

# CAMP COUNSELOR HANDBOOK





*I pledge my head to clearer thinking,  
my heart to greater loyalty,  
my hands to larger service,  
and my health to better living,  
for my club, my community, my country and my world.*

*4-H Pledge*



## Acknowledgements

## References

Upham Woods Camp Counselor Manual by Sally Schoenike and Kay Schroeder

Racine County 4-H Camp Handbook by Sue Pleskac

Camp Phillip Handbook, Wautoma, Wisconsin

The Camp Counselor Manual, Kansas State Experimental Station and Cooperative Extension Service

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## WHAT IS CAMP

Camp is a unique educational and social opportunity for people of all ages. Camps are typically based on rituals and traditions which allow returning campers a sense of belonging while providing much needed structure to new campers. In addition to these elements, a good camp will:



- 🌿 Create a fun and adventurous environment.
- 🌿 Provide freedom for individuals to make their own decisions.
- 🌿 Challenge individuals to try new things.
- 🌿 Provide opportunities to develop personality and character.
- 🌿 Create a positive learning environment.
- 🌿 Provide campers a sense of responsibility and success.
- 🌿 Provide leadership opportunities.
- 🌿 Create a safe environment where all are welcome.
- 🌿 Build healthy habits.
- 🌿 Provide a caring and competent staff.
- 🌿 Create a spirit of teamwork.
- 🌿 Foster new friendships.
- 🌿 Provide an understanding of the environment and appreciation of nature.

## THE CAMP COUNSELOR, A LEADERSHIP POSITION

Just as you may expect certain things of campers, they may expect you, as their leader, to show certain qualities and act in certain ways. You are a model for them; usually, unspoken in their expectations is the desire to be and act like you. Here are some of the things campers look for in their leaders.

- 🌿 **Recognition and Acceptance:** Campers look up to their leaders. They need to know that you consider each of them as an important person. They can survive a poor meeting place or an activity that flops. But they cannot long endure being ignored or rejected. Recognize acts of trying as well as instances of clear success. Emphasize positive qualities that make each child worthy and unique. Be generous with praise and stingy with rebuke. Help campers find ways to show acceptance/support for one another.
- 🌿 **Fairness:** Children are sensitive to injustice. They forgive mistakes if sure that you try to be fair. They look for fair ways responsibilities are shared, in handling of disagreements, in responses to performance and accomplishment. Consult campers as to what they think is fair before decisions are made. Explain your reasoning and show why you did something. Be willing to apologize if needed. Try to see that chances for feeling important, as well as the responsibilities, are equally divided. Help campers explore and decide for themselves the fair ways of solving problems, carrying out activities, and looking at behavior and accomplishment.
- 🌿 **Trust:** Campers need your belief in them and your support when they try new things. They must be sure that you will not betray a confidence. Show campers you trust them to think for

themselves and use their own judgment. Help them correct their own mistakes. Help campers give and show trust toward one another. Help them see how trust can be built, lost and strengthened.

- 🌿 **Open Communication:** Children want someone who will listen seriously to what they think and feel and want to do. They like someone they can talk to about important things, including some that might not seem important to adults. Listen to campers. Respond with both words and action. Speak your mind openly when you are happy or concerned about something and encourage them to do this, too. Leave the door open for campers to seek advice, share ideas and feelings, propose plans or improvements. Help them see how open communication can result in action, discovery, better understanding of self and others, a more comfortable climate for fun and accomplishment.

If you are in doubt about expectations--yours or the campers--it will repay you a hundred fold to discuss this with them directly.

## **CAMP COUNSELOR RESPONSIBILITIES**

No camp is a success without a well trained, enthusiastic staff. Camp counseling is not only a summer job, but a learning experience that requires special knowledge and people skills.

- 🌿 Group supervision of campers through programs focusing on health, happiness, discipline, cleanliness, safety, routine duties, character and skills development.
- 🌿 Learn the names of the campers in your cabin. Get to know all of them and their interests.
- 🌿 Help the campers in your cabin adjust to a “new” way of life-it includes new routines in living and learning together as a group.
- 🌿 Help campers plan, carry out and evaluate projects and activities.
- 🌿 Promote camper participation in all activities.
- 🌿 Assist campers with housekeeping chores.
- 🌿 Report any illness, accident, or behavior problems to the Head Counselor(s) in a timely manner.
- 🌿 Take turns with other staff in night cabin duty, song leading and other activities.
- 🌿 Stay with your group at bedtime. This is an excellent time to get to know your campers, their concerns, their reactions to the camp program, and to provide them with support.
- 🌿 Exhibit personal habits, health, dress, speech, table etiquette and relationships with other staff that serve as a beneficial model to campers.
- 🌿 Set a good example in everything you do while at camp. Camp is a fun learning experience.
- 🌿 Practice good risk management strategies. These strategies will help prevent or reduce the likelihood of something happening that could cause physical, mental, or emotional harm to a camper.
- 🌿 Work with other camp staff to address issues with facilities, programs, and campers.
- 🌿 Help develop, carry out and evaluate all aspects of the camp program.



## **CAMP COUNSELOR EXPECTATIONS**

The counselor is the person closest to the camper during his/her entire camp stay. This is of great importance. It is our responsibility to realize we are molding a human life!

- 🍃 Be tolerant. Remember your own childhood, then think of the age and background of the people who are under your care.
- 🍃 Be unselfish. Place your camper's interests and pleasures above your own. The campers are at camp for fun, worthwhile experiences. Do all in your power to make their stay a rich and memorable one.
- 🍃 Work. The camper is at camp for a vacation... your job is to make it enjoyable! **STAY ON THE JOB!**
- 🍃 Be cheerful. Cheerfulness is contagious. Help your campers catch it!
- 🍃 Be sympathetic with the camper's enthusiasm.
- 🍃 Set a good example for the campers at all times. Do or say nothing that you would not want your campers to do or say.
- 🍃 Be punctual and thorough in every detail of your camp life.
- 🍃 Do not promise or threaten anything you cannot reasonably and fairly bring to its conclusion.
- 🍃 Be an educator in terms of moral standards, ideals and character.

## **CAMP COUNSELOR EQUIPMENT CHECKLIST**

### **Recommended Equipment**

- 🍃 Sweater or Jacket
- 🍃 Sturdy, closed-toed shoes for horseback riding (no sandals or clogs)
- 🍃 Long and short sleeved shirts (no halter tops or cut off t-shirts)
- 🍃 Shorts or cut offs
- 🍃 Jeans or slacks
- 🍃 Underwear
- 🍃 Plenty of socks
- 🍃 Raincoat or poncho
- 🍃 Swim suit/towel
- 🍃 Personal Articles
- 🍃 Sleeping bag or bedroll and pillow
- 🍃 Flashlight and extra batteries
- 🍃 Insect repellent (non-aerosol if possible)
- 🍃 Notebook, pens, pencils
- 🍃 Folder or clipboard



## Things You May Wish You'd Brought

- 🍃 Camera
- 🍃 Musical instrument
- 🍃 Books
- 🍃 Backpack or daypack
- 🍃 Compass
- 🍃 Old tennis shoes for lakeshore activities
- 🍃 Deck of cards

## Things You Should Not Bring

- 🍃 Items of value
- 🍃 Expensive cameras
- 🍃 Jewelry
- 🍃 Clock radios and boom boxes
- 🍃 New luggage
- 🍃 Food and beverage. It attracts rodents and ants in the cabin.

## CAMP COUNSELOR “TO DO” LIST

### Before My Campers Arrive:

- 🍃 Am I dressed neatly? Do I LOOK like a camp leader?
- 🍃 Do I know the names of EACH of the new campers?
- 🍃 Have I a supply of stories, songs & games to be used at appropriate times?

### When My Campers Arrive:

- 🍃 Have I greeted EACH new camper with a smile and a hearty handshake?
- 🍃 Have I introduced each of the new campers?
- 🍃 Have I seen to it that each of the new campers has all of his/her luggage?

### After My Campers Arrive:

- 🍃 Have I seen that each camper has located a bunk to his own satisfaction?
- 🍃 Have I helped new campers get acquainted with the physical set-up of camp, pointing out the mess hall, camp office, and bathrooms?
- 🍃 Have I begun to talk with my campers about coming events during their stay?



- 🌿 Have I told them about the camp history, traditions and customs?
- 🌿 Have I discussed general camp policies regarding camp limits, safety, use of waterfront, in order to avoid any misunderstandings among my campers?
- 🌿 Have I made each camper feel welcome, that I am glad to see him/her; that he/she has status with me and in the cabin group?
- 🌿 Have I begun to ask my campers what they would like to accomplish in camp?
- 🌿 Am I getting some ideas for future program activities?
- 🌿 Have I been alert on this first day of camp to diagnose any causes of homesickness?
- 🌿 Have I taken some concrete steps to avoid homesickness?
- 🌿 Have I found something on this very first day that EACH of my campers can do well, so that his/her mind and body will be active and he/she will have no cause to think of home? When it comes to homesickness, "an ounce of prevention is worth a pound of cure."
- 🌿 Have I stressed courtesy and consideration for one another?
- 🌿 Have I stressed cooperation in maintaining our cabin?
- 🌿 Have I reviewed the day's activities with my campers?

## **WHAT IS A CAMPER?**

"Immediately following that period known as school, an incredible creature known as a camper appears on the scene.

A camper is a rare combination of natural freshness, alarming frankness, unpredictable thoughts and actions, tangled hair, boisterous laughs, and unbelievable sincerity, enthusiasm, and energy.

Campers are found everywhere -- in cabins, lagging behind on the trail, hanging by their feet from trees, discussing problems with their counselor, wandering around the beach, collecting snakes and frogs, running away from camp, and on hot, humid days, hanging affectionately on their counselor.

A camper is innocence with mud on his face, 60 pounds of enthusiasm in T-shirt and cut offs, a sun-tanned personality with seemingly insurmountable problems.

So you remember him every minute of the day, he sings in a high pitched voice, makes noises like the mating call of a bull moose, throws a temper tantrum occasionally, playfully pushes his best friend over the stump in front of the dining hall, gets himself stung by wasps, or becomes an entanglement of mixed emotions which finds relief in a fist fight or crying tantrum, or puts toads in your sleeping bag.

He likes animals, reptiles, and insects of any size, shape or description, to chew five sticks of gum at a time, to throw rocks, to be awakened by the latest record, and to be leader of the team or cabin.

He dislikes lights-out, being table server, showers, getting up in the morning, seeing his counselor paying attention to other campers, and letting his frog go at the end of the camp period.

Nobody can spend as much time eating, exploring the creek, reading comic books, arguing over who's kicking whom at the table, sweeping under his bunk, or just sitting around a campfire singing favorite songs.

Nobody can be so illogical at so many times yet so warm and grateful the next minute. Nobody can cry so conveniently and become equally as effervescent when the occasion demands.



A camper is a magical creature, possessing two arms, two legs, a head and body, all bursting with life, all anxious to explore, most of which is attempted the first day of camp.

After lights-out, when he's fast asleep in his sleeping bag, there's nothing in the world like the feeling of knowing that this camper is a real friend who wants and needs your guidance and who has spent a truly wonderful day with you and looks up to you as someone really special."

## HOW CHILDREN DEVELOP



Children develop in many different ways, physically - intellectually - socially - emotionally - morally.

**Physically:** Children first learn by using their senses. They discover the world around them by touching, smelling, tasting, hearing and seeing. As they grow, they increase motor skills. As they become more coordinated, they learn additional skills. Toward the end of grade school, some children may have reached puberty. All of these complex changes in muscles, organs, and body frame affect the interests children have, the skills they can master, and their own sense of ability to cope with the physical demands of daily living.

**Intellectually:** As children develop, their mental structure becomes more complex. They put ideas together into patterns, building concepts out of concrete experiences. They increase their ability to use ideas, solve problems, plan, imagine, and project the future. Each new and related experience with people, things and ideas adds to a growing fund of reliable information.

**Socially:** Children move from concern only with self toward greater interest in and understanding of others. They become increasingly independent of adults and become more involved in relationships with other children. They start thinking about how other people will react to what they do. The impact of their own culture and society affects the way they see their world and their present and future roles in it.

**Emotionally:** Young children express feelings freely/physically. As they grow, they learn to become more restrained in showing their emotions. But, as they do, the feelings often become stronger and longer lasting. They start considering the feelings of others and learn to channel emotional energy into a variety of ways of self-expression and self-protection.

**Morally:** The ethical sense evolves gradually from dependence on yes-no absolutes of behavior (to win adult approval or avoid punishment) toward an internal sense of right and wrong. Along with the ability to think more objectively, children begin to see rules and expectations as making sense in their own right. Their zig-zag path from self-interest to social responsibility reflects a struggle between holding on to their newly emerging self and subordinating their own desires to the well-being of the whole. The process of moral development is similar for most children, regardless of the specific values they develop.

You can observe many of these kinds of growth in each child as you watch, listen and get to know them as an individual. As growth takes place in one or more of these areas, you might see outward evidence of change in such things as: drawings - vocabulary - choice of games - independence - relationships with others - movements - sense of time - conversations - problem solving.



## WHO ARE MY CAMPERS?

### What are their basic needs?

Sometimes, people can be pretty hard to figure out. Why do our brothers and sisters, friends, or parents behave the way they do? What makes us do the things we do?

Almost anything a person does can be understood when we picture it as an attempt to meet one of five basic needs. These five fundamental human needs are present in every person. They vary in intensity and importance for each of us, and their importance may change from time to time. Still, every human being needs: (1) affection, (2) power, (3) security, (4) new experiences, and (5) recognition.



**Affection:** Our need for affection is more than just a need for love, although that's part of it. Affection includes being accepted by a group, feeling that others care about us and understand us. Our need for affection involves seeking friendships and social relationships. We want to know we are needed by the group and missed when we are absent.

*The camper who says, "I don't want to go on their cookout because I don't like them!" may be telling you something about their need for affection.*

**Power:** The need for power sounds bad to most of us. We might picture a power-hungry general trying to take over the world. Power for most people, however, is simply the need to show control over oneself or things. We need to know we have the power or ability to master new things. We need to feel we can be successful in doing a certain task. The need for power is the need to feel competent, capable and a little invincible.

*A camper who announces that they are not going to play volleyball because it's a "dumb" game may be telling you something about their skills and their need for power.*

**Security:** Every person wants to feel safe and secure in their surroundings and with their peers. We need physical security in the form of material things like food, shelter and clothing. We need emotional security in the form of acceptance and understanding from our families and friends. We need to feel we can have confidence in these people and they will support us.

Campers, particularly when away from home for the first time, miss their familiar routines and ways of life. They worry about finding their cabin, locating the swimming pool and getting to know cabin mates.

*Campers who need security may be frightened by the new settings, and homesickness can result.*

**New Experiences:** To do something different, or try one's wings, is the opposite of the need for security. We all need to be challenged to try new things. These challenges can be as simple as learning a new craft or as difficult as climbing a mountain. New experiences allow us to explore our own abilities. They provide excitement and prevent boredom.

Camp is an excellent place for new experiences. Campers who are bored and restless are not being challenged by new experiences.

**Recognition:** Everyone has a desire to stand out as an individual, to do at least one thing better than everyone else. This is our need for recognition at work. We need approval and recognition from others that we have done something well. This recognition helps build our self-confidence and self-esteem.

Most campers will seek recognition by pleasing you, the counselor. Remember, if their need for recognition can't be met in a positive way, they may look for less acceptable ways to get recognition.

If a camper constantly disrupts the group by yelling, "Hey, look at me" they may be trying to tell you something.

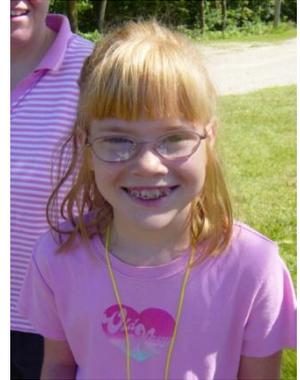
## **UNDERSTANDING THE CAMPER**

Who are they? What will the campers be like? What does it mean to you? How do you use your understanding of them so you can be an effective camp counselor?

### **Ages 7 to 8**

#### **What are they like?**

- 🌿 Strong attachment to home and family environment.
- 🌿 Very dependent upon adults for meeting physical and emotional needs.
- 🌿 Need patient understanding and close supervision.
- 🌿 Have short interest span.
- 🌿 Aware mainly of self and own desires.
- 🌿 Prefer highly imaginative make-believe play.
- 🌿 Like to explore their expanding world.
- 🌿 Desire repetition of enjoyable experiences.
- 🌿 Easily upset by change in routines or environment.
- 🌿 Need and seek the approval of adults because they are not yet confident enough to set their own standards.
- 🌿 Boys and girls readily play together.
- 🌿 Peer opinion becomes very important.
- 🌿 Small motor skills are not developed.
- 🌿 Do not always recognize right and wrong.



#### **Meaning to Counselor**

- 🌿 Beginning to move away from dependence on parents and the counselor may become someone very important in their eyes.
- 🌿 They respond affectionately to counselors who look after their needs, who show an interest in them, and who are fair and capable of humor and imagination.
- 🌿 Mastering physical skills is important to self-concept. Activities need to be ACTIVE! Provide opportunities for them to practice their skills, but use activities or projects that can be completed successfully and quickly. A variety of several activities will be needed within the class period
- 🌿 They think in concrete terms. If they have never seen it, heard it, felt it, tasted it, or smelled it, they have a hard time thinking of it. SHOW and TELL rather than giving verbal instructions.
- 🌿 Play or make believe is one way they increase their ability to imagine what other people think and feel.
- 🌿 Rules and rituals are important, but it is very hard for children this age to lose.
- 🌿 Cooperative games and activities are especially enjoyable. Minimize or avoid awarding competitive ribbons at this age.
- 🌿 They are more interested in the process (what, why, how) than in the end product.

- 🌿 Avoid signing up the camper for classes (i.e. certain crafts) that use small motor skills.
- 🌿 Encourage them to keep their valuable items in a safe, covered space. A camper may take an item (i.e. money) off of another camper's bed and say "finders keepers, losers weepers."

## **Ages 9 to 11**

### **What are they like?**

- 🌿 They are anything but still and quiet. They have no fear.
- 🌿 They do not like to stay confined and do one thing for a long period of time.
- 🌿 Some are still concrete thinkers; others are beginning to think logically and symbolically, beginning to understand abstract ideas.
- 🌿 They have a desire for acceptance from their own age group. Have a need for close friendships with their playmates.
- 🌿 They have strong identification with their own sex and age group.
- 🌿 Growing desire for better performance in skills. They look to counselors for approval and follow rules primarily out of respect for the counselor.
- 🌿 Have a strong need to feel accepted and worthwhile.
- 🌿 Enjoy being mischievous and daring.



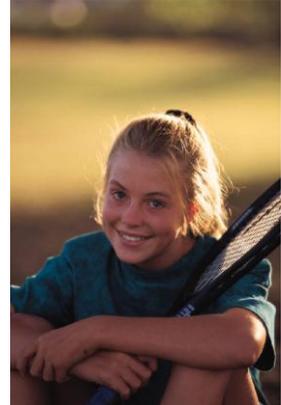
### **Meaning to Counselor**

- 🌿 Activities should encourage physical involvement. However, guide them to appropriate and safe activities (i.e. jumping off of a cliff would be neat, but it would not be a safe challenge).
- 🌿 Hands-on involvement with objects is very helpful.
- 🌿 Will pay more attention if they are seeing and doing things.
- 🌿 As they consider an idea, they think it is either right or wrong, great or disgusting, fun or boring. There is very little middle ground.
- 🌿 This is the age of the "joiners." They like to be in organized groups of others similar to themselves.
- 🌿 Small group work is best done in same-sex groups.
- 🌿 Encouragement from the counselor can have remarkable results. They want to know how much they have improved and what they should do to be better next time.
- 🌿 Comparison with the success of others is difficult for them—it erodes their self-confidence.
- 🌿 They respond enthusiastically to counselors who can understand and guide their tremendous energy and mischievousness; tend to idolize the counselor if they measure up to this task

## **Ages 12 to 14**

### **What are they like?**

- Uneven and rapid physical growth. Girls usually develop sooner than boys. Bones develop faster than muscles and internal organs.
- Beginning to develop independence by growing away from family ties and influence. However, they still want reassurance of counselor supervision and attention to daily needs.
- Make selective friendships. Have two or three best friends. Younger ones prefer friends of own sex. Girls are more interested in boys than boys in girls.
- Close friendships begin to develop.
- Puberty approaches and emotions begin a roller coaster ride.
- Enjoy practical jokes. Display mannerisms of giggling, squirming and horseplay.



### **Meaning to Counselor**

- Campers may be self-conscious or very modest about their changing bodies. Some are developing quickly and others not at all; either way, they are uncomfortable.
- Girls may have more physical strength and coordination in sports than boys. Arms and legs are pretty awkward on the ball diamond and at the dining table until the muscles catch up.
- Bigger campers cannot be expected to act older than smaller ones of the same age.
- Their bodies are changing every day, so they don't even know themselves anymore.
- Like to argue, but will compromise. Will test the rule to see how far it "bends." Will put up an argument where they feel it is traditionally expected—dining hall clean up, lights out, etc. Ready-made decisions from adults often are rejected.
- "Buddies" want to bunk together, eat together and dress alike.
- Younger boys prefer to do camp activities with other boys. They will tolerate girls in camp, but do not want to be paired off with them. They do not want to touch or be touched by a girl.
- Intensity of emotions and feelings can sometimes be extreme. Best friends can become worst enemies in less than a minute. They can be wickedly cruel, with words and actions, to each other.
- They enjoy corny jokes in the cabin and at the campfire. Counselors often are a favorite target. Horseplay can easily go from play to a situation where a camper feels unsafe or out-of-control.

# **PREVENTING CAMPER BEHAVIOR PROBLEMS**

## **Behavior**

- ☛ Misbehavior is the result of one or more underlying causes.
- ☛ We deal not so much with problem campers as with normal campers' problems. For real problem children, a trained person is needed.

## **Prevention - Camp activities should be constructed around:**

- ☛ The needs of the individual camper.
- ☛ The abilities of the individual camper.
- ☛ The genuine interest of the individual camper.
- ☛ An atmosphere of cooperation.

## **Campers Who Misbehave**

### **Why? - One or several reasons**

- ☛ Resentment against over-severe or inconsistent discipline.
- ☛ Lack of social recognition.
- ☛ Over-abundance of vitality.
- ☛ Over-demanding program.
- ☛ Feelings of inferiority.

### **Some ways to handle**

- ☛ Show affection for campers and concern for their happiness.
- ☛ Express an interest in each camper.
- ☛ Give coaching in activities in which the campers wish to excel.
- ☛ Give recognition for better behavior.
- ☛ Ignore misbehavior so that no satisfying attention may be gained from it.
- ☛ If these suggestions fail, have a one-to-one talk with an attitude of understanding and fairness.
- ☛ Often group pressure will correct misbehavior.

## **Eating problems**

### **Several types**

- ☛ Eating too much
- ☛ Dislike of certain foods
- ☛ Not eating as much as counselor feels he/she should

### **Why?**

- ☛ Low metabolic rate



- 🍃 Noise in dining hall
- 🍃 Craving for attention
- 🍃 Eating between meals
- 🍃 Inner tensions

### ***Some ways to handle***

- 🍃 Check with camp nurse.
- 🍃 Give small portions, encourage each camper to try a little of everything
- 🍃 Example
- 🍃 Make mealtime leisurely
- 🍃 Check between meal eating

## **Homesickness**

### ***Why?***

- 🍃 Campers do not feel "at home"
- 🍃 No one has shown interest or concern
- 🍃 Over--protection at home
- 🍃 Some physical ailment



### ***Some ways to handle***

- 🍃 Help camper feel at home
- 🍃 Rapid assignment to cabins and bunks
- 🍃 Name tags on bunks, own shelf
- 🍃 Help adjust to camp routine, rules, table manners
- 🍃 Keep busy with activities they enjoy
- 🍃 Buddy system

## **Bed Wetters**

### ***Why?***

- 🍃 Physical factors
- 🍃 Nervousness or insufficient rest
- 🍃 Afraid to get out of bed
- 🍃 Over-consumption of liquids

### ***Some ways to handle***

- 🍃 Confer with camp nurse
- 🍃 Limit fluids

- 🌱 Use rest rooms before retiring
- 🌱 Lighted restrooms
- 🌱 Waking child 3 hours after retiring
- 🌱 Do not ridicule
- 🌱 Hang out all beds for "airing".

## The Show-Off

### **Why?**

- 🌱 Needs attention
- 🌱 Cover up feelings of inadequacy
- 🌱 Needs to feel wanted

### **Some ways to handle**

- 🌱 Do not give attention for show-off behavior
- 🌱 Show interest in and friendship for camper
- 🌱 Help camper find satisfaction in responsibility

## Stealing

### **Why?**

- 🌱 Underdeveloped sense of ownership and property rights
- 🌱 Striving for recognition through possessions

### **Some ways to handle**

- 🌱 Seek to develop sense of ownership by:
  - Private area for possessions
  - Discourage borrowing
  - Encouraging collections
- 🌱 Personal interview to discuss the problem
- 🌱 Use other methods to help camper get recognition
- 🌱 See that occasion for stealing does not arise

## Conclusions

- 🌱 If problems are simple, treat them simply.
- 🌱 Do not use physical punishment.
- 🌱 Meeting basic needs will generally help prevent these problems.

## HEALTH & SAFETY

The importance of good health and safety practices as they affect us as individuals and as a group needs to be emphasized. At the same time we do not want to take adventure out of camp. An effective health and safety program involved the active cooperation of every staff member to make it an integral part of camp living.



### **Our goals are to:**

- 🌿 Maintain physical and mental well-being of everyone in camp.
- 🌿 Prevent accidents in all camp situations.
- 🌿 Demonstrate to 4-H'ers the benefits of healthful living and avoiding accidents.

**Camp Staff** – By living good personal health habits, you can be a natural teacher to campers. It is more effective to reflect positive teaching than to be told about it.

- 🌿 Respect your body's needs for rest and recreation so that you can do your job with pep and enthusiasm.
- 🌿 Keep yourself and your belongings neat, clean and comfortable.
- 🌿 Follow health rules yourself and campers will follow suit.
- 🌿 Anytime you don't feel well, tell the Camp Nurse or Camp Director.

**Camp Staff and Campers** – The Camp Nurse and Camp Directors are very dependent upon the staff in preventing health problems. They will provide the unit leader with a confidential list of any pertinent health factors reported on health forms. These are clues for the staff. Go to the Camp Nurse immediately with the things you wish to discuss regarding campers; do not wait until a problem develops. When you treat injuries in the group, notify the Camp Nurse or Camp Directors. In case of serious illness or accident, let the nurse come to you. Watch for: Any signs of illness – fever, headache, sore throat, inflamed eyes or ears.

- 🌿 Any problems of personal hygiene, lack of soap, sanitary supplies, disturbed sleep, irregularity, need for instructions.
- 🌿 General Camp Health and Safety – When there are rules, there are reasons. Understanding the reasons helps you explain them to campers. We all want to know why certain rules are necessary if they are to have meaning.
- 🌿 Campers must always take a “buddy” with them when they go to the restroom at night or whenever they leave the cabin.
- 🌿 No medicine is to be kept by campers unless the nurse notifies the cabin staff otherwise.
- 🌿 Adequate rest is a must to happy, successful camp living. Watch the tempo of group activities; allow time for campers to “just sit.” Try to accomplish the program at a relaxed pace. Rest periods and bedtimes may vary with the complexity of the day.
- 🌿 Sturdy shoes and socks are a must. We want to avoid broken toes, slivers, and blisters.
- 🌿 Sunburn is an injury. Take rest periods in shade or cabin. Watch for dehydration. Have campers put on sunscreen often.



- 🌿 A skilled person always supervises the use of sharp tools or lighting fires and other high-risk activities – although the distance from the supervisor will vary with skill. Showing how to use and care for tools is a part of the health and safety program.
- 🌿 In general, walking is preferred to running to avoid stumbling over roots or stones or stumbling in holes. It also requires less energy.
- 🌿 Look for safety hazards around the site and fix them or mark them.
- 🌿 Every counselor is encouraged to have a first aid and a current CPR certification.

The Camp Nurse has a big job, which involves responsibilities related to health, safety and sanitation of the total camp, not just first aid. Emergency treatment is available at all times, but campers needing medication or routine treatment should report to the nurse or director at the established hours. Watch the clock if you have a camper who needs routine treatment. Be sure to check on the healing process of cuts, blisters, etc., which you treat.



Use your judgment in determining when to send a camper to the Camp Nurse. Often a stomachache or headache are symptoms of homesickness or over tiredness and can best be treated with a little special attention followed by group activity or by resting quietly for a while. Lying on a bed in the cabin by yourself only serves to make homesickness worse.

Persistent stomachaches, headaches, or pains may be symptoms of something more serious and should be checked out.

## Protect Yourself From False Accusations

- 🌿 Never be alone with a camper. Even when you meet one –on-one with a child, be in view of others
- 🌿 Don't allow campers to enter private staff areas
- 🌿 Stay within camp policy as you administer discipline
- 🌿 Be careful about sharing personal or private experiences with a camper
- 🌿 Don't ask a camper personal questions about sexual experiences
- 🌿 Report any suspicious or unusual observations
- 🌿 When supervising private activities such as showers, do it with staff of the same gender as the campers in groups of two or more
- 🌿 Be aware that a camper may be uncomfortable with physical or emotional displays of affection. Always ask permission before offering a hug or physically touching a camper.
- 🌿 If you show physical affection to a camper, do so when there are other people around and never touch any part of the camper's body that would be covered by a swimsuit.

## HOW TO TEACH A SKILL

### Be Prepared

- 🌿 Collect and prepare in advance the equipment needed for teaching the skill.
- 🌿 Have enough equipment for the number of persons you are going to teach.
- 🌿 Post a simple outline of directions written in big letters where it can be seen.



### Know Your Stuff

- 🌿 Be able to do the skill well yourself.
- 🌿 Practice the skill several times in order to develop the best way for you to show how it's done.

### Show 'em How

- 🌿 When you have it down pat, you're ready to teach what you have learned. If you know what you are doing, you will find it easy to show someone else how it is done.

### Let 'em Try

- 🌿 After you show the group how to do a skill, let them try it.
- 🌿 In order to learn a skill, 4-H'ers must do it themselves.
- 🌿 Go slowly, especially at the start, and insist on each 4-H'er doing it correctly. Good habits at the start are important.
- 🌿 Don't interfere with learners unless they have trouble or make a mistake.
- 🌿 Never correct a learner in an unkind manner or for the entertainment of onlookers.
- 🌿 Encourage learners by pointing out what they have done well.
- 🌿 Encourage them to practice until they have mastered the skill completely.

## **LEADING RECREATION**

Games are fun, give exercise, build group cooperation and stimulate imagination.

### **Quiet Games**

Pencil and paper games, guessing and mystery games, puzzles and teasers, nature quizzes.

- 🌿 Provide breathers, to cool off or rest, to relax after lunch.
- 🌿 Stimulate imagination, to give quiet campers a chance to shine.
- 🌿 Test knowledge.



### **Active Games**

Circle games, tag and chasing games, relays, and games with equipment to let off steam.

- 🌿 Give a chance for exercise, to develop physical skill, to build individual confidence, and to begin team play.

### **Singing and Rhythmic Games**

Singing games and simple dances, partner games (Maori sticks), campfire games.

- 🌿 Give exercise, to let off steam, to build group cooperation, to develop rhythm and coordination, to build folk dancing....

### **Open Country Games**

Trails, sealed orders, treasure hunts, and stalking games.

- 🌿 To explore, to provide adventure, to test skills and knowledge, to challenge ingenuity and resourcefulness, to work together, to teach the ways of the woods.

### **How to Lead a Game**

- 🌿 Choose a game to teach according to age, interest and ability of the 4-H'ers as well as the special purpose you want the game to serve.
- 🌿 Know the game well. Gather needed equipment.
- 🌿 Get them into formation quickly by just taking the hand of a 4-H'er and starting it – others will follow quickly.
- 🌿 Explain the game but be brief – demonstrate any difficult part.
- 🌿 Play along with the 4-H'ers when the game is new to them or when your presence makes it more fun – as it usually does.
- 🌿 Select at least twice as many games as you'll probably use. It gives you a chance to pick and choose.
- 🌿 Play as long as the 4-H'ers are still enjoying it but don't let it drag on until they are bored.
- 🌿 Have a definite beginning signal and ending signal – for a relay the way to keep them in formation place right hand on right shoulder.
- 🌿 Insist on fair play. Keep the rules simple but keep them.
- 🌿 Encourage friendliness, laughter and cooperation rather than strong competition

# **SONG LEADERSHIP**

## **Singing in Camp**

- 🌿 Sing often, especially when working – it pulls people together!
- 🌿 Rounds often are good because young singers can harmonize without learning separate harmony parts.
- 🌿 If a song has a story, tell it. It will give the song more meaning and campers will remember it longer.
- 🌿 Encourage campers to make up and teach their own songs, about camping activities, trips or other experiences.
- 🌿 Remember that the music and the unity it creates are the reasons for singing.



## **Preparation**

A counselor need not be a music specialist to develop a “singing group”. They must be able to carry a tune – and they must know lots of tunes.

- 🌿 Find out the group's previous singing experience.
- 🌿 Be familiar with songs...and learn ways to teach them. If you enjoy singing then this will be easy. If singing is not one of your favorite activities, then find other ways to share music with campers.

## **Teaching a Song**

- 🌿 Get the group’s attention and introduce the song briefly. Tell something interesting about the song or have the groups listen for something special.
- 🌿 While the campers listen, sing the song through as well as you can.
- 🌿 Answer the questions you asked them, then sing a line and let them sing that line after you.
- 🌿 Sing a whole verse and then review the different parts.
- 🌿 If they like it, sing it again or try another verse.

## **Leading a Song**

- 🌿 Keep it moving – songs with gestures are especially good.
- 🌿 Pitch songs a little higher for young voices.
- 🌿 For a large group, move around so that everyone can see; direct each entry of a round.
- 🌿 Song choice: use songs to create a mood. Peppy songs are good for the morning. Don’t let enthusiasm get out of hand though – “never louder than lovely”!
- 🌿 Try to keep time with your hands so that everyone realizes the tempo.

## **Singing Tips**

- 🌿 Make sure they sing together and not loudly unless appropriate.
- 🌿 Encourage action. Sway, tap the foot, clap, whistle. They all provide extra outlets for youngsters bursting with enthusiasm.
- 🌿 Include songs with humor in them.

- 🍃 Use the familiar songs before going into brand new ones.
- 🍃 Teach 4-H'ers without song sheets or books whenever possible. A song is not theirs if they have to depend on seeing the words.

### List your favorite songs:

- 🍃 —
- 🍃 —
- 🍃 —

## Song Ideas

### 🍃 BOOM CHICK A BOOM

**(leader starts...)**

I said a boom-chick-a-boom!

**(audience response...)**

I said a boom-chick-a-boom!

**(leader)**

I said a boom-chick-a-rock-a-chick-a-rock-a-chick-a-boom!

**(audience)**

I said a boom-chick-a-rock-a-chick-a-rock-chick-a-boom!

A-ha (audience repeats)

Oh, yea! **(repeat)**

A one more time, a little bit louder now.

**(Repeat from beginning doing it louder.)**

This cheer is excellent to go through three or four times using different ways such as louder, softer, like a monster, real sexy, underwater, etc.

The most important thing is to not do it more than four times and to ALWAYS end with: "A one more time, ROCK OUT!" then dance and wiggle and have fun the while time.

### 🍃 GRAND OLD DUKE OF YORK

The Grand Old Duke of York  
 He had ten thousand men.  
 He marched them up the hill  
 Then he marched them down again.  
 And when you're up you're up  
 And when you're down you're down.  
 And when you're only have way up  
 You're neither up nor down.

### 🍃 A-ROOSTA-SHAW

A-ROOSTA-SHAW A-ROOSTA-SHAW A-ROOSTA-SHAW, SHAW  
 A-ROOSTA-SHAW A-ROOSTA-SHAW A-ROOSTA-SHAW, SHAW  
 Thumbs up!  
 Wrists together!  
 Elbows in!  
 Chest out!  
 Backside out!  
 Knees together!  
 Toes in!

## I'M A NUT

Just a little acorn, round  
Lying on the cold, cold ground.  
Everybody steps on me.  
That is why I'm cracked, you see.

*Chorus:*  
I'm a nut (click-click)  
I'm a nut (click-click)  
I'm a nut, I'm a nut, I'm a nut (click-  
click)

Called myself on the telephone  
Just to see if I was home  
Asked myself for a date,  
Picked me up at half-past eight.  
*(Chorus)*  
Took myself to a picture show,  
Sat myself in the very last row,  
Put my arm around my wait  
Got so fresh, I slapped my face  
*(Chorus)*

## PEANUT BUTTER AND JELLY

*Chorus:*  
Peanut, peanut butter -- jelly  
Peanut, peanut butter – jelly

First you take the peanuts and you cruch'em, cruch'em. (Chorus)  
Then you take the grapes and you squish'em, squish'em. (Chorus)  
Then you take the bread and you spread it, spread it. (Chorus)  
Then you take the sandwich and you eat it, eat it. (Chorus) (Hum)

## WADDLEY AH CHA

Waddley ah cha, waddley ah cha, doodley do, doodley do,  
Waddley ah cha, waddley ah cha, doodley do, doodley do,  
Simplest song, there isn't much to it,  
All you got to do is doodley do it,  
I like to rest but what I like best goes  
Doodley doodley do-quack, quack

## HAND MOTIONS (repeat faster)

Clap hands on thighs twice,  
Clap hands together twice, right hand over left twice, left hand over right twice,  
Touch right index finger to nose  
Then left ear and hold,  
Touch left index to nose, then right ear  
Raise left hand and close fist twice  
Raise right hand and close fist twice.

## **FLAG CEREMONIES**



### **Objectives**

- To teach citizenship as well as respect for the American Flag.
- To give counselors an opportunity to plan, develop and carry out a flag raising and flag lowering ceremony.

The groups have the assignment to design a flag raising and flag lowering program for a 4-H Camp. Reference materials should be available to the large group to review and design program.

In camp, the American Flag and 4-H Flag should be flown each day except during bad weather. We honor our national flag if we display it and use it according to rules and customs.

Flag raising and lowering are daily ceremonies in which every camper should participate. It should be done with meaning and not merely as a routine motion.

Flag ceremonies should be planned to stimulate boys and girls to think about their responsibilities as citizens. For an impressive ceremony, the flag teams should practice enough to acquire a measure of precision. Your camp may want a practice pole on the campgrounds to develop this precision.

### **Suggested Order for a Flag Raising Ceremony**

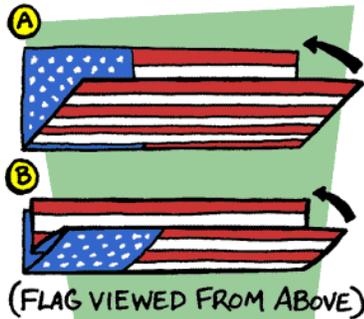
- Campers assemble in formation.
- Flag raising team advances to flag pole.
- Two members hold the American Flag open so all may see while a third camper tells about the flag or recites an inspirational or meditative reflection.
- Raise the United States and 4-H flags.
- Give Pledge of Allegiance and 4-H Pledge.
- Entire group sing a patriotic song (America, America the Beautiful).
- Flag raising team leads formation to breakfast.

### **Suggested Order for a Flag Lowering Ceremony**

- Campers assemble in formation.
- Flag lowering team advances to flag pole.
- Lower the flag while all salute.
- Sing an end of day song such as "Taps," "Now the Day is Over," "Song of Peace," "Evening Star," "America, We Love You," "This Land is Your Land,"

The flag is always lowered slowly and ceremoniously. Campers stand at attention and salute as the flag is lowered. Flag bearers fold the flag properly and put it away for the night.

## United States Flag Folding

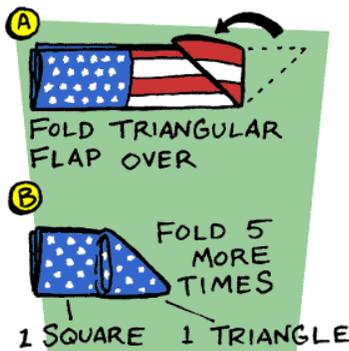
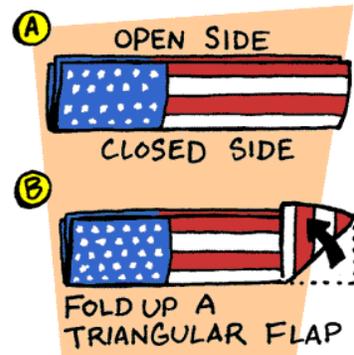


### Fold widthwise twice

Raise the side of the flag that normally hangs on the bottom, the side entirely covered by stripes, over the side with the "union" on it. Grab the new corner you have made along the crease so that again the flag is parallel to the ground, all-stripe side up. Repeat this widthwise fold so that the union is now on either side, half facing the ground and half facing the sky.

### Corner your flag

Now that you're holding your twice-folded flag, notice that of the new rectangle shape you have made, one long side is "open," and one is "closed." The open side consists of the original perimeter of the flag--you can still separate the folds into individual layers of material. The crease on the other side encloses the layers of fabric under it, so it's "closed." Now fold the flag in a series of triangles. To do it scrupulously correct, you've got to start the folding at a specific point. Start at the striped end of your rectangle. Take the corner of the closed side and bring it diagonally over to the open side, forming a triangular flap.

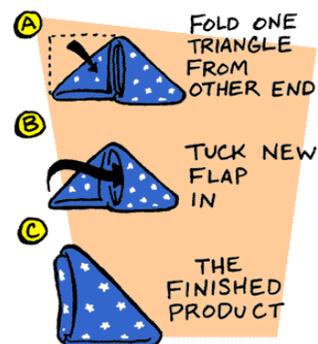


### Continue Cornering

You've created a most unharmonious shape at this point: a long, rectangular shape with a corner lopped off. Take the pointy corner and fold it down, over the other triangular fold, to create a straight edge once again. Now repeat this folding process, switching corners with each fold, until just a blue square of the union is peeking out from the triangular fold. Only one person does this triangular folding; your partner ceremoniously and patiently holds the other end (ensuring that it doesn't touch the floor!).

### Master the Final Fold and Tuck

All you've got left is the final fold--the tricky turn that some argue is at the crux of the whole operation. Instead of you folding the thick triangle of folded flag fabric over the last remaining blue square, your partner--who has waited for you so patiently--finally gets to do some creasing. The person on the union end of the flag will take the corner on the open leg and fold it down along the edge of the other leg to form a triangle. He or she then tucks the remaining blue tab under the folds of the thick triangle until the flag is a neat triangle and can't easily unravel. Store the flag in a safe place, and when you want to raise it or use it again,



## **RAINY DAY ACTIVITIES**

### **Outdoors in the Rain**

The campers should be properly dressed with raincoats and boots, if they plan to do things in the rain. A **PUDDLE HIKE** is great fun! Or take a **TURNOVER HIKE** – walk through the woods turning over rocks and logs to see what comes out in the rain.



- 🌿 Rainy days can be show up days – the days that show how well camp craft skills have been learned. How well can they build a fire in the rain? Where can dry timber, dry kindling be found?
- 🌿 Wildlife is interesting to see in a rain hike or walk. What birds are out? Any animal tracks in the mud or soft earth? Where do animals go in the rain?
- 🌿 Eco Action becomes real. Look at the way the water is running down that steep, short cut down the ravine. It's cutting the soil – and washing it away.
- 🌿 The Five Senses can have new experiences. Look at the different shades of green, brown, etc. See the many bright colored mushrooms and fungi. Yesterday the trees were brown; now it is black in the rain. Smell the wet earth, bark, leaves and flowers. Listen to the rain in the leaves.
- 🌿 How much does it rain when it rains? Take a large tin can, stand it on an open space on the ground. Stick a ruler in it. Each day measure the amount that has fallen. Keep track of how much rain falls during the time you are at camp.

### **Under Shelter on a Rainy Day?**

Recreational needs of children are the same whether rainy or sunny. They need activity – physical exercise. They need mental stimulation. There is one important factor, however, that must be used in selecting rainy day activities. This factor is good humor. Create a warm, happy atmosphere by adding an element.

#### **Why not try:**

- 🌿 Storytelling, creative dramatics. Puppets are great morale builders on a rainy day.
- 🌿 Games – check the handbooks, game books, and the nature games mentioned in the manual for ideas. Games using camp skills can also be fun; such as knot tying relays.
- 🌿 Folk dancing – a rainy day is good time for some active folk dancing.
- 🌿 Nature crafts – why not try out some of the nature craft ideas mentioned in this book and at training.
- 🌿 Morse Code – rainy day is a perfect time to teach the Morse Code by tapping, and by flashlight.

#### **RECIPE FOR SOAP BUBBLES**

2/3 pint of very hot water  
3/4 tablespoon soap flakes  
1/2 tablespoon sugar  
1 heaping tablespoon glycerin (olive oil or vegetable instead),  
Several drops of food coloring.

Shake until all is dissolved. Strain through a cloth and let cool. Don't use until bubbles are all gone. When the time comes, pour the mixture into a shallow pan so that the campers can get at it easily. They can use soda straws, funnels, and cone shaped paper cups with tip cut off or empty spools to blow bubbles with.

- Soap bubbles – for tough, beautiful, iridescent bubbles, make up a mixture ahead of time and have it ready for use on some rainy days or hot days:

## DISCUSSION TOPICS OR YOUR CAMPERS COULD KEEP A JOURNAL

- 🍃 If I were President, the first thing I would do is....
- 🍃 My idea of a good job is...
- 🍃 One thing I like about where I live is...
- 🍃 I feel put down when...
- 🍃 I feel encouraged when...
- 🍃 I always make up my own mind about...
- 🍃 I feel successful when...
- 🍃 One thing I know about myself is...
- 🍃 One way I am like everybody else is...
- 🍃 One way I am different from most people is...
- 🍃 One thing I could teach somebody else is...
- 🍃 Something I would like to learn is...
- 🍃 I am for....
- 🍃 I am against...
- 🍃 If you ask me...
- 🍃 In my opinion....
- 🍃 In the future...
- 🍃 Next week I am going to...
- 🍃 My bluest days are....
- 🍃 If I could have seven wishes....
- 🍃 My advice to someone in middle school is...
- 🍃 If I could teach everyone in the world one thing, it would be...
- 🍃 What three Americans have had the most profound effect on our nation?
- 🍃 Who is the most important person who has lived in the last few years? Why?
- 🍃 Who are four persons who have significantly influenced your life? How?
- 🍃 What is the best movie you have ever seen? Why?
- 🍃 What means more to you than anything else? Why?
- 🍃 How do you select your friends?
- 🍃 What TV programs do you enjoy most?
- 🍃 What is the most important guiding principle in your life?
- 🍃 When you were a child, what did you want to do as an adult?
- 🍃 If you could travel to any place in the world, where would you go first?
- 🍃 What is your favorite sport?
- 🍃 What is your biggest worry?
- 🍃 What is the most beautiful thing you have ever seen?
- 🍃 What do you think people like most about you? Least?
- 🍃 Write a word or a phrase that describes you in terms of something you do very well?
- 🍃 What brought you to camp?
- 🍃 What will I be like when I get out of school?
- 🍃 Who is my favorite person in radio, television, movies, sports, history stories, in the news, etc.?



- 🌿 Other items of discussion might be:
  - A fun thing about growing up
  - A major interest
  - Something that makes your job worthwhile
- 🌿 If I could go wherever I please on Saturday, Sunday in the summer, instead of school?
- 🌿 If I could do anything I pleased today....?
- 🌿 What would I like to do when I get out of school?
- 🌿 What is the most fun I have ever had?
- 🌿 What people in stories, movies, radio, etc. would I like to invite to a party?
- 🌿 What was the most embarrassing moment?
- 🌿 What was the spookiest time that I have ever had?
- 🌿 What is the scariest thing that I know?
- 🌿 What was the nicest or kindest thing I ever did?
- 🌿 What was the best dream I ever had?
- 🌿 What is the most fun to do in school?
- 🌿 What is the most fun to do after school, Saturday's Sunday's, summer?
- 🌿 What is the least fun after school, Saturday, etc.”
- 🌿 What part of the world would I like most to go to?
- 🌿 What is good about where I live? What is not good about it?
- 🌿 What is a friend?
- 🌿 What would I do if I were the teacher?
- 🌿 How can you tell if someone is old?
- 🌿 Have each member share 5 things they have bought during the last three months. Discuss if they were pleased with the purchase and their motives for the purchase (yes, expect a few comments like toothpaste or soap)
- 🌿 You have been granted 3 wishes. What will they be?
- 🌿 Discuss 4 social events attended. Discuss why they were pleased or displeased with the events. Have the members indicate what makes a social event successful or unsuccessful for them.
- 🌿 Each member shares 5 qualities that they most admire in an individual and tell why they feel these qualities or attributes are important.
- 🌿 If your small group could invite any 5 people living or dead to meet with you for a week, which 5 people would you invite?
- 🌿 Choose one member of the group and have him tell the others what kind of animal, flower, or automobile they see him as, and why. Repeat with each member of the group. Possibly have each member of the group tell what kind of animal, flower or automobile he sees himself as, and why.
- 🌿 You have been given \$25,000 tax-free. What will you do with it?
- 🌿 How will you spend this money?
- 🌿 Discuss what you would want people to say about you.
- 🌿 You can call anyone in the world and ask them to do something for you. Who would you call and what would you ask them to do?

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