permission to leave the campfire circle must be obtained from the leader.**
- 8. Add other guidelines, as appropriate.**

Permission to Speak - participants stand and display an appropriate sign. The leader acknowledges them by saying, "I see that the _____ group wishes to speak, please do so...." The participant responds by saying "Oh, Leader I _____ of _____ would like to speak (participate, etc.). The leader then grants permission for the request.

Sample Campfire Schedule

- 9:00 pm.** Meet by groups in designated assembly areas
Introduce Leaders
Review Laws of the Campfire Circle
Learn group cheer, chant, song, and/or dance
Nominate members for challenges and stunts
- 9:25 pm.** Proceed by group to the campfire circle and sit in the designated area
- 9:30 pm.** Leader welcomes groups to the campfire circle
Leader challenges each group to show their spirit so that the "Keeper of the Fire"
can invite the Spirit of Fire to the campfire circle (groups share their cheer,
chant or song with great enthusiasm)
Fire is lit once enthusiasm is shared
Group song - peppy
Group Challenges/stunts
Participatory Activity ("Human Frog Pond" or "Making Rain")
Story
Group song - slower pace
- 10:00 pm.** Closing Activity -serves as inspiration, a challenge, or call for commitment

Campfire Activities

Songs/Chants/Cheers - are easy ways to make campers feel they are important contributing members of their camp family. Campers can develop leadership and enthusiasm since each group appoints designated cheerleaders. Words of familiar camp or school songs and chants can easily be changed to fit the campfire setting. Practice during the meeting prior to the campfire will help groups be successful. Junior campers really enjoy the opportunity to out yell and out sing the other groups. Be prepared so that they will have every opportunity to be successful.

Stunts

Stunts are activities that encourage spontaneous, unrehearsed involvement by some or all of the group. "Human Frog Pond" and "Making Rain" are examples. The idea is to be entertained or laugh at the activity and not at the participants.

Stories and Legends

Storytelling was an important aspect of all early cultures. Both Native Americans and early settlers used stories to entertain, teach lessons and pass on to their descendants important cultural traditions. Stories can be powerful tools and effective campfire components if extra effort is put into their presentation. The following suggestions may be helpful as you prepare for storytelling:

Rules for the campfire circle should be enforced.

All participants must be able to see and hear the storyteller.

The storyteller must use a loud, clear voice with enthusiasm and drama.

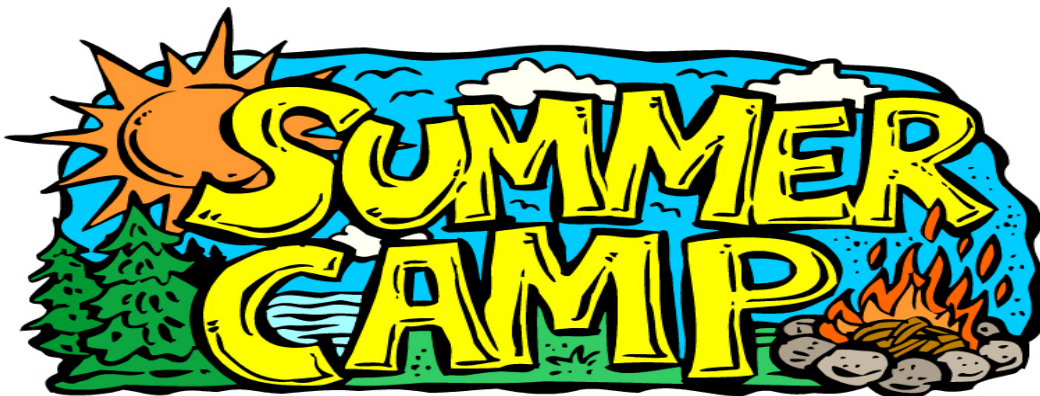
The story should be memorized so that it is "told" and not read.

The story should have a message appropriate for the setting and goals of the campfire.

The story should not scare or be emotionally traumatic for the participants.

Use special effects and props such as music, a drumbeat, thunder, etc. to add to the drama and capture the attention of the participants.

Special effects should add to the atmosphere without danger to the participants.



Vespers and Inspirational Programs - Inspirations are an important part of 4-H camp because they provide an opportunity for campers to experience personal growth through the following:

- Reflecting upon the day's experiences
- Reflecting on personal values, people, and other things that are important to oneself
- Bringing the camp closer together and focusing on commonalities
- Encouraging personal processing of important issues/values
- Creating memorable moments
- Gaining an appreciation for relationships to nature
- Reflecting on relationships with other people
- Discovering feelings and emotions
- Reflecting on head, heart, hands and healthy relationships to self

Many campers need to be reminded of appropriate behavior. It is critical that leaders set an example for campers to follow.

Duties of Counselors in Charge of Inspirations or Vespers

Plan the inspiration programs in detail prior to camp or be prepared to help campers plan it.

Prior to camp or upon arrival, gather and organize all materials-- song sheets, tapes, readings, candles, sound equipment, etc.

If you involve campers in speaking parts, be sure to teach them about presentation - speaking loudly, clearly and slowly. Use a microphone, if available.

Practice, practice, practice! Practice till everyone is comfortable with their role. Run through each program completely at least once all the way through to check completeness, length, and make sure all those involved know exactly what to do.

Every program should have these components:

Opening - a statement, story or action to start the program and set the campfire mood

Audience Participation - signing, speaking, moving, doing, responding, etc.

Processing - an opportunity for listeners to reflect on what they have heard or learned

Closing - a definite closing or obvious clear ending so that campers know it is time to move to the next activity. Try not to be too disruptive or abrupt so as to spoil the mood.

Ideas to Create the Atmosphere for Inspirational Programs – Consider the following:

Lighting - total darkness, semi-darkness, fading lights, candles, flashlights, starlight

Background Sounds - microphone, musical instrument(s), silence, singing, tapes, records, outdoor sounds

Arrangements of Participants and Speakers - Circle/semi-circle, touching/not touching, mass/lines/groups, sitting/standing, speakers in center, in front, behind, scattered

Location - Crammed in small room, under open sky, view of sky and earth/pond/stream, in tall trees, top of hill, secluded glen, pool, campfire, recreation hall

Tips for Planning Inspirational Programs

1. You can use humor and set a light mood with meaning but be careful not to let laughter take over. It is easier to make someone cry than to make them laugh.
2. Vespers do not have to occur at a specific vesper site. The space needs to be big enough for everyone to see, hear and stand or sit comfortably. Distractions give campers a perfect excuse to be distracted!!!
3. Attention span and maturity level can pose challenges. Make content developmentally appropriate.
4. Involve as many campers as possible. If only a few can be readers, the rest can lead a song or give leadership to special activities.
5. Call on other leaders to assist - their leadership can be of great help. If you are doing something unusual, review it at your leader meetings.
6. Have other leaders scattered throughout the campers - a gentle tap on the back or arm can remind campers to be quiet or, a leader can also slide in quietly and sit between two rowdy campers.
7. If you have a standard tradition for going/coming to vespers, review it with the campers.
For example - When campers (in pairs) get to the bridge it is a signal to get quiet, remove hats and remain quiet till you return to the bridge on the way back.
Leaders can assist – station them to guide campers and reinforce appropriate behavior.
8. Utilize the special talents of campers - a singer, a dancer, someone who knows sign language. Words are not essential to impart meaning to the ceremony.
9. Words and music are the most common methods of inspiration. A better way to show the beauty of nature may to have a few minutes of silence to allow campers to reflect and "discover."
10. Be creative!!! You may want to use different types of drama such as plays, or role playing.
11. Be prepared for rainy days (*alternate dry locations need to be determined ahead of time*).
12. For group singing, select familiar songs so that song sheets are unnecessary.
13. Seat campers close together.
14. Pre-vesper music creates the mood. (*CD player*)
15. You may want your first vesper program for younger camps to be conducted by leaders so campers will understand what is expected of them.
16. Use a small portable microphone - it helps little voices be heard and keeps the group engaged.
17. Work with other groups - if you leave the flag ceremony to go to vespers, have the flag group assist. Ask song leaders to teach or practice a particular song you want to use.
18. Help prepare campers for these activities - allow them time to get a coat if going to candle-lighting, make sure they have mosquito repellent or take some other appropriate action.

Suggestions for Candelighting

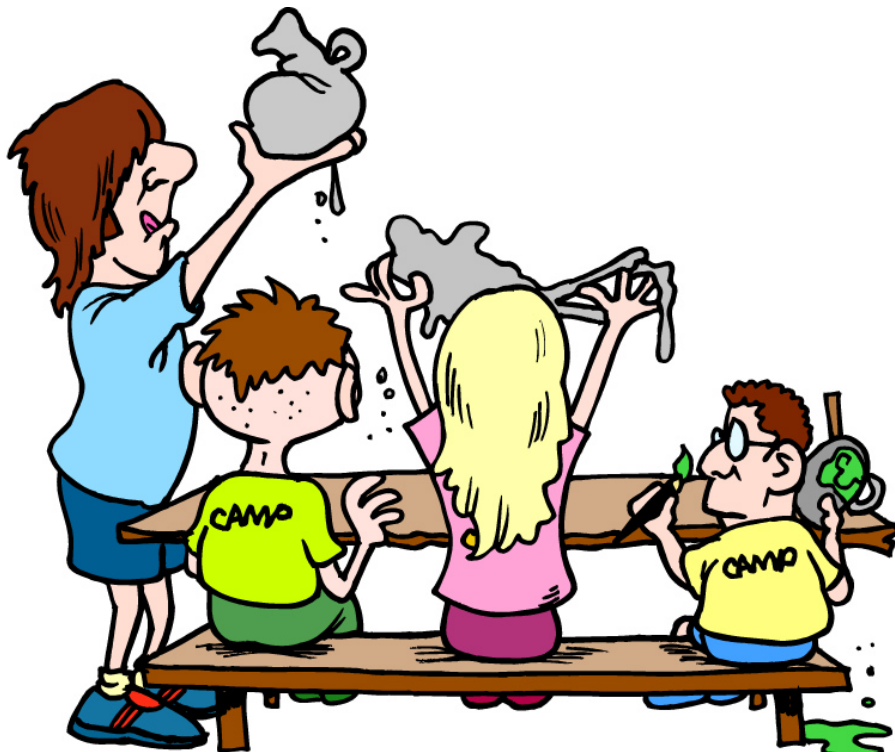
1. Use proven songs or ones taught during the week
2. Light the way - luminaries (brown paper sacks or bakery bags with a few inches of sand and holding a votive candle) or patio torches placed along the path
3. If campers each get a candle, hand out candles as they enter the location making sure they are in a burn and drip free holder
4. Use small paper plates or heavy-duty foil as candle holders to catch wax - less mess and less chance of burns
5. Lighting candles early in the ceremony gives campers distractive dangerous weapons!! Let darkness help set the tone
6. When lighting candles, have a number of helpers to assist the group.
7. Be aware of wind conditions
8. Be aware of dry conditions. You do not want candelighting to be memorable because a cabin burned down or the woods started on fire
9. Readers need to have accessible light (penlights or small flashlights work great)
10. Practice makes perfect, nothing spoils the mood more than stumbling over words or not knowing what happens next

Other Types of Inspirational Activities

1. **Vespers programs** - should not focus on specific religious beliefs or faith-based organizations, but include campers' thoughts, themes and insights and a time to reflect on their importance.
2. **Secret friends** - first year campers are given kind words from an older camper to help them through camp or all campers have a secret pal. ***Be sure to establish the expectation that negative statements or slams are not acceptable.*
3. **Thoughts for the day** - A short simple easily understood thought provoking message to be read at mealtime - ask campers to reflect on this thought throughout the day and use it as your theme for the next inspirational message.
4. **Cabin banners** - have banners in every cabin with sayings focusing on themes such as friendship, cooperation, nature. Use one banner all week or change daily. These can also be used as a theme in a daily inspiration program.
5. **Last year counselor/camper program** - have last year campers/counselors tell the meaning of camp to the group, what they have gained/how they have grown and what they challenge the group to do to continue to make camp successful for future campers.
6. **Message Wall** – find a bulletin board or another area where inspirational messages to and from campers or leaders can be posted. Monitor it for appropriate messages and make sure each camper gets at least one message daily.
7. **Posters** - Hang posters with inspirational sayings in the dining hall and then use them as part of the inspirational service. Or, have the poster in the dining hall all day, but cover up part of the saying. Have the campers write in their own words what the picture means to them. Read some of

them at the next inspirational session.

8. **Signatures, closing** - can be a daily closing or one at the end of camp. It should have meaning and emphasize the spirit or theme of the day or the week.
9. **Candlelighting** - closing of camp on the last night. It should be very meaningful and help campers reflect on the true meaning of camp (candles not required)
10. **Slide show/video** - make a slide show or video of camp and set it to music. This is a fun but meaningful way to close camp.
11. **Letters from home** – give parents or other relatives a secret opportunity to send a letter to their child. Collect the letters before leaving for camp so you will have them to distribute to all campers at the same time. You may have to write a few letters yourself in case parents forget.
12. **Shirt Signing** – on the last day of camp, give campers a white or light colored t-shirt and a permanent fabric marker to autograph each other's shirts.
13. **Keeping the Flame Alive** - on the last morning of camp, give campers a very small container and allow them to collect ashes from the final campfire (Make sure someone checks that the ashes are cooled before campers get near them).
14. **Camp Newspaper** – instead of a schedule, make a simple daily newspaper (can be done before camp and include information about the clubs represented at camp, other 4-H activities, bios of leaders and interesting stories about campers).



Get Acquainted Activities – Mixers or other get acquainted activities are a key to getting campers off to a good start. It's important to remember developmental differences when planning for them. Games that involve hand holding with the opposite sex or make a camper stand out and feel self-conscious are often not very appealing to youth younger than the sixth grade. Likewise, games such as Red Rover, where a camper could get hurt, are not very successful introductory activities. Below are some examples you might want to try:

Changing Places (cooperative/active) Have participants form a circle with one individual in the center. Instruct the person in the center to say "I'm _____ and I have a pet dog" (name an item that those in the circle might have in common). Anyone who fits the description must find a place in the circle other than the one beside him/her. The person in the center tries to get to a vacant place before the others. Anyone who changed places introduces him/herself to his/her new neighbor. The individual without a place is in the center and the game continues.

Elbow Tag – (cooperative/active) Pair into partners and stand in the play area with two elbows linked. Two people are in the center with the individual designated as "it" trying to tag the other person. The person running from "it" only finds safety by attaching to the elbow of one of the pairs of partners. When he or she does so, the individual on the opposite end becomes the new person being tagged and the game continues.

Flying Dutchman (circle/active) Players stand in a circle with their hands joined. The player who is it runs around the outside of the circle and slaps any two joining hands, the owners of which become flying Dutchmen. They run in opposite directions around the outside of the circle. The player who was it steps into the circle. The last player back to the vacated space is it.

Indy 500 (circle/active) The group should be sitting in a circle and numbered 1-4. Give each number a name of a car. (ex. 1's are Ford's, 2's are Chevy's... etc). The game leader calls a car name and those cars have to get up and run around the circle. The first person back to their spot wins. There is a twist to this game. The cars can have things wrong with them as the leader chooses. Some ideas are: FLAT TIRE (Hop around on one foot), RUN OUT OF GAS (Crab Walk), TURBO BOOST (run around), NO MUFFLER (noisy!)...etc.

Islands (active) Equipment: hoops or designated rope areas. Several "islands" are placed on the ground and group members move about. When the music stops or the leader stops singing, everyone must be standing on an island without touching anyone else in the group. As the game continues, remove islands until only one is left.

Juggling (cooperative/circle/moderate) Players stand in a circle, hands in the air. The leader throws the ball to a player on the other side of the circle who says his/her name. That player throws the ball to a third and so on. When a player has caught the ball once, he puts his arms down. The last player to catch the ball throws it back to the leader and the game starts over again only faster. Add a 2nd, 3rd, and 4th ball.

Musical Ropes/Hoops (cooperative/active) Equipment: hoops or small designated areas, music. This game is similar to musical chairs, but does not eliminate anybody. Scatter a number of hoops and ropes around the area in which you are playing the game. The number of ropes or hoops will vary with the number of people playing. Play music loud enough for everyone to hear and instruct them to move around (hop, skip, backwards, run etc.) When the music stops, the group must be holding onto one of the ropes or hoops. Each time the music stops you remove one hoop or rope until everyone is holding onto or standing inside a single hoop or rope

Scavenger Hunt (cooperative/active) Conduct a scavenger hunt for items that have been hidden at camp or for common articles of clothing and things campers would have with them. To keep teams together, require that they all hold onto a rope or stay in a group in order to get credit for the items. Give the most successful group a special privilege or prize. A variation is to assign a group task at each station and use a digital camera to record success – this also provides pictures for the final program.

Rainy Day Activities – Rainy day activities are something you may not use at camp but a critical component of being prepared. Rain can either be a huge let down to campers and leaders or a wonderful opportunity to try new things. Remember, your attitude is contagious and movies aren't the only option. Try these activities when you need to occupy camper time and energy:

Charades	Indoor Track Meet	Scavenger Hunt	Story Time
Origami	Indoor Wacky Olympics	Puzzle/Riddle Games	Folk Dancing
Recycled Crafts	Skits/Talent Show	Letters Home	Riddles
Beachball Volleyball (seated on the floor)		Room Twister (cover floor with large colored paper dots)	

Black Magic – The leader and helper both know how the trick works. The helper claims to have supernatural powers and goes to a place where he/she cannot hear the conversation of the rest of the group as they select an object from somewhere in the room. The helper returns and the leader asks whether different things in the room are the object. When the leader names a black object, the helper know the next item named is the designated item.

Dance Fever - divide into groups of 10-15 and form circles. Ask one person to be in the center of the circle. Play a wide diversity of “fun” music and have the person in the center do a dance step or silly motion that the rest of the circle imitates. Go around the circle so that each person has a chance to be in the center of the circle and lead.

Electricity - The group sits in a circle holding hands while someone sits or stands in the center. One person in the circle proclaims that he/she is going to send a charge and proceeds to squeeze the hand of their neighbor. The charge is passed from one person to the next as the person in the center tries to guess the transfer location. If successful he/she exchanges places with the sender of the charge.

Hazoo – Choose someone to be it and divide the rest of the group into 2 parallel lines. The person who is it has to walk down the column without laughing or smiling. The rest of the people try to make the person laugh without touching her/him.

Killer / Murder Wink – Participants sit in a circle and the “killer” (who has been secretly selected) winks at his victim who waits 5 seconds and then falls carefully to the ground. If a player thinks he can identify the killer, he points at him and says “I accuse you.” If he is wrong, he is also dead and the game continues with a newly appointed “killer” and “victim.”

Leader – Ask the participants to sit in a circle. One person leaves the room or turns his/her back to the circle while the leader “it” starts a motion that all others copy. The person returns and tries to guess who has started the motion. The leader changes the motion from time to time while the person has three guesses to determine the leader. If successful, he/she takes the place of the leader. If he/she is not successful, a new “it” is selected.

Secret of the Sticks – Participants are seated in a circle and a dramatic storyteller tells a story about a great leader who is about to die and must select her/his successor. The leader knows that “one who is aware of the present but sees all” is the best leader to take his place. The leader takes 2 sticks and pounds them twice on the ground and then crosses or holds them straight in front. The leader then pounds them twice again and either crosses or holds them straight depending on whether his/her legs are crossed. The leader passes the sticks to the next person who does the same (pounding the sticks and holding them straight or crossed). The leader nods ‘yes’ or ‘no’ if done correctly. As soon as anyone can guess the secret she/he shares it with the leader and is selected as the new leader. The secret is to hold the sticks in the second sequence as “crossed” or “uncrossed” depending on one’s legs.

First Aid / Emergency Procedures - Leader Role in Health Care

OBSERVE CAMPERS	watch for any sign of health problems with added attention to campers with special needs as designated on the camper's health history form.
TAKE CAMPERS TO NURSE	all campers with injuries, illnesses, changes in conditions or behaviors, problems, etc. should go to the nurse or designated adult at the First-Aid station
GOOD HYGIENE	encourage all campers to bathe regularly, brush teeth, wash hands with soap and water and change clothes regularly, with LEADERS setting the example.
CAMPER SELF CARE	for minor cuts and scratches, leaders can assist campers by opening the first aid kit and instructing the campers on taking care of themselves. Do not administer first aid yourself. These campers should see an agent or adult leader responsible for health care as soon as possible.
PREVENT INJURY	in the event of a serious injury, where there could be head, neck or back injury, the leader should enforce no movement of the camper and send someone immediately for help.
STOP HORSEPLAY	more than any other activity, horseplay is the cause of camper injuries and leaders are the first line of defense in stopping this behavior. If you feel another adult might not stop this behavior, you should make the first effort to eliminate it
BLOOD BORNE PATHOGENS	protect yourself and others by following basic control practices (see next section) whenever the chance for exposure occurs
BED WETTING	if you suspect a camper may have a bladder control problem, you can generally make a determination by smelling the sheets. This is a very sensitive area. Try to be very discreet and limit the number of campers who are made aware of the situation.

Conditions of Exposure to BLOOD BORNE Pathogens

Disease Transmission - Hepatitis B and HIV are spread by viral microorganisms (BLOOD BORNE pathogens) that can be present in blood, or other bodily fluids.

	<u>Common Modes of Exposure</u>
Nonintact Skin	Infected blood or bodily fluids coming in contact with an open cut or scrape.
Mucous Membrane	infected blood or bodily fluids getting into the eyes, nose or mouth.
Accident Clean-up	cuts with sharp objects covered with blood or bodily fluids during clean-up after an accident or clean-up of vomit.
Needle stick	coming into contact with a contaminated needle stick or a puncture wound with a contaminated instrument.
Sexual	sexual contact with an infected person.
	<u>Basic Control Practice</u>
Encourage Self-Help	the first step for minor cuts and scrapes is to encourage and instruct campers in the administration of first aid. The camper should be taken to the first aid station for follow-up care.
Utilize Adult Help	whenever possible, qualified and trained people should handle blood/bodily fluid incidents.
Extreme Situations	if emergency circumstances would occur, you may choose to intervene or not. With either choice, send someone immediately for help.

If you choose to intervene in a severe bleeding/breathing incident - the following materials, which are available at the First Aid station and at other critical locations (disposable latex gloves, clean-up kits, disinfectant and disposal bags) should be used. The following practices will help safeguard your exposure to bodily fluids:

Gloves - Latex gloves are available in first aid kits and the following procedures should be taken into consideration:

1. Gloves should always be worn when touching mucous membranes, wounds or non-intact skin, and when handling all bodily fluids such as blood, urine, feces, sputum or drainage
2. Gloves should be removed when there is no longer contact with contaminated materials
3. Hands should then be washed thoroughly with soap and warm, running water as soon as possible.
4. Use antiseptic hand cleaner or towelettes if soap and water are not available - then wash with soap and water as soon as possible.

Clean Up Procedures

It is important to clean up the contaminated area, sink, etc. so no one else is exposed. Disposable latex gloves should always be used when removing blood/bodily fluids from any surface.

Use disposable materials kits (provided by first aid station), paper towels or sawdust and a dustpan to clean up the blood/bodily fluid. Use a dustpan and broom or tongs to pick up broken glass that may be contaminated with bodily fluids.

Clean spill area with a disinfectant such as:

Phenolic-type disinfectant (Lysol in a brown bottle)

Ammonia-based disinfectant (leave on 10 minutes)

Hydrogen peroxide- one part mixed with nine parts water

Household bleach- one part mixed with nine parts water

(should not be mixed in advance but prepared for each use).

Place all clean-up items in plastic bag - don't close

Remove gloves properly, place in bag, close securely.

Wash hands, even if gloves are worn.

Give plastic bag to a staff member so it can be disposed of properly.

Hand Washing

Hand washing is the single most important means of preventing the spread of infection.

Rub hands vigorously together for 10-15 seconds using soap and water to work up a lather.

Wash all surfaces thoroughly including: backs of hands, wrists, and underneath fingernails.

Rinse well.

Dry hands with paper towel.

Use antiseptic hand cleanser or towelettes if soap and water are not available - then wash as soon as possible.

If you think you may have been exposed to any blood or bodily fluids or feel that the situation is potentially serious, immediately speak with your 4-H Agents to determine if any follow-up is required.

Extreme Weather and Disaster Related Procedures

Fire

Each cabin is considered a basic unit. Before the end of the first day at camp leaders will:

- Have a roster of all campers assigned to that cabin
- Physically show fire exits, alternate exits
- Establish a gathering point where 4-H members and leaders gather during a fire to be accounted for and receive further instructions
- Rehearse the fire plan with all 4-H campers
- Make sure the cabin has a working smoke detector, unobstructed exits and is kept free of discarded paper or other combustibles.

If there is a fire:

Immediately clear all campers from the cabin and adjacent cabins.

Immediately report the fire.

No 4-H member will enter a burning cabin.

The agent/leader will be the last to leave a cabin, if it is occupied when a fire is reported.

Each cabin leader will account for all people on the roster then take the group to another area to await further instructions.

Leaders/agents will re-enter the building only after the fire department has given clearance.

Storms

At cabin meetings on the first day, emergency policies and procedures should be reviewed thoroughly. They should be posted in each cabin with specific directions relative to the location.

Weather conditions should be continually monitored to be aware of impending dangerous conditions.

At the approach of a storm:

Clear pools, lakes, ball fields, fences, flagpoles, under trees and other open areas.

Pools, lakes must remain closed until lifeguards and camp director determine it is safe to reopen.

Campers stay in sheltered areas until the storm passes.

After danger has passed, campers gather in designated areas to be accounted for.

Everything You Wanted to Know but Were Afraid to Ask

Do I have to fill out anything before I go to camp?

You should complete a Volunteer Leader Health History form that is kept on file in the First-aid office or with the person responsible for health care.

Do I have to do anything before I go to camp?

Most counties have a camper/parent meeting prior to camp. This is an excellent opportunity to find out specific information, meet some of the children and answer parent questions.

What is my role at camp?

You may serve as a role model, substitute parent, confidant, counselor, nurse, mediator or disciplinarian. You will be expected to assist the camp staff and other leaders with activities.

How do I prepare for camp?

Attend leader training, get plenty of sleep and look for ideas to accentuate the theme. Plan on enjoying the kids and the opportunity to make a difference in their lives.

What do I need to bring to camp?

Sheets and blanket or sleeping bag, pillow, towels, washcloth, soap and other toiletries, shower or pool shoes, swimsuit, sweatshirt or jacket, rain gear, "old" shoes for creek stomping, alarm clock, flashlight, insect repellent, miscellaneous arts and crafts item, skit props-if appropriate, small treats or items to recognize campers for exemplary behavior.

Where do I store my valuables?

You may want to store them in your vehicle if you have driven. Some leaders bring a suitcase or other storage container that will lock. Stealing is not usually a problem at 4-H Camp.

What if my family needs to contact me?

Public and business phones should be used only for emergency or necessary business so that the lines are not tied up. A calling card is helpful as cell phones may not pick up signals.

What if my campers want to use the phone?

Campers are not allowed to use phones without the consent and presence of another agent or adult who has discussed the situation with the child's agent.

What about homesick campers?

Homesick campers often need a little extra attention and someone who encourages them to be involved. Nighttime is often the most difficult time. Other campers and teen leaders are often willing to befriend them.

Can I bring food or other items to sell to the campers?

For health reasons, food is not encouraged in the cabins. Since each camp has a canteen or free snacks, there is no need for additional food items that may attract unwanted wildlife.

How do I deal with claims about lost or stolen items?

Most often 4-H'ers have lost or misplaced items, rather than have them stolen. Children can be very persuasive in their stories accusing other campers. Address these issues promptly and get all of the facts before you jump to a conclusion or discipline a camper.

What do I do if the campers will not cooperate or follow directions?

Read the Behavior Management Section of this guide. If everything you have tried is not working, discuss the situation with the 4-H agent. Keep a record of repeat occurrences in case parents inquire about the situation.

What if children need emergency care or medical treatment?

In the case of an emergency call or have someone else call 911. All medical situations must be recorded in the First-aid log book. Any accident must be reported and kept on file.

SURVIVAL TEST 4 - STAGES OF DEVELOPMENT (KEY)

	8&9,	10&11	12-14
1. If they cannot see, feel, touch, or taste it, may not be able to understand; doing is important.	_X_	___	___
2. Egocentric, spend hours in self criticism and/ or self admiration	___	___	_X_
3. Strong peer group relationships and loyalties to others of the same age	___	_X_	___
4. Developing ability to reason, and beginning to think abstractly	___	_X_	___
5. Beginning to question value systems or beliefs	___	___	_X_
6. Fragile self-concept and cannot accept failure	_X_	___	___
7. Longer attention span but still need breaks	___	_X_	___
8. Needs to be a part of something important	___	___	_X_
9. Interested in others of the opposite sex	___	___	_X_
10. Like physical activities, lots of energy	_X_	___	___
11. Easily motivated	_X_	___	___
12. Learning to accept themselves and are able to admit mistakes	___	_X_	___
13. Just beginning to enjoy reading and activities they can do alone	_X_	___	___
14. Talk constantly and love to gossip	_X_	___	___
15. Seeking to be more independent and can be self-reliant	___	___	_X_
16. Beginning to think logically and symbolically	___	_X_	___
17. Concerned about friends and doing well in school	_X_	___	___
18. Love to be chosen by peers and especially adults	_X_	___	___
19. Noticeable separation between boys and girls	_X_	___	___
20. More polite to strangers than parents, quarrel with parents	___	_X_	___
21. Increased interest in the opposite sex	___	___	_X_
22. Self-concept is tied to feelings about his or her body	___	___	_X_
23. Get frustrated when they don't like a job	_X_	___	___
24. Admire and imitate older boys and girls	_X_	___	___
25. Display mannerisms of giggling, squirming and horseplay	___	___	_X_
26. Start taking responsibility for own actions	___	___	_X_

Camp Program Planning Worksheet

Planning is the key to successful camp programs. The following details should help identify the purpose of your program and the resources you need to be successful. If this activity happens more than once, use a different planning worksheet for each time.

Type of Program (campfire, flag ceremonies, etc.): _____

Individuals Responsible for Program: Chair _____

Date: _____ **Time:** _____ **Total Participants:** _____

Program Purpose (What will youth learn or gain from participating?):

Location: _____

Location Set-Up: _____

Who is responsible for set-up? _____

Equipment/Props Needed: _____

Who will bring/supply equipment/props? _____

Assembly Instructions: _____

Who is responsible for notification? _____

Pre-activity Preparations: _____

How will participants be notified? _____

Sequence of Events

Pre-Activity Instructions, if applicable:

Who is responsible?

Introduction (welcome, expectations for participation, purpose of program):

Who is responsible?

Get Acquainted / Get Involved Activity, (pledges, song, game, workshop intro):

Who is responsible?

Main Program / Workshop (add additional directions, if applicable):

Who is responsible?

Summary / Conclusion:

Who is responsible?

Parting Instructions / Directions:

Who is responsible?

Inclement Weather Alternative (if certain weather conditions will affect whether this activity can take place, plan an alternative activity on a separate worksheet)

Welcome to Camp Leader Training

1. So you want to be a 4-H camp leader, Why?

What do you want to get out of your camp leader experience?

2. What do you think your role is as a camp leader?

3. How do you think others see your role as a camp leader?

County agents -

Adult Volunteers -

Parents of Campers -

Other teen leaders/counselors -

Campers -

4. Think about an influential leader you had - describe their personal traits and how they made a difference in your life.

5. Think about an unpleasant experience you had as a child camper or as a younger child. Why was it unpleasant - how did others react to your experience?

6. What do you need to do to make sure all campers have a positive 4-H camp experience?

Notes

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