

# Survival Guide for 4-H Camp Counselors



**Basic Information for:  
Extension Staff  
Camp Assistants  
Teen Counselors**





# Basic Survival Skills

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- 2. Expectations as a Counselor ..... pgs. 3-6**

All campers need belonging, security, recognition and new experiences. Your role as a counselor is to initiate activities and help others provide experiences that meet these needs in a positive way.
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There are 4 basic top priorities all camp assistants and teen counselors must consider at 4-H camp: Safety, Health, Education and Fun.
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Each cabin serves as a “home away from home” to the campers. A caring, supportive “camp family” atmosphere contributes towards creating a positive experience for all campers.
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Dealing with children can be one of the most exasperating and rewarding experiences you will ever have. You will be able to plan more effective learning activities and react appropriately if you know the characteristics and appropriate expectations for each age group.
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One of the most challenging and least-liked tasks of a counselor is that of enforcing rules, changing inappropriate behavior and helping campers make better decisions about their behavior.
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You will wear many different hats as a camp counselor. Your example sets the standard for others to follow.

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Knowledge of emergency policies and procedures and proper action in a timely manner can mean the difference between life and death or liability and legal issues for improper or inadequate actions.

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Sometimes we’re not even sure of the questions to ask. This section highlights some probable questions and provides concise answers. Answers may be adjusted slightly depending on the county/district program and camp environment.
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## Welcome to Camp Counselor Training

1. So you want to be a 4-H camp counselor. Why?

What do you want to get out of your camp counselor experience?

2. What do you think your role is as a camp counselor?

3. How do you think others see your role as a camp counselor?

Extension agents -

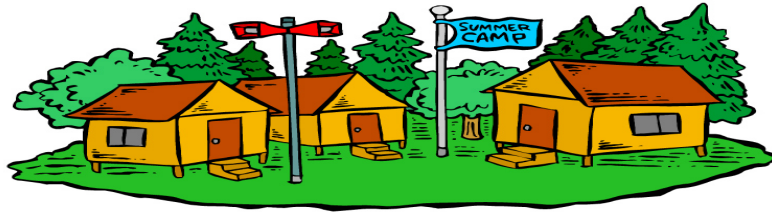
Adult volunteers -

Parents of campers –

Other teen counselors -

Campers -

4. Think about an influential leader you had – describe their personal traits and how they made a difference in your life.
5. Think about an unpleasant experience you had as a child camper or as a younger child. Why was it unpleasant? How did others react to your experience?
6. What do you need to do to make sure all campers have a positive 4-H camp experience?



## Memories for a Lifetime

As a 4-H camp counselor you have the opportunity to affect the lives of many children. Because of your special talents and abilities you have been trusted with the well-being and safety of the campers. The quality of their experience relates directly to your attitude, leadership and interactions. You may have to serve as a role model, parent, confidant, counselor, nurse, mediator and disciplinarian all in one day. Understanding the expectations and your responsibilities as a counselor will insure that this experience is a positive one for the campers and you. Working together with other camp counselors, extension agents and camp staff will make your week a satisfying and memorable experience. ENJOY!

This guide, divided into sections, addresses many of the responsibilities or issues you may face as a counselor 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 extension agent for clarification of any information you do not understand.

At the end of camp you can say,

*I have survived as a counselor at 4-H Camp,  
made a difference in children's lives  
and would love to tell about it!*

The following poem summarizes your role as a counselor 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

## 4-H Camp Counselors - The REAL Survivors

As a camp counselor, you have the opportunity to make a lasting impression and greatly affect the lives of other campers and other counselors. You will be a role model for campers 24/7 with unique challenges and responsibilities. What kind of impression will you make on those who have the opportunity to share this experience with you?

As you think about your role as a counselor remember that all campers need belonging, security, recognition, new experiences, opportunities for achievement, self-reliance, learning skills, and developing values. Your role as a leader is to initiate activities or help others provide experiences to meet these needs in a positive way. Likewise, parents expect their child to be in an environment that is safe, healthy, educational and fun. Can you assure them that the activities you promote will have all of these elements?

Remember too, that campers translate all of this into **FUN** and **FRIENDS!**

### **Six Basic Areas of Responsibility as a Camp Counselor**

#### **Living Group Leader**

- Go to bed, get up, clothes, personal hygiene, personal problems, cabin clean-up, and (most important) group acceptance of every camper.
- Insuring all campers receive proper medical attention, including any medications.

#### **Facilitator**

- Get acquainted, team building, cooperation, acceptance, group competition.

#### **Teaching**

- Teach new skills to campers as they participate in camp activities.
- Accompany the campers as they participate in different activity sessions like horses, canoes, archery, rifle range, crafts and recreation. Some activities cannot be conducted without adequate supervision - don't punish the campers by failure to show up for your duties.

#### **Special Events & Activities**

- Assist with campfire, flag ceremonies, vespers, group activities, opening and closing ceremonies, song leading, etc as needed.
- Know the expectations for behavior at these activities so you can set an example for others to follow and guide the behavior of the campers.

#### **Mutual Respect & Support**

- Volunteer to help, respect each others rights and property, avoid attacking others, care enough to confront, communicate, cooperate, support and work as a team.

#### **Individual Counseling**

- Encourage campers and counselors to grow and try new things.
- Catch campers and other counselors "being good."
- Set good examples as mentors and leaders.
- Discipline appropriately, fairly and consistently.
- Help campers with problems, consider alternatives, pro's and con's.

## Areas of Counselor Responsibility Translated into Four Key Concepts

The six basic areas of counselor responsibility can be translated into four key youth development concepts important to any setting where positive youth development is the goal. They include:

**Belonging** – opportunities for relationships based on trust and intimacy

**Mastery** – opportunities for meaningful achievement and to develop skills and confidence

**Independence** – opportunities to make choices and face consequences

**Generosity** – opportunities to give to others, and to contribute and experience being valued and needed

Think about all of the things that happen at camp.

How do they contribute to one of the key concepts as listed above?

How could you change or adapt them to make them even more appropriate?

Are there things that could happen at camp that would hinder the application of these concepts?

What can you do to make camp a positive experience for all involved with the program?

## Pre-Camp Preparation is Important

Preparation is the key to successful camp programming. Arriving at camp with the thought that you can “wing it” seldom works with campers as they easily become distracted and disinterested in activities that are not appropriate for the age group or well planned. With distraction and disinterest, comes camper behavior problems and frustration for group counselors. Extra effort and time put into planning and practice generally results in a positive experience for counselors and campers. It’s up to you to make it happen.

Another important thing to remember is to plan activities that fit the age group you are working with. Activities that appeal to your peers may not be appropriate for the age of campers participating. Think about camper skill levels, their attention span, and patterns of social interaction as you begin the planning process. Ask yourself if the activity you are planning is one you would have been interested in or able to do when you were that age?



## SURVIVAL TEST 1 - TOP PRIORITIES

Match the camper needs with the camp activities that meet those needs by drawing lines connecting them. Some activities may be used more than once. The key to a successful camp is providing activities that meet the needs of the campers.

### CAMPER NEEDS

Developing Values

Belonging

Mastery

Generosity

Independence

Safety & Security

Recognition

Achievement

New Experiences

Self-Reliance, Responsibility

Learning New Skills

### CAMP ACTIVITIES

Collecting Natural Items

Crafts

Nature Explorations

Swimming

Singing

Cabin Activities

Cabin Inspection

Grounds Clean-up

Meal Service

Flag Ceremony

Team Contests

Vesper Programs

Sports and Athletic Competition

Story Telling

Free Time

Canoes

Active Game

Outdoor Meals

Camper Conversations

Interaction with Counselors

Campfire Activities

Talent Show

Horses

**What are you planning to do to offer activities that meet those needs?**



## Camp is for Campers - Top Priorities of Camping Programs

Being a 4-H camp counselor is one of the most responsible positions you have ever held in your life. The only reasons you are a camp counselor is for:

**Campers** safety, **Campers** health, **Campers** education, and **Campers** fun.

You must like kids, care about helping others to have a good experience, and be willing to put the needs of others before your own needs! Consider the following when deciding if camp leadership is for you:

- Camp counselors must make a significant role and attitude change from youthful participant to responsible adult leader where “self” suddenly becomes secondary to the joys of helping others succeed.
- Camp counselors must get their “fun” from seeing others have good experiences, do new things, learn new knowledge, and make new friends.
- If you are going to camp to fish, swim, nature 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!
- Camp counselors are literally responsible for the lives of 6-10 campers in living groups; 60-70 campers in cabins, 250 or more in camp. Not for just a few hours – 24 hours a day for several 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!

**There are 4 basic top priorities all camp assistants and teen counselors must consider at 4-H camp:**

### **Safety, Health, Education and Fun**

#### **Priority #1 - Safety**

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 living group or cabin where you were responsible, was killed?

Could it happen? YES!

Think of some places where there could be an accident at camp including the following locations: cabin, bath house, lake, rifle-archery range, Heritage Hall, dining hall, hillside, crafts and more...

It could happen anywhere and 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?

Nothing would ruin a camp and future camps any quicker than serious injury or death.

## **Priority #2 – Health**

What would be the next worse thing that could happen? (sickness - health of campers)

Could a camper get sick or even die from an illness while at a 4 day camp? YES

Could a camper develop appendicitis or some other such illness? YES

Remember campers are in a stressful situation:

doing things they are not accustomed to doing, using different muscles in ways they may not be used to, eating new or different foods, sleeping in strange places, and doing all of these with new people and no family - mother, father or caregiver to comfort

It is extremely important that we take positive action to plan and conduct camp to insure Campers health. A few examples are:

practice proper hygiene  
eat a quantity of nutritionally balanced food  
get 7-8 hours of sleep nightly  
feel comfortable in approaching adults at the first sign of illness or injury  
drink plenty of water  
wear sunscreen

## **Priority #3 – Education**

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

What is teaching? - Providing the opportunity, the information, and the motivation for campers to want to learn any or all of the following skills:

Physical - doing things safely and skillfully  
Knowledge – learning facts, names, figures, new information  
Social skills – getting along with people in work and play, making friends  
Leadership skills – learning how to help a group of people plan activities and accomplish their goals

You, as camp counselors, will be teaching every moment you are with campers. You will be serving as mentors to all campers 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.

**Three ways you are constantly teaching are by:**

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

**Will you be proud of the things you teach your campers?**

#### **Priority # 4 - 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  
no put downs or fun at others expense

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

**Remember, The Top Four Priorities at 4-H Camp Are:**

**#1 – Safety**

**#2 – Health**

**#3 – Education**

**#4 – Fun**



## SURVIVAL TEST 2 – EXPECTATIONS

Check the column that best describes your ability to demonstrate these characteristics at camp:

	Never	Seldom	Usually	Always
<b>Tactful</b> - speak truthfully without hurting others	_____	_____	_____	_____
<b>Cooperative</b> - even when carrying out the plans of others	_____	_____	_____	_____
<b>Cheerful</b> - without sulkiness or grouchiness	_____	_____	_____	_____
<b>Sense of humor</b> - even when the joke's on you	_____	_____	_____	_____
<b>Warmth</b> - friendly personality that attracts others	_____	_____	_____	_____
<b>Poise</b> - even in emergencies or embarrassing situations	_____	_____	_____	_____
<b>Love of children</b> - even the less attractive and "naughty ones"	_____	_____	_____	_____
<b>Enjoyment of hard work</b> - even when it means getting dirty	_____	_____	_____	_____
<b>Skills, knowledge of outdoor living</b> in rain as well as sunshine	_____	_____	_____	_____
<b>Adaptable</b> - can change plans to fit others or the weather	_____	_____	_____	_____
<b>Love of fun</b> - can see possibilities for enjoyment in almost any situation	_____	_____	_____	_____
<b>Initiative</b> - ability to get started without prodding	_____	_____	_____	_____
<b>Promptness</b> - at all appointments and tasks	_____	_____	_____	_____
<b>Dependable</b> - do what you said when you said you would	_____	_____	_____	_____
<b>Persistent</b> - finish what you start with dispatch and thoroughness	_____	_____	_____	_____
<b>Neat</b> - keep living quarters neat & clean	_____	_____	_____	_____

These characteristics are all 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.

## Living Group and Cabin 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 clingy. 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. *This includes you, the counselor!!!!*
2. Have your bunk made and baggage organized as a good example for campers to follow.
3. Keep radios off or down very low. It's better to not even have them.
4. Have bunk name tags ready to put on the 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. Put up some special theme related decorations. Use materials approved by the extension agents; 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. Assist those assigned to your living group in finding their room 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 counselor for the week.
9. Re-introduce yourself to other counselors and wear a name tag. 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, allergies to be aware of, bed wetting or any other health conditions. This inquiry should be made in private and kept confidential to avoid potential embarrassment of the camper.
11. Make sure all prescription and non-prescription drugs (aspirin, Tylenol®) are turned in to nurses for safe keeping and dispensation as 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 their sleep, etc. Seek parent's approval for top bunks if possible.
13. Many homesick problems are easy to solve within the first 30 minutes of camp. Help each camper get off to a good start!
14. Make sure at least one counselor is in your living group with your campers at all times campers are present. Campers should not be in rooms/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.
15. Counselors should know the name of every camper in their living group the first day.
16. Acquaint "your group" with cabin layout-bathrooms and cleaning supplies. Show them around the campgrounds! Help them learn the names of all buildings.
17. Be sure each camper knows the exact location of the first aid station. Review first-aid policies.

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 at night 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 #1 at all times. Be alert to unsafe activities and take action regardless of who is involved.
26. Encourage consideration for the privacy of others, their equipment and their property. Discourage borrowing from others, even with consent.
27. Keep your 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 "clever, attractive and good campers" and the learning to be "clever, attractive and good campers." Campers who need the most love and attention are often the least lovable.
29. As the counselor, you are responsible for all that happens in your living group. 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!
30. Never attempt to manage the behavior of a camper by ridicule or physical punishment.
31. The counselor should visibly observe each camper at all meals and activities for signs of sickness, homesickness, overheating, dehydration, sunburn and other unusual behavior.
32. All counselors are needed to assist with Rock Springs and camp activities for the morning, afternoon and evening (where applicable) activity periods. Be accessible and on time.
33. Be sure each camper takes a daily shower, brushes teeth, washes hands before meals, changes clothes, etc. Be aware of campers who may be self-conscious about showering in a strange place.
34. Before lights out, have a discussion with your campers to find out what they did that day, why they enjoyed it, what they learned and any problems or suggestions they might have. Note that items discussed could be passed on to appropriate people as improvement suggestions or recognition.
35. Enforce appropriate "quiet hours" between "lights out" and "rise and shine" by example and behavior management. It is important for counselors to get plenty of rest – go to bed on time!
36. Set good examples by not using profanity or telling off-color jokes and stories. Use appropriate behavior management on campers who use abusive, disrespectful language.
37. Report all lost, stolen and found items to camp assistants and/or extension agents.

38. Report all "incidences" to an extension agent. Any happening that you feel might be reported to the extension agent by way of campers 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 extension agents or camp assistants. They will be held confidential where appropriate. Adults would much rather help you out with lots of little challenges than one big one that has gotten out of control.
40. Get all sides of any story before accusing someone who might have been wrongly accused.

### **Your First Cabin Meeting**

Check cabin roll, post a roster of all campers.

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

Share with them what you hope and dream will happen to them as a cabin group and camp family in the next several 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.)**

Review safety procedures for fire, tornado and storms (posted in cabin).

Review first-aid policies:

**All medications must be stored in the Nurses Station and should be in the pharmacy container with proper dosage noted on the container.**

**Campers must report the need for all treatment to a counselor and/or adult.**

Remember to:

**Be open - talk to each other.**

**Pitch in - do your share.**

**Keep belongings put away.**

**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 responsible

Listen for understanding

Be courteous (please, thank-you)

Treat all campers fairly

Be dependable, reliable

Be respectful of people and property

Communicate clearly

Be not a rumor monger

Avoid favoritism

Become acquainted with your cabin by getting to know a little bit about each other. Try the following as conversation starters:

Name

4-H projects

Favorite camp activity

Grade

Years in 4-H

Favorite sport, hobby

School

Years at camp

Favorite food

## SURVIVAL TEST 3 – LIVING GROUP AND CABIN LEADERS

Respond to each of the following scenarios:

- I. 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?
  
- II. 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?
  
- III. 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?
  
- IV. One cabin member appears to be very unhappy and wants to call home. You know that the camp rule is to call only in an emergency and with an agent's approval. What would you do?
  
- V. Children are making fun of a camper who needs to pay better attention to personal hygiene. What would you do?
  
- VI. A camper wants to change cabin rooms because he/she has had a disagreement with a former best friend. What would you do?
  
- VII. A camper has had an accident in his/her bed, during the night, and the sheets are soiled. What would you do?
  
- VIII. 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?
  
- IX. 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?



## Kids Will be Kids – Stages of Development

Dealing with children can be one of the most exasperating and rewarding experiences you will ever have. There can be noticeable differences, not only between the sexes of young people, but between the ages of young people. Understanding developmental needs and the physical, emotional, cognitive and social changes of different age groups 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 general characteristics and what to expect from each age group.



This section 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 much. This guide will help you consider the age characteristics of your campers, as you do the following:

- ✓ 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



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

# Ages and States of 4-H Youth Development

As a counselor you will be working with youth. You can have an important role in helping youth grow and develop. Start where campers are in their development and encourage them to grow physically, socially, intellectually and emotionally. Remember, each camper will develop at their own pace, but there are some characteristics that each age group may share. These characteristics and their implications for you, as a counselor, may be helpful to consider.

## Early Childhood – 7 & 8 year olds

Characteristics	Implications
<b>Characteristics</b>	
Learn best if physically active.	Provide experiences that encourage physical activity: running, playing games, painting, etc.
Have better control of large muscles than small muscles.	Use projects that can be completed successfully by beginners. Craft projects could end up messy.
Period of slow, steady growth.	Provide opportunities to practice skills.
<b>Social</b>	
Learning how to be friends. May have several "best friends."	Small group activities are effective for practicing social skills and allow for individual attention.
Beginning to experience empathy for others, but are still selfish.	Make-believe and role-play activities help children to understand how others might think or feel.
Boys and girls may enjoy playing together, but prefer same gender groups by the end of this developmental period.	Engage young children in mixed-gender activities.
<b>Intellectual</b>	
Easily motivated and eager to try something new, but have short attention spans.	Plan a wide variety of activities that take a short time to complete.
More interested in doing activities rather than completing them.	Focus activities on the process rather than producing a product.
Thinking is concrete. Must have seen it, heard it, felt it, tasted it, or smelled it in order to think about it.	Demonstrate activities. Use the senses to help youth experience things.
Naturally curious and want to make sense of their world.	Allow for exploration and spontaneity in activities. Be flexible.
<b>Emotional</b>	
Sensitive to criticism. Don't accept failure well.	Find ways to give positive encouragement and assistance. Plan activities in which success can be experienced. Facilitate cooperation, not competition.
Becoming less dependent upon parents, but still seek adult approval and affection.	Offer support and plan small group activities; with an adult supervising every 3-4 youths.

## Middle Childhood – 9, 10, 11 year olds

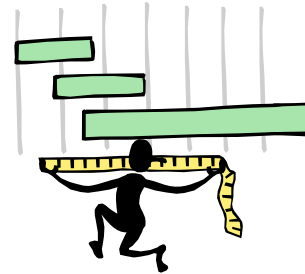
Characteristics	Implications
<b>Characteristics</b>	
Spirited, with boundless energy.	Provide active learning experiences.
Girls will be maturing faster than boys, some may be entering puberty.	Avoid competition between girls and boys.
Large and small muscle development, strength, balance, and coordination are increasing.	Plan activities that allow youth to move about and use their bodies.
<b>Social</b>	
Enjoy group activities and cooperation. Fell loyal to group or club.	Emphasize group learning experiences and form groups to plan activities together.
Prefer to be with members of the same sex.	Plan learning experiences to be done with members of the same sex.
Admire and irritate older boys and girls.	Encourage experiences with and mentoring by older youth.
Need guidance from adults to stay on task and to perform at their best.	Work closely with this age group and enlist older youth to help you with this task.
<b>Intellectual</b>	
Interests often change rapidly and do best when work presented in small pieces.	Allow for many brief learning experiences and give simple, short directions.
Vary greatly in academic abilities, interests, and reasoning skills.	Offer activities appropriate for a wide range of abilities so that all children have a chance to succeed.
Easily motivated and eager to try new things.	Provide a variety of different activities.
<b>Emotional</b>	
Comparisons with other youth is difficult and erodes self-confidence. Prefer recognition and praise for doing good work.	Instead of comparing youth with each other, help youth identify their own successes by comparing present and past performances for the individual.

## Young Teens – 12, 13, 14 year olds

Characteristics	Implications
<b>Characteristics</b>	
Experience rapid changes in physical appearance, with growth spurt happening earlier for girls than boys.	Be willing to talk about physical changes because new teens are often uncomfortable with and embarrassed by their changing bodies.
Have intense sexual feelings and a keen interest in their own bodies.	Provide honest information to the sexual questions they have. Prepare opportunities to help youth discuss body development as a natural, normal process. Listen to their fears without judging or trivializing.
Interested in sports and active games.	Encourage active, fun learning experiences.
<b>Social</b>	
Concerned about social graces, grooming, and being liked by peers.	Encourage learning experiences related to self-discovery, self understanding, and getting along with others. Be patient with grooming behaviors that may seem excessive.
Moving away from dependency on parents to dependency on opinions of peers.	Parents may need help in understanding that this shift is a sign of growing maturity, not rejection of family.
Becoming interested in activities that involve boys and girls.	Provide opportunities for boys and girls to mix without feeling uncomfortable – seems to work best if youth plan activities themselves.
<b>Intellectual</b>	
Tend to reject solutions from adults in favor of their own.	Involve young teens in setting rules and planning activities for your group or program.
Beginning to think more abstractly and hypothetically. Can think about their own thinking and are becoming skilled in the use of logic and cause-and-effect.	Ask questions that encourage predicting and problem solving. Help youth to find solutions on their own by providing supervision without interference.
Can take responsibility for planning and evaluation of their own work.	Allow young teens to plan activities and expect follow through. Help them to evaluate the outcome.
<b>Emotional</b>	
Can be painfully self-conscious and critical. Vulnerable to bouts of low self-esteem.	Plan many varied opportunities to achieve and have their competence recognized by others. Concentrate on developing individual skills.
Changes in hormones and thinking contribute to mood swings.	Remember that early adolescents are known for their drama and feelings that seem extreme to adults. Accept their feelings and be careful not to embarrass or criticize.
Desire independence, yet need their parents' help.	Encourage youth to work with adults and older teens.

## Teens – 15 years and older

Characteristics	Implications
<b>Characteristics</b>	
Most have overcome the awkwardness of puberty, but some boys are still growing at a fast pace. Many are concerned with body image.	Avoid comments that criticize or compare stature, size, or shape.
<b>Social</b>	
<b>Strong desire for status in their peer group.</b>	<b>Establish a climate that is conducive to peer support.</b>
Interested in co-educational activities. Dating increases.	Allow teens to plan co-educational and group oriented projects or activities.
Often want adult leadership roles.	Provide opportunities for teens to plan their own programs.
Want to belong to a group, but also want to be recognized as unique individuals.	Place emphasis on personal development whenever possible.
<b>Intellectual</b>	
Reach high levels of abstract thinking and problem solving.	Put youth into real life problem solving situations. Allow them to fully discover ideas, make decisions, and evaluate outcomes.
Developing community consciousness and concern for the well-being of others.	Encourage civic projects that are a service to others.
Increasing self-knowledge; personal philosophy begins to emerge.	Allow time and plan activities for youth to explore and express their own philosophies.
Need life planning guidance as they are beginning to think about leaving home for college, employment, etc.	College visits, field trips to businesses, and conversations with college students or working adults can be helpful activities.
<b>Emotional</b>	
Feelings of inferiority and inadequacy are common.	Encourage youth by helping them to see their positive self-worth.
Gaining independence and developing firm individual identity.	Give teens responsibility and expect them to follow through. Provide opportunities that help teens explore their identity, values and beliefs.



## SURVIVAL TEST 4 - STAGES OF DEVELOPMENT

Mark the age group where the following statements best apply.	7-8	9-11	12-14
1. If they cannot see, feel, touch, or taste it, may not be able to understand; doing is important	_____	_____	_____
2. Egocentric, spend hours in self criticism and/or self admiration	_____	_____	_____
3. Strong peer group relationships and loyalties to others of the same age	_____	_____	_____
4. Developing ability to reason, and beginning to think abstractly	_____	_____	_____
5. Beginning to question value systems or beliefs	_____	_____	_____
6. Fragile self-concept and cannot accept failure	_____	_____	_____
7. Longer attention span but still need breaks	_____	_____	_____
8. Need to be a part of something important	_____	_____	_____
9. Interested in others of the opposite sex	_____	_____	_____
10. Like physical activities, lots of energy	_____	_____	_____
11. Easily motivated	_____	_____	_____
12. Learning to accept themselves and are able to admit mistakes	_____	_____	_____
13. Just beginning to enjoy reading and activities they can do alone	_____	_____	_____
14. Talk constantly and love to gossip	_____	_____	_____
15. Seeking to be more independent and can be self-reliant	_____	_____	_____
16. Beginning to think logically and symbolically	_____	_____	_____
17. Concerned about friends and doing well in school	_____	_____	_____
18. Love to be chosen by peers, especially adults	_____	_____	_____
19. Noticeable separation between boys and girls	_____	_____	_____
20. More polite to strangers than parents, quarrel with parents	_____	_____	_____
21. Increased interest in the opposite sex	_____	_____	_____
22. Self-concept is tied to feelings about his or her body	_____	_____	_____
23. Get frustrated when they don't like a job	_____	_____	_____
24. Admire and imitate older boys and girls	_____	_____	_____
25. Display mannerisms of giggling, squirming and horseplay	_____	_____	_____
26. Start taking responsibility for own actions	_____	_____	_____

## Behavior Management/Child Protection

One of the most challenging and least-liked tasks of a 4-H camp counselor is the 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. Because of this, we sometimes choose to ignore or overlook unacceptable behavior. This avoidance 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/district and the camp from negative publicity, possible legal action, and unnecessary stress.

You have a responsibility as a counselor to help campers make better decisions about their behavior. The most effective way is to immediately make them aware of unacceptable behavior and help them consider other more appropriate behavior. This counselor's guide has ideas to help you avoid having to use discipline and to make wise choices when forced into a situation where some form of discipline is appropriate.

### **Injury Resulting from Misbehavior**

Misbehavior at 4-H camp can cause physical and psychological injury. Throwing stones, swinging sticks, hitting people, running on dangerous surfaces and horse play are examples of physical injury. Behavior that causes psychological injury to the mental health and self-esteem of people includes name calling, being laughed at, being rejected from the group and being made fun of. Can you think of others?

By far the largest single cause for both physical and psychological injury in 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.

What can you do to make sure these avoidable situations are not present in your camp setting?

### **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. Prior planning, good examples and praise for proper behavior should preclude the need for having to use 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 youth have safe and healthy experiences living and working together while learning new emotional social, physical and mental skills in a supportive, encouraging, outdoor environment.

## Five Behavior Management Tools

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

1. 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?"
2. Number two is **plan ahead**. Make plans 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.
3. 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**!
4. 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.
5. 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 and you will see more positive behavior.

## Using a Positive Approach to Behavior Management

The two most important rules (really one) in all our lives are simply stated and apply to most 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 is just a simple but firm "**Be Nice**" to remind campers that their actions may not be appropriate.

### **13 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, property)
6. Be responsible, reliable, accountable (success and mistakes) for both
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

## When Rules are Needed

Rules are laws or expectations for behavior made as a result of someone else learning the hard way that some activity is dangerous to his/her health or safety. Rules are made to help keep one avoid danger and get along with others more effectively.

In order for rules to work they must:

- ✓ **Be communicated to all people involved** - If participants don't know the rules they can't very well follow them.
- ✓ **Be enforceable to all participants** - If the rule is not enforceable - change or drop it.
- ✓ **Apply to everyone** - If one person can run stop signs, everyone is in danger and the rule won't work for anyone.
- ✓ **Be followed and supported by both youth and adults** - If you are not willing to live by the rules then do not participate in the activity, in the program, in the camp!
- ✓ **Be as few in number as possible** - Use only important rules that really matter.

**What rules do you think would support and be most important in your camping environment?**

## 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 a rock is thrown - someone gets hurt.” Unfortunately it is not always the person who broke the rule who suffers the pain so artificial consequences must be imposed to discourage careless or inappropriate behavior.

To be most effective, consequences for inappropriate behavior should:

- ✓ **Be immediate.** They should be imposed as quickly as possible
- ✓ **Relate to the violation.** If someone breaks a serious rule at the archery range, he/she should not be able to participate in archery for a period of time.
- ✓ **Be appropriate to the severity of the violation.** A camper should not be sent home for a minor violation.
- ✓ **Apply equally to all.** Everyone who violates a particular rule should have to suffer the same consequences.

**Only threaten with consequences if you fully intend to invoke that consequence and you have the ability and authority to do so.**

## 4 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. 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)**.

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 pointing out the undesirable action, that it is unacceptable - "You threw a stone! That is dangerous at camp and we do not throw stones here at camp." "You called him a name, and that is not nice, we do not call people unkind names".

Next, **you can separate** - Separate the person from the activity for an appropriate period of time. Take a time out where he/she is separated from the activity but still sitting close enough to be watched and supervised.

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 counsel with the camper to understand why his/her actions are inappropriate.

Last, **you can amputate** - You can send the camper home. If the violation is severe enough or the camper cannot be persuaded 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 extension agents.





## Child Protection Guidelines

Perhaps no issue receives more attention in today's society than child protection. How are camps responding to this concern? Increased training emphasis on the topic clearly defines acceptable and unacceptable behavior with guidelines for conducting camp activities. To protect yourself and the campers, it's important to know the answers to the following:

**What is appropriate touch? What is the law concerning child abuse in Kansas? What behaviors are inappropriate in camp? What topics of conversation are inappropriate in camp?**

The following guidelines clearly spell out acceptable policies and procedures. It is recommended that each counselor be asked to sign/initial this form. These guidelines make responsibilities clear to the counselor and provides protection to the camp. The extension agent can document what training was received, that the camp counselor was present for the training, and that he/she agreed to behave according to the guidelines established in that training.

**Discipline Guidelines for Children:** (Please initial each line, indicating that you have read and understand the guideline)

I understand and accept the following:

- \_\_\_\_\_ Counselors may not, under any circumstances, hit a child.
- \_\_\_\_\_ Counselors may not use abusive or derogatory language with campers.
- \_\_\_\_\_ Counselors need to ask for help when it is necessary.
- \_\_\_\_\_ A counselor who encounters a particularly difficult child will seek the assistance of supervisory or administrative staff.
- \_\_\_\_\_ In all dealing with campers, leaders should strive to respond as opposed to react.

I understand and accept that when touching campers, the following guidelines should be followed:

- \_\_\_\_\_ on the hand, shoulder or upper back;
- \_\_\_\_\_ never against a child's will (unless in the case of clear and present danger to the child);
- \_\_\_\_\_ never against a child's comfort level, whether expressed verbally or non-verbally;
- \_\_\_\_\_ always in the company of other adults;
- \_\_\_\_\_ never in a place on a child's body that is normally covered by a bathing suit, unless for a clear medical necessity, and then only with supervision and in the presence of another adult.

**Counselor Responsibility:** (please initial that you have read and understand the responsibility)

\_\_\_\_\_ I understand and accept that I am a **care-taker of children**.

\_\_\_\_\_ I understand there is a clear **power difference** between myself and campers (money, mobility, authority, experience, knowledge, rules).

\_\_\_\_\_ I understand that inappropriate sexual contact with or physical abuse of a camper can have severe emotional and psychological effects on that camper that can last a lifetime. These reactions can be so severe, that they can require intensive professional intervention that can be disruptive to the victim's life as well as time consuming and expensive.

## Guidelines for Counselors:

I understand and accept the following:

- there is no "hazing" - this includes campers and counselors;
- campers will not be subjected to "initiation" rites that are abusive physically or emotionally;
- younger children should be encouraged to change their own clothes as much as possible;
- campers will not be alone with a counselor in his/her room;
- a counselor will under no circumstances share a bed or sleeping bag with a camper;
- counselors will set limits with children who "cling" or hang on them;
- counselors will not give back rubs;
- tickling or teasing a camper to the point where that camper is out of control is unacceptable;
- pillow fights or wrestling matches and the like can become aggressive in short order and need to be limited and carefully supervised;
- counselors of the opposite sex sleeping together is not allowed and grounds for dismissal;
- romantic lives of counselors can never be shared with campers;
- camp counselors should stay in assigned living area/cabin after lights out at night unless on specific camp business;
- male counselors working with adolescent females need to be aware of the tendency for this group to develop crushes – don't encourage this;
- whatever is done with campers should be done in broad daylight and with company!

- a counselor will under no circumstances withhold food as punishment for misbehavior.
- cell phones are not allowed at camp. If a counselor or camper is found to have a cell phone he/she will be sent home.

## Other Instructions:

I agree to the following:

- to watch for signs of stress in myself and others as a way of maintaining a safe environment at camp.
- to help other counselors who seem at risk for hurting or abusing campers.
- to alert senior or supervisory personnel of the need for more careful supervision, intervention or support.
- to seek help myself, if I feel at risk for hurting or abusing a camper.

By signing this document, I am attesting to the fact that I understand and accept the rules, guidelines and standards of conduct outlined in this document and the *Survival Guide for Counselors at Camp*.

Signed: \_\_\_\_\_

Extension Agent: \_\_\_\_\_

Date: \_\_\_\_\_

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## **SURVIVAL TEST 5 - BEHAVIOR MANAGEMENT**

1. What is the "prime directive?"
2. List the behavior management tools and critical points to remember for each of them.
3. Define rules.
4. When are people-made consequences most effective?
5. List the basic reasons for physical and psychological injuries.
6. Give at least 3 behaviors causing physical injury not listed in the guide.
7. Give at least 3 behaviors causing psychological injury not listed in the guide.
8. List the basic behavior management consequences and critical points in each.
9. Generally, what kind of behavior do you get?

## Song Leadership

Songs have always been an important part of camp culture. Songs should be utilized to get participants involved, to demonstrate enthusiasm and excitement, and to communicate specific thoughts and feelings about the camp experience. Here are some suggestions for successful song leading. There are probably more attributes that would be useful for the song leader, but if you have these, you are well under way.

1. **BE FRIENDLY.** Friendly liaison must be created between the leader and the group. A spirit of good fellowship should be engendered. Be happy! Smile!
2. **BE ENTHUSIASTIC.** The easiest way to assure that the group will enjoy a song is to appear that you, the leader, are enjoying it. Have fun. Laugh.
3. **BE POISED AND RELAXED.** It relaxes the group. Use a matter-of-fact approach with poise and confidence. You need not be a great singer or an expert in music to lead songs successfully. Let the group know that you are in control even though your function is not to force them to do something they really do not want to do. Relaxation is the key to enjoyment.
4. **BE ORIGINAL.** There are a lot of songs that are fun to sing. It is fun, too, to make up songs, particularly for the group you are leading. Be original in the selection of songs and in the presentation of songs. Always have some new wrinkle to give an old song some life.
5. **PRACTICE.** No song leader was ever successful without a lot of practice. You must be prepared. You must know the group and the kind of songs they would like. Also, you must have a thorough knowledge of the songs you want to teach.
6. **HAVE A PHILOSOPHY.** Determine a personal philosophy toward song leading. If you are convinced that group singing is worthwhile, let your actions convey this to the group.

### LEADING THE SONG

1. Think of yourself as the leader. Do not let the group lead you.
2. Keep your song introductions to a minimum.
3. Put yourself across to the group. Look at the group.
4. Make the start of each song clear. Sound the first note or chord played just before starting to sing.
5. Sing yourself. Lead easily, not as a boss, but as a helper.
6. Work for enthusiasm. It often helps to praise the group as they learn a song.
7. Speak and lead clearly and definitely.



### TEACHING A NEW SONG

1. Be thorough in learning the song yourself. Think about and organize how you are going to teach it.
2. If there is a climax at the end, it would be a good idea to teach the ending first.
3. Teach just a few lines at a time, no more than you could absorb if you were learning a song for the first time.
4. If one is available, have an accompanist play the song while you **SAY** the words. It is more easily taught by saying rather than singing the words.

### WHAT ABOUT YOUR HANDS?

1. Let your facial expressions lead more than your hands. There is a greater tendency for the group to watch your face rather than your hands.
2. Try the system of outlining the scale - by using your hands - high for high notes, and low for low notes.
3. Use your fist to indicate strength and a soft cradle motion with your arms or hands to the lips for quiet.
4. Let your whole body respond naturally, not just your arms.
5. Keep the group in rhythm with your hands. Some leaders use the figure 8 on its side.
6. Have a definite movement to stop the song - hands to the side, closed fist or tie a bow with your fingers.
7. You must work out your hand movements. Make them suit your personality but remember to be definite and purposeful in every hand action.

### SONG SENSITIVITY

Because 4-H serves a wide range of audiences through 4-H camping, song leaders (counselors, agents, etc.) should be sensitive to the concerns of others with regards to the types of camp songs that are used in camp. During pre-camp planning meetings, Agents (or other staff responsible for 4-H camping) should discuss the issue of "4-H camp songs" with their Camp Assistants and Camp Counselors. If 4-H participants share concerns about specific songs, please address these concerns in a respectful manner, being sensitive to different perspectives and preferences. If certain songs are not going to be sung during a camping program, be sure that this is communicated to all camp staff.

This section taken from the Virginia 4-H Camp Songs book  
found at <http://www.holidaylake4h.com/pdf/Camping%20Forms/Virginia%204-H%20Camping%20Song%20Book.pdf>



## Camp Songs

### BAZOOKA BUBBLEGUM SONG

My momma gave me a dollar  
She told me to buy a collar  
But I didn't buy a collar  
Instead I bought some bubblegum  
BAZOOKA, ZOOKA bubble gum (x2)

My momma gave me a quarter  
She told me to tip the porter  
But I didn't tip a porter  
Instead I bought some bubblegum  
BAZOOKA, ZOOKA bubble gum (x2)

My momma gave me a dime  
She told me to buy a lime  
But I didn't buy a lime  
Instead I bought some bubblegum  
BAZOOKA, ZOOKA bubble gum (x2)

My momma gave me a nickel  
She told me to buy a pickle  
But I didn't buy a pickle  
Instead I bought some bubblegum  
BAZOOKA, ZOOKA bubble gum (x2)

My momma gave me a penny  
She told me to buy some bubblegum  
But I didn't buy a bubblegum  
Because I'm sick of bubblegum  
BAZOOKA, ZOOKA bubble gum (x2)

### FUNKY CHICKEN

I want to see your funky chicken (leader)  
What's that you say (Campers)  
I want to see your funky chicken (leader)  
What's that you say (Campers)

Chorus:  
Ooh ahh ahh ahh, ooh ahh ahh ahh  
Ooh ahh ahh ahh, ooh, one more time  
Ooh ahh ahh ahh, ooh ahh ahh ahh  
Ooh ahh ahh ahh, ooh 1234  
(Do actions with chorus, ie flop like a funky chicken)

### BANANA SONG

Bananas unite! (hands together above head.)  
Bananas split! (Part hands, keep above head.)  
Peel bananas, peel, peel bananas. (Move right arm down to side.)  
Peel bananas, peel, peel bananas. (Move left arm down to side.)  
You lean to the left, and you lean to the right.  
You peel your banana, and, uh, take a bite.  
Go bananas; go, go bananas. (Silly motions like flailing arms about and jumping around.)  
Go bananas; go, go bananas.

### HERMAN THE WORM

Chorus: (say a line let them repeat the line)  
As I was sittin', on my fence post  
chewin' my bubble gum  
(Chomp! Chomp! Chomp! Chomp!)  
Playin' my yo-yo,  
(Do Whop! Do Whop!)  
Along came Herman the worm  
And he was this big  
So I said: "Herman, what happened?!?"  
And he said:  
I just ate breakfast (Chorus)  
I just ate lunch (Chorus)  
I just ate supper (Chorus)  
I burped!

### DOWN BY THE BAY

Did you ever go fishin' (cast pole) on a bright summer's day? (arms make sun over head)  
Down by the bay (arms encircle bay in front of you) where the little fishies (wiggle hands back and forth) play.  
With your hands in your pockets (slap hands on front pants pockets) and your pockets in your pants. (slap hands on back pants pockets)  
Did you ever see the fishies (wiggle hands) do the hootchie cootchie dance?  
La la la la, La la la la (index finger pointed up turn to the left in complete circle)  
La la la la, La la la la (turn to the right in complete circle)  
With your hands in your pockets (slap hands on front pants pockets) and your pockets in your pants. (slap hands on back pants pockets)  
Did you ever see the fishies (wiggle hands) do the hootchie cootchie dance?

### BOOM CHICK-A-BOOM

I say a boom chick-a-boom (all repeat)  
I say a boom chick-a-boom (all repeat)  
I say a boom, chick-a-rocka, chick-a-rocka, chick-aboom (repeat)  
Uh-huh (repeat) Oh yeah (repeat)  
One more time (repeat)

Suggested repeat styles:

Valley Girl style (Insert 'like' in front of boom; say every sentence in question form)

Janitor style (I say a broom sweep-a-broom; I say a broom sweep-a-mop-a-sweep-a-mop-a-sweeпа- broom)

Surfer style (Insert 'dude' at the end of each phrase)

Race Car Driver style (I say a vrrroom chick-avrrroom)

## **HAVE YOU EVER BEEN A FISHING**

Have you ever been a-fishing on a hot summer day,  
And seen all the little fishies swimming up and down the bay,  
With their hands in their pockets and their pockets in their pants  
And all the little fishies doin' the hootchie kootchie dance.

Chorus:

Tra-la-la-la-la, tra-la-la-la.  
Tra-la-la-la-la, tra-la-la-la.  
With their hands in their pockets and their pockets in their pants.  
All the little fishies doin' the hootchie kootchie dance.  
Have you ever been fishing on a hot and sunny day  
And you're sitting on a bench and the bench gives way,  
With an alligator snapping at the seat of your pants,  
And all the little fishies doin' the hootchie kootchie dance.

Have you ever been fishing on a cold, cold day  
And seen all the little fishies frozen solid in the bay,  
With their hands in their pockets and their pockets on their pants  
And it's too darn cold to do the hootchie kootchie dance.

Have you ever been fishing on a rainy, rainy day,  
And seen all the little fishies with umbrellas in the bay,  
With their hands in their pockets and their pockets on their pants,  
All the little fishies doin' the hootchie kootchie dance.

Have you ever been fishing on a hot and cold day,  
And seen all the little fishies all confused in the bay,  
With their hands in their pockets and their pockets on their shirts,  
And they're too darn confused to do the hootchie kootchie dance.

## **ALICE THE CAMEL**

Alice the camel has five humps (repeat 2 times)  
So, go, Alice, go!  
Boom, boom, boom!

Alice the camel has four humps (repeat 2 times)  
So, go, Alice, go!  
Boom, boom, boom!

Alice the camel has three humps (repeat 2 times)  
So, go, Alice, go!  
Boom, boom, boom!

Alice the camel has two humps (repeat 2 times)  
So, go, Alice, go!  
Boom, boom, boom!

Alice the camel has one hump (repeat 2 times)  
So, go, Alice, go!  
Boom, boom, boom!

Alice the camel has no humps (repeat 2 times)  
'Cause Alice is a horse!  
Boom, boom, boom!

Actions:

Stand in a long line. Bump hips together on 'Boom, boom, boom!'.

## **LITTLE GREEN FROG**

(X means close your eyes and scrunch your face, :P means open your eyes and stick out your tongue.)

X, :P mmm eh went the little green frog one day,  
X, :P mmm eh went the little green frog.  
X, :P mmm eh went the little green frog one day,  
So we all went X, :P, mmm eh Ah!

Well, we all know froggies go, sha-la-la-la-la  
Sha-la-la-la-la, sha-la-la-la-la (wave hands in the air)

Well, we all know froggies go, sha-la-la-la-la  
They don't go X, :P, Ah!

Honk! Honk! (make horn motion) Went the big, bad truck one day.  
Split, splat (clap as you say split, splat) went the little green frog.  
Well, the little green frog don't X, :P no more,  
'cause he got licked (make licking noise instead of saying 'licked') up by a dog.

### **DO YOUR EARS HANG LOW**

Do your ears hang low, Do they wobble to and fro,  
Can you tie them in a knot, Can you tie them in a bow,  
Can you throw them over your shoulder Like a continental soldier?  
Do your ears hang low?

Do your ears hang high, Do they reach up to the sky,  
Do they wrinkle when they're wet, Do they straighten when they're dry,  
Can you wave them at your neighbor With an element of flavor?  
Do your ears hang high?

### **BOOM, BOOM**

Chorus:  
Boom, boom ain't it great to be crazy,  
Boom, boom ain't it great to be crazy.  
Giddy and foolish the whole day through.  
Boom, boom ain't it great to be crazy.

Way down south, where bananas grow,  
A flea stepped on an elephant's toe.  
The elephant cried, with tears in his eyes,  
"Why don't you pick on someone your own size?"  
Chorus

A horse, and a flea, and three white mice,  
Sat on the curbstone shooting dice,  
The horse, he slipped and fell on the flea,  
"Whoops," said the flea,  
"There's a horse on me!"  
Chorus

### **WHOOPING COUGH**

Chorus:  
Well, a way down yonder, not far off (repeat)  
A blue jay died of a whooping cough (repeat)  
Well, he whooped and he whooped and he whooped all day (repeat)  
He whooped his head and tail feathers away (repeat)  
When I say ollie, you say oy!  
Ollie (Oy)  
Ollie (Oy)

Ollie, ollie, ollie (Oy, oy, oy)

Second verse, same as the first, But a whole lot louder and a whole lot worse (do not repeat)

Chorus

### **LITTLE HUNK OF TIN**

I'm a little hunk of tin  
Nobody knows what shape I'm in  
I've got four wheels and a running board  
I'm not a Chevy and I'm not a Ford.

Honk, honk, rattle, rattle, rattle, crash, beep, beep  
Honk, honk, rattle, rattle, rattle, crash, beep, beep  
Honk, honk, rattle, rattle, crash beep, beep  
Honk, honk.

I'm a super 4-H'er  
Betcha don't know what I can do  
I've got four leaves and a motto, too.  
I've got green blood running through and through  
Head, head, heart, heart, hands, health  
Head, head, heart, heart, hands, health  
Head, head, heart, heart, hands, health  
Head, head

### **HEAD, SHOULDERS, KNEES & TOES**

Head, Shoulders, Knees and Toes,  
Knees and Toes.  
Head, Shoulders, Knees and Toes,  
Knees and Toes.  
And Eyes and Ears and Mouth and Nose.  
Head, Shoulders, Knees and Toes,  
Knees and Toes.

Action:  
Touch each part of the body as it is sung.  
Speed up as you repeat the verse, or hum through one word each time you repeat.  
(Example: hmmm, shoulders, knees and toes, knees and toes)

Continue to point to each part of the body until the whole song is hummed.

### **MY BONNIE**

My Bonnie lies over the ocean,  
My Bonnie lies over the sea,  
My Bonnie lies over the ocean,  
So bring back my Bonnie to me.  
Bring back, bring back, oh, bring back my Bonnie to me, to me.  
Bring back, bring back, oh, bring back my Bonnie to me.

Action:  
Members stand/sit each time they sing a word beginning with the letter 'B'.



## BEAVER SONG

Beaver one Beavers All  
Lets all do the Beaver Crawl  
Chchchchch (make beaver noise while doing  
beaver crawl)

Beaver two beaver three  
Lets all climb the beaver tree  
Chchchchch (make beaver noise while  
"climbing" beaver Tree)

Beaver four beaver five  
Lets all do the beaver jive  
(Turn back and forth snapping your fingers)

Beaver six beaver seven  
Lets all go to beaver heaven  
Spiritual (while acting like flying to heaven)

Beaver eight beaver nine  
STOP!  
It's beaver time...  
Da Nanana Nana Nana (Can't touch this)

## PINK PAJAMAS

I wear my pink pajamas in the summer when  
it's hot,  
I wear my flannel nighties in the winter when it's  
not,  
And sometimes in the spring time,  
And sometimes in the fall,  
I jump between the covers with nothing on at all.

Glory, Glory, what's it to ya?  
Glory, Glory, what's it to ya?  
Glory, Glory, what's it to ya,  
with nothing on at all.

## HEY BURRITO

Hey Burrito! (repeat)  
Hey hey hey Burrito! (repeat)  
Mmmm yeah Burrito yeah! (repeat)  
Taco bell Taco bell! (repeat)  
Guacamole Cinnamon twist! (repeat)

## M.I.L.K

Leader: Give me a big M  
Follower: Big M

Leader: Give me a little m  
Follower: Little m

Don't give me no pop, no pop  
Don't give me no tea, no tea  
Just give me that milk, moo, moo, moo, moo!

(Spell out MILK)

## HUMPTY DUMPTY

Chorus:  
Hump-ty Dump.  
Hump Hump De Dump-ty Dump-ty  
Hump-ty Dump.  
Hump Hump De Dump-ty Dump-ty

Humpty Dumpty sat on a wall,  
Humpty Dumpty had a great fall.  
All the king's horses and all the king's men said  
OOH! AIN'T THAT FUNKY NOW!

Chorus

Jack and Jill went up a hill  
To fetch a pail of water.  
Jack fell down and broke his crown, and said:  
OOH! AIN'T THAT FUNKY NOW!

Chorus

Little Miss Muffet sat on her tuffet,  
Eating her curds and whey.  
Along came a spider that sat down beside her  
and said:  
OOH! AIN'T THAT FUNKY NOW!

## BABY BUMBLE BEE

I'm bringing home my baby bumble bee  
Won't my mommy be so proud of me  
I'm bringing home my baby bumble bee  
Ouch, it stung me!

I'm squishing up my baby bumble bee  
Won't my mommy be so proud of me  
I'm squishing up my baby bumble bee  
Ouch, it's all over me!

I'm licking up my baby bumble bee  
Won't my mommy be so proud of me  
I'm licking up my baby bumble bee  
Ugh, I don't feel so good!

I'm barfing up my baby bumble bee  
Won't my mommy be so proud of me  
I'm barfing up my baby bumble bee  
Oh, eww what a mess!

I'm sweeping up my baby bumble bee  
Won't my mommy be so proud of me  
I'm sweeping up my baby bumble bee  
Oh, my mommy wasn't so proud of me!

## **GRAY SQUIRREL**

Gray Squirrel, Gray Squirrel,  
shake your bushy tail,  
Gray Squirrel, Gray Squirrel,  
shake your bushy tail,  
Pick a nut up with your toes,  
shove it up your neighbors nose,  
Gray Squirrel, Gray Squirrel,  
shake your bushy tail.

## **THROW IT OUT THE WINDOW**

Old Mother Hubbard went to the cupboard  
To get her poor dog a bone.  
But when she got there the cupboard was bare  
So she threw it out the window, the window,  
The second story window.  
With a heave and a ho and a great big throw,  
She threw it out the window.

Little Bo Peep has lost her sheep  
And doesn't know where to find them.  
But leave them alone and they'll come home  
And she'll throw them out the window, the  
window,  
The second story window.  
With a heave and a ho and a great big throw,  
She threw them out the window.

Old King Cole was a merry old soul  
And a merry old soul was he.  
He called for his pipe and he called for his bowl  
And he threw them out the window, the window,  
The second story window.  
With a heave and a ho and a great big throw,  
He threw them out the window.

(Try with Yankee Doodle Went to Town, Little  
Miss Muffet, Little Jack Horner, Jack Sprat,  
Georgie Porgy, Mary Had a Little Lamb,  
Humpty Dumpty)

## **A BOY AND A GIRL IN A LITTLE CANOE**

A boy and a girl in a little canoe  
And the moon shining all around.  
And as he pulled his paddle back  
You couldn't even hear a sound.  
So they talked and they talked  
Till the moon grew dim,  
Said you gotta kiss me or get out and swim  
So whatcha gonna do in a little canoe  
With the moon shining all around.

(repeat with last verse changed to...With the  
moon shining all around, boats floating all  
around, girls swimming all around...get out and  
swim!)

## **BABY SHARK**

(Has actions...)  
Baby shark, do-do-do-do-do-do,  
baby shark, do-do-do-do-do-do, baby shark.

Momma shark, do-do-do-do-do-do,  
momma shark, do-do-do-do-do-do, momma shark.

Daddy shark, do-do-do-do-do,  
daddy shark, do-do-do-do-do, daddy shark.

Grandpa shark, do-do-do-do-do-do,  
grandpa shark, do-do-do-do-do-do, grandpa shark.

## **SHARK ATTACK!**

Swim away, do-do-do-do-do,  
swim away, do-do-do-do-do, swim away.

Lost an arm, do-do-do-do-do-do,  
lost an arm, do-do-do-do-do-do, lost an arm.

Lost a leg, do-do-do-do-do-do,  
lost a leg, do-do-do-do-do-do, lost a leg.

(Can continue to lose various body parts)

Got away, do-do-do-do-do-do,  
got away, do-do-do-do-do-do,  
GOT AWAY!

## **LITTLE BAR OF SOAP**

Oh, I wish I was a little bar of soap (bar of soap)  
Oh, I wish I was a little bar of soap (bar of soap)  
I'd go slidey-slidey-slidey  
over everybody's "hiney"  
Oh, I wish I was a little bar of soap

Oh, I wish I was a little juicy orange (juicy orange)  
Oh, I wish I was a little juicy orange (juicy orange)  
I'd go squirty-squarty-squarty  
over everybody's "shirty"  
Oh, I wish I was a little juicy orange

Oh I wish I was a little foreign car (foreign car)  
Oh I wish I was a little foreign car (foreign car)  
I'd go speedy-speedy-speedy  
over everybody's "feety"  
Oh I wish I was a little foreign car (foreign car)

I wish I was a little radio (radio)  
I wish I was a little radio (radio)  
I'd go click.

### **LITTLE RED WAGON**

You Can't ride on my little red wagon (repeat)  
Front seats broken and the axle's broken (repeat)  
ooh ah ooh ah ah (repeat)  
Second verse same as the first  
but a little bit louder and a little bit worse.

Third verse same as the first  
but a little bit louder and a little bit worse.

(Continue and get to the point of complete  
screaming.)

Fifth verse, same as the first  
but a little bit quieter and a little bit nicer.

### **THE MARTIAN SONG**

Once I met a Martian (repeat)  
Who comes from Mars (repeat)  
He ate all my skittles (repeat)  
And my chocolate bars (repeat)  
He banged on my tambourine (repeat)  
And buzzed on my kazoo (repeat)  
And then he showed me (repeat)  
The hoola hoola who (repeat)

Hoola Hoola Hoola Hoo (repeat)  
Ca chang ca chang ca chang (repeat)  
A whippity whoppity whippity whoo (repeat)  
A hoola hoola hoo (repeat)

So if you meet that Martian (repeat)  
Who comes from Mars (repeat)  
Don't let him eat all your skittles (repeat)  
And your chocolate bars (repeat)  
Or let him bang on your tambourine (repeat)  
Or buzz on your Kazzoo (repeat)  
But if your luky (repeat)  
He'll hoola hoola hoo (repeat)

Hoola Hoola Hoola Hoo (repeat)  
Ca chang ca chang ca chang (repeat)  
A whippity whoppity whippity whoo (repeat)  
A hoola hoola hoo (repeat)

### **SKUNK SONG**

Well, I stuck my head in a little skunk hole,  
And the little skunk said,  
    “Well bless my soul, take it out”  
    Take it out! Take it out! Remove it!  
Well, I didn't take it out, and the little skunk said,  
“If you don't take it out, you wish you had,  
    Take it out! Take it out! Take it out! Remove it!”

Well, I didn't take it out and the little skunk said,  
    “SHHHHHH!”  
I removed it!

### **I HAD AN AINT**

I had an aint. (repeat)  
Went to Japan. (repeat)  
She brung to me, (repeat)  
a great big fan. (repeat)  
(start fan motion with one hand)

I had an aint. (repeat)  
Went to Algiers. (repeat)  
She brung to me, (repeat)  
a pair of shears. (repeat)  
(add scissor motion with other hand)

I had an aint. (repeat)  
Went to Hong Kong. (repeat)  
She brung to me, (repeat)  
a game of ping pong. (repeat)  
(move head right and left)

I had an aint. (repeat)  
Went to the Fair. (repeat)  
She brung to me, (repeat)  
a rockin' chair. (repeat)  
(rock forward and back at the waist)

I had an aint. (repeat)  
Went to Hondur. (repeat)  
She brung to me, (repeat)  
some horse manure. (repeat)  
(kick with one foot)

I had an aint. (repeat)  
Went to the zoo. (repeat)  
She brung to me, (repeat)  
some nuts like you. (repeat)  
(stop other motions, point at everyone)

### **PEANUT BUTTER AND JELLY**

First you take the peanuts and you smash them,  
you smash them! (repeat)

Chorus:  
Peanut, peanut butter - AND JELLY (repeat)  
Peanut, peanut butter - AND JELLY (repeat)

Next you take the grapes and you squash them,  
you squash them! (repeat) Chorus

Then you take the bread and you spread it, you  
spread it! (repeat) Chorus

Then you take the sandwich and you eat it, you eat  
it! (repeat) Chorus

### 4-H CLOVER

I'm looking over a 4-H clover  
That I've overlooked before.

One for head, the other for heart.  
One is for hands,  
they're doing their part.

There's no need explaining  
the one remaining,  
It's health that we all strive for.

I'm looking over a 4-H clover  
That I've overlooked before.

### WHAT CAN MAKE A HIPPOPOTAMUS SMILE?

What can make a hippopotamus smile?  
(repeat)  
What can make him walk for more than a mile?  
(repeat)

It's not a party with paper hats. (repeat)  
Or cakes and candy that make him fat. (repeat)  
That's not what hippos do. (repeat)

They ooze through the gooze without any  
shoes. (repeat)  
And swim underwater till' their lips turn blue.  
(repeat)  
That's what hippos do. (repeat)

What can make a hippopotamus smile?  
(repeat)  
What can make him walk for more than a mile?  
(repeat)

It's not a tune on the old violin, (repeat)  
Or a listen' to the whisperin' wind. (repeat)  
That's not what hippos do. (repeat)

They ooze through the gooze without any  
shoes. (repeat)  
And swim underwater till' their lips turn blue.  
(repeat)  
That's what hippos do. (repeat)

### I'M GOING CRAZY

Once I had a puppy dog and all she ate was cans  
When those little puppies came,  
They camp in sport sedans

Chorus: I'm going crazy  
Don't you want to come along  
I'm going crazy  
Just singing this song

Once I had a kitty cat and all she ate was yarn  
When those little kitties came,  
They came with sweaters on Chorus

Once I had a little worm and all she ate was dirt  
When those little wormies came,  
They came in little squirts Chorus

Mary had a little lamb, the doctor was surprised  
When old MacDonald had a farm  
The doctor nearly died Chorus

### REESE'S PEANUT BUTTER CUP CHANT

Reese's Peanut Butter Cup  
We sing this song to pump us up

Bang! Bang! Choo choo train!  
Come on \_\_\_\_\_ (name), do your thing!

(Person named says)	I can't
(Everyone)	Why not
(Person named says)	I just can't
(Everyone)	Why not

(Person named says)  
'Cause my back aches and the sun's too bright and  
my booty shakes from the left to the right

(Everyone joins in)  
To the left, to the right;  
To the left, to the right;  
Left right, left, right

Repeat



## BEAR SONG

The other day, (repeat)  
I saw a bear, (repeat)  
A great big bear, (repeat)  
Oh way out there. (repeat)

The other day I saw a bear,  
A great big bear oh way out there.

He looked at me, (repeat)  
I looked at him, (repeat)  
He sized down me, (repeat)  
I sized up him. (repeat)

(Repeat verse all together)

He said to me, (repeat)  
Why don't you run, (repeat)  
I see you ain't, (repeat)  
Got any gun. (repeat)

(Repeat verse all together)

And so I ran, (repeat)  
Away from there, (repeat)  
But right behind, (repeat)  
Me was that bear. (repeat)

(Repeat verse all together)

Ahead of me, (repeat)  
I saw a tree, (repeat)  
A great big tree, (repeat)  
Oh glory be. (repeat)

(Repeat verse all together)

The lowest branch, (repeat)  
Was ten feet up, (repeat)  
I'd have to jump, (repeat)  
And trust my luck. (repeat)

(Repeat verse all together)

And so I jumped, (repeat)  
Into the air, (repeat)  
But I missed that branch, (repeat)  
Oh way up there. (repeat)

(Repeat verse all together)

But don't you fret, (repeat)  
And don't you frown, (repeat)  
Cause I caught that branch, (repeat)  
On the way back down. (repeat)

(Repeat verse all together)

That's all there is, (repeat)  
There ain't no more, (repeat)  
Until I meet, (repeat)  
A dinosaur. (repeat)



**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 an inspiration and memorable experience.

### **U.S. Flag Etiquette**

Display the flag from sunrise to sunset.

Do not fly the flag in rainy or stormy weather unless for some special reason.

Raise the flag briskly and proudly. Lower it slowly and ceremoniously.

Never allow the flag to touch the ground or floor. Gather and fold it correctly.

### **Recommendations for Flag Ceremonies**

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

- \* Lower the flag at sunset and raise it at sunrise or the designated time.
- \* Keep the program brief and to the point, 8-10 minutes.
- \* Remind all campers to be on time for the flag ceremonies. Instruct campers before ceremonies begin that they should stand at attention without talking until dismissed. Counselors should set an example. Remind campers to remove hats.
- \* Recommend the number of people for the color guard - 2 members responsible for the American flag; 2 members responsible for the 4-H flag; plus others required for readings, songs, etc. Select several 4-H members to actually raise and lower the flag, not just counselors.
- \* Check the flag hooks to make sure they are working and make sure the campers know which hook is for the top of the American flag and the 4-H flag.
- \* Pre-plan the ceremony and insert campers into respective roles or involve the campers in planning the entire ceremony. Readings, poems, songs, tapes, etc. should be available if the group will be planning their own ceremony.
- \* 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.
- \* When raising the flag, the #1 and #2 4-H'ers are in charge of the American flag. #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 hoisted. #2 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 holds the 4-H flag. When it is fastened securely #1 will hoist the flags briskly to the top of the pole. #1 fastens rope with a half hitch.
- \* When lowering the flag - make certain that the group knows how to fold the flag, and each camper helping with the ceremony understands his responsibility! **Practice** folding flags.
- \* Use a different ceremony each time in order to hold camper interest.
- \* Develop a theme or progression from one ceremony to the next that build on a common message.

## Flag Raising

1. Have campers form a circle or half circle around the flagpole, standing shoulder to shoulder in close proximity to the flagpole.
2. Call out "Attention! Hats Off!"
3. The color guard marches to the flagpole with the front two people holding 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." Return sound equipment, papers, and materials to proper places.

## Flag Lowering

1. 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 and fold them correctly.
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 what they are to do next.
8. Call out "You are now dismissed."
9. Return flags, sound equipment, and other materials to proper place.

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## How to Fold the Flag

### Step 1



To properly fold the Flag, begin by holding it waist-high with another person so that its surface is parallel to the ground.

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## Step 2



Fold the lower half of the stripe section lengthwise **over** the field of stars, holding the bottom and top edges securely.



## Step 3



Fold the flag **again** lengthwise with the blue field on the **outside**.



## Step 4



Make a triangular fold by bringing the striped corner of the folded edge to meet the open (top) edge of the flag.



## Step 5



Turn the outer (end) point inward, parallel to the open edge, to form a second triangle.



## Step 6



The triangular folding is continued until the entire length of the flag is folded in this manner.



## Step 7



When the flag is completely folded, only a triangular blue field of stars should be visible.



## 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.



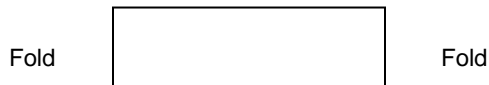
1. Fold the flag in half, lengthwise, with the 4-H clovers on the outside. The stem of the clover is on the top side after the fold.



2. Fold again, lengthwise.



3. Turn over and fold the flag to the center from each end, covering the clover (clover is on the bottom).



4. Complete by bringing the ends together thus leaving a leaf of the clover on each side.



**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 feelings of cooperation, goodwill and friendship are shared. A successful campfire is rarely an accident. Groups must come prepared to participate in the campfire program with the leader and supporting cast having a well-rehearsed plan focused on active camper involvement. Knowing what to expect, with time to prepare and practice for the campfire, will prepare campers to be active participants.



### Key Roles at Campfire

#### **Leader of the campfire**

- able to direct participants without reading from notes
- can talk loudly and secure the attention of the participants without distortion
- can stop inappropriate actions without embarrassment
- can make adjustments as necessary

#### **Scribe - assists the Leader**

- shares 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

#### **Group Leader - serves as 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 members

#### **Assistant Leaders - assist the Leader in the areas listed above**

- encourage group enthusiasm, cooperation and participation
- maintain crowd control

## Campfire Procedures

Crowd control can be a particular challenge in this setting. It is critical that expectations are clearly stated 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. Establishing "laws of the campfire circle" may help you in conducting a successful campfire.

**Laws of the Campfire Circle** - should be shared by group leaders with the members before the campfire takes place. An impartial committee may be appointed to award the "Spirit Stick" to the group which best observes the rules of the campfire circle.

- 1. The council circle is unbroken; participants sit as close to the fire and close together.**
- 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 Leader.**
- 5. Only the keeper of the fire may cross the circle without first obtaining permission.**
- 6. Group members must request and be granted permission to speak or participate.**
- 7. Permission to leave the campfire circle must be obtained from the leader.**
- 8. Add other guidelines, as appropriate.**

**Permission to Speak** - participants stand and display an appropriate sign. The leader acknowledges them by saying, "I see that the \_\_\_\_\_ group wishes to speak, please do so...." The participant responds by saying "Oh, Leader I \_\_\_\_\_ of \_\_\_\_\_ would like to speak (participate, etc.). The leader then grants permission for the request.

## Sample Campfire Schedule

- 9:00 pm**      **Meet by groups in designated assembly areas**  
**Introduce Leaders**  
**Review Laws of the Campfire Circle**  
**Learn group cheer, chant, song, and/or dance**  
**Nominate members for challenges and stunts**
- 9:25 pm**      **Proceed by group to the campfire circle and sit in the designated area**
- 9:30 pm**      **Leader welcomes groups to the campfire circle**  
**Leader challenges each group to show their spirit so that the "Keeper of the Fire"**  
**can invite the Spirit of Fire to the campfire circle (groups share their cheer,**  
**chant or song with great enthusiasm)**  
**Fire is lit once enthusiasm is shared**  
**Group song - peppy**  
**Group Challenges/stunts**  
**Participatory Activity ("Human Frog Pond" or "Making Rain")**  
**Story**  
**Group song - slower pace**
- 10:00 pm**      **Closing Activity - serves as inspiration, a challenge, or call for commitment**

## Campfire Activities

**Songs/Chants/Cheers** - are easy ways to make campers feel they are important contributing members of their camp family. Campers can develop leadership and enthusiasm since each group appoints designated cheerleaders. Words of familiar camp or school songs and chants can easily be changed to fit the campfire setting. Practice during the meeting prior to the campfire will help groups be successful. Junior campers really enjoy the opportunity to out yell and out sing the other groups. 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 group. "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.**

**All participants must be able to see and hear the storyteller.**

**The storyteller must use a loud, clear voice with enthusiasm and drama.**

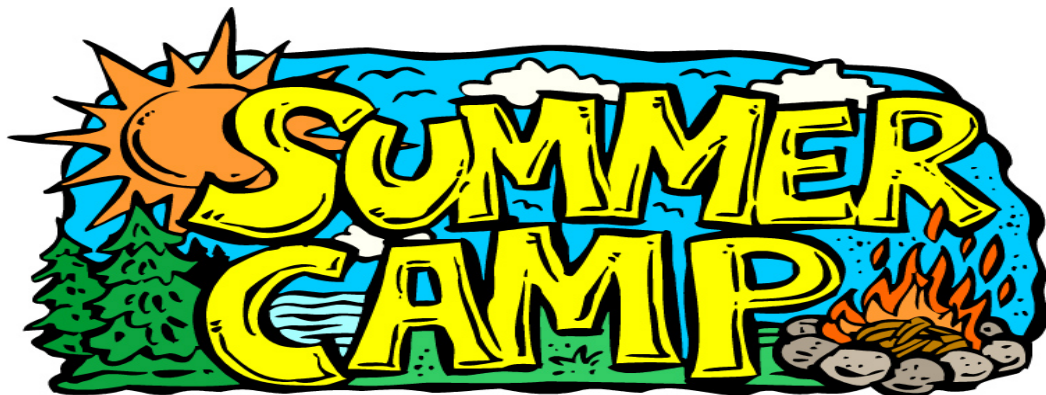
**The story should be memorized so that it is "told" and not read.**

**The story should have a message appropriate for the setting and goals of the campfire.**

**The story should not scare or be emotionally traumatic for the participants.**

**Use special effects and props such as music, a drumbeat, thunder, etc. to add to the drama and capture the attention of the participants.**

**Special effects should add to the atmosphere without danger to the participants.**



## Get Acquainted Activities

Mixers or other get acquainted activities are a key to getting campers off to a good start. It's important to remember developmental differences when planning for them. Games that involve hand holding with the opposite sex or make a camper stand out and feel self-conscious are often not very appealing to youth younger than the sixth grade. Likewise, games such as Red Rover, where a camper could get hurt, are not very successful introductory activities. Below are some examples you might want to try:

**Changing Places** (cooperative/active) Have participants form a circle with one individual in the center. Instruct the person in the center to say "I'm \_\_\_\_\_ and I have a pet dog" (name an item that those in the circle might have in common). Anyone who fits the description must find a place in the circle other than the one beside him/her. The person in the center tries to get to a vacant place before the others. Anyone who changed places introduces him/herself to his/her new neighbor. The individual without a place is in the center and the game continues.

**Elbow Tag** (cooperative/active) Pair into partners and stand in the play area with two elbows linked. Two people are in the center with the individual designated as "it" trying to tag the other person. The person running from "it" only finds safety by attaching to the elbow of one of the pairs of partners. When he or she does so, the individual on the opposite end becomes the new person being tagged and the game continues.

**Flying Dutchman** (circle/active) Players stand in a circle with their hands joined. The player who is it runs around the outside of the circle and slaps any two joining hands, the owners of which become flying Dutchmen. They run in opposite directions around the outside of the circle. The player who was it steps into the circle. The last player back to the vacated space is it.

**Indy 500** (circle/active) The group should be sitting in a circle and numbered 1-4. Give each number a name of a car. (ex. 1's are Ford's, 2's are Chevy's... etc). The game leader calls a car name and those cars have to get up and run around the circle. The first person back to their spot wins. There is a twist to this game. The cars can have things wrong with them as the leader chooses. Some ideas are: FLAT TIRE (Hop around on one foot), RUN OUT OF GAS (Crab Walk), TURBO BOOST (run around), NO MUFFLER (noisy!)...etc.

**Islands** (active) Equipment: hoops or designated rope areas. Several "islands" are placed on the ground and group members move about. When the music stops or the leader stops singing, everyone must be standing on an island without touching anyone else in the group. As the game continues, remove islands until only one is left.

**Juggling** (cooperative/circle/moderate) Players stand in a circle, hands in the air. The leader throws the ball to a player on the other side of the circle who says his/her name. That player throws the ball to a third and so on. When a player has caught the ball once, he puts his arms down. The last player to catch the ball throws it back to the leader and the game starts over again only faster. Add a 2nd, 3rd, and 4th ball.

**Musical Ropes/Hoops** (cooperative/active) Equipment: hoops or small designated areas, music. This game is similar to musical chairs, but does not eliminate anybody. Scatter a number of hoops and ropes around the area in which you are playing the game. The number of ropes or hoops will vary with the number of people playing. Play music loud enough for everyone to hear and instruct them to move around (hop, skip, backwards, run etc.) When the music stops, the group must be holding onto one of the ropes or hoops. Each time the music stops you remove one hoop or rope until everyone is holding onto or standing inside a single hoop or rope

**Scavenger Hunt** (cooperative/active) Conduct a scavenger hunt for items that have been hidden at camp or for common articles of clothing and things campers would have with them. To keep teams together, require that they all hold onto a rope or stay in a group in order to get credit for the items. Give the most successful group a special privilege or prize. A variation is to assign a group task at each station and use a digital camera to record success – this also provides pictures for the final program.

## Rainy Day Activities



Rainy day activities are something you may not use at camp but a critical component of being prepared. Rain can either be a huge let down to campers and counselors or a wonderful opportunity to try new things. Remember, your attitude is contagious. Try these activities when you need to occupy camper time and energy:

**Camp Birthday Parties** – Parties can be tons of fun. Divide the campers into twelve groups according to the month of their birth. Have each group supply some entertainment (skit, song, etc) relating to their month of the year. Give them 10-15 minutes to come up with something and then have them perform for the group.

**Indoor Olympics** – Sponsor an Indoor Olympics. Contest may include a javelin through (with straws), the discus throw (with paper plates), long jump, etc. Add events, which involve a lot of campers.

**Cabin Videos** – Each cabin creates and produces a music video (use a pretend camera). Involve all the campers.

**Counselor Story Telling Period** – Ask campers in the living group to make a list of the things they want included in the story (each camper should pick an item such as a horse, a kite, a Corvette, etc). The counselor would have to weave into his/her plot all the items listed. With cabins of two counselors, the list could be divided or each camper could pick two items for two stories.

**Experience Exchange** – Have each camper comment to questions such as most embarrassing moment, happiest experience, funniest thing that ever happened to me, etc. This can be a great mixer to get the campers relaxed and talking early in the camping week, too!

**Honey, Do you Love Me?** – Form a circle with one person in the middle. The two phrases for the game are: “Honey, do you love me?” and “Honey, I love you, but I just can’t smile.”

The person in the middle (the asker) must walk up to someone else in the circle and ask the question, “Honey, do you love me?” The person in the circle must respond, “Honey, I love you, but I just can’t smile” without smiling! The asker can do anything they want to get the person to laugh except touch them (No tickling, pinching, etc.). Singing, dancing, weird faces are all ok. If the person in the circles does NOT laugh, the asker should move on to another person. If the person in the circles does laugh, they take the asker’s place in the middle; the asker takes their place in the circle.

**Fun with Stories** – Divide the group into pairs. Each pair will design their own story, but the stories are made up in a special way. Each partner will always write two lines to the story at one time, but they should only be able to see the last line written by their partner while they are writing their two lines. Begin by numbering a piece of paper (1-10) vertically. Each number will be a line of the story. The first partner will write lines 1 and 2. The next partner writes lines 3 and 4 based on what line 2 says. Fold over the paper so that the next person can only see line 4 then pass the paper on to his/her partner. Continue in the same manner as above until the 10<sup>th</sup> line is completed (this is the last line). When everyone is done, unfold the whole paper and ask the groups to share their stories aloud.

**Creative Artwork** – Have the group sit in a circle. Give each camper a crayon and a blank piece of paper. Give them 15-20 seconds to draw a picture. Have them pass their papers to the left and give them 15-20 seconds to draw on the new picture. Continue until everyone ends up with their original picture.

**Gossip** – The group is in a circle. The leader whispers a sentence quickly to the person the right. That person turns and whispers what he thinks he heard to the next, the third whispers to the fourth, etc. until it reaches the one to the left of the leader. That player tells what he heard and the leader tells the sentence he started. There should be a ruling that no sentence can be repeated as that keeps the game moving. This game may also be used as a relay.

**The Captain is Coming** – one person serves as the captain. The commands are as follows:

- Captain is Coming – Everyone Salute
- Swab the Deck – Everyone acts like they are mopping
- Lighthouse – Groups of 2, hands over head together making circles: Beep, Beep
- Man Overboard – Groups of 3, 2 holding hands with the 3<sup>rd</sup> between them looking for the man overboard.
- Row a Shore – Groups of 4 in a line and rowing
- Grub Time – Groups of 5 in a circle eating

This is an elimination game. Each time a different command is called out, people move into the called number. If someone missed getting into a group, they walk the plank and start singing a pirates song, “Oh we oh, a pirates life for me.” Over and over again. Play until one or two people remain.

**This is My Nose** – The leader stands before a player in the circle and points to one part of his/her body as he names another part, then counts to 10. In that period of time, the other player does the opposite – points to the part the leader named and names the part the leader pointed to. For example, if the leader points to his knee and says, “This is my nose,” then the player must point to his own nose and say, “This is my knee” before the count of 10 is reached. If the player fails he/she and the leader exchange places.

**Bag Skits** – Each cabin or group is given a paper bag with 8-12 props. They must make up a skit using all of the props in the bag. (Use props from your cabin and/or things the campers brought with them to camp).

**Spoons** - Object: To collect four cards that match like four sevens or four jacks and/or not be the person without a spoon. Have one spoon fewer than players (example: four players and three spoons). The spoons are placed in the center of the table within grabbing reach of all players. Deal out four cards to each player and dealer keeps the deck. The dealer will start by picking up one card from the deck, looking at it deciding if he or she wants it and then discards one card from his set. The card he/she discards is slid face down to the next player on his/her left. They will do the same and pass to the next player their discarded card. This is continued until one player has four of a kind; at that time they will take a spoon from the pile. They can keep passing cards until the others notice that a spoon has disappeared. There will be a mad rush to get a spoon once they discover that a spoon is missing. The player without a spoon has lost that round. To keep score that player is given the letter S for the word S-P-O-O-N. All players that loose will be given letters to spell out spoon. The player that has survived at the end is the winner.

**Tag** – there are many variations of tag that can be played on a rainy day. Here are a few.

**Cartoon Tag** – When a person is tagged they must say the name of a cartoon character that hasn’t already been said or they are “it”.

**Hospital Tag** – Wherever the person who is “it” tags a person, they must hold the spot with one of their hands. This person is now “it” and must chase down the next person with the hand always holding the spot.

**Copy Kat Tag** – Wherever the person who is “it” holds one of his or her hands, the other players must hold theirs. For example – one hand on hip, one hand holding ankle, one hand pinching nose, etc.

**Freeze Tag** – “It” tags free players who then must freeze in their places. Frozen players may be unfrozen if a free player touches them.

**Sunny Day Tag** – “It” chases free players and when “it” steps on their shadow the free player becomes “it”.

**Turtle Tag** – “It” chases free players. Free players are “safe” only when they lie on their backs with feet and hands in the air.

**Crossing the River** - Here is an active game that requires some coordination, jumping and reaction skills.

Two volunteers grasp the end of an untied Raccoon Circle lying on the ground. They both begin to wiggle the Raccoon Circle back and forth, creating 'waves.' The other group members line up and then try to walk, jump, or leap over the waves without touching or getting touched by them. In the first round, the waves can be small, but they can get bigger with each round. For safety, keep the waves horizontal to the ground so that all parts of the Raccoon Circle are touching the ground. Avoid vertical waves, especially when playing indoors.

**Moving Blob** - Begin with a knotted Raccoon Circle lying on the ground. Invite a group to stand inside, and without using any part of their arms or hands, raise the web circle to waist height. Next, challenge the group to move from this location to your next location, without letting the Raccoon Circle touch the ground.

Variations include allowing half of the participants on the inside of the Raccoon Circle and the other half on the outside (but all must be in contact). Also challenge the group to all face towards the center or the circle, or all face outwards.

**Name Story** - Begin by placing a knotted Raccoon Circle on the floor and ask the group members to sit around the outside of the circle.

Next, invite each group member to tell the story about how they were given their name. Were they named after a relative or someone famous? Why is this name important? Do they have a nickname? Do their parents and grandparents have other names they call them? What do they like most about their name? Finally, what would they like to be called? If they answer, "I'd like to be called Ted (or any other name)," everyone then says together, "Hi Ted!" and so on.

**Core Groups** - "Core groups" is a great way for new and unfamiliar groups to meet and get to know each other.

A core group of 8-12 people forms around a Raccoon Circle. The job of the group is to come up with a large hand motion and a sound, so that when the facilitator yells "CORE GROUPS!" everyone begins making their group's sound and hand motion in order to find their other group members.

For extremely large events, have each core group demonstrate their signal and sound right after they have had the chance to make them up, that way you can be sure no two groups have the same signal.

**I Spy** - One person says "I spy with my little eye, something that is .... (color)". Then others try to guess what the object is and the one who guesses it takes the next turn.

**Knots** - Groups of eight stand in a circle facing into the center. Shake hands with person directly across from you, and then join left hands with a different person in the group. Must untangle the human knot without letting go of hands.





# 10 Steps to Effective Teaching

## PLANNING & 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 accomplished your purpose and study it, rehearse it, practice it, and thoroughly understand how it works.
3. **GET YOUR EQUIPMENT** - Make a list of all equipment needed, get the equipment, and organize it so it will be easily available as you need it to teach.
4. **PREPARE YOUR LESSON PLAN** - Use the lesson plan outline form to prepare a step by step outline of objectives, audience assessment, facility assessment, equipment list, and time sensitive step by step outline of topics, discussion, terms, activities, and evaluation measurement.

## CONDUCTING

5. **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 just standing in an obvious place and simply holding your hand up and waiting.
6. **GET INTO FORMATION** - Direct the group to get into the formation you will need them in to conduct the activity, lines, circles, sit, stand, etc. Plan how to get participants from one formation to another. This can, in itself, be a game.
7. **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 then the rules in accomplishing that objective.
8. **DEMONSTRATE** - One of the most effective methods of teaching is to take one or a small group (have the rest sit down) and slowly go through the procedures for all to see. Possibly even having the whole group practice briefly if the steps are complicated.
9. **ASK FOR QUESTIONS** - Be sure to ask if there are any questions about what is supposed to happen.
10. **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 if needed and the people will still be excited about it. Don't wear it out!

## PROCESS 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?
- Did the leader use all the 10 steps?
- Was it worth doing?

## **SOME ADDITIONAL CONCEPTS**

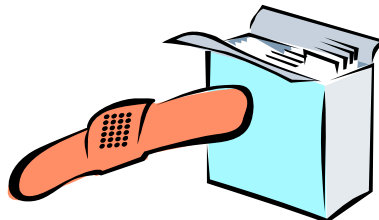
- Use the "PROGRESSIVE" APPROACH - Start with less threatening kinds of activities that require little or no skill or ability or individual confidence or physical touching. Give the participant time to build up some trust in you as a teacher and confidence in themselves as a participant. Then progress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

This section taken from workshop materials, Buckeye Leadership Workshop, 2008, Camp Director's Summit



## First Aid / Emergency Procedures - Counselor 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 NURSE** all campers with injuries, illnesses, changes in conditions or behaviors, problems, etc. should go to the nurse or designated adult at the Nurses' Station.
- GOOD HYGIENE** encourage all campers to bathe regularly, brush teeth, wash hands with soap and water and change clothes regularly, with COUNSELORS setting the example.
- CAMPER SELF CARE** for minor cuts and scratches, counselors 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 go to the nurses' station as soon as possible.
- PREVENT INJURY** in the event of a serious injury, where there could be head, neck or back injury, the counselor 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 and counselors are the first line of defense in stopping this behavior. If you feel another adult might not stop this behavior, you should make the first effort to eliminate it.
- BLOOD BORNE PATHOGENS** protect yourself and others by following basic control practices (see next section) whenever the chance for exposure occurs.
- BED WETTING** 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, or other bodily fluids.

<b>Non-intact Skin</b>	<b>Common Modes of Exposure</b> infected blood or bodily fluids coming in contact with an open cut or scrape.
<b>Mucous Membrane</b>	infected blood or bodily fluids getting into the eyes, nose or mouth.
<b>Accident Clean-up</b>	cuts with sharp objects covered with blood or bodily fluids during clean-up after an accident or clean-up of vomit.
<b>Needle Stick</b>	coming into contact with a contaminated needle stick or a puncture wound with a contaminated instrument.
	<b>Basic Control Practice</b>
<b>Encourage Self-Help</b>	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.
<b>Utilize Adult Help</b>	whenever possible, qualified and trained people should handle blood/bodily fluid incidents.
<b>Extreme Situations</b>	if emergency circumstances would 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 - the following materials, which are available in your first aid kit, nurses' station, and Rock Springs Activity locations, (disposable latex gloves, clean-up kits, disinfectant and disposal bags) should be used. The following practices will help safeguard your exposure to bodily fluids:

**Gloves** - Latex gloves are available in first aid kits and the following procedures should be taken into consideration:

1. Gloves should always be worn when touching mucous membranes, wounds or non-intact skin, and when handling all bodily fluids such as blood, urine, feces, sputum or drainage.
2. Gloves should be removed when there is no longer contact with contaminated materials.
3. Hands should then be washed thoroughly with soap and warm, running water as soon as possible.
4. Use antiseptic hand cleaner or towelettes if soap and water are not available - then wash with soap and water as soon as possible.
5. Be aware that some people may be allergic to latex.

## 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/bodily fluids from any surface.

Use disposable materials kits (provided by first aid station), paper towels or sawdust and a dustpan to clean up the blood/bodily fluid. Use a dustpan and broom or tongs to pick up broken glass that may be contaminated with bodily 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 were 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 bodily fluids or feel that the situation is potentially serious, immediately speak with your extension agent to determine if any follow-up is required.**

## Basic First Aid

**Asthma** – Make sure all campers, but especially asthmatics, are drinking plenty of water. Either you or the camper should carry the camper's inhaler (if he/she has one) with you at all times. Allow the camper to use the inhaler as they feel they need to – they know when they need it. Have the camper rest for awhile if they are having problems breathing. If rest and using the inhaler does not help, take them to the nurses' station.

**Breathing Problem in Non-Asthmatic Campers** – Because Rock Springs has so many trees and plants, some campers may develop breathing problems when they have never had them. Take them to the nurses' station right away or send someone for help.

**Sunburns** – Keep out of direct sun as much as possible. Make sure everyone (especially fair skinned campers) use sunscreen. Use aloe vera spray on burns if they are hurting.

**Heat Exhaustion** – Occurs when someone who is not used to it is exposed to very hot weather and does not get enough liquid and salt. It's caused by excessive sweating. The person's skin becomes pale and clammy. He/she may feel sick, dizzy, and faint. The pulse rate and breathing becomes rapid and headache or muscle cramps may develop. Lay the person down in a cool, quiet place (take them to the nurses' station). Make sure your campers are drinking plenty of fluids, especially water, not lots of pop!

**Heat Stroke** – Occurs because of prolonged exposure to very hot conditions. The person is flushed, with hot, dry skin and strong, rapid pulse. He/she can quickly become confused or unconscious. Get them to the nurses' station quickly.

**Splinters** – If a small splinter is projected from the skin, remove it by gently pulling it out with a pair of tweezers. To remove a splinter imbedded in the skin, take them to the nurses' station as they have the supplies needed to remove it.

**Blisters** – No first aid treatment is needed for blisters unless the blister breaks or is likely to be damaged by further friction. In such cases, wash the area with soap and water and protect it with an adhesive bandage. Do not prick the blister or try to remove it. This will leave the raw skin beneath the blister painful and open to infection.

**Sprains** – Symptoms are pain, swelling, and/or bruising. Treat by applying ice wrapped in a cloth to reduce pain and swelling. The nurses' station has ice and bags. For more severe sprains, an ace wrap can be put on.

**Cuts/Scrapes** – If there is any bleeding involved, put on your gloves. Apply pressure with a clean cloth or gauze pad to stop the bleeding. Clean the cut or scrape with soap and water after the bleeding has stopped. Make sure no dirt, glass, or other foreign material remains in the wound. A small amount of antibacterial ointment can be applied and the cut/scrape covered with a band-aid. The bandage must be removed if it gets wet or dirty. Keep the wound clean. If extensive redness, swelling, or pus develops, take them to the nurse.

**Abrasions** – Remove all dirt and foreign matter. Washing the wound with soap and warm water is the most important step in treatment. Antibacterial ointments may be applied and the wound covered with a bandage. The bandage must be removed if it gets wet or dirty. Watch for signs of infection – pus, fever, or severe redness or swelling – but don't worry about redness around the edges, this is an indication of normal healing. Pain can be treated by applying an ice pack for a few minutes.

# Extreme Weather and Disaster Related Procedures

## Fire

Each cabin is considered a basic unit. Before the end of the first day at camp counselors 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 counselors 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.

## Storms

- Rock Springs will monitor storm situations with radio, TV, and Sheriff Department warnings from Geary and Dickinson counties.
- If a Storm Watch is issued, group leaders will be notified of the possibility of severe weather.
- If a storm warning is issued, Rock Springs will sound the siren. Group leaders and counselors are responsible for organizing and moving the campers from each area to the storm shelters.
- If the storm is imminent, shelter should be sought immediately by moving to cottage bathrooms or interior closets.
- Rock Springs staff will notify each shelter with an ALL CLEAR announcement.

### If you are here.....

### Go here

Housing Areas: Parsons, Hilltop, KCW

Activity Areas: Leadership Adventure Course,  
Rifles, Archery, Craft Center, Wildflower Walk,  
Christy Stables, Claassen Courts, Country Church,  
Country School, Ball Diamond

**Hilltop Shelter**

Housing Areas: Finnup, Preston, Bankers, Jellison

Activity Areas: Flint Hills, Environmental Education,  
Swimming Pool, Snack Bar, Clutter Shelter, Collegiate  
Shelter, Volleyball Area

**Lower Heritage Hall**

Housing Areas: Asa Payne, Co-op, Weatherwax, Hansen  
Stoneybrook, Staff Housing

Activity Areas: Chapel, Eyestone, Lower Williams, Vesper  
Lookout, Trap Range, Canoes, Council Circle, Master  
Farmer Shelter, Picnic Area, Stoneybrook Basketball Area

**Lower Williams Dining Hall**

Housing Areas: Johnson, WaShunGa Housins,  
Leadership Lodge

Activity Areas: WaShungGa Activity Areas

**Johnson Administration Center**

### **Secondary Storm Shelter Areas**

Snack Bar (north end of the swimming pool) (WaShunGa Area)  
Wiedemann Dining Hall Basement (WaShunGa Area)  
Stoneybrook Bathhouse (Stoneybrook Area)





- |    |                          |    |                                     |    |                      |
|----|--------------------------|----|-------------------------------------|----|----------------------|
| 1  | Johnson Admin. Bldg.     | 19 | Old School House                    | 36 | Finnup Cottage       |
| 2  | Leadership Lodge         | 20 | Parallel Church House               | 37 | Horse Stables        |
| 3  | Activity Field           | 21 | Heritage Hall                       | 38 | Eyestone Conf. Bldg  |
| 4  | The Stone House          | 22 | Collegiate 4-H Shelter              | 39 | Williams Dining Hall |
| 5  | Leadership Adv. Course   | 23 | Flint Hills Educ. Bldg              | 40 | Staff Housing        |
| 6  | Outdoor Educ. Center     | 24 | Swimming Pool                       | 41 | Coop Cottage         |
| 7  | Archery Range            | 25 | Heritage Hall Parking               | 42 | Asa Payne Cottage    |
| 8  | Rifle Range              | 26 | Jellison Health Center              | 43 | Preston              |
| 9  | Workshop/Custodial       | 27 | Flagpole Plaza                      | 44 | Mears Barn           |
| 10 | Volleyball Area          | 28 | Tree Plaza                          | 45 | Bankers Cottage      |
| 11 | Ranch House              | 29 | Claassen Courts                     | 46 | Trap Range           |
| 12 | Craft Center             | 30 | Ball Diamond                        | 47 | Lake Bluestem        |
| 13 | Hilltop Storm Shelter    | 31 | Vesper Lookout                      | 48 | Canoeing             |
| 14 | Hilltop (Oaks/Hackberry) | 32 | Vesper Lookout Prkg                 | 49 | Weatherwax Cottage   |
| 15 | Clutter Mem. Shelter     | 33 | Meditation Chapel                   | 50 | Coffman Council Cir. |
| 16 | Snack Bar                | 34 | Picnic Area                         | 51 | Hansen Cottage       |
| 17 | KCW Cottage              | 35 | Master Farmer/<br>Homemaker Shelter | 52 | Stoneybrook (Tents)  |
| 18 | Wildflower Walk          |    |                                     |    |                      |



# Rules at the Pool

## General Rules

- Shower before entering the pool
- Must wear appropriate swim attire
- No Food/Drinks allowed on pool deck only on sun deck
- No T-shirts allowed in the diving area
- No balls or toys allowed
- No floating tubes or PFD's allowed
- Pool is U shaped so it is deeper in the middle than the sides



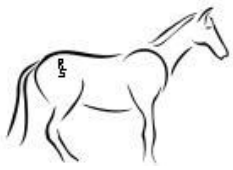
## Pool Rules

- Rock Springs Lifeguard is Required
- No Running
- No Horse Play (dunking, pushing, chicken fights, etc.)
- No Diving allowed except off of the diving boards
- Must exit the pool using the ladder
- No Hanging on the rope
- Have fun by obeying the lifeguard

## Diving Board Rules

- Must complete swim test before going off the boards
- One person on the board at a time
- One bounce per person
- Must jump or dive straight off, not toward the side
- Must swim to the closest ladder to exit the pool
- Diving area must be clear before next person can get on the board
- No BACK Dives, this includes: Back Flips, Inwards, Reverses/Gainers





# Rules at the Horse Barn

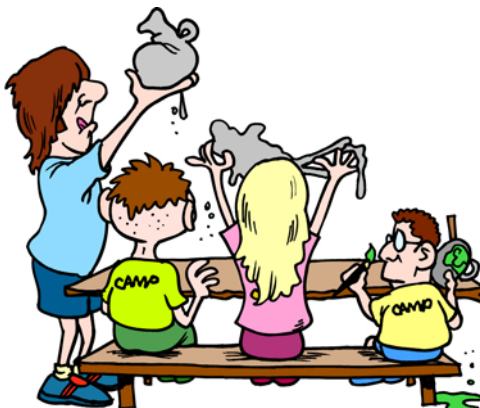
1. Have fun by obeying the Wranglers.
2. Running or yelling is not acceptable in the stable area.
3. Riders must wear a safety helmet with chinstraps attached.
4. Riders must wear shirts and clothing to cover swimming suit bottoms, and long pants are recommended.
5. All riders must be at least 8 years of age to go on a trail ride.
6. Riding with more than one person on a horse is not allowed.
7. If you are 18 years old or older you must be able to mount and dismount without assistance.
8. Riders must not weigh more than 250 lbs.
9. **\*Closed toe shoes are required\*.**
10. Rock Springs 4-H Center is not liable for injury or death of a guest participating in domestic animal activities, pursuant to K.S.A. 60-4001 through 60-4004.

*\*All Shoes must be laced up. **No sandals, water shoes, or "Croc's" are allowed on rides.***



## Oz-Some Camp Policies (Extension Agent Expectations)

1. Your first and foremost responsibility is providing a safe environment for the campers.
  - Keep your group together
  - Keep campers from getting too much sun
  - Get your campers to sleep at night (get them to bed on time)
2. Wristbands (a.k.a. name tags) must be worn at all times. If you or a camper breaks one, they must get a replacement from the nurses' station. If the wristband is intentionally broken/removed, the individual will need to pay \$1.00 at the nurses' station to get a replacement.
3. No hats in buildings!
4. Keep living area clean.
5. No setting on the bridge.
6. No cell phones are allowed. If a counselor or camper is found to have a cell phone he/she will be sent home.
7. No drugs or alcohol.
8. Do not wear clothing with beer, alcohol or tobacco advertisements, or derogatory logos. No off the shoulder shirts or tube tops. Undergarments should not be seen.
9. Boys in boys' areas and girls in girls' areas – keep the boundaries.
10. Table manners are observed in the dining hall – no screaming, food fights, etc. Tables with “extra messes” will be given extra KP.
11. Go to all assigned activities – even if your campers don't want to – they will feed off of your attitude!
12. Any camper/counselor wishing to go in the deep end of the pool, must take a swim test on the first afternoon of camp. If they pass the test, they will receive a wrist band indicating it is okay for them to go in the deep end.
13. No Water Fights.



# Everything You Wanted to Know but Were Afraid to Ask

## **Do I have to do anything before I go to camp?**

Some counties/districts have a camper/parent meeting prior to camp. This is an excellent opportunity to find out specific information, meet some of the children and answer parent questions.

## **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 camp staff and other counselors with activities.

## **How do I prepare for camp?**

Attend counselor training, get plenty of sleep and look for ideas to accentuate 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, insect repellent, and room decorations (optional).

## **What if we have a maintenance problem in our cabin or bath house?**

Tell an extension agent at the next meal and they will report the problem to Rock Springs.

## **Where do I store my valuables?**

Do not bring them to camp. Best to leave any valuables at home.

## **What if my family needs to contact me?**

They can call the Rock Springs Office (785-257-3221) and they will get a message to your extension agent. Cell phones are not allowed.

## **What if my campers want to use the phone?**

Campers are not allowed to use phones without the consent and presence of another agent or adult who has discussed the situation with the child's agent.

## **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 counselors are often willing to befriend them.

## **Can I bring food or other items to sell to the campers?**

For health reasons, food is not encouraged in the cabins. Since there is a snack bar, there is no need for additional food items that may attract unwanted wildlife.

## **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 jump to a conclusion or discipline a camper.

## **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 extension agent. Keep a record of repeat occurrences in case parents inquire about the situation.

## **What if children need emergency care or medical treatment?**

In the case of an emergency find an extension agent or assistant and they will call for help. Everyday, the rover (walking around camp during activity times), sitter (sitting at the pool) and nurse all have a radio to call for help.

# Good Character is T.R.R.F.C.C.

## Trustworthiness

- Be honest
- Don't deceive, cheat or steal
- Be reliable - do what you say you'll do
- Have the courage to do the right thing
- Build a good reputation
- Be loyal - stand by your family, friends and country

## Respect

- Treat others with respect; follow the Golden Rule
- Be tolerant of differences
- Use good manners, not bad language
- Be considerate of the feelings of others
- Don't threaten, hit or hurt anyone
- Deal peacefully with anger, insults and disagreements

## Responsibility

- Do what you are supposed to do
- Persevere: keep on trying!
- Always do your best
- Use self-control
- Be self-disciplined
- Think before you act - consider the consequences
- Be accountable for your choices

## Fairness

- Play by the rules
- Take turns and share
- Be open-minded; listen to others
- Don't take advantage of others
- Don't blame others carelessly

## Caring

- Be kind
- Be compassionate and show you care
- Express gratitude
- Forgive others
- Help people in need

## Citizenship

- Do your share to make your school and community better
- Cooperate
- Get involved in community affairs
- Stay informed; vote
- Be a good neighbor
- Obey laws and rules
- Respect authority
- Protect the environment



## Camp Program Planning Worksheet

Planning is the key to successful camp programs. The following details should help identify the purpose of your program and the resources you need to be successful. If this activity happens more than once, use a different planning worksheet for each time.

**Type of Program** (campfire, flag ceremonies, etc.): \_\_\_\_\_

**Individuals Responsible for Program:** Chair \_\_\_\_\_

\_\_\_\_\_

**Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_ **Total Participants:** \_\_\_\_\_

**Program Purpose** (What will youth learn or gain from participating?):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Location:** \_\_\_\_\_

**Location Set-Up:** \_\_\_\_\_

Who is responsible for set-up? \_\_\_\_\_

**Equipment/Props Needed:** \_\_\_\_\_

Who will bring/supply equipment/props? \_\_\_\_\_

\_\_\_\_\_

**Assembly Instructions:** \_\_\_\_\_

Who is responsible for notification? \_\_\_\_\_

**Pre-activity Preparations:** \_\_\_\_\_

How will participants be notified? \_\_\_\_\_

## Sequence of Events

**Pre-Activity Instructions**, if applicable:

Who is responsible?

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**Introduction** (welcome, expectations for participation, purpose of program):

Who is responsible?

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**Get Acquainted / Get Involved Activity**, (pledges, song, game, workshop intro):

Who is responsible?

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**Main Program / Workshop** (add additional directions, if applicable):

Who is responsible?

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**Summary / Conclusion:**

Who is responsible?

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**Parting Instructions / Directions:**

Who is responsible?

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**Inclement Weather Alternative** (if certain weather conditions will affect whether this activity can take place, plan an alternative activity on a separate worksheet)

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Oz-Some Camp Association  
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