

2. Give pre-Christian kids opportunities to receive Christ and begin the journey to live for Christ.
3. Be real on how Christ and Christianity is presented to kids by honestly representing:
 - a. What it means to be a disciple of Christ according to the New Testament.
 - b. What it will cost the convert to follow Jesus--everything.
 - c. How knowledge of the truth sets us free through Jesus.
 - d. The hardships that will face each believer.
 - e. The struggles associated with advancing the gospel in a sinful world.
 - f. The excitement associated with helping to advance the gospel on earth.
 - g. That we were created for the purpose of doing the good works that God has prepared for us to do.
 - h. How it feels to experience God's touch through a variety of ministries: worship, speaker, recreation, counselors, campers.
 - i. That Christ is our sufficiency and can meet our needs.

Managing your Campers

Avoid Behavior Problems: B E P O S I T I V E

Begin each activity/ session/ group in a predictable manner.

Explain what is going to happen.

Praise kids when they are doing something you like.

Organize the setting/tasks/activity to prevent problem situations.

Set the rules and consequences before you begin.

Ignore inappropriate behavior, if possible.

Talk in a calm and reasonable manner.

Involve a child with problem behaviors in successful situations.

Value each child for their individuality.

Enjoy yourself!!!

Counselor's Responsibilities

"Be All That You Can Be 'In Christ'"

The counselor is a person who should be mature spiritually and emotionally. The counselor is one who is to invest in others, not the one coming to camp to be ministered to. There is a difference between what a counselor should "do" and what a counselor should "be." Before noting the "do's" of counseling, reflect upon what a counselor should "be" in Christian character. Below are traits that will enhance your ministry to kids. A counselor should be:

- Spiritual leader
- Vulnerable -Friendly
- Encourager -Understanding -Observant
- Yourself – Be Real! -Listener -Proactive

What is a Camp Counselor's Job?

The Counselor's Many Roles

In a single day at camp, a counselor functions in several different roles. Your responsibilities carry on around the clock, and you will minister to the campers in a variety of ways.

Listener: Be a listener to each of your campers every day. Respond to their concerns and issues. Important to the camp experience is the hang time on the volleyball court, waiting for canoes, on the dock, hiking around camp, any of the little "waiting" times between activities or meals, and cabin time. Your one-on-one listening care may be the most important ministry you do. Another very good time for individual listening is at bed-time.

Leader: Sometimes you will be called to make decisions for the group, or lead campers into unfamiliar areas. Other situations call for leading from a background position through suggestions, questions, or merely setting an example.

Teacher: The camp counselor is always teaching, sometimes by direct instruction, sometimes by group investigation or other models of teaching. Also by being a role model, or sometimes by reinforcing an existing behavior. Try to avoid the "lecture" approach, but rather devise question, suggestions, or create learning experiences so the camper can discover new ideas.

Parent: For some children, the camp experience may be their first long period away from their family. The camper may see you as a father or mother figure. At times you will need to slip into the parent role to encourage, correct, or console a camper.

Referee: Children living in close proximity for a week or more are bound to clash in a number of ways that call for intervention from the counselor. Now and then it is necessary to sit down and arbitrate between two or more campers.

Organizer: The counselor motivates and guides campers toward activities that accomplish the goals of the program. This organization may be as simple as charting the tasks required to play a game or the step-by-step planning needed to do a worship service.

Mentor: When you listen carefully, take interest, and give counsel when asked for it, you are a mentor. You will need to use all your communication skills in a manner that allows the campers to have trust in you.

Friend: Counselor and camper can laugh together, cry together, and share thoughts. The counselor is an adult friend, not one of the kids. This places you in a unique relationship; a responsible adult and a friend at the same time. Campers highly value this role that you will play.

Practical Guidelines For Good Counseling

Appreciate each of your campers as a unique and special person.

Sit with them at chapels and during meals.

Work with them during studies and learning, activities and chores.

Check for health and safety and for emotional cues no matter what the program activities may be.

Allow the campers as much freedom as they can handle to experiment and grow. Sometimes this means making mistakes.

Know the whereabouts of you campers at all times and be sure they know where you are.

Be alert to program ideas at and the camp that you could use with your group.

In order to be the best possible counselor that you can be, you should “do” the following:

- Have a personal devotional time daily.
 - Pray for your campers.
 - Be morally upright.
 - Dress modestly. –see details
 - Speak positively in support of the whole camp ministry and program at all times (even if you disagree).
 - Work through problem situations by confronting the appropriate parties in love.
 - Handle all discipline in your cabin.
 - Be an active team member for all recreation activities. Be a cheerleader!
 - Sit with your campers during chapel and activities.
 - Spend time with your campers during free time not other CIT's and counselors.
 - Work on an “encouragement campaign” for each camper – notice their unique qualities and character.
 - Interview each of your campers one-on-one during the camp. Assess their spiritual condition.
 - Show appropriate behavior towards other counselors with no flirting, hand-holding, kissing, etc., among unmarried couples.
 - Shoulder hugs only with campers.
 - Refrain from having outside visitors.
 - Major in the major doctrinal issues, don't “major in the minors.”
- Support all decisions made by the program staff (even if you don't agree.)

One-On-One Counseling Tips

Much of your free time will be spent one-on-one with your campers. The one in charge is to be Jesus Christ. You don't need to know everything. It is not bad to say, “I don't know.” Never advise where you are unsure but contact the lead counselor if you have any questions. In all cases, go to God's Word as our main source of information and advice. In the “gray areas” of Scripture be honest and give advice as your opinion only. A few tips on one-on-one counseling:

- A. Pray! Depend on the Holy Spirit.
- B. Individual session / problem with camper – keep it private.
- C. Never be shocked. Appearances are seldom as they seem.
- D. Keep their confidence (see exceptions below). *

- E. Listen – force yourself to concentrate on them.
- F. Emphasize God’s ability to solve problems, not yours.
- G. Help them to make their own decisions / own conclusions.
- H. Ask open-ended questions and let them answer.
- I. Men counsel boys; women counsel girls.
- J. Quietness doesn’t mean they aren’t listening or don’t appreciate your concern.

***EXCEPTIONS TO CONFIDENCE RULE:** These must be reported to the camp or program director as quickly as possible so we can get the camper the help that is needed.

1. Abuse: Sexual or Physical
2. Suicide talk/attempts (past or present)
3. Harm to others.

Counselor/Camper Supervisory Guidelines

The closer you are to campers, the more control you are likely to have. Interact with campers, making sure to give equal time to all. Play games with campers but allow time for camper interaction. Avoid visiting with other staff for lengthy periods of time. Use your eyes to supervise all areas at all times. Continuously scan your assigned area. Look in all directions, particularly behind you. Avoid fixing your eyes in one place. Continuously watch the most distant areas. Catch problems early. Watch for unusual gatherings of campers. Move towards campers displaying unusual or suspicious behavior. Watch for unusual levels of loudness or excitement. Interrupt rough play and excessive arguing. Closely watch dangerous situations. Interrupt inappropriate use of equipment. Interrupt potentially injurious games. Redirect campers to appropriate activities. Interrupt activities involving throwing objects (rocks, sticks, etc.). Report potential dangers to camp staff (strangers, faulty equipment, etc.).

Chain Of Command / Disciplinary Procedures

The lines of authority are crucial to having an effective camping ministry. It is important that you follow this guideline so we can have a unified camp. The further the problem travels up the line of authority, the more severe the problem should be. If you have any questions about disciplinary action, please refer to this on how you should handle the problem. Discipline chain of command will be reviewed at the staff training.

The Camper

The Counselor-in-Training

The Lead Counselor

The Dean

If necessary, (last resort)-- Adios, Amigo

Understanding Discipline

The Counselors' Role in Camper Discipline

What is Discipline?

"The word discipline stems from disciple and disciple is one who identifies with his [or her] leader, and who consciously tries to follow in his [or her] footsteps." ~Dr. Grace Mitchell

"Discipline is the slow, bit by bit, time consuming task of helping children see the sense in acting in a certain way." ~Dr. James Hymes

Discipline is an educational process that teaches responsibility. Misbehaving children are discouraged children: They are not bad (even if they are doing bad things), but they are discouraged because they don't feel they belong to the group. Generally, children want to cooperate, be useful, and belong in useful ways. When a child has learned to seek attention or "find their place" through misbehavior, you have a camper that is especially needy for positive regard and belonging for whatever reasons. We at camp believe that every camper matters, and we use a version of Discipline with Love and Logic to help.

Discipline with Love and Logic

What motivates a person to engage in positive behaviors? Evidence shows that behavior which is motivated by intrinsic factors (values, beliefs which are held internally or "owned" by a person is usually more consistent and longer-lived. This is as opposed to those behaviors which are motivated by extrinsic factors

(laws, rules, threats of punishment, bribing) and are less consistent and shorter-lived. Discipline should focus and channel, rather than restrict, energies. At the heart of the matter for positive management with our model is the power of making choices and the idea of logical consequences for one's behavior. Always offer choices which YOU, the counselor, can live with. Don't confuse choices with threats....threats are intended to GET BACK at a camper (bad). Choices provide a share in control (good). Choices create situations in which kids are forced to think. Choices provide opportunities for campers to make mistakes and learn from the consequences. Choices help us avoid getting into control battles with campers. Choices provide opportunities for campers to hear that we trust their thinking abilities.

Magic Phrases:

"What would work best for you..." (Find out what they want)

"Would you consider..." (Alternate choice from what child wants, if child's choice is not acceptable)

"Would you rather or ?" (If camper needs prompting)

"Would you like to make a choice for you?" (If necessary)

"Feel free to either or" (careful monitoring needed here because an unacceptable choice may still be taken instead of choices presented for extreme cases)

Brainstorm with other counselors, your dean, and the camp staff for follow up questions or other ways of presenting choices that are designed to give the camper a voice in the process. Make sure that consequences of choices taken are completely understood. As a last resort, choice may be taken away to ensure the camper's safety. Explain why choice has to be taken away, and cycle back to the Magic Phrases if the camper understands and relents.

Consequences

Sometimes it becomes necessary for you to teach the campers about the relationship between the behaviors they engage in and the consequences (predictable outcomes) of those same behaviors. Positive behaviors bring positive outcome and negative or disruptive behaviors bring negative outcomes. The model says that the teaching/learning balance is best served if, within the limits of safety, we can allow the "natural consequences" of a given behavior...those consequences that naturally flow as a result of the behavior. For example, if a camper knocks down a fence, assist the camper in putting it back together. If the camper colors on the wall in the bathroom, the camper cleans up the coloring (under supervision, of course, since some chemicals may have to be used). Usually these consequences are sufficient and provide feedback to the camper about their behavior and the predictable results. Sometimes a leader may need to teach the camper about a link between behavior and consequences that they don't seem to understand. Asking a camper to stop and name the possible consequences of jumping off the top bunk is sometimes sufficient. Sometimes the natural consequence for a behavior presents a danger to camper health and safety. In this case it will be necessary to prevent the natural consequence from occurring. Substitute the most logical consequence you can. There are four R's to keep in mind when determining a logical consequence. The imposed consequence should be...

REALIZABLE: It should be something the leader has control over or the authority to impose.

RELATED: The closer the imposed consequence is to the problem behavior in terms of the logical flow, the more effective the teaching/learning will be.

REASONABLE: It should be proportional to the problem. Try not to make a mountain out of a molehill.

RESPECTFUL: The consequence should be respectful, not demeaning.

One final note: Always try to use the three F's: Fair Firm Friendly

Contrary to popular opinion, discipline is a positive function. The act of disciplining implies that there is a standard of conduct that is expected. When that standard is not met, then discipline serves to steer the person towards obedience. In the camping ministry, one person's behavior can influence every camper. Discipline is needed in the best interest of the entire camp. Don't be afraid to confront and discipline campers when they violate camp rules. The spirit of the discipline, however, should have within it the hope of restoration, not retaliation. Remember, discipline is positive: punishment is negative. We need to show the campers that God is not a God of confusion, but order. Discipline is a Godly characteristic. When disciplining, remember the following:

A. Discipline is positive – punishment is negative.

B. Don't threaten – be realistic with discipline.

C. Stay in control – If you start to "lose-it," take a time out.

D. Discipline the behavior, not the person/personality.

E. Expect the best from campers--a negative expectation breeds

negativity.

F. Hands off - In today's world we need to be extra careful to avoid any type of physical contact with campers that could be viewed as "inappropriate". This does not mean that we don't want you to put your arm around a camper in love. We're simply asking that you be very aware of how your actions could be misunderstood or misinterpreted.

Camper "Get To" List

Each of the campers "get to" do the following:

1. Respect the property of the camp and other campers.
2. Participate in all camp activities, meals, meetings, etc.
3. Abstain from all harmful habits and substances (drugs, alcohol, fireworks, tobacco, etc.)
4. Stay out of others' cabins.
5. Stay within the camp boundaries.
6. Quiet at "lights out" every night.
7. Dress modestly and wisely.
8. Obey the rules and directives of the camp and staff members.

Lost Camper

IF you cannot find one of your campers or you know one has run off, see to the continued supervision of your other campers while seeking assistance for a search. If the camper is not found quickly, contact dean/staff to supervise a systematic search.

Staff Prohibitions

1. Use or possession of alcoholic beverages, depressants, stimulants, hallucinogens, or other drugs (and drug paraphernalia) not provided for on a health form and under the administration of nurse or health officer are prohibited and shall be grounds for a camper or staff person to be sent home.
2. The use or possession of tobacco is prohibited for any camper or staff.
3. Firearms and fireworks are prohibited on the camp grounds.
4. Use of any flammable liquids or power tools must be cleared with the camp Dean.

General Information About Camp

Chapel:

Counselors are key in keeping control during chapel times ("The Main Event").

Sit with your kids, guys with guys, girls with girls. Counselors must sit with their kids at all meetings.

Cabins:

You are responsible for the campers in your cabin. The cleanliness of the cabin is also under your supervision. If a camper leaves the cabin at night without your permission, you should notify a lead counselor.

The "lights out" policy is in place for the best interest of the entire camp. Please cooperate with the program staff by making sure kids are quiet and the lights are out when designated.

Each camper is allowed to go into their own cabin only. Never, never, never should a camper enter into another cabin. Note also that this rule applies to boys and girls entering into each other's cabins as well. Campers must stay in their own cabins.

Personal Property:

Make sure that the campers understand that any damage to camp or individual property (vandalism or theft) will require the offender to make financial restitution for the property. Campers who maliciously damage another person's property will be held responsible for their actions.

If a camper has an mp3 player, radio, CD player, or boom box, collect them and label them with the camper's name. Bring them to the dean. They will be returned at the end of camp.

Attendance:

You and your campers are expected to be at every scheduled event on time (unless cleared with lead counselor/camp director). Your job as a counselor is to make sure all your kids are accounted for at all events. If a camper is missing, please notify the counselor immediately.

Dining Hall:

Please make sure there is a counselor at each table. Make sure you keep control of your table at all times. Do not allow mixing food, garbage piles, or food “games” at your table. This invites food fights and eating those incredible food combinations that can make kids very sick.

When someone is speaking in the dining hall, make sure your table is quiet and attentive. The hall can become very noisy with just one table of kids talking.

Doctrinal Differences:

Please do not teach or promote any doctrinal issues that historically brought disunity or division to the church. We are not asking you to change your beliefs about such doctrinal teachings or positions but to bring harmony and unity to all assembled. The major purpose of the camp is to present the gospel of Jesus Christ and His salvation of grace to the unsaved. Another purpose is to teach believers the basic categories of discipleship as outlined in the goals. Allow the speakers and program staff to determine the key Bible texts to be studied by the campers. Don't encourage students to be forced to take positions on passages/doctrines that enter into the “gray area” of interpretation. Let these issues be dealt with at the local church level. One position is not necessarily “right” or “wrong.” Our goal is to emphasize the major doctrinal categories instead of the minor ones.

Dress Code: For Campers and Counselors

Modesty is the best policy. Shoes and shirts must be worn at all times during the meals and activities. The exception being, guys can take their shirts off during swimming or free-time recreation (Shirts and Skins for example). We also ask that girls not wear tops with spaghetti straps or bare stomachs.

One-piece bathing suits are required for girls. T-shirts can be worn over two-piece suits for girls. A few examples of swimsuits that don't conform to modesty guidelines: For guys – Speedos. For girls - extreme French-cut bathing suits, low-cut revealing necklines, unlined bathing suits (see-through), the “braless” look, or open midriff and especially Low-cut jeans, shorts or sweatpants (don't “roll them down”) If you have any doubts about the clothing of a camper, please let the lead counselor decide. If you are wearing something inappropriate, please expect to be asked to change.

Recreation:

You are key to our effectiveness in recreation. The program/recreation/games directors are working hard to appeal to all campers in activities.

Not all kids are athletic, not all are super-intelligent, not all have self-confidence in their athletic abilities.

The recreation is designed to cover a variety of different types of events. Please be supportive, energetic, and open-minded about the recreational games (even if you don't like them). You are setting the standard to your campers. Your attitude will be contagious, good or bad.

Remember, winning isn't everything. In fact, winning will be downplayed and cooperation will be enhanced as the major quality we seek in recreational activities. Model a spirit of team unity and togetherness as we participate in recreation. Be ready to try new concepts and new games for recreation.

Choosing, Teaching, and Leading a Game

Games are very important activities within the life of our camping ministries. They are useful tools for accomplishing a number of different goals within a program including just plain fun. The process of selecting and leading games in camp deserves our time and attention. The following are some brief thoughts about preparing for game leadership:

Choosing a Game

Think about the purpose of a game and how it fits with your objectives. Does it provide ice-breaking, team building, trust, problem solving, creativity, or expending energy? What about the people who will play? Is the game appropriate for their coordination/skill level, level of physical/mental/social maturity or level of physical conditions? Be careful about games to be used with a group comprised of a wide variety of ages and physical size. Physically active games for such groups may easily become physically harmful to smaller or less agile participants. Think about the space in which you will play. Does it match the game? Are there physical limitations or safety concerns which need to be addressed? Does the game need to be adapted to

fit the facility? Do you have the equipment needed for the game? If not, can you use your creativity and adapt other equipment for use?

Teaching a Game

It helps to have played the game yourself so as to anticipate points of confusion. Think clearly through the rules and the process you will use to explain the game. A clear statement of a logical sequence of events is helpful. Practice saying the rules out loud, either alone or with another person who can give you feedback to help clarify your approach. You may wish to make some brief notes on a note card to help jog your memory. Try having the players stand in the formation they will use while actually playing the game. Use a couple of them to help demonstrate what you are teaching. Words and action together will teach more clearly than words alone. Call for questions of clarification before proceeding to play. Precede instructions with "when I say go" so they listen before they move.

Leading a Game

The role of game leader can and does take on many different colors. Sometimes you may be a coach or supporter of players. You may be a game monitor watching for player safety or a referee making sure the rules are followed and the game played fairly. You may be all of these and more. Some of these roles will be determined by the nature of the game you lead. Others will be there by virtue of your choice and creativity as a leader. If a game requires establishing "teams," the process for determining these groups can be as important as the game itself. Avoid having players choose teams because choices are often based on issues of physical size, athletic skill or the popularity of the person. Being chosen last or near last can be difficult for one's self-esteem and may preempt any positive feeling that may come from playing the game.

Monitor the safety of the game.

Rules may need to be modified if a group is overly rambunctious. Also monitor the energy level and interest in the game. A trick of game leadership is to be ready to end the game before the interest in playing it ends. Leave players on a note of enjoyment rather than the feeling that they have dragged the game out long past its time. Flow is the best trick you can use. Think about sequencing of multiple games. For example, start with a simple, less active game and build to more complex and active games. Depending on the next planned event or activity, you may wish to reverse and wind down to establish readiness for the next activity.

A Checklist of Playful Ingredients

Does the game have a good sense of humor?

Does the game allow or encourage the players to laugh with one another?

Does the game reflect the notion that it makes sense to sometimes engage in nonsense?

Is the game cooperative in nature?

Can the participants play with rather than against one another?

Is the fun and the challenge in the playing and not in keeping score?

Does the game provide for positive action and interaction?

Are the players encouraged to support one another?

Is there an absence of put-down statements?

Do people feel better about themselves and others during and after playing the game?

Is the game inclusive in nature?

Are people encouraged to get involved and play rather than to spectate?

Are people accepted for who they are, as opposed to what they do?

Do the players feel more connected with other players and people as a result of playing the game?

Does the game provide for and encourage use of imagination and spontaneity on the part of players?

Does the game provide for "re-creation," that is, a chance for players to grow a game through changing or modifying the rules?

Do the players have equality in the game?

Is the game "leader" also one of the players?

Can each player set his/her own individual goals and standards (define her/his own pace) ?

Does the game avoid putting players "on the spot" with regard to individual performance evaluation or other interpersonal judgmental statements by the other players?

Is the game challenging?

Does the game have a sense of adventure to it?

Can the players feel competent while playing this game?

Does this game put people before the rules? Is the focus on the players rather than the game?
Do the players have a chance to celebrate themselves and their own playfulness?
Is the game FUN? (Adapted from PLAYFAIR by Matt Weinstein and Joel Goodman)

The Ill or Injured Camper:

- Take the ill or injured camper to the nurse.
 - Don't give any medication.
 - Remain calm if camper is injured. Stay with injured camper and send somebody else to call for camp nurse.
 - Do not play "Doctor." Let the nurse diagnose the problem.
 - Never move a camper if you suspect a broken bone, back, or neck injury.
 - Do not call the ambulance until the nurse has first been contacted. If the nurse is unavailable, let the program staff (counselor, dean, camp staff) call for an ambulance.
 - Protect the scene of the accident. Make sure nobody else is in danger.
 - If you are alone with a camper when injury occurs, yell for help.
- Never ignore an injury or a complaint of pain.

CELL PHONES. Cell phone use is restricted to certain authorized times and places on camp property, and never in front of campers or during camp times or where usage detracts from the overall rustic, nature-centered focus of the camp environment. Restricting cell phone use is part of our overall goal of decreasing the expectations around "instant communication" which are so prevalent in the world outside camp. Please check with the dean before using your phone.

The Homesick:

- It is a genuine illness.
- It grows out of insecurity and fear.
- Assure camper that it happens to other people as well.
- Make it seem difficult for the camper to be released from camp.
- Avoid a phone call home if possible.
- Enlist the help of a "motherly" staff person and try to solve the problem before nightfall.
- Offer love, affection, and understanding.
- Pray for them asking God to help them through it.
- Redirect their attention to camp activities.
- If a camper can't handle it, that's OK too. You did not fail.

Bed Wetting:

Ideas to help those with a problem:

- Make sure each camper goes to the bathroom before bed.
- Limit drinks after dinner.
- Don't make fun of campers with this problem.
- If you discover a problem, notify the lead counselor. They will remove the sleeping bag and have it laundered.
- If you are ambitious, try waking the camper up - about 10 minutes after they have fallen asleep for one last trip to the bathroom.
- Do your best to respect the camper by keeping the matter from being known by other campers

Counselor "Crushes":

It is likely that you may have qualities that a camper will find attractive. There is a danger associated with this "power" that you have. Remembering that the goal of camp is to glorify and exalt Jesus Christ, it is up to you to re-direct the camper away from you and towards the Lord. Please do not allow your nature to embellish the moment, but remember that you have a responsibility to look out for the camper's best interest. Be ready to recognize affection from campers, and follow the guidelines below in regards to camper crushes:

- Don't encourage them.

- Don't display amusement (flirting, flattery, sexual comments, etc.)
- Help them shift their focus.
- If the crush is on you, be appreciative of their friendship, but defend anything beyond this point.
- If the "crusher" is aggressive, notify the camper's counselor and/or the dean to help out with the situation.
- Do not belittle their attention toward the one they have a "crush" on.

Camper "Couples":

Camper couples are inevitable. Our guidelines are in place to free you from being "the bad guy." We believe that the kids need to focus on the Lord, and not on each other. In order for us to be unified in the conduct expected of our campers, make sure we handle the "camper couples" accordingly.

- Discuss relationships with them in a mature manner.
- Don't look "down" on them because they are young – show respect.
- No physical contact at all during chapel.

Do not encourage camper couples or "pairing up."

Some Other Staff Guidelines

One-on-one times should be in open areas with others nearby.

Romantic lives and sexual experiences of counselors are not to be shared with campers, even when campers ask.

There shall be no hazing or "initiation" of campers by staff or other campers.

Staff should not be alone with a camper at changing or showering times, or alone with a single camper in cabins or sleeping quarters.

A staff member will under no circumstances share a bed or sleeping bag with a camper.

Counselors will set limits with children who "cling" or hang on them.

Counselors will not give back rubs.

Tickling or teasing a camper to the point where that camper is out of control is unacceptable.

Pillow fights or wrestling matches and the like can become over-stimulating in short order and need to be limited and carefully supervised.

All campers and counselors should stay out of others' sleeping areas unless on camp business.

Staff should be aware of the adolescent tendency to develop hidden or secret romantic fantasies with staff.

Tell other staff of suspected infatuations.

Working with Highly Active Campers

Who is the ADD/ADHD Child? How do you recognize a child who has ADD or ADHD symptoms? They are the child who:

Is indistinguishable from other campers on the ball field, canoeing, or in the swimming area but becomes much more noticeable in worship, study groups, devotionals, and other settings in which he/she must sit quietly and pay attention.

Is obviously bright and creative but has difficulty learning because he/she never finishes their project, loses their project materials, jumps up and wanders away from the group only to come back and need to be right in the middle again, and can't get organized to plan, begin, or follow through on a task.

Is the camper at skit night who has had great ideas all week but can't pull it all together to make it work.

Needs to have instructions repeated several times and even then has difficulty following them.

Can sit for hours with an activity of their choice but has difficulty sticking with daily routines, crafts, or busywork.

Has a sweet and caring nature but blows up over small issues and creates crises over minor mishaps.

Wants very much to please but is never quite able to live up to the expectations of those around him/her.

Guidelines for living with an ADD/ADHD Child at Camp

Expectations for camp should be realistic. Camp staff should not expect to eliminate the problem, just keep it under reasonable control. Outlets for positive release of excess energy should be provided. This isn't usually a problem at camp, but the ADD/ADHD camper may just need a little more of it. This energy can't be bottled up and stored. Fatigue should be avoided in these children. Sound crazy? Building in some extra quiet time will make everyone feel better. When they are exhausted their self-control often breaks down and their behaviors can become extreme. The counselors must also have some time away from the ADD/ADHD

camper often enough to be able to tolerate him/her. Exposure to some of these children 24:7 is exhausting. (Ask their parents!) Counselors/camp staff must buffer these campers against the over-reaction of other campers and staff. If the camper receives a reputation for being "a problem kid," camp becomes intolerable. They must feel accepted by others so that their self-esteem and self-confidence can survive.

Emergency

In case of an emergency, remember that you need to make sure that all of your kids are accounted for. You are to bring campers outside to the flagpole by the lodge. At that time, you will be given instructions on what to do next by the Dean or staff. If a camper is missing, notify the lead counselor or program staff immediately.

If you hear the fire alarm or there is an emergency, do not hesitate to leave immediately to the location described above. Do not run, but walk quickly to the appropriate location.

Sharing Your Faith

Sharing the Gospel during camp is not a difficult thing. You need to know where your own faith is and have thought of ways to share it with others. Think of it as a chance to give others, who have never decided to become part of God's family in Christ, an opportunity to do so. It also provides opportunities for those who are already committed to Christ as Lord to grow in their faith and to learn more about themselves and the God they serve. Young people, just like adults, are found in various stages of faith development. They are searching to understand their part in the overall scheme of things. They need to be affirmed where they are in faith and nurtured and encouraged to grow. Some campers will be unfamiliar with the Church, and with God's love. If we do not give each camper the opportunity to respond, in their own way, to Jesus Christ and the Living Lord of Life, then there is little that distinguishes us from any other well-run secular camping program.

We assume that God will have something to say to our campers during their week at camp. In response to this, there are several things we attempt to do:

We try to meet each camper exactly where they are in their spiritual journey.

We try to discover from them what they know about God already, and what they are curious about. Often, their questions reveal much about what they need as we strive to help them grow.

We try to expand upon previously held assumptions wherever possible.

We try to affirm campers wherever they are already in their journey of faith.

We need to help them understand the nature of a relationship with God, and to appreciate the acts of dedication and rededication to the gospel Christ proclaims.

We seek to be an extension of the local church. As valuable as a week at camp may be, it is only one week out of 52. There is simply no way that camp can provide everything that Christians of all ages need. It is only when camp and church work together that the camp experience will have lasting significance to your campers. Ideally, the camp can build on the foundation laid by the local church, and the church in turn can build on the combination of these experiences to provide continuity and real growth in Christian faith.

We believe as Christians that as we accept all that God has done for us in the life, death, and resurrection of Christ, we become empowered to serve and live as loving members of Christ's body, the Church.

We desire to help all persons understand their relationship to a God who loves them, and to nurture every child of God in their pilgrimage toward the "measure of the full stature of Christ." May God help us as we seek to serve faithfully.

Cabin Devotions

It is helpful to take some time at the end of each day to bring the day to a close. A time of cabin devotions may include some or all of the following activities: A quiet time to settle down. A review of the day; a time to name joys and celebrations, hurts and disappointments. A simple prayer of thanks; either popcorn style or simple sentence completion. Look ahead to the next day. Ask what are we planning or looking forward to? Sing a quiet, reflective song; maybe the same one each night to provide a sense of continuity in your little community. Tell or read a story or a portion of an on-going story (not scary ones). Finally, always check in with each camper individually so you know how each of them are doing and what is on their minds, and their own feelings about the day. When you pray for your campers at the end of devotions, pray for each camper by name.

Prayer With and For Campers

"Prayer is a communion with God. Just as there are times when we want to be with a good friend, to talk, to be silent, or to do something together, so it is with us and God. When we pray, we are opening our lives toward God. We are trying to listen to God, to respond to God's pull on our lives." ~Mack B. Stokes

The first obstacle to prayer is self-centeredness. We need to pray not "my kingdom come" but "your kingdom come." So, what is prayer? Communing with God, expressing and listening. Prayer is a means of seeking guidance and strength and expressing praise, and its public use proclaims that we seek to be at the center of God's will. Times for prayer include during camp wake up, morning chapel, meal times, at opening programs, when giving thanks, joyful moments, conflict/crisis, reconciliation, spontaneous awe, rest hour, day closure, campfire, individually, small groups, large groups when seeking wisdom, forgiveness, comfort, strength, guidance. Pray one on one with each of your campers. Let them know that they are important to you and to God and that you have held them before God in prayer. A good bedtime ritual is to bring your cabin group into an attitude of prayer and then to name each person and allow a time for silent or participatory prayer focused on each person. Include yourself!

Leading a Bible study

The Bible is not meant for a shelf but to be held, read, discussed, taken to church, and lived. Become familiar with key summer curriculum passages before camp and reflect on how they apply in your life. Show excitement for Bible study. The Bible has some powerful stories about people struggling to know and respond to God's love. It includes people with joy, with pain, and with questions like ours. Try role playing and acting. Allow your campers to ask questions, offer insights. You are not expected to be a Bible scholar. It is not expected that you know all the answers. Admit when you do not know the answer yourself. Take questions that emerge to other staff or your dean. Remember that God is present to guide and sustain you as you seek the wisdom of the Word. In her book, *Hand in Hand: Growing Spiritually With Children*, Sue Downing offers some help and a place to start (pp 26-27):

"Since children continue to grow in their understanding of the Bible as they mature, Bible stories need to be told over and over again. For example, a ten-year-old, who has experienced the joys and challenges of navigating several years of school, will understand the Twenty-third Psalm in ways that are different from a three-year-old, who is still very dependent upon parents. When [you minister to a camper who] is very young, you will want to focus upon those stories and verses that reinforce the loving and caring nature of God. As [you minister with older campers], they can be introduced to a wider range of Bible stories. As the stories of the Bible become part of the fabric of your [campers'] lives, your [campers] will be able to draw strength, courage, and wisdom from the stories as they continue to grow in faith."

Sharing The Message Of Salvation

John 10:10 God has a very special plan for you!

Romans 3:23 All have sinned.

Romans 6:23 The penalty is death (Separation from God).

Romans 5:8 Jesus Christ is the Son of God, who saved us by dying in our place.

He paid the penalty for our sins. He conquered sin when God raised Him from the dead.

John 1:12 One must receive Him and repent from their sins (turn away from sin and walk back towards God).

Mark 8:34-36 Jesus becomes our Savior and Lord when we honestly desire to follow Him.

John 3:16 God did all this because He loves you and desires a relationship with you.

Do you desire to follow Jesus? Do you want to have a relationship with Him?

-Prayer:

-Ask for forgiveness of sins.

-Receive Jesus as Lord and Savior

-Ask Holy Spirit to guide through life.

-Pledge to follow God and His will daily.

Remember: It is not a prayer that saves them; God must do the work through

His Holy Spirit in their heart. It is not a matter of us convincing a camper that they must pray a particular prayer or talk them into getting saved. Our responsibility is to share with them the truth of God's Word and be available to assist them in their response to God's call.

Helpful Verses: Entry Points

-Assurance of salvation John 5:24
-Guilt/Forgiveness I John 1:9
-Lack of meaning Eccl. 12:8, 13
-Fear of death John 11:25-27
-Desire for maximum living John 10:10
-No basis for values Eph. 4:17-5:21

-Separation from God
-Frustration with sin
-What hell is like
-Good works
-The old life and the new
-You are a new creation

Rom. 3:22b-24
I John 2:1
Luke 16:19-31
Eph. 2:8-10
Eph. 4:17-24
2 Cor. 5:17

Non Negotiable Prohibitions for Staff

1. Hazing, induction or cabin activities that involve any kind of undressing, body parts or camper to camper or camper to staff contact.
2. Leaving the camp at any time without Dean permission
3. Never be "One-on-One" with a camper of the opposite sex.

Staff Member Signature/Certification form:



I, _____, hereby declare that I have read this counselor manual and will abide by the policies of PSCYA and its representatives. I also certify that I understand the expectations of me/myself as a volunteer of PSCYA and if I have any questions about expectations, conduct or policies that I will contact a PSCYA pastor and/or the dean of the camp I am volunteering for.

Signed _____

Print Name _____

Date _____

If you are under age 18, please have your parent/guardian read the manual and sign below.

I, _____ (Parent/Guardian) of _____ (minor staff member name) have read and understand the policies within the PSCYA counselor manual. I give permission for my child to be a staff member and I certify that they have read and understand the policies within.

Please bring this signed form with you to camp.