

# **4-H CAMP DIRECTOR'S CHECKLIST**

*COUNSELORS AND VOLUNTEERS*



**Ohio State University Extension**  
**4-H Youth Development**

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## **4-H CAMP DIRECTOR'S CHECKLIST**

### ***COUNSELORS AND VOLUNTEERS***

1. Get camp dates out to all audiences as soon as they are available and advertise them often.
2. Send letters to potential staff to invite them to apply to be members of your staff.
3. Set dates and requirements for camp counselor selection and training (see application).
4. Conduct twenty-four (24) hours of counselor training documenting topics covered and names of participants.
5. Conduct training for late-recruited, replacement and other staff who have not been present for the full 24 hours of counselor training.

#### **Sample Requirements:**

- a. Complete a minimum of twelve (12) hours of planned educational experiences in a non-camp setting including: philosophy, history, purpose of camp, expectations, job description, responsibilities, characteristics of a good camp counselor and an explanation of the Ohio 4-H Youth Protection Policy and Standards of Behavior. Anyone who refuses to sign should not participate as a camp staff!
  - b. Complete a minimum of twelve (12) hours of planned educational experiences including an overnight in a camp setting including: getting acquainted with each other and the site, developing working relationships, learning and practicing camp activity skills and sharing program ideas.
  - c. Complete and review directed readings: Ohio 4-H Camp Counselor Handbook and/or other books.
  - d. Complete other training to supplement that conducted by 4-H such as: Red Cross Lifeguard, Babysitting, First Aid or related program skills (optional).
7. Send out letters with dates, times and locations. Keep mailing list.
  8. Do not make final selections of counselors until following the on site training where you have an opportunity to observe their behavior "at camp."

9. Select enough counselors and adult volunteers to supplement the camp paid, program staff to meet or exceed the following ratios of:

1 staff per 6 campers age 6-8  
 1 staff per 8 campers age 9-14  
 1 staff per 10 campers age 15-18

Staff should reflect the diversity of the campers and be trained to accept, respect and be responsive to the diversity of your community.

According to ACA standards, 80% of the staff needed to meet these ratios must be 18 years of age or older as of the first day of camp. ACA standards require all staff to be at least 2 years older than the oldest camper they supervise.

If there are going to be times during the day when these ratios are not needed or when lower ratios are required, have this in writing.

Have all staff complete the Ohio Volunteer Application Form with a voluntary disclosure statement and sign the Standards of Behavior. New volunteers who are not currently 4-H members and who are 18 years of age or older must be finger printed and have their prints checked by the appropriate agency(s) for criminal backgrounds that would eliminate them from working with youth.

Include personal interviews and documented follow-up on references as part of the selection process.

10. Select some extra staff or have some parents "on call" so that if you need to send some staff home, you will have the reserves you need.
11. Be sure to have written evidence that the leaders of "Specialized" activities have appropriate training and experience and follow written procedures based on authoritative sources.

Document evaluation of skills to lead activities prior to leading the first activity.

Conduct regular observations of Specialized Staff to document their ability to:

- A. Enforce established safety rules
  - B. Provide appropriate instruction to campers
  - C. Identify and manage environmental and other hazards related to the activity
  - D. Apply appropriate emergency procedures related to the activity and the campers.
12. Use adult volunteers to share the supervision load and teach special skill sessions.

13. Make sure all staff are familiar with the total program and how their segment fits.
14. Hold daily staff meeting during camp to evaluate programs, coordinate details, share concerns and give staff an opportunity to ask for help. Be sure to provide adequate supervision for the campers during your staff meetings.
15. Hold any recognition/celebration, etc. for staff following camp or in a time and place that will not leave the supervision of campers to thin.
16. If Counselors-in-Training (CITs) are used, there should be a planned series of learning experiences for them to provide instruction and processing of their learning while at camp. This may be an excellent job for a skilled volunteer.
17. Conduct training and keep copies of lesson plans, handouts, and evaluations (include a question like: "Do you feel prepared to serve as a camp counselor? If not, what knowledge or skills do you need?") and lists of those who participated.
18. Document that counselors have been trained to:
  - a. Enforce established safety rules.
  - b. Work with the types of campers they will supervise.
  - c. Identify and manage environmental and other hazards related to their activities.
  - d. Perform their role in emergency health care (see lesson plan).
19. Document training in positive behavior management and disciplinary techniques that forbid corporal punishment and hazing (see lesson plan).
20. Document training in appropriate methods and behaviors for relating to campers and avoiding child abuse (see lesson plan).
21. Document training in: needs of campers, speaking and listening to campers with respect, and focusing attention primarily on campers' needs and interests rather than on other staff and themselves.

## Administration

1. Read the Camp Emergency Plan and Policies, share them with your staff, see that they are displayed in several key places, review them as part of the Welcome to Camp program and document that they were communicated in a variety of ways.
2. Be sure that all waterfront and swimming programs are supervised by a qualified lifeguard (Red Cross Lifeguards, YMCA Lifeguard, Lifeguard BSA or equivalent certification). Lifeguards are needed when an activity is conducted near bodies of water where a camper could be in the water (intentionally or unintentionally) and rescue would require the skills of someone trained in more than elementary, non-swimming forms of rescue.
3. Have a person with current CPR for the age of the participants available for all waterfront and swimming activities. Note that the CPR certification is only good for one year.
4. Have a qualified person (at least ARC First Aider – Registered Nurse preferred) available on site 24 hours per day to provide first aid.
5. All campers are examined by a registered nurse (or an adult following written procedures approved by a medical doctor) to check health history, review
6. Keep all medications (prescriptions and over-the-counter) locked in a secure place and supervise self-medication only under the Doctor's orders, camp standing orders or signed instructions of the parent/guardian.
7. Be sure to confirm or provide health and accident insurance.
8. Health Histories must be available for **ALL** persons in camp and include: health history, allergies, medications, treatments, or conditions requiring restrictions or considerations, immunizations including tetanus and permission to seek medical treatment. In addition, the Health History Form should include: camper's full name; age; home address; phone number; Name, address and phone numbers of adult(s) who are responsible for each minor; name and phone numbers of persons to contact in case of emergency and the names and phone numbers of the campers' physicians and dentists (if available).
9. Implement a promotion plan for the camp that includes a variety of approaches: Early release of camp dates to potential campers, letter of invitation with information to potential campers, counselor awareness visits (this is your most powerful tool – send counselors to speak to clubs and groups about the camp program), television and radio spots by former

- campers and staff, cards or letters from counselors, displays, slide sets, newspaper articles and pictures. Invite a reporter to attend the counselor training camp to get pictures of these outstanding young people preparing for camp.
10. All volunteers and counselors must review and sign the Ohio 4-H Youth Protection Policy, Standards of Behavior and the camp staff contract (see handout).

### **Program**

The program should be planned with input from parents, campers, advisors, permanent staff and counselors. A written statement of objectives and strategies is needed to guide the program and to be a focus for counselor training. Program checklist:

1. The program is planned for the campers.
2. The program includes activities that can be conducted better at camp than anywhere else.
3. The program uses the outdoors.
4. The program relates the campers to the environment in a meaningful way.
5. The program provides for a progression in knowledge and skills.
6. There are a variety of exciting options, and campers have an opportunity to make choices.
7. Campers have an opportunity to learn and practice life skills.
8. Camp programs should be long enough for groups to form (ACA suggests five days as a minimum).



**II. Personal References:**

Have you been convicted of a misdemeanor or a felony in the last seven years?

If yes, please give date, nature and disposition of offense. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

All new staff who are not current 4-H members and are 18 years of age or older must provide fingerprints for required criminal background checks.

References: List two persons not related to you who have knowledge of your qualifications. Please provide complete addresses and phone numbers.

	Relationship	Home Phone	Work Phone
Name: _____	_____	_____	_____
Address: _____	_____		
	(Street)	(City)	(State)

	Relationship	Home Phone	Work Phone
Name: _____	_____	_____	_____
Address: _____	_____		
	(Street)	(City)	(State)

*I authorize the references listed above to provide to the Ohio State University Extension 4-H any and all information related to my background. I knowingly and voluntarily release and hold harmless these references from any and all claims of any kind whatsoever that I may have because they provide, or attempt to provide, any such information. I hereby expressly authorize the Ohio State University Extension 4-H to request, receive, and use this information and I knowingly and voluntarily release and hold harmless Ohio State University Extension 4-H, or any employee or agent of it, from and against any and all claims of any kind whatsoever that I may have because of the request, receipt, or use of any such information. I understand that the misrepresentation or omission of information requested is just cause for non-appointment as a 4-H volunteer. If appointed as a volunteer, I agree to abide by the policies of Ohio State University Extension and the Ohio 4-H Program and to fulfill the volunteer responsibilities to the best of my ability.*

Applicant Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please return the application at your earliest convenience and contact us if you have any questions or wish further information. Thank you!



## OHIO 4-H CAMP COUNSELOR STANDARDS OF BEHAVIOR

This Standards of Behavior is a contractual agreement accepted by 4-H Camp Counselors who commit to the 4-H program. The Standards shall guide their behavior during their involvement in Ohio 4-H. Just as it is a privilege for The Ohio State University Extension to work with Camp Counselors who volunteer their time and energies to Ohio 4-H, a Camp Counselor's involvement in Ohio 4-H is a privilege and a responsibility, not a right.

The Ohio 4-H program provides quality educational programs accessible to all Ohio youth. The primary purpose of this Standard of Behavior is to insure the safety and well being of all 4-H camp participants. Ohio 4-H Camp Counselors are expected to function within the guidelines of the Ohio State University Extension and the Ohio 4-H program. Ohio 4-H Camp Counselors shall be individuals of personal integrity.

Ohio 4-H Camp Counselors will:

- Uphold an individual's right to dignity, self-development, and self-direction.
- Accept supervision and support from professional Extension staff while involved in the program
- Accept the responsibility to represent their individual county 4-H program and the Ohio 4-H program with dignity and pride by being positive mentors for the youth with whom they work.
- Conduct themselves in a courteous and respectful manner, exhibit good sportsmanship and provide positive role models for all youth.
- Respect, adhere to, and enforce the rules, policies and guidelines established by their individual county 4-H program, the Ohio 4-H program, and The Ohio State University Extension.
- Abide by the O.S.U. Youth Protection Policy and *not* abuse *any* 4-H participant by physical or verbal means and will report such abuse, if observed or suspected, as outlined in the O.S.U. Extension Youth Protection Policy.
- *Not* commit a felonious criminal act.
- Comply with equal opportunity and anti-discrimination laws.
- Perform duties in a responsible and timely manner.
- Report immediately any threats to the volunteer's emotional or physical well being to the county 4-H professional.
- Accept the responsibility to promote and support 4-H in order to develop an effective county, state and national program.
- Handle animals and operate machinery, vehicles and other equipment in a responsible manner.

*I have read and understand the Standards of Behavior outlined above. I understand and agree that any action on my part that contradicts any portion of these standards is grounds for the suspension and/or termination of my volunteer status with the Ohio 4-H Program.*

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Signed

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Date

## COUNSELOR ROLE IN HEALTH CARE

### **Background:**

Today there are pathogens (germs and viruses) out there that can **kill you** that did not even exist 20 years ago (or at least the numbers were so low that the risk was not too great of running into them). Today it's a different story. We must teach camp counselors how to protect themselves, while at the same time providing the necessary care to the children who come to our camps. Also, we must remember that OSHA has ruled that anyone who has First Aide in their job description is a risk of exposure to blood borne pathogens and thus must be offered the vaccine for Hepatitis B (at the employer's expense). This vaccine is costly and time consuming. There are other requirements related to education and written procedures that make it desirable to limit who will perform first aid and to define the role of our volunteer camp counselors in the very important segment of the camp health care system.

**Time Required:** 1 hour (minimum)

**Materials Needed:** -Flip chart, paper, and marker  
 -Handout on Conditions of Exposure to Blood borne Pathogens  
 -Handout on counselor Role in Health Care

**Audience:** Youth and adult counselors and staff (paid and volunteer) who work with camp programs and campers.

**Objectives:** The participants will:

- learn their responsibilities in camp health care
- learn basic modes of exposure and control practices for blood borne pathogens
- practice cleaning up a mess

### **What to Do:**

1. Get about a quart of fruit cocktail and other assorted garbage, and dump it on the floor before the counselors arrive. Squirt some ketchup on the floor to look like blood! (This **attention getter** requires an easily cleaned floor surface) try to ignore this mess as the counselors arrive. When you are ready to begin ask "How many of you experienced counselors have had this happen in your cabin? What did you do? Do we have any volunteers to clean it up?" Let them start, then yell "STOP! That stuff can kill you!" Although cleaning up this stuff has never been a fun job, it is really dangerous now because of the germs that could be in it. Lets take a serious look at your role in health care at camp.
2. Review the handout on Conditions of Exposure to Blood borne Pathogens.  
 -hand out and discuss the clean up procedures used at your camp.
3. Review the handout on Counselor Role in Health Care.  
 -hand out and discuss the list of roles.
4. Clean up the messes using the appropriate techniques.

## **COUNSELOR ROLE IN HEALTH CARE**

<b>OBSERVE CAMPERS</b>	Watching for any sign of health problems with added attention to campers with special needs as designated on the camper's health history form.
<b>TAKE CAMPERS TO NURSE</b>	All campers with injuries, illnesses, changes in conditions or behaviors, problems, etc. should go to the nurse.
<b>ASSURE GOOD HYGIENE</b>	Encourage all campers to bathe regularly, brush teeth, wash hands with soap and water, change clothes regularly, and counselors should set the <b>EXAMPLE</b> .
<b>ASSIST CAMPER SELF CARE</b>	For minor cuts and scratches, counselors can assist campers by opening the first aid kit and instructing the campers on taking care of themselves. Do not administer first aid yourself. These campers should see the nurse as soon as possible for follow up.
<b>PREVENT FURTHER INJURY</b>	In the event of a serious injury where there could be head, neck, or back injury, the counselor should enforce no movement of the camper and send someone immediately for help.
<b>STOP HORSEPLAY</b>	More than any other activity, horseplay is the cause of camper injuries. The counselors are the first line of defense in stopping this behavior.
<b>BLOOD BORNE PATHOGENS</b>	Protect yourself and others by following basic control practices whenever the chance for exposure occurs.

### **CONDITIONS OF EXPOSURE TO BLOOD BORNE PATHOGENS**

**DISEASE TRANSMISSION** – hepatitis B and HIV are spread by viral microorganisms (blood borne pathogens) that can be present in blood, semen, vaginal secretions, or other body fluids.

## COMMON MODES OF EXPOSURE

**NON-INTACT SKIN** – infected blood or body fluids coming in contact with an open cut or scrape.

**MUCOUS MEMBRANE** – infected blood or body fluids getting into the eyes, nose or mouth.

**CLEAN-UP OF ACCIDENTS** – cuts with sharp objects covered with blood or body fluids during clean-up after an accident or clean-up of vomit.

**NEEDLE STICK** – coming into contact with a contaminated NEEDLE STICK or a puncture wound with a contaminated instrument.

**SEXUAL** – sexual contact with an infected person.

## BASIC CONTROL PRACTICES

**ENCOURAGE SELF HELP** – the first step for minor cuts and scrapes is to encourage and instruct campers in the administration of first aid. Then camper should be taken to the Camp Health Center for follow-up.

**UTILIZING CAMP NURSE, STAFF, OR MEDICAL PROFESSIONAL** – whenever possible, qualified and trained people should handle blood/body fluid incidents.

**EXTREME SITUATIONS** – if emergency circumstances would occur, you may choose to intervene or **NOT! WITH EITHER CHOICE, IMMEDIATELY SEND SOMEONE FOR HELP.**

If you choose to intervene in a severe bleeding/breathing incident, utilize the following safety practices.

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

**MICRO SHIELD MOUTH BARRIER** – Should be used for resuscitation procedures and are available in the First Aid Kits.

**CLEAN UP PROCEDURES** – It is important to clean up the contaminated area, sink, etc. So that no one else is exposed.

- \* Disposable, latex gloves should always be used when removing blood/body fluids from any surface
- \* Use disposable materials (i.e. paper towels or sawdust) and a dust pan to clean up the blood/body fluid. Use a dust pan and dust broom or tongs to pick up broken glass that may be contaminated with blood/body fluids.
- \* Clean spill area with a disinfectant such as:
  - Phenolic-type disinfectant (Lysol in brown bottle)
  - Ammonia-based disinfectant – leave on 10 minutes
  - Hydrogen peroxide – one part mixed with nine parts water
  - Household bleach – one part mixed with nine parts water (bleach solution should not be mixed in advance, but prepared for each use).
- \* Place all clean up items in plastic bag – don't close.
- \* Remove gloves properly, place in bag, close securely.
- \* Wash hands, even if gloves are worn.
- \* Give the plastic bag to the camp staff so it can be marked and be disposed of properly.

**HAND WASHING** – Hand washing is the single most important means of preventing the spread of infection.

- \* Rub hands vigorously together for 10-15 seconds using soap and running water to work up a lather.
- \* Wash all surfaces thoroughly including: backs of hands, wrists,, and underneath fingernails.
- \* Rinse well.
- \* Dry hands with paper towel.
- \* Use antiseptic hand cleanser or towelettes if soap and water are not available-then wash as soon as possible.

**IF YOU THINK YOU MAY HAVE BEEN EXPOSED TO ANY BLOOD OR BODY FLUIDS, IMMEDIATELY SPEAK WITH THE CAMP NURSE/HEALTH CARE MANAGER TO DETERMINE IF ANY FOLLOW UP IS REQUIRED.**

## CAMPER BEHAVIOR MANAGEMENT

- A. Introduction
  - 1. Managing behavior!
  - 2. Why do camper behave that way?
  - 3. Why are we not ready?
  
- B. How to get them to do what you want!
  - 1. Goals
  - 2. Communicate
  - 3. Example
  - 4. Bargaining
  - 5. Praise
  
- C. What if they do something wrong?
  - 1. Consequences
  - 2. Confrontation
  - 3. Separation
  - 4. Isolation
  - 5. Amputation
  
- D. Role of rules?
  - 1. All must live by them
  - 2. Few in number
  - 3. Health and safety

This is an outline I use. There are two lesson plans in the 4-H Camp Counselor Training Handbook supported by videos (Behavior Management and Catching Kids Being Good). There is also some material in the 4-H Camp Counselor's Handbook.

# CHILD ABUSE AND NEGLECT

## **Background:**

A few short years ago, most of us believed that child abuse and neglect could never happen at 4-H camp. Now we have had a 4-H camp counselor accused, arrested, and convicted; not for what he did to a camper, but for allowing an initiation to be conducted in his cabin. There have been at least two other incidents investigated by law enforcement officials. How can these happen? Largely because of counselors being uniformed regarding the law, and traditions that have never been challenged. We must take steps to guard against child abuse of any kind.

**Time Required:** ¾ hour (minimum) to 2 hours if you bring in an outside resource person.

**Materials Needed:**

- Flip chart, paper and marker
- Handout on child Abuse and Neglect

**Audience:** Youth and adult counselors and staff (paid and volunteer) who work with camp programs and campers.

**Objectives:** The participants will:

- be able to define the four types of child abuse
- identify camp traditions that might contribute to an abusive situation
- learn techniques and guidelines that will help them be more effective camp counselors.

## **What To Do:**

1. If time permits and the group is small enough, ask participants to introduce themselves by:
  - Write on the flip chart and post on the walls
  - sharing ideas about things that could happen at camp that could be considered child abuse.
  - sharing things they have heard about that were embarrassing for campers or staff.
  - sharing things that have happened to them that were embarrassing and how they felt (you can only do this if the group has established a high level of trust and you will need to share something to model how and what to share).

2. Introduce the topic:
  - explain that child abuse is not new, but that our culture has changed the way we react to it. Things that my parents would have laughed about, can get you sued today. I was forced to do things in the name of initiation that I did not tell my Dad because I knew he would tell me to “Grow Up” and stop whining. Today children are taught at an early age to report things and parents are quick to call a lawyer.
  - it is our goal to have a great camp where the campers feel good about everything we do.
  - we want to be sure that you understand the facts, and our beliefs regarding what is appropriate and what is not.
  
3. Review the section “What is Child Abuse and Neglect”.
  - hand out the printed material and discuss while writing key words on the flip chart
  - point out the definition of physical abuse, sexual abuse, emotional abuse, and neglect.
  - emphasize that ***all are illegal*** in Ohio.
  - emphasize that a 4-H Camp director has a responsibility to report any accusation of child abuse to the appropriate authorities.
  
4. Review the Guidelines for:
  - The Discipline of Campers
  - Contact with Campers
  - Supervision
  
5. Make goals or commitments for your camp.
  
6. Give counselors an opportunity to ask questions.

## WHAT IS CHILD ABUSE AND NEGLECT?

**Physical abuse** is an act of commission resulting in the non-accidental injury of a child (anything that leaves a bruise).

**Sexual abuse** is any act of a sexual nature upon or with a child.

**Emotional abuse** is consistent and chronic behavior that interfere with the psychological and social development of a child.

**Neglect** is an act of omission resulting in the failure to meet the child's basic needs for supervision, housing, clothing, medical attention, nutrition, hygiene, and support.

All of these forms of abuse and neglect are against the law and Ohio 4-H Agents are encouraged by the University to report forthwith, either by telephone or in person, any **suspected** cases to the Children Services Board. This means if an Agent notices physical or behavioral signs of possible abuse or a camper says they have been abused, the Agent should report it.

It is the responsibility of the children services agency, through its investigation, to determine if abuse or neglect is in fact occurring. The intent of the law is not to hurt or to punish; it is to get help to children (to protect the child) and families who need it (Office of Compliance and Review, Ohio Dept. Of Human Services).

**In camps, our greatest risks are in behaviors committed in the name of discipline; initiations; "goat fun"; and neglect related to supervision, medical attention, nutrition, and hygiene.**

## SO...WHAT DO YOU DO TO PROTECT YOURSELF AND YOUR CAMPERS??\*

Ohio State University Extension  
Child Abuse Reporting Guidelines

## **GUIDELINES FOR THE DISCIPLINE OF CAMPERS**

\*adapted from material shared by Bob Ditter, American Camping Association Conference, 1996.

1. Counselors/staff may never, under any circumstances, hit or injure a camper!
2. Counselors/staff may not use abusive or derogatory language with campers!
3. Counselors/staff should use the Camper Behavior Management Model presented in the Ohio 4-H Camp Counselor Handbook.
4. Counselors/staff should ask for help with particularly difficult campers by seeking the assistance of Agents or adult staff.

## **GUIDELINES FOR CONTACT WITH CAMPERS**

### **Touching campers:**

1. Touching campers on the hand, shoulder or upper back is appropriate.
2. Never touch against a child's will (unless in the case of clear and present danger of the child).
3. Never touch against a child's verbally or non-verbally expressed discomfort.
4. Touching campers in the company of adult staff is more safe.
5. Never touch in a place on a child's body that is normally covered by a bathing suit, unless for a clear medical necessity, and then only in the presence of an adult.
6. Never tickle, wrestle with or otherwise touch a camper in a way that is over-stimulating or invasive to his/her privacy.

### **Intrusive or invasive behaviors:**

1. Embarrassing a child about his/her body.
2. Drawing attention to a child while he/she is changing or showering.
3. Sharing personal information about ones romantic or sexual life.
4. Telling stories or engaging in conversations that are lurid/over-stimulating.

## GUIDELINES FOR SUPERVISION

1. Campers will not be left unsupervised.
2. There is not hazing (against the law in Ohio) of campers by campers, counselors, or staff.
3. Campers will not be subjected to “initiation” rites that are abusive as perceived by the camper, the campers’ parents, or the camp director.
4. Counselors/staff will try to avoid being alone with a single camper.
5. A counselor/staff will under no circumstances share a bed or sleeping bag with a camper.
6. Counselor/staff will set limits with campers who “cling” or hang on them.
7. Counselors/staff will not give back rubs unless another adult is present.
8. Tickling or teasing a camper to the point where that camper is out of control is unacceptable.
9. Pillow fights or wrestling matches and the like can become over-stimulating in short order and need to be limited and carefully supervised.
10. Overnights need a minimum of two adult leaders, and there needs to be an adult present of the same gender as the campers.
11. Under no circumstances, will the romantic lives of counselors be shared with campers.
12. Older teen counselors working with younger adolescent campers need to be aware of the tendency for this group to develop hidden or secret romantic fantasies.

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

## **Ohio 4-H Camp Transportation Guidelines**

1. The camp must send a letter to the local community emergency services provider to confirm the dates of operations, availability of emergency transport services, pre-arranged report site at camp, estimated response time to the camp, and types of groups being served.
2. The camp nurse or first aid provider will determine if a camper needs to be transported to an off site health care facility by personal/camp vehicles.
3. The camp nurse or first aid provider will stay in camp to provide services for the remaining campers. If the transported camper needs skilled care in route, the community emergency transport services should be utilized.
4. The 4-H camp emergency transportation kit including: written safety procedures, emergency equipment, safety check list, safe driving practices, health forms, permission-to-treat forms, a map, and insurance information should be taken along with the camper and the procedures followed.
5. At least two adults, including the driver, will go along in order to provide support if there is a problem in route.
6. All speed limits and traffic laws will be followed.

### **Accident, Illness, and Breakdown Procedures**

In the event of an accident, illness or breakdown in route to the off site healthcare facility, the driver will:

1. Provide care for the ill or first aid treatment for any injuries and send the other adult for help and/or call for emergency or alternative transportation if needed. Also call the camp director and law enforcement if there is personal injury or property damage.
2. Uninjured persons will remain in the vehicle unless it is determined that there is immediate danger with remaining in the vehicle. In which case, all persons will move behind the guardrail or across the ditch to a safe area off the right of way.
3. If there are witnesses or other vehicles involved, obtain names, insurance information, addresses and phone numbers.

## Safety Procedures

Before leaving camp, the driver will review safety procedures and communicate them to the passengers.

1. The vehicle will be checked to be sure the following safety equipment is functioning. If the item is functioning, put a check mark in the space following the item.

Lights \_\_\_\_, Tires \_\_\_\_, Windshield and wiper condition \_\_\_\_,  
 Emergency flashers \_\_\_\_, Horn \_\_\_\_, Brakes \_\_\_\_, Mirrors \_\_\_\_  
 Fluid levels including fuel \_\_\_\_.

2. The owner of the vehicle will sign here to document granting permission to use their vehicle, that it is adequately maintained, that the above check has found it to be safe to operate and that the car is insured:

Signature: \_\_\_\_\_ date: \_\_\_\_\_

3. Vehicles will be loaded only within the manufacturer's passenger seating limits.
4. All persons will wear seat belts when provided.
5. All persons will remain seated while the vehicle is moving.
6. Before backing up; the driver will look in all mirrors, turn head to look, and ask passengers to look to be sure all is clear.
7. Passengers will use only the curbside doors if the vehicle is on a street.
8. If passengers become disruptive, the driver will pull off the roadway in a safe location, park the vehicle, turn off the ignition and utilize positive behavior management techniques. Travel will not resume until order is restored.
9. If the vehicle needs to be refueled in route, passengers will remain in the vehicle unless they are given permission by the driver to get out.

### Check List of Items Needed in the Transportation Kit

<input type="checkbox"/> Written transportation guidelines	<input type="checkbox"/> Written safety procedures
<input type="checkbox"/> Reflectors	<input type="checkbox"/> First Aid Kit
<input type="checkbox"/> Fire extinguisher	<input type="checkbox"/> Health forms

\_\_\_ Permission-to-treat forms

\_\_\_ Map

\_\_\_ Insurance information

\_\_\_ Driver's License and billfold of the Driver

## **SPECIALIZED ACTIVITIES**

### **Groups of Activities**

1. Target Sports
2. Overnights/all day hikes/out-of-camp trips
3. Adventure/challenge
4. Gymnastics
5. Motorized vehicles
6. Bicycling
7. Other

### **CRITERIA**

1. The activity utilizes equipment, animals, or tools whose use by campers requires supervision by a person skilled in their use (such as power tools, model rockets, lacrosse).
2. The activity involves camper use of fire or heat-producing equipment of substances (such as wood burning tools or kilns).
3. The activity requires injury protection equipment such as helmets, goggles, or padding (such as wrestling or fencing).

### **ADVENTURE/CHALLENGE**

1. Is there written evidence that the leader or supervisor of each adventure/challenge activity has certification and/or documented training and experience in that type of activity?
2. Is there written evidence that the skills of the instructors have been verified and evaluated before they lead participants?
3. Is there written evidence that all instructors have been regularly observed to document that they are continuing to:
  - \*enforce safety regulations
  - \*provide appropriate instruction
  - \*identify and manage hazards related to the activity
  - \*apply appropriate emergency and rescue procedures
4. Are written operating procedures developed for each type of adventure/challenge activity, based on information from authoritative sources that are required to be in practice and include:
  - \*Eligibility requirements for participation,
  - \*Camper/staff supervision ratios,
  - \*Identification of appropriate protective equipment,
  - \*Equipment maintenance procedures,

- \*Safety regulations, and
  - \*Emergency and/or rescue procedures?
5. Is equipment appropriate to the size and abilities of users?
  6. Is a safety check performed on equipment and elements before each use?
  7. Are procedures in practice to control access to equipment and activity areas such as ropes courses, rappelling towers, ziplines, etc.?
  8. Are procedures in practice that require all spotters and belayers be:
    - A. Instructed in proper procedures and directly supervised until competency is demonstrated?
    - B. Located in positions from which they can continuously observe (spot) and/or quickly assist any participant?
  9. Are procedures in practice to provide participants a safety orientation before engaging in adventure/challenge activities?
  10. Is there a policy in practice that requires the use of protective head gear by all participants when climbing, rappelling, or spelunking?
  11. Is there written evidence of a maintenance schedule and periodic inspections of all elements utilized in ropes courses or initiative activities?
  12. Is there written evidence of annual safety inspection of equipment and elements by qualified personnel?

## Staff's Role In Risk Management

1. Policies and procedures
  - A. Know what they are
  - B. Decide to support them or get out
  - C. Speak them to the campers
  - D. Live by them
  
2. Camper Behavior Management
  - A. Introduction
    1. Managing behavior!
    2. Why do campers behave that way?
    3. Why are we not ready?
  
  - B. How to get them to do what you want!
    1. Goals
    2. Communicate
    3. Example
    4. Bargaining
    5. Praise
  
  - C. What if they do something wrong?
    1. Consequences
    2. Confrontation
    3. Separation
    4. Isolation
    5. Amputation
  
  - D. Role of rules?
    1. All must live by them
    2. Few in number
    3. Health and safety

- E. You are the eyes and ears of the parents
  - 1. Nationally 90% of Law Suites are over incidents that happened in “free time” or moving from one activity to another
  - 2. Only basketball is more dangerous at camp than “free time”
- 4. Constant awareness of Environmental conditions that impact programs and campers
  - A. Weather – heat and storms
  - B. Toys, tools and traditions.
- 5. Notification of Administration when situations are observed that require attention
  - A. Maintenance
  - B. Social interaction
  - C. Don't be a victim
  - D. Don't be a perpetrator
  - E. Don't be a bystander
- 6. Use of Good Judgment in Daily Decisions

## **Good Counseling Behaviors**

### **Friend**

#### **Smile**

A big smile always helps when you are working with campers.

#### **Names**

Learn and Use your campers' names when speaking with them.

#### **Show interest**

Spend time with your campers.

Get into the habit of asking what's going on.

Get into the habit of participating WITH the campers.

Learn your campers' favorite camp activity, hobby and interests.

Encourage your campers to make a new friend.

#### **Safety**

Keep them safe at all times.

Speak the rules.

Follow the rules "Walk the talk".

Enforce the rules especially quiet and sleep.

Use positive behavior management techniques.

#### **Hygiene**

Go with the campers to brush teeth after meals and before bed.

Encourage bathing.

Suggest changing clothing and putting dirty clothing away.

Keep wet towels and bathing suits outside the cabin.

Wash hands before meals.

#### **Nutrition**

Hydration is very important, so make sure everyone is drinking lots of water. Eat some of everything served and encourage campers to do the same. Make sure all campers get a serving. There may or may not be seconds. Discourage food in the cabins. This is a health and safety issue also because of the animal visitors it attracts

Use appropriate touch (shoulder or upper back) for emphasis.

## **Leader/Instructor**

### **Space**

Move toward campers when speaking to them from a distance, and gather groups in close for discussions or instruction.

Use huddles or circle up to get the group together.

Kneel down to be on the same level with younger campers.

Sit side-by-side when talking about important matters.

### **Instructions**

State what you expect in a calm and clear way.

Utilize the phrase, In a moment, but not yet! When giving instructions.

Demonstrate the expected behavior or skill.

Allow time for practice with feedback to improve performance.

Ask if they have any questions.

Give choices.

Help younger campers out.

### **Communications**

Praise campers for success.

Use count-downs or five minute warnings before periods end.

Develop secret signals with the campers as a way to prompt them.

Use helpful phrases (see below).

### Helpful Phrases

I like better when you (state what it is you would prefer the child do)...

Thank you for (state what it is you want the child to do)...

### Giving praise for a compliment

- 1) State an observable fact – something you actually witnessed.

Example “I noticed you helped Adrian find her tennis racquet.”

- 2) Mention a couple of details about it. Example “You did it without anyone asking you to, and you looked until you found it.”

- 3) Say what is important about the behavior you witnessed Give it meaning or a context. Example “That’s the spirit of cooperation.”