

STAFF HANDBOOK

CAMP HAZEN YMCA
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STA
CAMP HAZEN YMCA

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Appendix: **CAMP HAZEN YMCA – CHILD PROTECTION CURRICULUM**

CAMP HAZEN YMCA

Who We Are

Camp Hazen YMCA isn't just a place – it's a state of mind (That could totally be a T-shirt Slogan!). In reality this means that camp is about more than just the fun activities that we do. Camp is about the people, the relationships, the friends, and the innocence. It is about being able to be yourself and feeling 100% confident that it's ok. Camp Hazen YMCA is an obsession to those within, and a source of awe to those on the outside. We are made up of over 1000 summer campers, more than 125 summer staff and 15 year round professionals dedicated to a mission of bettering our community.

Camp Hazen is an independent YMCA (that means we are self-governed and are not part of a bigger facility YMCA) and we operate a Summer Camp and year-round programs in our Outdoor Leadership Center for school and community groups. There are a few of us that get to work the whole year through, take a look at the fancy chart on the next page to see who does what...

What We Stand For

OUR PROMISE: The campers are our #1 priority. Everything we do, every decision we make, has the camper's safety and well-being in mind.

OUR VALUES: Our community is based on the YMCA pillars of Caring, Honesty, Respect, and Responsibility. We use these values in our cabin groups, at meals, and throughout the day.

OUR MISSION: Camp Hazen YMCA is committed to helping youth develop valuable life skills through camping experiences that build healthy bodies, open minds, and awakened spirits.

OUR VISION: To be a time and place in people's lives that they look back on and smile. We hope we are a place where people are always happy to arrive, and hesitant to leave.

OUR CAUSE: We believe that children should have a Hazen experience, regardless of their family's ability to pay. Camp Hazen YMCA has instituted a voluntary 4-tier pricing program for our Summer programs.

OUR BELIEF: Camp Hazen YMCA is an inclusive organization. Our doors are open to everyone, from across all dimensions of diversity, creating the opportunity to learn from each other. It is our belief that, in a diverse world, we are stronger when we are inclusive. We have a culture of acceptance, and we know that it is our differences that bring us closer together.

OUR COMMITMENT: We will continue to work for equity for all, by questioning our personal bias's & privilege and the part we play in systemic racism in our world, in order to make camp a safe(r) space for all our campers and staff.

HOW WE DO IT

Through creating an environment where everyone is valued. We also have some pretty cool toys that help give people new experiences. These experiences are the gateways to greater understanding – understanding of themselves, others, and their environment.



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OVERNIGHT CAMP

OVERNIGHT CAMP

OVERNIGHT Camp Daily Schedule

7:30 am	Reveille	
	7:45AM	Leadership Breakfast Meeting
8:00 am	All Camp Assembly	
8:15 am	Breakfast	
9:00	Cabin Clean Up	
9:40 am	Skill Class 1	
11:00 am	Skill Class 2	
	12:30	Overnight Camp Lunch
1:15 pm	Siesta / Mail Delivery & Package Pick up	
2:15 pm	Skill Class 3	
3:35 pm	Skill Class 4	
	4:50 pm	Beach Party
	Dickinson's General Store Open	
		5:40 pm Summer Summit
		Waiter's Bell
	6:00	Dinner
7:00 pm	Med Call	
	Evening Activity	
8:30 pm	Showers & Cabin Chat	
9:30 pm	Taps	

OVERNIGHT CAMP - Two Week Session Schedule

		Week one	Week two						
Sunday	8:30 am	Optional Staff Breakfast Leadership Staff Meeting	9:00AM	Breakfast Cookout 9:00- The Grove 9:10- The Canopy 9:15- Oak/LEAs					
	9:00 am	Attendance Program Meetings/Village Meetings	9:45AM – 11:15AM	J:Cabin Activity	M:Cabin Activity	T: Village Event	S:Choice Activity	O: Choice Activity	
	11:00 pm	All Staff Meeting/Lunch	11:30AM – 12:15PM	Brunch					
	12:00 pm	In place for Check In	12:15PM – 1:15PM	Siesta					
		Check In - <i>Tours, Ice-Breakers Health Check, Cabin Night Preference</i>	1:15PM – 2:45PM	J: Choice Activity	M:Choice Activity	T:Cabin Activity	S: Village Event	O:Village Event	
	6:00 pm	Dinner	2:50PM – 4:15PM	J:Village Event	M:Village Event	T:Choice Activity	S: Cabin Activity	O:Tent Activity	
	7:00 pm	All Camp Assembly Summer Summit: Opening Village Talks Cabin Unity Night Cabin Chat: Cabin Contracts	4:20PM – 5:10PM	Beach Party					
		5:15PM	Summer Summit						
		5:30PM	Dinner						
		6:30PM	Evening Activity - LEA Speeches (Village Night OC-B)						
Monday	Program Day # 1 1:30 General Assembly Drill Walk Through Evening Program: Opening Campfire Cabin Chat: 5 Pillars		Program Day # 1 Evening Program: Juniper Village Night Maple: Cabin Night Spruce: Cabin Night Tamarack: Overnight Oak: A,B,C,D – Overnight Oak: E,F,G,H - Cabin Night						
Tuesday	Program Day #2 1:30 General Assembly Drill Practice Evening Program: Juniper: Cabin Night Maple: Cabin Night Spruce: Overnight Tamarack: Cabin Night Oak: A,B,C,D – Cabin Night, Oak: E,F,G,H- Overnight		Program Day #2 Evening Program: Juniper Overnight Maple: Cabin Night Spruce: Village Night Tamarack: Cabin Night Oak: Cabin Night						
Wednesday	Program Day #3 Evening Program: Juniper Cabin Night Maple: Village Night Spruce: Cabin Night Tamarack: Cabin Night Oak: Village Night ACD: Opening Ceremony		Program Day #3 Evening Program: Village Ceremonies Cabin Chat: 'Thank You' Notes						
Thursday	Program Day #4 Evening Program: Juniper Cabin Night Maple: Overnight Spruce: Cabin Night Tamarack: Village Night Oak: Cabin Night		Program Day #4 Evening Program: Banquet, Closing Campfire, Candlelight Ceremony All Counselors in Cabins – no downtime						
Friday	Program Day #5 Evening Program: All Camp Night - Parade		8:15 am	Breakfast					
			9:00 am	Evaluations					
			9:20 am	Packing/ Oak Breakfast					
			10:15 am	Village Time					
			11:15 am	Beach Party					
			12:00 pm	Slideshow					
			12:30 pm	Lunch					
			1:30 pm	Check out Starts					
			3:15 pm	Cleaning/ Late Check out					
			5:00 pm	Dinner					
5:30 pm	Continued cleaning if needed/ Late Check out kids to fire ring								
6:00 pm	Late check out starts 6:30: ALL STAFF MEETING								
S	All Camp Day								

OVERNIGHT CAMP - One Week Session

		Week one	
Sunday	8:30 am	Optional Staff Breakfast/ Leadership Staff Meeting	
	9:00 am	Attendance, Program, Village, All Camp Meetings	
	12:00 pm	Lunch	
	1:00 pm	In place for Check In	
	2:00 pm	Check In - <i>Tours, Swim Evals, Health Check, Skill Class Choices</i>	
	6:00 pm	Dinner, Dining Hall Procedures	
	7:00 pm	Flag Lowering Summer Summit: Opening Village Talks, Cabin Unity Night Cabin Chat: Full Value Contracts	
Monday	Program Day # 1 After Lunch: General Assembly Drill Practice Evening Program: Cabin Night Cabin Chat: 5 Pillars		
Tuesday	Program Day #2 Evening Program: Pita Pizza Cookouts		
Wednesday	Program Day #3 Evening Program Village Nights		
Thursday	Program Day #4 Evening Program: Banquet, Closing Campfire, Candlelight Ceremony Cabin Chat: Thankful Notes All Counselors in Cabins – no downtime.		
Friday			
	8:15 am	Breakfast	
	9:00 am	Evaluations	
	9:20 am	Packing/ Oak Breakfast	
	10:15 am	Village Time	
	11:15 am	Beach Party	
	12:00 pm	Slideshow	
	12:30 pm	Lunch	
	1:30 pm	Check out Starts	
	3:15 pm	Cleaning/ Late Check out	
	5:00 pm	Dinner	
	5:30 pm	Continued cleaning if needed/ Late Check out kids to fire ring	
	6:00 pm	Late check out starts	
	6:30: ALL STAFF MEETING		

OVERNIGHT CAMP - CHECK IN DAY

GENERAL DESCRIPTION:

The morning is spent in Staff meetings. Campers are dropped off in the afternoon. Time is spent as a cabin group welcoming campers and setting the tone for the session. The real welcome happens after dinner during village meetings and your cabin's unity night.

PURPOSE:

To welcome campers into camp, talk with parents about their child, and get campers ready for the session.

SCHEDULE:

8:30am	Leadership Staff Meeting Breakfast (for those that signed up)
9:00am	Attendance - All Staff Meeting in the Fire Ring
9:15am	Program Time/Day Camp Time
10:00am	Village Time/Day Camp Time
11:00am	All Camp Meeting/Lunch
1:00pm	All Staff in Check-In positions. Check-In begins as soon as possible Camp tours start when all your campers have arrived
4:00pm	Talk to your VD, if all your campers have not arrived
5:45pm	Waiter Bell
6:00pm	Dinner, Flag Lowering
7:00pm	Summer Summit- Village Meetings Cabin Unity Night

CHECK IN DAY PACKETS

In your Check-In Day packet you will receive:

- Blank cabin notes - To be filled in each evening
- Cabin lists -- Know your camper's names ahead of time!
- Camper profiles and information sheets. For you to read the information we have been sent about the campers in advance
- "Letter from counselor" cards - Due by breakfast the final Wednesday of a session
- Cabin Night Request form - Due by Sunday dinner
- T-shirt size and patch form - Due by Sunday dinner
- Opening Day checklist - To be completed before camper arrival
- Graffiti Check form - To be filled out on Check-Out and turned into your Village Director
- Birthday cards for campers - Due by end of siesta on the 1st Wednesday
- 'Thank You' Postcards - to be completed at the end of the session

EXPECTATIONS for staff:

- Appearance: Name tag, Staff shirt, 'Meet the parent' Shorts, Clean and neat. Awake & alert!
- Show good Customer Service to Parents. Remember YOU are Camp Hazen YMCA to these people!
- If you cannot answer a question, direct them to your Village Director, or the Camp Director at the Gateway Pavilion
- Actively engaged in Staff Meetings
- Read 'Camper Information' Forms
- Prepare games for Cabin Time
- Ensure all Campers have what they need (bedding, toothbrush...)
- Lead a Welcome Tour with their Cabin group -
- see Tour Checklist
- Get campers 'Program Sign Ups' to a Leadership Staff member
- Teach mealtime procedures to Cabin group
- Be actively engaged in Unity Night
- Lead a 'Cabin Contract' for Cabin Chat

EXPECTATIONS for campers:

- Settle in to Cabin
- Learn Cabin mates names
- Sign up for Programs

EXPECTATIONS for parents:

- Park in the Alpine Field
- Drop luggage at the Pavilion
- Complete Paperwork at Check In Tent
- Meet the Nurse to check in Medications, or if they have a question
- Meet Village Director
- Meet Cabin Counselor
- Help Camper settle into Cabin
- Say good bye
- Chat with a Director at the Gateway Pavilion

Check-in day Checklist

Cabin _____

Counselor _____

Village _____

Counselor _____

Session _____

Counselor _____

- Floors swept
- Bathroom floor mopped (especially around the toilet)
- Vanity and sinks cleaned, disinfected, and wiped dry
- Toilet Cleaned
- Seat and bowl edges cleaned and wiped with disinfectant
- Bowl scrubbed
- Paper products are restocked
- Trash removed and new trash can liner installed
- Counselor area is tidy and free of objectionable material
- Bed trays clean and free of debris
- Mattresses wiped down with disinfectant
- Debris removed from screened windows
- Windows all open
- Cabin is free from objectionable smells
- Area around the cabin is clean (no trash in sight)
- Random chairs are returned to their proper place
- Maintenance issues discussed with Village Director (V.D. will put in a maintenance request)

Camp Tour

GENERAL DESCRIPTION:

Cabin Counselor/Group Leader walks campers around the camp once the whole group has arrived on the first day. The Tour should be interspersed with games and ice-breaker activities.

PURPOSE:

To direct campers to key locations around camp. To reiterate emergency procedures and information given by the Camp Director/Village Directors.

The Tour Must Include:

Dining Hall

- Waiter duty
- Wash hands before meals or use the hand sanitizer as they enter the dining hall.
- How to set a table

Cabin Photos

- Campers should not be in their bathing suits
- All campers and their counselors must be present

Program area descriptions

- Go over some activities we offer at camp

Cross walk

- May only cross with a counselor when your program requires it
- Wait behind the gate
- Counselor should wait for cars to fully stop, and then walk partly into the street
- Campers should only cross when a staff member tells you it's ok to do so
- Younger campers walk with a buddy
- Walk sensibly across the street

What to do in a General Assembly

- Show campers where they should line up during a General Assembly
- Explain that you, as their counselor, will not necessarily be there as you have other responsibilities during an emergency. Their Day Camp Program Director/Village Director will take attendance.

Waterfront –

- For campers to take their Swim Evaluation
- How to check in & out of the waterfront
- Only go beyond the ropes when LGT says to do so
- All Campers must change out of their bathing suit after swimming in to dry clothes

Store

- Each village will have a scheduled time in the session to go in the store.

Health Lodge

- Location of the health lodge and what to do if sick or are hurt
- Health Lodge times and procedures
 - SICK CALL: after breakfast, after lunch and during Beach Party for illnesses
 - MED CALL: after Morning Assembly, after dinner, after evening program. Any medications that need to be taken at a different time will be arranged by the camper and the nurse. The counselor will be notified of this.
 - EMERGENCIES: all other times – the camper must be accompanied by a counselor. If the nurse is not in the Health Lodge, there will be a sign in the door that states the nurse's whereabouts.

Shower House

- Shower Time/Schedule
- Campers should not wear their bathing suit to shower in, and should get into their night clothes after.
- How to check for ticks.
- (Cabins up the hill) If they need to go to the bathroom at night – should tell a counselor.

Schedule of the Day

- Meal Times
- Summer Summit
- Program Times
- All Camp Assembly
- Evening Programs

Staying Healthy at Camp

- Drink plenty of water throughout the day and know where they can fill their water bottles.
- Wash hands after going to the bathroom.
- Campers should wear clean clothing each day.
- The importance of good personal hygiene and proper nutrition
 - If a camper does not feel like themselves, they should tell their counselor – including if they experience a change in their bowel habits. This is not unusual and should be brought to the attention of the counselor and nurse if it poses a problem in the camper's enjoyment of the camp program.

Bunting Dining Hall

PURPOSE: To enhance the community atmosphere that fosters respect for others. To create a welcoming environment for meals, and a time to catch up with the cabin group. A time to connect with each camper to see how they are doing at camp.

GENERAL DESCRIPTION:

Breakfast rotations start at 8:00am

Lunch rotations start at 12:30pm

Dinner rotations start at 6pm

Only Waiters may enter the Dining Hall at this time.

See 'How to Run a Meal' for details

TRADITIONS:

- "Everyone gets one, before someone gets two"
- Showing Village Spirit
- Songs
- Birthdays

EXPECTATIONS *for staff:*

- Wash your hands!
- Find your cabins table, take a seat.
- Sit next to a different camper each meal.
- Counselors should sit opposite each other
- Meals are to connect with your campers; you cannot do this if you are chatting with a group of staff.
- Eat a well-balanced meal & ensure campers do the same
- Know if your campers have any food allergies
- Engage in small talk throughout the meal
- Touch base with each of your campers, to see how there day is going.
- Ensure Cheers and songs do not start until after the table is cleared

EXPECTATIONS *for campers:*

- Wash your hands!
- Find your cabins table, take a seat.
- 'No Thank You Helping'

HOW TO RUN A MEAL:

- Everyone should have a glass of water before start of meal
- When your village is called, your Cabins Rep goes to the window for food.
- Only carry what you are able.
- Platters are passed around the table, "Everyone takes one, before someone takes two."
- Use Serving Utensils; spoons & tongs
- If you have younger or nervous campers, you may need to go with them to help.
- If you have a picky eater you may need to go to encourage them to try new things.
- Ensure everyone is eating enough
- No Thank You Helping' Everyone should try it, before claiming they don't like it. Be sensitive allergies and picky eaters.
- Ensure no one is eating too much. There is no need to eat three burgers; the camper should be encouraged to have some salad, or a piece of fruit.
- Each Village will be called for 'SECONDS.' Some food items, there are no seconds on, such as dessert, others there is 'limited seconds' like fries. Cabin Reps should get a count of how many people want seconds before they go to the window to ask for it. 'Take what you'll eat, and eat what you'll take'
- Clean up time. Scrape leftover food onto one plate, stack the plates.
- Silverware, bowls, plates, cups go to the dish cart.
- Food Platters and Pitchers go to the big window.
- Wipe down the table.
- VILLAGE CHEERS MAY BEGIN!!!!
- Listen to announcements
- When Village is dismissed, stack the chairs as they were found.
- Waiter stays behind to sweep the floor

"I don't like this":

- Everyone should have a 'No thank you helping.'
- Just a taste, to make sure they really do not like it.
- Make a meal out of the sides and the salad bar. Regular Salad, Pasta Salad.

A camper won't eat anything

- After trying everything you can think of
- Have your Village Director talk with the camper if you think they will have more success
- If it is just for one meal offer fruit
- Watch to make sure it does not happen every meal. Make a note in your counselor notes, so your Village Director knows.

A camper is having a bad day

- Have them sit next to you.
- If they are being disruptive, and you have a second staff member at the table, take them out to the deck to calm down.
- If you are out of ideas, get your Village Director

OVERNIGHT CAMP - CABIN LIFE

Village Structure

The OVERNIGHT Camp Program is based around five villages, each with about 6 or 7 cabins and around 50 kids. Oak Village has about 40 kids and 8 platform tents. The village is the social and communal hub of camp for each of the kids, and moving upwards through the youngest villages and into the older villages is a rite of passage that campers look forward to. Each village has its own separate identity, characterized by cheers, traditions, ceremonies, and the staff who help to make them a supportive environment.

EACH VILLAGE

Juniper - is the youngest village and typically includes cabins 4-10. The campers are generally in 3rd through 6th grade.

Maple - is the second youngest village and typically includes cabins 11-16. The campers are generally in 6th & 7th grade.

Tamarack - is the second oldest village and typically includes cabins 1-3 and 17-20. The campers are generally in 8th.

Spruce - is the oldest village and typically includes cabins 21-26. The campers are generally in 9th grade.

Oak - is the 10th grade village that operates during two week sessions. The campers and staff live in eight raised platform tents, A-H. Staff that work in this village will be at least two years older than the campers with whom they are working.

ROLE OF VILLAGE DIRECTOR

The Village Director is responsible for making sure that village life is running smoothly. They are the counselor's direct supervisor(s) and supporters for cabin life. The VD's ensure that you have the tools you need to be a successful counselor. They train staff, give advice and feedback, write evaluations, work with campers who are struggling and help you to be more creative. They speak to parents, plan large group activities, solve camper, and staff issues and keep their finger on the camp pulse. The Village Directors are all seasoned veterans at camp and are the best resource for counselors and AC's for everything Hazen.

ROLE OF COUNSELOR

The counselor is the single most important staff member at Hazen. Counselors are the people who create the magic of camp, leading their campers through experiences that are both positive and meaningful. Counselors take the lead within their cabin or class and are expected to always be looking forward to what is coming next. Counselors mentor AC's, guiding them through responsible decision-making opportunities and role modeling positive behavior and a strong work ethic. Counselors take the ultimate responsibility for the health and welfare of their campers, ensuring that they are adhering to the rules of camp and that they are having fun along the way.

ROLE OF ASSISTANT COUNSELOR

The Assistant Counselor performs many of the functions that a counselor does. AC's are chosen based on their performance in the LEA program. In the cabin, the AC role will look very similar to the counselor role, with both staff members working together to create a memorable cabin environment. In the program areas, AC's work alongside counselors to lead classes and provide coverage for classes when the counselor has a day off. Throughout their time at camp, AC's are expected to learn about how to manage campers, how to deal with different behaviors, how to lead classes and how to completely make the transition from camper to counselor.

Morning Assembly

PURPOSE: To create a community atmosphere.

TRADITIONS:

- "Good Morning Camp Hazen"
- Morning Assembly Poem

"Hear ye, hear ye, Shake the morning haze. at the fire ring where we start our days.

We'll pay attention to the morning share. Now gather round and show them you care."

- Staff Spotlight of the Day

EXPECTATIONS for staff:

Get your coffee fix before the single warning bell for flag.

Sit on your cabins assigned bench at the fire ring, make sure everyone is there.

Ensure campers are respectful during announcements and Staff Spotlight.

This means they:

- Are on time
- Listen to announcements
- Focused on Staff Spotlight, participates in a game or cheers others on.

The Cabin Reps enter the Dining Hall when dismissed after the morning poem

The rest of the campers and staff, stay for Staff Spotlight

Staff spends quality time with campers until Breakfast Bell rings.

This means:

- You'll have to wait a few more minutes for your coffee refills
- Chatting about the day ahead, what are you looking forward to?
- What can we do to win Cabin Clean Up?
- Play a game

EXPECTATIONS for campers:

- Are on time
- Respectful
- Face the front
- Ask polite, engaging questions for Staff Spotlight

Morning Convo & Cabin Clean Up

GENERAL DESCRIPTION:

A time to set the tone for the day. Talk about any issues that arose the night before. Prepare for the day ahead. Also Campers and staff spend some time each day before period one cleaning their personal living areas, and taking care of their cabin and village areas.

PURPOSE:

To create a sense of community. To keep the cabin group working functionally. Campers are given responsibility to maintain clean living conditions, keep their personal belongings tidy, and contribute to keeping a camp communal area clean. Campers experience a sense of pride in a job well done.

EXPECTATIONS for staff:

To facilitate a morning conversation.

To create cabin traditions

Make use of the 'Job Wheel' in your cabin.

See that group duties are done correctly and with group participation. It may seem easier to do it yourself or just skip it entirely, but campers learn by taking part in all the functions of a group. You are part of the group.

- Each Camper & Staff to make their bed, and tidy their belongings
- Sweep the floor
- Clean the bathroom
- Empty the trash
- Hang all wet clothing/towels neatly on the line
- Pick up around the outside of the cabin

Staff that live in non-camper cabins are responsible for keeping their personal space tidy & common areas clean and trash-free.

EXPECTATIONS for campers:

Participate fully in conversations. Assist in taking care of camp and personal living areas.

Siesta (M23)

GENERAL DESCRIPTION:

Siesta is a rest period, which we have directly after lunch (1:30pm-2:30pm). The general camp rule is for campers to have their shoes off, feet up on bunks napping, writing a letter home, reading, playing a quiet game with each other or similar quiet activity.

PURPOSE:

Siesta is a time for campers and counselors to relax after lunch, digest food and get ready for a full afternoon of activities. It is an opportunity for campers to spend time with their cabin in a quiet setting.

EXPECTATIONS for staff:

- At least one staff member must be on duty – alert, awake and monitoring
- The other counselor may take a nap or leave the cabin to have some down time
- Help campers relax and find restful things to do
- Be engaged with the campers, great opportunity for cabin bonding
- Employees, volunteers, and children should not sit or lie on anyone's bed or be in anyone else's sleeping bag
- Ensure each camper is in their own bed, alone.
- Employees and volunteers will not leave children alone during siesta/bedtime
- Do not let children share a sleeping mat, blanket, or sleeping bag.
- Watch out for homesickness during siesta – downtime can magnify it

EXPECTATIONS for campers:

- Rest quietly inside the cabin.
- This is a time campers may listen to personal music players (no electronic games)
- Good time to write a letter home.
- Quiet card games or board games are allowed
- Your bed is for you alone.

TIPS FROM GREAT STAFF:

"It's easier to start out strict, and then loosen the rules as you go through the session"

"My Girls+ cabin loved it when I played my guitar to them during siesta"

"Our cabin always reads a chapter from our cabins chapter book in siesta"

"Once when I had to take a camper to see the nurse, and my co-counselor was off, my neighbor covered my cabin for me"

Overnight Camp - Beach Party

GENERAL DESCRIPTION:

Beach Party is every day after the last period of the day – 4:40pm-5:40pm. It is a time for campers to relax and hang out with their friends. The waterfront is open, skate park is an option, and additional scheduled activities are offered periodically.

PURPOSE

To provide a less structured period for campers to spend time relaxing with friends, or enjoying a pickup game of something.

HOW IT RUNS

Classes are dismissed from their program areas when the bell rings.

Staff report to their on-duty locations, or have downtime.

EXPECTATIONS *for staff*

On the next page is a description of each area that staff may be assigned to for Beach Party. It is important to be aware of what is going on in your area and interact with the campers there. You should have line of sight between you and the next nearest staff member. Beach Party is a time some campers get homesick. Strife guard – be on the lookout for campers that need a friend.

- Danger – what could hurt someone?
- Alone – does someone need a friend?
- Rough Play – could someone get hurt?
- Listless or Board – do they need an idea of what they can do?
- Intense Competition – is it getting out of control
- Needs Heal (staff) – does someone need assistance now? Or planning for later?
- Grow Connection (Kids) – Join a game, start a conversation

EXPECTATIONS *for campers*

Enjoy some freedom in the main area of camp.

May go to drop things off in cabins, but must check in with the Staff member at the entrance to their village. Campers cannot hang out in their cabins.

If they want to go to the Skate Park, they must report to the Land Sports shed at the beginning and remain there with the staff for the duration.

BEACH PARTY DUTIES	
	with Waterfront Director for an Orientation
Board	with Waterfront Director for an Orientation
Captain (Leadership)	the team is in their spots, play with the campers!! If you are missing any key positions check in with the Waterfront Director to see if they have any spares. If not, ask another Leadership staff member to help you may do it, or find someone that is on downtime to cover.
	area, and be aware of interactions between campers in the area around you. You should have a visual of staff at Cabin 12 and the basketball court.
(cabin 12)	yourself around Cabin 12. You should have a visual of staff at the Gaga Pit. Campers are allowed to go to their cabin to change (rule of 3), after swimming, but cannot stay in their cabin. Keep track of who is going into the village, and go and check on them if they have not returned.
Steps	yourself around Cabin 3-4. You should have a visual of the staff at Stanley Lodge and those campers are allowed to run back to their cabin to change(rule of 3), after swimming, but cannot stay in their cabin. Keep track of who is going into the village, and go and check on them if they have not returned.
Line	control!!! Chat to the campers, make sure no one is pushing in line. You should have a visual of staff at the Waterfront and at the Tennis Court.
Ball	ketball, and be aware of interactions between campers in the area around you. You should have a visual of staff at the Gaga pit, the Fire Ring the Gagazebo, and the Soccer Field.

	with the Land Sports Director for an Orientation. You should have a radio. Meet campers by the road. Take them to the Skate Park. Once campers decide to go, they must stay. Campers CANNOT be left by themselves. There must be at least 3 campers.
by Pavilion	There is no one crossing the road. The only time campers should cross is at the beginning and the end of the day. You should have a visual of the staff at the Tennis Court and the Soccer Field.
	Watch the campers and be aware of interactions between campers in the area around you. You should have a visual of the staff at the Store and the Gateway Pavilion
by	Watch the campers and be aware of interactions between campers in the area around you. You should have a visual of staff at the Soccer field and the basketball court, and the Fire Ring.
by	Watch the campers and be aware of interactions between campers in the area around you. You should have a visual of staff at the Gagazebo, the Store and basketball court
by	When the 'Captains' needs you to cover a position, say 'Of course, I'd love to.' If you are not needed, say 'I'll be there for you.'

Summer Summit

GENERAL DESCRIPTION:

At Hazen, Summer Summit is a time that the entire village comes together. This is every day at the end of Beach Party and the time is used to meet with everyone in the Village about what is happening each day and to make any specific announcements about the village.

The meetings take place at:

- Juniper –Circle by fishing dock
- Maple – Maple Rock Circle (between cabins 6&7)
- Tamarack– Spruce Stairs
- Spruce – Spruce Longhouse
- Oak – Boulding Wall

PURPOSE:

- To create a sense of community within the Villages.
- To share information with campers and staff.

Potential Topics:

- Evening Programs
- Staff Days off – cabin coverage
- What's coming up
- Any kids at the health lodge
- In the news/weather/sports results

EXPECTATIONS for staff:

- Count your campers and check to see how they are doing
- To actively participate in the gathering

EXPECTATIONS for campers:

- To actively participate in the gathering

Cabin Chat

GENERAL DESCRIPTION:

A quiet discussion, story, or activity with the cabin group before bedtime. Three cabin chats are planned:

1st night – Cabin Norms – develop a united cabin group, all living by the same rules.

2nd night – Five pillars – introduce the YMCA pillars of Unity, Caring, Honesty, Respect & Responsibility. Making a commitment to using these to make friends and solve problems within the cabin.

End of Session – “I am thankful for...” – a chance to reflect on their time together as a cabin, as well as some of the personal accomplishments they have made while at camp. Great counselors will also use time on the last day of camp to complete the *I am thankful for...* cabin chat and focus their last night together on camp accomplishments, friends and what kids are looking forward to about next summer.

Use the cabin chat booklet as a guide to set up other daily cabin chats.

PURPOSE:

To create a sense of belonging and a strong connection between cabin mates. An opportunity for campers to talk. Our aim is to get the kids to open up a little and express themselves without the fear of being laughed at or ridiculed.

TRADITIONS:

Great counselors will create cabin chat traditions such as playing the same meaningful song right before cabin chat or starting out with a daily wrap-up or occasionally bringing their cabin group on a special evening hikes and doing their cabin chat in a great location around camp.

GENERAL EXPECTATIONS for staff:

Make sure to create a safe environment where all campers feel comfortable sharing their thoughts and expressing their ideas. Set up the ground rules for discussion the first night. Start to think about what theme you will talk about that night some time throughout the day...be ready and have a plan and your cabin chat will be a breeze.

EXPECTATIONS for cabin counselors:

- To prepare for and implement the three designated cabin chats
- To be prepared to lead cabin chats
- To encourage participation from all members of the cabin
- Remember this is a time for the campers to share their stories and ideas; you should not be the one talking the whole time!
- After Cabin Chat, during flashlight time, go around to each child when they are in bed to say goodnight individually.

EXPECTATIONS for Village Director:

- To provide the supplies needed.
- To be a resource for new ideas
- To sit in on Cabin Chats with each cabin, whenever possible.
- To talk to the campers about their cabin chats and how they are going.

EXPECTATIONS for campers:

- To be engaged with the group
- To share something of themselves
- To be respectful of others in the cabin

Shower Time

GENERAL DESCRIPTION:

All campers will shower every night after evening activity.

PURPOSE:

In order to maintain good health, campers need to shower every day. This will help remove embedded ticks, it is an opportunity for campers to check themselves for ticks, in addition to keeping the skin clean and ensure good personal hygiene.

TRADITIONS:

Music is encouraged during shower time. Each cabin is encouraged to have a "shower song" ready in advance that should last about 5-6 minutes. Youngest campers always shower first.

GENERAL EXPECTATIONS for staff:

- Ensure that campers have a towel, clean underwear/pajamas, and their toiletries before they leave the cabin
- Showers **MUST** be supervised by at least two staff. This will generally be one cabin staff and the village director. If the VD is not present, another cabin staff member can be present to meet the 2-staff requirement.
- Require frequent supervision of children in changing areas. If visual supervision compromises child privacy or is otherwise not feasible, ensure auditory supervision in/near the shower house.
- Make it a point to walk through the shower house and let your presence be known, make noise, say hello, or sing a song.
- Staff need to maintain a level of calm in the shower-house and not shout commands or orders. Showering can be a stressful time for campers and we need to create an atmosphere that encourages shower time.
- Staff should encourage campers to check for bug bites and ticks. They are looking for a small, round, black or brown bump. Ticks like dark places, so in their hair, under arms, behind knees and private parts.
- Know that the All-Gender Shower room is available for use.
- Staff shouldn't remain in the general shower cubicle area once showering commences.
- Staff may shower in the shower house after all cabins have finished showering, or at any time in the morning. Shower houses will have some time each day when they will be closed for cleaning. Please be sure to check in with any maintenance staff that are in the process of cleaning.
- Enter the shower house with the children or let them know you are standing outside the door waiting for them.
- Ensure that each stall is for single occupancy.

GENERAL EXPECTATIONS for campers:

- Campers are required to shower every evening before bed, when scheduled to do so, and in the morning if there is a bed wetting incident
- Campers should bring their shower shoes, towel, clean underwear/pajamas, and their toiletries to the shower-house.
- Check for ticks
- Each camper gets a five-minute shower. Campers should be encouraged to use their time to shampoo their hair (if needed) and wash their body with soap/body wash. Campers need to ensure they are cleaning their entire body. They should not be wearing a bathing suit.
- Campers should brush their teeth every night before bed

EVENING PROGRAMS

Cabin Nights

GENERAL DESCRIPTION:

Your Cabin will participate in 3 cabin nights in a two-week session, and 1 in a one-week session. This is a time when cabins participate as a group in program area activities around camp.

PURPOSE:

To build group spirit within a cabin; to give campers a chance to exercise group leadership and group membership skills by choosing, as a group, what they would like to do. To create opportunities to participate in activities as a group.

EXPECTATIONS for Village Director:

- Ensure all Cabin Counselors know what they are scheduled for.
- Ensure Cabin Counselors know where to find supplies.
 - If activity falls in the scope of a Program Area, the PD will be at that location to give out supplies.
 - If activity does not fall in the scope of a Program Area, Cabin Nights supplies are kept in the 'Village Shed' of Maple Longhouse. It may be easier for the VD to distribute these supplies than for the counselor to collect them themselves.
 - If activity is unique, do what you can to support a creative idea of a counselor. Ask a YR Staff member if you need help.

EXPECTATIONS for Program Director:

- Program Directors oversee all Activities & Equipment in their area.
- PDs should be at their program area after flag to get the supplies for cabins as needed.
- When in the program area, all procedures and policies must be followed.
- PD's may be scheduled to lead a specific activity with a cabin.

EXPECTATIONS for cabin counselors:

- *Cabin Night Request Form* - These must be completed on Sunday Check-In and brought to the Waterfront
- *Be Prepared*- Know what activities your cabin group has been assigned to participate in. Check poster on Chair Closet door or post in SLACK. If your activity requires special materials, make sure those materials are ready to go ahead of time.
- *Make Sure Your Campers are Prepared*- during siesta remind your campers what your evening activity is and what they will need to participate. Remind them to come to dinner with the appropriate footwear and anything else they will need. Ideally, you want to be able to go straight from Dinner to Evening activity to have the most time possible!
- *Be Enthusiastic*- Even if you are not excited about the activity your campers have chosen to participate in, it is KEY that you be enthusiastic about it. Remember cabin nights are for the KIDS. Talk about these evenings ahead of time. You may not always get your first choice on Cabin Nights, but if you are okay with this, your campers will be too.
- *Be Creative*- Try new and different activities that campers do not normally do during the program day. If you have special talents or skills or areas of interest, talk to your campers about the possibility of creating a cabin night based on these skills. Add elements of surprise. Plan something extra special.
- *Beginning, Middle and End*- Your cabin night, just like your program classes, should have a distinct beginning, middle, and an end. Start your cabin night on time so that campers each get a chance to perform in the activity. Plan something memorable that will end your cabin night on a very high note. Feel free to use your cabin night as a topic for cabin chat later that evening.
- *Go Solo*- Cabin nights should be cabin nights! Make sure that most of the activities you do are just with YOUR cabin, not with 1 or 2 other cabins. Fewer campers are more manageable. Your experience will be much more memorable.
- *Make it Last*- Cabin nights should last for the entirety. Ending a cabin night early means more time for campers to "hang out" before they go to bed. This can lead to campers missing home or feeling bored.

Remember to Ask for HELP! Asking for Help is acting Responsibly!

EXPECTATIONS for Day Camp Staff:

- DC Staff will find out their evening schedule at the DC meeting
- Possible assignments are:
 - Lifeguarding
 - Belaying
 - Swing
 - Creative Arts
 - Photographer
 - Prep for All Camp Day
 - Lead a cabin night, to give down time to Overnight Camp staff.

EXPECTATIONS for campers:

- Work together to choose an activity.
- Follow the rules for the activity.
- Include everyone.

Pita Pizza Night & Optional Overnight

GENERAL DESCRIPTION:

Each Cabin has the option to spend one overnight at a campsite in the Woods. The overnight includes cooking pita pizzas for dinner over the campfire and sleeping under the stars!

PURPOSE:

To provide an outdoor living opportunity for campers to experience that will help them to become more comfortable in the outdoors, and to learn and use basic outdoor living skills. This is also a great cabin bonding experience.

EXPECTATIONS for staff:

- Discuss overnight and build excitement through the session
- Know who is excited, and how is apprehensive
- Everyone packs during siesta – even if they think they don't want to sleep out, they may change their mind
- Everyone stays out until at least 9pm, dinner, s'mores, cabin chat.
- Anyone not sleeping out must be back to main camp by 10pm
- Use good risk management.
- No downtime for staff, both counselors should stay with their assigned campers, unless there is an emergency
- Teach campers the value of taking care of their personal gear and all group equipment.
- Teach campers to minimize their impact on the environment, stay on paths. Take only photographs, leave only footprints.
- Cleaning up equipment is part of the experience of camping.
- Overnights are cabin activities, and an opportunity for cabin mates to grow closer to each other through a shared experience in the outdoors. Allow other cabins space to do the same and avoid socializing between overnight sites.

EXPECTATIONS for campers:

Respect the natural environment, take an active role in group tasks (packing, cooking, cleaning, and equipment).

TIMELINE OF AN OVERNIGHT

Siesta

- Prepare your personal belongings for the overnight
- Have campers back their overnight bags and bedding.

After Beach Party meet your cabin group at your cabin

- Your Village Director will let you know where to pick up the tarps that you will be sleeping on and your food.
- Be sure to check your food box before you leave the main camp.

When you arrive:

- Keep the food together in the box, until you are ready to cook
- Collect wood. Build Fire. Start Cooking!
- Eat
- It is up to you to organize an evening activity to entertain you and your campers, it is recommended that you make up a skit for a village campfire, or play some games or read a book together. Make sure that the whole cabin is involved in the same activity to avoid anyone feeling left out. Please be careful that your campfire stories are appropriate. Scary stories can isolate campers or make them feel uncomfortable which is against what we are trying to achieve with our overnights.

In the morning:

- Encourage the kids to be responsible for keeping the campsite clean.
- Make sure the fire is out – you should be able to touch the burnt sticks.
- Always try to get back around 7.30 am so that the kids have time to freshen up and you have time to shower before the morning assembly (8.00 am).
- Return your tarp and water container back to the Village Shed
- All garbage must be disposed of in the dumpsters behind the kitchen and any unopened food can be returned to the back door of the kitchen.

THINGS TO REMEMBER

Know where your campsite is before you leave!

Have list of who in your cabin is sleeping out

Cabin First Aid Kit

Packing list – for you & your campers:

- Full Water bottles
- Bug Spray
- Sleeping Bag
- Flashlight
- Pillow
- Sweatshirt & long pants

Village Directors will bring Dinner Meds to Summer Summit

Village Director will bring the Bedtime Meds to you at your campsite

The **KEY** to running a great overnight is to get away from the village area quickly and explain to your cabin how great it is that you are spending time just as a cabin group. You can definitely have the best cabin chat of your session on your overnight because you are away from any distractions, and a fire is a great tool for mesmerizing kids.

Village Nights

GENERAL DESCRIPTION:

Evening activities for the whole village. Activities may include large group games and activities, campfires, and ceremonies.

PURPOSE:

To promote a sense of community. For campers and staff to have fun while participating in a large village group.

EXPECTATIONS for Village Director:

- Be responsible for planning a village night, or work with counselors who are interested in planning the activity
- Ensure that all supply requests are submitted on time

- Ensure that all supplies and resources are available
- Develop lesson outline, or view and appraise lesson outline
- Carry out and/or observe the village activity
- Provide feedback to staff about their participation and/or organization
- Document Village Night for the end of summer report

EXPECTATIONS for cabin counselors:

Be on time with your cabin group for village nights. Participate in all activities, and work to actively engage cabin group in all activities. Counselors are encouraged to help plan, organize, and carry out village nights.

EXPECTATIONS for campers:

Participate fully in the evening's activities.

EXAMPLES OF VILLAGE NIGHTS:

- | | |
|--------------------|------------------|
| • Capture the Flag | • Scavenger Hunt |
| • Gameshow | • Dutch Auction |
| • LARPing | • Spa Night |
| • Flotilla | • Trivia Night |

Activities that should not be done as a Village Night (saved for All Camp Days or Rainy Days):

- MTV Night
- Rock Quiz

All Camp Night - Campfire

GENERAL DESCRIPTION:

Campfire is a fun evening activity for all of camp to enjoy together, including songs and skits and performances from both staff and campers. The campfire program is a great tradition at Hazen. Opening Campfire is after dinner on the first day of the session. Closing Campfire and before our Candle Light Ceremony is after dinner on the last Thursday of the session.

PURPOSE:

To provide an evening of fun and togetherness for campers to experience the simplicity of tradition and the comfort of unity and friendship.

EXPECTATIONS for staff leading songs/skits:

- Staff should always aim to sing their camp song by themselves. When multiple counselors attempt to sing together, so much of the performance gets lost. There are some camp songs that require two or more staff.
- Staff should ensure that they have practiced their performance.
- When performing, make sure you are standing towards the back of the performance area so that the entire camp can see you. Project your voice across the campfire ring.
- Generally, microphones and speakers are not available.

EXPECTATIONS for cabin counselors:

- Have your cabin group use the bathroom ahead of time to avoid the distraction of leaving during a performance.
- Sit with your cabin group throughout the entire program.
- Help campers to remain seated and actively engaged in program.
- Participate fully in songs and activities where audience participation is needed.
- Offer to lead a song, skit, or game to the leader prior to the campfire.

EXPECTATIONS for campers:

- Have fun, participate fully in campfire program, be respectful of those leading songs, skits and telling stories.
- Campers should only be allowed to go to the bathrooms one at a time from each cabin.

All Camp Night – Lea Speeches

GENERAL DESCRIPTION:

A time when the villages gather in two locations and the LEAs can share stories with all the other campers. An opportunity for campers to experience a spiritually meaningful, value-oriented activity in a large group setting.

PURPOSE

To provide a creative, spiritually meaningful program that gives campers and staff a time to reflect.

VALUES COMPONENT

Many possibilities, including Honesty, Service, Respect, Responsibility, Forgiveness, Unconditional Love, etc.

HOW IT RUNS

Campers and staff gather their designated locations. The LEA Director, Asst LEA Director and LEAs involved in planning the evening will run the program.

EXPECTATIONS for staff

Participate with enthusiasm! As staff members, it is especially important we participate fully as good role models for our campers. Not participating or acting out in ways that distract from the activity, is disrespectful to the leader and sets a poor example for campers.

EXPECTATIONS for campers

Participate fully in the activity. Be respectful of the speakers.

All Camp Night – Candle Light Ceremony

GENERAL DESCRIPTION:

On the last night of an OVERNIGHT Camp Session the whole camp gathers for our Candle Light Ceremony. This Ceremony is led by our Executive Director. Campers & Staff are recognized for the number of summers they have been at Hazen. Three Staff members give speeches about Healthy Bodies, Open Minds and Awakened Spirits.

PURPOSE

To provide a spiritually meaningful program that gives campers and staff a time to reflect.

HOW IT RUNS

Cabins are dismissed in turn to walk to the Ceremony after the Closing Campfire. Oak is dismissed first and forms an 'entrance tunnel' at the base of the stairs.

EXPECTATIONS for staff

As staff members, it is especially important we participate fully as good role models for our campers. Not participating or acting out in ways that distract from the activity, is disrespectful to the leader and sets a poor example for campers.

EXPECTATIONS for campers

Be respectful of the speakers. Reflect on their time and friends from Camp.

OVERNIGHT CAMP – PROGRAM TIME

Program Activities Preferences & Camper Schedules & Class Switches

GENERAL DESCRIPTION:

Prior to arrival Campers have reviewed the program guide and made their preferences for classes. At breakfast on Monday, they receive their camper schedules. During Beach Party on the first day of each program week campers are able to make a class switch.

PURPOSE:

To ensure that every camper gets a class about which they are excited.

EXPECTATIONS *for staff:*

- Take the time to explain each of the different program areas and the appropriate clothing or shoes that are required in each
- If a camper isn't happy with their schedule, encourage them to try it on day one, then they can switch classes if they would like during beach party.
- If a camper came to camp for a specific activity and didn't get it, help advocate for them to the program director, village director and/or a YR staff member.

EXPECTATIONS *for campers:*

- Know where to meet for each program area
- Come to classes prepared to participate with correct clothing/shoes
- Campers should self-advocate if there is one particular activity they came to camp for.

OVERNIGHT Camp Missing Camper Procedure

- **Step 1** – Performed by a Counselor

DON'T PANIC! – Your missing camper is probably not really missing, simply lost for the moment

- **Step 2** – Performed by a Counselor

LOOK CLOSE BY – Check the other classes in your program area, the changing rooms, and the immediate vicinity of the attendance locations.

- **Step 3** – Performed by a Counselor

ASK CAMPERS – Find out who saw the camper last (ask his friends, cabin mates, and those who may have been in the same classes)

- **Step 4** – Performed by a Counselor

TELL THE PROGRAM DIRECTOR (or their substitute on their days off) – Relay any information you found from asking the campers

- **Step 5** – Performed by a Program Director (or their substitute on their days off)

RADIO THE HEALTH LODGE – Check to see if the camper is there

- **Step 6** – Performed by a Program Director

CONTACT THE PROGRAM DIRECTOR THE AREA THE CAMPER WAS PREVIOUSLY IN

- **Step 7** – Performed by a Program Director

RADIO THE OFFICE – Check to see if the camper has left camp

- **Step 8** – Performed by a Program Director or their designee

CHECK THE CAMPERS CABIN

- **Step 9** Performed by a Program Director

CONTACT THE DIRECTOR ON DUTY

- **Step 10** – Performed by a Camp Director or Designee

INITIATE GENERAL ASSEMBLY

Lesson Plans

Each skill development class has a complete lesson plan. Each lesson plan details the following:

- Which development assets the class will give the kids
- Goals and objectives for the class
- Specific safety concerns for each class
- How to develop the class
- How to wrap up the class
- A preview of the next lesson

The lesson plan gives a breakdown of what to do and how long each portion should take. They will give you a framework to work from – you can give it your own spin to make it as exciting as you can and vary your teaching method depending on the age group you are working with.

Make sure you run through safety policies and procedures with the campers. Keep safety info quick clear and concise.

How to teach:

- One of the best ways to teach is to demonstrate.
- During demonstrations, be deliberate – every few minutes stop and tell the class about what you are doing and why you are doing it. Short intentional pauses can both allow time for the processing as well as keep focus and attention on the instructor.
- Teaching is different depending on what age group you're working with; how you talk to and explain something to an 8-year-old will be different from how you would with a 14 year old.

Qualities of a good teacher:

Focus on individual need
Understanding
Perseverance
Good listening
Pushing students further
High expectations
Sincerity

Connected to life
Fun
Good Recognition
Dependable
Inspirable
Inspiring
Consistency

Personable
Positive attitude
Prepared and Organized
Fresh
Fair
Patience

How to make the class fun!

The best way for campers to have fun is for you to have fun with them. The more enthusiastic and excited you are the more likely they will be too. Campers look up to you and want to be just like you so get involved and hopefully they will too. There are lots of ways to make classes fun. For example:

Surprises
Stories
Interesting instructors
High energy
Loud
Enthusiasm

Participation by staff
Mix it up
Positive reinforcements
Recognition of improvement
Experimentation
Hands on

Having a goal
Laughter
Age appropriate
Fair
Progression
Competitions

Being creative does not always mean creating new ideas out of nothing. Great counselors continue to teach the same skills as always but use innovative formats by slightly tweaking the established plans. You know how to have fun, which is why you're here. Use your own initiative and your classes will be amazing!

All Camp Day

GENERAL DESCRIPTION:

All Camp Day is a special day of fun held during each two-week session. Each session there is a different theme:

- Session A: Hazen Series
- Session B: Hazen Bowl
- Session C: Hazen Olympics
- Session D: Worldz Cup

PURPOSE:

To build camp spirit and traditions; to provide a break from the normal camp schedule; to provide a creative, fun activity for staff and campers.

TIMELINE:

Wednesday (previous Session)

Choose Staff Captains with Leadership
Confirm Leadership Staff Assignments – give out 'Managers Packets' & weekly overview

Friday

Announce Staff Captains at Evening Meeting
Post Team Lists – Staff

Sunday - Check In Day

Weekly overview & Saturday Schedule in Check in Day Packets for each cabin.

Monday

Put Campers into teams

Tuesday

Meet with Staff Captain's at breakfast – give out 'Captains Pack'

Wednesday – Opening Ceremony

Give Staff detailed schedule of Saturday.

After the regularly scheduled evening program, there will be the Opening Ceremony. This is different for each All-Camp Day, but they will all include the following:

- Split campers into teams
- Build excitement and anticipation for the Event

Thursday

Team Meetings begin. Each team meets at a set location.

1:30-2pm Team Meetings: Cheers

5:30-6pm Team Meetings: Campers sign up for their activities

Camper Activity Sign Ups are handed in, so schedules can be developed

Friday

1:30-2pm Team Meetings – continue to build spirit

Dinner with Teams

Friday Evening Activity is some type of rally or parade

Saturday – All Camp Day

9:30-10am Team Meetings – camper schedules are handed out and fixes are made as needed

8:30pm Closing Ceremony- final presentations and winners announced

EXPECTATIONS for Leadership Staff:

Actively participate in brainstorming, planning, and running All-Camp Day. The various roles they may take are as 'Team Advisors,' Program Leaders, and Score Keepers. If they are off on the actual Day, they will be substitute 'Team Advisors.'

EXPECTATIONS for staff:

Staff will be assigned to either a specific activity with Leadership Staff as their support person, or as a Group Leader. Group Leaders will stay with a group of campers, taking them to each activity. Have fun and participate fully in activities.

EXPECTATIONS for campers:

Have fun and participate fully in activities.

Overnight Camp Check Out Day

GENERAL DESCRIPTION:

Session closes, camper's check-out, camp is cleaned, staff meet, and we take some well-earned time off.

PURPOSE:

To safely return campers to parents, talk with parents about their child's time at camp, and get camp ready for next week's campers.

HOW IT RUNS:

OVERNIGHT Campers wait in cabins for their parents. When parents arrive, find some private time to discuss their child's week at camp, and hand out registration cards for next summer. Address any questions they may have before they leave the cabin

EXPECTATIONS for staff:

Keep all campers in your cabin until their parents arrive. Take a moment to tell parents how the week went for their child. Answer any questions. Talk about next summer. Say good-bye to your campers.

EXPECTATIONS for campers:

Say good-bye to your friends and help clean the cabin while waiting for parents to arrive.



For a better us.®

DAY CAMP

DAY CAMP

Day Camp - Daily Schedule

Day Camp Daily Schedule

7:20 am	Shift 1 Starts
7:30 am	Before Care
7:55 am	Shift 2 Starts
8:00 am	Breakfast
8:30 am	Shift 3 Starts
8:50-9:10am	Check In
9:15 am	Morning Assembly
9:30 am	Activity Period/Swim Class
10:15 am	Activity Period/Swim Class
11:15 am	Wash Hands
11:30 am	Lunch
12:00 pm	Siesta (time to read a book, or play a quiet game in the shade)
12:30 pm	Activity Period/Beach Party/Swim Class
1:40 pm	Activity Period/Beach Party/Swim Class
2:45 pm	Activity Period/Beach Party
3:30 pm	Snack in Pavilion
3:50 - 4:15 pm	Check out
4:15 pm	Staff Meeting
4:30 pm	Shift 1 Ends
4:15 - 6:00 pm	After Care
5:15 pm	Shift 2 Ends
6:00 pm	Shift 3 Ends
6:00 pm	Dinner
7:00 pm	Flag & Evening Program

SESSION SCHEDULE – DAY CAMP

	DAY	--	
Sunday	Meet with on-site DC Staff <i>Clean Pavilion, Tidy Storage Names on Welcome Signs</i>	Overnight Camp Check-In Duties DC Early Check In	DC - Staff Training <i>Belay School, Emergency Procedures, Craft Activities, Games, Group Meetings, Individual Camper Conversations, Meals</i>
Monday	7am start - Check In	<i>CHECK ID's</i> Staff Meeting: <i>Confirm group lists Check Meds/Meals/Allergies How's the group look?</i>	CAMPFIRE
Tuesday	Day Camp	<i>CHECK ID's</i> Staff Meeting: <i>Meet in groups: LGTs, Color Groups</i>	CABIN NIGHT/OFF
Wednesday	Day Camp	Staff Meeting: <i>Individual Meetings</i>	CABIN NIGHT/OFF
Thursday	Day Camp	Staff Meeting: <i>Plant seed for Family Night Skits</i>	CABIN NIGHT/OFF DC OVERNIGHT
Friday	Day Camp	Staff Meeting: FUN FRIDAY <i>'Feel good box,' High 5's, Goodies...</i>	DOWNTIME
Saturday	OFF	OFF	OFF
Sunday	OFF	OFF	OFF
Monday	Day Camp	Staff Meeting: Family Night Skits? Turn your DCamper into an OCamper	CABIN NIGHT /OFF FROM FLAG TO PACK UP
Tuesday	Day Camp	Staff Meeting: <i>Meet in groups: LGTs, Color Groups</i>	CABIN NIGHT/OFF FROM FLAG TO PACK UP
Wednesday	Day Camp	Staff Meeting: <i>Family Night Duties</i>	FAMILY NIGHT
Thursday	Day Camp	Staff Meeting: Check In Day Packets – PLANNING TIME	CAMPFIRE/CANDLELIGHT
Friday	Day Camp - Check Out Clean Pavilion	Give out Check Out Packets Rotate for Dinner, help with luggage Overnight Check-Out Duties	OC - CHECK OUT

Day Camp Staff Role In Overnight Camp Check In Day

GENERAL DESCRIPTION:

The morning is spent at Staff meetings. Campers are dropped off in the afternoon. Day Camp Staff are integral to the smooth running of the day. Day Camp Staff help with Parking, Luggage, Crosswalk, Lifeguarding, Check In Tables and set the pavilion up for Day Camp again.

PURPOSE:

To welcome campers into camp, talk with parents, and get campers ready for the session, help parents feel comfortable leaving their child at Hazen.

SCHEDULE:

8:30am	Leadership Staff Meeting Breakfast (for those that signed up)
9:00am	Attendance- All Staff back in camp
9:15am	Program Time/Day Camp Time (a couple of staff with the stayover campers)
10:00am	Village Time/Day Camp Time
11:30am	All Camp Meeting/Lunch
1:00pm	All Staff in Check-In positions. Check-In begins as soon as possible Camp tours start when all your campers have arrived
3:00pm	LGTs go to Waterfront Day Camp Check-In begins
4:00pm	Pack up Tent. Set up pavilion for DC
5:45pm	Waiter Bell
6:00pm	Dinner, Flag Lowering
7:15pm	DC Staff Training/Planning time

EXPECTATIONS *for staff*:

- Appearance: Name tag, Staff shirt, Meet the parent's Shorts, Clean and neat. Awake & alert!
- Show good Customer Service to Parents. Remember YOU are Camp Hazen YMCA to these people!
- If you cannot answer a question, direct them to a Leadership Staff member, or the Camp Director at the Tent.
- Actively engaged in Staff Meetings.

1pm duties -

Check In Tent: Help parents check in their camper. Completing paperwork and directing them to their Village Director.

Parking: Smiling, welcoming Families. Directing cars to the Alpine Field to park.

Luggage: Smiling, welcoming Families. Helping campers with their luggage from their cars to the Pavilion.

Crosswalk: Smiling, welcoming Families. Stopping traffic and crossing families across the street safely.

3pm duties -

LGT: Report to the Waterfront to receive instructions on conducting Swim Evaluations.

Set pavilion up for Day Camp

DAY CAMP - THE BASICS

DESCRIPTION:

So, here's the basics of Day Camp. We have approximately 23 staff in Day Camp and have 130ish campers each session, half Boys+, half Girls+. Campers are aged from 1st grade through 7th grade. That means our youngest campers are 5 and our oldest is about 11 years old. The campers are divided into the groups below:

Group	innies (K-1 st) & Bumble Bees (K-1 st) Ducklings (1 st) Bananas (2 nd), Daisies (2 nd), Submarines (2 nd)	ergarten, 1 st & 2 nd Grade
roup	Lobsters (3 rd), Chili Peppers (3 rd), ockets 3rd/4 th), Fire Trucks (3 rd /4 th), Dragons (4 th)	3 rd & 4 th Grade
roup	Sharks (5 th), Blue Jays (5 th /6 th), Sting Rays (5 th /6 th), Whales (7 th), Dolphins (7 th)	5 th , 6 th & 7 th Grade

What's My Job?

PURPOSE:

Your job is to ensure that the campers you work with have an AMAZING experience that they will remember for years to come as the best days of their life. Easy, huh?

DESCRIPTION:

When you have fun, your campers will have fun. You must be aware of where you have to be, how you're going to get there, and what you are going to do when you're there. You need to figure out how you're going to make sure that everyone is safe and playing nicely with each other. You'll need to take bathroom breaks, make sure everyone is drinking PLENTY of water, and that they have sunscreen on. You'll need to think about what you should do if someone is upset, tripped over, can't get changed for swimming or have lost their shoe. You'll have to keep in the back of your mind what your role for Check in and Check-Out is, whether your area is tidy, and of course ensuring that the campers are HAVING THE TIME OF THEIR LIVES!!! Here are a few of the different roles that you may have this summer:

Day Camp Leadership Staff/Year-Round Staff

One of the most fabulous things about working in Day Camp is that you don't have to go far before you can get the answer you need. There is a HUGE pool of experience and knowledge to share. Here are some people you can speak to, to get the information you need.

- **Professional Day Camp Director: Amanda**
- **Assistant Day Camp Director: Silvana/Silvy**
- **Day Camp Program Director: Bruno**
- **Day Camp Water Sports Program Director: L**

If you just want to chat about stuff, or you have a problem with ANYTHING. Feel free to come to us— Remember that you are never alone here at Camp Hazen YMCA and the chances of finding someone who has had the same problem or question in the past is very likely. There is a wealth of knowledge here at Camp and we're all on the same page, so—ASK LOTS OF QUESTIONS!!

GROUP LEADERS:

- Most of the DC staff do this for much of the summer.
- You will have a group of 8-12 campers, they are YOUR kids.
- You will be responsible for their day-to-day camp experience.
- As a group leader you will also teach or lifeguard a swimming lesson each day.
- Each group has a leader, and there can be up to as many as 5 group leaders per color.
- Greet campers at the beginning of the day help make them feel comfortable and feel like they belong at camp!
- Guide campers through each activity of the day; ensure that they have the best experience possible.
- You will need to follow your day-to-day schedule with the kids.
- Look at what staff members are working with you in each block and work them to figure out what you may need for the activity; supplies, setup, where you are going to meet, cleanup etc.
- The more communication with the program staff, the better! 😊

PROGRAM STAFF/SUPER FLOATERS:

- Support system for the group leaders.
- Communication is KEY
- Check in with the group leaders you are working with that day and see what they need when you are with them.
- If a camper is having a tough time, you may need to work more closely with that camper.
- Many times, it is the Program Staff member who set up an activity so that when the campers arrive, things are ready to go!
- Program Staff/Super Floaters are rovers, belayers, hikers, craft makers, fishers, sports enthusiasts, etc.
- Program Staff/Super Floaters are an integral part of the Day Camp Program and help to ensure a smooth running, successful program.

LIFEGUARDS:

- Each session, some lifeguards work solely at the waterfront with the Day Camp Waterfront Director.
- You will spend most of your day teaching swimming lessons and lifeguarding at Beach Party.
- You will also lifeguard some canoeing, kayaking, water trampoline, and water mat activities.
- Waterfront staff are responsible for the lost and found at the Day Camp Waterfront.
- You will also be in key positions during Check-In and Check-Out each day.

Expectations of Lifeguards

- To ensure the safety of ALL campers and staff at the waterfront
- To be on time for LGT Duty
- To be professional while working
- To be enthusiastic
- Make sure your group is sorted then check in with the Day Camp Waterfront Director.

Day Camp Missing Camper Procedure

- **Step 1** – Performed by a Counselor
DON'T PANIC! – Your missing camper is probably not really missing, simply lost for the moment
- **Step 2** – Performed by a Counselor
LOOK CLOSE BY – Check the other areas near you: other camper groups, the changing rooms, bathrooms, water fountains, etc.
- **Step 3** – Performed by a Counselor
ASK CAMPERS – Find out who saw the camper last
- **Step 4** – Performed by a Counselor
INFORM DAY CAMP LEADERSHIP STAFF – Relay any information you found from asking the campers
- **Step 5** – Performed by Day Camp Leadership Staff
RADIO THE HEALTH LODGE – Check to see if the camper is there
- **Step 6** – Performed by Day Camp Leadership Staff
CONTACT THE OVERNIGHT CAMP PROGRAM DIRECTORS – Check if the camper is with them or their classes
- **Step 7** – Performed by Day Camp Leadership Staff
RADIO THE OFFICE – Check to see if the camper has left camp
- **Step 8** – Performed by Day Camp Leadership Staff
CONTACT THE DIRECTOR ON DUTY
- **Step 9** – Performed by a Camp Director or Designee
INITIATE GENERAL ASSEMBLY

This should hardly ever happen in Day Camp as the campers are never alone and you should be counting your kids every time you look at them! Be sure you know what your kids are doing at Beach Party.

THE DAY CAMP DAY

Day Camp Check In

PURPOSE: To welcome campers into camp, talk with parents about their children, and get campers ready for the session.

SCHEDULE: On the first day of the session, all staff will start at 7:15am at the pavilion.

7.20am- Last minute questions, queries, and concerns.

7.30am- Children start to arrive, check them in and introduce them to their group leaders.

8.00am- Children head to breakfast with staff

8.30am- Head to the pavilion and take up check in positions.

8.40am-9.15am- People will be assigned to the following positions.

- **Walkers**-get the kids out of their cars and walk them to their assigned group and group leader.
- **Group leaders**-Chat with campers, make campers feel welcomed and included. Go over schedule for the day with the campers, play games and get to know the campers. If your group has swimming first make sure they are ready for swimming lessons.

9.15am –Morning Assembly will take place and group leaders will then take campers on their tour.

EXPECTATIONS FOR STAFF:

- Appearance: Name tag, staff shirt, smart shorts, clean and neat.
- Show good customer service.
- If you can't answer a question, direct them to DC Leadership.

EXPECTATIONS FOR CAMPERS:

- Settle into their groups
- Learn the names of other campers in their group.

Day Camp Tour

PURPOSE: To orientate day campers to key locations around camp. To reiterate emergency procedures and information given by the Camp Director/Day Camp Leadership.

The tour must include:

- Gateway Pavilion
- Health Lodge- Children will only go there when accompanied with a staff member.
- Dining Hall- Explain what time lunch is and how we line up ready for lunch at 11:30am.
 - Also remember to point out the bathrooms in the dining hall.
- Waterfront- Show them the changing rooms, their bench and explain how to check in and out of the waterfront.

Explain to them that they only go beyond the ropes when a LGT tells them they can.

- Cross walk-May only cross with a counselor.
 - Wait behind the gate.
 - They need to cross the street with a buddy.

Counselor should wait for the cars to stop, and then walk partly into the street.

- Campers should walk sensibly across the street, once a counselor tells them it is okay to do so.
- Archery field (red and blue groups do archery)

- Skate park (only blue groups have the option of skate park)
- Giant swing and alpine tower (only blue groups do tower and red and blue do swing)

Other things you can mention:

- Creative Arts
- Climbing wall
- Fishing dock

Before Care

PURPOSE: To offer a convenient, safe, and welcoming start to the day.

TRADITIONS:

- Card games, coloring/drawing, checking in with campers as they arrive.

EXPECTATIONS for staff:

- Arrive on time at 7:20am or 8:00am, ready to interact with all campers.
- Welcome campers individually, even if they are not in your group.
- Mark attendance for your camper group.
- Have your campers seated at your groups table.

BREAKFAST:

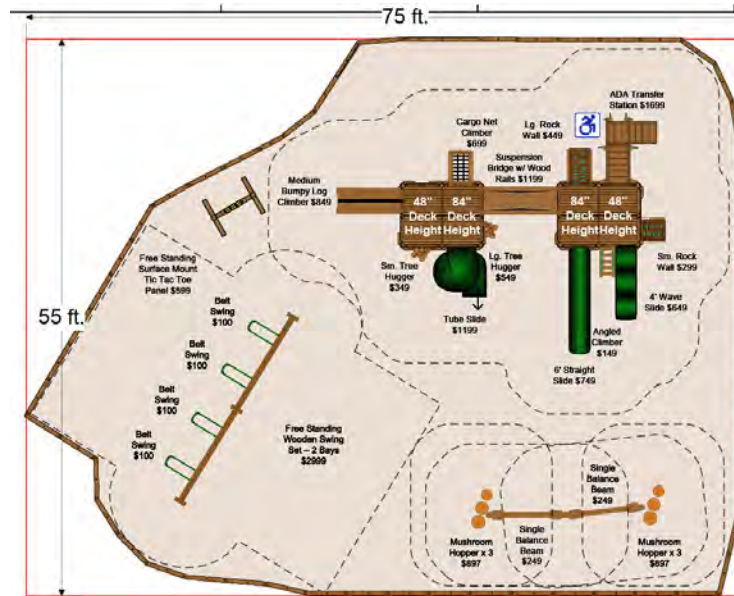
- 2 people will go and set up breakfast on the back deck around 7:55
- Take out plates, cups, silverware, and have the food out and ready when the kids arrive
- All of staff and campers will walk over to breakfast together around 7:58
- Sit at tables on the back porch.
- All Staff sit with campers, no staff table.
- One person from each table at breakfast bar at time. You will often need to accompany the children to the breakfast bar.
- Be respectful when OVERNIGHT Camp does Announcements
- Be back across the road for 8:30am for check in

EXPECTATIONS for campers:

- Know what games, crafts and supplies are available
- Meet campers that are not in their group

Playground

Pictured below is a concept drawing of the playground!



PURPOSE: To provide a space for campers to have free play opportunities, utilize creative thinking, make connections, and promote healthy bodies.

EXPECTATIONS for staff:

- Supervise campers within ratio
- Explain rules to campers prior to use of the playground.
- Practice mobile supervision to ensure that campers are not congregating in spaces that would not be visible if supervision was stagnant.
- Monitor tube slide to ensure that those who go down the slide, also exit the slide in the appropriate time frame.
- Balance attention across all areas of the playground the individual staff member is responsible for. If more than one staff is present, discuss who is covering which area to ensure all is properly supervised.

EXPECTATIONS for campers:

- Have fun!
- Learn rules from the staff and follow rules while using the playground.
- Treat each other with kindness and keep hands to themselves.
- Stay in assigned location, and tell a counselor if they need to go back to the pavilion
- Be inclusive to other campers at the playground.

MORNING ASSEMBLY

PURPOSE: To create a community atmosphere.

TRADITIONS:

- “Good Morning Camp Hazen”
- Staff Spotlight
- Camper of the day
- Announcements

EXPECTATIONS for staff:

- Mark your attendance sheets as campers arrive.
- Sit at your designated table, make sure everyone is there.
- Ensure campers are respectful during staff spotlight. This means they:
 - Are listening
 - Facing the front
 - Not fiddling with games
 - Keep their hands to themselves
- Have your attendance ready to be turned in after announcements

EXPECTATIONS for campers:

- Are listening
- Facing the front
- Not fiddling with games
- Keep their hands to themselves

Lunch

GENERAL DESCRIPTION:

- It’s time to EAT!
- Group leaders should facilitate children to have washed their hands.
- Lifeguards and Program Staff/Super Floaters set up the lunch tables each day.
- Program Staff/Super Floaters will bring out the food and cutlery boxes to each table
- There will always be one counselor per table to ensure that campers are eating, that they are using good table manners and that there is always food on the table.
- Counselors will make sure that there isn’t more than 2 people up from their table at a time.
- Younger groups sit on the DH side deck and older groups will be in the front courtyard.
 - Yellow and half of red on the side deck
 - Blue and half of red on the front courtyard

EXPECTATIONS for staff:

- There will always be one counselor per table to ensure that campers are eating, that they are using good table manners and that there is always food on the table.
- Counselors will make sure that there are not more than 2 people up from their table at a time.
- Help picky eaters find something to eat.
- Leadership staff will come over and let you know when it is time to start to clean up.
- Be ready to facilitate cleaning and do not leave your table until it is cleaned up.
- Program Staff/Lifeguard/Super Floaters will cover group leader breaks on different days
 - They will sit with the groups and make sure they are eating.

EXPECTATIONS for campers:

- Follow all Dining Rules.
- Use good table manners.
- Help adults at your table clean up.
- Check the surrounding area for dropped food.
- Help sweep.

Siesta

PURPOSE:

To rest & relax and take some quiet time in the shade before afternoon activities. Get changed for swimming if necessary.

GENERAL DESCRIPTION:

Siesta is right after lunch for about 30minutes. You start your siesta once your lunch table is cleaned up. Your group should be at their next activity ready to go at 12:30pm.

TRADITIONS:

Create some for your group, for example:

- Special location for Siesta
- Read a chapter book, a few pages each day.
- Teach a card game the whole group plays together.
- Knee tag, freeze tag, etc.

EXPECTATIONS for staff:

- To have all your campers within a defined space
- Be sure campers are ready for their next activity (i.e., swimming)
- To ensure campers are content within siesta and taking some chill time.
- No major sport games (such as gaga).
- Always supervise!

EXPECTATIONS for campers:

- To be calm
- To get ready for the next activity
- To take a break
- To spend time with one another

Beach Party

GENERAL DESCRIPTION:

Campers can be as active as desired or simply spend time with friends. Campers must be checked in to the Waterfront or signed up to do the daily sport activity.

PURPOSE:

It's an opportunity for campers to interact with other campers not in their group, and it's an opportunity for campers to have choice in what they want to do.

EXPECTATIONS for staff:

- Check in with DC Waterfront Director to find out their assignment.
- LGT – Guard in assigned position, follow DCWD for rotations.
- Buddy Board

- Waterfront (non LGT) – Interact with campers on the beach and/or in the water.
- Be aware of all campers in the area assigned to – ensuring they are safe and appropriate.
- Be engaged with the campers.
- Be especially aware of campers who might be alone, not involved, or missing home.
- The DCWD may also assign you to be a buddy.

SPORT:

Interact with campers in sport activity. Ensure that campers do not walk away from the group. Be aware of all campers in the area you are assigned to – ensuring they are safe and appropriate. Be engaged with the campers. Be especially aware of campers who might be alone, not involved, or missing home.

EXPECTATIONS for campers:

- Have fun!
- Follow camp rules.
- Stay in assigned location.
- Sign in and out of the buddy board.
- Buddy check with your assigned buddy.

Snack Time & Check Out

PURPOSE:

- To give the day closure as a group.
- Talk about the day to remind the campers what they did, so when their parents ask, 'What did you do today?' they don't say 'Nothing.'
- To ensure parents Check Out is as informative, safe, and quick as possible.
- Eat Snack!

TRADITIONS:

- Group Meetings
- Highs and Lows of the day
- Individual check in with campers
- What's on the schedule for tomorrow

EXPECTATIONS for staff:

GROUP LEADERS:

- Sit group at your assigned table.
- Touch base with Day Camp Program Director, if there was an issue that day, which you have not yet spoken to them about.
- Listen to the names being called and make sure your campers leave when their name is called.
- Give out snacks for each camper.
- Engage your entire group in a conversation about the day & what to expect tomorrow.
- Possibly play small games, color/draw, cards, or read a story.
- There are no sports/running around during Check Out
- Make sure campers take all their belonging's home with them including arts and crafts they have made.
- Say good bye to each individual camper
- Clean up trash from snacks.

PROGRAM STAFF/LGTS/SUPERLOFATERS:

- Check in with Day Camp Program Director for job assignment.
- Walking kids to their cars
- Going through lost and found

- Checking ID & Highlight name on clipboard
- On the microphone calling names

EXPECTATIONS for campers:

- Sit with group.
- Make sure they have everything they brought to camp today with them.
- Listen for their names to be called.
- Walk with a staff member to their car.
- Wait to be signed out before getting into the car.

After Care

PURPOSE:

To offer a convenient, safe, and fun ending to the day.

EXPECTATIONS for staff:

- Be fully engaged with campers until they get picked up.
- Clean up your group table.
- Various jobs:
 - Sweeping the pavilion
 - Collect the snack bags back
 - Bring extra snacks back to the kitchen
 - WF take down. Clean up lost and found
 - Other program area take down

EXPECTATIONS for campers:

- Know what games, crafts and supplies are available.
- Meet campers that are not in their group.
- Make sure a staff member knows where you are.
- Stay in/around the pavilion.

Fun Friday

GENERAL DESCRIPTION: On the Friday of a two-week session, we have 'Fun Friday.' This is when we change the schedule and have an all-day camp morning followed by extended beach parties after lunch.

HOW IT RUNS:

- 9:15-11:15 We hold an all-camp morning with day campers. Your roles on this morning will depend on your position during this session. Group leaders will be sitting with your children. Lifeguards and Program staff will be setting up the activities ready for the afternoon.

12:00-12:30 - all groups will do camp evaluations.

- 12:30-3:00 - There will be extended beach parties and one other activity for each color.
- 3:00- everyone will head back to the pavilion for end of session awards, lost and found, and some music.
- 3:30 - Normal snack and check out!

EXPECTATIONS FOR STAFF:

- To be aware of your different job roles for the day.
- If unsure of where you are meant to be then speak to DC Leadership.
- To make sure your group is back at the pavilion by 3:00.

EXPECTATIONS FOR CAMPERS:

- The opportunity to participate in an all-camp activity.
- The opportunity to be with other children from different groups for a longer time.
- Listen, show respect, and be well behaved.

Overnight

GENERAL DESCRIPTION:

A time when children have the experience of sleeping out under the stars.

PURPOSE:

- To allow children the experience of sleeping outside.
- Give the children the opportunity to socialize with children in other day camp groups.

EXPECTATIONS for staff:

- Supervise the children whilst on the overnight making sure they are always safe.
- To prepare the fire and teach the children about how to fire build and outdoor cook.
- To engage the children in fun group games whilst on the overnight.

EXPECTATIONS for campers:

- Follow the rules for the evening.
- Include everyone.
- Work together.

How it runs:

- We will select the staff needed for the overnight once we have confirmed the number of children.
- The children will stay for after care. At 6pm you will collect the food from the kitchen and head out with the children to the designated overnight sites.
- Once there, you will collect the wood, build a fire, and cook pita pizzas and s'mores.
- If you have time after the cooking you will play small games with them, read a story to them and have some quiet time before the children need to go to sleep.

Talking To Parents In Day Camp

The majority of parent communication is done by the Leadership staff: however, you will may have conversations with parents through the session.

- Before and after care.
- Helping campers to and from their cars.

This may very well be the scariest part of your job; every parent is different but sometimes they are difficult. You just always need to remember these things:

- Be approachable. Smile. Be kind and informative.
- Always, Always be polite.
- If you don't know the answer to a question, please ask, or direct them to one of the DC Leadership Staff.
- Always follow through.
- Be friendly. They'll want to know about you, where you're from, what you think about Hazen, etc.

We want each camper to arrive to camp each morning so excited about camp that they can't wait to get out of the car!

Activities In Day Camp

- **Fishing**

The equipment you will need for a fishing lesson you will find located in the OP shed. The bait is in the kitchen and you can ask the kitchen staff to supply it for that day.

- Before you even step on to the fishing dock you will need to carry out a safety brief.
- Things to include in the safety brief:
 - How to carry the pole (upright, two hands, no sword fighting, hold the pole just above the hook)
 - Behavior expectations on the dock.
 - Noise levels (you will not catch a fish if you are noisy and moving around a lot).

❖ **Baiting**- Use a small piece of bait otherwise the fish will just nibble on it and you will not catch anything.

❖ **Removing fish from the hook**-Stroke the back of the fish with your palm from head to tail, so you can hold the fish firmly in your hand but gently. 'Roll' the hook out the way it entered but DO NOT just rip it away.

❖ **Putting the fish back**-Place the fish into the water, do not throw it back.

❖ **Turtle Alert!**-Remove all lines from the water until it is at a safe distance. Encourage campers to look but NO TOUCHING.

❖ All children to have a buddy so there are two children per fishing pole.

EXPECTATIONS FOR STAFF

- Have the campers come up with the rules rather than just telling them.
- Only staff members can bait the hooks and retrieve the fish from the hooks.
- Let the campers touch the fish but do not keep them out of the water for too long.
- Place the fish back in the lake.
- Put equipment back in the shed unless instructed to leave it out.
- Unless instructed otherwise, throw away remaining bait.

EXPECTATIONS FOR CHILDREN

- Follow all the safety rules whilst on the fishing dock.
- Work together with their friends to catch fish.

Archery

There will always be a certified instructor leading the class. Your job is to supervise the campers that are not up to shoot. Ensure the rules of the range are being followed.

Climbing

There will always be a safety rover on duty.

- As a group leader you will be a belayer at the climbing wall and program staff will be additional belayers.
- As a group leader you will need to ensure that your group arrives on time to the wall and the tower.
- You can play some quiet filler games in the shade whilst you wait.

Swing

There will always be a swing trained instructor leading the class.

- As a group leader you need to ensure that your campers are there on time.
- Your main responsibilities will be helping with the ladder, being part of the 'pull-team' and to supervise your campers.

5 Pillars

This is an activity where you will discuss with your group the five pillars; responsibility, care, honesty, respect and unity. You can do this in many ways-through skits, songs and even poems.

Parachute Games

These will be covered during staff orientation but popular parachute games include cat and mouse, sharks and lifeguards, colors and sit in the den.

Swim Lessons

ALL Day Camp staff members teach swim lessons.

- These will be made available during staff orientation.
- We aim to have the same people teach the same campers every day.
- Classes are based on swim levels that are given out on the first day of camp.

Canoeing and Kayaking

Boating classes will be led by a lifeguard, but ALL staff will participate with their group.

- With the younger campers you can sing some songs and play eye spy whilst canoeing.
- **Important**-Everyone should be wearing a PFD and once you are in the boat, you stay in the boat.

Candle Making

There are many rules when you are candle making and you will go through these during staff orientation in more detail but remember:

- Only two people can be dipping into the wax at the same time.
- Only wick goes in the wax.
- DO NOT touch the black pots underneath. They are very hot.
- Everyone gets a turn.
- If you would like to change color wax, then you need to ask your counselor first.
- Rather than just telling them the rules, have the campers help you to come up with them.

Outdoor cooking, shelter building and hikes

These activities will all be covered in detail during staff orientation. The key thing to remember with these activities is SAFETY.

- Make sure you set rules with the children before beginning these activities and if the children are not following them, then you may STOP the activity and re-start when you feel that the children are paying attention and following the rules.

Day Camp Staff Covering Overnight Camp Tents Or Lea Cabins

GENERAL DESCRIPTION:

To ensure adequate supervision of our campers, Day Camp staff act as coverage when an OC counselor has their night off. Volunteers are asked for, if we have too many or not enough, a fair schedule will be written. DC Staff will receive additional pay for the nights they cover.

PURPOSE:

To actively participate in cabin evening activities and cabin chats. To supervise the campers when their regular counselor has a night off

HOW IT RUNS:

Check the evening activity schedule that is published at the beginning of the session. Reminder will be given at the DC staff meeting each day. Connect with the village director during dinner to confirm coverage and what time and where to meet with the cabin.

EXPECTATIONS for staff:

- Arrive on time to meet with the tent or LEA group.
- Actively participate in the evening activities
- Actively supervise shower time
- Lead a cabin chat

EXPECTATIONS for campers:

Know the name of the DC counselor and understand they can go to them if they need help overnight.



OC & DC CAMP

For a better us.®

Overnight & Day Camp

American Camp Association & State Regulations

Camp Hazen YMCA is a Licensed Youth Camp by the State of Connecticut. There are various rules we must follow to keep our license. The rules are mainly in the following areas:

- **Quality of Facility**
 - Water supply
 - Toilet & washing facilities
 - Safety of grounds
 - Food Service
 - General Sanitation
- **Swimming Area**
 - Training of Staff
 - Signage
 - Rescue equipment
- **Health Care of Campers:**
 - Nurse on Site
 - Medication Administration
 - Storage of Medication
 - Emergency Medical Care
 - Monitoring of diabetes
- **Qualifications of Staff**
 - Adequate & competent staff
 - Certifications – Waterfront Director, LGT's, Boating certification, Archery Director, Challenge Course qualified staff,
 - Adequate Camper to Staff Ratios
- **Responsibility of Management**
 - Director responsible for health, comfort & safety of campers & Staff
 - Staff trained – recognizing, preventing & reporting child abuse & neglect
 - DCF 136 report forms available to staff
 - Staff trained in appropriate behavioral management & supervision
 - Staff trained in emergency health & safety procedures

Camp Hazen YMCA is accredited by the American Camp Association. Every three years, we are visited by a volunteer Camp Professional, and are scored against 300 standards. The areas we are scored on are:

- Site & Food Service
- Transportation
- Health & Wellness
- Operational Management
- Human Resources
- Program Design & Activities
- Program – Aquatics
- Program – Trip & Travel

A lot of the standards require written documentation, other answers are gathered by asking staff member's questions about the camp.

Camp Hazen YMCA is also accredited by Praesidium whose mission is to prevent the sexual abuse of children and vulnerable adults and to preserve trust in respected organizations. We get visited once every three years and adhere to many policies and procedures to ensure that children are safe in our care.

Rainy Day Procedures

Thunder Watch

Staff will be notified by a Leadership Staff member; who will initiate the following plan upon notification of the Director or designee.

ACTION STEPS

During Program Classes - Immediately stop activity. If in the lake, evacuate to the closest shoreline. If in a climbing activity, follow guidelines laid out in 'Adventure Manual.'

Each program area reports to its designated building:

- Land Sports - Spruce Longhouse
- Outdoor Pursuits - Stanley Lodge
- Creative Arts - Creative Arts
- Water Sports - Lakeside Room
- Quest - Cabins or Maple Lodge
- Day Camp - Dining Hall

Everyone back to their cabins

- Day Camp - Dining Hall

Do not resume activities until 'ALL CLEAR' has been given by the Director or Designee

Rainy Day Activities:

Each skill class and lesson plan includes a rainy day option. The campers are only in these classes for 5 days and rainy days are still valuable teaching opportunities.

- The first goal is to continue the scheduled lesson indoors.
- When the activity itself cannot be held inside, refer to your program areas' specific rainy day lessons. This is still a skill based class. These often include theory or cover topics such as equipment care.
- When the campers have had a second rainy day in the same program area, the program director may decide to offer a program area-wide activity meant to be fun while still reinforcing the skills the campers are meant to be learning (e.g., trivia competitions)
- In extreme circumstances such as multiple days of storms, at the discretion of the camp directors, additional programming will be offered to the campers outside of their designated program areas (e.g., MTV Night, Trash Bag Fashion Show, etc.)

If the 'ALL CLEAR' is given in the middle of a program block, it is up to the program directors whether to resume normal program or not. Their decision will be based both on the individual activities and on the time left.

Care Of Equipment

Every counselor in every program area is responsible for the upkeep of camp's equipment. Everything from tennis rackets to kayaks to candle making pots must be maintained and properly cared for to ensure its longevity and to improve each camper's experience. Correct handling, cleaning, and storage techniques is usually enough to prolong the livelihood of said equipment.

Each program area has its own method of performing equipment checks. All log books and checklists include a section to provide comments on the condition of the equipment. If anything is in need of repair or replacement, document it there but also notify the program director directly so that corrective action can be taken.

Activities that require Keys and/or Radios:

<u>Keys</u>		<u>Location</u>
• Climbing	-	Adventure Shed
• High Ropes	-	Adventure Shed
• Archery	-	Land Sports Shed
• Skate Park	-	Land Sports Shed

<u>Radios</u>		
• Climbing	-	Adventure Shed
• Mountain Biking	-	Adventure Shed
• High Ropes	-	Adventure Shed
• Archery	-	Land Sports Shed
• Skate Park	-	Skate Park Shed

You are responsible for any key or radio assigned to you. The cost of a new key is \$25 and the cost of a new radio is \$200.

Set Up/Take Down

GENERAL DESCRIPTION:

In Overnight Camp the 30 minutes prior to Period 1 and after Period 4 is when cabin counselors are scheduled to set up or take down various activities in their program area. Day Camp Program Directors will coordinate with Overnight PD's to assist in set up and take down.

PURPOSE: To ensure all equipment and supplies are ready to be used when the skill class periods begin.

GENERAL EXPECTATIONS for staff:

- Set Up/Take Down Schedules will be written for each session by the program directors
- Check with co-cabin counselors to guarantee that there is no overlap
- Collect keys and/or radios for the activities which require them
- Perform safety checks on the equipment as it is set up/taken down and fill out appropriate log books and checklists
- Inform the program directors on any maintenance or repairs needed before the classes begin
- Check in with the program directors once complete

Paperwork

So it may not be the most exciting part of your job but the paperwork you fill out during a session is absolutely essential and definitely contributes to the experience for every single camper, and for yourselves.

A LETTER FROM THE COUNSELOR

These are the cards that we give to each camper's parents or guardians at the end of each session. The idea of these letters is to focus on positive things from each camper's experience, and a chance to show how well you know that camper. These letters often end up being 'keep sakes' for campers to look a back favorably on their time at camp.

Good things to talk about are what a camper enjoyed, who they made friends with, how well they coped with their issues, how they have

grown with regards to the 5 value-pillars at Camp Hazen YMCA and anything else that you feel a parent would like to know about their child. Any major negative issues will have already been addressed by your village directors, but please discuss anything you are unsure about with your village director in advance.

You need to be honest, but tactful. These notes represent the professional image of Camp Hazen YMCA, so they need to be written in black or blue ink and be as neat as possible. They also need to be proof read by your village director, so it is very important that they are turned in by the deadline your village director sets. As you write them, keep in mind that they must be addressed in a general manner. Please do not address them to Mr. & Mrs. Smith, or to Bill & Margaret. Great counselors will address them "Greetings from Camp Hazen YMCA" or "Greetings from cabin xxx."

NOTE: These will be collected by breakfast time on the Wednesday before the session finishes. Please make sure you plan accordingly.

BIRTHDAY CARDS

Each camper receives a birthday card from their counselor on their birthday. Write a quick personal note and hand them in to your leadership staff member.

DAILY CABIN NOTES – Overnight Camp

These need to be completed every evening in Overnight Camp. The reason they are so important is so that your Village Directors know what is going on with every kid in the village as they are the link between the camp and home. It also gives you a chance to do an even better job as it forces you to think about each camper retrospectively, and shows you where you can work to make EVERY CHILD's experience at camp incredible.

The kind of things that we are looking for are:

- the campers behavior
- who they have made friends or connections with
- whether or not the camper is settled at camp - homesickness
- whether they are eating properly
- if the camper has got any cuts, bites, sunburn or rashes
- what have they enjoyed that day
- what did they not like today

They are also a great way of making sure you are doing everything right if the campers complain when they go home. If a complaint was made to the authorities about our camp then the counselor notes can be used to prove that we have been doing our job. **Please be extra vigilant about these.**

Technology At Camp

Camp is intentionally designed to allow kids to develop relationships with people outside of their usual home environment. The ability to practice social skills in a safe environment and to learn about people through common experiences and conversation are great life skills that kids need when they are adults.

Campers may not use cell phones, electronic games, videos, movies, laptops, YouTube style clips or any type of internet access while they are at camp. Any technology based devices found at camp must be reported to a Village Director. Day campers may not have a phone, personal music player or any electronic games at any time.

Staff may have their phones on their person for emergency use. Music can be played by Program Directors in certain areas of camp. Counselors should only play music for their class if it is for a themed activity with approval from a Leadership Staff member.

The Big Clean

GENERAL DESCRIPTION:

Before the 'All Camp Meeting' on the Friday at the end of the session, the whole camp needs to be cleaned ready for the next session.

PURPOSE:

To clean the camp. To make life easier for everyone on Sunday!

EXPECTATIONS *for staff:*

Cabin staff will be provided with the cleaning supplies that they need to complete the job. All staff in non-camper cabins will need to get cleaning supplies from their supervisor.

- All mattresses must be wiped down with bleach – both sides
- Mattress trays to be swept out
- Bunks moved away from wall and swept underneath
- Wipe down all bunk rail surfaces
- Sweep and wipe shelves
- All bathroom walls & surfaces wiped down with bleach. Toilet scrubbed with comet powder and toilet brush. Clean behind, under, inside, outside and all around toilet.
- Floors swept and mopped using full strength bleach/ mop bucket.
- Shower curtains and floor mats switched out at laundry
- Toilet paper and paper towel restocked. Hand soap refilled.
- Clothes line empty of any camper clothing.
- Lost and found taken to laundry, in white trash bag and labeled.
- All paperwork turned in to village director – including the graffiti check list. Non-essential papers thrown away.
- Complete maintenance request forms as needed, hand them in to your supervisor.
- Counselor area clean and ready to go
- Vacuum any cabins that have carpet

EXPECTATIONS *for campers:*

To pack up all their belongings

To help Counselor do the initial cleaning of the Cabin

SUPPLIES:

Diluted bleach solution

Comet powder

Cleaning rags

MANTAINENCE REQUEST FORMS

If something is broken:

- Tell your Village Director or Program Director
- Leave a note in your 'Daily Counselor Notes'

HEALTH CARE

As a licensed youth camp in the State of Connecticut with more than 250 people on site, we do have a Registered Nurse that resides in the Health Lodge each session. These people are generally camper family members that work for a small stipend while their children attend camp. Their job is primarily to oversee the administration of daily medications for campers, and to take care of both campers and staff when it comes to daily medical needs. If a high level of medical care is required we work with a local doctor, urgent care facilities and Emergency Rooms.

How will I know if I have a camper on Medication?

On check-in day, Village Directors will receive lists from the Director on campers who require medical attention, receive daily medication, or have physical restrictions. This information will be shared with the Cabin Counselors, as needed. The camper's health problems are to remain private and confidential. Your campers will let you know if they take daily medications, and if they are unsure a village director or Health Lodge staff member will inform you. Only staff involved in the campers' health, safety and well-being need to know about a camper's health problems. The counselors are not permitted to administer any medication to campers (even over-the-counter medications such as vitamins and Tylenol), only Leadership staff that have been trained in medication administration can do so.

If you have a camper that has serious allergies, you will be notified your meeting on Sunday Morning. If one of your campers has an EpiPen, or has diabetes, you will receive additional training from the Nurse.

What Medications can Campers have with them?

Campers are not permitted to keep any medication in their cabin except emergency medication, such as asthma inhalers, EpiPens & glycogens. All medications will be given to the nurse at check-in or by the first meal served after the campers' arrival.

Can I give Campers medication?

No. The counselors are not permitted to administer any medication to campers (even over-the-counter medications such as vitamins and Tylenol).

First Aid Kits

You should only perform first aid to the level you are trained. If you are not certified, the only thing you can do is wash out minor cuts with soap and water. If a camper requires any more attention than that, you should bring them to the Health Lodge. Counselors should bring their cabin first aid kit on all overnights in camp. They are to record any injury on the sheet in the first aid box, which should be given to the nurse and any supplies they used from the First Aid kit so it may be restocked, as needed.

What if my Camper goes to the Doctor?

Your Village Director will coordinate with the Health Lodge for their Doctors appointment. Any camper or staff leaving camp for a doctor's appointment, dental appointment, hospital visit, or who goes home due to illness, must see the nurse when they return to camp before returning to camp activities.

What if my Camper gets hurt?

Call the nurse for help, using a radio from a program area or from a Leadership Staff Member. All accidents or injuries are to be reported to the nurse. Accident report forms are to be completed by the leadership staff member whose area or activity is involved in the incident, (in consultation with nurse if necessary) and given to Camp Director or Assistant within 24 hours.

What about me?

- The Camp Nurse is also there for you. If you have a question or concern, go, and see the nurse at Sick Call.
- Your medication will be stored in the Health Lodge. This is so it is in a secured location, away from campers. This is mandated by CT State Law.
- All Staff members should be familiar with Universal Precautions and appropriate procedures in dealing with blood borne pathogens and infectious waste.

What is my job with regards to Campers Health?

Counselors are responsible for maintaining high standards of health and safety in all activities, for seeing that camper health needs are recognized and met, and for supervision of personal hygiene. Counselors monitor for symptoms of illness, follow up on instructions from the RNs, provide for special needs/accommodations and report to the RNs on all treatment/first aid they provide. The counselors will encourage campers to check themselves daily for the presence of ticks, injuries, blisters, or illness – make a note of them in your Counselor Notes for your Village Director. The check should not in any way be an invasion of the camper’s privacy. Any situation requiring a physical exam or detailed questioning will be referred to the Health Lodge. Any campers requiring attention should be seen at sick call. When in doubt about a problem the camper should see the nurse.

Counselors will make sure the campers maintain good personal hygiene, by daily bathing, brushing teeth, drinking water, and wearing clean clothing that will adequately protect them from bugs, rain, cold, and sunburn. All Staff should be alert for situations or physical conditions in the cabins or elsewhere in camp that might cause injury and correct them, or report these to Leadership. In the event of injury use approved First Aid Procedures, stay calm, and contact the Health Lodge.

HEALTH LODGE HOURS

- **SICK CALL:** after breakfast, after lunch and during Beach Party for questions, concerns, illnesses or follow up.
- **MED CALL:** after Morning Assembly, after dinner, after evening program. Any medications that need to be taken at a different time will be arranged by the camper and the nurse. The counselor will be notified of this. Counselors must remind campers about their medications. Encourage campers to accept this responsibility.
- **EMERGENCIES:** all other times – the camper must be accompanied by a counselor.
- If the nurse is not in the Health Lodge, but has gone to another area of Camp, there will be a sign in the door that states the nurse’s whereabouts. The nurse will always carry a radio.
- A Nurse or designee would be in the Health Lodge if a camper has been admitted for monitoring.

Any camper needing to be seen in the health lodge at times other than scheduled sick call times, must be accompanied by a counselor. The counselor will see that the camper follows the nurses and doctors instructions and returns for the follow-up appointments

What do I have to tell my Campers?

The following is information that is necessary for each camper to know. It must be given to them on the first day of Camp. A good time for this would be during your tour around camp.

- Location of the health lodge and what to do if sick or are hurt
- Health Lodge times and procedures
 - SICK CALL: after breakfast, after lunch and during Beach Party for illnesses
 - MED CALL: after Morning Assembly, after dinner, after evening program. Any medications that need to be taken at a different time will be arranged by the camper and the nurse. The counselor will be notified of this.
 - EMERGENCIES: all other times – the camper must be accompanied by a counselor. If the nurse is not in the Health Lodge, there will be a sign in the door that states the nurse’s whereabouts.
- Campers need to drink plenty of water throughout the day and know where they can fill their water bottles.
- Campers need to wash hands after going to the bathroom.
- Campers need to thoroughly wash hands before meals or use the hand sanitizer as they enter the dining hall.
- How and when to do self-tick checks

- Campers should wear clean clothing each day, and change out of their bathing suit after swimming.
- Campers should shower each evening, as scheduled, they should not wear their bathing suit to shower in, and should get into their night clothes after.
- The importance of good personal hygiene and proper nutrition
- If a camper does not feel like themselves, they should tell their counselor – including if they experience a change in their bowel habits. This is not unusual and should be brought to the attention of the counselor and nurse if it poses a problem in the camper's enjoyment of the camp program.
- Emergency Procedures – where to meet for a General Assembly.

A couple of other things

- All Staff should be alert for situations or physical conditions in the cabins or elsewhere in camp that might cause injury and correct them, or report these to the camp director. In the event of injury use approved First Aid Procedures, stay calm, and contact the Health Lodge.
- Counselors should bring their cabin first aid kit on all overnights in camp. They are to report any injury to the nurse and any supplies they used from the First Aid kit so it may be restocked.
- All Staff members should be familiar with Universal Precautions and appropriated procedures in dealing with blood borne pathogens and infectious waste.

How to Check for Ticks

- Comb your hair.
- Take a shower
- Look over your body from the top down. Some ticks are very small, so look carefully at your skin. You are looking for a small, round, black or brown bump.

Raise your arms and check your armpits. Ladies, be sure to check underneath your breasts. Ticks like dark areas. Check your private parts just in case.

- If you find a tick, go to the Health Lodge they will help remove it, or give you guidance to do so yourself.
- Monitor the area if any kind of mark appears, go back, and see the nurse.

EMERGENCY PROCEDURES

General Assembly Procedures

- Director or designee will determine the need to initiate a 'General Assembly'
- Alarm for a General Assembly is continuous ringing of the Camp Bell.
- Everyone on site (except for lifeguards, office staff, kitchen staff & healthcare staff) is to report to the General Assembly Location - Basketball Court, Volleyball Court or Mound as per 'General Assembly Diagram'
- Director or designee will determine if alternate General Assembly Location is necessary and direct campers and staff accordingly.

During the Summer:

- Campers will line up in Cabin groups
- Once whole group is accounted for, Village Directors will have the cabin group sit down.
- Village Directors will report to director in charge when all campers are accounted for, or present the names of those campers not accounted for.
- If a camper is missing, actions for "lost camper" will be followed.
- Lifeguards will report to the waterfront. If it has been determined that the General Assembly is not the result of a waterfront emergency, all lifeguards will be directed to General Assembly location.
- Office staff remain in office, unless otherwise notified
- Kitchen staff remain in kitchen, unless otherwise notified
- Available Healthcare Staff report to the waterfront. Remain in Health Lodge, if there is a sick camper in there
- All other staff will be assigned by the Director or designee as per the 'General Assembly Checklist' and/or 'Lost Camper Procedure Checklist'.

Leadership Staff will ask all none lifeguards to do different jobs.

RUNNERS – will be asked for to run & check the following locations. You should be making a lot of noise and calling out to see if anyone is there. When you return you should check in to the Leadership staff member that sent you.


- Oak
- Pattaconk Cottages 2-8, Archery, Pond Trail
- Staff Lounge, Skate Park
- Alpine 1-4, Alpine Bathrooms, Alpine Tower, Pavilion
- Dining Hall, bathrooms, Get list from Kitchen – give to 'Runner Leadership Staff'
- Crow's Nest, Health Lodge, Laundry
- Cabins 1-5, Juniper Showers, Ash, Stanley Lodge
- Cabins 6-11, Maple Showers, Maple Longhouse
- Cabins 12-16, Laurel
- Cabins 17-26, Spruce Showers, Spruce Longhouse, Sequoia Staff

PHONE CALLS – you may be asked to make phone calls from the Dining Hall phone to the Office (202) & the Health Lodge (233). You should find out who is there, write names of any SUMMER STAFF.

Evacuation of Camp

In the event that the Director or designee determines the need to evacuate the camp:

- A General Assembly will be initiated by the Director or designee.
- Director or designee will call First Student Bus Company to activate the emergency transportation plan.
- Healthcare staff will prepare for transport of all medications, medical forms, orange mobile emergency kit. They will load items in camp mini van.
- If possible, all campers and staff will return to their cabins in an orderly fashion and pack their sleeping bag, a change of clothes, flashlight, and toiletries (if overnight evacuation is anticipated). They will return to General Assembly location for a final head count.
- Office staff will change voice mail message to reflect the nature of the emergency and to give callers further instructions. They will lock down the office and bring camp cell phones/radios and current camper/staff family directories to evacuation site.

- Kitchen staff will pack emergency food supply and lock down kitchen and dining hall.
- All campers and staff will be transported by bus to John Winthrop Middle School in Deep River, CT.
- Healthcare staff will follow the buses to the middle school in the camp minivan.
- Camper parents will be notified from the site as needed, per the Director or designee. 

Emergency Contact Plan

This list has been developed so that individuals in an emergency situation will know who should be contacted, how quickly, and by whom.

- IMMEDIATE SUPERVISOR: contacted in all emergencies and/or incidents as soon as possible.
- DIRECTOR OR DESIGNEE: contacted IMMEDIATELY in all emergencies and/or incidents.
- EXECUTIVE DIRECTOR: contacted by Director or designee in extreme emergencies and/ or incidents. Copies of all reports for all emergencies minor or major should be turned into the Executive Director.
- BOARD POVERNIGHT: contacted at discretion of Executive Director.
- LEGAL COUNSEL: contacted at discretion of Executive Director.
- MEDIA: in any and all situations, which attract the media, the Executive Director will issue all statements. All other staff should politely, but firmly direct the media to the Executive Director.
- PARENTS: in any and all situations, the Director or designee will determine when the parents should be contacted. The Director or designee will be responsible for contacting the parents.

Missing Camper

DETERMINING INFORMATION

After a General Assembly has been called, and it is determined that a specific camper is missing.

During the Summer:

- Re-establish information about the camper
 - Name
 - Physical description, including clothing
 - Determine whether camper exhibited homesickness, inability to get along with the cabin group, attitude toward camp, etc.
 - Determine mind set of camper (have they discussed leaving camp, sneaking off, hogging home, etc.)
 - Determine if camper has any medical problems that might contribute to disappearance
 - Last known location
- Re-search campers cabin and surrounding areas
- Direct maintenance staff to drive Route 148, Cedar Lake Road and Wig Hill. (One mile for every 10 minutes the camper has been missing)
- Send Staff to search on Lake Trail
- Send Staff to search trails to high ropes
- Contact local and State Police if we suspect the camper has run away after conducting our own search
- Notify the parents
- Assign staff members to monitor the phones after the calls have been made.

Communicable Disease

DETERMINING INFORMATION

Nurses referral based on diagnosis in reference to the DPH Connecticut Epidemiologists.

During the Summer:

- Follow protocols stipulated in current Standing Orders, and follow doctors' orders.
- Report to state if required as per State regulations

Camp Transportation Emergency

In case of an accident involving a camp vehicle, the driver will do the following:

- Keep calm
- Immediately discontinue use of the vehicle(s) until considered safe and free from any defects.
- If involved in a Traffic Accident, **DO NOT** move the vehicle until the police have been notified and have authorized its removal from the scene.
- Only unload the passengers to a safe location away from traffic if it is deemed unsafe for them to remain in the vehicle. **NEVER** leave the campers unattended. Stay with them until further help arrives.
- For injured parties, apply First Aid. Do not move any of the injured unless in immediate danger.
- Call for Emergency Assistance – Police, Ambulance, Fire Department – 911
- Notify the camp office immediately. **DO NOT** contact any parent of a camper. That is the responsibility of the Camp Director.
- Exercise care that **NO** statements are made verbally or in writing to anyone which could be interpreted either as an assumption or rejection for the accident.
- Even in minor accidents, the police should be notified so that a record of the incident can be kept on file.
- Complete a "Report of Motor Vehicle Accident Form" and submit it to the Camp Director within 24 hours of the incident. The Driver should complete a "Camp Hazen YMCA Incident/Accident Form" and if applicable a "Blood/Bodily Fluids Report Form."

Unauthorized Pick Up

DETERMINING INFORMATION

An adult arrives to pick up a camper that the camp has not been notified in writing to do so by the legal parent or guardian.

During the Summer:

- The Camper is never released to an unknown adult without permission from the legal parent or guardian
- Seasonal staff member calls on Professional Staff member to deal with the situation
- Check authorization to pick up – day camp form, overnight camp check in form, camper note book
- Phone call to legal parent or guardian to explain situation
- If legal parent/guardian says yes, we let the camper go.
- If the legal parent/guardian says no, we do not release the child
- If the adult becomes aggressive, authorities may need to be called

Inebriated Adult:

- If a staff member believes the adult picking up the child is not in a fit condition to drive, they should call on the Director on Duty
- Director on duty may choose to call another authorized adult to pick the child up
- If the adult becomes aggressive, authorities may need to be called

Severe Weather

Staff will be notified by a Leadership Staff member; who will initiate the following plan upon notification of the Director or designee.

Thunder

ACTION STEPS

During the summer:

During Program Classes – Immediately stop activity. If in the lake, evacuate to the closest shoreline. If in a climbing activity, follow guidelines laid out in 'Adventure Manual.'

Each program area reports to its designated building:

- Land Sports – Spruce Longhouse

- Outdoor Pursuits – Stanley Lodge
- Creative Arts – Creative Arts
- Water Sports – Lakeside Room
- Quest – Cabins
- Day Camp – Dining Hall
- Village Directors report to Camp Director or Designee

During the rest of the day – Immediately stop what you are doing.

- OVERNIGHT Campers and Cabin Staff – report to their cabins.
- Day Campers and Staff – report to the Dining Hall
- Village Directors report to Camp Director or Designee

Support Staff –

- Kitchen & Office – Continue job assignments as needed
- Maintenance – check with Maintenance Director
- IF ON DOWNTIME – stay in side, do not use electronics, or shower, and report to duty when it is safe to do so.

Do not resume activities until 'ALL CLEAR' has been given by the Director or Designee

SAFETY PRECAUTIONS

Stay indoors

Don't touch or use appliances, faucets, shower, phones, or electrical equipment

Office will monitor weather reports

Do not resume activities until 'ALL CLEAR' has been given by the Director or Designee

DETERMINING FACTORS

Thunder is reported to the Director or Designee

Emergency Procedure is put in to action at the discretion of the Director or Designee. As a guide, when the thunder can be heard less than 30 seconds after the flash of lightning, it means the storm is less than 6 miles away.

'ALL CLEAR' will be called, when the Director or Designee has not heard Thunder, for 30 minutes.

Hurricane

ACTION STEPS

During the Summer

- Director or Designee will determine course of action
- Immediate Camp Evacuation of all campers and staff to secure location
- Contact local campers families to pick up their children, other campers and staff follow procedures for Camp Evacuation^(SEP)
- In camp 'severe weather' protocol (refer to Thunderstorm Action Steps)

Throughout the year:

- At Group Leader's discretion the group may evacuate.
- If the group decides to stay on camp, group members should stay inside the group's assigned lodge or meeting place and await weather updates from Director on Duty.

SAFETY PRECAUTIONS

Avoid using the phone, except for serious emergencies.

Stay indoors during the hurricane and away from windows and glass doors.

Close all interior doors—secure and brace external doors.

Keep shutters closed. Do not be fooled if there is a lull; it could be the eye of the storm – winds will pick up again.

Lie on the floor under a table or another sturdy object.

Do not resume activities until 'ALL CLEAR' has been given by the Director or Designee

DETERMINING FACTORS

Upon hearing the latest weather reports the Director or Designee will determine which course of action will be followed.

HURRICANE INFORMATION

Hurricane season falls in the months of June through November. These intense tropical weather systems are characterized by well-defined circulation and maximum sustained winds of 74 m.p.h. or more. Yet the strong winds are not the only danger present when visited by a hurricane; storm surge, heavy rains, and embedded tornadoes can combine to wreak havoc on coastal communities. We tend to be aware of the approach of a hurricane as we progress through a series of watches and warnings issued by the National Weather Service before the hurricane hits. During the watch phases, all outdoor equipment should be secured and large windows tape or boarded. Emergency generators should be checked for proper operations and ample supplies of fuel obtained. Adequate emergency supplies such as batteries, nonperishable food, drinking water, first aid supplies, and blankets/sleeping bags must be on hand.

Tornado

ACTION STEPS

During the Summer

- If there is a Tornado Watch or Warning the Director or Designee will determine when 'severe weather' protocol will be run.
- If a staff member notices any of the 'Determining Factors' and feels a Tornado is imminent, they should take the children they are responsible for at the time into the nearest building

Throughout the year:

- At Group Leaders discretion the group may evacuate.
- If the group decides to stay on camp, group members should stay inside group's assigned lodge or meeting place and await weather updates from Director on Duty.

SAFETY PRECAUTIONS

- Go to the center of a room
- Stay away from corners, windows, doors, and outside walls, if possible
- Get under a sturdy table (if in cabin, use mattresses) and use your arms to protect your head and neck. Do not open windows.
- Do not resume activities until 'ALL CLEAR' has been given by the Director or Designee

DETERMINING FACTORS

- Look for the following danger signs:
- Dark, often greenish sky
- Large hail
- A large, dark, low-lying cloud (particularly if rotating)
- Loud roar, similar to a freight train.

TORNADO INFORMATION

- They may strike quickly, with little or no warning.
- They may appear nearly transparent until dust and debris are picked up or a cloud forms in the funnel.
- The average tornado moves Southwest to Northeast, but tornadoes have been known to move in any direction.
- The average forward speed of a tornado is 30 MPH, but may vary from stationary to 70 MPH.
- Tornadoes can accompany tropical storms and hurricanes as they move onto land.
- Waterspouts are tornadoes that form over water.
- Peak tornado season in the northern states, it is late spring through early summer.
- Tornadoes are most likely to occur between 3 p.m. and 9 p.m., but can occur at any time.

Flood

ACTION STEPS

During the Summer

If there is a Flood Watch or Warning the Director or Designee will determine which course of action is to be followed:

- Immediate Camp Evacuation of all campers and staff to secure location
- Contact local campers families to pick up their children, other campers and staff follow procedures for Camp Evacuation

In the event of a Flash Flood

- All Campers and ALL staff, including office, support and Healthcare staff are to report to Spruce Village.

Throughout the year:

- At Group Leaders discretion the group may evacuate.
- If the group decides to stay on camp, group members should stay inside groups
- assigned lodge or meeting place and await weather updates from Director on Duty.

SAFETY PRECAUTIONS

- Professional Staff will monitor weather reports via radio
- Office staff to redirect the phone to Directors cell phones
- Do not resume activities until 'ALL CLEAR' has been given by the Director or Designee

Fire

A. Structure Fire

ACTION STEPS

- If you discover a fire; follow the 'safety precautions'
- In the event of fire being discovered in one of the camp buildings, the Director or designee will determine the need to initiate a 'General Assembly'
- In the event of an approaching forest fire the Director or designee will determine the required course of action.

SAFETY PRECAUTIONS

If your clothes catch on fire, you should:

- Stop, drop, and roll - until the fire is extinguished. Running only makes the fire burn faster.
- Crawl low under any smoke to your exit - heavy smoke and poisonous gases collect first along the ceiling. Close doors behind you as you escape to delay the spread of the fire.
- Stay out once you are safely out. Do not reenter. Raise the alarm.

Can I use any fire extinguisher to put out a fire?

No. Fires and fire extinguishers are categorized into different classifications. Use:

- Class A Fire Extinguisher for Class A Fires - Wood, Plastic, Paper, and Rags
- Class B Fire Extinguisher for Class B Fires - Gas, Oil, Grease and Paint
- Class C Fire Extinguisher for Class C Fires - Electrical Equipment
- Class D Fire Extinguisher for Class D Fires - Combustible Materials
- Class K Fire Extinguisher for Class K Fires - Cooking Fats in Commercial Cooking Equipment

Some fire extinguishers are marked with multiple ratings such as AB, BC, and ABC. These extinguishers can put out more than one class of fire. How do I use a fire extinguisher? Use the PASS system

- Pull - Pull the pin! This will allow you to discharge the extinguisher.
- Aim - Aim at the base of the fire! If you aim at the flames, the fire will roll back toward you. The extinguishing agent will fly right through the fire and will not extinguish the flames.

- Squeeze - Squeeze the top handle or lever. This will depress the button that releases the pressurized extinguishing agent in the extinguisher.
- Sweep - Sweep from side to side until the fire is out. This will allow the fire not to spread out to the side.

You may attempt to put out the fire if:

- The fire is in the incipient stage (has not spread beyond its starting point).
- You have been previously trained on how to properly use a fire extinguisher.
- You feel comfortable using the fire extinguisher.
- You have an escape exit.

Never fight a fire if:

- The fire is spreading beyond the spot of origin.
- You cannot fight the fire with your back to an escape exit.
- You do not have adequate fire equipment (the right type of extinguisher for the fire you are fighting).
- You have not been trained on how to use a fire extinguisher.
- You do not know what is burning. There may be something in the fire that may explode or produce toxic smoke.
- Be certain that you will not endanger yourself or others when attempting to put out a fire.

What are some rules I should remember about fires?

- Make sure you call for help BEFORE you attempt to put out the fire.
- Be certain that you will not endanger yourself or others when attempting to put out a fire.
- The time to use a fire extinguisher is in the incipient stage of a fire
- If the fire is spreading quickly, it is best to simply evacuate the building, closing doors and windows behind you as you leave.
- If you do not have the correct type or large enough fire extinguisher, it is best not to try to fight a fire.

Forest Fire

In the event of a Forest Fire follow the following advice:

- The office will inform the authorities as to the whereabouts.
- Maintenance will remove as much of our inflammable objects from around the camp as possible.
- Hermetically seal the Dining Hall as well as we can.
- Maintenance will disconnect all supplies of gas, heating oil etc.
- Fill your sinks and any other recipients with water.
- Wear cotton clothes, boots, long trousers, long sleeved shirt, cover your mouth and nose with a handkerchief, and protective glasses.
- Keep your clothes wet.
- The office will remove as many of the important documents (fire box) and objects in the office

FIRE INFORMATION

- To protect yourself, it is important to understand the basic characteristics of fire.
- Fire spreads quickly; there is no time to gather valuables or make a phone call.
- In just two minutes, a fire can become life-threatening.
- In five minutes, a residence can be engulfed in flames.
- Heat and smoke from fire can be more dangerous than the flames.
- Inhaling the super-hot air can sear your lungs.
- Fire produces poisonous gases that make you disoriented and drowsy. Instead of being awakened by a fire, you may fall into a deeper sleep. Asphyxiation is the leading cause of fire deaths, exceeding burns by a three-to-one ratio.

Waterfront Emergency

Water Rescue

- If a swimmer/boater is deemed by LGT Staff member to be having trouble in the water, they will follow their training as laid out in the American Red Cross Lifeguarding Manual.
- The Waterfront Director will determine the appropriate action for each rescue.
- The Health Lodge should be called, and the nurse to report to the Waterfront.
- If necessary, they may signal a waterfront emergency - three blasts on the air horn continuously.

- The Director or Designee should be informed.

Lost Bather

- Buddy checks shall be used as a means of establishing a correct head count on the waterfront. This shall be used during ALL free swim and beach party times. During activity periods instructors are responsible for taking regular head counts.
- Anytime the head count in the water does not correspond to the number of buddy tags, a second count is conducted, if it fails to correspond again, the following procedures will be used with the full cooperation of all staff.

ACTION STEPS

- When it has been determined that a swimmer is missing. The emergency signal will be sounded by the Waterfront Director – three blasts on the air horn continuously. Three blasts on the air horn automatically signals a General Assembly (first non-lifeguard staff member to hear horn begins ringing bell).
- At this point all watercraft are to come in to shore and all campers in the swimming area must get out of the water immediately. They must report directly to the basketball court to sit by cabin group (Campers do not need to go through the buddy board - they will be taught this on opening day orientation).
- The waterfront director will delegate a staff member to evacuate all the campers from the waterfront area.
- The village directors on the basketball court will establish who the missing camper is.
- The waterfront director will have the lifeguards conduct a search and rescue procedure per waterfront manual.
- A staff member will be the designated person to call the nurse to the waterfront, and alert the office of the possible need for additional medical support. This staff member must stay in the boat house in case the phone rings or calls need to be made.
- All lifeguards will report to the waterfront.
- All staff and campers will report immediately to the basketball court area, where Leadership Staff will take a final count of campers, and staff will be counted and given assignments as necessary - as per General Assembly procedures.
- Staff "Runners" will be assigned to search specific areas of camp to ensure all campers and staff are no longer in those areas.
- The rescue procedure will continue until the lost swimmer is found, or all campers and staff have been accounted for.
- If all searches are unsuccessful, it is at the discretion of the Director or Designee that the Chester Rescue Squad is called in for help.

Stranger On Camp

ACTION STEPS

During the Summer

- If a staff member sees someone whom s/he does not recognize, s/he needs to approach them immediately and inquire if they need assistance.
- If they ask for anyone regardless of who it is, the staff member should escort them to the office and ask assistance from the Director.
- Remember anyone that is a guest will be wearing a name badge. If they do not, approach them in a polite and courteous manner. If possible, you should escort them to the office.
- A COUNSELOR SHOULD NEVER LET A CHILD LEAVE CAMP WITH ANYONE. LEADERSHIP STAFF SHOULD ONLY DO SO IF YOU HAVE BEEN NOTIFIED BEFOREHAND BY THE PARENTS/DIRECTORS!
- Never acknowledge that anyone is at Camp or works here--simply escort the individual to the office.
- Should a situation occur where a staff member is in any way threatened, s/he should get out of danger and notify others as soon as possible.
- If there is cause for concern during evening hours, contact the On Duty person or the Camp Director.

DETERMINING INFORMATION

Remember anyone that is a guest will be wearing a name badge, or accompanied by a Director or Designee.

INFORMATION

While this is not necessarily an emergency, this is a situation that we need to be aware of and know how to handle. Because of the nature of custody battles and divorce situations we need to be very aware of anyone who is in Camp.

Active Shooter

ACTION STEPS

Quickly determine the most reasonable way to protect your own life, and the campers around you. Remember that children will follow counselors, and counselors will follow leadership, during an active shooter situation.

1. Evacuate

If there is an accessible escape path, attempt to evacuate the premises. Be sure to:

- Have an escape route and plan in mind. It is totally acceptable to run into the woods, away from the main area of camp.
- Leave your belongings behind
- Help others escape, if possible. Take responsibility for all campers near you, it does not matter if they are not in your group or cabin. We will account for everybody after the situation has been determined to be safe.
- Prevent individuals from entering an area where the active shooter may be
- Keep your hands visible
- Do not attempt to move wounded people, if it puts more lives at risk

2. Hide Out

If evacuation is not possible, find a place to hide where the active shooter is less likely to find you.

Your hiding place should:

- Be out of the active shooter's view
- Provide protection if shots are fired in your direction
- Not trap you or restrict your options for movement
- Any building is an option, staff housing included
- If in a group of people, spread out to various spots around the room

To prevent an active shooter from entering your hiding place:

- If possible, lock the door
- Blockade the door with heavy furniture

If the active shooter is nearby:

- Lock the door
- Silence your cell phone
- Turn off any source of noise
- Hide behind large items
- Remain quiet

3. Take action against the active shooter

As a last resort, and only when your life is in imminent danger, attempt to disrupt, distract and/or incapacitate the active shooter by:

- Throwing items at them
- Acting as aggressively as possible against him/her
- Yelling, making noise
- Committing to your actions

HOW TO RESPOND WHEN LAW ENFORCEMENT ARRIVES

Law enforcement's purpose is to stop the active shooter as soon as possible. Officers will proceed directly to the area in which the last shots were heard

- Officers may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment
- Officers may be armed with rifles, shotguns, handguns
- Officers may use pepper spray or tear gas to control the situation
- Officers may shout commands, and may push individuals to the ground for their safety

How to react when law enforcement arrives

- Remain calm, and follow officers instructions
- Put down any items in your hands
- Immediately raise hands and spread fingers
- Always keep hands visible
- Avoid making quick movements towards officers such as holding on to them for safety
- Avoid pointing, screaming, and/or yelling

Information to provide to law enforcement or 911 operators:

- Location of the active shooter
- Number of shooters, if more than one
- Physical description of shooter/s
- Number and type of weapons held by the shooter/s
- Number of potential victims at the location

The first officers to arrive to the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

Once the situation has been determined to be safe, a General Assembly will be called. Attendance will be taken on the Basketball Court, and follow missing persons procedure if needed.

Once you have reached the assembly point, you will be likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.

DETERMINING INFORMATION

An Active Shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area; in most cases, active shooters use firearm(s) and there is no pattern or method to their selection of victims

INFORMATION

Active shooter situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the shooting and mitigate harm to victims. Because active shooter situations are often over within 10-15 minutes, before law enforcement arrives on the scene, individuals must be prepared both mentally and physically to deal with an active shooter situation.

Medical/Accident

Accidents can occur anywhere on camp grounds. Prevention is obviously the first rule. However, when prevention fails some standard procedures will be followed:

ACTION STEPS

During the summer:

Any accident that causes a camper/staff to call attention to the injury must be reported to the nurse. A camper with a minor injury should always be accompanied to the Health Lodge by a counselor. In the case of a more serious injury or medical emergency (allergic reaction, seizure, severe pain, excessive bleeding, possible broken bone, sprain), first aid can be applied by a certified person at the scene. If necessary, 911 should be called. Staff member nearest to victim, stays with victim and sends someone for the Healthcare staff IMMEDIATELY. The Director, Nurse or designee will determine if 911 is called.

- The individuals Health History Form and Physical should be radioed for and brought to the scene.
- Non-injured campers should be removed from the scene and attended to by staff.
- The priority of Staff not directly involved in the incident is the welfare of all other campers.
- The Director will disperse leadership staff to direct emergency personnel to the scene:
 - Depending on the location of the incident staff will be posted at the following locations:
 - Main entrance, by Schoolhouse (the H), lake side of Rt 148
 - Office entrance, south side of Rt 148
 - Delivery entrance, lake side of Rt 148, just before public beach
- Those involved should cooperate with the camp Healthcare staff and/or paramedics once they arrive on the scene.
- Parents/Guardians should be notified by the Director or the Nurse prior to transportation.

- The Health History Form and Physical should go with the camper when transported.
- The Director will be in regular contact with the Leadership Staff that travels with the injured camper.
- Once emergency is over, leadership staff responsible for activity should complete Accident/Incident Forms as per procedure
- Director will decide how the incident will be debriefed with those involved and/or all of camp.

EXPECTATIONS for counselors:

- To alert leadership staff of the incident.
- To remove non-injured campers from the scene, and engage them in regular activities elsewhere.
- Stay as close to regular schedule as possible.

EXPECTATIONS for Nurse:

- Report to the scene with a medical 'to-go' bag & the Health Lodge Tablet
- To attend to injured person(s), and make determination if a more advanced level of care is required.
- Communicate with parents as needed.
- Provide follow-up care when the individual returns to camp.

EXPECTATIONS for Leadership Staff:

Any or all the following:

- To ensure Director on Duty has been informed.
- To ensure counselors are completing their designated role.
- To assist in give directions to emergency personnel, as directed by Director on Duty.
- To travel with camper to off-site medical facility.
- To complete Accident/Incident Form

If injury does not require ambulance transportation, but needs to be seen at the clinic, the Director or designee will assign a staff member to use a camp vehicle to transport the injured camper to the Middlesex Hospital - Shoreline or Wildwood Pediatrics. Parents/Guardians should be notified prior to transportation. The Campers Health History Form and Physical should be printed and taken in the vehicle.

Accident/Incident Report Forms

PURPOSE:

To alert Camp Director and Executive Director of all accidents and incidents that take place at camp.

To record details of an accident or incident for future use.

Provide a means for identifying and evaluating potential problem areas so changes can be made.

EXPECTATIONS for counselors:

When an accident or incident takes place at camp, report it to a leadership staff member or camp nurse.

They may ask for your assistance to complete an Accident/Incident Report Form.

EXPECTATIONS for Nurse:

When an accident or incident takes place at camp, start to complete an accident/incident report form. Pass it on to a Leadership Staff member for completion.

EXPECTATIONS for Leadership Staff:

When an accident or incident takes place at camp, start to complete an accident/incident report form. Ensure that all the follow up is complete, and give it to the Camp Director.



Personnel Policies

EMPLOYMENT: Camp Hazen YMCA offers equal employment opportunities to all individuals regardless of race, creed, gender, sexual orientation, age, disability, national origin, or veteran status. A completed application with references is required before any consideration for employment is given. In addition to this, the individual must have a signed agreement and a completed, signed medical examination before being considered employed.

WORKER'S COMPENSATION: Staff members are covered by Workmen's Compensation for injuries received in the course of work related duties.

INSURANCE: Staff must bring health insurance information with them to Camp. Doctor or hospital bills may not be charged to the Camp for illness or injury. Accidents that are work related incidents would be referred to Workmen's Compensation.

HEALTH: Staff who are injured or ill must report to the Health Lodge so proper evaluation and treatment can be given. All medication must be turned in to the Health Lodge. Cabin counselors are responsible for the general health, safety, and wellbeing of campers, and for reporting any injury or illness of a camper to the nurse. Any illness or injury of a staff member, which prevents the person from carrying out assigned duties in a satisfactory manner, may necessitate replacement duties or change of assignments. Staff members will not be compensated for work missed due to injury or illness. A physical examination for staff must be completed within twenty-four months prior to the beginning of staff training. Prior to the start of employment and on an annual basis thereafter, all staff members must complete a Health History/Immunization Record.

WORK HOURS, TIME OFF, CURFEW

1. During the season, Overnight camp staff members will generally have three days off for per two-week session worked. Time off is as follows: one day from 10am to 11pm, one overnight from 6pm to 4pm the next day, and at the end of a session from Friday at 10pm to Sunday at 9am. Days and times may vary according to staff positions and actual responsibilities. Staff under the age of 18 must have signed parental permission to leave Camp during time off. Days off may not be accumulated during the season.
2. Day Camp staff will generally have Saturdays and Sundays off during two-week sessions. Day camp staff who live on-site will be able to leave camp at 6:00pm Friday night and must indicate whether or not they are staying at camp Saturday & Sunday evening. If staying at camp, staff must return to camp by 11pm. Day camp staff who live on site will be expected to assist with Overnight Camp Check In and participate in Camp evening activities, and may be asked to live in a camper cabin if needed.
3. All staff will generally have the Saturday between each session as a Day Off. However, every 5th year Camp Hazen holds an anniversary event on a middle Saturday and therefore days off may be arranged accordingly.
4. During staff training, staff members will have one evening off
5. When not on cabin duty, all staff must be in their cabin with the lights out by midnight.
6. Other than scheduled days off, no one is permitted to leave camp without the Camp Directors permission. Other than time off periods, staff will be on the camp property either on duty or on stand-by duty (downtime). 'On duty' means having scheduled responsibilities for activities or Campers. 'Downtime' means having no scheduled responsibilities, however you are not on time off and therefore must be available as needed.
7. Staff must sign out on the log at the Camp office when leaving Camp for any reason, and must sign in immediately upon returning to Camp.
8. Any other time off or absence from Camp must be arranged with the Camp Director.

AGREEMENTS: A signed agreement (letter of agreement) is mandatory. Any information purposely left off or falsely presented on the staff application that might materially affect a hiring decision is grounds for release.

PAY PERIODS, BENEFITS: Pay checks are issued every two weeks beginning approximately three weeks after a staff member begins working. Salary advances are not allowed. All staff in residence receive room and board in addition to their contracted salary. Should employment be terminated prior to the end of the Camp season, salary will be prorated to the last day worked. Bonuses will not be allowed for terminated employees, or those that do not complete their contracts.

PERFORMANCE EVALUATIONS: At least once during the summer a performance evaluation will be completed by the staff member and his/her supervisor. It will be based on job description, mutually agreed goals, and performance standards.

UNSATISFACTORY PERFORMANCE: An employee may be dismissed for any of the following reasons:

1. Failure to abide by policies or to carry out an assigned task.
2. Inability to live and work in harmony with Campers and/or other staff.
3. Any type of sexual harassment of campers or staff members, including inappropriate on-line behavior.
4. Medical condition which, in the opinion of the Director, the Camp Nurse, or a Physician may interfere with the welfare or best interest of the Camp, Campers, the employee or other employees.
5. Possession or use of alcoholic beverages or of illegal or illegally used drugs in Camp.
6. Reporting to work (duty or stand by duty) or interacting with Campers while under the influence of alcohol or drugs (other than as prescribed).

7. Striking or physical discipline of a Camper.
8. Misconduct on or off Camp property.
9. Gambling or use of profane language.
10. Disrespect and/or disloyalty to Camp.
11. Refusing to continue job assignments during the time agreed upon in the contract and/or refusing to change job assignments in the best interest of the Camp.
12. Such other grounds deemed in the best interest of the Camp, Campers, the employee, or other employees.
13. Failure to immediately notify the Director if arrested or convicted of a crime while employed by the YMCA.

AGREEMENT ADJUSTMENTS: Staff contracts may be adjusted for the following:

1. Any shortening of Camp season or sessions which may be caused by fire, epidemic, accident, natural disaster, etc.
2. Insufficient Camper enrollment to warrant retention of full staff.

BEHAVIOR: All employees agree that while at Camp they will adjust their personal habits, actions, and life-styles to the customs, policies, procedures, and ideals of the Camp. They will always conduct themselves, both in Camp and out of Camp, in such a manner that they will be a credit to themselves and to the Camp. Staff members must abide by common standards of decency and are not to use obscenities.

TRAINING: Staff training is required of all staff. It is held the full week immediately preceding the first Camper session. Staff who miss any part of staff training due to school must make satisfactory arrangements with the Camp Director.

SPECIAL WORK ASSIGNMENTS: From time to time special work assignments may be given which are not specifically within a person's job description. Such assignments are necessary and vital to the smooth operation of the Camp.

GENERAL POLICIES:

1. Under no circumstances will staff members accept tips and other monetary rewards from Campers and/or parents.
2. All Camper cabins and staff cabins are off limits unless it is your assigned housing.
3. Staff members must agree to keep their personal quarters and themselves in a neat, clean, presentable manner. Personal appearance must be in keeping with the character role modeling responsibilities of a Camp Hazen staff member.
4. Firearms and Knives are not permitted on Camp property without prior permission by the Camp Director. Bows are considered firearms. The exception: a small folding pocket knife is acceptable (examples: Boy Scout or Swiss Army Type)
5. Staff are not permitted in the kitchen at any time without permission of the Food Service Manager, Executive Director or Camp Director.
6. Staff must be physically and mentally capable of handling responsibility for Campers and in a condition acceptable for the Camp Hazen YMCA.
7. At least one staff member must be in each cabin after Cabin Chat.
8. Smoking and use of tobacco products including dip or chew or vaping is NOT permitted on camp property. Camp Hazen is a smoke-free environment.
9. Tattoos that are not considered child friendly may be asked to be covered.
10. Staff visitors are discouraged. The Camp Director will consider only special requests. Visitors may not use equipment. Meals are available with prior arrangements and permitted only with permission of the Director.
11. At no time, and not for any reason, is there to be physical punishment of Campers. Any incidence of physical punishment of a Camper may result in dismissal. Physical punishment is not the same as physical restraint used to prevent a Camper from an action that may be harmful to him or herself or others.
12. Staff may not bring personal vehicles to Camp unless the Camp Director gives prior permission. Parking areas will be assigned, license numbers and make of cars are to be recorded in the office.
13. Pets may not be brought to Camp except by prior arrangement with the Camp Director.
14. Camp Hazen YMCA is not responsible for loss or damage of staff member's personal property, whether in transit or at Camp.
15. Staff members are obliged to immediately report to the Executive or Camp Director any incidence which they observe or learn of involving physical or sexual abuse, molestation, physical or sexual harassment, or any conduct which adversely affects the morals of the Campers and/or Staff.
16. Staff members are expected to be present and on time for all meals, activities, events, programs, and meetings.
17. Camp Hazen YMCA is not responsible for mail and packages that are delivered to the office address.

ROMANTIC RELATIONSHIPS: It is especially important that all staff conduct themselves as positive role models to our Campers. All public displays of affection should represent the values of what Camper's parents would want their children exposed to. As romantic relationships develop (and they naturally do at Camp) displays such as kissing, caressing, sitting on laps, holding hands, and exclusively spending time with each other, etc. will not be considered appropriate for public display. These relationships must not in any way interfere with the job you have agreed to do.

USE OF CAMP FACILITIES AND PROPERTY

1. All Camp staff are responsible for the care and use of Camp facilities, property, and equipment.
2. Camp vehicles may be used only with permission of the Camp or Executive Director.
3. The resources of the Camp are available for staff use during time off only when such use will not interfere with Camp Programs.
4. All staff agree to abide by policies and procedures established for each program area.
5. Any staff member found with Camp property or materials for which there is no reasonable justification may be dismissed and prosecuted at the discretion of the Camp or Executive Director.
6. Staff members who oversee a designated activity or program area are responsible for all materials and equipment for that area.

7. Use of Camper equipment or property by staff is strictly prohibited.
8. Cabins will be inspected for neatness and cleanliness. Cabins (Camper and staff) will also be inspected at the beginning of the Camp season for damage or other irregularities. It is the responsibility of the staff person living in a cabin to report any damage or malfunction within or about the cabin. Any damage beyond that of normal wear will be the responsibility of the staff member living in the cabin. Writing on walls, floors, ceilings, rafters, or furnishings is prohibited.
9. Counselors and other staff living in Camper cabins must not place a barrier between their quarters and the main cabin area. Free access to both doors must be afforded at all times. This is a fire and safety requirement.
10. Staff must refrain from decorating or personalizing the cabin with items that are unsafe or of questionable taste. Alcohol containers (even if they are empty) are not to be used. Posters must be in keeping with the wholesome atmosphere of the Camp Hazen YMCA.
11. Staff must limit their use of electrical appliances to the number of outlets provided. It is a fire hazard to overload outlets by using cube taps or extension cords. Heating devices such as hot plates or heaters are not permitted without permission of the Executive Director.
12. Staff telephone use is limited to the designated areas and only during personal time. Any calls coming in for staff members on the business telephone line cannot be transferred. Only messages will be taken.
13. Staff may only use personal cell phones, lap-tops and other electronic media during time-off and out of sight of campers.

LAUNDRY SERVICE: Laundry facilities are not available in Camp for staff use. However, there are Laundromats close to Camp and a drop off service is available for a fee.

INTERNET POLICY: Of course, the YMCA does not mean to interfere with anyone's private life, but publicly observable communications, actions or words are not private.

- The use of photos, logos or images of the YMCA or its programs is prohibited. This includes pictures of children in our programs. If you use the YMCA's name (including names of camps or other programs) in any such communication, you should be especially careful to support and certainly not to harm or ridicule the YMCA's image or mission.
- Staff must uphold the YMCA's value for the individual and avoid making defamatory statements about YMCA employees, campers, partners, affiliates, and others, including competitors.
- The YMCA Code of Conduct requires that staff do not initiate outside contact with members or program participants. Under no circumstances should an employee encourage access or provide access information to his or her personal website, blog, or social media to a camper.

CODE OF CONDUCT FOR YMCA STAFF AND VOLUNTEERS

1. Staff and volunteers will always consider safety of campers and safety of themselves as a priority in all situations.
2. Staff and volunteers will respond to children with respect and consideration and treat all children and co-workers equally regardless of sex, race, religion, culture, economic level of the family, or disability.
3. Staff and volunteers will act in a caring, honest, respectful, and responsible manner consistent with the mission of the YMCA.
4. Staff and volunteers will exhibit the highest ethical best practices and personal integrity.
5. Staff and volunteers will provide a professional work environment that is free from physical, psychological, written, or verbal intimidation or harassment.
6. Staff and volunteers will not physically, sexually, or emotionally abuse or neglect a Children or adult.
7. Staff and volunteers will share concerns about suspicious or inappropriate behavior with their supervisor or administrator.
8. Staff and volunteers will report any suspected abuse or neglect of a Children to the state authorities.
9. Staff and volunteers will accept their personal responsibility to protect Children and adults from all forms of abuse.

Working with Children

Supervision of Campers (M16)

10. To protect YMCA staff, volunteers, and program members, at no time during a YMCA program may a staff person be alone with a single child where he or she cannot be observed by others. As staff supervise children, they should space themselves in such a way that other staff can see them.
11. Staff shall never leave a child unsupervised. At least one staff member must be in each cabin after Cabin Chat
12. Rest-room supervision: Staff will make sure the rest room is not occupied by suspicious or unknown individuals before allowing children to use the facilities. Staff will stand in the doorway of the rest room while children are using the rest room. This policy allows privacy for the children and protection for the staff (not being alone with a child). If staff are assisting younger children, doors to the facility must remain open. No child, regardless of age, should ever enter a bathroom alone on a field trip or at other off-site location. Always send children in threes (known as the rule of three) and, whenever possible, with staff.
13. Staff should conduct or supervise private activities in pairs— changing, putting on bathing suits, taking showers, and so on. When this is not feasible, staff should be positioned so that they are visible to others.
14. Under no circumstances should staff release children to anyone other than the authorized parent, guardian, or other adult authorized by the parent or guardian (written parent authorization on file with the YMCA).
15. Employees, volunteers, and children should not sit or lie on anyone's bed or be in anyone else's sleeping bag
16. Employees and volunteers will not leave children alone during siesta/bedtime

Behavior Management

17. Staff must use positive techniques of guidance, including redirection, positive reinforcement, and encouragement rather than competition, comparison, and criticism. Staff will have age- appropriate expectations and set up guidelines and environments that minimize the need for discipline. Physical restraint is used only in predetermined situations (when necessary to protect the child or other children from harm), administered only in a prescribed manner, and must be documented in writing.
18. Camp Hazen YMCA will not tolerate the mistreatment or abuse of one child by another child. In addition, our organization will not tolerate any behavior that is classified under the definition of bullying, and to the extent that such actions are disruptive, we will take steps needed to eliminate such behavior. Anyone who sees an act of bullying, and who then encourages it, is engaging in bullying. This policy applies to all children, employees, and volunteers.

Bullying is aggressive behavior that is intentional, is repeated over time, and involves an imbalance of power or strength.

Bullying can take on various forms, including:

- Physical bullying: when one person engages in physical force against another person, such as by hitting, punching, pushing, kicking, pinching, or restraining another.
- Verbal bullying: when someone uses their words to hurt another, such as by belittling or calling another hurtful names.
- Nonverbal or relational bullying: when one person manipulates a relationship or desired relationship to harm another person. This includes social exclusion, friendship manipulation, or gossip. This type of bullying also includes intimidating another person by using gestures.

Child Abuse

- Cyberbullying: the intentional and overt act of aggression toward another person by way of any technological tool, such as email, instant messages, text messages, digital pictures or images, or website postings (including blogs). Cyberbullying can involve:
 - Sending mean, vulgar, or threatening messages or images;
 - Posting sensitive, private information about another person;
 - Pretending to be someone else in order to make that person look bad;
 - Intentionally excluding someone from an online group.
 - Hazing: an activity expected of someone joining or participating in a group that humiliates, degrades, abuses, or endangers that person regardless of that person's willingness to participate.
 - Sexualized bullying: when bullying involves behaviors that are sexual in nature. Examples of sexualized bullying behaviors include sexting, bullying that involves exposures of private body parts, and verbal bullying involving sexualized language or innuendos.
19. Staff shall not abuse children in any way, including

- i. physical abuse—striking, spanking, shaking, slapping; hazing and so on;
 - ii. verbal abuse—humiliating, degrading, threatening; and so on;
 - iii. sexual abuse—touching or speaking inappropriately or showing inappropriate materials;
 - iv. mental abuse—shaming, withholding kindness, being cruel, and so on; or
 - v. Neglect—withholding food, water, or basic care.
20. No type of abuse will be tolerated and may be cause for immediate dismissal or arrest.
21. Staff will respect children's rights to not be touched or looked at in ways that make them feel uncomfortable, and their right to say no. Children are not to be touched on areas of their bodies that would be covered by a bathing suit.
22. Children are never to be touched against their will (unless in the case of clear and present danger) or against their discomfort expressed verbally or non-verbally.
23. Staff must read Staff Manual and follow all precautions outlined in section on Child Abuse. Any allegation must be reported to a supervisor, director, or other authority.

Interactions with Campers

24. Staff and volunteers will adhere to uniform best practices of displaying affection as outlined by Camp Hazen YMCA.
25. Staff and volunteers will adhere to uniform best practices of appropriate and inappropriate verbal interactions as outlined by our organization.
26. Staff and volunteers will not stare at or comment on children's bodies.
27. Staff and volunteers will not date or become romantically involved with children.
28. Staff and volunteers will not have secrets with children and will only give gifts in accordance with organizational policies.
29. Staff and volunteers will comply with our organization's policies regarding interactions with children outside of our programs.
30. Staff and volunteers will adhere to organizational policies regarding electronic communication and social media with children.
31. At no time, and not for any reason, is there to be physical punishment of Campers. Any incidence of physical punishment of a Camper may result in dismissal. Physical punishment is not the same as physical restraint used to prevent a Camper from an action that may be harmful to him or herself or others.
32. While the YMCA does not discriminate against an individual's lifestyle, it does require that in the performance of their job they will abide by professional standard and conduct set forth by the YMCA. Discussion with campers regarding private staff/adult relationships, sexual education or imposing their own political views is prohibited. Parents will decide how children learn the 'facts of life,' they do not expect camp staff to do this. Staff are expected to seek out the Camp Director, Leadership Staff or Camp Nurse if you have a sensitive situation with your camper(s).
33. Staff members may be in a situation where they are informed of a camper's disability or illness, and must respect camper confidentiality regarding any medical information and refrain from discussing medical situations with anyone other than Health Staff and necessary Camp Directors. Professional Image

Personal Appearance & Behavior

34. Staff must appear clean, neat, and appropriately attired. When building trust, it is the first impression is the one that counts and staff need to remember to be positive role models. The Executive Director will have the final say in any attire, tattoos, body piercing etc. that he/she finds to be inappropriate
35. Staff must wear performance style bathing suits and clothing that covers the body appropriately. Inappropriate attire while at camp includes excessively short shorts, revealing bathing suits, see-through clothing and t-shirts with inappropriate language or designs.
36. Smoking/vaping and use of tobacco related products are prohibited at Camp.
37. There will be no alcoholic beverages anywhere in summer camp buildings or on camp property. Possession of, use of, or being with persons possessing or using alcohol will mean automatic dismissal from camp. Staff members in camp will be expected to observe the Connecticut State laws regarding legal age for use of alcohol when they are out of camp on time off. No staff member will be allowed to come on to YMCA property from time off having had too much to drink. You are considered on duty anytime you are on camp property. Breaking the alcohol rules will lead to disciplinary action up to and including dismissal from Camp Hazen YMCA.
38. Use of any drugs not prescribed for medical reasons will not be permitted. Possession of, use of, or being with persons possessing or using marijuana for recreational use or other illicit drugs will lead to disciplinary action up to and including dismissal from camp.
39. All prescribed medication and over the counter medication, other than life saving emergency medication, for staff will be kept in the Health Lodge, not in cabins. - No weapons of any kind will be brought to camp.
40. Staff and volunteers will not have sexually oriented materials, including printed or online pornography, on our organization's property.

Personal Interactions

41. Staff will refrain from intimate displays of affection toward others in the presence of children, parents, and staff.
42. Profanity, inappropriate jokes, sharing intimate details of one's personal life, and any kind of harassment in the presence of children, parents, volunteers, or other staff is prohibited.
43. Staff may not be alone with children they meet in YMCA programs outside the YMCA. This includes babysitting, sleepovers, driving or riding in cars, and inviting children to their homes. Any exceptions require a written explanation before the fact and are subject to prior administrator approval.
44. Staff will portray a positive role model for youth by maintaining an attitude of loyalty, patience, courtesy, tact, and maturity.
45. Staff should not give excessive gifts (e.g., TV, video games, jewelry) to youth.
46. Staff are to understand there is a clear power difference between themselves and campers and are not to take advantage of this difference. Staff may not have any physically intimate or emotionally inappropriate relationship with program participants, including LEA's.
47. Staff are not to transport children in their own vehicles or allow youth participants old enough to drive to transport younger children in the program.

Electronic communication and social media code of conduct

While these tools provide many benefits, they also present the potential for inappropriate behavior, increased access to vulnerable children, and privacy violations. Employees, volunteers, and children participating in Camp Hazen YMCA's programs, events, and activities shall adhere to the following Social Media Code of Conduct:

Online Presence:

48. You are expected to represent yourself and the YMCA positively and responsibly year-round. Inappropriate photos, comments, stories, and questionable interactions that are viewable to campers, parents, alumni, and administrators puts Camp's reputation at risk and your employment at risk (including future references for other jobs). We expect you to continue professional boundaries with campers year-round.
49. Be a positive role model by exhibiting professionalism in all interactions; portray an attitude of respect, loyalty, patience, courtesy, tact, and maturity. Do not engage in behavior or comments that are, or could be construed by any observer to be, harsh, abusive, coercive, threatening, intimidating, shaming, derogatory, demeaning, or humiliating. Do not engage in personal attacks, sexually oriented conversations, or discussions about sexual activity.
50. Employees and volunteers may not create web pages on behalf of Camp Hazen YMCA unless they have prior approval to do so and may not misrepresent their work with Camp Hazen YMCA or Camp Hazen YMCA itself.
51. Rather than personally defend Camp Hazen YMCA's reputation, employees and volunteers should notify their supervisor or an administrator of a negative comment or online representation or if any member of the media contacts them about any matter related to Camp Hazen YMCA.

Online Interactions:

52. Staff and volunteers are prohibited from communicating with children using personal social networks, including direct messaging through social media or gaming platforms, or sending text messages to children and/or replying to text messages from a child. If a child attempts to communicate with a staff member or volunteer via these methods, a Senior Leadership must be notified immediately.
53. Personal social networking profiles and/or blogs of employees and volunteers shall be private and not shared with children. Employees and volunteers with profiles on social networking sites shall not request to be "friends" with or follow children or approve friend or follow requests from children, unless there is a prior connection outside of the camp.
54. Employees and volunteers are prohibited from sending private messages to children and/or replying to private messages from a child. If a child attempts to privately communicate with an employee or volunteer electronically, the Camp Director or designee must be notified immediately.
55. Employees and volunteers may not engage in electronic communication or social media contact with family members or friends of children.

Sharing of camper information online

56. Never reveal sensitive or confidential information, including identifiable details or photos of a child without written consent from their parent or legal guardian.
57. Employees and volunteers may not post or share inappropriate photos or comments on photos of children.
58. Employees and volunteers may not post or share on their personal social media accounts any photographs or videos of children participating in Camp Hazen YMCA's programs.

Use of technology:

59. Refrain from using personal or organization owned devices in restrooms, shower house, or other areas where there is a reasonable expectation of privacy.
60. Refrain from using cell phone cameras and/or any recording functions, on the cell phone or within apps, during programming unless permission is granted. If permission is granted, the camera or recording feature is only to be used as directed by the employee or volunteer only for that particular purpose
61. Do not make pornography, in any form available to children participating in Camp Hazen YMCA's programs, events, and activities or assist children in any way in gaining access to pornography.
62. While on Camp Hazen's YMCA network and or property staff and volunteers may not:
 - Access, send, receive, download, produce, or distribute any offensive, profane, threatening, pornographic, or sexually explicit material at any time, for any reason.
 - Access websites, newsgroups, or chat areas that contain material that is counter to Camp Hazen YMCA's mission or that promote illegal acts.

Employees and volunteers must adhere to uniform standards of electronic communication and social media use as outlined in any applicable organizational policies and procedures.

Employee Grievance Policy

Camp Hazen YMCA believes employees have valuable thoughts and insights to share regarding the workplace and our operations. Accordingly, Camp Hazen YMCA encourages employees to share opinions, suggestions, concerns, questions and/or grievances about our policies, personnel issues, and/or other workplace matters and Camp Hazen YMCA. In general, the best person initially to bring opinions, suggestions, concerns, and/or questions to is the employee's direct supervisor. However, to the extent the concerns relate to their direct supervisor, or to the extent an employee believes their direct supervisor did not fully address a matter, employees may direct their opinions, suggestions, concerns, and/or questions to the next level of management or directly to the Camp Director of the Executive Director/CEO. To share a grievance anonymously, you can do so by adding *67 prior to (860) 526 9529 or by dropping a note in the mail box by the office.

This Code of Conduct and associated policies and procedures shall be provided to parents/guardians of children. It shall also be available on Camp Hazen YMCA's website for public view.

Staff are to report to a supervisor any other staff or volunteer who violates any of the policies listed in this Code of Conduct.

Staff are required to read and sign all policies related to identifying, documenting, and reporting child abuse and attend trainings on the subject, as instructed by a supervisor.

In signing this document, I agree to the following:

- To watch for signs of stress in myself and others as a way of maintaining a safe environment for everyone at Camp Hazen YMCA
- To ask for help if I do not understand a policy or feel I am in a situation that is uncomfortable or has the potential to become harmful.
- Staff and volunteers will report concerns or complaints about other employees and volunteers, other adults, or Children to the Camp Director or designee.
- Staff and volunteers will report allegations or incidents of abuse to the proper state authority. Please refer to the specific guidelines of your state regarding mandated reporting.
- Staff and volunteers may not have engaged in or been accused or convicted of Children abuse, indecency with a child, or injury to a child.
- To adhere to this Code of Conduct and understand that any violation of this Code puts campers, staff and myself at risk and may result in termination.

Please refer to Camp Hazen YMCA's full Employee Handbook for full details of our policies.



Anonymous Feedback Form

CHILD ABUSE REPORTING & RESPONSE PROCEDURES

All employees and volunteers must follow state specific mandatory reporting requirements. Our organization has zero tolerance for abuse. It is imperative that every employee or volunteer actively participates in the protection of children.

Employees and volunteers must be trained to be aware of and understand their legal and ethical obligation to recognize and report suspicions of mistreatment and abuse. Employees and volunteers will:

- be familiar with the symptoms of abuse and neglect, including physical, sexual, verbal, and emotional abuse;
- be familiar with red-flag or inappropriate behaviors and/or policy violations;
- know and follow organization policies and procedures that protect against abuse;
- report suspected abuse or neglect to the appropriate authorities as required by state mandated reporter laws; and
- follow up to ensure that appropriate action has been taken.

In the event that employees or volunteers observe red-flag or inappropriate behaviors and/or policy violations by other employees or volunteers, it is their professional and personal responsibility to immediately report their observations in accordance with Camp Hazen YMCA's reporting procedures.

The following are examples of red-flag or inappropriate behaviors that all employees and volunteers are required to report:

- Any violation of Camp Hazen YMCA's abuse prevention policies
- Seeking unauthorized private time or one-on-one time with children
- Seeing or visiting with a child outside of scheduled programming
- Buying gifts for individual children
- Sending unauthorized electronic communications through text messaging, social media, online gaming, etc. in violation of Camp Hazen YMCA's electronic communication policy
- Making suggestive comments to children
- Showing favoritism towards a child or type of child
- Children disclosing that an employee or volunteer makes them feel uncomfortable

If employees or volunteers witness suspicious or inappropriate behaviors or policy violations from another employee or volunteer, the individual is instructed to do the following:

- Interrupt the behavior.
- Report the behavior to a supervisor, director, or other authority.
- If you are not comfortable making the report directly, make it anonymously
- If the report is about a supervisor or administrator, contact the next level of management.
- Complete an internal report but do not conduct an investigation.
- Keep reporting until the appropriate action is taken.

In the event that a supervisor or an administrator receives a report of suspicious or inappropriate behaviors or policy violations from an employee, volunteer, child, or parent/guardian, the supervisor is instructed to do the following:

- Report to the next level supervisor or administrator.
- Speak with the employee or volunteer who has been reported.
- Review the file of the employee or volunteer to determine if similar complaints were reported.
- Determine the appropriate response based on the report.
Take into consideration factors such as:
 1. Context of red-flag or inappropriate behavior or policy violation;
 2. Severity of red-flag or inappropriate behavior or policy violation
 3. History of red-flag or inappropriate behaviors or policy violations; and
 4. Trainability of employee or volunteer.
- Document the report on the appropriate form.
- If at any point in gathering information about a report of red-flag or inappropriate behavior, a concern arises about possible abuse, contact the state authorities, and file a report.
- If appropriate, notify parents/guardians.
- Advise the person who reported the behavior that the report is being taken seriously.

Based on the information gathered, the following may be required:

- Increase monitoring or supervision of the employee, volunteer, and/or program.
- If policy violations with child(s) are confirmed, the employee or volunteer must be subject to disciplinary action up to and including termination and prosecution. Disciplinary action will follow the Progressive Disciplinary Process outlined by Camp Hazen YMCA.
- If more information is needed, interview and/or survey other employees and volunteers or children.

In the State of Connecticut Youth Camp Directors are Mandated Reporters. As such are required by mandated reporting laws and must report any suspected abuse or neglect of a child—whether on or off organization property or whether perpetrated by employees, volunteers, or others—to state authorities. Reports may be made confidentially or anonymously. A person who mistakenly reports suspected abuse is immune from civil or criminal liability as long as the report was made in good faith and without malice.

To report to state authorities, employees and volunteers are required to report any suspected or known abuse of child perpetrated by employees or volunteers directly to leadership so that immediate and proper steps may be taken to ensure the safety of alleged victims and others who may be at

risk. Reports of suspected or known abuse may be made confidentially to the following:

1. Immediate supervisor
2. Directors
3. Administrators

Additional guidelines for employee and volunteer response to incidents or allegations of abuse:

- If you witness abuse, safely interrupt the behavior immediately.
- If abuse is disclosed to you, assure the individual disclosing that he or she was correct to tell you.
- Protect the alleged victim from intimidation, retribution, or further abuse to the extent possible.
- Immediately report the allegation or incident to the proper organization authorities (based on mandatory reporting requirements) and the designated authority.
- Be sure to document the incident, disclosure, or any circumstances causing your suspicion of abuse according to incident reporting and documentation requirements. State only the facts.
- It is not your job to investigate the incident, but it is your job to report the incident to your supervisor in a timely manner.
- Check back to make sure appropriate steps were taken. If not, report again to your supervisor or the designated organization authority.

In the event of an accusation of child abuse, the Camp Hazen YMCA will take prompt and immediate action as follows:

4. At the first report or allegation that child abuse has occurred, the staff person it has been reported to will notify a Village Director and the Camp Director, who will review the incident with Executive Director.
5. The Camp Director or Executive Director will see to the immediate safety and medical care of all persons at issue.
6. The Camp Director or Executive Director will gather information about the allegation. For example, who made the report, who was allegedly abused, who was the alleged abuser, what was the nature of the alleged abuse, where and when did the alleged abuse occur, etc. It is not our job to investigate the incident, but to collect the facts that can be reported.
7. Camp Hazen YMCA will make a report in accordance with relevant state or local child abuse reporting requirements and will cooperate to the extent of the law with any legal authority involved.
8. If the Executive Director is not immediately available, this review by the supervisor, cannot in any way deter the reporting of child abuse by mandated reporters.
9. Youth Camp Directors or Assistant Youth Camp Directors are mandated by law to report reasonable suspicion of abuse.
10. It is not our job, to prove that a child has been abused, only to report reasonable suspicion.
11. Failure to report by a mandated reporter makes that person subject to arrest and prosecution.
12. CT State Law states "All persons, institutions, or agencies reporting in good faith is immune from any liability, civil or criminal."
13. An oral report must be made to immediately (within 12 hours) to the Commissioner of DCF or his representative or the local police or state police.
14. A written report must follow within 48 hours to both DCF and the State Health Department.
15. The Department of Children and Families Hotline telephone number is 1-800-842-2288.
16. In the event the reported incident involves a volunteer or staff member, the Executive Director will immediately, without exception, suspend the volunteer or staff person from duties until an investigation is complete.
17. The Camp Director or Executive Director will see to it that any camper who is accused of child abuse is removed from the presence of the other campers to an isolated location and supervised by at least two staff at all times.
18. The parents or legal guardian of the child or children involved in the alleged incident will be promptly notified in accordance with the directions of the relevant state or local agency. If more than one set of parents is involved (e.g., child-on-child abuse), the YMCA's responsibility is to keep the names and contact information of those involved confidential.
19. The Executive Director will be the spokesperson for the camp and will follow the Camp Hazen YMCA crisis management procedure.
20. Whether the incident or alleged offense takes place on or off YMCA premises, it will be considered job related (because of the youth- involved nature of the YMCA).
21. Reinstatement of the program volunteer, employed staff person, or YMCA member will occur only after all allegations have been cleared to the satisfaction of the Executive Director.
22. All YMCA staff and volunteers must be sensitive to the need for confidentiality in the handling of this information and therefore should discuss the incident only with the executive director or his or her designate.

Camp Hazen YMCA takes every allegation of abuse or misconduct seriously and will fully cooperate with the authorities to investigate all cases of alleged abuse or misconduct. **(P12)** Employees and volunteers shall cooperate with any external investigation by outside authorities or internal investigation conducted by Camp Hazen YMCA or persons given investigative authority by Camp Hazen YMCA. Cooperation with investigations includes, but is not limited to:

- Promptly acknowledging and responding to requests for information;
- Making oneself available for meetings with investigating officials;
- Providing full, accurate, and truthful information;
- Keeping confidential information learned or transmitted during the investigation, unless directed by legal authorities, and
- Preserving relevant information and documents.

An employee or volunteer's failure to cooperate with an investigation will result in disciplinary action up to and including termination of employment or dismissal from Camp Hazen YMCA.

All full-time and part-time employees and program volunteers must read and sign this policy.

EVALUATIONS

Each staff member will be evaluated by their direct supervisor in a one-on-one formal conversation at the end of the season, in addition to check ins and goal setting meetings during the summer. At the end of Staff Orientation, staff will rank their comfort level with the lessons discussed during training. In addition, during this time they will meet with their Village Director (OC) or Program Director (DC) to establish goals they have for their job performance throughout the summer. These goals then become a basis for evaluation to refer to later. Staff will have access to the staff rubric that shares examples of performance in different areas for different levels of success.

The first evaluation will follow the counselor's first complete session. During this conversation, the staff member and supervisor will discuss aspects of the job that still might be unclear, develop a plan to meet the stated goals, and try to learn more from each other to create a positive and supportive work environment.

At the end of the summer, staff will reflect on their overall performance in written form. Their supervisor will then comment on their observations throughout the summer as well as the staff member's ability to meet the agreed upon goals.

All staff additionally have an opportunity to evaluate their supervisor during the summer to ensure they are receiving the best support possible.

Evaluations are meant to discuss a counselor's general work ethic, their adherence to camp rules, and their camper supervision/management. During the summer counselors will also have 'skill observations' performed by their program director to assure their program skills are meeting standards. In addition, each Program Director will have a formal sit down meeting to check-in with the individuals of their program area once every session.



For a better us.®

**WORKING
WITH KIDS**

Working with Kids

CAMPER MANAGEMENT - THE INTENTIONAL CAMP

Before Arrival	<ul style="list-style-type: none"> • PARENTS - Communication prior to arrival – <ul style="list-style-type: none"> ○ newsletters to parents ○ New Parent Orientation Video ○ Open Houses ○ How Cabin assignments are made for campers • CAMPERS - Communication prior to arrival – <ul style="list-style-type: none"> ○ Kindling to first time campers ○ friendship mailings to returners • STAFF - Communication prior to arrival – <ul style="list-style-type: none"> ○ Talking about mission in the interview ○ SLACK – encouraging community
Check In Day	<ul style="list-style-type: none"> • Streamlined check in to reduce feelings of anxiety • Customer Service – people available to help, looking competent to look after their children, being in place ready for action • Campers <ul style="list-style-type: none"> ○ Tours reduce nervousness ○ Ice-Breakers make connections early ○ Name tags so people feel respected
Throughout the Session	<ul style="list-style-type: none"> • Unity night – to establish a sense of fun and community for the cabin • Meals with cabin – circle tables, so everyone can see each other. Staff to sit opposite each other to encourage cabin conversations • Cabin Chat – to establish a routine at bedtime, time for heartfelt connections. • Quest – to offer the cabin group an additional constant role model. Time to connect more so with your cabin doing fun activities • Sampler program for younger campers to try lots of activities • Schedule of the day – 4 periods to slow the day down • All Camp Day for traditions, sense of belonging and connection • Candle lighting Ceremony to connect to the history of something bigger than yourself • Morning Meeting to promote cabin connections and an opportunity to resolve conflict before anyone gets upset • Program Areas – introducing new activities that could turn into lifelong passions. The lesson behind the lesson. All equipment is available, no need to bring your own
Throughout the Year	<ul style="list-style-type: none"> • Birthday Cards • Thanksgiving mailing • Friendship mailings to returners • Fall, Winter, Spring Reunions • Family Programs

CAMPER MANAGEMENT - COMMUNITY BUILDING AT CAMP

Group Camper Meetings

OVERNIGHT CAMP	DAY CAMP
First night – establishing community norms. Making an agreement that includes acceptable behavior. Make a promise to hold each other accountable.	First Day – establishing community norms. Making an agreement that includes acceptable behavior. Make a promise to hold each other accountable.
Each morning – After the cabin clean up before the split to the first activities. Topics: things we are excited nervous about, goal setting for the day, address any concerns/feelings from the previous evening.	Each morning – After the morning announcements before the split to the first activities. Topics: things we are excited nervous about, goal setting for the day, address any concerns/feelings from yesterday.
Cabin Chat – After showers, before bed time. A great time to reflect on the day. You can use debriefing talking points like Rosebud/Thorn, etc. or have a more open ended discussion.	Snack Chat – During snack, before the kids depart. A great time to reflect on the day. You can use debriefing talking points like Rosebud/Thorn, etc. or have a more open ended discussion.
Reset Circles – only when necessary. Deeper conversation between multiple parties. Focused on the harm that was cause and what is needed to repair that harm.	Reset Circles – only when necessary. Deeper conversation between multiple parties. Focused on the harm that was cause and what is needed to repair that harm.

Individual Interactions

When to use them – walking to meals, downtime in cabins, waiting for attendance, beach party, transition times.

Ideas of things we say to kids to let them know we care:

• Related to What They Are Doing	• Everyday - Just Because
<ul style="list-style-type: none"> • Letting them know they did well in an activity • Appreciating their specific positive behavior • Telling how they're meeting/ exceeding expectations • "That's a really interesting question" • "Thank you for sharing that comment" • Privately acknowledging their improvement • Noticing the kind things they do for others • Asking them to share a good idea with the group • Acknowledging when they comply with your redirect 	<ul style="list-style-type: none"> • Greetings • Asking them questions about their lives • Remembering details about their lives • Ask their opinion on activities • Letting them know you're interested in their activities • Inviting them to ask for help • Encouraging them to try something new • Checking in about a concern they mentioned before

Describe emotions & feelings in everyday life			
<ul style="list-style-type: none"> • <i>Angry</i> • <i>Accepting</i> • <i>Adventurous</i> • <i>Appreciative</i> • <i>Brave</i> • <i>Calm</i> • <i>Caring</i> • <i>Cheerful</i> • <i>Comfortable</i> • <i>Uncomfortable</i> • <i>Guilty</i> • <i>Cranky</i> 	<ul style="list-style-type: none"> • <i>Confident</i> • <i>Shy</i> • <i>Cooperative</i> • <i>Creative</i> • <i>Curious</i> • <i>Encouraged</i> • <i>Energetic</i> • <i>Enthusiastic</i> • <i>Forgiving</i> • <i>Friendly</i> • <i>Generous</i> • <i>Jealous</i> 	<ul style="list-style-type: none"> • <i>Helpful</i> • <i>Honest</i> • <i>Interested</i> • <i>Loyal</i> • <i>Mature</i> • <i>Hurt</i> • <i>Optimistic</i> • <i>Peaceful</i> • <i>Polite</i> • <i>Proud</i> • <i>Punctual</i> • <i>Disappointed</i> 	<ul style="list-style-type: none"> • <i>Respectful</i> • <i>Safe</i> • <i>Insecure</i> • <i>Scared</i> • <i>Frustrated</i> • <i>Strong</i> • <i>Supportive</i> • <i>Trusting</i> • <i>Trustworthy</i> • <i>Sensitive</i> • <i>Embarrassed</i> • <i>Sorry</i>

Techniques for Active Listening		
	Purpose	Example
Encouraging	Using words or actions to show that you're interested and keep the person talking	Nodding, making eye contact, "Hmmm," "Uh-huh," "that's interesting," "tell me more about that"
Restating	Saying in your own words what you thought you heard the other person say, to let the person know you're listening closely and trying to understand	"Would it be correct to say that...," "So what I hear you saying is...," "If I'm understanding you, the way you see it is...," "In other words, you've concluded..."
Clarifying	Getting more information by asking nonjudgmental questions, to better understand any statements that were unclear or incomplete	"I'm not sure what you meant by...," "Could you explain more about...," "What leads you to believe that...," "Could you explain that in a different way?"
Empathizing	Appreciating others' experiences even if you don't agree with everything they say, showing that you respect their point of view and understand their feelings	"I can see why you feel that...," "That must have been hard for you," "Now I understand your point of view," "I didn't realize you felt that way—thanks for telling me that"
Reframing	Moving the conversation to problem-solving or goal-setting, encouraging others to consider whether they misinterpreted something, or redirecting a negative statement into something more productive	"That's an interesting point-to go further I would suggest...," "Since we both care about ... would it make sense to...?," "I'm sorry you feel that way, but I'm glad you said so. Let's see how we can work together to address that"

Use and Encourage Use of "I" Statements

"I" Statements that express your feelings in response to a specific behavior. It shows campers that their behaviors have consequences on how you feel.

I feel when you because	
<p>I feel frustrated when you disrupt the class because it makes it harder for other campers to enjoy their time. INSTEAD of "What are you doing? Why would you do that? You're not listening to what I'm saying."</p> <p>I feel happy when you help clean up your area because it shows me how you respect being part of this cabin.</p>	<ul style="list-style-type: none"> • "I am frustrated..." • "It makes me uncomfortable..." • "I feel sad when..." • "I feel happy when..." • "I'm so proud of you..."

Individual Camper Meetings

At least once each week a cabin counselor should be sitting down and having a one-on-one discussion with their campers. To set up this meeting, the counselor should frontload the camper that they want to have a catch up and then sit out of ear-shot from other campers.

During this meeting, counselors should be checking in to see how the camper is doing at camp, how they are doing socially, any new friends they have made, what they don't like about camp, how their activities are going, how they feel about their cabin group, how they feel about the counselors, are they getting enough to eat. Basically any topic about camp can be discussed and it's a great chance to really get the camper to open up about their camp experience. These discussions should last about 5 minutes and need to be done twice during a two-week session.

RESTORATIVE JUSTICE INTRODUCTION

Restorative justice is an approach to behavior coaching that focuses on growth, accountability, healing, and communication. We use Restorative Justice Practices to help our community communicate openly within a supported environment. In these conversations, we work through conflicts and create goal-oriented solutions that support the growth of everyone involved. This practice allows a person to take accountability for their actions and repair any damage that their action may have caused within their community. We want everyone to be involved in the healing, including the person who caused the damage.

BRIEF HISTORY

Restorative Justice is not a new concept.

Restorative justice is an approach to addressing harm and conflict that dates to Indigenous practices and has evolved over time. While its roots can be traced to various cultures and traditions worldwide, modern restorative justice emerged as a formal framework in the 1970s and 1980s. The concept gained momentum as an alternative to punitive justice systems, aiming to prioritize healing, accountability, and community involvement.

Restorative justice emphasizes repairing harm, fostering dialogue between all parties involved, and promoting reconciliation rather than solely focusing on punishment. It has since been implemented in diverse settings, including criminal justice, schools, communities, and various institutional contexts, with the goal of promoting understanding, healing, and transformation.

Restorative Community Values

- Partner with not power over (how can we partner with kids)
- Relationship centered (need the relationship, to earn trust)
- Meeting people where they are at (do not retreat on role as an adult or a director)
- Healing centered engagement (behaviors are connected)

Not about saying sorry, it's about doing sorry!

Core Beliefs of Restorative Justice

1. **Repairing Harm** – If the offense hurts, justice should heal
2. **I am willing** – Participation is voluntary; no one is dragged to the discussion
3. **Nothing about us, without us** – Those who have been impacted feel welcome and safe to speak and participate in the discussion and the solution. People most affected by conflict should determine how to repair things
4. **Pull Closer instead of pushing away** – When young people do harm, we should pull them closer to us and help them on the path, rather than push them away to find their own path
5. **The personal has no substitute** – Building respectful relationships is the critical foundation and that allows for restorative process to be effective when harm has occurred
6. **This can work, and I can live with it** – Agreements get made by consensus, and must be acceptable to all. No one is forced to agree to a solution that does not provide actual resolution for them
7. **Relationships Thrive on with, not to or for** – Connections between people are stronger and better when we do things with each other, rather than to them or for them.
8. **People are more than their actions** – Restorative practice separates the person (a good human) from the hurtful/wrongful act (a poor choice) and at the same time, expects that person to admit that they caused harm.

	<i>Punitive/Traditional Approach</i>		<i>Restorative Approach</i>
MINDSET	A rule is broken	➡	People and/or relationship are harmed
	"What rule was broken?"		"Who has been hurt of affected?"
JUSTICE	Focused on establishing guilt	➡	Identifying the needs and responsibilities of all impacted
	"Who did it?"		"What are the needs?"
ACCOUNTABILITY EQUALS	Focus is on the wrong doer' harmed party largely ignored	➡	Harmed party, wrongdoer, and community all have a role in justice
OUTCOMES	Rules and intent outweigh whether the outcome is positive or negative	➡	The wrongdoer is responsible for their behavior and repairing the harm, working towards positive outcomes
<i>What does this mean at camp?</i>			
Managing Behavior		Restorative Justice	
Meeting Expectations		Addressing Social Conflict	
Appropriate Behavior		Restoring Relationships	

DEFINITIONS:

Restorative Justice Principles:

Definition: Restorative justice is a way of changing community norms to respect the needs of the individual as a community responsibility. Part of that includes focusing on resolving conflicts and addressing harm by repairing relationships and meeting the needs of those affected. It emphasizes understanding, empathy, and accountability instead of punishment.

Age-Appropriate Explanation: Restorative justice is like a way of solving problems and making things better when something goes wrong. Instead of just punishing someone, it is about understanding why it happened, how it made people feel, and finding ways to fix the problem together. It is about everyone having a chance to talk, listen, and come up with solutions that help everyone involved. Restorative justice helps us learn from our mistakes and build stronger relationships.

Empathy:

Definition: Empathy is the ability to understand and share the feelings of another person. It involves putting yourself in someone else's shoes and imagining how they might be feeling.

Age-Appropriate Explanation: Empathy means being able to understand how someone else feels. It is like trying to imagine what it would be like if you were in their situation. For example, if a friend is sad because they lost their favorite toy, empathy would be when you try to imagine how sad and upset they must be, and you show them that you understand and care about their feelings.

Accountability:

Definition: Accountability means taking responsibility for your actions and their consequences. It involves recognizing the impact of your behavior on others and being willing to make things right.

Age-Appropriate Explanation: Accountability means understanding that when we do something that hurts someone else or causes a problem, we need to take responsibility for it. It is about recognizing that our actions have consequences, and we need to try to make things better and fix any harm we may have caused.

Repairing Harm:

Definition: Repairing harm involves making amends and taking actions to address the negative consequences of our actions. It focuses on restoring relationships and healing the damage caused.

Age-Appropriate Explanation: Repairing harm means doing what we can to fix any problems or hurt feelings that were caused by something we did. It is about making things better and finding ways to help the person we may have hurt feel better. It can involve saying sorry, making a plan to prevent similar problems in the future, or finding ways to make things right.

CIRCLES

Provide a better experience for kids by providing opportunity to process and realign the group goals, build relationships, and address conflict. It allows staff to better facilitate communication between everyone in the group.

Tips:

- Sit in a circle with everyone on the same level
- Ask questions, don't lecture.
- Meet in the same place every day, and make sure everyone knows where that place will be ahead of time
- Give each camper a chance to share their concerns. For many campers, speaking up in a group is hard, so go around and have everyone answer instead of asking for thoughts from the group as a whole
- Use "I" statements – speaking about yourself in conversation
- Silence is ok. If you ask a question to the group, it is okay to wait a few extra beats until someone speaks up

Examples of 'The Old Way' and 'The Restorative Way'

• What Happened?	• The Punishment-Only Way "You're In Trouble!"	• The Restorative Way "Making Things Right!"
*Marcia and Felicia get into a fight.	They are put on behavior contracts, and have to spend time with Leadership Staff or are suspended from camp for a few days.	They meet in the Library, and a Leadership Staff helps them talk about why they were angry and what they need from the other person to feel right again. They complete a "Behavior Support Plan" to help prevent the situation from repeating.
Phillip is caught attempting to unlock a toilet stall in the DH during beach party	Phillip gets taken to a Leadership Staff member, and is told off and must spend the next beach party with his counselor	Phillip and the counselor sit together to have a Restorative Conversation. So, Phillip can understand the potential harm of their actions. Phillip chooses to apologize, and agrees that if this were to happen again it shows he can't be left unsupervised during beach party and would have to stay with a designated counselor.
*Andrea carves her name into her bunk bed.	Andrea is reported to the Village Director, and is told she must sand off the writing on her bunk.	Andrea is asked what made you do that? Talk about the impact on others – that someone must fix it before the next group arrives. Talk about respect of other peoples property and what is provided for us. What if someone did that to your property. What she thinks would be a fair consequence for her actions. She volunteers to sand off the words on the bunk.
Amos is 20 minutes late to class because he was hanging out with friends in the Village.	Amos must speak with the Program Director, who tells him he must spend his beach party with them cleaning up the Program Area.	Amos and his counselor talk after class about why he was late and why his lateness was a distraction to them and other campers. Using 'I' statements about how it made the counselor feel and the impact it had on the others. When asked what he thinks would be a fair consequence, he suggests that he come promptly tomorrow and assist with attendance.
*Campers are taking turns reading aloud in cabin chat, and one camper really struggles. Mila makes a joke about her that the whole cabin can hear.	Mila is sent out of the cabin. Soon, the counselor comes and tells her how disrespectful that was and says she'll reports her to the Village Director.	The counselor tells Mila we don't talk to each other like that in this cabin -we'll talk more after cabin chat. Later, they talk in private about what happened. Mila doesn't think it was a big deal, so the counselor asks her to make some notes about what happened from the other girl's point of view. The counselor informs her village director and asks them to ask Mila about what she wrote. The next day, Mila chooses to apologize

The Behavior Pyramid



Major Level Behavior



A Major Level Incident is one which requires immediate leadership involvement and incident report written. Major Level Incident Behaviors are severe or pose a threat to the physical safety of the individual and/or others. Written formal documentation describing interventions initiated, conducted, or attempted, and parent/guardian communication is required. To be truly restorative, the student must also be a part of the process in determining the consequence.

Leadership will utilize one or all the following responses to a Major level incident. Leadership will use restorative consequences; however, depending on severity of the behavior, suspension, in or out of camp, may result with a mandatory restorative conference prior to re-entering camp. A referral to the appropriate law enforcement agency may be required.

<i>EXAMPLES OF BEHAVIORS</i>	<i>RESPONSE TO BEHAVIORS</i>
<ul style="list-style-type: none"> • Criminal Acts • Racial slurs purposely directed at another individual • Assault/Fighting • Inciting fight • Drugs/Alcohol • Sexual Harassment • Major Theft • Threats /Intimidation • Weapons • Other Exceptional Misconduct 	<p>1st Incident</p> <ul style="list-style-type: none"> • Restorative Circle w, Future Action Plan • Behavior Support Plan for individuals • Family informed • Possible Family meeting with camper and leadership • Leadership check in's • If necessary, suspension with restorative conference upon reentry <p>2nd Incident</p> <ul style="list-style-type: none"> • Depending on severity of incident and the impact it has on others - repeat above, with mandatory Family Meeting. • Leave Camp

Mid-Level Behavior



Defining the Behavior – Midlevel behavior incidents is one which requires more intensive interventions and requires involvement from leadership. Documentation should be made in cabin notes and in CampMinder by Leadership staff when a 1-on-1 conversation or cabin led meeting with leadership staff is required. If family are informed, CampMinder documentation by village director is required. To be truly restorative, the camper must also be a part of the process in determining the consequence.

Definition "In-house-suspension" = spending time designated leadership staff instead of participating in regular schedule

Leadership may utilize one or all the following responses to Mid-Level behavior. Leadership will use restorative consequences; however, depending on severity of the behavior, in-suspension may. Out of camp suspension may also be a possibility depending on the severity of the situation. If conduct results in any form of suspension, a restorative circle is necessary.

<i>EXAMPLES OF BEHAVIORS</i>	<i>RESPONSE TO BEHAVIORS</i>
<ul style="list-style-type: none"> • Physical Contact/ Aggression • Defiance (e.g., profanity directed at staff while engaging in defiant behavior) • Harassment/Bullying • Uneducated Racial slurs • Swearing @ staff/Calling staff names • Repetitive Stealing/Taking Items • Vandalism • Walking/running away from an activity without permission. • Repetitive Minor Level incidences 	<p>1st Incident</p> <ul style="list-style-type: none"> • Restorative Circle w, Future Action Plan • Staff 1-on-1 • Access to coping tools & strategies • Leadership inform/ask for guidance from family <p>2nd Incident</p> <ul style="list-style-type: none"> • Repeat above • Behavior Support Plan for individuals • If necessary, suspension with restorative conference upon reentry <p>3rd Incident</p> <ul style="list-style-type: none"> • Repeat above • Check-In's with Leadership • Family meeting with camper and leadership • In-House suspension, may leave if family chooses

Minor Level Behavior



Defining Behavior – Minor behavioral incidents are ones which require low level interventions that can be provided by the counselor or the person who witnesses the behavior. Behaviors are typically addressed, privately and discreetly with a neutral tone, at the time that they occur and do not require documentation, although making a note in cabin notes may be appropriate. If a parent/guardian is contacted, it must be documented in CampMinder by the Village director. Campers are not to be removed from activities for minor level incidents, but a shore break may be appropriate. Campers should also be a part of the process in determining the consequence.

EXAMPLES OF BEHAVIORS

- Not following directions
- Refusal to participate or comply
- Disrespect
- Insults
- Name Calling
- Taking other's things
- Distracting others
- Not patiently waiting turn
- Off task
- Talking out/blurting out/ interrupting
- Tardy
- Inappropriate Language
- Running inside
- Property misuse
- Not cleaning up
- Cheating
- Talking back
- Picking on others
- Yelling/shouting/swearing at others
- Argumentative Disruption
- Not keeping hands to self/Horseplay
- Throwing objects

RESPONSE TO BEHAVIORS

1st Incident

- Non- verbal – look, proximity,
- Positive Group Correction
- Anonymous Individual Correction
- Private Individual Correction
- Prompt
- Redirect
- Distraction – special task, fill water bottle, individual reflective time
- Reminder of Expectations
- Prompt a coping skill
- Possible 1-on-1 Restorative conversation

2nd Incident

- Same strategies as above
- Change – seat/spot/location
- Prompt camper to take a break
- 1-on-1 Restorative conversation
- Private verbal self-reflection with adult support using restorative questions

3rd/4th Incident

- Repeat above
- If the group is impacted hold a 'Back on track' Circle
- If the behavior is directed at you – bring in Leadership Staff
- Documentation
- Family informed
- Staff – Self-reflection questionnaire

Restorative Consequence Options – LEVEL ONE

Guidelines for Monitoring and Supervising Child-to-Child Interactions (M7)

Employees and volunteers must effectively monitor and supervise child-to-child interactions to prevent child-to-child inappropriate behaviors and abuse. When supervising children, it is important to remember that adult employees and volunteers behavior sets the tone, and children should not determine what is and is not acceptable behavior.

EMPLOYEES AND VOLUNTEERS SHOULD ENSURE:

1. Child interactions are age and developmentally appropriate.
2. Children respect each other’s boundaries.
3. Children are not bullying, teasing, dominating, or displaying sexualized behaviors toward others.
4. Children solve problems without fighting.

Employees and volunteers will utilize monitoring and supervision leading practices such as line of sight supervision, zone monitoring and listening and observing for inappropriate behaviors between children. Using these methods, employees and volunteers consistently monitor high-risk areas where sexual behavior between children is most likely to occur.

Policy Governing Child Discipline

Camp Hazen YMCA will establish age and developmentally appropriate expectations and behavioral guidelines for children. To the extent that discipline of a child is warranted, Camp Hazen YMCA will apply discipline in a professional, fair, and consistent manner. Employees or volunteers engaging in any discipline beyond verbal redirection should document the behavior and disciplinary method. Camp Hazen YMCA retains the option to exclude participants from future programs based on disciplinary issues.

In all cases, employees and volunteers are prohibited from using physical contact for disciplinary purposes. This prohibition includes spanking, slapping, pinching, hitting, or any other physical force as retaliation or correction for inappropriate child behaviors.

Below are some examples of appropriate and inappropriate disciplinary practices:

APPROPRIATE	INAPPROPRIATE
<ul style="list-style-type: none"> • Develop rules/community norms and consistently enforce them • Remain calm but firm • Remind children of appropriate actions • Address the child’s behavior, not <ul style="list-style-type: none"> ○ the character of the child • Loss of privileges through restorative conversations • Consider program or activity restrictions, such as sitting out or suspension through restorative conversations 	<ul style="list-style-type: none"> • Hitting • Spanking • Shaking • Slapping • Using extreme or unreasonable (in length or type) physical exercise as a consequence • Withholding food, light, or medical care • Name-calling • Shoving or pulling hair or ears • Biting • Pinching • Shaming • Derogatory remarks • Ostracizing • Mechanical tape or rope restraints • Angry yelling directed at the child

Everyday Reminders

You can only use reminders on what they already know. For reminders to be effective you must start by establishing the expectations of your campers clearly early on.

	When to use reminders	Examples
Verbal reminders Phrase a reminder as a question or a statement. Use a direct tone and neutral body language.	During Cabin Clean up Before leaving the cabin to ensure everyone has what they need for their activities Later in the week in a class, once they know the safety brief	"Don't forget your towel, if you have water sports this morning."
Visual reminders: Picture reminders; visual schedules; written instructions; and tools such as checklists		Cabin Norms Poster Morning Checklist for what you need before you leave the cabin Rules poster at archery

Initial Interventions

Type of prompt/pre-correction	Juniper/Maple	Tamarack/Spruce
Gesture (Non-verbal): Clear and brief physical movement	Eye contact, then touch your ear – to indicate they should be listening	Pointing to the dirty clothes on the floor during cabin clean up
Proximity (Non-verbal): Change where you are standing	Move to stand behind the camper that is causing the minor distraction	Take a seat next to the group that is causing the distraction
Positive Group Correction: Give examples of expected behaviors you see other campers showing	Praise a camper for showing good listening (One or all of sitting up, leaning forward, asking & answering question, nodding their head and tracking the speaker)	Compliment how tidy someone's shelves are during cabin clean up
Anonymous Individual Correction: Explicitly state the issue, but don't say anyone's name.	It doesn't look like we are all focused on putting our shoes on right now	It doesn't seem like we are all respecting our time together for Cabin Chat
Lighting Quick Public Correction: Be concise, keep your topic rolling. Think of it as 'Drive By', it eliminates the chance of push back.	"...Hey Josh, hands to yourself please. So the 3 rd step of making a candle is..."	"...Hey Keisha, eyes on me please. And the last person left in wins..."

Redirect

Scenario: Ethan is struggling to have his ideas recognized during cabin chat and keeps interrupting another campers.

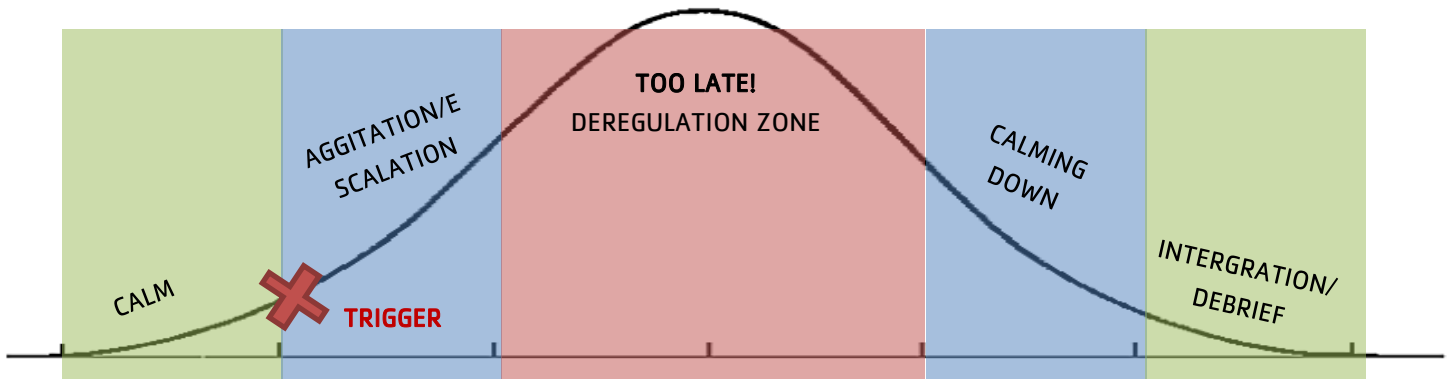
Step to take	What to say
1. Address the issue as quickly as possible.	Turn to Ethan and say quietly and calmly, "Ethan, I can tell you really want to share your ideas, but lets let Ezra finish first."
2. Describe what the camper should do instead by referring to your cabins norms.	Point to poster of your cabin norms and say, "In this cabin, we take turns speaking during discussions. Next time you have an idea to share with the group, wait until the person who is speaking stops, and then share your idea."
3. Explain why the alternate behavior is a better option.	"It's easier for people to listen when one person is talking at a time."
4. Follow up with Ethan later – Ask the camper to demonstrate understanding, either by practicing it immediately or by telling you how they will do it in the future.	"Ethan, the next time you want to share your idea when someone else is talking, what could you do?"
5. Next time when the camper follows your redirection, provide feedback and reinforcement.	"Ethan, the way you waited to speak until after Ezra was finished talking allowed everyone in your group to listen and share their ideas. Well done."

Converting Telling into Asking

<i>Telling</i>	<i>Asking</i>
Don't lean back on your chair. I've already told you about that this morning.	Could you keep all the legs on the ground, I'm worried you may fall?
You are making far too much noise inside. There is a class trying to focus next to us.	Can we keep our voices down, so we don't disturb the other classes?
Don't leave your trash there. Show some pride in your camp.	Could you please pick up your trash, so we can be proud of our camp?
Don't fight in the line. It's really annoying for the other people who are waiting.	Can you keep your hands to yourself, so we don't annoy others?
That is inappropriate language, and it's not okay in this camp.	Can you think of another way to say what you mean?
If you keep disrupting the class, I'm going to send you to the program director.	Do we need to ask the program director to talk to you, because I'm not sure you're listening to me?
You just hurt Jack. You go and apologize to him	What happened? What can we do to fix this?

Restorative Consequence Options – LEVEL TWO (individual)

H.A.L.T - Hungry ♦ Anger ♦ Lonely ♦ Tired



WHAT IS HAPPENING	All is well	Something triggers strong, upset feelings, after which behaviors begin and increase	Behaviors reach their max. Higher functioning parts of the brain are basically off-line. Child is in a “flight-fight-freeze” state	Hopefully, children don’t stay in that state for very long, and will naturally begin to calm down over time	Eventually, brain and body return to a ‘baseline’ state of normal.
WHAT IT LOOKS LIKE	<ul style="list-style-type: none"> Laughter Connections Talking Playing 	<ul style="list-style-type: none"> Raised voices Possible argument Increase in competition 	<ul style="list-style-type: none"> Anger, arguing, telling, crying, walking away, bolting, lashing out, shutting down 	<ul style="list-style-type: none"> Look for a physical slump or relaxation 	<ul style="list-style-type: none"> May need space before returning to activity
WHAT TO DO FOR THEM	<ul style="list-style-type: none"> Classic stuff like: <ul style="list-style-type: none"> Sleep Exercise Nutrition consistent routines clear & consistent expectations 	<ul style="list-style-type: none"> Redirect Remove from situation Remove trigger Encourage 	<ul style="list-style-type: none"> Be available to help the child regain their regulation Manage their environment to help with this. (take away distractions, other people watching) 	<ul style="list-style-type: none"> Give space Give time If they are de-escalating, LET THEM! Don’t intervene and mess it up. Time passing is helpful in de-escalation. Avoid rushing to the debrief. 	<ul style="list-style-type: none"> Encourage Rebuild Connect & reintegrate
WHAT ELSE	<ul style="list-style-type: none"> Opportunities for prevention Frontloading 	<ul style="list-style-type: none"> Model calm behaviors Send de-escalation signals: take deep, slow, quiet breaths Check your physical posture – your body should be relaxed, and not too tall or too close to the child. Slow your physical movements. Reduce or stop talking 	<ul style="list-style-type: none"> Assure safety for all living things Keep or regain your own calm. If you aren’t calm, take your own time out – staying present when you are upset only makes things worse. Practice healthy emotional boundaries. Avoid: talking, lecturing, rationalizing, fixing, advising, debating, correcting, threatening. Verbal interventions unlikely to work. 	<ul style="list-style-type: none"> Model calm behaviors <i>Remember, you might need this time to check your own physical state before re-engaging, too.</i> 	<ul style="list-style-type: none"> Reconnect the relationship and repair – apologize for your part. Teach – for example: you can talk about the healthy coping skills YOU used when you have a hard time, that they may also find helpful.

HALT is a great acronym to check in with yourself periodically and ask yourself how you are feeling in these four categories.

<u>Unsafe Behavior</u>	
<i>What to do ...</i>	
Remain Calm	When unsafe behavior occurs, staff will approach all situations calmly by: Taking a deep breath Use a neutral and calming voice. No fast movements Positive self-talk "I can handle this"
Maintain Distance	Staff will approach the person engaging in unsafe behavior calmly and stay at a minimum of an arm's length away
Call for Help	Staff will Call for help by: <ul style="list-style-type: none"> • Alerting a staff member close by • Radio • Sending 2/3 campers to the waterfront • Cell phone
Remove Others	Staff will direct other campers to relocate to a designated area.
Read the situation	Two staff will shadow the youth for safety whenever possible. Observe the young person's body language and breathing to determine whether they are ready to talk. Youth who are breathing evenly and have an open posture may be ready to talk about what happened. Keep in mind that non-verbal cues and signals vary by culture. If the young person seems ready to talk, ask, "What happened?" Make sure to use a calm voice to show you truly care about what happened to them, even if their actions negatively affected the activity or someone else. Youth who are breathing heavy and have a tense posture may not be ready to talk. They won't hear you if they aren't calm. Offer a calming statement such as, "Let's breathe," or "You can handle this." Expect differences in what youth find calming. One young person may yell, "No, I can't" when they hear, "You can handle this." Another youth may find the same statement helpful. There is not one magical statement to calm all youth. Use a short phrase and speak from the heart. For example, "I see this is difficult" or "I am here to help"
Acknowledge Feelings	Allow the young person to label their feelings by inviting them to share. Sometimes it will be difficult for a young person to identify how they are feeling, especially if they are having strong feelings. Watch and listen carefully for the real message. If you are not getting a response from the young person and still aren't sure what is going on, it is okay to simply acknowledge them by saying, "I see you," or "I hear you." Sometimes youth will open up if you say something like, "That was a big reaction. What's going on?" Gestures, facial expressions, and tone make all the difference.
Give Choices	Give concrete choices to bring the intensity down and diffuse a tense situation. Remember that youth cannot problem-solve when they are upset. It's important to give them choices until they get there. Staff will offer the young person two concrete choices. Some examples are: <ul style="list-style-type: none"> • "Do you want to take a break on the Swenches or the Dining Hall deck?" • "Would you like to try an active or a quiet activity to help you work through what's going on?" • "Do you want me or someone else to help you?" • "Do you want to talk it through now, or just breath for a few minutes?" • Staff should have a variety of choices prepared. <p>Make sure youth are never given the choice to be alone with just one other staff member or peer.</p>
Pause & Support	When a young person is upset, they often cannot think clearly or use coping skills. Pause and give them time to think through the choices. Allowing time can also give youth a chance to reflect. Be flexible whenever you can. For example, if you gave them a choice to take a break on the Dining Hall Deck and they want to take a break at the waterfront picnic benches, be flexible and give them some control over the situation. Remember, this process is mostly non-verbal. Use your movements and facial expressions to show the young person you are there for them. Walk alongside them or give them an understanding look.
Contact Caregivers	Village Directors will call the youth's caregivers to inform them of the incident before 2 meals have passed
Document the Incident	Details of the unsafe behavior incident and follow up calls with caregivers should be documented in CampMinder. If deemed necessary by a YRStaff member a separate incident form will be completed. Documentation will use objective and observable language

Taking a Break – This is not a time out. It gives a camper a chance to cool down and get away from a potentially stressful situation. It can help avoid a power struggle.

When to use it	How to do it
<ul style="list-style-type: none"> When a camper gets off task and is beginning to be disruptive but not problematic When camper is beginning to be argumentative or confrontational When a camper is refusing to follow a directive When you are aware of an ADD/ADHD diagnosis When camper seems fidgety, moves a lot, cannot sit still When camper is becoming frustrated or agitated with the task at hand When two or more campers are engaged in conflict, argument, or are just getting annoyed with one another When a camper seems to be getting bored, sleepy, or their eyes are glazing over When a camper’s emotions and/or behaviors need to be deescalated 	<p>Less formal methods:</p> <ul style="list-style-type: none"> Going to fill up their water bottle. Sitting in the shade for a few minutes Moving to another seat/spot Sending them on a quick errand – taking a note to another counselor, or some other task that gets the student up and out for a short break
	<p>More formal methods</p> <ul style="list-style-type: none"> Identify a safe and non-disruptive area to go If possible, provide campers with handheld timer setting the timer for no longer than five minutes (or keep timer in the break location) Camper returns when timer goes off Thank the camper for leaving and returning so cooperatively. Give encouragement to camper upon return. Either the camper or counselor may initiate a break, though it is best when the campers can identify the need for and take breaks appropriately <p>If the camper abuses the break intervention, set limits on the frequency of use to deter this</p>

Prompt a Coping Skill – Emotion-Focused Coping Skill help kids deal with their feelings so they are less stressed. They teach kids how to tolerate stress and gain perseverance. They are most useful for situations that cannot be changed. Problem-Focused Coping Skills involve taking action to change a situation and they empower kids to take control of a difficult situation

Examples	Tips
<p>Emotion-Focused Coping Skills</p> <ul style="list-style-type: none"> Label Feelings Breathing Exercises Participate in Exercise Create artwork Read a book Play a game Stretch Play music Lean positive self-talk <p>Problem-Focused Coping Skills</p> <ul style="list-style-type: none"> Ask for help Engage in problem-solving List the pros & cons 	<ul style="list-style-type: none"> Have a cabin chat to share ideas of different coping strategies Share what you do when you are upset or frustrated Point out when you are frustrated and what coping skill you are using at that time When you see a camper having a tough time you could say “It looks like you’re feeling frustrated. What would help you calm down right now?” Allow a child to feel bad for a moment – people aren’t happy all the time. Feeling angry, sad, or scared can be part of the healing process. However, it’s important they don’t get stuck in a bad mood. Remind them <u>“It’s ok to feel mad, it’s not ok to do mean things”</u> Discuss strategies “Did the coloring help you feel better?”

<i>Calming Skills</i>	<i>Distraction Skills</i>	<i>Physical Skills</i>	<i>Processing Skills</i>
<ul style="list-style-type: none"> • Deep breathing using a pinwheel • Deep breathing with bubbles • Deep breathing with a stuffed animal • Deep breathing using a feather • Take a mindful walk • Stretching • Imagine your favorite place • Think of your favorite things • Picture the people you care about • Remember the words to a song you love • Run water over your hands • Carry a small object • Touch things around you • Move • Make a fist then release it • Positive Self-Talk • Take a drink of water • Counting 	<ul style="list-style-type: none"> • Write a story • Crossword/Sudoku Puzzles • Bake or Cook • Help with an errand • Random Acts of Kindness • Read • Clean • Play with a stuffy • Play a board game • Play with a friend • Weed a garden • Creative Thinking • Make up your own game • Plan a fun event • Do a crafting project • Your favorite things • Be silly and laugh 	<ul style="list-style-type: none"> • Squeeze something • Use a stress balls • Shred paper • Use a sand tray • Boulding Wall • Hold a small stone • Shuffle cards • Make something • Use a fidget • Walk • Exercise • Dance • Punch a safe surface • Make an obstacle course • Jump rope • Go swimming • Stretches • Tumbling/Gymnastics • 	<ul style="list-style-type: none"> • Write in a journal • Write songs • Write poetry • Write music • Draw • Talk to someone you trust • Write what's bothering you and throw it away • Write a letter to someone • Use "I statements" • Make a worry box • Color • Doodle

Rejoining the Group - Anytime a camper takes a break, you should try to have a short conversation using feeling focused questions about what happened, and are they ready to join back in.

Use Restorative Questions to rejoin the group

- What happened?
- How are you feeling?
- Are you feeling better now?
- Do you need anything now before you rejoin the group?

Restorative Consequence Options – LEVEL TWO, (Group)

Group Management – let's take a step back...

Before Arrival	<ul style="list-style-type: none"> • Planning with co-counselor • Review make up of cabin group 	<p>Sunday Morning</p> <ul style="list-style-type: none"> • Complete Co-counselor Info Sheet • Understand make up of cabin group – returners, friends, towns
Forming	<ul style="list-style-type: none"> • Little Agreement • Unclear Purpose • Guidance & Direction 	<p>First 24 hours</p> <ul style="list-style-type: none"> • Emotions are generally positive • Develop Cabin Norms (Cabin Contract) • Prepare for the need for conflict resolution • <u>Potential for pushing boundaries to understand what is acceptable behavior</u> • Needs structure in the form of guidance and direction
Storming	<ul style="list-style-type: none"> • Conflict • Increased clarity of Purpose • Power Struggles 	<p>Days 2-4</p> <ul style="list-style-type: none"> • Individuals finding their place in the group • <u>Merging many different norms from home into a camp</u> • Some may begin to feel stress of frustration, resentment, and anger. Others may be missing home • Staff also experience frustration and are worried about the situation. • It is critical for the group to handle conflict well because it helps to build skills and builds confidence for the future.
Norming	<ul style="list-style-type: none"> • Agreement & Consensus • Clear Roles & Responsibility • Facilitation of Fun 	<p>Days 3-5</p> <ul style="list-style-type: none"> • The Cabin has a familiar routine for Wake up, Morning meeting (Cabin Convo), Siesta, Meals, and Bedtime • The group works through individual and social issues. • The group establishes its own norms of behavior and begins to trust each other. • The group develops interpersonal skills, it becomes fun to be together
Performing	<ul style="list-style-type: none"> • Clear Vision & Purpose • Focus on making it special 	<p>End of week 1 through 2nd Wednesday</p> <ul style="list-style-type: none"> • The group is ready to engage in 'extra fun' activities – • For example – themes, a special location cabin chat, a fun event at siesta. • If Storming didn't happen early on, or was not dealt with effectively, this is where underlying earlier issues could blow up
Adjourning	<ul style="list-style-type: none"> • Task Completion • Good feeling • Achievement • Recognition 	<p>Last couple of days</p> <ul style="list-style-type: none"> • Preparing for separation. • Special closing for the group. • Opportunities for future connections.

If you witness negative behaviors in your group - you need to...

Ask yourself first....

- Am I over-reacting? Am I tired and Cranky? Am I the problem?
- Define the poor behavior specifically to yourself.
- Did your poor organization contribute to the problem? (e.g., long lines or not being consistent)
- Are you trying to meet individual needs?
- Are you asking the campers to do something they cannot do?
- Does the camper know what she is doing wrong? (Are you sure they know?)
- Do you have too many rules? Kids cannot remember a lot of rules.
- Is there some reason for the camper's bad behavior that is beyond their control? (medication, time of day)
- Are you giving the child attention for negative behavior?

If after going through the above questions does not help the situation, remember....

- Don't yell
- Separate misbehaving children so everyone has time to calm down
- Never discipline a whole group for the misbehavior of a few.
- Recover your sense of humor!
- Tell the child you are upset with their behavior, not them. (You are a great kid, your behavior is not).
- Do not get into power struggles. Both of you should win.

Then...

- Remind them of our community norms, and that they are a valued member of the group.

Identify the Issue

	CONFLICT	RUDE	MEAN	BULLYING
Frequency	Occasional	Occasional	Once or Twice	Repeated
Forethought	No planned; in the heat of the moment	Spontaneous; unintentional	Intentional	Is planned and done on purpose
Who's hurt	All parties are upset	Can cause hurt feelings; upset	Can hurt others deeply	The target of the bullying is upset and potential for long term trauma
Motivation	All parties want to work things out	Based in thoughtlessness or poor manners	Based in anger; impulsive cruelty	The bully is trying to gain control over the target
Responsibility	All parties will accept responsibility	Rude person accepts responsibility	Behavior is often regretted	The bully blames the target
Solution	Can be resolved through a conversation	Social skill building could be of benefit	Needs to be addressed and should not be ignored	Cannot be resolved through mediation. Leadership must be involved

How Is Restorative Justice Implemented At Hazen To Resolve Conflict?

When a conflict arises, counselors will communicate with the campers involved to understand and address the needs of the group. Once all the campers feel ready to discuss the conflict together, our counselors will facilitate a productive conversation by providing open-ended questions and creating healthy boundaries. All campers will have the opportunity to share their experience and listen to the experiences of others; then they will work together to create a plan for moving forward as a community. We use restorative practices to help our campers take responsibility and initiative; however, our counselors still work one-on-one with campers to address positive behavior. We do not tolerate any behavior that will harm oneself, others, or the surrounding environment.

Cabin 'reset' Circle - Leading a Cabin Circle when Cabin Norms have been broken

Reasons for holding:

- Cabin counselor feels disrespected or not listened to
- Cabin counselor hears their cabin has mis-behaved for another staff member (eg quest)
- Campers annoying each other
- Multi-person conflict within the group
- "whole cabin" has issues with another cabin
- Behavior of a few, disrupts the experience (and/or safety) of the whole group

Back up list of possible fair/appropriate consequences:

Corrective:

- Cleaning – offer to be waiter, staying after class to clean, doing someone else chore in cabin clean up
- Putting it back to how it was – fixing, repairing, sanding/painting
- Apologize by doing – Apologizing, written apology, public apology.
- If it happens again, maybe we need to:
- Proximity to staff – sit next to them at lunch/in class,
- Village Director involvement – Parent Communication – VD call home, child call home
- Altering program – switch classes, program area

Positive consequences:

- Extended flashlight time.
- Cabin chat in a new location.
- Skip cabin clean up for a day.
- Counselor be the waiter for the day.
- Longer showers.

Prior to the Circle – Restorative Questions

In some situations, it may be appropriate to have a couple of individual conversations first.

Restorative questions are a tool used to process an incident of wrongdoing or conflict. When a situation has occurred, the person(s) who has created the conflict takes some time and answers question

<u>When challenging behavior:</u>	<u>To help those affected:</u>
<ul style="list-style-type: none"> • What happened? • What were you thinking of at the time? • What have you thought about since? • Who has been affected by what you have done? • In what way have they been affected? • What do you think you need to do to make things right? 	<ul style="list-style-type: none"> • What did you think when you realized what had happened? • What impact has this incident had on you and others? • What has been the hardest thing for you? • What do you think needs to happen to make things right?

1. Open the Circle.

<p>Circle Leader calls the circle to start and shares topic and intentions of the circle.</p> <p>Set the Parameters for the Circle</p> <ul style="list-style-type: none"> • Time per person, Values of the Group, Revisit group norms, Community Guidelines <p>Do a <u>Vibe Check.</u></p> <p>Go over <u>Circle Agreements:</u></p>	<u>Vibe Check Tools</u>
	<ul style="list-style-type: none"> • Thumbometer → from thumbs down to thumbs up and everywhere in between, how are we feeling about the situation, day, in that moment. • 5 Finger rank → Count of three, everyone rank their feelings from 1 to 5 on their hands, then share what made you pick that • Weather, Emotion, Scene cards. Pick the one that best describes you. • Rose Bud Thorn
	<u>Circle Agreements</u>
	<ul style="list-style-type: none"> • Respect the Talking Piece • Speak from your heart • Listen with your heart • Speak with respect • Listen with respect • Say just enough • Honor privacy • Bring our best selves

2. It's the Question Round!

- Pose a question or activity to the group.
- Everyone goes around and answers.

Getting back on track – the group, or individuals in the group have broken the cabin norms contract.

<u>What happened?</u>	<ul style="list-style-type: none"> • <u>State the reason for calling the circle</u> • <u>“no one is in trouble, I just want to hear from you what happened”</u> • <u>“What happened from your perspective?”</u> • <u>I’m not angry, I just want to know what’s going on? What happened?</u>
<u>Who was impacted?</u> <u>How did that make us feel?</u>	<ul style="list-style-type: none"> • “How are you feeling?” • “What happened?” • “How did it happen?” • “How did that make you feel?” • “How do you think it made the other person feel?” • “How were you affected by what you did? How did doing that make you feel?” • “How do you feel knowing that you made x person feel x way?”
<u>What do we need?</u>	<ul style="list-style-type: none"> • “I’m sorry to hear that you’re feeling that way.” • “Can you tell me what you need right now?” • “Wow, that sounds really hard.” • “I’m really sorry to hear that x person/ thing made you feel that way” • “I love you and I care about you and I’m here for you no matter what” • “I’d like to create a safe space for everyone to share their thoughts and feelings.” • “Can you tell X person how their words / actions made you feel?” • “Can you reflect back on what you heard the other person say?” • “How did that make you feel? What thoughts or questions do you have?” • “How could this situation have been handled differently so that there would have been less hurt?”
<u>Who’s going to make it happen?</u>	<ul style="list-style-type: none"> • “Now that we’ve heard from everyone, let’s brainstorm possible solutions.” • “What ideas do you have for making things right?” • “What do you need?” “What can X person do to help make you feel better” • “What should we do if x person continues to hurt person y?” “What seems like a fair / appropriate consequence?”

3. Close. That. CIRCLE!

- Summarize what was said, and any plans that were discussed.
- Thank the group for sharing and being part of the community.
- Highlight any agreed upon goals moving forward.
- Does your group have any closing circle traditions? (blow out the candle together, hands in, cabin cheer, etc.)

Conflict Circle

Pre-Planning:

- Determine the purpose and goals of the circle. Identify the key stakeholders involved (e.g., campers, staff). Allow “allies” in addition to those directly involved if they would like.

Establish Safety and Trust:

- Establish guidelines for respectful communication and active listening.
- Encourage confidentiality and assure participants that the circle is a non-judgmental space.

Introduce Restorative Justice Concepts:

- Provide a clear and age-appropriate explanation of restorative justice principles.
- Define terms such as empathy, accountability, and repairing harm.
- Use relatable examples to illustrate the concept of a circle and its purpose

Setting the Circle:

- Arrange chairs or a circle on the floor to create an equal and inclusive setting. Ensure everyone can see and hear each other easily
- Allocate a talking piece (e.g., an object) that indicates who has the floor.

Opening the Circle:

- Begin with a grounding activity, such as a mindfulness exercise or a breathing exercise, to set a calm tone.
- Welcome and introduce each participant, including the facilitator.
- Remind participants of the purpose and guidelines for the circle.

Sharing and Listening:

- Provide an opportunity for each participant to share their perspective or experience.
- Encourage active listening without interruptions or judgments.
- Use a talking piece to ensure everyone has an equal chance to speak.
- Allow participants to pass the talking piece if they do not wish to share.

Reflecting and Dialogue:

- Facilitate a reflective discussion by asking open-ended questions related to the harm caused and its impact.
- Encourage participants to respond to each other’s experiences with empathy and understanding.
- Foster dialogue by asking follow-up questions to deepen understanding and explore alternatives.

Identifying Solutions and Making Amends:

- Collaboratively brainstorm ideas for repairing harm and addressing the needs of those affected.
- Encourage participants to take responsibility and suggest ways to prevent similar incidents in the future.
- Closing the Circle:
 - Summarize the discussions, agreements, and commitments made.
 - Provide an opportunity for participants to express gratitude or appreciation for each other’s contributions.

Follow-Up and Evaluation:

- Check in with participants after the circle to assess the impact and address any concerns.
- Document key points, agreements, and outcomes for future reference or follow-up.

DEFINITIONS:

Restorative Justice Principles:

Definition: Restorative justice is a way of changing community norms to respect the needs of the individual as a community responsibility. Part of that includes focusing on resolving conflicts and addressing harm by repairing relationships and meeting the needs of those affected. It emphasizes understanding, empathy, and accountability instead of punishment.

Age-Appropriate Explanation: Restorative justice is like a way of solving problems and making things better when something goes wrong. Instead of just punishing someone, it is about understanding why it happened, how it made people feel, and finding ways to fix the problem together. It is about everyone having a chance to talk, listen, and come up with solutions that help everyone involved. Restorative justice helps us learn from our mistakes and build stronger relationships.

Empathy:

Definition: Empathy is the ability to understand and share the feelings of another person. It involves putting yourself in someone else's shoes and imagining how they might be feeling.

Age-Appropriate Explanation: Empathy means being able to understand how someone else feels. It is like trying to imagine what it would be like if you were in their situation. For example, if a friend is sad because they lost their favorite toy, empathy would be when you try to imagine how sad and upset they must be, and you show them that you understand and care about their feelings.

Accountability:

Definition: Accountability means taking responsibility for your actions and their consequences. It involves recognizing the impact of your behavior on others and being willing to make things right.

Age-Appropriate Explanation: Accountability means understanding that when we do something that hurts someone else or causes a problem, we need to take responsibility for it. It is about recognizing that our actions have consequences, and we need to try to make things better and fix any harm we may have caused.

Repairing Harm:

Definition: Repairing harm involves making amends and taking actions to address the negative consequences of our actions. It focuses on restoring relationships and healing the damage caused.

Age-Appropriate Explanation: Repairing harm means doing what we can to fix any problems or hurt feelings that were caused by something we did. It is about making things better and finding ways to help the person we may have hurt feel better. It can involve saying sorry, making a plan to prevent similar problems in the future, or finding ways to make things right.

Community Building At Camp - Individual Camper Meetings

At least once each week a cabin counselor should be sitting down and having a one-on-one discussion with their campers. To set up this meeting, the counselor should frontload the camper that they want to have a catch up and then sit out of ear-shot from other campers.

During this meeting, counselors should be checking in to see how the camper is doing at camp, how they are doing socially, any new friends they have made, what they don't like about camp, how their activities are going, how they feel about their cabin group, how they feel about the counselors, are they getting enough to eat. Basically any topic about camp can be discussed and it's a great chance to really get the camper to open up about their camp experience. These discussions should last about 5 minutes and need to be done twice during a two-week session.

Community Building At Camp - Group Camper Meetings

OVERNIGHT CAMP	DAY CAMP
First night – establishing community norms. Making an agreement that includes acceptable behavior. Make a promise to hold each other accountable.	First Day – establishing community norms. Making an agreement that includes acceptable behavior. Make a promise to hold each other accountable.
Each morning – After the cabin clean up before the split to the first activities. Topics: things we are excited nervous about, goal setting for the day, address any concerns/feelings from the previous evening.	Each morning – After the morning announcements before the split to the first activities. Topics: things we are excited nervous about, goal setting for the day, address any concerns/feelings from yesterday.
Cabin Chat – After showers, before bed time. A great time to reflect on the day. You can use debriefing talking points like Rosebud/Thorn, etc. or have a more open ended discussion.	Snack Chat – During snack, before the kids depart. A great time to reflect on the day. You can use debriefing talking points like Rosebud/Thorn, etc. or have a more open ended discussion.
Conflict Circles – only when necessary. Deeper conversation between multiple parties. Focused on the harm that was cause and what is needed to repair that harm.	Conflict Circles – only when necessary. Deeper conversation between multiple parties. Focused on the harm that was cause and what is needed to repair that harm.

FIRST NIGHT/DAY

Encourage campers to openly share their thoughts and ideas, and facilitate a discussion where they can collectively come up with the community norms for the cabin. It is important to guide the conversation and ensure that all campers have an opportunity to contribute.

Here are some questions you can ask the campers on the first night of overnight camp and first day of day camp to help them set their own community norms for the cabin:

- What does respect mean to you, and how can we demonstrate it towards each other in the cabin/tent/group?
- How can we create an inclusive environment where everyone feels welcomed and valued? What does it look like? What words should we say to each other?
- What are some important aspects of communication that we should keep in mind to foster positive interactions within the cabin/tent/group?
- What are some examples of ways we can work together and cooperate as a cabin/tent/group community?
- How can we ensure that everyone's personal space and privacy are respected in the cabin/tent/group?
- What strategies can we use to resolve conflicts peacefully and maintain a harmonious atmosphere in the cabin/tent/group? What should we say when we are frustrated?
- How can we prioritize safety in our cabin? What rules or guidelines should we establish to ensure everyone's well-being?
- In what ways can we show environmental stewardship and take care of the natural surroundings during our time at camp?
- How can we encourage active participation and engagement from everyone in the cabin/tent/group? What can we do to support and motivate each other? What words should we say when we just need a break?
- What ideas or activities can we incorporate to make our time in the cabin/tent/group fun, enjoyable, and memorable?

EACH MORNING

- Good morning, campers! What is something you are looking forward to today?
- What activity or event from yesterday made you feel most excited or proud?
- Are there any specific goals or achievements you would like to focus on today?
- Is there anything that you feel unsure or concerned about for today? Let us address it together and find a solution.
- What can we do as a cabin group to support and encourage each other today?
- How can we make today even more enjoyable and memorable than yesterday?
- Is there anyone in the cabin who needs some extra support or encouragement today? Let us make sure we are looking out for each other.
- Are there any challenges or obstacles you anticipate for today's activities? Let us brainstorm strategies to overcome them.
- What are some positive qualities or strengths you possess that can help you make the most of today's activities?
- How can we show kindness and respect to others today, both within our cabin and throughout the camp?
- What do you hope to learn or discover today? Let us keep our minds open and embrace new experiences.
- What can we do to make sure everyone feels included and valued during today's activities?
- Is there anything you would like to share or discuss as a cabin group before we start our day?
- How can we support each other in reaching our individual goals for today?
- What strategies can we use to stay motivated and enthusiastic throughout the day?
- Is there a particular skill or talent you would like to work on or showcase today? Let us encourage each other to shine.
- How can we make sure to take breaks and relax when needed, so we have the energy to fully enjoy the day?
- What is one word or phrase that can serve as our cabin group's motto for the day? Let us carry that mindset with us and make it an amazing day!

EACH CABIN CHAT/SNACK CHAT

This does not replace our traditional cabin chats. This is how each evening should start. If the conversation is going well, these questions can make up the entirety of the chat. You can always incorporate fun, silly conversation starters as an ice breaker or after a bit of reflection time.

- How did today's activities make you feel? What was the highlight of your day?
- Was there any moment or achievement today that made you feel proud of yourself or your cabin group?
- Did you face any challenges or obstacles today? How did you handle them, and what did you learn from those experiences?
- Is there anything that did not go as planned or left you feeling disappointed today? Let us talk about it and see if there is anything we can do to address it.
- Did you achieve any of the goals you set for yourself today? How did it make you feel, and what steps did you take to accomplish them?
- How did you support and encourage your cabin mates today? Can you share an example of a time when you felt supported by someone in the cabin?
- Did you notice anyone in the cabin who might need some extra support or encouragement? How can we reach out and help them?
- Did you try something new or step out of your comfort zone today? What was that experience like, and what did you learn from it?
- Was there a moment today when you felt particularly connected to nature or the camp environment? How did it make you feel?
- Did you make any new friends or deepen existing friendships today? How did those connections contribute to your camp experience?
- Did you have any moments of reflection or self-discovery today? What insights or lessons did you gain from those moments?
- Is there anything you would like to improve or do differently tomorrow based on your experiences today?
- How can we work as a cabin group to address any concerns or issues that arose today?
- What is one positive experience or memory from today that you would like to hold onto and cherish?
- Is there anything you need from the cabin group or camp staff to make your experience even better? Let us discuss it openly.
- Did you have any funny or lighthearted moments today that brought joy and laughter to the cabin? Let us share those stories and keep the positive energy going.
- How can we express gratitude for the experiences, opportunities, and friendships we have had so far at camp?

- Did you learn any valuable life skills or gain new knowledge today? How can you apply what you learned outside of camp?
 - What can we do as a cabin group to make tomorrow an even better day? Let us brainstorm ideas and set intentions.
 - What is one thing you appreciate about yourself and one thing you appreciate about each of your cabin mates? Let us spread positivity and gratitude.
 - Is there anything else you would like to share or discuss as a cabin group before we end our day?
- ADD YOUR OWN....

If you witness negative behaviors in your group - you need to...

Ask yourself first....

- Am I over-reacting? Am I tired and Cranky? Am I the problem?
- Define the poor behavior specifically to yourself.
- Did your poor organization contribute to the problem? (e.g., long lines or not being consistent)
- Are you trying to meet individual needs?
- Are you asking the campers to do something they cannot do?
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- Never discipline a whole group for the misbehavior of a few.
- Recover your sense of humor!
- Tell the child you are upset with their behavior, not them. (You are a great kid, your behavior is not).
- Do not get into power struggles. Both of you should win.

Then...

- Remind them of our community norms, and that they are a valued member of the group.

If the behavior continues or it happens again....

Remember all the stuff you've just read, and determine if a conflict circle is warranted. If you have already held a circle, then bringing in a leadership staff member to participate in the new circle is a good idea. Explain the positive consequences of holding a circle.

At this point, if you have not done so already, tell your supervisor. You should have already made notes in your 'Counselor Notes' if you are a Cabin Counselor. If you are in Day Camp make sure the Program Director or Assistant Program Director knows about the situation.

Use open ended questions, so that the camper will have to contribute to conversations.

Identify the problematic behavior and why it is a problem.

If it is still happening....

The next step is to have the camper meet with yourself and you're a member of Leadership Staff – preferably your Village Director/Day Camp Program Director and complete a circle that is documented. There are different forms depending on the age of the camper. For any form of written material on a camper a member of Leadership Staff should be involved in the process.

Missing Home

Missing home is something that every counselor, AC, village director and program director will deal with at camp. It is an inevitable phenomenon. What are the best ways to deal with this or, more importantly, to prevent the onset?

Prevention Is the Best Medicine

Planning activities that help campers get to know other campers and showing them around the camp grounds helps campers get familiar with the facility and the people and makes them feel more at home. Often such activities can help prevent homesickness.

Break the ice

Ice-breakers and get-to-know-you games provide campers and staff with a way to get to know the likes and dislikes, skills, talents, attitudes, and personalities of the people that they will be spending time with during their stay. One technique is to ask each camper and staff to learn the names of at least seven new people within the first hour of arriving at camp. A director walking by may test staff and campers at any time. Learning names may seem like a simple thing, but when someone calls you by name, you instantly feel like you belong.

Play a lot of these games, and do not stop after the first day. It may take two or three days for your campers to really feel comfortable.

Raise campers' comfort level

Tell campers absolutely everything that they need to know about their camp stay. Tell them about what will happen on the first day, what their daily schedule will be like, when they will have free time, when their bedtime is, what time they must get up, and when they will take their showers. Make sure to take them on a tour of camp and show them where everything is. Do not forget to show them the location of the nurse, the outgoing mailbox, and any meeting places that you might use during the week. Keeping a secret to entertain yourself is not cool.

Establish ground rules

Make sure everyone is on the same page as far as cabin rules, camp rules, acceptable behavior, and what the consequences are if any of these norms are broken. Sometimes having campers produce some of their own ground rules will raise their comfort level, too. You need to ensure that you are being strict with the rules from the start of the session. It is a much more manageable task to ease off than it is to tighten up once the precedent is set.

Keep 'em busy

During down times, campers tend to think about home and focus on the fact that they are not there. Siesta, early morning and before bedtimes are times when campers may get homesick, because these are times when they are used to being with their families. Try to keep their minds on other things. Play some quiet games, pass a story around, or write a group letter that you can copy and mail home to parents.

Remedies

What if homesickness strikes despite your attempts to prevent it? There are a couple of things that you need to remember. First, homesickness is highly contagious. It can spread before your eyes. Second, there are remedies, and many stories of homesick children have happy endings; some campers even end up being on staff in years to come!

Set goals

If you find yourself with an unhappy camper, one of the keys to curing the ailment is to set attainable goals,

both for the camper and for yourself. The goals may be as simple as making an agreement with the camper that he needs to stop crying until dinner time. You may ask a camper to try to remember three times during the day that he smiles and then tell you about these times the next time you meet. The staff member may try setting a goal to continue to encourage the camper and to work on the problem for an entire day before asking for help from another staff member or the camper's parents.

Ask for help

The great thing about working at camp is that you are never alone. Other staff members are there to support you, and they are ready and willing to help. Keep in mind that experienced staff have handled these kinds of problems before, and they might have some good ideas to get your camper through the next hour, day, or week. Sometimes it helps to have someone else in camp that understands the situation and can talk to your homesick camper.

Give a little extra TLC

Homesick campers might just need a little extra care. Spend a little extra time with them or ask a director or other staff member to take a special interest in the camper. At first the camper may cling to this new-found friend, but little by little the camper will become more independent and join in activities with the cabin group.

Do not make promises you cannot keep

Kids can be devious when it comes to getting something they want, and counselors must be sure they don't make promises that they can't or aren't willing to keep. Sometimes when you are trying to get a child to stop crying, you may promise a phone call home or something even worse. Remember, your campers' parents or guardians sent them to camp for a reason, and it is best to find out what that reason is before you start making promises. Maybe a mother sent her daughter to camp to become a little more independent; maybe a camper's parents are on an extended vacation in Europe. If you are unsure, ask your Village Director for help, they will contact home if necessary.

Share

At times, campers just want to know that they belong. Give them your favorite stuffed animal to borrow while they are at camp. Share a funny story about when you were a camper, or share a secret that helped you not feel homesick. Have them share some things about their lives, too. Ask them about school or their baseball team or their last dance recital. Keep them talking and thinking about anything, and show interest in them. And sometimes, you just must share a smile to help your campers feel better.

Missing home DOES happen in Day Camp but is different because the children go home every day and we see their parents twice a day. If there is a child in your group who appears to be missing home and is not joining in with activities then simply speak with DC leadership who will help you with the situation.

Tough Topics

The camp environment and a positive camper-cabin counselor relationship can sometimes lead to discussions about certain subjects (such as smoking, drugs, sexuality, dating, cults, religion, ghost or horror stories, divorce, race, politics etc.). Often, children have directly experienced or heard/overheard conversations about these subjects. They may discuss these subjects among themselves, ask cabin counselors about their personal experiences or opinions, or ask questions about them in search for more information.

Conversations around these subjects are not in and of themselves a problem. The difficulty arises out of the fact that every camper comes from a different family, with a unique social, religious, ethical, and moral background. It is very difficult to ascertain what subjects are/are not appropriate to discuss on that basis, let

alone to what degree to discuss them with campers. In some cases discussions about these subjects at camp can be beneficial to the camper involved and consistent with their family's standards and expectations. At other times, such conversations or discussions are not beneficial to the camper nor appropriate or consistent with their background.

Staff need to recognize these conversations and to know how to respond to it appropriately. The following guidelines apply to all discussions regarding subjects that may be considered by some as socially sensitive:

Be aware of the context of the conversation. Who is part of the conversation? Is a group of campers discussing the topic on their own? Has one camper or a group of campers approached you? Has the topic come up before? Who seems to be most concerned with it? Asking yourself questions such as these will help frame your response to their question or discussion.

Be aware that a discussion may lead a camper to disclose personal information. Decide in advance if you and other camper(s) present are prepared to deal with the emotional and social fallout from such a disclosure.

Inform campers of their right not to participate in or be present for discussion/conversation about the subject. Any conversation about a tough subject should take place in an atmosphere of trust and personal confidence. It is also okay to not have a conversation about the subject at all. Regardless, it should be agreed that there is no need to discuss with other campers what others say in this conversation - this means campers agree not to discuss the matter outside the cabin, other than with their family, and staff should use good judgment in determining if a Leadership Staff member should be made aware of the conversation.

Center any conversation about these subjects on the camper(s). Staff should refrain from talking extensively about or discussing their personal experiences, lifestyle, habits or beliefs as they relate to the topic. Staff may respond to personal questions in one of several ways:

"This isn't a topic I feel comfortable discussing (right now)." Then change the subject, or pick it up later with a specific camper or campers in a different setting. Answer honestly by saying "No, I have not had personal experience with (subject)." or "Yes, I do have opinions regarding ... but I'd rather you take the time to make your own perspective."

Encourage campers to explore their own feelings about the subject. Questions such as, "Why do you ask?" "Where did you first hear about/experience this?" or "How long have you been wondering about this?" may be appropriate. Spend time understanding campers' motives for their questions.

Bullying:

In the United States, bullying among children and teenagers has often been dismissed as a normal part of growing up. Little attention has been paid to the devastating effects of bullying, or to the connection between bullying and other forms of violence. In recent years, however, students and adults around the country have begun to make a commitment to stop bullying in their schools and communities.

WHAT IS BULLYING?

Bullying includes a wide variety of behaviors, but all involve a person or a group repeatedly trying to harm someone who is weaker or more vulnerable. It can involve direct attacks (such as hitting, threatening, or

intimidating, maliciously teasing and taunting, name-calling, making sexual remarks, and stealing or damaging belongings) or more subtle, indirect attacks (such as spreading rumors or encouraging others to reject or excluding someone). In addition to these two modes, the four types of bullying include broad categories of **physical, verbal, relational** (e.g., efforts to harm the reputation or relationships of the targeted youth), and **damage to property**.

HOW COMMON IS BULLYING?

National Statistics from www.stopybullying.gov

- **Been Bullied**
 - About 20% of students ages 12-18 experienced bullying nationwide.
 - Nationwide, 19% of students in grades 9-12 report being bullied on school property in the 12 months prior to the survey
- **Some youth experience bullying more than others**
(<https://www.cdc.gov/violenceprevention/youthviolence/bullyingresearch/fastfact.html>)
 - Nearly 40% of high school students who identify as lesbian, gay, or bisexual
 - About 30% of female high school students experienced bullying at school or electronically in the last year, compared to about 19% of males.
- **Seen Bullying**
 - 70.6% of young people say they have seen bullying in their schools.³
 - 70.4% of school staff have seen bullying. 62% witnessed bullying two or more times in the last month and 41% witness bullying once a week or more.³
 - When bystanders intervene, bullying stops within 10 seconds 57% of the time.¹⁶
- **Been Cyberbullied**
 - Among students ages 12-18 who reported being bullied at school during the school year, 15 % were bullied online or by text.
 - An estimated 14.9% of high school students were electronically bullied in the 12 months prior to the survey.
 -
- **How Often Bullied**
 - In one large study, about 49% of children in grades 4-12 reported being bullied by other students at school at least once during the past month, whereas 30.8% reported bullying others during that time.
 - Defining "frequent" involvement in bullying as occurring two or more times within the past month, 40.6% of students reported some type of frequent involvement in bullying, with 23.2% being the youth frequently bullied, 8.0% being the youth who frequently bullied others, and 9.4% playing both roles frequently.³
 - Approximately 46% of students ages 12-18 who were bullied during the school year notified an adult at school about the bullying.

Limited available data suggest that bullying is much more common among younger teens than older teens. As teens grow older, they are less likely to bully others and to be the targets of bullies.

Teenage Girls+ are more often the targets of rumors and sexual comments. While teenage Boys+ target both Boys+ and Girls+, teenage Girls+ most often bully other Girls+, using more subtle and indirect forms of aggression than Boys+. For example, instead of physically harming others, they are more likely to spread gossip or encourage others to reject or exclude another girl.

CHILDREN AT RISK OF BEING BULLIED

Generally, children who are bullied have one or more of the following risk factors:

- Are perceived as different from their peers, such as being overweight or underweight, wearing glasses or different clothing, being new to a school, identify with the LGBTQ+ community, or being unable to afford what kids consider “cool”
- Are perceived as weak or unable to defend themselves
- Are depressed, anxious, or have low self esteem
- Are less popular than others and have few friends
- Do not get along well with others, seen as annoying or provoking, or antagonize others for attention

However, even if a child has these risk factors, it does not mean that they will be bullied.

HOW DOES BULLYING AFFECT TEENS THAT ARE THE TARGETS OF BULLIES?

Bullying can lead teenagers to feel tense, anxious, and afraid. It can affect their concentration in school, and can lead them to avoid school in some cases. If bullying continues for some time, it can begin to affect teens' self-esteem and feelings of self-worth. It also can increase their social isolation, leading them to become withdrawn and depressed, anxious, and insecure. In extreme cases, bullying can be devastating for teens, with long-term consequences. Some teens feel compelled to take drastic measures, such as carrying weapons for protection or seeking violent revenge. Others, in desperation, have suicide ideation. Researchers have found that years later, long after the bullying has stopped, adults who were bullied as teens have higher levels of depression and poorer self-esteem than other adults.

BULLYING CAN ALSO AFFECT THOSE TEENS WHO WITNESS THE BULLYING.

In one study of junior high and high school students, over 88 percent said they had witnessed bullying in their schools. Teens who witness bullying can feel guilty or helpless for not standing up to a bully on behalf of a classmate or friend, or for not reporting the incident to someone who could help. They may experience even greater guilt if they are drawn into bullying by pressure from their peers. Some teens deal with these feelings of guilt by blaming the victim and deciding that they deserved the abuse. Teens sometimes also feel compelled to end a friendship or avoid being seen with the bullied teen to avoid losing status or being targeted themselves.

WHICH TEENS ARE MOST LIKELY TO BECOME BULLIES?

While many people believe bullies act tough in order to hide feelings of insecurity and self-loathing, in fact, bullies tend to be confident, with high self-esteem. They are generally physically aggressive, with pro-violence attitudes, and are typically hot-tempered, easily angered, and impulsive, with a low tolerance for frustration. Bullies have a strong need to dominate others and usually have little empathy for their targets. Generally male bullies are often physically bigger and stronger than their peers. Bullies tend to get in trouble more often, and to dislike and do more poorly in school than teens who do not bully others. They are also more likely to fight, drink, and smoke than their peers.

Teens who come from homes where parents provide little emotional support for their children, fail to monitor their activities, or have little involvement in their lives, are at greater risk for engaging in bullying behavior. Parents' discipline styles are also related to bullying behavior: an extremely permissive or excessively harsh approach to discipline can increase the risk of teenage bullying. Surprisingly, bullies appear to have little difficulty in making friends. Their friends typically share their pro-violence attitudes and problem behaviors (such as drinking and smoking) and may be involved in bullying as well. These friends are often followers who do

not initiate bullying, but participate in it. As mentioned above, some teenagers not only bully others but are also the targets of bullies themselves. Like other bullies, they tend to do poorly in school and engage in a number of problem behaviors. They also tend to be socially isolated, with few friends and poor relationships with their classmates.

WHAT ARE THE LONG-TERM CONSEQUENCES OF BULLYING BEHAVIOR?

Bullying is often a warning sign that children and teens are heading for trouble and are at risk for serious violence. Teens (particularly Boys+) who bully are more likely to engage in other antisocial/delinquent behavior (e.g., vandalism, shoplifting, truancy, and drug use) into adulthood. They are four times more likely than non-bullies to be convicted of crimes by age 24, with 60 percent of bullies having at least one criminal conviction.

WHAT CAN SCHOOLS DO TO STOP BULLYING?

Effective programs have been developed to reduce bullying in schools. Research has found that bullying is most likely to occur in schools where there is a lack of adult supervision during breaks, where teachers and students are indifferent to or accept bullying behavior, and where rules against bullying are not consistently enforced.

Parents, school staff, and other caring adults have a role to play in preventing bullying. They can:

- Help kids understand bullying. Talk about what bullying is and how to stand up to it safely. Tell kids bullying is unacceptable. Make sure kids know how to get help.
- Keep the lines of communication open. Check in with kids often. Listen to them. Know their friends, ask about school, and understand their concerns.
- Encourage kids to do what they love. Special activities, interests, and hobbies can boost confidence, help kids make friends, and protect them from bullying behavior.
- Model how to treat others with kindness and respect.

While approaches that simply crack down on individual bullies are seldom effective, when there is a school-wide commitment to end bullying, it can be reduced by up to 50 percent. One effective approach focuses on changing school and classroom climates by: raising awareness about bullying, increasing teacher and parent involvement and supervision, forming clear rules and strong social norms against bullying, and providing support and protection for all students. This approach involves teachers, principals, students, and everyone associated with the school, including janitors, cafeteria workers, and crossing guards. Adults become aware of the extent of bullying at the school, and they involve themselves in changing the situation, rather than looking the other way. Students pledge not to bully other students, to help students who are bullied, and to make a point to include students who are left out.

What You Can Do If You Are Being Bullied...

1. **Talk to your parents or an adult you can trust, such as a teacher, school counselor, or principal.** Many teens who are targets of bullies do not talk to adults because they feel embarrassed, ashamed, or fearful, and they believe they should be able to handle the problem on their own. Others believe that involving adults will only make the situation worse. While in some cases it is possible to end bullying without adult intervention, in other more extreme cases, it is necessary to involve school officials and even law enforcement. Talk to a trusted adult who can help you develop a plan to end the bullying and provide you with the support you need. If the first adult you approach is not receptive, find another adult who will support and help you.
2. **It is not useful to blame yourself for a bully's actions.** You can do a few things, however, that may help if a bully begins to harass you. Do not retaliate against a bully or let the bully see how much he or she has upset

you. If bullies know they are getting to you, they are likely to torment you more. If possible, stay calm and respond evenly and firmly or else say nothing and walk away. Sometimes you can make a joke, laugh at yourself, and use humor to defuse a situation.

3. Act confident. Hold your head up, stand up straight, make eye contact, and walk confidently. A bully will be less likely to single you out if your project self-confidence.

4. Try to make friends with other students. A bully is more likely to leave you alone if you are with your friends. This is especially true if you and your friends stick up for each other.

5. Avoid situations where bullying can happen. If possible, avoid being alone with bullies. If bullying occurs on the way to or from school, you may want to take a different route, leave at a different time, or find others to walk to and from school with. If bullying occurs at school, avoid areas that are isolated or unsupervised by adults, and stick with friends as much as possible.

6. If necessary, take steps to rebuild your self-confidence. Bullying can affect your self-confidence and belief in yourself. Finding activities you enjoy and are good at can help to restore your self-esteem. Take time to explore new interests and develop new talents and skills. Bullying can also leave you feeling rejected, isolated, and alone. It is important to try to make new friendships with people who share your interests. Consider participating in extracurricular activities or joining a group outside of school, such as an after-school program, church youth group, or sports team.

If Someone Else is Being Bullied...

1. Refuse to join in if you see someone being bullied. It can be hard to resist if a bully tries to get you to taunt or torment someone, and you may fear the bully will turn on you if you do not participate, but try to stand firm.

2. Attempt to defuse bullying situations when you see them starting up. For example, try to draw attention away from the targeted person, or take the bully aside and ask them to "cool it." Do not place yourself at risk, however.

3. If you can do so without risk to your own safety, get a teacher, parent, or other responsible adult to come help immediately.

4. Speak up and/or offer support to bullied teens when you witness bullying. For example, help them up if they have been tripped or knocked down. If you feel you cannot do this at the time, privately support those being hurt with words of kindness or condolence later.

5. Encourage the bullied teen to talk with parents or a trusted adult. Offer to go with the person if it would help. Tell an adult yourself if the teen is unwilling to report the bullying. If necessary, for your safety, do this anonymously.

What you can do as a Camp Counselor!

Help Kids Understand Bullying

- [Kids who know](#) what bullying is can better identify it. They can talk about bullying if it happens to them or others. Kids need to know ways to safely stand up to bullying and how to get help.
- Encourage kids to [speak to a trusted adult](#) if they are bullied or see others being bullied. The adult can give comfort, support, and advice, even if they can't solve the problem directly. Encourage the child to [report bullying](#) if it happens.
- Talk about [how to stand up to kids who bully](#). Give tips, like using humor and saying "stop" directly and confidently. Talk about what to do if those actions don't work, like walking away
- Talk about strategies for staying safe, such as staying near adults or groups of other kids.
- Urge them to [help kids who are bullied](#) by showing kindness or getting help.

Keep the Lines of Communication Open

Research tells us that children really do look to parents and caregivers for advice and help on tough decisions.

Sometimes spending 15 minutes a day talking can reassure kids that they can talk to their parents if they have a problem. Start conversations about daily life and feelings with questions like these:

- What was one good thing that happened today? Any bad things?
- What is beach party like? Who do you sit with? What do you talk about?
- What are you good at? What would do you like best about yourself?

Talking about bullying directly is an important step in understanding how the issue might be affecting kids. There are no right or wrong answers to these questions, but it is important to encourage kids to answer them honestly. Assure kids that they are not alone in addressing any problems that arise. Start conversations about bullying with questions like these:

- What does "bullying" mean to you?
- Describe what kids who bully are like. Why do you think people bully?
- Who are the adults you trust most when it comes to things like bullying?
- What do you think counselors can do to help stop bullying?
- Have you or your friends left other kids out on purpose? Do you think that was bullying? Why or why not?
- What do you usually do when you see bullying going on?
- Do you ever see kids at your school being bullied by other kids? How does it make you feel?
- Have you ever tried to help someone who is being bullied? What happened? What would you do if it happens again?

Stop Bullying on the Spot

When adults respond quickly and consistently to bullying behavior they send the message that it is not acceptable. Research shows this can stop bullying behavior over time. There are simple steps adults can take to stop bullying on the spot and keep kids safe.

Do:

- Intervene immediately. It is ok to get another adult to help.
- Separate the kids involved.
- Make sure everyone is safe.
- Meet any immediate medical or mental health needs.
- Stay calm. Reassure the kids involved, including bystanders.
- Model respectful behavior when you intervene.

Avoid these common mistakes:

- Don't ignore it. Don't think kids can work it out without adult help.
- Don't immediately try to sort out the facts.
- Don't force other kids to say publicly what they saw.
- Don't question the children involved in front of other kids.
- Don't talk to the kids involved together, only separately.
- Don't make the kids involved apologize or patch up relations on the spot.

BED WETTING

The most important thing is not to make a big deal of it and embarrass the camper. Bedwetting happens to campers of every age...do not assume that because you have the older kids you will not have to deal with it. Being away from home affects kids emotionally and they may wet their bed even though they have no history of the problem.

The standard thing to do is to make sure the camper showers in the morning (try to do this discreetly) and make sure that the other counselors that will be using the showers at that time are aware that there is a camper present. Then make sure that their bedding gets cleaned. The best time to do this is during breakfast –

one counselor stays with the group while the other runs back to the cabin and removes all their bedding and puts it in a garbage bag (do not forget to wear gloves!!). You can also ask your Village Director to help with this.

Take the bedding to the laundry and ensure that it is labeled. Make sure that your Village Director knows that the bedding is there and that it needs to be washed and so that they can get the clean bedding and make the bed up while the campers are in program time. A few simple prevention tips include limiting fluids in the late evening, making sure the camper uses the bathroom right before bed and waking the camper up when you go to sleep and have them use the bathroom again then.

Accidents in Day Camp

If you find that a day camper has had an accident, you should get them to the nearest bathroom so that they can change. The easiest thing to do normally is Boys+ put on their swim shorts and for a girl if no change of clothes can be found in their bag, simply speak to a DC leadership staff member. Put their dirty clothes into a trash bag and give to DC leadership staff and if there is time they will be washed and returned to you. If the camper has done more than wet themselves, get the DC leadership and they may have the camper take a shower if needed.

CAMPER GUIDELINES

We basically have only two rules here at camp: YOU MUST HAVE FUN & YOU MUST BE SAFE. These rules involve all aspects of our camp's life. The Village Director will communicate the camp rules (along with any special Village rules) to the campers on the first day of camp. All staff members need to know and enforce them. The entire staff must be consistent and set a good example. Also, campers will be more willing to follow rules if the health and safety reasons behind them are explained. These guidelines can be embraced by each cabin group through their full value contract on the first night of camp.

The cabin counselor should go over the rules listed in "Camp Life" and "Physical Safety" during the first few hours after your campers arrive (on the tour, in the cabin, etc.). Your Village Director will repeat them at the first village meeting, but campers should have already heard them once. Your Village Director will facilitate a conversation about "Culture and Community Living" at the first meeting and ensure that campers understand the guidelines that we have at Hazen to make them feel safe at camp.

Physical Safety -

CABIN COUNSELOR: "We want to make sure that everyone at camp is always safe, both physically and emotionally. Let us start with the obvious – there are certain places you should be at certain times, if you are unsure, just ask. You will have a chance to do a bunch of great activities while you are here – but we ask you not to use any of them outside of skill classes. For example, if you are not supposed to be at a Water Sports, you should not be on the waterfront. We also want to make sure you are super safe and comfortable doing each activity, and there's certain activities that require sneakers! That is Land Sports, Outdoor Pursuits, Quest, hiking, and when you are on your overnight. Finally, some of your activities will be across the street, so we want to make sure that we are only crossing over with a staff member."

- Campers must always wear shoes when outside of the cabin. Appropriate footwear must be worn for certain activities – sneakers for Land Sports, Outdoor Pursuits, Quest, hiking and overnights.
- Campers may enter/use the Waterfront, Archery Range, Skate Park, Alpine Tower, Climbing Wall, Zip Line, High Ropes, and Fishing Dock areas only when they are open and under the direct supervision of a trained Staff Member.
- Campers must be accompanied by a staff member to cross the road.

Camp Life -

CABIN COUNSELOR: "There's a few things we do at camp to make sure everything is running smoothly and everyone is safe at all times. We know you might be able to have a snack anywhere in your house at home, but at camp we do not keep ANY food in the cabins because we have got to be aware of other people's allergies and that food attracts animals! The same thing goes for cash and for medications! We will stick your cash in your camp store account so you can get some cool Hazwear, and your medications in the health lodge where you can get them during med call. Just as there was a packing list of stuff we think you should bring to camp, there's also a few things that we don't allow, which includes weapons of any kind, matches and lighters, cigarettes and vapes, and fireworks, obviously. Lastly, we are all about being face to face here at Camp Hazen! This means no phones or electronics. We want to make sure that you are totally connected to what's happening in the moment, and if you have a problem or concern, you can go to one of your counselors or your village director they can help you, and then get in touch with home if needed."

- Food may not be kept in the cabins. Any food brought to camp or sent to camp must be turned into Village Directors.
- Campers must deposit all cash in the camp store upon arrival at camp. Cash received in the mail must also be deposited in the camper's account at the office.
- Campers may not have matches, firearms, fireworks, cigarettes, vapes, lighters, weapons, etc. in their possession. Any such items will be turned in to Village Directors or Day Camp Director and returned to parents.
- All medication, prescription and over the counter, must be left with the camp nurse and will be dispensed according to instructions.
- Graffiti, carving, or otherwise defacing or destroying camp property is not acceptable.
- Campers may not have cell phones. Cell phones will be turned in to the Village Director or Day Camp Director and returned to parents.
- Campers are not allowed any electronics, including music devices and handheld games.

We want to communicate to our campers that living in a cabin with 9 other people and a camp with 100+ other people is going to be different than living at home! We have rules and guidelines to make sure that everyone feels comfortable and safe at camp. These are our community living guidelines:

Culture + Community Living -

VILLAGE DIRECTOR: "First and foremost, we want to make sure that we are all treating each other with respect here at Camp Hazen. We're gonna have a lot of fun and do a lot of awesome activities, but we need to make sure that we're being respectful to our counselors, other campers, and ourselves while we're at it. Along those lines, there is no fighting or inappropriate language tolerated at camp. If you're being unsafe to the people around you, we'll have to reach out to your parents, and if it continues, it might result in you getting asked to leave camp, which we don't want! Each of you is responsible for your own personal property while you're here, so keep an eye on your things and tell a counselor if you feel like something is missing! You should also be respectful of other people's personal property, which means you should ask before borrowing something or using someone else's belongings. And if we're being respectful of other people's property, we're also gonna be respectful of other people's living spaces. Only campers who live in a cabin are allowed to go into that cabin. If you have any concerns, or a complaint, or questions about any of these guidelines, or anything else at camp, your counselors are here for you. If you feel uncomfortable asking your counselor, the 3 Village Directors and Year Round staff are always available to chat with. Everyone at camp is here to help!

Another important part of camp that we need to talk about is making sure that we are making healthy and inclusive friendships. We come to camp to make friends and play a role in the camp community. We know that sometimes you get closer to some people than others, and that's okay! But close friendships should never impact your ability to feel safe, have privacy, or participate in camp activities, and they shouldn't stop you from being inclusive and respectful to everyone else at camp. At Hazen, we focus on creating and strengthening our friendships, and not on creating cliques (or dating – *for older campers*). It's important to remember that every interaction at camp with a friend or with a stranger requires consent – this includes anything from borrowing something from a cabin-mate to hugging a friend or being in someone's personal space. This applies to staff too! Counselors will always ask your permission first before being in close contact, like when they may have to check a harness at the climbing wall or a life jacket at the waterfront.

- Campers are expected to treat each other & staff members with respect.
- Counselors are here to help you have a great experience; you can talk to them at any time if anything is bothering you (a complaint or a concern). If you are uncomfortable talking to your counselor for any reason, you can always talk to your Village Director or any of the Year Round Staff.
- Fighting will not be tolerated. Any physical contact in anger will result in parent contact and may result in dismissal from camp.

- Campers may only use language considered to be acceptable at camp. Name calling and verbal abuse will not be tolerated.
- OVERNIGHT campers are allowed only in their own cabin or village. Campers are allowed in cabins between activities ONLY to dress or prepare for the next activity.
- Campers are responsible for their own personal property. All sports equipment (skateboards, in-line skates, hockey sticks, mountain bikes, etc.) must be stored in a designated location and used only under supervision.
- Campers are to respect the personal property of others. Items belonging to others should not be used without permission.
- We come to camp to make friends and participate in the camp community. Inevitably, there will be some people you are closer to than others. At camp, we focus on creating and strengthening our friendships, not on romantic relationships. We should make sure that we are always being inclusive, respectful, and aware of how our actions are affecting others. Close friendships should never impact a camper's ability to feel safe, have privacy, or participate in camp fully.
- Every interaction at camp requires consent - this includes anything from borrowing an item from a cabin-mate or sharing materials for an activity, to hugging a friend or being in someone's personal space. Counselors will always ask permission before being in close personal contact, such as checking a harness or life jacket.

INCLUSION IN CAMP

Understanding Kids with ADHD

ADHD is a clinical diagnosis, and children cannot help the behavior they exhibit. Many children are medicated to help with their behavior. This behavior is not willful and can be variable (in other words, children with ADHD can concentrate or pay attention sometimes and not others) Focus on problem areas—such as cabin clean-up, transition times, free play

Go over the ABCs of behavior:

A-Antecedent (what's going on just before unwanted behavior occurs);

B-Behavior (what the child did, how the child reacted);

C-Consequence (response of peers, other staff, primary counselor, etc.)

What Kids with ADHD need:

- more frequent, immediate feedback
- frequent changes in reinforcements or rewards
- highly motivating incentives
- more praise and more positive feedback
- better eye contact
- tasks presented one at a time
- instructions simplified, repeated
- repeating back instructions
- lessons/instructions in smaller units
- daily reports in activity areas
- light physical touch for focusing
- positive commands (what you want as opposed to what you want stopped)

The Cabin Environment

- cabin rules must be simple, clearly stated, stated in the positive, as opposed to the negative, posted, repeated, and actively rehearsed ("So what do we do when..."),
- tasks broken down into smaller pieces
- prompting in a positive, "hands on" way
- reinforcements or rewards need to be changed frequently
- anticipation is the key...the need for immediate
- gratification outweighs what ADHD children know

Counselor-Centered Interventions

Transitions:

- allow 3-5 minute warnings—do countdowns;
- allow or build in extra time (prompt these children to start earlier)
- make your routine consistent. Use the same phrases and order of events, for clean-up and similar kinds of activities.
- keep the child closer to you—close physical proximity helps
- give immediate positive feedback
- use multiple reinforcements (e.g., free time, special role in a game, going first, using something special in camp, getting first choice in activities, tokens or points which can be "traded" for different items).
- allow "down time" for kids to decompress. Prompt them to do so—don't expect they will on their own.
- use touch when talking to them or instructing them. Hand on shoulder, upper arm, upper back, even holding a younger child's hand.
- ask them to repeat back to you what you said or asked for or just instructed. (Take care to do this in a way that does not humiliate them in front of other children.)

General Camp Environment

- Seat ADHD children close to you in the dining hall.
- Observe which times are more stressful for the ADHD child (e.g., cabin clean-up, rest hour, evening, getting ready for bed) and pay extra attention or help during those times

Camper Age/Development Traits

This is a summary of age development traits in campers.

Allowances must always be made for individual differences.

About Five years old

Physical Development

- Confident of their physical development but can often misjudge. Falls are often common.
- Better control of running, jumping and other large movements.
- Still awkward with handcrafts and other small movements.
- They initially pace themselves well and then tire quickly.
- Enjoy being active. At this age many are developing their physical development further through hopping, skipping, and standing on one foot for a period of time.

Characteristic Behavior

- They enjoy listening to stories and singing rhymes and songs.
- They like to help, follow rules and be 'good.' Later they may test or oppose adult authority or show uncertainty as to whether they should be 'good' or 'naughty.'
- They see only one way of doing things and struggle to see other viewpoints.
- Very strong imaginations—often thinks toys and objects are alive.
- Starting to become independent and in control of their behavior.
- They are starting to understand what it means to be fair and how to follow rules in games.

Special Needs

- They need bathroom reminders
- They need consistent rules and enforcement as they respond well to clear and simple expectations.
- They need empathetic discipline as they test limits and make mistakes.
- Learn best by exploring and trying new things.
- They also like to learn new facts so be sure to answer their questions every time they ask 'why.'
- They need a lot of support and encouragement. You can do this by focusing on their special strengths.

About Seven years old

Physical Development

- Annual growth of 2-3 inches in height, three to six pounds in weight. Growth slow and steady.
- Losing teeth. Most seven year olds have their six year molars.
- Developing eye hand coordination, not ready for much close work.
- Developing a good use of smaller muscles.

Characteristic Behavior

- Sensitive to feelings and attitudes of both other children and adults. Especially dependent on approval of adults. Able to assume some responsibility.
- Decreasing interest in play with opposite sex.
- Full of energy, but easily tired, restless, and fidgety, often dreamy and absorbed.
- Learns best in concrete terms and where s/he is active while learning. Little abstract thinking.

- Anxious to do things well, likes to use hands. Self-critical.
- Talkative, prone to exaggerate, may fight verbally vs. physically. Tends to be competitive.
- Enjoys songs, rhythms, fairy tales, myths, nature stories...
- Concerned about right and wrong, but may take small things.
- Rudimentary understanding of time and monetary values.

Special Needs

- The right combination of independence and encouraging support.
- Acceptance at own level of development.
- Chances for active participation in learning situations with concrete objects.
- Adult help in adjusting to the rougher ways of the playground without becoming too crude or rough
- Warm, encouraging, friendly relationships with adults.
- Useful Phrases
- "I like it better when you (state desired behavior)." Thanks for (state desired behavior)." When I say, 'go!'"

About Eight years old

Physical Development

- Growth slow and steady, arms lengthening, hands growing. Poor posture may develop.
- Eyes ready for both near and far vision. Nearsightedness may develop this year.
- Permanent teeth continuing to appear.
- Attention span getting longer, manipulative skills with small muscles are improving.
- Characteristic Behavior
- Often careless, noisy, argumentative. Also alert, friendly, interested in people.
- More dependent on mother, sensitive to criticism.
- New awareness of individual differences. Capacity for self evaluation.
- Eager, more enthusiastic than cautious. High accident rate.
- Cliques beginning. Best friends same sex. Allegiance to other children instead of adult in conflict.
- Ready for simple dramatics.
- Understands time and use of money.
- Responsive to group activities, organized or spontaneous.
- Fond of team games, comics, adventure stories, collections.

Special Needs

- Praise and encouragement.
- Reminders of responsibilities.
- Wise guidance and channeling of interests and enthusiasms, rather than domination or unreasonable standards.
- A best friend.
- Experience of belonging to peer group (same age and sex).
- Adult-supervised groups and planned activities.
- Exercise of both large and small muscle groups.
- Useful Phrases
- "I know you didn't mean to (state the offense)." "You're a smart kid." "You and I both know..." "I don't want the other kids to get the wrong idea."

About Nine & Ten years old

Physical Development

- Still growing, Girls+ faster. Some children reach plateau preceding preadolescent growth spurt.
- Lungs, digestive circulatory systems almost mature. Heart especially subject to strain.
- Teeth may need straightening.

- Eye hand coordination good. Eyes almost adult size. Ready for close work with less strain.

Characteristic Behavior

- Decisive, responsible, dependable, reasonable, strong sense of right and wrong.
- Individual differences distinct, abilities now apparent.
- Capable of prolonged interest, often makes plans and follows through on own.
- Cliques strong and of one sex, of short duration and changing membership.
- Perfectionistic - wants to do well, loses interest if discouraged or pressured.
- Interested less in fairy tales and fantasy, more in community and country and in other countries and people.
- Loyal to their country and proud of it.
- Spends a great deal of time in talk and discussion. Often outspoken and critical of adults, although still dependent on adult approval. Frequently argues over fairness.
- Wide discrepancies in reading ability.

Special Needs

- Active rough and tumble play. Friends and membership in groups.
- Training in skills, but without pressure.
- Books of many kinds, depending on reading level and interest.
- Reasonable explanations without talking down.
- Definite responsibility.
- Frank answers to questions about coming physiological change.

Useful Phrases

- "I know you didn't mean to (state the offense)." "You're a smart kid." "You and I both know..." "I don't want the other kids to get the wrong idea."

The Pre-adolescent

Physical Development

- A plateau in growth followed by a large growth spurt. This happens between 9 and 13. Boys+ mature as much as 2 years later than the Girls+.
- Girls+ are usually taller and heavier than Boys+.
- Rapid muscular growth.
- Uneven growth of different parts of the body.
- Enormous but often variable appetite.

Characteristic Behavior

- Wide range of individual differences in maturity level.
- Cliques continue, though loyalty to the gang stronger in Boys+ than in Girls+.
- Interest in team games, animals, comics. Marked interest differences between Girls+ and Boys+.
- Teasing and seeming antagonism between Boys+ and Girls+ groups.
- Awkwardness, restlessness, and laziness common as result of rapid and uneven growth. Self-conscious about physical changes.
- Opinion of own group valued more highly than adult opinion.
- Often overcritical, changeable, rebellious, uncooperative.
- Interested in earning rewards, money.

Special Needs

- Understanding, physical and emotional changes.
- Carefully planned activities for the widely varied group.
- Opportunities for greater independence and for carrying more responsibility without pressure.

- Warm affection and sense of humor in adults. No nagging, sarcasm, condemnation, or talking down.
- Sense of belonging, acceptance by peer group.

Useful Phrases

- “You and I both know...” “I need you to help me out.” “I’m uncomfortable with that.” “I’m glad you told me – it’s the only way we can help you make things better.”
- Appeal to their sense of humor
- Use hyperbole (exaggeration)

The Adolescent

Physical Development

- Rapid weight gain at beginning of adolescence. Enormous appetite.
- Sexual maturity, with accompanying physical and emotional changes. Girls+ are usually two years ahead of Boys+.
- Skeletal growth completed, adult height reached, muscular coordination improved.
- Heart growing rapidly at beginning of period. Sometimes a period of glandular imbalance.

Characteristic Behavior

- Going to extremes, emotional instability with “know it all” attitude.
- Return of habits of younger child, biting, tricks, day-dreams.
- High interest in philosophical, ethical, and religious problems. Search for ideals.
- Preoccupation with acceptance by the social group. Fear of ridicule and of being unpopular.
- Over sensitiveness and self-pity. High interest in physical attractiveness.
- Responds well to group responsibility and group participation. Groups may form cliques.
- Girls+ usually more interested in Boys+ than Boys+ in Girls+.

Special Needs

- Acceptance by and conformity with others of own age.
- Adequate understanding of sexual relationships and attitudes.
- Kind, unobtrusive, adult guidance which does not threaten the adolescent’s feeling of freedom.
- Assurance of security. Adolescents seek both dependence and independence.
- Opportunities to make decisions and to earn and save money.
- Provision for constructive recreation. Some cause, idea, or issue to work for.

Useful Phrases

- “You and I both know...” “I need you to help me out.” “I’m uncomfortable with that.” “I’m glad you told me – it’s the only way we can help you make things better.”
- Appeal to their sense of humor
- Use hyperbole (exaggeration)

What Works With Adolescents

- True Responsibility – a sense of contributing/directly helping out an admired authority
- Respect for who they are
- Respect their need for privacy
- Respect their need for emotional distance
- Having a Say in their program/fate/program design
- Food
- Tax Free Feedback (without humiliation, embarrassment, infantilizing)
- Reassurance (with special care not to infantilize)
- Sense of Humor (not aimed at them)
- Predicting Success – pointing out your belief in them/their ability (in a non-embarrassing way; in a way that doesn’t make them feel “small”)
- Strength Confrontation – pointing out their strengths (without embarrassment)

- Opportunity to “repair” mistakes, especially regarding their judgment and in their relationships
- Separate Times: Boy Time/Girl Time (in co-ed situations)
- Acknowledgment – “dual personality” – 1) individual personality; 2) group role and identity
- Program or activities perceived as substantially different from those of younger children
- Mile-Stones or “markers” – privileges and activities that come with being older
- Moral Reasoning typical of this period is, “If the group thinks you’re nice, and then I’ll listen to you.”

What Adolescents Want

- Acceptance of themselves for who they are
- Respect their need for distance
- Respect their need for privacy
- Acceptance of: 1) their right to their own opinion; 2) their right to have their say
- Opportunities to learn pointers, skills, “tricks” – anything that increases their sense of mastery, proficiency, or the ability to “hold their own” in the “real” (non-family of origin), adult world
- Activities that are social (co-ed for older adolescents)
- Activities that are clearly separate from “little kids”
- Activities that allow them to demonstrate their know-how
- Opportunity to joke around with an admired adult (as long as the fun is not at their expense)
- Food
- A sense of choice
- A chance to save face (not be infantilized)
- A chance to contribute

Confrontations

- Accept their right to talk
- Avoid “traps” and “bait”
- Accept that they do, indeed, have ultimate control over themselves. . . (“You can’t make me...”)
- State your position – hold your ground

Characteristics Of Campers

Shyness: may be the genuine make-up of a child who adjusts well. There is a caution with the shy child, however -- do not forget about them because they are quiet and do not seem to demand attention. There is the possibility they may need some help in their social relationships. Recognition and praise can prove helpful.

Fearfulness: may present itself when a youngster tries a new skill. Never force. Individual attention, reassurance, encouragement can be helpful. Success in one skill will itself inspire the child to try another.

Aggression: when expressed in a hostile way, can be dangerous. This youngster needs encouragement to talk about their feelings. As a responsive listener, you can help the child be aware that while it is all right to have angry feelings, it is more constructive to talk about them.

Scapegoat: Before labeling a child, it is helpful to be clear as to whether the child is inviting this kind of negative attention and provoking it. Generally, the youngster who may become a scapegoat is the one who is constantly criticized at home, and who sees themselves negatively. To help this child learn a skill or perform well in an activity, we need to build up their own self-image. Should scapegoating take place in your group, it may be necessary to halt it very firmly without blaming any one child. Remember – the way you treat the scapegoated child serves as a model for the others in the group.

The Runaway: Occasionally a child will leave their group. They may be testing whether the counselor will come after them, or

they may be very anxious about a situation. Generally, the runaway is a youngster who has learned to solve their own problems by themselves - they do not trust their environment. This child needs help to learn to trust. You can be most helpful to this camper by being consistent, firm, yet warm, while setting limits.

Testing of Limits: It is natural and healthy, especially at the beginning of a new experience, for a child to test limits. It is in this way that they come to grips with authority. A youngster expects to hear instructions, even correction. Be selective in these areas and firm about those things you choose to call the child on. Occasionally we find a child who manipulates adults, playing one staff member against another to get his way. It is important, therefore, for all staff to agree on the handling of the situation.

It might be helpful to refer specific problems to the child's cabin counselor for consistent handling. The clearer you are in what you are expecting of the child, the more likely will they be to respond appropriately. How much badgering can you take? The calmer you remain, the stronger you come across to the campers. When a camper excessively tests limits you have imposed, you might make it clear that you like the child, but do not always approve of their behavior.

The child who cheats: Among reasons for such behavior it may be impossible for them to tolerate losing; they must win or fear that they are unable to compete on an equal level with the others. This child is insecure and has generalized feelings of inadequacy. Emphasize play for its own sake rather than for winning. You should praise good play, encourage poor players and you do not have to keep score. Focus program on cooperation rather than emphasizing competitiveness. Be a model of acceptable behavior. The children will emulate you. Talk to them alone from time to time to learn about how they feel about things and whether there is any area in which you can be of help. After a relationship is set up, they might feel that they want to be honest with you because they trust you.

The child who curses: Cursing can be a shock and an attention seeking device, expressing confusion and over concern; anger and frustration: or just imitating adults by "trying out" words they heard. Do not react emotionally, but calmly and objectively. Talk about it in a matter-of-fact way. Help the group see that these words may cause harm to others.

The attention seeker: may be overstating their strengths or covering up a physical or mental weakness. Similar methods might be used by their friends or family. A child overindulged by their family may feel that full attention to their needs are to be anticipated. Perhaps they do not feel they are really accepted or belong. Help them gain satisfactions through activities that involve status and recognition. Do not give them attention when they seek it in socially unacceptable ways, but do offer opportunities to show them your interest, such as walking to the lunch table with them, sitting with them at Summer Summit or campfire. Help the camper to develop interests and competence in many areas of activity. Allow the camper to be in the limelight through socially acceptable activities. To be "IT," lead a song, have a part in a play or skit. Give them recognition for their ideas, their positive behavior, and doing things well. Help them feel part of the group by asking for their suggestions and what they think about an activity.

REPORT OF SUSPECTED CHILD ABUSE OR NEGLECT

DCF-136
05/2015 (Rev.)


Careline
1-800-842-2288

Within forty-eight hours of making an oral report, a mandated reporter shall submit this form (DCF-136) to the relevant Area Office listed below
See the reverse side of this form for a summary of Connecticut law concerning the protection of children.

Please Print or Type

Child's Name	<input type="checkbox"/> M <input type="checkbox"/> F	Age Or DOB	Race:	<input type="checkbox"/> American Indian or Alaskan Native <input type="checkbox"/> Asian/Pacific Islander <input type="checkbox"/> Black/African American (not of Hispanic Origin)	<input type="checkbox"/> Hispanic <input type="checkbox"/> White (not of Hispanic origin) <input type="checkbox"/> Unknown <input type="checkbox"/> Other _____
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Child's Address	 Mandated Reporter Online Reporting Portal for Non-Emergent Child Protective Services Reports	Phone Number
Name Of		Date And Time Of Suspected Abuse/Neglect
Name Of		Relationship To Child
Name Of		
Nature An		
Describe		
Describe		
Information		
Information		
List Name		
What Action, If Any, Has Been Taken To Treat, Provide Shelter Or Otherwise Assist The Child?		


**Mandated Reporter
DCF-138
For Emergent Child
Protective Service
Reports**

REPORTER SECTION		
Reporter's Name:	Reporter's Race	
Agency Name:	<input type="checkbox"/> American Indian or A <input type="checkbox"/> Asian/Pacific Islander <input type="checkbox"/> Black/African American <input type="checkbox"/> Hispanic (any race) <input type="checkbox"/> White (not of Hispanic <input type="checkbox"/> Prefer Not to Answer <input type="checkbox"/> Other _____	
Phone Number:		
Agency Address:		
City:		
Reporter's Signature	Position	Date

WHITE COPY: TO DCF AREA OFFICE (see below)		IF YOU NEED ADDITIONAL SPACE, YOU MAY ATTACH MORE DOCUMENTATION		
Bridgeport 100 Fairfield Avenue Bridgeport, CT 06604 203-384-5300 TDD: 203-384-5399 Fax: 203-384-5306	Danbury 131 West Street Danbury, CT 06810 203-207-5100 TDD: 203-748-8325 Fax: 203-207-5169	Hartford 250 Hamilton Street Hartford, CT 06106 860-418-8000 TDD: 860-315-4082 Fax: 860-418-8325	Manchester 364 West Middle Turnpike Manchester, CT 06040 860-533-3600 TDD: 860-315-4415 Fax: 860-533-3734	Norwalk 761 Main Avenue, I-Park Complex Norwalk, CT 06851 203-899-1400 TDD: 203-899-1491 Fax: 203-899-1463, 203-899-1464
Meriden One West Main Street Meriden, CT 06451 203-238-8400 TDD: 203-238-8517 Fax: 203-238-8425	Middletown 2081 South Main Street Middletown, CT 06457 860-638-2100 TDD: 860-638-2195 Fax: 860-346-0098	Milford 38 Wellington Road Milford, CT 06461 203-306-5300 TDD: 203-306-5604 Fax: 203-306-5606	New Britain One Grove Street, 4th Floor New Britain, CT 06053 860-832-5200 TDD: 860-832-5370 Fax: 860-832-5491	New Haven One Long Wharf Drive New Haven, CT 06511 203-786-0500 TDD: 203-786-2599 Fax: 203-786-0660
Norwich Two Courthouse Square Norwich, CT 06360 860-886-2641 TDD: 860-985-2438 Fax: 860-887-3683	Torrington 62 Commercial Blvd Torrington, CT 06790 860-496-5700 TDD: 860-496-5798 Fax: 860-496-5834	Waterbury 395 West Main Street Waterbury, CT 06702 203-759-7000 TDD: 203-465-7329 Fax: 203-759-7295	Willimantic 322 Main Street Willimantic, CT 06226 860-450-2000 TDD: 860-456-6603 Fax: 860-450-1051	Special Investigations Unit 505 Hudson Street, 7th Floor Hartford, CT 06106 860-550-6696 FAX: 860-723-7237

SUMMARY OF LEGAL REQUIREMENTS CONCERNING CHILD ABUSE/NEGLECT

PUBLIC POLICY OF THE STATE OF CONNECTICUT (C.G.S. §17a-101)

To protect children whose health and welfare may be adversely affected through injury and neglect; to strengthen the family and to make the home safe for children by enhancing the parental capacity for good child care; to provide a temporary or permanent nurturing and safe environment for children when necessary; and for these purposes to require the reporting of suspected child abuse or neglect, investigation of such reports by a social agency, and provision of services, where needed, to such child and family.

WHO IS MANDATED TO REPORT CHILD ABUSE/NEGLECT?

Child Advocate and OCA Employees	Mental Health Professionals
Chiropractors	Optometrists
Coaches and Directors of a Private Youth Sports, Organization or Team	Persons Paid to Care for Children
Coaches and Athletic Directors of Youth Athletics	Persons who Provide Services to and have Regular Contact with Students
Dental Hygienists	Pharmacists
Dentists	Physical Therapists
Department of Children and Families Employees	Physician Assistants
Domestic Violence Counselors	Podiatrists
Office of Early Childhood Employees and Department of Public Health Employees who are Responsible for Licensing Day Cares and Camps	Police Officers
Family Relations Counselors (Judicial Dept.)	Probation Officers (Juvenile or Adult)
Family Rel. Counselor Trainees (Judicial Dept.)	Psychologists
Family Services Supervisors (Judicial Dept.)	Public or Private Institution of Higher Education Administrators, Faculty, Staff, Athletic Directors, Athletic Coaches and Athletic Trainers
Licensed Foster Parents	Registered Nurses
Licensed Marital and Family Therapists	School Administrators
Licensed or Unlicensed Interns at Any Hospital	School Coaches
Licensed or Unlicensed Resident Physicians	School Guidance Counselors
Licensed Physicians	School Paraprofessionals
Licensed Practical Nurses	School Superintendents
Licensed Professional Counselors	School Teachers
Licensed Surgeons	Sexual Assault Counselors
Licensed/Certified Alcohol and Drug Counselors	Social Workers
Licensed/Certified Emergency Medical Services Providers	Substitute Teachers
Medical Examiners	
Members of the Clergy	

DO THOSE MANDATED TO REPORT INCUR LIABILITY?

No. Any person, institution or agency which, in good faith, makes or does not make a report, shall be immune from any civil or criminal liability provided such person did not perpetrate or cause such abuse or neglect.

IS THERE A PENALTY FOR NOT REPORTING?

Yes. Any person required to report who fails to do so may be prosecuted for a Class A misdemeanor and may be required to participate in an educational and training program. Any person who intentionally and unreasonably interferes with or prevents a report may be prosecuted for a Class D felony.

IS THERE A PENALTY FOR MAKING A FALSE REPORT?

Yes. Any person who knowingly makes a false report of child abuse or neglect may be fined not more than \$2,000 or imprisoned for not more than one year or both. The identity of such person shall be disclosed to the appropriate law enforcement agency and to the alleged perpetrator of the abuse.

WHAT ARE THE REPORTING REQUIREMENTS?

- An oral report shall be made by a mandated reporter by telephone or in person to the DCF Careline or to a law enforcement agency as soon as practicable, but not later than 12 hours after the mandated reporter has reasonable cause to suspect or believe that a child has been abused or neglected or placed in imminent risk of serious harm. If a law enforcement agency receives an oral report, it shall immediately notify Careline. Oral reports to the Careline shall be recorded.
- Within 48 hours of making an oral report, a mandated reporter shall submit a written report to the DCF Careline on the DCF-136, "Report of Suspected Child Abuse or Neglect."
- When a mandated reporter is a member of the staff of a public or private institution or facility that provides care for children or a public or private school, the reporter shall also submit a copy of the written report to the person in charge of such institution, school or facility or the person's designee.

DCF CHILD ABUSE AND NEGLECT CARELINE: 1-800-842-2288

STATUTORY REFERENCES: C.G.S.17a-28, §17a-101 et seq.; §46b-120

DEFINITIONS OF ABUSE AND NEGLECT

Abused Child: Any child who has a non-accidental physical injury, or injuries which are at variance with the history given of such injuries, or is in a condition which is the result of maltreatment such as, but not limited to, malnutrition, sexual molestation, deprivation of necessities, emotional maltreatment or cruel punishment.

Neglected Child: Any child who has been abandoned or is being denied proper care and attention, physically, educationally, emotionally, or morally or is being permitted to live under conditions, circumstances or associations injurious to his or her well-being.

Exception: The treatment of any child by an accredited Christian Science practitioner shall not by itself constitute neglect or maltreatment.

CHILD UNDER AGE 13 WITH VENEREAL DISEASE: A physician or facility must report to Careline upon the consultation, examination or treatment for venereal disease of any child who has not reached his or her 13th birthday.

DO PRIVATE CITIZENS HAVE A RESPONSIBILITY FOR REPORTING?

Yes. Any person having reasonable cause to suspect or believe that any child under the age of 18 is in danger of being abused or has been abused or neglected may cause a written or oral report to be made to the Careline or a law enforcement agency. Any person making the report in good faith is immune from any liability, civil or criminal. However, the person is subject to the penalty for making a false claim.

WHAT IS THE AUTHORITY AND RESPONSIBILITY OF THE DEPARTMENT OF CHILDREN AND FAMILIES (DCF)?

All child protective services in Connecticut are the responsibility of the Department of Children and Families.

Upon the receipt of a report of child abuse or neglect, the Careline shall cause the report to be classified, evaluated immediately and forwarded to the appropriate Area Office for the commencement of an investigation or for the provision of services within timelines specified by statute and policy.

If an investigation produces evidence of child abuse or neglect, DCF shall take such measures as it deems necessary to protect the child, and any other children similarly situated, including, but not limited to, immediate notification to the appropriate law enforcement agency, and the removal of the child from his or her home with or without the parents' consent consistent with state law.

If DCF has probable cause to believe that the child or any other child in the household is at imminent risk of physical harm from the surroundings, and that immediate removal from such surroundings is necessary to ensure the child's safety, the Commissioner or designee shall authorize any employee of DCF or any law enforcement officer to remove the child and any other child similarly situated from such surroundings without the consent of the child's parent or guardian. The removal of a child shall not exceed 96 hours. If the child is not returned home within such 96-hour period, with or without protective services, DCF shall file a motion for temporary custody with the Superior Court for Juvenile Matters.

WHAT MEANS ARE AVAILABLE FOR REMOVING A CHILD FROM HIS OR HER HOME?

- 96-Hour hold by the Commissioner of DCF or designee (see above).
- 96-Hour hold by a physician – Any physician examining a child with respect to whom abuse or neglect is suspected shall have the right to keep such child in the custody of a hospital for no longer than 96 hours in order to perform diagnostic tests and procedures necessary to the detection of child abuse or neglect and to provide necessary medical care with or without the consent of such child's parents or guardian or other person responsible for the child's care, provided the physician has made reasonable attempts to (1) advise such child's parents or guardian or other person responsible for the child's care that the physician suspects the child has been abused or neglected, and (2) obtain consent of such child's parents or guardian or other person responsible for the child's care. In addition, such physician may take or cause to be taken photographs of the area of trauma visible on a child who is the subject of such report without the consent of such child's parent's or guardian or other person responsible for the child's care. All such photographs or copies thereof shall be sent to the local police department and the Department of Children and Families.
- Bench order of temporary custody – Whenever any person is arrested and charged with an offense under Section 53-20 or 53-21 or under Part V, VI, or VII of Chapter 952, as amended, the victim of which offense was a minor residing with the defendant, any judge of the Superior Court may, if it appears that the child's condition or circumstances surrounding the case so require, issue an order to the Commissioner of the Department of Children and Families to assume immediate custody of such child and, if the circumstances so require, any other children residing with the defendant and to proceed thereon as in other cases.

WHAT IS THE CENTRAL REGISTRY OF PERPETRATORS OF ABUSE OR NEGLECT?

The Department of Children and Families maintains a registry of persons who have been substantiated as responsible for child abuse or neglect and pose a risk to the health safety or well-being of children. The Central Registry is available on a 24-hour daily basis to prevent or discover child abuse of children.