

Pilgrim Lodge



Counselor In Training Manual

February 25, 2008



Pilgrim Lodge is a ministry of the Maine Conference, United Church of Christ

02-25-08

Pilgrim Lodge Counselor In Training (CIT) Manual

Thank you for interest in serving as a CIT at Pilgrim Lodge. Being a CIT is fun, but very different from being a camper. We hope this will help you understand your role and responsibilities while serving at camp. This manual is an adaptation of the Pilgrim Lodge counselor manual.

1. Individuals between the ages of 16 and 17 may serve as a “Counselor in Training” (CIT) if there are at least two years older than the oldest registered camper.
2. CITs must complete the “Volunteer Profile” and “Voluntary Disclosure Statement”.
3. CITs must submit a **camper** health form, **signed by a physician** and their parent or guardian.
4. CITs may NOT leave the grounds without specific written signed permission from their parent or guardian. Permission must indicate the date, time and destination.
5. Deans should speak with parents or guardians of the CIT before the event and obtain written permission for the minor to attend the specific Pilgrim Lodge event (see next page).
6. CITs are to be coupled with a counselor, not given a cabin of their own.
7. CITs may lead interest groups on their own.
8. CITs should not lead family time on their own, but work with their counselor.
9. CITs should attend all counselor planning, training and orientation meetings.
10. CITs are NOT eligible for a \$75 counselorship.
11. CITs should be trained as counselors, and given a manual.
12. CITs will be in their cabin after bedtime until morning.
13. CITs can watch a cabin while a counselor is away for a brief period.



PILGRIM LODGE – COUNSELOR IN TRAINING PERMISSION FORM

My Child, _____, A MINOR, HAS MY PERMISSION
TO SERVE AS A COUNSELOR IN-TRAINING AT PILGRIM LODGE, IN WEST GARDINER, ME
FROM (DATE) _____ TO (DATE) _____

I GIVE MY PERMISSION FOR MY CHILD LISTED ABOVE TO DRIVE TO AND
FROM CAMP ON THE ABOVE DATES

I GIVE PERMISSION FOR MY CHILD LISTED TO RIDE WITH
_____ TO AND FROM PILGRIM LODGE ON THE
ABOVE DATES

I AM AWARE MY CHILD WILL BE ASKED TO FILL OUT A **CAMPER** HEALTH FORM TO BE
SIGNED BY A PHYSICIAN, A 'VOLUNTEER PROFILE' AND A 'VOLUNTARY DISCLOSURE
STATEMENT.'

I AM AWARE THAT THE PILGRIM LODGE PHONE NUMBER IS 207-724-3200 AND THAT IN
CASE OF **EMERGENCY** I SHOULD CALL IS 207-724-3300 IF THERE IS NO ANSWER AT THE
FIRST NUMBER.

MY CHILD IS AWARE HE OR SHE IS NOT TO LEAVE THE PROPERTY OF PILGRIM LODGE
DURING THE EVENT, WITHOUT SPECIFIC, SIGNED PERMISSION FROM ME INCLUDING
DATE, TIME AND DESTINATION.
IN CASE OF EMERGENCY CONTACT _____

PHONE(S): _____

SECOND CONTACT _____

PHONE(S) _____

PRINTED NAME OF PARENT OR GUARDIAN COMPLETING FORM

PARENT OR GUARDIAN SIGNATURE

DATE

The Committee developed these guidelines to help ensure everyone a good and safe camp experience. If you need further interpretation, please be in touch with a member of the OMC.

I PILGRIM LODGE PRACTICES

1. **An adult or CIT is never to be alone with a camper.** Three individuals should always be present. Private conversations can take place in public view.
2. **Ratios and limits:** Each camp shall have a maximum **limit of 110 campers.** Any exceptions will be under the discretion of the Director of Outdoor Ministries and will involve rare mitigating circumstances. In order to maintain the highest possible educational standards, the OMC has indicated the maximum ratio of counselors to campers within cabins as follows:
 - a. Entering 4th-9th grade: 1 counselor to 8 campers
 - b. Entering 10th-12th grade(+): 1 counselor to 10 campers

These ratios will be maintained during family group sessions. During interest group or option time the ratio may be extended to 1 counselor (or staff) to 12 campers.

3. **Smoking:** All events sponsored by the Outdoor Ministries Committee are tobacco free. The Director of Outdoor Ministries will make nicotine patches or gum available to adults on request. Permission for nicotine patches or gum must be obtained in writing from a parent for CIT's.
4. **Alcohol and drugs** are **NOT** permitted at Pilgrim Lodge or Outdoor Ministries events. Drugs include inhalants such as gas or glue and the misuse of over the counter or prescription medicine. Anyone using or possessing alcohol or illegal drugs will be sent home immediately and the camper's minister will be notified. All prescription and nonprescription drugs must be given to the nurse at registration.
5. **Pets:** Pets are not allowed at Pilgrim Lodge, with the exception of trained service animals.
6. **Age:** CITs are 16 & 17 years old and two years older than the oldest camper.
7. **Visits at camp:** The OMC discourages visits from family, friends, former campers or former counselors or CIT's.
8. **Affiliation with the UCC:** It is preferable that CIT's be affiliated and actively involved in a local congregation.
9. **Appropriate Attire:** The Outdoor Ministries Committee wishes to affirm everyone's right to self-expression and their right to express their individuality. The intent of the OMC's suggested attire is to ensure that everyone feels comfortable and accepted as they are at all Pilgrim Lodge and Outdoor Ministries activities. Clothing should be worn so that all body parts are covered to maintain generally accepted levels of modesty. Undergarments, appropriate to age and physical development should be worn at all times and should not be visible, with the exception of bra straps showing underneath sleeveless blouses and other garments. The following will not be tolerated on clothing: profanity; pictures or messages of a sexual nature; weapons; violence; drug, alcohol or tobacco related material; or any item that degrades others or is offensive. It is

our hope that everyone will support compliance with this policy.

II CAMP PROGRAMMING

- A. **Camp Goals:** The highest goals and desired outcomes of camp at Pilgrim Lodge, and its trip camps, are listed in the Mission Statement (see the front of this manual). Each set of Deans will develop a program with goals that are in concert with the mission statement. Each individual camp program will provide a well-rounded experience by planning for the mental, physical, spiritual, social, and emotional growth of each camper. A program or theme for the week should be developed to use small group (family time) and large group (all-camp events) activities and/or carry over into interest group time. The OMC recommends that the session be centered around the themes developed by the National Council of Churches' *New Earth: Christian Resources for the Outdoors*. As stated in the resource:

The notebook and CD contain program resources for all age levels to help you design your own camp curriculum. As you choose, adapt, and expand the information provided within this resource, the curriculum will become your own, activity-by-activity, age level by age level. In this introductory section, you will find guidelines that walk you step by step through the process of creating your own curriculum, as well as provide ideas for training your staff to use the resources you choose. ("On The Way" Using These Resources – Fergenson, 2006)

- B. **Behavioral outcomes** of applying the mission statement through the use of the New Earth resources include: increased self confidence; developmentally appropriate concepts of God and faith; increased Biblical literacy; a sense of freedom to disagree concerning matters of faith; an acknowledgement of the importance of spiritual seeking; a sense of community and belonging; the feeling of being able to "be oneself" and be accepted for one's authentic self. These will be measured by the use of an evaluation form completed by campers, counselors, CIT's and deans as well as informal conversation and observation. OMC members are encouraged to speak with CIT's, campers, and parents throughout the year and to bring observations to the committee.
- C. **Summer Staff:** Two staffs co-exist at Pilgrim Lodge. One is the counseling staff (see II-D. below), the other is summer staff. The summer staff consists of five elements: management, resource, waterfront, kitchen and maintenance and average about 21 people. Deans should see all camp staff as part of their camp team. However, the Summer Staff is under the direction of the Director of Outdoor Ministries. The Dean should request or clear any programming involvement of the Summer Staff with the Director (outside of routine resource and waterfront scheduling).
- D. **Counseling Staff:** It is the Deans' responsibility to enlist their own staff. Deans should plan for a full camp; unless scheduled as a smaller camp. Deans are to forward a list of Counselors and CIT to the PL Registrar and Office Administrator at least one month before the event.
1. **Training:** Pre-camp meetings are held by Deans to assist and train Counselors and CIT's in developing and applying skills which will enable them to fulfill their responsibility for planning for their time at camp. In addition, all

counselors, deans and CIT's will take an on-line course through the American Camp Association. This course takes an average of two hours and concludes with a certificate of completion. The book "Camp is for the Camper" will be distributed to all counselors and CIT's as part of this course. Books are to be returned to the office upon departure, or may be purchased.

2. Orientation: The Dean and Counseling staff should arrive at Pilgrim Lodge Saturday afternoon by 2:30 pm, or the day before the start of the session, for further training and orientation. Saturday evening will be the first meal served. Deans will deliver a list of cabin assignments for counselors and CIT's to the camp office and will not disclose cabin assignments before hand. This will require all counselors and CIT's to 'check in' with the office where they will review the status of their paperwork with the permanent staff.

3. Rest: Deans, Counselors and CIT's need time for themselves during the week. However, care and supervision of the campers is essential **at all times** to ensure their security, and safety. Counselors will need to coordinate with each other to ensure a proper balance of responsibilities. Generally 'option time' that takes place apart from counselor meetings is to be used as 'counselor down time' although in the event the camper to adult ratio is disproportional, a counselor's or CIT's presence may be requested during this time. If counselors or CIT's are feeling overwhelmed, or if a dean observes such overwhelm, the deans should seek the assistance of summer staff through the Director of Outdoor Ministries. CIT's may watch cabin's for a short period of time.

III ADMINISTRATION

- A. **Camp opens** with registration at **2:00 pm** on Sunday, (unless indicted otherwise).
- B. **Counselors and CIT's** will be in or around the cabin and/or boardwalk areas to help and greet campers and parents. Counselors and CIT's should make every effort to create a welcoming atmosphere in their cabins.
- C. **Camp closes** after breakfast on the last day, Saturday. Campers should be picked up between 9:00-10:30 am. If a closing session is planned, parents need to be informed of this in the Dean's letter.
- D. **Cleaning:** The cabins and general areas must be cleaned prior to the close of the camp. The Staff will go over the camp clean-up procedure with the Counseling staff.
- E. **Signing out:** Adults will identify who may pick up the child at registration on a *camper sign out sheet*. Counselors will make sure that only adults identified on the *camper sign out sheet*, pick up campers at the end of the event. Counselors will secure the signature of the adult picking up camper. Completed "camper sign out sheets" will be given to the dean. The dean will present the entire record to the Director before leaving camp.
- F. **Camp photos and lists:** Each camper. Counselor and CIT will receive a photo of the entire group. Each counselor and CIT will receive an address list of the campers, counselors and

deans in their sessions. Counselors will distribute photos and lists after the camper is signed out.

- G. **Camper drivers:** CIT's who drive themselves will give their keys to the deans, who will give them to the camp director until it is time to leave.
- H. **Camp Nurse:** A nurse or doctor is on duty at all times. (except Family Camp when parents are with their children). The camp nurse assumes the responsibility of administering any medication during camp. The nurse will collect all camper, counselor, CIT and dean medications, including over-the-counter medicine, at the time of registration. Consider the camp nurse as part of your camp. He or she should be invited to camp programs, activities and staff meetings.
- I. **Health form:**
- a. **Campers and CIT's:** Completed camper and CIT health forms are to be sent to the Pilgrim Lodge office at least two weeks prior to camp. In the event that a camper reports without a form and the parents or guardian are not present, the Dean should contact the parent or guardian and request that the health form be faxed immediately to camp. The form must be on file within 24 hours or the camper is to be sent home.
 - b. **Counselors and Deans:** On the day before the camp session, Deans and counselors should complete and return to the nurse pages 1-3 of the ACA health form.
- J. **Insurance:** The cost of prescriptions, doctors or hospital visits are one's own responsibility or that of their insurance company.
- K. **Medical services:** Any medical emergency (illness or accident) should be reported to the camp nurse, the Director or both. It will be the responsibility of the nurse and the Director to handle any transportation and acquisition of medicines. We will attempt to reach parents if an illness or injury requires a visit to our on-call doctor's office or the emergency room. If we cannot reach parents, we will take the camper for treatment and continue to try to reach parents. Parents or guardians are responsible for health care costs should a camper need to be brought to our on-call doctor's office, pharmacy, or the emergency room. Invoices for such visits will be given to parents when they pick up their camper. Parents are responsible for payment directly to the health care provider. At the time the camper is picked up, parents will reimburse the Maine Conference for prescription medication purchased on a camper's behalf.
- L. **First aid supplies** are readily available at Pilgrim Lodge for various activities such as hikes or canoe trips. **CIT's should not administer care from the First Aid kits**, but inform the closest counselor or staff person. First aid kits will be available on-site at the sports fields, labyrinth and the island. Disposable gloves and other disinfectants are available around camp for the proper use in handling incidents within the blood-borne-pathogen procedures. CIT's Counselors and deans are not required to clean body fluid spills if they are untrained or unwilling. If untrained or unwilling to clean body fluid spills, counselors and CIT's should inform a member of the summer staff of the situation.
- M. **Privacy:** Health forms and information of a personal nature will be seen only by those necessary to ensure the campers health and safety. CIT's do not need medical information. Adult volunteers who are taking medication, must turn in their medications to the nurse.
- N. **Health screening:** Deans and counselors and CIT's will be subject to a health screening within the first twenty-four hours of arrival at camp to check for evidence of illness, injury or communicable disease.

- O. **Injuries:** Staff, deans and counselors and CIT's will not move a seriously injured person unless they are in immediate danger and further injury will result in not being moved. The nurse will make the final decision about care for the injured person.
- P. **Transporting campers to the doctor:** CIT's will not be used to transport campers or accompany campers off site to the doctors.
- Q. **More information** is available in the Pilgrim Lodge Health and Wellness manual available from the camp office.

IV GENERAL OPERATIONAL INFORMATION

- A. **General Camp Rules:** The Director and OMC will establish and post general camp rules. Rules will be explained at an orientation session with campers shortly after arrival.
- B. **Fire Safety:**
 - 1. **Smoking** is not allowed.
 - 2. **Campfires:** The Director's approval is required for all campfires. Campfires will only be allowed in designated places and when weather conditions allow safe conditions. All campfires will be attended by a trained staff member, or a designated counselor who has demonstrated fire safety and is approved by the director. Proper fire safety precautions will be taken (fire extinguishers or buckets) with every fire including candles in the chapel.
 - 3. **Woodstoves:** Fires in cabin woodstoves will be permitted only with the approval of the Dean who will have consulted with the Director. Stoves will operate with the doors closed. An adult will supervise all fires.
 - 4. **Lodge:** Deans or the Director will approve fires in the Lodge woodstoves. The director will approve fires in the Lodge open fireplace. An adult will supervise all fires.
- C. **Emergency Procedures:**
 - 1. **Fire or other emergency:** A long, continuous ringing of the bell signifies emergency and fire alarms. In the event of an emergency or fire, the Director or Assistant to the Director must assume full direction of evacuation activities. All campers CIT's and counselors are to assemble by cabin at the parking lot to await instruction. Campers and counselors will remain at the parking lot until instructed to proceed elsewhere. CIT's will help keep campers quiet.
 - 2. **Emergency drill:** Upon arrival, CIT's counselors and campers will engage in an emergency drill assembling on the parking lot by cabin. Family, Grandparents and adult camps will have the procedure described at orientation in lieu of a drill
 - 3. **Storm:** In the event of a severe thunderstorm, the summer staff will inform counselors to proceed to the lodge where they will remain until Director declares it is safe to leave. In the event a storm strikes suddenly campers and counselors are to proceed to the

nearest building for shelter. Under no circumstances are counselors, campers or deans to leave cabins or buildings in the midst of an electrical or high wind storm.

4. **Missing camper:** If a camper is missing counselors or CIT's will notify summer staff immediately. Summer staff is trained on procedures for missing campers.

D. **Waterfront Area Guidelines:** The PL waterfront is here for you. We encourage you to use it as much and as often as possible. If any of the waterfront staff can help you in any way during your week here, please don't hesitate to ask.

1. There is no swimming except when the waterfront is open by the waterfront staff
2. There will be NO swimming at night (between dusk and dawn).
3. Counselors and CIT's may be asked to assist lifeguards with waterfront activities. Training will be provided by the waterfront staff.
4. The swim dock: inside is the shallow end, outside (inside buoy line) is the deep end.
5. When your campers arrive Sunday afternoon, please encourage them to come down to the waterfront and take their swim test. It IS possible to take it at the beginning of free time during the week, but please point out that it might be better to get it over with first thing. Campers who wish to take the swim test again may do so as many times as they wish. CITs may need to take a swim test if the lifeguards ask them.
6. The swim test consists of three lengths of the shallow end (no dog paddle or swimming underwater) and three minutes of treading water in the deep end (head above water). Lifeguards will have discretion for assigning colors to swimmers; green swimmers may swim in the shallow end or deep end, red and yellow swimmers must swim in the shallow end only. If a camper does not take the test, they are automatically a red swimmer. They may swim, but they need to come to the waterfront to get a buddy tag before doing so.
6. For boating, red swimmers MUST have an adult in the boat with them. Yellow swimmers MUST have either a green swimmer or an adult in the boat with them. Green swimmers may boat with other green swimmers, yellow swimmers or with adults. (For a red swimmer to boat with a green swimmer, an adult must be in the boat).
7. There is NO swimming unless a lifeguard is present for safety reasons. This applies to everyone!
8. Counselors and CIT's will have buddy tags hanging underneath their cabin numbers on the big gray buddy board at the bottom of the boardwalk. Like campers, counselors and CIT's MUST HAVE A BUDDY WHEN SWIMMING! Please check to make sure none of your campers needs a buddy before becoming buddies with another counselor CIT or a lifeguard. Each person can have only one buddy; no triplets allowed. Please encourage campers to come down, even if they don't have a buddy – lifeguards and counselors and CIT's make great buddies!
9. ALWAYS wear a lifejacket when boating.

10. More information is available in the Waterfront Manual available from the camp office.

E. **Lights:**

1. **Boardwalk lights** are under the control of each Dean. The switch is located inside the South door on the cabin 5 porch. Exterior Lodge lights are controlled from the resource room (across from the dish room).
2. **Safety first!** Please use the lights when you need them. However, conserve electricity whenever possible by turning off the light when you are not using them.
3. **Remind campers**, the last one out of the cabin turns out the light.

F. **Equipment:**

1. All camping, cooking, and recreational equipment are controlled by the Summer Staff. Staff needs to keep track of its removal from and its return (in good condition) to the supply room.
2. Losses and breakage should be reported to the Director for replacement. Such losses and breakage are not a matter of individual responsibility unless the Dean is aware that it occurred through gross neglect or vandalism.

G. **Food Service:**

1. The kitchen is off limits to campers, counselors CIT's and deans.
2. Food is served in the dining room "Family Style."
3. One waiter/waitress (jumper) is assigned for each cabin daily. She/he will perform the duties for all three meals.
4. Jumpers are responsible for setting and clearing tables, bringing the food to and from the tables and sweeping the dining room floor after each meal.
5. The Kitchen Staff needs at least 24 hours notice for any special take-out meals, hikes, canoe trips, camp-outs, or picnics. More lead time is appreciated.

H. **Camp Property:**

1. Counselors and CIT's should see that general housekeeping practices are maintained during the week at camp. Cabin cleanup should take place after breakfast. Summer staff will clean the cabin bathrooms daily.
2. Requests for repairs should come to the camp office **in writing** unless of an emergency nature.

I. **Parking:**

It is important to keep access roads clear for emergency vehicles and create a natural environment. Therefore, please park your vehicle in the designated lot. Unload your things and then move your vehicle up the road, take a right before the ball field and proceed to the parking lot..

J. **Environmental Impact**

1. **When hiking**, everyone must use marked trails.
2. **Erosion**: Staff and campers are educated on the need to prevent erosion and site abuse to preserve the site's natural beauty. No graffiti on any camp property, trees or rocks. No cutting or defacing of trees or shrubs.
3. **Composting**: Pilgrim Lodge practices composting. Staff and campers will participate in an educational program at mealtime.
4. **Cleaning products** made from natural ingredients that are better for people and the environment will be used when possible as part of the daily cleaning of camp.

K. **Supplies:**

1. There are several lists of suggested things to do and bring included in this manual.
2. Requests for supplies should be made to the camp office in advance, in writing.

L. **Intruders:** All visitors are to sign in at the office. If you see someone you do not know and who is not wearing a nametag:

1. Notify a member of the Summer Staff immediately.
2. Try not to let the person out of your sight.
3. Never get in a strange vehicle or closer than ten feet unless you are with another adult.
- 4.

V **CAMP BEHAVIOR**

A. **Campers Behavior:** Deans and counselors and CIT's should be concerned about the behavior of campers, but it is hoped that they do not see themselves functioning as substitute parents, hall monitors or police officers. Instead, deans and counselors and CIT's are urged to deal with these problems

by:

1. stating ground rules;
2. dealing with abuse of rules in a pastoral way;
3. abiding by site regulations in ways consistent with his/her own conscience.

Deans will discuss behavioral problems with the Director, who will then decide if and when a

camper should be sent home. Sending a child home because of behavioral problems is NOT a failure on the Dean's part. There is a statement in the registration brochure-which reads:

Certain behaviors which are deemed inappropriate, may result in a camper being sent home and the camper's minister being notified. These behaviors include, but are not limited to, fighting; hitting; biting; stealing; destruction of, or intrusion into, another's property; threatening another; defying a counselor or dean; refusal to eat; wandering from established program areas; sexual activity; possession or use of cell phones; or possession of weapons. Any camper sent home will be reaccepted for an Outdoor Ministries event only after consultation with the Outdoor Ministries Committee and the Director of Outdoor Ministries.

Keep a record of any camper being sent home for disciplinary reasons by filling out an Incident Report from the office and include it on your evaluation form at the end of your camp.

B. Discipline: Pilgrim Lodge staff must use positive reinforcement with campers. Praise campers for good behavior at every opportunity and refrain from put downs, yelling or other threats. If behavior problems persist, the dean should take the problem to the director, who will then speak to the camper. **Under no circumstances should a camper ever be hit or verbally abused.**

VI PROBLEM SITUATIONS

A. Resistance to the Program: Try to discover the camper's own interests and adapt the schedule if possible, but also help the camper realize that their own interests are best served through a cooperative spirit.

B. Disrespect: This may indicate aggressiveness or emotional problems. Try to learn as much as possible about his/her background; i.e. family, school, former camp experiences. Overcome the disrespect with a positive and sympathetic approach, "you may not like us, but we like you." Learn the camper's interests and aptitude, and put him or her to work in these areas as much as possible.

C. Homesickness: Try to discover the causes behind the homesickness: first time away from home, shyness, feeling of being left out, or being worried about a home situation. Talk with the camper and try to help him or her see that the feelings are not unusual but are experienced by many. Try to help the camper accept these feelings as a challenge and stick it out. Get the camper interested in some part of the program for which he/she has an interest or aptitude. CIT's should notify his or her counselor of any homesickness.

D. Bedwetting: CIT's should tell the counselor about bedwetting issues and no one else, including other counselors and CIT's. Counselors will inform the Dean Director or both. Bedwetting should be dealt with quietly and with respect to the camper. Discreetly make arrangements with the Summer Staff to have the bedding cleaned.

VII EVALUATION PROCESS

A. Evaluation forms: Deans, Counselor CIT's and campers are asked to complete an evaluation form at the end of the session. Re-work the evaluation form if it does not meet your needs. Discuss the value of campers writing their own evaluations instead of or in addition to the regular

evaluation.

B. Process: The dean will receive a large posted envelope addressed to their OMC support person (see Item VIII below) from the camp office. Deans are to collect all evaluations before leaving camp. It is the dean's responsibility to review and return evaluation forms to their support person within **two weeks** of the end of the event.

C. The OMC will discuss the evaluations with the dean and report to the committee.

VIII MISCELLANEOUS

A. **Mail:** Counselors should check their boxes at meal times or they may ask a CIT to check. The cabin mailboxes are just inside the staff resource room by the dish room. US Mail, E-mail printouts and faxes are delivered daily. Outgoing mail leaves camp about 9:00 a.m. The out-going mail slot is on the right side of the store window counter.

Mailing Address:	CIT name and cabin number
	Pilgrim Lodge
	103 Pilgrim Lodge Lane
	West Gardiner, ME 04345

B. **Telephone:** Use of the telephone must be cleared with the Dean. Cell phones are discouraged (see below) and should be used away from campers. Incoming calls should be limited to only essential or emergency calls.

Telephone number:	207-724-3200
Off hours Emergency number	207-724-3300 (Nurse's cabin)

C. **Pilgrim Lodge Cellular Phone and Pager Policy:** It is the intent of this policy that neither campers nor counselors and CIT's are distracted from the Pilgrim Lodge community while participating in a Pilgrim Lodge event. Counselors are requested to leave cell phones turned off during all camp events. Cellular phones may, however, be used when the counselor has personal time away from the camp activities and in the evening after the campers are in bed. Counselors are encouraged to leave pagers at home. If a pager is required, counselors are requested to set it on vibrate to keep it from being a distraction to others. **Campers and CIT's are required to leave cellular phones and pagers at home.** If a camper brings one of these items, the dean will hold it until the end of the event. Campers may be sent home for cell phone use at the discretion of the Director. To reduce the need for pagers at Pilgrim Lodge, a number for emergency contact (207-724-3300) is available 24 hours a day for the duration of the event.

D. Internet communication: We know that the Internet, when used wisely, provides many safe ways to stay in touch and communicate with your friends from camp. We view Internet venues as your right to self-expression and generally regard them in a positive light. Once you identify yourself as a camp employee in a social networking profile, website, group page or weblog, however; or use the camp name or logo, we require you, as a condition of association with camp, to observe the guidelines below. Even if you do not intend to, and even if you state otherwise, once you identify yourself as a counselor, CIT or dean of our camp or use our camp name or logo or any official camp photograph or text, everything and anything that you post or say on the site can then be seen as a reflection of camp. These guidelines have been established to assure that all camp staff, volunteers, employees, campers and families enjoy an emotionally and physically safe environment.

1. As a camp volunteer, counselor, CIT or dean, before you
 - a. use the camp name or official camp logo or camp photograph;
 - b. add a link from your group page, profile or other site to the official camp website;
 - c. include text or photographs that are the property of camp;
 - d. include photographs of campers or other staff members;
 - e. or create or join a camp “group page” that associates itself with Pilgrim Lodge...
2. You must be respectful of the camp, its program, the campers, volunteers and its employees in all communications in your profile, blog or other Internet sites and communications. This includes the following:
 - a. You will not use obscenities, profanity or vulgar language;
 - b. You will not engage in harassment or intimidation;
 - c. You will not post comments that are derogatory with regard to individual person’s race, gender, religion, sexual orientation or disability;
 - d. You will not engage in sexually explicit, suggestive, humiliating or demeaning comments.
3. As a volunteer camp counselor, CIT or dean you agree not to use a social networking profile, group page, weblog or other Internet medium to discuss behavior that is prohibited by camp policy, including, but not limited to alcohol or drug use, sexual behavior, delinquent behavior, destruction of property, harassment or intimidation.
4. Please do not give your cell phone number, e-mail or AIM address, weblog address or social networking site name or other contact information to a camper unless you have obtained permission from that camper’s parents. Contact with campers after camp is discouraged. If contact happens all communication will be approved by the parent.
5. Once you identify yourself as a CIT, counselor or dean at Pilgrim Lodge, the general public may see you as an ambassador or spokesperson of camp. It is therefore a condition of your association with the Maine Conference and Pilgrim Lodge that you agree to and adhere to the communication guidelines outlined above. If any of the guidelines outlined in this measure are violated, it may result in disciplinary and/or legal action including possible termination of your association with Pilgrim Lodge.

E. Camp Store: Each Dean will discuss with the designated Staff what is a mutually acceptable time when the store will be open and for what items. Counselors, CIT’s and Deans may run a tab during their time at camp. Tabs will be paid upon leaving. A photo of the counseling staff is available at the camp store to be picked up upon settling of tabs.

F. Showers: The shower house is located to the left and behind Forrester. Campers may have to be encouraged to take at least one shower during the week (swimming doesn’t count). Deans will assign counselors to sit outside the shower house for designated shower times. Showers are being installed inside cabins to deal with supervision issues. A CIT may be asked to sit and supervise shower time, but at least one adult must be present.

G. Laundry: There is a washing machine on site for the use of the Summer Staff. Use of the

washing machine should be of an emergency nature and coordinated through the Summer Staff (bedwetting etc.)

H. Areas of Special Attention

1. CITs should display positive attitudes toward campers.
2. Watch for children who form cliques, talk with your counselor.
3. CITs should support counselors attempts to quiet the cabin and get children to sleep

Suggested minimum medical sleep standards:

Juniors:	10 hours
Middlers:	9 hours
Seniors:	7 hours
Adults:	8 hours

IX. PRE-CAMP MEETING

- 1) CITs should make an effort to attend the pre-camp meeting that the dean will schedule. Counselors should know the theme prior to camp, in case you have just the right resource at home and bringing it will make the difference between a good learning experience and a GREAT one.
- 2) It's important that CITs feel comfortable with the counselors they are working with – by singing songs, and getting acquainted with silly games that the campers will be asked to play during the week. By participating in silliness ahead of time, CITs will feel freer during camp to be loose. If your staff participates and is enthusiastic, campers will be, too.
- 3) Pre-camp meetings are a great way to get to know the deans and counselors. Everyone is different, with individual interests, personalities and talents. It makes for a more interesting camp.

AT THE BEGINNING:

- 1) Before campers arrive, check your cabin for cleanliness and supplies (broom, dustpan, wastebasket, toilet paper, and paper towels, light bulbs, cleaning rag, scouring powder, and paper bags for the girls' cabins. These items may be obtained at the kitchen as needed throughout the week.
- 2) Feel free to personalize your cabin under the direction of your counselor. Work with your counselor and make a "Welcome" sign with the campers' names on it. Decorate with posters. It's your home this week.
- 3) Help your counselor make a duty roster for the assignment of daily responsibilities. You may wish to appoint one of your experienced campers as jumper for the first period of three meals.
- 4) Use the time while campers are arriving to get acquainted with them and they with each other. You should try to keep the campers with you until all have arrived. Suggest that they unpack and make their beds as soon as they arrive. Give instructions on swim tests, name tags, tour of site, etc. If you are available, accompany campers to their swim tests.

AT THE END OF CAMP:

- 1) It is assumed that the cabins will be cleaned on a daily basis, but a final cleaning is appropriate to ensure a clean cabin.
- 2) Some packing can start the night before. When a camper is all packed they may stow their luggage on the boardwalk or on the porch while the cabin is being cleaned.
- 3) Have the bathroom cleaned thoroughly and the door closed. Turn the mattresses and then sweep the entire floor.
- 4) Blue buckets are recycling bins for **CLEAN PAPER ONLY**. Put all litter into the wastebasket (including that in the fireplace) then empty into the nearest trash can on the boardwalk. Make a final pick-up of any trash around your cabin.
- 5) Check everywhere. Check for towels and bathing suits on the outside clothesline, toilet articles on the shelves, rafters, clothes in the closets, etc.
- 6) Your cabin will be inspected by the Director, Dean or both
- 7) You may be asked to assist in signing campers out.
- 8) Take a last look around before any campers leave. There will undoubtedly be items left. If you discover such articles after the camper has left, please attempt to put name tags on them and leave them at the office.

X. GENERAL GUIDELINES

Help your counselor!

He or She is in charge so check with him or her before making decisions

- Set good examples.
- You have a big responsibility concerning the safety and well being of your campers. They look to you for guidance (whether or not they admit it!). Be there for your campers, especially after lights out.
- Read to your campers at night.
- Listen to your campers. You may be the only one who does!
- Watch for teasing or bullying. Quiet one-on-one talks with potential teasers can help.
- You're not alone either! Ask for help from deans or counselors.
- Watch for kids not getting mail-camp staff will help with this.
- Pick your battles! Be willing to compromise.
- Gently but firmly enforce "no sitting on the boardwalk railing" and "no running on the boardwalk" rules
- Campers are to wear shoes at all times, except in the water, shower, and bed (going to and from) these activities does require shoes.)
- If you see a camper misbehaving but he or she is not your camper speak up! Be sure to tell the camper's counselor.
- Candy and Gum and other food are not permitted in the cabins. They attract vermin. Collect, and label all candy and gum, bring to Dean's cabin. Candy and Gum and other food will be returned at departure.

- Please note where the fire extinguisher, and emergency sanitation protection kit are located in your cabin.
- Personal stereos and games are not allowed. Please collect these and return them at departure.
- Knives and weapons should be reported to the Director immediately
- Please stay out of the Kitchen, especially at mealtimes
- The white refrigerator inside kitchen door is available for your special diet foods or restrictions. Label your food or it will be considered community property.
- Staff Cabins (Woodside, JBJ, S-4, S-5 and the Farmhouse) are off limits.
- Please do not enter another's cabin unless invited
- Do not search camper's personal belongings.
- NEVER, EVER strike or harm a camper.
- Be aware of personal boundaries, ask before hugging.
- Staff will enter your cabin to clean the bathroom in the morning and to collect the garbage.
- Bring books and/or magazines for kids to use.
- Take your kids on a camp tour.
- Come prepared to lead an interest group. See page 31.

TIPS FOR TABLE COUNSELORS

- 1) At least one counselor per table. Make the first servings go around. If the food is served "Family style" see that the first three or four campers do not empty the serving dish. Usually their eyes are bigger than their stomach. See that everyone gets fed.
- 2) Not all campers will need or want equal portions. Be aware of the small eaters. See that they get some of every item, but not more than they can eat. Nothing discourages a small eater more than to see a plate piled high.
- 3) It is intended that all who really want seconds shall have them, but wait until firsts are cleaned up. There are two reasons for this:
 - a) gives the food time to reach the stomach and register to the brain;
 - b) lets the cooks keep the seconds hot. Cold, mashed potatoes (et al) is less than palatable.
- 4) While there is always milk available, water is for quenching thirst. Watch for abuses such as filling up with milk or milk-drinking contests.
- 5) Watch for abuses of the jumper - sending him/her on unnecessary errands, duplicating errands, hiding dishes and the like. A little fun goes a long way, meal time is not play time.
- 6) Campers should be reminded to "Take what they eat, eat what they take." Try a little of every kind of food; it won't hurt to try some.
- 7) Individual table manners are the responsibility of each table Counselor and CIT. Set a good example. No hats at the table.
- 8) Counselors should sit so they can see where the Dean stands during announcements. If the Counselor is aware and quiets down to listen, campers will also.

FAMILY GROUPS

During the week, campers will be given an opportunity to discover community relationships in their cabins, camp at large, and in family groups.

Deans divide the camp into "Families." These group ranges in size from 14-24 campers. These smaller groups provide, for sharing opportunities that can enrich the camping experience. Families may consist of combined cabin groups or, the deans will mix campers in a colorful diversity. Family time is usually in the morning after chapel. Counselors share leadership during this session.

Family time may be used in a variety of ways. Since it is a "prime time" for any structured learning, advance planning is important. Deans will provide Counselors with curriculum and other material to assist with planning. Young people learn best by doing. Therefore, in addition to sharing and discussions, it is vital that time be given for creative, "right-brain" activities such as art, role-playing, writing, "Challenges", hikes, canoe trips, or picnics. Remember, activities during this group time should be designed for community interaction. Family time is not a time for a CIT to be "hands off." CIT's should strike a balance and not take over or dominate the group either.

DISCLOSURE OF ABUSE

In such a setting as PL, the possibility of disclosure by a child (or even by an adult) of abuse, neglect, and/or exploitation (including sexual, physical, and emotional) should not be a surprise. And we must learn and strive to respond in the same faithfully open, accepting, caring, and loving way, to the best of our ability in the context of 'a week at camp.'

Most of the following discussion relates directly to sexual abuse and exploitation. But we must keep in mind that physical and emotional abuse is just as serious, requiring similar response.

DISCLOSURES

Disclosure by a child of sexual abuse may occur in a variety of ways: directly, through behavior, through indirect hints, as disguised disclosure, as disclosure with strings attached, or indirectly through physical signs. You should never agree to 'keep a secret' or 'not to tell anyone' because you may indeed need to do so. The less direct any disclosure is, the more sensitivity, understanding, and 'gentle caution' is required in response. **The role of the camp dean, counselor or staff person is not to investigate a given situation.** There are professionals trained for this role. But if behavioral and/or indirect hints warrant suspicion of an abusive situation for a camper, a camp dean, counselor, or staff person has the responsibility to report that possibility, setting in motion the process of getting help for the child.

Direct disclosure: Though overall one of the less common ways a child will disclose abuse, in the camp setting with its 'set apart' sense of safety and security, a camper may very well talk directly to a counselor, or even to peers, particularly about abuse that has occurred in the past or more immediately in the camper's life 'away from camp.'

Disclosure through behavior: There are a number of common behavioral characteristics of children who have been sexually abused, which also serve as general indicators of stress in a child. Alone, they may not necessarily mean there is sexual abuse. But if they occur in combination or extreme or pervasive form, they may so indicate. More than likely they will be behaviors that are disruptive, hard to ignore, and create uncomfortably in the camp setting, for other campers and for counselors.

Disclosure through indirect hints: Comments such as "My brother wouldn't let me sleep last night;" "Mr. Jones wears funny underwear;" "Daddy's trying to poison me;" or "My babysitter keeps bothering me;" may offer hints that a child has experienced or is experiencing sexual abuse.

Disguised disclosure: Comments or questions about things happening to "an other child" may in fact be revealing things about the child's own experiences. "There's this kid . . ."

Disclosure with strings attached: "You have to promise not to tell anyone else" is the kind of comment reflecting a child's awareness that 'revealing' a secret of abuse could very well have negative consequences, particularly since abusers often use such consequences as threats to the child.

Do not make promises you won't tell. Say "I won't tell unless someone is in danger."

Being aware of these ways that a child may be 'disclosing' sexual abuse, and physical and emotional abuse as well, is of great importance. Though each type of disclosure calls for differing types of caring, supportive response, there are some common dynamics of response that are helpful in affirming a camper and in getting the process of help started. Please refer to the next page.

RESPONDING TO DISCLOSURE

- React as calmly as possible to what the camper is saying.
- Find a private place to talk, but use discretion, be in public view.
- Express your belief that the camper is telling the truth.
- Take the information the camper shares seriously.
- Let the camper talk about the incident in his/her own way and language.
- Do not be afraid to ask questions in a caring way, but **do not press for details**.
- Use the camper's vocabulary, not cringing at nor forcing explicit language.
- Reassure the camper that it is good to tell, that she/he is not in trouble for telling.
- Reassure the camper that it is not his/her fault, that she/he is not bad.
- Accept and acknowledge the camper's expression of his/her feelings, that her/his feelings matter.
- Acknowledge any expressions of guilty, but also tell the camper that what happened was an adult's fault.
- Let the camper know that you will do your best to protect and support him/her.
- Determine the camper's immediate need for safety, especially if the alleged, abuse took place at Pilgrim Lodge.
- Let the camper know what you will do. **Do not promise not to tell anyone else.**
- Assure the camper of his/her privacy, but that 'helping' will mean that you will need to tell the Dean and/or Director about what she/he has talked about.
- Report the disclosure according to the guidelines set forth in the PROTOCOL ON REPORTING SEXUAL ABUSE. (Please refer to the next page.)
- Remember, **you do not have to prove that sexual abuse has occurred or is occurring**. Reporting a disclosed and/or suspected incidence of sexual abuse is a request for help, and ultimately for an investigation into that incidence. Even if the incident proves to be 'made up,' help is needed anyway.
- Remember, you are not 'the investigator.' There are people specially trained for that task. Your love, care, and acceptance of the camper is of primary importance.

GUIDELINE ON REPORTING SEXUAL ABUSE

For Pilgrim Lodge and Outdoor Ministries Programs
Maine Conference, United Church of Christ (UCC)

When a camper discloses an incident of sexual abuse to an adult at Pilgrim Lodge or elsewhere for an outdoor ministries program, that adult becomes the camper's advocate and is responsible for reporting the disclosure. The initial report may not need to include the identity of the camper, but chances are her/his identity will need to be shared with the camp Dean and/or Director of Outdoor Ministries/Director of Pilgrim Lodge (Director).

Reporting disclosed and/or suspected sexual abuse:

- If the person to whom a camper discloses sexual abuse is a counselor, the person to whom the counselor should report the disclosure is the camp Dean; unless the camp Dean is the alleged perpetrator, in which case the counselor should report to the Director.
- If the person to whom a camper discloses sexual abuse is a staff person, the person to whom the staff person should report is the Director; unless the Director is the alleged perpetrator, in which case the staff person should report to the camp Dean.
- Since the Director is the person with overall responsibility for Pilgrim Lodge and the outdoor ministries program of the Maine Conference, UCC, the camp Dean will inform the Director of a disclosure reported to her/him, unless the Director is the perpetrator, then the Dean will inform a conference minister.
- Since the camp Dean is the responsible for the outdoor ministries program occurring at the time, the Director will inform the camp Dean of a disclosure reported to her/him, while protecting the privacy of the camper who made the disclosure.
- As the responsible staff Persons the Director will make necessary reports of suspected sexual abuse to the Department of Human Services. Hotline: 1-800-452-1999.
- If the alleged sexual abuse has occurred/is occurring at Pilgrim Lodge or elsewhere during an outdoor ministries program, the Director will inform a Conference Minister of Maine Conference, UCC, while protecting the privacy of the camper who has made the disclosure. If the Director is the alleged perpetrator, the camp Dean informs the Maine Conference.
- If a counselor or staff person has reason to suspect sexual abuse of camper, that person should report that suspicion according to the above guidelines.

The above Protocol does not preclude a counselor or staff person reporting disclosed and/or suspected sexual abuse of a camper directly to the Department of Health & Human Services of the State of Maine. The 24-hour hotline telephone number for DHHS is: 1-800-452-1999.

Listed below is the Maine Conference Policy on Sexual Harassment. At Pilgrim Lodge we abide by this policy. Concerning counselors, deans and other volunteers at Pilgrim Lodge: any reference in the policy to ‘personnel’ or ‘employee’s’ will also apply to all volunteers involved in the Pilgrim Lodge program.

Maine Conference United Church of Christ Sexual Harassment Policy

This policy has been created to stress the Maine Conference, United Church of Christ’s strong opposition to sexual harassment and to identify the complaint procedures available to those harassed, as well as the disciplinary penalties that could be imposed for harassing conduct or behavior.

The policy of the Maine Conference, United Church of Christ is that all personnel will work in an environment free from sexual harassment. As such, all members of the Conference are expected to treat each other with the dignity and love that is the foundation of our religious beliefs. Collectively, we will strive to create an environment where sexual harassment has no place. Sexual harassment by an employee of the Maine Conference, United church of Christ, will not be tolerated. The Maine Conference, United Church of Christ will actively investigate any complaint of sexual harassment and take appropriate disciplinary action as necessary which may include discharge or suspension of the offending employee.

All supervisory staff, as a job requirement, will be responsible for preventing and eliminating sexual harassment in their respective departments or work areas.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or
3. Such conduct has the purpose and effect of unreasonably interfering with an individual’s work performance or creating an intimidating, hostile or offensive working environment.

The following are examples of sexual harassment:

Verbal: Sexual slurs and innuendo, suggestive comments, vulgar language, insults, threats, jokes about gender-specific traits, or sexual propositions, telling off-color, ethnic or racial jokes. Generalities that lump one group together and denigrate them, calling a co-worker “honey”, “dear”, “sweetheart” or some similar expression such as “Nice legs!”, “You look hot in that outfit!”. Remarks like these can make individuals feel uncomfortable or worse. Even if the person who received the “compliment” is not disturbed by it, others may be. The effect is the primary issue rather than the intent. Even if you have used the term for years, you should be aware that these expressions are inappropriate.

Non-verbal: Making suggestive or insulting noises, leering, whistling, or making obscene gestures, pin-ups, particularly those of scantily-clad individuals; sexual advances and innuendos, crude language, obscene posters, notes or graffiti, and harassment in work assignments.

Physical: Touching, pinching, brushing the body, coercing sexual intercourse, or assault. Squeezing a worker’s shoulder or putting a hand around his or her waist. Puckering one’s lips suggestively or

making obscene signs with one's fingers or hands. A friendly "pat on the posterior."

Guidelines:

Responsibility: Everyone in the Conference has a responsibility to make sure the workplace is free from all forms of harassment. Any person who believes that he or she is being sexually harassed or observes any form of sexual harassment by anyone on any of the Maine Conference, United Church of Christ premises or by an employee of the Maine Conference, United Church of Christ should promptly take the following steps:

If you are Harassed:

Consider using an informal method of resolution if the behavior was minor. Only use this method if you feel it will permanently stop the offensive behavior without reprisal, you feel comfortable talking to the offending person about their behavior, and you feel the offender should be given a chance to change.

Whenever possible, you should politely, but firmly confront whoever is doing the harassing. State how you feel about his or her actions and request that they cease harassing you immediately.

Consider formal channels if the incident or behavior is serious, absolutely unacceptable, or repeated (especially after telling the offender to stop). If you do not feel comfortable confronting the harassing individual, you should contact your supervisor, the Business Manager, or either Conference Minister.

Your complaint will be handled with diligence and sensitivity and will be kept confidential to the greatest extent possible. You will be kept informed of the progress of the investigation.

If you are not satisfied with the progress of the investigation or the outcome, you may appeal to the Personnel Committee for resolution. Final appeal beyond the Personnel Committee can be made to the Coordinating Council after the Personnel Committee review.

If you are a Friend or Co-Worker:

If a friend or co-workers approaches you who feels he or she was discriminated against or sexually harassed, or you observe someone harassing someone else, take action.

Encourage the harassed person to approach the offending person directly or use other informal resolution methods:

- Offer to accompany the harassed person to the offending person, his or her supervisor, the Business Manager, or a Conference Minister to file a formal complaint.
- Take responsibility to see that discrimination and sexual harassment are stopped and there is no reprisal.

If you are the Harasser:

If you feel you may have sexually harassed someone, or have been accused of harassing someone, listen to what the other person tells you. Examine your behavior. Put yourself in their shoes. If you have behavior patterns that may be offensive, even if you don't think the behavior is offensive, **stop the behavior immediately!**

- Apologize. Ask another person or supervisor for advice and to accompany you to speak to the harassed person, or intervene on your behalf.

- Avoid any appearance of reprisal whether direct or indirect.
- Seek help from someone who can assist you in getting on track (Conference Ministers, Business Manager, or Personnel Committee Member).
- Take responsibility to see that discrimination and sexual harassment stop and that you take no reprisal against the complainant.

If you feel you have been wrongly accused, talk to your supervisor, the Business Manager, or either Conference Minister. If the harassed person has approached you directly and both you and the harassed person feel comfortable working with each other, try talking to the harassed person to resolve the issue in a non-threatening manner. If the harassed person has not approached you directly, or tells you that they are not comfortable talking to you, Maine Law required you **BACK OFF** and not bother the harassed person.

If you feel you were unfairly disciplined under the policy by a supervisor, you can appeal to the Business Manager. If you were disciplined by the Business Manager or are not satisfied by the Business Manager's review of your case, you may appeal to the Personnel Committee. Final appeal beyond the Personnel Committee can be made to the Coordinating Council after the Personnel Committee review.

THE DEVELOPMENT OF THE SMALL GROUP

A unique aspect of small-group camping involves the opportunity for 10 or 12 persons to live together in a family group and establish a productive, group relationship. This team building process begins the moment the Counselors and campers meet and continues throughout the week until the last camper leaves.

Both Counselors and campers arrive at camp as individuals. People have individual personalities, role identities, and values. They are at camp for a variety of reasons (e.g. to give service as a Counselor, to become closer to God, to have fun, to be outdoors, to meet new friends). Each person is thrust into an almost entirely new situation and asked to assume the role of "camper."

The camper role has some similarities to the role each individual may play in the family:

..Usually there is a "mother" and/or "father".
..and their "children."

..They live together as a family.

..They carry out the basic functions of living together.

The camper has some differences from the role each individual may play in the family:

..Family members are unrelated.

..The family is living in a new - outdoors.

..There is a simplified lifestyle.

..There are 12 members in the family.**STAGES OF GROUP DEVELOPMENT**

Persons assuming the roles of "campers and counselors" will have to work hard at developing the productive group relationship discussed above. There are a number of predictable stages in development through which each small group must progress before it becomes a group of cooperating, caring, and sharing persons.

The development of groups has been the subject of research by renowned sociologists for years; it is an extremely complicated subject. The simplified explanation which follows may benefit counselors in understanding the stages they may look for in the growth of their small group.

STAGE I - GETTING ACQUAINTED

At first, most group members will be strangers to each other. (There may be some campers who know each other from a previous camping experience or in another setting.)

Everyone must go through the get-acquainted process. At this stage there is a minimum of real group activity. Instead each person is acting individually and not as a group member.

- + Individuals are likely to be considering the following:
- + Who is here?
- + What are they like?
- + Can I be a member of the group?
- + How shall I act?
- + Can I trust the others enough to share my thoughts and feelings?
- + If I do, will I be accepted?

All these questions are involved in the campers' decision about the roles they will assume in the camping situation.

The opening day or two of camp can sometimes be awkward as campers get acquainted and begin to assume the roles of "group members." Early in the camping experience, the counselor should make clear the goal towards which they are to progress. i.e. The total group working together and cooperating as a unit. To facilitate this, counselors should plan group activities that help campers get acquainted and draw them together into a productive group.

STAGE II - GROUP LEADERSHIP

At this stage, leadership emerges within the group. Campers are still considering themselves as individuals more than as group members. Questions they may consider are:

- + Who's in charge here?
- + How can I make my opinions heard?
- + What competition do I have?
- + What jobs and responsibilities do I have to assume here?
- + How can I influence group decisions?

The influence of emerging group leaders can be positive or negative depending on various factors such as campers' previous experiences in groups, the counselors involved, and how much competition there is within the group. Positive group leaders will do their own share of tasks, encourage others to participate, help to organize the group, be a mediator, etc.

Negative influence would be exhibited by attention getting devices or leading others in a prank or undesirable behavior.

Where more than one leader begins to emerge there are bound to be conflicts. This is a natural part of group development. If we use conflict creatively, it can be a positive factor in the growth of the group.

STAGE III - CARING

Upon completion of the previous two stages the group now tends to pull together and begins to work together. Campers individually are questioning:

- + Can I show that I really do care for other members in my group?
- + How can I show that I care?
- + Will they accept my caring?
- + How can I care for all members of my group?

- + Will the group accept me if I don't really care for someone else in my group?

All of the above stages overlap to some extent, and one stage may be more prevalent than the others within a particular small group.

Counselors may find their group never progresses beyond the first or second stage, or there may be instances when the group reverts to a previous stage. This often occurs when there is disruption in small group activity, or a campers start thinking about the camping experience coming to an end.

What is the profile of a family group which has developed a productive group relationship? It is a group in which all members are:

- responsive to other's needs and strengths; responsive to the goals of the group
- willing to share openly their feelings, emotions, reactions in a group situation
- working toward communication in the group
- willing to compromise so that group decisions will be made in the best interest of the group
- working toward reconciliation when conflict occurs in the group
- seeking opinions of all members in group decisions
- attempting to establish common goals and progress toward those goals
- seeking God's presence in their lives

COMMUNITY BUILDING

WHAT IS COMMUNITY BUILDING

- Activities planned to help members of new or on going groups get to know each other (or get to know each other better)
- Activities to develop a compatible climate and readiness for interaction in the group
- Activities that help participants relate their life outside the camp to the camp
- An intentional way to do what most hosts do naturally--help people feel comfortable with one another, glad to be there,, and ready to be open and participate fully

WHO NEEDS IT?

Every group of people camp together, no matter how formal or informal, needs to establish community...

LARGE GROUPS need a considerable amount of time spent on community building. For a camp of more than four sessions or time blocks, plan to devote the first session (one to three hours) to community building, worship, agenda sharing and housekeeping details.

SMALL GROUPS or those with few participants, need less time spent on community building. Sharing some personal information or responding to a question which contributes information related to the purpose of the camp is helpful. Allow 3-5 minutes per person in a group of 12-15 persons.

HOW DO YOU GO ABOUT BUILDING COMMUNITY?

Share something fun, exciting, nostalgic, humorous or challenging out of the past:

- An early memory of the ...
- My earliest memory of the church is...
- The person I admired most when I was twelve years old was...
- The best (birthday, Christmas, holiday) I remember from my childhood was...
- The thing I remember seeing my (mother, father) do the most when I was a child was...
- What I do the most is ... (In the total group, share how my life is the same as, or different from [my mother's/my father's] life)
- The three or four people who have influenced my life the most are...

Share some personal information of one's own world:

- A person who is very important in my life is...
- The person who is influencing me now is...
- A song that best describes how I am is...
- Some good news in my life now is...
- My favorite hour of the day is...
- The T.V. character I most identify with today is...

Share a present concern, relationship or idea:

- A concern I bring to this camp is...
- The most satisfying activity I am involved in is...
- A concern I have for our (church, church school, women's organization, youth group) is...
- The best thing that has happened in our (church, church school, etc.) this year is...
- In our (church, town, women's organization, family) we need help with ...
- I feel my church is like... ; I would like my church to be like...

Share a hope or expectation for this camp:

- Something I hope will happen at this camp is...
- Some concerns I bring to this meeting are...
- Before we leave today I want to...

Provide supplies (poster board or construction paper, magazines, yarn, paint, glue, crayons, colored pens, scissors and tape) for making collages or name tags that describe the artist.

Provide each person with paper and crayons. Ask them to draw a picture or a symbol for their church, family, group or self. Share the drawings in two's or three's. In the total group respond to "the way we see ourselves today is ...

WHAT ARE SOME HELPFUL HINTS?

- Don't apologize for community building; it is natural and necessary
- Your attitude will model the style of the camp
- Model an informal, open style by your own example if you begin the sharing
- Make questions brief and simple; never give more than two directions at once
- In a large group, help to begin the sharing
- Allow persons to share when ever they are most comfortable doing so; often in a small group simply taking turns around the room is easiest and quite natural
- Divide large groups into small groups for discussing questions and allow for total group sharing between questions
- In large groups, or when there is need to develop smaller groups, begin by asking persons to share in two's or three's; then move into groups of four or six, and then eight or twelve. Each round of questions will take longer because basic introductions need to be made as groups form, and each person needs time to talk. Allow sufficient time for each person, but not enough for people to stray to other topics or to get up and wander off.
- Name tags are a helpful part of community building
- Collages, items taken from purses or wallets, colors, music, hobbies, symbols, animals, pets, games, holidays, childhood pursuits, childhood heroes, T.V., school experiences, church experiences are helpful and comfortable topics to stimulate sharing
- Sharing something personal out of one's own world is a good place to begin
- Sharing something fun, exciting, humorous or challenging out of one's past is pleasant and non-threatening
- Sharing a hope or expectation for the camp gets people on board
- Sharing a present concern, relationship or idea helps people talk about things that might later get in the way

WHO SHOULD PLAN COMMUNITY BUILDING?

- When community building is an established procedure, all members can take turns in planning and leading community building. These assignments need to be made prior to the camp.
- When community building is not a regular part of the routine, persons establishing the agenda and planning the camp should assign responsibility for community building or plan it as part of planning the agenda.

WHY INSIST ON IT?

Community building

- makes people comfortable and relaxes tensions
- allows persons to share personal concerns and ideas early in the camp rather than later when they disrupt the agenda
- helps a shy or uncomfortable person hear her or his own voice early in the camp in a non-threatening way
- allows each person to participate by sharing information about themselves
- allows people to be included in a total group
- can build small groups or working units
- establishes a comfortable level of conversation with the group
- helps people open up for information to be shared later
- allows persons to share assumptions about the camp
- sets a tone for the camp
- sets a context for the content of the agenda
- helps get people into the purpose of the camp
- allows the leader to take charge of the camp in an informal, but definite manner
- is an investment in the success of the camp

AM I A GOOD GROUP MEMBER

Whenever a number of individuals get together and begin talking, eating and living together, they develop what sometimes is called "group dynamics." They become a group that has a wide variety of interactions and common experiences, that is, they become a group that has life or "dynamics." When you join a group of adult workers with youth for the purpose of studying, planning programs, or for fun and fellowship, you become a vital part of that group. The kind of group you have and the kind of "dynamics" that take place will depend upon you and the other adult workers.

All of us have had many experiences with groups; small ones like the family, and large ones like the church or school. What many of us do not realize is that groups have stages of growth, groups mature much the way individuals do. It takes a considerable amount of time, testing, sharing, working, and living together for a group to mature. At first you will feel somewhat strange, and even a little suspicious of your new group. It will take time for everyone to forget what he has done in the past and begin to deal with the present. Some say that the first few moments of group life is spent in establishing "the pecking order" much as chickens do.

After you have shared many experiences together and come to know many in your new group, people will begin to accept you for what you are and you can contribute to the group. They will become concerned about your needs as well as theirs. You will feel freer to express your opinions and more ready to accept those of others. All will be concerned not only with the task that the group has before it, but also with the well-being and feelings of every member of the group. But this takes time and conscious effort.

Here are some specifics of how you can judge your participation in a group and some ways of helping the group fulfill its task.

HOW CAN I JUDGE MYSELF AS A GROUP MEMBER?

1. Do I ask questions until I have the information which will help me to be a more intelligent member of the group?
2. Do I try to clarify or interpret the contributions of others until all seem to understand?
3. Do I propose new ideas, activities, procedures?
4. Do I make constructive suggestions and evaluations when needed?
5. Do I help release the tensions of the group and help create better fellowship between members.
6. Do I understand the goals and help the group to keep on the track?
7. Do I encourage other members to contribute and give them a chance to contribute or ask the group to do so?
8. Do I help the group to reach decisions by seeking consensus on a point on which all can agree?
9. Do I accept the contributions of others even when I strongly disagree with what they say?
10. Do I show concern for the feelings of others and their relation to the group even if this might "slow down" the work of the group?

SOME ROLES I CAN TAKE AS A GROUP MEMBER

1. Initiator: I can suggest new ideas, raise questions, set goals.
2. Information and Opinion Seeker: I can ask and encourage others to share their knowledge and opinions.
3. Information and Opinion Giver: I can share facts, knowledge, and opinions that I may have.
4. Encourager: I can encourage and stimulate others to participate and share and support their efforts.
5. Facilitator: I can help the group improve communications by testing, understanding, requesting restatements, and by clarifying meaning; by checking to see if others are being understood.
6. Evaluator: I can question the "practicality" or "logic" of ideas -- but not too quickly or to the embarrassment of others.
7. Orientor: I can summarize, clarify and help the group find a sense of direction. I can help the group get back on the track.
8. Consensus Seeker: I can seek consensus to test whether a group is in agreement. I can be sensitive to whether everyone has felt free or had a chance to express his opinion.

Why all this concern about your role as a member of the group? There is enough evidence now to show us that the role you play, along with the other members of your group, is the key to a successful group. Within the Christian Church, a successful group is one that can become a redemptive fellowship. Through our common living, working, sharing, and worshiping together in a way that lets everyone of us know of their acceptance, that they are wanted, and needed, God's Holy Spirit can truly work wonders among us.

-The Methodist Church

SELF-EVALUATION

This is a suggested tool for counselors to use each day as a way of evaluating the day's activities.

1. How have I been open to the variety of opportunities for teaching/learning to take place?
2. What did I do to enable campers to take advantage of learning experiences?
3. When did I miss an opportunity for teaching? Will I be ready tomorrow?
4. How is the group I am counseling developing into a community of faith?
5. Has the Bible been a central resource in our life together?
6. Has prayer been a part of the camp experience?
7. Have I thought about each individual camper today and do I know how each one feels about camp?
8. Am I aware of special needs (including illness) of any of the campers?
9. Am I aware of family relationships with campers? Have they received letters and have they written them?
10. Have I helped the group enter into the process of planning for our time together?
11. How have I modeled Christian Stewardship in use of resources?
12. How have I worked with co-counselor(s)? Other staff?
13. Have I been active in my own prayer life in lifting up to God my feelings and the needs of the campers?

THE CAMP COUNSELOR THINKS ABOUT THIS JOB

In a good camp, the cabin is the home base. The counselor in charge of the cabin is the heart of the camp. The counselor can set the tone for their cabin from the beginning, but she/he must be very clear about what they are trying to do. This is what a counselor should think as they begin life together with their campers:

1. Here we are, seven people who are strangers one to another. The sooner we become a group, the sooner we can have some real fun.
2. We are all different, but as long as we live together we are going to respect one another's differences. Some are short, some tall. Each one has some fears. Some are afraid of swimming; others of the dark. Some will be homesick; others may wet the bed or have trouble with eating. We are not going to make fun of anyone's fears or differences.
3. Some of us will be well-liked; others not-so-well-liked. This is perfectly natural, and it does not mean that the more popular one person is that they are better individuals.
4. Interests will vary. Some will want to go hiking and others will want to make crafts. We are going to satisfy as many interests as possible within this week. If we can never agree on any one thing, it will be difficult to do anything.
5. Our cabin is part of the total camp. The camp has certain rules over which I have no control. We want to try to help one another to live within those rules.

Some of the typical problems that leaders in camp have to cope with are based on fear. Fears are as real as any physical handicap. Ignoring a fear, like ignoring a broken leg, does not help to overcome. It is as necessary to accept fears realistically and without condemnation as a broken leg. Acceptance of weaknesses is possible only if the group atmosphere has been created in which such expressions are possible.

We often regress to earlier stages of behavior in strange or unaccustomed situation. Particularly when we are under stress. Bed-wetting may be one result. The problem is difficult to accept by counselors, but they would do better to leave it alone. Where it is due to emotional causes, the counselor's job is to help the youngster in his camp activities to become more secure. When due to physical causes, it is up to the physician to care for it.

Homesickness is a normal camp problem. It is not necessary to divert camper's attention that they have a home. It is quite all right to help them express their homesickness and to accept such behavior as normal.

Eating difficulties usually denote emotional difficulties. Food habits are also determined by the family, and it is not possible to change these in a week of camp.

Frequently, counselors find themselves disturbed by the formation of cliques. Youngsters who form cliques indicate by their behavior that they are not yet ready to share with the larger group. Once the leader understands that he/she is dealing with a pattern of insecure behavior, he will try to give more warmth, more security, because these children apparently need it.

To give more attention to one child than to another is not in itself unfair. It is called unfair, and rightly so, if the attention is given because the counselor has taken a fancy to a youngster, rather than because the child needs it.

-Taken from "So You Want To Help People" - by Rudolph M. Wittenberg

CABIN SHARING TIME

Cabin sharing time can be an important time for you and the young people with whom you'll be living during your week. It comes just before the night's rest and can be a time for "centering down" on some of the real issues young people bring to camp. You, as counselor, can help your campers focus on their concerns and celebrations. Here are some ideas:

Sharing Time or Cabin Devotions

Although the sharing or devotional time is informal, I have discovered that it helps to have some starting suggestions. On this first night "cabin fever" may start. It can be disguised as homesickness or the hidden fear of being in a strange or new setting. The new campers, especially, can get really hyper.

Step 1: What have you liked about the day? Ask everyone to be ready with one word and go around the cabin, sharing that one word. (If they don't have a word, they can say "pass").

Step 2: Ask them to share one sentence about any concern or uneasiness they may feel. Give them time to think. Then take turns going around--more slowly this time--sharing a sentence: "I'm concerned about..."

Step 3: Ask them to share a special care they still carry over from home. (it's okay to pass on this one, too.)

Step 4: Share a story of yours about a good or meaningful camp experience. Ask if anyone has a story. It should be about a positive and meaningful experience. Stay away from "Ain't it awful?" stories or uproar stories.

Step 5: Invite short sentence prayers. For example, "I'm thankful for..." Encourage all to participate.

Evening Devotions or Sharing Time

Have the campers talk about something they do at home or something they take care of. What do they want to get out of camp? Close with sentence prayers of thanksgiving. "I'm thankful for..."

Refocus on Caring

How has caring happened in our community? Ask each person to share an experience of being a caretaker or receiving care this week. Think and talk about how listening, caretaking, and centering would help in bringing peace into people's lives and into the lives of families and the world. Recall the story of Jesus washing the feet of the disciples.

SUGGESTIONS OF THINGS TO BRING TO CAMP

Personal Supplies

Bedding--sheets, blanket or sleeping bag, pillow(s)
Towels--beach and for everyday use
Clothing for warm/cold weather; raingear; swimwear
Flashlight(s)
Bathroom Items--soap, toothbrush & paste, etc.
Alarm clock for your own personal wake-up

Supplies for Cabin Use and Family Times

Bible

Pencils, pens, crayons or magic markers, paper supplies - poster board or large paper
Scotch and masking tape, pair of scissors, stapler, tacks
Items to personalize your cabin - posters of little sayings/animals, stickers, things for the theme
idea of the week, stuffed animal(s), etc.
Game Materials - kid's card games, group game ideas/materials
Rainy Day items - above things, jig-saw puzzles
Extra stationery for writing letters home
Story books, extra theme material
Knowledge of songs, games for group participation
Old blanket or rug to put down for family time

SUGGESTIONS FOR INTEREST GROUPS

(Exploration Group)

Counselors will be asked to offer and lead several "interest groups" in the course of their week at camp. Interest groups are small group activities outside of the cabin and family groups and are chosen by the camper according to her/his interest. The goal of these groups is fun, learning, and community building. The time frame is generally 1-1/2 hours. Any supplies that you put-chase can be reimbursed. Following are some suggestions for interest groups, but the possibilities are endless. Use your imagination!

Tried and True - tested for many years by Dotty Kay Stillman

Resonator bells	Lemmi Sticks
Demonstration of CPR	Choral reading
Relay games	Poetry writing
Juggling	Directed Meditation
Nature hikes	Un-nature hikes
Bread making	Cookie baking
Modeling dough making	Soft pretzel making
Photography	Cake decorating
New games	Field games – soccer, capture the flag, Frisbee golf, kick ball

CRAFT - TYPE ACTIVITIES

Counted cross-stitch
 Potato paints - Autograph books, notebooks
 Thumb-print art - same as above
 Big warm fuzzies - pom-poms
 Balloon animal
 Balloon rocket
 Paper airplane
 Model parachute
 Decpage - plaques
 Bean (rice) bags
 Gimp projects
 Felt banners
 Copper tooling
 Seed mosaics
 Crewel embroidery - pictures,
 Yarn embroidery on styrofoam meat plates
 Sand art - colored sand layered in small jars
 Mask making - paper bags, paper plates, etc
 GOD's eyes - plain or three dimensional
 Stenciling - notepaper, bookmark
 Put-ons (mini felt banners, for pinning on clothing)
 Needle work / plastic canvas - Bookmarks, Boxes, Crosses Bags, Bookmarks
 Votive candle holders - tissue paper art on baby food jars
 Plant pot - tin can covered with floral ribbon woven with yarn
 Macaroni plaques, box covers, clay beads, nature mobiles
 Banners, burlap wall hanging - open work and tying
 Sun blue printing - autograph book cover, greeting cards
 Suncatchers - made with furnace filters and dried flowers
 Terrariums - made with two parts of a two liter soda bottle
 Popsycle art - boxes, picture frames, planters
 Rock art - painting a smooth rock
 Message rocks - gluing alphabet noodles on smooth rocks
 Slogan rocks - similar to above
 Pukka bead necklaces, bracelets - paper-punched styrofoam bits
 Wooden sailboats
 Sand candle making
 Dipped candle making
 Scrap art
 Plaster of paris sculpture
 Friendship bracelets, pins
 Macrame bracelets, chains
 Nail wind chimes
 Kite making
 Origami - paper folding
 Pin wheels
 Paper bag puppets
 Face painting
 Square dancing
 Musical band
 Plaster casting and painting
 Melted-crayon wall hangings
 Nature table centerpiece
 Burnt-match crosses

SAMPLE JUNIOR SCHEDULE

7:15 a.m.	Wake-Up Bell - Good Morning
7:45 a.m.	Jumpers to Dining Room
8:00 a.m.	Breakfast / Clean-up
9:15 a.m.	Chapel / Morning Watch Time
10:00 a.m.	Family Time
11:00 a.m.	Free Swim/Crafts/Staff Meeting
12:00 noon	Jumpers to Dining Room
12:15 p.m.	Dinner - Store open for non-food items
1:30 p.m.	Bunk Time
2:30 p.m.	Exploration Groups
3:45 p.m.	Store Open for Ice Cream
4:00 p.m.	Free Time
4:30 p.m.	Free Swim
5:30 p.m.	Jumpers to Dining Room
5:45 p.m.	Supper
7:00 p.m.	All-Camp Evening Program
9:00 p.m.	Everyone to Cabins
9:30 p.m.	Lights Out Nighty - Night!

SAMPLE MIDDLE SCHEDULE

7:00 a.m.	Rise and Shine
7:45 a.m.	Jumpers
8:00 a.m.	Breakfast
8:45 a.m.	Cabin Clean-Up
9:00 a.m.	Chapel/Quiet Time
9:30 a.m.	Quiet Time/Family Time
10:45 a.m.	Swimming/Crafts (Staff Meeting)
11:45 a.m.	Jumpers
12:00 Noon	Lunch
12:45 p.m.	Store
1:00 p.m.	Quiet Hour
2:00 p.m.	All Camp Activity/Challenge Course (Family)
3:00 p.m.	Ice Cream Break
3:30 p.m.	Exploration Groups
4:30 p.m.	Swimming/Games
5:40 p.m.	New Jumpers to Dinning Room
6:00 p.m.	Supper
7:00 p.m.	Store
7:30 p.m.	Evening Program
8:30 p.m.	Snack
8:40 p.m.	Vespers
9:00 p.m.	Boardwalk Time
10:00 p.m.	Lights out

COMMUNITY BUILDING EXERCISES

GETTING TO KNOW YOU

Divide group into pairs and give them 4 - 5 minutes to get to know each other with the instruction that they will be introducing each other to the rest of the group. (may want to let them know when the time is half up so that each gets a fair turn.) Sit in a circle with the pairs together and go around the circle introducing each other to the whole group.

Instruct each pair to sit on the floor back to back with their partners, with paper and pencil and something hard (like a book) to write on and number their papers from 1- to 20 down the left hand side.

Ask the following 10 "observing" questions and the following 10 "what I think, you may be like" questions: (yes or no answers).

1. What color are you partner's eyes?
2. What color is your partner's hair?
3. Does he or she have a dimple when they smile?
4. Is your partner wearing a watch?
5. Is your partner wearing glasses?
6. Is your partner wearing earrings?
7. What is the main color of your partner's shirt?
8. Is your partner wearing sneakers, shoes, sandals or barefoot?
9. Is your partner wearing jeans or shorts?
10. Are their shirt sleeves long or short... or sleeveless?

-
11. Your partner born in the State of ____?
 12. Does your partner play a musical instrument?
 13. Does your partner like to roller skate?
 14. Does your partner like to jog?
 15. Does your partner have a pet?
 16. Does your partner like to read in bed?
 17. Does/did your partner play on a sport team at school?
 18. Is your partner active in his or her local church?
 19. Does your partner watch the news on television?
 20. What are other special interests of your partner not mentioned above?

Let the partners look at each other and re-read the questions slowly so that they can compare answers.

Getting Acquainted Circle

Arrange chairs to make an inside and an outside circle facing each other so that each person is opposite another. Instructions are for each pair to discuss between themselves the topics as they are given. Allow several minutes for discussion, and then have the inside circle move left one seat, so each has a new partner. Announce the next topic. Continue until each person has completed the circle or used up the time available.

Suggested topics:

1. My name, church, and location
2. What position (or interest) do you have in your church?
3. What are your good memories of camping experience?
4. What do you want to have happen for our campers?
5. What will the camping experience do for you?
6. Talk about your occupation/activities.
7. A concern I bring to our planning meetings is
8. How is your life different from that of your parents at your age?
9. A person who has influenced my life is
10. What do you hope to accomplish in your life during the next year?

TOPICS MAY BE ADDED TO OR VARIED TO FIT THE GROUP

Ask each person to write on a piece of paper a talent or a special occurrence in his or her life. The leader reads each one and the others guess who it might be. (This can bring out some interesting revelations!)

Ask each person to think about the following: "People who have influenced me in my life are _____." They can be named aloud as they are thought of. Then if anyone wants to share who and why, they may.

Group Cooperation

Have the group respond to the following question:

"What can each of us do to make each other feel comfortable and free to respond in discussion?"

Story Building

Place campers in a circle. Have one student begin a story. The story develops as each camper repeats the story and adds to it. This activity encourages creativity and is dependent upon listening for a unified story line. The leader may wish to have the student who began the story relate the whole story from beginning to end.

Role - Playing Cards

Create Role-Playing Cards using roles listed below. If there are more than eight in the group you may want to add more roles or let some observe their peers and guess specific roles that are performed. Distribute the Role-Playing Cards to the students at random; give that group a topic to discuss; and tell the students to discuss the subject from the point of view and in the manner of the role suggested on the cards.

- | | |
|-------------------|---------------------------|
| 1 - Diplomat | 5 - Hostile aggressor |
| 2 - Yes-man | 6 - Dominator/monopolizer |
| 3 - Silent member | 7 - Humanitarian |
| 4 - Clown | 8 - Logical reasoner |

Discuss the activity following the role playing. Have the group point out advantages and disadvantages when camp discussion groups are made up of campers with a variety of these traits or with just one of these traits.

Contributions

Select a topic for discussion each person must contribute at least once and at random. No one can participate twice until all have participated once.

One other thing. Don't forget to pray.

Good luck, have faith, stay open, ask questions, and be more like a counselor than a camper.

