



YMCA CAMP ERNST

2023 STAFF MANUAL

BUILDING FRIENDSHIPS SINCE 1928



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BASICS



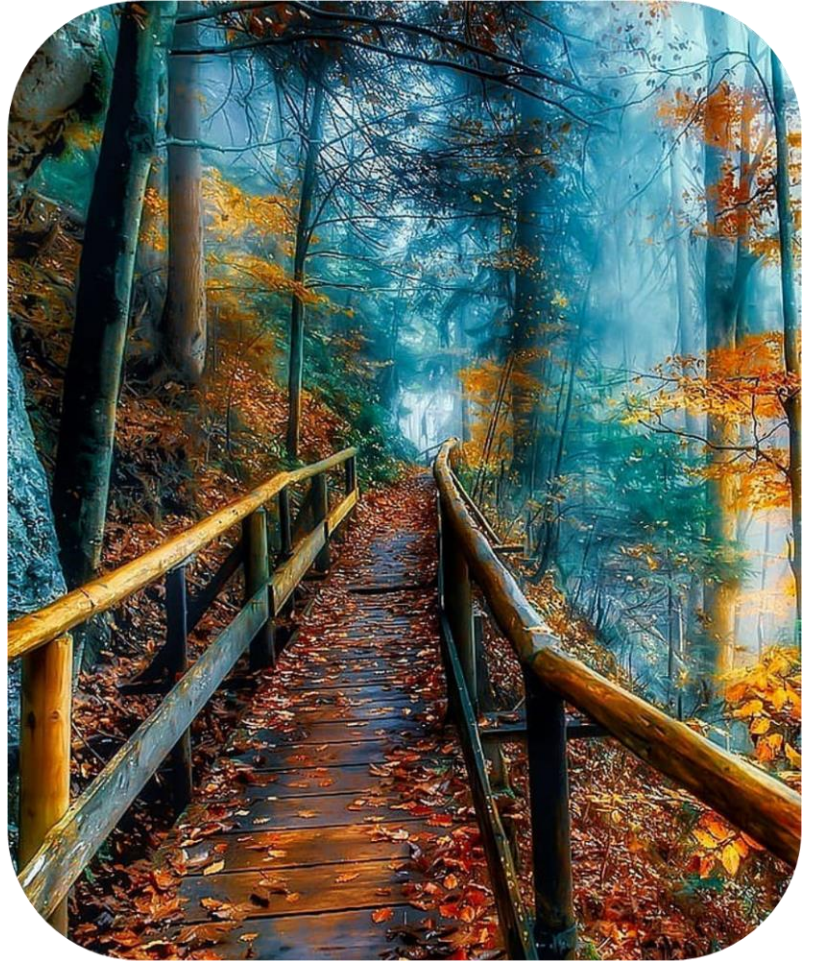
THE BRIDGE BUILDER

By Will Allen Dromgoole

An old man going a lone highway,
Came, at the evening cold and gray,
To a chasm vast and deep and wide.
Through which was flowing a sullen tide
The old man crossed in the twilight dim,
The sullen stream had no fear for him;
But he turned when safe on the other side
And built a bridge to span the tide.

“Old man,” said a fellow pilgrim near,
“You are wasting your strength with building here;
Your journey will end with the ending day,
You never again will pass this way;
You’ve crossed the chasm, deep and wide,
Why build this bridge at evening tide?”

The builder lifted his old gray head;
“Good friend, in the path I have come,” he said,
“There followed after me to-day
A youth whose feet must pass this way.
This chasm that has been as naught to me
To that fair-haired youth may a pitfall be;
He, too, must cross in the twilight dim;
Good friend, I am building this bridge for him!”



A MESSAGE TO OUR CAMP STAFF

Each year, thousands of campers attend our program, all with the hope of having the best summer ever. When joining our team, you are accepting the responsibility of being a youth development champion, a positive role model, and a leader among your peers. Good staff members will get as much or more out of their program than the children-provided that you put your best into each day. This summer as a camp counselor you can expect to:

- Gain unbelievable experiences working with other people
- Improve your leadership skills
- Work as a team
- Feel proud when your campers accomplish something new
- Sing lots of camp songs
- Work really hard
- Play lots of fun games
- Get messy
- Try something new
- Make a new friend
- Be a role model for others
- Have the summer of your life

We are excited for you to join us on this journey this summer. We are here to support you, so please let us know what you need so you can be your best self each day.

THE HISTORY OF THE YMCA OF THE USA

For generations, the YMCA has been a pioneering force in the United States—a force so powerful that it is arguably the most successful social institution this country has ever known.

The original Young Men’s Christian Association started modestly enough—in London in 1844—as a small group of men concerned with helping young men find what they felt: God’s grace. Years later, Boston sea captain and missionary Thomas Valentine Sullivan led the formation of the first U.S. YMCA, in Boston, on December 29, 1851.

One out of three Americans reports being a YMCA member at some point in life, but what’s even more remarkable is that the YMCA has touched virtually all Americans in some way. YMCAs invented basketball and volleyball. YMCAs pioneered camping, public libraries, night schools and teaching English as a second language. YMCAs introduced the world’s first indoor pool and group swim lessons. YMCAs offered after-school childcare long before “latchkey kids” were given a name. And YMCAs have provided war relief since the Civil War, aiding millions of soldiers.

The YMCA brought about many great organizational programs too—programs it started, nurtured and shared, such as staff training and certification, which launched the field of professional development. It also established the first retirement fund for any major welfare organization, founded upon a donation from industrialist John D. Rockefeller.

In addition, YMCAs have provided the right environment for ideas and organizations that might never have started without them. The Boy Scouts of America, Camp Fire Girls, the Negro National Baseball League, the Gideons, Toastmasters, the Association for the Study of Negro Life and History, and Father’s Day all got their start at YMCAs. The YMCA helped found the United Service Organizations (USO), and the Peace Corps was patterned after a YMCA program.

THE HISTORY OF THE YMCA OF GREATER CINCINNATI

The roots of the YMCA of Greater Cincinnati go back to 1848 when seven young men formed the Young Men’s Association of Christian Inquiry. In 1853 the organization became affiliated with the national YMCA movement. The YMCA of Greater Cincinnati is one of the oldest in the nation.

THE HISTORY OF YMCA CAMP ERNST

In 1928 Willard L. Wade was looking for a way to provide a positive summer experience for the young people of Greater Cincinnati. He shared his vision with United States Senator Richard P. Ernst, who donated funds for the first 100 acres.

Since that time Camp Ernst has grown to 365 acres of rolling hills, a 26 acre lake, ponds, creeks and clearings. Currently, there are 2 pools, a 30 horse ranch, 40 cabins and other buildings to accommodate more than 500 campers each week, ages 5-15.

OUR MISSION

The mission of the YMCA of Greater Cincinnati is to put Christian principles into practice through programs that build healthy spirit, mind, and body for all. The Y is about...

YOUTH DEVELOPMENT: Children need caring adults to provide support, guidance, and encouragement as they grow. All kids deserve the opportunity to discover who they are and what they can achieve.

HEALTHY LIVING: Wellness in spirit, mind, and body strengthens our very being and enhances our interactions with others.

SOCIAL RESPONSIBILITY: We truly are in this together and together we can harness our individual strengths and bring about positive change around us. The Y is dedicated to building healthy, confident, secure and connected children, families and communities.

OUR COMMITMENT TO INCLUSION

The Y is made up of people from all backgrounds working together to **strengthen community**. Together we work to ensure that **everyone**, regardless of ability, age, cultural background, ethnicity, faith, gender, gender identity, ideology, income, national origin, race or sexual orientation **has the opportunity to reach their full potential with dignity**.

We share the **core values** of caring, honesty, respect and responsibility

– they guide everything we do.

PROGRAM PHILOSOPHY

Since 1928, YMCA Camp Ernst has been providing youth unique experiences that broaden their horizons and shape them into more confident, conscientious, responsible and independent individuals. Camp uses a variety of engaging activities to instill core values and life lessons in tomorrow's leaders. Through all of these activities, youth are exposed to the Y's Core Character Values of caring, honesty, respect, and responsibility. Camp also enables significant growth in self-esteem, confidence and relationship skills. Leadership development is also a core component of camp—designed to prepare teens for future counselor positions and leadership later in life.

CORE VALUES

Building character in young people to help them form positive values has always been the focus of the YMCA Mission. Through YMCA programs, we strive to develop the following character traits in our campers.

CARING: Being considerate to the needs and feelings of others

HONESTY: Being trustworthy and truthful

RESPECT: Treating others, the environment, and yourself with dignity

RESPONSIBILITY: Accepting accountability for your actions and role in the community

OUR THREE FOCUS AREAS

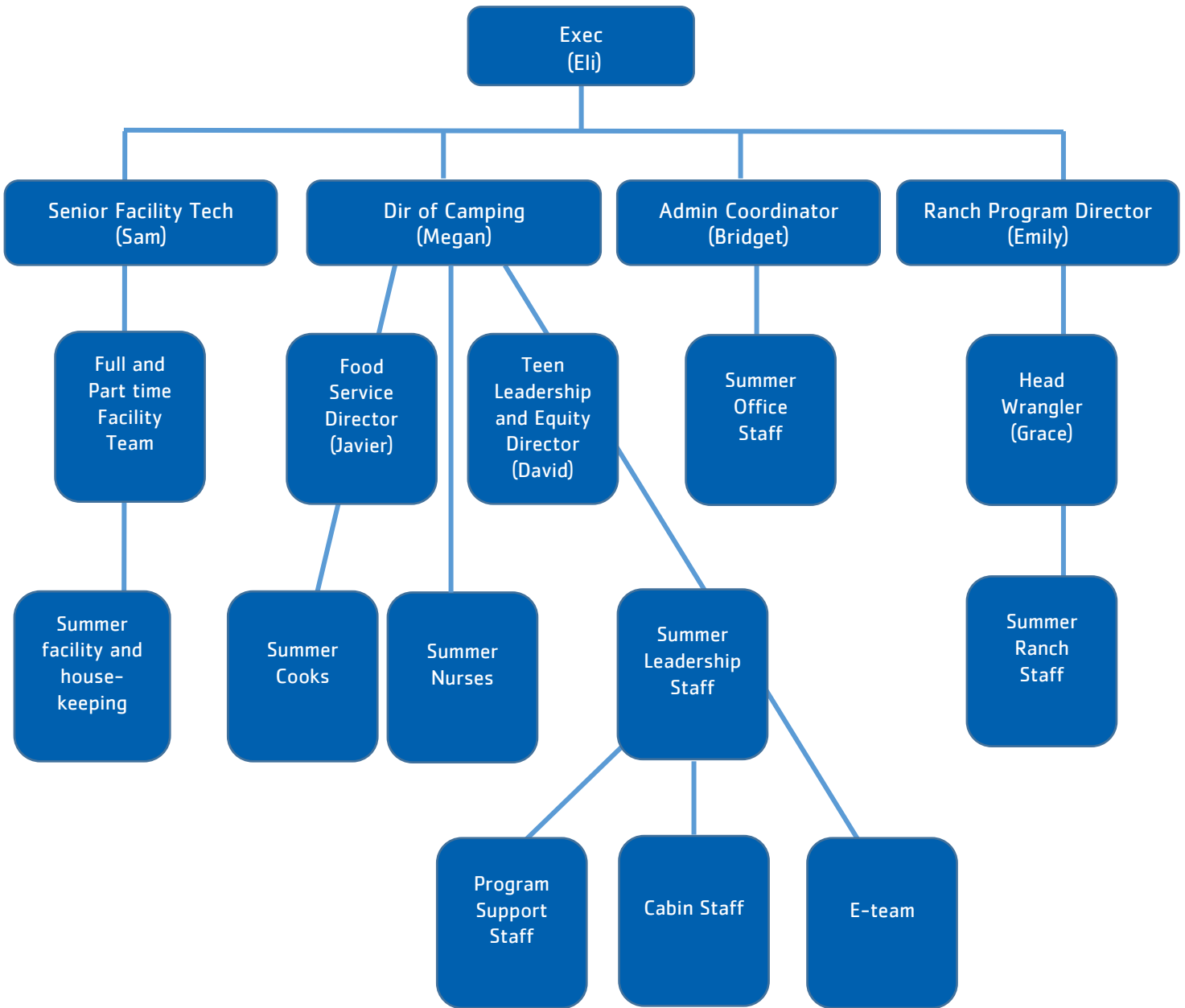
At the YMCA, we will be focusing on three main outcomes that drive all of our programs.

ACHIEVEMENT: We want to make sure that every child tries something new and leaves with a new skill. This could be trying a new sport, learning how to make a friendship bracelet, or even developing their leadership skills by leading a group activity. Every child should have the chance to step outside of their comfort zone to experience new things.

RELATIONSHIPS: We want to make sure every child makes a connection with their fellow campers and staff. We want to help kids not only make new friends, but how to be good friends too. We do this through being intentional with team building activities, opportunities to learn about those around us, and using our four core values.

BELONGING: Every child should feel safe and at home at camp. The Y is a place to be yourself and be welcomed by the people around you! We create this sense of belonging through our traditions and the relationships we build.

YMCA CAMP ERNST ORGANIZATION CHART



AT THE CORE OF EVERYTHING WE DO: THE CAMPERS AND THEIR FAMILIES

IMPORTANT CAMP INFORMATION AND NUMBERS

CAMP ADDRESS:

YMCA Camp Ernst
7615 Camp Ernst Rd
Burlington, Kentucky 41005

OFFICE NUMBER:

859-586-6181

NURSE NUMBERS

Valley Nurse-
Lakeview Nurse-

ADMINISTRATIVE TEAM:

Grace Barnes: Head Wrangler- 573-518-4517
David Chambers: Teen Program and Equity Director- 706-773-5311
Eli Cochran: Executive Director- 859-912-3457
Megan Gierhart: Director of Camping- 513-368-6893
Sam Green: Senior Facility Tech- 513-276-9270
Javier Villanueva: Food Services Director- 513-765-0168
Emily Zembrodt: Ranch Program Director- (859) 640-1518

LOCAL EMERGENCY NUMBERS

Ambulance/Sheriff/Fire- 911
Animal Control- 859-586-5285
National Suicide Prevention Hotline- 988
Non-Emergency Dispatch- 859-371-1234
Poison Control- 1-800-222-1222

STAFF EXPECTATIONS

Working on the camp team is such a fun, rewarding experience, and it is a tough job. The Unit Leaders and Administrative Staff will do all we can to help and support you in your job, but in return there are some things we expect from each staff member at camp.

1. The health and safety of the campers, others, and yourself comes first. You are responsible for your campers every minute they are under your care. "If in doubt, don't do it, or don't let the campers do it."
2. The best thing you can give a child is attention. Your campers should be your first priority. Put your focus on them. At activity areas, take interest in what your campers are doing and PLAY with them.
3. Lead by example. Be a good role model for the campers and other staff members. Your actions will make an impression on them that they will remember for many years. Make the right choices.
4. Be trustworthy, respectful, responsible, fair, and caring towards each other and our campers and parents. Work out problems in a professional manner. You have a right to disagree with other counselors and staff, but NEVER argue in front of campers or parents.
5. Be responsive to behavior and safety concerns so they can be addressed immediately. Make sure you are keeping your co-counselors and unit leadership informed on things going on in your cabin.
6. Ensure all children and staff feel welcome. Help your campers foster relationships with each other. Model positive relationships. Take a genuine interest in each camper.
7. Be on time and be prepared. Make sure you are taking care of yourself. Be respectful of other people's time- follow your schedule, turn in your paperwork, and go to sleep on time.
8. Be creative. Share your talents and ideas.
9. Be a team player. The only way to be successful is to work together. Be a part of the solution, not the problem.
10. See it, Own it. We collectively need to be responsible for all things at camp. If you see trash, pick it up. If you see a concern with another person, tell someone. Help your campers take care of their environment and belongings.
11. Follow the schedule for each day.
12. Follow all rules and policies of Camp Ernst cheerfully.
13. Ask for help! Please do not hesitate to ask if you need help or have a question. We are here to help in any way we can.

YMCA CAMP ERNST- PERSONNEL AND SAFETY INFORMATION

OUR MISSION - The mission of the YMCA of Greater Cincinnati is to put Christian principles into practice through programs that build healthy spirit, mind, and body for all.

OUR VALUES- Honesty, Caring, Responsibility and Respect

GENERAL CAMP RULES (final authority resides with Camp Director or designee. Violation could result in swift termination due to the fast-paced nature of camp)

RESTRICTED (use only with authorization at approved time) **AREAS:** Wallace Lodge, Welcome Center building, Maintenance Facility, Challenge Course/Ropes area, pools, creeks, lakes, barns, fenced areas, kitchens, and cabins other than your own.

RESTRICTED EQUIPMENT: hand and power tools, cell phones, personal computers, video cameras, personal vehicles and sports equipment.

RESTRICTED MISCELLANEOUS: Open fires.

AVOID unsafe wildlife (snakes, snapping turtles, raccoons, skunks, etc.); plants (poison ivy/oak); or areas (erosion pits, fallen trees, etc).

PROHIBITED POSSESSION, USE OR PRACTICE: alcoholic beverages, use of tobacco products, vaping, non-prescription drugs (all prescriptions and OTC medications must be stored in Health Center), inappropriate music, videos, or other materials, pets, bicycles or skate boards, motor bikes or carts, weapons, ammunition, hunting, fireworks and explosives, open flames in cabins, graffiti, connecting with and photos of campers in online communities (such as Instagram, Snapchat, TikTok, etc); transportation in vehicles not intended for such use (such as no riders in back of pickup trucks).

MISCELLANEOUS: No two people are to be off alone away from group (with the exception for families), sexual harassment and bullying are victim-defined and will be treated accordingly, state fishing license is required for adults to fish. Observe Dining Hall and Activity Procedures (note: rules apply to campers and staff alike). The camp is not responsible for personal property and discourages valuables at camp.

VISITORS: Any unknown person(s) on camp property (including non-current staff or campers) should be approached and asked, "Can I help you?" and then directed to the office.

GENERAL EXPECTATIONS OF STAFF - Staff members (including volunteers) are to uphold and abide by the mission, values, general rules, and authority of camp administrators as presented here and in training. They are expected to be on time and on duty attending to campers' individual needs, positive experience, and safety (physical & emotional). Staff is expected to respectfully help maintain equipment and facility for safety and positive image. Staff must abide by the YMCA Child Protection Policy as stated in hiring paperwork and training. Contact with campers through electronic means (text messaging, emails, social media, etc) is prohibited.

STAFF APPEARANCE- Neat, clean, appropriate clothing and grooming are necessary. On opening and closing days staff shirts, khaki pants or shorts and name tags are to be worn; and no cut-off shorts. Shirts and footwear are to be worn at all times (except at the pool or lake).

CAMP PROVISIONS FOR STAFF- Upon successful execution of agreement, the camp will provide salary (except volunteers) plus room and board for residential staff and other benefits as listed in the employee handbook.

Paychecks are issued on a bi-weekly basis in accordance to the YMCA payroll schedule and payroll requirements. Staff will be provided with time off daily (2 hours) and weekly (one day).

ACTIVITY SAFETY PROCEDURES:

1. All activity areas require the Unit Leader or designated Field Commander to be present in order to operate programs.
2. Only trained staff members may operate camp activities (archery, sling shots, nature, arts and crafts, ropes course, lake, sports and games, horses, etc). Ropes Course staff must receive training from contracted company or designated Camp Staff. Most valley and lake activities require training from approved camp staff.
3. Staff must report any critical repairs needed or safety issues in each program area to the Unit Leader and/or Program Director immediately.
4. Staff must obey all safety guidelines and commands, which are posted at activity areas.
5. All supplies must be stored in proper locations, and if required, locked at the end of each period.
6. All water activities (pool, lake, creek hikes in Gunpowder Creek) require at least one 18 year old and a current lifeguard.
7. All water activities (pool, lake, creek hikes in Gunpowder Creek) require lifeguards to follow ACA and YMCA supervision ratio and rules.
8. All staff must wear the appropriate clothing at each activity area. Shoes must be worn at all times outside of the cabin.

MAINTENANCE SAFETY PROCEDURES:

1. Vehicles / equipment shall be limited for use to those who have been trained and meet the age requirement
2. Employee shall follow all safety rules and use all safety features when using equipment
3. Employee shall be dressed appropriately for work to be done. i.e. long pants, long sleeve shirts, boots or steel toe shoes, etc.
4. Camp Ernst will make available eye protection, hearing protection and gloves for Employee when needed
5. All hand tools shall be visually inspected for defects, broken parts, worn/cut power cords and plugs
6. Vehicles / equipment will be on a maintenance schedule according to manufacturer's recommendations

ROCKIN' E RANCH SAFETY PROCEDURES

1. All ranch staff will undergo Horse staff training sessions, including safety and emergency procedures.
2. On every trail ride, both the lead and drag are required to carry saddle bags with basic first aid kits, emergency cell phone, as well as basic tack repair kits.
3. At least 1 staff member on each ride must be 18 year of age or older.
4. During every ride staff will observe trail conditions. Trails are checked and cleared by staff regularly.
5. All riders, campers and staff, are required to wear an ASTM-SEI approved helmet when riding AND closed-toe, sturdy shoes.
6. Daily chore checklist must be completed to ensure that the facility is in good working order.
7. All equipment, including tack, fences, stalls etc. are checked before use.

ADDITIONAL INFORMATION

EMPLOYEE HANDBOOK

All staff received a copy of the seasonal employee handbook during onboarding, which contains all policies as related to YMCA employment.

ATTENDANCE

All employees are essential to fulfilling the mission of service to the camp guests. The YMCA expects employees to follow their designated work schedule and to be punctual. If an employee is unable to report for work or will be late, the employee must contact the Director of Camping or their direct supervisor prior to the scheduled start time so that work can be covered. Repeated absences or tardiness may be considered misconduct depending upon circumstances.

All overnight staff members need to be present at the staff meeting at 1:00pm on Sundays at the Day Camp Pavilion. All E-teamer members need to be present at the staff meeting at 1:00pm on Sundays at the Casa. Staff should be moved into their cabins and have their car parked in the staff lot before the staff meeting.

On Saturdays, all overnight staff will meet at 10am at the Day Camp Pavilion for a closing meeting. Most weeks you will be checked out by around 10:30am. E-teamers will be free to leave after their checkout duties are complete, around 10am.

Day camp staff are scheduled to work Monday-Friday from 8:30-4:30 (with the exception of Mondays starting at 8:15 at the Day Camp Pavilion for a weekly staff meeting). All day camp staff must clock in at the beginning of their shift, clock in and out for lunch, and clock out at the end of their shift each day. At the end of shift, day camp counselors are expected to leave camp property. Exceptions must be approved by the Director of Camping. Please contact the day camp coordinator at least 12 hours ahead when possible if you need to take a sick day.

If you are no longer able to work one of your assigned weeks, you must contact the Director of Camping as soon as possible. Late requests for weeks off may not be guaranteed.

CABIN AND HUDDLE ASSIGNMENTS

Cabin and huddle assignments will be posted on the staff Page by Thursday before the session. We will try to take into consideration where you would like to work each week. However, because we have so many staff and because we sometimes need you in a certain unit, we cannot guarantee requests. Staff can complete the unit request form by the Sunday before the session each week to make official requests.



CELL PHONE AND PHONE POLICY FOR CAMPERS AND STAFF

Campers are not permitted to have their own or have access to a staff member's cell phone. Their phone use is based strictly on permission from the unit leader, nurse, or admin staff. No staff member is to authorize a camper use of the phone for any reason.

Staff are allowed to have cell phones at camp; however, we ask that staff keep cell phones out of sight of campers as much as possible. Staff may use their cell phones to communicate with leadership staff, play music, use as an alarm clock, or take pictures (but remember no pictures of campers). All personal use of cell phones need to be used during off time and/or out of sight of campers.

COMMUNICATION/DISPUTE RESOLUTION

At the YMCA, we believe that communication is the heart of good employee relations. Employees should share their concerns, seek information, provide input and resolve work related issues by discussing them with their supervisors until they are fully resolved. It may not be possible to achieve the results an employee wants, but the supervisor needs to attempt to explain in each case why a certain course of action is preferred. If an issue cannot be resolved at that level, the employee is welcome to discuss the issue with the administrative team.

COMPUTER AND INTERNET POLICY FOR CAMPERS AND STAFF

Campers are not to have any access to computers, tablets, gaming systems, etc. (both camp and personal computers). For staff, there are computers in the staff lounge that may be accessed during off time. All content viewed on YMCA Computers must be consistent with the mission and values of the YMCA. Accessing inappropriate or questionable content will be ground for disciplinary action up to and including termination of the employee. Personal computers and tablets are not to be used in the presence of campers.

CORRECTIVE ACTION

The purpose of this statement is to share with the employee the YMCA's position on administering consistent corrective action for unsatisfactory conduct or performance, or violations of the YMCA's policies, procedures and rules and regulations. The purpose of any corrective action is to correct the problem, prevent recurrence and prepare the employee for satisfactory service in the future. It is within the YMCA's sole discretion to determine the appropriate action, corrective or otherwise, in any given situation.

CURFEW AND CABIN DUTY FOR OVERNIGHT STAFF

Each night, a counselor from every cabin will be assigned to cabin duty. The counselor on cabin duty must stay inside the cabin and make sure that campers are sleeping and help with any issues that may arise.

All other staff members staying overnight are to be in their assigned cabin by 12:00am. Staff must stay in their designated area of camp. Permission from your unit leader must be given if you wish to visit a different camping area. Valley staff may be in the dining hall or in the Wallace lodge lobby. Up the Hill staff (Lakeview, LITs, Crew, Ranch) staff may be in the Lakeview dining hall, under the loft or the crew pavilion.

E-teamers are to be in the Casa by 11:30pm. E-teamers must stay at the Casa after their evening duties are complete. Exceptions need to be approved by a Unit Director

No staff may be in the staff lounge after 10pm and before 8am unless permission is given. No staff may leave camp property during this time. Only Unit Directors are permitted inside of the kitchens.

HEALTHY RELATIONSHIPS

Relationships between staff must also be healthy, both professional and personal. Staff must work to first build healthy professional relationships that foster a collaborative and supportive team. A strong professional work environment can result in deep personal connections and lifelong friendships.

Intimate personal relationships often develop in summer camp settings but are not encouraged during the camping season as they can distract staff from their responsibilities and can create drama within the staff community. Intentional discussion and explicit verbal consent between all parties is critical to any healthy personal relationship at camp and beyond.

INJURY/ILLNESS ON THE JOB AND WORKERS COMPENSATION

Any employee reporting an on-the-job injury or illness will receive immediate and appropriate medical treatment. It is the responsibility of all employees to report immediately to their supervisor all on-the-job injuries or illnesses regardless of how insignificant or minor the injury or illness may appear at the time.

The YMCA provides a comprehensive workers' compensation program at no cost to employees. This program covers most injuries or illnesses sustained in the course and zone of employment that require medical, surgical or hospital treatment. Subject to applicable legal requirements, workers' compensation insurance provides benefits after a short waiting period or, if the employee is hospitalized, immediately.

LAUNDRY ACCESS

Camp Ernst has two washers and two dryers available for staff for personal laundry in the staff lounge. Please provide your own detergent. These washing machines are also used for lost and found laundry, which takes priority during the hours of 9-5.

MENTAL HEALTH SUPPORT

Working at Camp Ernst is a lot of fun AND can be stressful for staff. Camp Ernst employees have access to Dear Scout while they are working at camp. This free benefit to staff will connect you to a therapist who has experience in overnight camp. Additionally, Team Leaders can make schedule accommodations for staff who wish to connect with their mental health providers throughout the summer. Camp has provided a space for staff to use in the Lakeview infirmary. Please schedule a time with the receptionist or your Unit Director if you would like to schedule time to use this space.



In addition, staff may utilize mental health breaks during the week. Staff are allotted 2 hours a week as needed. The two hours do not need to be used all at once. This time does not accumulate or carryover from week to week. Staff who feel they are in need of a break for mental health reasons should talk to their Unit Director, who will help schedule an appropriate time for the staff member to take the mental health break.

MUSIC AT CAMP

We understand that music is an important part of the camp community. Any music played must be camper appropriate in language and topic, regardless of age group. Staff who play music from their phone should create a playlist so their phone is not out around campers as you switch songs. Music should never take the place of having conversations. Make sure that sound level is appropriate so that you can still have a normal tone conversation with others.

OFF TIME

Overnight staff will receive off time each day. Unit Leaders will provide a schedule at the beginning of each week. Time off is scheduled to accommodate the needs of the unit and your campers. If a staff member has a specific request, they must complete the staff off time request form by 10pm on the Sundays BEFORE the week you need to time off. Unit leaders will try their best to accommodate these times, but it cannot be guaranteed.



Junior Counselors will have morning off time unless approved by a Unit Leader. E-teamers will have time off during the activity breaks and in the evening.

Staff who are 18 years or older may leave camp property during their scheduled off time. Staff who are 17 and younger are not permitted to leave camp property on off time, except for pre-approved appointments or being picked up by a parent.

Day camp staff will receive a 30 minute lunch break each day and a 15 minute break as needed. 18 and older Day camp staff are permitted to leave camp property for lunch, but they must be back at their scheduled time. Days off can be requested completing the staff off time request form by 10pm on the Sundays BEFORE the week you need time off.

E-teamers will follow their schedule for their designated time off each day. E-teamers must check in with the Unit Director about approved off time locations.

Staff working three consecutive weeks may also request a night off. This must be taken within that three week period and these do not accumulate. If you are under 18, your night off must be verified with your guardian before you are allowed to leave camp. Nights off start at dinner and you must be back at the start of breakfast. Unit leaders will try to best accommodate these requests but they cannot be guaranteed. Junior counselors and E-teamers do not receive nights off.

The staff lounge in the basement of the welcome center is available for staff to access during off time. The staff lounge will close at 10pm each night and reopen at 8am.

PERFORMANCE EVALUATION

Evaluations of a summer staff member's performance will be conducted by their direct supervisor. Staff will receive a mid-summer evaluation and a final evaluation at the end of the summer season. Junior Counselors will receive performance evaluations once per session. E-teamers will receive performance evaluations weekly on Thursdays.

PERSONAL FOOD ITEMS AND FOOD DELIVERY

For Health and Safety reasons, staff members may only store dietary needs in the kitchens with permission of the kitchen staff. Please utilize the staff lounge refrigerator to store personal food. Staff should not bring outside food into the dining halls unless approved for dietary needs. If a staff member wishes to use a food delivery service on their off time, they must meet the driver at the gate of the main entrance. No deliveries are to be made in the valley.

TRANSPORTATION

Staff are expected to arrange their own transportation to/from Camp Ernst. If assistance is needed getting to/from camp, please let the admin staff know.

USE OF PROGRAMMATIC FACILITIES BY COUNSELORS DURING TIME OFF

Staff may access program areas during their off time as long as permission is given from the field commander of the activity area. Staff must follow all activity rules and safety measures.

YMCA MEMBERSHIP

As employees of the YMCA of Greater Cincinnati, Camp Ernst staff are provided an individual YMCA membership during their employment during the summer.

RISK MANAGEMENT

Staff members play an important role in risk management in that each member of the staff should see themselves as a risk manager. We all must feel responsible for ourselves, the campers and the environment in which we work. In identifying risks, some are obvious such as swimming, horseback riding, nature, archery, and the ropes course. Other areas of risk that might not be so easily seen are native animals, plants and insects, or that danger that one person poses to another.

Camper safety is the most important factor in any situation or crisis.

- All major programs have written safety and operational procedures
- Established emergency procedures are practiced
- Prevention is key
- Staff must be accountable and responsible for the campers and know their job
- It is everyone's job to note and report any hazard, facility, situation, or activity that would jeopardize the health or safety of campers or staff
- Maintaining a healthy spirit, mind and body is paramount to managing risk.

EMERGENCY PROCEDURES

The sounding of a siren from the Valley Health Center and/or Welcome Center indicates that there is a fire, waterfront emergency, severe storm warning, lost camper, or other emergency.

1. For INDOOR emergencies, go outside to:

Lake area:	One and Two Llama field	<u>OUTDOOR</u> danger, go inside to:	Lakeview Lodge / Welcome Center
Ropes area:	Dodgeball Court		Lakeview Lodge / Welcome Center
Valley:	Soccer Field down from Wallace Lodge		Basement of Wallace Lodge

2. Account for all of your campers
 - a. Keep them together in a group and away from danger
 - b. Keep them occupied with songs, games and stories
 - c. Await further instructions or the "all clear" from administrative staff

3. Direct all questions from parents, media, insurance agencies or anybody else you do not know to the camp spokesperson (the camp director or designated administrative staff).

ARMED INTRUDER

Most of our emergency procedures involve bringing everyone in one area of Camp into one place to count heads. In the unlikely event of an armed intruder in Camp, we will initiate the Scatter Procedure. Our visiting policies, staff screening, location, lack of firearms on the property all serve to prevent an event like this from happening in the first place.

The Scatter Procedure is initiated by a siren from one of the health centers, paired with the announcement of "Scatter! Scatter! Scatter! This is not a drill." If possible, the announcer will identify the location of the threatening person, so that people can run away from that location. Staff members should gather as many campers as they can and Run, Hide, or Fight – in that order of priority.

Run – This is the first choice. Gather as many kids as you can, and run away from the threat. Feel free to leave the property, and don't feel obligated to stay on trails. Staying as safe as possible, get off the Camp property and to a business or residence. Call 911 and report your location, along with the number of campers you have with you, any other information the authorities ask for, and follow the authorities' instructions.

Hide – If running is not an option, gather as many campers as you can and try to hide. Where you hide will depend on the number of campers you have with you and your location in Camp.

Fight – If the threatening person is right in front of you, and running or hiding is not an option, your only option is to fight. This is your last option, and your instincts would likely take over in this scenario.

MEDICAL EMERGENCY QUICK GUIDE

IF THE CAMPER/STAFF MEMBER NEEDS IMMEDIATE MEDICAL ASSISTANCE BECAUSE OF ONE OF THE FOLLOWING:

- Breathing problems
- Severe bleeding
- Anaphylactic reaction
- Serious burns
- Spinal injury
- Poisoning
- Unconsciousness
- Seizure (undiagnosed/without treatment plan)
- Serious limb injury/amputation
- Penetrating injury/impalement
- Foreign object in throat

*If trained, institute CPR or rescue breathing when necessary. Send someone to get the AED and nurse. Do not get involved using treatment methods beyond your skill. When in doubt, call 911.

1. Call 911 (Camp address: 7615 Camp Ernst Rd, Burlington, KY 41005. Make sure to tell them which entrance to go to)
2. Notify Megan (513-368-6893), Eli (859-912-3457) or David (706-773-5311)
3. Nurse, administrative staff or Unit Director will notify parents or emergency contact

IF THE CAMPER NEEDS MEDICAL ATTENTION BEYOND YOUR SCOPE:

1. Take the camper to the nurse or contact the nurse with your location if transporting is not possible.
2. Nurse, administrative staff or Unit Director will notify parents or emergency contact as needed. If outside treatment is needed, they will make arrangements for the camper/staff member to be picked up. If it is an international camper or counselor, the nurse will help make arrangements. Staff members will also need to complete worker's compensation forms before leaving camp property.
3. Notify Megan (513-368-6893), Eli (859-912-3457) or David (706-773-5311)

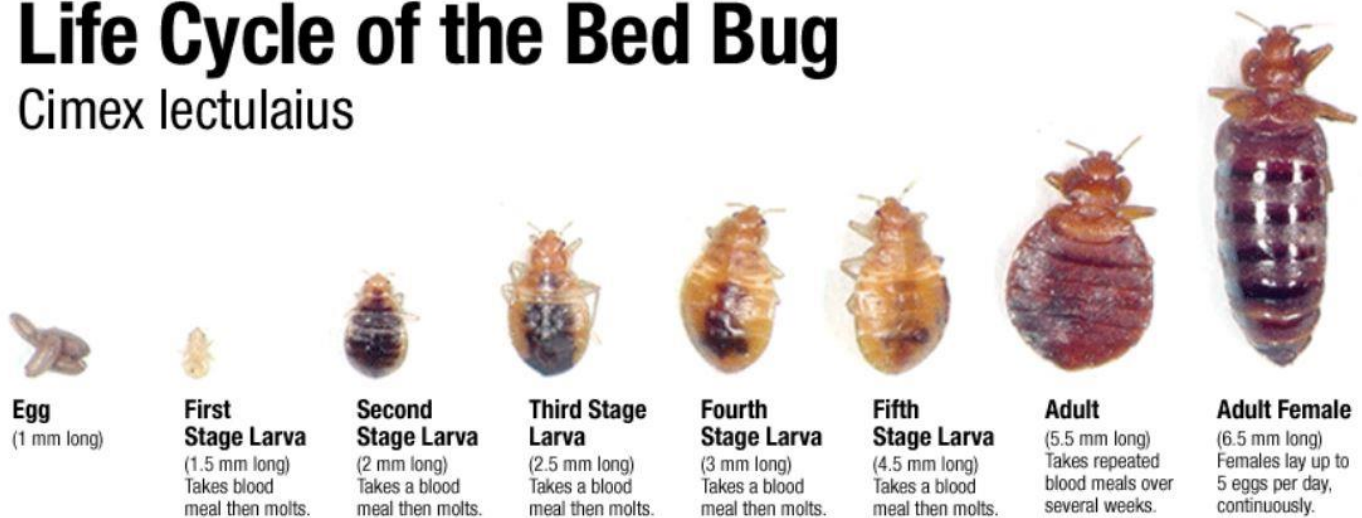
BASIC HEALTH AND SAFETY ISSUES

Following is a list of typical situations you may face as a counselor and suggestions for dealing with them. As a counselor you may be the first at the scene of an injury or the first to notice the onset of an illness. If you have received first aid training, you should be able to handle minor bumps and bruises on your own and report the injury and your actions to the nurse as soon as possible. For more serious injuries or situations (loss of consciousness, suspected spinal injury or broken bone, etc.) send for the nurse immediately. Any time you suspect an illness, take the camper to the nurse to treat the ill camper and to avoid the spread of the illness.

UNIVERSAL PRECAUTIONS: When dealing with blood or other body fluids always use caution. You should wear gloves and use sterile dressings as barriers against possible infection. Following treatment of the affected child place any leftover dressings, gloves, etc, that have been exposed to the blood or other body fluids in a plastic bag and dispose of the bag in a sealed garbage can. Afterwards wash hands thoroughly with plenty of soap and water.

BED BUGS: If you suspect bed bugs, alert your unit leader. Do not alert or concern the campers until directed by your unit leader or the administrative staff.

Life Cycle of the Bed Bug *Cimex lectulaius*



BEDWETTING: Counselors discretely place linens into plastic bag and make arrangements to have linens washed per nurse or other counselor.

BLISTERS: Prevent by having campers wear socks--dry, clean ones.

DEHYDRATION: Push fluids. Swimming does not replace drinking water.

FALLS: If camper falls and complains of head, neck or back pain, get nurse before moving. Any camper who falls out of bunk should see the nurse, even if they have no complaints.

FIRST AID KITS: Return after each week for replenishing. Use Band-Aids only for bleeding.

HEAT: Causes dehydration, headache, fever, stomachache, dizziness, nausea and vomiting. Sit in shade or bring in to a/c. Reduce level of activity as necessary. Open pool.

LICE: Is your camper scratching his head a lot? Please alert the nurse- Everyone in the cabin must be checked.

MEDICATIONS: All are to be stored in the Health Center. You may come to the nurse or have them brought to meals, but **NO** medications are to be in cabins. (Not even over-the-counter products.) Tylenol, birth control pills and vitamins are the biggest causes of overdose in kids.

NOSEBLEEDS: Have camper pinch his nose and lean forward. See nurse. If due to head injury, do not stop bleeding.

POISON IVY: Only soap and water removes the oil causing the rash. Be able to recognize plant.

Watch Out for Poison Ivy



TICKS: If attached, send to nurse for removal and to record day of bite and area on body.



SUNSCREEN: USE IT! Please make sure you are reminding your campers throughout the day to reapply sunscreen.

DO NOT:

- Use clinic supplies without permission from the nurse
- Visit sick patients in the clinic without checking with the nurse to see if they are contagious

AED LOCATIONS

Camp is equipped with two AEDs (Automated External Defibrillators). All staff are to be familiar with the locations. An AED is located in the Valley Health Center in Wallace Lodge and the Lakeview Health Center in the Welcome Center.

CAMPER HEALTH: A COUNSELOR'S RESPONSIBILITY

Counselors should be aware of the physical well-being of their campers while here at camp. To accomplish this, a good counselor will observe the child's actions in addition to attending to voiced discomforts. The following is a guideline to be utilized by the counselor to monitor a camper's health while at camp. If signs of illness or injury or present the counselor should report the problem to the nurse to be evaluated.

HEALTH

- Signs or symptoms suggesting illness or injury?

GROOMING

- Teeth brushed at appropriate times?
- Showered?
- Clothes are changed daily, including undergarments?
- Hands are washed before meals and after using toilets?

DIET

- Eating at each meal?
- Drinking water?

APPAREL

- Shoes and socks or sandals worn at all times?
- Clothes layered to match the weather?
- Rain jackets/apparel worn in rain?

REST

- All bed linens are dry and unsoiled?
- Ample blankets to keep child warm?



OUR APPROACH TO CAMP



DIVERSITY, INCLUSION, AND GLOBAL ENGAGEMENT

Adapted from the YMCA Camp Echo Staff Manual

This section provides context to Camp Ernst journey towards being a more diverse and inclusive community. This work is important because it helps us continuously move Camp Ernst towards more fully realizing our mission for all. Camp Ernst has a wonderful history of being a welcoming environment. However, Camp Ernst does not have as strong a history of serving all members of the Cincinnati community in an equitable manner. This section provides information and exercises intended to help us all learn and reflect as we better understand how Camp Ernst as a community can build upon our welcoming nature to be more inclusive.

Welcome (verb): Greet (someone arriving) in a glad, polite, or friendly way.

Include (verb): Make part of a whole or set.

YMCA OF GREATER CINCINNATI INCLUSION STATEMENT

The Y is made up of people of all ages and from every walk of life working side by side to strengthen communities. Together we work to ensure that everyone, regardless of ability, age, culture background, ethnicity, faith, gender, gender identity, ideology, income, national origin, race or sexual orientation, has the opportunity to reach their full potential with dignity. Our core values are caring, honesty, respect and responsibility—they guide everything we do.

CAMP ERNST IS FOR ALL

Camp Ernst strives to support all who are interested in being fully engaged in our community and to help those who do participate reach their full potential.

Camp Ernst's commitment is to work collaboratively with every camper, family, volunteer, staff member, and partner that embraces our core values. If there is an identified barrier to full engagement, Camp Ernst is committed to working with the individuals to overcome the barriers while acknowledging our existing resources and challenges. This collaborative effort will lead to the Camp Ernst experience that best fits the individual or group, as the journey towards attending summer camp includes steps towards camp preparedness, for individuals and for camp. Camp Ernst is committed to joining families on the journey to being ready for camp. We will make mistakes on our journey and our committed to learning from those mistakes.

For ALL is a journey that requires continuous learning and understanding. Camp Ernst for ALL is our belief and our guiding light. Once on Camp Ernst property, Camp Ernst for ALL is a reminder that we must work to ensure ALL members of our community are given opportunities to positively impact camp.

In The Y's Words: FIVE GUIDING PRINCIPLES

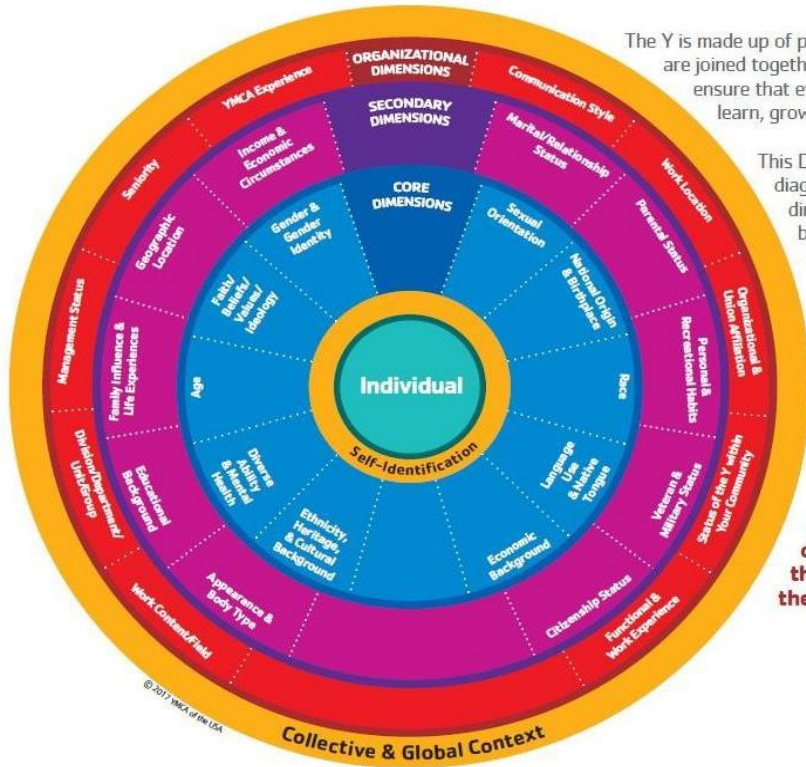
- Embrace and nurture each individual for who they are
- Recognize and value all dimensions of diversity
- Work towards the greatest possible inclusion
- Foster global awareness
- Lead with empathy in all interactions and activities

THE Y's BELIEFS

We believe that when we devote our full strength to the Y's mission and cause, work in partnership with others, and build on our history of innovation, we can address the most pressing issues of our time unlike any other organization.

- We believe all people have potential.
- We believe active and connected families make for active and connected communities.
- We believe in a holistic approach to development, promoting healthy spirit, mind, and body.
- We believe that in a diverse world, we are stronger when we are inclusive and our doors are open to all.
- We believe in honoring our mission, living our cause, acting in accordance with our values, and placing the greater good above self.

The Many Dimensions of Diversity



The Y is made up of people from all walks of life who are joined together by a shared commitment to ensure that everyone has the opportunity to learn, grow and thrive.

This Diversity Wheel diagram represents the various dimensions of diversity. To truly be inclusive and welcoming to all, it is critical to understand the many factors that make up and influence a person's individuality. If we hold too narrow a view of what constitutes diversity, we will miss opportunities to effectively engage, connect and serve ALL members of our communities.

Learn about the different sections of the Diversity Wheel on the following page.

REFLECTIONS

- What is a core dimension that you can relate to in this moment? Why?
- Select a core dimension. Based on that core dimension, identify a secondary or organizational dimension where someone has made an assumption about you based on your core dimension.
- Think about your best friend of someone close to you that is not a family member. What are their core and secondary dimensions of diversity?

YOUR DIMENSIONS OF DIVERSITY How do you self-identify?

Race	
Ethnicity, Heritage, & Cultural Background	
Age	
Gender & Gender Identity	
Sexual Orientation	
Diverse Ability & Mental Health	
National Origin & Birthplace	
Economic Background	
Faith/Beliefs/ Values/Ideology	
Language Use & Native Tongue	

DEFINITIONS AND QUESTIONS TO CONSIDER

The following definitions are taken from “Strength in Diversity” – which serves as the participant guide for the YMCA of the USA Dimensions of Diversity training. This list is an abridged collection. Feel free to ask the Camp Director for the complete list.

DIVERSITY- The presence of differences that make each person unique and that can be used to differentiate groups and people from one another.

EQUITY- The term “equity” refers to fairness and justice and is distinguished from equality: Whereas equality means providing the same to all, equity means recognizing that we do not all start from the same place and must acknowledge and make adjustments to imbalances. The process is ongoing, requiring us to identify and overcome intentional and unintentional barriers arising from bias or systemic structures.

INCLUSION- The full engagement and development of all stakeholders (participants, members, staff, policy volunteers, program volunteers, partners, local communities, vendors, etc.).

GLOBAL ENGAGEMENT- Building our capacity to engage and serve stakeholders from diverse populations, both locally and abroad, creating opportunities for cross-cultural learning and relationship building.

GDEI- The combined organization focus on Diversity, Inclusion, and Global Engagement to develop a greater impact on our community, in alignment with the YMCA mission.

ACCESS- The opportunity or right to experience, participate in or make use of programs, services, facilities, staff/volunteer/leadership roles, etc.

ADVOCATE- Someone who speaks up for her/himself and members of his/her identity group. Advocates acknowledge responsibility as citizens to shape public policy to address intentional or unintentional harm to minorities and the oppressed, whether caused by action or inaction.

ALLY- Someone who makes the commitment and effort to recognize their privilege (based on gender, class, race, sexual identity, etc.) and work in solidarity with oppressed groups in the struggle for justice. Allies understand that it is in their own interest to end all forms of oppression, even those from which they may benefit in concrete ways.

BIAS- A term used to describe a tendency or preference towards a particular perspective, ideology or result, especially when the tendency interferes with the ability to be impartial, unprejudiced, or objective.

CULTURAL APPROPRIATION- Theft of cultural elements for one’s own use, commodification, or profit often without understanding, acknowledgement, or respect for its value in the original culture. Results from the assumption of a dominant culture’s right to take other cultural elements.

What would you do if you aren’t sure if something is cultural appropriation?

CULTURAL AWARENESS- An internal change in one’s attitudes and values resulting in openness and flexibility in relation to others and acknowledgement of one’s own personal cultural assumptions and biases and how these shape individual values, beliefs and behaviors; recognition and respect of cultural difference in others.

CULTURE- Integrated patterns of human behavior that include the language, thoughts, communications, actions, customs, beliefs, values and institutions of racial, ethnic, religious or social groups. A social system of meaning and custom that is developed by a group of people to assure its adaptation and survival. These groups are distinguished by a set of unspoken rules that shape values, beliefs, habits, patterns of thinking, behaviors and styles of communication.

What are Camp Ernst’s unspoken rules? How can we better explain these rules to new members of our community?

DIALOGUE- Communication that creates and recreates multiple understandings; it is bidirectional, not zero sum and may or may not end in agreement. Dialogue can be emotional and uncomfortable, but is safe, respectful the goal is greater understanding.

DISCRIMINATION- The unequal treatment of members of various groups based on race, gender, social class, sexual orientation, physical ability, religion and other categories based on conscious or unconscious prejudice that favor one group over others in the provision of goods, services or opportunities

What topics of diversity are you comfortable exploring? What are you less comfortable exploring? How would you address such topics with your campers or peers?

DISPARITIES- Group differences in educational, health, economic, legal and other outcomes. Disparities stem from intentional discrimination as well as from unconscious bias. (See Achievement Gap, Bias, Discrimination, Disparate Treatment, Privilege).

What disparities do you see at Camp Ernst and how can we address them?

PRIVILEGE- refers to certain social advantages, benefits, or degrees of prestige and respect that an individual has by virtue of belonging to certain social identity group. Within American and other Western societies, these privileged social identities—of people who have historically occupied positions of dominance over others—include whites, males, heterosexuals, Christians, and the wealthy, among others.

IMPICIT BIAS- a form of bias that occurs automatically and unintentionally, that nevertheless affects judgments, decisions, and behaviors. Also known as unconscious or hidden bias, implicit biases are negative associations that people unknowingly hold. They are expressed automatically, without conscious awareness.

INCLUSION LANGUAGE- Language that does not exclude, insult, trivialize or stereotype on the basis of gender, disability, and race. It means avoiding any language that could offend, demean, or promote stereotypes about a particular group. While Inclusive Language is not the same as “political correctness,” it means choosing language that is welcoming and acceptable to people of all genders, races, and abilities.

What examples of inclusive language that you use?

MAINSTREAM- Refers to the dominant (or majority) cultural norms of a given society.

What is considered mainstream at Camp Ernst for campers and/or staff?

MAJORITY CULTURE- A culture (language, values, beliefs, and behaviors) of the dominant or majority sector of a given population.

MARGINALIZATION- The experience of groups who are denied political, economic and social equity in society, and hence, relegated to its margins. It can also refer to an individual who is rendered voiceless or irrelevant in particular social context.

MICROAGGRESSION- Microaggressions are defined as the everyday, subtle, intentional — and oftentimes unintentional — interactions or behaviors that communicate some sort of bias toward historically marginalized groups. The difference between microaggressions and overt discrimination or macroaggressions, is that people who commit microaggressions might not even be aware of them.

PEOPLE FIRST LANGUAGE- Utilizing words about people with disabilities that define the person first, not the disability.



POWER- Wealth, race, citizenship, patriarchy, heterosexism, and education are a few key social mechanisms through which power operates. Although power is often conceptualized as power over other individuals or groups, other variations are power with (used in the context of building collective strength) and power within (which references an individual’s internal strength).

What power do you hold at Camp Ernst? How can power be shared?

SAFE SPACE- Refers to an environment in which everyone feels comfortable expressing themselves and participating fully without fear of attack, ridicule or denial of experience.

What are safe spaces at Camp Ernst?

SILENCING- The conscious or unconscious processes by which the voice or participation of particular social identities is excluded or inhibited.

TOLERANCE- Acceptance and open-mindedness to different practices, attitudes and cultures; does not necessarily connote agreement with the differences. Recognition and respect of values, beliefs, and behaviors that differ from one's own.

How will you promote tolerance at Camp Ernst?

UNEARNED PRIVILEGE- Advantages accorded to some individuals because they possess or demonstrate certain characteristics associated with the dominant culture in society, such as being heterosexual, white, or male. These privileges are deeply ingrained into U.S. culture and for this reason it is hard to identify and relinquish them.

How does unearned privilege present itself at Camp Ernst?

DAILY OPPORTUNITIES

Every day, you will be presented with opportunities to show that you value the individual identity of a camper or a fellow staff member. These opportunities most often present themselves when someone does something unexpected or unfamiliar or differently than you would do it. Below are some common situations and suggested actions:

1. Assume good intentions (Check your bias/assumptions) [How are you doing? Is everything okay? Did you know the expectation?]
2. Seek understanding [Can you tell me more?]
3. Listen [Make sure you HEAR what is being said. Repeat back for confirmation.]
4. Validate individual [Thank you for sharing your perspective.]
5. Determine importance of behavior change (if necessary!)[Safety concern? Core values? If not, there might be opportunity to accommodate this unfamiliar or unexpected action, pushing camp to be more inclusive.]
6. Develop mutually agreed upon plan for success [What do you think would work for you, within (given parameters of safety, core values, and others based on situation)? Seek ideas from other staff as necessary and share the plan with your team leader for feedback and support.]

Unexpected or Unfamiliar Behavior	Possible reasons? How could you support?
Consistently late to activity	
Hiding food in the cabin for later	
Not participating in activity	
Going to bathroom often or for long periods of time	
Challenge camp rules or cultural norms	
What else:	

TIPS FOR STAFF

Below is a short list of tips for staff to utilize when working to create an inclusive culture at Camp Ernst. Feel free to add your own tips in the space below and share them with your co-workers!

- Fears that are expressed by campers of diverse backgrounds are generally real and should be validated.
- ASK, ASK, ASK! Just as we tell our campers, staff should ask questions when they are unsure. Use your coworkers, supervisors, and friends of different cultures as resources when you are unsure! Seek out diverse viewpoints!
- Check your bias at the gate. Understand that everyone has inherent biases and that's ok! It's important to try to understand others' perspectives and listen to others!
- Do not assume what any camper's (or staff member!) identity may be.
- Be intentional about creating a culture of inclusivity. Keep an eye out for campers that feel isolated and work to prevent these experiences from happening.
- There is no universal way of communicating with all campers, use different tactics with different kids.
- Be attentive and discreet about camper's needs. If a camper needs a piece of gear or supplies, make sure to get them those items in a timely manner without announcing it to the entire cabin.

BUILDING SKILLS AROUND GENDER

Adapted from Welcoming Schools

PRACTICING RESPONSES TO QUESTIONS ABOUT GENDER

“Why does Martin like pink?” (Martin identifies as a boy.)

- Here at Camp, we all get to like what we like. What is your favorite color? Why do you like that color?
- There are so many beautiful colors; we can all like different ones.
- There is no such thing as “boy colors” or “girl colors.” Colors are colors. All people like different colors.
- It is not OK to tease people for the colors they like. We are all different, and we can like different colors that make us happy.

“Why is her hair so short? She looks like a boy.”

- People of all genders can have long hair, medium hair or short hair. And some people do not have any hair.
- That’s just how she likes it. How would you like your hair to be?
- Hair is hair. That is how she likes it.
- There is no such thing as “boy hair” or “girl hair.” Here at camp, we all get to have our hair the way that makes us happy.
- You cannot tell someone’s gender from how they have their hair.

“Juan plays with dolls. That’s weird.” (Juan identifies as a boy.)

- It’s true that some boys don’t like to play with dolls, but some boys do! Just like some of you like to draw, and some of you don’t. Some of you like to play kickball, and others don’t. No one should have to pick and choose what they do just because of their gender.
- The dolls are for all children at camp.
- Sometimes this is confusing. We get messages about some toys being for boys and some toys being for girls. They are just for kids!

You overhear a student say, “Boys are better at sports than girls.”

- Some boys are good at sports and some are not, and some girls are good at sports and some are not. All kids have different things that they are good at.
- Some people are good at sports, and some are not.
- People of all genders are good at different things.

You overhear a student say, “Girls are better at art.”

- No group is best. Some people are good at art. Some people are not.
- People of all genders can like and be good at art. You see that some children who are playing soccer at recess are excluding others because of their gender.
- We don’t exclude any gender in play. Here at camp, we include everyone.

PRACTICING RESPONSES TO QUESTIONS ABOUT FAMILIES AND RELATIONSHIPS

“What does ‘gay’ mean?”

Clarifying the context of the question will help frame your answer. Is the student asking because they heard it as a putdown or are they asking because they heard that someone in a classmate’s family is gay? A discussion with elementary-age students about the meaning of “gay” or “lesbian” is a discussion about love and relationships. If the word “gay” was used as a put-down, be clear that it is a mean or hurtful thing to say.

- The word “gay” is used to describe people who love people of the same gender.
- The word “gay” refers to people who love or are attracted to people of the same gender.

You overhear a camper say, “That’s gay” or “I didn’t mean anything when I called him gay. We all use that word just to tease each other.”

It’s not OK to use “gay” or “fag” as put-downs or in a negative way. Don’t ignore it. Many children use the word “gay” to mean “stupid” or “weird” because that is the only way they have heard it used. Often students don’t know what it really means. This is a good time to take the opportunity to explore that.

- You may not have meant to hurt anyone, but saying “That’s gay” can hurt those around you. Do you know what gay means?
- It’s not OK to use that word/phrase as a put-down in our school.
- Do you know what gay means? • In the future, I expect you to use that word respectfully and not in a hurtful way.

“Tanya says she wants to marry Aisha. Can girls get married?” (The students are in 5th grade.)

- When people are adults, they can get married.
- Many people of all genders might fall in love with someone and decide that they want to love and take care of each other as a family and get married.

“How can she have two moms? Which one is the real one?”

- They both are. Both moms take care of her and love her.
- All families are different. Who is in your family?

“How can two women have children? Don’t you need a dad?”

- Children come into families in many different ways. Every family is different.

“Why does Mary go by they?”

- Sometimes people assume the gender of others by their appearance and use pronouns to match their assumption, which isn’t always correct.
- We want to address people by the names and pronouns they would like to use, just as you can go by the name and pronoun you want to use.

How does Camp Ernst support campers of all genders?

Summer camp is an environment traditionally divided by gender in a binary manner: male or female. However, we know that our community of campers and staff includes many gender identities that do not always fall into these categories. Camp Ernst strives to be welcoming of all identities, and as we learn more, becoming more inclusive every summer. All campers and staff are welcome to use the facilities that align with their gender identity shared in their camper forms and our staff will work with campers to find private spaces for changing/showering.

In My Words: Camp Ernst Diversity & Inclusion

Please write a statement that reflects your experience at Camp Ernst. Consider using some of the definitions shared in this section.

MENTAL HEALTH

(Adapted from <https://www.acacamps.org/blog/how-support-camper-mental-health>)

Teens and adolescents are struggling and they need our support. Nearly a third of teens between the ages of 12 and 17 have one or more mental, emotional, developmental, or behavioral challenges. According to the Centers for Disease Control and Prevention, suicide is the second leading cause of death for 10- to 34-year-olds. LGBTQ+ adolescents and teens and those of color are at significantly increased risk.

The camp environment offers a unique opportunity to create a community where adolescents and teens can feel safe, seen, heard, and valued. A trusted and caring adult can be a game changer for young people. Camp staff are perfectly positioned to step into that role.

Here are some simple but significant steps you can take to support camper mental health.

CREATE A COMMUNITY OF CARE

Camp is an ideal environment for shoring up a camper's mental health and resilience. It provides positive social connections, which are a significant buffer against emotional distress and suicide risk. Campers — like all of us — fare better when they feel seen, cared for, and part of a community. It's critical that camp adults make a conscious effort to create an inclusive community where differences are celebrated and adolescents and teens of all backgrounds and identities feel they have a place and are connected to something bigger than themselves.

TALK ABOUT MENTAL HEALTH

You can support campers' emotional well-being by talking openly about how they're feeling, including feeling happy and adjusted at camp, or unhappy, homesick, or lonely. Show your campers that their well-being is important to you and remind them that camp adults are there to be a support whenever needed. It is also good to routinely ask campers how they are feeling and provide opportunities for them to open up in a quiet and private space when they reach out.

MAKE A SAFE SPACE

Start each camp session by fostering a culture of care and acceptance for everyone. It is important for camp adults to model respect and compassion for all others, including all sexual orientations, gender identities, races, family and cultural backgrounds, and abilities. It can be helpful to be specific about behaviors that will not be tolerated, such as bullying or perpetuating biases.

ENCOURAGE SELF-CARE

Consider incorporating mindfulness, deep breathing, or other calming activities into your schedule, and provide opportunities for unstructured down time to allow campers to engage in self-care, such as taking breaks from activities, getting good sleep, or talking with friends. You can also model self-care by sharing what you do to manage stress, which not only benefits them, but also is critical to your well-being. You, too, are part of the community of care you are creating.

Each day, you play a positive role in the lives of your campers. You can have a huge impact when a camper is at a crossroads in their life. Your help can change — and even save — lives.

EMOTION IDENTIFICATION



WE ALL HAVE MENTAL HEALTH

Emotion check-ins are a quick and easy way to help individuals identify, reflect, and share about their emotions. As a leader, using emotion check-ins can be a helpful way to get a sense for how someone is feeling, or who might need a little extra support. Emotion check-ins can be done anytime, multiple times a day. They are great to do with youth when transitioning between activities, during cabin down time, embers, check-in circles, or any time things feel off with a camper/group.

EMOTION CHECK-INS

INTERNAL WEATHER REPORT:

Ask "If your mood right now were the weather, what would it be?" Give everyone a chance to think and then invite them to share their response. Offer the choice to share more about their current feelings.

MOOD METER:

Ask "Rank your mood today on a scale of 1-10, with 1 being the worst mood ever and 10 being the best mood ever. Using your hands, hold up your number." Give everyone a chance to think and then invite them to share their response. Offer the choice to share more about their current feelings.

SONG OR MOVIE:

Ask "If your current mood were a song or movie, what would it be?" Give everyone a chance to think and then invite them to share their response. Offer the choice to share more about their current feelings.

MOOD RAINBOW:

Ask "If your mood were a color, what color would it be?" Give everyone a chance to think and then invite them to share their response. Offer the choice to share more about their current feelings.

EMOTION CHART:

Have the emotion chart available. Ask "Take a look at the emotion chart. How are you feeling today?" Give everyone a chance to think and then invite them to share their response. Offer the choice to share more about their current feelings.

BATTERY CHARGE:

Ask "How charged is your battery right now? Show me by holding up your hands and move them wide apart if your battery is super charged and move them close together if you are feeling like your battery is low." Give everyone a chance to think and then invite them to share their response. Offer the choice to share more about their current feelings.

ASK FOR HELP WHEN YOU NEED IT

One of the most important skills we can develop is the ability to ask for help when we need it. If we do not know how to do anything else, when we know how to ask for help, we can do anything!

WHEN do we need help?

We need help from others when we are attempting something or encountering a situation and we do not have the:

- **TIME**
- **SKILLS**
- **KNOWLEDGE AND/OR**
- **EMOTIONAL ENERGY** to do that thing

WHY do we need help?

HUMANS NEED OTHER HUMANS!

Getting help from others is one of the ways we learn and develop new skills.

People like to be helpful! Your support people want to be there for you, just like you want to be there for them.

HOW can we ask for help?

The easiest and most direct way is to say,

“HEY, I NEED HELP.”

The more we practice asking for help in a direct way, the easier and more natural it will become for us to ask for help when we need it.

OTHER WAYS TO ASK FOR HELP:

- “I am not sure how to do this thing. Could you help?”
- “I am feeling overwhelmed and would love some support.”
- “This is too much for me to do; can you give me a hand?”
- “I know you are very good at this; will you help me with it?”
- “I have tried this a couple of ways, and it is not working. Could you help me figure it out?”
- “Are you willing to teach me how to do that?”
- “Would you mind showing me how to do this please?”

HANDLING BEHAVIORS

Adapted from Alliance for Camp Health Pocket Guide

Behaviors have a purpose. Try to address behaviors with empathy, not anger, with campers who may be having difficulty at camp.

- **REFLECT:** Let the campers know you hear them, which could be as simple as paraphrasing their sentiments
- **EXPLORE:** Give the camper the opportunity to expand what they are saying; avoid prompting with “why” but instead ask, “Can you tell me what happened?”
- **VALIDATE:** Remind the camper that it’s okay to feel however they feel- meaning noticing another’s feelings and affirming emotions.

BEHAVIOR STRATEGIES

- Make expectations known on the first day and model those behaviors yourself.
- Acknowledge good intentions. “It seems you were trying to...”
- Feelings and actions are two different things. All feelings are valid, but not all actions are okay. “How can you express your feelings safely?”
- Wonder out loud. Ask open ended questions, explore your camper’s experience.
- Connect through action. Campers often talk more easily while doing a physical activity- walking, tossing a ball, having a diversion.

CREATE A HEALTHY CULTURE

Adapted from Alliance for Camp Health Pocket Guide

PROMPT DISCUSSIONS ABOUT MENTAL HEALTH- Ask campers how they are feeling. More sleep means more energy and more fun.

DAILY ROUTINES- Start the morning with a short stretch or yoga session. End the evening with a relaxing meditation.

EXPRESS YOURSELF- Encourage campers to cope with stress through journaling, art, or other means of self-expression

WHEN CAMPERS SHARE HARD THINGS

- Be prepared to sit in silence, listen and not offer advice.
- People need to feel heard and validated.
- Don’t focus on the fix.
- Be present and available.

AVOID SAYING:

- “Things will get better”
- “Cheer up!”
- “There are people in much worse situations”
- “Try not to be so negative”
- “I promise...”

HOPE IS THE ABILITY TO BELIEVE IN YOURSELF, BELIEVING IN OTHERS, AND BELIEVING IN YOUR DREAMS

SELF CARE

Adapted from Alliance for Camp Health Pocket Guide

Self-care is knowing when you need to take space for yourself mentally and physically. It is important to take care of yourself before you try to take care of others.

SIGNS TO TAKE A BREAK:

- Fatigue
- Stress
- Overwhelming experiences
- Frustration with campers/others
- Focused on obstacles, lack of motivation
- Triggers- emotions or events that cause a traumatic memory or feeling to resurface. Be aware of situations that can trigger your campers and also you. Knowing can help you have a better understanding of your campers and challenges.

SELF CARE IDEAS:

- Read a book
- Take a nap
- Look at nature
- Hike
- Ask a leader to do a mental check in
- Take a shower
- Listen to music
- Engage in an artistic practice
- Make a phone call to a loved one
- Get adequate sleep
- Find a quiet space for a few minutes
- Practice mindfulness/meditation
- Ask friends how they manage their stress
- Eat healthy foods
- Find some gentle exercise
- Write an encouraging note to yourself
- Journal
- Take deep breaths
- Yoga

What self-care strategies will you use this summer?

WHEN TO SEEK HELP

Adapted from Alliance for Camp Health Pocket Guide

Throughout the summer, there will be times when campers and staff express or demonstrate a mental health concern. Any time there is a concern, please immediately report it to your Unit Leader. Some mental health challenges can be supported while the person is at camp, while others may require outside help because it is above our scope of care.

CRISIS SITUATIONS THAT MAY REQUIRE PROFESSIONAL HELP:

- Thought about suicide
- Engaging in self harm
- Attempting extreme weight loss
- Risk of harm to self or others
- Extreme distress such as panic attacks
- Reports of abuse

EMERGENCIES

It is an emergency if the camper is at immediate risk of harming themselves or others

1. Stay with the camper
2. Notify leadership
3. Remove camper from the group
4. Designate someone to call 911

CREATING A CULTURE OF CONSENT

(Adapted from “How to Discuss and Demonstrate Consent at Your Camp”)

WHAT IS CONSENT EDUCATION?

Consent education is the process of using specific language and policies that are instilled in your camp community to create a deep understanding of the concept of consent. Based on the practice of radical empowerment and empathy, consent education uses the guiding principles that a person is the captain of their body, and nobody can touch, change, feed or enter that body without the captain's permission. Discussions about consent do not need to be based around sexuality. There are plenty of opportunities at camp to teach children about consent and create a safe camp experience.

DISCUSSING CONSENT AND BUILDING AN INCLUSIVE CAMP

We must do what we can to prevent children from harm. We need to offer an inclusive environment that recognizes both differences and strengths. To foster this environment, camp directors and staff should continually reinforce the concept of consent. For example, encouraging younger children to develop a habit of asking for and vocalizing consent — a verbal and affirmative yes — when it comes to touching or hugging can help make it clear that they have control over their bodies and that people should respect physical boundaries.

TEACHING CONSENT AS PART OF ONGOING CAMP CURRICULA

It is a priority to teach consent in the context of permission and respect. Every person has the right to accept or deny another person's touch or personal-space intrusion.



It's important to consider what strategies are best suited for each age group. For younger children, consent education is about laying the social-emotional groundwork through modeling and empowerment. For elementary school-aged children, the conversation may focus more on breaking down what consent is and practicing voicing and giving consent. And for middle school and high school students, it can be helpful to begin teaching consent in the context of romantic relationships and re-emphasize the importance of talking to a trusted adult.

THE FOUR ATTRIBUTES OF EMPATHY



Perspective taking:

To be able to see the world as others see it—this requires putting our stuff aside to see the situation through the eyes of a loved one

Staying out of judgement:

To be nonjudgmental—judgement of another person's situation discounts the experience and is an attempt to protect ourselves from the pain of the situation

Recognizing emotion in another person:

We need to be in touch with our personal feelings in order to understand someone else's. This also requires putting aside "us" to focus on our loved one.

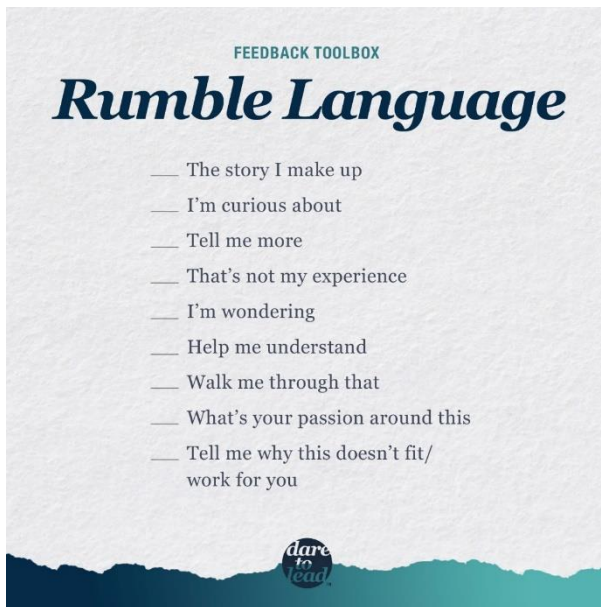
Communicating the understanding of another person's emotions:

To communicate our understanding of that person's feelings—rather than saying, "At least..." or "It could be worse..." try, "It sounds like you are in a hard place now. Tell me more about it."

LET'S RUMBLE

Adapted from *Dare to Lead*

At the heart of daring is a deeply human truth that is rarely acknowledged: Courage and fear are not mutually exclusive. Most of us feel brave and afraid at the exact same time. We feel vulnerable. Sometimes all day long. During those moments, when we're pulled between our fear and our call to courage, we need shared language, skills, tools, and daily practices that can support us through the rumble.



The word **rumble** means, "Let's have a real conversation, even if it's tough." It's become a serious intention setter and a behavioral cue or reminder.

A rumble is a discussion, conversation, or meeting defined by a commitment to lean into vulnerability, to stay curious and generous, to stick with the messy middle of problem identification and solving, to take a break and circle back when necessary, to be fearless in owning our parts, and, as psychologist Harriet Lerner teaches, to listen with the same passion with which we want to be heard.

More than anything else, when someone says, "Let's rumble," it cues us to show up with an open heart and mind so we can serve the work and each other, not our egos. Open hearts and open minds are critical if we want to be brave. Remember, it's not fear that gets in the way of courage – it's armor. It's the way we self-

protect, shut down, and start posturing when we're in fear.

When we feel ourselves reaching for our favorite armor (perfectionism, anger, being the knower, trying to control, emotional intensity, getting critical), try to remember that the antidote to armoring up is staying curious. The rumble language toolbox keeps our heart and mind open and the conversations productive and brave.

CHALLENGE BY CHOICE

Challenge by Choice asks that participants challenge themselves and participate fully in the experience. Recognizing that any activity or goal may pose a different level and type of challenge for each group member and that authentic personal change comes from within, Challenge by Choice creates an environment where participants are asked to search for opportunities to stretch and grow during the experience.

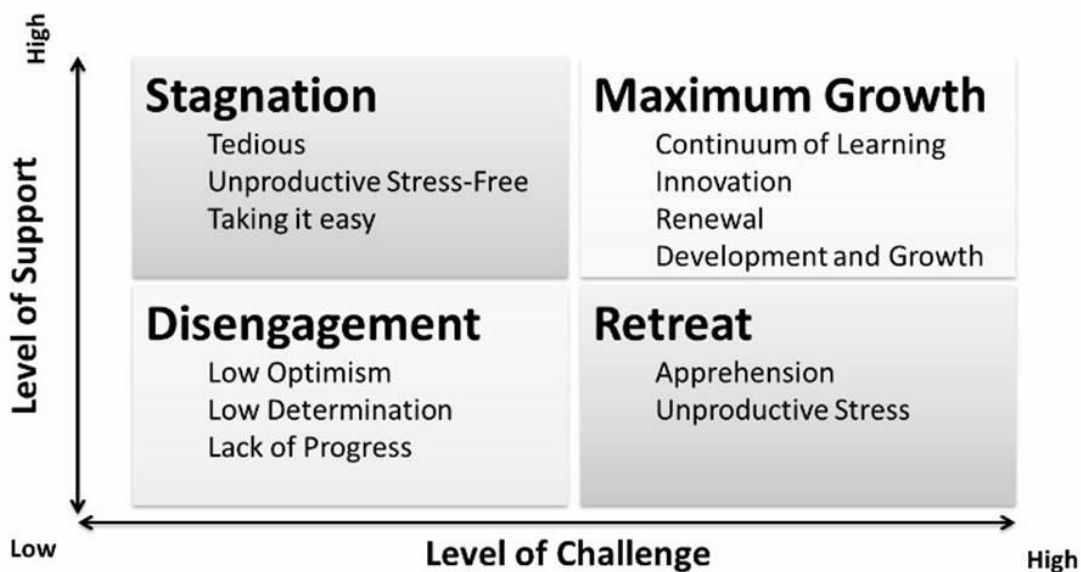
There are 3 core values involved:

- Participants should be able to set their own goals. Success is not in completing the entire activity, but in reaching one’s own predetermined goal.
- Participant should be able to choose how much they will experience. They must be able to determine when the ending point of their journey arrives. Rohnke (1989) refers to this as offering the participant the “opportunity to back off when performance pressures or self-doubt become too strong”.
- A person with little-to-no knowledge about the experience you are going to put them through cannot make an informed choice regarding their participation without some information.

SANFORD’S THEORY OF CHALLENGE AND SUPPORT

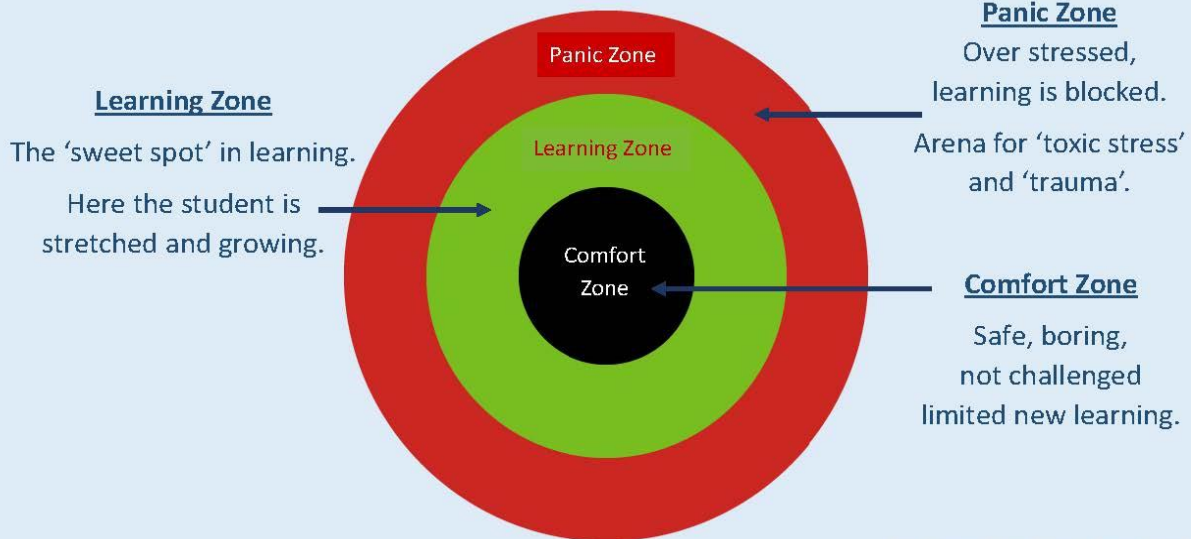
The Theory of Challenge and Support, developed by Nevitt Sanford in 1966, states that “for growth to occur, a person needs a balanced amount of challenge and support as appropriate for the task. In addition, a person must be ready, physically and psychologically, in order to grow.”¹

To explain a little more, humans grow and develop when there is some balance between the challenges we face in our life, and the supports we draw upon to help us manage them. If the challenges outweigh the supports, we may feel stressed and overwhelmed leading to burnout or shutdown. On the other hand, if supports outweigh challenges, we may feel comfortable but will not learn anything substantial. By meeting the two in the middle, facing challenges outside of our comfort zone, and receiving sufficient and helpful support, we are more likely to grow, develop, and expand our capacities. Additionally, the participant must be ready and willing physically, psychologically, and emotionally, to experience growth.

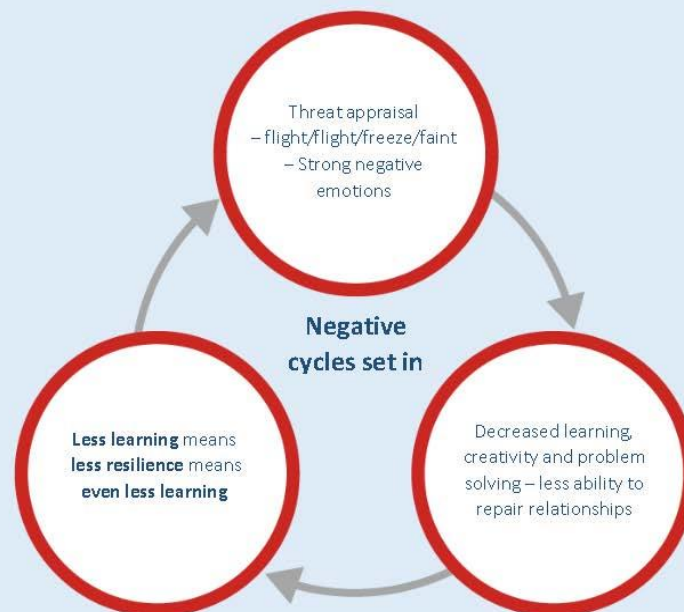


Engaging Our Thinking Brain for Learning

Learning Zone Model



What Does the 'Panic Zone' Look Like?



MindEd & Anna Freud - 'Wellbeing in Education' - Sept 20.

FACILITATION 101

BASICS:

The low ropes challenge course is a set of activities that work like puzzles. Each element needs to be solved by the group. The physical, mental, and emotional trials that the group faces and conquers along the way help the individuals involved bond together and learn the qualities of leadership, friendship and reliance on others. For this activity to be successful, staff must understand the basics of briefing before the group starts the activity and debriefing at the end of the activity.

BRIEFING

FRONTLOADING

Frontloading is not always used in a briefing. It is beneficial for highlighting (or loading) the learning prior to the experience, emphasizing key points that provide an opportunity for participants to change during the experience rather than afterwards. This frontloading allows the concluding discussion to be more concentrated on changes made during the experience.

Objectives of Frontloading

- Remind participants of previous learning or commitments.
- Point out the learning objectives of the activity and how it ties into the group goals.
- Examine how the motivations of the group affect the process and outcome.
- Highlight a function of what behaviors will help bring about success.
- Highlight a dysfunction of what behaviors will hinder success and how to overcome those barriers.

How Frontloading is done

- Asking a question related to what is about to be experienced.
- Where do you anticipate the challenge here?
- What roles could people play during this activity?
- What are some strategies that can be utilized here for success?
- Take some time to consider, is there an order in which things need to happen?
- What type of teamwork/behavior might be useful here?

FRAMING

Framing is the way you introduce an activity. A scenario or story may be used when framing an element or activity. This scenario can be presented in one of three ways:

- Reality- the props in an activity are called by their real names: grass, board, platform, ropes, and out of-bounds areas. You explain the activity in actual terms.
- Fantasy- creative storytelling that uses scenarios that can be grounded in reality (climbing a mountain) or imaginative (like giant spiders, poison yogurt, and rivers of acid)
- Metaphors- are a symbolic way of experiencing reality, where one thing (an adventure experience) is conceived as representing another (a real situation in a participant's or group's actual lives). The boards represent group strengths, the ropes are people in our lives that support and encourage us. The mulch is a challenge in our day that we have to overcome.

GOALS

For goals to be most effective, all members must understand and be aligned with the goals. To the extent that the group participates in their own goal setting, they will be more active learners, be more invested in the process and less likely to act out. It is also key to keeping participants focused on the present and future, rather than past habits and behaviors. Goal setting helps establish a habit of planning how to meet one's needs realistically.

PARAMETERS

These are ground rules that establish the limits of an activity or behavior of the participants in an activity. Parameters help to determine the level of challenge. They may not be used every time as some elements are difficult without additional challenges. Some examples include: Completing the activity without talking (muted), not being able to step into a particular area, time limits, or starting over after a certain number of touches on the ground.

SAFETY

These are safety specifics given to the group about the particular event or challenge. These are guidelines that groups must adhere to in order to safely participate. Refer to your training and information contained in this manual to understand safety specifics that will be communicated to participants. Also keep in mind, what is safely permissible at one event may not be at the next due to the nature of the activity.

QUESTIONS FROM PARTICIPANTS

Address any concerns or issues the participants have concerning the particular activity. A great way to frame this is to ask, "What are your questions?" This implies participants have questions and invites them to share those with you and the group.

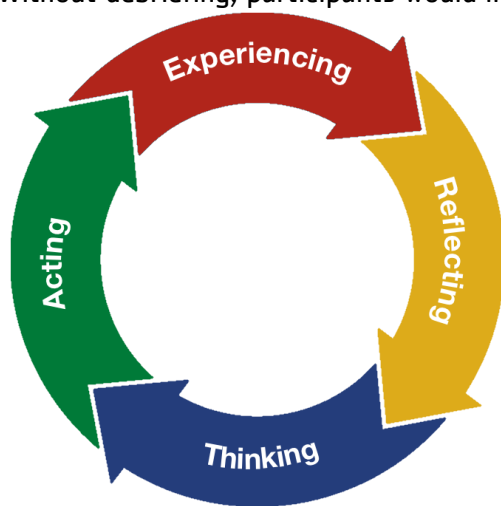
DEBRIEFING

Debriefing is a process of guiding reflection on experience. Participants may learn from an experience by actively reflecting, evaluating, analyzing their perceived mistakes or successes, considering the impact of actions or decisions, and anticipating consequences or committing to behaviors for the future.

This feedback process should follow a sequential pattern that:

- encourages feedback on what happened during the experience (WHAT)
- encourages participants to think about the implications of this for themselves (SO WHAT)
- encourages them to think about any changes they might like to make within themselves and would like to foster in others (NOW WHAT)

Without debriefing, participants would likely enjoy a fun recreational experience, and would fail to benefit educationally by learning from the experience. Processing the experience permits optimal learning through participants openly sharing their thoughts and feelings. It also brings out the parallel analogies of "real life."



The facilitator's role is much more than program design and sequencing. Facilitation should occur in a safe environment to allow effective transfer of the experience. Facilitators create these learning environments by addressing a host of safety concerns associated with the activity. This ensures that participants are emotionally and physically free to maximize the opportunities to learn.

The debriefing process should tie into the original plan or goals. Remember the goals of debriefing: new understandings, appreciations, and sharing of meaningful information. Your group won't achieve these without being asked insightful questions!

The following guide can help you when debriefing an activity:

WHAT: Reporting the experience back to the group

- Claim/Explain - When someone answers broadly or vaguely, don't just accept it; filter the statement more by having them explain what they mean. By doing so you are contributing to your own and the group's understanding. It will probably even help the person who made the statement understand.
 - Can you be more specific?
 - Give me an example...
 - What do you mean by that?

SO WHAT: The difference the experience made, consequences, and meaning

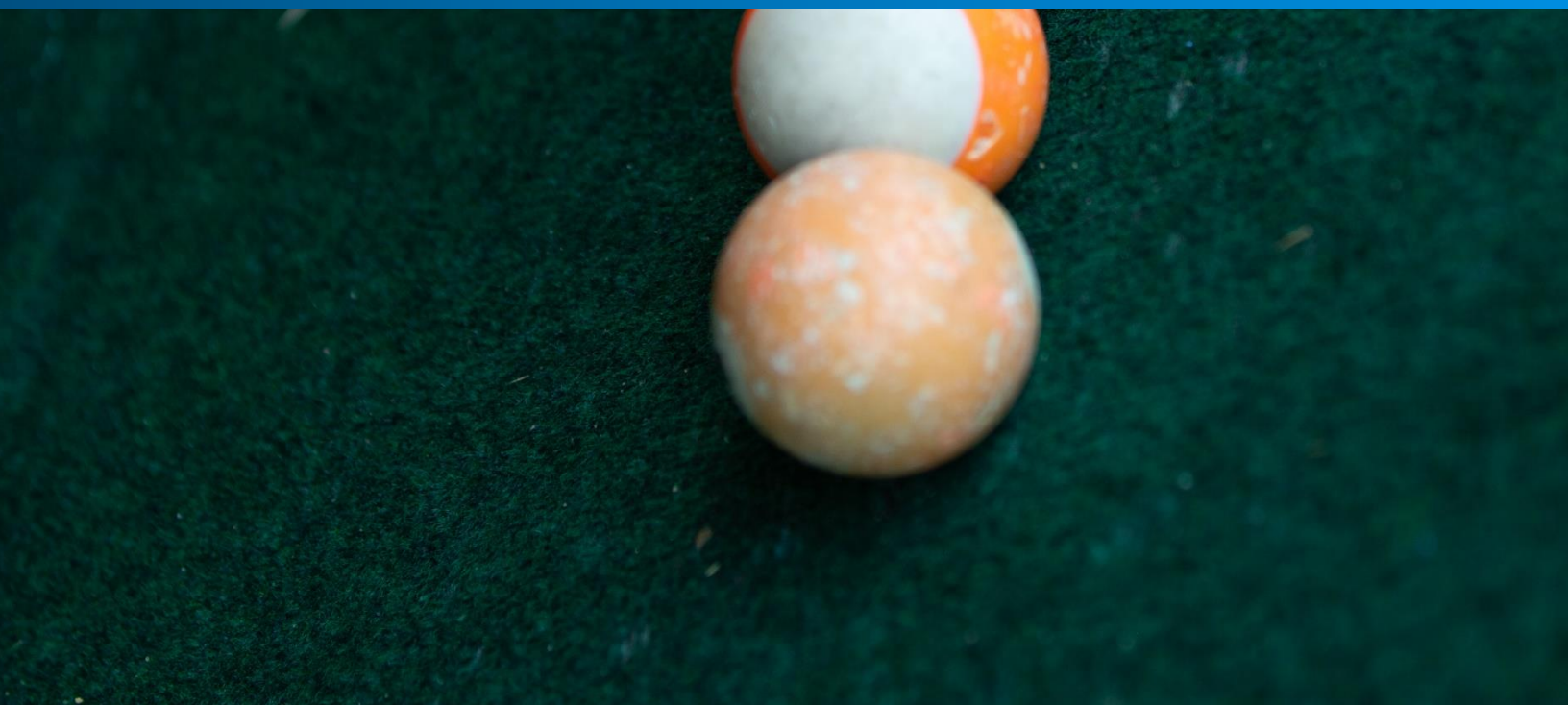
- Explain the Effect and Affect. Be curious and search for greater understanding. Is this a prevailing opinion in the group? Are there other opinions?
- What impact does the skill/issue have on the group?
- What do other people think about that?
- Does everyone agree or disagree?
- (Asking directly) Was that your experience?

NOW WHAT: Reapplying the experiences to other situations

- Summarize and Transfer - Once the conversation is winding down, help the group summarize key points.
- Transfer question- Can you draw any connections between how your group responded to this task/problem and how you respond to a task/problem at camp/school?
- Did you learn anything from this activity that you will use: in the next activity, back at work, etc.?



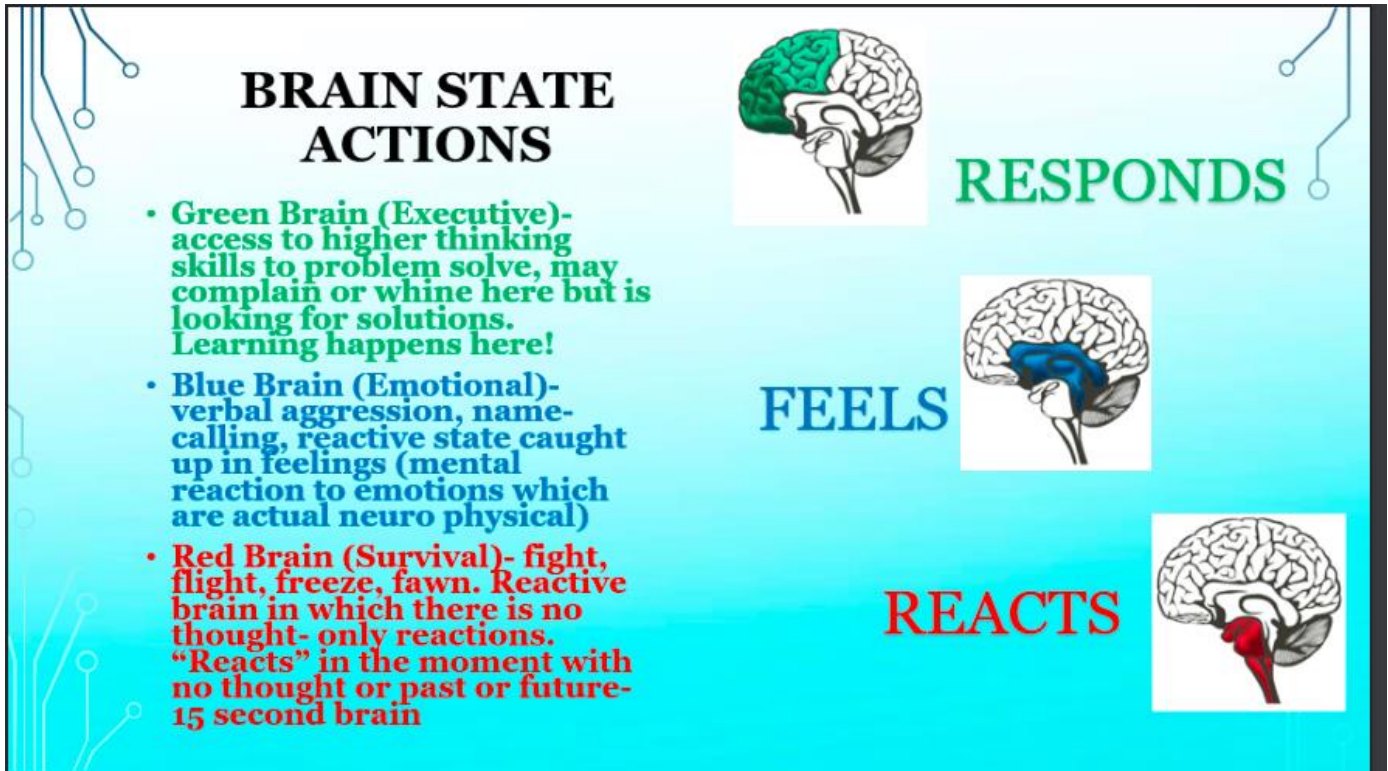
STAFF AND COUNSELOR SKILLS



BEHAVIOR DEVELOPMENT

BRAIN AND BEHAVIOR

- The brain is pattern-seeking: Some can't find patterns, some make new patterns which can be positive, some make negative patterns
- The brain is survival oriented: When stressed, the higher thinking areas shut down and people react instead of respond
- The brain is a social organ: The brain needs connection to grow



Three reasons for behaviors:

1. To get something
2. To get away from something
3. To meet a sensory need

BEHAVIOR MANAGEMENT

(adapted from Behavior Management 101- Redwoods Training)

- Starts on day one and continues every minute
- It creates an environment where everyone feels safe and makes good, appropriate choices
- If you spend your time building a sturdy foundation of your behavior management strategies, you will experience fewer behavioral issues

KNOW YOURSELF:

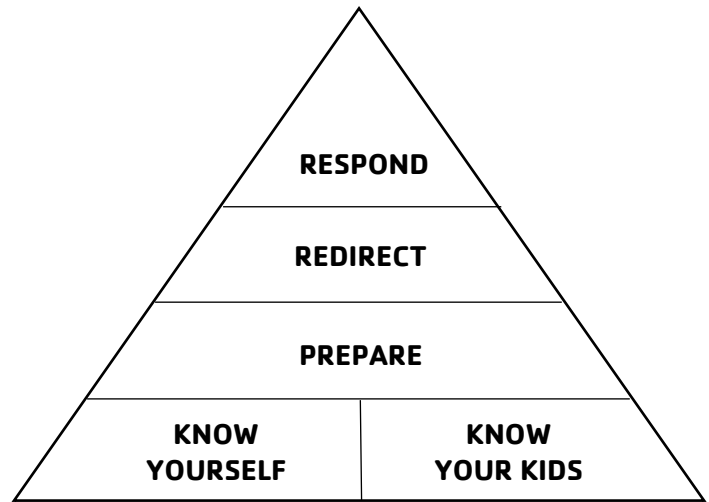
- Know your triggers
- What motivates you to do your best work
- What is your communication style

KNOW YOUR KIDS:

- Understand the why- Their behavior is not always what it seems- behavior is a form of communication
- Avoid labels- we need to recognize the child's whole person and understand that each day is a new day

PREPARE:

- Kids need: predictability and structure, empathy, and safety
- Building relationships
 - Learn your camper's names, greet them each day, ask them questions about themselves
- Set clear expectations
 - Be specific and clear- needs to be consistent among all staff members
 - Establish your leadership- let them know what they can expect from you
 - Hold each other accountable
 - Give clear feedback
- Creating Structure
 - Kids do better with structure
 - Connect first- review the schedule to help prepare them for the day
 - Tell kids the plan



REDIRECT:

- Distraction with a purpose- channel the child's attention to something positive
- Remind them of the expectations
 - Tell them why
 - Provide an alternative
 - Focus on what you want
 - Giving choices helps kids take responsibility for their own actions
 - Restructure the group- give verbal and visual clues (new partners, new game, etc)

RESPOND:

- Respond (safe, calm) instead of react (emotional/without thinking)
- Responding to conflict
 - Intervene early and involve everyone involved in the conflict to help create the solution
- Responding to unsafe behavior
 - Get calm
 - Separate the child from the group to cool down
 - Intervene
 - Be assertive
 - Validate their feelings
 - Explain what you saw
 - Brainstorm a more appropriate way to handle the situation
 - Provide consequences (immediate, safety related, reasonable and appropriate and involves a follow up)

PREVENTING PROBLEMS

(Adapted from the Camp Kitaki Staff Manual)

- Get to know your campers. Campers and staff will respect you more when they feel you genuinely care about them, and the best way to show this is to learn their name and some key details about them. If the first time you talk to a kid is when you are asking them to follow a rule, they are much less likely to listen.
- Lead close up. Communication is far more effective when you are standing in front of a camper, on kid level, asking them to do something instead of barking orders from the sidelines.
- Establish rules early. Set a tone of respect and clarify expectations early on by explaining camp's rules and allowing campers to discuss and establish rules of their own.
- Put on the brakes: Kids will be kids, but you as the adult need to be able to say "okay, that is enough" and regain control before chaos ensues.
- Supervise actively: Walk around, talk with campers, see what everyone is up to, and join in. This not only helps to get campers excited, but they feel cared about because you are in the thick of things with them. Proximity control is perhaps the best way to prevent misbehavior and bullying.
- Use effective praise: catch kids and staff being good. It is the best and easiest way to demonstrate how you expect everyone to behave. Be sure to be specific (describe it, label it, praise it) and offer immediate and genuine praise.
- Pre-teach: Campers are most successful when they know what it will look/sound/feel like when they are doing what they are supposed to do.
- Share why: When people understand why an expectations exists, they are more likely to follow it.
- Have fun: If your campers feel like you enjoy spending time with them, they are more likely to feel cared about and respected.

TEACHING TO CHANGE BEHAVIOR- BEWARE OF BIAS

(Adapted from the Camp Kitaki Staff Manual)

Ask yourself:

- How do you view this camper?
- Do you see them as a problem or do you see their potential?
- How do the different dimensions of diversity impact the way to relate to this camper?
- How do they impact the way the camper relates to you?
- What is your motivation in disciplining the camper?

If behavior management has been done well, it shows that you are caring for the camper. However, if you address an issue more frequently or more harshly than you are addressing it with others, they will quickly detect that you are out to "punish them" and destroying any relationship that you might have with them.

It is not only important how you view a child, but it is also critical how you treat them. Each camper should be treated with respect. So often we demand respect of the counselors from the campers. We must realize that this is a two way street. The counselor must treat each camper with respect.

CAMP ERNST BEHAVIOR MANAGEMENT POLICY

Our behavior management policy is designed to help children develop self-control and assume responsibility for their actions. We are guided by our core values of honesty, caring, responsibility, and respect. Clear, age-appropriate rules and limits are established at camp. As in any group activity, inappropriate behavior by one or two children can challenge the experience for the entire group.

Staff will deal with normal day-to-day behavior issues using acceptable techniques and approaches, such as: redirecting campers, rewarding positive behavior, encouraging campers to use “I” statements and talk about their feelings, role modeling on how to speak and interact with campers in a positive manner, and implementing logical consequences when appropriate.

Campers will partake in an anti-bullying seminar on their first evening at camp and sign a pledge stating that they understand the importance of creating a positive community at camp. It is emphasized repeatedly to all in the camp community that “If something or someone is keeping you from having a good time, tell your counselor. If your counselor doesn’t do enough about it, tell another counselor.” There are also anonymous reporting boxes in both nurse offices. In addition, the “Tuesday check in” by the unit leaders gives campers a designated, individual, programmed procedure for reporting any problems or concerns.

We recognize that many behaviors exhibited by children are a result of an often-unidentified external stressor or social dynamic. Our staff take great measures to identify underlying causes of conflict and help campers restore or rebuild relationships.

DE-ESCALATION TIPS

(Adapted from the Mental Health Alliance Pocket Guide)

TIP 1: BE EMPATHETIC AND NON-JUDGEMENTAL

When someone says or does something you perceive as weird or irrational, try not to judge or discount their feelings. Whether or not you think those feelings are justified, they’re real to them. Pay attention to them. Keep in mind that whatever the person is going through, it might be most important thing in their life at the time.

TIP 2: RESPECT PERSONAL SPACE

If possible, stand two to three feet away from a person who’s escalating. Allowing personal space tends to decrease a person’s anxiety and can help you prevent acting-out behavior. If you must enter someone’s personal space to provide care, explain your actions so the person feels less confused and frightened.

TIP 3: USE NONTHREATENING NONVERBALS

The more a person loses control, the less they hear your words and the more they react to your nonverbal communication. Be mindful of your gestures, facial expressions, movements, and tone of voice. Keeping your tone and body language neutral will go a long way towards defusing a situation.

TIP 4: AVOID OVERREACTING

Remain calm, rational, and professional. While you can’t control the person’s behavior, how you respond to their behavior will have a direct effect on whether the situation escalates or diffuses. Positive thoughts like “I can handle this” and “I know what to do” will help you maintain your own rationality and calm the person down.

TIP 5: FOCUS ON FEELINGS

Facts are important, but how a person feels is the heart of the matter. Yet some people have trouble identifying how they feel about what's happening to them. Watch and listen carefully for the person's real message. Try saying something like "That must be scary." Supportive words like these will let the person know that you understand what's happening- and you may get a positive response.

TIP 6: IGNORE CHALLENGING QUESTIONS

Answering challenging questions often result in a power struggle. When a person challenges your authority, redirect their attention to the issue at hand. Ignore the challenge, but not the person. Bring focus back to how you can work together to solve the problem.

TIP 7: SET LIMITS

If a person's behavior is belligerent, defensive, or disruptive, give them clear, simple, and enforceable limits. Offer concise and respectful choices and consequences. A person who's upset may not be able to focus on everything you say. Be clear, speak simply, and offer the positive choice first.

TIP 8: CHOOSE WISELY WHAT YOU INSIST UPON

It's important to be thoughtful in deciding which rules are negotiable and which are not. If you can offer a person options and flexibility, you may be able to avoid unnecessary altercations.

TIP 9: ALLOW SILENCE FOR REFLECTION

We've all experienced awkward silences. While it may seem counterintuitive to let moments of silence occur, sometimes it's the best choice. It can give a person a chance to reflect on what's happening and how to proceed.

TIP 10: ALLOW TIME FOR DECISIONS

When a person is upset, they might not be able to think clearly. Give them a few moments to think through what you've said. A person's stress rises when they feel rushed. Allowing time brings calm.

CAMPER INTERVENTIONS

ONE ON ONES

Sometimes it is essential to meet with a camper individually for behavior issues. This should always be done in sight of another staff member. Three consistent questions you might use are:

1. What happens when I _____ (do not follow rules, swear, push, bully, lie, etc)?
2. What could I choose instead?
3. How might my better choice be helpful to the group?

These questions allow a youth to recognize the issue, have a voice about what they could do differently, and then be invested in improving the dynamics of their camp group/cabin.

ACKNOWLEDGE GOOD INTENTIONS

Look beyond anger for other meaning: usually someone is feeling threatened, frustrated, or vulnerable when angry.

- Wonder out loud: discuss verbally (as if talking to yourself) about what you think might be going on- propose a theory on which you want a camper's opinion (I think there may have been some things going on at the pool today. What do you think?)

WHAT YOU FEEL AND WHAT YOU DO WITH WHAT YOU FEEL

- Help them see that you do not have to act on feelings. Having angry feelings does not mean we do angry things

CONNECT THROUGH ACTION

- Campers often talk more easily while doing a physical activity- walking, tossing a ball, carrying something heavy, having a diversion

EXAMPLE LANGUAGE FOR CAMPERS BEHAVIORS

- Upset camper: "I can see you are upset right now. When you are ready to talk just let me know and I will be here to listen."
- Camper refusing to help with cabin cleanup: "It seems like you are not wanting to participate in this aspect of camp. As a camp family, we work together to accomplish goals, and we need your help."
- Challenging behaviors/anger: "I know you don't mean to hurt or scare anyone, but when you hit/shove/yell/etc. your friends do not know how to respond in a helpful way. How might we help you when you feel angry?"

HELPING CAMPERS FOSTER FRIENDSHIP

Adapted from "Teaching your Campers the Art of Friendship" and "Coaching your campers to better friendships"

By creating a cabin group culture where each member is valued for who they are and treated with respect, your campers may experience a feeling of acceptance and belonging unlike anything they've encountered before. Camp offers an excellent opportunity for campers to understand how it feels to be part of a good "squad" of friends where acceptance is unconditional. In this way, you can help positively impact your campers' future friendship decisions.

To help your campers make friends:

- Talk with your campers about being a good friend. Once your group is comfortable with one another, lead a discussion about what makes a good friend. Model speaking up for yourself and compromising — sometimes doing the activity your friend wants to do, sometimes you pick. Let your campers come up with their own goals for how they can be a better friend.
- Celebrate each other's victories. Make it your group's culture to cheer each other on and encourage each other. When a camper succeeds, make it a big celebration. This act of celebrating others' accomplishments is an important part of healthy, positive relationships.
- Notice and talk about your own and your campers' moods. Model for your campers how to offer comfort when one of your campers feels sad or scared, and join in their excitement when they're happy. Share your own camp-appropriate stories so campers feel comfortable opening up and being vulnerable with sharing theirs. Make your environment welcoming — with no put-downs or teasing tolerated — so campers are encouraged to share with one another.
- Address issues and resolve conflicts directly. Model and facilitate discussions between campers and with your whole group to address any disagreements or conflicts rather than allow gossiping or complaining to others. Promote trust by encouraging campers to address topics directly with one another.

By creating a culture of friendship in your camp, your campers will experience the feeling of belonging and acceptance you only feel when you have found good friends. For some of your campers, this may be the first place they have experienced this kind of warm community. By creating a culture that promotes positive friendships, you will be sending your campers home knowing not just how to make friends, but what positive relationships feel like. Once they have experienced this, they will know what to look for and strive for in their relationships outside of camp.

FRIENDSHIP SKILLS FOR CAMPERS

GROUP COACHING

1 FIND THE RIGHT "SQUAD"

One of the most important social skills is the ability to **discern who might be a good friend**.

Kids need to find other kids who:

- Accept who they are
- Consider them an equal
- Share common interests

4 SHARE

Sharing is an important social skill, because **if done well, it can enhance friendships**. When lacking or done poorly, it can serve as a social repellant. Share about yourself to help others get to know you, but also **ask questions and listen to what others have to say**.

Sharing the spotlight is an important skill. Let others be in the high beam sometimes!

Young kids need assistance learning to share objects – toys, books, markers, etc.

As kids get older, they need to learn to share about themselves in a way that doesn't sound boastful but helps others get to know them.

2 SMILE!

Children need to learn that by **smiling and presenting a positive demeanor**, more people will be attracted to them as a potential friend.

Nonverbal communication is **POWERFUL!**



5 BE HAPPY FOR FRIENDS' VICTORIES

Responding positively to others' triumphs is a friendship-enhancing skill that research has proven also **enhances marriages and other relationships**.

Think of how you feel when your friend beats you in a race or gets a better grade on a test.

GREAT JOB! CONGRATS!
I'M SO HAPPY FOR YOU!

3 ASK QUESTIONS

Kids (and adults) who master **question-asking, listening, and follow-up** are well-liked because they give people the opportunity to share about themselves.

Brainstorm with your camper what types of questions they might ask:



6 PRACTICE KINDNESS

Some kids are naturally kind and giving to others, but most need help **developing their "kindness muscles."**

There are many ways to teach kindness:

Giving to others
Complimenting others

Check the Random Acts of Kindness Foundation!

INDIVIDUAL COACHING

1 DEVELOP COPING STRATEGIES FOR DIFFICULT EMOTIONS (ANGER, SADNESS)

Research on which kids are most well-liked by peers and which kids are disliked or rejected, **difficulty handling emotions (self-regulation) appears to be the biggest repellant**.

Kids (and adults!) who lash out or overreact to negative situations just aren't pleasant to be around and are often disliked by peers.

2 RESOLVE CONFLICTS AND SOLVE PROBLEMS WITHOUT RUNNING TO AN ADULT RIGHT AWAY

Kids who run to an adult every time they get their feelings hurt or can't solve a problem with a peer need assistance **learning to resolve their own conflicts**.

They specifically need to learn how to respond to:

Teasing Accusations
Unkind Comments
Being Left Out Losing

3 INVITE/JOIN

For a friendship to begin, **someone has to take action**. This can be one person inviting another to do something or it can be joining in with what a child or group is already doing.

Brainstorm simple, low-risk invitations:

Do you want to play basketball?
Would you like to join me?

Can I sit next to you?

Do you want to play catch?



Early friendships are so important, because they are both the source of much childhood joy AND the building blocks and practice for later adult relationships. **Positive relationships are what make a happy life**, so let's help kids build the social skills they need to have strong friendships now!

HOMESICKNESS TIPS

Adapted from "Helping the Homesick Camper"

For campers of any age, attending an overnight camp for the first (or any) time can be cause for a case of homesickness — a normal and reasonable reaction to separation from home and coping with unfamiliar surroundings. Each camper brings to camp a unique nature and history, and each of you, as camp counselors, have your own way of interacting with youth who have not settled easily into life at camp. Below are some tips that may help you as your work with campers experiencing homesickness.

DO YOUR RESEARCH

Once you have ascertained that a camper is experiencing homesickness, do your best to find out as much as you can about the camper. Try to learn about their hometown, family, favorite game, sport, etc. These will be helpful starting points for a one-on-one conversation.

WALK AND TALK

Try taking a walk with the camper away from the rest of the campers in a location that is at the same time semi-private and in view of others.

GIVE OPTIONS

When you give a camper options, it allows them to feel in control of the situation. This is very helpful because most homesick campers feel as if they have limited options. Here are a few sample questions you could ask:

- "Do you want to walk around the field, or do you prefer to sit under this tree?"
- "Do you need to cry some more, or are you ready to talk a little?"
- "Do you want to have a snack from the kitchen, or shall we get a stuffed animal from your cabin?"

TRY AN "UP AND OUT"

Hear the camper and be understanding of how they feel. It is good to help get the camper to a place where they can stop crying or being angry, and begin to let go of some of their emotional distress and/or sadness. Sometimes, if the timing is right, an "up and out" will work with a camper. This is a silly or imaginative question or task, a positive or humorous distraction that can take a camper from a bad place to a clearer state of mind. An "up and out" can be a question (or directive) like:

- "If you had five cats, what would you name them?"
- "What item would you never put in a freezer?"
- "Try and spell your name backwards."

OVERCOME THE MANTRAS

Two phrases often dominate the homesick camper's mind: "I want to go home," and, in some cases, "My parents said they would pick me up if I didn't like camp." I call these "mantras" because the camper has convinced themselves that going home is the only option. It is your role to change this thinking and, with persistent, multiple strategies, to set a new course for a different outcome. Try saying something like this: "Before you think about going home, you'll need to spend some more time getting to know your cabinmates, and you have to take part in some of the terrific camp programs." Or, "For any camper to leave camp, we need to first get permission from the camp director, and we also need to talk with your parents."

CONTINUE TO SHOW INTEREST

Camper homesickness can be varied and unique, so you will need to delve deeper to understand a camper's specific struggles at camp. Perhaps ask:

- "What are some of the things that trigger your sadness or homesickness?"
- "What time of day are you the most worried or sad?"
- "What memories of home and family make you feel sad or alone?"

It is important that you learn what is special and good about this camper. Ask questions and listen with a minimal amount of feedback or comments. For example:

- “What did you like about the day camp you went to last summer?”
- “Why do you think your parents wanted you come to camp?”
- “What are you worried about or scared of?”

These kinds of questions can sometimes bring back sadness and tears, and that’s OK. Crying is an important part of letting go and healing. So take the time to just sit with and support the camper, and let them cry. Sometimes it is a comfort to just be still and quiet until the camper has had a chance to gather their thoughts.

ENCOURAGE MORE PARTICIPATION

Close your one-on-one time with the camper by making a plan for them to transition into camp life. Help the camper come up with three or more actions they will take during the next few days to extend themselves into camp life. Then have them complete one of the steps right away. To ensure success during the camper’s adjustment, share the camper’s issues and the plan for getting them more involved with your fellow counselors, activity leaders, and camp leadership so they can keep an eye on the camper too.

STAY CONNECTED

Follow-up is reassuring. Make sure you discreetly check in with the camper at likely homesick times. These trigger times are apt to be between programs, after dinner, and bedtime. Keep camp leaders up to date on any progress or emotional setbacks.

THINGS TO REMEMBER WHEN WORKING WITH HOMESICK CAMPERS

- Campers are here at camp to have a positive experience, but sometimes being away from home is hard for a variety of reasons. If you have a camper who is struggling with homesickness, please make sure that you are letting your unit leader know (even if you have it 100% under control) and keep them updated throughout the week. Unit leaders will want to call parents to provide an update for campers who experience two or more nights of homesickness.
- Do not want to make any promises with the campers about calling or going home. That decision will be worked out between the parents and unit leaders/Megan.
- Sometimes campers require individual attention. Remember that you have a whole cabin of campers that also need/want your attention. There is extra support built in so you can focus on your cabin group. Reach out to the field commanders, camper unit specialists, unit leaders, admin staff, etc. to help you out when needed. Try to avoid getting in the habit of always pulling them away from the group, moving to the lobby every night first thing, etc.
- You are not in this alone. Ask for help and ideas from others. They may have a suggestion on what might help or sometimes the camper just needs a different person to help talk them through their feelings.

BULLYING PREVENTION

Adapted from "Eyes on Bullying: What YOU Can Do to Prevent and Stop Bullying at Camp"

WHAT IS BULLYING?

It's difficult to stop bullying if you don't know what to look for. Many behaviors that seem harmless, such as teasing or excluding, can escalate into bullying. Look out for these behaviors, and help campers look out for these behaviors, too, so that everyone can prevent bullying before it happens.

Bullying is a form of emotional or physical abuse that has three defining characteristics:

1. Deliberate — a bully's intention is to hurt someone
2. Repeated — a bully often targets the same victim again and again
3. Power imbalanced — a bully chooses victims he or she perceives as vulnerable (K. Storey, et al., 2008, p. 4)

WHAT'S YOUR ROLE IN BULLYING PREVENTION?

Although bullying has been around for a long time, during the last two decades what we know about bullying and how to prevent it has increased enormously. Through research and successful bullying prevention programs, we now know effective skills and strategies to prevent and stop bullying in children's lives.

Creating a bullying-free environment at camp requires that every counselor, staff member, and camper learn and practice the skills and strategies to prevent and stop bullying at camp.

SEVEN KEY FACTORS THAT CAMPS NEED TO ADDRESS BULLYING:

1. Bullying hurts. It has devastating short- and long-term effects on children physically and emotionally.
2. Bullying escalates quickly, unless camp staff and campers step in to stop it.
3. Take bullying seriously. If adults don't, neither will children.
4. Don't assume campers will work things out for themselves. Don't ask them or expect them to. Bullying is not an argument or conflict; it's abuse of a power imbalance that usually requires adult intervention.
5. Bystanders can play very powerful roles in a bullying situation. During counselor orientation, camper discussions, and activities, it's important to emphasize the role of the bystander. Campers who witness bullying and do nothing can contribute to the problem, or they can make it worse by joining in; campers can prevent or stop the bullying by intervening or getting help.
6. Camp staff needs to be prepared to recognize bullying, intervene to stop it, or seek help when they can't.
7. It's critical that camps set clear expectations, rules, and policies about respectful behavior and bullying.

CONTRIBUTING TO CAMP'S BULLYING-FREE ENVIRONMENT

Creating positive relationships is one of the keys to bullying prevention. Bullying is less likely to occur at camp if campers and counselors feel closely connected and responsible for one another. When campers develop positive relationships, they feel comfortable voicing their concerns and seeking help when bullying incidents occur. It's also important for counselors to examine their own bullying behaviors. Counselors' actions toward each other, and toward campers, can either set the tone for respectful, inclusive relationships or can contribute to an environment where bullying is likely to occur. When you engage in respectful behavior, you become a good role model for your campers.

SUPPORTING CAMPERS WITH SPECIAL NEEDS

TOOLS TO HELP ALL CAMPERS

PEOPLE FIRST LANGUAGE

People-first language respectfully puts the person before the dimension of their identity/disability. No one wants to be defined by only one part of who they are. When we begin to see the person, and talk about the person first, we get to know the person and are better able to put our interaction into perspective.

STRUCTURE

Campers with special needs need structure. Programs with clear schedules, expectations, and reinforcements and consequences will be most successful for campers with special needs.

GROUP CONTROL

There are times when camp programs may feel chaotic. It is crucial that counselors are prepared with creative and positive group control techniques to avoid anyone reaching a breaking point.

LARGE GROUP/SMALL GROUP BALANCE

For campers who have a hard time with large group activities, offer a small group “choice” at the same time.

FIDGETS

Some campers benefit from tactile stimulation. The use of these objects can help to increase focus and engagement in an activity.

BEHAVIOR MANAGEMENT

INCREASE SPECIFIC VERBAL PRAISE

Specific praise involves labeling an appropriate behavior in a positive, enthusiastic manner. Increasing the frequency of this type of feedback allows the child to understand the behavior expected in a given situation.

CLARIFY EXPECTATIONS

Some children do not readily interpret social situations in terms of expected behaviors. Additional cues in the form of visual schedules and restating expectations can assist these children in adjusting their behavior to match the demands of the situation.

TRANSITIONS

Transitions can be hard for children. Plan ahead and explain to the child what you will be doing and the steps that are about to occur. Giving the campers a countdown to a transition helps prepare them for the upcoming transition.

DON'T BE AFRAID TO SAY NO

There are behaviors- inappropriate touching, aggressiveness, language- that cannot be accepted. Say “no” and stop the behavior. Then offer them an alternative that is appropriate.

ACKNOWLEDGE FEELINGS

Frustration or failure can sometimes show up at camp which can result in temper-tantrums or meltdown behavior. Acknowledging their feelings and then restating the expectations for the next behavior can help children move on more quickly than punishing these behaviors with a time-out or verbal reprimand.

COOL-DOWN TIMES

There are times where a child is justifiably frustrated or over stimulated and may simply need a place and time to “cool down.” Offering children a quiet space allows them to re-center to be able to join the group.

BREAKS

Building breaks into a child’s schedule can help them muster resources needed to participate in challenging activities. Snacks, drinks, or the opportunity to sit can all help a camper as they approach a challenging situation.

HELPFUL TOOLS TO CREATING A SUCCESSFUL WEEK AND DEALING WITH UNDESIRABLE BHEAVIOR:

ESTABLISH RULES AND EXPECTATIONS IMMEDIATELY

GIVING DIRECTIONS OR REQUESTS:

- Make requests as statements, not questions
- Make eye contact
- Make request once and then help camper follow through.
- Keep calm, but firm when necessary
- Be specific
- Always praise and/or reinforce campers when they follow directives
- Give choices whenever possible
- Don’t get into a power struggle

GIVING CHOICES:

Giving choices can increase independence, help kids learn to make choices, gives them more ownership/sense of control, build higher self-esteem, feel valued.

- Offer choices whenever possible
- Offer choices that you can live with
- When possible, give the camper time to make a positive decision
- 2-3 choices is sufficient
- Use the word choose or choice. For example, “what do you choose?”

RESOLVING CONFLICT

- Use “I” statements
- It should be a learning opportunity for both
- Not a time for who is to blame or who is the winner
- Stick with the current conflict, don’t bring up past issues
- Take a break if there is no progress

CONSEQUENCES

- Be consistent and impartial
- Keep emotions in check
- Give warning/reminder of the rules
- After consequence has occurred, allow the camper to fully return to the group

COMMUNICATING WITH FAMILIES

WHAT DO FAMILIES EXPECT?

- Safety
- Mature, well-trained role models
- Cleanliness
- Friends
- Fun

RESPONDING TO PARENTS/GUARDIANS

When we engage with parents and guardians, we want to convey the 3 C's:

- Confidence
- Communication
- Compassion

RECOVERING FROM PROBLEMS

LAST (sometime we might have to deal with a tough conversation. Unit Leaders and admin staff will be around to help but here are some important things to remember as you handle it).

1. Listen
 - Ask them to talk with you in private, if needed
 - Open posture
 - Active listening
 - Don't interrupt
 - Truly hear what they are saying
 - Ask questions to check for understanding (it sounds like..)
 - Don't start mentally preparing your response
2. Apologize
 - Empathize with them
 - Give them a hear felt apology
 - Even if we didn't do anything wrong, we're sorry that they are doing through this
3. Solve
 - If you don't know the answer to something, don't make it up, ask for help
 - If you can solve the situation, do it
 - If you don't have the authority to solve the situation, ask for help
 - Don't make any promises you can't keep
4. Thank
 - Thank them for bringing the issue to your attention
 - Thank them for entrusting us with their child

GUIDELINES FOR COMMUNICATING WITH FAMILIES

- Admin staff, Unit Directors, Camper Unit Specialists, and Nurses are generally the approved people to make phone calls to families.
- It is important to communicate early and often. We don't want the family to be surprised at pick up or on their way home about a situation that happened during the week. Whether it's homesickness, cabin disagreements, behavior challenges, we want to make sure the family is informed during the week.
- Parents and Guardians can be one of our best resources in helping campers. Communicating early may prevent something being an issue later in the week.

WHAT DO GREAT CAMP LEADERS DO?

1. **Connects with each camper quickly**- within a few hours of start of camp. Gives personal attention to each child. Asks lots of questions. Listens well. The end result is that each camper feels a connection to the counselor.
2. **Gets right in there with the kids**- Not an aloof, staff-off leader. Helps in clean up, enjoys playing, demonstrates that camp is fun by joining in songs, show that by acting child-like.
3. **Plans and organizes great stuff**- Thinks ahead, gathers materials before activities, respects kid's time by being prepared, and fills their day.
4. **Acts as a team member with other staff**- Talks a lot with fellow counselors, coordinators, and directors. Asks for help. Shares ideas. Uses good ideas they learn from others.
5. **Recognizes danger signals, acts quickly**- They are acutely aware, they watch children closely for moping, not eating, crying, sunburn, bullying, etc. Creates plans to resolve conflicts and problems right away.
6. **Models the values and philosophy of camp**- Takes our purpose and mission to heart. Takes personal responsibility for the success of camp and the creation of our magical culture.
7. **Creates a safe, secure, and enjoyable place for kids**- Balances camp standards with spontaneity and flexibility. Protects campers from harm-spirituality, mentally, physically.
8. **Manages personal stress and stress of the campers**- Quickly aware of their own fatigue and makes smart decisions to take care of themselves. Maintains composure, even in times of crisis or emergency.

WORKING WITH YOUR PEERS

SETTING THE TONE

How you work with your co-counselors and team members has a huge impact on the camper's and your experience. Knowing beforehand how you stack up in these areas and how your co-counselor(s) compares with you can help both (or all) of you to plan ahead and avoid being at odds with one another. Before check in, make sure your cabin team is on the same page on:

- Do you tend to be an introvert or an extrovert?
- Are you a night owl or a morning person?
- Do you tend to have a high or low tolerance for noise, mess, and "organized chaos"?
- What is your preferred style when it comes to planning things? Are you a go-with-the-flow kind of person, or do you prefer to spell it all out ahead of time?
- What is your experience with and your go-to when it comes to discipline?

SUPPORTING THE TEAM

You are only as good as your team. It is everyone's job at camp to support each other, provide opportunities to learn and try new things, and build each other up. Here are some important reminders about working with others this summer:

- Everyone has different talents, needs, preferences, experiences, etc. Build on the strengths and complement the areas that need bolstering.
- Remember that not everyone knows everything you know. Be patient, support effectively, anticipate other's needs, set a good example through your own behavior, and share responsibility.
- Accept a person's perception as their reality. Keep in mind we can both be looking at the same picture, hear the same words, or read the same message and interpret it differently due to our unique life experiences. Ask the other person to help you understand from their perspective.
- Say what you mean but don't be mean.
- No amount of experience nor one's status or level of authority sets you above someone in a conflict, situation or conversation.
- Be persistently consistent. Favoritism is lethal. Share the rewards and responsibilities equally. Always do what you say you will do. These actions build trust, a necessary ingredient in all relationships.
- Working together requires compromise. Compromises helps build positive relationships and makes those around know they are a part of the team.
- Over communication is much better than under communicating. Taking 5 minutes at each meal to go over everything that happened when someone is off is helpful for everyone.
- Address conflict as soon as possible. A flicker can build into a volcano quickly. Remember that there are as many sides to a "story" as there are people involved. Be sure to seek each person's perspective.
- You almost never know everything about a situation or a conflict.
- Know when to recognize a situation might require an outside source of help or even just a separate set of ears and eyes.



SUPERVISION, CHILD PROTECTION, AND REPORTING



SUPERVISION OF CHILDREN

STAFF RATIOS

The following ratios for staff supervision of overnight campers are to be maintained for general camp activities:

- A) Campers aged 6-8 1 to 6
- B) Campers aged 9-14 1 to 8

The following ratios for staff supervision of day campers are to be maintained for general camp activities:

- A) Campers aged 6-8 1 to 8
- B) Campers aged 9-14 1 to 10

80% of staff used for this ratio must be at least 18 years of age or older.

Exceptions to camper to counselor ratios are permitted at activity rotations when program staff are present, in emergency situations (missing camper, intruder, medical emergency, etc) or with permission from the administrative team.

CABIN SUPERVISION

- Campers are only allowed inside their cabins when a staff member is present
- Camper and staff must follow the rule of three when inside the cabin to ensure that a staff and camper are never alone in a cabin
- Campers and staff members must change privately (in the provided changing pod or bathroom).
- When leaving the cabin a staff member must conduct a check of all beds and cabin space to ensure that no camper remain in the cabin.
- Sleeping Arrangements :
 - Ensure a staff member is positioned by both exits of the cabin. If only one exit, make sure a staff member is at the front of the cabin and a staff member is in the back of the cabin.
 - Ensure campers are placed head to toe when picking their bunk.
 - Only one person per bunk bed.
- Overnight Supervision:
 - Counselors assigned to cabin duty must remain inside the cabin.
 - Counselors may not visit other cabins after lights out.
 - If a camper wakes up a staff member in the night to ensure safety – the staff member must wake up another staff member or camper to ensure the rule of three.
 - Campers are made aware of who to wake up in the night and where those staff member's beds are located.
 - Each unit area will have a staff member on neighborhood watch that can assist staff until curfew when all counselors return to their cabins.

ACTIVITY SUPERVISION

- Counselors should always position themselves so they are facing the kids and can see all campers they are responsible for supervising.
- When multiple counselors are supervising a group of kids, spread out so each counselor is responsible for a zone. Counselors should not be standing or sitting in the same space together during that time.
- When walking to and from locations, counselors should be on the side or back of the group to be able to see all the kids. If there is more than one counselor with the group, one counselor should be in the front of the group and another in the back.
- Counselors should ensure that campers are within earshot.
- Interact with the kids as much as possible. Remember that supervision is your first priority, so don't get so involved in a game that you are unable to keep an eye on all of your campers.
- Camper and staff must follow the rule of three to ensure that a staff and camper are never alone. The rule of three must include one counselor.
- Stay alert at all times. Even though down time may be an opportunity for the kids to relax and wind down, counselors should not.
- Be extra alert and participate when water is involved.
- Survey the area for any hazards before allowing kids in any area.

DINING HALL SUPERVISION

- Counselors should sit at the table with their campers and spread out.
- Counselors should check in with each camper to make sure they have enough food for each meal and assist with finding alternatives as needed.
- In the event that a child needs to use the restroom during a meal, staff will follow the ratio guidelines and take groups of children with no less than 3 people (1 staff member is required to be a part of the group of 3) and follow all restroom supervision guidelines.

RESTROOM SUPERVISION

For Restroom Supervision:

- To minimize the disruption of supervision, children are reminded and encouraged to use the restroom at appropriate times, during group restroom breaks.
- In the event that a child needs to use the restroom at a time other than the group restroom break, staff will follow the ratio guidelines and take groups of children with no less than 3 people (1 staff member is required to be a part of the group of 3)
- Staff should supervise restroom breaks by positioning themselves in the doorway of the bathroom where they can hear children in the restroom and see children waiting outside.
- When supervising restroom use, adult staff members should first quickly scan the bathroom before allowing children to enter.
- Staff will allow the number of children at a time into the restroom equal to the number of stalls in the restroom. When possible, boys will be asked to use stalls rather than urinals, if a urinal is used, only one may be used at a time.
- If a staff needs to assist a young child in toilet stalls, the staff will ask for an additional staff to take their place at the door, and then keep the door to the stall open while assisting the child.
- At no time is a staff person permitted to be alone with a single child, teen, or vulnerable adult where others cannot observe him or her.
- If circumstances exist that make it difficult or impossible to abide by the policies established by the YMCA, the staff person documents the incident and files the report with his or her supervisor.

For shower supervision

- Staff should supervise shower time by positioning themselves in the doorway of the bathroom where they can hear children in the restroom and see children waiting outside.

- Staff will follow the ratio guidelines and take groups of children with no less than 3 people (1 staff member is required to be a part of the group of 3)
- When supervising shower time, staff members should first quickly scan the bathroom before allowing children to enter.
When showering independently, staff will allow the number of children at a time into the restroom equal to the number of shower stalls in the restroom.
- Cabins may do a shower party. Campers must wear their bathing suits and doors/curtains to the showers are to remain open.
- Campers should always be given the option to use the shower (instead of hosing off) and the option to shower alone if preferred.
- When necessary to assist young campers in the stalls, employees and/or volunteers should keep the door to the stall open.

CHILD ABUSE PREVENTION

Rules and protocols matter ALL of the time. Abusers are almost never caught abusing, they are caught breaking the rules. As staff, it is our responsibility to address any concerns immediately. Reporting something that makes you or someone else uncomfortable does not mean you are accusing someone of abusing a child, it means you saw them breaking a rule and you reported it before it could turn into anything more serious.

Please remember these four things as you interact with staff and campers:

1. Appropriate touch only- always getting consent, side hugs, no lap sitting, piggy back rides, tickling, long hugs.
2. The rule of three- no one may be alone one on one in a place that cannot be observed by others. The rule of three must always include a counselor. Most of the day your cabin group will be together. Remember the rule of three for bathroom breaks, trips to the nurse, or campers who fall behind the group. If you need to have a one on one conversation with a camper, make sure you are in a place where others can observe.
3. No outside contact- as camp staff, you are not allowed to have contact with campers outside of the program. This means no babysitting, connecting on social media, giving them your phone number, etc. The only exception is if there is a pre-existing relationship- sibling, neighbor, someone you babysat prior to your job at camp.
4. Intentional interactions- Make sure that you are not showing favoritism to others. Extra attention, gifts, inside jokes can all create a relationship that is no longer appropriate in the camp setting.

YMCA OF GREATER CINCINNATI CHILD PROTECTION POLICY

- A. A staff member may not be alone with a child in an area or location where they cannot be observed by others. Van and bus transportation could be an exception to this requirement. The van's front passenger seat should only be occupied when the rest of the van seats are filled.
- B. Staff shall not leave a child unsupervised while the child is enrolled in and attending an organized YMCA program.
- C. Staff should conduct or supervise private activities in pairs--diapering, putting on bathing suits, taking showers, etc. When this is not feasible, staff should be positioned so that they are visible to others.
- D. Staff shall not physically, verbally, sexually, or mentally abuse or neglect children. Any type of abuse will not be tolerated and will be cause for immediate dismissal.
- E. Staff shall use positive techniques of guidance, including redirection, positive reinforcement and encouragement rather than competition, comparison and criticism. Staff will have age appropriate expectations and set up guidelines and environments that minimize the need for discipline. Physical restraint is used only in predetermined situations (necessary to protect the child or other children from harm), is only administered in a prescribed manner and must be documented in writing, with a copy to parent/guardian.
- F. Staff shall observe children on a daily basis as they enter the program. Any questionable marks or responses will be documented and immediately reported to the program supervisor.
- G. Staff respond to children with respect and consideration and treat all children equally regardless of sex, race, religion, or culture.
- H. Staff will not touch children inappropriately, or in ways that make children feel uncomfortable.
- I. Staff will refrain from intimate displays of affection in the presence of children, parents, and staff.

- J. While the YMCA does not discriminate against an individual's lifestyle, it does require that in the performance of their job they will abide by the standards of conduct set forth by the YMCA. Staff must appear clean, neat, and appropriately attired.
- K. Using, possessing, or being under the influence of alcohol or illegal drugs during working hours is prohibited.
- L. Smoking or use of tobacco in the presence of children or parents during working hours is prohibited.
- M. Profanity, inappropriate jokes, sharing intimate details of one's personal life, and any kind of harassment in the presence of children or parents is prohibited.
- N. Staff must be physically and psychologically able to perform their duties.
- O. Staff will portray a positive role model by maintaining an attitude of respect, loyalty, patience, courtesy, tact, and maturity.
- P. Staff may not be alone with children they meet at YMCA programs, outside of the YMCA. This includes, but is not limited to babysitting, sleepovers, and inviting children to your home. Any exceptions require a written explanation before the fact, a written parent waiver, and are subject to Branch Executive Director and Y Metro Supervisor approval.
- Q. Staff are not to transport children enrolled in YMCA programs in staff's personal vehicles.
- R. (Adult) staff may not date program participants under the age of 18 years.
- S. In child care, day camp, resident camp, baby-sitting and day long programs, staff shall not release children to anyone other than the custodial parent or guardian, or other person authorized by the custodial parent or guardian.
- T. Staff are required to read and sign all YMCA policies related to identifying, documenting, and reporting child abuse

I understand that any violation of this Code of Conduct may result in termination.

CHILD PROTECTION REPORTING

All YMCA employees and volunteers are mandatory reporters of suspected child abuse and must report any and all incidents where a suspicion of child abuse has occurred. All incidents will be promptly reported to the proper agency, state or police authorities for investigation.

When there is a suspicion of child abuse or neglect staff members should report the disclosure or suspicion to the Unit Director immediately. They will report it to the administrative team. The administrative team is responsible for ensuring that proper procedures are followed.

The administrative team will determine who will make the report and complete proper documentation. There is a form for the documentation, but if the form is not available, the staff person should record the date, time, what was said, who was spoken to, and so on.



CAMP 101



CAMP OFFERINGS

Helping people grow in spirit, mind, body, and friendship since 1928. YMCA Camp Ernst is the most popular summer camp in the Greater Cincinnati area. Steeped in tradition and built on the YMCA values of honesty, caring, responsibility and respect, Camp Ernst hosts campers who enjoy top-notch counselors and make friends, doing a wide variety of activities including our ropes course, 100 ft waterslide, archery, horseback riding, and much more!

OVERNIGHT CAMP

Campers ages 6 to 15 enjoy week long overnight sessions from Sunday until Saturday during June, July, and August. Campers stay in cabins with top notch counselors and enjoy all the fun activities Camp Ernst has to offer.

LAKEVIEW

The Lakeview program is specifically for our 6 to 9-year-old campers (Typically grades 1-4). Lakeview campers will live in the Lakeview Lodge, which has all amenities under one roof. While Lakeview campers participate in the typical camp activities with their cabin and counselors, they will also engage in special traditions, which add a wacky twist to each day. These include Monday Night Madness, Word of the Day, and Wheel of Wonder.

VALLEY

The valley is divided into two separate camper units; Red and Yellow, for campers age 10-12 (Typically grades 5-7). Campers live in traditional cabins and have meals served from the historic dining hall. Campers will have fun and build friendships while participating in all the typical camp activities. Campers and Staff take pride in the valley, with traditions like capture the flag, themed evening programs, and vespers make each evening full of fun.

LEADERS IN TRAINING "LITS"

The L.I.T (Leaders In Training) program is designed for our oldest campers age 13-15 (Typically grades 8-10). These campers will live in the Loft and Longhouse, cabins designed to foster community. In addition to traditional camp activities, campers will also participate in leadership rotations that focus on team-building, communication, and role-modeling. LITs enjoy traditions like Dodgeball and a favorite...the LIT After Party.

CREW

The Crew Program is a leadership experience for those entering the 10th grade. The program, housed in the Yurt Village, is designed to help participants gain leadership skills through trainings and experiential service-learning. Crew participants form a tight-knit group as they work together to complete a variety of tasks in the kitchen and on camp property and participate in traditional camp activities every day. Crew members will leave the Crew program with a desire to serve others as well as having grown in Spirit, Mind, Body, and Friendship.

CAMP CORRAL

Camp Corral serves campers ages 8-15. The Camp Corral organization provides a free week of summer camp to children of fallen, wounded, or ill veterans. This experience is designed to provide respite for children, build self-confidence, create connection to peers, and develop coping skills. This program operates in the Valley during week 9.

DAY CAMP

TRADITIONAL DAY CAMP

Campers age 6-15 can enjoy our week-long day camp program during the months of June, July and August. Built on the YMCA values of honesty, caring, responsibility and respect, Camp Ernst hosts day camp campers Monday-Friday who enjoy top-notch counselors and make friends, doing a sampling of our activities each week.

RANCH DAY CAMP

Campers age 9-15 can enjoy our ranch day camp program available Monday-Friday during our summer sessions. This camp will follow a schedule where your camper will learn the fundamentals of riding and horse care through ground/arena lessons and trail time each day!

SHORTER SESSIONS

INTRO CAMP

Campers ages 5-9 can try this exciting 24-hour long Intro to Overnight camp on select dates during the summer. This program is a great introduction to see if a week-long Camp Ernst experience is right for them. Campers will stay in a cabin with counselors, eat yummy camp meals, and experience a small sampling of awesome Camp Ernst activities. Times may vary.

HALF WEEK CAMP

Campers ages 6-10 who are looking for more than a one night stay but not quite ready for a full week of summer camp can try out this three night Half Week camp during select dates during the summer. Campers will stay in a cabin with counselors, eat yummy camp meals, and experience a sampling of awesome Camp Ernst activities. Times may vary.

SPECIALTY RANCH CAMP

EQUINE ADVENTURE

This program is for campers ages 10-15 that want to spend the majority of their time at the Ranch! This program includes riding lessons, trail rides and daily chores. In the evenings, the equestrians will head back to the main camp for evening programming with the rest of their age group. This program is available select weeks.

ADVANCED RANCH CAMP

This camp is for those serious young equestrians ages 12-15. It will involve progressive riding lessons, challenges with horses and longer trails. Campers can also expect to experience some clinics from some local equine professionals such as trainers, vets, and equine therapists. This program is available select weeks.

LAKEVIEW RANCH CAMP

Created for our youngest horse lovers ages 7-9, this program runs for about 90 min a day, three of their days at camp. Campers will learn the basics of horsemanship both in and out of the saddle. This program is available select weeks.

VALLEY RANCH CAMP ADD ON

Valley Ranch campers ages 10-12 will get to spend almost a third of their day at the Ranch. Campers will continue to learn the basics both in and out of the arena as well as on the trails! This program is available select weeks.

SINGLE TRAIL RIDES

For camper's ages 9-15 who want to go for a trail ride, but don't want to spend all their time at the barn. Campers can sign up for one trail ride during their week of camp and the ranch team will schedule the camper a ride during their week of camp. This program is available select weeks.

AGE GROUP CHARACTERISTICS

LAKEVIEW/DAY CAMP

PROGRAM

- Typically grades 1-4
- Mascot is the Llama, color is blue, and character quality focus is honesty
- Richard and Elizabeth Easley Lakeview Lodge (dining room, cabins, and restrooms under one roof)
- Family-like community
- Monday Night Madness, Wheel of Wonder, Word of the Day

CHARACTERISTICS

- At this age, children often play out ideas they've come across at school or in the media. Their adventure is largely fantasy so allow them time for acting out.
- Children in this age group are just beginning to learn "fair play". Do not assume that they will readily understand why their behavior is unfavorable. They cope better with games that involve rules, as well as with winning, losing and playing fair.
- Enjoys making friends and being a friend but can also be challenging because friends can sometimes be bossy or cross.
- Can be easily embarrassed and sensitive to other people's views and beliefs.
- They begin to see how their actions affect other people, although sometimes they still seem focused on themselves.
- Be prepared for a lot of questions with this age group.
- There's a lot happening at this age, so you might notice they get distracted easily and forget small requests and instructions from you.
- Enjoy testing their physical limits and developing more complex moving skills, like running in a zig-zag pattern, jumping down steps, doing cartwheels and catching small balls.
- Better at combining gross motor skills like running to kick a ball or skipping while turning a rope. These physical skills depend on how often your child practices them.
- This age group is not self-conscious - they will participate easily.
- They like repetition and are hardly ever bored.
- They have a natural curiosity. They will do anything if it is with an adult.
- Their emotional needs are basic: they want attention and they tire quickly.
- Wetting beds and needing daily hygiene reminders is common. Don't forget to make sure your campers change clothes, shower and brush their teeth.
- They will need some assistance during meal times. Make sure they know their options and get a well-balanced meal.
- Parents may be especially anxious about leaving their child with you for the week.

DEVELOPMENT

- Build their self-esteem and self-confidence by recognizing their strengths. Sometimes children's self-esteem goes down in the primary school years as they become more self-critical and compare themselves with others.
- Let them see you trying new things and making mistakes. This helps them understand that learning and improving involves making mistakes, but the key thing is to never give up and to be kind to yourself.
- Give them opportunities to explore and learn, inside and outside.
- Make time for play each day. Play can include outdoor play, imaginative and creative activities, physical play and more.
- Play with them each day. Playing together gives you the chance to enter their world and find out about their thoughts and feelings. It also shows them that you care about them and want to spend time together.

- Encourage them to be aware of the consequences of behavior and see things from other people's points of view. You can do this by asking questions like, 'How do you think Jane feels when you do that?'
- Share ideas and discuss important issues with them. This helps you connect with your child and shows that you're interested in their ideas.

NOTES AND TIPS:

VALLEY/DAY CAMP

PROGRAM

- Typically grades 5-7
- Mascot is the moose, red unit color is red and character quality focus is caring, yellow unit color is yellow, character quality focus is respect
- Original camp setting (historic dining hall, separate cabins, center campus, two creeks)
- Cabin group emphasis
- Guinness Book of Camp Ernst Records, Vespers

CHARACTERISTICS

- A time of great physiological development - There will be different maturation rates between the sexes; girls will tend to mature faster than boys. Girls will begin puberty, some begin their first cycle at camp.
- This is the most group-oriented age. They like to be part of a gang. They have an increased ability to interact with peers, have a strong group identity, and will increasingly define self through peers.
- Ego assertion: beginning to challenge adults, quarreling, loud voices, fighting. They want to be older than they are.
- Experience more peer pressure.
- They have an increased attention span, but many have interests which change rapidly
- They have a real sense of humor. However, do not condone "dirty" or inappropriate talk.
- They are able to evaluate. They have a sense of fairness.
- Have increased coordination and strength.
- Increased ability to engage in competition.
- Developing and testing values and beliefs that will guide present and future behaviors.
- Even though abstract thinking generally starts during this age period, they are still developing this method of reasoning and are not able to make all intellectual leaps, such as inferring a motive or reasoning hypothetically.
- Are able to answer who, what, where and when questions but still may have problems with why questions.

DEVELOPMENT

- Youth in this age bracket still very much enjoy “hands-on” activities. Make sure activities are engaging and interactive.
- Help youth form groups/clubs with common interests or hobbies. Friendships are a very important aspect of this age group and providing them the tools how to make friends will help them in all stages of life.
- Vary the activities offered to engage rapidly changing interests. Vary activities – don’t rely solely on sports, general physical activities are important as well
- Provide correction quietly – one-on-one.
- Give positive feedback and look for successes
- Provide safety net of an adult that will maintain boundaries. Clarify and enforce reasonable limits
- Avoid competitions between genders

NOTES AND TIPS:

LEADERS IN TRAINING (LIT) AND CREW/DAY CAMP

LIT PROGRAM

- Typically grades 8-10
- Mascot is the eagle, color is green, and character quality focus is responsibility
- Stay in the Loft and Longhouse
- Co-ed, young adult community emphasis
- Service project, LIT after party, Crew/LIT dodgeball

CREW PROGRAM

- Typically 10th graders
- Live in the Yurt Village and hang out in the Crew Pavilion
- Learning service through assisting in kitchen
- LIT/Crew dodgeball, leadership activities, run the party

CHARACTERISTICS

- Young adolescents are confused, bold, self-conscious, awkward, and too cool, all at once.
- This is a time of changes for how teenagers think, feel, and interact with others, and how their bodies grow.
- This is a time when they begin to experiment with adult ideas – greater personal freedom, and more developed sexuality. They want to explore sexuality. Keep a keen eye out for this between all LIT's.
- They want to have a large say in what they do, although they will often not want to do anything. Let them plan an activity, but you should tell them what that activity will be.

- They are dealing with the reality of their home lives and school situations like they never have before. Teens coming from broken homes, or bad school and social situations are very sensitive to these things and may not be open to talking about them.
- Adolescence is a time of transition – physically, mentally, and emotionally. Everything seems up in the air, in a state of flux. Studies have shown adolescents to undergo more stress and change than virtually every other age group in today’s society.
- Almost always hungry; appetite is great.
- The need for more sleep increases with this age group.
- Their arguing skills improve (and are demonstrated often and with great passion).
- They start to set personal goals (and may reject goals set by others)
- Able to independently differentiate right from wrong and develops a conscience.
- May challenge the assumptions and solutions presented by adults. This age group will test boundaries.
- Developing a stronger sense of identity and their focus on themselves will increase.
- They will need recognition and positive feedback to help them maintain their self-esteem and confidence.

DEVELOPMENT

- Take time to actively listen to them. Talk with them about their concerns and pay attention to any changes in behavior.
- Show interest in their interests, hobbies, and conversations.
- Compliment them and celebrate their efforts and accomplishments. Descriptive praise and encouragement are powerful motivators.
- Respect their opinion. Listen to them without playing down their concerns.
- Encourage them to develop solutions to problems or conflicts. Help them learn to make good decisions. Create opportunities for them to use their own judgment, and be available for advice and support.
- Encourage them to get enough sleep, exercise, and to eat healthy, balanced meals.
- Set clear rules about behavior. Make sure they are involved in the discussion and understand the why behind each expectation.
- Be a positive role model. Children – even teenagers – do as you do, so being a role model for them is a powerful and positive way to guide their behavior.
- Take them seriously. They are an individual and need to know that they’re valued, accepted and respected for who they are.
- Give them responsibility. Learning to handle responsibility is one of the biggest challenges of adolescence, and an important step towards becoming an adult. Giving them responsibility can help increase autonomy and independence.
- Encourage a sense of belonging.

NOTES AND TIPS:

Welcome to Camp!



CAMP LINGO- LOCATIONS AND ACTIVITY AREAS

MAIN CAMP AREAS:

- Valley- activity areas near all the number cabins
- Up the Hill- activity areas near all letter cabins

CABIN AREAS- VALLEY:

- Casa- Home of the E-team, located in the soccer field in the valley
- Play Pen- Field outside of cabins 10-14
- RUG- Cabins 1-9; Red Unit Grounds; sometimes can also mean the corresponding bathhouse
- YUG- Cabins 15-20, Yellow Unit Grounds; sometimes can also mean the corresponding bathhouse

CABIN AREAS- UP THE HILL:

- LITs- Leaders in Training (Cabins I-Q2)
- LV- Lakeview Lodge (cabins A-H)
- One Llama Lobby and Field- lobby and field located on the east side of Lakeview (Parking Lot Side)
- The Pit- Hangout area underneath the loft
- Two Llama Lobby and Field- lobby and field located on the west side of Lakeview (Welcome Center side)
- Yurts- Home of the crew (Cabins of R-U)

ACTIVITY AREAS:

- The Q- The amphitheater located next to the Day Camp Pavilion
- Art Decko- the deck outside of Wallace Lodge
- Camelback Road- the paved road that goes between the valley and up the hill area
- Campfire ring- where opening and closing campfires are held each week in the Valley
- Center Campus- Open field in the middle of the valley outside cabins 1-9
- Clore/Weaver Cemetery- Located out the two track road past the barn
- Corcl Cove- The activity area past the waterslide at the lake
- Crew Pavilion or "The Pav"- the pavilion located next to the Yurts
- Day Camp Pavilion- The large pavilion located across from the double disco. Home of the day camp program
- Dodgeball Court- the blacktop area next to the staff parking lot. The location of day camp drop off/pick up
- Double Disco- Ropes Course
- Graffiti Wall- Located off one of the trails off Salamander Dock, past the tree house
- Grassy Knoll- Field between Lakeview and the Loft
- Lakeview Memorial- the flag pole meeting area outside the Lakeview Dining Hall
- LIT Sport Court- the basketball court located outside of the loft
- Low Ropes- team building activities located along camelback road
- Mountain Bikes- Large shed on the sport court
- Old Barn- The barn located in the valley
- Petting Zoo- Located by the Barn Up the Hill
- Pump Track- A mountain bike track in the corner of the soccer field next to the wetlands.
- Rock Throwing Range- located off one of the trails off Salamander Dock
- Shade Tree- the large tree in center campus with picnic tables underneath it.
- Sport Court- the blacktop area located by the archery/sling shot range and campfire ring
- The Barn or "Rockin' E Ranch"- The barn located up the hill where all ranch programs operate out of
- The Bend- The area next to Gunpowder Creek behind the Casa de Amistad. Location of fishing
- The Memorial- the flag pole meeting area in the valley
- The Nature Dock- the deck area located at salamander creek
- Tree House- located off the trail across from Salamander Dock

- Underhill Cemetery- Located on the Utz Lane side of the property- can take trails along Salamander Creek to access
- Wetlands- the pond area next to the old barn
- Will's Deck- the covered deck on the side of the Valley Dining Hall
- Zen Den- the lobby of Wallace Lodge

OTHER IMPORTANT AREAS:

- Camelback- The road that goes between Lakeview and the Valley
- Staff Parking Lot- Located next to the dodgeball court.
- Welcome Center- Camp Office, Nurse's Station, Staff Lounge, and Storm Shelter
- Wallace Lodge/HQ- Art Room, Zen Den, Nurse's Station, and Storm Shelter

PROGRAM LINGO

OVERNIGHT PROGRAMS

ANNOUNCEMENTS

A period of time after meals where leadership staff will provide information to cabins about upcoming activities and any other information that staff and campers need to know for the block of time.

BOOK OF CAMP ERNST RECORDS

An opportunity for campers to set their own "world records" at camp. Campers should set their own record objective. Counselors must okay any records challenges. No food, hygiene, ropes course, or breath holding records.

CABIN BACKPACK

Each group will have a labeled backpack for their cabin/huddle. The counselor on duty must carry this backpack around with the cabin group. Backpacks will be stocked with a staff manual, first aid kits, any epi-pens or inhalers from the group, and a few activities for down time/transitions. Counselors are not permitted to carry epi-pens or inhalers in their personal bag.

CABIN CLEANUP

A time provided each morning. The morning activity period cabins will be inspected. The winner of cabin inspection each day will display the "Cabin of the Day" flag, which is typically announced during lunch.

CABIN DUTY

Each night, a counselor from every cabin will be assigned to cabin duty. The counselor on cabin duty must stay inside the cabin and make sure that campers are sleeping and help with any issues that may arise. All counselors are on cabin duty on Sunday nights.

CAMP ERNST PARTY

The all-camp party held on Thursday evening from about 7:30-8:45. The party consists of music, sno cones, popcorn cotton candy, and sport court activities like 9-square, carpetball, and gaga. Some staff will be assigned duties to provide supervision in specific areas, and all staff should provide general supervision while interacting with campers.

CHOICE ACTIVITIES

A period after dinner when campers get to pick the activity they would like to participate in that is led by the counselors of that unit.

CIRCLES AND EMBERS

A process that facilitates meaningful conversation through rounds of questions and discussions. Circles are about building a community where we take others' perspective and understand the impact of our choices. Cabins will use check in circles, ember circles, and conflict circles during the week.

CLOSING CAMPFIRE

The all camp closing ceremony on Friday nights. This campfire includes award recognitions, a slideshow, memory sticks, and singing of the camp song "I Do Believe."

CLUBS

A valley activity block where campers get to choose which activity they would like to participate in. Campers will get to participate in two different clubs each block.

DODGEBALL TOURNAMENT

A weekly dodgeball game between the LITs and Crew. The tournament is played at the dodgeball stadium. Traditionally, LITs dress in white and crew dresses in black.

EARLY MORNING ACTIVITIES

A pre-breakfast activity option for campers who wake up early. Activities typically begin at 7:15am and include things like Polar Bear Swim (swimming in the pool), Early Bird Swim (swimming in the lake), and a morning hike.

EVENING PROGRAMS

A large group activity done in the evening time, typically by unit. Games are typically active and involve different games and challenges that cabins participate in.

FIELD COMMANDER

The leadership staff person who is assigned to support campers and staff during activity periods

KRP

A time for staff not assigned to cabin duty to take a break in the evening. Staff must stay in their designated area of camp. Permission from your unit leader must be given if you wish to visit a different camping area. Valley staff may be in the dining hall or in the Wallace lodge lobby. Up the Hill staff (Lakeview, LITs, Crew, Ranch) staff may be in the Lakeview dining hall, under the loft or the crew pavilion. KRP ends at 11:45pm. At this time, all staff are to head back to their cabins.

E-teamers must stay at the Casa after their evening duties are complete. Exceptions need to be approved by a Unit Director.

LIT AFTER PARTY

An LIT only party in the pit after the all camp party. Only counselors and staff of the LIT program may be present during this activity.

MAIL CALL

Camper and staff mail will be delivered to cabins Monday-Friday. Counselors are responsible for making sure mail is distributed to their campers each day. Any mail for a different cabin, campers who have left early, or wrongly sorted mail should be turned into the unit leader along with the mail bag by the next meal.

MEMORY STICKS

Each camper is given 2 “memory” sticks (craft sticks). On each one is written the same thing: their favorite memories from Camp Ernst that shall be cherished forever. The camper keeps one stick, throws the other into the closing night campfire.

NEIGHBORHOOD WATCH

Each unit will have one staff person assigned to neighborhood watch for each of their cabin areas at night. The staff assigned to this duty will float between cabins to assist cabin duty counselors as needed, such as helping with bathroom trips and supervision, watching a cabin while a counselor works with a homesick camper, taking a camper to the nurse, etc.

OPENING CAMPFIRE

The all camp opening ceremony on Sunday nights. Campers and counselors can dress up according to the weekly theme. This campfire includes introductions of leadership staff, camp songs and skits, and fun challenges.

PAPERWORK

Each week, the Cabin Counselors will complete paperwork responsibilities including the cabin update form, camper postcards, counselor postcards, affirmation cards, birthday cards, and cabin awards. See the staff paperwork checklist in the counselor resource section for more information.

ROVING

A duty for leadership staff to provide supervision during bedtime. Leadership staff will ensure that all counselors on cabin duty are present and will assist with any help needed with campers at night. The rover will also be the one enforcing curfew each night.

SPIRIT, MIND, AND BODY CEREMONY

On opening night there will be a Spirit, Mind and Body Ceremony. Consisting of: a welcome, some orientation, a short talk on the YMCA triangle, singing and lighting candles.

UNIT AWARDS

A time for each unit on Friday evening to present cabin awards, alumni awards, good deed beads, unit specific awards, and honor camper.

UNIT TIME

Each unit will have time to gather on Wednesday night as an opportunity to connect with the unit staff. This night typically involves staff ordering food. Counselors will follow a roving schedule so campers are supervised at all times. This is also a night that E-teamers get to lead a devotion with their assigned cabin. Counselors must remain in the cabin to assist their e-teamers as needed.

VESPERS

A valley tradition where cabins gather to talk about the importance of camp and what it means to each individual.

WHEEL OF WONDER

Each day at lunch, one Lakeview camper will be selected to spin the wheel of wonder and will get to do whatever item they land on to the counselor of their choice. The wheel includes things like bug juice shower, paint your counselor, and pie in the face.

WORD OF THE DAY

A tradition in Lakeview where the leaders will pick a word of the day. Anytime a counselor says that word that day, campers get to take one long breath yell.

DAY CAMP PROGRAMS

CLOSING ASSEMBLY

The closing ceremony held at the amphitheater each afternoon at the end of the day camp day. The closing meeting will include shout outs and highlights of the day, announcements, and important reminders for the next day.

DAILY DUTIES

End of shift duties before clocking out. Includes, collecting lost and found, cleaning up the dodgeball court, taking trash out, wiping down day camp tables, cleaning the pavilion (trash, equipment, lunch bins put in proper places).

DAY CAMP THEME DAY

Thursdays each week, campers and counselor are encouraged to dress according to the theme for each week.

FLOATERS

Day camp staff who are not assigned a specific huddle but assist huddles as needed.

HUDDLES

The name for the day camp groups (Huddles 22-28).

MORNING ASSEMBLY

The opening ceremony held at the amphitheater each morning. The morning meeting will include camp songs and skits, announcements for the day, and games to get everyone excited for the day.

REPORTING

CAMPER REPORTS

It is important that we are communicating and documenting all camper behavior concerns, issues adjusting to camp, and any other concerns we may have about the campers in our care.

Staff should be reporting concerns to their co-counselors, Camper Unit Specialist or Unit Director every day. Even if you feel like you have the situation under control, the communication will be helpful so everyone can help support campers during the week.

To document these concerns and issues, staff should complete this form:



INCIDENT REPORTS

Any situations involving injury, potential injury, or a concern of a risk should be documented using our incident report form. Staff should report the situation to the camper unit specialist or unit director. They will complete the proper documentation and inform the administrative team of the situation.

MAINTENANCE

Camp Ernst employs full time a full time property team each summer. With this staffing and a sizeable property, many buildings, and the infrastructure of a small town we need everyone's help to make sure that camp stays in good shape.

Here are the ways you can help:

- **Care:** It is easier to keep facilities nice than to fix them when they are broken. Make sure that you and your campers aren't doing anything that will cause damage to the facility, and keep the facility clean by having your campers help care for things too!
- **Look:** Keep an eye out for things that are broken, run down, don't sound right, look bad, are dangerous, or could be better
- **Fix:** If a project is simple and within your skill set, please fix it yourself. Examples might be unclogging toilets or sanding graffiti.
- **Report:** if you can't fix it fill out a maintenance request. Don't assume that maintenance staff know it is broken, or someone else will let someone know. We would rather get 3 requests than have an issue go unfixed. For major emergencies contact Sam 513-276-9270

Maintenance Requests.

Whenever there is a need for any type of maintenance, upkeep, or something needing to be fixed you will need to fill out a request form. We depend on all the staff to help us keep Camp Ernst safe and top shape. If you see anything that needs work please let us know. (examples: broken screen doors, leaky faucets, broken railings, etc.) Please do not fill out request forms for small things you can do. (example: clogged toilet- unless you have tried multiple times and it wont unclog.)





SCHEDULE AND WEEKLY OVERVIEW



YMCA CAMP ERNST WEEKLY SCHEDULE

OVERNIGHT PROGRAMS

SUNDAY

1:00	Staff Meeting at the Day Camp Pavilion, E-team Meeting at the Casa
2:00	Unit meetings in designated areas
2:30-4:30	Gate opens, Campers Arrive-Check-in.
4:00-7:30	Sunday Rotations- Orientation, name games, cabin photos, swim tests
6:00/6:45	Dinner
7:45	Line up for Opening Campfire
8:00	Opening Campfire-Introductions, songs, skits
9:00	Spirit, Mind and Body Ceremony
10:00	Lights Out

MONDAY - FRIDAY

7:15	Early Morning Activity (Optional)
8:00	Wake-Up
8:15/9:00	Breakfast and Cabin Clean Up
9:15/10:00	Morning Activities
12:30/1:15	Lunch
1:30/2:15	Afternoon Activities
5:00/5:45	Dinner
6:30	Choice Activities/Evening Activities
8:00	Evening Program
9:00-10:30	Get ready for bed/Embers/lights out
12:00	Staff Curfew

SATURDAY

7:00	Wake-Up/ Finish packing
7:15/8:00	Breakfast
8:30-9:30	Gate Opens, Camper Check-out
9:30-10:00	Cabin and Unit Clean Up
10:00	Staff Meeting at the Day Camp Pavilion

DAY CAMP PROGRAM

MONDAY-FRIDAY

8:30	Staff meeting at the Day Camp Pavilion
8:45-9:15	Gate Open, Check-in
9:30	Morning Meeting
10:00	Morning Activities
12:30	Lunch
1:00	Afternoon Activities
3:30	Closing Meeting at the tree line
3:45-4:15	Gate opens, Camper Check-out
4:15-4:30	Counselor Daily Duties

SCHEDULE GRID

	Monday			Tuesday			Wednesday			Thursday			Friday		
	Morning	Afternoon	Evening	Morning	Afternoon	Evening	Morning	Afternoon	Evening	Morning	Afternoon	Evening	Morning	Afternoon	Evening
LV	Valley	Ropes	MNM	Valley Clubs	Lake	Theme Program	Valley Clubs	Lake	Evening Program	Valley	Ropes	Evening Program	Valley Clubs	Lake	
Red	Ropes	Valley Clubs	Theme Program	Lake	Valley	Evening Program	Valley Clubs	Lake	Capture the Flag	Ropes	Valley Clubs		Lake	Ropes	
Yellow	Valley Clubs	Lake		Valley Clubs	Ropes		Valley Clubs	Lake		Valley	Lake	Party	Valley Clubs	Ropes	Lake
LIT	Lake	Valley Clubs	Evening Program	Ropes	Valley		Lake	Valley Clubs	LIT/Crew Dodgeball	Ropes	Valley Clubs		Ropes	Valley	Valley Clubs
Crew	Crew Choice	Crew Choice	Lake	Valley	Valley	Theme Program	Crew Choice	Ropes		Valley	Ropes		Valley	Valley	Crew Choice
Day	Clubs/Valley	Clubs/Valley		Valley/Lake	Valley/Lake		Clubs/Valley	Clubs/Valley		Valley/Lake	Clubs/Valley		Valley/Lake	Valley/Lake	Valley/Rope

STAFF CHECK-IN PROCEDURES

OVERNIGHT CAMP CHECK-IN (SUNDAY)

Sundays set the tone for the week for everyone- camper's parents, counselors. It is your opportunity to make a strong initial connection with each camper, to make a good impression on the parents, to set the expectations for the week, and to begin fostering group cohesion and friendships.

On Sundays, all staff should wear their camp uniform, which includes their navy staff shirt, khaki bottoms, and name tag. Cabins should be clean on Saturdays, but counselors will need to check their cabin to make sure it is prepared for a new group of campers, including floors swept, nothing under mattresses, empty garbage can with bag, and no lost and found.

Leadership staff will have a meeting at 12:00pm each Sunday at the Welcome Center.

All staff must be present and on time to the staff meetings on the Sunday of each session. The meeting is at 1:00pm and is held at the day camp pavilion. The meeting for e-teamers is at 1:00pm and is held at the Casa. Staff should have their cabin ready and staff uniform on when they come to the meeting. After the all staff meeting, each unit will do their own meeting to prepare for the week. The Director of Camping must approve any exceptions.

Camper check in is completed drive through style. The gate will open at 2:30pm, which means all staff will need to be at their assigned job no later than this time. Sunday job assignments will be provided at the staff meeting. Roles may include being a car counselor who is responsible for talking to the parents and checking the camper in, assisting in transporting campers and their belongings to their assigned cabin, a cabin role helping to get the campers settled and connected with their cabinmates, assisting with directions and parking, and leading check in activities.

All cars will enter camp through the main entrance. A team of check in counselors and nurses will be stationed at the stop sign. They will direct cars to the proper location for their camper's cabin. Families will check in all medication with the nurse in this check in line. Counselors at the cabin should verify all medication (including over the counter and vitamins) have been checked in. If a camper has an epi pen or inhaler, the transporter will give that to the counselor to put in the cabin backpack. All cars will exit camp through the valley exit road.

Check in will end at 4:30pm. Any campers who need to be checked in after that time will do so at the Welcome Center.

UNEXPECTED ABSENCES

After check in is complete, the Director of Camping will review the attendance list and will contact all campers families who did not check in and verify if they will be attending camp.

WHEN CAMPERS ARRIVE TO THE CABIN

It is important to help campers feel welcomed from the moment they enter camp. As campers enter the cabin, greet them using WESTI

W- Warm Smile

E- Eye Contact

S- Shake their hands (ask them their name)

T- Tell them how you feel (I am excited for you to be here)

I- Introduce them to someone else

Allow the camper to pick their bunk and help them get settled. Remember their parents will not be there to support this process, so you will need to oversee making sure their beds are made, luggage is organized, and they have everything they need.

As campers finish getting settled, help them connect to their cabinmates by introducing them to one another and getting the conversation started. Have an activity ready to go while they check in. Examples include making a bunk sign, playing circle games, and playing get to know you games. Make sure whatever activity you pick, it is something where all campers can be involved.

SUNDAY ROTATIONS

At 4:30, all cabins will begin to follow the Sunday rotation schedule, which will include cabin time to do introductions and go over cabin expectations, Orientation with the Unit Director where they will go over important information for the week and review the behavior expectations and anti-bullying contract, lice check, swim test and cabin photos.

DAY CAMP CHECK-IN (MONDAY-FRIDAY)

Check in sets the tone for the week for everyone- camper's parents, counselors. It is your opportunity to make a strong initial connection with each camper, to make a good impression on the parents, to set the expectations for the week, and to begin fostering group cohesion and friendships.

On Mondays, all staff should wear their camp uniform, which includes their navy staff shirt, khaki bottoms, and name tag.

All staff must be present and on time to the staff meetings on the Monday of each session. The meeting is at 8:15am and is held at the day camp pavilion. Staff should have the day camp area ready and staff uniform on when they come to the meeting. The day camp coordinator must approve any exceptions.

Camper check-in is completed drive through style. The gate will open at 8:45am, which means all staff will need to be at their assigned job no later than this time. Job assignments will be provided at the staff meeting. Roles may include being a car counselor who is responsible for talking to the parents and checking the camper in, assisting in transporting campers to the day camp pavilion, a huddle role helping to get the campers settled and connected with their group and leading check in activities.

All cars will enter camp through the main entrance. Families will drive through the staff parking lot towards the dodgeball court to create a loop. Staff will check campers in using the camp brain attendance platform. If a camper has an epi pen or inhaler, the transporter will give that to the counselor to put in the cabin backpack. All cars will exit camp through the main entrance.

Check in will end at 9:15am. Any campers who need to be checked in after that time will do so at the Welcome Center.

UNEXPECTED ABSENCES

After check in is complete, the Day Camp Coordinator will review the attendance list and will contact all campers families who did not check in and verify if they will be attending camp.

WHEN CAMPERS ARRIVE TO THEIR HUDDLE

It is important to help campers feel welcomed from the moment they enter camp. As campers enter your group greet them using WESTI

- W- Warm Smile
- E- Eye Contact
- S- Shake their hands (ask them their name)
- T- Tell them how you feel (I am excited for you to be here)
- I- Introduce them to someone else

Help the campers connect to the other campers in their group by introducing them to one another and getting the conversation started. Have an activity ready to go while they check in.

CREATING CABIN/HUDDLE COMMUNITY

During the cabin time block or prior to the morning meeting, your group will need to cover the following items:

INTRODUCTIONS

It can be intimidating for campers to start off with a name game in a large group. We want campers to be able to connect with their cabin/huddle mates in smaller groups first to allow them some time to adjust to the environment.

Each counselor should take a small group (approximately 4 campers) and do an activity in which the campers can begin to get to know each other. Examples can include tossing a ball around and answering a question each time you receive it, coloring while telling the group your top 3 favorite things, and having campers interview each other and then report back to the group about what they learned about the camper. For day camp, counselors can float between groups after directions are provided.

When having the campers introduce themselves, it is important to allow to introduce themselves how they want to. We will call campers by the name they wish to use that week. You can invite campers to introduce themselves with their pronouns, however you need to make it known that this is optional. We do not want to put campers in a situation where they feel like they have to out themselves, especially when they are just getting to know the people in their group.

After the campers have taken some time to connect, you can have them rotate into different groups, or bring them back together as one large group, do a quick round of introductions, and move into cabin/huddle expectations.

CABIN AND HUDDLE EXPECTATIONS

Adapted from Michael Brandwein

We know that people take better care of things they help create. To create our cabin expectations, we will use lots of questions so campers are more responsible for helping to create their own culture of positive expectations.

- What are good/positive things we want to feel when we are here?
- What do we want to feel like in our group? What kind of people do we want to be?
- What are some good things for us to do that will make sure that we have the kind of group we've talked about?
- What are some things we don't want people to do or say in our group?

Make sure to ask follow up questions as campers give their thoughts. Some good examples would be:

- Why would we want to do that?
- Why would that be a good/bad thing to do?
- What should be do if something like that happens?

After the conversation, the cabin should review the behavior expectations and anti-bullying contract. Take time to answer questions and clarify things as you go through each section. All campers and staff should sign this contract and it should be posted in the cabin to review as needed throughout the week.

BEHAVIOR EXPECTATIONS AND ANTI-BULLYING CONTRACT

As a member of Cabin/Huddle ____ Week ____, I understand that....

...I will take good care of myself. I will do my best. If I need help, feel bad, have a problem, or am sick, I will tell a staff person. If I have an idea, I will share it. I will participate in activities. I will be accountable for my own words and actions. I am a valuable part of making camp work for everyone.

...my cabin/huddle is my community and I should treat others the way they want to be treated. Every camper may not be my best friend, but I need to treat each person well. I will listen to my cabinmates and the staff, and give and receive feedback respectfully. I will stay with the group and always tell a counselor where I am going. I will ask for consent, which means always choosing to respect other's boundaries.

.... I have the opportunity to make friends with campers and staff from many different backgrounds. I will embrace different perspectives. We do not tolerate insults or poor treatment of others.

.... There will be consequences if I name call or use put downs, cuss or use inappropriate language, talk about inappropriate topics, use the N word or other derogatory terms, wrestle, hit, punch, slap, fight, steal, touch others inappropriately or unwantingly including other peoples private parts, exclude others or bully.

....Reporting incidents either anonymously or directly to my counselor is not tattling but is helping someone in my community get out of danger and into a safe place. Everyone in my group deserves to have a great week at camp and I should help anyone in my community who is not having a good time because of another person.

.... If there is someone or something keeping me from having a good time, I will tell my counselor.

OTHER IMPORTANT INFORMATION TO REVIEW

- Rule of 3- No two people may be alone together in a place that cannot be observed by others. One counselor always needs to be a part of the group of 3. Campers are always to stay with their group and must always tell a counselor where they are going.
- Consent- Always ask for consent and never just assume it is given. No means no.
- Privacy- We want to respect each other's privacy at camp. That means only one person per bathroom/shower stall or changing pod (no looking under/over other people's stalls), changing only in the bathroom or changing pod, and only one person per bed (overnight camp).
- Emergencies- It is unlikely that an emergency will happen this week, but we want to be prepared. If there is an emergency situation, you need to stay with the group and listen to the counselor, who is trained in what to do in that type of situation.
- Bathroom at night (overnight camp)- If you need to go to the bathroom during the middle of the night, you can wake up any counselor and they will take you and a third person to the bathroom.
- If something or someone is keeping you from having a good time, tell a counselor. Counselors are here to help you- homesickness, hard times with other campers, and other emotions are going to come up this week, so it is important that you tell a counselor how you are feeling so they can help you.
- Schedule review- go over the basic schedule for the week so campers know what they get to do this week.

MORNING ROUTINES

Each morning, counselors are responsible for getting their campers up and ready for the day. Counselors should make sure campers put on a new pair of clothes appropriate for the morning activities, apply sunscreen, brush their teeth, brush their hair, clean up their bunk area, and have everything together for the morning activities.

MORNING CLEANING RESPONSIBILITIES

It's everyone's responsibility to keep camp looking neat and clean! Daily cabin and camp clean-up areas instill need for responsibility in all campers. It allows the campers to feel a sense of ownership towards Camp Ernst. Every morning, time will be allotted for campers to tidy their cabin and a pre-assigned area of camp. First meal cabins will do cabin clean up after breakfast and second meal cabins will do cabin clean up before breakfast. Cabin cleanliness will be rated each day and high scoring cabins will be rewarded.

DAILY CLEANING CHECKLIST

Before morning activities, the cabin as a group must clean in the following areas:

- All clothes, shoes and personal belongings organized in campers bins or bags
- Sweep floors and make sure things are in their proper place
- Beds made
- Clear the dry line of any dry items.
- Cabins with bathrooms floors are clear of clothes, paper towels personal items removed etc.
- Trash picked up around cabin

ADOPTED AREA

Each morning, cabins are responsible to cleaning their adoptive area. This means picking up litter, collecting lost and found and taking it to the dining hall and returning program supplies to the proper location.

UP THE HILL

- A- A and B porch area
- B- Memorial
- C- C and D porch area
- D- West Field
- E- E and F porch area
- F- Parking lot
- G- East Field
- H- G and H porch
- I- Grassy Knoll
- J- In front of the Loft
- K- Pit
- L- Loft Sport Court
- M- Behind the loft
- N- In front of Leadership bathhouse
- O- Around Lakeview Pool
- P- In front of Longhouse
- Q- Behind the Longhouse
- R- Field by Volleyball Court
- S- Crew Pav
- T- Crew Pav
- U- Around Yurts

VALLEY

- 1- RUG parking lot area
- 2- Center Campus
- 3- Outside Wallace Lodge
- 4- Around the Gaga Pit
- 5- Outside RUG bathhouse
- 6- Outside Pool fence
- 7- Shade Tree
- 8- Center Campus
- 9- Outside Valley Boys Bathhouse
- 10-Gaga
- 11-Play Pen
- 12-Campfire Ring
- 13-Rec Hall
- 14-Around the Rec Hall
- 15-Hillside by sport court
- 16-Outside YUG bathhouse
- 17-Behind the dining hall
- 18-Wills Deck area
- 19-Memorial
- 20-Temple of the Trees

CIRCLES

RESTORATIVE PRACTICES

What are restorative practices?

Restorative practices are an emerging social science that studies how to strengthen relationships between individuals as well as social connections within communities.

What is a circle?

A circle process that facilitates meaningful conversation through rounds of questions and discussions. Circles are about building a community where we take others' perspective and understand the impact of our choices.

During the week, you should utilize circles as a way to build cabin community, have intentional check ins about how things are going, and help to problems solve issues that might arise.

TYPES OF CIRCLES

CHECK IN CIRCLES

The goal is to check in with how campers are doing, build a connection between cabin members and disseminate information to the group.

Each counselor in the cabin should lead a check in circle with their group each day. These can be done on the memorial while you wait for a meal, while your cabin waits their turn at an activity, when your group has some downtime, or it feels like there is a need for a group check in. Depending on the age and group, campers can take turns leading check in circles. Younger campers can pick the question for the check in circle.

Examples of questions that can be used during a check in circle:

- What are you excited about for the day?
- Weather Check- describe your mood using the weather
- Rank your day so far. What could help make it better?
- What is something you are proud of?
- What's one thing that brings you energy and joy?
- What is one interest of yours that others in this group might not know about?
- What is one thing you are grateful for today?
- Give a shout out to yourself and a shout out to someone on the team.
- Share one best thing and one hard thing that happened
- What is something that you want to remember or remind yourself about today?

EMBERS CIRCLES

Embers circles happen at the end of the day after campers have gotten ready for bed. The goal of an embers circle is to reflect on the day and create community. Counselors should help set the tone by creating a space that is appropriate for a more reflective setting.

Boundaries need to be set prior to embers conversations. While we are working to create a community of trust, some conversation topics are not meant to be shared in a group setting (details on mental health struggles, past traumatic experiences, details in relationships, etc). Instead, you can invite campers to talk with a counselor or

leader if they need someone to talk to. If you are interested in doing an embers activity that is not listed, it must be approved by your unit leader first. If a camper brings up something of concern during an embers circle, please pause the conversation, thank the camper for being willing to share, and have them talk with a counselor away from the group.

EMBER ACTIVITY OPTIONS

BANDANA DEVOTION

The bandanna devotion is where you cut the bandana into strips and talk about cabin unity. The bandana as a whole represents the cabin group. But, the cabin is made up of individuals, which is represented in the strips the bandana is torn into. Without each individual, the bandana cannot be made whole. Just like the cabin – each person plays a valuable role in making the cabin special and unique. The bandanas can be worn as bracelets the rest of the week and it's something that they can identify with. It creates a sense of belonging and togetherness. It can also be used to talk about overall attitudes and how they should treat each other as cabin mates.

BUDDY-PAIR-UP

Assign buddies from different groups of friends to write notes to each other. Ask them to find out information about their new friend and then challenge them throughout the week by asking them questions at random times.

CABIN BUCKET LIST

The cabin will come up with a list of things they want to try to accomplish as a group this week. Make sure the items are all realistic.

CARDS

Spread out a deck of cards in the middle of the floor and assign a question to each card. Go around the circle letting campers draw the card and asking them the assigned question until every card is gone. The campers start to notice what they have in common with each other which helps to build community, they also learn fun facts about their cabin mates which they might not have learned otherwise.

GLOWING BALLOON

Break a glow stick and put it in a balloon that is blown up and then turn off the lights and tell campers that they can only speak when they are holding the balloon. Ask them a question about their favorite part of camp, or about any type of memory. Pass around the same balloon (or another) with a permanent marker about half way through the week and ask the campers to write down their favorite part of camp-- I usually ask, "If you could take a picture of yourself doing something at camp and send it home on the front of a post card, what would the picture be of?" It's cool to keep the balloon around so they can look at it, and great for writing post cards at the end of the week if you take notes during the devotion.

LINK CHAIN

Make a link chain throughout the week-- or even throughout the summer. Ask campers to write down their favorite memory from the day, or their favorite color, or favorite song, etc. and build a link chain. Staple the strips into circles and add links by looping the next circle through the previous. Keep the chain around so that the campers can look at its progress throughout the week.

MANDALA

Pass out one picture to each camper of mandalas or any picture that you can color in. Give each camper a marker or two and tell them to write their name on their sheet of paper. They color their paper for any amount of time that the counselor sees fit (could be 2 minutes or even 30 seconds) once the time is up pass it to the person next to you and keep doing it till you get back to your paper. Then you talk about how you may imagine what the final picture might look like and how it strayed from that. Talk about how even though we are all different we can come together to create a piece of art.

PUZZLE (submitted by George Gadd)

Each camper is given several pieces to a puzzle and the cabin must put it together without speaking. Use the puzzle to represent the cabin – each person is an equal and important part of the cabin, and if one is missing the cabin is incomplete. Leave the puzzle intact for the week as a representation of the cabin family.

RATE THE DAY

Have campers rate the day on a scale of 1-10. Have them explain why they rated it as they did. For fun you can average the score and have a cabin “Rate the Day.” If the cabin has a low score – discuss ways that everyone can work to make the next day better. This can also be done anonymously with note cards. Be sure to debrief as a cabin if people have common negatives. Focus on the awesome parts of your cabin, too!

ROSE, THORN, BUD

Each camper is given the opportunity to share. It is important to make sure they are sharing their reflections from their week at camp.

- Rose- a highlight, success, or something positive from the week so far
- Thorn- a challenge or something you can use support with this week
- Bud- new ideas or something you are looking forward to knowing or understanding more

TAP SOMEONE

Create a list of positive qualities. All the campers sit around with eyes closed and each one takes a turn naming a positive quality and tapping the camper in the room who has fulfilled that during the week (counselors must make sure everyone gets tapped!) Examples: Tap someone who has shared, Tap someone who has been helpful, Tap someone who is encouraging, Tap someone who has been nice to you, Tap someone who is a new friend, Tap someone who makes you happy.

WEB (YARN) CONNECTION

Have the campers sit in a circle. One person starts with a roll of yarn. They will hold on to the end of the yarn and then pass the yarn to someone in the cabin group and say an affirmation about that camper. That camper will then pass on the yarn to the next person, until everyone is holding a piece of yarn and creating a web. Talk about how everyone in the group is connected. Talk about what happens if one person is down (can demonstrate by asking everyone to stand and one person sit down) and how it impacts the group. Talk about how we can support each other. At the end, you can cut the yarn to make bracelets for everyone in the group.

QUESTION DEVOTION (UNIT LEADER OR CAMPER SPECIALIST NEED TO BE PRESENT)

Allow the campers to write down questions that they want to ask the counselor about. Set the expectation of what appropriate questions would be to ask (such as..... What is high school like? How do I make new friends if I am going to a new school? How do I navigate a fight between my friends?) Spend time thoughtfully answering the questions. If a question is inappropriate, do not read or answer it.

CONFLICT CIRCLES

A conflict circle gets called when there is a conflict that someone, a person directly involved or a concerned friend, thinks warrants a more facilitated conversation. All circles, use the same basic agreements as a foundation for the discussion.

We ask that all campers and staff talk through conflict when it comes up. But we don't force people to work through stuff right away. It can be really painful and ineffective to talk about conflict if you are still fuming or

stuck in the need to prove the other person wrong. It's ok to circle back around, just as long as eventually we come together to sort out what happened in an effort to learn and reestablish trust.

What happens in a conflict circle:

- Round 1: Each person shares what happened from their perspective and how they see the conflict
- Round 2: Each person shares how they're feeling as a result of conflict
- Round 3: Each person shares a need they have moving forward
- Round 4: Agreements are made

Helpful questions for restorative conversation:

- What happened?
- What were you thinking about during the time of the incident?
- What have you thought about since?
- Who has been affected by what happened and how?
- What about this has been the hardest for you?

Role of participant in a circle:

- Follow circle agreements:
 - One Mic: everyone gets a chance to talk, don't talk over one another
 - Keep things confidential and trust each other
 - Ask for what you need
 - Choice: You can't force someone to be in a circle
- Role of facilitator in a circle (staff member)
 - Outline circle agreements and interrupt members of circles if they're not following agreements
 - Start rounds with opening questions
- When communicating:
 - Speak from your perspective
 - Don't hold back; be vulnerable and honest
 - Say what you mean but don't say it mean

SCHEDULE NOTES FOR THE WEEK

FOLLOWING YOUR SCHEDULE

Each Sunday at your Unit Meeting (and Monday for Day Camp), your Unit Director will provide you with a schedule for the week. This will include off times, rotation schedules, evening program plans, and additional duties.

EXAMPLE LAKEVIEW ROTATION SCHEDULE				
Monday Morning Valley				
	A/C	B/D	E/G	F/H
9:15	Pool	Marksmanship	Rec Hall	Pool
10:15	Sport Court	Pool	Hike	Rec Hall
11:15	Marksmanship	Sport Court	Pool	Hike
Monday Afternoon Ropes				
	A/C	B/D	E/G	F/H
1:30	Ground School	Sports and Games	Team Building	Hike
2:30	Discovery Course	Ground School	Skill Toys	Team Building
3:30	Sports and Games	Discovery Course	Hike	Skill Toys
Tuesday Morning Valley				
	A/C	B/D	E/G	F/H
9:15	Club Sign Ups			
9:40	Club Block 1			
10:40	Cabin Check and Reorganize			
10:50	Club Block 2			
11:50	Cabin Check and Wrap Up			
Tuesday Afternoon Lake				
	A/C	B/D	E/G	F/H
1:30	Lake	Corcl Cove	Pool	Petting Zoo
2:30	Pool	Lake	Petting Zoo	Pool
3:30	Corcl Cove	Pool	Lake	Lake
Wednesday Morning Valley				
	A/C	B/D	E/G	F/H
9:15	Rec Hall	Pool	Pool	Crafts/Candles
10:15	Hike	Rec Hall	Nature	Pool
11:15	Pool	Hike	Crafts/Candles	Nature

- Each cabin will rotate with another cabin. This is a great opportunity to get to know other counselors and campers outside of their own cabin. You will rotate with the same cabin majority of the week, so make sure you take time at the beginning of the week doing some introductions.
- Counselors are expected to follow the schedule. Any changes in the schedule must be approved by the Unit Director. Counselors may not skip rotations or have campers vote on if they want to go to a rotation or not.
- Before leaving a rotation, it is the counselor's responsibility to make sure the area is clean and all camper have all belongings.
- The field commander will be walking around the activity area to offer support to cabins and check in with how things are going.

COUNSELOR DUTIES ON SCHEDULES

BATHROOM DUTY

The counselors assigned to bathroom duty are to supervise the bathroom while campers get ready for bed. The counselors should be standing in the doorway of the bathroom and actively supervising. They must stay in the bathroom until all campers are finished or 10pm. After 10pm, cabins are responsible for providing their own bathroom supervision.

NEIGHBORHOOD WATCH

Each unit will have one staff person assigned to neighborhood watch for each of their cabin areas at night. The staff assigned to this duty will float between cabins to assist cabin duty counselors as needed, such as helping with bathroom trips and supervision, watching a cabin while a counselor works with a homesick camper, taking a camper to the nurse, etc.

NIGHT MEDS

The counselor assigned to night meds will gather the campers in their unit who have night time meds and go to the designated location where the nurse will have all medication. The counselor is also responsible for making sure all campers get back to their cabin.

- Lakeview Med Location: Lakeview Dining Hall
- LIT Med Location: The Pit
- Crew Med Location: The Crew Pavilion
- Valley Med Location: The Rec Hall

RANCH WALKING

The counselors assigned to ranch walking will walk all campers who need to get to/from the barn at the designated time. Ranch walkers should make sure all campers are dressed appropriately before going to the barn. It is important that campers are on time for the ranch, so please communicate with your field commander if you are running late or need additional help.

TRASH DUTY

The counselors assigned to trash duty are responsible for making sure all outside trash cans in their unit area have been emptied, bags are replaced, and raccoon locks are on.

CHOICE ACTIVITIES

On select nights after dinner, campers will get to participate in choice activities. Counselors will lead activities for campers, who will get to pick which activities they want to participate in. Counselors should base their activities off of camper interest. If a counselor needs special supplies for their choice activity, they need to work with their Unit Director to make sure the items are ready. During this time, staff may also be assigned to field commanding and bathroom duty. Campers may switch between activities, but field commanders should assist in campers transitioning to activity to activity. Counselors will sign up at the meal time for which activity they are leading.

Choice Activity Examples

- Archery Tournament
- Soccer game
- Improv Games
- Homemade Paper Making
- Stomp Rockets
- Skill Toys
- Knockout Tournament
- Giant Bubble Making
- Ukulele Lessons
- Ultimate Creek Hike
- Gaga Tournament
- Wacky Science
- Karaoke
- Talent Show
- Jazzercise
- Outdoor cooking
- Yoga
- Pool Par
- Slacklining

CLUBS

During activity rotations, units will have a block called club time. Club options will be decided on Sunday evening of the week. Some activities will be led by activity staff while others will be led by counselors. Each unit will go through two club periods in each activity block. Campers will stay at the same club for the entire hour. After a cabin check, campers will get to pick a second club (or they could go back to the same one). Clubs are done in the valley. Activities cannot interrupt other Valley Rotations (pool, sport court, marksmanship, crafts/candles, nature, and Rec Hall)

Club Examples

- Mountain Biking
- Fishing
- Dance Club
- Soccer Club
- Drama Club
- STEM Club
- Music Club
- Newspaper
- Mindfulness Club
- Art Club
- Nature Club
- Fitness Club

SHOWER TIME

In the evening all cabins will be assigned a shower time. Showers will be split between early and late shifts. Cabins assigned early showers will do so during the choice activity block. Cabins assigned late showers will do so after the evening program. After the designated cabins are finished with the late showers, other campers may shower if requested. Some campers may also prefer to shower in the morning. Campers need to have the daily opportunity to shower. Each cabin is responsible for their own bathroom duty during this time. A counselor will be assigned to bathroom duty for campers who are just using the restroom and/or brushing teeth. Our expectation is that each camper takes at least 2 showers a week.

BED TIME ROUTINES

After evening programs are finished, campers will start to get ready for bed time. Counselors should set the tone for having campers start to settle down and get prepared for sleep. Counselors should ensure that each camper has brushed their teeth, changed into bedtime clothes, and has used the restroom.

Once all campers are ready, cabins should complete an embers circle (see pages 94-96).

After the embers circle is complete, campers should start to get settled in their beds. Remind campers that they should wake up a counselor if they need something in the night (bathroom, not feeling well, homesick, etc). Once campers are all settled, counselors should go through a bedtime routine which may include reading a story, singing campers to sleep, or playing soft music. All counselors should stay in the cabin until majority of the campers are asleep. The counselor on cabin duty must remain inside the cabin the entire night.

Estimated bed time by unit:

- Lakeview- 9:30pm
- Valley- 10:00pm
- LITs and Crew- 10:30pm

CAMP ACTIVITIES

ARTS AND CRAFTS AND CANDLE MAKING

Located at the Art Decko, campers learn to use their creativity as they complete art projects and candle making.

WHAT CAMPEPRS NEED:

Activity leaders provide all supplies. Campers do not need to bring anything to this activity.

STAFF EXPECTATIONS:

Supervise actively. Help the e-teamer without being distracting. Watch for kids who are not engaged/connected. Have a plan while campers wait their turn or finish projects. Make sure activity is cleaned up and all camper belongings are accounted for before heading to the next activity.

RULES

- Listen and follow directions
- Use materials only as intended.
- With counselor's help get out only what supplies are needed for your project.
- Clean up after yourself before leaving for the next activity

CORCL COVE

Located next to the lakefront, learn to improve a sense of self and confidence during supervised free choice time.

WHAT CAMPEPRS NEED:

Swimsuit, towel, sunscreen. All safety equipment is provided.

STAFF EXPECTATIONS:

Supervise actively. Watch for kids who are not engaged/connected. Have a plan while campers wait their turn. Make sure activity is cleaned up and all camper belongings are accounted for before heading to the next activity.

RULES

- Listen and follow directions
- Follow all archery rules at archery
- Follow all lake rules at corcls
- Only one person per hammock
- Clean up after yourself before leaving for the next activity

DOUBLE DISCO AND LOW ROPES

Located near the Day Camp Pavilion, campers increase a sense of personal confidence and mutual support and ability to work with a group.

WHAT CAMPEPRS NEED:

Closed-toe shoes. All safety equipment is provided.

STAFF EXPECTATIONS:

Supervise actively. Help the ropes specialists and e-teamers without being distracting. Watch for kids who are not engaged/connected. Have a plan while campers wait their turn. One counselor from each group should be on the double disco and the other counselor should be on the group supervising campers. Make sure activity is cleaned up and all camper belongings are accounted for before heading to the next activity.

RULES

- Listen and follow directions
- Wear sturdy, closed-toe shoes
- Wear harness and helmet, sized properly for the disco course
- Know and obey all commands.
- Stay clear of element operating area
- Clean up after yourself before leaving for the next activity

FISHING

Located at The Bend, campers gain appreciation of the natural world and learn how to responsibly fish.

WHAT CAMPERS NEED:

Activity leaders provide all supplies. Campers do not need to bring anything to this activity.

STAFF EXPECTATIONS:

Supervise actively. Help the e-teamer without being distracting. Watch for kids who are not engaged/connected. Have a plan while campers wait their turn. The e-teamer is responsible for running the activity and the counselors are responsible for managing all campers. Make sure activity is cleaned up and all camper belongings are accounted for before heading to the next activity.

RULES

- Listen and follow directions
- Use fishing tools only as intended
- The e-teamer or counselor will help take all fish off of hooks
- Clean up after yourself before leaving for the next activity

HORSEBACK RIDING

Located up the hill, campers develop a sense of confidence and accomplishment through riding and handling horses.

WHAT CAMPERS NEED:

Long pants, closed toe shoes. All safety equipment is provided.

STAFF EXPECTATIONS:

Supervise actively. Watch for kids who are not engaged/connected. Have a plan while campers wait their turn. Make sure activity is cleaned up and all camper belongings are accounted for before heading to the next activity.

RULES

- No Running, yelling, or shouting around the barn or the horses
- Dress Appropriately- Riders must be in long pants and sturdy closed toed shoes in order to ride
- Do not feed the horses unless directed by staff
- Do not enter or open any stall unless directed by staff

- Only enter the petting zoo with a ranch staff member present.

RANCH CAMPER FREQUENTLY ASKED QUESTIONS

1. What will we do at ranch camp?

Campers will rotate between a variety of mounted and unmounted lessons. Campers will all have 30-45 minutes daily of "Horse Science" lessons which will cover things like grooming, saddling, breeds, vet care, and all of the other things that you cannot learn while riding. They will then spend roughly 30 minutes in the arena working on skills appropriate to their level. Some may be working on walking while others are working on maneuvers at the jog. They will round out their time with a trail ride. Some trails may be short, 15-30 minutes, while some will be 2 hours.

2. Why do I have to wear jeans?

Horseback riding is a rugged activity. Wearing long pants and closed toes shoes are the safest to wear when handling horses. Wearing shorts while riding will cause your legs to rub and chaffe and when on trail they do not give you protection from trees, bushes, shrubs and other obstacles that can be found on trail.

3. How do you match horses and riders?

Some riders need taller/shorter horses. Some may need horses that can carry heavier riders. They all also have their own temperaments and some are better suited for 1st time riders while others are better suited for those that have some previous riding experience. Horse's moods can change as well so sometimes those great beginner horses may need a more experienced rider that particular week. Staff takes all of these factors into consideration when assigning you your horse so that both you and your horse can have a successful week.

4. Do I have to go to Ranch Camp?

We are not going to force anyone to ride. However try to encourage them to at least give it a try on Monday and if they still don't like it then they don't have to come back up. Ranch Staff will take care of calling parents and dealing with refunds etc..... If they don't come on Monday and Tuesday they CANNOT come for the rest of the week. Monday and Tuesday are spent covering all of the basics and prepare for longer trail rides on Wednesday and Thursday. It is a safety hazard for them to join on those rides if they don't have the prior practice. Some kids would rather stay with their cabin on Fridays to participate in the unit/camp game. They don't have to come up Friday if they don't want to. Just please communicate with Ranch staff about those that are choosing not to participate on certain days.

LAKE

Located up the hill, campers are exposed to and gain new skills for a variety of waterfront activities and learn how to be safe on the water.

WHAT CAMPERS NEED:

Bathing suit, towel, sunscreen. All safety equipment is provided.

STAFF EXPECTATIONS:

Supervise actively (going out on boats with your campers, playing games in the swimming area, etc). Help the lifeguard without being distracting. Watch for kids who are not engaged/connected. Have a plan while campers wait their turn. Make sure activity is cleaned up and all camper belongings are accounted for before heading to the next activity.

RULES

- Listen and follow directions
- No boating or swimming unless a lifeguard is on duty
- All participants must wear a lifejacket in the water
- No horseplay on boats or swimming area
- No jumping or diving from the dock
- Clean up after yourself before leaving for the next activity

MARKSMANSHIP

Located near the sport court, campers work to improve their hand/eye coordination and self-confidence as they attempt to hit the target at archery and sling shots

WHAT CAMPEPRS NEED:

Activity leaders provide all supplies. Campers do not need to bring anything to this activity.

STAFF EXPECTATIONS:

Supervise actively. Help the e-teamer without being distracting. Watch for kids who are not engaged/connected. Have a plan while campers wait their turn. The e-teamer is responsible for running the activity and the counselors are responsible for managing all campers. Make sure activity is cleaned up and all camper belongings are accounted for before heading to the next activity.

RULES

- Obey all commands.
- Remain quiet on the firing line
- Only nock arrow or load sling shot when instructed to do so
- Only aim at the target
- Retrieve arrows or view targets only after instructed to do so
- When finished with your turn, move behind other shooters
- Treat equipment with respect
- Clean up after yourself before leaving for the next activity

MOUNTAIN BIKING

Located at the sport court, campers are exposed to and gain new skills and learn bicycle safety.

WHAT CAMPEPRS NEED:

Closed toe shoes. All safety equipment is provided.

STAFF EXPECTATIONS:

Supervise actively. Help the mountain bike leader without being distracting. Have a plan while campers wait their turn. Make sure activity is cleaned up and all camper belongings are accounted for before heading to the next activity.

RULES

- Listen and follow directions
- All riders must wear approved helmets.
- Only ride bikes on the main road, skills area, pump track, or mountain bike trails
- If horses or a car are encountered on the ride, stop and dismount the bike and remain still until they safely pass
- Clean up after yourself before leaving for the next activity

NATURE

Located at Salamander Dock, campers gain appreciation of the natural world by participating in activities like Nature, ecology, creek, hiking, and outdoor skills.

WHAT CAMPEPRS NEED:

Activity leaders provide all supplies. Campers do not need to bring anything to this activity.

STAFF EXPECTATIONS:

Supervise actively. Help the e-teamer without being distracting. Watch for kids who are not engaged/connected. Have a plan while campers wait their turn. The e-teamer is responsible for running the activity and the counselors are responsible for managing all campers. Make sure activity is cleaned up and all camper belongings are accounted for before heading to the next activity.

RULES

- Listen and follow directions
- Leave no trace- close gates, drop no trash, do not unnecessarily disturb nature, do not take creatures out of their habitat
- If going in Gunpowder creek, a lifeguard and lifejackets are required
- Stay out of creeks after significant rain
- Clean up after yourself before leaving for the next activity

OPEN CABIN TIME

Location is determined by the cabin counselor. Campers get to learn teamwork and decision making as they plan their activity for this time block.

WHAT CAMPEERS NEED:

All safety equipment is provided.

STAFF EXPECTATIONS:

Counselors will work with their cabin group to determine the activity they will do during this block. Cabins may not go to an activity area that is scheduled for another cabin. Cabins should choose an activity outside of their cabin.

Supervise actively. Watch for kids who are not engaged/connected. Have a plan while campers wait their turn. Make sure activity is cleaned up and all camper belongings are accounted for before heading to the next activity.

RULES

- Listen and follow directions
- Use equipment only as intended
- Clean up after yourself before leaving for the next activity.

PETTING ZOO

Located by the barn, campers gain appreciation of the natural world and learn how to interact with farm animals.

WHAT CAMPEERS NEED:

All safety equipment is provided.

STAFF EXPECTATIONS:

Supervise actively. Watch for kids who are not engaged/connected. Have a plan while campers wait their turn. Make sure activity is cleaned up and all camper belongings are accounted for before heading to the next activity.

RULES

- Do not enter the petting zoo without permission from the barn staff.
- Use rules for consent- only pet animals that approach you. Do not chase, crowd, or encourage aggression.
- Do not feed the animals unless directed by barn staff.

POOL/SWIMMING

Located near center campus and the Yurts, campers learn to improve a sense of self and confidence during supervised water time.

WHAT CAMEPRS NEED:

Bathing suit, towel, sunscreen, swimband from the swimtest

STAFF EXPECTATIONS:

Supervise actively (swimming with campers or engaging with those who do not wish to swim). Help the lifeguards without being distracting. Watch for kids who are not engaged/connected. Have a plan while campers wait their turn. Make sure activity is cleaned up and all camper belongings are accounted for before heading to the next activity.

RULES

- Listen and follow directions
- All campers under the age of 16 must complete a swim test before entering the pool
- Running, horseplay, pushing, dunking, excessive splashing, riding on shoulders/back, and tossing others is prohibited
- No diving. No flips or backward diving.
- Clean up after yourself before leaving for the next activity

SKILL TOYS

Located next to the dodgeball court, campers have the opportunity to learn or improve a new skills while practicing patience and perseverance.

WHAT CAMEPRS NEED:

Activity leaders provide all supplies. Campers do not need to bring anything to this activity.

STAFF EXPECTATIONS:

Supervise actively. Help the e-teamer without being distracting. Watch for kids who are not engaged/connected. Have a plan while campers wait their turn. The e-teamer is responsible for running the activity and the counselors are responsible for managing all campers. Make sure activity is cleaned up and all camper belongings are accounted for before heading to the next activity.

RULES

- Listen and follow directions
- Use equipment only as intended.
- With counselor's help get out only what supplies are needed
- Clean up after yourself before leaving for the next activity

SPORTS AND GAMES/SPORT COURT

Located in the valley (sports and games and sport court) and up the hill (LIT sport court), campers have the opportunity to learn or improve a new recreational skill while practicing patience and teamwork.

WHAT CAMEPRS NEED:

Activity leaders provide all supplies. Campers do not need to bring anything to this activity.

STAFF EXPECTATIONS:

Supervise actively. Help the e-teamer without being distracting. Watch for kids who are not engaged/connected. Have a plan while campers wait their turn. The e-teamer is responsible for running the activity and the counselors are responsible for managing all campers. Make sure activity is cleaned up and all camper belongings are accounted for before heading to the next activity.

RULES

- Listen and follow directions
- Use equipment only as intended.
- With counselor's help get out only what supplies are needed
- Clean up after yourself before leaving for the next activity

ZEN DEN

Located in Wallace Lodge, campers have the opportunity to engage in independent decision making with close supervision and support

WHAT CAMPEERS NEED:

Activity leaders provide all supplies. Campers do not need to bring anything to this activity.

STAFF EXPECTATIONS:

Supervise actively. Watch for kids who are not engaged/connected. Have a plan while campers wait their turn. Make sure activity is cleaned up and all camper belongings are accounted for before heading to the next activity.

RULES

- Listen and follow directions
- Use equipment only as intended.
- With counselor's help get out only what supplies are needed
- Clean up after yourself before leaving for the next activity

MENU AND DINING HALL PROCEDURES

OVERNIGHT CAMP

The dining hall is a special place at Camp Ernst. Meals are an integral part of the Camp program. Meals at camp are filled with conversation, music, dance parties, and fun. Meals are most enjoyable when the guidelines below are followed:

- The kitchen area is off-limits to all non-kitchen staff, except with the Food Service Director's permission. This is their work area so please respect it.
- Cabins who have campers with special dietary needs to send one counselor to the kitchen 10 minutes before the meal to make sure their food is prepared for the meal.
- Cabins should wait at the memorial before each meal. The leadership staff will call cabins in to the dining hall to help avoid lines inside. Please have campers wash hands prior to gathering for the meal.
- One counselor from each cabin should head into the dining hall prior to the start of the meal to make sure their table has everything they need for the meal and to help campers find where to sit. There should always be a minimum of one staff per table.
- Please make sure all campers have shoes on when entering the dining hall. Campers should change out of all wet clothing prior to entering the dining hall.
- All meals are served buffet line style. Crew members will serve the main meal from the serving line. Campers and staff will also have access to the salad bar and alternatives table at each meal.
- Please make sure campers are spread out at the table (most cabins will have two tables for their group). Counselors should sit during the meal and spread out at the table so there is a counselor at both ends and middle if possible. Counselors should pay attention to what campers are eating and assist them in getting enough food each meal.
- Table clean-up will be facilitated by the counselors. To avoid causing a traffic jam, counselors should have campers collect all the plates together, cups together, forks, and pitchers and select one camper to take each pile to the bins. Each cabin is responsible for wiping down their table and benches before leaving the dining hall.
- Please do not take any tableware or kitchen supplies out of the dining hall.

DAY CAMP

- Day camp will eat their lunch at the Day Camp Pavilion. Campers should wash their hands prior to sitting down for lunch.
- Day camp campers pack their lunch each day. They will not have access to a microwave or refrigerator. Please make sure lunches are organized in the huddle's bin and kept under the pavilion in the shade.
- Staff will each get a 30 minute lunch break. Staff can pack their lunch, or if their lunch break matches a lunch time, they may eat at the dining hall.
- At the end of lunch, table clean-up will be facilitated by the counselors. Please make sure all garbage is put into the trash can. Make sure tables are wiped clean and lunch boxes are placed back in the huddle bin.

DIETARY NEEDS

We are able to accommodate different dietary needs, including peanut/tree nut allergies, gluten allergies, dairy intolerance, and vegetarian and vegan diets. While YMCA Camp Ernst staff works closely with families and staff regarding accommodation of food allergies, please note that ours is not a peanut-free or gluten facility and, thus, the possibility of exposure does still exist.

Campers and staff with dietary needs should complete the dietary form prior to the week so the kitchen staff are able to prepare the correct food.

You will be notified if you have a camper in your cabin with a special diet. You may need to report to the dining hall early to make sure your camper's food is ready/prepared.



COMMUNICATION ABOUT MEALS

The kitchen team works hard to make sure campers and staff are provided the right quality and quantity of food. Please make sure you are communicated with the Food Service Director or Director of Camping about any issues. Often times, we don't know there is a problem unless someone tells us. Please communicate any issues with food quantities, temperature issues, dietary issues, general appearance of dining hall and food, etc.

EVENING PROGRAMS

BINGO

BINGO

DESCRIPTION: (RAINY DAY PROGRAM): Each cabin or camper is provided a traditional bingo sheet. The leader will call a number and if the campers has that number on their board, they can cover it. The goal is to get a classic bingo (straight line or diagonal)

SINGO

DESCRIPTION: (RAINY DAY PROGRAM) Each cabin is provided a bingo sheet that has songs listed in each square. The leader will play a song and if the campers have the song on their board, they can cover it. The goal is to get a classic bingo (straight line or diagonal)

BANANA BONANZA

DESCRIPTION: Each cabin is given a banana and has 2 minutes to use the provided materials to protect it the best they can. Cabins will move through stations as they complete challenges with their banana (examples: take your banana down the waterslide, play baseball with your banana, see how far you can throw your banana). The cabin who has the banana in the best shape at the end of the game gets to smash a banana on their counselors head.

CAPTURE THE FLAG

BOMBARDIER:

DESCRIPTION: instead of capturing a flag, plastic balls are thrown into a ten foot diameter target on the ground.

CLASSIC VERSION:

DESCRIPTION: two or more teams each have a flag (or other markers) and the objective is to capture the other team's flag, located at the team's "base", and bring it safely back to their own base.

FOUR BY FOUR:

DESCRIPTION: same rules but with 4 teams instead of 2.

WATER WORLD:

DESCRIPTION: cups of water are carried from water source to fill a bucket in enemy territory.

CHAOS

DESCRIPTION: Each cabin is a team and led by their counselor. A selected member of the cabin rolls the dice and the number rolled is the station the team goes to. After getting to the station they must complete the task and then return to the scorekeepers to roll the dice again. If they roll the same number they must repeat the station, which can happen up to 3 times. A cabin can "challenge out" of returning to a station for the 3rd time by doing something strange and wonderful. The goal is to complete all stations first

CLUE

DESCRIPTION: In the same vein as the popular board game "CLUE," this program sends the participants on a hunt for the right answers to any of the following possible categories: Who, Crime, Where, Witness, Getaway Vehicle, Weapon, Sentencing Judge, Prison Locale, Accomplice, Time of day, motive, justification. Cabins are allowed to ask three yes or no questions. If they guess right, they can move on to the next station. If they guess wrong, they must go to another station before returning back to ask an additional 3 yes or no questions.

FAMILY FEUD

DESCRIPTION: (RAINY DAY PROGRAM) Earlier in the day, campers will complete a survey which will be a list of favorite things. This survey will be tabulated and the highest scoring object, or most favorite in each category, will be asked. Each cabin will submit an answer and if they guess correctly will receive points.

GOLD RUSH

DESCRIPTION: Cabins go on a search for gold throughout the camp. Some will just be on the ground, while others campers can complete tasks to earn gold. The cabin wants to end up with the most amount of gold by the end of the game, but they need to be careful because there are robbers running around trying to take their gold. Cabins can deposit their money into the bank at any point in the game.

GREAT RACE

DESCRIPTION: The Great Race is a giant all-cabin relay race. Each camper will be given a leg of the race to complete. The goal is to be the first cabin to complete all legs of the relay race first.

LOST BATTALION

DESCRIPTION: Cabins go on a search for counselors hidden throughout camp who are offering Ernst dollars for groups who complete a task or challenge. The cabin wants to end up with the most amount of money by the end of the game, but they need to be careful because there are robbers running around trying to take their Ernst bucks. Cabins can run their money through the water gauntlet to put it in the bank to keep it safe from the robbers, however, only the dry money can be deposited.

MINUTE TO WIN IT

DESCRIPTION: (RAINY DAY PROGRAM): Each cabin is a team. The leader will announce a challenge, and each cabin will select a camper to represent their team in the challenge (examples- sort all of the m&ms by color, get a cookie from your forehead to your mouth without using your hands, be the first to wrap your partner with the toilet paper roll).

MONDAY NIGHT MADNESS

DESCRIPTION: Campers play a series of fast paced quick games (examples: parachutes, ant tag, puzzle game, ships and sailors).

OLYMPICS/REGATTA

DESCRIPTION: Each cabin is a team and given a list of events ahead of time. The counselors assign each member of the cabin to an event. Events can be land or water based.

QUEST

DESCRIPTION: Cabins begin with the location of their first station. From there, cabins will complete tasks in order to receive a clue that will help them find the next location. First group through all the locations wins.

SCAVENGER HUNT

CLASSIC VERSION

DESCRIPTION: Cabins will have one hour to collect as many miscellaneous objects and information on the list. Each item is worth a certain amount of points. Cabin groups must stay together during this activity.

DUTCH AUCTION

DESCRIPTION: (RAINY DAY PROGRAM) Campers fill their pillow case or bag with items from their belongings that they think might be on the leaders list (example: blue toothbrush, a camp shirt, a water bottle). Cabins will earn points for each item they have on the list.

HUMAN DUTCH AUCTION

DESCRIPTION: (RAINY DAY PROGRAM) Similar to the Dutch Auction, only "items" are human tricks and talents (example: someone who can make a clover with their tongue, camper with the best joke, person with the smelliest feet). Cabins will earn points for each item they have on the list.

TALENT NIGHT

CLASSIC VERSION

DESCRIPTION: (RAINY DAY PROGRAM) Each cabin has an allotted amount of time to come up with an act for the talent show (examples: perform a skit, sing a song, tell jokes, etc). Once the time is up, cabins will gather and perform for the whole unit.

MOCK ROCK:

DESCRIPTION: (RAINY DAY PROGRAM) Each cabin is assigned a song and must come up with a dance/performance within the given time frame. Once the time is up, cabins will gather and perform for the whole unit.

TRIVIA

DESCRIPTION: (RAINY DAY PROGRAM) Each cabin is a team. The leaders will ask questions in a series of rounds. Campers will work together to come up with an answer. At the end of the game, the cabin with the most points wins.

WEATHER IMPACT ON PROGRAMS

RAIN PROCEDURES

In an outdoor environment, changing weather is to be expected. During periods where rain is moving through the area and no other conditions exist, such as lightning, thunder, or other severe weather, the following procedures will be followed:

- If a unit is at an activity area and it starts to rain, the field commander and activity leader will radio the office for a radar report and a plan will be made.
- During periods of light rain where it is not uncomfortable for participants to remain outside program will continue as normal. Participants that are waiting to participate in an activity that is without cover may seek cover in the immediate area as long as it does not interfere with program execution.
- During periods of sustained heavy rain where participants are uncomfortable remaining in the out-of-doors, programming will be moved indoors until the weather has cleared. Unit leaders and activity leaders will communicate if cabins/huddles should remain in the activity area or if they should head back to their cabins.

LIGHTNING PROCEDURES

In the event of lightning or thunder all campers and staff should be removed from all outdoor activities and should seek cover in appropriately sheltered areas. Activities may resume approximately 30 minutes after the last time thunder or when administrative staff have notified you that it is safe to move. Administrative staff will monitor each situation and determine the best course of action pertaining to participant travel to and from areas. In some situations, administration may elect to transport participants in camp vehicle to ensure their safety.

RAINY DAY PLANS

DAILY ACITIVITIES:

Recommended Rainy Day Spaces

- Lake: Lakeview Lodge, the Pit Crew pavilion
- Double Disco: Day Camp Pavilion
- Valley: Old Barn, Wallace Lodge, Rec Hall, Will's deck, Dining Hall

E-teamers will assist cabins assigned to their activity area. Activity leaders and Field Commanders will communicate the location and what help is needed. Activity leaders should assist the field commander in the rainy day activity supervision.

Some rainy day plans may call for "cabin time." Each cabin counselor is responsible for having activities ready for their own cabin in this situation. If supplies are needed for the activity, counselors should communicate with their field commander.

Field Commanders should have group rainy day plans organized at the beginning of the week. Field commanders should communicate with other units to claim rainy day spaces. Rainy day plans should never include movies or other forms of electronics (other than playing music).

If the rainy day activity requires using of one of the dining halls:

- The Field commander should inform the crew leader by 9:15am/1:30pm if they want dining hall broken down

- Crew must be finished with Dining Hall floor and room must be broken down by 9:45am/2pm
- Dining rooms must be vacated by 11:45/4:15pm for meal set-up.

EVENING ACTIVITIES:

Sundays: Opening Campfire and SMB:

- Eli will decide by 7:45 if the campfire will be indoor, outdoor, or outdoor and delayed.
- Field commanders will communicate the decision with staff.
- If indoor, Valley will report to the Old Barn led by Eli. If weather permits LITs and Crew to walk to the valley, they will also report to the Old Barn at 8pm. If weather does not permit LITs to walk to the Valley, they will do their own campfire led by the LIT leaders in the PIT. Crew leaders will lead their own campfire at the Crew Pavilion. Lakeview leaders will lead a campfire in the Lakeview Dining Hall.
- If weather permits, E-teamers will assist their assigned cabin for the week. If weather does not permit them to travel, they should report to the Casa.

Monday-Wednesday: Evening Activities and Programs

- Field Commanders are responsible for creating plan A and plan B. Field commanders will communicate with counselors no later than 15 minutes prior to the start time.
- If weather permits, E-teamers will assist their assigned cabin for the week. If weather does not permit them to travel, they should report to the Casa.

Thursday: Camp Party

- Eli will decide by 7:10 if the party will be indoor, outdoor, or outdoor and delayed (always assume the party will be outside)
- Field commanders will communicate the decision with staff.
- If an indoor party is required, Valley will report to the Old Barn, Lakeview will report to the Lakeview Dining Hall, LITs will report to the Pit, and Crew will report to the Crew Pavilion.
- Field commanders are responsible to organizing music, party snacks, and party supervision plans.
- If weather permits, E-teamers will assist their assigned cabin for the week. If weather does not permit them to travel, they should report to the Casa.

Friday: Unit Awards and Closing Campfire:

- Awards ceremonies: ULs decide by 6:30 and delegate communication
 - LIT-Under Loft
 - Lakeview-Lobby
 - Red-Old Barn
 - Yellow-Valley Dining Hall
- Eli will decide by 8:30 if the campfire will be indoor, outdoor, or outdoor and delayed.
- Field commanders will communicate the decision with staff.
- If indoor, Valley will report to the Old Barn led by Eli, Lakeview will report to the Lakeview Dining Hall led by the Lakeview leaders, LITs will report to the pit led by the LIT leaders, and Crew will report to the Crew Pavilion led by the crew leaders.
- If weather permits, E-teamers will assist their assigned cabin for the week. If weather does not permit them to travel, they should report to the Casa.

END OF WEEK CLEANING CHECKLIST

On Friday, each cabin is scheduled time to pack up. It is important that campers have all of their belongings organized in their bin/bag, the clotheslines have been cleared, lost and found items are claimed, and the cabin is clean. 90% of the packing should be completed on Friday. Saturday morning, all cabins will wake up at 7am to finish the remaining things, including neatly packing up bedding, putting an remaining items in bags/bins, final touches for making the cabin clean, and double checking their adoptive area.

END OF WEEK CHECK OUT FORM

Cabin: _____

	Shopvac all bed wells, under mattresses, etc
	Wipe down both sides of each mattress with Virex
	Sweep cabin, especially under each bed
	Take down signs/other items off the wall
	Put up all flaps, straighten curtains
	Take all items off of the clothes line
	Collect all lost and found and return to dining hall (label if you know who it belongs to)
	Sweep porch/lobby area
	Mop cabin and lobby (Lakeview only, other cabins as needed)
	Pick up garbage around cabin
	Clean assigned adoptive area
	Move picnic tables to original location
	Clean your bed area in your cabin
	Clean out the cabin backpack and have it ready for the next counselor
	Take garbage to dumpster and put in new liner
	All paperwork is turned in to Unit Leader for the week
	Ask unit leader what other jobs need to be completed.

*This form must be completed, turned in to your unit leader, and cabin checked before you may leave Saturday.

Counselors Signature _____

Unit Leaders Signature _____

STAFF CHECKOUT PROCEDURES

OVERNIGHT CHECK-OUT (SATURDAY)

On Saturdays, all staff should wear their camp uniform, which includes their navy staff shirt, khaki bottoms, and name tag.

Cabin Counselors are responsible for getting their cabins in order and ready for check out on Friday. All cabins will wake up at 7am on Saturday to finish packing the campers bedding and belongings and getting the cabin in order for family arrival. Staff should make sure camper's belongings are organized and properly packed, staff beds are made, floor and porch swept, trash collected and emptied, flaps neatly rolled, clothesline cleared, and adoptive areas are clean.

Breakfast on Saturdays is early to accommodate the pickup time. Lakeview and Red Unit will eat Breakfast at 7:15am and Yellow Unit and LITs will eat breakfast at 8:00am.

For camper check-out, parents will park in the area of their camper's cabin and walk to the cabin to sign their camper out. The gate will open at 8:30am, which means all staff will need to be at their assigned job no later than

this time. All cars will enter camp through the main entrance. A team of check in counselors and nurses will be at stop sign. They will direct cars to the proper location for their camper's cabin.

Counselors should have an organized activity prepared for their cabin group during check out time. One counselor will be responsible for doing the checkout sheet, and all other counselors can be with the campers. Checkout time goes fast and there are a lot of moving parts, so make sure that you are keeping track of all of your campers.

When families arrive, counselors should greet them using the WESTI technique, introduce themselves, and ask which camper they are picking up. The counselor doing sign out will verify that the person picking up the camper is on the approved pick up list provided on the sign-out sheet and have them sign the camper out. If a person is not listed, the counselor should contact the unit Director so they can contact the family to verify if this is approved. Counselors should inform the family of how the week went, including highlights for the camper and any issues that may have occurred during the week. Counselors will also give any medication, including epi-pens and inhalers, to the family at this time.

Cars can exit both through the main entrance and the valley exit road. Checkout will end at 9:30am. Unit Directors will call families of any campers not yet picked up at this time to get an ETA. Any campers who have not been picked up will be brought to the Welcome Center with their belongings and will be checked out from there.

After checkout, counselors should follow the Saturday Checkout Form and make sure all tasks are complete. If staff are working the following session and need to move cabins, they can do so after their cabin is done. Staff should contact their Unit Director to verify that all tasks have been completed and to turn in their check out sheet.

All staff will report to the Day Camp Pavilion at 10am for a closing meeting each week. E-team will report to the Casa at 9:30am for a closing meeting each week. The Director of Camping must approve any exceptions. Staff are permitted to leave after the meeting as long as their cabins have been checked out by the Unit Director. Any remaining tasks must be completed before leaving camp property.

Unit leaders will turn in checkout sheets, Saturday check out forms, paperwork, and any other documentation to the Director of Camping's office and lost and found to the Welcome Center basement after all cabins and unit spaces and been checked and before leaving.

DAY CAMP CHECK-OUT (MONDAY-FRIDAY)

At the end of each day, counselors are responsible for getting their huddles in order and ready for check out. Counselors should make sure campers are dressed properly for check out, have all of their belongings they brought with them for the day, and the day camp space is clean.

Day camp will meet at the tree line by the dodgeball court at 3:30 for a short closing meeting.

All cars will enter camp through the main entrance. Families will drive through the staff parking lot towards the dodgeball court to create a loop. Staff will check campers out using the camp brain attendance platform. All cars will exit camp through the main entrance.

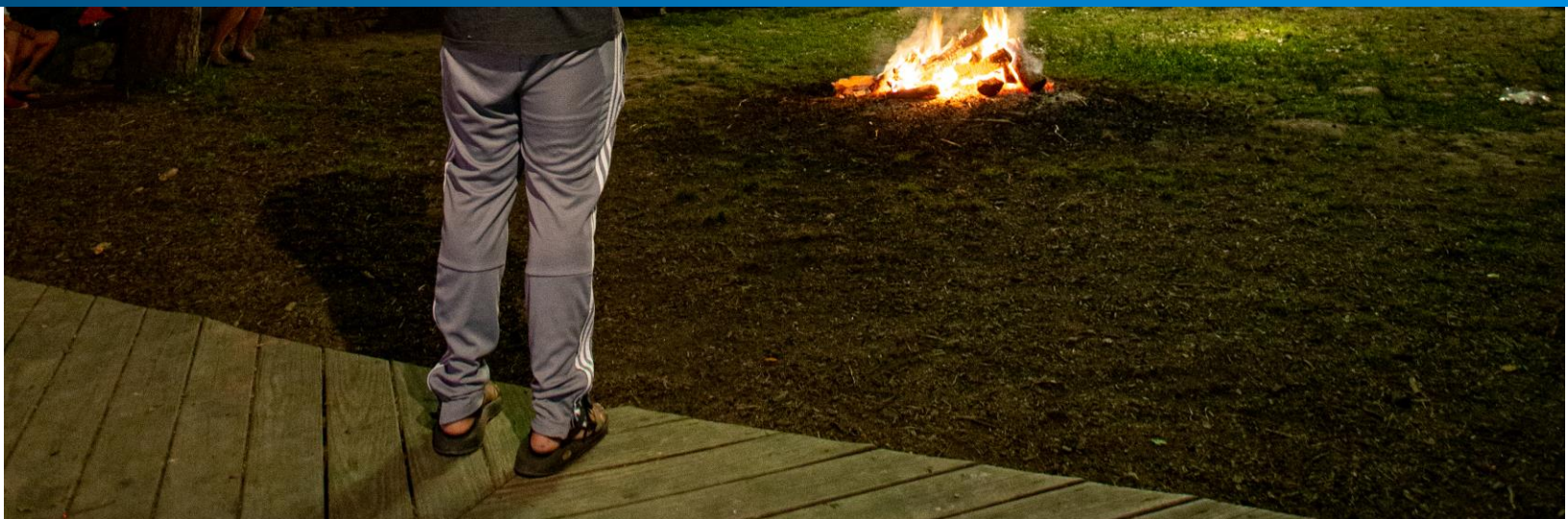
Counselors should have an organized activity prepared for their group during check out time. Checkout time goes fast and there are a lot of moving parts, so make sure that you are keeping track of all of your campers. The leadership team will run the camper checkout. One person will walkie which camper they need and verify authorized pickup, and one person will be at the dodgeball court entrance organizing campers.

Checkout will end at 4:15pm. Unit Directors will call families of any campers not yet picked up at this time to get an ETA. Any campers who have not been picked up will be brought to the Welcome Center with their belongings and will be checked out from there.

Once all campers of a huddle are picked up, the counselor can start their daily duties. At 4:20, staff will meet for a short debrief meeting. The Day Camp Coordinator or Specialist dismiss staff after the meeting as long as all duties are completed.



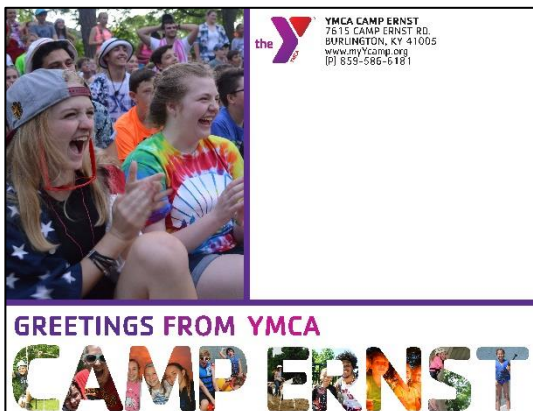
PAPERWORK AND AWARDS



POSTCARDS

CAMPER POSTCARD HOME

Each camper will have an opportunity to write a postcard home to their families on Tuesday of each week. The goal of this postcard is for parents to hear from their campers and let their families know about their week of camp so far. Some campers may need additional support when writing their postcard. Please follow these guidelines when campers are writing their postcard:



Some campers may need additional support when writing their postcard. Please follow these guidelines when campers are writing their postcard:

- Make sure the postcard is written in a legible color
- Campers should try to highlight something during their week
- All postcards will be sent to the family, even if it mentions a negative experience. Counselors should inform the Unit Director of any concerns prior to sending them
- Postcards need to be turned in to the unit director no later than Tuesday dinner

COUNSELOR POSTCARD

Each camper will receive a postcard from their counselor in the late fall/early winter. While we do not send the cards until that time, counselors will write these during the summer. The goal of the postcard is to remind each camper of the fun they had during their week of camp. Please follow these guidelines when writing your postcard:



- No two counselor postcards should be identical in content
- The postcard must be written in a legible color and script
- Postcards should include a highlight or memory of the week for that specific camper
- Postcards should not include any made up stories/untrue events, lies, or putdowns
- Postcards need to be turned into the unit director no later than Thursday at 11pm
- Any postcards that do not meet these standards must be rewritten by the counselor

Examples of good counselor postcards:

Sam,
Hey, how is your school year going? I am studying and wishing summer would hurry up and get here. Remember how much fun we had on the double disco? I was so proud that you challenged yourself on the second level, you were so brave! Hope you will come back to camp again next year, but until then, have a great school year!
From, Counselor signature

Hi Sarah,
How have you been since summer? I'm sure you are having fun at school. I have been thinking a lot about camp recently and I miss it so much. I remembered our dance party we had on Friday night and your awesome moves! It

Examples of birthday cards:

Hey Ava,
Happy Birthday! I hope your day is out of this world!
Ernst Love, Counselor Signature

Kevin,
Happy Birthday! You are one in a melon! Hope you have the best day!
From, Counselor Signature

CABIN CERTIFICATES

Each camper will receive a certificate at Unit Awards on Friday. Typically counselors choose a theme for their cabin awards and each camper gets an award within that theme. It is important that the award is something the

campers can identify with. The purpose of cabin awards is to recognize campers for their strengths and individuality.

Some examples include:

Superheroes:

Spiderman – For leading our cabin through the spider-web and teaching us teamwork

Superman – For soaring to great heights and conquering your fears on the ropes course

Incredible Hulk – For showing incredible strength of character and perseverance this week

Items you bring to camp:

Sun block – For being a protector in the cabin and keeping us from harm

Fan – For being a breath of fresh air and being all around cool

Suitcase – For holding all of us together and being a friend of everyone

Candy:

3 Musketeers – To 3 friends who really live out the motto “All for one and one for all!”

Snickers – For somebody who always keeps us laughing and lifts our spirits

Skittles – For always seeing the rainbow and being optimistic and encouraging

YMCAs logo

YMCA CAMP ERNST
AND LARRY THE LLAMA PRESENT...

THIS AWARD:

TO:

BECAUSE:

DATE: PROGRAM DIRECTOR:

COUNSELORS: CAMP DIRECTOR:

Icons: Sun, Frog, Star, Tree, Leaf, U, Flame, Arrow, Canoe, Tree, Llama, Bow

YMCAs logo

YMCA CAMP ERNST
AND MANGLE MOOSE PRESENT...

THIS AWARD:

TO:

BECAUSE:

DATE: PROGRAM DIRECTOR:

COUNSELORS: CAMP DIRECTOR:

Icons: Sun, Frog, Star, Tree, Leaf, U, Flame, Arrow, Canoe, Tree, Moose, Bow

YMCAs logo

YMCA CAMP ERNST
AND ERNEST EAGLE PRESENT...

THIS AWARD:

TO:

BECAUSE:

DATE: PROGRAM DIRECTOR:

COUNSELORS: CAMP DIRECTOR:

Icons: Sun, Frog, Star, Tree, Leaf, U, Flame, Arrow, Canoe, Tree, Eagle, Bow

Please follow these guidelines when writing your postcard:

- The certificate must be written in a legible color and script
- Be sure that your awards are personal and meaningful. Do not give a camper an award that can be interpreted in a negative way
- If you choose a theme, it needs to be camper appropriate and something they can connect with now
- Cabin certificates need to be turned into the unit director no later than Thursday at 11pm

MONDAY UPDATES

On Mondays, counselors will complete the Monday Update Form, which will be emailed to families Monday night. The purpose of this is to have an intentional touch point for families and help ease some worries they might have about their child.



The form is titled "GREETINGS FROM CABIN:" and features the YMCA Camp Ernst logo. It includes a section for "Check out some of the cool things your campers have done so far:" with ten horizontal lines. Below that is a section for "So far this week, our cabin:" with three horizontal lines, and another for "Our cabin is looking forward to:" with three horizontal lines. At the bottom, it says "We will see you at Check-Out on Saturday at 9am!"

Please follow these guidelines when writing your postcard:

- The form must be written in a legible color and script (do not use light color markers). Needs to be written either with a pen or marker.
- The counselor should use the cabin list to write each camper's name on a line. Counselors should double check that all campers' names are on the form. If a camper goes by a nickname, please also add in parenthesis their name on the cabin list.
- Please make sure inside jokes are not included or things that might need an explanation.
- The update is meant to highlight something the camper has enjoyed so far this week. Please do not make up things for campers, these are sent to parents and they will ask their camper about it when they come home.
- Monday Update forms need to be turned in no later than Monday at dinner.

AWARDS

ALUMNI AWARDS

Campers who have been coming to camp for 3 or more summers will be recognized with an alumni award at Unit Awards.

CAMPER OF THE YEAR

Nominated by staff at the end of the summer, these are standout campers who made an impact at camp and have demonstrated the best of the character qualities and a true love for camp. Campers receive a plaque and their name is added to the Camper of Year plaque in the Lakeview dining hall.

GOOD DEAD BEADS

Awarded to someone caught in the act of doing something good for someone else during the week. Each cabin will receive two good dead beads to be give out at Unit Awards each week.

VICTORY AWARD/WINNERS CUP/CAMPER OF THE DAY

Rotating trophies presented at lunch for a camper who needs a lift or overcame something difficult. Counselors will nominate campers each day to their unit leadership team.

CAMPER OF THE WEEK

Awarded to a day camper who was a standout for the week and demonstrated the best of the character qualities. Counselors will nominate campers and it will be announced at the closing meeting on Friday.

LEADERSHIP MEDAL

Counselors select LIT campers to recognize them for their outstanding leadership skills displayed throughout the week. This medal is presented at Unit Awards on Friday.

LAKEVIEW LEGEND

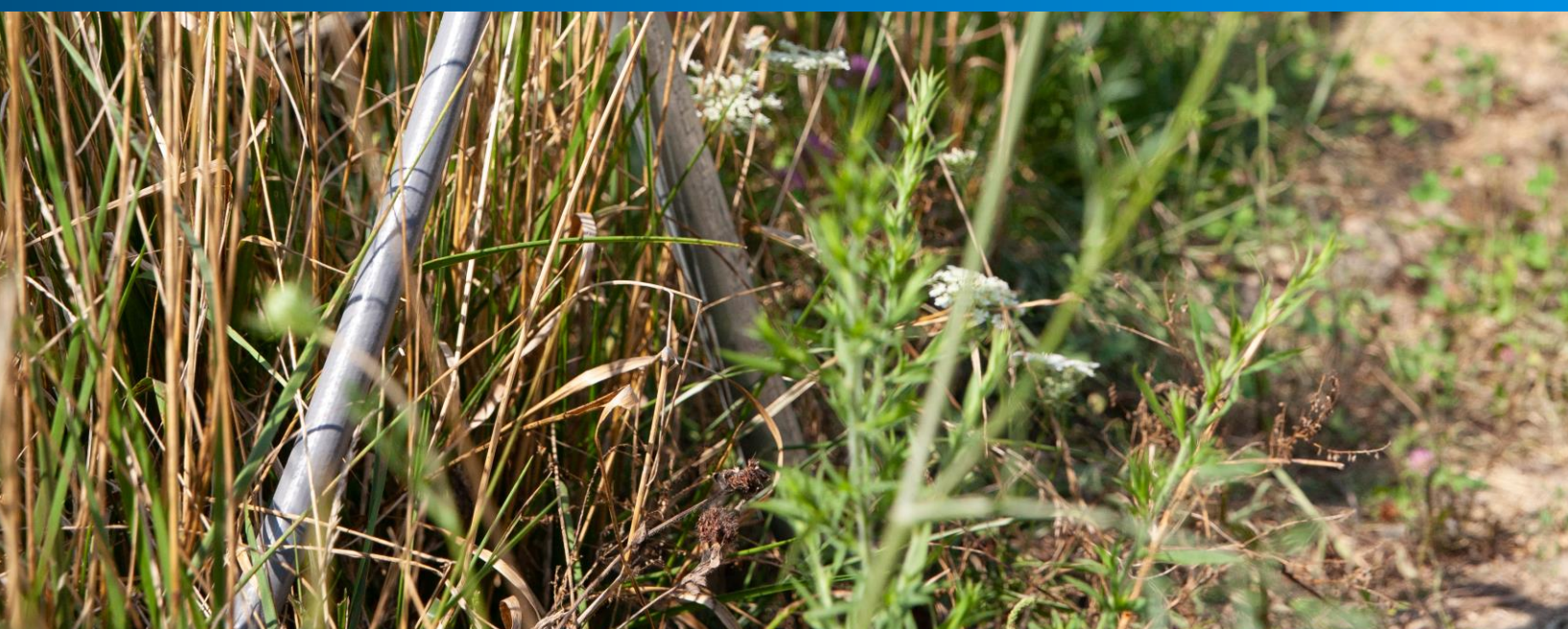
Counselors select Lakeview campers to recognize them for showing exceptional character qualities through the week. This medal is presented at Unit Awards on Friday.

HONOR CAMPER

Counselors select campers to recognize them for showing exceptional character qualities through the week. Honor Camper isn't an award that is given to the fastest camper or the one who is the funniest, rather it is given to camper who makes the most out of their time for camp and helps other campers do the same. There is an honor camper in everyone, and it is important to remember that being an honor camper doesn't mean you are perfect. Campers receive the award at Unit Time on Friday and are recognized at the closing campfire. Campers receive a tin cup with their name engraved on it that they get to take home and also have their name engraved on a cup in the Valley Dining Hall.



STAFF RESOURCES



STAFF PACKING LIST

	Bedding- sheets, pillow, sleeping bag or comforter
	T-shirt and/or tank tops (make sure all shirts are appropriate (no alcohol. Tobacco, etc)
	Shorts and jeans
	Sweatpants and Sweatshirt for cold mornings/evenings
	Raincoat
	Socks and Underwear
	2 pairs of gym shoes
	1 pair of sandals
	Swimsuit and beach towel
	Pajamas
	Bath towel and wash cloth
	Toiletries- tooth brush, tooth paste, comb/brush, deodorant, shampoo, conditioner, body wash, shower shoes
	Sunscreen
	Water bottle
	Hat or sunglasses
	Watch
	Bag for dirty laundry
	Backpack/Fanny pack

OPTIONAL

	Theme outfit for opening campfire
	One nice outfit if you want to dress up for closing campfire
	Bug spray
	Fan
	Notebook and pen
	Camping Chair
	Chargers/Battery Pack
	Portable speaker
	Cabin decorations
	Games or activities for downtime
	Letter writing materials
	Rain boots
	Snacks
	Flashlight
	Baby wipes

DO NOT PACK

	Matches, fireworks, explosives
	Knives or weapons
	Alcohol, tobacco products, illegal drugs, vaping paraphernalia or intoxicants
	Game devices
	Extension cords (prohibited by the Fire Department unless equipped with a surge protector
	Valuables/expensive items

CAMPER FREQUENTLY ASKED QUESTIONS

SUPERVISION

How many staff members are employed during the summer?

In addition to the Administrative Staff, there are more than 150 summer staff members each week. Grace Barnes, Eli and Cam Cochran, David Chambers, Megan Gierhart, Bryan McIntyre and 2 nurses are all adults who live at camp during the summer.

What is the process for recruiting and hiring staff?

More than 80% of our staff were campers at Camp Ernst. The summer staff is recruited: from past campers and staff, staff contacts, from area and national colleges and high schools, and international counselor programs. Prospective staff must complete an application, provide references and be interviewed. Applicants 18 and older must pass a criminal record check.

What type of training is required of employees?

There is one week of staff training prior to the camp season with continual in-service training throughout the summer and year-round.

How many campers live in a cabin and what direct supervision is provided?

There are 10-12 campers per cabin with two cabin counselors. The cabin counselors participate with campers in the various activities during the day, eat with them and sleep in the same cabin.

What is the camp policy on discipline?

Our discipline plan is designed to help children develop self-control and assume responsibility for their actions and impact. We are guided by our core values of honesty, caring, responsibility, and respect. Clear, age-appropriate rules and limits are established at camp. As in any group activity, inappropriate behavior by one or two children can challenge the experience for the entire group. Staff will approach typical, day-to-day behavior issues using acceptable techniques and approaches, such as: redirecting campers, rewarding positive behavior, encouraging campers to use "I" statements and talk about their feelings, role modeling on how to speak and interact with campers in a positive manner, and implementing time out when appropriate.

PROGRAM

What is the typical schedule; what to do in rainy or exceptionally hot weather?

Please see the weekly schedule of activities in the camp brochure. In the event of inclement weather, we make use of our indoor facilities and have alternative activities. Storm shelters are used when necessary. When it is exceptionally hot, campers are encouraged to drink water and swim. Other activities may be toned down as necessary.

How many scheduled interactions are there between girls and boys?

Boys' and girls' cabins are separated. However, boys and girls participate together in activities throughout the day.

Can a camper ride horses even if they are not in the ranch program?

Yes. There are opportunities during the week to ride in the ring if they choose and weather permits.

What is the ratio of lifeguards to campers when the pools and lake are in use?

We adhere to the YMCA standard which calls for 1 guard for every 25 swimmers.

What religious activities are the campers required to attend?

There is a Spirit, Mind, and Body ceremony relating to the YMCA triangle on opening night and campers dealing with character. We also celebrate Christmas in July during the session containing July 25.

HEALTH AND SAFETY**What type of medical examination is required before a child may attend camp?**

Each camper must provide a YMCA Camp Ernst Health Form (which does NOT require a doctor's signature.) A general health screening will be conducted during check-in.

Is there a Camp Nurse?

Yes. There is a licensed nurse on duty at all times. The nurse or health care assistant will handle all medications (prescription & non-prescription), minor illnesses and injuries. Parents will be notified at the discretion of the nurse: Basically, if there is a significant health problem, a continuing fever of 101+, or if camper needs treatment beyond our health center. In the event of an emergency, St. Elizabeth Hospital in Florence is only 10 minutes away.

How are the meals planned?

The meals are planned and prepared by cooks. Food allergies and the likes and dislikes of campers are considered and we provide an alternative table with salads, vegetables & fruits.

What happens if an unauthorized person shows up at camp?

There are "No Trespassing" signs at each entrance of Camp Ernst. The staff is trained to approach strangers (including parents—since there is no way of knowing at that time) and direct them to the office. If necessary, the police are called.

What do you do to ensure safety?

Activities are designed with safety features. Staff are trained in risk management. We are accredited by the American Camp Association, the standard of the industry, for safety practices.

GENERAL**How is mail handled?**

We encourage both campers and parents to write. Mail is distributed after supper. Please remember to put camper's name, cabin number, and week number on letters and packages. Our address is: 7615 Camp Ernst Rd, Burlington, KY 41005

What is the policy regarding phone calls?

Campers do not have access to telephones. A staff member will initiate a call when appropriate with the help of a unit leader or camper specialist. If a camper needs to be reached in an emergency, the camp office will make the necessary arrangements. Cell phones are not permitted.

What is the camp procedure regarding homesickness?

Counselors are trained to watch for warning signs and to keep the camper engaged in the camp program and cabin group. Counselors will acknowledge that everyone gets a little homesick sometimes and remind the camper about their new friends and what activity they get to do next. They will also ask if there is something or someone

keeping them from having a good time. In some cases, the parents will be notified and can assist in developing a strategy to help the camper.

Are campers allowed to bring cell phones, tablets, e-readers or other electronic items?

No. Such items can be easily lost or damaged. This includes iPods, digital cameras, Kindles, iPads, cell phones, video cameras, fitness trackers, smart watches, and personal gaming units.

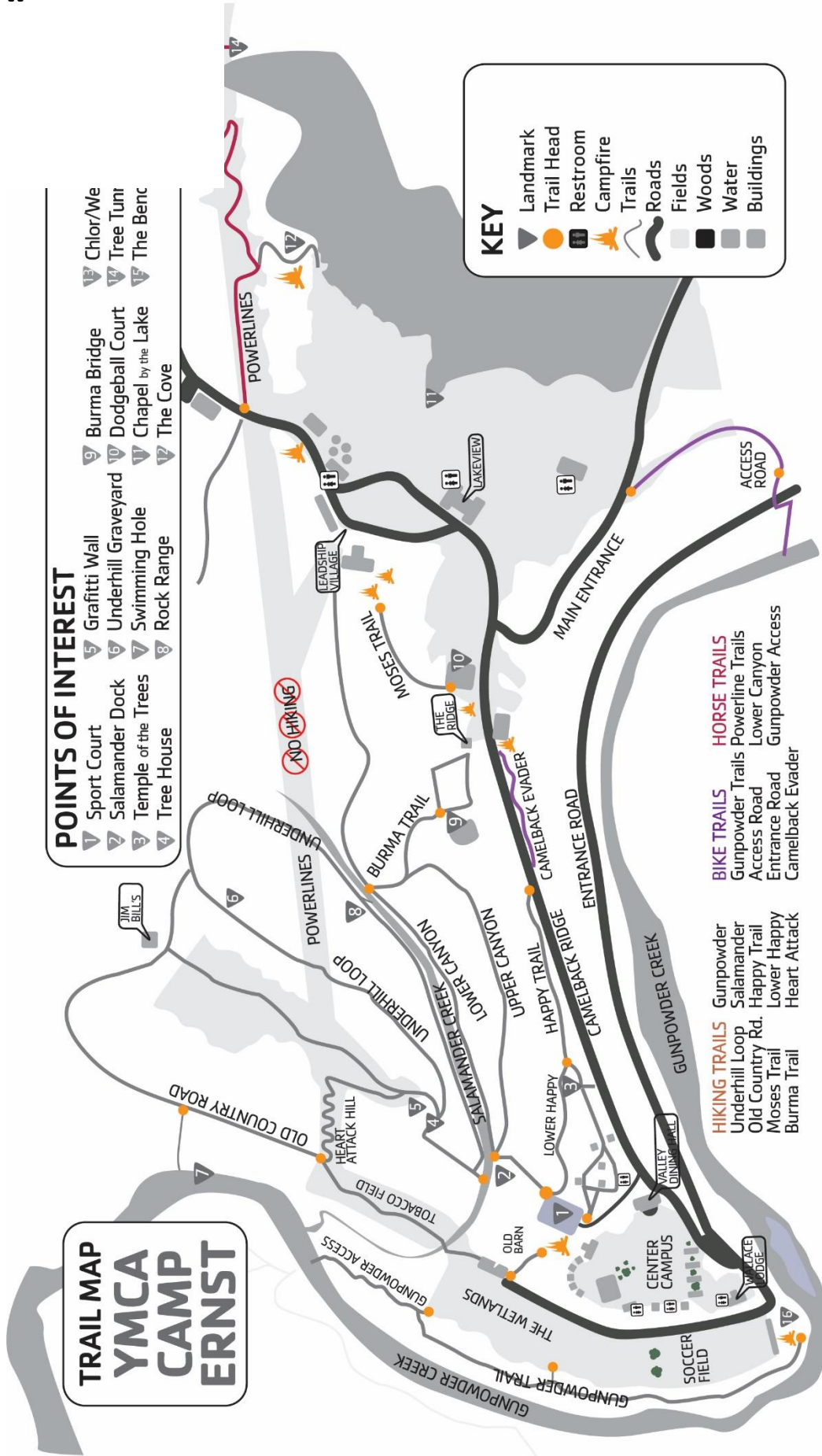
Are campers allowed to bring personal sports equipment?

Yes. The equipment will be stored in a safe location, can only be used during specified times, and only used under the supervision of a Camp Ernst staff member for the protection of all individuals.

How are Lost and Found items handled?

If an item is lost, the camper should notify one of his/her counselors. We actively try to keep campers connected to their belongings. We have a lost & found fashion show on Saturday morning. Lost and Found items are kept in the Welcome Center for two (2) weeks and then donated to charity. Labeling clothes with camper's name is recommended. Please call the office to report a lost item if you notice something your camper did not return home with after camp.

TRAIL MAP



LOW ROPES

ELEMENTS:

SPIDER WEB

OBJECT

Get the rope through each hole of the web without causing the web to vibrate and knock off the “spider.”

FRAMING

You are just about out of the endless caves of Camp Ernst. You can see the light! But, there is one more obstacle in your way... a giant spider web! With the spider sleeping on top! You have to get the rope through the web without waking the spider. If the spider wakes up (falls off) it will make you start all over.

INSTRUCTIONS

Find a small “y-shaped” stick to place on top of the web. Participants can stand on either side of the web. They must get the rope THROUGH all the holes of the web. If the spider falls off the web, you must start over (or do something strange and wonderful depending on time). Each hole may only be used once, after they go through it is closed for the rest of the group. No one may hold the web or spider. Once a person has the rope through, they may not switch with another person. If the spider falls, the whole group must do something strange and wonderful then continue or start from the beginning depending on your time frame.

NOTES

Give the group some time to plan before beginning the activity. If the task is started with no discussion, it is likely to be unsuccessful. If this happens, have a quick discussion over what went wrong and then start again.

DEBRIEFING

Talk about how they planned (who did the planning and how their plan worked) and communication (how well the group interacted in a positive, constructive manner)

VARIATION: HORIZONTAL SPIDER WEB

NOTES:

This activity is ran very similar to the vertical spider web. Everyone must start on one side of the web for this activity. Each person will step through a hole and once they do, that hole can no longer be used. The goal is to get everyone in the cabin into one of the holes. Campers must start for the same side and cannot travel around the sides to enter the web.

ISLAND HOPPING

OBJECT

Get every camper from the first island to the third using one long and one short 2x4. *Easiest solution:* Lay the short board on the edge of an island and then have one or two people stand on it. Then, stretch the long board across the gap, setting one end on the next island and the other end on the short board. This creates a bridge for people to walk across.

FRAMING

The cabin is a team of polar scientists studying ice on a North Pole Adventure. They decided to take a trip to a neighboring iceberg to collect data, but they first must go over another iceberg to get there. They have no way to get over to the island besides the two boards, but if someone falls or gets left behind, they will surely freeze (or something strange and wonderful will happen—see examples following)

INSTRUCTIONS

Everyone starts on one of the end platforms with the two planks of wood. They must get everyone across to the far platform. If somebody falls off or the planks touch the ground while somebody is on them, that person must do something strange and wonderful then go back to their previous platform. Try to make sure everyone participates. When either board touches the ground, something strange and wonderful must happen.

NOTES

If one camper is overpowering the activity, pause and have everyone discuss one idea. Take the two boards after they fall and give them to a camper who hasn't had a chance to voice his or her opinion

DEBRIEFING

For this element focus the discussion on problem solving (how they figured out how to get people across, figured out what wasn't working) and adaptation (when they decided they had to try something different). Also, make sure to address any communication issues or situations when one or two campers take over the activity.

BALANCE BEAM

OBJECT

Get the group to rearrange themselves without stepping off the balance beam, and without talking.

FRAMING

Your group has been stranded for weeks and is trying to sneak onto a ship heading home. However, this is a strange ship. It operates on a Human Combination Lock system. You must rearrange yourselves to unlock the doors to the inside of the ship and safety!

INSTRUCTIONS

The group begins by standing on the balance beam in any order. Decide some order that they must get into (height, age, birthday, alphabetized by name, etc.) They must rearrange themselves silently and without falling off. If someone falls they have to do something strange and wonderful (see examples following) to get back into their same position. If it is a repeated offense, you can send them on the far end of the beam.

Possible Solutions: One person can pick up a smaller member of the group and move them (a nearby 3rd party may need to help for balance). One person can duck down and let the next person step over them (make sure the ducker doesn't stand up too soon!). Two people can hug and mutually trade places.

DEBRIEFING

Focus the discussion on non-verbal communication. How did they figure out the best way to convey information? Ask them if silence improved or hindered their performance in any way. How does this apply to everyday life? Are they more inclined to listen if they aren't talking?

TRAFFIC JAM

OBJECT

Get the group to move in exchange places on the line of squares using only approved movements.

FRAMING

Typical rush hour! Your two groups are heading for trains that are in stations directly across from each other. But it is so crowded that there is barely any room to move around! If you don't hurry you will all miss your trains!

INSTRUCTIONS

Split into two groups with one person being the “leader”. Each person stands on one square and faces the middle of the line except the leader, there should be one square empty in the middle. Each person can only move the direction they are facing. You can only move onto an open square in front of you or around a single person facing the opposite direction if there is an open square behind them. The object is to get everyone across to the opposite side, using only legal moves. Only the leader may talk, unless they designate somebody (one at a time). The leader may switch out with anybody at any time, and that person becomes the new leader. The group may decide to restart at any time.

DEBRIEFING

For this element, discuss how leadership came into play and how decision making worked (or didn’t work) as a group led by an individual. Discuss how different leadership styles could affect the outcome of the task. How did the group communicate with the leader?

ALL ABOARD

OBJECT

Get the entire group on the platform for at least 15 seconds. Although it is small, the platform can hold up to 20 people, depending on their sizes.

FRAMING

The group has just survived a shipwreck and now that everyone is accounted for, you all have to get onto the only floating debris until somebody arrives to rescue you.

INSTRUCTIONS

The group must figure out how to get everyone onto the platform (nobody touching the ground). No standing on shoulders or piggybacks, no lying down on the platform and “piling on”, no picking others up. When the whole group has situated themselves on the platform with no one touching the ground, they must sing “Row, Row, Row Your Boat” or any other short song. There is no consequence for touching the ground, just keep trying. Do not stop the activity until they finish it, however you may pause and discuss if their lack of cooperation is keeping them from being successful.

NOTES

This activity may be especially challenging for some campers who do not like being touched, be mindful of their situation and remember “challenge by choice”.

DEBRIEFING

This activity is based solely on teamwork. Ask what they did that made the activity successful. It may be fun to time the activity and then have them do it again and point out that once everyone knows what is going on and how to do something, it gets done efficiently. What helped them or set them back when they were trying to get the activity done? How can they improve?

Add other initiatives downstairs

OTHER TEAM BUILDING ACTIVITIES

BOX OR BUCKET

Blindfold a group of 8-10 people. Place them among the boxes (you can get boxes from the dining hall – talk to the Crew Leaders) and tell they have 2 minutes to form a wall around themselves using the boxes. The wall doesn't have to be higher than one box, but it must go completely around the group. The wall can't have any openings larger than 3 inches. When time is up, for every gap in their wall wider than 3", a bucket of water will be thrown on the group. Any member of the group inadvertently left outside the wall will receive his/her own bucket of water!

BUCKET BALANCE

Choose two teams of four. Have the teams lie on their backs in a circle with their feet raised to meet in the middle, balancing a bucket of water on their feet. Each team member must remove his/her shoes without spilling the water. This can be a class competition. Have towels handy.

FIST OF FIVE

The fist of five is a simple, anonymous way to see if the group agrees on a decision. Five means that they love the idea and one means that they would never want to do it. You can use this on the low ropes course to decide how an activity should be done or any other place at camp. Everyone who has an idea is given a chance to say it. Then, the group decides which one they agree on. Finally, they all close their eyes and hold up the number of fingers that corresponds with their agreement with the idea.

GROUP JUGGLE

Prepare 3-7 objects to toss around the circle. Have the group stand in a circle.

Start with 1 object; toss it to someone in the circle and say their name. They, in turn, toss it to someone else in the circle, saying their name, and so on. The same pattern should be kept when passing objects. Try to do it again, in the same order but faster, with a stop watch. Start adding in objects, while timing and track your progress. Once you have all items being passed and they are going as fast as they think they can, have them try to come up with a way to go even faster. The target time is about 10-15 seconds depending on group size. Discuss why it is important to use each other's names and what helped the group succeed in this activity.

HELIUM STICK

Find a long, thin, lightweight stick on the ground. Have your campers gather around and ask each to place a finger on the bottom side of the stick. Then, have the group lift the stick up over their heads without anyone's finger losing contact. Next, instruct the group to lower the stick to the ground. This activity sounds a lot easier than it is. Discuss this with your campers.

HUMAN KNOT

Have your group stand in a circle facing each other. Each camper must hold the hands of two different people. They cannot be next to a person and holding their hands. This is where the challenge begins. The campers need to find a way to untangle until they are in a circle again. They cannot let go of each other's hands. Sometimes, a human knot will end up in two connected circles. Discuss the activity with your group emphasizing the ideas of compromise and teamwork.

TEAMWORK TOSS

Split your group into 2 teams. Each team gets a blanket/sheet/towel that everyone holds on to. Each team must work together to volley a small stuffed animal/beanie baby/ball into the air and over a net or other obstacle. The 2 teams work together to pass the object back and forth as many times as they can without letting it fall to the ground.

Debriefing ideas: What made this activity easy? How did your group work together? How did the 2 groups interact?

TRUST WALK

Set up a path with whatever materials you have. Divide your campers into pairs and blindfold one person in each pair. Place the blindfolded camper at the beginning of the path and have their partner stand nearby. Instruct the camper who can see to tell their partner where to go without touching them. Once the blindfolded camper finishes the path, have the partners switch roles.

Discuss this activity with the campers. What was more frustrating, walking blind or trying to instruct your partner? Did you think of any signals to each other to make the directions more clear?

WIND IN THE WILLOWS

The group stands in a circle with no spaces between, each one in the spotter position. One person stands in the middle of the circle, arms crossed over their chest, feet planted, and standing up straight. Middle person asks, "Spotters ready?" Spotters reply, "Ready." Middle person asks, "Falling?" and the spotters say, "Fall on." The person in the middle falls into one of the spotters and is gently pushed/spotted around the circle; the person in the middle can make it more challenging by closing their eyes. Continue the activity until everyone in the circle who would like to go has a chance.

Debriefing questions: What is it like to put your safety in the hands of the group? Is it easier for a group to support someone rather than an individual?

GAMES

ADAPTED FROM THE "NEW GAMES" BOOK

We play games for a variety of reasons, one of which is they are fun! They can break through some initial anxiety of a day and often set the tone of the program. Starting out, the idea is NOT to know 100's of games. It is better to know a handful of games well and the right time to play which game. Then you can include additional games in your tool belt.

TAG

BLOB TAG

The game starts with two people being IT as the blob. They lock arms and cannot come apart as they try and tag other players. Only the two people on the end of the blob can tag other people. Once they are tagged, they become part of the blob. Continue playing until one person is left.

DRAGON TAG

Split your group into two teams with at least 4 people on each team and as many as 20. Team members must stand in a single file line and then link themselves together by putting their hands on the shoulders of the person in front of them. The last person in each line is the "tail" of the dragon and places a bandana in their back pocket. The first person in line is the "head" of the dragon. The object is for Dragon A to capture the tail of Dragon B. Each dragon must stay connected in the process of avoiding their opponent.

ELBOW TAG

Everyone gets a partner and links arms. Two people are chosen to split up. One will be it and the other will be chased. Whenever the person links with a pair of players, the person on the opposite end must break off. They will now become chased. If the person gets tagged, they become it. Variation: When the person on the opposite end breaks away, they become it and must chase the person who was originally the chaser.

HOSPITAL TAG

One person is Mr. Yuck and the other players run around trying to avoid getting tagged. When they are tagged, they can cover their wound with one hand. When they get tagged a second time, they can use their other hand to cover the other wound. If they get tagged a third time, they are out.

OSTRICH TAG

Runners are safe when looping one arm under a leg and holding onto nose.

PARTNER TAG

Everyone gets into pairs. You can only tag your partner between the knee and ankle. The first one to tag their partner 5 times – wins!

SNAKE AND THE HUMMINGBIRD

Divide the group in half. One group will link arms or hold hands and they are a snake. Everybody else scatters around and is a hummingbird. The snakes begin hissing while the hummingbirds hum. The snake must remain connected and try to circle around a hummingbird. Once a hummingbird is caught they join the snake and try to capture other hummingbirds. When the game is finished, have the original groups switch roles.

TOILET TAG

Choose one player to be the tagger and have everybody else spread out. Once a player gets tagged they crouch down on one knee and become a toilet. They place their arm out and can become free if another player comes around and pushes their arm down as if they are flushing it. Continue playing and switching the person who is IT.

TUNNEL TAG

One player is chosen to be IT. When they tag another child, that person must stand frozen with their legs spread apart. A frozen player can only re-enter the game if another player crawls through their legs. If they are tagged while crawling, they must stand frozen next to that player and form a double tunnel. The game ends when all players are tagged and frozen.

CIRCLE GAMES

ABCTWINKLEHAVEYOUANYWOOL

Based on the observation that the tune for the Alphabet song, for Twinkle, Twinkle, Little Star and for Baa Baa Black Sheep is the same... Players sit in a circle. The first player starts singing any one of the three songs. When the player stops, the next player must continue the same tune with different lyrics. So, if the first player sings "ABCDEFGH" the next player continues "sir, yes sir, three bags" and the next "star. Up above the world so..." etc

ANIMAL BA BOP

Participants sit in a circle. Go around the circle and have everyone select an animal and then a motion to represent that animal. Then select someone to be in the middle of the circle with a bopper 'noodle.' That person closes their eyes and counts to five. In the meantime the facilitator selects someone to 'start.' The starter performs their action and then does someone else's action. This completes a pass. The person who it was passed to acknowledges the pass by performing their action and then doing someone else's. The person in the middle tries to 'Bop' a person in the circle when they are IT, i.e. in the middle of doing one of the actions. The middle person may 'Bop' an individual below the knees (if you are not using a bopper the person can point and say their name/animal). When someone is 'Bopped' they are in the middle. This is a quiet game.

BUZZ

Have players sit in a circle. The campers begin counting. Every time they reach a number that contains a seven (7, 17, 27, 37, etc.) the camper will say "Buzz" instead of the number and the direction switches. The same rule applies for multiples of seven (7, 14, 21, 28, etc.). If a person forgets or messes up then they are out. Have different people start each time.

CLOSE CALLS

A variation of telephone. Have campers sit in a circle. Instead of sending one message around, send two messages in opposite directions. See what happens when they messages cross paths.

COUNT DOWN

Have everyone sit in a circle. There are no assigned numbers and the countdown cannot be a simple around the circle exercise. Rather, when the instruction reader says "Countdown," Someone must start counting and then someone else (not sitting next to that person) must say the next number. If two people call the same number at the same time, the leader will have everyone start over. Beware of the people who begin to assign people numbers – there should not be a pattern to the count. See how high you can get – or set a goal and work as a cabin to reach it.

HAT GAME

Have everyone write down a person, movie or book and put it in a hat. Each person draws a piece of paper. Going around the circle three times each person has to act out the card for the person on their right and guess for the people on their left. At the end of each round put the card back and redraw. On the first round you can use as many words as you need for the person to guess the card. The second you use one word and the second time you have to act it out. Pairs get points for each correct guess.

MAFIA

Everyone except the judge is a townspeople. Judge tells everyone to go to sleep (close eyes and put head down). Judge chooses the Mafia (one tap on the head) and the detective (two taps). Judge tells Mafia to wake up. They point and nod to select one townspeople to kill. Judge tells the Mafia to go to sleep and wakes the townspeople up. Judge announces who was killed. Townspeople debate on who the Mafia is. (NOTE: Mafia and detective are still included as townspeople and must keep their identity hidden). Judge oversees nominations and voting. Person with most votes is pronounced dead and may not participate for the rest of the game. Judge tells the townspeople to go to sleep. This time he wakes the detective up first. They point and nod to pick one person who they think is a Mafia. Judge signals to them if they are right or not and they go back to sleep. Mafia then wake up and the process is repeated until the detective or the Mafia are all dead. Main point: identify the mafia and kill them before they kill you. Mafia wins by killing all the detective.

OOH-AHH

Start with everyone standing in a circle holding hands. Now one of you gives a quick squeeze to the hand of the person on your right. This gets passed along to the next person and before you know it, you've got your original squeeze back again, in your left hand. Keep passing it on until the squeeze is traveling smoothly around the circle. Now speed up the action a bit and add sound. Squeeze and say, "Ooh," and watch it go around. Next add, "Ahh," but send it in the opposite direction. Someone is going to get zapped between the Ooh and the Ahh. With a deft exchange, the sounds get sent along their respective ways. Now try reversing the flow. When someone gives you an ooh, instead of passing it on, pass it back to them. When both Ooh and Ahh are traveling in the same direction, you can play tag, one trying to catch the other. After that, you're just about ready for the ultimate: Free-Form Ooh-Ahh. Start a sound, gesture, or combination of them going around the circle. Once it's rolling, transform it: add another action or change a sound. Try tossing it across the circle. You're playing with a pure energy ball! Don't drop it—just keep passing it on.

NOSE TOES

Have campers sit in a circle. The leader begins by turning to a neighbor and saying, "This is my nose," while pointing to her toes. The next person repeats "This is my nose" and points to toes and then adds another silly statement such as, "These are my toes" and point to your knees. This continues around the circle but try to keep a lively pace or rhythm for people to follow along to.

PEOPLE TO PEOPLE

Everyone stands in a circle with one person in the center. The person in the center yells, "people to people" and claps their hands together after each time they say people. They say "people," clap, "people," clap, twice and after the second time they will say 2 body parts. For example, they could say "head to foot." Then everyone including that person must try to find a partner and have a head touching a foot, whoever doesn't find a partner is then in the center.

SCREAMING TOES

Have the group spread out in a small group. Everyone closes their eyes and lowers their heads. One person yells out "1, 2, 3, Up!" All the people must choose one person they are looking at and freeze. They can't change who they are looking at. If two people happen to be looking at each other, they must let out a primal scream and are both out. The game is played until two people are left.

WINK ELIMINATION

This game is best played in a large group. Sit all of the children in a circle, and have them all put their heads down. Tap one person on the head, this person is the 'assassin' and has to eliminate the others by winking at them. If you are winked at, silently count to 10, then safely fall down. If you think you know who the 'assassin' is, before you get eliminated, you can say you have a suspect. If you are wrong, you are out. If not, you win and the game begins again

ZOOM SIKE!

Stand in a circle close to the person next to you. One person starts off by saying zoom to the person next to them (either right or left-does not matter). Then that person can either pass it on to the next person by saying zoom or they can reverse it to the person who just said zoom to them by saying sike!. If they are going in one direction and they say sike that same direction, then they are out, if they say zoom the wrong direction, they are out as well.

LOW ACTIVITY GAMES

\$1000 BILL EXCHANGE

Give each camper ten Camp Ernst Moose Dollars. The object of this game is to acquire the most bills out of any other player. To do this, players will challenge other campers in thumb wars, rock paper scissors, and coin tossing. Campers must have at least 1 bill to challenge another player and no player can turn down a challenge. After a designated length of time – have campers count their money and announce the places.

EVOLUTION

Have the group in a circle. Everyone starts out as an egg and places their hands above their head and together so that they look like an egg. When you say go each person will find another egg. Once they found that person they will then farkle (Rock, Paper, Scissors). The loser stays an egg and the winner becomes a chicken, placing their arms as wings and making chicken noises. The chicken then looks for another chicken while the egg looks for another egg. When you win as a chicken you become a dinosaur, placing your hands out and roaring like a dinosaur. If you lose as a chicken you drop back down to an egg. Dinosaurs then find other dinosaurs, where they will play to become the ultimate people. Ultimate people put their hands over their heads like superman and look for others like them. If you lose as a dinosaur you go back to being a chicken, looking for other chickens. If the Ultimate person loses to another Ultimate person they go back to a dinosaur, and if they win they stay as ultimate people.

FANNEY DOOLEY

A classic "Guess-my-rule game." Tell your campers that you have a friend named Fanny Dooley and it's their job to guess things she likes. Begin by giving them some examples: Fanny Dooley loves walls but hates ceilings; loves carriages but hates babies; loves dental floss and toothpaste but hates brushing; loves streets and alleys but hates highways and parkways." Campers must come up with things that Fanny Dooley might like. Example, "Does she like potatoes?" "No, she hates potatoes but loves peppers." Eventually, campers realize that she likes things with double letters.

HOOPTY DOO

Divide the group into two teams. Have them make a line and join hands with the person next to them. The first player in line is holding a hula-hoop and the team must pass it down the line without separating their hands. This game can also be played in a circle.

HUMAN TIC TAC TOE Use chalk to draw a playing area outside. Divide into two teams and use players as X's and O's and let the teams strategize about how they can defeat the other team.

PRUIE

Everyone must close their eyes. The counselor will choose one person to be "Pruie." Once the pruiie has been chosen, the game can begin. Everyone will walk around (blindfolded) with bumpers out (forearms up in front of chest). When two people bump into one another they will face each other and say "Pruie." The goal is to find the actual Pruiie. When you find her, she will not respond when you greet her with Pruiie. Once you've found the Pruiie, you join hands and cannot speak. The game continues until everyone has found the Pruiie.

SHOES

Have everyone sit in a circle. Everyone takes off their left shoe and throws it into the pile. Then, everyone takes a left shoe from the pile and must match it with their owner. The catch is, they must be wearing the shoe and the group must form a line or circle in which every pair of shoes is correctly matched around the circle (facing correctly).

STICK PUZZLES

1. Arrange twelve sticks into a 2x2 square. Challenge move three sticks to create only 3 small squares.
2. Lay out seven sticks in a triangle. Move four sticks to three connecting triangles.
3. With sixteen sticks, build the following pattern. Then three sticks to create four boxes.
4. Take five sticks away from this triangle figure to leave triangles.



Figure 1



Figure 2



Figure 3



Figure 4

campers to
create
move only
only 5

TOE TO TOE

Have each student match up with a partner. When you (the counselor) says go, all the kids will run around and act crazy. When you say toe to toe, the kids must find their partner and stand toe to toe. The last group to find their partner and stand toe to toe is out. You can continue the game by changing body parts.

WHO AM I

Tape a card with a name (Bugs Bunny, Mickey Mouse, etc.) on the back of each camper. They figure out who they are by asking each other questions.

HIGH ACTIVITY GAMES

ALL-SPORTS BASEBALL

Played like baseball, except that when the "batter" steps up, he/she can select the sport of his or her choice. If the sport is soccer, the "batter" kicks the soccer ball as far as possible, and then runs the bases. Other sports could be Frisbee, football, or basketball.

RECCOS

Form a small circle with the participants facing out, the object is to keep the ball inside the circle and not let it go through your legs using your palms as blockers. If the ball goes through your legs you lose the use of one arm. If it goes through again, you turn around and face into the circle. The third score and you're out. Folks that are out can often be used as referees.

CHICKEN FROG RELAY

Divide the group into teams. With a tennis ball between your knees, walk like a chicken and lay an egg (tennis ball) in a box across the gym. Coming back, you must hop like a frog.

GIANTS WIZARDS AND TROLLS

Sort of like Paper, Scissors, Rock, with teams. Teams agree on Giants (Roarr!) Wizards (wiggle fingers magically and say "woooooo!"), and Trolls (drop to one knee and act as if you're shooting a bow and arrow). Wizards beat Giants, Giants beat Trolls, Trolls beat Wizards. The teams line up on the line of scrimmage, and do their thing on the count of three. The losing team has to run back to their end zone, pursued by the winners. Anyone who is tagged, becomes part of the other team. The game goes till all players are on one side.

MAT BALL

Instead of using regular bases, use old mats (or towels) for first, second, or third. There is no limit to how many runners can be on base at any given time. Runners must run the bases two times before going home (so the progression is first, second, third, first, second, third, home). Lead-offs are not allowed, and if a runner steps off the mat, he must attempt the next base. If you run out of batters you can bring somebody back from first base to kick again.

TEAM ROCK PAPER SCISSORS

You need two teams, a "free zone" for each team, and center line over which they meet. Each team huddles and collectively decides which symbol they will throw. (For a group to psych out another group can be pretty interesting.) In two lines, the teams face each other and begin to chant "Rock/Paper/Scissors" and throw their symbols. The team that throws the winning symbol chases the other team, trying to tag as many of their players as possible before they reach their free zone.

It takes a quick eye lightning response to realize whether you should chase or run. (It's a good idea to have a second choice ready in case, at the moment of truth, both teams find they have cast the same symbol. Just begin again with the chant.)

SANDWICH

Should be played in an open field. To set up the race, split into teams of two and give each team a ball. Sit down, back to back with your teammate, and put a ball between your backs. Link arms, stand up and then race to the end of the playing field and back. If you drop the ball, you have to start all over again. The first team to finish wins.

SHIPS AND SAILORS

Line the group up on a playing field. One side is Army, the other is Navy. A captain calls out different commands for which side they should run to. Other commands are as follows:

- Hit the Deck- everyone lays down
- Swap the deck-act like you are mopping
- Salute your Captain-salute the captain and say aye aye captain
- Scrub the deck- get on knees and pretend to scrub
- Climb the ladder- pretend to climb
- To the island-run to a specific location called the island
- Man Overboard- groups of 2, one lays down while the other pretends to look overboard
- 3-Man Row- groups of 3 sit and pretend to row a boat
- Sick turtle-lay on your back and kick your feet and hands like crazy
- Mates in a Galley- groups of 4 pretend to eat.

If you know other commands please use them or make up your own. If a player goes to the wrong side or is unable to find a partner, he/she is out. Play until one person remains

SPUD

You can play this game two different ways, the first is to spell out spud and you are out or the other is to be out when you get hit. Have the kids make a circle and then you will have one person in the middle. What you will do is have the person in the middle of the circle throw the ball straight up in the air and then they call someone's name from the circle. The person that they call will have to catch the ball once they have control over the ball they will yell freeze, meanwhile everyone else from the circle is running away from the ball. Once the person yells freeze everyone needs to stop running, the person with the ball is able to take two giant steps toward their closest person. They can not move their feet when the ball is thrown at them, they can duck. If you get hit with the ball you will get an S or be out depending on which way you are playing. If you are the person throwing the ball and miss someone then you would get an S. Then you go back to the circle and the person name that was called will now be in the middle of the circle and the game starts again.

GETTING TO KNOW YOU ACTIVITIES

ANIMAL ADD-ON

Each camper introduces themselves with an animal that starts with the letter of their name (ex. Jaguar Jamie). You can have campers make the noise or motion for the animal if you would like. Then, as you move around the circle – have each other camper name the previous animals/campers and then introduce themselves (ex. Jaguar Jamie, Monkey Matt, and I am Kangaroo Ken).

MOTIONS

This activity is an Add-On activity. The first camper will introduce themselves (name, age, school, favorite thing to do, etc). Then, they will finish by making up a motion that goes with their name. The second camper will do the same, and when it gets time for their motion, they will first complete the previous persons motion (while saying that kid's name) and then do theirs. Example: Sarah (does a twirl), Monica (karate chop), Helen (spirit fingers), etc.

SOULMATES

The group begins by standing in a circle. The first person will start by saying their name and something they like. If any other campers also like that thing, they step forward and snap "soulmates." Continue until everyone has a turn.

STAND UP AND YELL

Group begins by sitting down. The leader starts asking the group questions. If they can answer "yes" to the question, they stand up and yell.

Example of questions:

1. How many were born in Indiana?
2. How many have 1 brother?
3. How many are wearing the color blue?

TIME FILLERS

DODGEBALL

Play Dodgeball using the Camp Ernst rules. Only play with WILLING participants. ONLY use balls designed specially for dodgeball

DRAMA IN A BAG

Divide the group into smaller groups (with between 3 and 6 people). Give each group a bag of objects. These objects can be anything! The group will need to create a skit using each of the props and each camper must have some type of role in the performance.

I SPY

Give clues of something you can spot with your eye and have campers try and guess what it is that you see.

LETTER SWAP

Create pen pals between cabins.

POOL GAMES

BASKETBALL

Get two hoops, one on each side of the pool and play a game of basketball. Make a 5 second possession rule (ie: no one can have the ball for more than 5 seconds at a time).

BEACH BALL HITS

Pass the beach ball around the pool. You can play volley ball if you have enough people. Play without the net – but with a clear division in sides.

CATEGORIES

Campers line up to jump in the pool one at a time. As they jump, call out a category. Campers must name something in this category before they hit the water. Example: Category: MOVIE! The camper would yell, Harry Potter!

NOODLE CONSTRUCTION

Have campers build things (huts, floats, etc.) out of the pool noodles.

SHARKS AND MINNOWS

This game is like tag – but in the pool. One camper is selected as the Shark. Everyone else is a minnow. The shark stands on one side of the pool, the minnows on the other. The shark will call, "Minnows over." All the minnows will swim to the other side and try not to get tagged by the shark.

STEAL THE BACON

Divide the campers into two teams. Have them line up on opposite sides of the pool. Give each camper a number so that there are the same numbered people on each team (ie. Each team has a 1, 2, 3, etc.). Use an object that can be thrown into the middle of the pool (either a pool ball, noodle, or a ball). The campers should be turned around facing AWAY from the pool. When you throw an object into the pool; call out a number (or set of numbers). Those players must try and go get the object and bring it back to their side of the pool (or score in a goal). Whoever scores or gets the object first wins a point for their team. Establish CLEAR rules before playing: No hanging on other swimmers, dunking, or splashing in the face. Decide if players can tag each other or some other way of defending their goals.

RIDDLES

- What needs to be broken before you can use it? **Answer:** An egg
- Not many people have stepped on me. I never stay full for long. I have a dark side. What am I? **Answer:** The moon
- I am running all the time, but never get tired or hot. What am I? **Answer:** The refrigerator
- You can touch me, but I can't touch you back. You can see me, but I only reflect you and can never reject you. What am I? **Answer:** A mirror
- I'm tall when I'm young and short when I'm old. What am I? **Answer:** A candle
- What month of the year has 28 days? **Answer:** All of them
- What is full of holes but still holds water? **Answer:** A sponge
- What question can you never answer yes to? **Answer:** Are you asleep yet?
- What gets wet while drying? **Answer:** A towel
- A man dies of old age on his 25th birthday. How is this possible? **Answer:** He was born on February 29.
- What 2 things can you never eat for breakfast? **Answer:** Lunch and dinner.
- It belongs to you, but your friends and family use it more. What is it? **Answer:** Your name.
- Robin's mother has three children: Maria, Rose and __? **Answer:** Robin
- There's only one word in the dictionary that's spelled wrong. What is it? **Answer:** The word, wrong.
- I have a tail and a head, but no body. What am I? **Answer:** A coin.
- Which word becomes shorter when you add 2 letters to it? **Answer:** The word short.
- You're running a race and at the very end, you pass the person in 2nd place. What place did you finish the race in? **Answer:** You finished in 2nd place.
- I have branches, but no fruit, trunk, or leaves. What am I? **Answer:** A bank

- The more of this there is, the less you see. What is it? **Answer:** Darkness
- What can you hold in your left hand but not in your right? **Answer:** Your right elbow
- There is a rooster sitting on top of a barn. If it laid an egg, which way would it roll? **Answer:** Roosters don't lay eggs.
- I have no life, but I can die. What am I? **Answer:** A battery.
- Mary has four daughters, and each of her daughters has a brother — how many children does Mary have? **Answer:** Five.
- You walk into a room that contains a match, a kerosene lamp, a candle, and a fireplace. What would you light first? **Answer:** The match.
- It's the only place in the world where today comes before yesterday. Where is it? **Answer:** Dictionary
- What goes up and down but doesn't move? **Answer:** A staircase
- What can't be put in a saucepan? **Answer:** Its lid
- What has lots of eyes, but can't see? **Answer:** A potato
- What has hands, but can't clap? **Answer:** A clock
- What has legs, but doesn't walk? **Answer:** A table
- What can you catch, but not throw? **Answer:** A cold
- What has many teeth, but can't bite? **Answer:** A comb
- Where does one wall meet the other wall? **Answer:** In the corner
- What three numbers, none of which is zero, give the same result whether they're added or multiplied? **Answer:** One, two and three
- If there are three apples and you take away two, how many apples do you have? **Answer:** You have two apples.
- You see me once in June, twice in November, and not at all in May. What am I? **Answer:** The letter e
- What word is pronounced the same if you take away four of its five letters? **Answer:** Queue
- What is so fragile that saying its name breaks it? **Answer:** Silence.
- You'll find me in Mercury, Earth, Mars, and Jupiter, but not in Venus or Neptune. What am I? **Answer:** The letter R.
- I make a loud sound when I'm changing. When I do change, I get bigger but weigh less. What am I? **Answer:** Popcorn
- The only way you can use it is by breaking it. What is it? **Answer:** An egg.
- What can jump higher than a tower? **Answer:** Anything that can jump because towers can't jump!
- All the berries enjoyed the part except one berry. Why? **Answer:** Because he was a blueberry.
- A penguin in Antarctica is called Gaga. A penguin in New Zealand is called Nana. What do you call a penguin in Dubai? **Answer:** Lost!
- Mirabel has a very big family, she has 25 uncles, 25 aunts and 40 cousins. Each of her cousin's has an uncle who is not Mirabel's uncle. How is this possible? **Answer:** He's her dad.
- I'm full of needles, but I can't sew. What am I? **Answer:** A Pine tree.
- What's the one coat that should always be put on when it's wet? **Answer:** A coat of paint.
- I can be cut, but I can't ever be cooked or eaten. What am I? **Answer:** A deck of cards.
- What's the one thing your right can hold but the left hand cannot? **Answer:** Your left elbow!
- You can break me though you can't ever touch, hold or drop me. What am I? **Answer:** A promise.
- It starts with T, ends with T and is full of T. What is it? **Answer:** A Teapot.
- What's as big as an elephant, but weighs nothing? **Answer:** The elephant's shadow.
- I'm easy to get into, but you can't get out easily. What am I? **Answer:** Trouble.
- I have four eyes, yet I can't see a thing. What am I? **Answer:** MISSISSIPPI
- What falls a lot but doesn't get hurt at all? **Answer:** Rain
- What has no life but can still die? **Answer:** Battery
- It runs all day and night, but it still doesn't get hot or tired. What is it? **Answer:** A refrigerator.
- You can always count on me, even when things go wrong. What am I? **Answer:** Your fingers.

- The blue house is made with blue bricks and the red house with red bricks. What did they use to build the green house with? **Answer:** Glass, because greenhouses are always made of glass.
- Sometimes I'm short and fat and sometimes I'm long and thin with a nail at the end and red within. What am I? **Answer:** A finger.

SONGS

HELPFUL CAMP SONGS TO KNOW

ANNOUNCEMENTS

Announcements (3 times)
A horrible death to die (2 times)
A horrible death to be bored to death,
A horrible death to die!
Announcements (3 times)

MAIL SONG

Here we sit like
Birds in the wilderness (3 times)
Here we sit like
Birds in the wilderness
Waiting for our mail, our mail! (2 times)

MANGHEY MOOSE

Come along and sing our song and join our family.
M-A-N-G-E-Y M-O-O-S-E!
Mangey Moossssse,, Mangey Moosssssse
Forever let us hold our antlers high... high, high, high!
Now it's time to say "hello/good-bye" to all our
company-y-y-y!
M-A-N....G-E-Y... Why? Because we like you!
M-O-O-S-E!!!
(Lakeview: L-A-R-R-Y L-L-A-M-A)
(LITS: E-R-N-E-S-T E-A-G-L-E)
(CREW: G-A-R-Y-G-I-R-A-F-F-E)

OLD LADY LEARY

One dark night when we were all in bed,
Old Lady Leary lit a lantern in the shed,
And when the cow kicked it over,
She winked her eye and said,
"It'll be a hot time in the old town tonight!"
FIRE, FIRE, FIRE!
WATER, WATER, WATER!
SMOKE, SMOKE, SMOKE!

THIS LITTLE LIGHT OF MINE

This little light of mine, I'm gonna let it shine! (3 times)
Let it shine, let it shine, let it shine!
4. Don't you try and 'poof' it out!
5. Hide it under a bushel - NO!
6. Shine it all around Camp Ernst
7. Shine it all around the world.

I DO BELIEVE

I do believe I'll remember
1. This night
2. These friends
3. This place
4. Camp Ernst
For a long, long time (2x)
And as the years pass by, and I go my way
1. The memories
2. The laughter
3. The adventures
...we shared will brighten up my days
And I thank God Just for letting me keep today,...
for a long, long time.

FUN CAMP SONGS

AARDVARK

It starts with an "a" AARDVARK, AARDVARK!
And ends with a "k" AARDVARK, AARDVARK!
Not easy to say AARDVARK, AARDVARK!
But try anyway AARDVARK, AARDVARK!
They eat ants all day AARDVARK, AARDVARK!
At work or at play AARDVARK, AARDVARK!
You spell it this way--with an A-A-R-D-V-A-R-K.....AARDVARK!!!

ALICE THE CAMEL

Alice the camel has __humps (3 times)
So go, Alice, go! Boom Boom Boom!
(Last verse)
Alice the camel has no humps (3 times)
Cause Alice was a horse!

AUSTRIAN YODLER

An Austrian went yodeling
on a mountain top high - yip!
And along came a/an _____
interrupting his cry - yip!
Oh yakkikia, oh yakiku _____
Oh yakkikia, oh yakiku _____
1. avalanche/swish
2. grizzly bear/grr
3. Girl scout/ "cookies sir?"
4. camper/ "I wanna go home!"
5. counselor/ "no whining!"
6. Cow/moooooo
7. dinosaur/squish

BABY SHARK

Baby shark – do do do do do do
Baby shark – do do do do do do
Baby shark– do do do do do do
Baby Shark!
Mama Shark, Daddy Shark, Grandma Shark, Grandpa
Shark, Going Swimming, See a Shark, Swim Real Fast,
Shark attack! Lose a leg, Call for help, CPR, Save a
life!

BEAR SONG (repeat after me song)

The other day
I met a bear
A great big bear
Away out there! *(repeat)*
He looked at me
I looked at him
He sized up me
I sized up him! *(repeat)*
He said to me
"Why don't you run?
I see you ain't
Got any gun!" *(repeat)*
And so I ran
Away from there
But right behind
Me was that bear! *(repeat)*
Ahead of me
There was a tree
A great big tree
Oh, glory be! *(repeat)*
The nearest branch
Was ten feet up
I'd have to jump
And trust my luck! *(repeat)*
And so I jumped
Into the air
But I missed that branch
Away up there! *(repeat)*
Now don't you fret
Now don't you frown
'Cause I caught that branch
On the way back down! *(repeat)*
That is the end
There ain't no more
Unless I meet
That bear once more! *(repeat)*
And so I met
That bear once more
Now he's a rug
On my bedroom floor! *(repeat)*

BIRDIE SONG

Way up in the sky, the little birds fly.
While down in their nest, the little birds rest.
With a wing on the left, and a wing on the right.
The little birds sleep, all through the night.
SSSHHHH! YOU MIGHT WAKE THE BIRDIES!
The bright sun comes up, the dew falls away. Good
morning! Good morning! The little birds say!

BOOM CHICKA BOOM (a repeat after me song)

I said a boom chicka boom! (2 times)
I said a boom chicka rocka chicka rocka chicka boom!
Oh yeah!... Alright!
One more time...only ___style!
Crew: broom chicka moppa chicka moppa chicka
broom!
Space: moon take a rocket take a rocket to the moon!

DA MOOSE (repeat after me song)

Da Moose, Da Moose
Swimming in the water
Eating his supper
Where did he go?
He went to sleep (3x)... Shhh!
(Repeat LOUDER!)
Dead moose, dead moose
Floatin' in the water
Not eating his supper
Where did he go?
He decomposed (3x)

DOODLEE DOO

Please play for me that sweet melody
called the Doodle Doo Doodle Doo;
I like it so where ever I go,
Just to Doodle Doo, Doodle Doo.
Simplest thing, there isn't much to it
All you've got to do is Doodle do-it!
I like it so where ever I go,
Just to Doodle, Doodle, Doo, Doo.
Waddlee-acha, Waddlee-acha;
Waddlee-o; Waddlee-o!
Waddlee-acha, Waddlee-acha;
Waddlee-o; Waddlee-o!
Simplest thing, there isn't much to it!
All you've got to do is Doodle do-it!
I like it so where ever I go,
Just to Doodle, Doodle, Doo, Doo!

FROGGIE (repeat after me song)

Dog
Dog-cat
Dog- cat- mouse
Froggy!
Itsy bitsy teeny weeny ity bity froggy
Jump Jump Jump Little froggy
Gobble up all the little worms and spiders
Fleas and flies scrumdidlishus
Ribbit Ribbit Ribbit Ribbit Ribbit Ribbit Croak

FUDGIE THE WHALE (repeat after me song)

I am a great big mammal. I'm a great big whale.
I've got a chocolate head, and a chocolate tail.
I just bought a new car and it was on sale.
And when my friends call me up ,
they ask for Fudgy the whale.
I said, Fudgy! Fudgy the whale!
I said, Fudgy! Fudgy the whale.
Cha cha cha cha cha cha. Cha cha cha cha cha.
One more time.
Cha cha cha cha cha cha. Cha cha cha cha cha.

FUNKY MONKEY(repeat after me song)

Once upon a time there was a funky monkey
Watched too much TV he got a little chunky
Then one day, he made up his mind
To go out into the world to see what he could find
Monkey! Set yourself free
Monkey! Swing from tree to tree
Monkey! Do that monkey thing
Monkey! I really dig your swing

GO BANANAS (sing along song)

Form bananas, form, form bananas!
Peel bananas, peel, peel bananas!
Go bananas, go, go bananas!
Form the orange, form, form the orange
Peel the orange, peel, peel the orange!
Squeeze the orange, squeeze, squeeze, the orange!
Form potato, form, form potato,
Peel potato, peel, peel potato,
Mash potato, mash, mash potato!
Form the mullet, form, form the mullet!
Spike the mullet, spike, spike the mullet,
Rock the mullet, rock, rock the mullet!

HERMAN THE WORM

Sittin' on the fence post chewin' my bubble gum
Playing with my yo-yo – duwop, duwop
And along came Herman the Worm

And he was thiiiiis big.
And I said, "Herman, how did you get so big brotha?!"
And he said, "I just ate a carrot."
Repeat – changing the size of herman and what he ate.
Final Verse:
... And he was thiiiiiiis little.
And I said, "Herman, how did you get so little, brother?!"
And he said, "I burped."

HIPPOPOTAMUS (repeat after me)

What could make a hippopotamus smile?
What could make him walk for more than a mile?
It's not a party with paper hats,
Or cake and candy that makes him fat.
That's not what hippos do!
Chorus: They... ooze in the goose without any shoes,
They wade under water until their lips turn blue,
That's what hippos do!
What could make a hippopotamus smile?
What could make him walk for more than a mile?
It's not a tune on the ol' Violin,
Or listening to the whistling wind.
That's not what hippos do!
(Chorus)

HOLE IN THE GROUND

Down in the ground
There was a hole,
The prettiest hole
That you ever did see!
Well....
1. The hole in the ground
2. The tree in the hole
3. The branch on the tree
4. The limb on the branch
5. The nest on the limb
6. The egg in the nest
7. The bird in the egg
8. The wing on the bird
9. The feather on the wing
10. The flea on the feather
11. The speck on the flea
And the green grass grew all around and around
And the green grass grew all around!

I'M A DUCK (repeat after me song)

I'm a duck with a wing, with a wing, with a wing, I'm a
duck with a wing, with a wing!

I'm a duck with wings, with wings, with wings, I'm a duck with wings, with wings!
I'm a duck with a foot, with a foot, with a foot, I'm a duck with a foot with a foot!
I'm a duck with feet, with feet, with feet, I'm a duck with feet, with feet!
I'm a duck that quacks, that quacks that quacks, I'm a duck that quacks that quacks
QUACK!

I'M BEING EATEN BY A BOA CONSTRICTOR

I'm being eaten by a boa constrictor
I'm being eaten by a boa constrictor
I'm being eaten by a boa constrictor and I don't like it very much

1. Oh no, it's got my toe
2. Oh gee, it's got my knee
3. Oh my, it's up my thigh
4. Oh fiddle, it's got my middle
5. Oh pest, it's to my chest
6. Oh heck, it's got my neck
7. Oh dread, it's up to..... I'm dead

JOHNNA REBECCA

CHORUS: Johnna Rebecca, Johnna Rebecca, how could you be so mean?

I told you you'd be sorry for inventing that machine!
Now all the neighbors' cats and dogs will never more be seen...

They've all been turned to sausages in Johnna Rebecca's machine!

1.) One day, a little fat boy came into Johnna's store.
He bought a pack of sausages and laid it on the floor.
He pulled out a little whistle and whistled a little tune,

And all the little sausages went dancing around the room! (CHORUS)

2.) One day the machine was broken, the crank-thing wouldn't go, So Johnna stuck his head in to see what made it so. His wife was having nightmares, and walking in her sleep. She gave that crank one heck of a yank, and Johnna Rebecca was the meat! (CHORUS)

LITTLE RED WAGON (repeat after me song)

You can't ride in my little red wagon!
Front seats broken and the axle's draggin'
Oohm-pa, oohm-pa-pa!
Second verse same as the first – a little bit louder and little bit worse!

LITTLEST WORM

The littlest worm (repeat), I ever saw (repeat),
Was stuck inside (repeat), A soda straw (repeat).
The littlest worm I ever saw... was stuck inside a soda straw.

He said to me, don't take a sip
'Cuz if you do, I'll bite your lips!
I took a sip, and he went down
Right through my pipes, he must have drowned!
This is the end, there ain't no more
Unless that worm come back once more!

MAC N'CHEESE

I've got to have it, I've got to have it (x 2)
Give me that mac n' cheese – uh huh!
Give me that mac n' cheese – oh yeah!
Give me that mac n' cheese
Give me that mac n' cheese!
(repeat lots of times)

MILK SONG

CHORUS: Don't give me no pop, no pop
Don't give me no tea, no tea

Just give me that Milk
Moo, Moo, Moo, Moo
Just give me that Milk
Moo, Moo, Moo, Moo
Give me a big M (M!!)
Give me a little M (m)
(CHORUS)

Give me a big I (I!!)

Give me a little I (i)

(CHORUS)

Continue spelling out MILK

MOOSE SONG (repeat after me song)

There was a big moose
Who liked to drink juice

Chorus:

Singing whoa-oh-oh-oh

Whao whao whao

Oh! Oh!

Whao whao whao!

Now the moose's name was Fred
He liked to drink his juice in bed
(Chorus)

Now he drank his juice with care
But he spilt it in his hair
(Chorus)

Now he's a sticky moose
He's a moose full of juice

NOO NOCKER

Hands on myself! (Hands on head)
Whas dis das rite heer?
Dis iz my noo nocker my mamma dear
Noo nocker. Noo nocker. Nick nock nick noo
(Nock head with fist with each phrase)
Das vut I leerned in my school. Yavold!
(Add on to noo nocker, then repeat order)
Horn blower Nose
Sound catchersEars
Smooch meister Lips
Swallow pump Throat
Bread basket Stomach
Bun dookies Bottom
Leg elbows Knees
Muck stompersFeet

PENGUIN ATTENTION

Penguin Attention, Penguin Salute!
Have you ever seen a penguin company?
Take a look at me and a penguin you will see.
Right Arm, Left Arm, Right Leg, Left Leg, Turn Around,
etc.

PIZZA HUT (repeat after me song)

A Pizza Hut, A Pizza Hut
Kentucky Fried Chicken and a Pizza Hut
McDonalds, McDonalds
Kentucky Fried Chicken and a Pizza Hut.
A Jabba the Hutt, A Jabba the Hutt
Luke Skywalker and a Jabba the Hutt
Darth Vader, Darth Vader
Luke Skywalker and a Jabba the Hutt
A Jabba the Hut, a Jabba the Hut
Luke SkyChicken and a Jabba the Hut
McVader, McVader
Luke SkyChicken and a Jabba the Hut

PIZZA MAN

Hey, Hey! Bo diddly bop!
I gotta get back to my block.
With a pizza in my hand
I wanna be a pizza man!
Pizza man, Pizza man!
I wanna be a pizza man!
1. Basketball – Michael Jordan
2. Nunchucks – Jackie Chan
3. Car Keys – Chevy Van

PRINCESS PAT (repeat after me song)

1.) The Princess Pat ---lived in a tree

She sailed across --The seven seas
She sailed across --The channel two
And took with her --A rigga-bamboo
CHORUS: A rigga-bamboo
Now what is that ?
It's something made--By the Princess Pat
It's red and gold --And purple too
That's why it's called--A rigga-bamboo
2.)Now Captain Jack--Had a mighty fine crew
They sailed across--The channel two
But their ship sank--And yours will too
If you don't take--A rigga-bamboo
(CHORUS)
3)Now Princess Pat---saw captain Jack
She reeled him in---and brought him back.
She saved his life---and his crew too
Because she took---a rigga-bamboo
(CHORUS)

PURPLE STEW (sing along song)

We're making a purple stew
Cha-Cha, Cha-Cha
We're making a purple stew
Cha-Cha, Cha-Cha
With Purple Tomatoes
And Purple Potatoes
And YOU are Purple too!
(keep repeating louder)

RAM SAM SAM

A ram, sam sam, A ram sam sam
Gooly gooly gooly gooly
Ram sam sam (repeat all 3 lines)
Oh rafi, oh rafi!
Gooly gooly gooly gooly
Ram sam sam (repeat all 3 lines)

REESE'S PEANUT BUTTER CUP

Reese's Peanut Butter Cup!
We sing this song to pump us up!
Wham, bam choo choo train!
Come on ___, do your thing!
Person: I can't!
Group: Why not?
Person: I can't!
Group: Why not?
Person: I just can't!
Group: But WHY not!?
Person: My back's too sore, the sun's too bright my
booty shakes from the left to the right:

Everyone: Left, right, left, right, left, right, left right,
left, right, left right, left right, left, right!

SINGIN' IN THE RAIN

I'm singin' in the rain, just singin' in the rain,
What a glorious feeling, I'm happy again.
Hold it! (Hold it!)

Thumbs out! (Thumbs out!)

**add one action each time: thumbs out, elbows in,
knees bent, tongue out**

A choo choo chacha, choo choo chacha,
Choo choo chacha!!

SHAKE YOUR HAND (repeat after me song)

Now, shake your hand
Shake, shake, shake, shake your hand.
Now, shake your arm,
Shake, shake, shake, shake your arm.
Now, shake your leg,
Shake, shake, shake, shake your leg.
Now, shake your head,
Shake, shake, shake, shake your head.
Now, shake your body,
Shake, shake, shake, shake your body.

S'MORE SONG (Pizza Hut tune)

A Marshmallow, a marshmallow
2 Graham crackers and marshmallow
Add Chocolate, Add Chocolate
2 Graham crackers and a marshmallow

SWIMMING POOL (sing along song)

Swimming, Swimming,
In my swimming pool,
When days are hot, when days are cold,
In my swimming pool
Breast stroke, side stroke, fancy diving too!
Don't you wish that you had nothing else to do but...
(repeat, humming a line each time until you hum the
entire song)

TARZAN (this is a repeat after me song)

Tarzan-- Swingin on a rubber band
Tarzan --Smacked into a frying pan
Whooh that hurts!
Now Tarzan has a tan
And I hope it don't peel
Like...A...Ba...Nana!
1. Jane--Flying in an airplane
Jane--Smashed into a traffic lane
Whooh that hurts!

Now Jane has a pain
2. Cheetah--Boppin' to the Beatah
Cheetah--Was eaten by an amoeba
Whooh that hurts!
Now Cheetah is Velveeta

TARZAN OF THE APES

I like bananas, coconuts and grapes (3 times)
That's why they call me Tarzan of the Apes!
(drop off a fruit each time; add HUAH)

TODAY IS MONDAY

Today is ___ day, today is ___ day:
(Monday - washday
Tuesday - green beans
Wednesday - soup
Thursday - roast beef
Friday - fish
Saturday - payday
Sunday - Church)
Everybody happy? Well I should say!

WADATNCHEW (repeat after me song)

Wadatnchew
bodote skadeeten daten wadatnchew
It skitely oten doten bodote skadeeten daten
wadatnchew

1. Oten doten little boaten
2. Iten diton little kitten
3. Oodle woodle little noodle
4. Iddle diddle little fiddle

End of the song: YMCA wadatnchew HUH!!

BED TIME SONGS

COLORS OF THE WIND (DISNEY)

You think you own whatever land you land on
The earth is just a dead thing you can claim
But I know every rock and tree and creature
Has a life, has a spirit, has a name

You think the only people who are people
Are the people who look and think like you
But if you walk the footsteps of a stranger
You'll learn things you never knew you never knew

Have you ever heard the wolf cry to the blue corn
moon

Or ask the grinning bob cat why he grins
Can you sing with all the voices of the mountain
Can you paint with all the colors of the wind

Can you paint with all the colors of the wind

Come run the hidden pine trails of the forest
Come taste the sun-sweet berries of the earth
Come roll in all the riches all around you
And for once never wonder what they're worth

The rainstorm and the river are my brothers
The heron and the otter are my friends
And we are all connected to each other
In a circle of a hoop that never ends

Have you ever heard the wolf cry to the blue corn
moon
Or let the eagle tell you where he's been
Can you sing with all the voices of the mountain
Can you paint with all the colors of the wind
Can you paint with all the colors of the wind

How high does the sycamore grow
If you cut it down then you'll never know
And you'll never hear the wolf cry to the blue corn
moon
For whether we are white or copper skinned
We need to sing with all the voices of the mountain
We need to paint with all the colors of the wind

You can own the earth and still
All you own is earth until
You paint with all the colors of the wind

CRAYON SONG

1.) When I was just a little child no taller than your
knee. My mother bought a box of crayons just for me.
Well I picked `em up and I opened `em up and I
reached way down inside; and the colors there
reminded me of Jesus when he died.

CHORUS: Red is the color of the blood that He shed.
Brown is for the crown of thorns they placed upon
His head. Blue is for royalty, within Him did it dwell.
And yellow is for the Christian who's afraid to tell.

2.) Well, I colored and I colored, till my crayons were
all gone; and now that I'm much older now, the
memory lingers on. And when I see a little child,
crayon box in hand, I tell him what it means to me
and hope he'll understand.

(CHORUS)

FOR GOOD

I've heard it said
That people come into our lives for a reason
Bringing something we must learn
And we are led
To those who help us most to grow
If we let them
And we help them in return
Well, I don't know if I believe that's true
But I know I'm who I am today
Because I knew you...
Like a comet pulled from orbit
As it passes a sun
Like a stream that meets a boulder
Halfway through the wood
Who can say if I've been changed for the better?
But because I knew you
I have been changed for good

It well may be
That we will never meet again
In this lifetime
So let me say before we part
So much of me
Is made from what I learned from you
You'll be with me
Like a handprint on my heart
And now whatever way our stories end
I know you have re-written mine
By being my friend...
Like a ship blown from its mooring

By a wind off the sea
Like a seed dropped by a skybird
In a distant wood
Who can say if I've been changed for the better?
But because I knew you
Because I knew you
I have been changed for good

And just to clear the air
I ask forgiveness
For the things I've done you blame me for

But then, I guess we know
There's blame to share
And none of it seems to matter anymore

Like a comet pulled from orbit
As it passes a sun
Like a stream that meets a boulder

Halfway through the wood
Like a ship blown from its mooring
By a wind off the sea
Like a seed dropped by a bird in the wood

Who can say if I've been
Changed for the better?
I do believe I have been
Changed for the better

And because I knew you...
Because I knew you...
Because I knew you...
I have been changed for good...

GO THE DISTANCE (DISNEY)

I have often dreamed of a far off place
Where a hero's welcome would be waiting for me
Where the crowds would cheer, when they see my face
And a voice keeps saying this is where I'm meant to be
I'll be there someday, I can go the distance
I will find my way if I can be strong
I know every mile would be worth my while
When I go the distance, I'll be right where I belong
Down an unknown road to embrace my fate
Though that road may wander, it will lead me to you
And a thousand years would be worth the wait
It might take a lifetime but somehow I'll see it through
And I won't look back, I can go the distance
And I'll stay on track, no I won't accept defeat
It's an uphill slope
But I won't lose hope, 'till I go the distance
And my journey is complete, oh yeah
But to look beyond the glory is the hardest part
For a hero's strength is measured by his heart, oh
Like a shooting star, I will go the distance
I will search the world, I will face its harms
I don't care how far, I can go the distance
'Till I find my hero's welcome waiting in your arms
I will search the world, I will face its harms
'Till I find my hero's welcome waiting in your arms

HALLELUJAH

I heard there was a secret chord
that David played and it pleased the Lord
But you don't really care for music, do you?
Well it goes like this:
The fourth, the fifth, the minor fall and the major lift

The baffled king composing Hallelujah
Hallelujah, Hallelujah, Hallelujah, Hallelujah

Well your faith was strong but you needed proof
You saw her bathing on the roof
Her beauty and the moonlight overthrough ya
She tied you to her kitchen chair
She broke your throne and she cut your hair
And from your lips she drew the Hallelujah

Hallelujah, Hallelujah, Hallelujah, Hallelujah

Well, maybe I've been here before
I've seen this room and I've walked this floor
I used to live with alone before I knew ya
I've seen your flag on the marble arch
But love is not a victory march
It's a cold and it's a broken Hallelujah

Hallelujah, Hallelujah, Hallelujah, Hallelujah

There was a time when you let me know
What's really going on below
But now you never show that to me do ya
But remember when I moved in you
And the holy dove was moving too
And every breath you drew was Hallelujah

Hallelujah, Hallelujah, Hallelujah, Hallelujah

And maybe there's a God above
But all I've ever learned from love
Was how to shoot somebody who outdrew ya
Well it's not a cry that you hear at night
It's not somebody who's seen the light
It's a cold and it's a broken Hallelujah
Hallelujah, Hallelujah, Hallelujah, Hallelujah

HOUSE AT POOH CORNER

Christopher Robin and I walked along
Under branches lit up by the moon
Posing our questions to Owl and Eeyore
As our days disappeared all too soon
But I've wandered much further today than I should
And I can't seem to find my way back to the wood

So help me if you can, I've got to get
Back to the house at Pooh Corner by one
You'd be surprised, there's so much to be done
Count all the bees in the hive
Chase all the clouds from the sky

Back to the days of Christopher Robin and Pooh
Winnie the Pooh doesn't know what to do
Got a honey jar stuck on his nose
He came to me asking help and advise
And from here no one knows where he goes
So I sent him to ask of the owl if he's there
How to loosen the jar from the nose of a bear

So help me if you can, I've got to get
Back to the house at Pooh Corner by one
You'd be surprised, there's so much to be done
Count all the bees in the hive
Chase all the clouds from the sky
Back to the days of Christopher Robin and Pooh

It's hard to explain how a few precious things
Seem to follow throughout all our lives
After all's said and done I was watching my son
Sleeping there with my bear by his side
So I tucked him in, kissed him
And as I was going
I swear that old bear whispered
Boy, welcome home!

Believe me if you can, I've got to get
Back to the house at Pooh Corner by one
What do you know, there's so much to be done
Count all the bees in the hive
Chase all the clouds from the sky
Back to the days of Christopher Robin and Pooh
Back to the ways of Christopher Robin and Pooh
Back to the ways of Pooh

HOW FAR I'LL GO (DISNEY)

I've been staring at the edge of the water
'Long as I can remember
Never really knowing why
I wish I could be the perfect daughter
But I come back to the water
No matter how hard I try
Every turn I take
Every trail I track
Every path I make
Every road leads back
To the place I know where I cannot go
Where I long to be
See the line where the sky meets the sea?
It calls me
And no one knows
How far it goes
If the wind in my sail on the sea stays behind me

One day I'll know
If I go, there's just no telling how far I'll go
I know everybody on this island
Seems so happy on this island
Everything is by design
I know everybody on this island
Has a role on this island
So maybe I can roll with mine
I can lead with pride
I can make us strong
I'll be satisfied if I play along
But the voice inside sings a different song
What is wrong with me?
See the light as it shines on the sea?
It's blinding
But no one knows
How deep it goes
And it seems like it's calling out to me
So come find me
And let me know
What's beyond that line?
Will I cross that line?
And the line where the sky meets the sea
It calls me
And no one knows
How far it goes
If the wind in my sail on the sea stays behind me
One day I'll know
How far I'll go

IF I HAD A HAMMER

If I had a hammer
I'd hammer in the morning
I'd hammer in the evening
All over this land
I'd hammer out danger!
I'd hammer out a warning!
I'd hammer out love between my brothers and my sisters
All over this land

If I had a bell
I'd ring it in the morning
I'd ring it in the evening
All over this land
I'd ring out danger
I'd ring out a warning
I'd ring out love between my brothers and my sisters
All over this land

If I had a song

I'd sing it in the morning
I'd sing it in the evening
All over this land
I'd sing out danger
I'd sing out a warning
I'd sing out love between my brothers and my sisters
All over this land

Well I've got a hammer
And I've got a bell
And I've got a song to sing
All over this land
It's the hammer of justice
It's the bell of freedom
It's the song about love between my brothers and my sisters
All over this land

JET PLANE (JOHN DENVER)

1.) All my bags are packed I'm ready to go.
I'm standing here outside your door.
I hate to wake you up to say good-bye,
But the dawn is breaking, it's early morn.
The taxi's waiting, he's blowin' his horn.
Already I'm so lonesome I could cry.

CHORUS: So kiss me and smile for me
Tell me that you'll wait for me.
Hold me like you'll never let me go.
Cause I'm leavin' on a jet plane.
Don't know when I'll be back again.
Oh Babe, I hate to go.

2.) There are so many times I've let you down.
So many times I've played around.
I tell you now, they don't mean a thing.
Every place I go I'll think of you.
Every song I sing I'll sing for you.
When I come back, I'll wear your wedding ring.

(CHORUS)

3.) Now the time has come to leave you.
One more time let me kiss you.
Then close your eyes, I'll be on my way.
Dream about the days to come,
When I won't have to leave alone.
About the time when I won't have to say....

(CHORUS)

LINGER

Mm..mm I wanna linger, Mm..mm a little longer,
Mm..mm a little longer here with you..
Mm..mm It's such a perfect night, Mm..mm it really is
just right Mm..mm that I should spend it here with
you! (Friday night: Mm..mm It's such a perfect night,
Mm..mm it doesn't seem quite right Mm..mm that it
should be my last with you!)

Mm..mm Come September, Mm..mm I will remember
Mm..mm Camp Ernst days and friendships true.
Mm..mm And as the years go by, Mm..mm I'll think of
you and sigh; Mm..mm this is goodnight and not
good-bye!

ONE TIN SOLDIER

Listen, children, to a story that was written long ago,
'bout a kingdom on a mountain, and the valley far
below.
On the mountain was a treasure, buried deep beneath
the stone,
And the valley people swore they'd have it for their
very own.

CHORUS: So go ahead and hate your neighbor, go
ahead and cheat a friend.

But do it in the name of heaven, you can justify it in
the end.

There won't be any trumpets blowin' on the
judgement day;
And on the bloody morning after-
One tin soldier rides away.

2.) So the people of the valley sent a message up the
hill,
asking for the buried treasure, tons of gold for which
they'd kill.
Came an answer from the mountain, "With our
brothers, we will share,
all the riches of our mountain, all the treasure buried
there." (CHORUS)

3.) So the valley cried with anger, "Mount your horses,
draw your sword!"
And they killed the mountain people, so they won
their just reward. Now they stood beside the
treasure, on the mountain, dark and red;
Turned the stone and looked beneath it, "Peace on
earth was all it said." (CHORUS)

OVER THE RAINBOW

Somewhere over the rainbow, way up high
There's a land that I heard of once in a lullaby
Somewhere over the rainbow, skies are blue
And the dreams that you dare to dream really do
come true
Someday I'll wish upon a star,
And wake up where the clouds are far behind me
Where troubles melt like lemon drops,
Away above the chimney tops
That's where you'll find me
Somewhere over the rainbow, bluebirds fly
Birds fly over the rainbow, why then oh why can't I?
If happy little bluebirds fly, beyond the rainbow,
Why oh why can't I?

PASS IT ON

It only takes a spark to get a fire going.
And soon all those around will warm up to its
glowing. That's how it is with God's love, once you've
experienced it; you spread His love to everyone, you
want to pass it on

What a wondrous time is spring, when all the trees
are budding, the birds begin to sing, the flowers start
their blooming. That's how it is with God's love, once
you've experienced it; you want to sing, it's fresh like
Spring, you want to pass it on

I wish for you my friend this happiness that I've
found. You can depend on Him, it matters not where
you're bound. You shout it from a mountaintop
PRAISE GOD! I want my world to know; the Lord of
love has come to me, I want to pass it on.

SHOW YOURSELF (DISNEY)

Every inch of me is trembling
But not from the cold
Something is familiar
Like a dream I can reach but not quite hold
I can sense you there
Like a friend I've always known
I'm arriving
And it feels like I am home
I have always been a fortress
Cold secrets deep inside
You have secrets, too
But you don't have to hide
Show yourself
I'm dying to meet you
Show yourself

It's your turn
Are you the one I've been looking for
All of my life?
Show yourself
I'm ready to learn
Ah ah ah ah, Ah ah ah ah ah
I've never felt so certain
All my life I've been torn
But I'm here for a reason
Could it be the reason I was born?
I have always been so different
Normal rules did not apply
Is this the day?
Are you the way
I finally find out why?
Show yourself
I'm no longer trembling
Here I am
I've come so far
You are the answer I've waited for
All of my life
Oh, show yourself
Let me see who you are
Come to me now
Open your door
Don't make me wait
One moment more
Oh, come to me now
Open your door
Don't make me wait
One moment more
Where the north wind meets the sea
Ah ah ah ah
There's a river
Ah ah ah ah
Full of memory
Come, my darling, homeward bound
I am found
Show yourself
Step into your power
Throw yourself
Into something new
You are the one you've been waiting for
All of my life
All of your life
Oh, show yourself
Ah ah ah, Ah ah ah, Ah ah ah

TAPS

Day is done
Gone the sun
From the lakes, from the hills, from the sky
All is well
Safely rest
God is nigh

TODAY

CHORUS: Today, while the blossoms still cling to the vine, I'll taste your strawberries; I'll drink your sweet wine. A million tomorrow's shall all pass away, Ere, I forget all the joys that are mine....Today.

1.) I'll be a dandy and I'll be a rover;
You'll know who I am by the song that I sing.
I'll feast at your table, I'll sleep in your clover;
Who cares what tomorrow shall bring!

(CHORUS)

2.) You can't be contented with yesterday's glories
You can't live on promises winter to spring
Today is my moment and now is my story
I'll laugh and I'll cry and I'll sing!

3.) Oh life is a pleasure that fades much too quickly,
You laugh and you love and you sing your bright song.

Tomorrow the sun might fade and you are lonely, so
sing and we'll carry it on!

(CHORUS)

A WHOLE NEW WORLD (DISNEY)

I can show you the world
Shining, shimmering, splendid
Tell me, princess, now when did
You last let your heart decide?

I can open your eyes
Take you wonder by wonder
Over, sideways and under
On a magic carpet ride

A whole new world
A new fantastic point of view
No one to tell us no
Or where to go
Or say we're only dreaming

A whole new world
A dazzling place I never knew
But when I'm way up here
It's crystal clear
that now I'm in a whole new world with you

Now I'm in a whole new world with you

Unbelievable sights
Indescribable feeling
Soaring, tumbling, freewheeling
Through an endless diamond sky

A whole new world
Don't you dare close your eyes
A hundred thousand things to see
Hold your breath - it gets better
I'm like a shooting star
I've come so far
I can't go back to where I used to be
A whole new world
Every turn a surprise
With new horizons to pursue
Every moment gets better
I'll chase them anywhere
There's time to spare
Let me share this whole new world with you

A whole new world
A whole new world
That's where we'll be
That's where we'll be
A thrilling chase
A wondrous place
For you and me

SKITS

AMAZING MIC

In this skit, the MC claims that his mic can read people's minds. He wanders throughout the audience, holding the wireless mic to various people's heads, while a hidden person with another mic acts as the "thoughts."

BANANA/BANDANA Magician, with back to assistant ("chosen" from audience), has him perform trick with Bandanna: Folding it, then straightening it on his own head, then stuffing it into his fist, then opening his fist to show it has disappeared Assistant misunderstands and uses a Banana instead.

BEE GIVE ME THE HONEY

One friend approaches another and says he's got a fun new game they can play. He tells his friend to be a flower. "I'm going to be a bee. When I stop in front of you, say, 'Bee, give me the honey.'" While buzzing, the bee takes a drink of water and then when the flower says his line, the bee spits water on him. The friend says, "OK—now let me try! You be the flower." As the bee buzzes around they both get a drink of water. The bee stops in front of the flower but can't talk because his mouth is full of water. Finally, he spits it on the ground and says, "You're supposed to say, 'Bee give me the honey!'" Then the flower spits the water on the bee.

CANDY STORE

A person is building a candy store. An assistant helped him figure out everything he needs: doors, windows, lights, counter, cash register, etc. Pick people out of the audience to come up and be a door (etc.) complete with suitable motion and an accompanying sound. Finally the assistant points out that the builder still needs candy for his candy store. He replies, "What do I need candy for when I've got all these suckers?"

CPR

Two rescuers discover a victim in need of CPR. They proceed to perform CPR in proper form. At the "Switch Positions" command, they all switch positions, including the victim.

DIRECTOR SKIT

The play: Mom's cooking, daughter gets stung by a bee. Mom calls the ambulance. The paramedic comes and start to address the situation. The director (always irritated and barking instructions): first time was too unemotional, so this time do it with more feeling; second time is too excited; third time is in slow motion; finally cast chases off director.

DOCTOR'S OFFICE

First patient is fine and is there for a check up. Receptionist has him sit in the waiting room. 2nd patient comes in with a bad case of the sneezes, sits next to the 1st patient who gradually acquires the sneezes. 2nd patient leaves when all of his sneezes have been transferred to the 1st patient. 3rd patient has itches and leaves the 1st patient itching and sneezing. 4th patient has hiccups. Final patient comes in and is visibly pregnant, 1st patient runs out screaming.

ECHO SKIT

Tour guide (showing off the sites to some visitors); "Now let me demonstrate for you our echo from this point, Hello..." Person hidden in the woods echoes back, "Hello..." Tour guide: "Now you try it." 1st tourist: "Yabba dabba doo..." Echo: "Yabba dabba doo..." 2nd tourist: "Baloney..." The echo is silent. Try again. Still, no response. Finally, the 3rd tourist says something like, "Let me try: I'm the greatest counselor of all time!" And the echo says, "Baloney!"

ENLARGING MACHINE

(people hold up a bed sheet) Put in a Ping-Pong ball and out comes a volleyball, etc. Finally put a cup of water over and out comes a bucket of water.

HORSE SKIT

Ranch Counselor chooses "camper" (another Ranch Counselor) to teach to ride a horse. Camper trips while running to the horse. Camper says he has been riding for 10 years but then holds fingers up to show he is only 5. Counselor helps camper mount...puts wrong foot in stirrup, ends up backwards. "Hey, where'd his head go?" Camper jumps off back of horse. "DON'T EVER GO BEHIND A HORSE. IT'S STRONG BACK THERE." Camper lifts tail and sniffs, "Boy, it sure is!" Trying to mount again the Counselor asks for the Camper's foot. Camper asks, "Left?" Counselor says, "Right" meaning "correct," but Camper understands this to mean "right foot" and puts his right foot in. Ultimately, Counselor helps Camper to mount only for him to go completely over the horse. Camper comes back underneath the horse, much to the Counselors consternation. Finally, Camper gets on and wants to know where to put the quarter. Then he tries to steer with the horses' ears. When told of the reins, he says, "Hey it's not raining." At last the camper kicks the horse a little too hard and goes galloping and screaming off with Counselor running behind.

IF I WERE NOT AT CAMP ERNST

People stand in line dressed according to their role:

1st person: If I were not at Camp Ernst, I know just what I'd be,

If I were not at Camp Ernst, a farmer I would be.

And as you pass me by this is what you'd hear me cry:

(Milking a water filled rubber glove) Give Bessie give, the babies gotta live. 2X

2nd person: politician: Kiss the baby, shake a hand, buy the people's vote (throw candy). 2X

Repeat 2X again as 1st person sings their line 2X.

3rd person: birdwatcher: Hark, hark, I think I see a lark (splat mayonnaise).

4th person: football player: Set, Hut, Kick `em in the butt.

INVISIBLE BENCH

A person is positioned as if he is sitting on an invisible bench. Another person comes up and asks what he is doing. When told he is sitting on an invisible bench 2nd person asks to join him. Several more people come and join on the invisible bench. Finally the last person comes and asks what they are doing. Last Person: "That's not the invisible bench! The Invisible bench is over there." They all look surprised and fall to the ground.

IS IT TIME YET?

Group sits in a row with their left leg crossed over their right. 1st person asks, "Is it time yet?" and the question is passed down the row. Last person says, "Nope, it's not time yet." This message is then passed back. After several times the last person finally says it is time. After it gets passed back to the first person they all cross their right leg over their left.

I'VE GOT TO GO WEE

Whole group is lying next to each other as if sleeping. 1st one says, "I've got to go wee." Message is passed down to the group leader who passes back that they must wait. After another time or two of this, the leaders finally says OK and they all jump up & down saying, "Wee!"

JC PENNY

Group of campers come by, counselor asks each where did you get that hat/shirt/pants/etc?

Answer: "JC Penney's" A boy/girl comes by wearing only a bathrobe. "Who are you?" "I'm JC Penny!"

LIGHT AND FLUFFY

One friend says to the other, "Would you like some light and fluffy on your head?" He answers, "Yes, I would like some light and fluffy on my head." The first squirts whipped cream on his friend's head and then they do the light and fluffy dance ("Light and fluffy, we like light and fluffy..."). The second says to the first, "Would you like some light and fluffy in your armpits?" "Yes, I would like some light and fluffy in my armpits." Then they do the light and fluffy dance. This continues back and forth with "down the back of your shirt" and "in your face." Finally, the first says, "Would you like some water?" "Yes I would like some water." So the first dumps water on his friend's head. The second offers water to the first and then ends up dumping it on an unsuspecting audience member.

MOB SKIT

A whiny camper and his weary counselor set off for the overnight. They settle in to their sleeping bags and the camper complains, "But what about the wild rabbits?" Counselor: "There are no wild rabbits! Go to sleep." They go to sleep and a "mob" armed with pillows attacks the camper. They run off and the camper wakes up the counselor. The counselor doesn't believe him, they go back to sleep, and it happens again. After the 2nd time, the counselor says, "Fine. Seems like they are targeting your sleeping bag...how about we switch and then they'll get me instead of you?" They go to sleep and the mob approaches. When they reach the counselor (in the camper's sleeping bag), one mob member says, "Wait! This guy has had enough. Let's get the other one!"

MOVIE SKIT

Nerd" guy is taking girl to movies, only seats left are at opposite ends of a row. "Do you want some popcorn?" The popcorn must be passed down and people help themselves. None left when it gets to the girl. Next he asks if she wants a drink. Again the same thing happens. Then he puts his arm around the person next to him saying, "It's for her pass it down." Then he kisses the person next to him. The fellow who finally kisses the girl ends up leaving with her.

NATURAL HIGIENE

Two friends are going on a picnic when one says to the other, "You smell bad! Did you forget your deodorant?" The friend says, "Yes, I did forget...but do you have some? You don't smell so great yourself." One remembers hearing that peanut butter is a natural deodorant. They try it (from their picnic basket), smearing it on each other's armpits. Still smelly. They try whatever else is in their picnic basket: jelly, mustard, mayonnaise, ketchup, etc. They decide that they DO smell better now, and it's time for lunch! But they don't have anything left to make sandwiches out of, so they take bread and make their sandwiches from each other's "deodorant."

ONE MINUTE

When you have to stall the campers for a minute or two, go up in front of them (preferably two of you) and start counting. When you get to 30, turn around and begin again at one facing away from the audience. Once you get to 30 again stop and turn around saying something like "Thank you for letting us waste a minute of your time."

PICK POCKETS Two old pick-pocketing friends literally ran into each other on the street. They try to impress each other with what they were able to pick from other people during this chance encounter. After several retries and many different pick-pocketed articles (wallets, watches, rabbit foots, etc) one shows that he has the other's underwear. (or you can let the last guy have the other guy's liver.)

PRICILLA

"Priscilla" is constructed from one person laying on the ground with her knees bent and the other sitting up on top of the first with just her torso showing. "Priscilla's" legs are the legs of the person laying down and the sitting up person represents the rest of her. Two sets of "Priscillas" can perform at once for added humor! They say, "One day, my dad was reading the newspaper (cross legs), my mom was washing the dishes (pretend to wash dishes) and I was watching TV (elbows rest on knees), when I heard a knock, a knock, a knock upon the door. I heard a knock, a knock, a knock upon the door. (stomp foot at each "knock") They cried, 'Priscilla, Priscilla, please open up the door! Priscilla, Priscilla, please open up the door!' So I opened the door, and there was a tall man, a skinny man,

and an itty bitty little man. (gesture for each) And all they talked about was politics and politics and politics. And all they talked about was politics and politics and politics (switch crossed legs while saying "politics"). The next day..." (repeat sequence, but this time it's a tall woman, a skinny woman, and an itty bitty woman talking about shopping). "The next day..." (repeat sequence) "...and it was me!" (the bottom person sits up).

SHADOW OPERATION

"Victim" is taken behind a sheet and lays down on a table (there is a strong light shining from behind the victim and "operators"). The operation proceeds. Unusual items are pulled out if the victim such as a shoe, a folding chair, etc.

SPITTING CONTEST

Contestants spit (pretend to, of course) as high as they can while master of ceremonies catches spit in a metal bucket (make noise by flicking his finger against the bottom of the bucket). For some reason the m.c. chases one of the contestants around trying to throw the bucket of spit on him. As the contestants run through the crowd, the m.c. throws the buckets contents (confetti)all over everyone.

STAFF REUNION 2080- 2 or 3 counselors from this summer's staff get together for the staff reunion of 2080 and discuss, "What's ____ up to now?" about key former staff members.

STORY WRITER SKIT

Story writer talks as he writes. Introduces characters. Proceeds to write (and verbalize) the story. Characters act it out as he writes. Suddenly writer says, "No no no that's not it." Wads up paper and throws it over his shoulder. Characters are annoyed at the interruption. This is repeated several times with new story lines until characters get so mad they attack the storywriter.

TABLE SKIT

Actors create a scenario where they need an audience member to act as the table (they're at a restaurant, for example). They act out their scene, and as part of the joke, leave a pitcher of water on the "table's" back as they depart.

UGLIEST PERSON IN THE WORLD

Lift up sheet to show 1st viewer the "ugliest person in the world." 1st person runs off screaming. The same with the 2nd and 3rd. When sheet lifted to show 4th person the "ugliest person in the world" screams.

WATER SHORTAGE

Several people use one pitcher of water to brush teeth and rinse, rinse shaving cream off razor, wash comb. Then someone comes in and is so thirsty that he drinks it.

YOU ATE MY HALF

Bratty camper, crying & throwing fits, convinces Counselor to: catch a worm, throw it in the fire, get it out, break it in half, & eat half. Camper still cries: Counselor, "WHY ARE YOU STILL CRYING, I'VE DONE EVERYTHING YOU SAID." Camper, "But you ate my half."