**![A picture containing drawing

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gyMGQ8L3N0UmVmOmRvY3VtZW50SUQ+DQoJCQkJPHN0UmVmOm9yaWdpbmFsRG9jdW1lbnRJRD54bXAuZGlkOjExNGFiYTVmLTUxMWQtYTI0Ni1hNzNhLTkxNzc0NDY3NzZhZTwvc3RSZWY6b3JpZ2luYWxEb2N1bWVudElEPg0KCQkJCTxzdFJlZjpyZW5kaXRpb25DbGFzcz5wcm9vZjpwZGY8L3N0UmVmOnJlbmRpdGlvbkNsYXNzPg0KCQkJPC94bXBNTTpEZXJpdmVkRnJvbT4NCgkJCTx4bXBNTTpIaXN0b3J5Pg0KCQkJCTxyZGY6U2VxPg0KCQkJCQk8cmRmOmxpIHJkZjpwYXJzZVR5cGU9IlJlc291cmNlIj4NCgkJCQkJCTxzdEV2dDphY3Rpb24+c2F2ZWQ8L3N0RXZ0OmFjdGlvbj4NCgkJCQkJCTxzdEV2dDppbnN0YW5jZUlEPnhtcC5paWQ6MTE0YWJhNWYtNTExZC1hMjQ2LWE3M2EtOTE3NzQ0Njc3NmFlPC9zdEV2dDppbnN0YW5jZUlEPg0KCQkJCQkJPHN0RXZ0OndoZW4+MjAxOS0wOS0xM1QxMDowMDozMC0wNDowMDwvc3RFdnQ6d2hlbj4NCgkJCQkJCTxzdEV2dDpzb2Z0d2FyZUFnZW50PkFkb2JlIElsbHVzdHJhdG9yIENDIDIzLjAgKFdpbmRvd3MpPC9zdEV2dDpzb2Z0d2FyZUFnZW50Pg0KCQkJCQkJPHN0RXZ0OmNoYW5nZWQ+Lzwvc3RFdnQ6Y2hhbmdlZD4NCgkJCQkJPC9yZGY6bGk+DQoJCQkJCTxyZGY6bGkgcmRmOnBhcnNlVHlwZT0iUmVzb3VyY2UiPg0KCQkJCQkJPHN0RXZ0OmFjdGlvbj5zYXZlZDwvc3RFdnQ6YWN0aW9uPg0KCQkJCQkJPHN0RXZ0Omluc3RhbmNlSUQ+eG1wLmlpZDo3OWIyNzgzNi1iNjQwLTlhNDItYWRkOC1mOTY3NWMyYTZjMWQ8L3N0RXZ0Omluc3RhbmNlSUQ+DQoJCQkJCQk8c3RFdnQ6d2hlbj4yMDIwLTAxLTE0VDA5OjE2OjIwLTA1OjAwPC9zdEV2dDp3aGVuPg0KCQkJCQkJPHN0RXZ0OnNvZnR3YXJlQWdlbnQ+QWRvYmUgSWxsdXN0cmF0b3IgMjQuMCAoV2luZG93cyk8L3N0RXZ0OnNvZnR3YXJlQWdlbnQ+DQoJCQkJCQk8c3RFdnQ6Y2hhbmdlZD4vPC9zdEV2dDpjaGFuZ2VkPg0KCQkJCQk8L3JkZjpsaT4NCgkJCQk8L3JkZjpTZXE+DQoJCQk8L3htcE1NOkhpc3Rvcnk+DQoJCQk8aWxsdXN0cmF0b3I6Q3JlYXRvclN1YlRvb2w+QUlSb2JpbjwvaWxsdXN0cmF0b3I6Q3JlYXRvclN1YlRvb2w+DQoJCQk8cGRmOlByb2R1Y2VyPkFkb2JlIFBERiBsaWJyYXJ5IDE1LjAwPC9wZGY6UHJvZHVjZXI+DQoJCTwvcmRmOkRlc2NyaXB0aW9uPg0KCTwvcmRmOlJERj4NCjwveDp4bXBtZXRhPg0KICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgIAogICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgCiAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAKICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgIAogICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgCiAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAKICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgIAogICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgCiAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAKICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgIAogICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgCiAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAKICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgIAogICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgCiAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAKICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgIAogICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgCiAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAKICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgIAogICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgCiAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAKICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgIAogICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgCiAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAKICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgICAgIAogICAgICAgICAgICAgICAgICAgICAgICAgIC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iigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKhuLqK1XdK+wetTKSirydkNJvRE1Fc3fePtEsVO6+QPjIGxv8K5XVPi8kJb7G0EwzgblbpXgYrP8twa/eVk/Rpv8zvpZfia3wwfzPTdwHU4pj3Eca5Lr+deD6l8UNU1DIaOGMYI+TcP61zl1rl5dMS08gz/AHXP+NfGYnj7CU3bD03L8P0PapcP1pfxJW/E+hrzxVZWbYcknPbFYV58VtJtRykxOM8LXhjXUzdZZD/wI0wsW6kmvmcRx7jZ/wACCj66nqU8goR+OTZ9F+G/GFr4mYC3V1+Tf8w98V0NeL/Bu9P9vSxMflW3b+Yr2cV+pcOZlUzXARxFX4rtP5HyuZYaOFxDpw2Fooor6g8sKKKKACiiigAooooAKKKKAEri/F3xBXwy0Y+zmfcxXhsYxXaV4J8R7z7Rqcsef9XM4r4zirM62WYL2mHlaTeh7WVYWGKr8tRXSO1s/jBBdEB7QRc4+Z63LL4hafdAb5oYuM8vXz5S1+WUOOMzp/xLS/D8kfU1Mjw0vh0PpmLxPpU2Al/Cx9A1XobqG4wY5FfPoa+Xbe8mtWzG5Q5zxWxZ+NtYsyvl30qqOwNfSYbxBi3/ALTRt6f8Fnm1OH3/AMup/efR9FeK6b8Wbi3UfaTPOcAffFdbp/xcsL5gGtjBk4zJKBX2OE4syrFWXtOV9nc8etlOKpfZujvqKybHxRpl9GrLfWqswzs89SR+taUc0cwyjq4/2TmvqqVelWV6ck/Q8qVOcHaSsSUUlLW5mFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAFFFJnHXigBaKzdU1210tA0jqx5G0MM15/rnxei2FbOOWNyvDHBwc14WYZ3gctX+0VLPt1O/D4Gvif4cT0q4vre0G6adIl6ZY4rntV+IWl6cCY7iC5YAnaswHI7dDXjereONW1VnEtyTGTuC7R/hXPsxZiT1PNfmeYcfTbccDTsu73/VH02HyBb15fcenax8YmuFaO3s3hPBEiXP+C1xeoeLtV1CRmOoXioSSE+0uQM9utYlFfnmNz3Mce716r+Vl+Vj6GjgcNh1aEP1/MlmuJZzmSV5D/tMTUdJRXhNuTuzv22CiiipAKKKKAOp+Hl59i1p36ZiI6+4r6Bt23QRt6qD+lfMWk3hs7reDjjFfTGmuJNPtm65iU/oK/cuAMRz0KtD+XX77nw/EFO1SNTuWaKKK/WT5IKKKKACiiigAooooAKKKKAIriYQRlz0FfN3i6YzeJNS9PtD4/Ovf/FVx9l0O4lzjaV/VgK+ddak87Vrt+u6Vj+tfjviBiPdo0Pn+a/Q+x4fp6zqfIpUUUV+LH2gUUUUALRSUUAWLW+ls5N8LbWxjoDXS6b8TNbsWAN3mPIyohToPwrkqK9DDY/FYN3w9WUfRtfkYVMPSrfxIp+qPX9J+Mdu2yO6huJHOcsAgH867jSfEtpq0QdD5QKhsSMM8/jXzTT4pmhbK9a+6wHHOOw9liV7Rfc/vszwsRkdCprTfKz6oWRW+6QfpTq8C0f4marp7KjSxiEvlsRjNeh+G/idY6ptgkMjXG0s37vA6/8A6q/TMt4ty7MGoc3JJ9H+h8zicoxOHXNa68juqKZFIJo0dejAEfjT6+0Turo8QKKKKYBRRRQAUUUUAFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAFFFFABRRRQAUUUUAFFFFABUc0YmQoSQD6VJSUmk1ZgeAfEHTbnT9Yu5XY+TJcPs+b3rkv1r6C8eeF18QWMQVW3RszkoBnp3zXz/ACRNE2GGDX81cVZTPLcc5bwnqn91/wAz9LyrFxxNBLqhlFFFfFHtBRRRQAUUUUAFFFFABRRRQAtfSHhK/wDtunouc+XFGP0/+tXzdXtvwn1D7ZDfLnPlrF2/3q/S+BcT7LHuj/P+ikz5vPqfNh1P+X9bHoNFJS1/QB+fBRRRQAUUUUAFFFFABRRRQBy3xMuvs/gzUWU/OvlnH/bRa+fZZDJIznqxzXs3xWvtul31tk/MsZx/wNTXi9fz1x1iPbZlGK2jFL580j9DyKnyYZvu/wBEJRRRX5yfRBRRRQAUUUUAFFFFABRRRQAtekfCnwy894l/IrfZ5IXAbIxkMB/Q1xPh/S5NU1W0hCExvKqM23IGTX0L4b0dNF0eC0ABMe75tm3qxP8AWv0jgzJ3jcV9aqr3Ifnp+lz5zOcZ7Gl7KO8vyNSNRHGqjoowKdSUtf0FtofnoUUUUwCiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigBrruUr2IxXjHxM8JHT7iKW2jAhWHc5RMAcnrXtNZPiXSY9W0m6hKgu8ZUMecV81xBlUM1wUqbXvLVfn+J6eX4p4SspdHufNFJWn4i0h9G1Sa1IJEePm2kDkZrMr+X61KdCpKlNWadmfqEZqpFSjswooorEoKKKKACiiigAooooAWvSvgvfC1n1RSf9Z5IH5v/AI15pXWfD2++x6ky5x5kkY/8eP8AjX0fD2I+q5pRq9m/xTX6nnZjT9rhZw/rdH0DS0i/dFLX9UH5WFFFFABRRRQAUUUUAFFFRztshkb0Un9KTdlcDx34vX23Wpbf+9Eh/XNecV1nxMuvtfiPzM5/dKK5Kv5Y4hr/AFjM68unM7H6rl8PZ4WC8gooor5w9AKKKKACiiigAooooAKWiug8G+Gz4kvJodqny03fMxHf2rqwuHqYutGhSV5S2M6lSNGDnPZHofwx8Jrb20k9ygaVJgyMQQRwK9JFR20KwRKqjHAqWv6qyvLqeWYWOHp9PxPyrFYiWKqupIKKKK9c4wooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACkpaKAPN/ij4WSaxmv41UTtIoLFz0x6V43IhjcqeqnBr6nuIFuI9jjIr5/8AHXh2TRNRaVlKrPIxXJB71+Icb5L7KazCitH8X+fzufcZHjeeP1eb1Wxy1FLSV+Rn1oUUUUAFFFFABRRRQAVf0OdodWtCDgecmf8AvoVQqezby7yBvSRT+tb0ZOFWMl0aImuaLR9RW8wmjDCpaw/CF59s0vfnPzYrcr+usLWWIowqrqj8iqw9nNx7BRRRXUZBRRRQAUUUUAFVtRbbp9y3pEx/Q1ZrL8RXQt9LuQf4onA/75Nc+ImqdGUn0RpTjzTSR89eJLr7ZqBfOflx1zWVT5WLSMSc80yv5Dr1HWqyqPqz9ehHkioroFFFFYFhRRRQAUUUUAFLSUopgSW9vJdTLFEu6RjwM4r3n4d+Hxpmj2s7bxNJCA6swIH0xXnvw18Lvf6laagyloI5SGBQFeh617fDEsMaoihVHQAYFftPA+TOKeYVlvpH8NfzPi88xl2sPB+v+Q6loor9hPjgooooAKKKKACiiigAooooAKKKSgBaKSloAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAKKKKACiiigAooooAQ1D9sg8wR+dH5h6JuGT+Fc94w8ZQeG7dd4lLyBlXaoIzjvk14+njvURq8V80q74+mIx/Kvis34pwmVVo0Je9K+tui0PaweV1sXB1FounmfQ9LXJ+C/G0XiK3jiZZTdhNzsyqFP0wf6V1Yr6jB4yjjqMa9B3izzK1GdCbp1FZoWiiiu0wCiiigAooooAKKKKACiiigArmPG3htNcsw2MNCjsMKD2rp6a6iRWU8gjBrjxeFp4yjKhVV0zajVlRmpx3R8tXVrLaylJVKN6GoK9J+KHhM210by3jKQpGCwSI7c57mvN6/lfNcvqZZi54ep0280fqmFxEcVSVSPUSiiivIOsKKKKACiiigApyNtZT6HNNopge7fCW8+1eHZCeolIruK8m+EmoCK2S3z96Y8fhXrFf1BwxiPrGVUX1Ssz8vzSn7PFT82LRRRX1R5QUUUUAFFFFABXIfEe8+yabD/t71/8drr68z+NF5t03TxGcnzWByP9mvnOIq/1bK61Tsl+aPSy6n7TFQj/AFsePN94/WkpaSv5YP1MKKKKQBRRRQAUUUUAFW9Ns3vryKNUZwXUHaCcAmqtep/CvwqVnnuLpFdHiVo9rMCDmvcybLZ5pjIYeG3V9jixmJjhaLqM7/wr4fj8P6f5EYXBbd8oxW1QOBilr+p8PQp4alGjSVoo/K6lSVSTnLdhRRRXQZhRRRQAUUUUAFFFFABRRRQAlRz3EdvHvkbYvqajvr+GwhZ5ZFTCk/McV5D48+Ij30klrYu6RkKwlin49xwK+dzjO8Nk9F1KrvLou56ODwNTGT5YrTudZqXxOtbPUPs8cs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**Hosted by**

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**Volunteer Preparation**

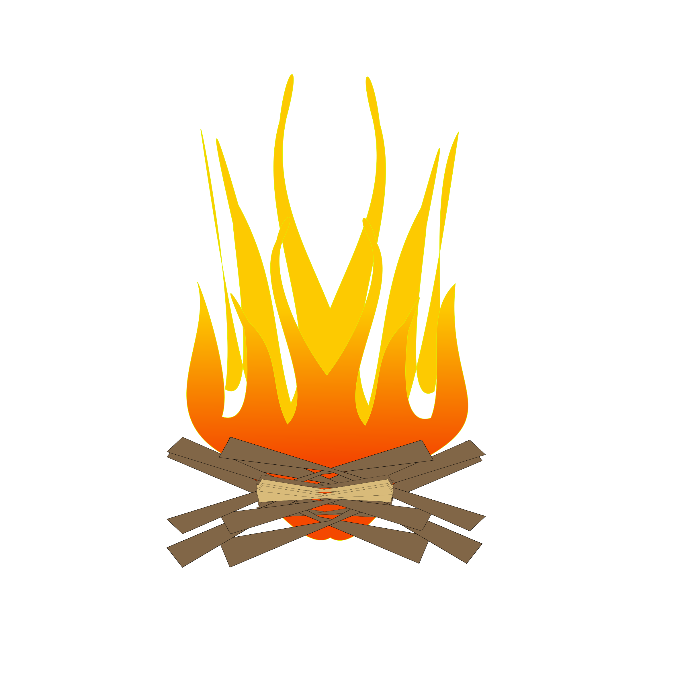
**A Volunteer’s Guide to Camp**

**Summer Booklet**

**Welcome to Camp Fusion!**

We are so excited you’ve come to join in the fun

of our summer here at Life Adventure Center.

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**\*\*MANDATORY\*\* Staff Orientation**

June 26, 2021

10:00 a.m.-4:00 p.m.

Life Adventure Center, Assembly Hall

570 Milner Rd

Versailles, KY 40383

*Get to know your fellow camp staff, make plans for the week and take a*

*tour of the grounds*

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**Camp: Day One**

**12:00 pm: Volunteer Arrival:** Our friendly HTC and LAC staff will be there to greet you and get you checked in

**2:00-4:30pm: Camper Check In:** Camper Check in/Screening, opening games, camp rules

**5:00pm: Dinner**

**6:15-7:45pm: Evening Activity**

**8:00-10:00pm: Camp Night Chats**

**10:00pm: Lights Out**

**A Typical Day at Camp Fusion**

**Counselor Wake Up**- Every den will determine their own routine for waking up the campers and getting them out the door. This means that counselors will need to wake up earlier to get themselves ready for the day. Campers should come to breakfast dressed and with teeth brushed ready for the day.

**8:00-8:30am: Breakfast**- Rotating menu daily

**8:30-9:00am: Cabin Cleaning**- This applies to campers and staff. All beds should be made daily. Floors should be swept and your area around your bunk should be tidy. Trash can be combined and set out by the entrance in the morning. An LAC staff member will pick it up and take it to the garbage bin. Extra trash bags, toilet paper, and paper towels can be found in the second bathroom from the entrance in the gray cabinet. There will be large plastic bins located on both floors of the bunkhouse for towels. We encourage multiple uses, however, if they are soiled and unusable (after pond, lying on the floor), they can be placed in these bins for pickup. For those in the cabins, clear bags will be provided. Please put the towels in the bag and place on the front porch for pick up. Fresh towels will be replenished in the bunkhouse and cabins daily. This is also the time to ensure that all the campers are dressed appropriately for the morning rotation, are wearing sunscreen and/or bug spray and have water in hand.

**9:00am-12:00pm: Activity Block #1** (Archery, Equine, Low/High Ropes courses, giant swing, Z tower, Mindfulness activities, Canoe, Swim, Arts & Crafts, etc). These activities will be lead by LAC staff.

**12:00-12:45pm: Lunch**- Rotating menu daily

**12:45-1:30pm: Rest or quiet activity**- some campers may need this time to nap (especially younger campers) while other campers are encouraged to quietly journal, draw, reflect, make a craft etc. in their cabin

**1:30-2:30pm: Rotating activities**- Mindfulness activities, painting, yoga, capture the flag, roundtable discussions, etc

**2:30-5/6:00pm: Activity Block 2**- typically a reversal of groups from Activity Block 1

**6:15-7:00pm: Dinner**- Rotating menu daily

**7:15-8:30pm: Evening Activity** (movie, dance, closing ceremonies, campfires, etc.)

**8:30-10:00pm: Showers, Night Chats**

**10:00pm: Lights Out**- all campers

**Camp: Day 5**

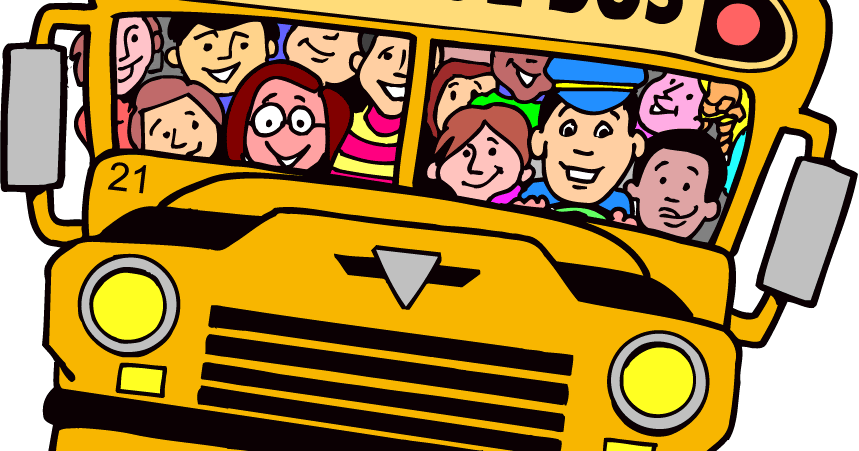
**8:00-8:30am: Breakfast**

**8:30-9:00am: Cabin Cleaning and Packing**- On the final day of the program, place all linens and towels in the bins at the bunkhouse and in a clear bag on the front porch of the cabins. Once linens are removed from the beds, please wipe down the mattresses with a Clorox wipe to disinfect.

**9:00-9:30am: Closing Ceremony**

**10:00-11:00am: Board Bus, Parent Pick Up** (pick up begins at 10:30am)

**11:00-12:00pm: Camp Clean Up and Departure**

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**Important Notes for Volunteers:**

It is important to know your team members. The staff around you serve as your support system. We work as a team here at Camp Fusion. Your team members provide

assistance, advice, support and insight.

* Utilize the help of your co-counselors
* Seek advice, support and instruction from your Leadership Staff
* Seek medical assistance as needed from our Medical Team
* Trust the process. Where many expectations and routines may differ from previous experiences, a great deal of planning and intentional thought went into them, and without a team approach, the experience of the camper is ultimately affected.

**Photography**

* ***DO NOT email or post photos that include campers electronically- this includes Facebook, Twitter, Instagram and other social media.***  Posting pictures of campgrounds and fellow staff and volunteers is acceptable. If you wish to use a photo that includes a camper, you will need to get authorization from that individual before using.

**Understanding Our Campers**

**School:** A child’s job is to go to school. This is how they learn about their environment, their peers, and the fundamentals of interaction. School is also a foundation for learning the concepts of routine, rules, expectations and guidance from individuals outside of their guardians. When a child is sick or hospitalized over a period of time, this important element is lost. Where the intensity of this effect may vary, most of our campers will have been affected by changes in their school routine due to hospitalizations, medical routines, or clinic appointments. As a result, they may have missed out on learning important social skills like sharing, taking turns, patience, and basic conflict resolution.

*It is important to remember that where these behaviors can be frustrating to you, with only five days, we can role model and reinforce these skills in the hopes that the child will be empowered to change.*

**Loss of Control:** Kids need to feel that they have control over their environment, or that someone is controlling that environment for them. The brain function that controls the assessment of risk and safe decision making does not fully develop in a child until well into their late teen years. Loss of control for kids with chronic illnesses can not only be frightening, but it also impacts the relationships these kids form with peers (lack of trust or the desire to secure control of the environment through any means), interactions with adults (expecting instant gratification or an inability to trust), and their maturity level (making the child either precocious or possibly socially delayed). This is where a pro-active approach can come in handy! Assisting campers in creating the weekly code of living helps them gain a sense of control and see value in a give and take approach to setting up structure. Allowing a child choice of programs to attend and having a copy of their schedule provides a realistic sense of control and routine. Providing “two positive choices” is an important element in a child controlling the situation’s outcome. We can also help our campers gain basic social skills through having them assist in resolving an issue or conflict. Statements like, “Where do we go from here?” are a great way to include campers in the discussion and resolution process.

**Creating a Structured Environment:** A common challenge that staff will face is the reality that caregivers (counselors and parents, alike) feel conflicted over setting limits with children who have lived with chronic health challenges.The conflict lies in wanting to treat the child “normal” while also wanting to help that child avoid struggles and moments of unhappiness. Though it may feel challenging, establishing clear expectations and enforcing them from day one is an integral key to providing a child with success and clarity and maintaining a sense of mental well-being for the staff member. “*Here at camp*….” is a great phrase that helps to normalize our environment and expectations for the campers.

**Different Conditions, Different Protocols:** Remember that health alterations bring its own set of challenges to the child and their family. Most of these children were born with their condition. Each camper will have their own perspective on their condition shaped by their own understanding of the condition, their families’ reaction, and how the condition impacts or doesn’t impact their daily life. Most often, camp is an opportunity to get away from the expectations and limitations the child has acquired at home and school and promote their own self-identity!

*Our goal is to allow them to shine as individuals and as a part of a team. Though it can be frustrating, it is a natural part of the camp and life experience to attempt new challenges, cope with the frustrations that arise, and celebrate small and large accomplishments*.

**Family Systems and Chronic Conditions:** When a child lives with a chronic health condition, priorities within the family dynamic shift. The relationship between the parents is often the first thing to be compromised, making divorce a common occurrence. Also with certain conditions, it isn’t uncommon for the child to be cared for by other family members, especially grandparents. It is a good practice to ask, “Who do you live with at home?” Rather than referring to “Mom” or “Dad”.

**Considerations for**

**Camper Age Groups**



**Considerations for Campers:**

* May have limited experience with peers, due to interruptions in schooling and hospital stays. As a result social skills may not be developed. Basic concepts like give and take and tolerance may have to be prompted by staff members.
* May have delayed or heightened maturity, based on medical experiences (regression versus excessive bravery).
* May focus on instant gratification due to family’s/community’s desire to avoid conflict and lack of limit setting by family and medical system.
* May have high level of comfort with medical terminology and procedures.
* May demonstrate “learned helplessness” due to an overly supportive community.

**Promoting Healthy Development:**

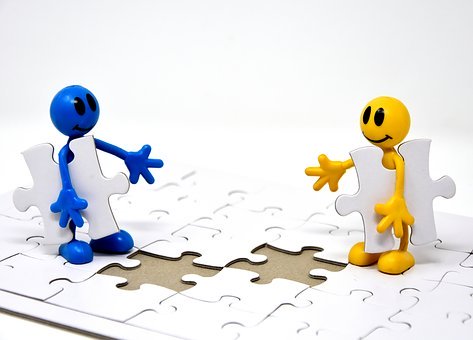
* Be aware of non-verbal requests for support.
* Use age appropriate language- use simple terms and language- take cues from the kids of what they understand- they will show you how to be the person they will listen to for guidance.
* May have established coping techniques for medical procedures. Ask campers what they do at home, let them teach you.
* Be supportive of regression or excessive bravery: it is *always* okay to cry when something is scary or hurts. Statements about a child’s successes “you are doing such a great job holding still” focus on what the child is doing well.
* Encourage independence in personal hygiene and activities to help combat “learned helplessness”.
* Be aware of group dynamic: campers with little experience with peers may exclude themselves or cling to adults where they are more comfortable. Encourage peer interaction when a child needs it and provide companionship when a child struggles to find a way with a group initially.
* Provide opportunities for each child to shine in a group setting by letting their natural talents shine.

**Considerations for Teen Campers:**

* There is the need for freedom and independence.
* Their identity may still be undefined, and they seek that definition.
* Brain development is occurring in this phase, but not the ability to assess risk.
* Strong desire to fit in, create a peer group, have teen experiences.
* Camp often becomes an idyllic place: they feel a part of a community for the first time.
* Puberty and a lack of social interaction combined with a lack of social experience can be a challenging combination.
* Privacy: teens care most about having a safe and private space. Camp complicates this slightly as all campers are supervised, regardless of age.
* Camper initiated conversations about their conditions are normal and help with finding commonalities and shared experiences.
* Be aware of how you supervise: don’t hover, explain why we supervise, give space when possible. We call this “Unsupervised Supervision.”
* Show with demeanor and words that you are there to listen and help without judgment: this means embodying our culture of safety, respect, and love.
* Help them see that they are in control, but we are in charge.
* Building rapport is important: teens know when someone honestly wants to know more about them and genuinely cares about their responses.
* Be aware of language and tone of voice: teens are aware when they are being “talked down to.”
* Be aware of the cultural reliance on technology. Transitioning campers to relying on the group for socialization is difficult, but important!
* Allow for choices in the camp experience. Working with others and facilitating activities and evening social events empowers campers and increases their investment in camp.

**Behavior Management**

**Proaction.** Many problems that occur at camp can be prevented if we utilize the proactive techniques when approaching potential camper issues. It takes more of an effort for the staff member to be proactive rather than reactive in the beginning, but the investment will be well worth it. Play with your campers even when you don’t have to, especially during unstructured times! Think, “pay me now or pay me later.”

**

*Your main role as a counselor is to provide entertainment and engage your campers, not watch them have fun without you.*

Mixing a group of children together from various home environments can provide the potential for conflict. Our role is to provide caring and interactive relationships with our campers from the moment they arrive to minimize the likelihood of such occurrences. Children will always be more likely to follow the direction and leadership of an adult they trust, care for, and with whom they feel safe.

*Volunteers that choose not to play with campers or who interact minimally will feel the effects of having to intervene when inappropriate behaviors arise.*

Benefits of playing with your campers as often as you can:

* They will be less likely to find inappropriate methods of entertainment on their own.
* Relationships are created during play. Children will respond more positively to a counselor with whom they have established a positive connection.
* Times that can normally be stressful with the potential for poor camper behavior (group time, transition to a new area of camp, waiting for meals or new activities) can become fun moments where cheers are taught, new games or jokes are tried out, stage day routines are created and laughs are shared by all.

**Invest in campers the moment they arrive.** When a camper arrives, be welcoming. From helping them with their luggage to starting a conversation, campers will feel valued and respected when they see an adult that will actively listen to them and get on their level in an appropriate fashion. In those moments where intervention may be needed, a child is more likely to respond to and communicate with a counselor whom they already have a connection.

* Wondering what to speak to a child about? Remember that it is always easy to talk about topics you enjoy. That adage goes for children as well. Is this their first time at camp? What do they know about camp? What is their favorite color? Do they like sports?

Keep in mind, for many of these kids, school may be a subject to avoid- the camper may not be at age level or may have had to miss significant amounts of school due to their medical routines.

* Match the child’s excitement about a topic. If you don’t know what they are talking about ask for an explanation!
* Draw commonalities with other campers. The best way to stimulate conversation and engage the campers is to discover what they have in common.

**Read the camper.** Children will show you how to be the person to whom they will respond. Gauge the child’s behavior and use the appropriate approach. A shy camper may respond poorly to a high energy counselor that is loud; a high energy camper may respond well to someone that can match their energy without over stimulating them. If a child displays inappropriate behavior that is not acceptable at camp, then a patient and firm counselor that role models appropriate expectations may be a good fit. If a child becomes bored or irritated while waiting to participate in an activity, try to re-engage the child by using tools from your “Camp Counselor Survival Kit” (that will be provided to you at orientation). Re-engaging the camper with use of these tools/back pocket games can be very beneficial (putty, pipe cleaners, stress balls, etc).

**Establish a code of conduct.** Children will always be more effective at following the expectations of camp when they are clear from day one. Each den should take the time on the first day as a group and establish a code of conduct that will be followed by everyone (campers and staff) living in the den during the week.

**Be a great role model.** Children willmimic action before they will respond to instruction. What we expect from campers we have to emulate as adults. Children also have a strong sense of what is fair and can lose investment in a counselor or camp when rules are inconsistently enforced.

**Supervise your campers at all times.** The most basic and stressed expectations at camp will be that **all campers are to be supervised at all times.** Not only will consistent supervision prevent the majority of behavior issues, when campers are left unsupervised, they are at a greater risk for physical or emotional harm. The types of coverage that we utilize at camp are:

* **“One on one”-** for children that may struggle to interact with other campers, or need direct care to navigate camp, a counselor is assigned in shifts to be the camper’s “buddy.” A buddy is never left alone with a camper
* **3:1**-the common ratio for dividing a group due to behavioral purposes or to go to separate areas of camp. This would be 2 campers and one counselor or 1 camper and 2 counselors

**A 3:1 cannot be used if it leaves a counselor in an isolated moment with a camper** (Ex. The three people should remain together and one individual should not leave the group creating a potential 1:1 situation)**.**

**Provide consistency.** Consistency of routines and expectations creates a safe environment for campers and provides a sense of control over the camp experience.

* Children respect and follow the lead of someone that they perceive to be fair. Practicing a consistent approach to behavior regardless of the camper avoids feelings of resentment or favoritism among campers.
* Children will be empowered to practice the routine without being prompted by the adult. This will not only allow for greater investment in the process by the child, but will also allow the adult to refrain from having to direct campers though daily tasks.
* When a camper knows when they do and don’t have choices, especially in the schedule, campers feel safe and in control.
* Morning & bedtime are important times to have a routine. Explain and stick to a routine regarding taking turns in the bathroom, getting changed and preparing for the day ahead. It is important you and the campers understand what is expected and how the routines will flow each evening.

**Be a unified front.** Children are extremely adept at figuring out if counselors are not on the same page and do a wonderful job of taking advantage of it. As a group, create a daily routine and establish norm behaviors. Work together, communicate, and find a system that works effectively for your group. Everyone will benefit from it.

**Catch a camper doing something good.** When you take the time to recognize a positive contribution by a camper they will continue to do things to produce further praise.

* The best positive reinforcement is specific and personal!



* Give feedback personally while walking to an activity, sitting in the dining hall, or as you give your campers a high five before saying good night.
* Praise campers in front of other campers when they are doing something well. It raises the bar of behavioral expectations and campers will recognize the benefits of great behavior.
* Group praise can be powerful for bonding as well. Star charts, stickers, and marble jars allow for group recognition; not just by counselors, but by other campers as well!
* Initiate a “Pat on the Back” to acknowledge good behavior. We will have large foam hands that staff or other campers can use to give an actual “pat on the back” when a camper does something positive or meaningful without being asked or guided.

**Redirection**

**Why redirection?** A child can typically focus on one task at a time. With this in mind, we make an effort to redirect a child’s attention from a topic or action that is not appropriate at camp to an activity that is acceptable. Redirection, though easier than intervention in the long run, requires the counselor to be an entertainer, a comedian, and maybe even a musician, dancer or singer.

This method of management exists with the premise that rather than confronting a camper with the verbal insistence of stopping their behavior, we can "intentionally distract" them into following a path of action that is more suitable for our camp. If the behavior is not severe and does not require intervention, it is more effective to offer an interesting replacement.

* There are several manners in which you can redirect a child's behavior: A child that is whining may be redirected to learn a new game or get excited about the upcoming evening activity. Instead of telling the child to "stop," the attention has been refocused on the new subject.
* A counselor making themselves the focus of a conversation using humor and silliness is a great way to redirect negative attention. Two children arguing may see more value in watching a magic trick or being told a funny joke than remaining focused on the argument.
* The best forms of "intentional distraction" occur without the child knowing it happened. The child chooses a behavior without being aware that a redirection has occurred.

**Proximity Control:** This technique allows a child to “save face” in front of peers. Standing near a camper will often times draw their attention to your presence, and the negative behavior will cease (think about the teacher that would stand next to your desk as you tried to pass notes in school). In addition, that quiet touch on the shoulder or whispering in the ear allows for that needed refocus.

**Give Two Positive Choices:** Children love to feel in control. When they are given the opportunity to control their own destiny, they feel empowered and make the best choice allowed.

* Whenever the situation allows, make both choices win/win. A win/lose scenario runs the risk of a child choosing the negative choice to see if you can enforce the outcome. For example, say to a child that doesn’t want to put a bow away at archery, “you can hang the bow on that post, or this post. The choice is yours.”



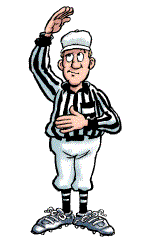
* When giving choices, using positive phrases will produce more positive results. For example, instead of saying, “If you don’t stop running on the pool deck, we’re going to leave the pool.” Try, “you can either walk on the pool deck alone, or we can walk together. The choice is yours.”
* Never use the phrase, “**or else!**” in any choice giving situation.

**Nonverbal Cues:** Children can be redirected by an adult’s body language or eye contact (known as “the look”) at the right time. The look, when practiced and used sparingly may have more of an impact than words.

**Hurdle Hopping:** Tasks that are unfamiliar or physically difficult at camp may lead to confusion or frustration for a camper. To avoid this, offer to assist the camper with tasks that can create a negative behavior, like making a bed, starting an arts and crafts project, or packing up luggage at the end of the week.

**Friendly Challenge:** When a camper is hesitant to be a part of an activity or to take on a new task, a friendly challenge can lure the camper into engaging. This is great for keeping campers hydrated, “Let’s drink our drinks as fast as we can when you say go!”, getting a child to help with cleaning, “who can make this bed faster, you or me?”, or participating in an activity, “If you participate in Fun and Games, I’ll sing a silly song in the dining hall today”.

**Using a Fresh Face:** When needed, shifting the dynamics of a group can severely alter camper behavior for the better. Changing the pairing of people going to an activity, or changing the staff member assigned to a camper may eliminate inappropriate behavior.



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**Tap Out:** If a camp staff member needs some time away or “relief” from a certain camper, he or she can “tap out” by doing a patting motion on the top of their head. At that time, another staff member can swap out positions temporarily.

**Incentive Structuring:** The practice of giving campers a reason to comply with a request or need. “If we quietly listen to the rules, the lifeguard can cover the rules more quickly and we can get into the pool faster.” This can be used to encourage a child to pay attention to a facilitator. Be sure not to use this technique as a sole source of redirection. You’ll run the risk of this being the only technique your campers will respond to.

**Planned Ignoring (P.I.):** Some behavior needs to be addressed because it presents harm or ridicule to others. Some behavior has no value whatsoever and can be ignored completely. Those behaviors may be annoying to you and providing reinforcement may continue the action (pouting, not engaging in a group activity because he/she is not the focal point, etc.)

* Use the P.I. hand signal to alert other staff (triangle)



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* Don’t say anything to or look at the camper
* Provide no emotional reactions
* Do not address the behavior later with the camper
* Give the camper praise and specific attention during those times when

the child is demonstrating the appropriate behavior you need to see

**Tolerate some annoying behaviors:** Learn to draw a distinction between behaviors that will escalate as the week goes on and those that are just annoying. It’s okay to have a base line of behavior you expect from campers and realize that some behaviors may be a way for a camper to release energy, tension or anxiety. Just be sure the behavior is not unsafe.

**Intervention**

At this stage in the behavioral model your camp director should be involved.

Despite your best efforts at staying a step ahead of your campers and despite your attempts at redirection, your campers may demonstrate behaviors that need to be directly addressed. If there is a time when a behavior creates a situation that is emotionally charged or physically unsafe, it is our role as adults to intervene in a decisive fashion. **Think: Here at camp, this behavior is not acceptable.**

The main goal of intervention is to disrupt the behavior that is leading to the harm of others by helping a camper control his/her behavior. It is unrealistic to expect us to change the personal habits or characteristics of a child in just five days. We can give them tools to offset the instincts that create these moments. *We practice behavior management, not behavior changing*.

**Behaviors that require intervention:**

* Dangerous, risk-taking activities like throwing rocks, climbing or scaling unsafe areas, etc. that can lead to reckless injury.
* Physical aggression towards others.
* Verbal abuse or threats made to others.
* Failure to follow any of camp’s safety rules, like wandering from the group, pushing other campers and consistently mean statements.
* Sexualized behavior: inappropriate touching, kissing or fondling.
* Violation of personal boundaries: stealing and destruction of property.
* Failure to follow directions from adults.

**Behaviors that do not require interventions:**

* Negative interpersonal behaviors like crying, bragging, clinging, or being bossy (planned ignoring may work better).
* Refusal to participate in camp activities (challenge by choice).
* Refusal to cooperate with the group (reinforce the positive group behaviors, and this camper may follow suit).
* Picky eating or poor table manners (role modeling may work best).
* Behaviors we would deem gross or inappropriate like burping, nose picking or nail biting.
* Indirect use of profane language (If a child curses in a moment of frustration, calling out the action may transfer the anger to you).

**Unsafe Situations:**

* If a camper runs away **do not chase** after a camper as it gives a menacing impression. Instead, follow the camper by walking and giving the child space.
* If a camper looks over his/her shoulder, it is likely that they want you to follow.
* Tell the camper that for their own safety you have to keep them in eyesight. If they calm down, slowly approach them.
* If a child is walking towards the entry to camp or towards the main road, notify someone for assistance. Someone with a cell phone or group me app should announce that there is a “package moving towards the main road.” Cell phones should not be used in the presence of children other than for required communication needs.
* If possible, and without running, try to get between the camper and the main road. Most times the child will turn back towards camp.

**Bullying**

Bullying is a conscious, willful and deliberate hostile activity intended to harm, induce fear through the threat of further aggression and create terror. It is relationally aggressive behavior designed to hurt. Be it through overt or covert means, bullying has significant long-term effects for a child, including creating a feeling that camp is not a safe place. Here at camp, we approach this scenario not through conflict resolution, but direct intervention.

There are 3 types of Bullying:

* Verbal- Insults and cruel statements spoken directly to or in front of the intended victim. The most often occurring and identified type.
* Physical-Hitting pushing or physical intimidation. The most feared among boys, and basest form of bullying.
* Relational- Behavior that is intended to hurt someone by harming their relationships with others. This is the most difficult to detect, but is the one most often used at camp, especially among new group dynamics and no peer leaders.



There are many reasons why a bully chooses to be so, one component of the group dynamic at camp is that a bully can be created by a witnessing a child with poor social skills unintentionally irritate the members of the group. The campers who pick on them aren’t always bullies but are campers that find their coping mechanisms strained and lose ability to interact in a way that is not vengeful.

There are two components to focus on when attempting to eliminate bullying within your group:

**Addressing the Bullied:**

* Supervise your campers- Those that are bullied do not always come forward and reveal they are being abused, especially if they do not have a trusting relationship with staff. They fear that ultimately the adults will fail to protect them, leaving them open to further abuse and retaliation.
* Do not allow the culture to formulate- The very first time it is seen, put an end to it and make it clear that bullying is not acceptable. Do not isolate the bully. If it occurs in a group, the entire should group should hear this message. The facts can be sorted out later- **the behavior is what you are addressing immediately**. If you see bullying early, make a “No Bullying” rule for the group.

**Addressing the Bully:**

* Do not bully the bully- Adults will often make the mistake of matching the intensity of the bully, or worse, take the, “How would you like it if I did that to you?” method. This is unacceptable at camp. *Your behavior cannot be retaliatory*, or else you risk sending a very inconsistent message to the child. It also puts the bully in a favored light within the group by making you the bad guy. Use clear, concise statements in a firm but fair voice.
* Name the acceptable behaviors to be proactive- safe, respected and loved (Is what you’re doing creating that?).
* Coping Mechanisms- The bully will sometimes need coaching on how to redirect or channel frustration. Direct the bully to speak to the counselor instead of the camper when frustrated, asking to separate from the group for a bit, or simply acknowledging their feelings at the moment.
* Role model acceptance of the child’s shortcomings- Some children, for a variety of reasons, behave in a socially awkward manner. Role model acceptance of a child’s quirks and behaviors if they are not harmful to others. It goes a long way in the eyes of the other campers to see the counselor they like and respect (not only tolerate) one’s shortcomings, but to find a way to celebrate the child’s quirks in day to day life.
* Do not force an apology- It will escalate the bully’s desire to seek further harm and will not bring about sincere resolution.

**Sexually Inappropriate Behavior**

Camp is a natural place to explore topics that may or may not be socially acceptable at school or at home. Camp can bring a feel of a place where comfort zones and boundaries can be challenged, and that the counselor role is not always viewed as an “adult” presence… Of the topics that we see explored, sexuality is a common one… Not just the act of sex, but the topics of gender preference, sexual history, or obsessive interest in another person.

There is a strong difference between the topic of sex and the topic of sexuality. Sex is a topic that we do not engage in **ever**.

Sexuality can be different. If a child is curious about relationships, the nature of their sexuality, or traditional gender roles, the line gets trickier. On the one hand, as a caring counselor who has had teen relationships, we feel that we are qualified and compelled to provide guidance to a child. On the other hand, we always represent the camp and the Foundation. Between a child misinterpreting your answers, fabricating what you communicated, and the fact that parents did not sign off on us providing sexual guidance to their children, there are numerous potential pitfalls to engaging in this topic.

Below are guidelines regarding discussing sexual topics with campers:

* Role modeling appropriate and healthy interactions with staff is one of the most effective methods in demonstrating the nature of acceptable topics and actions in our culture. Campers will classically attempt to link staff together based on their interactions- we are responsible for role modeling appropriate balance of having healthy relationships.
* *Staff do not initiate talk about sexuality- ever! No counselor should ever bring this topic up*. In the event that you hear a counselor beginning this topic, intervention is needed immediately. We don’t discuss these topics at camp for any reason in any arena.
* Preempt talk about sex with talk about relationships- In the event a camper continually brings up the topic of sexuality at camp, it should become a camp director issue. To introduce this redirection, “*You have voiced questions about this topic several times now. It sounds like you have a sincere curiosity about it. I would like to get the camp director or appropriate staff member involved in this so you can feel better about this here at camp.”* It sometimes can be redirected with appropriate talk about the following topics that teens are compelled by:
  + 1. How to tell if someone genuinely likes you.
    2. Caring about someone does not mean being joined at the hip. Separate time gives a refreshing break and allows each other to catch up on how their day has been going at appropriate times.
    3. Love and affection are not the synonymous.
    4. Prompting discussion of confusing feelings of sexual orientation with the guardians (remember, we do not keep secrets at camp.)
* Determine whether the camper is being sincere or provocative. Some campers may have sincere concerns or issues with sexuality and how it applies to camp. Some campers may be attempting to broach the conversation for pure “shock value.” Some campers begin a conversation with sincere interest and then become over stimulated (get silly or provocative). When the campers begin to hit the absurd stage, it is important to bring the conversation to an immediate halt. Here are some methods of ceasing the conversation:

1. Calmly state, “You know that type of talk is not acceptable at camp.”
2. If you get agitated or angry, the child will persist because they have got what they sought: a reaction from you.
3. When a camper states that they talk this way all the time with their friends, you can respond with, “What you talk about with your friends in private is your business, but here at camp it is not acceptable.”
4. If the child states that their his/her parents allow him/her to talk like this at home, you can respond by stating, “I’m not sure what your parents allow you to speak about at home, but here at camp it is not acceptable.” You can also share with the camper(s) that you have to consider how all parents feel, and that not all parents are comfortable with talk about sexuality.
5. *When handling this, separate the camper(s) from the group before having this conversation if possible*- if it is done as a humorous tactic by the camper, this approach will often times shut that camper down for fear of being in trouble or missing program time- it also eliminated the audience!!!

Provocative or graphic talk about sex is simply unacceptable! This behavior, if allowed to continue, will affect the whole group. The quieter, less assertive campers become uncomfortable or embarrassed, while the children initiating or participating in the conversation becomes increasingly unmanageable.

**Abuse & Physical Contact**

***What is abuse?*** There are four main types of abuse: Physical, sexual, emotional and neglect.

***Common behavioral indicators of abuse:***

* overly compliant behavior
* lack of trust
* inability to concentrate
* regressive behavior
* suicidal or self-destructive
* non-participation
* aggressively acting out
* poor peer relationships
* depression
* sleep disturbances
* withdrawal

***Physical Abuse*** involves physical injury to a child, including poisoning, where it is known that the injury was deliberately inflicted.

***Suggestive Features of Physical Abuse***

* bruises or physical bites
* burns
* mouth injuries
* limb injures that have not been addressed

***Sexual Abuse*** is the use of children by others for sexual gratification. It can take many forms and include rape and other forms of sexual assaults, allowing children to view sexual acts or be exposed to or involved in pornography, exhibitionism and other perverse activities. It is the involvement of dependent, developmentally immature children and adolescents in sexual activities that they do not fully comprehend and to which they are unable to give informed consent.

***Suggested Indicators of Sexual Abuse***

* sexually compulsive behavior
* self-mutilation
* hints about sexual activity
* suicide attempts
* sexually aggressive behavior towards others
* fear of bedtime
* excessive attachment to adults
* reluctance to join activities that involve removing clothing

***Emotional Abuse*** is the adverse effect on the behavior and emotional development of a child caused by persistent or severe emotional ill treatment or rejection.

***Suggested Indicators of Emotional Abuse***

* severe behavioral problems
* inability to play
* excessive sadness or fearfulness
* indiscriminate attachment
* loss of self-esteem

***Neglect*** involves the failure to provide care, food and physical conditions including protection from danger, which will allow a child to develop normally. Children can be neglected intentionally or unintentionally. Unintentional neglect may be due to sufficient awareness and understanding on the part of the parents/guardians of their child’s health, nutritional or developmental needs.

It’s important to know that the above indicators are not by themselves a clear indication of abuse. Don’t fall into the trap of using one indicator as a sure sign as conclusive evidence of child abuse. In many cases, there are several indicators that contribute to a child being abused.

***Disclosure and Your Reaction:*** If a child discloses abuse or you suspect that a child may have been abused, ***as staff we have a legal obligation to report these incidents. The following steps are applied:***

1. Listen. **Do not ask any questions.** Avoid expressing shock or disbelief. Be neutral in your reaction.
2. **Reassure the child**. It’s ok to let a child know that you are glad they told you and that you believe them. *Avoid making any promises, like keeping a secret, or telling the child that it will all be ok.* It is helpful to let the child know that there are people whose job it is to help children in this exact situation.
3. As soon as possible, write down the information that you heard.
4. Do not react or ask questions of the child. It could count as an interview, which could be detrimental to the case.
5. **Report this incident to the Camp Director or Health Director as soon as possible**.
6. There may be a need to follow up with the camper in some incidents.
7. The Camp Director or Health Director will report the incident to the authorities if appropriate.
8. ***Do not discuss this with any other staff members! Confidentiality is crucial!***

***Please Remember:***

Thoughts of abuse must be reported to the Camp Director or Medical Director immediately! You cannot promise confidentiality. You have a legal duty to report what you have learned. If comfortable, explain to the child that you will need some help to deal with what they have told you. Explain to the child what you need to do next and to whom you have to speak.

***Take these precautions to ensure that you are always in a position to avoid accusations of any kind:***

* **Never be alone in a closed room with a camper or group of campers where you cannot be observed.** At camp we call this *No Isolated Moments*. Always be in the line of sight of other staff members or in an open area when there is a need to speak to a child alone. *Do not go back to your den with a camper without bringing someone else.*
* **If a camper is tired and wants to lie down and rest, take them to the Health staff to make arrangements for rest.**
* **Have other staff present when supervising showers.** Keep the door open and monitor between the bathroom and the sleeping area.
* **Never lay down on a bed with a child for any reason.** *Always sit up with at least one foot on the ground.*
* **Do not ask another camper to climb into bed with you.**
* **Allow campers to initiate hugs or placing arm around you.** It is ok for a child to reject a form of affection. It is safer for you as a staff member to let the child initiate the contact. It is important to factor the age and the gender of the child when allowing affection. We encourage hand bumps and high fives!
* **Protect your privacy.** Children will look up to you and will want to learn as much about you as possible. Keep your life private when it comes to topics such as dating, how you spend your social time, and with some older campers, sexual topics. This is primarily common sense, and it should be practiced daily. Also be aware of the conversations you have within earshot of the campers.
* **Respect the child’s privacy**. As you attempt to create a friendship and connection with your campers, be mindful that they may not want to share a great deal of information with you. Allow them to choose what they share outside of what is necessary to monitor the health and safety of the child.
* **Allow campers to apply their own sunscreen and lotion bug spray**.

**Guidelines:** Do not underestimate the power of touch. Appropriate touch can convey friendship and concern. Inappropriate touch can result in a multitude of problems, especially when working with children who have been physically or sexually abused. As new influences in their life and role models, your touch can be a powerful force in swaying or over-stimulating a child.

As an adult placed in charge of a child, there is potential that you will be placed in several sensitive situations. There is a fine balance between establishing a warm and healthy relationship with a camper and placing yourself in the position of being accused of harassment or molestation.

**Appropriate:**

* Sitting beside children
* Lightly and briefly patting a child on the back or arm
* Holding hands (when age appropriate)
* Gently ruffling a child’s hair
* Combing, Brushing or braiding hair (don’t share combs, or brushes)
* Hugs – if requested or initiated by camper (get on their level)

**Inappropriate:**

* Roughhousing (wrestling or hot hands)
* Pulling arms, pinching, hitting
* Placing a hand on the back of a child’s neck to guide
* Forcing a hug on a child
* Allowing a child to lie down next to you on the bed
* Back rubs
* Kissing the child anywhere on their face or body
* Physically guiding children where you want them to go
* **Always remember to consider the age of any camper when making a determination about what is/is not appropriate. What works with a seven-year-old may not work with a 15-year-old.**

**Medical Policies:**



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**Health and Safety**

**Policies & Procedures**

Every staff member carries the special responsibility for the welfare of all campers during the session. Staff members should always think “*Accident Prevention*”.

**General Safety Rules**

* Campers are supervised at all times.
* There are no isolated moments with campers.
* Riding on the back of a wheelchair or running with one is prohibited. Wheelchairs are not toys – they are some children’s only means of mobility.
* Shoulder rides are discouraged – just one slip and there could be significant harm to individuals.
* The Camp Director **AND** the healthcare staff must approve major changes in day-to-day activities to ensure proper safety guidelines are in place.
* Safety rules for specific program areas are reviewed and available at the site of the activity.

**Medical Emergency Procedure**

* You may call 911 for a victim who is not breathing, is unresponsive, or has no pulse.
* All phones can dial 911
* Inform them of your location and describe the nature of the injury.
* Call the healthcare provider onsite via cell phone for needs (502-794-4386)

**Medical Responsibilities of Staff**

* The healthcare staff at camp consists of hematologists, nurse practitioners, nurses, social workers, and physical therapists.

**Healthcare staff will:**

* + Serve as a resource for camp staff on all medical issues.
  + Provide nursing and medical care to all campers, staff, and volunteers with acute disease exacerbations, routine illnesses, and/or injuries.
  + Perform all medical tasks that require advanced training and deal with needles.
  + Perform all dressing changes.
  + Store and distribute medications to campers.
  + Conduct health education sessions as requested.

**Counselors will:**

* + Monitor campers for issues that require medical attention: earache, sore throat, stomachache, rash, fever, etc. and notify the medical staff of these issues.
  + Monitor and assist campers with hygiene needs: showering, dressing, toileting, changing sheets as needed and after an “accident”.
  + Assist campers (provide comfort) during medical procedures.
  + Be familiar with dietary needs, medication schedule, activity restrictions and other limitations for each camper.

**Traveling with Camper to Hospital or Off Camp Medical Services**

*If a camper has to go to the hospital for any reason, the following steps will be taken:*

* The healthcare staff will contact the Camp Director to notify of the need to transport camper to an outside medical facility.
* The Camp Director shall appoint one staff member to drive and/or accompany the camper.



* They will take a transport kit that includes:
* A copy of the camper’s medical form (this is confidential info)
* Camp phone numbers
* Flashlight with extra batteries, and blanket.
* The Camp Director or designee will make arrangements for transportation as appropriate for the situation.
* If medical transportation is necessary, appropriate EMS services will be contacted.

**COVID Prevention Activities**

A significant update to our health and wellness operations is the addition of COVID and communicable disease prevention activities. We hope that some staff will have had their vaccines which will prevent them from becoming ill with COVID, however we are currently unsure about continued transmission of the illness to others. Therefore, we need to have everyone on board with using the nonpharmacologic interventions (NPIs) provided here.

1. Pre-screening – once a staff member completes an application, we will ask staff to participate in pre-screening prior to camp arrival. This will be a 7-14 day window of having folks self-assess their health status before coming to camp. We will provide education about this process.

2. Face Masks – we will ask everyone to wear face masks at camp if they cannot maintain a 6-foot distance from others. Some face mask wearing will be not be needed if we move most all of our activities and food service outside.

3. Cohorting – depending on the transmission rates in the state and the numbers of campers at camp, we may place individuals in small groups to navigate the camp experience with their group. These groups will be 8-12 people along with 2 counselors.

4. Sanitizing – we will have organized sanitizing procedures in place for all high touch areas (tables, doorknobs/handles, and bathrooms). These areas will be sanitized daily.

5. Ventilation – we will introduce air movement at all time if possible. We will do activities outside, eat outside, and conduct health services outside when possible. We will sleep in the lodge and open windows (if possible), add fans, and create circulating air at night.

6. Distancing – Maintaining a 6 foot distance when possible (easier to do outdoors). When unable to do so indoors, we will slide on a face mask to protect one another.

7. Hand Hygiene – As always, this is the key to keeping folks healthy. We will ask everyone to do frequent and effective handwashing through the camp days.

*Depending what access we have, we may ask families to get a COVID test the day prior to camp or we will test on arrival at camp. We want to take steps to have healthy folks at camp.*

**First Aid Procedures**

* All paid program area staff and healthcare staff are required to hold CPR certification.
* Staff who are comfortable with administering minor first aid assistance to campers are encouraged to do so using supplies from first aid kits at activity locations.
* All injuries should be reported to a health care provider either immediately if severe, or at the next meal if minor.
* Please contact health center staff to clean any area contaminated with blood or other body substance (see Universal Precautions for more details).

**Routine Medical Care**

**Camper’s medical information**

* Counselors will receive camper information including camper names, diagnosis, age, food restrictions, allergies, activity restrictions, social/behavioral information, and physical assistance needs.

**Confidentiality**

* Camper medical information is highly confidential and protected. Health records of both campers and staff are to remain confidential at all times. Sharing of this information is limited to those individuals who need such information to more effectively care for an individual.



* It is ***ILLEGAL* to share camper information** with other campers, family, or friends. Counselors not directly involved with the care of the individual/family should not have information regarding those individuals.
* Camper and family personal information are not a “topic of discussion” at mealtimes or during breaks. If you witness volunteers or staff inappropriately sharing information, please be the accountability partner and ask them to refrain from discussing privileged information.

**Medical Center Procedures**

* A member of the healthcare team can be reached at any time via cell phone
* The healthcare staff is available at all times when campers are on site.
  + The healthcare staff may not be in the health center at all times but can be easily reached by phone. Before going to the health center, please call the health team at 502-794-4386
  + Healthcare staff will provide “mobile clinic” services at your location to prevent individuals from leaving the activity. Please call 502-794-4386 to call for “mobile clinic” as needs arise.
  + If a child has an early morning or late-night treatment, please plan ahead with the camper’s healthcare team.
* After conferring with a healthcare member, counselors may bring campers to the Health Center for:
  + Scheduled treatments
  + Procedures requiring privacy
  + Non-emergent medical problems (earache, sore throat, tummy ache, rash)
  + Medications that cannot be given in the dining hall
* **For urgent medical issues, staff should call the Health Center at 502-794-4386**. This will allow the health team to prepare possible needed supplies/equipment prior to camper arrival.
* Examples of urgent medical issues:
* Camper complaint of possible joint bleed (hemophilia)
* Bleeding injury
* Seizure
* Your intuition tells you the camper needs to be evaluated by the medical staff

**Camper Medications**



* All camper medications will be checked in upon arrival. The camp nurses will review dosages, schedules, etc.
* Medication distribution will occur at mealtimes and before bed.
* Nighttime medications will be dispensed after the evening activity.
* The counselors and health staff are responsible for communicating with each other regarding medication distribution. The goal is to get medications distributed (primarily during mealtimes) and *with as little disruption as possible*.
* In individual circumstances, with prior approval of the healthcare staff, there may be medications that need to be kept readily accessible in the cabin or with the camper’s counselor (i.e. albuterol, Epi Pens).

**Staff Medications**

* All staff living in cabins with campers must turn in their medications to the healthcare staff.
  + This includes prescription meds, non-prescription meds, vitamins, and herbal medications.
* Medications **must be turned in** prior to camper arrival.
* All narcotics and controlled medications must be locked and stored in the Health Center.
* Refrigerated medications must be stored in the health center refrigerator.
* Staff will be able to retrieve their medications at each meal and independently administer if 18 years or older.
* If you are a staff member younger than 18 years, the healthcare team will administer the medications along with camper medications at meals and bedtime.

**Staff Illness**

* The healthcare staff will be available to staff members to respond to acute illness and minor injuries.
* Any staff member with fever, cold symptoms, nausea, vomiting, diarrhea, a new rash, pink eye, or other infectious concerns should contact the Health Center staff as soon as possible. You should not allow yourself or other staff with these symptoms to be around our campers until cleared. This is to protect our campers.
* Staff who are sick for > 2 days may be advised to return home.

**** Universal Precautions**

***\*If it’s wet and not yours, don’t touch it!\****

**Defined:** Techniques used to prevent exposure to bloodborne pathogens.

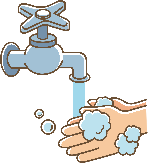
* + Bloodborne pathogens are tiny germs present in blood that cause disease in humans, including HIV, Hepatitis B virus (HBV), and Hepatitis C virus (HCV).
  + HIV cannot spread by casual contact such as hugging, holding hands, or sharing utensils.

**Application**:

* + Applies to ALL staff and campers and **ALL body fluids.**
  + Does not replace the need for proper hand washing.

**Techniques**:

* + Healthcare staff will use care to prevent injuries when handling needles, scalpels, or other sharp instruments. All needles/sharps should be placed in puncture resistant sharps containers for disposal. Healthcare staff are responsible for disposal of all sharps containers.
  + Wear gloves when it is likely that hands might be in contact with body substances (gloves found in first aid kit). Discard gloves and wash hands after soiling or contact with blood or body substances.
  + Contaminated equipment, furniture or other surfaces should be disinfected by the medical staff. Please call 502-794-4386 for any blood spills. Wear gloves and use disposable paper towels to clean surface. Dispose gloves and wash hands when done.
  + Contaminated trash (saturated with blood) should be placed in a red medical waste bag, tied, and taken to health center for disposal. The red bags will be available in the health center.
  + CPR masks are located with the AEDs and are to be used for resuscitation.
  + If hands or other skin surfaces accidentally come in contact with blood or other body substances, they should be immediately washed with soap and water.
  + If significant exposure (**needle stick, mucous membrane exposure, or contact with non-intact skin to blood**) occurs, report the incident to the Health Center staff immediately. You may need testing or medications with significant exposure.

**WASH YOUR HANDS!!!**

* Use warm water and soap as friction greatly decreases microbes
* Before and after every meal
* After going to the bathroom
* After assisting campers or other individuals with personal care
* Hand sanitizer is available in activity areas and the dining hall in the event soap and water are not available (i.e. lakefront, nature)
* Staff and campers should cough/sneeze into bend of elbow, not hand.

**SOILED LINEN:**

* Soiled linen should be placed in clear plastic laundry bags marked.
* Personal clothing items soiled by stool or blood should be labeled (camper’s name).
* All laundry is treated as if potentially infectious.

**FOOD and ALLERGIES**

* Campers will have food allergies identified on the back of their name tag to benefit counselors. We will try to provide alternative food options for those with allergies. Parents may be asked to send food for a child needing specific food options. There will also be an allergy free table for campers to sit at during all meals.

**HELPFUL REMINDERS**

* SUNSCREEN
* INSECT REPELLENT
* HANDWASHING
* PHYSICAL DISTANCING
* SLEEP
* HYDRATION

**Asthma**

**Overview:** Asthma is a chronic disease characterized by wheezing, coughing, shortness of breath.

**Pathophysiology**:When exposed to “triggers” such as mold, dust, animal dander, smoke allergens, cold air and infections, children can experience asthma attacks, or “exacerbations.” The small airways of the lungs become constricted and inflamed. The signs of an asthma attack are wheezing, shortness of breath, rapid breathing, chest pain or tightness, and coughing.

**Clinical:** There are different severities of asthma:

* Some children only experience *exercise induced asthma attacks* related to exercise or vigorous activities.
* Some children experience their asthma attacks because of severe allergies that cause the attacks such as pollens, molds, dust, animal dander, and hay.
* Some campers wheeze every day, some more occasionally.

**Medication:**

* Medication to control allergies.
* Inhalers to treat the symptoms of asthma.
* Inhalers to prevent attacks from happening.
* Nebulizers – special machines to administer the medicine.

**Peak Flow Meter:**

* Measures the peak expiratory flow rate (exhalation).
* If done properly, may be used to monitor asthma severity once baseline is established.

**How does this affect the camper experience?**

* When asthma is well managed a camper can lead a relatively normal life. As long as they take their prescribed medication, they can play sports and participate in activities.
* Some campers may have decreased respiratory tolerance to activity. Do not force them to participate in an activity if their breathing is restricting their ability.
* Common complaints may be, “my chest hurts”, “my chest feels tight”, or “I can’t catch my breath.”
* Many campers will have medication they have to take multiple times a day.

**How do you prepare for the camper?**

* Take all complaints of chest pain and breathing problems seriously. Report any issues to the healthcare team.
* Be aware of food and other allergies that your campers have. Watch closely for allergy and asthma symptoms at the horse barn.
* Some campers may need inhalers available all the time. You may be expected to carry those inhalers at all times and use as needed. If a camper is using an inhaler frequently, please notify the healthcare provider.
* Allow campers to determine their activity level. They will limit themselves based on symptoms and experience. Be mindful of campers that seem to be slowing down. Use frequent breaks for the group.
* In some circumstances, you may be asked to carry an Epi Pen as well. Please remember to trade off as the camper’s counselors change.

**Hemophilia, Von Willebrand Disease, Rare Factor Deficiencies, & Platelet Disorders**



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**Overview:** Bleeding disorders result from a deficiency in blood clotting factors. The person is more likely to bleed or unable to stop bleeding. **They bleed longer, not faster.**

**Bleeding Disorder patients can be missing:**

* Coagulation factors: proteins that circulate in the bloodstream. (Hemophilia – Factor VIII or Factor IX)
* Other factors: proteins that interact with coagulation factors. (von Willenbrand factor)
* Rare Factor Deficiencies – individuals may have deficiencies in other clotting factors other than Factor VIII/IX; they may be deficient in Factors such as 13,10,7, and 5.
* Platelet disorders may be a deficiency in platelets or a dysfunction of platelets – both of which can cause increased bleeding.

**Increased risks for bleeding include:**

* Trauma (esp. joint injury)
* Menstrual cycles
* Dental hygiene
* Nosebleeds

Bleeding may occur spontaneously without injury. You won’t always see visible bleeding. Often the bleeding occurs in the joints (knees, ankles, elbows). **If a child with hemophilia complains of joint pain, believe them and seek treatment early**. **They will feel bleeding in the joint before you can see swelling.**

**Treatment:**

* Includes clotting factor replacement therapy which is given IV; Newer medications may be give SQ.
* Children may receive treatments as a preventative measure (called prophylaxis); Some children only receive treatment as needed for a bleeding episode.
* If treatment needed, please call the mobile clinic (502-794-4386) who can often treat the camper at the site of the activity.
* Prophylaxis treatments will usually be done right before or right after breakfast on their assigned day/days.
* Education sessions may also be provided for campers.

**How does this relate to the camp experience?**

* Contact sports are discouraged for individuals with a bleeding disorder
* A simple cut may take longer to clot. Apply direct pressure for 5 minutes. No peeking! There are first aid kits in each activity area with gloves and supplies as needed. Please notify healthcare staff if bleeding occurs.
* You can assist with controlling bleeding episodes and swelling by using RICE techniques.

R= rest

I = ice

C = compress –ace bandage or other wrap

E = elevate - place extremity on pillow or stool

* Report any injury or hit to the head, chest, throat, spine or stomach. These can be life-threatening injuries for an individual with hemophilia and should be addressed by the health center.
* Watch for joint bleeds. Look for swelling, bruising, limping or complaints of pain.

These children should not receive NSAIDS (Ibuprofen, Naproxen), aspirin, or medications containing aspirin (i.e. Pepto-Bismol).

**Emergency Procedures**

**Inclement Weather**

***In the event of fog, or smoke,*** the Program Director or Program Coordinators will communicate with the individual outdoor program counselors to make a decision as what outdoor programs will be open.

***In the event of rain (with no thunder or lightning),*** all activities may continue at the discretion of the program coordinators.

***Counselors will be responsible*** for assisting and ensuring that campers have the appropriate garments (ponchos, rain jackets, etc.) ​for the weather and program area.

***Thunder and Lightning:*** It is the responsibility of all program staff to report any lightning sightings immediately to the Program Director. In the event lightning is spotted, all outdoor programming is suspended. All outdoor programs should seek shelter in the designated buildings immediately. If on the Challenge Course, seek shelter in the Pavilion or Assembly Building. If campers are at the Equine Program Area, shelter may be the Indoor Arena. If at the Canoe Pond, get off of the water as quickly as possible and seek shelter at the Assembly Building.

***“All clear”*** will not be called until at least 20 minutes after the last sighting of lightning.

***The Program Director or Lead Program Coordinator*** will determine if it is safe to resume outdoor programming.

***If you are unable to get to any shelter***, contact the ​Program Director immediately and notify them of your location. The Program ​Director will arrange for immediate removal of campers from exposed area.

***Be patient*** and utilize your free time fillers until “all clear” is called or transportation begins.



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***Fire:*** In times of drought, dry terrain provides a high potential for brush fires. The following steps are taken to assist in avoiding the occurrence of fires on camp:

***Smoking*** will only take place at designated places on camp. Smoking is allowed in certain areas at LAC. There are smoking receptacles that will be placed at the Assembly Building outside on the lower level. Smoking is only allowed when campers are not around and staff are either on an approved break or have completed their shift. We expect that after smoking, that you please make sure the cigarette is placed in the receptacle and hands are washed prior to returning to the program and camper interaction.

***Any local burn bans*** will be complied with.

***Any approved outdoor fires*** will be thoroughly doused.

**Fire Ring/Pit Expectations:**

1. Participants are permitted to use the fire ring and fire pit only if previously agreed upon.
2. Participants are not to move the fire pit at any time.
3. **Only** wood provided by LAC may be utilized for the fire ring and fire pit. Smaller pieces of wood (kindling) may be found on LAC property and utilized if necessary. Larger pieces of wood can be found on the porch of the bunkhouse or at the Assembly Building.
4. LAC will provide the wood, fire starter, and jug of water to extinguish the fire with. It is the responsibility of the group to extinguish the fire with the jug of water provided. The jug can be refilled if necessary at the Assembly Building. Water must always be readily available when there is a fire in use. Fire extinguishers, if needed, are located on both levels of the Assembly Building and bunkhouse.
5. Participants must always be supervised by a group staff member while the fire pit is in use.
6. Participants will not throw trash in the fire, jump over the fire, touch the fire, or run around the fire. Campers may stand or sit around the fire while they share stories with each other about how awesome their day at camp was! Singing is an option as well 🙂
7. If Crazy Creeks and/or lawn chairs are being used, please gather them at the end of the night and store them on the front porch of the bunkhouse or on the covered cement pad at the Assembly Building.

***\*\*There are fire alarms and extinguishers in every building.\*\****

***Evacuation procedures*** are in place in case of surrounding fire that is not contained.

***In the event of a fire alarm sounding,***all staff members are expected to activate the appropriate fire procedures.

***If a fire is discovered or the alarm sounds*** in an indoor program area:

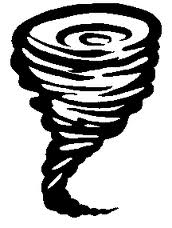
•Calmly clear all campers from the building and CALL 911. One staff member should lead the campers out of the building, while another staff ensures that all campers are out of the building, ​and take participants to meet in the parking lot to ensure all campers and staff members are accounted for.

•Sound the alarm if needed.

•If it is a safe option, attempt to extinguish the fire by using the fire extinguisher located in building or area. Always factor your own personal safety in this scenario.

**Tornados**

***A Tornado Watch*** indicates that a tornado can form based on the atmospheric conditions. In the event of a tornado watch, all programming will continue as scheduled. Weather radios will be located in the Office Building. Leadership team members will be informed of the watch and be kept updated of any changes. Do not inform campers or cause distress.



***A Tornado Warning*** signifies that there has been a tornado reported in the vicinity. In the event of a tornado warning, the following procedures are to be practiced:

-Staff will be notified by phone to move to a safe area on camp.

-Staff will calmly and quickly escort campers to the safest building available.

-If in the Equine Program Area, take cover in the Equine House Basement.

-If in the Assembly Building, move participants to the Assembly Building basement.

-If at the Challenge Course or Canoe Pond and you have time for transport, immediately go to the Assembly Building basement. Gather all campers in a seated position in the center of the room or in hallways- a window free area if possible. Instruct campers to protect their heads with their arms.

-If the tornado is on the ground and there is no time for transport, all participants and staff should take cover in the ditch that runs through the Challenge Course woods, or lie down in the closest ditch or depression and protect head with arms. Avoid trees and any other objects that are not a permanent structure.

-Please resume your positions until a leadership member navigates camp to announce the “All-Clear”.

***\*\*In the event of an emergency at night, Lauren Burke, our Equine Manager, lives on property and her cell phone is 1 (336) 671-8971. It is posted in every cabin and in the bunkhouse. Our Seasonal Staff are also "on call" during on site programs as they live in the cabins behind the Assembly Building.***

**Important Reminders:**

A member of the healthcare staff will be available at all times when campers are on site.



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**All campers and staff:**

* **Wear sunscreen every day.** Sunscreen will be available in the sleeping quarters and in the dining hall. Apply before going outside and reapply throughout the day, every 4–6 hours. It is not acceptable for us to send campers home with sunburns that could have prevented with the liberal use of sunscreen!
* **Handwashing or Hand Sanitizer** Frequently!
* Remember to use **Universal Precautions** with everyone.
* Everyone needs to get **enough sleep** to have energy for long, fun-filled days – campers and staff!
* **Adequate hydration** is a vital part of camp life! Encourage fluids throughout the day. Water stations will be available at each activity area
* Practice **Physical Distancing** – create a 3 to 6 foot distance (arm length) between you and the next person as much as possible.
* Apply **insect repellent** for all outdoor and evening activities. Bug-bitten kids do not make for happy campers. Be aware that aerosol and pump bug sprays can trigger asthma attacksin some people.
* Females must wear a modest one-piece swimsuit or tankini style swimsuit. Bikini bathing suits aren’t allowed when campers are present. Men may not wear racing or “Speedo” type bathing suits.
* Shirts much cover the midriff. Shorts must be an appropriate length (shorts must reach to the fingertips of the extended arm). No low-cut tops allowed. Sandals must have straps on the heels.



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* ALL Camp Staff should bring a backpack for essential camper and staff items that may be needed throughout the day. Items can include sunscreen, bug spray, Camp Counselor Survival Kit, water bottles, camper jackets, epi-pens, etc.

***Remember****...****You are a role model*** *for your campers. You need to model good behavior. They will do what you do. That means YOU need to wear SUNSCREEN, get enough REST, drink plenty of FLUIDS, HANDWASHING, and use INSECT REPELLENT.*

