

Section A

Foundations

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MISSION STATEMENT

Our mission is to **transform** lives, **cultivate** disciples and **train** leaders through a **Bible-based, Christ-centered** outdoor camping program for children and youth.



For no one can lay any foundation other than the one
already laid, which is Jesus Christ.

I Corinthians 3:11

CAMP CHERITH HISTORY

Camp Cherith of Western New York started in 1946 with a one-week program costing \$11. Wonderful women with names like Sky, Duck, Buzz, Cleora Handel, Dove, Mouse, Chip, and Platypus had the vision and drive to move the Camp Cherith ministry forward. In 1959, after twelve years of moving from north to southwest to central New York, Camp Cherith of Western New York “settled in” at Camp Hickory Hill in Johnsonburg. Phyllis “Wing” Morgan became the next director.

As a field representative for Pioneer Girls, Wing impacted the Western New York, Pennsylvania, Ohio, and Kentucky areas with a special ability to organize and inspire people to work together. She became our leader, motivator, organizer, spiritual strength and discipline; we were “Morganized!” During the off-season, she traveled throughout the area developing Pioneer Girls Clubs, promoting Camp Cherith, and recruiting and training leaders and counselors. Camp received accreditation from the American Camping Association and the Christian Camping Association. Programming was developed with a deep spiritual basis and challenging themes, activities promoted skills, lasting friendships were formed, and purposeful living became reality.

Camper registrations increased and between 1965 and 1970 the process of finding our own site was in full swing. Many sites were explored and considered. In November, 1970, Wing cut out an item in the newspaper: “For Sale: Letchworth State Park area, to settle estate—130 year old restored Colonial home on 83 acres adjacent to state park, with trout stream and large pond. Suitable for camp. Short Tract Rd., Hunt, NY.” Board members went to Hunt, walked the land, noted the boundaries, and went out on the frozen pond. They gathered at the lower corner of Oak Meadow and remembered the words of Board President, Lester Martin: “When we find the place God wants us to have, we will not have to convince each other that it is the right place.” With one accord, they knew this was Camp Cherith’s home. With heads bowed, they thanked God and committed themselves to uphold Him and establish a camp to His glory. The search was completed. A contract was signed with Mrs. Lillian Shores, and on May 20, 1971, the purchase was finalized. The land was deeded to Camp Cherith of WNY.

The search was over. The Board walked up the hill to the giant oak tree, and named the spot “Sunset Point.” The first campfire was there. Now the work began—raising funds, recruiting workers, purchasing additional woodlands, and preparing for construction. Cabins, tent sites, the Orchard, the Meadows, the Idaway, archery shelter, riflery range, corral, shower houses, Skyview Lodge, Dippy, health center, tuck shop, activity building, pool, and tree houses were built. Camp was developed to meet our growing needs.

In 1992, after a 5-day retirement, Wing graduated into God’s presence. In 2007 a pavilion was constructed in her honor, named ‘Wing’s Shelter’. In 1993, Nancy “Butz” Hanson, become Camp Director. New programs and activities were established. Camp was used more in the off-season. In 2000, the boys’ parallel camp became a reality.

The first boys’ camp became a reality in 2000. John Wulf was the first director. The camp began with just a few boys for 1 week during that summer. Orville “Fisher” White and his 3 sons were a part of that first camp in 2000. Orville has helped with boys’ camp every year since it started,

as a counselor, fishing and NRA instructor, and doing whatever is needed to help boys' camp run smoothly. In 2004, the first Boys' CILT graduates were Aaron Resch and Joshua White. By 2005, it had grown enough to be offered for 2 weeks and now rivals the girls' camp in attendance during parallel weeks. Other directors have been Steve "Marsh" Matteson, Ron "Duck" Duttweiler, Jeff "Cranie" Lyons and currently the Boys' Director is Jeff "Barney" Thompson.

In 2005, Butz became our Camp Administrator and Evie "Rufous" White became our Girls' Summer Director. When Nancy retired in 2008, Evie became the year-round Camp Director. We've continued to add new programs and activities such as GaGa ball, 9 square, Outdoor Adventure Camp, and Adventure Tree Climbing.

We praise God for His wondrous provision and faithful blessings over the years and look forward to being a part of His work in the future.

PROGRAM PHILOSOPHY

Goals of Camp Cherith

1. To enable children to enter into a personal relationship with Christ and to know His Word.
 - a. By presenting Christ as Savior and Lord, the camp program gives children opportunities to experience salvation and grow spiritually.
 - b. By training children to study Scripture and apply it to daily life, camp prepares them to exercise Christian responsibility in their church, community, and world.
2. To enable children to form healthy relationships.
 - a. By teaching biblical purposes for the family and recognizing sociological influences, this program helps children learn how to be contributing members in various family situations.
 - b. By teaching that God created people to be interdependent, the camp program leads children to recognize their need for relationships with both peers and adults.
3. To enable children to grow as whole persons.
 - a. By presenting biblical values and characteristics of persons made in God's image, camp assists children in developing positive self-concepts.
 - b. By providing opportunities to develop a variety of skills and abilities, camp helps children experience achievement and deepen their sense of self-worth.
 - c. By providing experiences within an outdoor environment, camp helps children increase their appreciation and respect for God's creation.
4. To enable adults to understand children and help them develop.
 - a. Through its curriculum and supplementary materials, the camp program teaches child development and Christian values.
 - b. Adults are encouraged in their personal and spiritual growth through involvement in the camp ministry.

Camp Cherith Values

We believe that--

1. A commitment to Christ affects every phase of a person's life; therefore,
 - a. at every age level campers will be taught that Jesus is Savior and Lord. Opportunities to make a personal commitment to Christ will be given according to the spiritual readiness of each child.
 - b. Campers are taught to study Scripture, discover its truths, and apply them to everyday life through group and individual Bible study. Scripture memorization is a natural part of this learning process.
 - c. Campers learn Christian behaviors and biblical values as modeled by their adult leaders and peers. These behaviors and values are strengthened through relationships with other Christians who are significant to them and by emulating their Christ-like behavior.
 - d. Campers are guided in practicing a holistic approach of putting Christ in every phase of life and in learning to serve God in their family, church, community, and world.

2. Because God created people to be interdependent, a sense of community develops when people join together in close proximity around common causes and interests, in spite of differing nationalities, beliefs, and lifestyles; therefore,
 - a. Campers live together in a family-like situation where they share chores, engage in cooperative decision-making, and learn to give and take with one another.
 - b. Campers have opportunities to be involved in a variety of small groups within living units, age divisions, activities, and Bible studies.
 - c. Campers develop relationships with other campers and learn to influence each other and be influenced by biblical values and lifestyles.
 - d. Campers gain a sense of security that strengthens their trust in God, as they are able to trust their world and the people in it.
3. God has created each person a whole being, with individuality, uniqueness, dignity, and potential; therefore,
 - a. Campers are respected and encouraged to learn new things, express creativity, explore potential gifts and abilities, and have leadership opportunities.
 - b. Campers attain a realistic self-image by being accepted in the successes and failures involved in gaining skills and abilities.
 - c. Campers progressively move from dependence to independence by developing initiative and being industrious and creative.
 - d. Campers form their own Christian value system by having freedom to question and make decisions by weighing alternatives and consequences in a supportive environment.
 - e. Campers are given opportunities to earn awards according to their interests with an emphasis on self-improvement and cooperation rather than competition.
4. People gain an appreciation for God and His creation when they are surrounded by nature; therefore,
 - a. Campers learn to use the outdoors as a resource during camp programs and free time.
 - b. Campers are guided in learning to be comfortable and independent outdoors through direct experiences that increase nature awareness and outdoor skills.
 - c. Campers practice ecology and conservation principles by caring for the campsite and the natural surroundings they enjoy.

At CAMP CHERITH® the staff will have the opportunity to learn how to understand children and to help them develop in these ways:

- I**nward -to enable children to grow as whole persons
- O**utward -to enable children to form healthy relationships
- U**pward -to enable children to enter into a personal relationship with Christ and to know His Word.

1993- Used by permission of Jane Fenby, creator of the IOU concept

INWARD

The philosophy says, “build confidence, and develop a sense of accomplishment and self-discipline.”

The values say, “campers gain a sense of security as they are able to trust their world and the people in it.” The values also say that campers are to be respected.

OUTWARD

The philosophy is clear: “Campers will have the opportunity to practice Biblical principles of community living which enables them to develop positive relationships, to learn to work with others, to accept responsibility within a group, and to develop decision-making skills.”

UPWARD

The philosophy says that we want them to grow in their relationship to Jesus Christ as LORD.

The values include “Campers learn Christian behaviors and Biblical values as modeled by their adult leaders and peers”.

The goal is always that we are helping the camper learn how to grow up to be a man or woman who honors God with all of their life.

IOU – ALL TOGETHER

We can’t accomplish our goals unless we understand how the IOUs overlap and blend in the matter of dealing with people.

IOU covers the first 3 goals which are for our campers, goal #4 relates to the development of adults and includes the training of staff to help children develop in all three areas. That is what our staff training is all about!

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DENOMINATIONAL DIFFERENCES

Since individuals from varying denominations are involved in the Camp Cherith program, staff members are asked not to promote or practice denominational distinctions, which are not found in our Statement of Faith.

STATEMENT OF FAITH

We believe:

- ❖ in one God, eternally existent in three persons: Father, Son, and Holy Spirit (John 14:16-17, Matthew 28:19); Jesus Christ was begotten by the Holy Spirit, born of the Virgin Mary, and is true God and true man (Matthew 1:18-23)
- ❖ the Scriptures of the Old and New Testaments are verbally inspired by God, inerrant in the original writings, and of supreme and final authority in faith and life (II Peter 1:20-21, II Timothy 3:16-17)
- ❖ man was created in the image of God; he sinned, and thereby incurred not only physical death, but also spiritual death which is separation from God; and that all human beings are born in sin and this sinful nature is the origin of all sinful acts in thought, word, and deed (Genesis 1:26, Romans 5:12, Isaiah 59:2, Romans 6:23)
- ❖ the Lord Jesus Christ died for our sins, according to the Scriptures, as a representative and substitutionary sacrifice; and that all who believe in Him are justified through His shed blood (Romans 5:8-9)
- ❖ all who receive by faith the Lord Jesus Christ are born again of the Holy Spirit, and thereby become children of God (John 1:12, Romans 8:9)
- ❖ in the bodily resurrection of Christ and His ascension to heaven, and in His present work as High Priest and Advocate (I Corinthians 15:3-4, Hebrews 4:14-16)
- ❖ in the personal return of Jesus Christ (Acts 1:11, I Thessalonians 4:16-17)
- ❖ in the bodily resurrection of the just to everlasting blessedness, and the unjust to everlasting punishment (Acts 24:15, Revelation 20:15, Romans 6:23)

SENSITIVE ISSUES POLICY

HR-18 (Rev 03/16)

Since we believe the Scriptures are the final authority in faith and practice, whenever questionable issues come up in interaction with campers, the Scripture should be used for answers. If the issue is not clearly addressed in Scripture, or the counselor does not have the knowledge of Scripture related to the issue to answer the camper, they will ask their Division Director for help to handle the situation.

Listed below is Camp Cherith's Biblical position on several sensitive topics:

Smoking, Alcohol or Drugs: The use of alcohol, tobacco, or illegal drugs, is illegal for minors. If a camper is found to have them in their possession, the counselor will report this to the DD who will take the necessary steps, including notifying the Director, to contact the parent/guardian who will be given the responsibility of dealing with the problem. Since the use of these substances is identified with a worldly lifestyle, staff is not permitted to use these substances while employed by Camp Cherith of Western New York. If the use of these substances is brought up in discussion with campers, the counselor will show the camper the principles from God's Word that teach that our bodies are the temple of the Holy Spirit (I Cor. 6:19). Along with this, they are to teach the principles of the inability of individuals to live up to God's standard without the enabling power of God and His forgiveness (Romans 7).

Divorce: The Bible clearly teaches that God does not approve of divorce, but has allowed it because of the insensitivity of people's hearts (Matt. 8:8-9). Since Camp Cherith frequently has campers from broken homes or blended families, the staff is trained to be sensitive to the needs of these campers and to help the child from a broken home/blended family cope with the issues they are dealing with from a biblical perspective (forgiveness and acceptance). Other campers will be encouraged to be sensitive to these special needs.

Body Art, Tattoos, Body Piercing, & Dancing: Since these are personal issues that parents may have some very strong convictions about, the staff members are instructed to refer the camper back to their parents. Ask the camper what they think their parents would say about these issues. The staff should point out that their opinion is not as important as that of the camper's parents.

Ghost & Horror Stories, Occult Practices: Ghost stories, horror stories, and occult activities or practices are not permitted at Camp Cherith of Western New York. (Deut. 18:10-13). If a camper wants to tell these types of stories, as an alternative, encourage them to tell humorous stories, jokes, or stories of how God has been working. Any occult activities or practices are to be stopped before they begin.

Church Doctrine: The doctrines stated in the Camp Cherith Statement of Faith should be taught without reservation. When questioned about doctrines that are a matter of interpretation of Scripture, the staff member may state their view of Scripture and explain that their view is not the only view (II Peter 1:20-21). Staff members must recognize that throughout the ages, godly, Bible-believing men and women have had difference of interpretation of the Scripture.

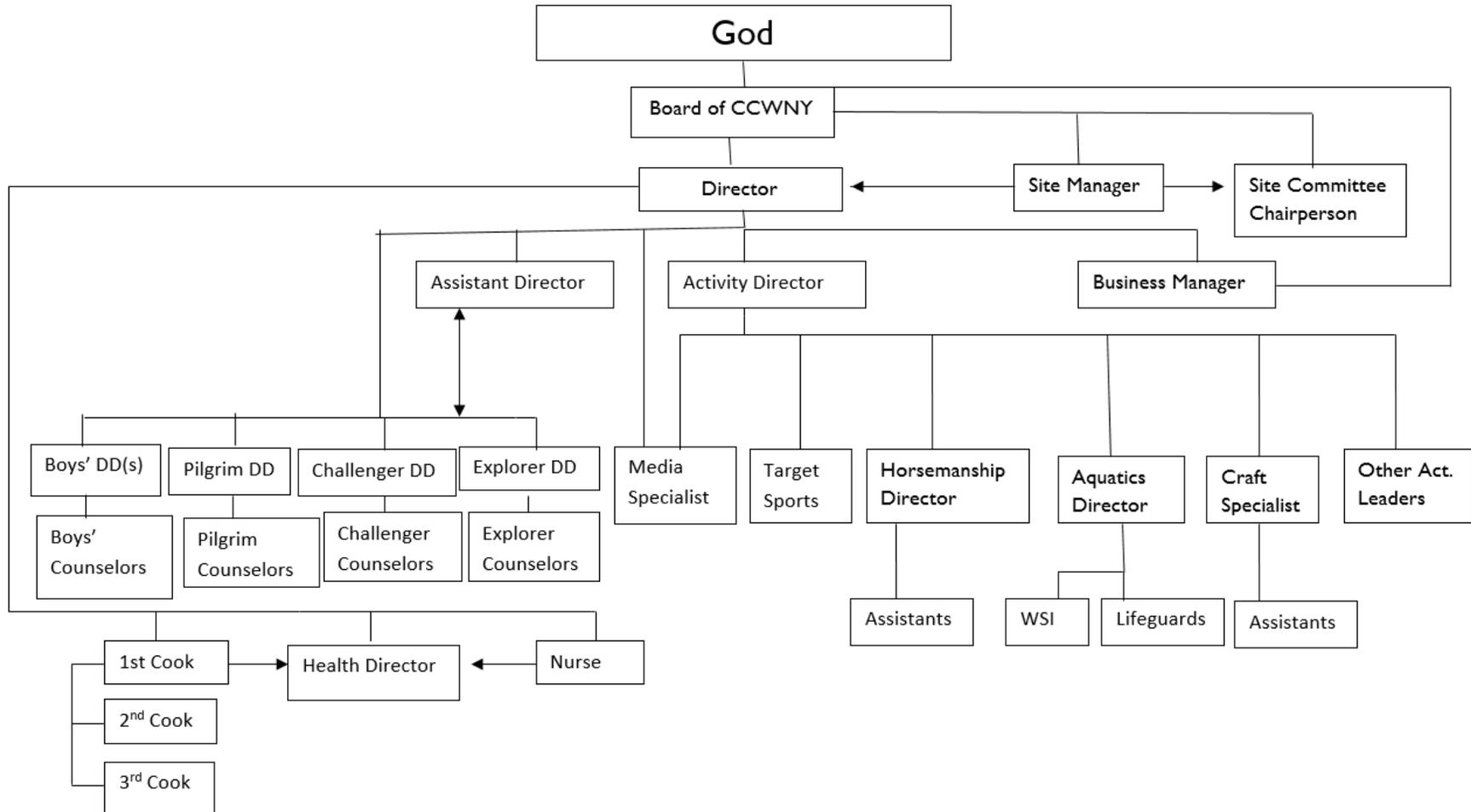
Ecclesiology (church doctrine) & Eschatology (doctrine of end times and prophecy): As we deal with sincere questions of campers, we must be aware that our view of Scripture is not the only one. The staff member should use Scripture references for any answers given. These areas of doctrine should be dealt with briefly and only if the camper asks (II Tim. 4:3-5).

Value of Human Life: Camp Cherith supports the view that human life is a gift from God, which begins at conception and should be highly valued. Abortion disregards the value of life and cannot be supported as a choice that honors God. Suicide and euthanasia ignore the Sovereignty of God and denies His authority to intervene, sustain or prolong life, and determine when to take the life of an individual. (Gen. 9:6; Psalm 139:14-16; Jer. 1:5)

Sexual Immorality (Sex outside of marriage) and Identity: The Bible clearly teaches that sexual activity should be practiced only within the marriage relationship of one-man and one-woman (Gen 2:23-24). The Scripture clearly teaches that Christians are to avoid sexual immorality (I Cor. 6:9-20), which is the surrendering of sexual purity and involves any type of sexual expression outside the boundaries of a Biblically defined marriage relationship (Matt. 19:4-5). Likewise, we believe God created us each individually either as male or female (Gen 1:27). We are to embrace our gender as God's unique design for our lives (Ps 139:13b, 14. Eph 2:10). We believe, according to the scriptures, that our identity is to be found in Christ. (2 Corinthians 5:17). As a staff member, one must encourage and support sexual purity and abstinence until marriage (Heb. 13:4; I Cor. 6:13).

Cultural and Racial Differences: God made all of us as unique individuals. We come from different backgrounds, but God loves us equally. If conflicts arise, we need to step back and understand how environments and experiences shape us. In our striving to be Christ like, we should love and respect everyone regardless of racial or cultural differences.

Organizational Chart



Section B

Orientation to Camp Cherith

Cherith Terminology
A Typical Day at Camp Cherith
Division Director Job Description
Counselor Job Description
Activity Director Job Description
Activity Leader Job Description

MISSION STATEMENT

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The Lord said to Elijah, "Hide in the Cherith (Kerith) Ravine, You will drink from the brook and I have ordered the ravens to feed you there."

I Kings 17: 3, 4

CHERITH TERMINOLOGY

ACTIVITIES—Age-appropriate, daily skill-building classes chosen by the camper

ADMINISTRATIVE STAFF—consists of the director, assistant director, division directors, activity director, business manager, aquatics director, nurse and any others appointed by the director

BIBLE EXPLORATION—time when counselor leads his or her cabin in studying the Bible using the prepared materials

BIRDNAME—nickname taken from bird names by each staff member and used at camp in lieu of your given name (Be creative! Instead of Hummingbird—try Hummer, Hum, Ming, Mingo, or some other variation)

CAPERS—time when campers clean cabin, grounds, shower house, etc.

CILTS—Explorer campers who are in the Camper In Leadership Training program

CLEAN CABIN AWARD—daily award given by nurse to cabin getting highest score for cleaning their cabin

DD—Division Director

DIVISIONS—groups of campers by grade

Pilgrims- 2nd through 5th grade
through 12th grade

Challengers—6th through 8th grade

Explorers—9th

FREE TIME—time when campers can go to Tuck Shop, the pool, or just sit and chat with staff and friends

FUN THEME—weekly “fun” theme used for UEPs

HOPPER—camper assigned to bring food to his/her cabin’s table

MORNING WATCH—personal time of devotions for each camper and staff

ROVING— during staff meeting, there must be one person in each division who stays to monitor the campers and tend to needs that may arise. That person is roving.

SCRAPER—camper assigned to clear the table, scrape, and wash dishes

SIT UPON—waterproof piece of fabric or plastic to protect campers from wet ground while having Morning Watch or Bible Exploration

SUMMER THEME—spiritual theme that runs for the whole summer

TUCK SHOP—our camp store, which sells snacks, clothing, etc. On Sunday, everyone puts money into an account in their name. As purchases are made, the business manager keeps track of the balance. Any unused money is returned.

UEP—Unified Evening Program where everything (fun evening activity, songfest, and campfire talk) fits together using a common theme

A TYPICAL DAY AT CAMP CHERITH (Everything I wanted to know, but was afraid to ask)

Camp is a very exciting place with a fast paced schedule. Going through a typical day can help you mentally prepare for all the adventures that will await you each day! We keep a very busy pace because we want camp to be a memorable experience of doing lots of things that campers would not typically do in another setting. The busy schedule also helps new or young campers to avoid homesickness.

The day starts with Bible Study for staff. Staff Bible Study is held in the Staff Lounge which is attached to the Dining Hall. For camper supervision, a counselor will stay in the division each morning so there is someone who will be able to care for campers if there are problems. While we are having Bible study, the campers will be awakened at 7:30. At 8:00, we go to breakfast. Counselors of younger campers should go back and assist them to the dining hall. To begin the meal we all stand by our tables to sing and pray. Meals are served family style and should be interactive, happy times. Conversation and manners are important especially with younger campers. Talk about the day's camp experiences, and what they will be doing next. Try to avoid conversations about home that could spark homesickness.

After breakfast at approximately 8:45, all campers and staff are dismissed to the flag pole in front of Dining Hall. We will honor our country by raising the flag, saying the Pledge of Allegiance and singing a patriotic song. Next, Morning Watch (personal devotions) begins. Sit down with younger campers the first morning and have Morning Watch together. As needed, check for any campers that may struggle to do this independently. Morning Watch is done outside, with each camper having his or her own time with God. No talking or walking around. The Dining Hall steps and staff porch are off limits during Morning Watch. A counselor should sit close to where your campers are sitting. Any Program Staff who choose to stay in the Staff Lounge must participate in Morning Watch during this time. **(After Morning Watch, boys' schedule will vary slightly)**

At 9:10 all will be dismissed for Cabin clean-up and capers (daily shared cleaning jobs). Have some campers help you with cleaning the Shower House or bathrooms, and the rest of the campers can stay back in the cabin and start cleaning there. You will be given a cabin caper chart which you can hang on your door. Use this as a guide for what needs to be done to clean your cabin and other assigned areas. Encourage your campers to do a great job because an award will be given to the cleanest cabin.

Bible Exploration is at 9:45 and is a time to explore God's Word with your cabin group. You have approximately 45 - 50 minutes. **Please find a place away from the busy part of camp not near the Dining Hall or near the road.** Take a blanket and get outside in God's creation. Help campers memorize the verse of the day, and share the scriptures. Spend time going over the lessons before you try to teach it to the campers. You may find that you need to write some questions, as the lessons may not have a lot of depth. It's important to spend a full 45 minutes for Bible Exploration so be over-prepared. Please plan extra, optional things for this time. If you find your Bible Exploration time is only lasting a few minutes, ask your Division Director (DD) for suggestions.

1st and 2nd activities are next. Campers spend 50 minutes in each activity. Encourage your campers to get to the activities quickly and promptly so they will have the maximum activity time. It is also vitally important for you to get to your activities on time. Campers are not to stay in cabins during activities. They need to go to the health center if they are ill. Second activity is dismissed at 12:35. Everyone needs to move quickly to the Dining Hall for lunch. While waiting for lunch, it is important for staff to engage the campers in a fun activity and to supervise them until the Director calls for groups to line up. DD's need to see that a staff member from each division is helping supervise campers.

Lunch time is at 12:45 and campers should be told to come right up to the Dining Hall and stand in line by cabin groups. You will need to check to see that all campers in your group are there. This is a safety check to make sure that we have everyone. The director will dismiss your cabin group to lunch. We do a lot of singing at meals during clean up. At breakfast we sing 'spiritual' songs and at lunch and dinner we use a variety of fun to spiritual songs. After lunch campers are dismissed to go immediately back to their cabins for rest hour. You will give campers their mail at rest hour. No mail should come into the Dining Hall until after lunch. Someone will get the mail and will bring it to the Staff Lounge and

separate into staff mail boxes. Staff members that read mail before lunch need to do it in the staff lounge out of sight of the campers.

Lunch will be dismissed by 1:45; Rest Hour needs to begin by 2:00. This is important because everyone needs some down time with our fast paced schedule. We encourage quiet and each camper must be on their own bed. They can read, write letters, just have a sleep rest hour, or you may read to them. Sometimes the director will call a mandatory “sleep rest hour.” In that case everyone is quiet and still for the whole hour. If you have any problems and campers don’t cooperate, the DD or director will support you. In a typical rest hour we have the campers lie quietly on their bed for the first half hour so those who need to get to sleep can, and then campers may sit up and do something on their own bunks for the last half hour.

At 3:00 dismiss your campers to go to 3rd activity which starts at 3:10. At 4:00 campers will be excused for free time. Free time is the campers’ time to choose what they want to do. They can visit the Tuck Shop (our camp store), swim, ride, or hang out with friends. This is also a good time to talk with a camper, teach a group of campers how to make something like friendship bracelets, lanyards, or learn a new song or just sit and talk. We also encourage counselors to use this time to get some down time for yourself.

At 5:00 meet your group for Cabin Time. This is a time set aside to do something with just your group to get to know each other and make memories together. Your cabin group should do something they choose together, but you should give them the options. Creeking (walking in the woods in the creek with old shoes on) is a fun thing to do for Cabin time. We will have other ideas for you. Older girls may want to choose a cabin time activity like hang out; “do nails and hair”. At 6:00 your cabin group will go to the Dining Hall for flag lowering, then Supper. Following supper, we get ready for the Unified Evening Program or UEP. Sunday and Friday are All Camp times. Sunday’s UEP is a Vespers Service (spiritual in nature). Monday, Tuesday and Thursday are divisional UEPs. These programs start directly after supper as listed on the daily schedule. Your division will get together and carry out plans that have already been established prior to camp or in a meeting before the campers arrive. Those plans consist of some fun activity usually to go along with the Fun Theme for each week, and then your division will go to a campfire together. During this time a counselor in your division leads a songfest and someone else shares a campfire message. After campfire campers go back and get ready for bed. Have campers get PJ’s on and take a flashlight, toiletries and go to the shower house. Please supervise them especially if they are young campers. After campers are back and ready for bed, have Evening Devotions which you will plan according to how God leads you. You may use a devotional booklet or discuss any spiritual topic that came up that day. Evening Devotions should not take place in their bunks. Have everyone sit in the middle of the cabin floor. End with prayer. Keep it short and do not let this time become too emotional because campers are tired. If a camper requests to have a personal talk with you at bedtime, find out the topic and then suggest meeting with them during Morning Watch or Free time. Campers need their rest, so we try to stick to the bedtimes on our schedule. Depending on the bedtime of your campers, you may want to ‘get away’ after the campers are quiet. The staff lounge is available for this. **Your DD must be notified and should be stationed outside your cabin when you leave.** Your campers must be asleep before you leave. Do not leave them while they are still awake. **Also, do not plan to be out of your cabin after bedtime on Sunday or Friday nights as these are two crucial times with your cabin group.** If you wish to use the camp phone, please limit your calls to 10 minutes and you must use a phone card. Please be considerate of others needing to use the phone. You should attempt to make all outgoing calls during your time off and in the evenings (after your campers’ bedtimes).

That’s a typical day at Camp Cherith.... Then there’s cookout day.....

Cookout day is a special day (Tuesday or Wednesday). On cookout day all cabin groups will cook your evening meal over an open fire, followed by a fun activity and singing and sharing around the campfire. Your group may choose to sleep out at your campfire spot. If you choose to do this the night of cookout, take everything with you for the night. You may request food for a breakfast cookout as well. When you go to your fire spot take all your gear for sleeping out. Don’t forget fire water. Sleeping out is optional and you can even choose a different night besides cook out night (except Sunday or Friday). To sleep out everyone must sleep in tents. This is a NY state health regulation and preventive

against such things as poison ivy, bites, ticks, rabies etc .Make sure that when your group is done that the tents are cleaned out and zipped up before packing them up. You do not need to resume our normal camp schedule until after Bible Exploration. This would allow your group to have Bible Exploration in the woods. If you choose this option just be back in time to clean up from the camp out and clean your cabin before first activity.

DIVISION DIRECTOR JOB DESCRIPTION

RESPONSIBLE TO: Camp Director and Assistant Director

AUTHORITY LIMITS: Must work within camp policies and procedures and submit all plans to the Director and Activity Director for approval

QUALIFICATIONS:

- ❖ Must be 19 years of age or older
- ❖ Training or experience in supervision
- ❖ Spiritual and emotional maturity; willing to put others above self
- ❖ Understand Cherith philosophy and agree to standard of conduct and statement of faith
- ❖ Willingness to serve and to perform tasks beyond those assigned
- ❖ Physical stamina: ability to daily walk the site, hike and carry light equipment as needed

MAIN RESPONSIBILITIES

- ❖ Care for needs of counselors and campers within division
- ❖ Work within the total camp program; cooperate with other staff; assist Camp Director
- ❖ Be a spiritual leader and mentor: encourage spiritual growth in staff and campers
- ❖ Divisional planning and supervision including keeping accurate records and reports

RESPONSIBILITY BREAKDOWN**Pre-Camp**

- ❖ Review Bible Exploration materials for division then prepare a materials and supplies list
- ❖ Attend DD training prior to all staff training
- ❖ Prepare weekly campfire messages for you division (one per week, usually Monday)
- ❖ Participate and assist in facilitating pre-camp training, especially in areas as assigned by director
- ❖ Help counselors prepare and lead Bible Exploration
- ❖ Turn in all paperwork (including W-4, given at camp) and health form
- ❖ Plan weekly divisional programs or theme related activities and assign counselors responsibilities
- ❖ Participate in and promote group spirit to set the tone for the summer

Weekly

- ❖ Attend Sunday staff meeting and meet with divisional counselors as needed
- ❖ During registration be outside in your division to greet and direct people.
- ❖ Meet with Division on Sunday to give division expectations and camp policies.
- ❖ Supervise counselors and campers at meals, rest hour, capers, evening programs and bedtime (Be sure to remind campers of the camp's policies and safety rules.)
- ❖ Ensure safety and well being of your staff by watching their health. Report any irregularities to nurse
- ❖ Help with cookout preparation and oversee clean up and putting away equipment in cookout shed. Check each cabin group during cookouts/help with fires or cooking as needed. Assist in sleep out.
- ❖ Conduct regularly scheduled meetings with counselors and meet informally for feedback
- ❖ Help the division acquire cohesion and unity
- ❖ Teach or assist in activities each day
- ❖ Prepare or review and present campfire messages (one per week, usually Monday)
- ❖ Plan, conduct and participate with our counselors in divisional evening programs (coordinate the divisional programs with the total camp weekly and summer themes)
- ❖ Communicate with your counselors about any needs or problems in the division, so they can be resolved quickly. Act as liaison between director and division counselors reporting information to the director in the event that issues are not quickly or easily resolved. Do not discuss problems within your division with others.
- ❖ Attend all staff meetings and all meals
- ❖ Help plan the all-camp program with the director and other staff
- ❖ Maintain general discipline and cooperative atmosphere with the division
- ❖ Complete required reports; submit weekly evaluations and forms on time
- ❖ Substitute for counselor in emergency and assist with Bible Exploration, if needed
- ❖ Saturday: supervise packing, clean up and camper release process, lead divisional award circle.
- ❖ Meet with counselors on Saturday before leaving for day off (go over next week's plans and check paperwork)
- ❖ Follow up with your campers if desired following camper communication policies

End of Summer: Help with inventories and closing of camp

COUNSELOR JOB DESCRIPTION

RESPONSIBLE TO: Division Director
Activity specialist in your activity area or Activity Director

AUTHORITY LIMITS: Must work within camp policies and procedures and submit all plans to the Division Director and Activity Director for approval

MINIMUM QUALIFICATIONS:

- ❖ 18 years of age or CILT Graduate
- ❖ Experience working with children
- ❖ Spiritual and emotional maturity; willingness to put others above yourself
- ❖ Physical stamina: the ability to daily walk the site, hike and carry light equipment as needed
- ❖ Agreement with our standard of conduct and statement of faith
- ❖ Willingness to serve and to perform tasks beyond those assigned

MAIN RESPONSIBILITIES

- ❖ Care for the physical and spiritual needs of the cabin group
- ❖ Cooperate with other counselors and staff members
- ❖ Help broaden campers' interests
- ❖ Be a spiritual leader and mentor/encourage spiritual growth

RESPONSIBILITY BREAKDOWN

Pre-Camp

- ❖ Participate in pre-camp training of staff, especially in areas of Bible exploration, camper characteristics, policies and procedures, working with campers and preparing for your activity areas as assigned by Activity Director
- ❖ Prepare Bible Exploration (daily Bible study for the cabin group)
- ❖ Turn in all paperwork (including W-4, given at camp) and health form
- ❖ Help plan weekly divisional programs on theme related activities as assigned
- ❖ Participate in and promote group spirit to set the tone for the summer

Weekly

- ❖ Attend Sunday staff meeting
- ❖ Supervise camper group at meals, rest hour, campers, bedtime, and most other times (Be sure to remind campers of the camp's policies and safety rules.)
- ❖ Ensure safety and well being of your campers by watching the health of campers, reporting any irregularities to the nurse
- ❖ Plan and conduct Bible Exploration daily with your cabin group in the out-of-doors (weather permitting)
- ❖ Plan and lead evening devotions and cabin time each day
- ❖ Conduct cookout and oversee clean up of fire site and returning trash and equipment to Dining Hall
- ❖ Meet with Division Director at regularly scheduled meetings and informally for feedback and coaching
- ❖ Help the group acquire cohesion and unity
- ❖ Make required reports promptly and accurately
- ❖ Teach (which includes training/preparation) or assist in 2 activities each day
- ❖ Spend quality time with each camper
- ❖ Help plan, conduct (as assigned by DD) and participate in divisional evening programs
- ❖ Communicate ONLY with your division director (or director, if needed) any needs or problems in the division, so they can be resolved quickly and in the best way possible
- ❖ Attend all staff meetings and all meals
- ❖ Complete and submit weekly evaluations and forms on time
- ❖ Meet with DD on Saturday before leaving for day off
- ❖ Follow up with your campers if desired following camper communication policies

End of Summer: Help with inventories and closing of camp

ACTIVITY DIRECTOR JOB DESCRIPTION

RESPONSIBLE TO: Camp Director

AUTHORITY LIMITS: Must work within camp policies and procedures, getting approval from the Director for any additions or changes to the program.

QUALIFICATIONS: Minimum age 21 years; training or experience in supervision

QUALITIES NEEDED

- ❖ Spiritual and emotional maturity
- ❖ Genuine love and concern for others
- ❖ Understanding of and agreement with camp aims and program philosophy and policies

RESPONSIBILITY BREAKDOWN

- ❖ Plan activity program in camp to challenge and broaden the campers' interests in a variety of skills so that campers receive satisfaction and not frustration from the experience
- ❖ Assign leaders to activities after discussion with individuals
- ❖ Take weekly activity plan and leadership assignments to Director for approval
- ❖ Communicate with Activity Specialists about adapting program plans
- ❖ Check safety and health standards for each activity area and make recommendations to Director
- ❖ Direct set-up of activity areas
- ❖ Conduct personal interviews with staff who will lead activities
- ❖ Familiarize each leader with area and supplies
- ❖ Institute an inventory checklist for the activities that require equipment
- ❖ Explain activity sign-up procedures with counselors during pre-camp training
- ❖ Organize activity orientation
- ❖ Oversee signing of activities with campers and staff
- ❖ Orient new Activity staff to activity areas, safety standards and leading and counseling campers\Check to see that staff understand policies of care and use of equipment
- ❖ Responsibility for supervision of activity program and visit each activity every week
- ❖ Talk to staff regarding activity needs, questions, problems and successes
- ❖ Report to Director any safety or health precautions not being carried out
- ❖ Encourage activity staff in their activities
- ❖ Encourage campers in their activities
- ❖ See that record sheets are filled out correctly and completely
- ❖ Supervise inventory of equipment
- ❖ Evaluate activity program for another year
- ❖ Make suggestions for activities for each year
- ❖ Work closely with Director when there are problems or with staff at the time the problems arise (e.g., staff not following curriculum)

ACTIVITY LEADER JOB DESCRIPTION

- RESPONSIBLE TO:** Activity Director
- AUTHORITY LIMITS:** Must work within camp policies and procedures
- RESPONSIBILITY:** Achieve camp goals with major responsibilities to oversee facilities, equipment, and any activity assistants assigned to you. Report regularly to the Activity Director

MINIMUM QUALIFICATIONS

- ❖ Training or experience in teaching in activity area
- ❖ Emotional and spiritual maturity
- ❖ 18 years of age or older or CILT graduate
- ❖ Agreement with spiritual standard and Statement of Faith

RESPONSIBILITY BREAKDOWN

Pre-Camp

- ❖ Set up activity area and notify Activity Director of any purchasing or repair needs
- ❖ Learn all that you can about your activity; get information from Activity Director
- ❖ Attend any pre-camp training sessions for this activity
- ❖ Prepare lesson plans and have approved by Activity Director

WEEKLY ROUTINE

- ❖ Teach activities as assigned following a lesson plan
- ❖ Maintain activity area keeping it safe, neat and clean
- ❖ Submit maintenance requests as necessary for activity area
- ❖ Monitor inventory and request additional supplies from program team leader—resources as necessary
- ❖ Make lesson plans and other resources available to any assistants
- ❖ Observe campers and any activity assistants to ensure that safety rules are followed and all are practicing proper form and technique
- ❖ Activities are for skill building and growth; be sure to assist individual campers, encourage them and help them to progress in the activity and accomplish a goal
- ❖ Fill out necessary paperwork—evaluations, cumulative reports, activity leader sheets
- ❖ Each activity leader is responsible to use scripture that relates to the activity and make Biblical applications that relate to activity lessons.

Section C

General Information

Daily Schedule
Sunday/Weekly Schedule
Registration Day
Tour of Camp
Site Map
Staff Time Off

MISSION STATEMENT

Our mission is to **transform** lives, **cultivate** disciples and **train** leaders through a **Bible-based, Christ-centered** outdoor camping program for children and youth.



This is the day the LORD has made; let us rejoice and be glad in it.

Psalm 118:24

DAILY SCHEDULE**GIRLS CAMP**

6:45 Staff Bible Study
 7:30 Campers Arise
 7:50 Campers go to Breakfast
 8:00 Breakfast
 8:45 Flag
 8:50 Morning watch
 9:15 Clean Up and Capers
 9:45 Begin Bible Exploration
 10:35 End Bible Exploration
 10:45 Begin 1st Activity
 11:35 End 1st Activity
 11:45 Begin 2nd Activity
 12:35 End 2nd Activity
 12:45 Lunch
 2:00 Rest Hour
 3:00 End Rest Hour
 3:10 Begin 3rd Activity
 4:00 Free Time
 5:00 Cabin Time
 6:00 Flag Lowering
 6:10 Dinner
 7:15 UEP Pathfinder/Trailblazers
 7:30 Challengers & Explorers UEP
 8:45 Pathfinder Devotions
 9:00 Pathfinders in Bed &
 Trailblazers Devotions
 9:15 Trailblazers in Bed
 9:30 Challengers Devotions
 9:45 Chal. in Bed/Explorer Devos
 10:00 Explorers in Bed
 11:00 Staff to Cabins
 11:15 Staff Curfew

BOYS CAMP

6:45 Staff Bible Study
 7:30 Campers Arise
 7:50 Campers go to Breakfast
 8:00 Breakfast
 8:45 Flag
 8:50 Morning watch
 9:15 Cabin Clean/Capers
 9:45 Move to 1st Activity
 9:50 Begin of 1st Activity
 10:40 End 1st Activity
 10:45 Begin 2nd Activity
 11:35 End 2nd Activity
 11:45 Begin Bible Exploration
 12:35 End Bible Exploration
 12:45 Lunch
 2:00 Rest Hour
 3:00 End of Rest Hour
 3:00 Free Time
 4:00 Cabin Time
 5:00 Begin 3rd Activity
 5:50 End of 3rd Activity
 6:00 Flag Lowering
 6:10 Dinner
 7:15 UEP Pathfinder/Trailblazers
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 9:15 Trailblazers in Bed
 9:30 Challengers Devotions
 9:45 Chal. in Bed/Explorer Devos
 10:00 Explorers in Bed
 11:00 Staff to Cabins
 11:15 Staff Curfew

Weekly Schedule

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Morning	Return to camp by 12:45pm for lunch	6:45- Staff Bible Study	6:45- Staff Bible Study	No Staff Bible Study (After cookout)	6:45- Staff Bible Study	6:45- Staff Bible Study (Praise and Prayer)	Meet with DD
		Normal activities as scheduled		If you decide to sleep out, please return to camp with enough time to wash dishes before 1st activity			Wake up campers, Pack up, Breakfast at 8am Divisional Awards (10am) Flag Ceremony (10:20)
	Lunch 12:45 Staff Meeting 1:45-2:30						Meet with division after parents are gone
Afternoon	Back in cabins by 2:50						Time off is after cabin is cleaned, meetings are complete, and paperwork is turned in!
	Campers arrive 3pm						Enjoy!!!
	Parents leave by 4:30						
	Swim Checks	Cabin Time: you may have to build a fire for your UEP with your cabin	Cabin Time: Have campers meet in the dining hall with long pants on to pack up for cookout.	Cabin Time: you may have to build a fire for your UEP with your cabin	Cabin Time: you may have to build a fire for your UEP with your cabin		
	Division Meets 5:15-5:45						
	Flag and Welcome 5:50	Divisional UEP:		Divisional UEP:	Divisional UEP:	All-Camp UEP!	
	Supper 6:15	Activity		Activity	Activity		
Evening	Supper 6:15 Mini Sessions (after dinner)	Campfire: Songfest Message	You may want to plan additional sharing/activity	Campfire: Songfest Message	Campfire: Songfest Message	Campers will be invited to share a testimony from the week at Friday night campfire	
	Evening Activity & Vespers	Cabin Devos	Cabin Devos	Cabin Devos	Cabin Devos	Short Cabin Devos	
	Cabin Devos Go to bed with campers!	You may meet after campers are asleep!		You may meet after campers are asleep!	You may meet after campers are asleep!	Go to bed with campers!	

REGISTRATION DAY

TO YOU-it means meeting your camper's parents and the campers that will be in your care for the week. Please wear a staff shirt and name tag!

TO PARENTS-it means leaving their gift from God under your supervision for a whole week. Their first impression may be the lasting impression they have of you and Camp Cherith.

TO CAMPERS-it means the start of something that they may have talked about and anticipated for a whole year! The way they are greeted and helped is so important in forming their attitudes for the week.

For the campers, registration begins by picking up their file folder with paperwork and instructions. They will turn in their Tuck money, see the Nurse, visit the Riding Instructor if signed up for Horsemanship, have a swim check, and meet their counselor! They will be so excited!

While you wait and pray for the week ahead, please be prepared to do all of the following on Sunday afternoon:

1. Make sure your cabin is neat and clean.
2. Have a sign on your cabin door with the cabin name, welcome, your name and your campers' names on it.
3. Be in your cabin until all the campers arrive. Be a relaxed and happy adult who sets the tone for a happy cabin.
4. Meet all parents, introducing yourself and finding out their names. (Greet them with a big smile and warm welcome. Stand up and move toward them; the first impression is so important to the parent!) Introduce the campers to one another.
5. Make sure campers have checked in and given all medications to the nurse.
6. Make sure each camper has turned in all money to the Tuck Shop.
7. Help campers pick bunks and settle in. If parents don't want campers on top bunks, please respect their wishes. Bed should be made up with heads at opposite ends of upper and lower bunks. Heads must be 6 feet apart.
8. Collect any gum, radios, iPods, cell phones, and games and give them back to the parents. If parents are not there, give to DD.
9. Send campers to swim check. Parents are permitted to go.
10. Have campers fill out the Camper Questionnaire.
11. Help your cabin group prepare for Vespers if asked to do so.
12. Sign up for activities after parents leave

At 5:15 the DD will come and go over the rules and bring Camper Affirmation forms. Then, at 5:50, bring your cabin to the Dining Hall. The Director will welcome everyone and go over some procedures. Then we will lower the flag and have dinner. Following dinner, Mini Sessions will give campers some needed information. Then we will have Vespers for all campers. If time permits, Challengers and Explorers will stay for some extra fun while the younger campers head off to bed. Remember to have devotions planned for that first night before everyone goes to bed.

TOUR OF CAMP

Each camper will be given a “tour” of camp either by cabin groups or by Division on Sunday afternoon.

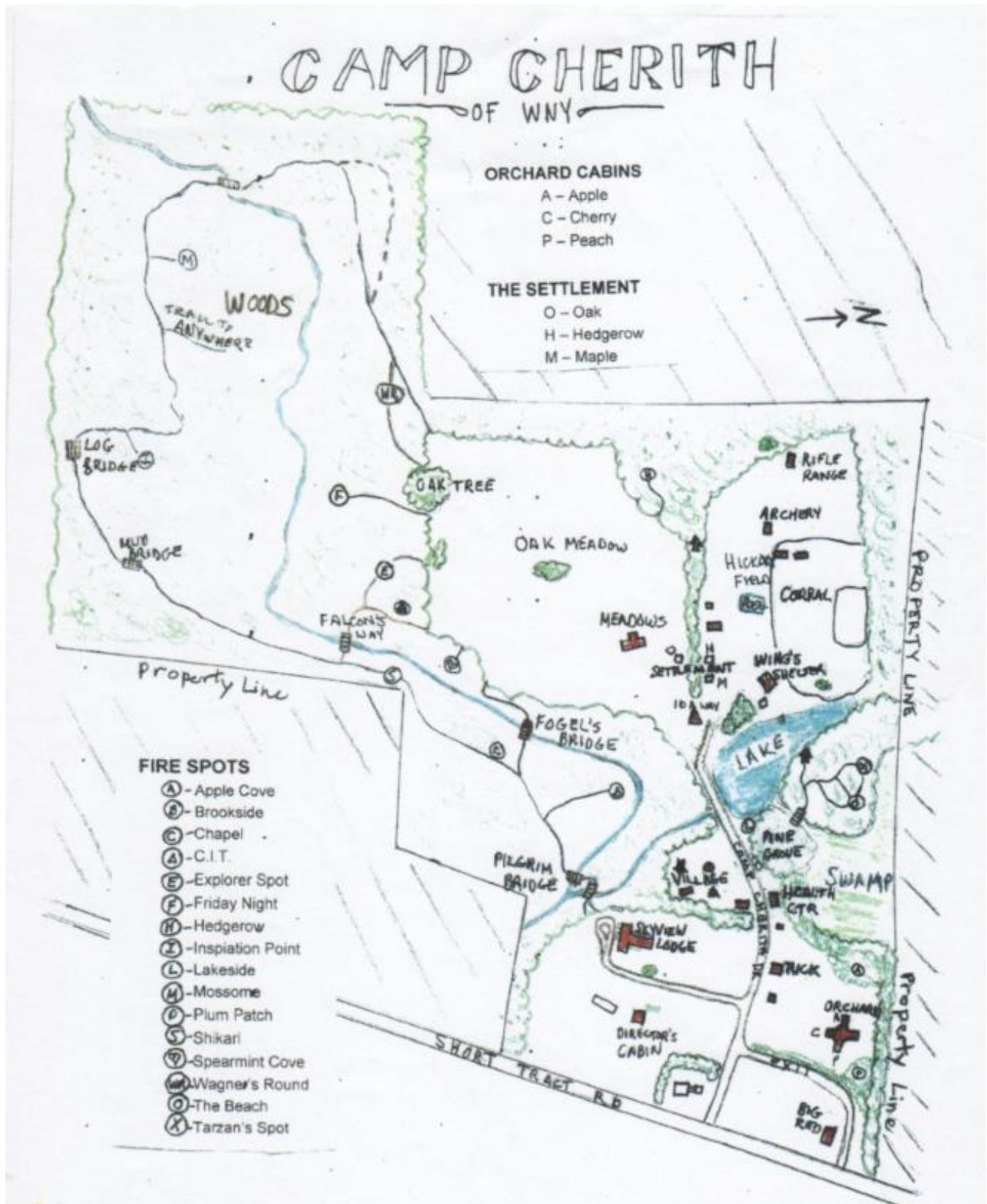
This tour will include:

1. **Living Areas** - Orchard, Village, Log Cabins, and Meadows
2. **Activity Areas** - Crafts, Nature Shelter, Riflery Range, Archery Range, Swimming Pool, Corral, and Waterfront
3. **Woods**- There are several trails. Perhaps show them where each trail begins and ends, or take them to the campfire spot that will be used for the first Divisional campfire.
4. **Other** - Idaway, White House, Director’s Cabin, Health Center, Staff Lounge (so they know NOT to go inside!), Shower House, Dippy, Hickory House.

Each camper’s counselor will be supplied with a map of the Camp Cherith site. This could be posted in the cabin.

Every effort will be made to make all campers both familiar and “comfortable” with each area of the Camp Cherith site.

SITE MAP



Tips for Time Off!

1. Do Laundry. There are laundromats in the following towns:

- ❖ Nunda on West Street off of 436-left on Buffalo St right on West St.
- ❖ Mt. Morris-DJ's State Street Laundry
- ❖ Geneseo In Wegmans Plaza
- ❖ Dansville-Family Laundromat on Franklin Street
- ❖ Perry Laundromat-S. Main Street

If you have a car, please reach out to people who don't, if you don't have a car, you may be asked to chip in for gas!

2. Go out to lunch or dinner

- ❖ **Portageville**
 - Letchworth State Park-Glen Iris
 - Letchworth Pines (Great wings, burgers, dinners)
 - Gas Station for ice cream
- ❖ **Nunda**
 - Tori's Place across from Shur Fine (Ice cream lovers don't miss the ice cream take out in the back of restaurant)
 - Pizza (Doughboys and The Pizza Corner)
- ❖ **Perry**
 - The Corral (ice cream, pizza, fast food, mini golf and drive-in theatre)
- ❖ **Mt. Morris**
 - McDonalds
 - Pizza
 - Brian's
 - Geneseo River Inn (very good food-rather pricey)
 - Questa Lasagna
- ❖ **Geneseo**
 - Chinese Buffet-Lots of choices and good!
 - Fast Food-Wendys, Burger King, Taco Bell, Subway, McDonalds
 - Pizza Hut
 - Ponderosa
 - Wegmans Deli
 - Geneseo Family Resturant
 - Denny's
 - Tim Horton's
 - Sea Cow Café
 - Applebee's
- ❖ **Dansville**
 - Subway, Arby's, Burger King, DD, Pizza Hut, McDonalds
 - Java Jungle Café
 - Jack's Place

3. Rest and relax – Please follow curfew on Saturday night, too.

- ❖ Letchworth State Park (You will pay a fee to get in by car before 5:00pm)
- ❖ Stony Brook (Dansville)
- ❖ Corning Glass Museum (50 miles)
- ❖ Watkins Glen (35 miles north of Painted Post before Corning)
- ❖ Stay in camp.

HAVE A GOOD TIME OFF AND MAKE SURE YOU GET SOME REST TOO!!!!

Section D

Cherith Basics

Dining Hall Procedures
Capers
Capers Chart
Cabin Time/ Rainy Day Ideas
Fire Building
Cookouts and Sleeping Out
UEP
Songfests
Fun Song List
Serious/Spiritual Song List
Games

MISSION STATEMENT

Our mission is to **transform** lives, **cultivate** disciples and **train** leaders through a **Bible-based, Christ-centered** outdoor camping program for children and youth.



There, in the presence of the LORD your God, you... shall eat and shall rejoice in everything you have put your hand to, because the LORD your God has blessed you.

Deuteronomy 12:7

DINING HALL PROCEDURES

Meal time is more than just sitting down and eating. It also provides fellowship, fun, and opportunities to learn. These suggestions and procedures should be helpful in making meal times more enjoyable.

General Expectations

- ❖ Please make every effort to be on time to meals, and encourage your campers to do the same.
- ❖ Remember that bathing suits are not appropriate attire for meals. Please remind your campers.
- ❖ Be at the table during mealtimes to supervise and interact with campers.
- ❖ Help campers to learn and use good table manners, as good table manners are expected of everyone.
- ❖ Discourage shouting. Please help keep the dining hall quiet enough for normal conversation around the tables. This is a good time for your campers to share with each other and with you.
- ❖ Minimize walking around. Allow only one person up from the table at a time.
- ❖ Encourage campers to try new foods (and be willing to do the same).
- ❖ Encourage campers to take a “no thank-you” portion of all meal items (and be willing to do the same).
- ❖ Eat the same foods that campers eat. No staff member should request food items not included in the meal (except for dietary restrictions). Vegetarian alternatives will usually be made available for both campers and staff.
- ❖ Be aware of any dietary restrictions, requirements, or allergies within your cabin group. The nurse will notify you about this on Sunday.

Entering the Dining Hall

- ❖ Gather by cabin groups within divisions at the front steps outside the dining hall for lunch and dinner (Campers will come to the dining hall with the Rover)
- ❖ Campers will usually be invited into the dining hall by cabin groups, but sometimes the director gets creative and goes by birth month, eye color, clothing items, etc...
- ❖ If a camper is not present at the beginning of the meal, please let your Division Director know and they will look for them.

Kitchen Staff

- ❖ Only the kitchen staff and staff assigned to the kitchen should be in the kitchen during meal times.
- ❖ The kitchen staff will bring the food to your table to start the meal. Please do not let anyone get up from the table until all of the food is out, as this makes it harder for the kitchen staff to do their job.
- ❖ Kitchen staff will also deliver dessert to your tables after lunch and dinner.
- ❖ Kitchen staff works hard. Be appreciative and say “thank you” often. Remember campers will copy your behavior! “What they see is what they’ll be!”

Beginning the Meal

- ❖ Each meal begins with the singing of grace and saying a prayer.
- ❖ Staff members may be asked to offer the prayer before a meal. You may decline if you do not feel comfortable with this.
- ❖ Campers may invite any staff member not assigned to a cabin group to eat at their table. The staff member should bring a table setting and chair from the staff table.

During the Meal

- ❖ In the morning, cold cereals are available. However, campers should be encouraged to try the main breakfast item before going for cereal.
- ❖ Counselors should allow only one camper up from the table at a time, to avoid congestion at the cereal dispensers and serving window.
- ❖ Milk will be available for each meal even if it is not on the table.
- ❖ Campers should not use the milk dispenser for milk during meal times. Counselors may put milk into a pitcher from the dispenser.
- ❖ One camper should be appointed “*hopper*” for each meal. The hopper will:
 - Get seconds for the table and return extra food at the end of the meal
 - Get the dish pan at the end of the meal
 - Return the dishes, etc. to the dish counter after they have been cleaned.

At the End of the Meal

- ❖ Encourage campers to begin singing once the main part of the meal is over.
 - All staff are expected to set a good example for campers by participating in the song time.
 - Counselors should encourage campers either to sing or to listen quietly if they do not wish to sing.
 - Talking during the singing is to be discouraged.
 - Breakfast and Sunday meal times are designated as quiet meal times. Sing spiritual songs or use the time for group conversation around the tables when there is no singing
- ❖ Select a “scraper,” and a “washer” to help with dishes
- ❖ Scrape and wash dirty dishes/silverware before returning them to the counter
- ❖ Separate silverware and place it in appropriate bins at the counter
- ❖ Scrape table scraps into garbage cart as it comes to your table
- ❖ Wipe the table and return all items to the counter (except the napkin holder, salt, and pepper)
- ❖ Everyone should stay seated at the tables until announcements have been given and everyone is dismissed.
- ❖ After everyone is dismissed from the breakfast meal, chairs should be stacked on the table so that the dining hall can be swept.

CAPERS

Capers (a fancy name for “clean-up time”) are done each morning after breakfast. Campers are responsible for making their own beds and straightening up their belongings, as well as helping clean up the cabin and surrounding areas. You will have a clothesline outside your cabin on which you and your campers can put wet clothing. When it is dry it needs to be taken down. Within each division, cabin groups take turns cleaning the bathrooms in their area. A copy of the Caper Chart that you may post in your cabin is on the next page.

These are the accepted standards for each part of the clean up:

- ❖ Bedding and pillow straight and smooth, with edges tucked in neatly unless it is a sleeping bag
- ❖ Suitcases straight and closed
- ❖ Shoes lined up under beds
- ❖ Floors swept well, even underneath beds
- ❖ Trash can emptied -put trash in plastic bag and put out at the road
- ❖ Wet towels and bathing suits lined up evenly on the clothesline, and nothing on the ground
- ❖ Floor, porch, and steps swept, and grounds free of any litter

When it is your turn to clean the bathrooms (the Hickory House, the Dippy and Shower House, or the bathrooms in the Orchard), follow the directions that your Division Director will give you.

The campers are responsible for this, but you may need to help teach them how to do it. (You will practice this during Pre-Camp training). Some children don't know how to scour sinks or clean a toilet! You are there to encourage, help, and teach.

CAPERS CHART

CABIN NAME: _____	Mon	Tues	Wed	Thurs	Fri	Comments
Head to foot space 6' 10						
BEDS MADE 10						
CLOTHES PUT AWAY 10						
SUITCASES CLOSED 10						
SHOES IN ORDER 10						
FLOOR SWEEPED 10						
GARBAGE CAN EMPTIED 10						
GROUNDS CLEAN 10						
CLOTHES LINE FREE OF DRY CLOTHES 10						
Disinfect high touch areas 10						
TOTAL 100						

CABIN TIME / RAINY DAY IDEAS

Choose activities that are age-appropriate for your campers. Do what you feel comfortable to do safely.

- | | |
|--|--|
| <ul style="list-style-type: none">Build a special campfire for the eveningConduct a good grooming sessionDecorate the dining hallDecorate your cabinDo charadesDo origamiDress up your counselorExchange riddlesGo on an indoor treasure or scavenger huntInvent a cabin cheerLearn lashing and work on a projectLearn local Native American history or legendsMake a centerpiece for your tableMake a hideaway in the woodsMake a terrarium or aquariumMake funny hatsMake something all-alike to wearMake name tagsMake puppets, write a skit, and perform!
Mark a nature trailPlan a party or program with another cabinPlay in the dining hallPlay jacks | <ul style="list-style-type: none">Play lummi sticksPlay mental gamesPlay pipe chimesPlay table games in the dining hallPractice a skit for the division or to be done in the dining hallPractice campcraft skillsPractice camp map-makingPractice first aid with the nursePractice physical fitness skillsPut on a talent showRead books or read or write poetryRun progressive games from cabin to cabinSend round robin letters to missionariesSingSketch and drawStart a nature collectionTake a bird walkTry spinning “yarns”(silly stories)Whittle sticks under proper supervisionWork on handcraft projectsWrite a cabin song or a song about campWrite letters |
|--|--|

FIRE BUILDING

General Guidelines

- ❖ Fires should only be built in established fire rings or approved sites which are cleared areas of bare soil.
- ❖ Be sure the ground is free from any exposed roots.
- ❖ Gather sufficient wood before you light the fire; wood pile should be upwind, several feet away from the fire.
- ❖ Build the fire away from overhanging trees.
- ❖ Place a jug of water near the wood pile before you light the fire.
- ❖ Never leave a fire, even for short periods of time.
- ❖ Completely extinguish your fire before leaving the site
 - Sprinkle the coals with water and stir
 - Douse the entire area, especially smoldering logs
 - If it is dark, turn out all flashlights and look for any glowing ashes you might have missed
 - Ground will be cool to the touch when fire is out.
- ❖ Leave the site better than you found it.
- ❖ Carry garbage out of the woods and place in dumpster or other appropriate spot when you arrive back in camp
- ❖ Erase all signs of human use.

Building the Fire

- ❖ Have the campers gather wood and build the fire. This is a skill every camper should learn.
- ❖ You will need three types of wood:
 - Tinder: no thicker than a match, includes small dry twigs, dry bark (never strip a tree), very dry pine needles, fuzz sticks (cut shavings on end of stick with pocket knife).
 - Kindling: no thicker than your thumb, includes larger twigs, branches, and dry bark.
 - Fuel: about the size of your arm, includes large branches and logs.
- ❖ Start by building a small teepee with the tinder and smaller kindling.
 - Use a lot of tinder.
 - Leave it loose enough that air will be able to get to the twigs.
 - Leave a “door” in your teepee so that a lighted match will get to the center of the teepee, not just the edge.
- ❖ Add kindling around the small teepee making a larger teepee or build it log cabin style until you reach the desired size fire.
- ❖ Light the fire carefully. Hold the match as long as you can to help the tinder burn.
- ❖ Add as much kindling and fuel as you need, but please do not waste.

COOKOUTS AND SLEEPING OUT

Cookout day is a special day (Tuesday). On cookout day, all cabin groups have a special opportunity to cook the evening meal over an open fire. Then each cabin group does a fun activity and will continue the evening around the campfire with singing and sharing. Your group may choose to sleep out at your campfire spot. If you choose to do this the night of cookout, take everything with you for the night. You may request food for a breakfast cookout as well. When you go to your fire spot, take all your gear for sleeping out. Don't forget fire water.

Cookout Procedures

- ❖ Each cabin group will select their cookout menu (fill out a form).
- ❖ Counselors will help pack some items right after lunch. Other staff will place the other items for your cookout on your table using checklists
- ❖ At cabin time, groups will come to the dining hall to get all the items needed for the cookout. Make sure you have everything. Let each camper carry something.
- ❖ At the cookout site, have all campers help collect wood, build, and start the fire. As the fire is burning (you need about 30 minutes to get wood to coals for cooking) have campers prepare the food.
- ❖ Before leaving the site, clean up all trash and have the fire completely out.
- ❖ Take all items back to the dining hall to be cleaned and put away
- ❖ Program/activity staff: If you do not have a cabin, you will be asked to help us prepare the cookout food and materials during Tuesday at rest hour. Many hands make light work!

Sleeping out is optional, and you can even choose a different night besides cookout night (except Sunday or Friday). To sleep out, everyone must sleep in tents. This is a NY State health regulation and preventative against such things as poison ivy, bites, ticks, rabies, etc. Make sure that when your group is done the tents are cleaned out and zipped up before packing them up. You do not need to resume our normal camp schedule until after Bible Exploration. This would allow your group to have Bible Exploration in the woods. If you choose this option, just be back in time to clean up from the campout and clean your cabin before first activity.

UNIFIED EVENING PROGRAM (UEP)

The Unified Evening Program is your opportunity to make some very memorable moments for the campers. It is a time designed to unify your division or bring the entire camp together. This is the time between dinner and going to bed so usually the mood moves from loud and active to quiet and thoughtful (It could be reversed but there must be a way to settle everyone down before bed). UEPs are usually low key in the area of competition and should instead encourage cooperative play and a spirit of shared experiences, that eventually turn the campers' thoughts in a spiritual direction. An important thing to remember during UEP is that you should be playing with the campers. You may be tempted to spend time with other staff. You should always be asking yourself "Where are the campers?" and "Where am I?"

UEP Theme

In a UEP a division, or two, or the whole camp participates in a series of events that are all related to a theme. The theme that ties everything together should go along with either the summer camp theme or the weekly fun theme, unless there is a really great unrelated topic that everyone is excited about. Because all components are designed with some theme in mind, there should be transitions from one part to the next and even those can be theme oriented with enough planning!

UEP Components

- ❖ *Activity* – Plan to have a fun and exciting activity that involves everyone. It could be a game, skits, treasure hunt, etc...
- ❖ *Transition* – You will have to move the campers from the site of the activity to wherever the campfire has been built. Try to think of a creative way to do this that relates to the theme for the night.
Once you get to the campfire spot, have the campers sit by cabin groups on a ground cloth. They will need to wear long arms and legs (sweatshirts, jackets, long pants) and it is a good idea to bring a flashlight and insect spray..
The campfire should be lit before the songfest begins. If your cabin built the fire, then sit close enough to add wood to it during the songfest. Once the Campfire Message begins, do not add any more wood.
- ❖ *Songfest* – Songfests can be done by one or two counselors. There should be fun songs, bridge songs, and spiritual songs. The number of songs depends on the age of the campers, but there should always be a few words that help transition from one song to the next.
- ❖ *Transition* – Make sure to tell the person doing the campfire message what the last song in the songfest is, so they can be ready to begin the message without delay.
- ❖ *Campfire Message* – This is a time to share a Bible verse, passage, or story with a spiritual application with campers. See the guidelines and ideas in the Spiritual Helps section of this manual if YOU are giving a campfire message. Once the message is over, dismiss the campers by cabin group and have them sing as they go. The cabin that built the fire should go last as they are often responsible for making sure the fire is put out completely.

SONGFESTS

Purpose

- ❖ It helps continue the theme of the UEP.
- ❖ It helps unify the group.
- ❖ It gives campers an opportunity to release pent-up energy and emotions.
- ❖ It helps campers make the transition from fun and laughter to the calmer, more serious attitude needed to hear a campfire message.
- ❖ It is a fun way to teach biblical truths; it can help kids learn more quickly and retain material longer.
- ❖ It is a way to praise and worship God in response to the truths presented at camp.

Songfest in the Unified Evening Program

If the evening is progressing from an active/fun time to a calm/serious time, songfest begins with fun songs appropriate to the evening's theme (3-5 songs) and concludes with spiritual songs that will direct campers' attentions to the campfire talk that follows (2-4 songs). Be prepared to move from song to song with a well-chosen comment. Sometimes songfest leaders make these comments into skits with props. Before you begin your songfest, ask the evening's coordinator how much time you will have; then select the appropriate number of songs from each category to keep within time limits.

When you know you are going to lead a songfest during a divisional UEP, notice during song times in the dining hall the songs campers from that age group enjoy. Include some of those songs in your songfest. If you want to include your own favorites, ask some campers in the division if they know them.

Teach no more than one new song at a campfire songfest. It is sometimes helpful to teach it to one cabin group or some friends who will then help you introduce the new song to the larger group. Sing the new song several times within the division, then have the group decide if they want to "launch" it in the dining hall, sharing and teaching it to the whole camp.

How to Lead a Songfest

1. **Plan your Songfest.** Good singing doesn't just happen. It comes about because the leader has so carefully planned and worked out the details that the whole program appears spontaneous. Such preparation brings confidence, which enables you to be relaxed and natural.
2. **Watch your audience. Are they all participating in the songfest? Is the song pitched too high or too low? Is the tempo too fast? Maybe they aren't singing because they aren't familiar with a song. Rather than asking the group, "How many know this song?" look for signs of anticipation or recognition as you make your transition to each song. Be prepared to review the words and melody or teach the entire song if needed. It is better**

to stop a song and correct a mistake, adjusting your songfest as you go, than to struggle through a song on the wrong key or with only a few people singing.

3. **Start each song with movement.** Use a motion to signal the beginning of a song. There is no need for fancy symphony conducting, but simple movement will help the group stay together and in tempo. To start a song, take a breath, then nod your head slightly or drop your arm with the beat so all will know when to start. Some song leaders prefer to move a hand up and down with the melody so singers can follow along with their voices. This takes practice! Especially when leading rounds, use exaggerated motions so all can know when to start and stop and keep the same pace.
4. **Encourage the group.** Use eye contact, looking around to all members of the group. Smile as you sing—show expression with your eyes and your actions. Try to get others to smile back at you. Move around the campfire or dining hall, but try to stay in everyone’s line of vision.

How to Teach a New Song

1. Know the song. **Before introducing a new song, be sure you know it well, both melody and words. Your enthusiasm for the song will show through your facial expressions. Stand in a place where everyone can see your face.**
2. **Sing it through once for the group.** Always introduce the words and music together. Hearing the entire song allows the groups to get the general idea of the tempo (or pace), melody, and changes from verse to chorus. It is often easier to imitate another voice than to follow the melody on an instrument, so keep the first time through uncomplicated with chords, harmony, or hand motions. If the idea of singing solo may prevent you from ever teaching a new song, ask one or two others to help you sing the words and melody through for the group.
3. **Introduce the words.** You may want to share background information or interesting points about the song as part of your introduction. If it is a song worth learning, it is beneficial to memorize the words from the start. When teaching indoors, words printed in large letters on a poster or wall chart will help everyone learn them in the right sequence. Explain unusual or important words and give helpful associations to make difficult sequences easier to remember.
4. **Sing the song together.** Sing a phrase or two and have the group repeat it after you. Keep adding phrases and go back frequently to the beginning. When you notice a mistake in timing, melody, or words, correct it immediately before it becomes a hard-to-break habit. If the song is a round or includes hand motions, echoes, or a harmony, introduce them only after the melody and words are learned well.
5. Sing the song all the way through again. **Enjoy singing the song as a group from start to finish. If the song has several lengthy verses, learn one or two initially and add others later. Plan to sing a new song again frequently in the near future, but try not to overuse it, creating boredom or dislike for the song. Encourage the use of harmony in bridge songs and spiritual songs.**

FUN SONGS

A boy and a girl in a little canoe
 A-B-C Alphabet Song
 Agalina
 A Uni-Kuni-Cha-A-Uni
 Alice's Camel
 Alligator
 Barges
 BINGO
 Bottle of Pop
 Bringing Home a Baby Bumblebee
 Love Grows under the Wide Oak Tree
 Donkey Riding
 Doodle-e-Do
 Dum-Dum-Da-Da
 Do your ears hang low
 Did you ever see a butter fly
 E-ah went the little green frog
 Eddie Kutcha-Ketcha-Kamma
 Fred, the Moose
 Five Little Speckled Frogs
 Fried Ham
 Georgey
 Germs
 Going on a Bear Hunt
 Goldilocks
 Had a little dog
 Happy Days
 Hear the Lively Song
 Horsey, Horsey
 I love to eat apples and bananas
 I love the mountains
 I love the Weiney man
 I love to go a wandering
 I want to be a pal of yours
 I'm being swallowed by a boa constrictor
 I'm crazy about horns
 I'm a little hunk of tin

John Brown's Ford
 Junior Birdsman
 Josephine
 Klina, Klina
 Kookaburra
 Land of the Silver Birch
 Little Cabin in the Woods
 Lollipop
 Make New Friends
 My dog, Bean
 My hat it has 3 corners
 My paddles keen and bright
 My tennis shoes
 Nonsense Song
 O Chester have you heard about Harry
 Oh how lovely is the evening
 Oh, I stuck my head
 Ookalayla
 Peanut, Peanut Butter
 Peter, Peter Pumpkin Eater
 Peter's flowing spring
 Petunia
 Ping Pong
 Pioneer Song
 Pizza Hut
 Princess Pat/Captain Jack
 Row, Row Your Boat
 Sailing, I am sailing home
 Sammy
 Sarasponda
 State Song
 Swimming, Swimming
 Tarzan
 T'was on a summer's evening
 Um see the moon
 Watermelon
 We are the Redmen

SERIOUS/SPIRITUAL SONGS

All in All
 Always the Same
 As the Deer
 Awesome God
 Be Thou my vision
 Behold, Bless ye the Lord
 Bless ye the Lord
 Blessed Be the Lord God Almighty
 Change my heart, oh God
 Create in me a Clean Heart
 Days of Elijah
 Don't look down
 Emmanuel
 Faithful One
 Father, I adore you
 Give Thanks
 God is so good
 Hallelujah
 He is Exalted
 He is Lord
 Here comes Jesus
 He's the Lord of the sky
 His banner over me is love
 How Majestic is your name
 I love you Lord
 I Stand In Awe
 I will call upon the Lord
 I will celebrate
 I will enter his gates
 I will sing of the mercies of the Lord
 In his time
 In moments like these
 It is the Cry of My Heart
 I've got a River of Life
 I've got peace like a river
 Jesus is the waymaker
 Let's Just Praise the Lord
 Lord Prepare Me to Be a Sanctuary
 L-O-V-E, Love
 Man of Galilee
 Majesty
 More precious than silver
 My God is so big

O Lord In tune with God
 O magnify the Lord
 Oh, Be joyful
 Oh God you are my God
 Oh how He loves you and me
 Once when I was
 praying

Open the Eyes of my heart
 Open Our Eyes
 Our God
 Reigns

Peach of a Savior
 Peter was a fisherman
 Praise him in the Morning
 Praise the Name of Jesus
 Praise Him, Praise Him
 Rejoice in the Lord Always
 Rock, Sword, Shield
 Said the Robin to the Sparrow
 Seek ye first
 Shine Jesus Shine
 Sing Allelujah to the Lord
 Sing, Sweet, Saints
 Sing to the Lord a new song
 Step by Step
 The Heaven's Declare
 The Stedfast Love of the Lord
 The trees of the field
 This is the day
 Thou art worthy
 To be pleasing you
 Thy Word
 Unto Thee Oh
 Lord

You are my Hiding Place
 You are the words and the music
 You shall love the Lord
 1,2,3 Jesus loves
 me

GAMES

At Camp Cherith we play games to emphasize teamwork, improve individual skills, and we play just for fun; never letting competition become the driving factor. Playing games can be an exciting and beneficial experience or it can be one of injury, embarrassment, or being too competitive. We want to avoid the common pitfalls and make game playing a positive experience for all.

Helpful tips for leading games

Choosing the Right Game

- ❖ The game must be appropriate for the age (review characteristics) and size of group you will be leading. Some games can be modified for age differences. Do not be afraid to change games to meet the needs and abilities of the campers.
- ❖ Determine how much time you have, be prepared to fill the whole time including choosing of teams and instructions. Prepare several games as you will want to switch games before they tire of it—switch while they are really enjoying it, if they did not want to stop that is a good sign and they will be anxious to play again!
- ❖ Choose according to the space (being indoors or outdoors, etc) and equipment you have. (Also be prepared with rainy day games if you need to move indoors)
- ❖ What safety issues must be considered?
- ❖ Is everyone involved? Avoid games that eliminate or have down time, try to avoid spotlighting of individuals.
- ❖ Does everyone have a chance for success?
- ❖ Is this game fun?
- ❖ Plan for variety. Choose familiar and new games, quiet to very active. Before a campfire have more active games first and move to the quieter ones at the end of the time.
- ❖ Rule of thumb: when choosing a game keep it simple for all ages!

Planning the Game

- ❖ Work out the details of each game; be very familiar with all the rules and instructions.
- ❖ Practice explaining the game, see how long it takes; verbal instructions should take less than a minute.
- ❖ Write out specific plans and instructions that you can refer to. Children need to know “what to do, with whom, when, where and with what.”
- ❖ Plan how you will choose teams, make equipment list, signal start and finish, keep score etc.
- ❖ Decide on the playing area and check to make sure it is safe.
- ❖ Gather equipment and mark boundaries before children come.

Explaining the Game

- ❖ Describe the game. Keep the directions clear, simple, and as short as possible without leaving anything out. Speak loudly and slowly enough for them to follow.
- ❖ Demonstrate a skill or part of the game if necessary; children learn better by seeing.
- ❖ Instead of repeating instructions to make sure they understand ask questions like “Where do you go?” “What do you do first?” etc...
- ❖ Allow campers to ask questions; if there seem to be too many tell them to try playing and their questions may be answered.
- ❖ At the end of the explanation choose teams in a non-threatening way. Make sure teams are fairly equal. Use variations of numbering off, or draw numbers, colors etc.
- ❖ Set expectations: fair, positive play and everyone involved!
- ❖ Play a practice round. If players are making mistakes, stop and review what to do. Don't single anyone out.

Playing the Game

- ❖ Be involved. This is not time to talk to other staff, but rather cheer players on or join the game.
- ❖ As the campers play the game, be aware of things that are too difficult or too easy. Make adjustments as necessary to keep things enjoyable for all.
- ❖ If you are not playing, walk around and make sure you can see everyone. If you play, you must be able to pay close attention to what is going on. If you need someone to make calls or decisions in the game, choose another staff member so it will be fair.
- ❖ Put a positive spin on everything. Reinforce rules consistently and be fair. Make sure everyone gets a turn or has a chance to participate.
- ❖ Anticipate problems and breaking of rules and how you will handle infractions and control the game. Don't let campers accuse others of cheating.
- ❖ Before the campers lose interest, change games, but end it at a time that is fair and equal to both sides. Leave them wanting more!
- ❖ Allow a cool down or quiet down; allow for a water break.

Rules for Success

- ❖ A successful game will be well prepared and organized.
- ❖ During the game time keep things simple, keep things moving, keep campers interested and involved. It must be FUN.
- ❖ Rule of thumb: for younger campers only play a game for 5-10 minutes and then switch, for older campers 10-20 minutes per game. Always be over prepared –have more games than you think you will need.

Section E

Spiritual Helps

God Wants to Work Through You
Spiritual Emphasis at Camp
Morning Watch
Bible Exploration
Purpose of Bible Exploration
Preparation for Bible Exploration
Bible Exploration at Camp
Practical Tips for Bible Exploration
Avoiding Discipline Problems
Evening Cabin Devotions
Giving A Campfire Message
Preparing the Message
Presenting the Message
Invitations
Leading a Camper to Christ
Scriptures to Use in Counseling

MISSION STATEMENT

Our mission is to **transform** lives, **cultivate** disciples and **train** leaders through a **Bible-based, Christ-centered** outdoor camping program for children and youth.



All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so that the man of God may be thoroughly equipped for every good work.

II Timothy 3:16 - 17

GOD WANTS TO WORK THROUGH YOU

The spiritual tone of camp depends more than anything else upon the spiritual life of the staff. You may be tempted to short-change your relationship with the Lord, but this will affect your usefulness and that of camp as a whole. It is up to you, as counselor and staff member, to allow God to use you, remembering that you can do all things through Christ who strengthens you

Because you realize that a stream cannot rise higher than its source, thus you cannot lead another where you yourself have not been. You will be aware of the absolute necessity of continual and utter dependence upon God for your days in camp. Keep in mind that you are not working for God; He wants to work through you. It is not a matter of feverishly trying to be a good counselor and fulfilling the expectations of your director and campers. It is rather a matter of letting the Lord do the work He so longs to do in the lives of your campers through you. He can use you if you'll let Him.

How about it?

“And my God will meet all your needs according to His glorious riches in Christ Jesus.”
Philippians 4:19 (NIV)

“...I will never leave you or forsake you.” Joshua 1:5 (NIV)

“...those who hope in the Lord will renew their strength.” Isaiah 40:31 (NIV)

SPIRITUAL EMPHASIS AT CAMP

Because our mission at Camp Cherith is transform lives, cultivate disciples, and train leaders, it is logical to assume almost any moment and every experience at camp can become a teachable moment when we point young lives to the Savior. However, there are some times specifically set aside in our day when Bible study and relationship with Christ are the main focus. These times include Morning Watch, Bible Exploration, the Campfire Message, and Evening Devotions.

As you prepare for your time with campers, please remember our desire to unify denominations and focus on the beliefs they have in common. Since individuals from varying denominations are involved in the Camp Cherith program, staff members are asked not to promote or practice denominational distinctions, which are not found in our Statement of Faith. Please keep in mind the Cherith Statement of Faith and policy on sensitive issues as you lead spiritual discussions with your campers.

MORNING WATCH

Personal devotions are an important habit to develop and teach. Campers and staff need to learn how to feed themselves from God's Word. Scripture confirms a time alone with God in the morning. We need time to be spiritually prepared for the day. For most of us, we are refreshed in the morning, which gives us a good chance to study. (Psalm 5:3, Psalm 88:13, Luke 21:38)

GUIDELINES FOR CAMPERS for Morning Watch

Please encourage your campers to do the following:

1. Bring materials : Bible, pencil or pen, Morning Watch booklet, a sit upon will be provided (Division Directors will distribute Morning Watch booklets the first morning). If campers do not have a Bible, we will provide one (found in the staff lounge).
2. Find a quiet spot outdoors. Sit alone, not with friends.
3. Pray before beginning, asking God to help with understanding.
4. Read the Scriptures and directions in the book carefully.
5. Memorize the verse given for the day.
6. Think about how you can use that verse for today.
7. Put your name into the verse. If it says: you, your, whosoever, the righteous, if anyone, or the just." Example: Casting all __ (susie's) __ cares upon Him for He careth for __ (susie) __ . I Peter 5:7
8. Talk quietly to God. Sit quietly and notice His creation. Notice the many different trees, the sounds of the wind and of the birds.
9. Stay where you are until you are dismissed.

GUIDELINES FOR COUNSELORS for Morning Watch

1. If you have new campers or younger campers, you may wish to meet with them the first day and go over the first lesson.
2. Participating in Morning Watch with a different camper each day, regardless of age, is a good way to get to know your camper's level of spiritual maturity and to get clues as to how you can help them grow in the Lord.
3. Remind campers not to talk or move around until they are dismissed.
4. Have the campers place their Bible, pencil, and Morning Watch booklet in a zip lock bag which we can supply.
5. Stay near your campers for Morning Watch. If they are having trouble concentrating, it may be because they are not good readers or perhaps they do not know enough about the Scriptures to get around in them.
6. Counselors (and other staff) should do their Morning Watch with campers, they should not congregate on the steps of the Dining Hall or on the staff porch. This sets a poor example.

BIBLE EXPLORATION

Bible Exploration is perhaps the most important time of the day as your cabin group will study God's Word together. It is a time to guide campers in discovering what God has to say to His children about their attitudes, thoughts, and actions.

PURPOSE OF BIBLE EXPLORATION

- ❖ Enable campers to enter into a personal relationship with Christ and to know His Word by searching the Scriptures for themselves
- ❖ Enable campers and staff to see ways that God's Word can change their lives
- ❖ Enable campers to form healthy relationships
- ❖ Enable campers to grow as whole persons
- ❖ Enable adults to understand campers and help them develop

PREPARATION FOR BIBLE EXPLORATION

Opening Thoughts

- ❖ It is a privilege to have and be able to share God's Word. Read II Timothy 3:16-17 for understanding the relevance of God's Word to our lives and the importance of sharing it with campers.
- ❖ Teaching God's Word involves responsibility. Read II Timothy 2:15 and James 3:1 to find out about this responsibility.
- ❖ In light of our responsibility, we must enter into our preparation of Bible study prayerfully.
- ❖ In order to be effective teachers, we must personally encounter the passage we are studying. We need to let God speak to us before we speak to campers. The result will be excitement and a true desire to share the message with others.
- ❖ Find a quiet place in which to prepare. Put all other thoughts aside. Bring your Bible, pen and notebook, and be ready to listen to God.
- ❖ Read the tips which are given at the beginning of each Bible Exploration booklet which describe the physical, emotional, social, mental, and spiritual characteristics of your campers. This will help you get an idea of effective ways to present the material.

Beginning Your Study

1. Read the passage in context. This will prevent misunderstanding and false conclusions.
2. Read through the passage at least three times.
 - a. First-time—Get the general idea or the main theme of the passage.
 - b. Second time—Read the passage and answer the following questions:

- ❖ **Who** is the author writing to and **who** are the characters involved?
 - ❖ **Where** and **when** is this taking place? **How** is this significant to the story?
 - ❖ **What** is happening? Look for the verbs as the keys to the action of the passage and list them.
 - ❖ **How** do the events happen? Is any process described? **What** are the steps? **What** are the effects?
 - ❖ **Why** do the events occur? Is an explanation given in the text?
- c. Third time—Look for keys to the thought structure:
- ❖ Connectives between thoughts; note the uses of words such as: but, because, therefore, however, yet.
 - ❖ Contrasts between ideas, phrases, or people; either stressed or implied
3. Now that you have read through the passage three times and gathered a list of facts, you must ask yourself the question “So WHAT?” What does all this mean to you? The answer(s) to this question will give you your objectives for the lesson. In a brief, simple statement, write down what seems to be the main purpose of the passage. Should this purpose become the purpose of your study?

Prepare Your Objectives

Objectives are the key to the success of your guided discussion and Bible study. Three types of objectives that you will want to include are:

- ❖ What you want them to **know** (facts, basic truths)
- ❖ What you want them to **feel** (attitudes, emotions)
- ❖ What you want them to **do** (action)

These objectives should be based on the main teaching of the passage. You do not have to have all three, but those you do have should be stated in such a way that you will know if you have achieved them. Do not try to include too many objectives in one lesson.

Prepare for Active Involvement

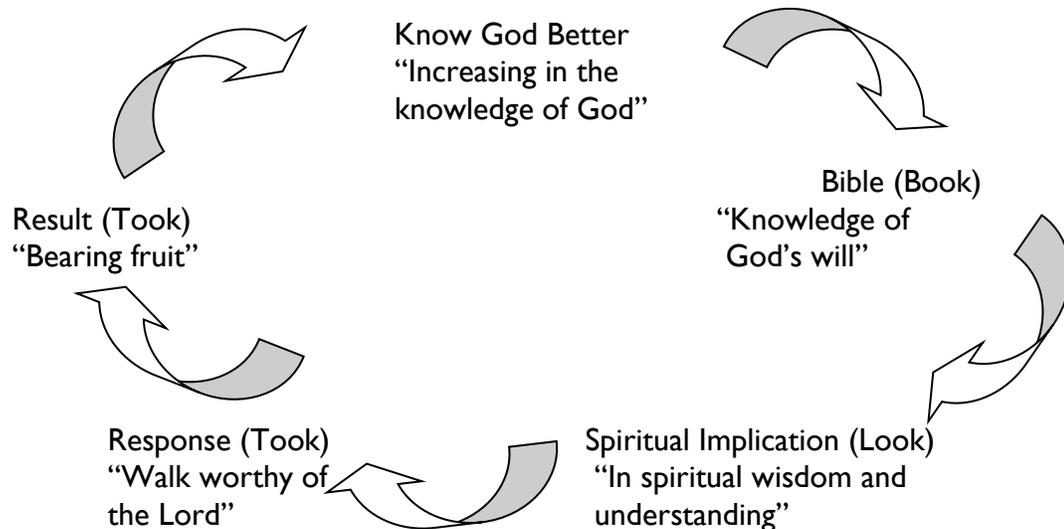
Participation is the key to your Bible study success. As you prepare your Bible studies, include as much active involvement in each part of the lesson as possible. Remember, teaching is not telling. There should be communication not only from the leader to the participants, but from the participants to the leader and to one another. There are many creative ways to encourage this kind of communication.

I. Guided Discussion:

- a. There are two keys to leading an effective guided discussion:
 - ❖ *The leader is prepared.* You must know your objectives and material in order to ask the right questions and lead the participants to the desired end.
 - ❖ *The leader motivates by example.* How you approach the Bible study and your openness to the group will greatly affect how the Bible study will go.

b. Guided discussion is based on Colossians 1:9-10. This passage gives the four key parts of the learning cycle—**hook, book, look, took**

- ❖ **HOOK:** This begins the Bible study and is used to create interest in the Bible study. It may be an opening story, skit, group project, or anything that relates to the lesson and will get the group interested in looking further into the study. It should relate to your objectives and provide the basis for the rest of the study.
- ❖ **BOOK, LOOK, TOOK:** These are illustrated in Colossians 1:9, 10.



BOOK: After you get their interest with the hook, look at the Scripture passage. The passage should be read (see active involvement suggestions for different ways to do this), and the learners should be looking for what the passage says: who, what, when, where, why, how, etc.

LOOK: After gathering the facts, the learners need to look at the implications of these Bible truths for their own lives. What does it mean to me? We want them to see that they need to apply Scripture to their own lives—that there is something they should do about what they have read. This also comes through guided discussion. As they discover this for themselves, it will have more meaning than if the leader tells them what they should do.

TOOK: This is the decision-making part of the lesson. You as the leader need to provide an opportunity for response. Although the decision must be an individual one, you may decide to do a group project as part of the response. For example, if the lesson was on helping others, your cabin group might decide to do something as a group to help someone else in camp (such as helping the kitchen staff set the tables for lunch). Remember, only the Holy Spirit can bring about change in people’s lives. You can provide the opportunity, but it is the job of the Holy Spirit to bring people to respond to God’s Word.

2. **Questions and Answers:** There are several types of questions that can provide structured, step-by-step learning. These include factual, thoughtful analysis, and personal response questions.

When using questions be sure that you know your material and plan your questions carefully. Be clear and unambiguous. Do not make the questions too simple or too hard. Be careful of fishing for one right answer and of embarrassing campers. Do not allow one person to monopolize the answer time. Make sure everyone has a chance to share. Use a WYBIT (Write it before you talk). Have campers take 30 seconds to each write down an answer so that everyone has one when it's time to share.

If no one responds to your question, do not panic! Perhaps the campers are not yet comfortable with each other. Try to reassure them that it is safe to participate. Perhaps the answer is too obvious, or the questions are too hard to understand. Be patient and ask God to help you think on your feet. Don't be afraid of silence!

3. **Visual Aids:** Active involvement through the use of all the senses
4. **Types of Discussion:**
 - a. **Buzz Group:** break the campers into small groups of 3 or 4 and give them a definite assignment and time limit. The groups should discuss and then report back to the whole group
 - b. **Brainstorm:** list as many ideas as possible and do not evaluate them. All ideas are accepted! Try to build on or connect ideas given by campers
 - c. **Circle Response:** go around the circle and get opinions
 - d. **Neighbor Nudge:** partners work on assignments
 - e. **Structured discussion:** state the problem, discuss it, identify all possible solutions, and evaluate solutions. Be sure to plan your questions ahead of time so that they lead the group through the passage to the conclusion.
5. **Role Play:** extemporaneous dramatization where you construct the situation and the participants step into the role of another person. This is great because it forces people to think from another viewpoint. When planning the role play situation, try to think it through to the end and anticipate what the campers might do. Be careful not to typecast or let it become "just a game." Once it starts, you may not have control over where it goes. Know when to stop the role-play and make sure participants drop the roles once it is over.
6. **Story-telling:** You tell the story or have the campers tell it in parts
7. **Creative Writing:** Stories, poems, newspaper articles
8. **Methods of Reading Scripture:**
 - a. Dramatic reading by the counselor
 - b. Campers take turns reading (You need to know your group for this one. Voyagers and Pathfinders are very often not good readers yet.)
 - c. Read in unison or responsively
 - d. Read silently
 - e. Dramatic reading taking parts

9. Drama: Act out the story
10. Inductive Method: Study of scripture for facts and information in 3 steps: observation, interpretation and application
11. Projects: Making or doing something

BIBLE EXPLORATION AT CAMP

A successful Bible Exploration is not contingent on a fantastic presentation, but it is dependent on how willing you are to share yourself—not just words. The form you choose for presentation is a vehicle, a tool for relating Jesus Christ. Bible Exploration is a time set aside for that purpose, but it is not the only time. At camp, we have a unique opportunity to demonstrate Christ in every phase of each child's life.

How Can I Have Good Bible Explorations?

1. First, you have to be interested in your campers. Get to know them (Christian/non-Christian, backgrounds, family problems, etc.). Reading the parent questionnaires will help.
2. Build an atmosphere of mutual caring. You have to be the kind of person your campers can trust.
3. Be patient.
4. Campers need encouragement. Give each camper who shares or answers a question a word of encouragement even if you do not agree with the answer. Use positive statements like: "That is really interesting" or "I appreciate you sharing your opinion with us" or "I've never looked at it that way before."
5. Don't allow anyone to criticize another camper's responses or silences.
- 6.
7. Be aware of the quiet campers in your group and make every effort to draw them out. A quiet person needs an atmosphere of security and acceptance before feeling free to talk.
8. You have to give time to Bible Exploration preparation and time to be developing as a Christian in everyday life before camp begins. We've provided the Bible study guide for you, and we hope that you'll bring a growing personal faith in Jesus Christ to camp.

Additional Helps for Leading a Bible Study Discussion:

Consider these ideas for developing your skills as discussion leader.

1. *Explore the Scriptures.* In as much as it's possible, stick to one or a few Bible passages. Analyze them, paragraph them, put them in modern terms, look for comparisons and contrasts, look for who, what, where, and why, especially in a narrative. Look for commands to obey, promises to believe, and the character and example of Bible heroes.

- Find out what you can about God and Christ, about people, sin, salvation, and Christian living.
2. *Let the campers do the work.* Let them read, think, answer questions, discuss, and apply. Your job is to guide the study, not to give them the conclusions. Help them to find the answers themselves from the text.
 3. *Swing a wandering conversation back to the main point.* Be good-natured and patient. Sometimes campers can't become interested in a study until they've had a chance to contribute. Bring them back by summarizing what's been said, and then perhaps ask a question which will focus the discussion back onto the main aim as well as make the discussion personal to them. (Example: "Okay, by our comments it seems that we all feel that Christians should show more love to their neighbors. Now how do we begin that change—right now?")
 4. *Get the opinions of all.* Encourage those who don't agree with everybody else to give their reasons why. Respect everyone by taking time to listen, by responding to each one's contributions, and by including their ideas into your statements. (Example: "Jim asked a very important question that Christians don't always think about. Let's see what Acts, chapter 1 says about that..." or "What do you think the answer might be?")
 5. *Curb the over-talker.* During the lesson direct questions to other campers ("Kelly, you've looked thoughtful for the last few minutes. What are you thinking?") Another option is to just ask the camper directly to let others participate ("Hey, Chris, let's take a rest for a minute and let some others have a chance to give their opinions.") Don't forget to pray as you go and the Lord will help you manage the situation. If you anticipate problems before you begin, pray for the over-talker; asking that cabin mates will accept him or her. Also, try to get to the bottom of why one individual needs so much attention. Perhaps you could have a private talk with him or her to explain from your point of view, how he or she is affecting the rest of the group, etc.
 6. *Prevent emotional arguments* that attack people instead of ideas.
 7. *Make a conclusion statement that summarizes what has been said.* If there is a strong division or opinion in the group, call it a temporary "tie." Scripture is your final authority. However, if the problem is opposing interpretations of the same Scripture, don't get discouraged. Pray for God's wisdom, check different versions and cross-references, study the passage in context, ask other staff who may know more about the subject, and then report back with your findings.

One last and encouraging note: The Holy Spirit is our teacher. Sometimes when we think we're making a mess of things, the Spirit will cause a camper to ask just the question we wanted to get at. After you've done your preparation and prayer, lay down your notes (maybe you've written a brief outline on a note card?) and then relax and study the Scriptures together with your campers. Enjoy it and praise the Lord as you learn with them.

After the Lesson

If Bible Exploration is practical and successful in showing how the Scriptures can affect our everyday life, then campers should be trying out commitments to the Lord in the details of life. You can help them see how Scripture relates to every phase of a day at camp by:

- ❖ Praying for the campers after Bible discussion
- ❖ Speaking with them individually about problems mentioned in Bible Exploration as the Lord leads.
- ❖ Showing your love and concern for them all day long—not just during Bible Exploration.
- ❖ Letting campers share and discuss what they learned during evening devotions

PRACTICAL TIPS FOR BIBLE EXPLORATION

1. Store each day's supplies in a separate folder or manila envelope so things are all together when you need them.
2. For Pathfinders and Voyagers you may want to use a children's Bible and have copies of the Scripture for each child. We can make copies for you. The message is often not understood if the campers read from different or hard to read versions of the Bible.
3. Remember that Morning Watch and Bible Exploration lessons go together. The lessons the campers learn during Morning Watch will be expounded upon during Bible Exploration.
4. Avoid "religious" words (e.g. atonement, justification, reconciliation) without explaining them.
5. Stay away from doctrinal issues that tend to divide Christians. (tongues, the Millenium, etc.)
6. If you don't know the answer to a question, promise to research it and get back to them.
7. Know how to lead a camper to Christ!
8. Find a quiet spot where the campers won't be distracted. Sit in a circle on a blanket somewhere outside your cabin. Let your DD know where you will be meeting.
9. Determine your campers' needs and adapt the lesson to meet them.
10. Conclude the application time by summarizing what's been learned.
11. Go over the memory verse for the day. Help campers memorize it. Perhaps the campers can say the verses to the entire division in the evening.
12. Close in prayer.
13. Please use the full time allotted for Bible Exploration. If you dismiss early, your cabin is likely to disturb others who are trying to finish up.

AVOIDING DISCIPLINE PROBLEMS

1. Let the campers know what you expect of them during Bible Exploration.
2. Set down guidelines for the Bible Exploration time on Monday. The first Bible Exploration sets the tone for the rest of the week.
3. Ask your DD for help. Another adult is often helpful in getting the campers to pay attention.
4. Make sure each camper has their own Bible to use. Don't let the campers bring anything that would be distracting. (e.g. rubber bands, sticks, stuffed animals.)

These ideas for how to have a good Bible study came from:

Focus on People in Christian Education, Lois LeBar

The Navigators Log

To the Counselor, Pioneer Girls, Inc.

EVENING CABIN DEVOTIONS

This a time set aside, right before getting into bed, to quiet your cabin group. The bedtime transition is often easier when we end the day with the focus on God and what God may be teaching the campers. Evening devotions are a good time to talk about a spiritual topic that came up that day or review concepts and Scripture from the Bible Exploration or Morning Watch. If you need materials for devotions, please talk to your DD.

- ❖ Send the campers to the restroom and have them dress for bed before you do devotions.
- ❖ Have everyone sit in a circle in the middle of the cabin floor.
- ❖ Use flashlights with other lights out.
- ❖ Focus on one verse.
- ❖ End with prayer.
- ❖ Keep it short as campers are tired and need their rest. If a camper requests to have a personal talk with you at bedtime, find out the topic and suggest that you meet during Morning Watch or Free time.
- ❖ Try to not turn the lights back on as the campers get back in bed- this will allow for a smoother transition to bedtime!

Listed below is the suggested length of time to spend in devotions for each division. Use this as a guide:

- ❖ Pathfinders: 5-10 minutes
- ❖ Trailblazers: 10-15 minutes
- ❖ Challengers: 15-20 minutes
- ❖ Explorers: 15-30 minutes

Suggestions for Challengers and Explorers

For the older girls you will find evening devotions is a great time for them to share concerns, prayer requests, and talk about what God is teaching them. Encourage sharing, but always spend time looking at a Bible verse and praying. Also, remember not to let it get too emotional. Sunday evening is a great time to let campers pick topics they would like to discuss in order to learn what the Bible has to say about them.

Older girls will try to stay up longer by needing to “talk to you or the DD.” Unless you determine it to be urgent, make them wait until the next day. Everyone needs a good night’s sleep so we try to stick to the bedtimes on our schedule.

GIVING A CAMPFIRE MESSAGE

Any staff member could be asked to give a campfire message. Please volunteer to do this if you are extra staff. Counselors are asked to share a campfire message during the week at the divisional UEP. DD's give the message on the first divisional night. Here are some tips that may help you.

PREPARING THE MESSAGE

Find a quiet place.

Pray for the Lord to quiet your heart. Ask Him to guide you as you prepare to speak. Read James 1:5.

Choose a topic.

Consider the needs of the campers, the weekly theme, or UEP theme, and then formulate your goals. Read the age characteristics of the campers. What subjects will appeal to their interests? Is there something happening in camp that needs to be addressed? Write the needs down and keep them before you as you proceed to develop the message. What will naturally apply in the camp setting? (i.e., Was there a violent storm? Did they see a butterfly come out of a cocoon? etc. Can you use this as an illustration?) Before you come to camp, be on the lookout for stories or illustrations appropriate for the age level of the campers you will work with. Bring those things to camp as you might have an opportunity to share them by retelling or acting them out. If you know the spiritual or fun themes for the summer, often you will come upon things that have to do with those and you can use them too.

Study the Scripture

Take all these thoughts to the Lord in prayer. Go to the Bible. Look up passages that may relate to the needs of the campers. (i.e., Are campers afraid? Read the story of the little girl, taken from her Jewish home to serve a Syrian army officer named Naaman. Or, of little Samuel alone in that spooky temple room when God called his name. Ask the Holy Spirit to bring other ideas to light.)

Choose the Method

1. A story is good for Voyagers, Pathfinders, and Trailblazers
2. A talk or a personal testimony is good for Challengers or Explorers. It should be sprinkled liberally with vivid illustrations.
3. As a rule, avoid discussion unless you have a very small group; but it's okay with Explorers.
4. It is better not to assign campers verses to look up or read. It is usually too dark and flashlights create a distraction.
5. For an all-camp program, the Director is usually the one who speaks.

Organize the Material

Be sure to plan an introduction to get their attention, keep your message simple and focused. It is also important to plan your conclusion; try to restate your main point in such a way that the campers can remember it and apply it to their lives. One method to try is the Hook, Book, Look, Took approach: Hook (catch interest), Book (Scripture passage), Look (what does it mean to me?), Took (how I apply it).

PRESENTING THE MESSAGE

1. As the last song in the songfest is being sung, walk to the front of the group and be ready to speak. Stand by the side of the fire, never in front. Get right into the presentation. It is not necessary to break the atmosphere with a formal prayer.
2. Stand erect, but casual, either empty-handed or holding a Bible in one hand as a symbol of the authority of God's word. Do not use a lectern.
3. A large flashlight is distracting. Use a small one. Place the light in the middle of your open Bible and the point the light towards your body.
4. Look at your campers, watch for their reactions.
5. Use your surroundings. Take note of the sunset, or stars, or a full moon, etc...Use environmental elements to weave a camp flavor into your message.
6. Speak as loudly as necessary, but do not shout. Pause for effect occasionally. Don't rush. When speaking in front of a group, people often tend to speak faster without realizing it. Take your time! Be aware of distractions and use them to your advantage.
7. Make the application of the message as impressive as the story or talk itself. Be practical, specific, impressive, brief, pointed, and forceful. Each camper should realize the importance of acting upon the subject spoken about in the message.
8. Make the closing smooth. It may be the most natural thing for you to pray, and start singing the closing song without a break. Dismiss them while they are singing, one cabin group at a time. Encourage them to go quietly.

INVITATIONS

1. Personal contact seems to be the best way to deal with campers. Often campers respond to mass appeals for the sake of adult approval rather than from a genuine heart motivation. Don't ask campers to raise hands in a group setting.
2. Alternate ways to handle campers who wish to make a decision:
 - a. Tell them that if they have decided to make a commitment, tell their counselor while they are going back to the cabin.
 - b. "Everyone close your eyes. If you want to accept Christ open your eyes and look at me. If you did this talk to your counselor afterward."

LEADING A CAMPER TO CHRIST

What is Salvation?

To be ready to lead a camper to Christ, you should have clearly in mind the basic facts of salvation. Salvation is receiving Jesus Christ as your Savior. It is not merely believing a text or repeating a prayer. Salvation is much more than the assurance of living in heaven. It is the beginning of a new life, an eternal, abundant life that begins right now. Salvation is a relationship with a loving Lord who wants to change our lives.

What a Camper Needs to Know

1. God loves us very much and wants us to be rightly related to Him. John 3:16
2. We have all sinned, and our sin keeps us from having a relationship with God. Romans 3:23
3. The penalty for sin is death and hell. Romans 6:23a.
4. Jesus died to take our sins away. Romans 5:8
5. His death and resurrection is the only way our sins can be forgiven. John 14:6
6. We each must choose to believe that Jesus died for us, and ask Him to forgive our sins. John 1:12; Ephesians 2:8-9.
7. Anyone who is trusting Jesus to forgive their sins is now a member of God's family and will have eternal life in heaven. John 1:12; John 3:36.

How to Talk to your Camper

1. Select a place to talk where you and the camper can be alone, but in the open.
2. Always use Scripture.
3. Make the Scripture personal by discussing it in terms of the camper.
4. Let the camper explain what is read in his/her own words.
5. If the camper does not freely indicate readiness to accept Christ, this is probably the point to back off and wait for another time.
6. After the camper has prayed to receive Christ, review the Scriptures you have read.

After the Decision

1. Encourage the camper to read God's Word daily, thinking about what God is saying.
2. Encourage the camper to talk to God in prayer daily.
3. Encourage the camper to tell others what Christ has done in his/her life.
4. Encourage faithful attendance in church.
5. Assure the camper of your prayers.
6. Complete the Follow Up form and put it in the follow up box in the staff lounge.
7. Have the camper write his/her Spiritual Birthday in his/her own Bible.
8. If the camper does not own a Bible, talk to your DD and the camp may supply one.

SCRIPTURES TO USE IN COUNSELING

Hebrews 4:12—“For the word of God is living and active. Sharper than any double-edged sword, it penetrates even to dividing soul and spirit, joints and marrow; it judges the thoughts and attitudes of the heart.”

Assurance of Salvation

John 5:24
John 6:37
John 10:28
Matthew 28:20b
II Timothy 1:12
Titus 1:2
Revelation 3:20

Confidence

Proverbs 3:26
Galatians 6:9
Philippians 4:13
I Peter 2:9

Danger

Psalm 34:17
Psalm 32:7

Disappointment

Psalm 55:22
II Corinthians 4:8-9

Discouragement

Joshua 1:9
John 16:33

Faith

Romans 10:17
Ephesians 2:8-9
Hebrews 11:6

Forgiveness of Sin

Psalm 32:5
Psalm 51
I John 1:9
Isaiah 1:18
James 5:16

Forgiving Others

Matthew 6:14
Colossians 3:13

Love

John 3:16
Romans 5:8
Romans 8:38-39
I John 4:7-12

Obedience

I Samuel 15:22
Matthew 6:24
John 14:21

Romans Road

Romans 3:23
Romans 6:23
Romans 5:8
Romans 10:13
Romans 10:9
Romans 12:1-2

Salvation

John 1:12
John 3:16
John 3:36
John 5:24
John 10:10b
Acts 13:38-39

Sin

Romans 3:23
Romans 6:23
Galatians 6:7-8
I John 3:4-5

Temptation

I Corinthians 10:13
Hebrews 2:18

Worldliness

Titus 2:12, 13
I John 2:15
I John 5:19
Exodus 20:12

Additional Salvation Lessons

Luke 19 – Zaccheus and Jesus
John 3 – Nicodemus Talks to Jesus
John 4 – Samaritan Woman at the Well
John 10 – Jesus is the Good Shepherd
Acts 8 – Philip and the Ethiopian
Acts 16 – The Philippian Jailor

Section F

Activity Helps

Camp Cherith Activity Program
Philosophy
Purposes
Program Overview
Leading Activities
Assisting in Activities
Planning to Lead Activities
Writing the Lesson Plan
Evaluation Checklist
Camp Cherith Activities List
Sample Activity Chart
Sample Activity Sign-Up Sheet

MISSION STATEMENT

Our mission is to **transform** lives, **cultivate** disciples and **train** leaders through a **Bible-based, Christ-centered** outdoor camping program for children and youth.



And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him.
Colossians 3:17

CAMP CHERITH ACTIVITY PROGRAM

“A rich, full life includes recreational interests that gratify, strengthen, and renew. Pioneer Clubs’ Camp Cherith seeks to provide this through the activity program. Principles studied in Bible Exploration are tried out in the laboratory of camp activities. The skills themselves will help campers reach out to others while at camp and after they return home.

Pioneer Clubs® (and Camp Cherith) endorses activities which contribute to personal growth in all areas—mental, physical, spiritual, and social. The value is missed if the activity is made merely a time of fun and games during which the emphasis on winning dominates the sheer joy of participation.”

[These ideas are from the 2005 Association of Cherith Camps fact chart]

PHILOSOPHY

The activity program at Camp Cherith is viewed as an integral part of the total program designed to promote the growth of the whole person and the development of Christian character. Through the various activities offered in the activity programs, the camp seeks to provide opportunities for integration of life experiences with a view toward achieving the aim of “Christ in every phase of life,” as well as transforming lives, cultivating disciples, and training leaders. Activities are not intended to provide busywork or entertainment for the campers, but rather to contribute to the total development of each camper through planned recreational experience, the teaching of skills, and interaction with the outdoor environment.

PURPOSES

Camp Cherith has an “Inward, Outward, Upward” philosophy (I.O.U.) for its entire program. Our activity program, therefore, is designed to develop the whole person. Each activity can contribute to inward, outward, and upward growth in many ways.

INWARD Purposes

- ❖ Expand campers’ life view by exposure to new activities
- ❖ Develop the mind
- ❖ Determine their abilities and interests, creativity and imagination
- ❖ Gain self-confidence
- ❖ Develop independence and problem solving, physical skills and good health
- ❖ Develop self-control/self-discipline/obedience by submitting to rules and procedures
- ❖ Test themselves by challenge and risk
- ❖ Build competence in new skills
- ❖ Earn awards
- ❖ Learn to care for and respect equipment
- ❖ Take home something they’ve made or earned

OUTWARD Purposes

- ❖ Understand and relate to other people
- ❖ Learn to be a good sport/cooperate
- ❖ Value and accept adult guidance/trust
- ❖ Have fun with friends

UPWARD Purposes

- ❖ Apply Christian principles to skill building
- ❖ Apply Christian principles to getting along with others
- ❖ Campers will learn to interact with others in different environments, learning healthy relationship-based skills that will help them share their faith with others
- ❖ Grow as a whole person

PROGRAM OVERVIEW

The activity program is designed to provide a wide variety of experiences for the campers. In many of the activities, the campers have the opportunity to earn achievements. The multi-level achievement program provides structure for the teaching of skills in a logical sequence, provides a systematic way to determine the skill level of individual campers, and enables the camper to measure and keep records of individual progress. Campers who are achievement oriented are provided an opportunity to complete meaningful achievements while learning skills. Emphasis for staff is on helping each camper enjoy participating in the activity while learning as much as the camper can or desires to learn. The positions for activity program staff fall into the following 3 main categories.

The Activity Director

The Activity Director is responsible for planning which activities will be offered to campers each week and who will teach them. The director hands out equipment and sample lesson plans, and provides guidance and answers to questions that Activity Leaders or Assistants may have.

The Activity Specialist

The Activity Specialist is a position that usually requires certification or a specific skill set. Not every activity has a specialist. Each Activity Specialist is responsible for their activity program, which includes maintenance of the area and activity equipment. The Activity Specialist prepares lesson plans, teaching suggestions, and resource material for staff members teaching in that area. Resources are available from the Activity Director.

The Activity Leader/ Assistant

Every activity has a leader and each Activity Leader teaches the activities to which they have been assigned. They may or may not have assistants, depending on the size of the class and the nature of the activity. The Activity Leader is expected to prepare lesson plans and may use, as a guide for conducting classes, the lesson plans available from the Activity Specialist or the Activity Director.

LEADING ACTIVITIES

Activity Specialist Responsibilities

1. File copies of achievements and lesson plans with the Activity Director.
2. As soon as possible on Sunday, provide lesson plans and pertinent materials to people teaching in your area.
3. Assist Activity Leaders wherever necessary.
4. Maintain activity records weekly.
5. Before campfire on Friday, fill out achievement certificates and give to the Activity Director.
6. Maintain a neat and clean area.
7. See job description for additional details concerning your area.

Activity Leader Responsibilities

Leading:

1. Be active! You are there to teach skills. Generally, you should NOT be sitting down when supervising activities.
2. Be sensitive. Ability levels and needs of campers vary. Design the activity to them.
3. Avoid extensive socializing with other staff during activities.
4. Ask your Activity Specialist to provide information and teaching suggestions.
5. Be interested and excited, and the campers will be, too!

Paperwork:

1. Get folder from Activity Director.
2. Prepare lesson plans or use ones already prepared, either way, please be familiar with the material!
3. Use Activity Leader attendance sheets and fill in name of each camper, division, and whether achievement requirements were completed. Please maintain accurate records.
4. Return Activity Leader sheets to the Activity Director before supper on Friday night.
5. Fill out an Activity Leader evaluation for each activity taught each week. These can be picked up and returned to the file in the staff lounge.

Assistants:

1. The Activity Assistant should learn to lead the activity. Please help them with this in mind.
2. Actively involve the assistant.
3. If possible, have the Activity Assistant lead the activity at least once during the week.

ASSISTING IN ACTIVITIES

Activity Assistant Responsibilities

Each activity is different. Each Activity Leader is different. The following guidelines will provide help in understanding the role of the Activity Assistant.

1. Be alert to campers who need assistance. Be interested and excited (even if it's not your favorite activity), and the campers will too! Give help if possible, or alert the Activity Leader.
2. Be active in assisting. Pitch in and help where you see the need. Generally, you should NOT be sitting down when supervising activities.
3. Learn as much as you can about the activity so that you can eventually lead it on your own. You should have knowledge, or be in the process of learning to perform all skills expected of campers in the particular level or class taught (You may be asked to lead after only one week of assisting!).
4. Know safety concerns for your areas. All campers, staff, and volunteers who use the area must practice these.
5. Keep activity areas neat and clean. No trash or lost and found items should be left lying around. Equipment should be neatly and properly stored. If you have questions regarding this, please ask the Activity Specialist. Inform the Activity Specialist of repairs needed.
6. Proper technique and form must be practiced in areas that require this (target sports, boating, swimming, horsemanship, etc.). Help the Activity Leader watch and critique campers. If you cannot help a camper, alert the Activity Leader to the situation.
7. Avoid extensive socializing with other staff during activities.
8. Sometimes the Activity Assistant is more qualified in an activity area than the Activity Leader. This is done so that the less-experienced Activity leader can learn and practice leading the activity. If the Activity Leader needs assistance, the more qualified Activity Assistant should offer assistance or suggestions. This will develop qualified Activity Leaders.
9. REMEMBER—the job of the Activity Assistant is just as important as that of the Activity Leader!

PLANNING TO LEAD ACTIVITIES

The goal of this unit is to explain how to plan an activity so that you feel fully prepared to lead an activity. A checklist has been created for you to use when writing new lesson plans. If you are a new activity leader, use the checklist as you write your lesson plan. If you are more experienced, use it to evaluate after writing.

Find Out the Facts

Use this “who/what/when/where” model to create the dimensions of the activity you will plan. The “why” aspect was covered in the “purposes” section.

WHO	Specialist	Does my camp have a specialist in this activity?
	Supervisor	Who is my supervisor? To whom will I report during camp?
	Qualifications	Do I like the activity? Do I have the qualifications to teach this activity?
	Training	Do I need more training? Does my camp belong to an organization which provides training?
	Assistants	Will I have any assistants? How skilled are they?
	Campers' age, number, & experience	What ages/divisions will be signing up? How many campers will I have? Are they new or experienced?
WHAT	Activity Folder	Ask the Activity Director if there is a folder for your activity. This could include previous lesson plans, course requirements, and teaching aids.
	Activity Manual	Ask the Activity Director if your activity is in the Camp Cherith Activity Manual. Get a copy of the applicable pages.
	Progression/Levels	Is your activity part of a progression? What are the levels of achievement?
	SOP	Ask the Activity Director if there is a “Standard Operating Procedure” for this activity. SOPs include limits on campers and divisions; ratios of staff to campers; pre-requisite skills or other factors.
	Awards	What kind of awards are available? Does my camp belong to an organization that provides awards and other resources?
	Hazards	Are there specific hazards? See SOP.
WHEN	ACA	What are the ACA standards?
	Length of class	How long is the activity period?
	Time of Day	What time of day will I be teaching? Why is it scheduled then?
WHERE	Assigned Location	Is there an assigned location?
	Indoors or Outdoors	Will I be indoors or outdoors? Is there shade if I am outdoors?
	Site Safety Issues	What safety issues are involved with the location? Can these be minimized?

WITH WHAT	Available Equipment	Find out what facilities and equipment are available.
	Equipment Storage	How and where is equipment stored? How do I protect it?
	Equipment Condition/Quality	What is the condition of the equipment? Do I need more or better equipment?
	Budget	What is the budget allowance if I do need more?
	Purchases	Do I need to purchase any needed equipment or supplies? How is payment handled?
	Set Up	Is there a standard way to set up the area?

WRITING THE LESSON PLAN

As you write your plans, try to be as organized as possible:

- ❖ Divide up the material to be covered into five days.
- ❖ Write down any supplies needed.
- ❖ Refer to old lesson plans and the Activity Manual.
- ❖ Write all this in pencil. It's just a place to start.

Evaluate your plans as you go. Ask someone who has taught this activity before to see if your material is adequate for 5 days. It is best to prepare material for 2 extra days just in case things go faster than you expect. Do not rush to complete the extra material, but feel comfortable knowing that you have more planned if needed.

When planning the components of each lesson, consider the following:

Active participation	Don't talk too long the first day or let them sit and wait. Let them help set up, etc.
Age-appropriate	How can you make your activity especially appropriate and interesting for the assigned age group? If you have quite an age span, how can you adapt your teaching to suit everyone?
Challenge provided	What can you add that will give a feeling of risk or a "test" of their skill? (ex: a challenge in archery by making a plaque to display names of those who earn advanced awards. They all want to get their name on the plaque.)
Clean up	Have everyone help. This is a learning time. Prepare how you will assign the clean up in advance.
Create interest	Perhaps you are allowed to give a "commercial" for your activity. Perhaps you can display samples of finished projects. Tell them the first day why you like the activity, how they can use it later, and in some activities you can remind the newcomers that campers sign up for your activity each summer they come.
Equipment care taught	This overlaps with safety in some activities. Don't just teach them how to use a glue gun. Teach them all about glue guns.
First day success/action	Example, a craft class MUST make something the first day. An archery class MUST have time to shoot the first day. Canoeists MUST be on the water, etc.
Flexible	Part of the ability to be flexible is having planned for seven days, not just five. Add and subtract as needed.
Fun	Example: On a very hot day let the canoeists capsize, even if they already know the technique. Let advanced archers shoot for a little while at

	closer targets. If your craft is very intensive, stop in the middle and have them make up silly exercises.
Minimal competition	Cherith camps have always downplayed competition. Focus on individual success, not “who is best.”
Motivation	Do not use treats or threats. Plan your activity so they sense quick success and pride in accomplishment. Tell them about the awards available. Tell how your activity becomes a life-long skill.
Objectives	What will it help them be able to do? When will they use it? How will it benefit them? Know what your aim is. Know when you get there. Share goals with campers so they’ll know and anticipate. Objectives are not just the finished product, but the self-control and discipline needed to complete a product.
Practice/sample/visuals	Do I need to practice teach? Should I make a chart or a sample? What can I bring for them to see?
Pray	Pray while you are preparing. Ask for calm, clear thinking and His guidance. Praise God every time you see Him answer.
Progression/spiral	At Camp Cherith, activities start easy and move to harder. Keep on stretching them, but not so much as to discourage.
Safety issues addressed	Teach the potential hazards of your activity. What could go wrong? Plan prevention. Practice emergency procedures. Include them in your lesson plan. We offer a lot of dangerous activities at camp, but we teach the campers how to do them safely.
Safety rules prepared	Are they ready to hand out, discuss, or display on a poster?
Simplicity	Camp is not school. Be cautious about “homework” or paperwork of any kind, except, of course, CILTs.
Spiritual application	Decide which day to talk about the Bible verse listed in the Activity Manual. Plan to pray with the group daily.
Success	Have I tried to make sure that everyone will have a feeling of success? Example: In archery, when we found that some couldn’t earn an award at 15 yards in one week, we moved the target to 10 yards and then everyone succeeded. Explain, at the beginning of the week what you think would be a good level of accomplishment. Tell the riflery class that getting 6 qualifying targets in a week is great progress. That will help them set realistic goals.
Varied learning styles	Each person learns best in a different combination of these three learning styles. Plan to use all three. AUDITORY—talk and let them HEAR VISUAL—demonstrate and let them SEE KINESTHETIC—practice and let them TOUCH
Variety	Teach new things, new ways. Use different techniques, new equipment.
Weather	What will you do if you are teaching outdoor cooking and it’s 105 degrees? If there’s lightening along with rain, what will your archery class do? Where will you go for safety? What if it’s too cold to swim? Write some ideas on your plan.

EVALUATION CHECKLIST

After planning a lesson or teaching an activity, take time to reflect and make adjustments when appropriate:

Age appropriate	Was the material within the ability of the group? Was it too hard/easy?
Assistants	Did I use my assistants well? What could be better?
Camper Assistance	Could I have done more to let campers help set up, take down, demonstrate, or help others?
Camper Participation	Did I try to be concise in my instruction so campers had the most time to work/practice?
Constant Instruction	Did I constantly supervise/instruct so as to help each camper learn the most? In activities such as archery it is easy to think that they know enough after Tuesday to just let them shoot the rest of the week without offering any more guidance. Always be actively instructing every activity. This is part of being A+.
Emotional Maturity	Was I able to put the campers' needs before my own? If I did not feel well, did I try very hard to focus on campers?
Equipment	Had I forgotten to list any needed supplies? Did I have trouble with existing equipment? Did I put things away properly?
Ethics	Did I cheat on the rules/treat one camper less well than another/ignore any camper/speak unkindly?
Flexibility	Did I adjust to individual and/or group needs?
Instructions/Directions	How clear were my instructions? Do I need to practice before the next day?
Objectives	Did I accomplish my goal for this day? If not, rewrite the remaining days. Not every camper will complete objectives. 70-80% accomplishment is appropriate.
Prayer	Did I remember to ask the Lord to help during the activity?
Preparation	Was I adequately prepared? What else could I do next time?
Safety Enforced	Did I remember throughout the entire class to be aware of safety issues?
Safety Taught	Did I teach/review safety issues/rules?
Skill vs. Experience?	Did I try to balance my need to teach with campers' needs for fun and friends? Both are very important.
Social Skills	Did I remember that activities help campers with social skills? Was I able to help everyone?
Spiritual Application	Did I pray with the class each day? Did I pray with a camper who was struggling? Did I plan when to discuss the Scripture that is part of the requirements?
Success	Did I look for ways to encourage individual success?
Teachable Moments	Opportunities to "teach on the run" can be social, emotional, or spiritual. Did I notice any?
Timing	Did I accomplish everything listed for today? Rethink reasonable goals and rewrite later days.

CAMP CHERITH ACTIVITIES LIST

Not all activities will be offered every week. New activities are added as staff members with varied skills offer to teach them!

Campcraft

Outdoorsman
Campcraft 1 or 2
Cooking
Outposting

Communication

Puppets
Drama
Sign Language
Camp Newspaper
Creative Writing
Photography

Crafts

Pathfinder Surprise
Trailblazer Surprise
Nature Crafts
Calligraphy
Paper Making
Cake Decorating
Paper Beads
Basketry
Embroidery
Decoupage
Rock Painting
Scherenschnitte
Jewelry
Knitting
Leathercraft
Woodburning
Wood Projects

Hiking

Beginner Hiking
Advanced Hiking
Backpack Trip

Horsemanship

Groom
Rider
Horseman
Cavalier

Leadership Training

CILT 1 and 2

Nature

Trees
Wild Plants
Birds
Stars
Clouds
Insects
Animals

Sports

Archery (several levels)
Canoeing/Kayaking
Riflery (several levels); NRA 12+
Air Riflery

Swimming

Levels 1 to 6
Lifeguard

SAMPLE ACTIVITY CHART

This is a sample of the chart you will show your campers on Sunday. They will look at the activities available to their division and write their first and second choices for each activity period on a sign up sheet similar to the one at the bottom of the page.

Week I	FIRST ACTIVITY	SECOND ACTIVITY	THIRD ACTIVITY
PATHFINDERS	<ul style="list-style-type: none"> ❖ Going on an Explore ❖ Horses/Groom ❖ Crafts 	<ul style="list-style-type: none"> ❖ Outdoorsman ❖ Horses/Rider ❖ Fishing 	<ul style="list-style-type: none"> ❖ Swimming ❖ Pathfinder Surprise
TRAILBLAZERS	<ul style="list-style-type: none"> ❖ Going on an Explore ❖ BB Guns ❖ Newspaper 	<ul style="list-style-type: none"> ❖ Rider ❖ Knitting ❖ Drama/Mime 	<ul style="list-style-type: none"> ❖ Swimming ❖ Camping Skills ❖ Knitting/Finger Knitting
CHALLENGERS & EXPLORERS	<ul style="list-style-type: none"> ❖ Archery ❖ Riflery ❖ Knitting ❖ Woodburning 	<ul style="list-style-type: none"> ❖ Archery ❖ Swimming ❖ Crocheting 	<ul style="list-style-type: none"> ❖ Riflery ❖ Horses/Cavalier ❖ Calligraphy

SAMPLE ACTIVITY SIGN-UP SHEET

- ❖ Fill out two copies. Use a sharp pencil.
- ❖ Keep one copy for yourself to help campers remember what they are taking. (Also this helps you as the counselor know where everyone is, or is supposed to be).
- ❖ Give the duplicate to your DD after the sign up is finalized.
- ❖ Make sure that you copy the campers' names carefully and if there are changes let your DD know so that she can change the copy that is in the Activity Director's folder in the Director's office. These papers will be used to make the participation certificates at the end of the week. So please make sure the campers' names are spelled correctly.

NAME	1 st Activity	2 nd Activity	3 rd Activity
1			
2			
3			
4			
5			
6			
7			
8			

Section G

Relationships: Behavior and Discipline

**Camper Characteristics
Supervision
Discipline Policy
Behavior Management
Guidelines as We Relate: Campers and Staff**

MISSION STATEMENT

Our mission is to **transform** lives, **cultivate** disciples and **train** leaders through a **Bible-based, Christ-centered** outdoor camping program for children and youth.



I run in the path of your commands, for you have set
my heart free.

Psalm 119:32

GENERAL CHARACTERISTICS OF CAMPERS
AGES 7-9
Pathfinders

Age Characteristics	Suggestions for Counseling
Physical	
<ul style="list-style-type: none"> *Small muscles becoming coordinated *Tires easily at fine work *Energy fluctuates *Wiggles, runs, jumps, chases 	<ul style="list-style-type: none"> *Intersperse active participation with listening times
Social	
<ul style="list-style-type: none"> *Growing enjoyment of the social group *Desire for status in the group *Leader's opinions important *Growing independence *Pliable attitudes *Imitates grown-ups *Able to take more responsibility *Enjoys having a best friend *Competition produces stress 	<ul style="list-style-type: none"> *Be careful not to take advantage of your authority position; don't pressure campers to give answers or make decisions to please you *Provide opportunities for small group activities within the larger cabin group semi-independent from you
Mental	
<ul style="list-style-type: none"> *Attention span lengthening *Concrete and literal *Verbal reasoning beginning *Enjoys both realistic and imaginary *Ideas need personal reference *Varied ability to read and write *Memory ability increasing *Problems of indecision *Enjoys learning *Uses questions to gather facts—is it true? *Need structure to help them be organized 	<ul style="list-style-type: none"> *Treat questions seriously: don't ignore or belittle *Use illustrations freely; abstractions won't communicate *Be sensitive to varying degrees of skill in reading and writing within your cabin group
Moral	
<ul style="list-style-type: none"> *Will do what authority figure says *Looks at externals, not intentions *Cooperates for reciprocal benefits *Insists on obedience without regard for fairness 	<ul style="list-style-type: none"> *"Play fair;" don't show favoritism *If you have a rule, enforce it
Emotional	
<ul style="list-style-type: none"> *Insecurity in rapidly broadening world *Fears failure *Ashamed of mistakes *Shifts between emotional extremes 	<ul style="list-style-type: none"> *Affirm them individually; assure them of their worth to you and to God
Spiritual	
<ul style="list-style-type: none"> *Simple faith and trust *Considers prayer important *Can grasp concept of God as Creator *Elementary awareness of who Jesus is 	<ul style="list-style-type: none"> *Encourage campers to put trust in Christ

GENERAL CHARACTERISTICS OF CAMPERS – Ages 9-12 (Trailblazers)

Age Characteristics	Suggestions for Counseling
<p style="text-align: center;">Physical</p> <ul style="list-style-type: none"> *High energy *Good health *Gaining coordination of finer muscles *Fondness for rough, boisterous games *Courageous and daring; frequent accidents *Less easily fatigued 	<ul style="list-style-type: none"> *Plan energy-using activities that take advantage of the camp setting
<p style="text-align: center;">Social</p> <ul style="list-style-type: none"> *Hates playing alone; wants a best friend *Hero worship; admires successful people *Joins temporary, loosely organized clubs *May complain about assigned chores *Prefers peer play to family outings *Antagonism toward opposite sex *Growing independence, talkative *Competitive; hard to accept defeat *Regard for respected authority *Concern for justice, loyalty 	<ul style="list-style-type: none"> *Be patient with giggles and whispers *Don't expect to be let in on all their conversations *Be fair and honest in your dealings with all campers; earn their respect and loyalty *Keep competition to a minimum; don't put campers in win/lose situations *Work together as a cabin group on projects with campers contributing their own strengths
<p style="text-align: center;">Mental</p> <ul style="list-style-type: none"> *More adequate reasoning; realist, not kind, but fair *Geographical and historical sense *Still literal, matter-of-fact, jumps to conclusions *Keenly critical of self and others *Big ideas, little persistence *Learns easily when interested *Developing aesthetic sense *Self-motivated in performing skills *Increasing responsibility *Adventurous; avid reader *Starting to understand intentions 	<ul style="list-style-type: none"> *Encourage campers to reason by asking questions that require thought rather than rote or yes/no answers; help them dig beyond the obvious answers *Make the Bible come alive so they begin to see its place in history *Give campers responsibility as part of the cabin family *Share tasks so everyone is treated fairly
<p style="text-align: center;">Moral</p> <ul style="list-style-type: none"> *Systematizing, cooperative rule-making *Worried about what's fair above all else *Moving toward autonomy 	<ul style="list-style-type: none"> *Keep rules to a minimum; if possible, involve campers in establishing them *Encourage their independence by letting them make decisions that affect their camp life
<p style="text-align: center;">Emotional</p> <ul style="list-style-type: none"> *Ideas beginning to be formed *Often delays responses *Seeks friendly relationships with adults *Distaste for sentimentality *Shows definite signs of empathy 	
<p style="text-align: center;">Spiritual</p> <ul style="list-style-type: none"> *Open-minded faith still natural; wants to be good *Recognizes Jesus as God's Son *Open to instruction about right and wrong 	<ul style="list-style-type: none"> *Help campers see God in their lives and in history *Challenge them with salvation and the disciplines of the Christian life

**GENERAL CHARACTERISTICS OF CAMPER
AGES 12-15- Challengers**

Age Characteristics	Suggestions for Counseling
<p>Physical</p> <ul style="list-style-type: none"> *Because of growth, tend to slump, feel tired, awkward, and lazy *Tires easily *Girls are taller, heavier, more mature, and better in sports than boys *Self control in performing motor activities *Improved ability to budget time and energy for completion of activities 	<ul style="list-style-type: none"> *Intersperse active times with quiet sedentary ones; don't begrudge them some time for "sitting around and doing nothing"
<p>Social</p> <ul style="list-style-type: none"> *Can be extremely thoughtless and critical *Get embarrassed easily in social situations and feels clumsy and self-conscious *Often appear self-righteously serious and want to be heard *The group is their greatest influence *Conformity is the norm 	<ul style="list-style-type: none"> *Sensitivity needed in guiding discussion; don't let them be too hard on each other *Recognize their need for acceptance by the group *Don't be patronizing or condescending; respect and listen to their ideas
<p>Mental</p> <ul style="list-style-type: none"> *Body is ahead of mind in development *Alert, eager to learn; likes to read, enjoys stories *Starting transition from concrete to abstract thinking *Want part in making decisions that affect them *Idealistic *Can apply logic to solving problems *Beginning to hypothesize and test things 	<ul style="list-style-type: none"> *Don't give pat answers; encourage and help campers to think through their responses *Include them in making plans, rules for cabin *Don't feel threatened by their questions or challenges
<p>Moral</p> <ul style="list-style-type: none"> *Can sacrifice *Justice based on fairness, authority, and other factors; has a strict moral code *Able to make unselfish judgments *Social conformity determines moral convictions 	<ul style="list-style-type: none"> *Be fair and consistent in dealing with them *Help them see that their convictions must be thought through, not provided only by the group
<p>Emotional</p> <ul style="list-style-type: none"> *Still dependent but desires independence strongly *Emotional upheaval caused by puberty *Strong feelings related to likes and dislikes *Relieves tension through body movements 	<ul style="list-style-type: none"> *Help them see Christian living as key to liberty, not a "set of don'ts" *Need reason more than emotion in Bible Study
<p>Spiritual</p> <ul style="list-style-type: none"> *Developing relationship either toward or away from God *Ready to give all to Christ and serve Him *Understands the purpose of prayer *Responsive to teaching about God's character *Primarily concerned about Bible facts *Often puzzled about right and wrong 	<ul style="list-style-type: none"> *Set an example of a person truly dependent on God, not self *Help them form habits of Bible study and prayer (to continue at home)

GENERAL CHARACTERISTICS OF CAMPERS
Explorers Ages 15-18

Age Characteristics	Suggestions for Counseling
<p>Physical</p> <ul style="list-style-type: none"> *Always seem hungry *Adult bodies becoming well-developed *Develops preferences for sport, recreation, or leisure activities that match physical skills 	<ul style="list-style-type: none"> *Encourage good nutrition by example *Be sensitive to the feelings of those more or less physically mature than the norm *Introduce recreational activities that will lead to life-long fitness *Be conscious of eating disorders girls may have; seek help from nurse
<p>Social</p> <ul style="list-style-type: none"> *Aware of uniqueness as individuals *Can make independent decisions *Gaining independence, spend much time with friends *Peer influence strong *Wanting to experience real life, not just plastic existence *Looking for identity *Grown-up in many respects, yet underneath still immature *Boys beginning to catch up with girls in maturity 	<ul style="list-style-type: none"> *Give leadership opportunities that carry responsibility *Recognize need for group acceptance but give individuals recognition also *Build self-esteem; provide security and acceptance *Be an adult friend, a listener
<p>Mental</p> <ul style="list-style-type: none"> *Personal convictions forming *Strong desire to discuss and explore *Imaginative, adventurous, demanding *Wrapped up in personal fears, frustrations, and confusion *Is an idealist 	<ul style="list-style-type: none"> *Challenge them to think about “hard” questions *Encourage discussion, not just question/answer time; don’t give or accept pat answers *Create a safe atmosphere for learning
<p>Moral</p> <ul style="list-style-type: none"> *Respect for authority built on respect for person *Influenced by authority and peer group 	<ul style="list-style-type: none"> *Earn respect through fairness, consistency, and love *Encourage campers to make commitments based on Biblical principles
<p>Emotional</p> <ul style="list-style-type: none"> *Both wants and avoids responsibility *Readiness to give and serve *Worries about career choice and other aspects of the future *May be anxious about forming intimate heterosexual relationships 	<ul style="list-style-type: none"> *Help campers grasp intellectual content of faith
<p>Spiritual</p> <ul style="list-style-type: none"> *Religion is part of search for meaning *Is acquiring a set of values and ethical system as a guide to behavior *Is able to give, serve, and make a personal commitment to causes 	<ul style="list-style-type: none"> *Present salvation as key to full life and to freedom from failure *Give opportunity for real service to Christ and others

SUPERVISION

Ratios

- ❖ In living areas for campers age 6 to 8, staff/camper ratio will be maintained at 1 counselor per 6 campers (1:6). For campers age 9 and up there will be 1 counselor for every 8 campers. (1:8)
- ❖ At the pool there will be 1 staff member per 25 campers. (1:25)
- ❖ In other activity areas the ratio will be governed by the requirements of that area.

Counselor Supervisory Duties

Each counselor will supervise:

- ❖ Morning Watch
- ❖ Meals
- ❖ Campers and Cabin clean up
- ❖ Bible Exploration
- ❖ Rest Hour
- ❖ Cabin Time
- ❖ Flag ceremonies
- ❖ Divisional activities
- ❖ Evening Devotions
- ❖ Bedtime

Activity Leader Supervision

Each day campers will participate in 2-3 chosen activities and be supervised by the Activity Leader of the chosen activity. Campers will meet their activity leaders on Sunday during Mini-sessions. At that time, leaders will tell campers where activities will meet and what to bring.

The Activity Leader, the Counselor, and the Activity and Camp Directors will always know the whereabouts of each camper during activity times. There will be 2 copies of the Activity Sign Up sheet listing each camper's chosen activity. The cabin counselor will keep one copy and the other one will be posted on the clipboard in the Camp Office.

Campers must attend each activity and can only be at the Nurse if they are ill. No camper can stay unattended in a cabin. The Health Director/Nurse will share medical problems with those who need to know.

Free Time

Staff Members will be located at key areas around camp to make sure campers are supervised as they travel across camp to go to the Tuck Shop, pool, shower house, cabins, etc. When at the pool, appropriate waterfront staff will be on duty. Buddy checks will be in effect.

Evening Supervision

Evenings at camp are Divisional—all campers from a division meet together. Therefore, supervision is by the Division Director and counselors from that division. The temptation is to use this time as a time to hang out with other counselors- please spend your time with the campers!

SUPERVISION IN SPECIAL CASES

In General

Campers are encouraged to always be in groups of at least 2 and to let others know where they are. Campers should *NEVER go in the woods alone*—campers are to be under the supervision of a staff member when in the woods.

Early Arrival

On Sundays when campers arrive early, they will leave baggage at Tuck Shop and join staff in the Dining Hall until registration or will be with stay-over campers until registration time. Campers may not move baggage into cabins before registration. The campers must wait and follow registration procedures at the normal time.

Late Departure

On Saturday when campers are leaving if a camper's parents or guardian does not arrive at the regular time, the camper will stay with the counselor until the staff member leaves for time off. One staff member will be assigned to campers who leave late. If it is a stay-over weekend, the camper will join the stay-over campers. Lunch will be served if necessary.

Staff Ratio During Passive Activities

For passive activities, ratios will be maintained at 1:8.

During Rest Hour, the counselor in charge of the cabin will be in the cabin. If the counselor is not in the cabin, the Division Director or a representative of the Division Director will be asked to cover the cabin responsibility.

Canceling Activities Due to Inclement Weather

The Director, Assistant Director, or Activity Director (with input from the Health Director if necessary), may cancel activities due to any unusual or dangerous weather conditions—except at the Waterfront. The Aquatics Director, WSI, or Head Lifeguard may cancel activities at the pool. The Canoe instructor or Lifeguard may ask campers and staff to get off the lake. The Administrative Staff will notify the staff.

CILTS

CILTS will not be part of staff ratios.

DISCIPLINE POLICY

What is Discipline?

Discipline is the act of bringing a person's behavior into a state of order and obedience by training and control. It involves instructing a person in such a way to develop self-discipline, self-respect, and respect for authority. It promotes the acceptance of responsibility and defines for the person being disciplined the limits to which they can carry their behavior. Discipline is a way to express love and concern for an individual.

Camp Cherith staff members are committed to providing an environment in which the camper's health and safety is the primary goal. We will confront inappropriate behavior and strive for appropriate behavior. Therefore, discipline, the attempt to bring the person's behavior into a state of order and cooperation, will be by means that are appropriate (as outlined below) and for the good of the child.

Biblical Perspective on Discipline:

Hebrews 12:5-11

Discipline is a way to show love. God disciplines us because He loves us. God disciplines us for our good; His goal is for us to share in His holiness. Discipline is not pleasant, but it produces righteousness and peace in the lives of those who are trained by it.

II Timothy 2:24-26

Discipline is to be done in kindness and gentleness with a view toward teaching. The basis for discipline is love for the child. The method of discipline is patience, gentleness, and humility.

BEHAVIOR MANAGEMENT

Preventing Problems:

Develop Behavioral Standards:

Children are happiest when they know what is expected of them.

1. Have your goal clearly in mind; you have to know what you expect before you can communicate it to them.
2. Campers should know what is expected of them.
3. Standards should be reasonable
 - ❖ Biblical—What are God's standards for living?
 - ❖ Age appropriate—Is it reasonable for this age group?
 - ❖ Situation appropriate—Is it reasonable for this situation?
4. Discuss the reasons for the rules—Children are intelligent and fair-minded, so discuss reasons with them according to their ability to understand.
 - ❖ It's a camp rule (and we do have reasons for these)
 - ❖ It's good manners (manners are a way to show people that you value and respect them)
5. It shows respect for the rights of others
 - ❖ Personal safety
 - ❖ This is God's standard for the way we should live

6. Rules should be enforceable—If you cannot enforce the rule fairly and consistently, don't use it.
7. Whenever possible, involve the group in making rules
8. Keep rules few in number, short, and phrased positively. Develop cabin rules and set expectations on Sunday.

Know Your Children:

1. Get to know your campers as individuals—find out about their individual needs and interests.
2. Show your campers that you care about them as individuals.
3. Know the age group characteristics for your campers, so that you know what type of behaviors to expect and what is “normal” for their age group.
4. Help your campers develop a positive self-image by giving them opportunities for success and praise when that success occurs.

Plan for Success:

1. Expect good behavior; campers will live up to your expectations. Look for the best in each child. Give directions in a firm, self-confident tone of voice that denotes you expect obedience.
2. Gain control of your group right at the beginning. You can then relax control of the group when you feel ready and when the campers are ready to assume responsibility. It is easier to relax control of a group than to impose it after it has been lost.
3. Be prepared and organized in activities.
 - ❖ Know what to expect from your age group.
 - ❖ Have lots of variety and more planned than you will need. Boredom is often the cause of behavioral problems.
 - ❖ Organize so that you can get the campers into the activity quickly and keep them occupied in worthwhile, fun tasks for the entire activity time
4. Prepare children for the next change—let them know a few minutes ahead of time what's coming next and/or what you expect of them in the next situation.
5. Train the campers in responsible leadership.
6. Involve the campers in planning activities.
7. Anticipate trouble and try giving responsibilities to potential trouble-makers before the problem starts.
8. Show pride in your group. Treat your group with respect and kindness.

Be the Leader:

1. Treat the campers with respect.
2. Be in control.
3. Be firm, fair, and consistent.
4. Establish routines whenever possible.
5. Use a task focus rather than an approval focus. The focus should be on whether or not they have accomplished the assigned task or are doing the correct behavior, not on whether or not they are pleasing you.

Strengthen Self-Control:

1. Use positive reinforcement—catch them doing the right thing and praise it!
2. Reward small improvements.
3. Model the correct behavior—remember, you teach what you are.
4. Cue correct behavior ahead of time. Remind them of the expectations just before the situation occurs.
5. Use eye contact and physical proximity to control behavior. Use a firm glare to indicate that you expect them to do the correct behavior and move close to the individual to ensure that it happens.
6. Reduce frustrations. Don't put campers in situations they are not prepared to handle.
7. Remove the camper from the activity if the camper is not behaving well. Provide some cool-down time for the camper to get under control and back on track.
8. Don't nag, coax, or bribe.

Correcting Inappropriate Behavior:

1. Be firm, courteous and give the camper time to stop the behavior.
2. Be careful in correcting behavior when you are angry. Do what you need to do to correct the immediate situation in a positive way and then tell the camper you will meet to talk about the situation when you can deal objectively with the camper.
3. Do not embarrass campers unnecessarily.
4. Do not argue with campers—State the inappropriate behavior that you are observing and restate the expectation (or get them to tell you what they should be doing) and the reason, if necessary.
5. Act promptly but don't bluff; follow through with appropriate consequences when necessary.
6. Use non-verbal methods—Glare at the child with a determined look, shake your head while looking at the camper, point your finger, raise your hand to get the camper's attention, name the camper, move the camper near you, separate the camper from close friends if the group is creating a disturbance, use a dramatic pause, etc.
7. Don't punish the entire group for the misbehavior of a few.
8. Remove privileges until the correct behavior appears or use "time out."
9. Do not use unacceptable methods that demean a child: threats, name calling, insulting, accusing, cold shoulder, etc.
10. **DO NOT USE PHYSICAL PUNISHMENT.** It is not advisable to touch campers when you are correcting. This includes work and exercise.
11. Avoid taking any misbehavior or negative attitudes personally.
12. Avoid power struggles with campers.
13. Don't withdraw affection from a child who misbehaves. Show your displeasure with the camper's behavior, not the camper.
14. Stop misbehavior instantly—even in public; but correct in private when possible.
15. Ignore irrelevant, attention-getting behavior, and emphasize positive behavior.
16. Make sure you know the facts before making any judgments.

17. If two campers are having a disagreement, have them sit down and work it out before returning to the activity.

Use DEEEP—Camper to Camper Conflict Resolution

- D—Have campers DESCRIBE what happened (Each camper with no interruptions)
- E—Help campers EXPRESS thoughts and feelings about what happened
- E—Help campers EXPLORE possible solutions (Choices of different behaviors)
- E—Help campers EXPLORE consequences of solutions (legal, ethical, physical, emotional) Carry each solution through to its logical end.
- P—Have campers PICK the best solution and try it

18. Be willing to admit mistakes.

19. Pray with the camper.

Changing Behavior:

1. Identify the unacceptable behavior.
2. By observing the child, try to determine when the misbehavior occurs.
3. Try to determine the probable cause of the behavior.
4. Privately discuss the misbehavior with the camper.
 - ❖ Identify the unacceptable behavior; explain why it is unacceptable.
 - ❖ Help camper find an acceptable behavior to replace the unacceptable one.
 - ❖ Focus on the camper's responsibility; we are responsible for our own thoughts, words, attitudes, and actions.
 - ❖ Use question and answer rather than lecture.
 - ❖ Emphasize verbalizing the forgiving process.
 - ❖ Discuss the consequences of the unacceptable behavior.
 - ❖ When the conference is over, the camper starts with a clean slate.
 - ❖ Praise the camper when acceptable behavior is shown.

Follow Up:

1. Follow up later to see how things are going. Your goal is to help the camper change behavior.
2. If there is an incident, counselor must fill out an incident report. This form can be obtained from the nurse.
3. The counselor should seek the assistance of the Division Director when the counselor is feeling that methods have been ineffective or when the counselor feels that there may be a question as to what would be appropriate consequences for the misbehavior.

GUIDELINES FOR CAMPER STAFF RELATIONSHIPS

In an effort to protect the ministry of CCWNY, campers and staff from any harmful allegations or liability, the following guidelines must be adhered to:

IN RELATION TO STAFF MEMBER TO CAMPER

- ❖ Any one-to-one conversation with a camper should be in a public place.
- ❖ If a counselor finds herself/himself alone with a camper in a non-public place, the counselor should leave.
- ❖ Staff should not ridicule, make fun of, or play *jokes or pranks on campers or staff*.

IN RELATION TO CAMPER TO CAMPER/STAFF

- ❖ The counselor should be constantly aware of any inappropriate expressive behavior between campers under his/her supervision. If a problem persists, see your Division Director, and after that notify the Director.
- ❖ *No one will participate in any pranks, offensive skits, jokes or clothing.*

IN RELATION TO COUNSELOR TO COUNSELOR (or between staff members)

- ❖ Homosexual behavior is unacceptable and will result in immediate dismissal.
- ❖ Please be sensitive to the “appearances and impressions” you may give to others. Actions like prolonged handholding, hugging and hanging on each other can create unfounded suspicions about your relationships. Also, avoid exclusivity. Remember, the campers and parents are looking to you for model behavior.

IN RELATION TO COMMUNICATION BETWEEN CAMPERS AND STAFF

For the safety and well being of both the campers and staff, we must request that communication between campers and staff is to be kept within the context of camp. The forms of communication when not at camp have been limited for the protection and the good of all related to our ministry.

Therefore, we must request that staff members abide by these guidelines:

- ❖ Communication between campers and staff is permissible through letter writing. Staff may also use e-mail (camper must have parental permission and staff member must adhere to guidelines policy) for follow up or spiritual encouragement.
- ❖ Any meeting with campers should be in a camp-sanctioned setting or event. Any other meeting must be in a public place with written invitation or permission from the parents.
- ❖ In order to maintain a professional relationship and to protect yourself and the camper, counselors are not to give their cell phone numbers to campers. Do not use text messaging with campers.
- ❖ There is to be no electronic communication between campers and staff outside the guidelines agreed to by the staff member. This includes Facebook, Snapchat, Instagram, texting, etc.

Disclaimer: If a staff member chooses to ignore these guidelines, Camp Cherith of WNY will not be held liable for any negative repercussions of such communication. In addition, the staff member jeopardizes their employment with this ministry.

I, _____ will comply with the above guidelines.

Signature _____ Date _____

The last day of the camp week is a day of letting go. Camp staff must set the example. We often must give up the close relationships we have built and entrust the campers back to their families, friends, churches, etc. We have comfort in knowing that God will be with them. (Philippians 1:6)

Section H

Risk Management and Safety: Policies and Procedures

Staff Policies

Camper Policies: Registration Day Reminders for Campers

Discipline policy and Behavior expectations

Camper Release Policy

Emergency Communication Plan

Waterfront Chain of Command

Emergency Plan and Procedures for Waterfront

Waterfront Safety Guidelines

Emergency Plan for Missing Persons

Dealing with Unauthorized Visitors

Emergency Evacuation Plan

Fire Response Plan

Smoke Detectors and Fire Extinguishers

Lightning Policy

Child Abuse and Reporting

Sexual Harassment Policy

Transportation Procedures

Safety in Public Places Policy

MISSION STATEMENT

Our mission is to **transform** lives, **cultivate** disciples and **train** leaders through a **Bible-based, Christ-centered** outdoor camping program for children and youth.



There will be a shelter to give shade from the heat by day, and refuge and protection from the storm and the rain.

Isaiah 4:6

STAFF POLICIES

As staff members of Camp Cherith of Western New York, we must conduct ourselves in such a way as to present a clear example of a Biblical lifestyle to campers, parents, families, and each other. The following policies have been adopted to effectively and safely guide staff in this ministry.

PERSONNEL

1. **Health Examination:** Each staff member is required to have a health history, physical exam, and up-to-date shots. The completed health form must be brought with you to camp and given to the camp nurse.
2. **Health Insurance:** Staff members and/or their family are the primary carriers of their health insurance. Camp Cherith of WNY has health and accident insurance that is secondary in the event that the primary insurance does not cover all medical costs. The camp also carries Workers Compensation Coverage in the event of a salaried staff member getting injured on the job.
3. **Sick Leave:** Sick days will be given as deemed necessary by the camp nurse and camp director for up to 3 days residing in camp. For extended illness, longer than 3 days, the staff member will be released to go home without pay. The staff member may be allowed to return to work after receiving written permission from the primary caregiver.
4. **Emergency Leave:** In the event of death or illness in the family or other urgent business, emergency leave without pay will be granted with consideration given to individual circumstances. Other personal days must be cleared with the camp director in advance.
5. **Remuneration:** Remuneration is according to staff salary agreements with each staff member and is a matter of confidentiality. Paychecks will be issued on the last day of camp for all paid staff. Those not present will receive a check via mail. Staff members can request a cash advance as needed.
6. **Dress:** Staff members are required to wear a staff shirt and nametag on registration days. Staff is urged to wear a Camp Cherith shirt on Saturday mornings as well. Swimsuits are for pool and water-related activities only. No revealing or two-piece suits are to be worn. For reasons of safety, sandals, clogs, or other open-type shoes should not be worn around camp. Socks must be worn at all times except when going to and from the pool. In order not to be offensive to anyone and to be models of appropriate modesty for our campers, staff members are to dress modestly. Dressing modestly means no low-cut tops or spaghetti straps. No bare midriffs, cracks, straps or cleavage should be showing. Bathing suits should give adequate coverage; shorts or skirts should reach at least mid-thigh. Clothing should not be tight fitting and should not display inappropriate language, pictures, or logos.
7. **Tattoos and piercings:** For health reasons, staff is prohibited from getting any new tattoos or piercings during employment with Camp Cherith. To show deference to our campers and parents, please make already existing facial piercings and tattoos as inconspicuous as possible.

8. **Conduct:** Smoking, use of drugs and alcohol, abuse of campers, swearing or use of improper language, and sexual immorality (homosexuality, adultery, fornication) are not examples of Christian conduct. These behaviors will not be tolerated during employment with Camp Cherith and may result in immediate dismissal.
9. **Money:** Money may not be kept in any camper living area. Money may be kept in a Tuck Shop account or locked in your vehicle.
10. **Staff presence on camp property:** Staff members are expected to remain on camp property during camp sessions. All exceptions to this policy must be approved by the director. All staff members are expected to be at all meals unless the director is notified.
11. **Performance Evaluation:** Job performance of each staff member will be evaluated by his/her immediate supervisor, as well as by the camp director. The staff member will be evaluated on performance of responsibilities as outlined in the individual job description with the supervisor and director.
12. **Resignation:** A staff member who feels that it is necessary to resign must give a minimum of seven days notice. Specialists and key support personnel must give 14 days notice. It is expected that, during the notice period, the staff member will do his/her best to perform his/her job to the best of his/her ability and to conduct himself/herself in a way that will protect the interests of camp.
13. **Termination of Agreement/Dismissal:** The camp reserves the right to terminate the work agreement between the staff member and the camp under the following circumstances:
 - a. Low camper enrollment necessitating reduction in staff
 - b. Employee does not comply with the terms of agreement
 - c. Mutual agreement between staff member and camp that it is in the best interests of both parties to terminate the agreement
 - d. The camp reserves the right to dismiss a staff member immediately in cases of gross misconduct
14. **Time Off:** Staff will have two hours off each day that may be used for rest, relaxation, or preparation.
 - a. Resource materials are available in the director's cabin, activity director's office, and in the Idaway.
 - b. The library of the White House will be available if you desire quiet for any reason.
 - c. Nightly curfew is 11:15 p.m. (Buildings will close at 11 p.m.; in bed with lights out at 11:15)
 - d. Staff members serving two or more weeks consecutively will receive approximately 24 hours off between weeks. Not all staff members have cars. Please share your day off with those without cars, if you have one. Riders, please share expenses for gas with the driver of the car.
 - e. DD could be available if you need any special help.
15. **Days Off:** Your day off starts when your DD and/or Program Director has excused you from your responsibilities. Your cabin must be cleaned out and in good shape for the following week prior to your time off. You may stay in camp on the weekend, but weekend curfew is to be observed. Let director or acting director designee know when you are leaving the property. Staff members are responsible to return from days

off by 11:00 p.m. to get enough sleep to function competently and to be considerate of others' need for sleep. If a staff member's job performance shows signs of sleep abuse, the camp director will undertake steps to remedy the situation.

16. **Gratuities:** Staff members are not permitted to accept gratuities. Parents who wish to express their appreciation in this way should be encouraged to contribute to the camp as a whole and should be referred to the camp director or business manager. Food given is acceptable and should be shared.
17. **Staff Visitors:** Staff should only have visitors on Saturday or Sunday during the hours they have time off. For Friday night campfires (or other rare occasions) visitors or the staff member must get approval from the director for them to visit. The visitor should report to the camp office upon arrival, making sure not to interfere with the duties of the staff member or with the camp program. Under no circumstances are visitors to be in living areas that are occupied by campers.
18. **Other Visitors:** All camp staff is expected to notify the camp office of all unidentified or unauthorized visitors who enter the camp property. For unidentifiable persons that may have a legitimate reason to be there, send them to the office/director. Follow the policy for approaching a trespasser or any other stranger that seems like they should not be there. Food Delivery may be directed to the Dining Hall or Tuck Shop.

FACILITIES

19. **Staff Lounge:** This area is off limits to campers at all times. The staff lounge should be kept clean at all times. Please take responsibility for picking up after yourself, as this is your place for relaxing, working, etc. Cleaning of the staff lounge will be rotated among staff on a weekly basis. The refrigerator in the staff lounge (ONLY) is available for your use. All items placed in the refrigerator must be marked with your name and the date. The staff lounge and dining hall will close for the night at 11 p.m. The last person to leave the staff lounge should shut off all lights, fans, and appliances.
20. **Dining Hall, Kitchen and Pantry:** The kitchen, pantry, and coolers are off limits to all staff with the exception of kitchen staff during normal hours of operation. Staff may be in the kitchen after 8 p.m. with special permission from the director and are expected to clean up after themselves. Staff members are not to enter the cooler or pantry unless specifically directed to do so by the kitchen staff or camp director. The last person to leave the dining hall at night should check the appliances, shut off the lights and fans, and shut doors.
21. **Tuck Shop (camp store):** Staff may charge purchases to their Tuck Shop account. If no money is in the account, charges will be deducted from their pay check. Staff Tuck credit can only be issued through Camper Week 4. For weeks following Camper Week 4, staff must put money on account in Tuck Shop to cover expenses so that there will be no delay in processing your final pay check. Items not available at Tuck Shop: The Business Manager will normally make two trips into town during the week. You may request emergency personal items when she is going. Try to plan ahead for buying your own personal items on your day off.
22. **Staff use of equipment and facilities:** All staff is required to check with the appropriate specialists before using equipment and facilities and to follow all rules for safety, use, and storage of equipment. Staff usage must be on "time off" (when it does not interfere with the regular camp program) and with the supervision of a

trained/certified staff member. For pool or lake use there must be a certified lifeguard 'on duty' (out of water) and each person must have completed a swim check.

MISCELLANEOUS

23. **Vehicles:**

- a. Please observe all parking and speed limit signs.
- b. Staff cars should be parked in designated areas only.
- c. Driving cars is to be kept to an absolute minimum.
- d. Only cars designated by the director may be driven across the dam.
- e. Campers are not to be transported in or on staff cars, except in emergency situations.
- f. The camp tractor, truck, or any other vehicles for "camp-use only" are to be driven by authorized personnel only. No campers are to ride in the back of the camp truck, on the camp tractor, or other camp vehicles as this is against the law.
- g. Staff members that will be transporting campers (trip leaders and weekend staff) will need to get their driving record checked at least one month prior to camp.

24. **Personal Equipment:** Campers and staff may bring personal sports equipment or musical instruments that are appropriate to the camp setting. All high-risk equipment (bows or rifles) will be stored under lock and key and used only when appropriate supervision is available. All other equipment is the responsibility of the owner. Camp will not be liable for the loss or damage of personal equipment or musical instruments.

25. **Electronic equipment:** Neither campers nor staff are permitted to have radios, televisions, IPODS, DVD players, etc. in living areas occupied by campers. Music is not to be played in the background for activities with the exception of an activity that needs music (drama, mime, aerobics, etc.). If the music seems inappropriate, the director will decide if it can be used. TVs and related equipment are to be used for rainy-day activities, instructional videos and staff training or other viewing as approved by the director.

26. **Gum:** Gum is not permitted to anyone in camp for environmental, sanitary and safety concerns.

27. **Mail:** Outgoing mail should be placed in the mailbox in front of the director's cabin in the morning. Incoming mail will be placed in staff mailboxes before lunch. Staff may read mail in the lounge before going to lunch, but do not give mail to campers until you return to your cabin for rest hour after lunch.

28. **Phone:**

- a. Campers are not permitted to use the phone except for emergencies or other necessity that is approved by the director.
- b. Staff is to use the phone in the staff lounge for personal phone calls.
- c. Since there is only one phone, each staff member is asked to be considerate of others and keep phone calls to 10-15 minutes.
- d. Please do not have anyone call you after 11 p.m. unless it is an emergency.
- e. Phone cards must be used for all personal calls.
- f. When taking a message for someone, please record it and place it in the receiver's mailbox in the lounge or hand it to them.

29. **Cell Phones:** Staff should not carry cell phones unless directed to do so for camp emergency purposes. Personal cell phone use must be limited to your time off, not on

campers' time. Please use your cell phone out of sight of the campers, remembering that they are not allowed this privilege. If you wish to be "phone free" for a week of camp, please give your phone to your Division Director and they will keep it for the week to return to you on your day off.

30. **E-mail and Internet Access:** Staff will have access to the internet in the library (back room of the White House). If you have a laptop with wireless, bring it. Use of the internet needs to be limited to your free time. Be considerate of others. Plan on checking e-mail on weekends, unless you are taking a class or have business concerns.

CAMPER POLICIES

(DD's will go over these with their division after registration on Sunday and please review the camp boundaries, natural hazards, fire and evacuation procedures, and lightning safety guidelines.)

Basics

1. Campers must turn in **all medications** to the health center. **Possession** of over-the-counter medication of any kind or **self administering** any medication may be considered grounds for **dismissal**.
2. All campers' **cell phones** will be stored with the Director. Our policy states that cell phones should not be brought to camp. Cell phones will be returned on Saturday to campers' parents.

Dress

At camp we all live as an extended family and community and need to be respectful and considerate of others in our behavior and appearance.

3. Our clothing should conceal all undergarments and promote modesty. Camp is not the place for spaghetti straps, cleavage, short shorts, or bare midriffs. Leave this type of clothing at home.
4. Swimsuits should be modest one piece suits (must wear T-shirt over 2 piece suits) and never worn in the dining hall.
5. You may wear sandals or flip-flops when going to the pool and bathroom. Otherwise, wear shoes and socks at all times.

Cabin Life

Campers need to work together to be responsible cabin members with each camper contributing to the group living experience.

6. Keep personal belongings neat and tidy.
7. Use clotheslines for drying towels, swimsuits and clothes.
8. In the morning, stay in the living area until a staff member gives you permission to leave.
9. Shower quickly and at the appropriate time.
10. Be on time for meals.
11. Participate in the Hopper/Helper procedures in the dining hall.
12. Share jobs during camper time including cleaning floors, emptying trash into the shower house garbage can, picking up litter, and doing the assigned camper.
13. Keep shower, sink and toilet areas neat and clean. Report any problems to a staff member as soon as possible. Be responsible for common courtesy like flushing and proper disposal of sanitary items.
14. Respect other campers' need for rest by being quiet and on your own bed during rest hour.
15. Respect the privacy of others and stay out of others' cabins unless invited in by a staff member.
16. Food will be given to the DD and will be available at free/cabin time. Gum chewing is not permitted and if found will be confiscated and returned on Saturday.

Safety

We all need to work together to ensure the health and safety of everyone at camp by observing the established health and safety procedures.

17. Only go into the woods with a group that includes a staff member. Never go into the woods alone.
18. Be careful of the electric fence around the corral because it may be on and you would get shocked.
19. Do NOT touch any wild animal. Stray cats, chipmunks, squirrels, rabbits, and bats are wild and can be dangerous. Get a staff member if there might be a problem with an animal.
20. A camper who becomes ill or injured should let his/her counselor know and report to the nurse. The camper should never stay alone in his/her cabin.
21. If you hear the siren, proceed immediately to the rock by Rufous's cabin or to the archery range if you are on that side of the lake. (Don't be confused by the daily siren in town around lunchtime.)
22. The canoe dock is off limits unless with a staff member and lifeguard must be present for a canoeing activity. Do not play or fish around the edges of the lake without adult supervision.
23. For the safety and protection of ALL members of the Camp Cherith family, the CCWNY board insists that e-mail between campers and staff be limited to camp sponsored events OR under the prescribed CCWNY internet policies.

Personal Equipment: Campers may bring personal sports equipment or musical instruments that are appropriate to the camp setting. All high-risk equipment (bows or rifles) will be stored under lock and key and used only when appropriate supervision is available. All other equipment is the responsibility of the owner. Camp will not be liable for the loss or damage of personal equipment or musical instruments.

Discipline & Behavior Expectations

Camp Cherith has established rules which communicate our expectation that each and every camper strive to be caring, honest, respectful and responsible. We will treat all campers with love and respect. We will also work diligently with campers and parents to avoid conflicts in camp. However, there are some offenses that may warrant dismissal from camp. (If your child is sent home due to disciplinary problems a refund of the camp fees will not be given.) These offenses include:

1. The use or possession of cigarettes, alcohol, or drugs
2. Bullying, fighting or continual verbal assaults directed at campers or staff.
3. Blatant disregard for the authority of the camp staff and policies or camp property.
4. Consistently disruptive behavior that interferes with the flow of the program, physically or emotionally harms others, or otherwise conflicts with the program rules and guidelines at Camp Cherith.

In the event that your child is guilty of any of these offenses, the director will contact you and you will be asked to come immediately to camp to pick up your child. Your cooperation will be most appreciated. If your child is sent home, he/she will not be eligible to return that summer. Questions or comments concerning this may be directed to Evie White, the camp director, at 585-468-3850 or rufous10@verizon.net

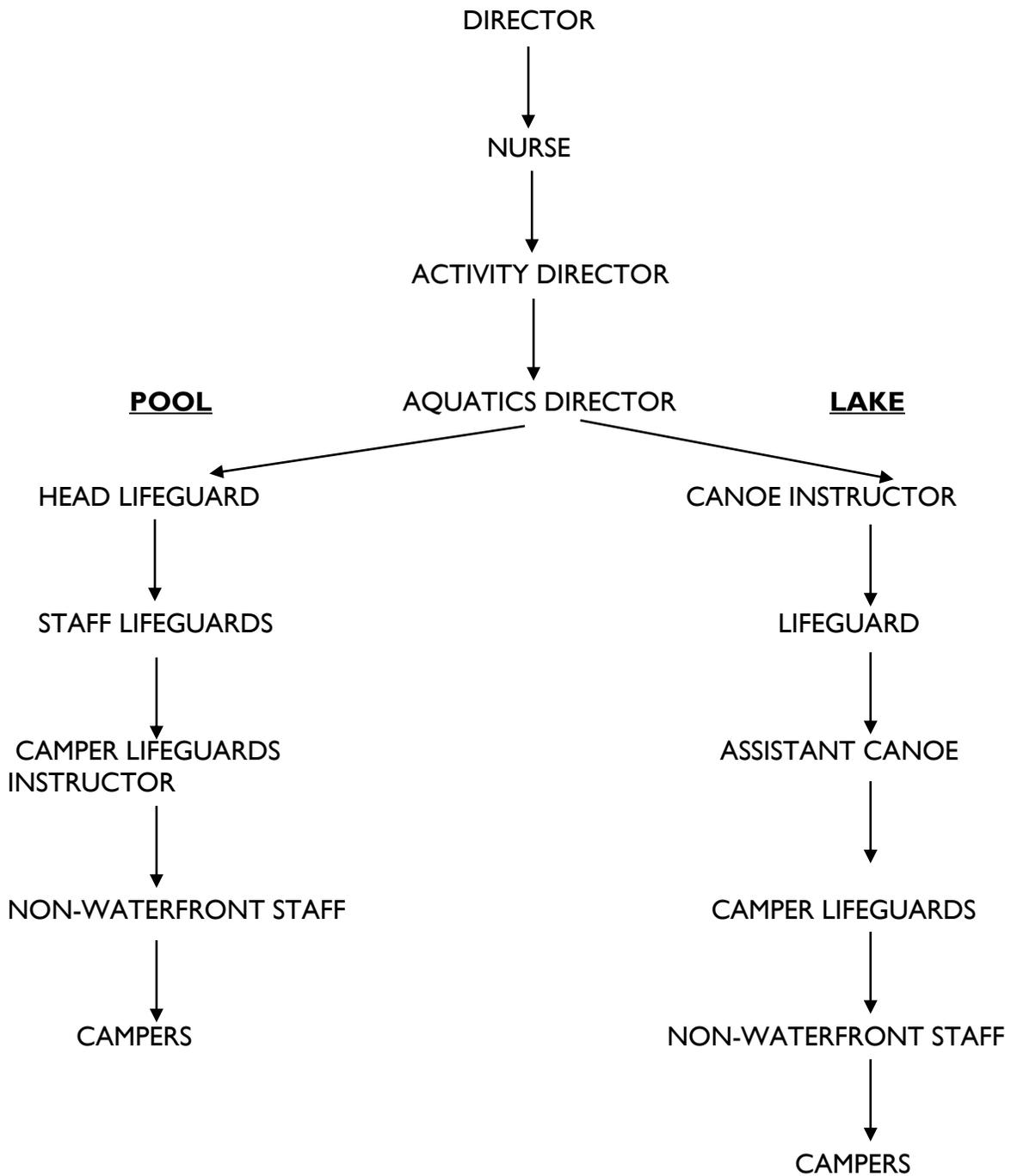
CAMPER RELEASE POLICY

For the safety of each child, a parent or guardian must fill out a camper release form and give it to the nurse on Registration Day. It must state the name of the individual who will be picking the child up on departure day. That person will be required to sign the release before taking the camper from the care of our staff. If it becomes necessary to change the information, the person who filled the form out must call the camp as early as possible and verify with the director any changes. The changes will be documented and given to the counselor in charge.

EMERGENCY COMMUNICATION PLAN

- ❖ Use walkie talkies to notify the nurse and get the RN and/or RTE personnel to the sight as quickly as possible
- ❖ For minor injuries use this procedure to contact the nurse ... state (using the birdname) “Wren you are needed at the location to see (give campers name).” The RN will know to come immediately to that area for an injury. Do not state more details. By including the camper’s name, the nurse will know if special medical supplies are needed.
- ❖ If life threatening -The person in charge will designate someone to either a) call 911 directly on a cell phone and then call to inform the director that there has been a life threatening emergency and ask that she contact the nurse or b) use the walkie talkie and announce “there’s a rock on (camp location),” indicating a life threatening emergency and the place in camp.
- ❖ The person on the walkie talkie will wait to hear a response from the nurse and/or director. The director or someone she designates will call 911 and arrange to meet the emergency vehicle at the beginning of the camp road. If neither the nurse nor the director responds, the person on the walkie talkie will continue calling until someone responds and instructs them to call 911. If the walkie talkie is not working, a designated driver will get in the emergency car and drive to the other side of the camp continuously beeping the car horn. The designated driver will drive to the nurses’ station and let the nurse know the nature of the emergency and to call 911, and then go directly to the director’s cabin.
- ❖ Cell phones can be carried by all RTE staff. Walkie talkies are located in each danger sport area and central living areas. The walkie talkies are to use rechargeable batteries. Extra sets of batteries will be recharged at strategic locations throughout camp.
- ❖ The nurse and director can be reached by using a cell phone to call the camp phone 585-468-3850

WATERFRONT CHAIN OF COMMAND



EMERGENCY PLAN AND PROCEDURES FOR WATERFRONT

Emergency Procedures

A. Life Threatening—Pool

1. Water Safety Instructor or Lifeguard (whichever is in charge) will activate the emergency action plan by blowing a long whistle blast. This signals campers to get out of the pool.
2. The person in charge will designate someone to either call 911 directly on a cell phone and then call the camp number to inform the director that there has been a life threatening emergency and ask that she contact the nurse OR use the walkie talkie and announce “there’s a rock on the beach,” indicating a life threatening emergency.
3. The person on the walkie talkie will wait to hear a response from the nurse and/or director. The director or someone she designates will call 911 and arrange to meet the emergency vehicle at the beginning of the camp road. If neither the nurse nor the director responds, the person on the walkie talkie will continue calling until someone responds and instructs them to call 911. If the walkie talkie is not working, a designated driver will get in the emergency car and drive to the other side of the camp continuously beeping the car horn. The designated driver will drive to the nurses’ station and let her know the nature of the emergency and to call 911, and then go directly to the director’s cabin.
4. Upon hearing the emergency signal, all activities in the area (archery, riflery, horsemanship, canoeing, and possibly fishing) will cease and all activity leaders will bring all campers to the archery field. One staff member (preferably with the least amount of water rescue training) will remain behind to supervise the campers, and all remaining staff will go to the pool.
5. The person in charge instructs present staff members to remove all other swimmers from the pool area and join those at the archery range.
6. The person in charge and other qualified staff will remain and administer supportive first aid using American Red Cross procedures until emergency medical people arrive.
7. After the emergency is over, the Aquatics Director will evaluate the emergency procedures with the staff involved and fill out any necessary paperwork. If media or parents become involved, the staff will not answer any questions, but will direct all questions to the Camp Director.

B. Life Threatening—Lake

1. Canoeing Instructor or Waterfront Lifeguard (whoever is designated by the Canoeing Specialist) will send a runner to the pool to activate the emergency action plan indicated the emergency by saying “There’s a rock on the beach.”
2. Follow steps 2-6 above as they would pertain to the lake.

C. Life Threatening—Other Places

1. A person trained in emergency procedures will activate the emergency action plan as outlined in A. 2 above by saying “Rock on/at (wherever you are).” Walkie talkies will be placed at the pool, the Idaway, the craft room and Tuck Shop. The nurse and director will have one on them.
2. A person not trained in emergency procedures will call for the nurse by birdname

D. Non-Life Threatening Emergency

1. The person in charge at the site of the emergency will call or radio the nurse, calling her by birdname, and direct her to the site of the emergency.
2. The nurse will apply care and determine any further action that may be required on the waterfront staff.

Additional Information and Procedures

- A. Staff members will be oriented to these Emergency Procedures during staff training. Discussion and practices will be held to determine water staff skills. All staff is swim checked to determine swimming ability and to provide the Aquatics Director with the necessary information for optimum staff placement.
- B. Water staff will periodically review and practice emergency procedures. The Aquatics Director is responsible for the coordination of these practices, and for instructing staff in water rescue and search methods.
- C. American Red Cross methods will be used in all handling of aquatic emergencies.

WATERFRONT SAFETY GUIDELINES

Waterfront

Watercraft Rules

1. No canoes are to be taken off the rack unless the instructor and/or assistant is present and gives permission and provides assistance.
2. No canoes are to be on the lake unless instructor and lifeguard are on duty.
3. All canoeists must wear a PFD at all times.
4. No standing in the canoes
5. No sitting on the ends of the canoe
6. No canoeing during thunder storms
7. Do NOT use the canoe paddles to push off the shore or as weapons in waterfights
8. Do NOT use canoes as bumper cars.
9. If capsizing occurs, do NOT leave the canoe.
10. When fishing classes are in session, STAY AWAY from the fishing area.

Non-instructional Canoeing and Kayaking—Occasionally there may be times when the canoes or kayaks are used outside of the formal class period. In these cases, the aquatics director will be notified, and the following procedures must be followed.

1. A waterfront lifeguard with current CPR, and a canoeing instructor will oversee the activity. If the lifeguard and the canoeing instructor are the same person, a second staff member will be present to help supervise the activity.
2. All participants will be oriented to the rules for canoeing before any boats are removed from the racks.

Swimming Pool

Pool Rules

1. Enter pool after waterfront staff invite you into the pool area.
2. Shoes and sandals are to remain outside the pool area.
3. Watershoes may be worn in the pool
4. Food and drink will remain outside the pool area. Keep drinks covered.
5. All garbage is placed in the garbage container
6. All swimmers must check in and out of the pool area via the buddy board.
7. Please walk.
8. Jump into the pool feet first and face forward.
9. Horseplay and splashing are not acceptable behavior.
10. All swimmers must have their hair properly secured.
11. During free swim, campers must come with a buddy or one will be randomly assigned.

Whistle System

1. One blow on whistle plus finger point=attention please
2. Two blows on whistle =buddy check signal
3. Three blows on whistle=time to clear the pool/lake
4. One sustained blow on whistle=EMERGENCY

Buddy System

Each camper is assigned a number and colored tag upon completion of swim check on Sunday afternoon. The color of the tag indicates the swimming ability of the camper. When campers arrive at the pool, the tag is moved from the “out” to the “in” side of the board before entering the water. All red tag swimmers are identified by a red ribbon tied to the campers wrist or swimsuit top. At free swim or a planned swimming event (other than classes), campers choose a buddy to swim with who is at about the same swim level (color tag). The tags are put together on the “in” side of the board and the swimmers stay together in the water. At least every 15 minutes, two whistles are blown to indicate a buddy check. The campers hold up their buddy’s hand and stand still and quiet, while a head count is taken and matched with the tags on the board. Upon completion of the count and confirmation, a whistle is blown to resume swimming. A camper list with buddy tag numbers is kept on the buddy board. When campers leave the pool, they transfer their tag from the “in” to the “out” before walking out the gate.

Other Information/Procedures

1. All waterfront activities, whether swimming or non-swimming will be appropriately supervised by the Aquatics Director or other qualified staff. This applies to Staff only activities as well as Staff and camper activities. There will be at least one lifeguard for every 25 bathers. The counselor to camper ratio will be 1:10 (and 1:8 for campers under 8 years old). If there are at least two lifeguards and less than five(5) staff total, the guards do not need to be out of the water. Staff members will demonstrate knowledge of safety and emergency procedures, enforce safety rules and be able to identify possible environmental hazards.
2. Enrollment in canoeing classes is based upon age, size and ability. Campers must be at least in 7th grade, be tall enough for the paddles, and pass a swim test on Sunday which involves swimming 6 lengths of the pool and treading water for two minutes without using hands.
3. Enrollment in sailing classes is based upon age and swimming level. Campers must be at least in 7th grade and must swim 6 lengths of the pool, tread water for two minutes without hands, and enter the water with long sleeved shirts and long pants and disrobe in deep water.

Revised 4/09

Emergency all camp signal

The universal signal for an all camp emergency is a sounding of the siren (located at the director's cabin) in 10 second bursts for one minute.

This signals for everyone in camp to assemble at Wing's Shelter if on the west (far side) of the lake or at the directors cabin by the rock for anyone of the east (dining hall) side of the lake.

EMERGENCY PLAN FOR MISSING PERSONS

Procedure for finding a lost camper or staff person:

After: the person has been identified as late to the next scheduled activity and cannot be located by communication over the walkie system or phones and asking the staff then:

1. Report to the DD or Director the last known location of missing person.
 - a. The siren should be used as stated above to call an all-camp roll call at both ends of camp.
 - b. Communicate the roll call from both sides or camp to the director to verify the missing person and that no one else is missing.
2. The Director or designee shall organize search parties to look for the missing person.
 - a. Begin search in the area in which the missing person was last seen.
 - b. Search all buildings and main camp grounds.
 - c. Search the surrounding areas as far as the top of the meadows, nearest the Oak Tree.
3. When the missing person(s) is found the siren will sound continuously for 1 minute to call in the search teams. All will report back to the dining hall
4. Once found by staff search, An incident report shall be completed by the director and filed in the director's office
5. If, after one hour, the camper has not been found, the camp director will notify the police and give full description including weight, height, clothes worn, last place seen, and any habits which may aid searchers.
6. The parents of a missing camper shall then be notified if the camper is still missing after the police are notified, and see if the parents have any additional information or have been contacted by the child somehow.
7. If reporters show up at camp, they are to be directed to the Director. No other staff member should speak to reporters.

DEALING WITH UNAUTHORIZED VISITORS

If the trespasser is armed, call 911 and if possible, leave the area.

NEVER approach a trespasser without another staff member in sight.

NEVER leave the campers alone with a trespasser on site.

NEVER alarm the campers or call attention to the trespasser.

Procedure:

- a. If a trespasser walks or drives into camp, report it immediately to the Director.
- b. Accompany trespasser or direct the trespasser to the Director's office for a visitor's pass.
- c. Even if the trespasser is a parent or guardian, he/she is NOT to be directed to where their child might be, but rather, be immediately sent to the Director.
 - ❖ Director will check with the Health Supervisor to determine whether or not parent is permitted to see the child.
 - ❖ If appropriate, the child will be directed to the Director's office to meet the parent or guardian.

In case the Director is not available, then the Director's designee will follow the procedures as listed above.

EMERGENCY EVACUATION PLAN

In the case of a disaster that requires evacuation from our site, all campers and staff shall be transported to Keshequa High School facility by car. Counselors will check attendance before their campers are transported and will take the cabin list with them for attendance at the school.

A list of all parent and guardian contact information will be taken so that everyone can be contacted in a timely manner. Calls will be made after emergency personnel give directives. All counseling staff and Division Directors will stay with campers.

FIRE RESPONSE PLAN

Living Units

Each living unit has a minimum of two exits (doors and/or windows) each of which is readily accessible to the ground. In the event of a fire, counselors should evacuate campers to the designated meeting place, take attendance and assess the situation. If the fire is small and would not present any danger to life or limb, the counselor may attempt to put it out. If the fire is spreading, 911 should be contacted and administrative staff should be notified. Smoke alarms are in each living area. In the event that they malfunction and do not go off during an emergency, staff will alert campers. Evacuation meeting places are posted in each building.

Dining Hall

Evacuation of the dining hall would be as follows:

1. Tables in the Center and on the East-exit out the East side (front porch-wide steps)
2. Tables on the West- exit out the back doors (West side) and walk around the south end of dining hall (if not blocked by fire) to the meeting point.
3. Kitchen can be evacuated through the two Kitchen doors, the staff lounge or through the dining hall.
4. Everyone should assemble on the hill on the SE side of the Director's cabin.
Counselors should account for the cabin groups with DDs reporting to the Director.
5. CONTACT 911 IN CASE OF REAL FIRE

Fire in Woods

In case of a fire in the woods, evacuate immediately and assemble in the adjoining open meadow area near the upper flag pole.

Activity Areas

In case of fire in an activity area, the Activity Leader should immediately move all persons out of the building and account for campers. The leader should assess the situation and if the fire does not present danger to life or limb, attempt to extinguish the fire. If the fire is spreading, 911 should be contacted and the Director notified. Campers should be moved to a safe place away from the building or emergency vehicle paths.

Field Fire

In case of field fire, all personnel should be evacuated to a safe area as far from the fire as possible. Campers should be accounted for, 911 contacted, and the Director notified. In the event of a fire that is out of control and evacuation of the property is indicated, all campers will be assembled and directed to the east side of Short Tract Road in safe areas.

SMOKE DETECTORS, FIRE EXTINGUISHERS AND FUEL SOURCES

Each living unit on the Camp Cherith site has been equipped with smoke detectors and carbon monoxide detectors as required.

Each living area also has a fire extinguisher which should be used to extinguish a fire. (A container of sand and water bottles in tents are to be kept filled at all times, and may be used as well.) Smoke detectors will be checked and batteries will be changed at the beginning of a new camping season, prior to the Health Department evaluation.

The Site Manager will call the 'BILL Extinguishers' to have all fire extinguishers renewed, serviced and/ or replaced each year before the Health Department evaluation and the opening of camp. This company has all records of extinguisher use, exchange, and replacement. The fire extinguishers are checked, serviced, and maintained by the site manager.

Fire extinguishers (29) are strategically located in these places on the Camp Cherith site:

1. Pump house at pool
2. Idaway
3. Shower House
4. Hickory House
5. Health Center
6. Tuck Shop
7. Orchard peach
8. Orchard cherry
9. Orchard apple
10. Orchard Kitchen
11. Dining hall I
12. Staff Lounge
13. Kitchen
14. Director's Cabin
15. Meadows I
16. Meadows 2
17. Meadows 3
18. Village Cabin I
19. Village Cabin 2
20. Village Cabin 3
21. Village Cabin 4
22. T- house
23. Log cabins I
24. Log Cabins 2
25. Log Cabins 3
26. Pavillion (I large)
27. Pavillion 2
28. White house I
29. White house

Fuel sources are also maintained and serviced by the site manager. There are propane tanks outside the kitchen and shower houses. There are three buildings with wood stoves. They are located in the Orchard, the Dining Hall, and the Pavillion. Each of these areas has a fire extinguisher.

LIGHTNING POLICY

In the event of a lightning storm during the day, outdoor activities will move their classes to the nearest shelter. Large buildings are preferred. Each activity leader will proceed with their class, once inside the safety of the shelter.

The decision to move indoors will be made by the Activity Director or other administrative staff member. The Aquatics Director or other qualified guard will make the decision at waterfront activities. Individual activity leaders should take the initiative to move activities inside due to inclement weather when it seems wise to do so.

1. Proceed to nearest shelter; larger buildings are preferable.
Once inside the building:
 - ❖ Stay away from metal objects, walls and fireplaces
 - ❖ Close windows and doors, keeping a safe distance from them
 - ❖ Do not use any electrical appliances, radios, or telephone
 - ❖ Do not use the showers
2. If no building is nearby:
 - ❖ Take shelter in dense woods, a grove of trees (not tallest trees, not touching trees), a depression or gully
 - ❖ Keep away from tall or lone trees, horses, hilltops, sheds and shelters in exposed places
 - ❖ Stay away from electric power lines, lake and streams
 - ❖ Everyone should come out of the lake at the first sound of thunder (Do not wait for lightning!)
3. Staff members must help campers feel calm and secure, in addition to taking proper safety precautions.
4. First Aid for Lightning Victims:
 - ❖ Do a primary survey or get help
 - ❖ Activate the Emergency Response Plan

CHILD ABUSE GUIDELINES FOR CAMP COUNSELORS

Summer camp is an experience that millions of children enjoy every year. It is also a time in which caretaking responsibilities may be transferred from the child's family to others including the camp counselor. In meeting your caretaking responsibilities, you may encounter obstacles. The children placed in your care come from an unknown background; they have had experiences you may not know about; and some will bring problems that you do not have the experience or training to address properly. In spite of these disadvantages, you are in a position to be a source of strength and help to children placed in your care. Therefore, you need to be able to recognize signs of abuse or exploitation exhibited by campers, and familiarize yourself with the following camp policies regarding reporting child abuse or sexual exploitation.

DETECTING SEXUAL EXPLOITATION

Some forms of abuse may not leave obvious physical evidence, but there are behavioral signs that may indicate victimization. This is especially true of children who have been sexually molested. Be alert to these signs of sexual abuse:

- ❖ *Changes in behavior*, extreme mood swings, withdrawal, fearfulness, and excessive crying.
- ❖ *Nightmares*, fear of going to bed, or other sleep disturbances, such as bed-wetting.
- ❖ *Acting out*, inappropriate sexual activity or showing an unusual interest in sexual matters.
- ❖ *A sudden acting out of feelings* or aggressive or rebellious behavior.
- ❖ *Regression* to infantile behavior.
- ❖ *A fear of certain places, people, or activities*, especially being alone with certain people. Children should not be forced to give affection to an adult or teenager if they do not want to. A desire to avoid this may indicate a problem or may indicate that parents have cautioned the child against such behavior.
- ❖ *Pain, itching, bleeding, fluid, or rawness* in the private areas.

You should note that some of these behaviors might have other explanations. A child who comes to summer camp is entering a strange environment and may experience homesickness or anxieties that can lead to behaviors similar to the signs of sexual molestation. However, do not simply discount the behavior as homesickness. *Immediately bring it to the attention of the camp director, not DD.* You are in a position to be a comfort and aid to the campers placed in your care. Even if the child's behavior is a result of homesickness, his or her camp experience will be much more enjoyable if the cause of the distress is addressed.

REPORTING CHILD ABUSE AND SEXUAL EXPLOITATION

Child abuse is a subject that we hear and read about frequently. It encompasses mental, physical, and sexual victimization of children. It is important to know that in every state there are agencies that are required to examine reports of suspected abuse and to use their expertise in handling the cases. Most camp counselors are not trained to make judgments about whether a child has been a victim of any kind of child abuse.

Therefore, **if you suspect that a child assigned to you is a victim of child abuse, immediately report this to your CAMP DIRECTOR, not the Division Director. The director will discuss your suspicions with you. It will be the responsibility of the director to interview the camper in the presence of the Health Director and report if there is suspicion.**

In most states, persons with knowledge of suspected child abuse are required to report the case to a child protective services agency. In some states, failure to report carries criminal penalties, especially for childcare professionals, like teachers and nurses. In fact, the laws in your state may require you to report suspected child abuse to an appropriate child protection agency even if you have already reported it to the camp director. Your camp director will be able to explain these responsibilities during staff orientation.

WHAT TO DO IF A CAMPER SAYS HE OR SHE HAS BEEN ABUSED

At some point, a camper may tell you that someone has molested him or her. This may have occurred at home or at camp. If this happens, we want you to be prepared to help the child. Follow the guidelines below if a child indicates that he or she may have been the victim of abuse or exploitation.

- ❖ **DON'T** panic or over-react to the information disclosed by the child.
- ❖ **DON'T** criticize the child or claim that the child misunderstood what happened.
- ❖ **DO** respect the child's privacy. Take the child to a place where the other campers cannot overhear you. It is important that you discuss the child's situation only with the camp director and camp nurse or with the child protective services agency for your state. It should not become the topic of conversation in the staff lounge. Camp is a hard place to keep information confidential. Your camper should not have to pay the price of your indiscretion and become the subject of camp gossip.
- ❖ **DO** encourage the camper to tell the camp director. Make sure that the child feels that he or she is not to blame for what happened. Tell the child that no one should ask him or her to keep a special secret and that it is okay to talk with appropriate adults about what happened. Try to avoid repeated interview about the incident as this can be very stressful for the child.

PRECAUTIONS AGAINST ACCUSATIONS OF ABUSE

Child abuse is a serious criminal offense. As a camp counselor with the responsibility of caring for children, you may be placed in sensitive situations, making you vulnerable to charges of child molestation. If you take these simple precautions, however, you need not be afraid of groundless accusations.

- ❖ Have other staff members present when supervising showers, changing into swimming suits, or other circumstances in which the child may be dressing or undressing.
- ❖ Respect the privacy of the child. Do not become intrusive or curious more than is necessary to monitor the health and safety of the child.
- ❖ The child has the right to reject displays of affection if he or she feels uncomfortable about them. Not every child comes from a background in which affection is openly displayed. Respect the child's wishes.
- ❖ Protect your own privacy. In some camp living situations, counselors live with their campers. There will be a natural curiosity about boyfriends or girlfriends, personal relationships and with some of the older campers' sexual activity. You should use common sense in discussing sensitive subjects with your campers, and you should not go into the details of your private life.

Sexual exploitation should not be confused with physical contacts that are true expressions of affection. A warm and healthy relationship can exist between the camper and camp staff if staff members respect the child and place reasonable limits on their physical interaction.

(Prepared under Cooperative Agreement *86-MC-CX-K003 from the Office of Juvenile Justice and Delinquency Preventive Office of Justice Assistance, Research, and Statistics, US Department of Justice.)

ADDITIONAL PLAN AND PROCEDURES

1. Notify appropriate agency: New York State. A follow-up report will be sent to the Department of Social Services.
2. Designated research and contact person for Camp Cherith is the Camp Director.
3. It is understood that the child is in a protected environment while enrolled in the camping program.
4. In certain situations, after discussion with the agency, the child's parents may be contacted.
5. The camp attorney will be notified when a report of child abuse is made.
6. A press statement will be made by the Camp Director or contact person only. Access by press personnel will only be to the meeting room in Skyview Lodge where any statements will be made. Media personnel will be prohibited from any other areas of camp. No staff member other than the director may speak directly to the media
7. In-depth questioning of the individual will be done only by professionals from the state of residence.

SEXUAL HARASSMENT POLICY

It is the policy of Camp Cherith of Western New York to prohibit harassment of employees or campers on the basis of sex. Prompt investigation of allegations will be made on a confidential basis to ascertain the veracity of the complaints and appropriate corrective action will be taken if necessary.

It is a violation of the policy for any member of the camp community to engage in sexual harassment. It is a violation of the policy for any member of the camp community to take action against an individual for reporting sexual harassment.

Policy Guidelines:

Definition: For the purposes of this policy, unwelcome sexual advances, requests for sexual favors and other verbal or written communications or physical conduct of a sexual nature (including sexist remarks) constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or advancement.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or decisions affecting such individual, or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working or living environment.

Procedures: Campers or staff claiming harassment on the basis of sex shall report such harassment to the director. Upon receipt of such complaint, the director shall make an informal, confidential investigation and report the findings to the administrator who shall in turn report to the board president with appropriate recommendations. Following receipt of the report the board may take further action, as they deem necessary. Allegations of sexual harassment should be made within 7 days of the date of the alleged occurrence, except for extenuating circumstances.

TRANSPORTATION PROCEDURES

I. General Comments

- ❖ Campers are never to be transported in or on any non-passenger vehicles. The only exception is for hayrides when wagons or trucks are driven at slow speeds (5-10 mph) off public roads, and when protective devices are provided to keep people from falling out or off the vehicle.
- ❖ A staff member must give written permission to allow campers to be transported in their car by filling out the Private Vehicle Use form. This form assures the camp that your vehicle has been adequately maintained. Staff members must check all of the following: lights, tires, windshields, emergency flashers, horn, brakes, mirrors, and fluid levels. Staff members will also submit an appropriate license and current insurance coverage for their own vehicle.

2. Supervision of Campers

- ❖ When transporting campers to off-site programs, the staff supervision ratios are determined by the number of staff and participants and the number of vehicles needed to transport campers and staff. There will always be one driver and one navigator (two staff) for every car. The ratio-determining factor is the suggested capacity for each car as determined by the manufacturer.
- ❖ The trip leaders carry with them health forms with permission to treat for each camper and staff.

3. Accident Procedures

- ❖ If an accident occurs during travel, a staff member will provide emergency first aid to the injured.
- ❖ The second staff member will calm the campers and remove them from scene if possible.
- ❖ The staff member in charge of giving care will remain at the scene and send someone to call the camp director.
- ❖ The staff member in charge of giving care will exchange registration information with the other driver and talk to the police if they are summoned, answering questions to the best of their knowledge

4. Safety Precautions

- ❖ All campers wear seat belts whenever the car is moving. The number of seat belts in the car will determine the number of campers a car will hold.
- ❖ All passengers will remain seated while the car is moving.
- ❖ Vehicles (if more than one) will follow each other in caravan style.
- ❖ Rules of the road will be enforced.
- ❖ All vehicles must be equipped with emergency supplies, which include an expanded first aid kit, a triangle reflector, flairs, a fire extinguisher and tools. Each vehicle shall bear the required current registration and inspection stickers.

5. Passenger Orientation Information

- ❖ No loud talking or unusual noises
- ❖ All persons must wear seat belts
- ❖ Doors will be locked
- ❖ Do not stick hands, arms, feet or heads out of the windows
- ❖ Campers will travel in pairs when in a public place
- ❖ Campers will inform their staff member whenever leaving the group (in pairs) to use the bathroom
- ❖ If separated from the group, campers will return to the designated meeting place
- ❖ Do not talk to strangers unless asked by the staff member to do so

6. Driver Information

- ❖ Campers should be in the vehicle whenever the car is backing up.
- ❖ Typically the car should be turned around before unloading.
- ❖ Campers should be seated in the car before the car is set in motion, and they should not exit from the car until it is turned off.
- ❖ In the case of vehicular breakdown or passenger illness, the driver will pull over to the side of the road at the nearest, safest, place available. If a cell phone is available, or the car is near a residence, a call should be made to the Camp Director (585-468-3850) as soon as possible. If the car needs to be towed, the Director will call for a tow. If camper or passenger becomes ill, bring all campers back to camp if you are within a reasonable radius of camp. If you are close to your destination, then go on to your destination and someone from camp will come for the passenger. If an adult becomes ill, then a replacement person will be brought to the site.
- ❖ No buses are used at camp
- ❖ In dealing with camper misbehavior and discipline, refer to Staff Manual
- ❖ Campers will remain in the car during refueling unless they need to use the rest room. If they are leaving the car, they will go with a buddy.

SAFETY IN PUBLIC PLACES POLICY

- ❖ Never Leave campers unattended.
- ❖ Establish a buddy system for campers to use off site.
- ❖ Any campers leaving the group, even for the washroom, must inform a staff person (and should go with a buddy!)
- ❖ Establish a designated meeting place and time at the beginning of the trip.
- ❖ Instruct campers to return to the designated meeting place if they are separated from the group.
- ❖ Instruct campers not to talk to anyone approaching them.

Section I

Health: Policies and Procedures

Health Tips for Staff Members
How to Handle Common Injuries
When to Send for the Nurse
Hazards
How to Handle Homesickness
Statement Regarding AIDS
Bat Policy
Rabies Policy
West Nile Virus Policy
Procedures for Handling Blood and Body Fluid Spills

MISSION STATEMENT

Our mission is to **transform** lives, **cultivate** disciples and **train** leaders through a **Bible-based, Christ-centered** outdoor camping program for children and youth.



Dear Friend, I pray that you may enjoy good health and that all may go well with you, even as your soul prospers.

III John 2

HEALTH TIPS FOR STAFF MEMBERS

You are the nurse's assistants!!! A lot of traffic through the nurse's station can be prevented if you help. All campers wanting to see the nurse should be screened by a staff member first. In many instances, the problem can be taken care of by the staff person.

- ❖ Preventive medicine is the best kind. Make sure campers have proper footwear and clothing, e.g. socks and closed shoes, long pants, long sleeves for in the woods. If kids are playing behind the cabins or in areas you know may be unsafe, explain your concern and ask them to play elsewhere.
- ❖ Notice a camper's eating habits and if possible, bowel movements (campers will talk about these things if you facilitate an open environment). Don't let them get over-tired. This will lower their resistance to infection.
- ❖ All medicines are to be turned in to the nurse. If you notice medications of any kind in a camper's belongings, please bring them to the nurse right away.
- ❖ First Aid Kits are located in each activity area and each staff member will carry a pocket kit. Staff will be trained in basic first aid.
- ❖ Visits to the Health Center should be limited. For prescription medications campers usually see the nurse before or after meals and before bed. Small cuts or scrapes can be treated in the activity areas. If the camper cannot be moved, use the emergency procedure to call for the nurse. For other illnesses or injuries, send the camper to the nurse with a friend.

NOTE: It is most important that counselors learn to observe at all times any abnormal condition or reaction of campers from a health standpoint and report to the nurse for further checkup. Please watch for any sign of illness or contagious disease, fever, headache, sore throat, drainage from the nose, eyes, or ears, inflamed eyelids, and any type of rash. These should be reported to the nurse at once. Also please be aware of unsafe conditions or practices throughout the day, which might contribute to camper or staff accidents.

HOW TO HANDLE COMMON INJURIES

Bee Sting: In case of allergy, DO NOT let the child run! Carry her to the nurse if necessary. Counselor may use an Epi-Pen if certified.

Small Cuts: Put pressure on the wound to stop bleeding. Clean the area with soap and water or antiseptic wipe, then put a bandage or dressing on.

Seizure: If sitting, help camper to the floor, move furniture, etc. away. Do NOT try to hold camper down. Send someone to get the nurse. If in water, keep camper's head above water and let camper finish the seizure.

WHEN TO SEND FOR THE NURSE

Do NOT move a child if any of these occur.

- ❖ Any severe fall
- ❖ Paralysis or an increase in paralysis or unconsciousness
- ❖ Near-drowning or diving accident
- ❖ Fainting
- ❖ Heat disorders
- ❖ Severe burns or cuts
- ❖ Suspected fractures

HAZARDS

The practice of safe conduct is expected in all activity, with special emphasis regarding hazard areas such as the woods, stream, pool, archery range, riflery range, and corral. Listed below are the main hazards present on our site.

- a. **Poison Ivy:** The only poisonous plant on the site is poison ivy. You will find it on the edge areas of the Hedgerow and sometimes near the canoe docks. When it is discovered, campers and staff are informed about its location and dangers, and every attempt is made (especially near the canoe docks) to rid the area of the plants.
- b. **Wild Animals:** There are rabbits, geese, groundhogs, beavers, muskrats, and harmless water snakes on the site. There are bats that come out at night to hunt mosquitoes. Raccoons and snapping turtles are also found on the site. Campers and staff are encouraged to ignore them, and under no circumstances are they to play with or attempt to catch them.
- c. **Woods:** Our site is reasonably safe. There are no glens or deep valleys. Paths in the woods are at a safe distance from the only steep grade, and campers are not permitted to climb near it. Still, one must be careful of fallen tree limbs or roots in the paths. Also, caution should be taken when trails are wet as they can be slippery.
- d. **Stream:** The stream is a safe depth. However, all activities in the stream are supervised by staff and at no time are campers and/or staff permitted to be barefoot in the stream.
- e. **Lake:** The lake is a central part of the site and the dam is a very busy walkway. Campers are encouraged not to play on the dam, and when in the boats or on the dock, life jackets are required to be worn, and a lifeguard must be present.
- f. **Cars:** Public automobiles are not permitted beyond the administrative area of camp. Campers need not fear cars or trucks coming through living quarters or activity areas. If cars are being driven, all speed signs must be followed.
- g. **Pool:** The swimming pool is locked at all times unless opened and supervised by the Aquatics Director or her representative.
- h. **Equipment:** Equipment for riflery and archery are locked when not in use. Rifles and ammunition are stored separately. Each range is supervised by a trained director.
- i. **Horses:** The area where horses are fenced in is off limits to all campers without an instructor or wrangler. Keep away from the electric fence.
- j. **Ticks:** Have children check themselves for ticks when changing for bed or showering. Cover legs and arms in fields and woods; stay out of high grass. If you find a tick that is attached to the skin, please go to the health center for removal.

HOW TO HANDLE HOMESICKNESS

Sometimes when a child comes to camp it is first time the camper has ever been away from his/her parents for more than one or two nights. Since everything is so new and unknown, this can be a frightening experience to a young camper. Never discount the pain of loneliness or try to cheer a camper out of it. Help campers learn that God is with them. And watch out because homesickness is contagious! It can cause other children in the cabin to become homesick.

Prevention

- ❖ Don't talk about homesickness--just hearing the word can cause problems
- ❖ Don't suggest or promise that they can call home--parents will not always insist that the child stay at camp. The camp director is the only one who can give permission to call and do not tell campers this.
- ❖ Don't talk about home.
- ❖ Don't talk about previous campers who went home.
- ❖ Don't hint that they might be able to go home.

Symptoms

How do you know if a camper is homesick?

Sometimes it is obvious. You may see tears or hear sobs at mealtimes or bedtime. A camper may ask to phone home, spend all free time writing letters home, or shy away from group participation. Homesick campers may complain of an upset stomach, refuse meals, or want to sleep through an activity.

Possible Solutions

- ❖ Encourage campers to help them get through one day at a time.
- ❖ Encourage campers to be involved in projects.
- ❖ Find ways to use their abilities and talents.
- ❖ Try to keep campers busy and focused on coming events
- ❖ Encourage girls to help do dishes at meals, or get food, etc. to keep them busy.
- ❖ Pray with your camper. (Make no promises)
- ❖ Go to your DD for help
- ❖ If the camper complains of stomach pains, make sure the nurse sees the camper.

STATEMENT REGARDING AIDS

Philosophy:

Employees and campers with AIDS or any other life-threatening disease are treated with dignity and respect. Camp Cherith strives to maintain an open and informed environment to all. Employees with AIDS or any life-threatening illness can continue to work as long as they are physically able to do so, and so long as the illness does not present an at-risk situation for other employees or campers. Employees are assured of complete confidentiality when seeking counseling or medical referral assistance.

Commitment:

Camp Cherith of Western New York has an overall commitment to health education. The camp feels a responsibility to educate its employees so that prejudice and unwarranted fear about AIDS in the workplace can be eliminated.

Education:

Camp Cherith of WNY has undertaken the following educational program for its employees:

1. Printed Camp Cherith philosophy about AIDS is given to each employee
2. Educational pamphlets are given to each employee
3. Orientation with discussion to include how the disease is and is not contracted, as well as time for questions and answers.

BAT POLICY

Bats are increasingly being recognized as a primary carrier of the rabies virus. *UNDER NO CIRCUMSTANCES ARE STAFF OR CAMPERS TO TOUCH A BAT (EVEN A DEAD ONE).* Touching a bat may mean 5 trips to the hospital for painful injections.

Bats Flying Around During the Day Should Not Be Disturbed.

Bats that are Grounded or Dead in a Cabin:

1. Remove occupants.
2. Bat can in cabin should be placed over bat. Carefully slide the cover between the can and the floor so the bat does not escape.
3. Tape down the sides
4. If counselor or staff member cannot deal with this method, call next person in the chain of command. Follow procedure
5. If there was exposure or contact, take person(s) to the camp nurse.
 - a. The nurse will evaluate the camper/staff person.
 - b. The nurse will notify the Livingston County Health DepartmentHD.
6. Camp nurse will file incident report in duplicate (one for CCWNY and one for Livingston County Health Department)
7. For captured bat or exposure, notify the Director who will proceed to contact Livingston County Health Department.

Bats in Inaccessible Places (rafters of cabin, etc)

1. When bat is spotted remove occupants from cabin immediately, inform the Division Director to call maintenance.
2. If occupants of a cabin were asleep when bat is discovered wake campers, evacuate the building immediately and call the DD and notify the Director.
3. Someone should try to capture the bat in the bat can and if bat is captured or killed, notify the Director who will call the Livingston County Health Department.
4. Always notify the Director if anyone has had direct contact with a bat or been in a building when a bat was spotted.

Revised 6/16

RABIES POLICY

Precautionary Measures

Sleeping areas will contain no food. This applies to “care packages,” etc. Even if locked up, the aroma can draw foraging animals.

1. Food wastes, garbage, etc., must be kept in covered, tip-proofed containers. The cover must be kept on and the area surrounding them kept free of debris, especially food scraps.
2. Staff and campers will be oriented to the fact that raccoons, skunks, fox, etc., are wild, possibly rabid animals and should not be captured, petted, fed, or otherwise encouraged to make contact with people.
3. Campers and staff will also be instructed to not touch or catch any cats on the property.
4. Immediately report any animals that seem to be acting “strangely.”

Medical Response Plan

1. If the camper is bitten, scratched, or attacked by an animal, get the individual to the camp nurse immediately. Necessary first aid will be administered. An interview of the victim and witnesses will be conducted to determine:
 - a. If the animal was provoked, i.e., teased, poked at, etc.?
 - b. How the animal was acting before, during, and after the attack?
2. Clear the area of people.
3. Unless the animal is endangering others, do not attempt capture of the animal until game wardens, police officers, etc., arrive. Request that the head not be excessively damaged during capture so that it can be analyzed at the rabies laboratory.
4. The Director will contact the Health Department which will make the necessary arrangements for capture and removal of animal in question.
5. If animal cannot be captured or positively identified, the individual(s) will begin shots within two days.
6. Parents will be notified as per recommendations of Health Department.

WEST NILE VIRUS POLICY

West Nile virus is the cause of the mosquito-borne infection that has been found in surrounding counties. The virus is transmitted by mosquitoes which feed on infected birds and then bite humans. Cold weather lessens risk. As a precaution, any person who will be spending time outdoors in likely mosquito habitats should limit his risk of mosquito bites.

Symptoms

Fever, headache, body aches, unusual tiredness, occasionally a skin rash on the trunk of the body.

If camper or staff member appears to be in some physical distress with any of these symptoms, the camp nurse should be notified and can assess the situation.

Minimizing Mosquito Bites

Eliminate any items that might collect standing water and provide a mosquito-breeding area. Upon request, the Handy Man can take care of possible problem areas.

1. Make sure all screens in doors and windows are in good repair.
2. Wear long sleeve shirts and long pants when spending time outdoors in mosquito habitats such as woods or wetlands.
3. Use an insect repellent containing DEET, according to label instructions (**DO NOT SPRAY DEET DIRECTLY ON CHILDRENS' SKIN**).
4. Contact the Livingston County Health Department if dead birds are found on camp

property. Wear rubber gloves and double bag the bird carcass and store it in a non-food refrigerator or cooler until instructed what to do with it.

PROCEDURES FOR HANDLING BLOOD & BODY FLUID SPILLS

Minor spills include: small amounts of blood from the nose, mouth, skin lacerations, menstrual blood, urine from bed wetting, and vomiting

Major spills may include: larger amounts of the above and the RN should be called

Handling Blood and Body Fluid Incidences

1. Wear disposable, waterproof gloves (e.g. latex, vinyl, etc.) when in contact with blood, body fluids, and torn skin or when handling items, equipment or surfaces soiled with blood or body fluids. You should keep at least one pair of clean gloves in your personal first aid kit and keep with you at all times.
2. Place gloves and soiled materials in a plastic bag or lined trashcan after you have properly cleaned up a spill. Secure and discard these trash bags daily. Special bags for washing soiled clothing, sleeping bags, and bed linens are kept at the health center. If possible, have the owner of the items put them in the bag.
3. Wash hands for 10 seconds with soap and water or rinse hands with or Antiseptic towelettes located in first aid kit or available from the Health Center.
4. Use a waterless antiseptic (e.g. three percent hydrogen peroxide or the antiseptic towelette) if hand washing facilities are unavailable.
5. Dry hands with a paper towel and discard.
6. Any additional items needed to clean up can be obtained at the Health Center.

Cleaning Body Fluids, Including Blood, Off the Skin

1. Wear disposable waterproof gloves
2. Clean off the person; or if the person is capable, have him/her clean himself/herself using a disposable towelette.
3. Put soiled materials in a plastic bag or lined trash can, secure and discard daily.
4. Have the person clean skin lesions with an antiseptic, and cover securely.
5. Prohibit participation in activities if they have bleeding wounds. After the bleeding has stopped, have the individual clean the wound with an antiseptic and cover it securely with a sterile bandage.
6. Remove gloves and properly discard them, along with any soiled bandages, in a plastic bag or lined trash and empty it that day.
7. Wash hands for 10 seconds with soap and water and wipe hands with an antiseptic towelette.

Disinfecting Hard Surfaces, Cloth, and Equipment for Use by Trained Personnel

1. Wear disposable waterproof gloves.
2. Dip item used for cleaning into a selected germicide solution (e.g. bleach water).
3. Wipe item, surface or equipment with the germicide solution. Use either shower house sanitizer solution or the antiseptic wipes.
4. Let the item, surface, or equipment air-dry for three to five minutes.
5. Use cat litter (if available) as a way to absorb and congeal a spill into a solid for easier cleanup. Use a germicide after cleaning up the cat litter.
6. Place used paper products, soiled materials and gloves in a plastic bag or lined trash can; secure it and empty that day.
7. Wash hands for 10 seconds with soap and water and rinse hands with antiseptic.

Appendix I

Job Descriptions

Division Director
 Counselor
 Health Director/Nurse
 Business Manager
 First Cook
 Second/Third Cook
 Crew Manager
 Summer Maintenance
 Maintenance Assistant
 Activity Director
 Program Director
 Aquatics Director
 Water Safety Instructor
 Life Guard
 Smallcraft Instructor
 Nature Activity Specialist
 Craft Specialist
 Horsemanship Activity Specialist
 Riflery Activity Specialist
 Archery Activity Specialist
 Activity Leader
 Activity Assistant



The body is a unit, though it is made up of many parts; and though all its parts are many, they form one body. So it is with Christ... But in fact God has arranged the parts in the body, every one of them, just as he wanted them to be. If they were all one part, where would the body be? As it is, there are many parts, but one body.

1 Corinthians 12:12-20

DIVISION DIRECTOR JOB DESCRIPTION

RESPONSIBLE TO: Summer Director, Assistant Director and Activity Director

AUTHORITY LIMITS: Must work within camp policies and procedures and submit all plans to the Director and Activity Director for approval

QUALIFICATIONS:

- ❖ Must be 19 years of age or older
- ❖ Training or experience in supervision
- ❖ Spiritual and emotional maturity; willing to put others above self
- ❖ Understand Cherith philosophy and agree to standard of conduct and statement of faith
- ❖ Willingness to serve and to perform tasks beyond those assigned
- ❖ Physical stamina: ability to daily walk the site, hike and carry light equipment as needed

MAIN RESPONSIBILITIES

- ❖ Care for needs of counselors and campers within division
- ❖ Work within the total camp program; cooperate with other staff; assist Camp Director
- ❖ Be a spiritual leader and mentor: encourage spiritual growth in staff and campers within division
- ❖ Divisional planning and supervision including keeping accurate records and reports

RESPONSIBILITY BREAKDOWN

Pre-Camp

- ❖ Review Bible Exploration materials for division then prepare a materials and supplies list
- ❖ Attend DD training prior to all staff training
- ❖ Prepare weekly campfire messages for your division (one per week, usually Monday)
- ❖ Participate and assist in pre-camp training, especially in areas as assigned by director
- ❖ Help counselors prepare and lead Bible Exploration
- ❖ Turn in all paperwork (including W-4, given at camp) and health form
- ❖ Plan weekly divisional programs or theme related activities and assign counselors responsibilities
- ❖ Participate in and promote group spirit to set the tone for the summer

Weekly

- ❖ Attend Sunday staff meeting and meet with divisional counselors as needed
- ❖ During registration be outside in your division to greet and direct people.
- ❖ Meet with Division on Sunday after parents leave to give division expectations and camp policies.
- ❖ Supervise counselors and campers at meals, rest hour, campers, evening programs and bedtime (Be sure to remind campers of the camp's policies and safety rules.)
- ❖ Ensure safety and well being of your staff by watching their health. Report any irregularities to nurse
- ❖ Help with cookout preparation and oversee clean up and putting away equipment in cookout shed. Check each cabin group during cookouts/help with fires or cooking as needed. Assist in sleep out.
- ❖ Conduct regularly scheduled meetings with counselors and meet informally for feedback and coaching
- ❖ Help the division acquire cohesion and unity
- ❖ Teach or assist in activities each day
- ❖ Prepare or review and present campfire messages (one per week, usually Monday)
- ❖ Plan, conduct and participate with our counselors in divisional evening programs (coordinate the divisional programs with the total camp weekly and summer themes)
- ❖ Communicate with your counselors about any needs or problems in the division, so they can be resolved quickly. Act as liaison between director and division counselors reporting information to the director in the event that issues are not quickly or easily resolved. Do not discuss problems within your division with others.
- ❖ Attend all staff meetings and all meals
- ❖ Help plan the all-camp program with the director and other staff
- ❖ Maintain general discipline and cooperative atmosphere with the division
- ❖ Complete required reports; submit weekly evaluations and forms on time
- ❖ Substitute for counselor in emergency and assist with Bible Exploration, if needed
- ❖ Saturday: supervise packing, clean up and camper release process, lead divisional award circle.
- ❖ Meet with counselors on Saturday before leaving for day off (go over next week's plans and check paperwork)
- ❖ Follow up with your campers if desired following camper communication policies

End of Summer: Help with inventories and closing of camp

COUNSELOR JOB DESCRIPTION

RESPONSIBLE TO: Division Director
Activity specialist in your activity area or Activity Director

AUTHORITY LIMITS: Must work within camp policies and procedures and submit all plans to the Division Director and Activity Director for approval

MINIMUM QUALIFICATIONS:

- ❖ 18 years of age or CILT Graduate
- ❖ Experience working with children
- ❖ Spiritual and emotional maturity; willingness to put others about yourself
- ❖ Physical stamina: the ability to daily walk the site, hike and carry light equipment as needed
- ❖ Agreement with our standard of conduct and statement of faith
- ❖ Willingness to serve and to perform tasks beyond those assigned

MAIN RESPONSIBILITIES

- ❖ Care for the physical and spiritual needs of the cabin group
- ❖ Cooperate with other counselors and staff members
- ❖ Help broaden campers' interests
- ❖ Be a spiritual leader and mentor/encourage spiritual growth

RESPONSIBILITY BREAKDOWN

Pre-Camp

- ❖ Participate in pre-camp training of staff, especially in areas of Bible exploration, camper characteristics, policies and procedures, working with campers and preparing for your activity areas as assigned by Activity Director
- ❖ Prepare Bible Exploration (daily Bible study for the cabin group)
- ❖ Turn in all paperwork (including W-4, given at camp) and health form
- ❖ Help plan weekly divisional programs on theme related activities as assigned
- ❖ Participate in and promote group spirit to set the tone for the summer

Weekly

- ❖ Attend Sunday staff meeting
- ❖ Supervise camper group at meals, rest hour, campers, bedtime, and most other times (Be sure to remind campers of the camp's policies and safety rules.)
- ❖ Ensure safety and well being of your campers by watching the health of campers, reporting any irregularities to the nurse
- ❖ Plan and conduct Bible Exploration daily with your cabin group in the out-of-doors (weather permitting)
- ❖ Plan and lead evening devotions and cabin time each day
- ❖ Conduct cookout and oversee clean up of fire site and returning trash and equipment to Dining Hall
- ❖ Meet with Division Director at regularly scheduled meetings and informally for feedback and coaching
- ❖ Help the group acquire cohesion and unity
- ❖ Make required reports promptly and accurately
- ❖ Teach (which includes training/preparation) or assist in 2 activities each day
- ❖ Spend quality time with each camper
- ❖ Help plan, conduct (as assigned by DD) and participate in divisional evening programs
- ❖ Communicate ONLY with your division director (or director, if needed) any needs or problems in the division, so they can be resolved quickly and in the best way possible
- ❖ Attend all staff meetings and all meals
- ❖ Complete and submit weekly evaluations and forms on time
- ❖ Meet with DD on Saturday before leaving for day off
- ❖ Follow up with your campers if desired following camper communication policies

End of Summer: Help with inventories and closing of camp

HEALTH DIRECTOR AND NURSE JOB DESCRIPTION

RESPONSIBLE TO: Director

AUTHORITY LIMITS: Must work within camp policies and procedures and submit all plans to the Director for approval

QUALIFICATIONS: Camp Nurse: RN, Current license NYS,
Health Director: First Aid (Responding to Emergencies) & CPR

MAIN RESPONSIBILITIES

- ❖ Care for the health needs of staff and campers
- ❖ Work within the total camp program and cooperate with other staff members
- ❖ Help broaden campers' interests
- ❖ Encourage spiritual growth

QUALITIES NEEDED

- ❖ Spiritual and emotional maturity
- ❖ Genuine love and concern for others
- ❖ Understanding of and agreement with camp aims and program philosophy
- ❖ Willingness to serve and to perform tasks beyond those assigned
- ❖ Neatness and cleanliness
- ❖ Patience and gentleness
- ❖ Organization ability and thoroughness
- ❖ Ability to get along with and motivate others to fulfill responsibilities

RESPONSIBILITY BREAKDOWN FOR RN

- ❖ Follow a health care plan which lists responsibilities and procedures
- ❖ Screen campers' physical conditions upon arrival at camp
- ❖ Keep and dispense all medications
- ❖ Screen staff physical conditions upon arrival at camp
- ❖ Provide care for sick and injured
- ❖ Determine need for physician or emergency services reporting to Director
- ❖ Keep accurate treatment and reporting records, report as required.
- ❖ Supply first-aid kits and instruction to users

RESPONSIBILITY BREAKDOWN FOR HEALTH DIRECTOR (May be a separate person)

- ❖ Be on call, or provide backup with RTE and CPR, at all times
- ❖ Supervise sanitary procedures in kitchen, washrooms, and general cleanup
- ❖ Follow NYS (Livingston county) guidelines to supervise health and sanitation in camp
- ❖ Keep accurate records, reporting as required

BUSINESS MANAGER JOB DESCRIPTION

RESPONSIBLE TO: Director

AUTHORITY LIMITS: Must work within camp policies and procedures and budget guidelines and submit all plans to the Director for approval

QUALIFICATIONS: Experience in bookkeeping and 21 years of age

MAIN RESPONSIBILITIES

- ❖ Keep accurate business records, reporting as required
- ❖ Work within the total camp program and cooperate with other staff members
- ❖ Encourage spiritual growth

QUALITIES NEEDED

- ❖ Spiritual and emotional maturity
- ❖ Genuine love and concern for others
- ❖ Understanding of and agreement with camp aims and program philosophy
- ❖ Willingness to serve and to perform tasks beyond those assigned
- ❖ Neatness and accuracy
- ❖ Organizational ability
- ❖ Understanding of bookkeeping procedures

RESPONSIBILITY BREAKDOWN

- ❖ Help with planning for Tuck Shop
- ❖ Make purchases during camp
- ❖ Keep books accurate and up to date, recording all purchases and receipts
- ❖ Supervise Tuck Shop
- ❖ Keep Tuck Shop neat and clean
- ❖ Be responsible for inventory records
- ❖ Report breakage, repairs, etc., to Maintenance List or if emergency, to Director or Site Manager
- ❖ Go to town for supplies, if no one else is available

FIRST COOK JOB DESCRIPTION

- RESPONSIBLE TO:** Director
- AUTHORITY LIMITS:** Must work within camp policies and procedures and budget guidelines and submit all plans to the Director for approval, including all changes
- QUALIFICATIONS:** Experience cooking for large groups
21 years of age or older
Experience ordering and filling out paperwork

MAIN RESPONSIBILITIES

- ❖ Be flexible and have a good disposition
- ❖ Work within the total camp program and cooperate with other staff members
- ❖ Encourage spiritual growth
- ❖ Keep accurate records, reporting as required
- ❖ Perform any tasks beyond those assigned

QUALITIES NEEDED

- ❖ Spiritual and emotional maturity
- ❖ Genuine love and concern for others
- ❖ Understanding of and agreement with camp aims and program philosophy and policies
- ❖ Willingness to serve and to perform tasks beyond those assigned
- ❖ Ability to get along with and motivate others to fulfill responsibility
- ❖ Have a basic knowledge of nutrition, safety and sanitation, and food purchasing
- ❖ Have a clean and neat appearance at all times and follow the laws and policies set up by the State Board of Health and Livingston County and Camp Cherith
- ❖ Physical stamina and ability to lift and store deliveries
- ❖ Supervision skills

RESPONSIBILITY BREAKDOWN

- ❖ Plan menus and food orders
- ❖ Call in orders or shop for food or discuss with Business Manager
- ❖ Store food and supplies
- ❖ Cook and do other food preparation
- ❖ Delegate responsibilities of parts of meals to others
- ❖ Supervise others who prepare and serve food including following of Health regulations (such as wearing of plastic gloves, hair nets in food handling, and shoes at all times)
- ❖ Clean kitchen and dining hall or supervise
- ❖ Keep records on meals and meal costs
- ❖ Supervise dishwashing, if asked
- ❖ Supervise total clean-up process of the cooks' area including all pot/pan washing
- ❖ Supervise table setting, if asked
- ❖ Prepare inventory of food and supplies
- ❖ Fill out all paperwork for Health Department and Federal Milk program
- ❖ Last one to leave Kitchen, turn off all fans, lights, ovens

SECOND/THIRD COOK JOB DESCRIPTION

RESPONSIBLE TO: Head Cook

AUTHORITY LIMITS: Must work within camp policies and procedures and the kitchen guidelines

QUALIFICATIONS: 16 years of age or older

MAIN RESPONSIBILITIES

- ❖ Be flexible and have a good disposition
- ❖ Work within the total camp program and cooperate with other staff members
- ❖ Encourage spiritual growth
- ❖ Keep records that Head Cook requires as by law
- ❖ Perform any tasks beyond those assigned

QUALITIES NEEDED

- ❖ Spiritual and emotional maturity
- ❖ Genuine love and concern for others
- ❖ Understanding of and agreement with camp aims and program philosophy and policies
- ❖ Willingness to serve and to perform tasks beyond those assigned
- ❖ Ability to get along with others
- ❖ Second cook needs to have the ability to assume full control of kitchen if an occasion should arise when the Head Cook is not available
- ❖ Basic knowledge of nutrition, safety and sanitation
- ❖ Clean and neat appearance at all times and follow the laws and policies set up by the State and Livingston County Health Department and Camp Cherith
- ❖ Physical stamina and ability to lift and store deliveries

RESPONSIBILITY BREAKDOWN

- ❖ Maintain a clean and safe kitchen
- ❖ Adherence to menus as prepared, unless changes approved by Director
- ❖ Maintain shopping list of needed items
- ❖ Meals to be served at scheduled times
- ❖ Adhere to policies regarding Dining Hall and kitchen
- ❖ Keep records that Head Cook requires
- ❖ Temps in refrigerators
- ❖ Milk count
- ❖ Help prepare food between meals
- ❖ Get condiments prepared and put on dishes
- ❖ Prepare Kool-aid and put in containers
- ❖ Clean and prepare vegetables
- ❖ Care for baking of foods for the summer (pies, cakes, cookies, breads)
- ❖ Work closely with head cook to coordinate baking and use of ovens
- ❖ Be aware of baking needs and add baking needs to food list for ordering
- ❖ Cleaning of kitchen and washing of all pots and pans, anything used to prepare food

CREW MANAGER JOB DESCRIPTION

- RESPONSIBLE TO:** Director
- AUTHORITY LIMITS:** Must work within camp policies and procedures and submit all plans to the director for approval, including all changes
- QUALIFICATIONS:** 19 years of age or older
Some managerial skills

MAIN RESPONSIBILITIES

- ❖ Be responsible for the kitchen crew and if asked then responsible for other student work crews
- ❖ Work within the total camp program and cooperate with other staff members
- ❖ Encourage spiritual growth of work crew members
- ❖ Perform any tasks beyond those assigned
- ❖ Coordinate the work of the cooks and the dining room setup of meals
- ❖ Work closely with kitchen crew and encourage by example and doing anything that will present an example for these girls
- ❖ Train and oversee the kitchen girls
- ❖ Communicate between kitchen girls, counselors, DDs, activity leaders

QUALITIES NEEDED

- ❖ Spiritual and emotional maturity
- ❖ Genuine love for work crew and others
- ❖ Understanding of and agreement with camp aims and program philosophy and policies
- ❖ Willingness to serve and to perform tasks beyond those assigned
- ❖ Ability to get along with and motivate others to fulfill responsibility
- ❖ Clean and neat appearance at all times and follow the laws and policies set up by the State and Livingston County Health Department and Camp Cherith
- ❖ Wearing of shoes at all times
- ❖ Hair nets if and when around food

RESPONSIBILITY BREAKDOWN

- ❖ Find out from cooks what table settings need to be put on table
- ❖ Set up water
- ❖ Get table settings from Director (where divisions/cabin groups will be seated)
- ❖ Make signs for tables each week with numbers
- ❖ Make master sign for cooks so they know how many people are at a table
- ❖ Find out from Director if there are guests, where they will sit, and make sure cooks know
- ❖ Oversee cleanliness of dishwashing area
- ❖ Oversee and help with sweeping floors, caring for Dining Hall floors, trash, bathrooms, mopping
- ❖ Set up the coffee, tea, cream, sugar
- ❖ Working with cooks

SUMMER MAINTENANCE JOB DESCRIPTION

RESPONSIBLE TO: Site Manager

AUTHORITY LIMITS: Must work within camp policies and procedures

QUALIFICATIONS: Experience in maintaining site and equipment

MAIN RESPONSIBILITIES

- ❖ Help keep the campsite and its equipment in good condition
- ❖ Cooperate with other staff members in operating camp smoothly
- ❖ Help create the atmosphere conducive to effective camping
- ❖ Perform any tasks beyond those assigned

QUALITIES NEEDED

- ❖ Spiritual and emotional maturity
- ❖ Genuine love for work crew and others
- ❖ Understanding of and agreement with camp aims and program philosophy
- ❖ Willingness to serve and to perform tasks beyond those assigned
- ❖ Ability to work cooperatively with others
- ❖ Knowledge of specific tasks assigned
- ❖ Knowledge of operation and use of power tools and lawn equipment
- ❖ Knowledge of and skills in basic plumbing, electrical and carpentry
- ❖ Physical stamina necessary to perform tasks

RESPONSIBILITY BREAKDOWN

- ❖ Have prayer time with handy staff each day
- ❖ Collect all staff maintenance requests (Site manager may choose to do this) daily and check with director if there are problems
- ❖ Organize and take care of all major concerns of staff
- ❖ Oversee the work of the handyman assistants
- ❖ Care for maintenance and operation of pool, pump and filtering system on a daily basis
- ❖ Care for maintenance of horse corral
- ❖ Perform duties in accordance with ACA and Health requirements
- ❖ General knowledge of maintaining kitchen appliances and equipment
- ❖ Inventory at beginning and end of summer all those things necessary for the job of maintenance staff
- ❖ Make sure that equipment (weedwacker, mowers, power tools) are maintained and in working order
- ❖ Handle and use of equipment safely, using protective gear as needed, awareness of camper safety
- ❖ Communicate with Director if there are any problems with staff

MAINTENANCE ASSISTANT JOB DESCRIPTION

- RESPONSIBLE TO:** Site Manager and Summer Maintenance
- AUTHORITY LIMITS:** Must work within camp policies and procedures
- QUALIFICATIONS:** 16 years or older and some experience in maintenance

MAIN RESPONSIBILITIES

- ❖ Help keep the campsite and its equipment in good condition
- ❖ Cooperate with other staff members in operating camp smoothly
- ❖ Help create the atmosphere conducive to effective camping
- ❖ Perform any tasks beyond those assigned

QUALITIES NEEDED

- ❖ Spiritual and emotional maturity
- ❖ Genuine love for work crew and others
- ❖ Understanding of and agreement with camp aims and program philosophy
- ❖ Willingness to serve and to perform tasks beyond those assigned
- ❖ Ability to work cooperatively with others
- ❖ Knowledge of specific tasks assigned
- ❖ Physical stamina necessary to perform tasks

RESPONSIBILITY BREAKDOWN

- ❖ Work with supervisor in areas that are needed by him

ACTIVITY DIRECTOR JOB DESCRIPTION

- RESPONSIBLE TO:** Summer Director
- AUTHORITY LIMITS:** Must work within camp policies and procedures, getting approval from the Director for any additions or changes to the program.
- QUALIFICATIONS:** Minimum age 21 years; training or experience in supervision

QUALITIES NEEDED

- ❖ Spiritual and emotional maturity
- ❖ Genuine love and concern for others
- ❖ Understanding of and agreement with camp aims and program philosophy and policies

RESPONSIBILITY BREAKDOWN

- ❖ Plan activity program in camp to challenge and broaden the campers' interests in a variety of skills so that campers receive satisfaction and not frustration from the experience
- ❖ Assign leaders to activities after discussion with individuals
- ❖ Take weekly activity plan and leadership assignments to Director for approval
- ❖ Communicate with Activity Specialists about adapting program plans
- ❖ Check safety and health standards for each activity area and make recommendations to Director
- ❖ Direct set-up of activity areas
- ❖ Conduct personal interviews with staff who will lead activities
- ❖ Familiarize each leader with area and supplies
- ❖ Institute an inventory checklist for the activities that require equipment
- ❖ Explain activity sign-up procedures with counselors during pre-camp training
- ❖ Organize activity orientation
- ❖ Oversee signing of activities with campers and staff
- ❖ Orient new Activity staff to activity areas, safety standards and leading and counseling campers\Check to see that staff understand policies of care and use of equipment
- ❖ Responsibility for supervision of activity program and visit each activity every week
- ❖ Talk to staff regarding activity needs, questions, problems and successes
- ❖ Report to Director any safety or health precautions not being carried out
- ❖ Encourage activity staff in their activities
- ❖ Encourage campers in their activities
- ❖ See that record sheets are filled out correctly and completely
- ❖ Supervise inventory of equipment
- ❖ Evaluate activity program for another year
- ❖ Make suggestions for activities for each year
- ❖ Work closely with Director when there are problems or with staff at the time the problems arise (e.g., staff not following curriculum)

**CAMP CHERITH® Western New York
PROGRAM DIRECTOR Job Description**

Responsible to: Director

Main Function: To plan, organize and administer camp events by assuming responsibility for those phases of camp operation listed below, executing the program in light of the mission statement, and upholding the philosophy and standards of Camp Cherith

Duties/Standards:

1. **PROGRAM** – Be responsible for program planning related to 'All-camp' events and Activity program
 - A.) Administer activity program working with Activity Director
 1. Design and implement weekly camper activity class schedule/offerings:
 - a) arrange age-appropriate, safe, camper-friendly variety of classes
 - b) facilitate staffing, locations, equipment, supplies
 - c) visit and evaluate with staff/campers
 - d) oversee orientation, paperwork, evaluations and inventories
 - e) communicate with Director any safety, curriculum or personnel issues
 - B.) Administer all-camp events (theme implementation, vespers, Friday night program, cook-out, free-time and special events, rainy-day all-camp programs and other events as appropriate)
 - a) communicate with staff about weekly all-camp events and specials to inform as well as assign roles and responsibilities
 - b) facilitate equipment, supplies, scheduling, staffing and logistics prior to event
 - c) participate enthusiastically in event and troubleshoot as needed
 - d) evaluate event and document suggestions for the future
2. **PHILOSOPHY** – Uphold and support the mission statement, values, and philosophy when developing/leading camp programs
3. **STANDARDS** – Consistent with the philosophy and goals of Pioneer Clubs® and Camp Cherith WNY, uphold all standards required by law and/or accrediting organizations
 - a) Uphold Standards of Resident and Day Camps of the ACA
 - b) Uphold other state or federal regulations
4. **IN-SERVICE EDUCATION** – Participate in training (CCWNY staff trainings) and other activities necessary to be informed of current camp policies, procedures, and techniques
5. **STAFFING** – Select, and place activity program staff and coverage for 'All camp' events
 - a) Help with staff coverage for each camp event, coordinating functions and responsibilities
 - b) Assign staff to weekly activities
 - c) Review plans with administrative staff before events
 - d) Work with Director when problems with program or staff arise at the time the problems arise
6. **STAFF TRAINING** –Plan with the Director and DD's and lead as assigned some pre-camp training sessions
7. **STAFF RELATIONSHIP** – Support staff and show care for their growth and development
 - a) Be present at all-camp activities

- b) Request staff needs during daily administrative meeting
 - c) Visit activities and divisions as possible throughout the week to provide support, on-the-job training and constructive evaluations
8. **SPIRITUAL** – Help the Director and DD’s to set the spiritual tone at camp
- a) Participate in daily staff Bible studies and prayer times
 - b) Bring spiritual perspectives to all aspects of the event
 - c) Participate in Morning Watch and encourage staff to do likewise
 - d) Pray for staff and campers daily at camp
9. **SUPERVISION** – Exercise supervisory responsibility over campers and program staff
- a) Model Christian character in actions and words in all personal interactions to encourage and disciple
 - b) Ensure that personnel policies and staff procedures are followed at camp
 - c) Meet daily with administrative staff
 - d) Report verbally to the director any unusual events, circumstances, or conditions (e.g., health or injury difficulties, site or staff problems, etc.)
10. **EVALUATION** – Evaluate ‘All-camp’ events and program/activity staff
- a) Present an evaluation of camp events and the activity program to the Director with recommendations for improvement or change
 - b) Be evaluated annually by the Director

AQUATICS DIRECTOR JOB DESCRIPTION

RESPONSIBLE TO:	Activity Director
AUTHORITY LIMITS:	Must work within camp policies and procedures
QUALIFICATIONS:	<p>At least 21 years of age At least 6 weeks experience in a similar position in a similar aquatic area Must have following credentials or certifications</p> <ul style="list-style-type: none"> ❖ Water Safety Instructor/ progressive swim instructor ❖ Lifeguard Management and Supervision course (ARC) ❖ Current CPR for professional rescuer ❖ Lifeguard Training

RESPONSIBILITY BREAKDOWN

Pre-Camp

- ❖ Participate in Pre-Camp Training, organizing schedules, in-camp training of lifeguards (former guards)
- ❖ Aid in set up of the waterfront in preparation for the camping season
- ❖ Notify Activity Director of any purchasing needs or notify maintenance for repair needs
- ❖ Observe and verify skills for lifeguarding and boating instruction
- ❖ Make sure other WSI's or swimming instructors are prepared for their activities
- ❖ Participate and promote group spirit within the program team to set tone for summer

During Camp

- ❖ Registration Day--Assist with registration day as assigned/oversee swim checks
- ❖ Testing evaluations on Sundays for placement of campers in classes
- ❖ Train other leaders or assistants (communicate to the assigned tasks)
- ❖ Prepare lesson plans for all levels of swimming and check LP of other instructors
- ❖ Enforce and maintain a safe, positive environment at all times
- ❖ Keep accurate records
- ❖ Clean, store and inventory all equipment and supplies at the end of the season
- ❖ Submit maintenance requests as necessary for activity area
- ❖ Monitor inventory and request additional supplies from Activity Director—resources as necessary
- ❖ Improve in field of water programming
- ❖ Visit classes led by other WSI
- ❖ Visit pool when lifeguards are on duty
- ❖ Confer with Activity Director as to scheduling of campers, schedules of class, etc.
- ❖ See that inventory is taken and record at end of summer; note repairs needed
- ❖ Coordinate the supervision (provide coverage) for all waterfront activities
- ❖ Coordinate use of pool or lake for UEPs, free time (lake) or special event with DD and Activity Director who can assign lifeguards
- ❖ Responsible for the testing and recording of pool chemicals; may be delegated, but still responsible
- ❖ Ensure that each activity leader uses scripture that relates to the activity and makes Biblical applications that relate to activity lessons.
- ❖ Oversee in-service training of lifeguards

WATER SAFETY INSTRUCTOR JOB DESCRIPTION

- RESPONSIBLE TO:** Aquatics Director
- AUTHORITY LIMITS:** Must work within camp policies and procedures
- QUALIFICATIONS:** Must hold the following certification--
Water Safety Instructor

RESPONSIBILITY BREAKDOWN

- ❖ Improve in field of water safety programming
- ❖ Know equipment needed and how to care for the equipment
- ❖ Study current manuals
- ❖ Make recommendations to Aquatics Director
- ❖ Participate in Pre-Camp Training if at all possible
- ❖ Prepare lesson plans for classes
- ❖ Aid in set up of waterfront
- ❖ Supervise activities to the best of ability
- ❖ Sunday testing if delegated to do this
- ❖ Confer with Aquatics Director regarding needs for classes, programming, etc.
- ❖ Help with inventory and closing of pool after camp
- ❖ Make recommendations to Aquatics Director
- ❖ Each activity leader is responsible to use scripture that relates to the activity and make Biblical applications that relate to activity lessons.

LIFEGUARD JOB DESCRIPTION

- RESPONSIBLE TO:** Aquatics Director
- AUTHORITY LIMITS:** Must work within camp policies and procedures
- QUALIFICATIONS:** Must hold the following ARC certifications—
ARC Life Guard (pool or waterfront)
Current CPR/AED for the Professional Rescuer
First Aid

RESPONSIBILITY BREAKDOWN

- ❖ Know equipment needed and how to care for it
- ❖ Work closely with Aquatics Director in enforcing rules of waterfront
- ❖ Aid in set up of the waterfront
- ❖ To lifeguard waterfront activities to the best of ability
- ❖ Participate in pre-camp/in-service training in rescue methods with Waterfront Director
- ❖ Confer with WSI and Aquatics Director regarding activity area
- ❖ Care for the cleanliness of the deck, after classes, at the end of free time and during special events
- ❖ Do your best to guarantee safety of all on waterfront areas
- ❖ If a lake lifeguard, wear a PFD when guarding from canoe or rowboat
- ❖ Enforce waterfront rules

SMALL CRAFT INSTRUCTOR JOB DESCRIPTION

- RESPONSIBLE TO:** Aquatics Director
- AUTHORITY LIMITS:** Must work within camp policies and procedures
- QUALIFICATIONS:** Must hold or have held the following certifications—
ARC Canoe Instructor (or equivalent)
OR equivalent experience in canoeing,
Boating, or Sailing

RESPONSIBILITY BREAKDOWN

- ❖ Aid in set up of boat area
- ❖ Teach with prepared lesson plans
- ❖ Coordinate the activity program area
- ❖ Practice safety in all waterfront areas
- ❖ Enforce waterfront rules as to care of equipment and safe use of boats
- ❖ Confer with Aquatics Director as to care of equipment, guarding concerns, scheduling of activities
- ❖ Each activity leader is responsible to use scripture that relates to the activity and make Biblical applications that relate to activity lessons.

NATURE ACTIVITY SPECIALIST JOB DESCRIPTION

- RESPONSIBLE TO:** Activity Director
- AUTHORITY LIMITS:** Must work within camp policies and procedures
- QUALIFICATIONS:** Knowledge of general studies including areas such as weather, plants, animals, insects, rocks and stars
Ability to effectively teach nature studies
Possess enthusiasm, patience, self-control, integrity, a sense of humor and an ability to accept guidance and instruction
Love of creation and a desire to share with campers and staff members

RESPONSIBILITY BREAKDOWN

- ❖ Plan and implement activities that stimulate campers to understand, appreciate and interact with the natural environment
- ❖ Prepare lesson plans and have them approved by the Activity Director
- ❖ Activities should be age-appropriate, participation intensive, interesting and instructive
- ❖ Insure that all appropriate and necessary safety precautions are adhered to by campers and staff
- ❖ Be cognizant of potential dangers and hazards in the camp environment and educate campers on proper precautions and safe practices
- ❖ Maintain supplies and materials in a proper manner; model responsible environmental attitudes and actions
- ❖ Know our site and the wildlife and plant life of our area
- ❖ Maintain necessary control of campers
- ❖ Complete required lesson plans and records
- ❖ Take care of Nature Center and all supplies, keeping displays neat and cared for
- ❖ Use scripture that relates to the activity and make Biblical applications that relate to activity lessons.

CRAFTS ACTIVITY SPECIALIST JOB DESCRIPTION

RESPONSIBLE TO:	Activity Director
AUTHORITY LIMITS:	Must work within camp policies and procedures
QUALIFICATIONS:	21 years or older Knowledge of arts and crafts Ability to do arts and crafts Ability to teach others the various crafts needed

QUALITIES NEEDED

- ❖ Spiritual and emotional maturity
- ❖ Love for others
- ❖ Understanding of and agreement with the Camp Cherith aims, program philosophy and educational aims
- ❖ Willingness to serve and perform tasks other than those assigned
- ❖ Ability to get along with and motivate others
- ❖ Patience
- ❖ Desire to see character traits that children develop from arts and crafts

MAIN RESPONSIBILITIES

- ❖ Encourage spiritual life of campers and staff
- ❖ Cooperate with other staff members and the total camp program
- ❖ Care for the related needs of counselors and campers
- ❖ Help broaden campers' interests
- ❖ Improve and increase campers' skills
- ❖ Keep any records accurately that the Activity Leader may ask of assistant
- ❖ Perform any tasks beyond those assigned as help is needed
- ❖ Be a visionary for the arts and crafts program for camp
- ❖ Be aware of new things that are being offered in arts and crafts and attempt to see how these might be used for camp and for what particular age levels
- ❖ Teach staff crafts

RESPONSIBILITY BREAKDOWN

- ❖ Manage the Craft Room, clean and straighten or make sure it gets done; take out trash in the mornings for trash pickup
- ❖ Care for the supplies, handle requests from other craft instructors
- ❖ Keep an inventory of all crafts supplies
- ❖ Meet and prepare summer staff during Pre-Camp training week the crafts that might be done in a summer
- ❖ Teach staff crafts if they have no ability, or find help with someone who can if specialist is not able
- ❖ Prepare their boxes for their classes or have them help with this
- ❖ Help them build lesson plans for activity if they are new activities
- ❖ Take time during Pre-Camp to prepare staff to learn activities; give them one or more than one activity to teach or the same activity two activity periods
- ❖ Be ready to teach three craft activity periods a week in crafts
- ❖ Each activity leader is responsible to use scripture that relates to the activity and make Biblical applications that relate to activity lessons.

HORSEMANSHIP ACTIVITY SPECIALIST JOB DESCRIPTION

RESPONSIBLE TO:	Activity Director
AUTHORITY LIMITS:	Must work within camp policies and procedures
QUALIFICATIONS:	Minimum age 21 Available for 8-week camping season Prior riding and horse care experience a must Certification from a nationally recognized organization (CHA or CCHI) desired (Certification training made available to our staff)

QUALITIES NEEDED

- ❖ Spiritual and emotional maturity
- ❖ Ability to care for animals and others under your direction
- ❖ Willingness to serve and perform tasks other than those assigned
- ❖ Ability to work independently and in groups

RESPONSIBILITY BREAKDOWN

Pre-Camp

- ❖ Set up activity area and notify Activity Director of any purchasing or repair needs
- ❖ Train activity assistants so they are able to perform the skills expected of campers and are prepared to teach those skills to campers
- ❖ Participate in Pre-Camp Training of staff
- ❖ Prepare lesson plans and have approved by Activity Director
- ❖ Help plan weekly all-camp activities as assigned
- ❖ Participate in and promote group spirit within the program team to set the tone for the summer

During Camp

- ❖ Registration Day—Assist with registration day as assigned
- ❖ Care for horse and tack
- ❖ Teach children riding—3 classes daily and free time riding
- ❖ Prepare lesson plans and teach 4 levels of riding as specified by our program
- ❖ Supervise horsemanship activity staff and delegate responsibility
- ❖ Enforce and maintain a safe, positive riding environment
- ❖ Supervise and train other leaders or assistants (communicate to them assigned tasks)
- ❖ Keep accurate records and fill out all necessary paperwork
- ❖ Submit maintenance requests as necessary for activity area
- ❖ Monitor inventory and request additional supplies from Activity Director—resources as necessary
- ❖ Clean, store and inventory all equipment and supplies at the end of the season
- ❖ Each activity leader is responsible to use scripture that relates to the activity and make Biblical applications that relate to activity lessons.

RIFLERY ACTIVITY SPECIALIST JOB DESCRIPTION

RESPONSIBLE TO:	Activity Director
AUTHORITY LIMITS:	Must work within camp policies and procedures
QUALIFICATIONS:	Minimum age 21 Skills and knowledge in area of specialty Training and experience in teaching in area of specialty Basic Rifle Instructor Certification from NRA (or NRA camp equivalent) Certification training made available to our staff

QUALITIES NEEDED

- ❖ Spiritual and emotional maturity
- ❖ Ability to care for equipment and others under your direction
- ❖ Willingness to serve and perform tasks other than those assigned
- ❖ Ability to work independently and in groups

RESPONSIBILITY BREAKDOWN

Pre-Camp

- ❖ Set up activity area and notify Activity Director of any purchasing or repair needs
- ❖ Train activity assistants so they are able to perform the skills expected of campers and are prepared to teach those skills to campers
- ❖ Participate in Pre-Camp Training of staff
- ❖ Prepare lesson plans and have approved by Activity Director
- ❖ Help plan weekly all-camp activities as assigned
- ❖ Participate in and promote group spirit within the program team to set the tone for the summer

During Camp

- ❖ Registration Day—Assist with registration day as assigned
- ❖ Care for all equipment and supplies related and the range
- ❖ Teach up to 3 classes daily
- ❖ Train other leaders or assistants (communicate to them assigned tasks)
- ❖ Supervise and assist campers in all aspects of the program
- ❖ Prepare lesson plans and teach all levels of shooting as specified by our program
- ❖ Enforce and maintain a safe, positive environment at all times
- ❖ Keep accurate records and fill out all necessary paperwork
- ❖ Clean, store and inventory all equipment and supplies at the end of the season
- ❖ Submit maintenance requests as necessary for activity area
- ❖ Monitor inventory and request additional supplies from Activity Director—resources as necessary
- ❖ Each activity leader is responsible to use scripture that relates to the activity and make Biblical applications that relate to activity lessons.

ARCHERY ACTIVITY SPECIALIST JOB DESCRIPTION

RESPONSIBLE TO:	Activity Director
AUTHORITY LIMITS:	Must work within camp policies and procedures
QUALIFICATIONS:	Minimum age 18 Skills and knowledge in area of specialty Training and experience in teaching in area of specialty Basic Archery Certification Certification training made available to our staff

QUALITIES NEEDED

- ❖ Spiritual and emotional maturity
- ❖ Ability to care for equipment and others under your direction
- ❖ Willingness to serve and perform tasks other than those assigned
- ❖ Ability to work independently and in groups

RESPONSIBILITY BREAKDOWN

Pre-Camp

- ❖ Set up activity area and notify Activity Director of any purchasing or repair needs
- ❖ Train activity assistants so they are able to perform the skills expected of campers and are prepared to teach those skills to campers
- ❖ Participate in Pre-Camp Training of staff
- ❖ Prepare lesson plans and have approved by Activity Director
- ❖ Help plan weekly all-camp activities as assigned
- ❖ Participate in and promote group spirit within the program team to set the tone for the summer

During Camp

- ❖ Registration Day—Assist with registration day as assigned
- ❖ Care for all equipment and supplies related and the range
- ❖ Teach up to 3 classes daily
- ❖ Train other leaders or assistants (communicate to them assigned tasks)
- ❖ Supervise and assist campers in all aspects of the program
- ❖ Prepare lesson plans and teach all levels of shooting as specified by our program
- ❖ Enforce and maintain a safe, positive environment at all times
- ❖ Keep accurate records and fill out all necessary paperwork
- ❖ Clean, store and inventory all equipment and supplies at the end of the season
- ❖ Submit maintenance requests as necessary for activity area
- ❖ Monitor inventory and request additional supplies from Activity Director—resources as necessary
- ❖ Each activity leader is responsible to use scripture that relates to the activity and make Biblical applications that relate to activity lessons.

ACTIVITY LEADER JOB DESCRIPTION

- RESPONSIBLE TO:** Activity Director
- AUTHORITY LIMITS:** Must work within camp policies and procedures
- RESPONSIBILITY:** Achieve camp goals with major responsibilities to oversee facilities, equipment, and any activity assistants assigned to you
Report regularly to the Activity Director

MINIMUM QUALIFICATIONS

- ❖ Training or experience in teaching in activity area
- ❖ Emotional and spiritual maturity
- ❖ 18 years of age or older or CILT graduate
- ❖ Agreement with spiritual standard and Statement of Faith

RESPONSIBILITY BREAKDOWN

Pre-Camp

- ❖ Set up activity area and notify Activity Director of any purchasing or repair needs
- ❖ Learn all that you can about your activity; get information from Activity Director
- ❖ Attend any pre-camp training sessions for this activity
- ❖ Prepare lesson plans and have approved by Activity Director

WEEKLY ROUTINE

- ❖ Teach activities as assigned following a lesson plan
- ❖ Maintain activity area keeping it safe, neat and clean
- ❖ Submit maintenance requests as necessary for activity area
- ❖ Monitor inventory and request additional supplies from program team leader—resources as necessary
- ❖ Make lesson plans and other resources available to any assistants
- ❖ Observe campers and any activity assistants to ensure that safety rules are followed and all are practicing proper form and technique
- ❖ Activities are for skill building and growth; be sure to assist individual campers, encourage them and help them to progress in the activity and accomplish a goal
- ❖ Fill our necessary paperwork—evaluations, cumulative reports, activity leader sheets
- ❖ Each activity leader is responsible to use scripture that relates to the activity and make Biblical applications that relate to activity lessons.

ACTIVITY ASSISTANT JOB DESCRIPTION

- RESPONSIBLE TO:** Activity Leader or Activity Director
- AUTHORITY LIMITS:** Must work within camp policies and procedures
- QUALIFICATIONS:** 18 years of age or CILT Training

QUALITIES NEEDED

- ❖ Spiritual and emotional maturity
- ❖ Love for others
- ❖ Understanding of and agreement with the Camp Cherith aims, program philosophy and education aims
- ❖ Willingness to serve and perform tasks other than those assigned
- ❖ Ability to get along with and motivate others

MAIN RESPONSIBILITIES

- ❖ Encourage spiritual life of campers and staff
- ❖ Cooperate with other staff members and the total camp program
- ❖ Care for the related needs of counselors and campers
- ❖ Help broaden campers' interests
- ❖ Improve and increase campers' skills
- ❖ Keep any records accurately that the Activity Leader may ask of assistant
- ❖ Perform any tasks beyond those assigned as help is needed

RESPONSIBILITY BREAKDOWN

- ❖ Get Pre-Camp or In-Service Training
- ❖ Assist in assigned activities each day including set up and break down
- ❖ Actively assist by pitching in and helping where you see the need
- ❖ Learn safety concerns for the area and help the Activity Leader make sure they are observed by all participants
- ❖ Be alert to campers who need assistance and provide help, if possible, or alert the Activity Leader
- ❖ Help the Activity Leader maintain discipline with the group
- ❖ Assist the Activity Leader in keeping the area neat and clean
- ❖ Provide assistance in all areas of the activity as requested by the Activity Leader
- ❖ Be prepared to take over Activity Leader in case of Activity Leader's absence or teaching that activity the next week as Activity Leader
- ❖ Make suggestions to Activity Leader for improvements to the activity
- ❖ Each activity leader is responsible to use scripture that relates to the activity and make Biblical applications that relate to activity lessons.

Appendix II

Forms

Camper Agreement
Camper Questionnaire
Camper Evaluation
Camper follow up
Counselor Evaluation
Division Director Evaluation
Cabin Time Evaluation
Activity Evaluation
CCWNY Parent Survey
CCWNY Parent Questionnaire

MISSION STATEMENT

Our mission is to **transform** lives, **cultivate** disciples and **train** leaders through a **Bible-based, Christ-centered** outdoor camping program for children and youth.



Let all things be done decently and in order.
I Corinthians 14:40

Camper Agreement

1. Campers must turn in ALL medications to the health center. Possession of Over-The-Counter medication (of any kind) or self administering any medication will be grounds for dismissal.
2. ALL CAMPERS' CELL PHONES, IPODs or other electronic devices THAT REMAIN AT CAMP WILL BE STORED WITH THE DIRECTOR. (Our policy states you should not bring them to camp.) Parents can get them from the Director or DD on Saturday.
3. Any cameras brought to camp must be used for only appropriate pictures taken in open spaces. There will be no picture taking in the cabins, bathrooms, shower houses or any changing area. If there is a violation of this policy the camera will be taken to the director. Digital cameras will be confiscated and files reviewed and any inappropriate photos will be deleted before the camera is returned. Film cameras will have film removed and destroyed. Disposable cameras will be destroyed. At the director's discretion the camper may be dismissed immediately.
4. At camp we all live as an extended family and community and need to be respectful and considerate of others in our behavior and appearance. Our actions should be thoughtful and in accordance with customary practices. Our clothing should conceal all undergarments and promote modesty.
5. We all need to work together to insure the health and safety of everyone at camp by observing the established health and safety procedures.
6. Campers need to work together to be responsible cabin members with each camper contributing to the group living experience. Each Camper should respect the other campers and counselors bunk space and personal possessions.
7. For the safety and protection of ALL members of the Camp Cherith family, the CCWNY board insists that all campers and staff follow the electronic communication policies of our camp. If your parent wishes to allow you to communicate electronically with staff they must sign the parental permission form and take full responsibility for such communication. Staff members are not to give their phone numbers to campers. Do NOT contact them by phone or using text messages.
8. Campers and staff are encouraged to stay in touch by writing letters.
9. Any destructive/harmful behavior to other campers, staff or self will not be tolerated and is grounds for immediate dismissal. **This includes bullying; verbal or physical and any intimidating, mean or aggressive camper behaviors.**

I, _____, agree to comply with the above policies in addition to those explained to me by the Division Director. Rev6/12

CAMPER QUESTIONNAIRE

Name: _____ Nickname: _____

Address: _____ City: _____ State: _____ Zip: _____

Phone: (____) _____ Birthday: _____ Age: _____

Grade: _____ School: _____

Father's full name: _____

Mother's full name: _____

Sisters and Brothers and Ages:

_____	Age: _____	_____	Age: _____
_____	Age: _____	_____	Age: _____
_____	Age: _____	_____	Age: _____

Church you attend: _____ Do you go regularly? _____

Does your family attend church regularly? _____

Do you play an instrument? _____ What? _____

Hobbies/Interests: _____

Favorite Sports: _____

Do you have any pets? _____

What do you want to be when you grow up? _____

_____ I know without a doubt that I have received the gift of eternal life and will go to heaven to be with Jesus when I die.

If yes, why should Jesus let you into heaven and what does Jesus mean to you?

CAMPER FOLLOW-UP FORM

This form is to be filled out after a camper has received the gift of Eternal Life, expressed an interest in spiritual follow-up, or made some other spiritual commitment. This is **Important**—so please fill out completely.

Division _____ Date _____

Name _____ Birthday _____
Mo. Day Yr.

Address _____
Mo. Day Yr.

City _____ State _____ Zip _____

E-mail Address _____

Attend Pioneer Club? Yes / No, Where? _____

Week at Camp _____

Name of Counselor _____ Birdname _____

Reason for Follow-Up

_____ Salvation (Explain—e.g. “Was a decision made at camp,” etc.)

_____ Assurance (Explain)

_____ Commitment/Rededication

_____ Other (Explain if you desire, unless confidential)

Counselor: If you would like to assist with the follow-up for this camper, please indicate below.

_____ Yes _____ No

COUNSELOR EVALUATION OF CAMP

____ # OF WKS AT CAMP THIS YEAR

DIVISION _____

____ # OF YRS AS CHERITH STAFF

WEEK #: _____

____ # OF YEARS AS CHERITH CAMPER

Circle 1-4. 1 = poor, 4 = excellent

1. Sufficient resource materials received before camp . 1 2 3 4
(answer one time per summer)
2. Support from Division Director
- A. Contact before camp 1 2 3 4
(answer one time per summer)
- B. In-camp communication/support 1 2 3 4
- C. Is there anything your Division Director should know for upcoming weeks?
3. Informal contact with other staff in your division 1 2 3 4
4. Staff Bible Study 1 2 3 4
Why? What was effective / ineffective, applicable / inapplicable?
5. Camp Bible Exploration 1 2 3 4
Why? What was effective / ineffective, applicable / inapplicable for your age group?
6. Divisional Activities
- A. Overnight, cookouts 1 2 3 4
- B. Unified Evening Program 1 2 3 4
- How did you use the summer/weekly theme this week?
- What was your best or favorite divisional UEP?
7. All Camp Evening Program 1 2 3 4 5

Please comment on any or all of the above. Please mark the category you are referring to. You may use the back of this form.

COUNSELOR'S CABIN TIME EVALUATION

Counselor's Name _____ Bird Name _____

Please rate each category: **1, 2, 3 or 4** (1 = poor, 4 = excellent)

Criteria	Mon	Tues	Wed	Thurs	Fri
<i>Variety of Activities</i> Please LIST or DESCRIBE the activities your cabin did each day.		Cookout Day			
<i>Camper Choices or Input</i> Campers suggested or voted on activity					
<i>Full Use of Allotted Time</i> Time was spent in activity not preparation or inactivity					
<i>Engaging</i> Memorable, unique, fun, age-appropriate					
<i>Full Participation</i> All campers participated as directed					

Please use this space to make comments about activities that worked and those that didn't. Be sure to write your favorite activities so we can share them with other counselors in the future.

DIVISION DIRECTOR'S WEEKLY REPORT

DD's Name: _____

Division: P T C E (circle one) **Week:** 1 2 3 4 5 (circle one) **Year:** _____

You will be asked to rate a number of different aspects pertaining to your divisional activities and/or staff. You will rate items 1-5, with 1 being low and 5 being high. Circle the number that applies best. A rating of 3 or lower must be followed by specific comments expressing your concerns in that area.

1. Rate the cooperation and spirit among staff within the division: 1 2 3 4 5

2. Did your Division use theme related UEP's? YES / NO If NO, state why not, next to day.

Briefly list each evening program and circle the one the campers seemed to enjoy the most.

Monday-

Wednesday-

Thursday-

3. Discuss one highlight of the week; in what ways have you seen your staff/campers grow?

Campers:

Staff:

4. Discuss any problems /issues you encountered this week. How was the issue resolved?

5. List any area of in-service (on the job training) you were able to provide this week.

6. Do you feel your divisional staff needs additional training? YES / NO If YES, check all that apply.

- Leadership Skills
- Camp Craft Skills
- Bible Ex. Skills
- Understand Age Group
- Health/Safety Procedures
- Job Description
- Camp/ Staff Policies
- Components of a UEP
- Chain of Command

7. Rate the performance of your counselors in the following areas:

Ask yourself, 1) does the counselor work well with this age group; personal care, health and safety, awareness, rapport 2) did counselor enthusiastically participate in divisional UEPS or was there some resistance, 3) personal can include overall attitude, dependability, enthusiasm, energy level, ability to focus on campers, 4) teamwork: does the counselor work well with staff in the division, 5) Spiritual; does counselor effectively lead campers in prayer, devotions, Bible ex, able to address campers spiritual concerns.

Counselors Name	Works Well with Age Group	Participation in Divisional Activities	Personal	Teamwork	Spiritual
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Comments:

8. How are **YOU** doing?

Energy Level: 1 2 3 4 5 **Spiritually:** 1 2 3 4 5 **Emotionally:** 1 2 3 4 5

- Were you happy with your Performance this week?** YES / NO
- Did the DD Team work well together this week?** YES / NO
- Do you feel you are receiving appropriate support from the director?** YES / NO

COMMENTS: (use extra paper if needed☺)
 (Opportunity to tell me specifically how you are doing; include any prayer requests you may have)

9. Note at least one thing that you have personally gained from your experience as a Division Director this week (that has helped you grow as a person). *NOTE: After your last week as a DD please provide a summary of what you have learned.*

ACTIVITY EVALUATION

Please use the back of this form for additional comments

Activity: Activity Leader: Camp Week:
--

**1. Training times (pre-camp or in-camp sessions)
(Please answer this question once a summer for each activity)**

- a. Was there enough training? Yes or No
- b. How could training times be improved?
- c. Other comments:

2. Status of equipment and supplies

- a. Do the equipment and facilities need to be improved? Yes or No
If yes, how?
- b. What supplies are you lacking?
- c. Did you fill out a requisition form?

3. Daily lesson plans, award requirements, and resources available

- a. Did you adapt materials to use available resources and to meet campers' needs?
- b. Were overall goals and objectives kept in mind if adaptation/alteration of award requirements was necessary to fit camp needs/situations?

Never	Sometimes	Mostly	Always
1	2	3	4
1	2	3	4

4. In-camp communication/support from Activity Specialist or Activity Director

- a. Did you have enough information to plan and prepare for your activity?
- b. Did you involve assistants?
- c. Did you receive any needed support from the Activity Specialist or Activity Director?

Never	Sometimes	Mostly	Always
1	2	3	4
1	2	3	4
1	2	3	4

5. Camper interest, participation, and growth

- a. Did each camper have a chance to progress in Degree of skill?
- b. Did you have any difficulties with campers? How did you deal with it?

Never	Sometimes	Mostly	Always
1	2	3	4
1	2	3	4

6. Do you have any suggestions to improve this activity area or the camper involvement in it?

CAMP CHERITH OF WESTERN NEW YORK PARENT SURVEY



Dear Parents,

We were delighted to have your camper with us this summer. We trust his/her experience was an enjoyable one. In our continuing effort to improve the Camp Cherith experience, we are asking for your input via this questionnaire. Please complete it and drop it in the Survey Box before you leave. Thank you!

For each question, please circle all responses that apply, and feel free to write in any comments that you would like to share. Use the back if necessary. We value your opinions!

1. Which week was your camper at camp? 1 2 3 4 5
2. How did you hear about Camp Cherith of Western New York?
 Word of Mouth Church Website Radio Other _____
3. What attracted you to this camp?
 Location Price Program Spiritual emphasis Staff Other _____
3. Was our brochure clear and easy to read? YES NO
4. Was the registration form clear and easy to read? YES NO
5. Did you use the camp's website as part of the registration process? YES NO
6. Please rate the registration process before camp: (Check one)
 Very easy _____ Somewhat easy _____ Very difficult/confusing _____
7. Please rate the registration process at camp:
 a. Well organized _____ Somewhat organized _____ Disorganized _____
 b. Pleasant experience _____ Somewhat pleasant _____ Unpleasant _____
8. Please rate the staff at camp (check one for each line)
 a. Helpful _____ Somewhat helpful _____ Not helpful _____
 b. Friendly _____ Somewhat friendly _____ Not friendly _____
 c. Attentive _____ Somewhat attentive _____ Indifferent _____
 d. Well-prepared _____ Somewhat prepared _____ Not at all prepared _____
9. Please rate the facilities at camp:
 a. Clean _____ Somewhat clean _____ Messy _____
 b. Safe _____ Somewhat safe _____ Hazardous _____

We realize that you may not have been able to talk to your child yet about his/her camp experience – but please answer these questions according to the information already shared:

10. The experience that my child had at camp was... (circle all that apply)
 Wonderful Great Fun Memorable Just okay Not pleasant
 A time of spiritual growth A time to make friends A time of personal growth
11. What seemed to be the highlight of your camper's camp experience?
12. What made camp a valuable experience for your child?

If you have further comments, please e-mail them at any time to:

summer@campcherithwny.org, or

if you prefer, mail this survey to: Evie White, 301 Kirkhoff Rd., Westminster, MD 21158

PARENT QUESTIONNAIRE
CAMP CHERITH® of Western New York

This form is the best way for you to communicate with your child's counselor and the other staff that will be working directly with your child during their stay at camp. The counselors are not allowed to see the health forms, so information on this form is important. Our staff sincerely wants to serve your child individually. If there is anything confidential (information you do not want kept in the camp files), please attach a note.

Camper's Name: _____

Has your child been to camp before? _____ When/where? _____

If not, has your child been away from home for more than 2 days? _____

Who lives in the home with the child?

Father _____ occupation _____

Mother _____ occupation _____

Guardian _____ occupation _____

Siblings: how many? _____ sisters _____ brothers _____ ages: _____

Others: _____

Please describe any home/family events that may have affected your child recently.

What responsibilities does your child have at home?

What three personality traits would best describe your child?

What are some of your child's greatest interests?

How do you want your child to benefit from camp? (spiritually, emotionally, physically, and socially)

List any specific needs under each category so that we can best serve your child (describe need, symptoms, include any medications)

Allergies

Dietary restrictions/needs

Learning disabilities

ADD or ADHD

Bedwetting or other?

Parent signature _____ date _____