



# Staff Manual

## 2025

Thank you for making a difference in the lives of children  
living with heart disease!

# Welcome to the Family!

Dear Counselor,

Welcome! Thank you for choosing to serve children with heart disease at our residential summer camp program! Camp del Corazon (CdC) provides its campers with the powerful opportunity to grow, heal, and thrive emotionally and physically. Whether you're a cabin counselor, activity staff, or a med nurse, the success of each child's experience depends on your leadership, participation, and enthusiasm.

Through our application and interview process we have found that you possess the characteristics of a competent staff member. These characteristics include patience, a positive attitude, the ability to work well as part of a team, and demonstrate a genuine love of children. Staff members need to continually show mature judgment, actions and understand that as a leader, **the campers' needs come before your own.**

You're ready. 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, alone time, and face many new challenges. We are confident that you can take on this challenge. We trust that you will draw on the knowledge in this manual, your training at staff day, and your personal experience to create and contribute to a safe and fun environment for these campers to explore and grow as humans.

It is an honor to welcome you to our team! **Let's do it for the kids!** 🤞

Camp love,

Smalls



# 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 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 fundraising 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 registered 501(c)(3) nonprofit organization that provides year-round experiential opportunities for children faced with the challenges of growing up and living with heart disease. We provide a residential summer camp experience for children ages 7-17, as well as programs that offer opportunities for growth, education, and support for children, young adults, and families who have a loved one living with heart disease.

**Goal 1:** Provide opportunities that allow participants to develop positive self-esteem.

- Identify campers' personal qualities and skills and give assurance of their abilities.
- Cultivate campers' feelings of being supported and valued.
- 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:** 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 campers 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

# Expectations of Staff

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 by being role models and emulating the values that make Camp del Corazon 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.** Our language, actions, looks, attitude: campers observe us closely. Make sure what they observe is positive. Encourage them to model themselves after you. This includes modeling organization, safety, and sanitation.
- **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 just avoiding physical danger. A safe camp also means 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.



# Harassment Policy

## **Purpose**

The purpose of this document is to inform employees of Camp del Corazon's (CdC) Anti-Harassment and Discrimination Policy.

## **Persons Affected**

- All CdC employees, and program participants (campers, volunteer staff)
- Any other persons or third parties with whom CdC employees have contact through their employment, including applicants and independent contractors

## **Policy**

CdC is committed to maintaining a work environment that is free from unlawful harassment and discrimination because of race, ethnicity, color, ancestry, physical ability, mental ability, medical condition, marital status, sex, gender, gender identity, gender expression, age, military and veteran status, sexual orientation, or any other basis protected by federal, state, or local law. All such unlawful harassment and discrimination is prohibited and will not be tolerated.

All volunteers are expected to help ensure the camp environment remains free of harassment and discrimination. Upon learning of a situation that may violate this policy, CdC will conduct a timely, prompt, and thorough investigation. All information regarding the alleged misconduct will be documented, tracked and kept confidential, as permitted by the investigation process or state or federal law. It is CdC's intent to provide due process to all parties and to reach reasonable conclusions based on the information gathered.

If it is determined that a violation of this policy has occurred, CdC will close the investigation promptly and take appropriate remedial action intended to stop any current, and prevent future misconduct. This may include disciplinary action up to and including removal from the program. CdC prohibits unlawful discriminatory, harassing, and retaliatory conduct against any volunteer or employee by another for using this complaint procedure or participating in an investigation by CdC, or for filing, testifying, assisting, or participating in any manner in any investigation, proceeding, or hearing conducted by a governmental enforcement agency. CdC will not knowingly permit or tolerate any retaliation resulting from the exercise of protected activity, such as cooperating in an investigation or making a good faith complaint of harassment or discrimination.

## **Definitions**

The term "harassment" is used in this policy to refer to both sexual and other forms of harassment. CdC prohibits unlawful harassment whether it involves coworker harassment, harassment by supervisors and managers, or harassment by other third parties (such as

customers, clients, or vendors). Sexual harassment is defined as unwanted sexual advances, or visual, verbal, or physical conduct of a sexual nature when submission to such conduct: a) is made a term or condition of employment, b) is made the basis for employment decisions, or c) unreasonably interferes with an individual's ability to perform their job duties or otherwise creates an offensive or hostile working environment.

The term "discrimination" includes taking an employment action against an individual because of the person's inclusion in a protected category. These actions include, but are not limited to, refusing to hire or employ a person, refusing training, terminating employment, or any other action relating to the terms, conditions, or privileges of employment.

### **Responsibilities**

All CdC volunteers are expected to help ensure the camp environment remains free of harassment and discrimination. Any volunteer who believes they are being subjected to harassment or discrimination by a CdC volunteer or employee, or who have witnessed such misconduct of or by another CdC volunteer or employee, has a responsibility to promptly report the matter through one of the means identified in the "Reporting Incidents of Harassment and Discrimination" section of this policy. All CdC employees must undergo annual sexual harassment training through the California State Civil Rights Department.

Non-supervisory roles are required to successfully complete the CRD 1-hour training, annually. Supervisors are required to successfully complete the CRD's 2-hour training, annually.

### **Reporting incidents of Harassment and Discrimination**

Volunteers are to immediately report any misconduct to their immediate supervisors, the volunteer leadership. Volunteer supervisors are required to report incidents or complaints of harassment and discrimination to the program director, if the program director is the offending party, the report can be made to the executive director. Upon learning of any alleged misconduct, CdC will have qualified personnel fairly, promptly, and thoroughly investigate the matter and take appropriate remedial steps, which may include disciplinary action up to and including removal from the program or termination. CdC will attempt to keep complaints confidential, if possible, but cannot guarantee confidentiality.

### **Additional Reporting Resources**

The Equal Employment Opportunity Commission and the California Department of Fair Employment and Housing accept and investigate complaints of unlawful harassment and discrimination in the workplace. Equal Employment Opportunity Commission (EEOC): [www.eeoc.gov](http://www.eeoc.gov)

The EEOC may be contacted by consulting the government agency listings in your local phone book California State Civil Rights Department (CRD): <https://calcivilrights.ca.gov>. The California CRD staff is available to talk with you by telephone or in-person away from the work location. All information will be handled in an appropriate manner. You can contact a local CRD office or the main office: Employees can also pursue the matter through a private lawsuit in civil court after a complaint has been filed with CRD and a Right-to-Sue Notice has been issued.

CdC will not knowingly permit or tolerate any retaliation resulting from the exercise of protected activity, such as cooperating in an investigation or making a good faith report of harassment.

If you have any questions concerning this policy, please contact the Camp Office at:

Camp del Corazon  
11615 Hesby St.  
North Hollywood, CA 91601  
Office: (818) 754-0312



# Staff Communication Policy

Once you become a camp volunteer staff member, we require you to observe the guidelines listed below. These guidelines have been established to protect the safety of all volunteer staff, campers, and their families. By identifying myself as a camp volunteer staff member, I agree to and adhere to these guidelines:

I will not:

- Contact a camper or camper family
- Friend a camper or camper family on any social media platform
- Share personal contact information with a camper or camper family
- Use the official camp logo
- Add a link from personal pages to the official camp website
- Use text or photographs that are property of camp
- Use photographs of campers
- Create a camp 'group page' with the above items

I agree to be respectful of the camp, campers, employees, and volunteers in all communications.

I will not:

- Use obscenities, profanity, or vulgar language
- Engage in harassment or intimidation.
- Post comments that are derogatory with regard to an individual person's race, gender, religion, sexual orientation, or disability
- Engage in sexually explicit, suggestive, humiliating, or degrading comments

I agree not to use the internet as a 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
- Intimidation

Any violation of these guidelines may result in disciplinary and/or legal action, including the possibility of not being asked to return as a volunteer staff member for future camp events.

# Staff Job Descriptions

## Basic Requirements

- High school graduate or equivalent and at least 19 years of age
- Possess and display a 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 the physical 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

## Cabin Counselor

- Identify and meet campers' needs by promoting group unity while living in the cabin
- Successfully guide campers in all aspects of camp life and activities
- Supervise your cabin group during all rotations throughout the day and be aware of special needs of individual campers
- Monitor the daily health and safety of each camper assigned to you
- Lead activities for cabins in the areas that may be without specific activity staff (performing arts, garden games, and adventure)

## Activity Staff

- Live in a cabin with other counselors and campers
- Identify and meet campers' needs and promote group unity
- Conduct daily check of equipment in activity area for safety, cleanliness, and proper condition
- Set up and clean up activity areas, prepare for successful activity operation, and teaching of skills
- Utilize and train cabin counselors to assist in your activity
- Be trained and currently certified in your activity field
- Assist the support staff in the development and production of the camp program

Arts and Crafts Team: Lead individual and group projects, nature projects, thank you cards, etc.

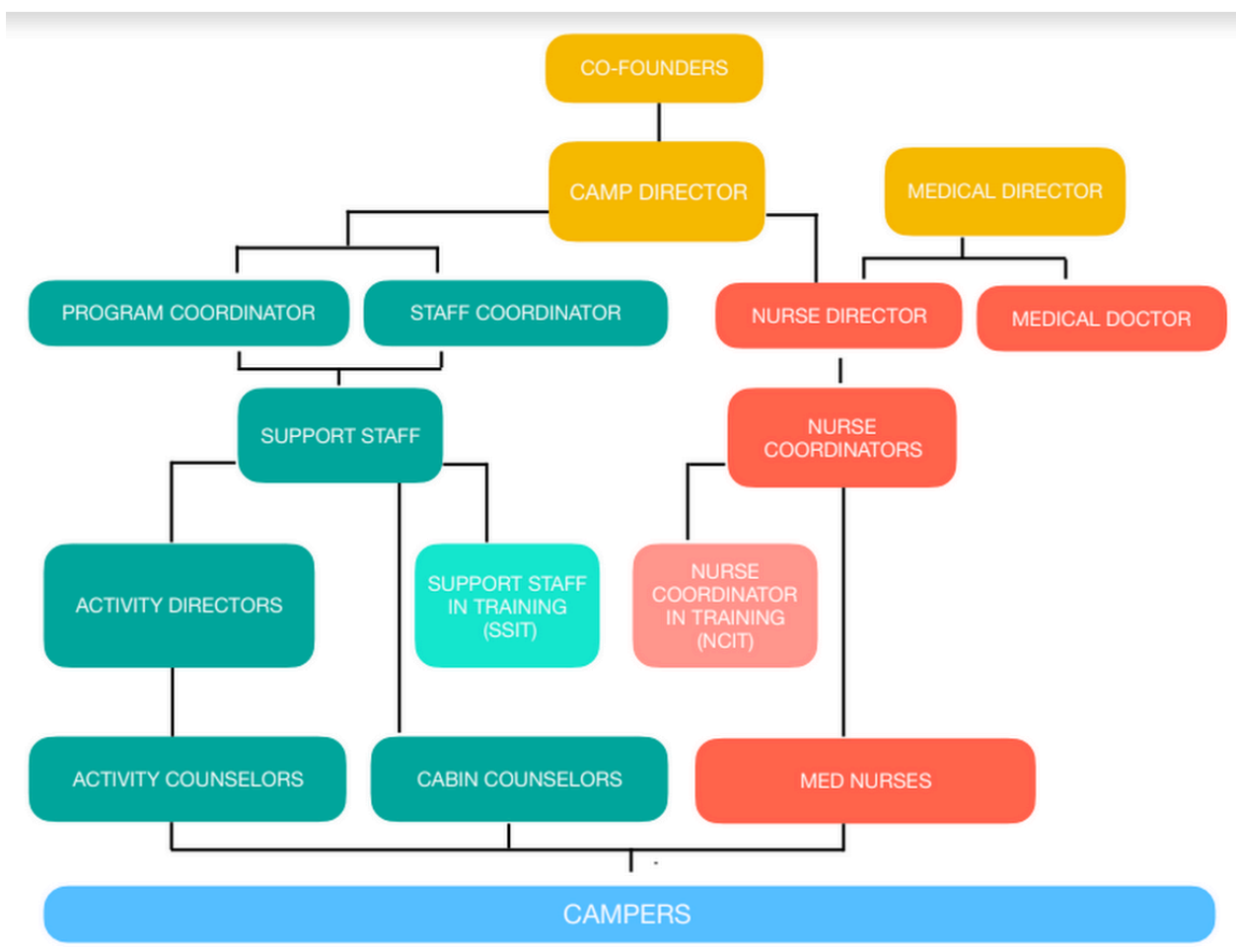
Climbing Wall Team: Belay campers and staff on our climbing wall and high ropes courses.

Waterfront Team: Counselors are responsible for waterfront safety and activities at camp. All waterfront staff must have current lifeguard training and CPR certification prior to the start of camp.

Target Sports Team: Lead campers in riflery and archery. Must have certification prior to camp.

### 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 one or two 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



# 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 campers are at all times?
  - Are you consistent in your dealings with campers, especially in the area of discipline?
  - Do you respond to campers as unique individuals?
  - Do you do your best to maintain a positive attitude?
  - Do you give camper "Tommy Trouble" and camper "Quiet Kate" as much positive attention as camper "Sweet Susie"?
  - Are you keeping a balance between positive and negative interactions? For every negative interaction, like a correction, there should be four or five positive ones, like praise or encouragement.
  - Which of your campers needs help in improving table manners, helping with clean up, or respecting others? What is your plan for helping them meet these needs?
  - Do you keep a close eye on your group of campers for their health and wellness needs, including but not limited to: sunburn prevention, bathroom stops, bathing, changing, cuts/scrapes/bruises, balanced eating, and hydration?
  - Do your campers relate well to each other? Have you used group team building, activities that identify and align group-related values, and cabin closings to build unity?
  - Are you creative and resourceful in coming up with new activities for campers?
  - 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, and asking for help when needed?
  - Do you participate in all activities? (If you do, campers probably will, too.)
  - Are you on time? Are you flexible when need be?



# WORKING WITH A CABIN



## The Cabin Group

The cabin group is the basic unit that campers belong to during camp session. We assign two cabin counselors to each cabin to live and supervise a maximum of eight campers. We schedule most activities by cabin group. Cabin groups participate in evening activities and most special events together. Cabins also eat their meals together.

You should never be alone with a camper. There should always be one counselor to accommodate every five campers, and a minimum of three people (one counselor and two campers or two counselors and one camper) at any given time.

As you can see, the cabin group is central to camp operations and key to accomplishing our mission, goals, *and safety*. Learning to manage your cabin group (or cabin groups that you instruct) is an essential skill that you need for camp.

In the following pages, we will share elements that are vital to a successful cabin group. The ability to work as a unit, as well as the co-counselors' relationships with the cabin are some of the defining indicators of success. We will discuss establishing expectations with your cabin, building group unity, managing time, motivating action, and how to hold cabin discussions. We'll also discuss some challenges that you might find along the way.

## 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 much. 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. 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's 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

We expect many things of our counselors! We began this chapter with our expectations. Take another look at them - they may be similar to what you expect of your campers.

## **Guidelines for establishing camper expectations:**

Know which behaviors are 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, a cabin expectation should include that bullying is not acceptable.

Work with your co-counselor to decide how rules and expectations will be established and enforced. Make sure you each agree to enforce the same standards. For activity counselors, it's crucial that you make extra effort to communicate with the cabin counselor throughout a session. You are the counselor the campers will try to manipulate when you rejoin your cabin during meals and evening programs.

Include your campers in expectations and rules. 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 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 at camp. 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 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, not as a friend.



## Camper Expectations

Prior to camp, we send campers a packet with a “Camper Expectations” contract included. They are to sign and bring this to the dock as an agreement to behave at camp. It reads:

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. 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 and *safety protocols*.
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.

## 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 nor 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 mealtimes 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 are 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 to 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, red light/green light, or pretend that you are spies that no one else can see, etc.
- Make up silly ceremonies for your cabin, (e.g. 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 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 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 and create a team unit like a get-to-know-you game. While counselors are leading the game, it's important to 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.

*These games should be played (and cabin unity building should begin) at the boat terminal before you even leave for the island.*

## **Common Challenges**

Joining campers from all walks of life can be fun and exciting! You can learn about a new culture or a new language! Maybe you'll even learn 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 and in disarray in the next. What group challenges can you foresee and how can we be proactive with them?

## **Managing Time and Motivating Action**

We expect cabins to make every effort to be on time to meals, flag, activities, evening programs, and other events. Camp runs more smoothly and efficiently if everyone shows up on time and does not spend time waiting for stragglers. It's 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.

## **Tips 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 than for you to get ready.
- Set clear expectations.
- Set clear expectations. (It's worth repeating!)
- Model taking care of one's own needs and encourage campers to do the same.
- Be an appropriate role model.
- Keep it simple when planning for evening programs 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 self-organization.

- Tell campers the night before what the plans are for the next day. (This helps raise excitement and also helps both you and the campers get ready for the day).
- Check the schedule to know when your cabin has flag, grace, or other responsibilities 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?



# TALKING TO YOUR CAMPER



# 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.

## Boat Terminal Introduction

This meeting is different from the others because campers are arriving at different times and also because their parents ***WILL NOT*** be with them. The first impression you make with campers is critical because you don’t get a second chance to make the first impression. *They will be asked to say goodbye to their parents in their cars and then have to meet new friends all on their own.*

*ProTips:*

- *Lean on veteran campers to help break the ice and talk about the fun ahead*
- *Keep the conversation going. Don’t let the conversation lull. Talk about anything and everything to keep their minds off leaving their families.*
- *Have a light, low-stakes name-game going that campers can easily be added to.*

## 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.

## Tips for Setting Expectations

- 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

## 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 but before cabin clean up begins. Bring your campers together and get them all on the same page for the day. Answer questions! Create excitement!

## Cabin Closings

Each cabin is required to prepare and present a nightly closing activity, such as a meaningful group reflection, circle time, or small presentation. 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

accomplishments 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 (chat with veteran counselors and support staff for ideas). The Standard is that ALL ADULTS IN THE CABIN are expected to guide one night's activities, inviting campers to share highlights, appreciations, or intentions to bring the camp spirit home.

**Suggested Standard order:**

Night 1: Activity Staff (since they're theoretically a veteran)

Night 2: Newer staff member

Night 3: Vet/Med Nurse

Night 4: Vet/Med Nurse

Closings can be as varied as the individuals who prepare them (e.g. 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. All closings should be age-appropriate.

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**

- Have each camper give a cabin mate 'props' for doing something well that day.
- 99 questions (or 20 questions)
- Read a story
- High (best experience) and Low (something that could be improved) for the day

### **Tips for 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.

## **Addressing Issues**

There may be a time when you and your co-counselor will need to call a cabin meeting to address specific cabin 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 ask for any experience they can offer you.

It's every counselor's job to make sure 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 (separate seating 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 predetermined 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). Sometimes they decide to meet again, or even agree to do a unifying activity.

### **Sensitive Issues**

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

"Do you have a boyfriend/girlfriend/significant other?"

"What did you do after the staff meeting?"

"Are you a Republican or a Democrat?"

"Is your belly button pierced?"



“Are you a virgin?”

“Do you smoke?”

“Have you ever gotten drunk?”

“Do you believe in God?”

“Are you/your parents vaccinated?”

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. While other 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?

### **Tips for Handling Sensitive Issues**

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

The tried-and-true technique of redirection. Used effectively with toddlers who want to play with things they aren’t supposed to, redirection 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.

### **And when your campers talk about 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.

There will be time during staff training to discuss this so that everyone can be prepared with a few good phrases for these challenging situations.

*You may, with your cabin, witness a **Mock Code** at camp on the island. This is an important opportunity for our Medical Team to practice our Emergency Protocols as though it is a real emergency. Therefore, it will come as a surprise for most involved. YOU will not know when or where it is happening. **Your only responsibility is to keep your campers calm, move them away from the “incident” and tell them that it is a DRILL.***

## **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 equally with all of your campers. Don't let one camper dominate the shared time you have with all campers.
- Spend focused time each day with every camper. A few minutes of conversation or playing goes a long way in getting to know each one.
- 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.

## **Strategies for Nurturing Healthy Behavior**

1. Model the following norms and expectations of the Camp.
2. Know all of your campers by name. Know something about them. Build relationships.
3. Be warm and friendly. Always show interest in what individual campers are doing and their progress.
4. Praise positive qualities and actions.
5. Be consistent.

6. A sense of humor is extremely valuable. Use it frequently (although never at the expense of your campers). Sarcasm is never a useful tool with campers.
7. Maintain your composure at all times.
8. Always treat campers with respect.
9. Depersonalize a camper's behavior. (Remember, it's not really about you.)
10. Every child has needs; the child's behavior will give you clues as to what those needs are. (Think: "why the behavior?")

## **Progressive Discipline**

Progressive discipline is the process we use to formally address the behavior of a camper who continually defies staff members or does not cooperate appropriately 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 improve cooperation in daily living or at camp activities. Counselors should collaborate to discuss and try different strategies.
2. The staff seeks guidance from a director(s) about various approaches. A problem that starts when the camper arrives and persists should be brought to a director's attention as soon as that day or by the following day at the latest. The director will ask: "What the camper has done?"; "What you have tried to do in response?"; "What other ideas do you have?"
3. A plan will be made to assist you with solving the problem and a time will be set for debriefing and further discussion. The director will also check if there is any helpful information on the medical form.
4. A director can become 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.
5. 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.
6. 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.

7. 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.
8. 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.

## **Prohibited Discipline**

**At NO TIME is it acceptable for staff to use the following forms of discipline:**

1. Spanking or other corporal punishment - this is prohibited.
2. Utilizing cruel or severe punishment including humiliation, intimidation, verbal or physical abuse, or neglect.
3. Depriving campers of meals or snacks.
4. Disciplining a camper for soiling or wetting clothes.
5. Lying to campers or promising what cannot be delivered.
6. Labeling campers and using such labels in a disrespectful, wrongful manner.
7. Breaking confidentiality by talking about campers or their families inappropriately in front of another person.
8. Assigning group discipline due to one misbehaving child.

**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.

# TYPES OF CAMPERS

# 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 time to get to know them as individuals. The more you know about them, the more effective you'll be in addressing any challenges that may arise.

## **Who is a Camper?**

The moment school lets out for the summer, 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 hanging affectionately on their counselor.

At the end of the day, a camper is tucked securely under the covers and looking up at you wistfully. There's nothing in the world like knowing this camper is a real friend who wants your guidance and has spent a truly wonderful day with you.

**\*\*\* Disclaimer for all "Characteristics" sections of this manual:** We recognize that children are wonderfully diverse, and not every characteristic fits every child. Some descriptions may reflect traditional ideas about gender, but it's important to remember that every child is unique. Our goal is to help you, as a counselor, understand and support the many differences you may encounter among campers — not to limit your expectations based on stereotypes. The purpose of these sections are to prepare you, as a counselor, for the MANY differences between children\*\*\*

## **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 precision work.
- Developing a good use of smaller muscles.

### **Characteristic Behavior**

- Sensitive to feelings and attitudes of both other children and adults. Especially dependent on the approval of adults. Able to assume some responsibility.
- Decreasing interest in play with the opposite sex.
- Full of energy, but easily tired, restless and fidgety, often dreamy and self absorbed at times.
- Learn best in concrete terms and when they can be active while learning (hands on learning- learning by doing). Little abstract thinking.
- Anxious to do things well, likes to use hands. Can be self-critical.
- Talkative, prone to exaggerate, may fight verbally vs. physically. Tends to be competitive.
- I Enjoy songs, rhythms, fairy tales, myths, nature stories, etc.
- Concerned about right and wrong, but may struggle with boundaries surrounding personal belongings (they may take things that don't belong to them).
- Rudimentary understanding of time and monetary values.

### **Special Needs**

- The right combination of independence and encouraging support.
- Acceptance of their own level of development.
- Chances for active participation in learning situations with concrete objects.
- Adults 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 spans are getting longer.
- Manipulative skills with small muscles are improving (fine motor skills more developed).

### **Characteristic Behaviors**

- Often careless, noisy, argumentative. Also alert, friendly, interested in people.
- More dependent on mother, sensitive to criticism.
- New awareness of individual differences. Capacity for self-evaluation.
- Eager, more enthusiastic than cautious. High accident rate.
- Cliques beginning. Best friends are usually the same sex. Allegiance to other children instead of adults in conflict.
- Ready for simple dramatics.
- Understands time and use of money.
- Responsive to group activities, organized or spontaneous.
- Fond of team games, comics, adventure stories, and 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 a 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, with female sex growing at a faster rate. Some children reach a plateau proceeding pre adolescent growth spurt.
- Lungs, digestive circulatory systems almost mature. Heart especially subject to strain.
- Teeth may need straightening.
- Eye hand coordination is 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.
- Cliques are strong and typically consistently of one sex, clique domination is of short duration and change membership frequently.
- 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 variety, depending on reading level and interest.
- Reasonable explanations without talking down to them.
- Definite responsibility.
- Frank answers 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. Some children, namely those of the male sex (born with male genitalia and chromosomal composition), mature as much as two years later than some other children.
- Children of the female sex are usually taller and heavier than those of the male sex.
- 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.
- Cliques continue, though loyalty to the clique is stronger in the male sex than in the female sex.
- Interest in team games, animals, comics. Marked interest differences between females and males, though not applicable to all.
- Teasing and seeming antagonism between male sex and female sex groups.
- Awkwardness, restlessness, and laziness are common as a result of rapid and uneven growth. Self-conscious about physical changes.
- Opinion of one's own group is valued more highly than that of an adult opinion.
- Often overly critical, 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 the beginning of adolescence. Enormous appetite.
- Sexual maturity, with accompanying physical and emotional changes. The female sex is usually two years ahead of male sex.
- Skeletal growth completed, adult height reached, muscular coordination improved.

### **Characteristic Behavior**

- Going to extremes, emotional instability with a "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.
- Oversensitive-ness and self-pity. High interest in physical attractiveness.
- Responds well to group responsibility and group participation. Groups may form cliques.
- Female sex is usually more interested in male sex than males in females.

### **Special Needs**

- Acceptance by and conformity with others of their 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 or directly helping out an admired authority

- Respect for who they are, their need for privacy, and for their need for emotional distance
- Having a voice in their program/fate/program design/etc.
- Food
- Tax Free Feedback (without humiliation, embarrassment, infantilizing)
- Reassurance & Acknowledgment
- Sense of Humor (not aimed at them)
- Strength Confrontation - pointing out their strengths (without embarrassment)
- Opportunity to "repair" mistakes
- Separate Times: Male sex Time/Female sex Time (in co-ed situations)
- Program or activities perceived as different from those of younger children
- Milestones 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 have ultimate control over themselves ("You can't make me...")
- State your position – hold your ground

**BEING CAMP  
APPROPRIATE**

## YOU SET THE EXAMPLE!

### TATTOO/PIERCING POLICY

Most tattoos and body piercings are fine at camp, however, camp administration does reserve the right to ask staff members to cover inappropriate or detrimental tattoos and to remove body piercings/jewelry that are unsanitary, pose a risk, or are detrimental to the community.

#### Examples of Inappropriate Tattoos:

Bad words

Inappropriate photos/nudity

*If your tattoo features your real name, we suggest you have a funny story to tell if campers ask about it ;)*

If a leadership team member approaches you about your tattoo or piercing, please keep it covered. If you have any questions, please direct them to the program director.

### DRESS CODE POLICY

Remember, you're at the beach! Daytime is warm and nighttime is chilly. Bring clothing that you will be comfortable in while maintaining modesty around children (see "Abuse Prevention" and "Harassment" policies). Camp is not responsible for any lost or stolen items.

#### Examples of Appropriate Campwear:

Camp shirts are the best

Anything that doesn't have a logo

Kid friendly TV shows/movies/games or clothing.

Clothing must be safe for the activity you are doing

#### Examples of Inappropriate Campwear:

Bad words

Inappropriate photos/nudity

*We don't need to bring politics to camp*

#### Bathing Suits:

One pieces and trunks are preferred

Please make sure developed breasts are covered

Please make sure butt cracks and cheeks are covered

Camp administration reserves the right to ask staff members to change inappropriate or detrimental clothing. If you have any questions, please direct them to the program director.

#### Showers and Changing:

Please inform your campers of private changing options - showers and bathroom stalls

Please maintain as much coverage of body parts as possible around minors

Shower time is only during your designated 'Shower Hour' - not at night, not early in the morning - this is for ratio and safety purposes

# 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, or 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 administering 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 health center and coordinate all the nursing needs at camp. They are a resource for other nurses and assist campers as they come to the health center .

### **Camper Information**

Cabin counselors and volunteer camp 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 (in addition to 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. Ask yourself:

- 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?



## 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!

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 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 and reapply as needed. Avoid getting sunburned and dehydrated at the same time.

### **Rest Period/ Quiet Hour**

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 - ALL campers are expected to have their heads on their pillows for the first half of this hour. During the second half, if they do not want to sleep, make sure they remain in their cabin and are quiet so other campers can rest. NO ONE is allowed to lie down in any other bunk than their own.

### **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

### **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 an evaluation is necessary, follow standard emergency procedures as outlined in the staff manual.

#### **Universal Precautions**

Universal precautions were instituted by the Center for Disease Control in the 1980's to protect healthcare 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 health center 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 are to use universal precautions. Gloves, in addition to bedwetting kits, will be kept at the health center. As well as, in the red fanny packs worn by med nurses, in cabin buckets, 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 health center for further instructions.

### **Staff Medications**

All staff medications are to be turned into the health center on the first day of camp. Place all medications in a Ziploc bag with your real name, camp name, and cabin name. All medications, including vitamins, must be kept in the health center at all times. You can pick them up on the last morning of your session.

## **ADHD and Camp**

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

### **Hyperactivity in Children**

Many children can occasionally behave in a highly active manner. "Hyperactivity" can be caused by many factors, such as excitement about being at camp or participating in a favorite activity, anxiety about being away from home or around new people who are not yet friends, or nervousness about performing in an unfamiliar setting. 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 a highly charged environment or by information that produces a lot of anxiety.

### **An Important Partnership**

Children with ADHD often exhibit behavior that is not willful, or intentional. Some examples include not listening, "messing up" or violating rules (even if they were just stated), or going ahead without permission. Children with ADHD need a different kind of partnership with you, as most children with ADHD appear to have trouble paying attention, keeping track of the rules, knowing what is expected of them etc. With your understanding, planning, and thoughtful approach, children with ADHD will gain more from their camp experience.

## What Children Living With ADHD Need and Strategies to Implement

- Consistent frequent, immediate feedback
- Understanding of their counselor's expectations and the consequences associated with them
- Motivational incentives, or tools or strategies used to encourage and reinforce positive behaviors by offering rewards or recognition
- Variations in reinforcements or rewards (non-material rewards like positive praise are more effective)
- More praise and more positive feedback than their peers
- Eye contact
- Tasks presented one at a time (one step directions)
- Instructions that are simple and clearly stated, chunked in smaller units
- Repeating back instructions to check for understanding
- A "cooling off" time after a strenuous activity
- Light physical touch for focusing (a gentle tap on the shoulder)
- Positive commands Whenever possible, frame directions positively — for example, say "please walk" instead of "don't run."



## **Abuse Issues**

### **FORMAL ABUSE PREVENTION POLICY AND PROCEDURES:**

CdC is committed to maintaining a work and camp environment that is free from unlawful abuse, harassment, and detrimental treatment of the children we serve and the adults we employ.

It is imperative that our staff (heretofore including volunteers) understands how to IDENTIFY and REPORT abuse of any type, including but not limited to the listed definitions of “Abuse” and “Neglect”.

All such unlawful abuse is prohibited and will not be tolerated. All staff are expected to help ensure the camp environment remains free of child abuse, within or outside of camp. Upon learning of a situation that may violate this policy, CdC will conduct a timely, prompt, and thorough investigation into the situation and report to the appropriate authorities (i.e. report sent to AMSkier Insurance immediately). All information regarding the alleged abuse and neglect will be documented, tracked, and kept confidential, as permitted by the investigation process of state or federal law, while it is being reported, investigated and afterwards. Parents will be notified after consultation with AMSkier and in compliance with any state requirements or recommendations. It is CdC’s intent to provide due process to all parties and to reach reasonable conclusions based on the information gathered, and to identify and report abuse properly. If it is determined that a violation of this policy has occurred by a staff member, CdC will take appropriate remedial action intended to stop any current, and prevent future misconduct. This may include disciplinary action up to and including termination of employment.

### **DEFINITIONS OF ABUSE AND NEGLECT:**

- Physical abuse: physical injury as a result of hitting, kicking, shaking, burning, or otherwise harming a child (non-accidental).
- Sexual abuse: any situation where a child is used for sexual gratification. This may include indecent exposure, fondling, rape, or commercial exploitation through prostitution or the production of pornographic material.
- Emotional abuse: any pattern of behavior that impairs a child's emotional development or sense of self-worth, including constant criticism, threats, rejection, willful cruelty and unjustifiable punishment.
- Neglect: intentional failure to provide for a child's basic needs, thus harming the child’s health or welfare. This includes, but is not limited to failing to provide adequate food, clothing, shelter, or medical care to a child.

## **PROCEDURES**

CdC prohibits abuse and has the following procedures in place:

- All staff must complete annual “Abuse Prevention” training on abuse and neglect identification and reporting, as provided by: <https://mandatedreporter.ca.com>.
  - All staff must also complete supplemental reading on grooming here: <https://www.icmec.org/wp-content/uploads/2016/05/Behaviors-of-Sexual-Predators-Grooming.pdf>
  - They must provide proof of completion of the training and supplemental reading before working with children.
- All staff must complete a background check (LiveScan with the Department of Justice in 2023).
- All staff must maintain a ratio of 1:2, campers and staff or vice versa, at all times.
- CdC will always have at least two mandated reporters on site whenever anyone is in contact with children in order to support the reporting process.

## **REPORTING INCIDENTS OF ABUSE**

- If it is suspected that a child has been harmed physically, sexually, or emotionally (or has suffered from neglect) whether at home, outside of camp, or at camp; concerns must be reported to the appropriate authorities. You **MUST** report suspected abuse as a Mandated Reporter. Please report suspected abuse to your supervisor first.
  - Within 36 hours, a written report must be sent, faxed, or submitted electronically (this can be completed by your supervisor at camp). The written report should be completed on a state form called the 8572, which can be downloaded at: [http://ag.ca.gov/childabuse/pdf/ss\\_8572.pdf](http://ag.ca.gov/childabuse/pdf/ss_8572.pdf)
  - Safeguards for Mandated Reporters:
    - The Child Abuse and Neglect Reporting Act (CANRA) states that the name of the mandated reporter is strictly confidential, although it is provided to investigative parties working on the case.
    - Under state law, mandated reporters cannot be held liable in civil or criminal court when reporting as required; however, under federal law mandated reporters only have immunity for reports made in good faith.
  - Failure to report:
    - Failure to report concerns of child abuse or neglect is considered a misdemeanor and is punishable in California by six months in jail and/or up to a \$1,000 fine.
    - For the complete law and a list of mandated reporters refer to California Penal Codes 11164-11174.3.

CdC will not knowingly permit or tolerate any retaliation resulting from the exercise of protected activity, such as cooperating in an investigation or making a good faith report of abuse.

These policies and procedures are in place in accordance with California Assembly Bill No. 506 entitled Youth Service Organizations: Child Abuse and Neglect Prevention.(2021-2022)

### **In-The-Moment Guidelines for Camp Staff Suspecting Abuse**

Camp is a nurturing and safe environment for children. It's possible that if children feel safe and are separated from an abusive environment, they may reveal sensitive information. Please remember, you are a mandated reporter. Any disclosure of abuse (physical, sexual, emotional, or neglect) from a camper **MUST** be reported to your supervisor, and in-turn they must report this to the Department of Child and Family Services (DCFS). It is the law. Any **SUSPICION** of child abuse should also be reported to your supervisor.

Be prepared to help the child. It is very important to accept and acknowledge the child's accusations and to not discount them. It's your duty to report any suspected abuse — it's not your role to investigate or decide if it's true. Historically, in most cases, children do not lie about this. Follow the guidelines below if a child indicates that they may have been the victim of abuse or exploitation.

- You can ask **who, what, when, and where** — but you should not ask **why** or use **leading questions**.
- Please respond calmly to the information disclosed.
- Validate their feelings (e.g., "Thank you for trusting me. I can tell this is something that's difficult for you to talk about.") 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 an incident and disclosure to a director, working with them along the way. 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 them to keep a special secret like this, and that it is okay to talk with the appropriate adults about what happened. Ask if they would like you to accompany them. If they do not wish to report, **YOU** still need to report this on your own and inform the child why.
- 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.
- You and a supervising staff (support staff, program director or executive director) will call the Department of Child and Family Services: (800) 540-4000. You will consult with the operator, who will let you know if this situation is reportable or not. When in doubt, ask...better safe than sorry!

### **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 prohibited.

The child has the right to reject displays of affection if they feel uncomfortable about it. Not every child comes from a background in which affection is openly displayed. Respect the child’s boundaries.

The campers are not your peers, or equals. Your living situation requires that you cohabitate, or “room” with campers. Shared living space makes it easy to become involved in “intimate” conversations. Use common sense in discussing sensitive subjects with your campers. They may have a natural curiosity about romantic relationships, drug use, religion, sexuality, and your private life. Please do not discuss your personal opinions about these subjects with the campers.

Remember that campers assigned male sex at birth are not allowed in Beach camp and campers assigned female sex at birth are not allowed in Canyon camp (except medical staff, directors, and support staff. See our “DEI Policy” and “Camp Volunteer FAQ” page for more information



about those identifying with a particular gender different than their assigned sex at birth, those who are transitioning, etc.

Sexual exploitation should not be confused with physical contacts that are true expressions of affection. Warm and healthy relationships can exist between campers and camp staff, if staff members respect children and place reasonable limits on physical interactions.

To reiterate, physical, emotional and/or sexual abuse and neglect are 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.

### **Behavior Management and Abuse**

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

Consequences for inappropriate behaviors must always relate to the action. Abusive punishment will not be tolerated. It is NEVER OKAY to use public humiliation and denial of food or basic necessities as a consequence.

It is NEVER OKAY to use force as a behavior management tool. It is NEVER OKAY to strike, push, pull, grab forcefully or restrain a child against their will. This includes threats of force (verbal or physical). Behavior management must never involve abuse.

### **Guidelines for Reporting Self-Harm**

If a child indicates that they are suicidal, has suicidal thoughts, or has any expressions of self-harm or thoughts of ending one's life (e.g. "I wish I was dead") you will need to report it to medical staff. Try to clarify with them what they mean, but do not discount their statement.

**SCENARIO:** A child states that they wish they weren't alive to suffer anymore.

**DON'T:** Respond by saying: "I just want to make sure you didn't mean that. You didn't really mean you wanted to kill yourself, right?" This is unhelpful because you are showing your discomfort and the child will agree with you in order to end the conversation. If they were thinking of self-harm, they are no longer able to receive help.

**DO:** Respond by saying: "I'm concerned about what you said. Can you tell me more about that? Do you often have these thoughts?" This is a better response. Once you have more information,

the medical staff can do a suicide assessment. Unless you are specifically trained, you aren't qualified to do a proper suicide assessment. Your only job is to be on the lookout for signs of self-harm, receive information, and report it for further investigation. This also falls under mandated reporting guidelines.

Other indications of self-harm (such as cutting) may be noticed. Sometimes scars can be seen on arms or wrists, but other times it can be on their legs (or other areas easily covered). If you notice these types of scars, consult your supervisor for next steps.

# Camper Behavior Management Guide

Behavior	Prevention	Intervention
Putting others down (name calling, unkind remarks)	<ul style="list-style-type: none"> <li>• Discuss why it is unacceptable to put others down and use hurtful names at camp, as well as the consequences of such behavior.</li> <li>• Explain that group diversity and different opinions contribute to group development and should not be a target for unkind remarks.</li> <li>• Talk about how hurtful it may feel if it happened to them.</li> <li>• Be a good example when interacting with campers, model respect.</li> <li>• Move around and listen to how campers communicate with each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Stop the “put down” or name calling immediately, but don’t overreact.</li> <li>• Help children express their feelings about another person’s action (that they don’t like) rather than name calling.</li> <li>• Do not react by laughing or ignoring the behavior, this gives campers the sense you are condoning such behavior.</li> <li>• Correct the camper in a calm voice and manner. The camper may not realize what they said is not appropriate.</li> </ul>
Pranks or Hazing	<ul style="list-style-type: none"> <li>• Discuss inappropriateness of pranks or hazing activities. Most end up hurting someone (emotionally or physically.)</li> <li>• Jokes or pranks often grow out of control if left unchecked. If a joke is played on you, accept it, and do not retaliate.</li> <li>• Be sure campers are aware of the consequences of harmful or destructive jokes.</li> <li>• Listen and give guidance to conversations that include plans for pranks or retaliation.</li> <li>• As a role model, do not instigate these activities on other staff or campers.</li> </ul>	<ul style="list-style-type: none"> <li>• Help campers to withhold reactions to a joke played on them. Teach that if they ignore or accept it without acknowledgment, the real joke may be on the perpetrators. This would also help reduce any future pranks.</li> <li>• Sometimes appropriately executed jokes or pranks done on counselors, or groups (with the intent of the campers benefit) could build spirit and model how to be good sports.</li> <li>• All adults and staff in camp should behave consistently in handling incidents of pranks, jokes, or hazing type activities.</li> </ul>
Runaway/ Wanderer	<ul style="list-style-type: none"> <li>• Discuss camper boundaries: rules for being with/without a counselor and why.</li> <li>• Try to identify why the camper leaves the group.</li> <li>• Establish procedures for searching for a missing camper.</li> </ul>	<ul style="list-style-type: none"> <li>• If a camper is constantly wandering away from the group, remind them of the rules and safety reasons for staying with the group. Discuss consequences for the continued behavior.</li> </ul>
Testing Rules / Limits	<ul style="list-style-type: none"> <li>• Make sure your rules and expectations are reasonable and coincide with camp expectations.</li> <li>• Have the group identify their own rules for functioning safely as a group at camp. Review these rules on the first day.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Talk to the camper away from the group about their behavior.</li> <li>• Review the rules and ask for their help in reinforcing positive behavior.</li> </ul>

Behavior	Prevention	Intervention
Aggression or violence (physical abuse– hitting, shoving, etc.)	<ul style="list-style-type: none"> <li>• Discuss expected behaviors with campers.</li> <li>• Be observant, listen, and try to anticipate problems.</li> <li>• Let campers know it’s alright to tell the counselor rather than retaliate.</li> </ul>	<ul style="list-style-type: none"> <li>• Move closer in proximity to the aggressor and immediately intervene.</li> <li>• Ask the camper(s) being threatened to move away from the situation.</li> <li>• Discuss reasons for the behavior with each camper involved.</li> </ul>
Bullying	<ul style="list-style-type: none"> <li>• Discuss expectations for behavior</li> <li>• Give examples of appropriate ways to influence fellow campers.</li> <li>• Even though bullies are skilled at selecting the best time to exercise their peer terror tactics, listen and use group observation to stay aware of bullying behaviors that might be happening while you’re not there.</li> <li>• If the bully has followers, purposely plan activities to mix up the group.</li> </ul>	<ul style="list-style-type: none"> <li>• Help campers deal with whatever prompted the behavior.</li> <li>• When you see bullying behavior, immediately separate the bully from the group and any followers.</li> <li>• Explain the behavior is inappropriate.</li> <li>• Stay neutral and calm.</li> <li>• Talk to the victim about their feelings and any damage to person or belongings.</li> <li>• Since most bullies lack self-esteem, give them opportunities to work with others in a positive way.</li> </ul>
Constant Complaining/ Whining	<ul style="list-style-type: none"> <li>• Do not label a child (e.g. bully), as they may enact the role.</li> <li>• Give suggestions on appropriate ways to express opinions.</li> <li>• Urge camper input on free time activities they want to do.</li> <li>• Don’t let whining or complaining cause you to lose patience with the camper.</li> </ul>	<ul style="list-style-type: none"> <li>• Privately point out the behavior and explain how it affects others.</li> <li>• Try to find out reasons for complaints and address each with the camper. Don’t become defensive.</li> </ul>
Doesn’t Follow Directions or Pay Attention	<ul style="list-style-type: none"> <li>• Encourage the camper to try new things and use positive phrases instead of complaining.</li> <li>• Make directions age appropriate, clear, and direct.</li> <li>• Give directions in small workable steps.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain to the child that you’ll not respond to them when they whine, complain, or say “I can’t do something,” without trying.</li> <li>• Be patient, flexible, and willing to work with campers on a personal basis.</li> </ul>

## Homesickness

“I’m homesick!” These two words strike fear in camp counselors’ hearts 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 time adjusting to a new environment. For some children, that adjustment is made in the first ten minutes. For others, it takes longer. Some children are able to adapt easily and on their own, while others need help and support.

### **Tips for Working With Homesick Children:**

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

Do your best to address concerns. For example, a child having 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 can help them maintain that connection.

Be prepared for the peak times of homesickness:

- First day/night of camp
- Meal times, when they would normally be eating with family
- Bedtime
- When they are feeling scared or ostracized

Stay busy! Kids involved in activities and who have fun with friends are less likely to get homesick. Most homesick kids 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.

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 support staff.

# CAMP 101

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!

## **The Basics**

### **Camp Boundaries**

Please remain within the camp boundaries—from “Frog Rock” to “The Wash” and “The Dock” up to “The Reef Cabin” in Canyon Camp. The archery range, waterfront, and the 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 – (CIC 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 one staff member to every five 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 two 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.

### **Cell Phones**

At camp, we aim to create an immersive, unplugged experience for both campers and staff. Being free from phones helps staff be fully present, build deeper connections, and model the kind of genuine engagement we hope campers will carry forward. Staff are expected to remain unplugged and off their phones during camp sessions. They should warn their families and friends that they will be unreachable. Staff are expected to keep their phones off and in airplane

mode, stored safely in their cabins. Staff should not have phones on their person during activities, meals, or general camp time. Phones are not to be used as watches or cameras. If absolutely necessary, staff have an opportunity after the staff meeting to attempt to find service for vital personal calls.

### **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**

All relationships are PLATONIC at camp (for campers and staff alike). Camper-to-camper relationships while 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's important that staff members supervise campers at all times.

### **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**

If you need an activity time off for additional rest, please communicate your needs to your co-counselors and support staff so they can help ensure that your cabin will have the appropriate supervision ratios. Directors (and sometimes doctors) can fill in when needed.

### **Visitors/Strangers in Camp**

Any staff member who sees someone in camp they do not recognize must approach the person, introduce themselves and escort the visitor to the Health Center or a director. For security reasons we cannot have any strangers, visitors, or any unidentified people 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. You may request a more detailed outline of what to do in this scenario at any time.



## **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 support staff.

All med nurses and doctors should check in with the medical director.

### **Steps to Take In Case of Emergency**

- 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.
- Support staff will check in with all cabins, walking 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. Perform a headcount...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 member to inform 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.

**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 should notify the guard and keep your eyes on the victim at all times. One long whistle should be blown to get other staff member'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.

**3 Steps to Remember**

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

# Staff Wellness

While you're taking care of campers, are you making time for self-care as well? The average person burns 1,200 to 1,500 calories a day just by sitting and breathing. Add running around and the mental energy expended taking care of campers, and you're burning a significant amount of additional calories. Think of your body as a machine. As the fuel runs out (whether it's 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 the temperature may feel cool, constant sun exposure is taking a toll 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 balanced meals. Have something from each food group at every meal.
- Stay hydrated. Fluids in general are good, but 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.
- Wash your hands.
- Relax. Stress has a way of suddenly catching you off guard. This not only causes emotional stress but it also lowers your immune system, which makes 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 agreements on 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 tends to other camp duties like organizing an event, gathering supplies for a skit, etc. A co-counselor shouldn't leave the group for personal reasons, such as taking a shower. Here are some suggestions for collaboration:

- 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, agree on how to deal with specific problems and discuss ways to bring out the greatest potential in each child.
- Come to an agreement on the following issues: camper expectations, assigning camper jobs, and cabin behavior expectations.
- Daily check in sessions are a good idea! Here you can share leadership styles with each other. Identify the complements, overlaps, or gaps. What are the challenges in working together? Identify outsiders who can give suggestions for dealing with issues that may arise as a result.
- Be balanced. Share "good cop" and "bad cop" roles.

Constructive feedback helps people become aware of how actions are perceived and how behavior affects others. It's important to be prudent with feedback in a manner that will not threaten the other person or increase their defensiveness. It's equally important to listen, keep an open mind, and react in a non-defensive manner. Feedback should be given at an appropriate time and place. Share whatever amount that will be helpful. Be aware that oversharing may be unproductive. 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.

# LIFE AT CAMP

# Sample Week at a Glance

## Week At A Glance

TIME	Day 1	TIME	Day 2	TIME	Day 3	TIME	Day 4	TIME	Day 5
6:00-7:00	Staff Arrive @ Dock	7:00	Wake'n'Win	7:00	Wake'n'Win	7:00	Wake'n'Win	7:00	Wake'n' Pack
			Flag and Sunshine Dance		Flag and Sunshine Dance		Flag and Sunshine Dance		Flag and Sunshine Dance
7:00-9:00	Campers Arrive @ Dock	7:45-9:15	Breakfast	7:45-9:15	Breakfast	7:45-9:15	Pajama Breakfast	7:45-9:15	Breakfast*
9:00-9:30	Cabin Groups and Luggage	9:15-9:30	Cabin Clean Up	9:15-9:30	Cabin Clean Up	9:15-9:30	Cabin Clean Up	9:15-10:15	Final Squirrel, Announcements, & Camp Sweep
9:30-10:45	Boats Depart @ 10:00/10:30am 10:00 Boat 1 10:30 Boat 2	9:30-11:00	Activity 1	9:30-11:00	Activity 4	9:30-11:00	Activity 7	10:15-11:15	PACK, tshirts, med check out, and Cabin Disinfecting
11:15-12:40	Cabin Chill Time	11:15-12:40	Activity 2	11:15-12:40	Activity 5	11:15-12:40	Activity 8	11:30-1:30	Boats Depart @ 12:00/12:30 12:00 Boat 1 12:30 Boat 2
12:40-1:30	Lunch	12:40-2:00	Lunch	12:40-2:00	Lunch	12:40-2:00	Lunch	1:30	Arrive in San Pedro
1:30 - 2:30	Move in to Cabins	2:00-3:00	Quiet Hour*	2:00-3:00	Quiet Hour	2:00-3:00	Quiet Hour	*Grad Program	
2:30 - 4:00	Camp Tour*	3:00-4:30	Activity 3*	3:00-4:30	Activity 6	3:00-4:30	Activity 9	Day 1: Grad Program Orientation - Adventure	
5:00-5:40	Emergency Drill @ 5:00	4:30-5:40	Group 1 Cabin 4:30-5:00 Shower 5:00-5:40	Group 2 Shower 4:30-5:00 Cabin 5:00-5:40	4:30-5:40	Group 1 Cabin 4:30-5:00 Shower 5:00-5:40	Group 2 Shower 4:30-5:00 Cabin 5:00-5:40	4:30-5:40	Day 2: Grad Double Kayaking Quiet Hour & Activity Period 3 / Cabin Closing
5:40-7:15	Topsy Turvey / Inside Out Dinner	5:40-7:15	Dungeons & Dragons Dinner	5:40-7:15	Decades Dinner	5:40-7:15	I am Kenough Dinner	Day 3: Skit Night Host - Night Snorkel	
7:30-8:30	Topsy Turvey/Inside Out BINGO	7:30-9:00	Defeat the Dragon Rotation Night	7:30-9:00	Time Travel Skit Night*	7:30-9:00	Retro Game Dance	Day 4: Scheduled Activity 9 Spa & Cookies w/ Leadership	
8:30-9:15	Cabin Closing	9:00-9:45	Cabin Closing*	9:00-9:45	Cabin Closing*	9:00-9:45	Cabin Closing	Day 5: Grad Sunrise @ Dock - 17yo only, Flag, Grace, Grad breakfast	
9:15	Lights Out Staff Meeting	9:45	Lights Out Staff Meeting	9:45	Lights Out Staff Meeting	9:45	Lights Out Staff Meeting		

# Example Camp Activity Rotation

Session 1 Activity Rotation											
	8x9	Day 2 (Aug 23, 2019 Friday)			Day 3 (Aug 24, 2019 Saturday)			Day 4 (Aug 25, 2019 Sunday)			
		1	2	3	4	5	6	7	8	9	
Nurses		9:30-10:45	10:45-12:00	2:30-3:45	9:30-10:45	10:45-12:00	2:30-3:45	9:30-10:45	10:45-12:00	2:30-3:45	
Kirby	Dinghy	Perf Arts	Wall	Nature	High Ropes	Kayak	Swim	Arch	A&C	High Ropes	
Grayfox	Catboat	Perf Arts	Swim	Arch	CG	Kayak	Nature	A&C	Wall	CG	
Sonrisa	Sloop	Adv	Perf Arts	Wall	Kayak	A&C	High Ropes	Arch	Target	Kayak	
M & M	Ketch	Arch	Target	Swim	Adv	High Ropes	Wall	Nature	Kayak	Adv	
Flo	Yawl	Wall	Adv	Target	Nature	Swim	A&C	Kayak	Perf Arts	Nature	
Tigerlily	Cutter	High Ropes	Arch	Target	Perf Arts	Swim	A&C	Nature	Adv	Perf Arts	
Rocket	Schooner	High Ropes	Kayak	Nature	Wall	Target	Arch	Swim	Perf Arts	Wall	
Chung Chung	Clipper (Seniors)	Target	Swim	Kayak	Wall	Arch	Perf Arts	A&C	High Ropes	Wall	
Shimmer	Tugboat	Wall	CG	Adv	Nature	High Ropes	Kayak	Swim	A&C	Nature	
Cookies & Cream	Trawler	Kayak	Perf Arts	Adv	A&C	CG	High Ropes	Wall	Swim	A&C	
Sweet Tea	Submarine	Adv	Arch	Perf Arts	Target	A&C	Swim	Kayak	Nature	Target	
Lord Nibbler	Squall	Swim	Target	Wall	A&C	Perf Arts	Adv	High Ropes	Nature	A&C	
Lion	Hurricane	Arch	Kayak	A&C	High Ropes	Wall	Adv	Perf Arts	Target	High Ropes	
Elsa	Tsunami	Kayak	A&C	Perf Arts	Swim	Target	Arch	Adv	High Ropes	Swim	
Cujo	Senior I	A&C	Wall	Arch	Perf Arts	Nature	Kayak	High Ropes	Swim	Perf Arts	
Tobasco	Senior II	Target	Nature	A&C	Adv	Arch	Wall	Perf Arts	Kayak	Adv	
Light Bright	Senior II (Seniors)	A&C	High Ropes	Kayak	Swim	Wall	Perf Arts	Target	Arch	Swim	
	KEY:										
	A&C	Arts&Craft		Kayak	Swim	Waterfront	Adv	CG	Cabin Game	Arch	
	Perf Arts	Performing Arts		High Ropes	Nature	Snorkeling	Target	Wall	Wall		

# ***Communicable Diseases***

Please take the time to pay attention to the documents we share describing the **communicable disease protocols** in place this year. They will continue to keep us and our sensitive community ASAP (as safe as possible). Remember that the main focus is to be there *together*. In order to do that, we have to make a few adjustments to our camp life and be respectful of others in their efforts to do the same for you.

*The **official** protocols created by our medical team will be released closer to camp.*

An overview of our protocols in place:

- All participants may receive a COVID or other communicable disease test and submit a negative result prior to departure
- All participants will wear a mask if they show symptoms and will be tested again
- Anyone who tests positive will leave the island as soon as possible and their cabin will be isolated
- Increased cleaning and disinfection of high touch surfaces and equipment
- There will be increased time and frequency of handwashing and sanitizing

# Dining Procedures

## Line Up Procedures

At breakfast and dinner, each cabin will line up behind their cabin's spot in front of the flagpole and will be dismissed into the dining hall by support staff.

At lunchtime, cabins can go straight to their tables after washing their hands in the dining hall.

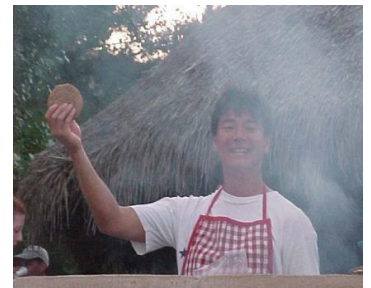
Each cabin will receive a number at line up, or arrival. You enter the serving line in order according to your number.

## 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 group 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. You **MUST** sort, scrape and stack your first plate, and **get a new plate** for your seconds.



Please remain seated until dismissed by a member of the support staff.

## Things to Note

Campers should be encouraged to eat well-balanced meals. It is the responsibility of every staff member to be aware of their 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 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.

## Composting Procedures

With composting our goals are:

- To reduce the amount of waste 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
- Helping campers separate their plates into compostable and non-compostable items BEFORE they leave the table for the compost area

Compostable	Not Compostable
<ul style="list-style-type: none"><li>• Pasta</li><li>• Bread</li><li>• Fruit</li><li>• Veggies</li><li>• Liquids (no milk)</li><li>• Paper napkins</li></ul>	<ul style="list-style-type: none"><li>• Meat</li><li>• Cheese</li><li>• Milk</li><li>• Creamy Salad Dressing</li><li>• Plastic</li></ul>

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

If you eat everything on your plate at mealtime, then 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 shower monitor and night patrol, a staff member will be assigned as compost monitor at every meal.

How this works:

- Compost monitor eats first (you will get your food when the first cabin is called up)
- 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 the end of every meal, the composting station must be washed with a sponge from the dining hall.



# Shower Monitor & Announcements

## Shower Monitor

We will be assigning 6-12 staff per session for shower monitor duties. There will be one shower hour a day at camp, and each shower hour will have a counselor assigned as shower monitor on each side of camp (Beach and Canyon).

Duties include (but are not limited to): Help facilitate the line by identifying available shower stalls (only one camper per stall). You may need to hold the shower faucet "on" for campers who can't reach. Be present in the shower room or at the entrance. Monitor for any bullying or inappropriate behavior.

Youngest cabins should have one of their counselors assisting.

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 may be written on whiteboards in two locations:

- Dining hall near lost and found
- Airstream Theatre

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 in front of Barracuda for fun and adventurous games! Please remember to wear CLOSED TOED SHOES!

## **Archery and Target Sports**

The range is just past Canyon 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 arts and crafts activity counselors in making personal and community artwork for camp!

## **Thank You Notes**

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

## **Garden Games**

The choice is yours! Meet your activity counselor at the dining hall and choose your own field sports adventure. Gaga ball, volleyball, boomball, soccer, basketball, and board games are all at your disposal!

## **Climbing Wall**

Are you ready to take on 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.

**Snorkeling-** Please meet on the deck of C's Hut between the Airstream Theatre and the waterfront. Wear your bathing suits, sandals, and bring a towel. The buddy system needs to be in place.

### **Performing Arts**

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

### **Waterfront Activities**

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

### **Waterfront Rules**

- If a camper needs to use the restroom while on the beach, a staff member and a buddy must accompany them to and from the restroom.
- No one should ever swim under the dock or floats.
- Keep boats and equipment in the boating area and swimmers in the swimming area.
- Walk on the dock, no running permitted in these areas.
- Swimmers must use the **buddy system** at all times.
- 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.
- The waterfront is off-limits to campers and counselors without a staff member. Campers and staff may not go on the dock without clearance from the waterfront director. Activities will not begin without lifeguards on duty.

# Staff Meeting and Patrol

## **Staff Meeting** *(new protocol as of 2024)*

Staff meetings are held every night from approximately 9:45 pm – 11:00 pm. Informational meetings will be during the *first 30 minutes*, afterwards we will open it up to a more social, bonding adult time with stories and shoutouts. Each night during Staff Meeting **one counselor will remain with their cabin** to ensure no inappropriate behavior is happening. Your group of co-counselors can decide who will stay each night. Please mark the person staying on the sign out/sign in sheet by writing “in cabin” next to their name. The counselor who stays may choose to sleep in their bunk or sit out on their cabin’s porch if it’s appropriate for your camper group. **It is vital for you to be nearby and listening for inappropriate behavior, not taking a shower or in loud conversations with the other counselors.**

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. You will find the clipboard on the picnic table in Beach Camp and in Canyon Camp.

## **Evening Patrol** *(new protocol)*

The purpose of Patrol is to:

- Ensure the safety and welfare of the campers at all times,
- Allow staff to have evening fellowship and planning time outside of the cabin
- Provide time to conduct staff meetings and additional program planning
- Canyon Camp Radio: stationed in front of Canyon Camp on the picnic table at 9:45 until relieved by leadership
- Beach Camp Radio: on the picnic table at 9:45 until relieved by leadership
- Make sure your cabin group is quiet with lights out before leaving the cabin to go to Staff Meeting or to go on the porch.
- Inform all campers which counselor will be staying each evening, and where they will be (in the cabin/on the porch) in case there is an emergency or problem in the cabin. This is very important so that your campers know how to obtain assistance in an emergency.
- If a problem occurs, counselors can be called back to the cabin to help the other counselor assist their campers.
- Be available and visible to all campers in your camp in case of concerns or emergencies.
- Listen and pay special attention to signs of homesickness, mischief, etc. If a cabin needs attention or is too loud, please radio 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.
- Enjoy time together by the campfire and relax!
- Optional and if ratios work out: you may utilize your cell phone at this time. Be aware that service on the island is spotty.

### **Lights Out!**

- Every night at 12:00 am.
- All staff members are required to return to their cabins at 12:00 am for a good night's sleep.
- Don't forget to sign back in! If you don't, then the support staff must stay awake and track you down in your cabin.

# PREPARING FOR CAMP



# What to Bring to Camp

Pack for “beach weather,” which typically is cool in the mornings and evenings, but warm during the day.

Remember when packing, every piece of luggage will be carried by you at the dock and on the island!

## **Clothes and Bedding:**

Sleeping Bag - 1	Long pants - 2
Bath towel - 1	Pajamas - 1
Beach towel - 1	Socks - 4
Pillow - 1	Swimsuits - 1-2
Aqua socks (for the beach)	T-Shirts - 4
Washcloth - 1	Sweatshirts / Long sleeve - 2
Staff Shirt - 1	Underwear - 4
Closed toed shoes - 1	Sandals - 1
Laundry bag/extra pillow case - 1	Shorts - 4
Hat(s) - sun visor or cap	Sunglasses - 1

## **Water Bottle – 1**

## **Toiletries:**

Soap	Brush/comb
Shampoo/conditioner	Sunscreen (SPF 30+)
Toothbrush	Chapstick
Toothpaste	Medications

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

## **Things to Replace Your Cell Phone:**

Watch  
Alarm Clock  
Camera

## **Optional Items:**

Cabin decorations	Day pack
Flashlight	Costumes
Jacket (for cool evenings)	Musical Instrument
Playing Cards	Bluetooth speaker

# Directions to Camp

All staff members are responsible for arranging their own transportation to San Pedro.

## Transportation/parking options to/from San Pedro:

- Sign up with a driver from the carpool link, which is sent by email closer to Camp
- Get dropped off/picked up by a friend or family member
- Drive yourself independently and park at the Catalina Express pay-lot for \$17/day
- Drive yourself to the park & ride one block from the Catalina Express. This lot is FREE.

Harbor - Beacon Park & Ride: 515 N Beacon St - San Pedro, CA 90731

**\*\*If you are driving and leaving your car in any of the lots, please use caution and do not leave anything of value in your vehicle. These may be unattended lots and we cannot guarantee their security!\*\***

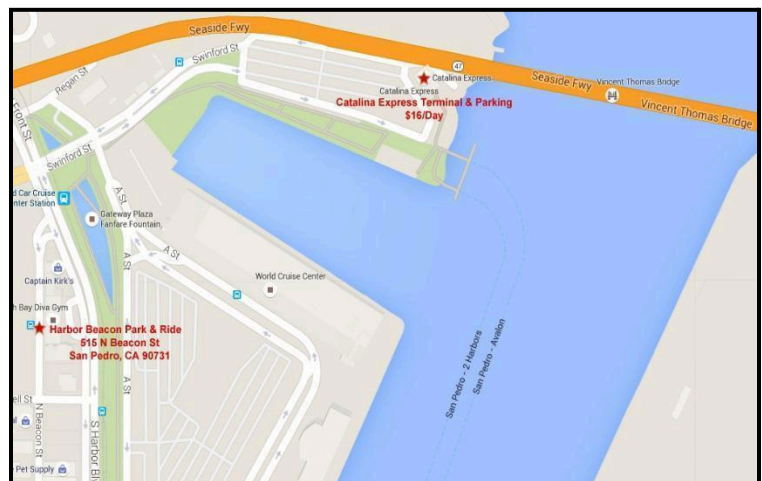
## As You Approach From the 710 South:

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.



# At the Boat Dock

6:00am	<ul style="list-style-type: none"> <li>• Arrive at Catalina Express</li> <li>• <i>Proceed to the Check-in Station 1</i></li> <li>• <b><i>Stay in your car!!</i></b> <ul style="list-style-type: none"> <li>○ <i>COVID testing (Rapid Test given on site)</i></li> <li>○ <i>Wellness assessment</i></li> <li>○ <i>Name Tag &amp; tshirt (if you did not receive one at staff day)</i></li> <li>○ <i>Drop Luggage</i></li> <li>○ <i>Go park your car</i></li> </ul> </li> <li>• Check in with your support staff (get your cabin clipboard)</li> </ul>
6:30am	<ul style="list-style-type: none"> <li>• Find your co-staff</li> <li>• Hold up your cabin sign so campers can find you (if your camper has a name tag, then they have been registered)</li> <li>• Play get to know you games</li> <li>• Introduce campers as they arrive</li> <li>• Use W-E-S-T-I</li> </ul>
9:30am/10:00am	<ul style="list-style-type: none"> <li>• If you get seasick, take meds now!</li> <li>• If you don't know if you get seasick, take your meds now!</li> </ul>
9:45am	<p>Load boats with campers and staff. We will be loading boats one cabin at a time. Please listen for instructions and get on the boat with your cabin group.</p>
10:00am	<p>Boat departs for camp!</p>

## **Tips for the Boat & Boat Terminal**

- Be prepared!
- Review your cabin's list of campers – know their names before they arrive.
- Have a few conversation starters planned.
  - Where do you live?
  - Do you have a pet?
  - What's your favorite sport? Favorite band/song?
- Help them start conversations by sharing what you have learned. "Peter, this is John, he likes baseball too!"
- Introduce campers to each other.
- Have your campers sit together on the floor and on the boat. Sit with them.
- Bring little things that will impress or occupy kids, like 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!
- Bathrooms are located inside the terminal building and in the back of the first floor of the boat. Remember: maintain proper ratios (1:2)!
- Keep safety as a priority!

## **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 recovered.

You will be meeting your campers 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 meet our campers

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 all of our moods and attitudes. We want to show them

signs that we are excited to see them and enthusiastic about the activities we are about to lead and participate in!

## **WESTI**

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

**W:** Warm smile

**E:** Eye level

**S:** Say “Hello!”

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

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



# What to Expect on 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 are wondering what is going to happen next. They can have various reactions to the living arrangements and worry about making new friends. If a returning CdC camper is coming to camp, they may experience reunions with past friends, wonder if things will be the same or different, and may be anxious to get into their favorite activity.

I've gotten my campers moved into their cabins... What do I do now?

1. Introductions (name games, etc.)
2. Bed assignments
3. Cabin expectations (rules)
4. Cabin decorations (Cabin sign, theme decorations, etc.)
5. Camp tour
6. Emergency drill
7. Continue assigned camp activities according to the schedule
8. Cabin bonding





# Congratulations!

You have completed the first part of your Camp del Corazon orientation! We will cover more of this and new information in the online modules, in your camp application, and at Staff Day!

If you have any questions, comments or concerns, please email

[Smalls@campdelcorazon.org](mailto:Smalls@campdelcorazon.org)

