



MARTIAL ARTS

OF WEST END INC

**Summer Camp
Counselor Handbook**

SUMMER CAMP COUNSELOR HANDBOOK

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Introduction and Welcome

Welcome to Martial Arts Summer Camp Staff! We are anticipating an exciting summer of activities for our campers, and you are an important part of the success. Excellent staff, produces excellent programs, and that is our goal.

This manual has been prepared to give you the knowledge necessary to become an effective and responsible staff person. ***We expect you to read it thoroughly before the first day of camp so that you know the standards and practices of Martial Arts of West End.*** It will also help you understand the philosophy and goals behind the summer camp program, your role, and the conditions for your employment or your Volunteer Leadership Program.

Camp Structure

The M.A.W.E. summer program operates all weeks during the summer. Some summers that is 10, 11 or 12 weeks. We operate from 7:15am to 6 pm, and include two to three field trips per week to a nearby county park, pool or community landmark. Operating a summer program is a team effort. Counselors, with assistance from Junior Counselors, work together to produce a safe and fun experience where campers can feel accepted, successful and energized. This team effort is strongly supported by the coordinating efforts of administrative staff, to produce outstanding summer programs.

Personnel Structure and Responsibilities

The following information gives the chain of command for the summer program, as well as a general description of the responsibilities of each position. Some programs may have all or some of these positions.

General Manager/Program Manager

The General Manager/Program Manager reports directly to the CEO/Master Instructor and may or may not work year round to plan and organize the summer camp program. During the summer weeks, this professional staff member provides supervision and direction to the entire summer day camp program.

Front Office Manager

The Front Office Manager provides administrative support to the day camp program, ensuring continuity of information across multiple teams.

Camp Counselor

This is recreation work providing direct leadership in a recreation program at Martial Arts of West End. An employee in this class will supervise a specific group or team of children with another Camp Counselor as a team member. They are responsible for leading, and implementing programs and experiences for children in small & large group settings. They will also be responsible for the general safety and development, growth, and skill achievement of the participants in his/her group. They will provide high quality educational and recreational experiences for participants that focus on

M.A.W.E.'s five fitness's of physical, mental, moral, financial, and life fitness. This position requires you to be a role model to Junior counselors who will also work as volunteers with each Camp Counselor.

Junior Counselor

The Jr. Counselor is a volunteer trainee position that provides the opportunity to develop leadership and recreation skills while giving program support to a Camp Counselor. The Jr. Counselor is expected to fully participate in every aspect of the program, help keep children on task and feeling successful, work cooperatively with staff and other volunteers, provide a well-structured, safe and fun environment, model enthusiasm and desirable behavior, assist with behavior management, and offer assistance freely wherever needed. He/she typically works at least four sessions, and during that time, is encouraged to lead at least one activity. The Junior Counselors will not be responsible for a group alone, unless there is an emergency, such as an emergency medical injury.

Ten Tips for Success

Regardless of your role this summer, following these tips will make you a winner!

In fact, you'll find the following tips scattered throughout this manual as a quick reminder that *providing an outstanding camp is our goal.*

- 1 Do everything with enthusiasm. It's contagious!
- 2 Be a team player.
- 3 Take initiative, and try new things.
- 4 Maintain a positive mental attitude no matter what the circumstances.
- 5 If in doubt, check it out! Many mistakes occur when people make assumptions.
- 6 Reflect a "can-do" attitude.
- 7 Focus your attention on the campers at all times. After all, that's why you're here!
- 8 Always think in terms of safety first!
- 9 Smile a lot.
- 10 Have fun!

"If a thing is worth doing, it is worth doing well."

Personnel Standards

Employment Expectations

If you are over the age of 18, you must comply with state law requirements and undergo a criminal background check and submit a complete driving record. You may not work until this hiring process has been satisfactorily completed.

Pre-Camp Training

You are expected to attend pre-camp training that will provide you with many learning experiences designed to prepare you for the camp season. The pre-camp training is a hands-on training where you and other staff are fully involved.

The purpose of these sessions is to enable you to:

1. Become completely familiar with all phases of camp philosophy, objectives, operations, schedules, procedures, and responsibilities.
2. Become acquainted and familiar with the staff assigned to your camp in order to work together as a cohesive, cooperative unit.
3. Focus on safety issues relating to campers, including how to provide a safe environment, what potential hazards to look for, and how to deal with emergency situations.
4. Relate effectively to campers and focus attention on their needs and interests.
5. Become familiar with the types of behaviors exhibited by campers and the corresponding behavior management and disciplinary techniques recommended for use.
6. Learn how to create a positive camp experience that is rewarding and fun for the campers.
7. Review overall summer program as well as the specific schedule so that staff are ready to begin on opening day with a well-coordinated camp program.
8. Prepare the school by setting up a First Aid station/kits, creating signs and written camp rules, and organizing equipment and filling supplies.
9. You must complete our CPR, AED and First Aid certification or show proof that you have been trained in the appropriate health and safety procedures for our camp.

Dress Code

Because you represent Martial Arts World of West End to the campers and their parents, you are expected to dress in neat and clean clothes every day as follows:

Junior Counselors – Summer Camp Staff Shirt with nice shorts, athletic sneakers (i.e., with closed toe and heel). Your shorts should be Henrico County Public School Dress Code approved. Clothing such as cut-offs, excessively short shorts that cannot be seen beneath your T-shirt, sandals or bare feet are considered inappropriate and will not be accepted at camp. Unless inside the Dojang.

Staff Camp Counselors – Martial Arts West End staff shirts with Nice athletic pants or shorts should be worn. Athletic shoes (i.e. with closed toe and heel) should be worn.

ALL COUNSELORS: Your regulation staff shirt may not be altered in any way or tucked up to reveal the midriff. The camp shirt that is distributed to campers may not be worn.

- * As a safety measure, jewelry may not be worn at camp as they could cause injury.
- * During swim activities, you are expected to wear modest and appropriate swimming attire, which includes one piece suits or MODEST tankinis for females and swimming trunks for males. When providing supervision around the pool, you are expected to be dressed appropriately with shoes off or wearing pool shoes in readiness to perform a water rescue **assist**.
- * During class, STAFF should wear a clean uniform with a rash guard or shirt underneath to protect modesty for both males and females. Other students may wear their regular clothes as there may not be time to change for class each day.

Standards of Conduct

You are expected to conduct yourself in a professional manner and comply with the standards and practices as specified in this manual while involved in Martial Arts programs. The following standards of conduct must be strictly followed, and **failure to do so will result in release from your position**.

- 1 All program standards and practices are to be followed at camp.
- 2 Tardiness and unexcused absences will not be tolerated.
- 3 Jeopardizing the safety/ health of the children and other staff will not be tolerated.
- 4 The use of obscene language is strictly prohibited.
- 5 No intoxicants may be brought or consumed on the premises before, during, or after the camp program, and coming to camp with alcohol on your breath will not be tolerated.
- 6 Smoking is prohibited at all programs and at all sites.
- 7 Unethical conduct which includes the misappropriation of funds, the misrepresentation of a position and/or responsibilities, sexual harassment or misconduct, insubordination or other inappropriate behavior will not be tolerated.

*****While you are a staff member at Martial Arts of West End, your activity on social media (Facebook, Twitter, and Tumblr) is a DIRECT reflection on Martial Arts of West End. During your time here as an

employee, we will expect that your social media account reflect in “cyberspace” the character that we expect you to reflect in person.

Employee Requirements

- * You are expected to remain onsite throughout the camp day, except when the camp itself goes on a swimming or field trip. Everyone rides the school bus to an off-site event.
- * If you have a legitimate illness and cannot report to work, you must call the General Manager as soon as possible so arrangements for proper coverage can be made. When possible, you should call the evening prior to the absence.
- * Personal phone calls and guests are not permitted during working hours, and personal cell phones are to be turned off or muted and checked only during breaks.
- * Unless excused, you are expected to participate in all staff meetings.

Program Staff Meetings

Scheduled staff meetings will be held at weekly intervals, during movie time, to discuss any relevant topics about camp and to discuss the program for the following week. During staff meetings, every staff member has the opportunity to participate and contribute his/her ideas. Junior Counselors may be asked to participate in some of these meetings as some will be asked to act as “lead counselors” during movie time with other main staff. Problems relating to campers, camp, and staff may be discussed and hopefully solved during these meetings. The meetings also provide an open forum for all staff and volunteers.

The goal of these meetings is continuous improvement of the summer programs, staff, and the camp experience.

Summer Employee Performance Assessment

You will receive a written performance assessment from the General Manager, which will be supplemented by informal day-to-day feedback. The Employee Performance Assessment has two important functions:

To acknowledge commendable work performance; and to motivate staff to reach for higher levels of work performance

This assessment becomes part of each employee’s employment record and is the basis for continued employment with M.A.W.E.

Staff Non-Compliance

Working in a summer camp is a highly responsible position involving the safekeeping of children. In keeping with its goal of striving for excellence, Martial Arts expects a high standard of conduct from its staff. Failure to comply with the policies and procedures described in this manual is taken seriously, and disciplinary action will result. The General Manager will use the staff action report to document the situation, and to provide coaching for improvement.

Program Planning

Staff members are responsible for adhering to the daily plan and preparing appropriately. The schedule is laid out to deliver age appropriate creative recreation program activities that follow the camp goals and objectives.

Each team should have a minimum of two full-day rainy day programs with appropriate equipment and supplies on hand at all times.

Back-up activities, in the event that plans must be changed, and transition activities for unscheduled moments, should be planned in advance and used as necessary. (I.e. long lines, broken down vehicle, guest speaker does not show up, etc. what can you do?) A Pocket Manual/Activity book has been placed in your team backpack for this purpose.

Daily Agenda

Each day has a daily agenda to follow that has detailed plans laying out our theme, activities, guest speakers, cleaning duties, etc. This will be in your personal folder in the A+ room and in the Break Room on the bulletin board for Jr. Counselors. Know what's happening BEFORE it's happening. Be prepared for the next activity BEFORE it's due to happen.

Security and Safety Procedures

The most important responsibility of all summer camp staff is the *safety* of campers, The following safety standards and practices are important in maintaining a safe environment and program.

Safety Plan for Onsite Activities

Confidential Health information and emergency contact records will be maintained on site for all campers, staff, and volunteers.

Attendance will be taken at strategic times throughout the camp day to ensure that all campers are properly accounted for. The attendance sheet is a legal document and should only have the appropriate initials checking in students or A for absent in the boxes. All Campers must be registered for the camp to attend.

Parents will be expected to sign their children in at the beginning of the program day and sign them out at the end of the day to ensure optimum security.

Each Morning Staffing Responsibilities are as follows:

Headsets

Full time counselors need to put headsets on first thing in the morning so staff can communicate. At the end of the day, **Turn OFF** and put headsets on the charger behind the door in the utility room.

Greeters/Escorts

One Staff Member will be at the front desk to welcome and assist parents and children and explain where the children will need to go after parents check them in. One Junior Counselor should work between the lobby and A+ room welcoming new children and showing them where to go on Mondays.

Counselors

Each group counselor should take special interest in greeting their campers and make every effort to make them feel welcome and comfortable. Use this opportunity to connect with them so that they know your name and you know their name. Be prepared to engage them in morning activities so that they are not just standing around.

Once "Team Time" commences in the morning, all students must be marked in on your Attendance List in your Team Binder.

Child Emergency Information

In the main "Field Trip Binder" there will be detailed information on each camper. This includes parent/guardian names, emergency contact phone numbers, who can or cannot pick up the child and health concerns.

This information is considered "privileged" or "private" meaning you must not allow other camper's access to it.

You must read thru this information otherwise you would not be aware of important camper details such as allergies. This is also where you find information about who can or cannot pick up a camper. It is imperative that you are aware of this for each camper under your care.

Camper Safety

Teach campers to be alert to potential hazards, and keep them aware of the First Aid area by regularly referring to the location. Make sure that staff is always visible when working or interacting with campers. Visual barriers should never be set up that prevent others from seeing what is occurring.

Be aware of the skills and general physical conditions of your campers at all times during their participation in an activity to avoid over-exhaustion. Know which campers are on medication in your group, and be alert to changes in behavior or other physical indicators. (see medical administration policy later in this manual)

Be aware of the dangers of over-exposure to the sun. Be sure to apply sunscreen before any outdoor activity and reapply regularly. Be sure a female staff member applies sunscreen to female students and vice versa. Never be alone with students. Always have another staff member present.

Use common sense and safety consciousness when setting up and conducting activities, constantly staying alert to potential hazards related to the facilities, grounds and equipment. Position yourself so that your back is never to any students. Before conducting an activity, explain the rules and proper procedures for using the equipment. Stop the activity, using proper whistle use (see later in this brochure), if campers are getting out of control or are not complying with the rules, making the activity unsafe.

Report any unusual or questionable situations and/or persons to your Program Manager.

HOW TO BE A GREAT CAMP COUNSELOR

1 **Know what the job entails.** Being a counselor CAN BE a very draining experience. You will be surprised how much energy your groups of camper's have. You may not be used to working 8 hours a day and will find yourself asleep on the couch at 7pm until you get your "camp legs".

If you can smile through the exhaustion and desire to spend your days giving kids one of the greatest weeks of their lives, then read on. If not, you really must evaluate why you want to be a counselor. It's a lot of fun, but a lot of work. You must be responsible, and able to handle any situation that comes up. You are a Counselor now and the children are looking to you for guidance, support and safety and friendship.

2 **Prepare.** You will need to know how to do CPR to complete counselor training. Go online and research fun games or child development information. If you know activities that are taught at camp that you don't know much about, research it! This will make the summer so much easier, and make you invaluable in that you will be able to handle anything.

3 **Pay attention in training.** Most camps offer a training period, during which you will learn everything about how the camp is run, and emergency procedure. It's very easy to tune out, DON'T! You never know when you will need it again. When little Jimmy collapses on a field trip, you don't want to be thinking to yourself "I wish I had been paying attention to the lecture instead of daydreaming."

4 **Become friends with the other counselors.** You don't all have to be best friends forever, but it is essential that you all get along, at the minimum. If counselors are arguing, even if it's done far outside earshot of the campers, they will pick up on it. Most likely, you will have to work even a little bit with all of the other counselors; everything goes smoothly if you are friends.

5 **Know what's next – Before they ask.** You will want to know what is going to happen next. If you are constantly checking the schedule when the campers ask what is happening next, they will think that you are Incompetent and you will lose their respect.

6 **Get to know your campers names.** If you run around calling Maddie by Nicola's name and vice versa, you will lose their respect and they will feel hurt that they are not important enough to know your name. Play name games, if it helps you.

7 **Get to know your campers personalities.** Certain campers you will love, certain campers you will not L (silently, of course). The key is to know what they will do. You have to know who has to be watched constantly, and who always does what they are told. You must anticipate how they will react to each other, and activities. Try to spend at least ten minutes of face time with each camper each day. They will like you more if the feel that they are the center of attention, and it will allow you to understand them better.

8 Reflect with Campers at the End of the Day. It's important to know what the campers think of each other and of their day. Try one of the following: For General Reflection: "Rose, Bud and Thorn" (What was the best and worst part of your day and what are you looking forward to most for tomorrow) "Random Question" (If you could have any superpower, what would it be? What's your favorite activity and why? If you had one last meal what would it be?) For Team Building: "Positive Points" (The campers sit in a circle and say one positive thing about each person beside them) "3 things in common" (Have the kids pair up and find out three things they have in common with their partner and share with the group when they have finished. This is also good for breaking up cliques)

9 Use your breaks wisely. Use your cell phone, eat, rest. If you REALLY want to be on break, keep an extra white t-shirt in your team bag to put over your staff shirt, then sit and relax. Sitting around in your staff shirt sends the wrong message to the public. You know you are on a break, the public sees a counselor not watching the children. PERCEPTION IS EVERYTHING.

10 Have a great time. It might seem like a lot of work, but you will change lives. It is amazing to see the quiet camper that sat in the corner at the beginning of the session getting along with her other campers, or to see what they have learned. You are a positive role model, give yourself a pat on the back.

Communication for Junior Counselors

This will be key in this program. It is extremely important to communicate every problem, no matter how small it may seem to your Staff Counselor (if you are a Junior Counselor, or to your Program Manager if you are a Counselor). For Junior Counselors, you may be the "eyes and ears" to a problem before the Head Counselors even know it is brewing. It is important for you and your assigned counselor to work as a team. Teamwork is an important lifelong skill to develop.

For information you would like to write down and get more detailed about, there will be a wall bin in the Break Room to put notes of the day. These will be reviewed each day by the full time staff. Please share info so we can all be on the same page.

Day Camp Medical Emergency Plan

In the event of an emergency/accident within our Day Camp

1. Assess the situation:
 - A. Is it truly an emergency? Is the victim breathing, conscious, bleeding severely, moving, in severe pain, etc.?
2. If any of the above warrants the situation as serious **TAKE CONTROL!**
 - a. Provide reassurance to the victim. Demonstrate confidence.
 - b. Direct other children in the group to sit and wait in a specific location, away from the victim, be visible.
 - c. Stay with the victim.
 - d. Send another counselor, available adult, or camper, to the nearest phone.

Direct this individual to call 911.
 - e. 911 will put the person through to emergency dispatch in Henrico County. The person making the call should be able to provide the following information:
 - Location from where they are telephoning** (Explain you are at M.A.W.E., know the street names)
 - Location of victim**
 - Condition of victim, i.e., severe bleeding, unconscious, diabetic, etc.**
 - f. Paramedics should be on the scene in several minutes.
3. If the situation warrants action prior to the arrival of the paramedics more extensive than reassuring and/or calming the victim, the counselor should perform only those procedures they have been trained in.
 - A. Severe bleeding: apply direct pressure
 - B. Respiratory emergency: open airway and initiate artificial respiration.
 - C. If you are unfamiliar with the appropriate procedures call for help from other counselors.
4. Report all accidents to Program Manager and log them on an Incident Report which is located in All team binders and at the front desk. Parents need to be made aware of major injury their child incurred at camp.

Emergency Policies and Procedures

Fire Alarm

Any time you hear a fire alarm, even if you think it's just a drill or you don't see or smell smoke, you MUST evacuate the building you are in. In any emergency, stay calm, account for ALL your campers, and speak clearly as you tell them what to do and where to go. If you have a first aid kit nearby, bring it with you. Be sure to take a count BEFORE you move your children and then recount when you evacuate the building.

First Aid Kits

First aid kits are located in the Camp Office, A +Room, a large one on the Main Dojang wall and in each Team's Backpack. There is also a Large First Aid Kit that goes on Field trips with us for more in depth first aid needs.

Allergies

It is not uncommon for campers to come to camp with what is called an "Epi Pen" because they are allergic to bee stings or have a serious food allergy. An epinephrine auto injector is a medical device used to deliver a measured dose (or doses) of epinephrine (also known as adrenaline) using auto injector technology, most frequently for the treatment of acute allergic reactions to avoid or treat the onset of anaphylactic shock. Trade names for this device include EpiPen, Anapen and Twinject. Epi Pens are stored in each individual teams front pocket of their backpack so that the "EpiPen" is always with the child that needs it.

****You must be hyper sensitive when on field trips of where your children who need EpiPen's are. If you send them to the bathroom across the field and you didn't go with them – and you have the EpiPen, they have approximately 3 minutes to get the injection if they need it. Always be sure that these children have access to their EpiPen's**

Medication administration

If a child's parent has given us written permission to administer medication, it will be done by an appointed person at the school; most likely your Program Manager or Director. Your responsibility will be to have that child available to get their medication if you are at an off-site location.

Preparing for Field Trips

When we are preparing to leave M.A.W.E., safety is our number one concern and preparation is your number one line of defense.

- 1) After separating into teams, know what children are on your team by filling out a COMPLETE field trip list. If you have two students with the same name, you must write their last name and refer to them with first and last name or initial all day. Once your Field Trip list is complete (with all the names of your children on it) make a copy for the front desk. After all the students have let the school, if a parent calls, the front office will be able to identify what time their child is on.
- 2) Know your count. How many children are on your team? You will need to know this number and count your team audibly and visually multiply times while on the field trip. It is easy to hear someone say "here" and think it is the child you are calling. Many of them sound alike. You must "see" and "hear" the child to mark them as present.

- 3) If you have more than one staff on your team divide your team amongst the two of you. Decide which children you will have on your “sub team” for the day. One staff caring for ten children is much easier than Two staff caring for twenty.
- 4) Line your teams up how you want them loaded on the bus.
Tips: Disperse your Junior Counselors throughout your team and next to children that need some additional direction. Don't sit children next to each other that don't get along! Be sure to let them know that this is the person they will be sitting with on the bus so they aren't surprised when they get on the bus and try to switch.
- 5) Have a Prepped Summer Camp Backpack Containing:
 - Field Trip Binder with: Student Information Forms (with Emergency info, allergies, medical conditions), Emergency numbers for all staff, Field Trip list, Incident Reports, Schedule for the day, Directions for where you are going
 - Basic First aid kit
 - Charged Cell Phone
 - Walkie Talkie (on your person)
 - Epi-Pens (if needed)
 - Cups (for water)
 - Items needed for lunch (spoons, garbage bag, napkins)
 - Staff lunch
- 6) One staff member must do a final check of the building before leaving to ensure that no child is left behind. (this is normally done by the Program Director or Supervisor)

Loading the Bus

Load your oldest team of children first, two to a seat. Be sure that you have pre-framed that they need to go all the way to the back of the bus and have a seat at the first available seat with the person who is already lined up next to them.

Eagle Counselors should load with the Eagles, one at the front of the team and one at that back of the team and **KEEP STUDENTS QUIET WHILE REST OF BUS IS GETTING LOADED**. Load next team and then next.

*Junior Counselors and Staff need to ensure that they sit on the aisle not the window seats so they have full access to children and are able to move around if needed.

The key is to ensure that each team spreads out their Junior Counselors throughout their team and that the Staff Counselors load one Staff at the front and one Staff at the back of their team when they load. Also remember, as you load the next team, keep the students quiet on the bus during the loading process. This will set the tone for what your behavior expectations are.

The staff waiting to load/OFF the bus need to keep the rest of the students quiet and safe. **NO STAFF MEMBER SHOULD BE IN THE FRONT OFFICE OR ANYWHERE OTHER THAN WITH THE CHILDREN AT THIS TIME.**

Lastly, if you need to take more than one vehicle, load the largest vehicle first.

You must take a headcount of your team BEFORE and AFTER you load the bus.

Bus Safety (bus rules should be posted in all vehicles)

1. Participants must remain seated and facing forward at all times. Their bottom belongs in the seat.
2. Use seatbelts if they are available.
3. Talk quietly. No yelling or screaming.
4. No eating or drinking on the bus. Keep your belongings on your lap.

Must adhere to all bus seating capacity limits. Review bus evacuation procedures frequently.

Students must always be transported by M.A.W.E. vehicle. A Personal vehicle is to never be used unless in the case of extreme emergency.

Supervision on Field Trips

You must be aware of participant whereabouts at all times and ensure they are engaged in appropriate activities.

- Be aware of all of your surroundings – watch all areas around you, periodically scan for potential dangers to your campers.
- Maintain a “safety circle” when outside.
- Take head counts frequently.
- Maintain a visual view of the participants at all times.
- Participants should go to the washroom or drinking fountain with a Staff Member. Before sending a group to a public washroom, have a staff member check the washroom for people first and supplies. Is there toilet paper? Working facilities? If there are people in the washroom, wait until they leave before allowing your students to use the facilities.

When we are at the pool. The lifeguarding staff will determine swimming competencies of all campers on each camper's first day.

SWIMMING POOL

1. When children arrive at M.A.W.E. they should be in their bathing suits. When we arrive at The Pool we will sit with our team and will need to take a group to bathrooms immediately.
2. Counselors are to be posted outside of the bathrooms holding the door open. This is allowing campers privacy but letting them know you are ensuring they are not messing around. When in the bathroom, try to keep the noise level low, as not to disturb other patrons. Go as a small group, leave as a small group.
3. After roll has been taken, and all swimmers are in the pool. On duty counselors are to be positioned at stations around the pool area. (Only junior counselors should run the alternate activity on pool perimeter)
4. At about 12:40, a counselor will instruct YOUNGEST team to get out of the pool and prepare for drying off. 12:50 next team out and 1:00 oldest team out.
5. All counselors will take roll. After roll call groups may depart for lunch.
6. Jr. Counselors are to “sweep” pool area and locker rooms for Lost & Found items.
7. All Staff Members are required to have and wear their swimsuit on pool/water days—this is considered part of your uniform (one piece and tank top for females).

8. All Staff Members will be required to help supervise the children by watching around the pool and being ready to assist in a water rescue. Pool safety requires participation from everyone.

Camp Counselors should sit with children while they eat lunch, at their level. Make conversation – ask questions – do riddles. This is the time to make memories and make connections. At no time should a M.A.W.E. Counselor use their personal cell phone to text or take personal calls when working at the program. If there is an emergency, please discuss with your supervisor ahead of time.

Things to remember while at the Rec Cen Pools

- *The Lifeguards are in charge, you need to follow their instructions.*
- *Just because the lifeguards are there doesn't mean you are off duty.*
- swim with campers*
- keep an eye out for their safety in & out of the water*
- *Keep campers off of the pool equipment. These are not climbing apparatuses!*
- *Keep an eye out for "Lost & Found" items before they are lost. Help campers repack their backpacks after swimming.*
- *Does one of your campers have a history of seizures? Be sure to report this to a Head Lifeguard. If they have had a seizure in the past 24 hrs - they can't go swimming*

Off Site Emergency Response System

For each offsite activity, there must be an emergency response system about which staff, volunteers and campers (i.e., as age appropriate) are informed. This system includes:

A Planned Meeting Place for Lost Campers: A planned meeting place should be agreed upon in advance in the event that a camper becomes separated from the group. If a phone is available at this location, all staff must have the phone number.

Staff Coverage of the Meeting Place: If the planned meeting place is staffed by other employees (e.g., pool, zoo or museum staff), these people should be made aware of the lost camper system. A camp staff member should check this area periodically for lost or non-participatory camper(s). If there are no facility employees available, staff should be rotated through this area so that coverage is maintained.

Camper Orientation: Campers should be made aware of the following guidelines before going offsite: (1) avoid talking to strangers; (2) report to staff concerns regarding any unusual behavior of campers or strangers; and (3) follow common sense rules regarding the use of public facilities (e.g., streets, sidewalks, public places, etc.)

Displaced Camper

Staff are responsible to know the whereabouts of campers at all times, both onsite and when on a swimming or field trip away from the campsite. Failure to do so could result in a camper wandering away, which is an extremely dangerous situation. If you are not able to account for a child for any reason, immediately implement the following procedures:

Missing for 0 to 5 Minutes

Alert the Program Manager immediately.

Check the area where the camper was last seen.

Conduct a thorough roll call and head count to ensure accurate accountability.

Missing for 5 to 10 Minutes

Expand the search area.

Assign some staff to conduct the search.

Assign other staff to continue supervising the rest of the campers and to continue conducting activities with minimal disruption.

Simultaneously, conduct a "paper search" by checking attendance records, bus records or any other daily record that might shed light on the situation.

Missing for 10 to 15 Minutes

At 10 minutes, call the Program Manager and/Owner, and give a detailed description of the missing camper (i.e., physical appearance, clothing, etc.) and the time he/she was last seen.

Follow their instructions.

Conduct another roll call and headcount.

Continue to expand the search area.

Missing Beyond 15 Minutes

At 15 minutes, the Camp Supervisor, or in his/her absence, the Program Manager/Owner will call 911 to alert the police.

Call the parents to alert them to the situation.

Follow instructions from the Camp Director/Owner and the police.

Continue to assign some staff to the search.

Continue supervision of the other campers and continue activities.

Complete an incident report when the camper has been found.

PHONE NUMBERS

M.A.W.E. Front Office (804) 673-5200

Master Hubley (804) 986-7969

Inst. Harry Davis (804) 300-1803

Tammara Johnson (804) 297-6482

Camilli Goode (804) 585-5763

Miss Dej (804) 651-5740

A.I. Aleric Harris (804) 549-2068

A.I. Gabby Courtney (804) 252-8531

From the time a parent signs in a camper in the Morning—to the time that child is picked up, the Program Manager, Instructors, and Counselors are responsible for the security and safety of that camper.

Understanding the Needs of your campers and Learning to Communicate

If you understand some key things before camp starts, you will have a much easier time! What age group are you working with and what are your kids capable of? A fancy term for this is Developmental Characteristics or what the majority can or can't do at their age. It helps you to know how to explain things, or what things your age group might enjoy.

What do you say when a child says, "I can't!" or "This is boring!" We use the "Magic Cards" attached. We have found they work amazing and expect you to memorize them as a part of your training here at M.A.W.E. You should have already attending a training that filled in the blanks.

Lastly, is dealing with challenging children. Children behave in various ways to have their needs met. In addition to fun and stimulation, children need a sense of belonging, independence, mastery and generosity. Bored children get in trouble, but campers who are having fun and learning under the watchful eye of adults and counselors are more likely to be cooperative. We can't expect to control children but we can help meet their needs. 80% of behavior problems can be prevented if we're paying close attention to meeting needs of generosity, independence, mastery, belonging AND we are doing it in fun and stimulating ways. The other 20% of the time we don't prevent challenging behavior, we need to remember that the behavior is still motivated by needs. Looking for that motivation helps us understand the child better and react in a positive manner. However, sometimes the needs behind the motivation are things we have no control over (parenting, lack of boundaries at home, abusive relationships, medication issues, etc.) All we can do is our very best, and for that day, be a positive role model for that child.

Understanding the Needs of Your Campers

Developmental Characteristics of 5 Year Olds

PHYSICAL DEVELOPMENT

- requires 10-11 hours of sleep each night
- dresses self-independently
- throws and catches balls
- rides a tricycle skillfully; may show interest in riding a bicycle with training wheels
- left or right hand dominance is established

- interested in performing tricks like standing on head, performing dance steps
- capable of learning complex body coordination skills like swimming, ice or roller skating
- runs, skips, hops and gallops
- learning to tie shoelaces
- copies shapes and cuts with scissors

SOCIAL AND EMOTIONAL DEVELOPMENT

- can take turns and share
- understands and respects rules
- tries new things and takes risks
- likes to make own decisions
- begins understanding of right and wrong
- carries on conversation with other children/adults
- still confuses fantasy with reality sometimes
- often fears loud noises, the dark, animals, and some people
- expresses anger and jealousy physically
- likes to test muscular strength and motor skills, but is not emotionally ready for competition
- sometimes can be very bossy
- notices when another child is angry or sad-more sensitive to feelings of others

INTELLECTUAL DEVELOPMENT

- likes to reason; uses words like “because”
- enjoys riddles and jokes
- understands that stories have a beginning, middle, and end
- able to remember stories and repeat them
- understands “more,” “less,” and “same”
- recognizes categories (“These are all animals; these are all toys.”)
- interested in cause and effect
- can understand time concepts like yesterday, today, and tomorrow
- learning address, phone number and birthday
- memorizes and repeats rhymes and stories
- draws pictures that represent objects
- sorts and compares objects
- identifies and writes letters and numbers
- counts and identifies sets to ten
- developing good attention span
- likes to feel grown up; boasts about self to younger, less capable children
- sometimes needs to get away and be alone
- has a good sense of humor, and enjoys sharing jokes and laughter with adults

Developmental Characteristics of 6 Year Olds

PHYSICAL DEVELOPMENT

- perpetual motion; squirming while sitting, gesturing while talking, runs, tumbles, throws
- gaining control of fine motor activities
- enjoy testing muscle strength and skills. Love to skip, run, tumble, throw, catch, and dance to music.
- developing a good sense of balance. Most can stand on one foot and walk on a balance beam.
- can catch balls, tie shoelaces, manage buttons and zippers
- sloppy; in a hurry
- noisy in a classroom
- developing the ability to copy designs and shapes
- learning to distinguish left from right
- engages in oral activities (teething)--chews pencils, fingernails, hair

SOCIAL AND EMOTIONAL DEVELOPMENT

- beginning to think about how they look in the eyes of others and are self-conscious
- moody; friendly and enthusiastic at times and rebellious and irritable at other times
- wants to make friends, but can be bossy and not understand why friendship is rebuffed
- can be very competitive
- fascinated by rules
- sometimes a “poor sport” or dishonest; may invent rules
- sensitive to criticism; thrive on encouragement
- strong desire to perform well, do things right
- generally enjoy caring for and playing with younger children
- tend to prefer playmates of the same sex
- can be helpful with small chores
- have a strong need for love and attention from parents and teachers
- determine what is “good” and “bad” based on parents’ and teachers’ opinions. Beginning to develop a moral sense (such as understanding “honesty”).

INTELLECTUAL DEVELOPMENT

- views things as right or wrong, wonderful or terrible, with very little middle ground
- may reverse printed letters (b/d)
- increased problem-solving ability
- attention span still short, but long enough to enjoy more involved stories
- love to ask questions
- learn best through discovery and active involvement with people and materials
- interested in real life tasks and activities; want to make “real” jewelry, take “real” photographs, and create “real” collections
- extremely rapid expansion of speaking and listening vocabulary
- can begin to understand time and days of the week
- beginning to understand past when tied closely to the present

- sometimes carry on “collective monologues,” two children playing together and talking, but carrying on separate monologues
- use language and words to represent things not visible

Developmental Characteristics of 7 Year Olds

Physical Development

- Great differences in the size and abilities of children may affect self-concept
- Learning to use small/fine muscles
- Long arms and legs may give gawky, awkward appearance
- When tired, may not want to rest
- Sometimes tense
- Many physical hurts, real and imagined

Social and Emotional Development

- Touchy; may say or think, “Nobody likes me.”
- Love to talk, even exaggerate
- Work hard to please teachers, parents, and other adults
- Sensitive to adult evaluation
- More independent, but still relies heavily on the teacher
- More emphasis on fairness
- Likes structure; dislikes changes in school routines
- Compare self to others; can be self-critical
- Establishing friendships becomes very important, although they often lack the skills necessary to do so
- View things as right or wrong, wonderful or terrible, with very little middle ground
- Seek a sense of security in groups, organized play, and clubs

Intellectual Development

- More serious and less impulsive than first graders
- Realize that there are many things that need to be learned, sometimes leading to less confidence than in first grade
- Begin to reason logically and organize thoughts coherently
- Most thinking is done about actual physical objects; difficulty handling abstract reasoning
- Often makes decisions based on influence of others instead of by reasoning
- Develop more skill in reading
- Want to assume more responsibility
- May reverse printed letters (b/d)
- Speaking and listening vocabulary expanding at a very rapid pace
- Like to collect, organize, and sort things
- Longer attention span
- Learn to evaluate what they do
- Need closure, want to complete assignments
- Like to work slowly

- Want work to be perfect; erase constantly
- Need manipulatives to learn effectively
- Like to know how things work
- Egocentric, but beginning to understand others' perspectives

Developmental Characteristics of 8 Year Olds

Physical Development

- High energy, enjoy rough and tumble games, as well as team sports, may be physically daring
- Fine motor skills showing increased speed and smoothness
- Some write with tiny letters and artwork becomes more detailed
- Seven to nine-year olds are learning to use their small muscles skills (printing with a pencil; using scissors and small tools) and their large muscle skills (throwing and catching a ball)
- Large differences in size and abilities of children; may affect the way they get along with others, how they feel about themselves, and what physical activities they do
- Enjoy testing muscle strength and skills and have a good sense of balance

Social and Emotional Development

- Begin to define self based on certain attributes or achievements, such as "I wear glasses," etc
- Can become self-conscious based on how they believe they look in the eyes of others
- Establishing friendships is very important, although they may lack skills to do so
- Emergence of a sense of humor--telling jokes
- Less dependent on adults and more dependent on peers
- Begins to question authority and test limits
- Often overestimate abilities; "they bite off more than can chew"
- Interested in rules and rituals
- Generally girls tend to play more with girls; boys with boys
- May have a best friend
- Strong desire to perform well, do things right
- Find criticism and failure difficult to handle
- View things as right or wrong, wonderful or terrible, with little middle ground
- Need a sense of security in groups, organized play and clubs; friendship groups may be larger
- Generally enjoy caring for and playing with younger children

Intellectual Development

- Learn best through active, concrete experiences, but are learning to see books as sources of information; reading may become a major interest
- Developing a longer attention span
- Enjoy collecting, organizing, and classifying objects and information
- Imaginative play in the form of skits, plays, and puppet shows

- Likes groups and group activities
- May reverse printed letter (b/d) (until mid-third grade)
- Enjoy planning and building
- Speaking and listening vocabularies are expanding rapidly; talkative
- Increased problem-solving ability
- Interested in magic and tricks
- Learning to plan ahead and evaluate what they do
- When something is suggested, they may say, "That's dumb" or "I don't want to do that."
- Beginning to see and understand the perspectives of others.
- Listen well, but they are so full of ideas that they cannot always recall what has been said
- Like to explain ideas--may exaggerate
- Engrossed in activity at hand; love to socialize at the same time
- Industrious; often work quickly
- Basic skills begin to be mastered; begin to feel a sense of competence with skills

QUICK OVERVIEW – DON'T MISS!

FRONT DESK

- Be professional at all times
- Greet parents and Check IDs for pick up
- Parents should initial sheet for all children entering or exiting the school
- Check-in/out should be done in a reasonable time frame (keeping the lobby clear and free of any potential danger).
- Remind them of upcoming events
- Notify them of any incidents with their children (and if they will need to speak with the General Manager)
- The front desk lobby area should remain clean at all times
- No students loitering in the lobby
- No smoking or profanity inside or outside the front/back doors
- File all emergency or incident reports
- Notify appropriate Supervisor/Instructor/Director of any lobby complaints
- Isolate any problems or complaints with the parents (have them sit in the office until a Supervisor/Instructor/Program Manager arrive)

- During an emergency – always remain calm and isolate any situation that causes distress or danger to the student, employee or staff
- Notify a Supervisor/Instructor/Program Manager, Police, and/or Emergency person to assist with any problem that poses a threat to the Martial Arts World body of students and/or parents
- The front desk should act as a command center when students are out on field trips (with student numbers and emergency procedures at hand)
- Must be knowledgeable of all report writing and all Martial Arts World Emergency procedures
- Never leave the working area without being properly relieved or notifying a Supervisor/Instructor/Program Manager

Inside and Outside Procedures

- It is recommended that all children wear approved uniforms or shirts with logo
- Staff shirts should be a different color from the student so they can be easily identified
- All leaders should have cell phone walkie-talkie and a backpack with emergency medical supplies and phone numbers of their students
- All students should be counted before, during and after all field trips
- Check all rooms before leaving the dojang for any outside activity (no child left behind)
- All students should be encouraged to get water and use the bathroom before and after trips or outside activity
- Control of the teams must be maintained at all times
- Staff should always be aware of potential problems, always checking the surrounding area--- Be aware of people sitting in cars, standing around, etc.
- Anyone walking up to a leader asking questions should be directed to the supervisor, nothing should distract you from the welfare of the children
- Always maintain visual accountability of the children at all times
- Avoid taking the children to areas that are wide spread, such as beaches, lakes, movies or ball games where there is a higher degree of danger or risk of losing them
- All children must be counted no less than two times before loading and unloading a vehicle
- Miscalculation of children

****If you have a miscount, you must count again no less than two times, if you still have a miscount, you and the supervisor must redo the count together with roll call

****You must hear and see the child when you recount

****If a child is missing, you must notify the police, the parent and the control center giving a detailed description of the child

****All students must be secured and transported back to the center without alarming the other children

****The supervisor or designee must stay behind with the proper authorities

*****ONLY THE OPERATION MANAGER OR DESIGNEE SHOULD TALK WITH THE PRESS

Lunch or Snack Times

- Students must remain seated while eating, due to choking
- All staff should be trained in CPR

Bus Driver Responsibilities

- Make sure your vehicle is in good working order
- Make sure all controls are working
- Have all emergency procedures are in place
- Always keep vehicle clean of dirt inside and out
- All drivers should be equipped with cell phones or walkie-talkies
- Always count the children as they enter and leave the vehicle
- Remember 10-10-10

****Always drive up to ten miles below the speed limit

****Always drive at least ten car lengths behind the vehicle in front of you

****Always arrive at your destination no less than 10 minutes ahead of schedule

- Always walk around your vehicle to make sure no child is behind or out of your view
- Always check maintenance reports before and after each trip
- Always check children's seatbelts and maintain order
- There is no eating, drinking, loud noises or moving allowed during trips
- In case of an accident

****Move the vehicle out of danger, call the police and notify the EMS

****Call the control center or supervisor for further instructions

****Write reports for all children involved, their parents will be notified

- During an emergency is the only time a vehicle will make a stop to or from a destination
- All vehicles must be checked out by a certified mechanic at least every 30 days

Focus on the Positive

****Everything that the campers see and do at Martial Arts must be POSITIVE!! We are here to improve their lives and guide them in the right direction. Feed their brains, feed their bodies, and feed their soul with the power of positive thinking.

- NO talking of anything on the news
- NO personal business
- NO rumors
- NO talking about each other (chain of command)
- NO yelling at students
- NO personal cell phone use
- NO chit-chatting with staff (NO JUNIOR COUNSELORS TOGETHER)

Make Preparation a Habit

****For your day and your team to run smoothly, you must be prepared and organized before your shift begins!!

- Arrive on time and be ready to go
- All (age appropriate) activities planned and the materials that you will need with you.
- No busy workworksheets, etc.
- Follow dress code: shorts....no “draws”
- Backpack with you at all times!!!

1. Notebook
2. First Aid Kit
3. Hand Sanitizer
4. Etc.....

Walkie- talkie with you at all times - Working Whistle - ***Proper whistle use

1. One second burst to retain control

2. Two second burst to regain control, stop your program
3. SUPERVISOR will respond to the area to evaluate the situation. (long burst are used in both emergency and non-emergency situations to shut down the area)
4. Supervisor will motivate the children to a higher level of respect and teamwork.

DO NOT DO ANY PAPERWORK DURING WORK HOURS UNLESS IT IS AN INCIDENT REPORT

ALWAYS KEEP EVERYTHING YOU DO EDUCATIONAL, CHARACTER BUILDING AND POSITIVE, POSITIVE, POSITIVE!!!!

“Act with Passion“

Remember that if you are having a good time, chances are so are your students. (Another bonus is that your day will go by faster if you are having fun and not watching the clock).

When camp starts, you need to set the guidelines and expectations for you team. Of course they will be following the Dojang Summer camp rules; however, you need to let them know what you expect from them and who is in charge. You can relax a bit once you have established your standards. Don't try to be their Friend from the first day....Be fair and consistent and I promise they will love you within a few weeks. Remember to always be at your assigned post----use you walkie talkie to get relief from your position if you have a need.

“Communicate clearly”

- Listen to your students—Take time to pay attention
- Make sure all your student's needs are taken care of (bathroom, water, meds, etc.)
- Remember that each child is different. (if you are having trouble with one student always wanting to take a bathroom break, this doesn't mean the next is playing games also.
- You should always have your entire team in your sight.
(NEVER TURN YOUR BACK TO ANY STUDENT)
- Have your whistle with you at all times (DO NOT abuse your whistle)
- Have your walkie talkie with you at all times
- “KEEP YOUR COUNT” You should have an accurate count of your students AT ALL TIMES!!!! You will be asked to give your team count at any time during the day. It must be correct and specific!!!!

Example of a walkie talkie team count check:

- Director/Supervisor: “Attention staff-Team counts please”
- Staff: “ Shark team: 28 total, 4 absent, 1 bathroom, 1 first aid kit”
- Director/Supervisor: “Thank you Sharks!”

You will be tested throughout the summer! I will try to trick you---DON'T LET ME!!!!

“Share with Others”

Cleaning our Dojang! You are responsible for all the cleaning done after your team, whether it be inside or outside of the Dojang—including field trips. You are not doing your team a favor by being their maid. They need to be taught to be responsible for their own messes. This takes more effort

than just picking it up yourself, but it is the right way in the long run! Changing rooms always need to be checked after your team has used them. “If you have time to lean, you have time to clean!” Bathrooms need all of the staff cleaning them at least 2 times per day. If we all do our part, no one person will be in the bathroom cleaning for an hour.

“IDEAS”

If you discover or invent a great game or have an idea that might work for a different age level.....share the wealth with the other team leaders. We want the best for ALL of our campers, not just your group!!!!

“FIGHT WITHIN YOURSELF”

When you get frustrated or tired, do not give in to negative temptation. The children that DEMAND the negative attention are the one the NEED THE MOST POSITIVE ATTENTION.

Love to Learn

“Crafts”: You will be given guidelines and suggestions, along with all of the materials you will need to construct the art project. All projects will be appropriate for your age group and won’t be hard....promise!

You must pay special attention to the students during arts and crafts time. Some will TRY to eat glue or put pencils in the electric sockets. The WILL throw crayons and small objects!! You are in charge of set up and take down-and all of the clean up.

NOTES:

***IMPORTANT: When a Master or Instructor enter the room, have all of your students stop what they are doing and stand at attention to show their respect by bowing on the command of the highest ranking belt in the room, or the team leader.**

****NO gum at the Dojang by staff or by campers.**

*****Jr Counselors as well as campers need to wear athletic shoes (no sandals) at all times outside of the Dojang.**

****** MOST IMPORTANT thing to remember as a staff member during Summer Camp is to keep an open mind, learn, and “HAVE FUN!!”**

Be Smart in the Sun!

Follow these easy sun safety tips

- *Always Use Sunscreen With SPF 15+*
 - *Do Not Sunburn*
 - *Cover Up*
 - *Seek Shade*
 - *Wear A Hat*
- *Limit Time In The Sun Between 10am & 4pm*
- *Conduct Monthly Skin Exams*

AVOID DEHYDRATION

Take time to remind your campers to drink water too!

As a counselor at M.A.W.E. Summer Camp we encourage you to be Sun Smart. Your job requires you to be in the sun for a good part of each day. You may enjoy getting a bit of tan today but will very likely regret not wearing sufficient sunscreen as you get older. Best case you get wrinkled at a young age, worse case melanoma.

You also have a unique opportunity to be a great role model for your campers. Take this chance to show them how important sun safety is to you. Remind campers to apply sunscreen multiple times during the day and make sure they see you applying sunscreen too! If you make wearing a hat "cool" they will want to wear one as well. Take time aside from an activity to reapply sunscreen and assist lower campers with application. As you know, a 5 year old is not going to apply sunscreen on their own, they need help. Counselors may assist older campers with putting sunscreen on their backs but please **assign female counselors to female campers and male counselors to male campers** and be sure to do this in a public setting.

We instruct all parents to "lather" their children in sunscreen before camp and to put sunscreen in their backpacks for reapplication. Sometimes they forget, so we have jugs of sunscreen in the office. You are welcome to use this sunscreen for yourself too!

What We Know About Bullying?

What is bullying?

Bullying is aggressive behavior that is intentional and that involves an imbalance of power or strength. Typically, it is repeated over time. A child who is being bullied has a hard time defending himself or herself.

Bullying can take many forms, such as hitting or punching (physical bullying); teasing or name-calling (verbal bullying); intimidation using gestures or social exclusion (nonverbal bullying or emotional bullying); and sending insulting messages by e-mail (cyberbullying).

Prevalence of bullying:

- Studies show that between 15–25 percent of U.S. students are bullied with some frequency ("sometimes or more often") while 15–20 percent report that they bully others with some frequency (Melton et al., 1998; Nansel et al., 2001).
- Recent statistics show that although school violence has declined 4 percent during the past several years, the incidence of behaviors such as bullying has increased by 5 percent between 1999 and 2001 (U.S. Dept. of Ed., 2002).
- Bullying has been identified as a major concern by schools across the U.S. (NEA³, 2003).
- In surveys of third through eighth graders in 14 Massachusetts schools, nearly half who had been frequently bullied reported that the bullying had lasted six months or longer (Mullin-Rindler, 2003).
- Research indicates that children with disabilities or special needs may be at a higher risk of being bullied than other children (see Rigby, 2002, for review).

Bullying and gender:

- By self-report, boys are more likely than girls to bully others (Nansel et al., 2001; Banks 1997).
- Girls frequently report being bullied by both boys and girls, but boys report that they are most often bullied only by other boys (Melton et al., 1998; Olweus, 1993).
- Verbal bullying is the most frequent form of bullying experienced by both boys and girls. Boys are more likely to be physically bullied by their peers (Olweus, 1993; Nansel et al., 2001); girls are more likely to report being targets of rumor-spreading and sexual comments (Nansel et al., 2001). Girls are more more likely to bully each other using social exclusion (Olweus, 2002).
- Use of derogatory speculation about sexual orientation is so common that many parents do not think of telling their children that it could be hurtful (NEA², 2003).

Consequences of bullying:

- Stresses of being bullied can interfere with student's engagement and learning in school (NEA Today, 1999).
- Children and youth who are bullied are more likely than other children to be depressed, lonely, anxious, have low self-esteem, feel unwell, and think about suicide (Limber, 2002; Olweus, 1993).
- Students who are bullied may fear going to school, using the bathroom, and riding on the school bus (NEA¹, 2003).

Bullying can occur in both the day camp and overnight camp settings. Many children attend camp during the middle school years, when children are most at risk for bullying and being bullied.

Children attending camp are susceptible to a number of potential bullying situations. New campers, campers who perform poorly, and campers who struggle to make friends or appear different from others are particularly vulnerable to becoming victims of bullying. Bullying episodes may consist of exclusion by other campers, the creation of rumors about a fellow camper, taunting during a sports game, sexual harassment during when changing for the pool, or physical tormenting during periods such as “free time.”

Bullying can occur even before camp begins or after camp has ended for the day or summer. Campers communicate by instant messaging, e-mail, social networking sites, and cell phone, discussing group selections and devising plans to create cliques or leave others out. Children may gossip about new campers, spread rumors about a campmate, or post inappropriate and hurtful content about a camper or counselor on the Internet.

To prevent and target bullying in a camp setting, camp directors and counselors must create a positive and caring community. A successful camp environment occurs when directors and counselors set an appropriate tone, gain and give respect, build relationships, and set clear rules and expectations for behavior. Some children who attend camp are bullies in their school or community. If camps set the right tone and create a positive and respectful environment, bullies have a chance to change their behavior and engage in more positive interactions with their peers.

Creating positive relationships is key to preventing bullying at camp. Counselors’ actions toward campers, and toward one another, can either set the tone for respectful, inclusive relationships or can contribute to an environment where bullying is likely to occur. It is essential for directors and counselors to build relationships with, and earn respect from, their campers. These relationships help campers feel comfortable voicing their concerns and seeking help when bullying incidents occur.

It is important that counselors take action when they observe behaviors that may eventually lead to bullying. If counselors hear about or see bullying, they should intervene immediately. If an incident is ignored, it will escalate quickly. Counselors should meet regularly with directors to report and discuss issues that arise.

Directors and counselors should also set time aside to talk privately with children who may be targets of bullying or who may be participating in bullying. These approaches and activities will increase everyone’s commitment to and responsibility for creating an environment that discourages bullying behaviors and encourages positive, supportive interactions.

What you should TELL CHILDREN about bullying . . .

- **Bullying is not acceptable and will not be tolerated.**
- **If a bully bothers you, it’s O.K. to stand up for yourself, walk away, or ask a friend or adult for help.**
- **Responding to bullying by fighting back doesn’t usually work—and may make matters worse. Violence encourages more violence and fails to solve problems.**
- **It is important to report bullying when you see it and when you hear about it. Telling isn’t tattling.**