Thank you for helping us make a difference in the lives of children living with heart disease!
# Table of Contents

Welcome to the Family!  
A History of Camp  
Mission & Goals  
Expectations  
Staff Evaluation Guidelines  
Job Descriptions  
Working With Our Kids  
The Cabin Group  
Cabin Discussions  
The Camper  
Medical Orientation  
Our Campers and Heart Disease  
ADHD and Camp  
Abuse Issues  
Homesickness  
Staff Wellness  
Working With Your Co-Counselor  
Policies and Procedures  
The Basics  
Policy Against Harassment  
Internet Communication/Blogging  
A Day At Camp  
Week-At-A-Glance  
Daily Schedule  
Dining Procedures  
Recycling, Composting, and CPC  
Activities at Camp del Corazon  
Staff Meeting and Patrol  
Getting to Camp  
What to Bring to Camp  
Directions to the Boat  
At the Dock  
The First Day
Welcome to the Family!

Camp del Corazon provides its campers with a powerful opportunity to grow and to heal socially, physically, mentally, and emotionally. The success of each child’s experience depends upon your maturity, leadership, attitude, participation, and enthusiasm. Through our application process we have found that you possess the characteristics of a competent staff member.

These characteristics include patience, a positive attitude, a genuine love of children, mature judgment and actions, the understanding that as a leader the campers needs come before your own, the ability to work well in a team, and many others.

The job you have volunteered to do is fun, exhausting, and rewarding all at once. During your five days on the island you will give up a great deal of privacy and face many new challenges. We are confident that you are up for this challenge, and that you will be able to utilize the skills gained from your personal experiences, the knowledge in this manual, and your training at staff day in order to facilitate a safe environment for the campers to explore, heal, and grow!

It is an honor to welcome you to our 2016 team!

Camp Love,
Penny Lane
A History of Camp

A medically supervised, free of charge, residential summer camp for children living with heart disease.

Camp del Corazon (Camp from the Heart) was inspired by a patient of Dr. Kevin Shannon. Even though the young boy had undergone an operation that dramatically improved the function of his heart, he was still suffering from emotional pain. He was back in school, back in little league baseball, even trying in-line skating for the first time, but he was so embarrassed by his scars that he wouldn't remove his shirt to be examined by the doctor.

Dr. Shannon felt that if his patient could spend time with other kids who'd had heart surgery, he'd be less self-conscious. He located a camp in Louisiana for kids with heart disease, but the young man's mother just couldn't bear to send him so far away. When Dr. Shannon discussed the situation with Lisa Knight, R.N., her solution was simple: “We can do that.”

...and so they did.

They set about fund-raising to ensure that the medically-supervised summer camp would be free for children ages 7-17 who are living with heart disease. When Camp del Corazon began in 1995, 49 campers spent three days on beautiful Catalina Island off the coast of Southern California. Over the years, the camp has grown to three five-day sessions with close to 400 campers. Camp del Corazon is staffed completely by volunteer counselors, nurses, and physicians who give their hearts to help these special kids.
Mission & Goals

*Camp del Corazon is a non-profit organization dedicated to providing a free-of-charge residential summer camp experience for children living with heart disease.*

*It is our mission to make a difference in the lives of children living with heart disease. We work so that every camper will leave camp with a greater sense of self.*

**Goal 1: To provide opportunities that allow participants to develop positive self-esteem.**
- The ability to identify personal qualities and skills that they can do well.
- Feelings of being supported and valued.

Outcome Objectives: Campers will...
- Receive praise by staff members.
- Achieve set goals and improve skills in activities by the end of camp (climbing wall, archery, etc.)
- Participate in campfire skits

**Goal 2: To provide a medically safe environment where participants can experience independence**
- The ability to experience new challenges.
- Completing what is, in many cases, their first extended visit ever away from family

Outcome Objectives: Campers will...
- Make their own decisions about what to wear and eat
- Unpack and set up their bunk by themselves on the first day
- Challenge themselves in activity areas
- Collaborate with peers and adults to manage the various tasks of camp life

**Goal 3: Create an environment where participants can develop friendships with others and feel they belong to the group**
- Appreciate diversity in people and their abilities; recognize cultural diversity and accept different degrees of illness/types of conditions
- Live in a collaborative environment with others, share responsibilities and successes

Outcome Objectives: Campers will...
- Create cabin expectations along with their cabin mates by the end of the first day
- Experience at least 3 cabin teambuilding activities by the end of camp
- Know all the names of members of their cabin by the second day of camp
- Participate in Cabin Closings with their entire cabin
- Play together on a sports “cabin team” at least once by the end of camp
- Share in all cabin clean-up activities every day during the camp session
Expectations

We are here to offer support and growth for the children in our care. They need our guidance to be successful. The most important way we provide guidance to campers is through good role modeling of the values that make Catalina Island camps special.

The following is a partial list of expectations for camp staff:

**Be here for the kids.** Get to know campers both as individuals and as part of the group. Put time and energy into your kids so they will have a great experience. Involve them in activities that will help them grow in all facets of their lives. They are the stars.

**Be a positive role model.** Speech, actions, looks, attitude...campers closely watch everything about us. Make sure what they observe is positive. Encourage them to model themselves after you.

**Follow the camp rules.** Camp rules are here for the safety of everyone, and apply to everyone.

**Know where your campers are.** Unless they are being directly supervised by someone else (i.e. another staff person), you should be supervising your campers. Move as a group so children will always be supervised and not left to wander through camp. Make sure campers have buddies, especially during free time.

**Be safe.** Safety is more than being out of physical danger. It includes providing a caring environment where campers' emotional and social well-being is not threatened. This is a priority for all staff.

**Be on time.** When we are late, our campers miss out on camp experiences. Wear a watch, post the camp schedule in the cabin and make sure your group arrives on time so other groups don't have to wait for you.
Staff Evaluation: Evaluating Your Skills

You’ll get feedback regularly from your team leaders, both formally and informally. Use the following checklist every now and then to do some self-evaluation.

- Is your first priority always safety?
- Have you developed a rapport with each of your campers?
- Do you know where your kids are at all times?
- Are you consistent in your dealings with campers, especially in the area of discipline?
- Do you deal with campers as unique individuals?
- Do you try to keep a positive attitude?
- Do you give Tommy Trouble and Quiet Kate as much positive attention as Sweet Susie?
- Do your campers need help in improving table manners, helping with clean up, respecting others? What is your plan for helping them?
- Do you keep a close eye on your group for their health needs - sunburn, bathroom stops, bathing, changing, cuts/scrapes/bruises, eating?
- Do campers relate well? Have you used group building, values activities, and cabin closings to build unity?
- Are you creative and resourceful in coming up with new activities for campers?
- Will each child make something tangible (other than a lanyard) to take home and be proud of?
- Are you a good example? Do you practice what you preach?
- Are you having fun yet? (If you aren’t, the kids won’t.) Can you laugh at yourself?
- Are you taking care of yourself; your health; sleep...?
- Do you participate in all activities? (If you do, campers probably will, too.)
- Are you flexible and on time?
Job Descriptions

Basic Requirements

- High school graduate or equivalent and at least 19 years of age
- Dynamically positive attitude
- Ability to communicate and work in groups and to provide necessary guidance to campers
- Ability to assess camper behavior and apply appropriate behavior management techniques
- Enforce safety regulations, emergency procedures, and assigned program schedules as required
- Encourage and adapt to campers’ needs within the goals of the camp program
- Possess strength and endurance required to maintain consistent supervision of the campers at all times
- Visual and auditory ability to identify and respond to all hazards related to an activity
- Commit to staff training day
- Commit to five consecutive days of residential living with campers on the island

Activity Counselor

- Live in a camper cabin and work with campers of various ages
- Identify and meet campers’ needs and promote group unity
- Conduct daily check of equipment in activity area for safety, cleanliness and good repair
- Set up and clean up activity areas, successful activity operation, and teaching of skills
- Utilize and train cabin counselors to assist in your activity
- Other duties may be assigned as required

Arts and Crafts Team: lead individual and group projects, nature projects, note & thank you cards, etc.
Sports and Games Team: street hockey, court games, volleyball, water games, etc.
Waterfront Team: counselors are responsible for waterfront safety and activities at camp. Counselors must have current lifeguard training and CPR certification prior to the start of camp.

Cabin Counselor

- Identify and meet campers’ needs by living in a cabin and promoting group unity
- Successfully guide campers in all aspects of camp life/activities
- Supervise cabin group rotation throughout the day and be aware of special needs of individual campers
- Monitor the daily health and safety of each camper assigned to you
- Other duties may be assigned as needed
Med Nurse

- Monitor the health and wellness of each camper/cabin as assigned
- Sleep in a cabin with campers if assigned
- Distribute medications to each camper assigned (approximately 1 or 2 cabin groups)
- Observe high risk activity areas as scheduled by nursing coordinator
- Provide first aid and emergency response as needed
- Support all camp activities and programs and assist as needed
- Other duties may be assigned as required
WORKING
WITH
OUR
KIDS
The Cabin Group

The cabin group is the basic group that campers belong to during their time at camp. We assign staff to cabins for living and for supervising campers. We schedule most activities by the cabins. Cabins participate as a group in evening activities and most special events. Cabins eat their meals together.

As you can see, the cabin group is central to how camp operates and how we hope to accomplish our mission and goals. Learning to manage your cabin group, or cabin groups that you instruct, is an essential skill to have in your counseling toolbox.

In the following pages, we will share elements that are vital to a successful cabin group. The co-counselors’ relationships with the cabin group as a unit are one of the defining indicators of success. We will discuss how to establish expectations with your cabin, how to build group unity, how to manage time and motivate action and how to hold cabin discussions. We’ll also discuss some challenges that you might find along the way.

The Cabin Group: Setting Expectations

If your campers know what is expected of them, they are a lot more likely to meet those expectations. What’s the difference between expectations and rules? Not a whole lot. Most kids will talk about making “cabin rules,” not setting “expectations for the group.” Still, we like to focus on phrasing things in a positive way and referring to rules as expectations fits that goal. We’ll use both words in this section to mean the same thing.

Finding the right balance between safety and fun is difficult. It is also one of the keys to success. Campers must know and understand what is expected of them at camp. As a counselor, you are responsible for:

- Communicating general camp rules/expectations to your campers
- Working with your campers to establish cabin rules/expectations

As directors, we expect many things of counselors. We started the counseling section with our expectations. Take another look at them - they may be similar to what you expect of your campers.

11
Here are some guidelines for establishing camper expectations:

**Know what behavior is non-negotiable.** Become familiar with general camp rules and expectations. These need to be discussed with campers as absolutes, not as suggestions open for discussion. For example, one of your cabin expectations could be that bullying is not acceptable.

**Work with your co-counselor to decide how rules and expectations will be established and enforced.** Don’t set yourself up for your campers to play mommy and daddy with you. Make sure you each agree to enforce the same standards. For activity specialists, it is crucial that you make extra effort to communicate with the cabin counselor throughout a session because you are the counselor the campers will try to manipulate when the cabin counselor is off duty.

**Include your campers in expectations and rules where their input is valuable.** Post a list of all the rules in your cabin and refer to it when necessary. Rules that campers help create will be easier for them to follow.

**Establish the expectations with campers during the first 24 hours of camp and stick with them.** The first night of camp is set up for each cabin to be able to have a cabin meeting to discuss expectations. There is time after dinner for team building activities; games and getting to know your campers. There is more detail about this meeting in the Group Discussions section.

**Remember your role in their life.** You are not their friend. Friendship implies a relationship that is mutual on all levels, one where you depend on them as much as they depend on you. Hopefully, it is clear to you that while your campers will rely on you for support, direction, advice and guidance, it is not appropriate for you to rely on them for those same things. Your relationship is more like that of an older sibling or an aunt or uncle. Campers want their counselors to be friendly and fun, but they also want them to be fair and consistent and to not have favorites. They want to know that they will be safe from bullies. Campers want to know that you will be there for them when they need help. If your relationship is based solely on you being their friend, then it is much harder for you to be a guiding adult or a role model. Base your expectations of campers on your role as leader and not as friend.
**The Cabin Group: Building Cabin Identity**

Let’s meet two very different cabin groups...

*Cabin #1:* They walk around camp, dragging their feet, spread out in a long line. The counselors spend most of their time yelling at their kids, hurrying them from one activity to the next. No matter how hard they try, they are always late. No one – not the counselors or the campers – seem very excited about any of the activities. The campers complain a lot and the counselors are getting tired of all the whining. Most meal times end with food all over the table and a huge argument about whose turn it is to clean up. Cabin inspection is even worse. The same two or three campers do all of the work while the others run in and out of the cabin, ignoring requests for help. Four of the campers will interact only with each other, ignoring everyone else in the cabin. Two campers want to go home; one cries all of the time. One camper won’t participate in anything because “it’s stupid.”

*Cabin #2:* This cabin group never just walks anywhere. Sometimes they jog, sometimes they skip, and sometimes they walk backwards. They’re almost always singing...and it’s usually a song they’ve made up themselves. They dress up for every special event and most evening programs. They’ve won cabin inspection four times in a row, working together to make the cabin shine. They renamed their cabin and each time someone says their cabin name, they respond with a loud cheer. A large poster hangs in their cabin, outlining the rules for their group. They have regular cabin meetings where successes are applauded and problems are solved. Activity specialists are excited when they see this cabin on their schedule because they know these campers will come on time and prepared to have fun. Their energy spills over into the rest of camp, and everyone wants to be in their cabin...even the other counselors.

**So what does Cabin #2 have that Cabin #1 doesn’t?**

You can call it cabin spirit, cabin togetherness, cabin pride, group unity, group identity...it doesn’t matter. What they have is simple – a sense of belonging.

All kids (and most adults!) want to be accepted. They want to feel like they are a part of something special. We have a unique and important opportunity at camp. We can help create an environment where kids truly feel like they belong. We can help each camper to believe that they are in the very BEST cabin at the very BEST camp in the world.

**What are some ways to build Cabin Unity?**

- Decorate your cabin
- Develop a group cheer with your cabin. This can be used at campfires and other times when your cabin name is called out. Have it ready for night activity the first night.
- Dress alike for a meal
- Make going from one place to another in camp a group activity. Play follow the leader or pretend that you are spies that no one else can see, or ...  
- Make up silly ceremonies for your cabin, (i.e. making a silly noise when you take off your shoes to enter the cabin) stuff to keep your kids laughing and unified.
- Use a quote of the day to inspire discussion.
**Why take the time?**

Cabins with strong ties to each other and their counselors have fewer problems. They complain less, argue less, and whine less. They participate with more enthusiasm and have more FUN, which makes camp more fun for you, too.

**The Adventure Course and how it helps build group unity**

Every cabin is scheduled for a visit to the Adventure Course during camp. The activities, led by trained Adventure Course staff, are designed to help cabins learn to communicate and work together. This is a terrific opportunity for cabins to take another step towards being a strong and cohesive group. Throughout the session, cabins will be scheduled for the climbing wall and high ropes course. These activities also provide opportunities for campers to support and encourage one another.

**Games and Songs** - Nothing helps to break the initial ice between campers in a new cabin group and begin to create an environment of team unity like a get-to-know-you game. As counselors leading the game, you create an equalized and non-threatening environment for initial introductions. The songs and games you learn at staff day are an invaluable tool to help you to connect with your campers and help the campers connect with each other.

*The first place these games should be played (and the building of cabin unity should begin) is at the boat terminal before you even leave for the island.*

**The Cabin Group: Common Challenges**

Bringing together a group of campers from all walks of life can be fun and exciting - learning new cultures, a new language and maybe even the fact that not everyone in New York is a Yankees Fan! But there are some times when issues can arise. The cabin could be “perfect” in one activity period and in disarray in the next.
What group challenges can you foresee and how can we be proactive with them?

~Stages of Group Development~

<table>
<thead>
<tr>
<th>Stage</th>
<th>How are campers feeling?</th>
<th>What is my role?</th>
</tr>
</thead>
</table>
| 1. Saying Hello | • Insecure and unsure of themselves.  
• Concerned about how they fit into the group.  
• Excited about camp but having separation anxieties. | • Clarify expectations  
• Build comfort with camp  
• Avoid discussing personal feelings or close physical contact  
• Encourage interaction, trust, and involvement  
• Use name games and icebreakers to keep group active |
| 2. Saying Who  | • Sorting things out and picking friends.  
• Developing roles within the group.  
• Developing norms and common ground.  
• Getting to know how their counselor works. | • Watch for power struggles and the formation of cliques.  
• Encourage openness and sharing.  
• Help with conflict resolution.  
• Organize different subgroup structures for different activities |
| 3. Saying Why  | • Beginning to understand their role.  
• Building a team and depending on each other.  
• Beginning to work and share space together. | • Use cooperation games.  
• Help the group assume responsibility for actions and decisions.  
• Help with group decisions and problem solving |
| 4. Saying WE! | • Challenging leadership.  
• Acknowledging individual strengths in each other.  
• Developing respect for each other.  
• Becoming interdependent. | • Use team-building games and group projects.  
• Allow time for creativity and discussion.  
• Encourage group challenge and adventure. |
| 5. Saying Good-bye | • Finding success in their contribution.  
• Sharing feelings.  
• Having mixed feelings about leaving and going home. | • Watch for exhaustion.  
• Acknowledge individual and group accomplishments.  
• Encourage reflection. |
The Cabin Group: Managing Time and Motivating Action

One of our expectations of cabins is that they will make every effort to be on time to meals, flag, activities, evening programs and other events. Camp runs more smoothly and efficiently if campers who do show up on time do not spend time waiting for stragglers. It is especially important to be on time for activities, especially if you are scheduled with another cabin group.

That’s not to say there won’t be occasions when your cabin group will be late for an acceptable reason. When this occurs, try to let someone know so that they can tell the person in charge of the event.

Helpful ideas on Time Management:

- Give yourself plenty of time to get ready. Don’t wait until the last minute.
- Remember that it (usually) takes more time for kids to get ready then for you to get ready.
- Set clear expectations.
- Set clear expectations. (It’s worth repeating!)
- Take care of your own needs while you focus campers on their own.
- Be an appropriate role model for the situation and campers.
- Keep it simple when planning for evening program and special events. Costumes and decorations don’t need to be elaborate. Small things can make costumes work.
- Be prepared for what’s coming up. Time management relies a lot on your own organization of the group:
  - Tell campers the night before what the plans are for the next day. Not only does that help them to be excited but also it helps both you and the campers get ready for the day.
  - Know when your cabin has flag or kitchen patrol so you can be prepared.
  - Start to think about skits or costumes in advance.

There are certain times of the day when time management is most challenging. Spend a little extra time and thought preparing for them. What might these times be?
Cabin Discussions

During a camp session there are many occasions when counselors will want to sit down with campers in a more structured way to discuss a variety of topics. There are a few “standard” meetings that every cabin will have during camp.

Cabin Discussions: Boat Terminal Introduction

This meeting is different from the others because campers are arriving at different times and because their parents are often with them. The first impression you make with campers is critical because you don’t get a second chance to make the first impression. Added to that is the fact that parents will be watching closely, wondering about the quality of their child’s counselor and judging your skill based on a few minutes of observation at a challenging time.

Here are some hints for the BOAT TERMINAL:

Be prepared!

- Review your list of campers.
- Know their names before they arrive.
- Have a few conversation starters planned.
  - Where do you live?
  - Do you have a pet?

Introduce campers to each other.

- Help them start conversations by sharing what you have learned: “Peter, this is John, he likes baseball too!”

Have your campers sit together on the floor. Sit with them.

Bring little things that will impress or occupy kids.

- Cards, tricks, magazines, puzzles, etc.
- Getting kids together is easier when they have a reason to get together. Doing something always helps. Include all of your campers in whatever you’re doing.
- Make sure no one gets left out on the first day!
- Don’t assume that because your campers are older (i.e. teenagers) that they’ll just want to hang out with each other. Older kids are more nervous in new social settings than younger kids. And they like to play cards too!

Be ready to answer parents’ questions.

First Impressions

First impressions may be the ones that last the longest. We may or may not be able to undo the effects of a negative first impression. A lost opportunity to make the most positive first impression may not be
You will be meeting your campers and their parents for the first time. In order to make a good first impression everyone must be on full alert about:

- What we look like (please wear your camp shirt)
- What we say
- What we do as we met our campers and their parents

Please remember that we make first impressions EVERY DAY, even with people we’ve already met. At the start of each day, every activity period, and at other moments during camp, campers and other staff will be assessing our mood and attitude. We want to show them signs that we are excited to see them and enthusiastic about the activities we are about to lead!

**WESTI**

There are five specific steps to remember when greeting our campers for the first time:

**W:** Warm smile

**E:** Eye contact

**S:** Shake their hand

**T:** Tell them how glad you are to see them

**I:** Introduce them to the cabin group

**Cabin Discussions: Setting Expectations**

Kids who know what is expected of them are a lot more likely to meet those expectations. It’s important to find time early in the session (during the first afternoon or evening) to share your expectations with your campers and to have them create a few of their own.

A couple tips for this particular meeting:

- Be prepared; make a plan with your co-counselor.
- Let the group know what you (the staff) expect of them
- Use notes from your own expectations list from staff day
Cabin Discussions: Morning Meetings

Each morning is a new day and brings new excitement and opportunities to campers. Morning Meetings give you a chance to set the tone for that day. What are we doing today? What are you excited about? It is a chance to set goals or reinforce expectations.

Morning Meetings are after breakfast before Cabin Clean Up begins. Whiteboards are available for you to write down information for campers to see throughout the day. Bring your campers together and get them all on the same page for the day. Answer questions! Create excitement!

Cabin Discussions: Cabin Closings

Most nights your cabin group will end the day with a cabin closing. It is an opportunity to point out the highlights of the day or get to know each other in a new way.

A Few Tips On Cabin Closings:

- Decide in advance what the closing will be
- All staff should share in leading closings
- Keep the first few nights simple
- Make sure all closings are age-appropriate
- Start the cabin closing before getting ready for bed so that everyone is ready to start at the same time.
Cabin Closings!

Cabin closings can be the most meaningful time of the day. They are an opportunity to give the day’s activities closure and to discuss both accomplishment and challenges.

They allow you as a staff member to find out which campers may need more of your attention.

Every evening before camper bedtime you and your co-staff should have a cabin closing prepared for your campers (refer to the resource manual for ideas).

Activity counselors should have a closing prepared for the end of each activity period (refer to the resource manual for ideas).

Closings can be as varied as the individuals who prepare them (i.e. reading a short story or poem, sharing favorite parts of the day, or singing a quiet song). It may help to have a staff member explain the closing and start it off to provide a good example. Please remember that not all campers will feel comfortable enough with the group to participate freely. It is okay if the camper wants to “pass” and chooses not to speak.

Feel free to invite your med nurse or a support staff member to your closings. They may even want to lead one!

Cabin Closing Ideas

1. Have each camper give a cabin mate ‘props’ for doing something well that day.
2. 99 questions
3. Read a story
4. High (best experience) for the day and Low (something that could have been improved) for the day

My Ideas

1.
2.
3.
4.
Cabin Discussions: Addressing Issues

During a session there may be a time when you and your co-counselor will need to call a cabin meeting to address issues that have come up. The following information is useful in getting ready to hold a cabin meeting. You can also talk with a support staff member about the specifics of the meeting and any experience they can offer to help you.

It’s every counselor’s job to make sure that meetings are not gripe sessions directed at one person or a small group of people. If there are individual problems with campers, group settings may not be the best way to resolve the issue.

Tips for Group Discussions

Get together with your co-counselors before you meet with campers and discuss the reason for the group discussion and desired outcomes.

Discuss your plan with a camp director to confirm your approach and get any useful hints.

Be clear about the theme of the meeting and stay on task! The theme could be any one of the following:

- Setting cabin rules/expectations
- Bunk agreements
- Assigning clean-up jobs

Have campers sit in a circle. Adults should sit in the circle, among the campers- not separate, that creates the impression of scolding.

Establish ground rules and keep them! The counselor who initiates the group meeting usually establishes ground rules.

What are some examples of ground rules?

After getting people settled, laying down ground rules and setting a time limit, you will need an introductory statement—a theme for the talk. Possibilities include:

- "We've been living together for a day or two now, so I thought we should talk about how we are all getting along."
- "There has been a lot of fighting in our group and we need to talk about how we can all get along better."
- "We have some new members in our group, so I thought we should spend some time getting acquainted."

One person speaks at a time. For younger or more impulsive children, use an object to hold while talking. The person with the object speaks. The counselor always controls the object, giving it out and then getting it back after each turn.

Give campers pebbles or poker chips or something similar to use when they take a turn to speak. Each child gets a pre-determined number of "turns," which the counselors decide. Every time a camper speaks, he or she uses one of their pebbles, thereby avoiding one or two children from dominating the meetings.

Keep meetings brief and on track. Shorter, more frequent meetings are better than longer, less productive ones.
**Discussion Stages**

During a group discussion, you will find that the group will move through several different stages. Here are some stages you might expect:

**Stage One: Telling Stories.** Everyone will want his or her say, often with a lot of emotion. Let this play out for only about one-third of the allotted time before moving into Stage Two. Counselor focus: *keep the ground rules!* You must be tough about it or it will get out of hand!

**Stage Two: Clarifying the Theme.** This is a crucial transition where the facilitator must help the group put some shape to what is being talked about. Often it is about fighting. I like to say, "You guys need to learn how to fight *better!*" Most kids will think they are already fighting too much, whereupon I stress the word *better.*

**Stage Three: Moving to Solution.** This is frequently the toughest part, because children want to keep telling stories (their way of getting even, etc). This takes skill, patience and perseverance. Often children need to learn how to apologize (own their part), end their fights, make up, invite others into their play, share or some other specific skill.

**Stage Four: Follow-up.** Sometimes a group makes an agreement (like a contract) or decides to meet again, or agrees to do some activity together to solidify the group.

**Cabin Discussions: Sensitive Issues**

How would you respond if a camper asked you any of the following questions:

"Do you have a boyfriend/girlfriend?"

"What did you do after staff meeting?"

"Is your belly button pierced?"

"Are you a virgin?"

"Do you smoke?"

"Have you ever gotten drunk?"

The RIGHT answer to any of these questions is not always simple. We don’t know what values each individual family considers important. In one family, body piercings and tattoos may be totally forbidden. In another, mom and dad might have a couple themselves. Some families may have very open discussions with their kids about sex, drugs and alcohol. Some families would never dream of talking about those topics.

It’s important to remember our limitations. We are not parents; we are camp counselors. We have tremendous influence over our campers, but we need to be respectful of each camper’s family beliefs when we use that influence. So how do we master that balancing act?
Some Tips for Handling Sensitive Issues

Be prepared for the follow-up questions. Telling your campers (if they ask) that you have a boyfriend back home seems innocent enough. After all, you have pictures of him. Realize, however, that a simple, “Yes, his name is Tom” is not going to end the conversation.

The tried-and-true technique of re-direction. Used effectively with toddlers who want to play with things they aren’t supposed to, re-direction works in these situations also. Combine a brief, nebulous answer with an immediate suggestion to move on to the next activity. For example:

Them: “Ooooh, is that your boyfriend?”
You: “Yeah. His name is Tom. He’s spending the summer working with disabled children in the Bronx. Come on guys; let’s get out the door. It’s time for Archery!”
Them: “Hooray…Archery!”

Does this mean we don’t want you to have meaningful conversations with your campers? Not at all. We just want you to use good judgment and to remember that your campers have parents, who will hear all about these chats when their child gets home. Here’s an example of one of our nightmare parent phone calls:

Mom: “Hi, Penny Lane? Johnny just got home from camp. He had a great time, but I’m a little concerned about one thing. His counselor talked a lot about ways to ‘get girls’ and now my nine-year-old is a player. I sent him to camp to have a good time, but that wasn’t exactly what I had in mind!”

Penny Lane: *head explodes*

And when your campers talk about oral sex...
(or anything that is not camp appropriate)

Sometimes campers have conversations all on their own about subjects that you know are not appropriate for camp. You may be in the room when it happens, you may overhear things or campers who are uncomfortable with what’s being discussed may approach you. In any case, it’s your job to intervene.

We’ll do some role-playing during staff training so that everyone can be prepared with a few good phrases for these challenging situations. Use the next page to jot down any questions you’re afraid of and any ideas you may have....
The Camper

While the heart of Camp del Corazon is the cabin group, those cabin groups are made up of individual campers. Our campers come from all over the United States and beyond, and have a variety of backgrounds, experiences and expectations. This next section will focus on individual campers.

As you read this information, keep in mind that all children are different. We are providing you with age characteristics as guidelines, not absolutes. To be successful with your campers, take the time to get to know them as individuals. The more you know about what makes each one of them tick, the more effective you’ll be in addressing any challenges that may arise.

Who 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 belly laughs and unbelievable sincerity and enthusiasm. Campers are found everywhere...in cabins, lagging on the trail, discussing problems with a counselor on the beach, floating in the swim area, running across the field, and, on a hot, humid day, hanging affectionately on their counselor.

A camper is innocence with mud on their face, a ball of enthusiasm in a bathing suit, a sun-tanned personality with problems.

To make sure you remember him every minute of the day, he sings in a high-pitched voice, makes noises like the mating call of a whippoorwill, flaps his wings in haunt-like fashion, throws an occasional temper tantrum, playfully pushes his best friend over a tree stump, gets himself stung by an angry bee or becomes an entanglement of mixed emotions that finds relief in a fist fight or crying jag.

She likes animals of any size, shape or description; to chew two sticks of gum (even though it’s not allowed); to be awakened by loud music from a C.D. player; to be captain of the team; to get dressed up like an astronaut or pirate at any time.

He dislikes rest period, carrying his luggage, cold showers, getting up in the morning, seeing his counselor go on time off and letting his pet frog go at the end of the session.

Nobody can spend as much time eating, exploring the creek bed, reading comic books, arguing over who’s kicking whom under the table, or just sitting around the campfire singing favorite camp 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 torso, all bursting with the breath of life, all anxious to explore the camp and the counselor - most of which is attempted the first day of camp.

And at the end of the day, she’s tucked securely under the covers and looking up at you wistfully. There’s nothing in the world like the feeling of knowing that this camper is a real friend who wants your guidance and who has spent a truly wonderful day with you.
The Camper: Age Characteristics of Camper Groups

About Seven

Physical Development

- Annual growth of 2-3 inches in height, 3-6 pounds in weight. Growth slow and steady.
- Losing teeth. Most seven year olds have their six-year molars.
- Developing eye hand coordination, not ready for much close work.
- Developing a good use of smaller muscles.

Characteristic Behavior

- Sensitive to feelings and attitudes of both other children and adults. Especially dependent on approval of adults. Able to assume some responsibility.
- Decreasing interest in play with opposite sex.
- Full of energy, but easily tired, restless and fidgety, often dreamy and absorbed.
- Learns best in concrete terms and when s/he can be active while learning. Little abstract thinking.
- Anxious to do things well, likes to use hands. Self-critical.
- Talkative, prone to exaggerate, may fight verbally vs. physically. Tends to be competitive.
- Enjoys songs, rhythms, fairy tales, myths, nature stories...
- Concerned about right and wrong, but may take small things.
- Rudimentary understanding of time and monetary values.

Special Needs

- The right combination of independence and encouraging support.
- Acceptance at own level of development.
- Chances for active participation in learning situations with concrete objects.
- Adult help in adjusting to the rougher ways of the playground without becoming too crude or rough.
- Warm, encouraging, friendly relationships with adults.
- Need close friendship with playmates

Useful Phrases

- "I like it better when you (state desired behavior)."
- "Thanks for (state desired behavior)."
- "When I say ‘go!’"

About Eight

Physical Development

- Growth slow and steady, arms lengthening, hands growing. Poor posture may develop.
- Eyes ready for both near and far vision. Nearsightedness may develop this year.
- Attention span getting longer, manipulative skills with small muscles are improving.
Characteristic Behaviors

- Often careless, noisy, argumentative. Also alert, friendly, interested in people.
- More dependent on mother, sensitive to criticism.
- Eager, more enthusiastic than cautious. High accident rate.
- Ready for simple dramatics.
- Understands time and use of money.
- Responsive to group activities, organized or spontaneous.
- Fond of team games, comics, adventure stories, collections.

Special Needs

- Praise and encouragement.
- Reminders of responsibilities.
- Wise guidance and channeling of interests and enthusiasms, rather than domination or unreasonable standards.
- A best friend.
- Experience of belonging to peer group (same age and sex).
- Adult-supervised groups and planned activities.
- Exercise of both large and small muscle groups. Useful Phrases

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

About Nine & Ten

Physical Development

- Still growing, girls faster. Some children reach plateau proceeding preadolescent growth spurt.
- Lungs, digestive circulatory systems almost mature. Heart especially subject to strain.
- Teeth may need straightening.
- Eye hand coordination good. Eyes almost adult size. Ready for close work with less strain.

Characteristic Behavior

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

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

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

The Pre-adolescent

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

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

Special Needs
• Understanding, physical and emotional changes.
• Carefully planned activities for the widely varied group.
• Opportunities for greater independence and for carrying more responsibility without pressure.
• Warm affection and sense of humor in adults. No nagging, condemnation, or talking down.
• Sense of belonging, acceptance by peer group.

Useful Phrases
• "You and I both know..."
• "I need you to help me out."
• "I'm uncomfortable with that."
• "I'm glad you told me – it’s the only way we can help you make things better."
• Appeal to their sense of humor

The Adolescent

Physical Development
• Rapid weight gain at beginning of adolescence. Enormous appetite.
• Sexual maturity, with accompanying physical and emotional changes. Girls are usually two years ahead of boys.
• Skeletal growth completed, adult height reached, muscular coordination improved.

Characteristic Behavior
• Going to extremes, emotional instability with "know it all" attitude.
• Return of habits of younger child, biting, tricks, and daydreams.
• High interest in philosophical, ethical, and religious problems. Search for ideals.
• Preoccupation with acceptance by the social group. Fear of ridicule and of being unpopular.
• Oversensitivity and self-pity. High interest in physical attractiveness.
• Responds well to group responsibility and group participation. Groups may form cliques.
• Girls usually more interested in boys than boys in girls.

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

Useful Phrases
• "You and I both know..."
• "I need you to help me out."
• "I'm uncomfortable with that."
• "I'm glad you told me – it’s the only way we can help you make things better."
• Appeal to their sense of humor
~What Works With Adolescents~

- **True Responsibility** — a sense of contributing/directly helping out an admired authority
- **Respect** for who they are, for their need for privacy, for their need for emotional distance
- **Having a Say** in their program/fate/program design
- **Food**
- **Tax Free Feedback** (without humiliation, embarrassment, infantilizing)
- **Reassurance**
- **Sense of Humor** (not aimed at them)
- **Strength Confrontation** — pointing out their strengths (without embarrassment)
- **Opportunity to "repair" mistakes**, especially with regard to their judgment and in their relationships
- **Separate Times**: Boy Time/Girl Time (in co-ed situations)
- **Acknowledgment** — “dual personal” — 1) individual personality 2) group role and identity
- **Program** or activities perceived as different from those of younger children
- **Mile-Stones** or "markers" — privileges and activities that come with being older
- **Predicting Success** - pointing out your belief in them/their ability (in a non-embarrassing way; in a way that doesn't make them feel "small")

**What Adolescents Want**

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

**Confrontations**

- Accept their right to talk
- Avoid "traps" and "bait"
- Accept that they do, indeed, have ultimate control over themselves . . . ("You can't make me...")
- State your position – hold your ground
The Camper: Working with Individual Campers

Being a counselor to an individual camper can be the most rewarding part of your job at camp. There are some campers who you will hit it off with, who will do anything you ask and just have fun all day long. There are also campers who will challenge your ability more than you can imagine. You wonder why they are at camp, whether or not they are having fun or if they even have a friend.

Here are some general guidelines for working with individual campers:

- Share your time with all of your campers. Don’t let one camper dominate the time you have to share with all campers.
- Spend time each day with each camper. A few minutes of conversation or playing goes a long way in getting to know each of your campers.
- Praise behavior you want to see more of. We need to encourage campers to do the things we want them to do. Praise is the only way campers know they are doing the right thing.
- Bend your knees; get your eyes to their level. Don’t tower over your campers. They will love feeling equal to you.

The Camper: Progressive Discipline

Progressive discipline is the process we use to formally address the behavior of a camper who continually defies a staff member or does not cooperate with staff or campers. Each subsequent step assumes that the camper’s behavior did not change with the previous efforts of the camp staff.

Progressive Discipline Steps:

1. The cabin staff identify that a particular camper is not responding to typical efforts to gain his/her cooperation in daily living or at camp activities. They discuss and try different strategies.
2. The staff seeks guidance from a director or directors about various approaches. A problem that starts when the camper arrives should be brought to a director’s attention that day or the next day at the latest. The director will ask:
   - What the camper has done;
   - What you have tried to do in response;
   - What other ideas you have.
   A plan will be made to assist you and a time set for further discussion. The director will also check if there is any helpful information on the medical form.
3. A director becomes directly involved with the camper. Often this will result in a conference with the camper, the director and one or more of the cabin staff. During the conference the camper will be pressed for assurance that they will change their behavior. Depending on the situation, the camper may also be told that if their behavior does not change, we may be forced to call their parents.
4. A director informs the parent that the camper will be coming home if the behavior does not change dramatically and immediately. This phone call generally is placed with the camper and cabin
counselor present so that everyone knows exactly what the parent is told. Sometimes a written contract with the camper can be used.

5. A time frame is set for improvement. The parents will be contacted one way or the other about the behavior. Usually this is no more than a day or two.

6. The camper is sent home. The staff members will be involved when the final decision is made. The camper will be informed (by a director) just prior to the boat departing so there is time to pack and leave. In some situations, a director or other staff member will accompany the child on the boat ride home.

7. After the camper has left camp, a director will sit down with the staff members and inform the rest of the cabin and answer any questions the other campers may have.

This process can be intensive. Staff members who are working with challenging campers should not hesitate to let a support staff member or director know that a camper is particularly difficult. It is **not** a reflection of your skill or ability to perform your job.
MEDICAL ORIENTATION
Our Campers and Heart Disease

The campers at Camp del Corazon (CDC) represent a large spectrum of childhood heart disease. Campers at CDC look and act like most other kids... with some exceptions - some may have surgical scars, blue lips, and some may be smaller than other kids their age. Although our campers have special needs - remember kids are kids! Our kids come to camp to feel normal and to have fun!

Medical Staff and Their Roles

Med Nurses: responsible for passing medications to their assigned campers, as well as monitoring and providing daily needs of specific campers within their cabin group. May live in the cabins with campers and staff or be assigned to designated activity areas.

Physicians: assist the nursing team as needed, and monitor campers who need physician attention.

Nurse Coordinator: live in the infirmary and coordinate all the nursing needs at camp. They are a resource for other nurses and assist campers as they come to the infirmary.

Camper Information

Cabin counselors/staff will receive specific information about each camper assigned to their cabin. The Med Nurse assigned to your cabin will review information with you, such as physical activity limitations, bed-wetting, and specific information regarding medications i.e. taking blood thinner, within the first 24 hours of camp.

Information about the camper’s health is confidential and is only to be shared with the particular staff that is entrusted with the care of that camper.

General Health Care

Cabin counselors and camp staff are asked to assist with the general health care of the campers, other staff, and themselves.

Look at each camper (include other staff and yourself!) daily. If there is a change in a camper’s/staff’s condition, have it checked out by one of the Med Nurses.

- Do they look more tired?
- Do they have dry or chapped lips?
- Does their color look good?
- Have they changed their clothes?
- Have they taken a shower?
- Have they gone to the toilet?

Parents don’t expect their kids to “take a vacation” from health. Camp is not a place to ignore good hygiene. Camp staff should model good health habits for themselves and their campers.
Other General Points

Make sure you and your campers are drinking fluids. It can get very warm at camp. It is important to encourage campers to drink frequently. There will be water containers throughout the camp area for campers to fill their water bottles. Make it a point to stop and drink.

Make sure your campers are eating. Most of the kids enjoy mealtime. However, if you notice a camper not eating, let your Med Nurse know.

Make sure your campers are wearing closed toed shoes at all times. This is to avoid foot injuries. Camp has uneven ground, rocks, and sticks just waiting for you to step on them!

Wear sunscreen every day. Avoid getting sunburned and dehydrated at the same time.

~Rest Period~

Camp days are filled with activity. For most people, and especially the campers, the camp day is much busier than their usual day at home. It is very important to get out of the sun and rest for a while. Please encourage your campers to lie down on their bunks and rest. If they do not want to sleep, make sure they remain in their cabin and are quiet so other campers can rest.

~Bedwetting~

Sometimes campers wet their beds. This may be because of their medication or a change in environment, or they may wet the bed at home. Hopefully we will be able to let counselors know who may wet the bed.... But sometimes it may come as a surprise.

If you know or discover a camper has wet their bed, some preventive strategies to consider are:

- Limit drinking after dinner
- Encourage the camper to use the restroom before going to sleep
- Let the camper know which bunk is the counselor’s so they can get assistance at night

If a camper does wet the bed:

- Try to keep it as quiet as possible so the camper is not embarrassed
- Remind them to shower and change their clothes
- When the camper is at breakfast with the rest of the cabin, stop by the infirmary for a loaner sleeping bag
- Use universal health precautions and put the soiled bag in a plastic liner
- Bring wet sleeping bag and clothes to infirmary in a plastic bag

Symptoms To Report To The Med Nurse:

- Bruises—a lot of bruises or bleeding
- Fast heartbeat, dizziness
- Fevers
- Nausea, vomiting
- Rashes
- Shortness of breath
- Or anything you are unsure of!

**What to Do If ‘Something Happens’**

**Actions To Take**

STAY CALM · Remove other campers · Most likely medical staff will be present, but if not have one person stay with the camper and the other call for help (Walkie-talkie, etc) · If evaluation is necessary, follow standard emergency procedure as outlined in the staff manual.

**Universal Precautions**

Universal precautions were instituted by the Center for Disease Control in the 1980’s to protect health care providers from contracting infectious diseases. The rule of universal precautions is that all caregivers use precautions when coming into contact with body fluids—blood, urine, vomit, etc. or materials contaminated with body fluids of any person to minimize the risk of transmission of blood-borne diseases.

**General Principles of Universal Precautions**

Wash your hands! · If you come into contact with blood or body fluids, wash the area of your body which comes into contact with them. · Report to the infirmary if you come into contact with materials contaminated with blood or body fluids · Materials contaminated with blood or body fluids will be disposed of in special containers.

While at camp, all staff must use universal precautions. Gloves will be kept in the infirmary, in the red fanny packs worn by med nurses, and in the kitchen area. These areas will be pointed out to you during the first day of camp.

*If you, or a camper, come in contact with blood or body fluids—report to the infirmary for further instructions.*

**Staff Medications**

Turn in all medications in a ziplock bag on the first day of camp to the med nurse assigned to your cabin. Include real name, camp name, and cabin name on bag. Medications must be kept in the infirmary.
ADHD and Camp

There are more and more children coming to camp with the diagnosis of either attention deficit disorder (ADD) or (ADHD) attention deficit hyperactive disorder. About 3-5% of American school children have an attention deficit disorder of some type, and this includes our campers.

ADHD and Camp: Hyperactivity in Children

Many children can, from time to time, behave in a highly active manner. "Hyperactivity" can be caused by many factors - excitement about being at camp or at a favorite activity; anxiety about being away from home or in the company of people who are not quite friends, yet; or the nervousness about performing in a new arena. There are also "clinical" reasons for a child's overactive behavior. These include:

- Having ADHD that is organic (based in the brain)
- Having had a trauma from which a child has not yet recovered
- Being stimulated by highly charged environment or information that is producing a lot of anxiety.

ADHD and Camp: An Important Partnership

Children with ADHD often exhibit behavior that is not willful, such as not listening, "messing up" on rules that were just stated or going ahead without permission of the staff. Children with ADHD, then, need a different kind of partnership with you, since most children with ADHD appear to have trouble paying attention, keeping track of the rules, knowing what is expected of them and so on.

ADHD and Camp: Strategies

With care, planning and a thoughtful approach, counselors can have success with ADD/ADHD children that allows them to gain more from their camp experience

~What Children Living With ADHD Need~

- More frequent, immediate feedback
- Understanding of what your expectations as a counselor are and the consequences associated with them
- Frequent changes in reinforcements or rewards (non-material rewards like praise are more effective)
- Motivational incentives
- More praise and more positive feedback
- Eye contact
- Tasks presented one at a time
- Instructions simple and clearly stated
- Repeating back instructions
- Lessons/instructions in smaller units
- A "cooling off" time after a strenuous activity
- Light physical touch for focusing
- Positive commands (what you want as opposed to what you do not want or what you want stopped)
Abuse Issues

Physical, emotional and/or sexual abuse is illegal and will not be tolerated at Camp del Corazon. Any criminal conduct involving camp staff will be reported to the appropriate authorities—including any conduct that threatens the health or safety of the campers. Inappropriate behavior of any kind will not be tolerated.

Disclosure of Child Abuse

Child abuse is a subject that we all hear and read about frequently. It is a term that encompasses physical, emotional, and sexual victimization of children. As a camp counselor you are not trained to make judgments about whether a child has been a victim of any kind of child abuse. In every state there are agencies that are required to examine reports of suspected abuse and to use their expertise in handling the cases.

Guidelines for Suspected Abuse

Camp is a nurturing and safe environment for children. It is possible that if children feel safe and are separated from an abusive environment, they may reveal this information. Be prepared to help the child. Follow the guidelines below if a child indicates that he/she may have been the victim of abuse or exploitation.

• Please respond calmly to the information disclosed.

• Validate their feelings (e.g., “that must hurt” or “it must be tough to feel that way.”) Criticizing the child or claiming that the child misunderstood what happened is harmful. Camp staff is mandated by law to report any disclosure of child abuse. You must report and incident or disclosure to a director. You cannot keep this a secret with the camper.

• Respect the camper’s privacy. Take the child to a place where you cannot be overheard by the other campers. It is important that you discuss the child’s situations ONLY with a director. Any information pertaining to an abuse issue or potential abuse should not be discussed with any other staff member. Camp is a hard place to keep information confidential. Your campers should not have to pay the price for your indiscretion and become the subject of camp gossip.

• Encourage the camper to tell a director or med nurse. Tell the child that no one should ask him/her to keep a special secret like this and that it is okay to talk with the appropriate adults about what happened.

• Make sure that the child feels that he or she is not to blame for what happened.

• Avoid repeated interviews about the incident. This can be very stressful for the child.
Abuse Issues: Precautions Against Accusations of Child Abuse

Child abuse is a serious criminal offense. As a camp counselor with the responsibility of caring for children, you may be placed in sensitive situations, making you vulnerable to the charge of child abuse and/or molestation. However, if you take these simple precautions, you need not be afraid of groundless accusations.

You should NEVER be alone with a camper. If you need to have a private conversation with a camper, make sure you are in a place where others can see you.

Have other staff members present when supervising showers, changing into swimming suits, or other circumstances in which the child may be changing clothing.

Respect the privacy of the child. Do not become intrusive or curious more than is necessary to monitor the health and safety of the child (i.e., while checking minor injuries).

Protect your own privacy. Be modest in your dressing habits and avoid exposing yourself in an excessive way. Activities such as “mooning” and “skinny dipping” are not appropriate.

The child has the right to reject displays of affection if he/she feels uncomfortable about it. Not every child comes from a background in which affection is openly displayed. Respect the child’s wishes.

The campers are not your peers. As your living situation requires that you “room” with the campers, it is easy to become involved in “intimate” conversations. Use common sense in discussing sensitive subjects with your campers. They may have a natural curiosity about boyfriends/girlfriends, drug use, religion, sexuality and your private life.

Please do not discuss your personal opinions about these subjects with the campers.

Remember that boys are not allowed in Girls camp and girls are not allowed in Boys camp (except medical staff and directors).

Sexual exploitation should not be confused with physical contacts that are true expressions of affection. A warm and healthy relationship can exist between camper and camp staff if staff members respect the child and place reasonable limits on their physical interaction.

Abuse Issues: Behavior Management and Abuse

Behavior management is a technique used to redirect negative behaviors into positive channels. Corrective measures should be taken as a way of redirecting actions and teaching alternatives and appropriate choices.

Consequences for inappropriate behaviors must always relate to the action. Abusive punishments will not be tolerated. It is NOT OK to use public humiliation or denial of food or basic necessities as a consequence.

It is NOT OK to use force as a behavior management tool. It is NOT OK to strike, push, pull, grab forcefully or restrain a child against his/her will. This includes threats of force-verbal or physical. Behavior management may not be abusive.
<table>
<thead>
<tr>
<th>Behavior</th>
<th>Prevention</th>
<th>Intervention</th>
</tr>
</thead>
</table>
| Putting others down (name calling, unkind remarks) | Discuss why it is unacceptable to put others down or call them hurtful names at camp and the consequences of such behavior.  
• Explain that diversity in the group as well as different opinions contribute to the group development and should not be a target for unkind remarks.  
• Talk about how hurtful it may feel if it happened to them.  
• Be a good example when interacting with campers, show them respect.  
• Move around and listen to how campers communicate with each other. | Stop the put down or name calling immediately but don’t overreact.  
• Help children to express their feelings about the action that someone does that they do not like rather than calling them a name.  
• Do not react by laughing or ignoring the behavior thus giving the camper the sense you are condoning such behavior.  
• Correct the camper in a calm voice and manner. The camper may not realize that what he/she said is not appropriate or hurtful. |
| Pranks or Hazing                              | Discuss inappropriateness of pranks or hazing activities on individuals in your camp. Most end up hurting someone either emotionally or physically.  
• Jokes or pranks often grow out of control if left unchecked, if a joke is played on you accept it and let it die without retaliation.  
• Be sure campers are aware of the consequences of a joke that is hurtful or destructive.  
• Listen and give guidance to conversations that include plans for pranks or retaliation.  
• As a role model do not instigate these activities on other staff or campers. | Help campers to not react in the anticipated manner to a joke played on them. If they ignore or accept it without acknowledgment the real joke may be on the perpetrators.  
• Jokes or pranks on counselors or on a group that are done carefully and for the campers benefit could build spirit and model how to be good sports.  
• All adults and staff in camp should behave consistently in handling incidents of pranks, jokes, or hazing type activities. |
| Runaway/Wanderer                              | Discuss expectations for where they can and cannot go without a counselor and why.  
• Try to identify why the camper leaves the group.  
• Establish procedures for searching for a missing camper. | If a camper is constantly wandering away from the group remind them of the rules, safety reasons for staying with the group, and consequences for the continued behavior. |
| Testing Rules/Limits                          | Make sure your rules and expectations are reasonable and coincide with camp expectations.  
• Have the group identify their own rules for functioning safely as a group at camp. Review these rules on the first day, | Discuss the problem as a whole group and ask for everyone’s help in staying together. Establish a buddy system, number off the group and periodically ask for a sound-off.  
• Talk to the camper away from the group about his/her behavior.  
• Review the rules and ask for their help in reinforcing positive behavior |
<table>
<thead>
<tr>
<th>Behavior</th>
<th>Prevention</th>
<th>Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggression or violence</td>
<td>• Discuss with campers expected and unexpected behaviors</td>
<td>• Move closer in proximity to the aggressor and immediately intervene</td>
</tr>
<tr>
<td>(physical abuse—hitting, shoving, etc.)</td>
<td>• Be observant, listen, and try to anticipate problems.</td>
<td>• Ask the camper(s) being threatened to move away from the situation.</td>
</tr>
<tr>
<td></td>
<td>• Let campers know it’s alright to tell the counselor rather than retaliate.</td>
<td>• Discuss reasons for the behavior with each camper involved.</td>
</tr>
<tr>
<td>Bullying</td>
<td>• Discuss expectations for behavior and how to gain cooperation from other campers.</td>
<td>• Help campers deal with whatever prompted the behavior.</td>
</tr>
<tr>
<td></td>
<td>• Give examples of appropriate ways to influence fellow campers.</td>
<td>• If you are able to observe the bullying behavior, immediately separate the bully from the group and any followers.</td>
</tr>
<tr>
<td></td>
<td>• Even though bullies are very skilled at selecting the best time to exercise their peer terror tactics, listen and observe your group to be aware of bullying behaviors that might be happening while you are not there.</td>
<td>• Explain why the behavior is inappropriate.</td>
</tr>
<tr>
<td></td>
<td>• If the bully has followers, purposely plan activities to mix the up the group.</td>
<td>• Stay neutral and calm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Talk to the victim about his/her feelings and any damage to person or belongings.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Since most bullies lack self-esteem, give them opportunities to work with others in a positive way.</td>
</tr>
<tr>
<td>Constant Complaining/Whining</td>
<td>• Do not &quot;label&quot; a child as a bully as they may enact the role.</td>
<td>• Privately point out the behavior and explain how it affects others.</td>
</tr>
<tr>
<td></td>
<td>• Give suggestions on appropriate ways to express your opinion.</td>
<td>• Try to find out the reasons for complaints and address each with the camper. Don’t become defensive.</td>
</tr>
<tr>
<td></td>
<td>• Urge camper input on free time activities they want to do.</td>
<td>•</td>
</tr>
<tr>
<td></td>
<td>• Don’t let the whining or complaining cause you to lose patience with the camper.</td>
<td></td>
</tr>
<tr>
<td>Doesn’t Follow Directions or Pay Attention</td>
<td>• Encourage the camper to try new things and use positive phrases instead of complaining.</td>
<td>• Explain to the child that you will not respond to them when they are whining, complaining, or saying I can’t do something without trying.</td>
</tr>
<tr>
<td></td>
<td>• Make directions age appropriate, clear, and direct.</td>
<td>• Be patient, flexible, and willing to work with campers on a personal basis.</td>
</tr>
<tr>
<td></td>
<td>• Give directions in small workable steps.</td>
<td>•</td>
</tr>
</tbody>
</table>
Homesickness

“I’m Homesick!”

These two words strike fear in the heart of camp counselors around the world. What do you say? What do you do? What if they’re crying? How can this child not love camp? Everyone else is having such a great time!

The first thing to remember is this: every child takes some time adjusting to a new environment. For some children, that adjustment is made in the first ten minutes. For others, it takes a lot longer. Some children are able to adapt easily and on their own; others need help and support.

Here Are Some Tips for Working With Homesick Children:

Talk about camp. Remind them of how much fun they are having and are going to have, and keep their mind off of being homesick.

Ask lots of questions. If a child tells you he’s homesick, find out exactly what he means.

Do your best to address their concerns. For example, a child who has a difficult time going to sleep because he misses his bedtime routine can be helped by creating a night time camp routine.

Some homesick children are comforted when they feel connected to home. For these children, looking at pictures of their family, talking about their family, and writing letters home helps them maintain that connection.

Be prepared for the peak times for homesickness.

- First Day/Night of Camp
- Meal times, when they would normally be eating at home with family
- Bed times
- When they are feeling scared or ostracized

Stay busy! Kids who are involved in activities and are having fun with their friends are less likely to get homesick. Most kids who are homesick are those who aren’t participating in activities.

Create a strong sense of cabin unity. Kids who belong to cabins with strong ties to one another are less likely to get homesick. When they feel connected to their cabin group they are less likely to miss their family group.

Ask for help. You have 8-9 kids in your cabin, all of whom want, need, and deserve your attention. When a homesick child requires a disproportionate amount of your time, get help from your unit director.

Thy diligent reading of the staff manual, one shall be’est rewarded! Pray thee printeth this page and bringeth with thee to registration. You may receive a little something special.

Name:
Camper Expectations

We expect Camp del Corazon to uphold the highest standards of positive community building. Our hope is that Camp will be a place for campers to make friends and find support. Camp is an experience in group living. In order for Camp to be safe, fun and enjoyable and to run successfully, everyone must cooperate and comply with Camp rules. Counselors are not only held accountable, but campers as well. The following are the expectations we have our campers agree to before Camp.

1. Each camper must treat every person at Camp with respect and consideration. Camp will not tolerate intimidation, verbal or physical abuse, or destruction of property.
2. Campers must help out with chores (dining hall and cabin clean-up, packing and unloading) and comply with cabin rules.
3. Alcoholic beverages, illegal drugs, smoking or tobacco products are not allowed.
4. Guns, knives, slingshots, fireworks or any other kinds of weapons are not allowed.
5. Physical, sexual or suggestive behavior is not appropriate or acceptable.
6. We expect all campers to be respectful and responsible at all times, including off-site trips, outings and all events.
7. Cussing, swearing and foul language is not acceptable.
Ok, here you are at camp taking care of all your campers. But are you taking care of you? It takes an average of 1,200 to 1,500 calories a day to just sit and breathe. If you add all of the running around you do, plus the mental energy expended, you are burning a lot of calories. Think of your body as a machine. As the fuel runs out, whether it is solid or liquid, the body naturally slows down. Since your brain only uses carbohydrates for fuel, one of the first things you will notice is that you cannot focus on any one task. The bottom line? You need to eat during the day. **Do not skip meals, and stay hydrated.**

Finally, even though it may feel cool, the sun is doing a number on your skin. Remember to **use sunscreen!**

There are several things that you need to remember so that both you and your campers can stay active, healthy, and have a great session:

- **Eat a balanced meal.** Have something from each food group at every meal.

- **Stay hydrated.** Fluids in general are good, water would be the best. Coffee doesn’t count because it is a diuretic.

- **Sunscreen** is a must - you will get plenty of sun throughout the week, protect yourself.

- To prevent the spread of germs, do not share cups, lip balm, or eating utensils.

- Also, **wash your hands.**

- **Relax.** Stress has a sudden way of catching you off guard, which not only causes emotional stress but also lowers the immune systems’ protection barriers making you vulnerable to all kinds of colds and viruses.
Working with Your Co-Counselor: The Basics

Your relationship with your co-counselor is vital! It is extremely important that co-counselors come to mutual agreement as to how the cabin will function. Having a co-counselor means sharing duties and responsibilities. One staff member can stay with the cabin while the other organizes an event, gathers supplies for a skit, etc. It does not mean one staff member stays with the campers while the other cabin leader does personal errands or takes a shower. Some suggestions:

- Communicate. Don’t let misunderstandings, frustration, or hurt feelings accumulate.
- Use humor. Hear each other out if you have different ideas, and be willing to compromise. Before campers arrive, come up with mutually agreeable ways of dealing with specific problems, and suggestions for bringing out the greatest potential in each child.
- Come to specific agreement on the following issues: What you expect of your campers; how will jobs be assigned to them; what are the cabin behavior limits?
- Develop a professional working relationship that includes a daily update session. Share your leadership styles with each other. Look for ways they complement, overlap, or have a gap. What will be your challenges in working together? Who can help you with suggestions for dealing with issues that may arise as a result?
- Be balanced. Share “good cop” and “bad cop” roles.

Constructive feedback helps another person become aware of how their actions are perceived and how their behavior affects others. It is important to give feedback in a manner that will not threaten the other person or increase their defensiveness. Equally important for the person listening is to keep an open mind, and to react in a non-defensive manner. Feedback should be given at an appropriate time and place, and in an amount the person receiving it can use, rather than on the total amount which might be shared.

Constructive feedback focuses on:

- Behavior rather than the person, and observations rather than inferences.
- Description rather than judgment, and description of behavior in terms of more or less rather than either/or.
- Behavior related to a specific situation, preferably here and now rather than in the abstract there and then.
- Sharing of ideas and information rather than on giving advice, and explorations of alternatives rather than answers or solutions.
POLICIES
AND
PROCEDURES
Policies and Procedures

At Camp del Corazon, we place safety, health and personal welfare above all other objectives. Policies and rules help provide a secure and safe environment for campers and staff. Please read this information carefully. If you have any questions, please ask!

Policies & Procedures: The Basics

CAMP
BOUNDARIES

Please remain within the camp boundaries—from ‘Frog Rock” to ‘The Wash’ and ‘The Pier’ up to ‘The Reef Cabin’ in Boys’ Camp. The archery range, adventure/climbing wall areas are outside the boundaries except when supervised by a trained staff member. (Please refer to Map of Camp)

Off-Limit Areas

The following areas are off-limit to all campers and staff:

- All areas behind lodge when scheduled activities are not going on
- Waterfront area when scheduled activities are not taking place and/or when a lifeguard is not on duty
- Cabin area and/or cabins other than one’s own
- Haunted Cove
- “Kings” Row – (Support staff living quarters only)
- The Kitchen
- The Laundry
- The Shop
Camper Supervision Ratios

Because of the special needs of our campers, the staff **member to camper ratio is 1 staff member to every 5 campers.** The exception to this is during staff meetings (10:00pm-12:00am) when the campers should be asleep, and scheduled staff members are on patrol or in cabins. When your cabin is at an activity, there should ALWAYS be at least 2 staff members present. (Remember: Med Nurses, Doctors, Activity Counselors and Directors can be one of your staff members). Please make sure you are NEVER alone with a camper. If you must talk to a camper privately, please make sure other people can see you.

**Food**

Food or drink, except water, may not be kept or consumed in the cabins/cabin areas. We do not want bugs or ants.

*Gum is not allowed at camp.*

**Relationships**

Camper-to-camper relationships at camp must remain friendly and open. Campers may not become physically intimate at camp. Please supervise and take preventative measures to ensure a camper’s health and safety. It is important that staff members supervise campers **at all times.** (See Staff Relationships and Abuse Issues for more information)

**Smoking, Alcohol & Drugs**

The use of alcohol, tobacco products or recreational drugs/illegal substances is **not** permitted at Camp del Corazon. Staff or campers who violate this rule should be reported to the Camp Director immediately. In addition, staff members who discover other inappropriate items such as weapons, matches, candles or fireworks must report them **IMMEDIATELY** to a Director.

**Time Off**

All staff may take one activity period off each day if additional rest is needed. Please work this out with your co-staff and director. Please remember that appropriate supervision ratios must be maintained at all times. Directors (and sometimes doctors) can fill in when needed.

**Visitors/Strangers in Camp**

Any staff member who sees someone in camp that they do not recognize must approach the person, introduce themselves and escort the visitor to the infirmary or a director. For security reasons we cannot have any strangers, visitors, or unidentified persons wandering through camp. Occasionally a person from the Island Company, LA Yacht Club or other organization will visit camp. As with all visitors, please be polite and escort them to a director.

**Policies and Procedures: Emergency Procedures**

*For all emergencies at camp, the bell will ring continuously. This is a signal for everyone to report to the Airstream Theater.*
~3 Steps to Remember~

1. Stay Calm
2. Count your kids
3. Airstream Theater

IN CASE OF AN EMERGENCY

Please gather your entire group and walk to the Airstream Theater. If Activity Counselors are away from their assigned group, they should join their cabin group in this area. If cabins are not together, all staff should bring any campers with them to the Airstream Theater immediately. Please count your campers and then report to your Unit Director.

All Med Nurses and Doctors should check in with the Medical Director.

Steps To Take

• Once at the Airstream Theater, cabins should sit together with their counselors.

• Do not panic. Calm your campers if needed. Remain quiet and calm and listen for instructions.

• Unit Directors will check in with their cabins while assigned staff walk through camp to make sure everyone is accounted for.

• If anyone is missing, the Camp Director will organize a search.

• Following an emergency, staff and campers will return to their regular schedule.

Storm

If a dangerous storm occurs at camp, please gather your campers and go directly to your cabin. A director will come by to make sure everyone is accounted for and that there are no leaks in your cabin.

Fire

If a fire occurs on the island, the bell will ring continuously. All staff should gather their campers and report to the Airstream Theater immediately. Take a head count...do not leave anyone behind. Staff should ensure that all campers are kept far away from any flames or smoke. If you are the first person to encounter a fire, send one staff person to find the nearest support staff member.

Lost Camper

If you notice that a camper is missing, check the immediate area and ask other nearby campers and staff if they have seen or know where the camper is. If you do not locate the camper in your immediate area, notify a Director immediately. At this point, if a camper cannot be found in camp, the bell will ring continuously and all will report to the Airstream Theater. The Camp Director will perform a final head count, and if necessary, form a search party.
IN CASE OF AN EMERGENCY

Earthquake
If an earthquake should occur and you are inside a building, remain calm and stay inside until the shaking stops. Brace yourself and have your campers brace themselves by using their arms to cover their head. If possible, duck and cover under a bed, table or something solid. If you are outside, try to find an open area and remain there in a protected position until the shaking stops. When the shaking has completely stopped, please lead your group to the Airstream Theater. A head count will be taken and the directors will give further instructions if needed.

Ocean/Water Rescue
In the event of an emergency in the water, one lifeguard shall rescue the victim. Counselors should not attempt a rescue but notify the guard and keep your eyes on the victim at all times. One long whistle should be blown to get other staff's attention before entering the water. All other guards and staff will continue watching the entire waterfront area. In a major emergency, the waterfront director will clear the water and send one staff member to get a doctor and/or nurse. The waterfront director will appoint a staff member to remain watching the entire waterfront area. All counselors should gather their campers away from the edge of the water and attempt to keep their group calm. All other lifeguards should assist the rescuing guard with equipment, first aid, etc. The rescuing guard is responsible for the victim until a doctor or nurse arrives.
Policy Against Harassment

Camp del Corazon is committed to providing a camp environment that is free of discrimination. In keeping with this commitment, Camp maintains a strict policy prohibiting harassment, including sexual harassment. This policy applies to all volunteers, including supervisors and staff volunteers. This policy prohibits harassment in any form, including verbal, physical and visual harassment.

Sexual harassment includes, but is not limited to, unwanted behavior of a sexual nature, that is personally offensive to its recipients.

Any volunteer who believes he or she has been harassed by a co-worker, supervisor or agent of Camp should promptly report the incident and the names of any individuals involved to his/her Supervisor. Supervisors should immediately report any incidence of harassment to the Camp Director. The Director will investigate all such claims and take appropriate disciplinary action.

There will be no retaliation for bringing a claim of harassment or for providing information in an investigation of harassment.

At a minimum, when a volunteer complains about harassment, Camp will do the following in accordance with the procedure outlined in this policy:

- Fully inform the volunteer of their rights to complain about the harassment.
- Immediately conduct a thorough, objective and complete investigation of the alleged harassment. Camp shall make a determination about whether harassment occurred, and communicate this alleged finding to the harasser and any other concerned party.
- Take prompt and effective remedial action if harassment has actually occurred. The action must be commensurate with the severity of the offense and be made known to the victim.

If you have any questions concerning this policy, please feel free to contact us at:

CAMP DEL CORAZON
11615 HESBY ST.
NORTH HOLLYWOOD, CA 91601

OFFICE: (818) 754-0312

FAX: (818) 754-3777
Internet Communication/Blogging

We know that the internet, when used wisely, provides many safe ways to stay in touch and communicate with your friends from camp. Within internet venues, you have a right to self-expression. Once you identify yourself as a camp volunteer in a social networking profile, website, group page, or blog, however, or use the camp name or logo, we require you to observe the guidelines listed below. Even if you do not intend to, and even if you state otherwise, once you identify yourself as a volunteer of our camp, use our camp name or logo, and/or official camp photographs 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 volunteers, campers and families enjoy an emotionally and physically safe environment...

As a camp volunteer staff member, before I use the camp name or official camp logo or camp photograph; add a link from your group page, profile or other site to the official camp website; include text or photographs that are the property of camp; include photographs of campers or other staff members; or create a camp “group page” featuring any of the above items, I must request and receive prior written approval from the camp.

As a camp volunteer staff member, I agree to be respectful of the camp, its program, the campers, its employees, and its volunteers in all communications in your profile, blog or other Internet sites and communications. This includes the following:

1. I will not use obscenities, profanity, or vulgar language
2. I will not engage in harassment or intimidation
3. I will not post comments that are derogatory with regard to an individual person’s race, gender, religion, sexual orientation or disability
4. I will not engage in sexually explicit, suggestive, humiliating or demeaning comments
5. As a camp volunteer staff member I 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.

I understand that I may not give my cell phone number, e-mail or AIM address, weblog address or social networking site name or other contact information to a camper unless that camper has consent from his or her parent for the current camp season. If I am uncertain about the status of consent, I understand it is my responsibility to verify such information.

Once I identify myself as a volunteer staff member at camp, the general public may see me as an ambassador or spokesperson of camp. I understand that is therefore a condition of my acceptance that I agree to and adhere to the guidelines outlined above. I understand if any of the guidelines outlined in this measure are violated, it may result in disciplinary and/or legal action including the possibility of being asked to not return as a volunteer staff member for future camp sessions.
A DAY AT CAMP
# Week-At-A-Glance Example

<table>
<thead>
<tr>
<th>TIME</th>
<th>Day One</th>
<th>Day Two</th>
<th>Day Three</th>
<th>Day Four</th>
<th>Day Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00</td>
<td>Registration</td>
<td>Wake and Win/Hike</td>
<td>Wake and Win/Hike</td>
<td>Wake and Win/Hike</td>
<td>Wake up and pack</td>
</tr>
<tr>
<td>8:00</td>
<td></td>
<td>British Breakfast</td>
<td>Breakfast</td>
<td>Breakfast</td>
<td></td>
</tr>
<tr>
<td>9:00-9:30</td>
<td>Campers Arrive</td>
<td>Director Meeting</td>
<td>Director Meeting</td>
<td>Director Meeting</td>
<td>Brunch</td>
</tr>
<tr>
<td>9:30-10:45</td>
<td>10:00 - Off to Camp</td>
<td>Activity 1</td>
<td>Activity 4</td>
<td>Activity 7</td>
<td></td>
</tr>
<tr>
<td>11:00 - 12:15</td>
<td>Activity 2</td>
<td>Activity 5</td>
<td>Activity 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30</td>
<td>Arrival at Camp / Lunch</td>
<td></td>
<td></td>
<td>Boats arrive</td>
<td></td>
</tr>
<tr>
<td>12:30</td>
<td>Picnic Lunch</td>
<td>Campwear Lunch</td>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Life Guard Skills test</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30-2:30</td>
<td>Move into cabins</td>
<td>Quiet Time / Paint your</td>
<td>Quiet Time</td>
<td>Quiet Time</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>counselor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:30-3:45</td>
<td>Camp Tour</td>
<td>Free Choice Activity</td>
<td>Free Choice Activity</td>
<td>Free Choice Activity</td>
<td></td>
</tr>
<tr>
<td>4:00 - 5:15</td>
<td>Activity 3</td>
<td>Activity 6</td>
<td>Activity 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:15-6:15</td>
<td>Emergency Drill</td>
<td>Shower Hour</td>
<td>Shower Hour</td>
<td>Shower Hour</td>
<td></td>
</tr>
<tr>
<td>6:15 PM</td>
<td>FLAG</td>
<td>FLAG</td>
<td>FLAG</td>
<td>FLAG</td>
<td></td>
</tr>
<tr>
<td>6:30</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
<td></td>
</tr>
<tr>
<td>7:30</td>
<td>Disco Bingo</td>
<td>Olympic Rotation Night</td>
<td>Campfire and Skits</td>
<td>Luau</td>
<td></td>
</tr>
<tr>
<td>9:30</td>
<td>Cabin Closing</td>
<td>Cabin Closing</td>
<td>Cabin Closing</td>
<td>Cabin Closing</td>
<td></td>
</tr>
<tr>
<td>9:45</td>
<td>Lights Out</td>
<td>Lights Out</td>
<td>Lights Out</td>
<td>Lights Out</td>
<td></td>
</tr>
<tr>
<td>10:00</td>
<td>Staff Meeting</td>
<td>Staff Meeting</td>
<td>Staff Meeting</td>
<td>Staff Meeting</td>
<td></td>
</tr>
<tr>
<td>12:00</td>
<td>Staff Bedtime</td>
<td>Staff Bedtime</td>
<td>Staff Bedtime</td>
<td>Staff Bedtime</td>
<td></td>
</tr>
</tbody>
</table>
Example of Daily Schedule

7:00 am Wake and Win (optional)
   *Trivia, Yoga, Morning Hike*

7:50 Line up for Breakfast/Flag

8:00 Breakfast/Cabin Cleanup

9:00 – 10:15 Activity Period

10:30 – 11:45 Activity Period

12:00 pm Lunch

1:00 – 1:45 Quiet Time

2:00 – 3:15 Activity Period

3:30 – 4:45 Activity Period

5:00 Shower Hour

6:00 Flag/Dinner

7:30 Evening Activity

9:00 Cabin Closing

9:30 Lights Out

9:45 Staff Meeting

12:00 am Staff Lights Out
Before breakfast and dinner each day, a cabin is scheduled to raise or lower the US Flag. Flag begins 15 minutes after the first bell rings (7:45 AM or 5:45 PM except Saturday breakfast 8:15 AM)

The Cabin assigned to Flag follows the lowering or raising of the flag with a song or other appropriate act. The cabin assigned flag eats first (and doesn’t need a number).

- The flag is stored on the shelf above the piano in the serving room
- Ask all campers and staff to remove their hats
- Raise the flag quickly, lower it slowly
- Don’t let the flag touch the ground
- Campers and/or staff fold the flag
- Follow the following procedures to fold the flag properly

In the morning after flag is raised, cabins are dismissed to their assigned tables. In the evening after the flag is lowered we do “Mr. or Ms. Dizzy”. See dining procedures for more information about how eating order is determined.

Folding the flag:

Though most commonly flown on flag holidays, such as Flag Day, Independence Day, and Veteran’s Day, the United States flag can be displayed from sunrise to sunset on any day of the year—and at nighttime, too, as long as it’s properly illuminated. When not on display, it should be respectfully folded into the shape of a three-cornered hat, emblematic of those worn by Colonial soldiers in the Revolutionary War.

It takes at least two people to do it properly. Both should hold the flag waist-high, with its surface parallel to the ground (Maintain a secure hold throughout, and never allow any part of the flag to touch the ground)

1. Fold the flag in half-lengthwise, bringing the striped section over the canton (the blue field of stars).
2. Fold it again lengthwise, bringing the canton to the outside.
3. Make a triangular fold at the striped end, bringing the folded edge over to meet the open edge.
4. Fold the outer point up, forming a second triangle.
5. Continue folding the flag in this manner seven more times. The last triangular fold brings the red and white stripes into the star-strewn blue field, symbolizing the day’s light vanishing into the darkness of the night.
6. Tuck the remaining flap into the pocket formed between the stars and stripes.
Dining Procedures

Line Up

At breakfast and dinner, each cabin will line up behind a rock in front of the flag pole. At lunchtime, cabins can go straight to their tables in the dining hall.

Each cabin will receive a number at flag/line up. You enter the butter line in order according to your numbers.

Eating

At camp we eat buffet style: each camper and staff member goes through the eating line, grabs a plate, and serves themselves.

Please sit with your cabin for the entire meal. This is a great time for cabin bonding and it is important that you stay engaged with your cabin group during meals.

Seconds will be announced after the whole camp has been served.

Please remain seated until dismissed by a member of the support staff. You will not be dismissed until your table is sponged and area swept.

Things to Note

Campers should be encouraged to eat well-balanced meals. It is the responsibility of every staff member to be aware of his or her campers’ eating habits. If you have younger campers you may need to keep an eye on their selections or even hold their plates for them.

Campers may not be punished by denial of food (including dessert)

Please walk in the dining area.

No shirt, no shoes, no service!

Allergies: be aware of any allergies your campers may have (gluten, lactose, etc.)

Specific meal and composting procedures will be discussed during the first meal.
Recycling, Composting, and CPC

*Catalina Island is a nature conservancy; a well-preserved natural treasure. In an effort to be respectful guests in this paradise, we ask that you adhere to the recycling efforts that are made by the year-long residents of Howland’s Landing.*

**Recycling, Composting, and CPC: Recycling Procedures**

There are recycling bins located throughout camp. We encourage counselors to be watchful of their campers when discarding trash to be sure they are recycling properly.

**Recycling, Composting, and CPC: Composting Procedures**

*In composting our goals are:*

- To reduce the amount of wasted food
- To recycle whatever food waste we do create through composting

*Staff responsibilities include:*

- Helping campers learn what foods are compostable and which are not

<table>
<thead>
<tr>
<th>Compostable</th>
<th>Not Compostable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pasta</td>
<td>Meat</td>
</tr>
<tr>
<td>Bread</td>
<td>Cheese</td>
</tr>
<tr>
<td>Fruit</td>
<td>Milk</td>
</tr>
<tr>
<td>Veggies</td>
<td>Creamy salad dressing</td>
</tr>
<tr>
<td>Liquids (no milk)</td>
<td>Milk</td>
</tr>
<tr>
<td>Paper napkins</td>
<td>Plastic</td>
</tr>
</tbody>
</table>

- Helping campers separate their plates into compostable and non-compostable items BEFORE they leave the table for the compost area

**Recycling, Composting and CPC: The Clean Plate Club (CPC)**

If you eat everything on your plate at a meal, you are a part of the CPC for that meal.

Help campers take appropriate portions of food. If campers have food waste at each meal, help them take less the first time and encourage them to go back for seconds if they are still hungry.
Compost Monitors

In addition to flag and kitchen patrol, a staff member will be assigned as compost monitor at every meal. How this works:

Compost Monitor eats first (may eat in dining hall if you wish)

After you are finished eating, you must head over to the compost area to make sure campers and staff are properly separating their food.

Full buckets need to be taken past the dish drop-off into the staff only area to your right. There you will find shelves full of empty buckets.

Put a lid on your full bucket and swap it out with an empty bucket.

Bring your new empty bucket out to the compost area.

At end of every meal, composting station must be washed with a sponge from dining hall.
Shower Hour & Announcements

Shower Monitor

We will be assigning 6 veteran counselors per session to shower monitor duties. There will be one shower hour a day, and each shower hour will have a male counselor and a female counselor assigned as shower monitor.

This means that you must be inside the shower area from 4:45 until 5:45 when the dinner bell rings. Posted on the dining hall corkboard will be the shower monitor for the 3 shower hours of camp.

Please keep in mind that if you are chosen as the shower monitor, you are still responsible for counselor/camper ratios. If you find yourself alone with a camper, please either contact their cabin counselor and ask them to come to the shower area or ask another camper to stay a few extra minutes. Remember: three to thrive!

Announcement Boards

All daily announcements regarding special supplies or appropriate clothing for events will be written on whiteboards in 3 locations:

- Dining hall near lost and found
- Porch of Barge in boys camp
- Porch of White House near girls camp

Please look out for them and check them whenever you walk by! They will be an important tool for communication and information!
Activities at Camp del Corazon

Please share this information with your campers during the camp tour!

Don’t forget to bring your water bottles to each activity!

**Adventure**

Meet behind the shed near high ropes for fun and adventure games! Please remember to wear CLOSED TOED SHOES! This area is off limits unless an adventure/climbing wall activity counselor is present.

**Archery and Target Sports**

The range is just past boys camp on the other side of the wash. This area is only available when your cabin is scheduled for archery AND the activity counselor is present. Please remember to wear CLOSED TOED SHOES!

**Arts and Crafts**

The Arts and Crafts area is located next to the dining hall. Join the crafty A & C counselors in making personal and community artwork for camp!

**Thank You Notes**

Show your gratitude to our sponsors that make camp possible! Meet at arts & crafts.

**Field Sports**

The choice is yours! Meet your activity counselor at the dining hall and choose your own field sports adventure. Gaga, Volleyball, Boom Ball, Soccer, Basketball and Board Games are all at your disposal!

**Climbing Wall, High Ropes, and Giant Swing**

Are you ready to take the challenge of the wall? This area is off limits unless an adventure/climbing wall activity counselor is present. Please remember to wear CLOSED TOED SHOES. (High Ropes and Giant Swing = ages 13+)
Nature
This year’s Nature activity involves building water bottle rockets! Meet at Barracuda, the cabin under the eucalyptus trees.

Performing Arts
Play games, sing songs, dance your heart out, play music! This fun-filled activity will help your cabin get excited for skit night!

Waterfront Activities
Swimming! Kayaking! The waterfront area (beach/pier) and equipment may only be used when lifeguards are present. All campers AND staff must wear lifejackets when using the kayaks. Every camper must take a swim test before participating in swimming.

~Waterfront Rules~

1. If a camper needs to use the restroom while on the beach, a staff member and a buddy must accompany him/her to and from the restroom.

2. No one should ever swim under the dock or floats.

3. Keep boats and equipment in the boating area... and swimmers in the swimming area.

4. Walk on the pier and docks, no running permitted in these areas.

5. Swimmers must use the buddy system at all times.

6. Swimming activities will begin when all lifeguards are present and in their guarding positions. Lifeguards will keep their eyes on the water at all times.

7. The waterfront is off-limits to campers without a staff member. Campers and staff may not go on the pier or docks without clearance from the Waterfront Director. Activities will not begin without lifeguards on duty.
## Example Camp Activity Rotation

### Session 3 Activity Rotation

<table>
<thead>
<tr>
<th></th>
<th>Saturday 8/30</th>
<th></th>
<th></th>
<th>Sunday 8/31</th>
<th></th>
<th></th>
<th>Monday 9/1</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Dinghy</td>
<td>Perf Arts</td>
<td>Wall</td>
<td>Kayak</td>
<td>Adv</td>
<td>Swim</td>
<td>Spa/Yoga</td>
<td>Nature</td>
<td>High Ropes</td>
<td>Arch</td>
<td>A&amp;C</td>
<td></td>
</tr>
<tr>
<td>Catboat</td>
<td>Perf Arts</td>
<td>Adv</td>
<td>Swim</td>
<td>High Ropes</td>
<td>Nature</td>
<td>Arch</td>
<td>Kayak</td>
<td>Spa/Yoga</td>
<td>A&amp;C</td>
<td>Wall</td>
<td></td>
</tr>
<tr>
<td>Sloop</td>
<td>A&amp;C</td>
<td>Perf Arts</td>
<td>Wall</td>
<td>Nature</td>
<td>High Ropes</td>
<td>Swim</td>
<td>Adv</td>
<td>Kayak</td>
<td>Arch</td>
<td>Spa/Yoga</td>
<td></td>
</tr>
<tr>
<td>Ketch</td>
<td>Arch</td>
<td>Kayak</td>
<td>GS</td>
<td>Perf Arts</td>
<td>Swim</td>
<td>A&amp;C</td>
<td>Adv</td>
<td>Wall</td>
<td>Nature</td>
<td>High Ropes</td>
<td>Arch</td>
</tr>
<tr>
<td>Yawl</td>
<td>Adv</td>
<td>GS</td>
<td>Target</td>
<td>Kayak</td>
<td>Perf Arts</td>
<td>A&amp;C</td>
<td>Wall</td>
<td>Target</td>
<td>Adv</td>
<td>GS</td>
<td></td>
</tr>
<tr>
<td>Cutter</td>
<td>High Ropes</td>
<td>Arch</td>
<td>Swim</td>
<td>A&amp;C</td>
<td>Target</td>
<td>GS</td>
<td>Perf Arts</td>
<td>Kayak</td>
<td>Nature</td>
<td>Adv</td>
<td></td>
</tr>
<tr>
<td>Schooner</td>
<td>Arch</td>
<td>A&amp;C</td>
<td>High Ropes</td>
<td>Swim</td>
<td>Target</td>
<td>GS</td>
<td>Perf Arts</td>
<td>Kayak</td>
<td>Nature</td>
<td>Adv</td>
<td></td>
</tr>
<tr>
<td>Clipper</td>
<td>Wall</td>
<td>Swim</td>
<td>Target</td>
<td>GS</td>
<td>High Ropes</td>
<td>Swim</td>
<td>A&amp;C</td>
<td>Target</td>
<td>Kayak</td>
<td>Kayak</td>
<td></td>
</tr>
<tr>
<td>Tugboat</td>
<td>Wall</td>
<td>Boom/Gaga</td>
<td>Adv</td>
<td>Perf Arts</td>
<td>High Ropes</td>
<td>Boom/Gaga</td>
<td>Nature</td>
<td>Wall</td>
<td>Swim</td>
<td>A&amp;C</td>
<td></td>
</tr>
<tr>
<td>Trawler</td>
<td>Kayak</td>
<td>Perf Arts</td>
<td>Adv</td>
<td>Arch</td>
<td>High Ropes</td>
<td>Kayak</td>
<td>Wall</td>
<td>A&amp;C</td>
<td>Target</td>
<td>Nature</td>
<td></td>
</tr>
<tr>
<td>Submarine</td>
<td>A&amp;C</td>
<td>Arch</td>
<td>Perf Arts</td>
<td>Kayak</td>
<td>GS</td>
<td>Kayak</td>
<td>Wall</td>
<td>Adv</td>
<td>Boom/Gaga</td>
<td>Nature</td>
<td>High Ropes</td>
</tr>
<tr>
<td>Squall</td>
<td>Swim</td>
<td>High Ropes</td>
<td>Perf Arts</td>
<td>Arch</td>
<td>Target</td>
<td>GS</td>
<td>Kayak</td>
<td>Wall</td>
<td>A&amp;C</td>
<td>Target</td>
<td>Nature</td>
</tr>
<tr>
<td>Hurricane</td>
<td>GS</td>
<td>Kayak</td>
<td>A&amp;C</td>
<td>High Ropes</td>
<td>Wall</td>
<td>Nature</td>
<td>Swim</td>
<td>Arch</td>
<td>Perf Arts</td>
<td>Target</td>
<td></td>
</tr>
<tr>
<td>Tsunami</td>
<td>Kayak</td>
<td>A&amp;C</td>
<td>Arch</td>
<td>Nature</td>
<td>Adv</td>
<td>Wall</td>
<td>Target</td>
<td>Swim</td>
<td>High Ropes</td>
<td>Perf Arts</td>
<td></td>
</tr>
<tr>
<td>Senior I</td>
<td>Nature</td>
<td>Wall</td>
<td>GS</td>
<td>High Ropes</td>
<td>Kayak</td>
<td>Arch</td>
<td>A&amp;C</td>
<td>Target</td>
<td>Swim</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior II</td>
<td>Target</td>
<td>Nature</td>
<td>Kayak</td>
<td>A&amp;C</td>
<td>Arch</td>
<td>High Ropes</td>
<td>Perf Arts</td>
<td>GS</td>
<td>Swim</td>
<td>Wall</td>
<td></td>
</tr>
<tr>
<td>Senior III</td>
<td>Target</td>
<td>Swim</td>
<td>Wall</td>
<td>GS</td>
<td>A&amp;C</td>
<td>Perf Arts</td>
<td>High Ropes</td>
<td>Arch</td>
<td>Kayak</td>
<td>Kayak</td>
<td></td>
</tr>
</tbody>
</table>

- **Special Event**

- **A&C**: Art & Craft
- **GS**: Giant Swing
- **Wall**: Wall
- **Swim**: Swim
Staff Meeting and Patrol

Staff Meeting

Every night from 9:45 pm – 11:00 pm.

All staff members must SIGN OUT with the staff on patrol upon leaving their cabin and SIGN BACK IN upon returning to their cabin by 12:00 am. There will be a support staff member on duty.

Evening Patrol

The purpose of patrol is to:

1. Ensure the safety and welfare of the campers at all times,
2. Allow staff to have evening fellowship and planning time outside of the cabin
3. Provide time to conduct staff meetings and additional program planning

Each evening 2 counselors from Boy’s Camp and 2 counselors from Girl’s Camp will be on patrol during the staff meeting.

- Boy’s camp: stationed in front of Boys Camp @ 9:45 until relieved by Team Leader
- Girl’s camp: on the porch of the White House @ 9:45 until relieved by Team Leader
- Make sure your cabin group is quiet with lights out before leaving the cabin.
- Inform all campers that counselors are outside patrolling Boy’s Camp and Girl’s Camp for assistance if there is an emergency or problem in the cabin. This is very important so that your campers know how to obtain assistance when a counselor is not in the cabin.
- Patrol should not be used or communicated as "police enforcement" to control camper behavior. If a problem occurs, counselors will be called back to the cabin to settle their campers.
- Be available and visible to all campers in case of concerns or emergencies
- One patrol member should circulate around to all cabins
- Listen and pay special attention to all cabins for signs of homesickness, mischief, etc. If a cabin needs attention or is too loud, please approach the group and quiet them. If you are not effective, Radio the unit director on call for assistance.
Late Evening Free Time for Staff

- Every night from 11:00 pm – 12:00 am.
- After the evening staff meeting, any staff that wish to stay up and relax together are free to do so until 12:00 am, however, a minimum of **one counselor per cabin** per night must stay in a cabin with the campers.
- No formal patrol during this time.
- Staff may decide among themselves who will stay in with campers on a given evening.
- You may ask a staff member from another cabin to stay in with your kids.
- Enjoy time together by the campfire and relax!

Lights Out!

- Every night at 12:00 am.
- All staff are required to return to their cabins at 12:00 am for a good night’s sleep.
- Sign back in! If you don’t, then the support staff must stay awake and track you down in your cabin.
We call ye forth to Ren Camp on the fair islet of Catalina! Perchance to seek the Grail, or rule the throne, all are welcome. Travel back in time to the Renaissance, in a land where Kings and Queens rule, Knights and Archers defend, Fairies and Wizards joyfully practice magic, and adventure, bravery, and honor know no end!

Together we will work and play to protect the light and love of our great island!

Bring your imagination and get ready for fun

Renaissance Costumes

Please keep 'em camp appropriate! Nothing too low cut, nothing too tight. Something you could wear to your grandma's Halloween party. Think Kings, Queens, Knights, Peasants, Fairies, Warlocks, etc. Be creative and come up with something fun – if campers see you getting into it, they will too!
GETTING TO CAMP
What to Bring to Camp

Please pack for “beach weather:” cool in the mornings and evenings, warm during the day.

CLOTHES & BEDDING ITEMS:

Sleeping Bag -1
Bath towel-1
Beach towel
Pillow – 1
Aqua socks (for the beach)
Washcloth – 1
Shirts-2
Closed toed shoes-1
Laundry bag/extra pillow case-1
Hat (s) – Sun visor or Cap

Long pants –2
Pajamas-1
Socks - 4
Swimsuits – 1-2
Tee Shirts -4
Sweatshirts / Long sleeve - 2
Underwear-4
Sandals-1
Shorts-4
Sunglasses -1

TOILETRIES:

Soap
Shampoo/condition
Toothbrush
Toothpaste
Hair
Brush/Comb
Sunscreen (15+)
Lip Balm (chapstick)

* Please note that blow-dryers, curling irons, straighteners, etc... create power problems in girls camp and we encourage you to please leave these items at home.

OPTIONAL ITEMS:

Cabin decorations
Camera
Costumes
Musical Instrument

Day pack
Flashlight
Jacket (for cool evenings)
Playing Cards

* Boom Boxes are always a great addition to camp. Please bring one if you have it! *

* Please remember when packing that every piece of luggage will be carried by you at the dock and on the island! *
Directions to Camp

As You Approach From the 710 South:
Merge onto the CA-47 S. Take the Harbor Boulevard exit toward Catalina Island/San Pedro. Merge onto Swinford Street. The street will turn slightly right and become the road for the San Pedro/Catalina Ferry.

As You Approach From the 110 South:
Keep right at the fork, following signs for CA-47/Vincent Thomas Bridge. Merge onto CA-47 N. Immediately take the Harbor Boulevard exit. Merge onto Swinford Street. The street will turn slightly right and become the road for the San Pedro/Catalina Ferry.
Do not go over the Vincent Thomas Bridge!
The Harbor Blvd. exit is just before the bridge entrance to the right.

Parking will be paid for by camp. We highly recommend that you carpool.
At the Boat Dock

7:00AM
- Arrive at Catalina Express
- Take your luggage to the loading area
- Check in with a Team Leader (get your cabin Clipboard & Nametag if you did not receive one at staff day)
- If you need to park your car, line up for the shuttle van to the remote lot.

Please direct all new camper arrivals to the registration tables.

Please direct all parents with ANY QUESTIONS to a SUPPORT STAFF MEMBER

7:30 AM
- Find your Co-Staff
- Hold up your cabin sign so campers can find you (if camper has a nametag he/she has been registered)
- Luggage: Help campers get their luggage to the wall
- Play: Get to know you Games
- Out of Town Campers: As they arrive, introduce them to your group.
- Remember W-E-S-T-I

9:00 AM
- If you get seasick, take your medication now!

9:30 AM
- Load boats with campers and staff.

10:00 AM
- Leave Dock

We will be loading boats one cabin at a time. Please listen for instructions and get on the boat with your cabin group. You will not be allowed to leave the boat once you board.

Please listen to the Team Leaders for directions.
The First Day

It’s just a short ride to camp! Your campers are now in a new place with a new group of peers and adults that they may or may not know. If they have never been to camp before, they wonder what is going to happen next, have various reactions to the living arrangements and worry about making new friends. If a returning Catalina Island camper is coming to camp, they may have some reunions with past friends, wonder if things will be the same or different, and be anxious to get into their favorite activity.

My campers are moved in to their cabins... What do I do now?

1. Introductions (The resource manual, Glinda’s Games, and Beach Ball questions are all recommended)

2. Bed assignments

3. Getting to Know You Games (use your cabin boxes)

4. Cabin expectations (rules)

5. Camp Tour

6. Emergency Drill

7. All camp activity
Congratulations!

You have completed the first part of your Camp del Corazon Orientation!

We will cover much of this information again at Staff Day!

If you have any questions/comments or concerns please email chrissie@campelcorazon.org