Unit 1: Why We Do What We Do (4-H Camp Objective and Policies)
- Mission Statement
- Camp Objectives
- Smoking Policy/tobacco use
- Drugs and Alcohol Policy
- Dress Code for Adult and Teen Leaders
- Cell Phone Usage at Camp
- Parental Expectations of Camp
- Pool Lookouts/ Personal Floatation Device

Unit 2: 4-H Camp Leadership Team
(4-H Camp Roles and Responsibilities & Chain of Command)
- Teen Leader Responsibilities
- Adult Leader responsibilities
- Camp Staff Responsibilities
- Agent responsibilities
- Dean of Men/Women Responsibilities
- Camp Program Director Responsibilities
- Camp Manager Responsibilities
- State Camping Director, University of Kentucky

Unit 3: Cabin Leadership Team
- Personal and Leadership Team Needs
- Supervising Campers
- Personality IQ – Personality Assessment
- Responsibility: Utilizing Strengths
- Appreciating Diversity
- Cabin Life Decision Making
**Unit 4:** The Basics of Working with Campers (Ages and Stages)
- Characteristics of Youth 9 - 11 year olds
- Characteristics of Youth 12- 14 years old
- Characteristics of Youth 15-18 years old
- Campers Needs at each Age Level

**Unit 5:** Keeping Yourself and Your Campers Safe (Youth Protection Guidelines)
- Adult Leader Expectations
- Youth Behavior Guidelines
- Protecting Children from Child Abuse
- Leader Protection and Being Alone with Children
- Search and Seizure

**Unit 6:** Dealing with Common Camp Problems & Sensitive Issues
- Homesickness
- Stealing
- Cussing
- Bed wetting
- Attention Disorders
- Eating Scheduled Meals
- Staying up too Late

**Unit 7:** Camper Discipline
- Youth Behavior Guidelines in Regards to Discipline
- Building the Child’s Confidence
- Preventing Challenging Behavior
- Respectful Interventions

**Unit 8:** Emergencies Policies
- Storms/Lightening
- Waterfront
- Missing Person
- Pool Lookouts
- Intruders at Camp
- Personal Injury
Unit 9: Survival tips for 4-H Camp

- Leading Fun with Children
- Setting Ground Rules
- Managing Stress
- Addressing Conflict
- Transition Inventory – Moving a Camper through the changes in a day at camp.
Welcome and Introductions
- Collect signed Adult & Teen Leader Position Descriptions
- 2005 American Camping Association (ACA) Accreditation

Responsibilities & Expectations:
- Teen Leaders
- Adult Leaders
- Getting involved in camp

4-H Camp Leadership Team: Where You Fit In
- Dean of Men/Women
- Camp Program Director

Supervision of Campers
- Camp rules: why we have them
- Safety is our #1 Priority!
- Discipline
- Handling Common Problems & Sensitive Issues
- Search & Seizure policy
- Child Abuse
- Restricted Areas

Cabin Leadership Team
- Working together as a team
- Utilizing your strengths
- Dealing with conflicts
Sickness & Injuries
- Immediate assistance
- Taking precautions
- EMT
- Camper medications
- Sunscreen & insect repellent
- Lice

Camp Schedule:
- Arrival at camp
- Classes
- Camp Core Curriculum
- KP & Refreshment Duty
- Cabin Clean-up & inspections

Tips for Camp Survival
- What to pack
- Camper/cabin management “tried and true” methods

Camp Evaluations
Parental Expectations of Camp

Parents want their children to develop the following skills by participating in summer camps:

- A group living experience to grow and adapt to changes. Camp is the first place children test their individuality away from their family.
- Practice leadership through group participation, teamwork, cooperation and sportsmanship.
- Positive relationships with other campers, Teen Leaders and Adult Leaders to reinforce lesson learned at home such as helpfulness, cleanliness, courtesy, table manners, etc..
- Healthy environment for campers that focuses on balanced meals, safety precautions, medical care, etc..
- Experience nature and outdoors in a safe environment.
- Companionship of carefully selected adults to share their enthusiasm for camp and providing individual attention for each camper to make them feel special.
• Practice caring for self through personal grooming, keep living quarters clean, stow personal belongings and keep up with them, etc..
• Realizing that camp just as life is some work, some fun, some play and some instruction, but we leave having made new friends, learning new skills and lots of good memories!

Understanding parent’s expectations of 4-H Camp helps the leadership team understand their purpose. Remember “Camp is for the Campers”.

4-H Camp Mission

The mission of 4-H Camp is to help young people become self-directing, productive and contributing members of society.

4-H Camp Objectives

Camp Objectives are to help young people to:
• Establish an eagerness to learn
• Develop life skills
• Strengthen decision making and problem solving skills
• Improve communication skills
• Strengthen self esteem
• Increase leadership ability
• Practice time management skills
• Build positive relationships with adults and other youth
• Maintain physical/mental health
• Realize the importance of helping others and our community.

Smoking Policy

Smoking is permitted at outside designated areas only. Smoking areas are designated at each camp. There will be no smoking inside buildings in accordance with State Regulations.

Teen Leaders are not permitted to smoke or use smokeless tobacco products while at camp. Adult leaders may smoke only in outside designated areas away from campers.

Drugs and Alcohol Policy

Drugs and alcohol are not allowed at 4-H Camp. The policy applies to campers, teen leaders, adult leaders, agents, camp staff and state staff.

Prescription Drugs

All medications, prescribed and over the counter, brought to camp must be turned over to the Emergency Medical Technician (EMT) upon arrival at camp. The only exception is prescribed medication to be carried by the camper in case of severe allergy or asthma attack.
Pool Lookouts and Life Jackets
Volunteer pool lookouts will be required to assist the lifeguards during all swimming activities. Volunteer lookouts will be trained during the first day of camp by the lifeguards.

Life jackets must be worn by all campers, teen leaders, adult leaders and staff while at boat dock, in canoes, on boats, or while fishing.

Dress Code
Teen Leaders, Adult Leaders and 4-H Staff are at camp to set an example, campers follow our lead. We need to set a good example in selecting our clothing as well. If you are unsure about an item of clothing chances are it is probably not appropriate. The dress code is outlined below:

- T-shirts with references to alcohol, tobacco, vulgar language or drugs are not allowed.
- Tank tops must cover the bra straps. Spaghetti strap tank tops, tube tops and bare mid-riffs are not appropriate.
- Shorts are a good length at mid-thigh. No short shorts or Daisy Dukes are permitted.
- Swim suits must be appropriate. Please be careful with bikinis. Shirts and shorts must be worn over swim suits to and from the pool or lake.

Wearing a shirt with your swim trunks applies to male leaders as well.
- Hip-hugger pants/shorts should not expose lower abdomen.
- Tennis shoes are best. Flip flops can only be worn in the cabin, at the pool/boat dock and in shower areas.

Cell Phone Use at Camp
A positive and fun week of camp does not include time spent on the cell phone. For this reason, the follow guidelines have been established regarding cell phones at camp:

- Campers and Teen Leaders are not permitted to bring cell phones to camp.
- Adult Leaders are not permitted to use their cell phones in the presence of campers or teen leaders.
- Adult Leaders must not allow a camper to use their cell phone at any time.
- 4-H is not responsible for damage, loss or theft of cell phones brought to camp.

How Does This Apply to You?
- What can leaders do to make sure parent’s expectations are met?
- Why is it important for leaders to respect camping guidelines?

This unit developed by Kelly Woods, CEA for 4-H Youth Development
References:
4-H Camp Leadership Team

Unit 2

Chain of Command

The Chain of Command at 4-H Camp is simple and straightforward. If you have questions or concerns about something at 4-H camp, you will ask the person who directly supervises you for assistance.

Teen leaders will go to the adult leaders in the cabin first. Adult leaders report to the Deans and/or Camp Program Director. Camp staff reports concerns to the Camp Manager.

Teen Leader Responsibilities

Teen Leaders have an extremely important role at camp. Teen leaders are idealized by campers and have the ability to motivate campers as no one else can.
Teen Leaders:
• Serve as positive role models to campers.
• Help campers adjust to camp life and cabin living.
• Watch for homesick campers.
• Monitor campers’ health and safety.
• Help take care of camper’s personal property.
• Assist campers during classes.
• Plan rainy day activities.
• Watch for camper fatigue.
• Report successes or problems to adult leaders or Deans.
• Assist with daily camp program and evaluations.
• Attend and participate in all trainings.

Adult Leader Responsibilities
Adult leaders fulfill the parental role at camp. Adults provide the opportunity for campers to have a positive relationship with another adult besides their parents or care givers. Adult Leaders:
• Ensure one adult cabin leader is with the campers at all times.
• Are responsible for the health and safety of campers.
• Provide leadership to the cabin leadership team.
• Assist with classes and activities.
• See that campers arrive on time to activities.
• Report discipline problems or possible child abuse to agents or Deans.
• Assist with daily program.
• Attend and participate in all camp trainings.

4-H Camp Staff
The 4-H Camp Staff are residents of camp and include a camp manager, lifeguards, high/low ropes course instructor, nature instructor, recreation instructor, and archery/rifle instructor. Other positions may vary due by camp location. 4-H camp staff will:

• Assist the county in carrying out the program, working with leaders and agents to ensure campers have positive experience.
• Teach camp classes and lead special events and activities.
• Report to the Camp Manager.
• Share questions and concerns with the Camp Manager.

Agent Responsibilities
Agents are responsible for recruiting campers, teen leaders and adult leaders. Agents provide training in the county prior to camp and an orientation for all first time campers. Agent responsibilities at camp include:
• Assure that each camper has a safe, fun and educational experience.
• Communicate county needs with the Camp Program Director.
• Work through concerns or problems with Camp Manager and Program Director.
• Responsible for the behavior of campers from their county.
• Responsible for all damages to camp made by county delegation.
• Provide a list of all camp participants to camp manager.
• Pay all camp fees.
• Supervises the entire camping program that week.

Deans of Men and Women

The Deans are the “people persons” at camp. They are responsible for ensuring each cabin functions smoothly and follows camp guidelines. The Dean of Men and Women:
• Promote camper safety.
• Handle discipline concerns, working along side Camp Program Director and Agents.
• Are the first contact for Adult leaders when there is a concern to address.
• Attend all camp leadership meeting.
• Enforce “Lights OUT” each evening.
• Complete daily cabin inspections.
• Handle cases of homesickness when other interventions have not been successful.
• Assist with evaluation.

Camp Program Director

The Camp Program Director is an agent who oversees the camp schedule and program for one camp week. The Program Director is the “big picture” person at camp and is responsible for bringing agents and volunteers together to develop and implement the camp schedule. The Camp Program Director responsibilities include:
• Ensure camper safety.
• Enforces camp rules and policies.
• Keep camp running smoothly.
• Work with camp staff and volunteers to resolve problems.
• Assign program responsibilities such as Deans, teaching staff, etc..
• Make sure schedule changes are made as needed due to inclement weather.
• Monitor emergencies situations.
• Respond to emergency needs or concerns of volunteers or campers.
• Ensure leadership trainings are completed.
• Meet with camp staff to review schedule and details.
• Provide cabin lists and other forms upon arrival at camp.
• Coordinate needs or concerns with the Camp Manager.
• Communicate concerns of agents, volunteers and campers to the Camp Manager.
Camp Manager Responsibilities

The Camp Manager primary responsibility is to promote effective communication between the camp staff, agents, volunteers, camp maintenance and the state camping director. Responsibilities include:

- Develop strong working relationships.
- Supervise the camp staff.
- Maintain general maintenance and fiscal matters.
- Participate in trainings and orientations.
- Coordinate camp program and schedule with camp staff.
- Manage the Country store.

State Camping Director

The State Camping Director is responsible for the overall supervision of the Kentucky 4-H Camping Program. Responsibilities include:

- Establish state guidelines and policies.
- Hire, train and supervise camp staff.
- Visit each camp session.
- Supervise camp maintenance.
- Monitor camp food service.
- Provide camp evaluations.
- Maintain Summer Food Program.
- Process insurance claims.

What Does This Mean To You?

1. Why is it important to understand the responsibilities of each camp position?

2. What is your most important responsibility as a Camp Leader?

3. If a discipline or leadership problems occurs that you don't know how to handle, who is the first person you should ask for help? Why?
SAFETY IS OUR #1 PRIORITY

While at 4-H Camp, Adult & Teen Leaders serve as “parents” to campers in their cabin. **You have the responsibility of keeping campers SAFE.** Sometimes that means that you may have to stop some of the campers’ “fun.” For example, **horseplay** (pillow fights, throwing people in the shower) is the main reason campers get hurt. It is your responsibility to stop that behavior and direct the campers to a safe alternative. Here are some other major responsibilities in supervising campers.

- Campers should NEVER be left alone.
- At least one adult leader should be with the cabin group at all times.
- Always travel in groups of three when taking campers away from the main group.
- NEVER BE ALONE with a camper.
- STOP any unsafe behavior or any activity where someone may get hurt.

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**Unit Goals:**
- Identify your leadership and personality strengths/weaknesses.
- Understand supervision policies.
- Learn and implement effective decision making strategies.

**Introduction:**
Because of our personalities and experiences we are better suited for some jobs than others. The same is true at camp. You will find there are some parts of camp that you enjoy more than others. This unit will help you discover your role at camp.

**Why this is important:**
While you are at camp, the leadership team in your cabin will have a great deal of responsibility in supervising campers. How well you do your job and your interactions with the other leaders will determine whether camp is a good experience for the campers.

**What you’ll learn:**
- How to identify personality and leadership strengths and weaknesses.
- How to select the right person for the task to be accomplished.
- Decision making strategies.
- Policies for supervising campers.

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UNIVERSITY OF KENTUCKY, KENTUCKY STATE UNIVERSITY, U.S. DEPARTMENT OF AGRICULTURE, AND KENTUCKY COUNTIES COOPERATING
• Never use any form of physical punishment or verbal abuse as discipline.

• Adult leaders should decide and implement discipline for campers.

• Count all the campers before leaving any activity to make sure you have all your campers. Or do a “count-off.”

• During cabin time, you must maintain a supervision ratio of one leader for every seven campers.

• Campers respond more quickly when you call them by name. Try to learn your campers’ names the first day of camp.

• Every camper is someone’s son or daughter. Treat them as you would like someone to treat your child.

DEVELOPING THE CABIN LEADERSHIP TEAM

The Adult & Teen Leaders in the cabin must work together as a team in order for the campers to have a successful week at camp. The first step in developing this team is good communications between team members. TALK TO EACH OTHER! Involve all cabin leaders in discussing situations and making decisions. When someone gets left out, conflict can begin.

Each team member should IDENTIFY INDIVIDUAL STRENGTHS. What are you good at doing? What do you really dislike doing? For example, some people are very good at getting campers motivated and excited, but they are not so good at getting the campers to clean up the cabin in the morning and put their stuff away.

Conflict can occur in the cabin leadership team. One of the major reasons is because we don’t ACCEPT OTHERS AS THEY ARE. We can’t change other people, so we must learn to accept them and find ways to help them be successful. Sometimes that means re-evaluating their role in the cabin and possibly re-assigning their responsibilities based on what their individual strengths are.

Conflict can also occur due to cultural differences, the way people live and the values that are important to them. A cabin group often is a mix of several different cultures. Conflicts can arise simply because one person or a “clique” expects something to be done one way while another person or “clique” expects it to be done another way. Those culture clashes can happen among cabin leaders as well! When culture clashes happen, it’s important to talk through the situation so different viewpoints can be shared before decisions are made.
IDENTIFYING YOUR PERSONAL STRENGTHS
(Adapted from: Youth Development Foundations for 4-H Camp Staff)
In each box below, circle the words or phrases that best describe you MOST of the time.

ORANGE (Activator)
- Love to get things done!
- Make quick decisions
- Are excited by challenges
- A natural leader
- Love adventure and fun
- Bored by routine
- Love action and activity
- Like to take risks.
- Frustrated when things move slowly.

BLUE (Peacemaker)
- Really enjoy people
- Like helping other people
- Compassionate
- Encourage others
- Value honesty
- Understanding
- Dislike conflict and confrontation
- Accept others as they are
- Frustrated by criticism

GOLD (Organizer)
- Responsible
- Organized
- Show up on time
- Don't like wasting time/disorganization
- Dependable
- Value fairness
- Follow the rules
- Time to complete a project well
- Frustrated by people who don't do what they say they will do.

GREEN (Analyzer)
- Usually make the right decision
- Look at situations from many different viewpoints
- Like lots of information
- Like rules that make sense
- Value people who know what to do
- Like to work alone
- Don't like to show emotions
- Frustrated when you are not in control of situations

SCORING
- Count the total words/phrases circled in each box.
- The box with the most words/phrases circled is your major personality type.
- Many people have a “blended” personality. You may have similar scores in two boxes. That means that you have a blend of the two personality styles.

WHAT DOES THIS MEAN?
- Each of us is unique because of our different personalities. We like different things; different things frustrate us; we express our emotions in different ways. Individuals also have different ways of communicating, solving problems and working as a team member.
- While working with the cabin leadership team it is important to know and understand each person’s personality style. It helps you understand other’s actions and thinking. It also helps when
making leadership responsibility assignments. By knowing the cabin leaders’ strengths, responsibilities can be assigned according to individual strengths. For example, putting an Orange/Activator personality in charge of cabin clean up will probably frustrate that person. A better choice would be the Gold/Organizer who enjoys the responsibility and the challenge of getting the cabin organized.

- When you understand your personality style, you know what will make you happy, what will frustrate you and what you need to work effectively. This knowledge is important when assigning leadership responsibilities for the cabin.

- Your campers will also have these same personality styles and preferences. Recognizing them will help you relate better to individual campers.

**CABIN DECISION-MAKING**

One of the first things you should do in your cabin is have an informal leader’s meeting. At this meeting you will begin to set the boundaries for decision-making in the cabin.

- Consider the personality, leadership strengths, talents and abilities of each leader in the cabin.

- Match the job to be done with those skills and abilities.

- When problems arise in the cabin, discuss them and brainstorm as a team how to handle the problem. Everyone should be involved in the discussion and support the solution once it is agreed upon by the leadership team.

- If a problem arises on the LEADERSHIP TEAM, remove yourself from the situation and discuss privately, NOT in front of the campers.

- Communicate with the cabin leaders instead of complaining. If you have a problem with someone, discuss it with him/her, NOT the other leaders.

- If a problem cannot be resolved, seek help from the Dean of Men or Women. Do not let it continue.

**How Does This Apply to Me?**
- What is your personality style?
- What types of leadership roles best suit your skills, talents, personality?
- What are important considerations when supervising campers?
- What are some ways to avoid conflict among leaders?

This unit developed by Madonna Weese, Ed. D, CEA for 4-H Youth Development

References:
Crosiar, Sally (Ed.).(2003). *Youth Development Foundations for 4-H Camp Staff.* Cornell Cooperative Extension.
What you’ll learn:
• Characteristics and needs of campers at different ages.
• How those characteristics and needs affect campers’ interactions with adult or teen leaders and other campers.
• How to plan camp activities based on campers characteristics/needs.

CHARACTERISTICS OF 9-11 YEAR-OLDS (Younger campers)
• Muscle strength, balance and coordination are improving.
• Boys and girls mature at different rates.
• Want to plan their own free time without adult help.
• Loyal to cabin group.
• May prefer same sex groups.
• Wants everything to be fair.
• Admire and imitate teen leaders.
• Want to act grown up.
• Begin to question leaders’ authority.
• Short attention spans.
• Logical reasoning is limited.
• Like collecting and hobbies.
• Wants leaders’ approval, praise and attention.
• Easily frightened (avoid scary stories!).
• Crafts projects can get messy.
• Relies on cabin group for identity.

Introduction:
Lots of folks hold the notion that anyone can work with children. They think it doesn’t require much thought or planning, after all they’re “just kids.” That thought couldn’t be further from the truth. The more a volunteer knows about how children develop and learn, the more effective s/he will be in working with children.

Why this is important:
As children grow, they develop not only physically, but also socially, emotionally and intellectually. Their appearance changes as they develop, but they also change in what they can do and who they are as young people. As a camp leader, the more you understand about children’s needs at different ages, the more successful you can be in relating to your campers and meeting those needs.

Unit Goals:
After completing this unit, adult/teen leaders will know:
• Characteristics and needs of campers.
• How those characteristics and needs affect campers’ relationships with others.
CHARACTERISTICS OF 12-14 YEAR-OLDS (Older Campers)

- Physical appearance changing rapidly.
- Conscious of body; won’t swim unless friends go too.
- Wide range of development between campers of the same age.
- Look more to other campers or teen leaders for approval and acceptance than adults.
- Interested in opposite sex.
- See teen leaders as role models.
- Question authority of adults.
- Compare themselves to others.
- Want privacy; need own bathroom time.
- Understand cause and effect.
- Can handle projects that require more time and planning.
- Challenge the rules.
- Want to explore beyond what cabin group is doing.

CHARACTERISTICS OF 15-18 YEAR-OLDS (Teen Leaders)

- Concerned about body image.
- Can consider issues from different perspectives.
- Want respect.
- Like to demonstrate what they know.
- Test sexual attractiveness.
- Want adult-like leadership roles.
- Able to commit and follow through.
- Want to be seen as individual while conforming to certain peer standards.
- Want independence.
- Grow impatient with meaningless activity.
WHY IS THIS IMPORTANT?

The age and maturity of campers may vary widely in your cabin group. Knowing the characteristics and needs of campers can help you adjust your expectations and camp activities according to the needs of the campers.

If a camp activity is too difficult for a camper, s/he may feel anxious or give up in defeat. Or if it is too easy for an older camper, s/he may become bored and cause discipline problems.

HOW YOU CAN HELP CAMPERS BE SUCCESSFUL

Age 9-11:
- Many camp activities require physical activity, strength and coordination. Not all campers will have the necessary skills or muscle strength. Offer enough help for the camper to be successful (but, don't do it for them!). Find activities in which they can be successful (remember, not everyone is an athlete).
- Praise campers to encourage them; give them positive feedback.
- Explain limits or rules and then give campers freedom within those limits to make their own choices.
- Give correction quietly and one-on-one.

Age 12-14:
- Understand that physical appearance is very important.
- Avoid activities that cause embarrassment about their bodies.
- Provide opportunities for group interaction with opposite gender.
- Involve them in making program decisions (for example: teaching campers a cheer or chant).
- Provide opportunities to practice independence within camp rules and limits.

Age 15-18 (Teen Leaders):
- Encourage leadership roles.
- Support them in planning and carrying out plans.
- Offer opportunities to improve camp/cabin life.
- Allow teens to try out different leadership roles.
WHAT CAMPERS NEED

All children (actually, all people) have four basic needs. Meeting these needs are important because all people try to get their needs met. If they can't get their needs met in a positive way, they'll find other, not-so-positive, ways to get their needs met. The four needs are:

1 ~ BELONGING
- Each camper needs to be accepted and feel s/he is part of the cabin group.
- Positive relationships with others are important in helping campers have a good camp experience.

2 ~ MASTERY
- Campers need opportunities to learn and be successful.
- Campers want to develop skills and confidence in his/her self.
- Campers need to know that there are things they can do well.

3 ~ INDEPENDENCE
- Campers need opportunities to make choices and face consequences.
- Having responsibility is necessary to learn responsibility.
- Having control over one's life is part of the need for independence.

4 ~ GENEROSITY
- Campers need the opportunity to give to others and experience being needed.
- Generosity gives campers a sense of purpose and meaning.
- Caring for others helps make important bonds with them.

HOW DOES THIS APPLY TO YOU?
- How can you help meet the campers' needs during classes & activities? Ex: swim, nature, cabin time.
- How would you meet the needs of campers in different age groups? Ex: The need for independence of a 13 year old versus a 9 year old.
- What might happen if campers' basic needs are not met?

References:

This unit developed by Madonna Weese, Ed. D., CEA for 4-H Youth Development
WHAT IS EXPECTED OF YOU AS A LEADER?

Families trust Kentucky 4-H, its staff and leadership to provide a safe, educational and fun week of camp for their children. Working with youth is a privilege and should be held by only those who are willing to fulfill this trust. The following are expectations of all leaders who attend 4-H Camp:

- Serve as a role model for campers, show good sportsmanship, use appropriate language, and are courteous.
- Respect and follow all camp guidelines and rules.
- Accept and respect decisions made by the Camp Manager and Program Director or Agent.
- Will not discriminate regardless of color, race, age, sex, religion, disability or national origin.
- Complete camp orientation materials and attend camp orientation session.
- Will not consume or allow others to consume alcohol or use illegal drugs while on the 4-H campgrounds or at a 4-H Camp function.

These guidelines are Kentucky 4-H Expectations for volunteers involved in any 4-H Program.

Why this is important:
Families are entrusting each leader at camp with the care of their child for the week. Camp expectations inform everyone of what is acceptable behavior. Camp guidelines and expectations protect campers and leaders. Safety of everyone is our number one priority while at 4-H Camp.

Unit Goals:
After completing this unit, leaders will know:
- What is expected of camp leaders.
- What is expected of campers.
- How to protect children from abuse.
- How to protect yourself as a leader.

Introduction:
Camp is a group living experience and we all bring our way of life to camp. We all expect others to react to situations the same way our family reacts because that is what we have grown to expect. But in reality we all are different and live very different ways of life. While at camp we learn to respect these differences, but we also need guidelines to monitor our behaviors and camp experiences.

What you'll learn:
- Expectations of camp leaders.
- Expectations of campers.
- How to protect children from abuse.
- How to protect yourself as a leader.
WHAT IS EXPECTED OF OUR CAMPERS?

Camper’s safety is our top priority while at camp. Therefore, campers have policies and guidelines which have been adopted to protect them. The following are camp guidelines which are to be respected by all campers:

- Campers are to always remain with their cabin group, no exceptions!
- Campers are to respect and follow instructions of camp leaders.
- All medications are to be turned into the 4-H agent at the bus stop.
- Profanity is not permitted.
- Appropriate dress is required.
- Hazing or malicious pranks will not be tolerated.
- Campers are to be in their cabins and in bed at designated “Lights Out” time.
- Possession or use of alcohol or illegal drugs is not allowed.
- Weapons are NOT allowed, this includes pocket knives.
- Smoking by campers, teen leaders and CIT’s is not permitted.
- Campers are not allowed to be in a cabin occupied by campers of the opposite sex.

Protecting Children from Child Abuse

Society is faced with many situations that require special attention to protect our children. At camp, we assume the responsibility for the care and direction of campers. As a leader, if a camper confides an abuse situation at home or camp, you are required to report the situation to authorities. If suspected child abuse occurs, we must protect and care for all individuals involved and report the accusations to the proper authorities. It is important for leaders to understand, while you must report the accusation of child abuse, you must also keep all information completely confidential with all other individuals, this includes other campers and...
Steps to be followed in a suspected child abuse case are below:

1. Notify the Camp Program Director, Camp Manager and the agent involved.
2. The camper’s agent will remain with them and secure medical attention. The camper should be kept separated from the rest of camp.
3. The camper’s agent will contact the parents.
4. Do not interrogate the camper.
5. If the accused individual is at camp, they should be removed from the campgrounds and isolated away from the public.
6. In consultation with state camping officials, district directors, legal counsel and the camp manager, the 4-H agent will call the Child Abuse Hotline.
7. The rest of camp must continue and run smoothly.

PROTECTING LEADERSHIP FROM FALSE ACCUSATIONS OF CHILD ABUSE

We must protect our children from child abuse situations but leaders must also be equipped to protect themselves from false accusations of child abuse. The following are suggestions to protect yourself from false accusations:

- Never be alone with a camper. Always travel in threes.
- Do not allow campers to enter private staff areas.
- When discipline is necessary always follow camp guidelines.
- Do not share personal or private experiences with campers.
- Do not ask a camper personal questions about sexual experiences.
- Report all unusual observations.
- When supervising private activities such as shower time, supervise with campers of your same gender in groups of three or more.
- Be careful with displays of affection (physical or emotional) some children are not comfortable with this. If you do give a child a hug makes sure you are in a public area.
- Never touch any part of a child’s body that would be covered by a swimsuit.
CAMPERS ARE PROTECTED FROM UNREASONABLE INVASION OF PERSONAL PRIVACY

Campers are protected from unreasonable search and seizure under the Constitution of the United States. They have the right to privacy of the personal belongings. Routine searches of suitcases, duffle bags, etc., and strip searches are illegal. As a leader, you can request that all campers search through their own belongings at the same time to search for a lost item and walk around to monitor. Many times lost items are found using this method.

If you believe a camper has an illegal item that could harm the camper or others, notify the Camp Manager or Camp Program Director immediately. The camper will be removed from the cabin and questioned regarding the item.

What This Means To Me:

- What are the expectations of a camp leader?
- Why is it important to know the expectation of our campers?
- When child abuse is suspected, what is your first course of action?
- How can you protect yourself from false accusations of child abuse?
Unit 6

What you’ll learn:
• Common problems you may encounter at 4-H Camp.
• How to deal with those problems.
• Strategies to prevent problems.

Introduction:
There are certain problems that we can expect to happen at 4-H camp. These are common problems. If you know this in advance and expect them, you can be better prepared to know how to deal with them.

Why this is important:
4-H Camp is fun, but when 15 to 20 people (or more!) live & play together 24 hours a day for 4 or 5 days, problems will happen. Knowing how to deal with the common problems will give you more time and energy to deal with the unexpected.

Unit Goals:
• Identify problems that are common at 4-H Camp.
• Understand how to deal with those problems.
• Use strategies to prevent problems.

HOMESICKNESS

By far, one of the most common problems you may have to deal with at 4-H camp is homesickness. This is often seen in younger campers, but it can strike anyone!

Symptoms of Homesickness:
• Crying for prolonged periods for no obvious reason, especially at bedtime or quiet time in the cabin.
• Complaining of a stomach ache. Some campers don’t understand that their “stomachache” is really a physical response to emotions.
• Wanting to be by him/her self.
• Refusing to participate because “I don’t feel good.”

Ways to Manage Homesickness:
• First have the camper checked by the EMT to determine if s/he is sick. If not, then proceed to:
Managing Homesickness continued:

• Keep camper involved in activities. Don’t let him/her withdraw from others.

• Enlist other campers to be their “buddy.”

• Ask a teen leader to give them extra attention and let the camper “help” with responsibilities. Make the camper feel special (Just don’t over-do it; the other campers may get jealous). Sometimes a favorite camp staff member can help too.

• Find something that interests the camper and talk about that.

• Talk about upcoming fun that the camper can look forward to.

• DON’T promise the camper s/he can call home. If you do, most likely the camper will go home.

• If all this fails, enlist the help of the Dean of Men/Women.

STEALING

Stealing is usually NOT a problem at camp. Most of the time, items are misplaced or left at classes. The best strategy for dealing with stealing is prevention! If you follow the basic camp rules, there won’t be much opportunity for stealing:

• Campers should not be alone in the cabin.
• Campers and leaders are not to visit or enter other cabins.
• Campers should keep personal belongings put away (not out on the bed for all to see).

If Something Does Come Up Missing….

• DO NOT assume anything has been stolen. Assume it is missing. Most “stolen” items turn up in the campers belongings.

• Before you do anything else, a leader and the camper should go through all the camper’s belongings to search for the missing item.

• Retrace the camper’s schedule in case the item was left behind.

• NEVER go through a camper’s belongings without permission.

• NEVER accuse a camper of stealing unless you have absolute proof. If you do, involve the Dean.
• Encourage campers to keep their “stuff” put away. This is especially true for money, cameras, food, anything of value.

**CUSSING & PROFANITY**

Profanity of any type is NOT tolerated at 4-H camp! The first person that must know this rule is YOU! If adult or teen leaders curse or use profanity, the campers will too. If profanity is part of your vocabulary, start now cleaning it up.

If you have a camper who is using profanity:

• **CONFRONT** the campers immediately. Let them know cussing & profanity will not be tolerated.
• If the problem persists, a talk with the Dean is the next step.
• Campers will often use profanity to impress peers, shock you, or prove their “maturity.” Help them find positive ways to develop their self-esteem.

**BEDWETTING**

Bedwetting is a very embarrassing problem for campers. Can you imagine waking up in a room full of people with soaked clothes and bed? Compassion and discretion are needed here.

If a BEDWETTING accident occurs:
• DO NOT tease or ridicule the camper.
• Keep the problem quiet.
• Discreetly help the camper get cleaned up.
• After campers have left the cabin, gather sleeping bag and clothes that need to be laundered. Place them in a trash bag and take to the Dean. These can be washed at camp.

To help avoid a repeat accident:
• limit fluids after dinner
• keep a light on in the bathroom.
Some campers won’t get up in the dark, even if they have to use the restroom.
• Some parents will send disposable “pull-ups” for campers to wear at night.

**CAMPER (and Leader) FATIGUE**

As camp goes on, the active schedule can take its toll on campers and leaders. You are tired, lose your patience and problems multiply. Take preventative steps to avoid these problems:

• Campers (you too!) should be in bed at lights out. Set limits on talking after lights out.
• Observe campers to ensure they are eating meals and not filling up on junk food.
• Rest quietly during cabin time.
ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD OR ADD)

You will discover campers with an unlimited amount of energy, problems focusing on the task at hand, short attention spans, and difficulty following directions. These MAY be symptoms of Attention Deficit Hyperactivity Disorder (ADHD). Some of the campers will be taking medication to help overcome these symptoms.

While these behaviors can present a special challenge to leaders, there are several ways to help manage these behaviors.

• MOST IMPORTANTLY, do not LABEL these campers by making statements such as, “He is ADD.” Or, “She is my hyper one.” Children live up to expectations. If you expect them to be “hyper,” they will be.

• Practice PATIENCE with these campers. If you are becoming impatient, let another leader work with the camper for awhile.

• Remind yourself frequently that the campers are not deliberately trying to be difficult. Their brains are wired differently and that causes them to behave differently.

• Give simple, step-by-step instructions --- ONE AT A TIME.

• When you are speaking to the camper, direct their attention to you.

These children are very visual learners. They focus on what they are looking at.

• Limit your explanations. Details easily overwhelm these children.

• Accept the fact that you will have to repeat yourself frequently.

• PRAISE the campers when they are doing the right thing.

• REWARD the campers for appropriate behavior rather than always punishing the inappropriate.

REMEMBER!

No matter what behavior challenges you may encounter at 4-H camp, NEVER use any form of physical punishment.

How does this apply to me?

• What are the common problems you may encounter at camp?

• What are the recommended steps for dealing with those problems?

• How can you prevent some of those problems?
**YOUTH BEHAVIOR GUIDELINES FOR DISCIPLINE**

Many discipline problems or concerns can be solved through effective communication. Clearly communicating rules and guidelines for behavior before camp is very helpful. However, sharing rules and guidelines are not effective unless they are reinforced upon arrival at camp. Campers who exhibit misbehavior must be approached immediately and counseled away from the rest of the group. Camper’s behavior guidelines were discussed in Unit Five. The camp policy regarding discipline states:

- Campers will not be subject to physical harm, fear or humiliation.
- Campers will not be roughly handled, pinched, spanked, punched, shaken, bitten or subject to physical punishment.
- If separated from the group as a discipline measure, campers will be in a safe, lighted, well ventilated place within hearing distance of an adult.
- Verbal abuse or derogatory remarks about the camper, camper’s family, race, color,
religion, disability, or national origin will not be permitted.

- Meals will not be denied as a disciplinary measure.

- Authority to punish will not be delegated to any camper, nor will one camper be allowed to punish another.

- At no time should Teen Leaders discipline campers unless the camper behavior threatens the safety of anyone involved.

- Parents/guardians of any camper who does not respond to discipline will be contacted to travel to camp and transport the camper home.

- Agents/volunteers must notify cabin leaders about any camper who is sent home.

BUILDING A CAMPER'S CONFIDENCE

Campers perform up or down to the leader's expectations of them. What you expect from campers is what you'll get. If you have positive expectations of your campers, they most likely will respond to you in a positive way. The same is true if you expect certain campers to misbehave---they will! We usually live up to what others expect of us.

Encouragement is very important when building relationships with campers and other leaders. Encouragement helps campers understand that it is OK to make a mistake and that we learn important lessons from those mistakes or bad choices. Listed below are some tips to encourage the campers in our cabin:

- Accept the campers as they are not as they could be - let campers know you accept them and believe in them just as they are.

- Ignore Tattling - the camper tattling is out to get even or make themselves look good. As a leader, if you acknowledge tattling it can get out of hand very quickly. Reward the positive behaviors not the negative.

- Have Faith in Your Campers - campers perform up or down to their leader's expectations, so set your standards high, and have faith.
• **Entrust your Campers to Get the Job Done** - make sure campers know they have something special to contribute to the cabin. Give them an age appropriate responsibility and they can experience the pride of a job well done.

• **Encourage rather than praise** - Encouragement places the emphasis on the effort or improvement; praise places the emphasis on competition or comparisons to other campers.

**MANAGING CHALLENGING BEHAVIOR**

As Camp Leaders it is important for us to understand, we are not going to change our campers during one week of camp. But we can change our strategies as leaders to effectively manage campers with challenging behaviors.

Keep in mind campers do not “mis”-behave they simply behave differently from what we accept as normal. These campers have different needs. The key is to discover camper’s individual needs, meet those needs, and keep other campers safe. Bored campers get into trouble so keep your campers occupied at all times. Transitions or change while at camp can be stressful, listed below are tips for managing transitions:

- Prepare campers for change, “In five minutes, we will………”.
- Get to know campers’ names the first day of camp.
- Give campers plenty of time to wake up in the mornings.
- Be patient. (You may have to remind yourself to do this many times.)
- Give campers one task at a time, when they complete it, assign another task.
- Avoid loud or rowdy songs before a time you are asking campers to be quiet.
- Have in mind quick games that can be played on the spot. Brainteasers are a great idea.
- Leaders can stand or sit with campers and display appropriate behaviors.
• When possible, let campers get started instead of waiting for the entire group to be ready to begin.

• Keep your camper's minds busy at all times.

• Leaders can stand or sit with campers and display appropriate behaviors.

MEDIATING CONFLICTS BETWEEN CAMPERS

• Separate the campers if they are fighting or arguing and give them time to “cool-off.”

• Ask each camper to tell “what happened” without name-calling or blaming. Give camper time to tell their story WITHOUT INTERRUPTION.

• LISTEN! To what the camper is saying. Often we are thinking about what we want to say while the other person is talking.

• Reflect back to the camper what you hear him/her saying.

• After listening to all sides of the situation, encourage campers to suggest solutions. Help them understand the consequences of their suggestions by asking, “What do you think might happen if you do that?”

• Brainstorm solutions together and choose a solution that is a win-win solution for all.

• If unable to resolve the situation or if the problems continue, you want to involve the Dean.

How Does This Apply to Me?

• What are the guidelines for camper discipline?

• What things must I NEVER use for discipline?

• How can I encourage campers?

• What steps do I take to mediate conflict between campers?

• How do I respond to challenging behavior from campers?

This unit developed by Kelly Woods, CEA for 4-H Youth Development

References:

What you’ll learn:
• What to do in case of emergency.
• Types of emergencies that may occur at 4-H camp.
• Camp policies for handling emergencies.

Lightening, Windstorms, Tornados

• At the first sign of a storm (lightening and/or thunder), high ropes, swimming, boating, or other classes held near the water must be STOPPED.

• Classes can resume 20 minutes after the last thunder is heard.

• If lightening occurs, keep campers away from trees (lightening strikes tall objects). Or in the cabins, stay away from metal objects, windows, electrical appliances and water.

• If an approaching storm is severe or a tornado warning has been issued, camp staff will notify leaders using three short blasts on a siren or air horn. This signal will continue until campers have been moved to storm shelters or cabins.

Introduction:
The 4-H camp staff and agents do everything possible to ensure the safety of campers, but sometimes, emergencies do happen. Knowing what to expect and what to do can save valuable minutes and avoid mistakes during an emergency.

Why this is important:
Policies are rules and guidelines we must follow at 4-H camp. They are in place to protect the campers and to protect YOU! If you follow policies, you are protected under the University of Kentucky liability shield. If you don’t follow the policies, and something goes wrong, you don’t have that legal protection.

Unit Goals:
• Recognize potential emergencies at camp
• Know what to do in case of emergency
• Follow camp emergency policies
Once inside the storm shelter, dining hall or cabin, adult leaders should take a head count to ensure all campers are present. Report your status to the Dean as soon as possible.

Swimming Pool and Water Front Use

- The pool and water front are to be used only during scheduled classes when a lifeguard is present.

- Any person who uses the pool or waterfront when a lifeguard is not present will be sent home from camp.

- This policy protects YOUR SAFETY and it protects the camp from legal liability.

Missing Person

- If you cannot locate one of your campers or teen leaders, you should notify the Camp Program Director immediately. DO NOT WAIT until you try to find the missing person.

- The Camp Program Director will check with all camp staff and leaders regarding the missing person.

- A systematic search of the entire camp grounds will be conducted using all available adult and teen leaders.

Pool Lookouts

During swimming classes and activities, leaders from each cabin will serve as pool lookouts. On the first day of camp, camp staff will conduct training for the lookouts. Your main responsibilities are:

- Focus on campers in the pool.

- Don’t become distracted by socializing with other leaders or campers.

- Watch for signs of distress or drowning.

- If you do observe a swimmer in distress, you should get the attention of a lifeguard for help. DO NOT JUMP INTO THE POOL. The lifeguards are trained to handle water emergencies.

- If you observe campers who are breaking pool rules, you should get the attention of the campers and tell them to stop the behavior.

- If the campers don’t stop, you should alert the lifeguard to the problem.
Injuries & Accidents

The best defense against injuries and accidents is PREVENTION. Many injuries and accidents can be prevented by leaders actively supervising campers. Remember! Our #1 Priority at 4-H camp is SAFETY. If you see a camper doing something that will harm him/her self, another person or animal, or property, it is YOUR RESPONSIBILITY TO STOP THEM.

This means that sometimes you have to stop the camper's fun. These things might include:
• Pillow/shaving cream fights
• Throwing rocks
• Running down hills or in the rocks
• Throwing people in the pool
• Shoving & pushing others
• Horseplay of any kind

Campers will argue that they are "just having fun." But, if the "fun" continues, things can get out of hand and someone usually gets hurt. Explain to the campers why they must stop: our #1 Priority is safety and this type of fun can be harmful if it escalates.

What to Do In Case of Injury

• If the injury is serious, DO NOT MOVE the person. Send for the EMT.

• Make the person comfortable until the EMT arrives.

• If you are certified in first aid, you can apply aid until the EMT arrives.

• If the person is able to walk, take them to the EMT immediately.

• Once the person is in the care of the EMT, the EMT will make decisions concerning their care.

• Any injury, no matter how small, should be seen by the EMT.

• If the person must be taken to a doctor or the hospital, a 4-H agent and a volunteer will take them. The agent will notify parent or guardian about the situation and their child's status.

• Carefully review the next section which explains how to protect yourself if a camper is bleeding.
Avoid Contact with Blood

Camp includes many activities where campers explore nature and interact with others, so injuries can be expected. If someone is sick or injured:

• Treat all blood and other body fluids as if they are infected with disease. Most likely they are NOT, but take precautions for you and your campers' protection.

  • If a person is bleeding, use a barrier between yourself and the blood. A barrier could be a towel, t-shirt, bandana, or sheet.

  • Use the barrier to stop the bleeding or to cover the injury.

Unauthorized Persons at Camp

• All visitors to camp must sign in at the manager's office. Visitors will be given a Visitor's Pass that they are required to wear.

  • Camp staff and agents monitor visitors to ensure campers' safety.

  • If an unauthorized person approaches your group, you should contact camp staff or a 4-H agent immediately. Campers should have no contact with the person.

  • Camp staff or the agent will escort the unauthorized person off the camp property.

  • If the unauthorized person appears dangerous, remove the campers from the area and walk with them to a safe place. Contact the camp staff or 4-H agent immediately.

IN CASE OF FIRE!

• Move campers away from fire.

• DO NOT go back into burning building.

• Conduct headcount of campers.

• Notify Camp Manager or Program Director.

This unit developed by Madonna Weese, Ed. D., CEA for 4-H Youth Development
Unit 9

STEP 1: STATE EXPECTATIONS

Many times leaders think campers should know what is expected of them when no one has told the campers what is expected! Those unspoken expectations set campers up for problems.

Cabin leaders should have a cabin meeting to discuss with the campers what they expect during the week (This is in addition to the camp orientation). Don’t make an extensive list. Keep it simple, short and to the point. YOU SHOULD DO THIS SOON AFTER YOU ARRIVE AT CAMP.

Some EXAMPLES of those expectations may be:

• Everyone is treated with respect. (Leaders should model this!)

• We must follow the camp rules to ensure camper safety.

• We are to listen when other people are talking.

• Keep your hands and feet to yourself. Don’t hit/shove/push.

Introduction:
4-H camp can be a challenge for new and experienced leaders. It is tough supervising 15-20 active campers 24 hours a day. In addition to the physical demands, you will be living in a cabin setting with people who have different ideas and ways of doing things. All this can create stress & problems.

Why this is important:
If you expect challenges at 4-H camp, you can be prepared for them. You and your campers will have a more positive camp experience if you learn to expect and manage stress and problems.

Unit Goals:
After completing this unit, adult/teen leaders will know:
• Ways to avoid potential problem situations.
• Ways to reduce and manage stress.
• How to lead and have fun!

What you’ll learn:
• How to be an effective 4-H camp leader and have fun too!
• Tips to manage the camp schedule and activities.
• Tips to manage stress.
• We will not tolerate name-calling, put-downs or profanity.

• We want everyone to have a fun week at camp. If you listen and follow the rules, we’ll do all we can to make sure you have fun.

• If you have a problem, tell one of the leaders. We want to help.

Each leader will have their own expectations that you can add to these examples. Stating expectations helps avoid many problems at camp.

GETTING YOURSELF READY FOR 4-H CAMP

• If you don’t exercise regularly, you should start walking daily to build up your stamina for camp. You’re going to need it. Camp involves lots of walking/activity.

• Bring two pairs of comfortable shoes + lots of socks.

• Bring a book to read at bedtime or some other quiet activity to get ready for sleep.

• You may want to purchase some inexpensive gifts or prizes to give to your campers as rewards or surprises.

• Get a good night’s sleep before leaving for camp. You need to start camp rested and ready.

• Bring some ideas for cabin fun in case of rain or bad weather.

• Bring a clip board to carry camp schedule and other lists.

MANAGING CAMP SCHEDULE & ACTIVITIES

• Each leader will have a list of KP duties that your cabin must complete for at least one meal at camp. Review these and make assignments BEFORE KP duty.

• Make up a schedule for evening and morning showers. Limit shower time. Leaders may want to rise early to shower and enjoy the QUIET before waking campers.

• After each meal, review the camp schedule with campers. Tell them what will be happening between now and the next meal. That will prevent a lot of “what are we doing next?” questions.

• Learn your camper’s names the first day. This helps tremendously with managing camper behavior and boosts campers’ esteem.
• Have a “get acquainted” activity the first day in the cabin to help you and the campers get to know each other and the leaders.

• Don’t leave any activity until all campers are accounted for. Have campers “count-off” so you know all campers are present.

• For Polar Bear Swim, have campers tie a sock to the end of their bed for a wake up call.

• Keep your sense of humor! A good laugh makes camp fun and brings people together.

RECOGNIZING STRESS

Camp is fun, so it can’t be stressful, right? No, camp can be very stressful for campers and leaders. Think about it. You and the campers are in unfamiliar settings. You are living with people you don’t know and may not always agree with. You are constantly involved in activity and classes. Your whole schedule and routine is disrupted. Camp can be stressful!

Campers often won’t have the words to tell you how they are feeling (leaders too sometimes). Instead they act out their emotions through behaviors. Some common ways campers (or leaders) may act out their stress are: crying for no obvious reason, temper tantrums, being fearful, not eating, over-eating, nightmares, whining, fighting, withdrawing from others, emotions that are out-of-control, and destructive behavior.

DEALING WITH STRESS

• Fatigue is one of the biggest causes of stress at camp. Find time each day for campers and you to rest and relax. Use “down time” to recharge energy.

• A comforting word or an arm around the shoulder can help campers who are struggling with emotions. Use a gentle voice and soothing touch to calm the camper and reduce stress.

• Laughter is a great stress reliever. Explore ways that you can laugh with your campers. Campers at this age love to tell silly jokes. Make time for joke telling (not at someone’s expense).

• If YOU as a leader are struggling with stress/emotions, talk to another leader or 4-H agent about your feelings. Don’t think you are alone in how you feel. Other people may suggest some coping strategies or help you find a leadership role that is a better “fit” for your abilities/personality.
PREVENTION IS THE KEY

There are times at camp when leaders need to be more alert to preventing problems. Following are some Survival Tips that help:

• Waiting in line: no one likes to wait, so find fun ways to make the time more enjoyable. Don’t make campers line up early and stand in the hot sun waiting. Wait in a cool area until it’s your turn. Singing songs, learning new chants/cheers, and playing simple games (for example: I Spy/Follow the Leader) help time pass more quickly. This is a good time to talk with campers about favorite sport, music group, food, counselor, etc.

• Bedtime: Everyone has stories about campers who won’t go to sleep. Calming campers down for sleep begins long before you return to the cabin. As soon as your cabin leaves evening programs, begin a gradual process of quieting campers. It’s not the time for chants & cheers or high energy games. Walk calmly back to the cabin, notice the night sights and sounds. Tell quiet stories and create a soothing bedtime. Bring campers together to softly talk about the day. This is a good time to play soft, relaxing music.

Make gradual changes: If the campers are excited and engaged in an activity, don’t expect them to be able to stop immediately. Think of driving down the highway at 65mph and then having to stop instantly— it doesn’t work. Just like driving a car, you must “down-shift” campers gradually. Gradually “cool down” their activity level. Give campers early warning that a change is coming. Begin a quieter activity, then move campers into quiet time, such as listening to staff.

• Avoid caffeine and sugar after dinner. Both can over stimulate campers and make sleep impossible.

How does this apply to me?

• What are some symptoms of stress at camp? How do I deal with these?
• How can I prevent problems at camp?
• What are my expectations for campers that I will review with them the first day of camp?
• What things do I need to take to camp for me and for my campers?

This unit developed by Madonna Weese, Ed. D., CEA for 4-H Youth Development

References:
BULLYING SELF-STUDY UNIT
SECTION 1

What you’ll learn:

- Definition of Bullying
- Warning Signs
- Who is a Bully
- Who is a Target/Victim
- Who is a By-Stander
- What you can do to prevent or handle a bullying incidence?

Introduction:

Bullying is a well-known and severe problem that can take place anywhere, at any time. Bullying is not something that a child is expected to experience when growing up and it is not just “kids messing around”. Bullying should be taken seriously and is something that could cause harm to a child during and after camp. As adults working with youth it is important to recognize the warning signs and be prepared to appropriately handle the situation.

Why this is important:

Camp provides many new opportunities for our children including making new friends and learning how to care for oneself in a safe environment. Children who attend camp are expecting to have a positive and fun experience. It is important for them to know what bullying is, take it seriously and know that it is not okay to be bullied. Situations of bullying can destroy the positive impact of any camp situation.

Unit Goals:

After completing this unit leaders will understand:

- What is Bullying?
- What are the Types of Bullying?
- What are the Warning Signs?
- Who is a Bully?
- Who is a Target?
- Who is a By-Stander?
What is Bullying?

Bullying is an aggressive behavior that is intended to hurt another person. Bullying can involve:

- **Imbalance of Power**: people who bully use their power to control or harm others and the people being bullied may not be able to defend themselves
- **Repetition**: incidences of bullying happen to the same person or group multiple times by the same person or group

Types of Bullying:

- **Verbal**: name-calling, teasing or a negative statement told to you or about you
- **Social**: gossip, verbal abuse, spreading rumors, leaving people out on purpose, breaking up friendships or other actions that cause mental and emotional harm and social isolation for the victim
- **Physical**: hitting, punching, shoving, kicking or other physical attacks
- **Cyber bullying**: using the Internet, cell phones and technology to harm others

Warning Signs of a Child Being Bullied:

- Feelings of unhappiness or loneliness
- Reluctance to join in with the group
- Withdrawal from friends and family
- Physical and psychological insecurities
- Physical complaints such as stomachaches or not sleeping

Who is a Bully?

Bullies come in all shapes and sizes. Individuals who bully others tend to have underdeveloped social skills, fragile self-esteem, low impulse control and poor problem solving skills. The bully often struggles to be seen as popular or wants to fit into a particular social group. Bullying others enables them to experience a feeling of elevated social status which the bully views as positive acceptance of the group. For a bully to experience this feeling of elevated social status; there must be a target individual and a bystander for an audience.

Who is the Target/Victim?

Anyone can be a target for a bully. We are all different in some way; that is what makes us all so special. But the fact is a target may not be different at all, maybe they are in the right place at the wrong time and they become a target. We can all be a target for a bully at any time. A person who has been bullied needs to remember they have done nothing wrong and be proud of who they are. The targeted individual should be encouraged to tell an adult they trust.
Who is the By-stander?

Everyone has the right to feel safe no matter where they are. By standing up for someone who is being bullied, you are not just helping them; you are also helping yourself. Ask the bully to stop or the bystander could walk away. When you do this, the bully loses his/her audience and the power. Go with the individual who was bullied to talk with a trusted adult about the situation.

What can you do to prevent or handle a bullying incidence?

1. Awareness of your campers! Get to know them and their names. Be attentive to their needs.
2. Warmth and positive involvement from adults
3. Educate your campers on bullying. Explain expectations clearly.
4. Firm Limits for unacceptable behavior
5. Consistent use of non-hostile and non-physical sanctions on rule violations
6. Prevention works better than dealing with the situation after the fact.
7. As with the case of most situations at camp, this must be addressed quickly to prevent the issue from escalating. The victim needs to feel comfortable talking about it, and be free of the fear of repercussions. Support and protect the victim.
8. Nip it in the bud! Talk with the bully and the victim as soon as possible.
9. Then report the incidence to your County Agent.

Section 2

What you will learn:

- How to report bullying
- Steps for counselors when bullying is identified
- What should be reported
- What could the consequences be for the bully or for volunteer who does not report the incidence

Introduction:

Camp counselors are responsible for appropriately documenting any incidences that occur at camp. This process includes identifying important information and correctly reporting the information to the appropriate people. Ensuring a safe and inclusive environment is an important part of meeting the developmental need of belonging in the 4-H camping program.

Why is this important?

Documentation is necessary to ensure that correct information is collected and to protect the interests of the camper, volunteer, staff, and the 4-H program.
**Unit Goals:**

After completing this section, counselors will understand:

- Types of bullying and what should be reported
- The steps a counselor should follow if they identify bullying
- How to report bullying incidences

**How to Report Bullying?**

Steps for Counselors when Bullying is identified:

- Intervene in the bullying behavior and take appropriate action. At minimum, this would mean separating the youth involved.
- Report the bullying incident following the appropriate chain of command.
- Be prepared to answer the questions outlined in the section below for the agent or person identified to document the incident.
- Continue to be aware and monitor the behavior of the campers involved and the other campers in your cabin.
- Out of respect for the campers, keep the incident confidential. Do not speak of it to other counselors, friends, or campers during or after camp.

**What Should Be Reported?**

Information gathering and documenting is an important part of the process of reporting a bullying incidence. When bullying is identified, it is important to follow the appropriate chain of command. If you feel that bullying has occurred:

- Teen leaders will go to the adult leaders in the cabin first.
- Adult leaders report to the Deans, Camp Program Director and/or agent.
- Camp staff reports concerns to the Camp Manager.

Once bullying has been identified and the appropriate person is selected to respond, an investigation into the incidence will be conducted by the 4-H agent of the youths involved. This includes interviewing and gathering information from cabin leaders (teen & adult). Questions that may be asked by the agent in the information gathering process would include:

- Where did the incident occur?
- What happened?
- Who was involved?
- Who was supervising the campers?
- Where were the counselors when the incidence occurred?
This information is documented by the 4-H agent on the Camp Incident Report Form. Possible follow up by the agent may include: contacting parents, Cooperative Extension Service administrators, and appropriate community agencies.

How does this apply to you?

- Bullying is an important issue, and it's the responsibility of everyone at camp to create an emotionally and physically safe environment for campers.
- Behaviors that used to be identified as “kids being kids” or “roughhousing” are not acceptable in today’s society or 4-H camping program.
- Appropriate reporting and documentation is a vital part of addressing incidences of bullying. Counselors are expected to help the agent in this process.
- As counselors and staff in the 4-H camping program, we focus on the developmental needs of belonging, mastery, independence, and generosity and meeting those needs for all campers.

**Consequences for the Bully:**

- For the Bully - Procedures outlined in the “Disciplining Campers” unit should be followed strictly when handling discipline; however with bullying, it is vital to ensure that we proceed with caution, watching for pattern behaviors and actions. When there are clear cases of bullying occurring, leaders should always present the situation to the agent to make a determination on how to proceed.

- For minor offenses, where the situation is handled before bullying escalates, discipline may take the form of a warning and counseling session to be followed with close observation.

- If an incident of bullying appears to be repeated or is an offense of greater severity such as: physical harm; severe emotional distress inflicted upon the victim; or is sexual in nature, there will be a need to handle the situation with great attention to detail. Incidences of this nature should be fully documented by the agent, with interviews being conducted with any and all potential witnesses. Perpetrators of bullying should be immediately removed from the camping program and their guardians should be contacted. Depending on the severity of the situation, the consequences for perpetrators of these actions may include sending him/her home; restricting participation in future 4-H activities; terminating his/her 4-H membership; or calling the appropriate law enforcement authority.

Each situation will be unique and should be approached by the agent with great discretion. Incidences of severe bullying will need to be reported to the respective Extension District Director immediately by the agent and to child protective services (and/or appropriate law enforcement officials as directed by Child Services).
Consequences for the Volunteer Leader:

As described in the Client Protection Handbook, the safety of the camper and creating a nurturing and protected camp environment is everyone’s responsibility. It has been established that there are varying degrees and types of bullying. **There is a clear understanding that all cases of bullying should be reported by volunteer leaders to the agent in charge of the campers involved.** Strict attention should be given to campers to protect them and their safety. Leaders must adhere to earlier established camper supervision responsibilities as outlined, to ensure safety, e.g. campers must be closely supervised by the appropriate number of leaders during any cabin time; one must be an adult.

Violations of protocol and a lack of adherence to the need to report bullying can cause an unsafe environment for youth. Each case of a violation will need to be reviewed by the agent, with action being taken based on the situation.

For a minor violation, counseling sessions and further training may be needed, to ensure procedures are being strictly followed. In cases of more severe neglect, the leader may be disengaged from their camp responsibilities and asked to leave the camping program. With each situation being unique in nature, a volunteer that is removed from a camping program could be considered on probation for further Extension volunteer assignments, reassigned or permanently disengaged from being an Extension volunteer.

References:


4-H Agent Resource Page: Bullying

YouTube video by Joel Haber [http://youtu.be/a6TLK-WsCu0](http://youtu.be/a6TLK-WsCu0)

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