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Mission

The mission of the Tennessee 4-H Camping Program is the development of youth to mold sound philosophies, attitudes, skills and value judgments through an educational and recreational camping program consistent with the 4-H mission.

Vision

The vision of the Tennessee 4-H Camping Program is to provide opportunities for life skill enhancement in the development of campers into healthy, productive and responsible citizens.

ACA and ACA Camp Standards

The American Camp Association (ACA) is a private, nonprofit educational organization with members in all 50 states and several foreign countries. Its members represent a diverse constituency of camp and conference center owners, and directors, executives, educators, clergy, business representatives, consultants, staff members, volunteers, students, retirees and others associated with the operation of conference/retreat centers or camps for children and adults.

The ACA fosters better camping through its accreditation program. The main purpose of the ACA accreditation program is to educate camp owners and directors in the administration of key aspects of camp operation, particularly those related to program quality and the health and safety of campers and staff. ACA standards establish guidelines for essential policies, procedures and practices.

Tennessee 4-H is Fully Accredited

The Tennessee 4-H camping program is fully accredited by the American Camp Association (ACA). ACA standards — which apply to the health and safety of campers, emergency procedures, standards for supervision, and 4-H camping programs — are included in this manual. This manual is organized in the same order as the standards appear in the ACA Standards publication. Many of the ACA standards relate to administrative procedures that are addressed in other University of Tennessee policies and procedures and are not repeated in this manual.
Mandatory Camp Volunteer Enrollment and Training

The 4-H Camping program is committed to the involvement of volunteer leaders. Volunteers should be enrolled as official Tennessee Extension Volunteers following the guidelines as established on the Tennessee Extension Volunteerism website at extension.tennessee.edu/eesd/Pages/Volunteerism.aspx. Adult and teen leaders should annually complete the Tennessee 4-H Camping Online Volunteer Leader Training Program in addition to a face-to-face visit/training with their county Extension agent.

As part of the training as a Tennessee Extension Volunteer, training on child protection is also mandatory. Counties should follow the instructions at extension.tennessee.edu/eesd/Pages/Volunteerism.aspx for training on child protection.

Memories for a Lifetime

As a leader at 4-H Camp you have the opportunity to affect the lives of many children. Because of your special talents and capabilities, you have been trusted with the well-being and safety of the campers. You may have to serve as a role model, parent, confidant, counselor, caretaker, mediator and disciplinarian all in one day. Understanding the expectations and your responsibilities as a leader will ensure that this experience is a positive one for you and the campers. Working together with other leaders and camp staff will make your week a satisfying and memorable experience.

This guide is divided into sections that address many of the responsibilities or issues you may face as a leader at camp. Take time to review all sections before you arrive at camp. Preparation is the key to feeling confident and competent in your role as a leader. Ask your county 4-H agent for clarification of any information you do not understand. The following poem summarizes your role as a leader at camp:

“I'd rather see a lesson than hear one any day.
I'd rather you would walk with me than merely show the way.
The eye's a better teacher and more willing than the ear.
And counsel is confusing; but example's always clear.
The best of all the teachers are those who live their creeds.
For to see good put in action is what everybody needs.
I can soon learn to do it, if you let me see it done.
I can watch your hands in action but your tongue too fast may run.
And the counsel you are giving may be fine and true,
But I'd rather get my lesson by observing what you do.”

Author Unknown

At the end of the week you can say, “I have succeeded as a leader at 4-H Camp and would love to tell about it!”
Top Priorities

There are four basic top priorities all adult leaders and teen counselors must consider at 4-H camp:

**Safety, Health, Education and Fun**

1. **Top Priority: Safety.** It is the most important concern we must all consider as we plan and conduct all camp activities.
   - What is the worst possible thing you can think of that could happen at camp? Serious injury or (heaven forbid) death!
   - How would you feel if a camper in your cabin, your teaching session, or your special event where you were responsible, was killed?
   - Could it happen? YES! Think of some places where there could be an accident at camp: the pool, rifle-archery range, rec hall, dining hall, cabin, hillside, falling out of a bunk, craft house. It could happen anywhere — hundreds of places. You may be the only person who could prevent it!
   - What could you say to parents that come to camp to find out what happened to their dead son or daughter? How would you face them?
   - What would you say when parents want to talk to the person most directly in charge? The person who was there, who saw it happen, who could and should have done something to prevent it?
   - Nothing would ruin a camp and future camps any quicker than serious injury or death at a 4-H camp.

   The Top Priority — The No.1 concern in planning and conducting all camp activities must be **Safety!**

2. **Second Priority: Health.**
   - What would be the next worse thing that could happen? Sickness — health of campers.
   - Could a camper get sick or even die of an illness while at a five-day camp?
   - Could a camper develop appendicitis or some other such illness?

   Remember campers are in a stressful situation:
   - Doing things they are not used to doing.
   - Using different muscles, using them harder.
   - Eating different foods.
   - Sleeping in strange places, strange beds.
   - Doing all of these with new people.
   - With no family — mother, father to comfort.
It is extremely important that we take positive action to plan and conduct camp to ensure that campers:

- Practice proper hygiene.
- Eat a quantity of nutritionally balanced food.
- Get 7-8 hours of sleep nightly.
- See adults at the first sign of illness or injury.

The Second Priority must be the Health of campers.

3. Third Priority: Education.

- 4-H is an educational youth program of the University of Tennessee.
- Millions of federal, state and county tax dollars support the educational programs of UT Extension.
- You, as camp leaders, have teaching as one of your major responsibilities!

Education of campers — **Education is the third priority.**

What is teaching? Providing the opportunity, the information and the motivation for campers to want to learn.

Learn what?

- Physical skills (muscle skills): Learn to do things safely and skillfully.
- Gain knowledge (brain skills): Facts, names, figures.
- Social skills (people skills): How to get along with people in work and play, making friends.
- Leadership skills (people skills): How to help a group of people accomplish their goals and plan activities.

You, as leaders, will be teaching every moment you are with campers. You will be serving as mentors to every camper at camp through your example! The way you talk to people, the way you teach, the way you walk, the way you wear your clothes, the way you eat, the way you chew your gum, the way you make your bed, the way you take care of your belongings, the language you use, the way you follow the rules, are all being watched and mimicked.

The three ways you are constantly teaching are:

1) by **example**, 2) by **example**, and 3) by **example**.

Being a counselor or leader is such an honored, respected and revered position to a camper that anything you do is instantly noticed and copied. Will you be proud of the things you teach your campers?

**Education** is the third priority.

4. Fourth Priority: Campers have fun!

Camp has to be fun for all the participants. It is a voluntary program; people must want to come!

But what is fun?

- When all people feel good.
- When activities are remembered fondly.
- When you are successful.
- Sharing good times with other people.
- Talking, laughing, caring, growth, challenges new experiences.
- “Goat fun,” put downs, or fun at others’ expense are not part of the 4-H Camping program and should not be encouraged.

**Fun**, the fourth priority, makes campers want to return to camp.

**Top Four Priorities at 4-H Camp Are:**

| #1 - Safety | #2 - Health | #3 - Education | #4 - Fun |
Camp is for Campers!

The only reason you are there as a camp leader is for campers’ safety, campers’ health, campers’ education and campers’ fun.

- You must like kids! You have to care about helping others have a good experience! You must be willing to put the needs of others before your own needs!
- Camp leaders must somehow make that significant role and attitude change from youthful participant to a responsible adult leader where “self” suddenly becomes secondary to the joys of helping others succeed.
- Camp leaders must get their “fun” from seeing others have good experiences, and observing campers who are doing new things, learning new knowledge, and making new friends.
- If you don’t have these as the most important reasons to want to be a camp leader, DON’T GO!
- If you are going to camp to fish, swim, hike, chase members of the opposite sex, or for any reason other than campers, DON’T GO! Your goals are different from the camp goals and there will be a conflict!
- Three hundred campers — 40 or more other leaders — 600 parents and the reputation of the entire camp, indeed the whole state 4-H program, is counting on YOU!

Being a 4-H Camp Leader is one of the most responsible positions you have ever held in your life.

- Is anything more important that someone’s life?
- Camp leaders are responsible for the lives of 10-14 campers in cabins, 15-20 in a teaching session, 300 in camp. Not for just a few hours — 24 hours a day for five days!

If you do not feel you are quite ready to handle these responsibilities and priorities, now is the time to decide — not halfway through camp!

Activities to Reinforce the Four Priorities

**Safety: Family Feud (10 minutes)**

*Materials:* noise makers, questions, prize

*Directions*

Divide participants into two teams of four to five players each. Let them come up with a team name (don’t spend a lot of time here — 1 minute). Give the first person from each team a noisemaker (keys to rattle, a whistle, something on their phones, a rattle, etc.).

You, the game show host, will tell them how many answers are on the board and give them the clue. If a participant thinks he/she knows the answer, he/she should chime in and give it.

If the answer is one of the answers on the board, then the winner turns to his/her “family” and determines if they want to play or pass. (It’s a strategy moment — does the family think they can get all the answers or do they think it’s a hard question and the other team will fail?)
If they want to play, then the game show host goes to the next person in line and says however many answers are remaining on the board and states the clue again. After a pause, if they haven’t answered, tell them they have 3 seconds to answer. (1 Mississippi, 2 Mississippi, 3 Mississippi) If they don’t give an answer in 3 seconds, they get an X. Then you go to the next person.

If the next person answers correctly, great. If that person answers incorrectly, then he/she gets an X.

If a family gets three strikes, then the clue goes to the other family. And you, as game show host, must give them a heads up. Example: “The Camping R Us Team, be ready with your answer. You may have a chance to steal.” This would be said after the other team has two strikes. (And note, that means the other team gets to brainstorm together what the answer might be instead of trying to answer as individuals.)

If the one team gets all the answers, they win the round. If they strike out, you go to the other team and say “X number of answers on the board. You have a chance to steal.” And then you repeat the clue/question and the leader gives the answer. If they are correct, they win the round. If they aren’t correct, the original team gets the round.

Say: “No. 1 top priority at camp is safety. We’re going to explore its importance by playing a game of Safety Family Feud.

“Eight answers on the board. Name a place at camp where an accident could happen.”

Answer key:
- The pool.
- Rifle-archery range.
- Rec hall.
- Dining hall.
- Cabin (And yes, we will accept the answer: Falling out of a bunk.)
- Hillside.
- Craft house.
- Anywhere.

Five answers on the board. Who can prevent an accident?

Answer key:
- You. You may be the only person who could prevent it!
- Camp staff.
- Teen volunteers.
- Adult volunteers.
- Young people.

The top answer may have seemed like a trick question, but we want you to recognize it's YOUR role as well as the rest of you team.

Three answers on the board. Name three ways that leaders fail to prevent accidents.

Answer key:
- The leader was inattentive; he/she was not paying close enough attention to what campers were doing.
- The leader was absent; he/she was not present where he/she should have been.
- The leaders were untrained; the leader did not have proper training or experience and did not anticipate what occurred.

Two answers on the board. Name two kinds of injuries that happen at camp.
Answer key:
- Physical — injury to the body.
- Psychological — injury to the mental health and self-esteem of people.

Six answers on the board. How might physical injury happen?

Answer key:
- Throwing stones.
- Swinging sticks.
- Playing with knives.
- Hitting people.
- Running on dangerous surfaces.
- Horseplay.

Ask: Can you think of more examples? (Take two to three answers.)

Five answers on the board. Name examples of behavior that cause psychological injury.

Answer key:
- Name calling.
- Being laughed at.
- Being rejected from the group.
- Being made fun of.
- Bullying (Note if not said: Yes, this includes attempts at “hazing” or initiations).

Ask: Can you think of other examples? (Take two to three answers.)

Thank the group for playing Safety Family Feud and give prizes to the winning team.

How can you keep campers safe? (12 minutes)
Materials: manual, chart paper, markers, one category per group

Task: Divide participants into smaller group and give each group a category (see below).

Their task is to brainstorm a list of what they know is needed to keep others safe within their category (you can let them use the guide as needed). They will do a 1 minute or less presentation to the rest of the group.

Give them 3 minutes to brainstorm and chart their list. One minute to present. Each group teaches others about their category. Fill in with any strategies or procedures/expectations not mentioned by the group.

Categories:
- First aid and injury.
- Blood-borne pathogens.
- Emergency procedures for natural disasters (fire, lightning, storms).
- Emotional safety.
- General hygiene.
- How adults make youth feel safe.

Tips: See information for tips on how adults make youth feel safe. Add any points that aren’t mentioned by the group.
Wrap-up: Emphasize that camp leaders are responsible for the lives of 10-14 campers in cabins; 15-20 in a teaching session, 300 in camp. Not for just a few hours — 24 hours a day for five days!

Additional safety activities from Great Group Games (theassetedge.net):
- You can do two trust-building activities: Book Ends, then Wind in the Willow, and debrief with a conversation about safety (How safe did you feel? Did you feel safer with two people being responsible for you or with lots? How do we make sure ALL are safe at camp? How do we keep each other safe?).
- These two physical demonstrations of safety can lead into a discussion of norms and can help make campers aware of the importance to act in safe ways and help keep each other safe.

Health: Puzzle Run (5 minutes)
Materials: puzzles on slips of paper — enough copies for one complete set per number of teams playing

Directions:
The goal is to create a bit of “stress.”

Divide the group into two to four teams. Each team must send up a runner to you. Give each runner a slip of paper with a puzzle on it. The runner must solve the riddle and tell you the answer. If the individual runner can’t solve it, then he or she can go to the team for help in solving their puzzle and the run back to you with the answer.

If the answer is correct, the runner runs back and the next runner comes up for the next puzzle. If the answer is wrong, the runner can try again. Allow for up to three tries per puzzle. The first team to complete all six puzzles wins.

Let them know that Puzzle Run revolves around the issue of stress. All fill-in-the-blank answers are things that create stress.

Answer key
- Doing things they are not u_______ to doing (accustomed).
- Using different body m_______, using them harder (muscles).
- Eating d______ foods (different).
- S_______ in strange places (sleeping).
- Spending t_______ with new people (time).
- Being away from f______ (family).

Wrap-up: Note that all of these circumstances represent stressful situations for campers, especially those who are first-timers. The trouble with stress is that it can play on your health and negatively impact it. It’s important to be on the lookout for campers that are homesick or who look like they are being left out. They are more at risk to experience camp as stress than others are.

How are you going to handle stressful moments? (10 minutes)
Materials: stressful scenarios from page 6

Directions:
Ask participants to get into pairs. Give one of the six stressful scenarios from page 6 to each pair and let them consider how they would respond. Allow for 5 minutes to chat, then ask each pair to share their scenario and response ideas with the whole group.

Note: Depending on the size of the group, you may need to have smaller groups share with each other. For example, if the group size is larger than 16, have two pairs team up and share their two scenario/responses with each other.
**Health Tips Charades (5 minutes)**

*Materials:* scenarios from below — one per slip of paper

**Say:** It is extremely important that we take positive action to plan and conduct camp to ensure that campers manage their stress and stay healthy.

There are four main ways we can aid general health. These are things each of you know you should do each day but had to learn from someone. At camp, that someone is us.

**Directions:**
Ask for a volunteer to come up, take a slip of paper, and act out the action on the paper. The group will guess what “health” practice this is.

**Scenarios:**
- Practice proper hygiene.
- Eat a quantity of nutritionally balanced food.
- Get 7-8 hours of sleep nightly.
- See adults at the first sign of illness or injury (ask for two volunteers for this one).

**Education: Jeopardy (7 minutes)**

*Materials:* Four noisemakers, prizes

**Say:** “Education of campers is our third priority after safety and keeping them healthy.

We’re going to look at the importance of education by playing a round of Jeopardy.”

Ask for three participants to come up front to play in Jeopardy.

**Directions:**
Give each of the three contestants a noisemaker. Tell them that you will give them a statement and if they think they know the answer, they should chime in and state the answer in the form of a question.

Let the audience know that the fourth noisemaker is up for grabs. If the audience thinks they can beat the players, they can race to a noisemaker, make the noise and take a chance at beating the others. If an audience member wins a round, he or she can take the place of one of the contestants.

The first person to chime in with the correct answer in the form of a question wins. Remind them that everything revolves around education.

**Jeopardy**

*Providing the opportunity, the information and the motivation for campers to want to learn.*

**Desired answer:**
What is teaching? (Point out: You, as camp leaders, have teaching as one of your major responsibilities!)

This will happen every moment of every day that you are with campers — as models, in project sessions, in activity centers, and in learning sessions.

**Desired answer:**
What is teaching every moment?

Campers will follow the way you talk, act and live. Deliberately living in such a way as to be a positive influence on them is called ...
Desired answer:
What is teaching by example?

Learning to do things safely and skillfully is an example of what kind of skill set?

Desired answer:
What are physical skills (muscle skills)?

Learning how to do new activities, learning facts, names, and figures are an example of what kind of skill set?

Desired answer:
What is to gain knowledge skills (brain skills)?

Learning how to get along with people in work and play, making friends is an example of what kind of skill set?

Desired answer:
What are social skills (people skills)?

Learning how to help a group of people accomplish their goals and plan activities is an example of what kind of skill set?

Desired answer:
What are leadership skills (people skills)?

Thank them for playing and give each contestant a prize.

**Fun: Song Rewrite (10-15 minutes)**

*Materials:* paper and a pen for each person

*Say:* Fun is our fourth priority and an important one! Think about the word “fun” — what makes a program fun to you? What happens when a program is fun? Just think — don’t talk yet.”

*Directions:*
“Now, I want each of you to write down on your paper two key words or phrases that came to mind as you thought about this.” Give them 1 minute to write.

Divide the group into teams of three people. Ask them to take their words/phrases with them.

Once in teams, tell them their job is to create a song to the tune of “Happy Birthday” using all six of their phrases or key words. Give them 5-7 minutes to compose their song.

When time is up, ask each group to sing their musical creation.

*Wrap-up:*
*Say:* “We thought about fun and how good it is and what makes a program fun for us. But what is fun for campers?”
Conclude with key points:

- When all people feel good.
- When activities are remembered fondly.
- When you are successful.
- When there is a sharing of good times with other people.
- When there is positive talking, laughing, caring (no put downs, or fun at others expense).
- When people experience growth, challenges, new experiences.

Fun, the fourth priority, makes campers want to return to camp.

Recap:
Ask: What are the four priorities we want to remember as counselors?
Note: Don’t forget to explain why the four priorities are in the ordered that way.

Additional fun activities from Great Group Games (theassetedge.net):

- Song Off (Creating song lists that have the word “fun” in them) — 10 minutes
- Ha game — 5 minutes
Expectations of a Leader

All campers need belonging, security, recognition and new experiences. They need opportunities for achievement, self-reliance, learning new skills and developing values. Your role as a leader is to initiate activities or help others provide experiences that meet these needs in a positive way.

It is extremely important for you to fully understand the total role of a camp leader in terms of:

- The various roles and responsibilities you have.
- The importance and the magnitude of the responsibilities you have.
- The competence you will be expected to demonstrate (quality of work and preparation, attitude).

You have the right and responsibility to fully understand what is expected of you and the responsibilities you will be committed to, before you ever apply to take the volunteer job of a camp leader.

- Ask questions anytime — no question is dumb or unimportant!
- The important thing is that you understand your role and expectations.

Six Basic Areas of Responsibility as a Camp Leader

1. **Cabin Leader Responsibility** — Get to bed, get up, clothes, medicine, personal hygiene, personal problems, cabin clean-up, and (most important) group acceptance of every camper.

2. **Co-ed Group Leader Responsibility** — Get acquainted, team-building, cooperation, acceptance, plan activities, group competition, work together.

3. **Teaching Responsibility**
   - Project Sessions — Teen leaders will teach Tuesday, Wednesday and Thursday project sessions. To be successful it is important that you know your assignments and practice them before coming to camp.
   - Activity Centers — You will sign up or be asked to assist camp staff in teaching new skills to campers as they participate in camp activities. Each teen leader is expected to accompany the campers as they participate in different activity sessions like wildlife, archery, rifle range, craft house, woodshop and recreation. Some activities cannot be conducted without adequate supervision. Don’t punish the campers by failure to show up for your duties.
   - Ed-venture Camp — Conference assistants are expected to plan and conduct learning sessions. It is critical to prepare and practice ahead of time.

4. **Special Events Activities Responsibility**
   - Campfire, flag programs, vespers, Olympic competitions, opening and closing ceremonies, last night party, song leading, etc. Check with the agent responsible for these activities for specific needs and volunteer cheerfully.
   - Know the expectations for behavior at these activities so that you can set an example for others to follow and guide the behavior of the campers. Make sure campers know the expectations.
5. **Mutual Respect and Support Responsibility**

Volunteer to help when able, respect each others’ rights and property, avoid attacking each other, DO YOUR SHARE, care enough to confront, communicate, cooperate, support, and work as a team.

6. **Individual Counseling Responsibility**

- Encourage campers and counselors to grow and try new things.
- Catch campers and other staff “being good.”
- Set good examples as mentors and leaders.
- Discipline appropriately, fairly and consistently.
- Help campers with problems, consider alternatives, pros and cons.
## TEST — EXPECTATIONS

Check the column that best describes your personal traits

<table>
<thead>
<tr>
<th>Trait</th>
<th>Never</th>
<th>Seldom</th>
<th>½ the time</th>
<th>Usually</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperative — Even when carrying out the plans of others</td>
<td>☐</td>
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<tr>
<td>Cheerful — Without sulkiness or grouchiness</td>
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<td>Sense of humor — Even when the joke’s on you</td>
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<td>☐</td>
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<tr>
<td>Warmth — Friendly personality that attracts others</td>
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<tr>
<td>Poise — Even in emergencies or embarrassing situations</td>
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<td>Love of children — Even the less attractive and “naughty ones”</td>
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<td>Enjoyment of hard work — Even when it means getting dirty</td>
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<td>Skills, knowledge of outdoor living in rain as well as sunshine</td>
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<td>Adaptable — Can change plans to fit others or the weather</td>
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<td>Love of fun — Can see possibilities for enjoyment in almost any situation</td>
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<td>Initiative — Ability to get started without prodding</td>
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<td>Promptness — At all appointments and tasks</td>
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</tr>
<tr>
<td>Dependable — Do what you said when you said you would</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>Persistent — Finish what you start with dispatch and thoroughness</td>
<td>☐</td>
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<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Neat — Keep living quarters neat and clean</td>
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</tbody>
</table>

These characteristics are traits that show your adaptability to camp life and situations you may face. Work towards being able to answer usually or always in most of the categories.
YOU, the Role Model, Leading by Example (10 minutes)

Materials: test on page 18

Directions:
For consulting one-on-one activity:
   a. Read through the assessment first and star the ones you are really good at, the ones that are natural for you to do/be.
   b. Now, place a checkmark next to the ones you need to work on and want to improve. (5 minutes)
   c. Pair up and share some of your strengths and where you want to work to improve. Brainstorm ideas for how to improve the areas you want to make stronger. (5 minutes)
Cabin Leader Roles and Responsibilities

Each cabin serves as a “home away from home” to the campers. The camp experience is a “first” for many campers, who may fluctuate from being confident and self-reliant to tentative and clinging. Creating a caring, supportive “camp family” atmosphere encourages all campers to have a positive experience.

1. Select a bunk near the door. No one should come in or go out during the night unless you know about it!

2. Have bunk made and baggage organized as a good example for campers to follow.

3. Mobile phones and other electronic devices should not be brought to camp. If found, tell campers to put them in their suitcase and to not take them out. All phone communication between parent and child should be done through an Extension agent.

4. Have bunk name tags ready to put on bunks the campers select.

5. Have a cabin roster posted by your cabin door with names of all campers in your cabin. This will help them feel a sense of identification, welcome and belonging.

6. You may want to put up some special theme-related decorations. Use materials approved by the camp manager — no nails or staples and never write on the cabin walls, ceilings or other permanent fixtures.

7. Be in your cabin ready to welcome campers. Help those assigned to your cabin find it and help carry their belongings if necessary.

8. Introduce yourself to your campers. Make sure they know your name and that you will be their cabin leader for the week.

9. Re-introduce yourself to other leaders and wear a name tag, especially the first day or two. Offer to help anyone who looks like he or she needs it.

10. Ask parents (camper, if parents are not present) if there are any medications the camper needs to be taking, allergies, bedwetting or any other health conditions of which you need to be aware. This question should probably be asked in private to avoid potential embarrassment of the camper.

11. Make sure all prescription and nonprescription drugs (aspirin, Tylenol) are turned in to adults for safekeeping and dispensation as needed. Even someone taking aspirin privately can initiate ugly rumors.

12. Help campers select a bunk. Encourage bottom bunks especially for those who sleep walk, roll in sleep, etc. Seek a parent's approval for top bunks if possible.

13. Many homesick problems are solved with the first 30 minutes of camp. Help each camper get off to a good start!

14. Make sure at least one leader is in your cabin with your campers at all times campers are present. Campers should not be in cabins unsupervised. This is when idle minds and hands become creative in making their own “fun” with horseplay, put downs, foul language and physical abuse. Exceptions — changing wet clothes between sessions or approval by leaders.

15. Leaders should know the name of every camper in your cabin the first day. Be able to identify the individuals as one of your cabin campers by the second day.

16. Acquaint "your group" with cabin layout — clotheslines, bathrooms and cleaning supplies. Show them around! Help them learn the names of all the buildings.
17. Be sure each camper knows the exact location of the first aid station. Review first aid policies (you must be accompanied to the first aid station with an adult).

18. Look for illness or injury — don't make too much "fuss" about it. This may cause more upset than the illness or injury itself.

19. Report ill or injured campers no matter how late or how minor. Prompt treatment of "small troubles" will frequently avoid "big ones!"

20. Watch for homesickness. A camper who participates is seldom homesick.

21. Go over the schedule each morning, noon and evening to make sure your campers know when and where they are supposed to go.

22. Acquaint "your campers" with camp regulations, rules and traditions. There are very few rules but the quicker campers learn them, the fewer problems.

23. Be a worthy example in language, manners, dress and ethics for your campers.

24. Discourage negative discussions about individual personalities or shortcomings.

25. Safety is priority No. 1 at all times. Be alert to unsafe activities and take action.

26. Encourage consideration for the privacy of others, their equipment and their property. Discourage borrowing even with consent.

27. Keep cabin clean and belongings put in proper places. (Suitcases closed, towels hung, etc.)

28. Be fair and impartial in dealing with all campers! Clean-up duties and "glory" jobs should be shared equally by all. **Campers who need the most love and attention are often the least lovable.**

29. As the cabin leader, you are responsible for all that happens in your cabin. Try to be a friend and a leader. Be firm in your authority and decisions, but not "bossy." Start out pretty strict. It is easier to loosen up than to tighten up later! Never attempt to manage the behavior of a camper by ridicule or physical punishment.

30. The cabin leader should visibly account for each camper at all meals and activities where all campers should be to verify they are present and healthy.

31. All teen leaders will choose or be assigned project/activity sessions for one camper group during the week. Daily group responsibilities also include signing up to assist camp staff with center and recreational activities.

32. All adult leaders will be expected to assist with centers or recreational activities for the morning, afternoon and evening (where applicable) activity periods.

33. Be sure each camper takes a daily shower, brushes teeth, washes hands before meals, changes clothes, etc.

34. Before lights out, do a little discussion survey with your campers to find out what they did that day, how they enjoyed it, what they learned, and any problems or suggestions they might have. Note things that could be passed on to appropriate people as improvement suggestions and recognition.

35. Enforce "quiet hours" appropriate between "lights out" and "rise and shine" and during rest period by example and behavior management.

36. Set good examples by not using profanity or telling off-color jokes and stories. Use behavior management on campers who use abusive, disrespectful language.
37. Report all lost, stolen and found items to adult leaders and county 4-H agents. Get all sides of any story before accusing someone who might have been wrongly accused.

38. Report all "incidences" to the co-director or 4-H agent. Any happening that you feel might be reported to the camp co-directors by way of campers, staff or parents is considered an incident. Report any incident where a camper had to be disciplined, there was a disagreement, blows were thrown, or a camper suffered significant mental or bodily harm.

39. Feel free to discuss any or all concerns, problems or joys with any of the adult staff. It will be held confidential where appropriate. They would much rather help you out with lots of little challenges than one big one that has gotten out of control.
Your First Cabin Meeting

1. Check cabin roll, post a roster of all campers.

2. Try to put campers at ease. Be honest, talk to them as friends, be sincere.

3. Share with them what you hope and dream will happen to them as a cabin group in the next five days:
   - Stay safe — nobody sick, nobody hurt … Have fun.
   - Develop good friends; meet new people … Have fun.
   - Learn new things — new experiences … Have fun.
   - Be responsible for your belongings … Have fun.
   - Get along, no fights, no put-downs … Have fun.

   Is there anything else you would like to have happen? Would you agree these are good goals? (Vote by a show of hands.)

4. Review safety procedures for fire, tornado and storms (posted on the bulletin board).

5. Review first aid policies:
   All medications must be stored in the first aid room and should be in the pharmacy container with proper dosage noted on the container. Campers must report the need for all treatment (no matter how small) to an adult. All treatment must be recorded in pen in the official log book in the first aid room.

6. Remember to:
   - Be open — talk to each other.
   - Pitch in — do your share.
   - Keep belongings put away.

7. Obey the two rules in getting along with people:
   Rule 1 — Be Nice,
   Rule 2 — Don’t Break Rule 1.

   What it means to “be nice:”
   - Be positive to self and others.
   - Be respectful of people and property.
   - Be courteous (please, thank you).
   - Accept advice graciously.
   - Be dependable, reliable, responsible.
   - Listen for understanding.
   - Be not a rumor monger.
   - Communicate clearly.

8. Become acquainted with your cabin by getting to know a little bit about each other:

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>4-H projects</th>
<th>Favorite camp activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Favorite sport</td>
<td>School</td>
<td>Years in 4-H</td>
<td>Years at camp</td>
</tr>
<tr>
<td>Favorite hobby</td>
<td></td>
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</tr>
</tbody>
</table>
1. Jeff has been following you around all day. The rest of the boys have formed groups of friends, but Jeff is left out. What should you do?

2. Steve is rather clumsy. He can't swim well, is not very good at volleyball, and is becoming self-conscious about his poor ability in sports. What should you do?

3. Two members of your cabin do not want to participate in camp activities and prefer to spend their time lounging in the cabin. They say they paid to come to camp and should get to do what they want. What would you do?

4. One cabin member appears to be very unhappy and wants to call home. You know that the camp rule is to only call in an emergency and with an agent’s approval. What would you do?

5. Children are making fun of a camper who needs to pay better attention to personal hygiene. What would you do?

6. A camper wants to change cabin rooms because he/she has had a disagreement with a former best friend. What would you do?

7. A camper has had an accident in his/her bed, during the night, and the sheets are soiled. What would you do?

8. All campers have signed up for activity sessions except one child who is in tears because he/she will be separated from his/her friends. What would you do?

9. Your cabin is supposed to plan a skit that involves all campers but they cannot agree on the design and one person wants to make all of the decisions. What would you do?
Stages of Development

Dealing with children can be one of the most exasperating and rewarding experiences you will ever have. Understanding developmental needs and changes may help you become a more successful leader. You will be able to plan more effective learning activities and react appropriately if you know the characteristics of each age group.

Yes, there really is a difference, not only between the sexes of young people, but between the ages of young people.

How do young people change as they grow? How do these changes affect you as camp leaders and staff and the activities you plan for your campers?

This guide discusses the characteristics of children at various age levels. Although children differ as to the speed with which they develop (each person is unique) the order of the stages does not change very much.

Some needs and interests are common for all ages and all people. We all need:

- To experience a positive self-concept (self-esteem).
- To experience success in most of what we do.
- To become increasingly independent.
- To develop and accept our own sexual identity.
- To be able to give and receive attention and affection appropriately.
- To experience new challenges and adventures.
- To be accepted by peers and those in authority.

This guide will help you consider the age characteristics of your campers, as you:

- Direct the learning and development of your individual campers.
- Plan your overall camp schedule of events and activities.
- Plan specific events, classes and activities.
- Analyze situations when activities are not going well and make appropriate adjustments.
8- to 9-YEAR-OLDS ACT THEIR AGE

What Would You Do?

One of your 8 year-old campers works fast and furiously on a project for a while, and then leaves it to go talk to friends. The project is not finished and soon it will be time for the class to be over. Will you call the member back and tell him or her to finish the project?

There is an exciting new world outside the home that 8- to 9-year-old children can't wait to discover! They need to acquire new skills, knowledge and abilities to live in this world and learn to accept adults (other than their own parents) as authority figures.

Children of this age are still wrapped up in themselves. They are willing to please adults, but often for selfish reasons.

Beginning projects is more important than finishing. At this stage, children are more interested in the process of doing something than they are in the finished product. Don't be surprised if they work like crazy on a project for 25 minutes and then stop without completing it. Their interest changes rapidly, jumping from one thing to another.

Thinking is very concrete for 8-to 9-year-olds. If they cannot see, feel, touch, or taste it, then it may be impossible for a child of this age to understand it. "Learning by doing" is important for the child.

Feelings of success or failure are dependent on peer relationships for these children. As they learn more about friendships, there are often fights. Children who fight in the morning may be friends again by afternoon.

A child of this age has a fragile self-concept, and cannot accept failure. Success, however small, should be emphasized and failures minimized. Competition with others is not appropriate.

Every child develops at his or her own pace, and all characteristics will not be observed in all children at the same age or same stage of development.

Common Characteristics
- Want to be helpful and do a "real job."
- Begin to enjoy reading and activities they can do alone.
- Like physical activities, lots of energy.
- May enjoy puzzles and table games.
- Are becoming less impulsive.
- Worry about being liked.
- Easily motivated.
- Eager to try the new.
- Do not like keeping records.
- Slower physical growth.
- Need encouragement to stay on task and achieve best performance.
- Are becoming more self-confident.
- May be critical of themselves.
- Value peer friendships very highly.
- Talk constantly and love to gossip.
- Dislike playing alone.
- Have a noticeable separation between boys and girls.
- Like group activities.
- May become frustrated when they don't like a job.
- Value clothing and foods highly.
- Tend to be self-motivated.
- Love to be chosen by peers and special adults.
- Admire and imitate older boys and girls.

As you plan learning activities for 8- to 9-year-olds:
- Keep the group small: five to eight is best.
- Meetings should be short and informal.
- Having a wide variety of activities is important; social and recreational activities are most important.
- Accompany verbal direction by demonstration.
- Incorporate some trips and special events for variety.
- Involve other leaders.
- Provide materials for activities: Paints, clay, sandboxes, collection albums. Remember, the child may like to work with these items, but may not produce a finished product every time and quality may be messy.
- Choose activities that stress individual activity and where there is no winner or loser. Competition is not appropriate; minimize failure.
- Dramatic play is appropriate. Children like to role play the parts of mother, father, nurse, teacher, etc.

What Would You Do?

Remember the 8 year-old and unfinished project?

At this age, the process of doing something is much more important to a child than a finished product. Variety is necessary. Let the child take the unfinished item or keep it to complete at another session.
The period between 10 and 11 years of age is one of transition. Children become anxious to grow up but still want to enjoy the privileges of childhood. It is important for a child of this age to develop the sense that he or she is capable. Accomplishments are made in three areas: Developing a sense of self, gaining acceptance, and experiencing achievement.

Physical changes occur quickly in some children. The range of shapes and sizes in this group is wider than in almost any other age group. Ten- and 11-year-olds are concerned about being "normal" as they work at developing a sense of self.

Self-concept is extremely fragile and very dependent on recognition and acceptance by peers. Children in this age group often overlook their need for supportive relationships with adults because of their intense loyalty to a peer group.

Between the ages of 10 and 11, children are developing the ability to reason and are moving toward abstract thinking. For example, water can be poured from a short, fat glass to a taller, slender glass. If the child is asked, "Is there more, less, or the same amount of water in this glass than there was in that one?" a younger child says "more" (based on the appearance). The older child says "the same." He or she understands that water has not been added or taken away.

This is an important change in thinking ability. It means that the child can think about why things happen and can begin to think about what can happen in the future.

Research shows us that at this point, most children prefer being with peers of the same sex. This preference begins to change at about the age of 11, especially for girls.

Every child develops at his or her own pace and all characteristics will not be observed in all children at the same stage of development.

**Common Characteristics**

**10-year-olds**
- Have longer attention spans but still need breaks.
- Accept themselves and are able to admit mistakes.
- Are self-conscious about sexual development.
- Like outings and trips.
- Are great joiners and like organized games.
- Beginning to think logically and symbolically.

**11-year-olds**
- Have very strong opinions.
- May be emotionally rocky; may have difficulty controlling feelings.
- Value friendships highly.
- Often quarrel with parents.
- Are more polite to strangers than to parents.
- Like to meet and travel in groups to public places.
- Have increased interest in opposite sex.
- Start taking responsibility for actions.

As you plan for 10- to 11-year-olds:
- Give children plenty of opportunities to discuss their thoughts and feelings through large and small group discussion, reading, reflection, and physical activity.
- Use a variety of activities and experiences. This will ensure that each child has the chance to excel.
- Recognize any achievement (however small) that each child makes; continue to minimize failure.
- Use constant encouragement to motivate children. Relate ideas to some experience they have had.
- Help children to select projects and activities with which they can be successful. Keep in mind that they are better at starting projects than at finishing them.
- Plan a variety of activities. Change the activity and the pace from time to time. Be flexible!
- Encourage members to help one another; plan activities that require cooperation among group members.
- If possible, have an older youth be an assistant and serve as role model.
- Compare present performance to past performance rather than comparing to another child.
The one constant during adolescence is change, change and more change. Physical, emotional and social changes are occurring at a rapid pace for 12-, 13- and 14-year-olds.

Puberty, the biological change from childhood to adulthood, will take from 18 months to 6 years to complete. As a result, a group of early adolescents will usually include young people at different points in pubescence. Physical maturation for girls usually occurs between the ages of 11 and 13, while in boys it is between the ages of 13 and 15.

The physical changes of pubescence have a direct effect on an adolescent's emotions. Self-concept is closely tied to the individual's feelings about his or her own body.

By this age, many adolescents have developed the capacity for abstract thinking. An adolescent able to think in the abstract must think about rules and principles and consider alternatives in order to adapt these rules for himself or herself. Many adolescents will begin to question the value system they have learned or the beliefs of others.

One of the most obvious social changes is the interest in others of the opposite sex. Learning to handle the emotions that go along with developing relationships with peers of the opposite sex can be both stressful and exciting.

"The young are prone to desire and in regard to sexual desire they exercise no self-restraint. They are changeful, too, and fickle in their desires. They are passionate, irascible, and apt to be carried away by their impulses. They are slaves, too, of their passion."

Does this sound like an accurate description of the teenagers of today? Actually, the philosopher Aristotle made this observation over 2,000 years ago!

**Common Characteristics**

- Are often egocentric.
- May spend hours in self-criticism and/or self-admiration.
- Can be moody, going from enthusiastic cooperation to withdrawn behavior.
- Can be self-reliant and seek to be more independent.
- Begin to test values.
- Are very emotional; may have difficulty controlling emotions.
- Tend to be very concerned about friends and doing well in school.
- Often display mannerisms of giggling, squirming and horseplay.
- Have strong peer group loyalties.
- Want to try new things.
- Need to be part of something important.

**As you conduct activities for adolescents:**

- Establish clear guidelines for the group. Involve group members in the development of guidelines.
- Provide activities to foster social interaction such as work in small and large groups, recreational activities, and service projects.
- Help individuals to feel at ease. Allow members to plan the group's activities. They can follow through with adult guidance.
- Help individuals choose tasks at which they can succeed.
- Be open and ready to talk to group members about what is important to them.
- Be honest and as consistent as possible.
- Recognize individuals for their own good points and progress made. Accept each individual as he or she is.
- Help individuals recognize their own limitations, (without nagging) and help them improve.
TEST — STAGES OF DEVELOPMENT

Choose the age group(s) to which the following statements best apply: 8-9 10-11 12-14

If they cannot see, feel, touch or taste it, may not be able to understand it.  
Egocentric, spend hours in self-criticism and/or self-admiration.  
Strong peer group relationships and loyalties to others of the same age.  
Developing ability to reason, and beginning to do abstract thinking.  
Beginning to question value systems or beliefs.  
Fragile self-concept and cannot accept failure.  
Longer attention span but still need breaks.  
Needs to be a part of something important.  
Interested in others of the opposite sex  
Like physical activities, lots of energy.  
Easily motivated.  
Learning to accept themselves and are able to admit mistakes.  
Just beginning to enjoy reading and some activities they can do alone.  
Talk constantly and love to gossip.  
Seeking to be more independent and can be self-reliant.  
Beginning to think logically and symbolically.  
Tend to be very concerned about friends and doing well in school.  
Love to be chosen by peers and especially by adults.  
Noticeable separation between boys and girls.  
More polite to strangers than to parents, often quarrel with parents.  
Increased interest in the opposite sex.  
Self-concept is closely tied to individual’s feelings about his or her body.  
Get frustrated when they don’t like a job.  
Admire and imitate older boys and girls.  
Often display mannerisms of giggling, squirming and horseplay.

List four of the seven needs and interest common to all ages and all people.

1. _______________________________  
2. _______________________________  
3. _______________________________  
4. _______________________________  
5. _______________________________  
6. _______________________________  
7. _______________________________
**Activities to Reinforce Ages and Stages of Development**

**Picture of The Whole Child (8 minutes)**

*Materials:* posters, tape

*Poster categories:* Tape each one on the wall spread out around the room.

- Belonging
- Recognition
- Achievement
- New Experiences
- Self-reliance
- Learning New Skills
- Developing Values

*Directions:*

**Say:** “There are many aspects youth need. These posters give us the broad picture.”

Point out the posters. Invite participants to stand by the one they personally think is most critical for youth to have.

Once groups form, invite them to chat with the others who made the same choice they did. Allow for 4 minutes.

When time is up, ask each group to share some from their conversations, asking why each group made the choice they did.

**Wrap-up:** State that “all are important.” Ask for examples of how each aspect is built in camp.

**Ages and Stages Walk (8 minutes)**

*Materials:* page 29 of guide, 8.5 by 11 pieces of paper — one age printed largely on each paper

*Directions:*

Say: “When it comes to specific ages of kids, there are key characteristics particular to each age. Let’s see how well you know what any given age looks like.

“I want you to get up and move to stand under the age YOU think the descriptor I read best describes.”

*Note:* You can vary the method for how this activity is carried out.

1) Put ages on the wall and they go stand under the number.
2) Put ages on tables and have them gather around tables.
3) Point to sections of the room and have them gather — all the who think it describes ages 8- to 9-year-olds, stand in that corner …
4) Have them create a continuum down the middle of the room from age 8 to 15.

Read one-liners from page 29 aloud and have people move to the age they think each one describes. Share the correct age after each vote. (Pick 10 descriptors to read aloud. Pick the 10 that most directly apply to camp and that cover all age groups.)

**Wrap-up:** Point out pages 26-28 and note that these pages will give more insights and guidelines into what it is like to work with the different ages.
Behavior Management

One of the most challenging and least-liked tasks of a 4-H camp leader is the important role of behavior management, sometimes known as discipline, or enforcing rules. This role is probably one of the most uncomfortable and difficult because very few people really like to correct or discipline someone. So, we sometimes choose to ignore or overlook unacceptable behavior. This approach will usually lead to having to deal with a bigger, more serious problem later. "Father Time" says, "If someone doesn't tell me what I'm doing wrong, I will probably keep right on doing it — and I'll probably get better at it."

Appropriate methods for enforcing rules, changing inappropriate behavior, and helping campers make better decisions about their behavior is critical for camp success. Knowing management tools and practicing them in a positive manner will help you deal with behavior-related issues. Appropriate conduct and awareness of child protection issues can save you, your county and the 4-H Center from negative publicity, possible legal action and unnecessary stress.

You have a responsibility as a leader to help campers make better decisions about their behavior. The most effective way to do that is to confront them immediately with the unacceptable behavior and help them consider other more appropriate behavior. This leader's guide has many good ideas to help you to first, avoid having to use discipline and second, make wise choices yourself when forced into a situation where some form of discipline is appropriate.

Camper Behavior Management

By far the largest single cause for both physical and psychological injuries in the 4-H camping programs is supervision, or rather the lack of supervision by camp leaders.

Three basic reasons for this lack of supervision are:

1. **The leader was inattentive;** he/she was not paying close enough attention to what campers were doing.

2. **The leader was absent;** he/she was not present where he/she should have been.

3. **The leaders were untrained;** the leader did not have proper training or experience and did not anticipate what occurred.

**Two Kinds of Injury**

Many different kinds of behavior at 4-H camp can cause physical injury. Throwing stones, swinging sticks, playing with knives, hitting people, running on dangerous surfaces and horseplay are some examples. Can you think of more examples?

There are also different kinds of behavior that cause psychological injury to the mental health and self-esteem of people. Name-calling, being laughed at, being rejected from the group and being made fun of are some examples. Can you think of others?
Five Behavior Management Tools

There are five behavior management tools that can be used to avoid injuries, sickness and psychological damage to campers.

- **Number one is to know your goal.** What are you trying to accomplish? You must have a direction to work toward! "If you don't have a target, how can you possibly hit it!"

- **Number two is plan ahead.** Get your plans made including the equipment and materials; who is going to do what; and specifically when and where it will be done. This allows you to pay attention to what campers are doing; it allows you to work with and interact with campers instead of trying to figure out what you are going to do next.

- **Number three is set good examples.** Most campers will do everything exactly the way you do it, totally ignoring any verbal instruction. "Your actions speak so loudly the camper does not hear a word you are saying." You lead by example, by example and by example!

- **Number four is bargaining** — a basic trade philosophy — "If you'll do this, then I'll do that." "If you'll work real hard getting the cabin cleaned up, we'll be able to go swimming sooner." etc.

- **Number five is praising proper behavior.** Use praise liberally! "No one ever stunted a child's growth by patting him or her on the head." Catch campers doing good things — working cooperatively, helping each other, giving something to someone else to use, planning together, etc. Praise them enthusiastically and often.

What Are Rules?

Rules are laws that have been made as a result of someone else's learning the hard way that some activity is dangerous to your health or safety. Rules are made to help keep us out of danger and help us get along with others more effectively. In order for rules to work:

- **They must be communicated to all people involved.** If they don't know the rules they can't very well follow them.

- **Rules must be enforceable.** If the rule is not enforceable then change it or drop it.

- **Rules must apply to everyone.** If one person can run stop signs, everyone is in danger and the rule won't work for anyone.

- **You must be willing to live by the rules!** If you are not willing to live by the rules then do not participate in the activity, in the program, in the camp!

- **Keep rules as few in number as possible!** Use only important rules.
What if Someone Breaks Our Rules?

What do we do if someone breaks our rules and draws away from the goals of our camp or activity? When anyone breaks rules they must suffer the consequences. Some are natural — such as when someone throws a rock, someone will get hurt. Unfortunately it is not always the person who broke the rule who suffers the pain. So, we impose artificial consequences. To be most effective, these people-made consequences:

- **Should be immediate** — They should be imposed as quickly as possible after the violation.

- **Should relate to the violation** — If someone breaks a serious rule in the swimming pool they should not be able to use the swimming facility for a period of time.

- **Should be appropriate to the severity of the violation.** A camper should not be sent home for a minor violation.

- **Should apply equally to all.** Everyone who violates a particular rule should have to suffer the same consequences.

- **Should only be threatened if you fully intend to invoke that consequence and you have the ability and authority to invoke that consequence.**

### Four Basic Behavior Management Consequences

There are basically four different behavior management consequences you can use at 4-H camp. You cannot use physical force in any way, shape or form unless the camper is doing physical damage to himself/herself or some other person. Then you may use only sufficient force to restrain the perpetrator from continuing the physical attack. You must never under any circumstances use physical force to punish the perpetrator(s).

1. **First, you can confront.** This means you let the camper know that what he/she is doing is not acceptable and will not be allowed to continue. Focus on the behavior, not on the person. Attempt to influence the person to change his/her behavior — his/her actions. Do not condemn the child as a person. You are simply pointing out the undesirable action, that it is unacceptable and not to do it again, i.e., "You threw a stone! That is dangerous at camp and we do not throw stones here at camp." "You called him/her a name. That is not nice, we do not call people unkind names. Do you understand that?"

2. **Next, you can separate** — Force the person to sit aside and just watch. Separate the person from the activity for an appropriate period of time. Take time out! He/she is separated from the activity but they are still sitting close enough to be watched and supervised.

3. **Third, you can isolate.** Isolate the camper entirely from the activity. Move the camper to another location for a longer period of time under the supervision of another person. The other person will likely be counseling with the camper to help him/her understand why his/her actions are inappropriate.

4. **Last, you can amputate.** You can send the camper home. If the violation is severe enough or we cannot persuade the camper to change his/her behavior using confrontation, separation and isolation, the final step is to totally separate the camper from the camp. The decision to use this step will be made by the camper’s 4-H agents after conferring with counselors and other staff.
Two Most Important Rules in Your Whole Life!

The two most important rules (really one) in all our lives are simply stated and apply to almost all situations. The approach is positive ("DO" as opposed to "DO NOT").

Rule 1 — “Be Nice”
Rule 2 — “Don’t Break Rule 1”

After "Be Nice" is explained or discussed in detail with your campers, all it takes from is just a simple but firm "Be Nice" to remind campers that their actions may not be appropriate.

Thirteen Elements of Being Nice:
1. Smile; speak to people (use names).
2. Be positive, supportive (to self and others).
3. Be helpful, alert to serve or assist.
4. Be interested (family, work, hobbies, etc.).
5. Be respectful (of self, others or property).
6. Be responsible, reliable, accountable (for both success and mistakes).
7. Be considerate, courteous (please, thanks, sorry).
8. Be optimistic (everything a pleasure).
9. Be confidential (avoid sharing rumors/gossip).
10. Give advice (confront) caringly (criticize in private, praise in public).
11. Accept advice graciously.
12. Be patient, understanding, accepting.
13. Communicate effectively, correct terms, listen for meaning/look for feelings, request feedback, use "I" message and involve multiple senses.

What You Expect Is What You Get!

Many times the expectations you plan for when you enter a situation are what you end up getting. Your prior planning, good examples and praise for proper behavior should preclude the need for having to use the more formal consequences in behavior management.

However, it is important to know what these steps are and how to use them where appropriate and necessary. Remember your "prime directive" is to help young boys and girls have safe and healthy experiences living and working together while learning new social, physical and mental skills in a supportive, encouraging, outdoor environment.
1. You are having a cabin meeting and a group of three campers keep causing a distraction so that others are not paying attention to what you are telling them. What would you do?

2. There is a policy of "no hats" in the dining hall at meal times. One camper has been warned on several occasions but continues to show up with a hat on. What would you do?

3. A group of campers is pushing and shoving at flag raising. You stood in their midst, hoping they would stop, but it made no difference in their actions. What would you do?

4. You notice a group of children picking on a "loner" who seems to be quite distressed. What would you do?

5. It is 1 a.m. in your cabin. You have repeatedly asked a small group of children to be quiet so that the rest of the cabin can get some sleep. What would you do?

6. Children have been asked to refrain from going to their cabins during special programs. A group of children sneaks off and you discover them in the cabin. What would you do?

7. A camper is abusing camp equipment. What would you do?

8. You overhear a group of campers using profanity and repeating inappropriate remarks. What would you do?

9. You suspect that a member of your cabin is not eating properly and filling up on food from the canteen. This same camper complains of continual indigestion. What would you do?

10. During group activities a small group of campers wants to be the only contestants or participants and tell everyone else what to do. What would you do?
Activities to Reinforce Behavior Management

**Mini-Lecture (5 minutes)**
Introduce section with a mini-lecture on the five behavior management tools on page 32.

**Simon Says or Red Light, Green Light (5 minutes)**
*Directions:*
Choose one of the games and invite players to simply play. Don’t give them the rules. Just announce the game and let them play for 1-2 minutes.

**Wrap-up:**
*Say:* “This game shows an ‘in’ and ‘out’ of bounds. How did you know the rules? I didn’t tell you. How did you come by the knowledge of what was in and out of bounds?”

Let two or three people respond.

*Say:* “As children, we learned much about boundaries through play. We learned that rules are needed for play to be fun. The success of games is related to rules. Imagine playing monopoly with no rules — it would be absolute chaos! Likewise, you are going to need rules to function well at camp. There are five essential components of setting rules for the group.

Briefly point out page 32 as a reference on setting rules.

**Additional Rules Activity:**
- **Sports/Game Rules — 6-10 minutes**
  Divide the group into teams. Ask each group to pick a game and list two rules for that game along with the penalty for breaking it. (2 minutes)

  Ask groups to share the game they chose and the rules they came up with.

  Now, instruct groups to create two rules for creating a fun, safe camp experience and name the penalties (consequences) for breaking them. (3 minutes)

After everyone shares, talk about the importance of the rules and the need for them.

**What Would You Do? The Quick Thinking Game (10 minutes)**
*Materials:* set of alphabet letters, category cards written on index cards

*Directions:*
Divide the group into two teams. Each team should send a rep to the game table for the first round. You, as the game leader, should flip over the top card of the alphabet stack and one from the behavior management stack. The two competing players attempt to quickly think of an action they would take that starts with the letter of the alphabet card that’s been flipped over to address the given behavior situation that has been revealed from the behavior management stack.

The first person to think of a viable answer and say it out loud wins the round. If the two competing contestants can’t think of something within 15 seconds, then flip another alphabet card to get a new letter. If both contestants still can’t think of anything, teammates can chime in. And in this case, the first team to come up with a viable solution for each scenario wins the round.

When the round is done, teams should send up new members for the next round. Continue rotations until time is called. The team with the most points wins the game.

*Do several practice rounds before getting into the “real” competitions. Practice round samples are included below.*
Note: For the practice rounds, make sure the practice category cards below are on the top of the stack. (Practice rounds let participants see how the flipping over of cards work and they get the hang of how to play)

**Practice Category cards:**
- A favorite thing to do at camp.
- One way to show campers you care.
- A camp song.
- One expectation of me as a leader.

**Competitive Category cards:**
- A core group of campers are distracting others.
- A camper is breaking rules intentionally.
- Two campers are pushing and shoving each other.
- One camper is picking on another camper.
- It’s 1 a.m. and a camper is still talking.
- A camper is abusing camp equipment.
- A camper is using disrespectful language.
- A camper insists on always being the center of attention.

Note winning team. Thank all for playing. Conclude with a wrap-up on what steps staff should take when campers break the rules.

**Wrap-up: When They Break the Rules**
Share these rules that you expect all staff to follow during “issues” at camp:
1. Respond immediately.
2. Be fair.
3. Follow through.
4. Match the consequence with the severity of the infraction.
5. Avoid physical force — see page 33 for the four steps to follow.

Ask for any questions and discuss any concerns.

**Additional Behavior Management Activity:**
- Have small teams create skits around the scenarios on page 35.
The 4-H Camping program is committed to the involvement of volunteer leaders. Volunteers should be enrolled as official Tennessee Extension Volunteers following the guidelines as established on the Tennessee Extension Volunteerism website at extension.tennessee.edu/eesd/Pages/Volunteerism.aspx. As part of the training as a Tennessee Extension Volunteer, training on child protection is mandatory.

According to Tennessee law, all persons (including doctors, mental health professionals, child care providers, dentists, family members and friends) must report suspected cases of child abuse or neglect. Failure to report child abuse or neglect is a violation of the law. A report of child abuse or child sexual abuse must be made immediately to one of the following four authorities:

- The Tennessee Department of Children's Services (reports can be made by calling the Central Intake Child Abuse Hotline at 1-877-237-0004 or go to www.tn.gov/youth/childsafety.htm);
- The sheriff of the county where the child resides;
- The chief law enforcement official of the city where the child resides; or
- A judge having juvenile jurisdiction over the child.

Reporting to university police, a supervisor, or any other university official or employee does not satisfy an individual's duty to report child abuse or child sexual abuse to one of the authorities listed above.
Leadership Roles

Teaching Activity/Project Sessions

As a camp leader, you are teaching campers every working hour you are with campers. You are constantly teaching as you work with other staff and campers during free time as well as program time when you are "in charge." The way you walk, the way you talk, the words you use, the way you eat, the way you make your bed, and the way you treat your belongings are the ways you are teaching campers to do those same things. A wise old man said that "We teach three ways — by example, by example and by example." Just be aware that there are lots of eyes and ears watching and listening to everything you do and everything you say. Will the parents of your campers be proud of their children when they mimic what you have taught them?

Your formal teaching responsibility during 4-H camp is probably the most challenging role you will have. Teaching a "class" or project session will be a new experience for which you will need extensive planning and practice. You will need to do some reading and studying to make sure the facts you teach are true and accurate. You will also need to follow a lesson outline.

There are three main keys to success in all teaching roles. They are:

**Planning, Preparation and Practice**

If one of these steps is missing, you may not feel like things have gone as planned or been as effective as you had hoped. Time spent in planning, preparation and practice before you get to camp is time well spent.

**Planning** — There are two phases which may occur simultaneously:

- **Head Phase** — Think about what you are doing, who is doing, where and how you are doing your communication.
- **Write-down Phase** — Writing down ideas, plans, information, concepts.

**Preparation** — Involves making sure that you have the equipment, materials and facilities you will need. These needs should be checked out well in advance of the activity.

**Practice** — “Practice makes perfect.” The more experience you have, the greater your chance of a positive experience for yourself and the campers. If you are familiar and comfortable with the material, you can concentrate on the audience.
Three Main Parts to a Lesson

I. Introduction (5 percent of class time) — "Tell them what you are going to teach them." Briefly outline the main points you will cover in that lesson. This helps the student organize in their mind what is going to happen during the class. This also may contain a brief review of the previous lesson. Ask if they have questions.

II. Body (85 percent of class time) — "Teach all the details." Philosophy, skills, knowledge, terms. Involve participants in "doing" something. These are the details of the subject you want participants to remember.

III. Conclusion (10 percent of class time) — "Tell them what you told them." Briefly review the main points you want participants to remember.

Your Challenge as a Teacher

Ask yourself these questions as you plan and as you teach:

- How can I make this subject interesting? (For participants to be interested the teacher must be interesting.)
- Is what I want to accomplish with these participants important?
- How can I make clear to the participants what we will accomplish?
- How can I present the subject so it makes sense/so it is logical?
- How can I communicate the information in a way the participants will understand it?
- How can I organize it so it is clear to me on how it is to be organized?
- Most importantly, how can I organize so it is clear to the participants?
- How can I make sure I do not leave the participant wondering what is going on?
- How can I most clearly present the material — so clear that the participant cannot possibly miss the point? What visuals could I use?
- How can I get feedback from students so I know how things are going? If they understand? Ask questions, give students a chance to ask questions, ask if they are following, if they understand, and be patient if they do not!

Evaluation — Consider the Following:

- How well did you accomplish your stated objectives?
- Did you reach the number or percentage of people you planned?
- Were your participants able to do what you had planned for them to be able to do?
- Were they able to do it within the time limit you established?

Possible methods of evaluation might include pre-test, post-test, number of participants, after-class quiz, after-class discussion and observations of teacher or students.
Ten Steps to Effective Teaching

Planning and Preparation

1. **Decide on Purpose** — Why are you leading this specific activity rather than another? What do you want to accomplish? Get acquainted? Build trust in group? Provide a change of pace? Provide action or activity? Teach a specific skill? Just plain fun? Quiet group down? To help teach or make a point?

2. **Select Your Game, Dance, Subject and Study It** — Select the activity that accomplishes your purpose and study, rehearse and practice so you thoroughly understand how it works.

3. **Get Your Equipment** — Make a list of all equipment needed, get the equipment ahead of time, and organize it so it will be easily available as you need it to teach. Be prepared to start on time.

Conducting

4. **Get Everyone’s Attention** — When you have been put in charge of the group, you must first make sure you have everyone’s attention. Make sure they are all listening to you. Avoid trying to out-yell them; try standing in an obvious place and simply holding your hand up and waiting.

5. **Get Into Formation** — Direct the group to get into the formation you will need them in to conduct the activity such as lines, circles, sit, stand, etc. Plan how to get participants from one formation to another. This can, in itself, be a game.

6. **Instruct How** — Give the direction for the operation of the activity clearly, briefly and correctly. It sometimes helps to first state the objective or goal to be accomplished and then explain the procedures and the rules in accomplishing that objective.

7. **Demonstrate** — One of the most effective methods of teaching is to take one member of a small group (have the rest sit down) and slowly go through the procedures for all to see. Consider having the whole group practice briefly if the steps are complicated.

8. **Ask for Questions** — Be sure to ask if there are any questions about what is supposed to happen.

9. **Just Do It** — Conduct the activity. You may have to stop and go over steps 4, 5, 6, 7 and 8 if part of the group is not getting the hang of it. Discontinue an activity while a group is having the most fun with it. That way you can go back to it at a later time and the people will still be excited about it. Don’t wear it out!

10. **Talk About It** — This step should be used particularly if you are teaching a group of leaders about how and why to lead.

Talk about:

- What was the purpose of this activity?
- Was it accomplished?
- Was the leader prepared?
- Did he/she know the procedure and have necessary equipment, etc.?
-Were directions given loudly, clearly and understandably?
-How could you change it to be more effective or more fun?
-Did the participants participate enthusiastically?
Some Additional Thoughts on Teaching

Use the "Progressive Approach"
Start with less threatening kinds of activities that require little or no skill or ability or individual confidence or physical touching. Give the participant time to build up some trust in you as a teacher and confidence in themselves as a participant. Then progress to activities that require more and more skill, confidence, sharing and trust.

Plan to involve the Maximum Number of Participants
Be sure to consider the age, interests, and the physical and mental abilities of the group you are working with. Time, space and facilities available must be considered. Group members so they are all actively involved.

Abide by the Leader's Rules
You may have conducted a particular activity slightly different, but while you are a follower, follow the leader's rules. Avoid comments like, "I've done this before," or "That's not how we did it." The teacher should also participate with the group if possible.

Avoid "Goat Fun" Activities
Activities based on a person or group of persons being the "goat" being "laughed at" instead of "being a part of the fun." There are too many fun things to do that help a person grow and feel like a part of the group and feel better about themselves to have to resort to these degenerative kinds of "fun."

Plan A Variety of Activities
People get bored with the same type of activity, so vary them to include large group, small group, active, inactive, thought, circle, sitting, standing, challenges, etc.

When outdoor activities are planned, be prepared with alternate indoor activities just in case.

Be enthusiastic!

Have Fun! Have Fun! Have Fun! Have Fun! Have Fun!
Leading Songs for Camp

Singing together is a vital part of a camp program. Music and singing can create a mood, change a mood, or bring about a group feeling. Singing is fun! And everyone can do it. Your attitude and sense of humor are often more important than your skill in music; you do not need to be a musician to be a good song leader.

The purpose of having a good song leader is to:
- Give enthusiasm and inspiration to the group.
- Keep the group singing in unison.
- Teach new songs.
- Create atmosphere or change moods.
- Help others participate, creating a feeling of togetherness.

The song leader may be expected to lead the singing any time, any place, and have a song to fit the occasion. There may be songs at flag raising and lowering, after meals, at campfire, vespers and candle lighting services. There may also be many impromptu times.

Guidelines to follow when leading songs:
- Be prepared. Select more songs than you will actually use. But select specific ones to open or close the group sing. Write these songs down on a handy notochord.
- Get the attention of the group before you start, and then start. To get attention, raise your hand and stand quietly. Never shout or yell "shut-up!"

Plan the songs in this order:
- First Two — Lively songs that everyone knows. It is a must! This will get everyone singing and give the feeling of being part of a group.
- Third — New song.
- Fourth — Rounds (may not be necessary).
- Close — Familiar songs that are appropriate to get the group in the right mood for the next part of the program.

Assume the group does not know the song. Teach it always (especially if it's a new group).

Teaching New Songs — If it is a long song, teach one or two verses at one session and the other verses the next time.
- Say words.
- Repeat words together.
- Example sing with motions (if any).
- Teach motions (if any).
- Sing together.
- Repeat.
Teach through repetition. Repeat new songs several times throughout camp.

Remember to learn a few hymns or spiritual songs. This will help your vesper services. You should check with the vespers committee to see if there are any songs they want you to teach them before a candle lighting or vespers program. It distracts from a vespers program to have to take time to try to teach a song during the vespers program.

Any time and any place is great for singing songs. Camp is the place to build enthusiasm and self-esteem in a group atmosphere. Songs are one terrific way to build those feelings. Good song leaders are the key to great group sings.

Remember that girls like a lot of motions to sing, boys don't! Boys are much less likely to enjoy a song they think is just for girls, and doing motions is often an embarrassment.

End singing while it's still fun. Never kill a song by repeating too much.

Make a list of songs you know you want to use.

- Divide them into categories such as soft, loud, slow, fast, motion songs, peppy songs, spirituals, patriotic, rounds, folk songs, vesper songs, grace songs, closing songs, etc.

- Be expressive! Use your body, especially your hands and arms to signify pitch, transitions and tempo.

Be enthusiastic! Enthusiasm is contagious.

Compliment/congratulate the group of their good jobs and accomplishments.
Flag Ceremonies

Flag programs are an opportunity to draw attention to and focus on citizenship, patriotism and our national heritage. Flag ceremonies at 4-H camp should be meaningful and interesting. A well planned and practiced ceremony can make raising and lowering the flag a memorable experience.

U.S. Flag Etiquette

1. Display the flag from sunrise to sunset.
2. Do not fly the flag in rainy or stormy weather unless for some special reason.
3. Raise the flag briskly and proudly. Lower slowly, ceremoniously.
4. Never allow the flag to touch the ground or floor. Gather and fold it correctly.
5. When carried in a procession with another flag or flags, the U.S. flag should be on the marching right (the flag’s own right), or if there is a line of other flags, in front of the center of that line.
6. When a 4-H or state flag is flown on the same halyard with the U.S. flag, the latter should be at the peak. When the flags are flown from adjacent staffs, the flag of the United States should be hoisted first and lowered last.
7. When the flag is displayed from a staff in a public auditorium, it should be placed to the speaker’s right as he faces the audience. Any other flag should be on the speaker’s left.
8. When the flag is in such condition that it is no longer a fitting emblem for a display, it should be destroyed in a dignified way, preferably by burning.
9. When during the ceremony of hoisting or lowering the flag or when the flag is passing in a parade or in a review, all persons should face the flag, stand at attention and salute.

There are three types of salutes:

- Those in uniform should render the military salute.
- Men with hats on should remove the hat, hold it with the right hand, hand over the heart.
- All others should salute by placing the right hand over the heart. The salute to the flag in a moving column should be given at the moment the flag passes.

10. When the American flag and the 4-H flag are placed on a desk or table at a 4-H meeting, the American flag is always on the President’s right.
Recommendations for Flag Ceremonies

One person or committee should have overall responsibility for flag ceremonies. They should:

1. See that the flag is lowered at sunset and raised at sunrise or at the designated time.
2. Keep the program brief and to the point, 10-15 minutes.
3. Select several 4-H members to actually raise and lower the flag.
4. Pre-plan the ceremony and insert campers into respective roles or involve the campers in planning the entire ceremony. Readings, poems, songs, tapes, etc. need to be “at the ready” if the group will be planning their own ceremony.
5. Recommended number of people for the color guard:
   - Two members responsible for the American flag.
   - Two members responsible for the 4-H flag.
   - Plus others required for readings, songs, etc.

When raising the flag, the number 1 and number 2 4-H’ers are in charge of the American flag. 4-H’er 1 snaps the flag (still furled) with the star field at the top to the flagpole rope while 2 holds the flag. The weight will cause it to unfurl easily as it is being hoisted. The second 4-H’er will continue to hold the flag while 1 hoists it just far enough for 3 to snap on the 4-H flag just below the American flag, being careful that the stem of the clover is toward the bottom. 4-H’er number 4 holds the 4-H flag. When it is fastened securely, 4-H’er 1 will hoist the flags briskly to the top of the pole and fasten the rope with a half hitch.

6. Remind all campers to be on time for the flag raising and lowering. Instruct campers before ceremonies begin that they should stand at attention without talking until they are dismissed. It is important for leaders to set an example for campers to follow.
7. Make certain that the group knows how to fold the flag and each camper helping with the ceremony understands his or her responsibility! Practice folding both flags.
8. Check the flag hooks to make sure they are working, and make sure the campers know which hook is for the top of the U.S. flag and 4-H flag.
9. Have the readers practice the entire ceremony so each person knows his/her part. Listen to them and make sure they can pronounce all the words, speaking loudly and slowly! Use a microphone system, if possible.
10. Use a different ceremony each time in order to hold the campers’ interest.
11. Try to develop a theme or progression from one ceremony to the next that builds continuity, possibly ending with a dramatic conclusion at the last ceremony.
12. Veterans organizations, national guard units, and military reserve units are sometimes willing to come and put on special flag ceremonies and demonstrations (sometimes with gun salutes) that can be pretty impressive.
Flag Raising

1. Have campers form circle or half-circle around the flagpole, standing shoulder to shoulder.
2. Call out "Attention! Hats Off!"
3. The color guard marches to the flagpole. The front two people should hold the flags proudly in front of them.
4. When raising the flags, attach flags (United States flag first) to the halyard and raise them briskly. Secure the halyard.
5. Repeat the pledge of allegiance and then the 4-H pledge.
6. Color guards leave the flag pole.
7. Make final reminders or announcements about what they are to do next.
8. Call out, "You are now dismissed."
9. Return sound equipment, papers and materials to proper place.

Flag Lowering

1. Have campers form a circle or half-circle around the flagpole, standing shoulder to shoulder.
2. Call out, "Attention! Hats Off!"
3. The color guard marches to the flagpole.
4. Lower the flags slowly and ceremoniously. Remove the 4-H flag first. Take great care to make certain the flags do not touch the ground.
5. Have a short reading, poem, or patriotic story during the time the flags are being lowered and folded. Songs, a record playing off in the distance, or a bugler are all effective means of creating a patriotic mood. A microphone makes it easier for everyone to hear.
6. Color guards leave the flagpole. The front two people should hold the flags proudly in front of them.
7. Make final announcements and reminders about where and what they are to do next.
8. Call out "You are now dismissed."
9. Return flags, sound equipment and other materials to proper place.
Folding the American Flag

1. Fold in center lengthwise, bring bottom edge up behind (blue field and stars always on top).
2. Fold in center again with upper part of blue field on top.
3. Fold the corner at the opposite end from the blue field to form a triangle.
4. Fold triangle toward blue field. This leaves the end opposite the blue field parallel to the edge of the field.

Continue steps 3 and 4 until flag is folded. No red shows.

Folding the 4-H Flag

Fold the 4-H flag about the same as the U.S. flag, except replace the triangular fold with a square fold. Use the directions below.

1. Fold the flag in half, lengthwise, with the 4-H clovers on the outside. The stem of the clover is on the top side after the fold.
2. Fold again, lengthwise.
3. Fold the flag to the center from each end, covering the clover.
4. Complete by bringing the ends together thus leaving a leaf of the clover on each side.


Vespers

Inspirations are a very important part of 4-H camp. These moments are an opportunity for the campers to experience personal growth:

- By reflecting upon the day's experiences.
- By reflecting on their personal values, people and things that are important.
- By bringing the camp closer together and focusing on an issue together.
- By encouraging personal processing of important issues/values.
- By creating memorable moments.
- By gaining an appreciation for their relationship to nature.
- By reflecting on their relationship to other people.
- By discovering their feelings and emotions.
- By reflecting on head, heart, hands and healthy relationship to self.

Many campers need to be reminded of appropriate behavior. It is critical that leaders set an example for campers to follow.

Duties of Counselors in Charge of Inspirations

Either plan the inspiration programs in detail prior to camp or be prepared to help campers plan the inspiration programs at camp or some combination thereof.

Prior to camp or upon arrival, when materials are provided, gather and organize materials needed — song sheets, tapes, readings, books, candles, sound equipment, luminaries, etc.

If you involve campers in speaking parts, be sure to teach them about presentation — speaking loudly, clearly and slowly. Use a microphone, if available.

Every program should have these components:

- Opening — A statement, story or action that starts the program and sets the mood.
- Audience Participation — Singing, speaking, moving, doing, responding, etc.
- Processing — An opportunity for listeners to reflect on what they have heard.
- Closing — A definite closing or obvious clear ending so that campers know it is time to move to the next activity. Try not to be too disruptive or abrupt.

Practice, practice, practice. Have the campers practice; you practice! Completely do each program at least once all the way through to check completeness and length and make sure all those involved know exactly what to do.

Atmosphere Ideas for Inspirational Programs

- Lighting — Total darkness, semi-darkness, fading lights, candles, flashlights, starlight.
- Background Sounds — Microphone, musical instrument(s), silence, singing, tapes, records, outdoor sounds.
- Arrangements of Participants and Speakers — Circle/semi-circle/mass/lines/groups; touching/not touching, sitting/standing, speakers in center, in front, behind, scattered.
- Location — Crammed in small room, under open sky, view of sky and earth/pond/stream, in tall trees, top of hill, secluded glen, pool, campfire, rec hall.
Things to Remember About Vespers

- It is all right to use humor — you can set a light mood with meaning. You need to be careful not to let laughter take over if you don't want it to. It is easier to make someone cry than to make them laugh.

- Vespers do not have to occur at a specific vesper site. You can move to different locations throughout camp. The space needs to be big enough for everyone to see, hear, and stand or sit comfortably. Distractions give campers a perfect excuse to be distracted!

- Attention span and maturity level can pose challenges. Content should be appropriate.

- Involve as many campers as possible. If only a few can be readers, the rest can lead a song or give leadership in special activities.

- Call on other leaders to assist; their leadership can be of great help. If you are doing something unusual, review it at your leader meetings. Ask them to stay quiet or sing.

- Have other leaders scattered throughout the campers — a gentle tap on the back or arm can remind campers to be quiet. A leader can very easily slide in and sit between two rowdy campers.

- If you have a standard tradition for going/coming to vespers, review it with the campers. For example, some camps go to vesper hill two by two. When the campers get to the bridge it is their signal to get quiet, remove their hats and remain quiet until they get to that bridge on the way back. Other leaders can assist; have them stationed along the path to help pair up campers and remind them to be quiet.

- Utilize the special talents of campers — a singer, a dancer, a clown, someone who knows sign language. They can show the uniqueness of individuals. Words are not essential.

- Words and music are our most common methods of inspiration. But a better way to show the beauty of nature is to have a few minutes of silence to allow campers to "discover."

- Be creative! You may want to use different types of drama such as plays or role playing.

- Be prepared for rainy days (alternate dry locations!).

- For group singing, select familiar songs so that song sheets are unnecessary.

- Seat campers close together.

- Pre-vesper music creates the mood. (tape player)

- You may want your first vesper program for younger camps to be conducted by leaders so campers will understand what is expected of them.

- Use a small portable microphone. It helps little voices be heard and keeps group included.

- Work with other groups. If you leave the flag ceremony to go to vespers, have the flag group assist. Ask song leaders to teach or practice a particular song you want to use.

- Help prepare campers for these activities. Allow them time to get a coat if going to candle-lighting or make sure they have mosquito repellent.
Campfire Programs

The campfire program at the end of the day is the highlight for many campers. It provides an opportunity to gain friendships, display enthusiasm, share talents and skills, participate as a group member, and reflect on the experiences of the day. The magic of the campfire unites the camp family and provides memories of people caring and sharing where cooperation and goodwill is enhanced.

A successful campfire is rarely an accident. Groups must come prepared to participate in the campfire program. The leader, or Master of the Fire, and supporting cast must have a well-rehearsed plan focused on active camper involvement. Groups must know what is expected of them and have time to prepare and practice for the campfire.

This resource includes:

- Key roles of campfire leaders.
- Suggestions for campfire procedures.
- Sample campfire schedule.

Use this resource to plan memorable campfires that will leave lasting memories of the atmosphere, the enthusiasm, the quietness, the Keeper of the Fire and the friendships. Adapt the ideas to your specific site and audience but have a plan that you execute with confidence and enthusiasm.

Key Roles

**Master of the Campfire (leader of the campfire)**
- Able to direct without reading from notes.
- Can talk loudly without distortion.
- Can secure the attention of the participants.
- Can stop inappropriate actions without embarrassment.
- Can make adjustments as necessary.

**Master's Assistant**
- Shares group traditions and stories.

**Keeper of the Fire**
- Builds fire and attends to related responsibilities.
- Initiates unique method of lighting fire, if appropriate.
- Supervises lighting of the campfire at a designated signal.

**Spokesperson for the Group**
- Creates enthusiasm and cooperation among group members.
- Relays campfire plans to the rest of the group.
- Leads group in songs, cheers, yells, stunts, etc.
- Enlists the participation of all group members.

**Group Leaders (assist the Master of the Campfire in the areas listed above)**
- Encourage group enthusiasm, cooperation and participation.
- Maintain crowd control.

**Suggestions for Campfire Procedures**
Crowd control can be a particular challenge in this setting. It is critical that expectations are stated clearly to the participants and that all participants, including leaders, are expected to follow them. A few well-stated, easy-to-follow guidelines are much easier to manage than unrealistic or unreasonable demands. These procedures and guidelines may help you in conducting a successful campfire.
The Law of the Campfire Circle should be shared by group leaders with the group members before the campfire takes place. An impartial committee may be appointed to award the “Spirit Stick” to the group that best observes the rules of the campfire circle.

1. The council circle is unbroken; participants sit as close to the fire and as close together as possible.
2. The word of honor is sacred.
3. Silence is observed while another is speaking.
4. No light is permitted but the great (fire) light except by permission of the Master of the Campfire.
5. Only the Keeper of the Fire may cross the circle without first obtaining permission from the Master of the Campfire.
6. Group members must request and be granted permission to speak or participate.
7. To express approval campers say, “_________!”
8. To express disapproval campers say, “_________!”
9. Permission to leave the campfire circle must be obtained from the Master of the Campfire.
10. Add other guidelines, as appropriate.

The Woodcraft Sign — Used by group members to request permission to speak or participate. It consists of using the right hand with the thumb and little finger extended while the middle three fingers are folded down. The right hand is raised level with the ear with the thumb pointing to the ear.

Permission to Speak — Participants stand and display the Woodcraft Sign. The Master of the Campfire acknowledges them by saying, “I see that the group wishes to speak, please do so.” The participant responds by saying “Oh, Master of the Campfire, I of the _______ would like to speak (participate, etc.).” The Master of the Campfire then grants permission for the request.
Sample Schedule for Campfire

9 p.m.  
- Meet by groups in designated assembly areas.  
- Introduce the spokesman of the group and leaders.  
- Review Laws of the Campfire Circle.  
- Learn group cheer, chant, song, and/or dance.  
- Nominate members for challenges and stunts.

9:25 p.m.  
Proceed by group to the campfire circle and sit in the designated area.

9:30 p.m.  
- Master of the Campfire welcomes groups to the campfire circle.  
- Master of the Campfire challenges each tribe to show their spirit so that Keeper of the Fire can invite the Spirit of Fire to the campfire circle groups.  
- Groups share their cheer, chant or song with great enthusiasm.  
- Fire is lit.  
- Group song (peppy).  
- Group Challenges/stunts.  
- “Human Frog Pond” or “Making Rain.”  
- Story  
- Group song (slower pace).

10 p.m.  
Closing Activity — Opening Ceremony for camp which should serve as an inspiration, a challenge or call for commitment

Group Songs/Chants/Cheers
Songs, chants and cheers are easy ways to make campers feel that they are important contributing members of their group family. Campers can develop leadership and enthusiasm since each group appoints designated cheer leaders. It is best if the words of familiar camp or school songs and chants are changed. Practice during group meeting prior to the campfire will help group be successful. Junior campers really enjoy the opportunity to out-yell and out-sing the other group. Be prepared so that they will have every opportunity to be successful.

Stunts
Stunts are activities that encourage spontaneous, unrehearsed involvement by some or all of the tribe. “Human Frog Pond” and “Making Rain” are examples. The idea is to be entertained or laugh at the activity and not at the participants.

Stories and Legends
Storytelling was an important aspect of all early cultures. Both Native Americans and early settlers used stories to entertain, teach lessons and pass on to their descendants important cultural traditions. Stories can be powerful tools and effective campfire components if extra effort is put into their presentation. The following suggestions may be helpful as you prepare for storytelling:

- Rules for the campfire circle should be enforced so that all can concentrate without distraction.  
- All participants must be able to see and hear the storyteller.  
- The storyteller must use a loud, clear voice with enthusiasm and drama.  
- The story should be memorized so that it is “told” and not read.  
- Special effects and props such as music, a drumbeat, thunder, etc. add to the drama and capture the attention of the participants.
First Aid/Emergency Procedures

Leader Role in Health Care

Observe Campers — Watch for any sign of health problems with added attention to campers with special needs as designated on the camper’s health history form.

Take Campers to Agent — All campers with injuries, illnesses, changes in conditions or behaviors, problems, etc. should go to the nurse or designated adult at the first aid station.

Good Hygiene — Encourage all campers to bathe regularly, brush teeth, wash hands with soap and water and change clothes regularly, with leaders setting the example.

Camper Self Care — For minor cuts and scratches, leaders can assist campers by opening the first aid kit and instructing the campers on taking care of themselves.
Do not administer first aid yourself. These campers should see an agent or adult leader as soon as possible.

Prevent Injury — In the event of a serious injury where there could be head, neck or back injury, the leader should enforce no movement of the camper and send someone immediately for help.

Stop Horseplay — More than any other activity, horseplay is the cause of camper injuries. Leaders are the first line of defense in stopping this behavior. If you feel another adult might stop this behavior, you should make the first effort to eliminate it.

Blood-borne Pathogens — Protect yourself and others by following basic control practices whenever the chance for exposure occurs.

Bedwetting — If you suspect a camper may have a bladder control problem, you can generally make a determination by smelling the sheets. This is a very sensitive area. Try to be very discreet and limit the number of campers who are made aware of the situation.
Conditions of Exposure to Blood-Borne Pathogens

**Disease Transmission** — Hepatitis B and HIV are spread by viral microorganisms (BLOOD-BORNE pathogens) that can be present in blood, semen, vaginal secretions or other body fluids.

**Common Modes of Exposure**

**Non-intact Skin**
Infected blood or body fluids coming in contact with an open cut or scrape.

**Mucous Membrane**
Infected blood or body fluids getting into the eyes, nose or mouth.

**Accident Clean-up**
Cuts with sharp objects covered with blood or body fluids during clean-up after an accident or during a clean-up of vomit.

**Needle stick**
Coming into contact with a contaminated needle stick or a puncture wound with a contaminated instrument.

**Sexual**
Sexual contact with an infected person.

**Basic Control Practice**

**Encourage Self-Help**
The first step for minor cuts and scrapes is to encourage and instruct campers in the administration of first aid. The camper should be taken to the first aid station for follow-up care.

**Utilize Adult Help**
Whenever possible, qualified and trained people should handle blood/body fluid incidents.

**Extreme Situations**
If emergency circumstances occur, you may choose to intervene or not. With either choice, send someone immediately for help.
If you choose to intervene in a severe bleeding/breathing incident, utilize the following materials, which are available at the first aid station and at other critical locations: disposable latex gloves, clean-up kits, disinfectant and disposal bags.

The following practices will help safeguard your exposure to body fluids:

**Gloves** — Latex gloves are available in first aid kits and should always be worn when touching mucous membranes, wounds or non-intact skin, and when handling all body fluids such as blood, urine, feces, sputum or drainage. Gloves should be removed when there is no longer contact with contaminated materials. Hands should then be washed thoroughly with soap and warm, running water as soon as possible. Use antiseptic hand cleaner or towelettes if soap and water are not available, then wash with soap and water as soon as possible.

**Clean-Up Procedures**

It is important to clean up the contaminated area, sink, etc. so no one else is exposed.

Disposable latex gloves should always be used when removing blood/body fluids from any surface.

Use disposable materials (kits provided by first aid station), paper towels, or sawdust and a dust pan to clean up the blood/body fluid. Use a dust pan and broom or tongs to pick up broken glass that may be contaminated with body fluids.

Clean spill area with a disinfectant such as:

- Phenolic-type disinfectant (Lysol in a brown bottle).
- Ammonia-based disinfectant (leave on 10 minutes).
- Hydrogen peroxide — One part mixed with nine parts water.*
- Household bleach — One part mixed with nine parts water.*
  *Should not be mixed in advance but prepared for each use.

Place all clean-up items in plastic bag — don't close.

Remove gloves properly, place in bag, close securely.

Wash hands, even if gloves are worn.

Give plastic bag to a staff member so it can be disposed of properly.
Hand-Washing

- Hand-washing is the single most important means of preventing the spread of infection.
- Rub hands vigorously together for 10-15 seconds using soap and water to work up a lather.
- Wash all surfaces thoroughly, including backs of hands, wrists and underneath fingernails.
- Rinse well.
- Dry hands with paper towel.
- Use antiseptic hand cleanser or towelettes if soap and water are not available, then wash as soon as possible.

If you think you may have been exposed to any blood or body fluids or feel that the situation is potentially serious, immediately speak with your 4-H agents to determine if any follow-up is required.
Extreme Weather and Disaster-Related Procedures

Fire

Each cabin is considered to be a basic unit. Before the end of the first day at camp leaders will:

- Have a roster of all campers assigned to that cabin.
- Physically show fire exits, alternate exits.
- Establish a gathering point where 4-H members and leaders gather during a fire to be accounted for and receive further instructions.
- Rehearse the fire plan with all 4-H campers.
- Make sure the cabin has a working smoke detector, unobstructed exits and is kept free of discarded paper or other combustibles.

If there is a fire:

- Immediately clear all campers from the cabin and adjacent cabins.
- Immediately report the fire.
- No 4-H member will enter a burning cabin.
- The agent/leader will be the last to leave a cabin, if it is occupied when a fire is reported.
- Each cabin leader will account for all people on the roster then take the group to another area to await further instructions.
- Leaders/agents will re-enter the building only after the fire department has given clearance.
Tornados/Storms

At cabin meetings on the first day, emergency policies and procedures should be reviewed thoroughly. They are posted on the hallway bulletin board in each cabin with specific directions for the location.

Weather conditions should be continually monitored to be aware of impending dangerous conditions.

At the approach of a storm:

- Pools, ballfields, fences, flagpoles, under trees and other open areas will be cleared.
- Pools must remain closed until the lifeguards and camp manager determine it is safe to reopen.
- Campers stay in sheltered areas until the storm passes.
- After danger has passed, campers gather in designated areas to be accounted for.
Lightning — The Underrated Killer

In the United States, there are an estimated 25 million lightning flashes each year. During the past 30 years, lightning killed an average of 66 people per year. This is more than the average of 65 deaths per year caused by tornadoes. Yet because lightning usually claims only one or two victims at a time and does not cause mass destruction of property, it is underrated as a risk. While documented lightning injuries in the United States average about 300 per year, undocumented injuries are likely much higher.

- **Watch for Developing Thunderstorms:** Thunderstorms are most likely to develop on spring or summer days but can occur year-round. As the sun heats the air, pockets of warmer air start to rise and cumulus clouds form. Continued heating can cause these clouds to grow vertically into towering cumulus clouds, often the first sign of a developing thunderstorm.

- **An Approaching Thunderstorm — When to Seek Safe Shelter:** Lightning can strike as far as 10 miles from area where it is raining. That's about the distance you can hear thunder. If you can hear thunder, you are within striking distance. **Seek safe shelter immediately.**

- **Outdoor Activities — Minimize the Risk of Being Struck:** Most lightning deaths and injuries occur in the summer. Where organized outdoor sports activities take place, coaches, camp counselors and other adults must stop activities at the first roar of thunder to ensure everyone time to get a large building or enclosed vehicle. Leaders of outdoor events should have a written plan that all staff are aware of and enforce.

- **Indoor Activities — Things to Avoid:** Inside building, stay off corded phones, computers and other electrical equipment that put you in direct contact with electricity or plumbing. Buy ground fault protectors for key equipment. When inside, wait 30 minutes after the last strike, before going out again.

- **Helping a Lightning Strike Victim:** If a person is struck by lightning, call 911 and get medical care immediately. Cardiac arrest and irregularities, burns and nerve damage are common in cases where people are struck by lightning. However, with proper treatment, including CPR if necessary, most victims survive a lightning strike. You are in no danger helping a lightning victim. The charge will not affect you.

- **Summary:** Lightning is dangerous. With common sense, you can greatly increase your safety and the safety of those you are with. At the first clap of thunder, go to a large building or fully enclosed vehicle and wait 30 minutes after the last clap of thunder to back outside.

**When lightning roars, go indoors!**

Taken from NOAA, National Weather Service
www.lightningsafety.noaa.gov
Everything You Wanted to Know but Were Afraid to Ask

Do I have to fill out anything before I go to camp?
You should complete a Health History Volunteer Leader form that is kept on file in the first aid office of the 4-H Center.

Do I have to do anything before I go to camp?
Annually, adult and teen leaders need to complete the Tennessee 4-H Camping Online Volunteer Leader Training Program in addition to a face-to-face visit/training with their county Extension agent. As part of the training as a Tennessee Extension Volunteer, training on child protection is also mandatory. The face-to-face meeting is a necessary ingredient in understanding your role as a 4-H Camp Leader.

What is my role at camp?
You may serve as a role model, substitute parent, confidant, counselor, nurse, mediator or disciplinarian. You will be expected to assist the Extension agents, camp staff and other leaders with camp activities.

How do I prepare for camp?
After participating in the mandatory training, get plenty of sleep and look for ideas to reinforce the theme. Plan on enjoying the kids and the opportunity to make a difference in their lives.

What do I need to bring to camp?
Sheets and blanket or sleeping bag, pillow, towels, washcloth, soap and other toiletries, shower or pool shoes, swimsuit, sweatshirt or jacket, rain gear, "old" shoes for creek stomping, alarm clock, flashlight, and insect repellent. Talk to your Extension agent about other items, such as skit props — if appropriate, and items to recognize campers for exemplary behavior.

Where do I store my valuables?
If you have driven, you may want to store them in your vehicle. Some leaders bring a suitcase or other storage container that will lock. Stealing is not usually a problem at 4-H Camp.

What if my family needs to contact me?
There are public and business phones at each 4-H Center. They should be used only for emergency or necessary business so that the lines are not tied up.

What if my campers want to use the phone?
Campers are not allowed to use these phones without the consent and presence of an Extension agent or adult who has discussed the situation with the agent. Mobile phones and other electronic devices are not to be brought to camp. If found, Extension agents will tell the campers to put the phone away. A second offense will result in the camper being sent home. This is for the safety and security of the campers, and everyone at camp. Teen leaders should do the same as the campers and model appropriate behavior, unless the teen leader has received prior approval from the agent to use an electronic device for communication with the agent for camp business. All phone communication between parent and child should be done through an Extension agent. See commonsensemedia.org/blog/dear-mom-dont-pack-my-phone-for-camp.
What about homesick campers?
Homesick campers often need a little extra attention and someone who encourages them to be involved. Nighttime is often the most difficult time. Other campers and teen leaders are often willing to befriend them. Many children recover once they become actively involved.

Can I bring food or other items to sell to the campers?
For health reasons, food is not encouraged in the cabins. Since each camp has a canteen to help support the operation of the camp it is not ethical to be in competition with them.

How do I deal with claims about lost or stolen items?
Most often 4-H’ers have lost or misplaced items, rather than have them stolen. Children can be very persuasive in their stories accusing other campers. Address these issues promptly and get all of the facts before you discipline a camper or assume guilt.

What do I do if the campers will not cooperate or follow directions?
Read the “Behavior Management” section of this guide. If everything you have tried is not working, discuss the situation with the 4-H agent. Children who have been made aware of and have every opportunity to correct problem behavior may need to be sent home. Keep a record of occurrences in case parents inquire about the situation.

What if children need emergency care or medical treatment?
Each 4-H Center has made arrangements for local medical treatment. In the case of an emergency, call or have someone else call 911. All medical situations must be recorded in the first aid log book. Any accident must be reported on the University Incident Report Form.

What do I do if an adult or older teenager shows up and wants to take a camper or teen leader with them?
No one under the age of 18 should be allowed to leave camp without the written consent of their parent and the approval of the Extension 4-H agent.

What if I want to go to the local convenience store to pick up snacks or other items?
Your participation and cooperation is needed at camp to make the experience a good one for all campers. If you are away, some campers may not be able to do activities or have proper supervision.

What if I want to smoke at camp?
The camp is a smoke-free environment just like schools and other public buildings, this includes all forms of tobacco. Remember we lead by example, by example and by example.

What if I want to hang out with some of the other leaders in the rec hall after lights out?
Most accidents at camp happen when there is inadequate supervision. Camp is for the kids. A party for leaders (teen or adult) on the last night is against UT guidelines. Camp can be exhausting and every opportunity for sleep is valuable. Tired leaders are often grumpy leaders.

What if I don’t agree with a decision that is made?
Most decisions are made in the best interest of the campers. Discuss it with the agents from your county — it may need clarification. Rather than stew about or spread dissension, bring it out in the open and discuss it rationally.