

**Camp
Classen
YMCA**

**Parent
Information
Packet**

Dear Parent Counselors,

This handbook is designed to be a useful and helpful tool for you. There is important information that you need to be aware of prior to your week at Outdoor School.

There are many things in this book that will make your week at Outdoor School easier, more enjoyable, and more successful. Our intent is to help you be a successful Parent Counselor and feel positive about your experience.

Please read this booklet and become familiar with its content before participating in Outdoor School. The information enclosed will prepare you for your time at Outdoor School.

There are sections of this book that explain activities which will happen during your week at Outdoor School. For that reason PLEASE TAKE THIS BOOK WITH YOU TO OUTDOOR SCHOOL. You will need to use this book as a reference and guide for many meetings and activities. You will need this book in order to be a successful Parent Counselor.

So...read the handbook now and **TAKE IT WITH YOU TO OUTDOOR SCHOOL!**

Good Luck! We hope you have a great week as a Parent Counselor!

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DESCRIPTION OF PARENT COUNSELOR POSITION

Qualifications

1. Desire to work with children.
2. Ability to communicate with students, classroom teachers and Outdoor School personnel.
3. Exhibit enthusiasm, maturity, responsibility, flexibility, initiative and leadership.
4. Enjoy the outdoors.

Responsible to:

Classroom teachers directly and School Camp Director ultimately.

Specific Responsibilities

1. Assume responsibility for the health and welfare of a cabin group.
2. Aid the students in all phases of the Outdoor School program and cabin interactions.
3. Maintain open communication with Outdoor School personnel and classroom teachers.
4. Seek assistance when needed.

Parent Counselor Expectations:

Instruction:

1. Give clear instructions to the students.
2. Follow the schedule.
3. Follow the lesson plans.
4. Use questioning to review and reinforce information.
5. Uses appropriate voice tone for activity.
6. Listen to students.

Student Management:

1. Keep students on task.
2. Reinforce students appropriately.
3. Use neutral or reinforcing tone of voice with children.
4. Follow the “Clues for Good Discipline” guidelines, located on page 10.
5. Develop rapport with students.
6. Count students regularly. Never allow students to go anywhere alone.

Teamwork:

1. Care for cabins, instructional materials and equipment.
2. Ask questions when needing information.
3. Attend to task.
4. Interact in a friendly, cheerful manner.
5. Adapt to changes in the schedule or routine.
6. Refer problems to classroom teachers and Outdoor School staff.
7. Use appropriate behavior with students:

Appropriate Behavior

Side Hugs – same sex
Upper body hug
High fives
Tap of shoulder
Pats on back
Handshakes

In Appropriate Behavior

Full body hugs
Kissing
Pats on head
Pats on buttock
Running laps
Push ups or Sit ups
Wrestling or Rough housing
Play fighting

8. Each school has their own policies regarding appropriate behavior for married couples, who are working as Parent Counselors, while at Camp Classen. Please refer to your school's Camp Director regarding their policy before you arrive.
9. Camp Classen does not allow any alcohol or illegal drug use. Smoking is not permitted in cabins or buildings. Please refer to your schools Camp Director regarding their policy on smoking.

UNDERSTANDING YOUR STUDENTS

The general characteristics presented below are observations that seem to fit students that are 10-11 years old. This information may not pertain to your students, they may be a different age or maturity. Remember each student is unique and an individual.

Young people at this age are no longer in middle childhood and they are not yet teens and there is a wide range of maturity among students. They wish to have their opinions, be treated with respect rather than being ignored as a child. They are reaching a turbulent stage in their development where physical changes, along with emotional, and social feeling sometimes cause considerable tension. Many boys at this stage are usually a year or two behind the girls in maturity. In many situations they do not even understand themselves. They have their ups and downs of enthusiasm and depression. It seems that one moment they are excited, enthused and raring to go – the next they wish to be left alone.

In some students, the rapid physical changes bring unrest and indecision. This makes them self-conscious about their appearance and very sensitive to how others see them. Some are very puzzled by what is happening to them and may even try to cover up their worries using loudness, brashness, making fun of others, or general boisterousness. Verbal or written reinforcement, when positive behaviors occur, will counteract the self-conscious behaviors.

Mentally they are very capable of activities that involve reasoning, sound planning and comprehension. Their desire to learn is easily motivated. They like to explore, experience and discover their surroundings. They like guidance and direction to feel secure as they experiment. They want to be included in planning and decisions that affect the outcome of their work. They want guidelines, but they also want the opportunity to participate in decision-making so that they may see and feel the worth of their involvement.

They are at the stage in their life where they want to be included in what the group does, though they have various ways of showing this need. Some may be eager to join in while others might need patient coaxing. They need to feel that they belong – that they are accepted. They need to share in the work and play of the group. We ask you to understand this need and work to achieve security for each individual. The students want to assert themselves and do things that are considered worthwhile.

They want to look good in the eyes of their group members. We work to have these efforts recognized, approved and appreciated. They love compliments when they are earned, and honesty when given justifiable criticism.

It is important that each child feels they are receiving individual attention from their cabin counselor. There is a tendency at this age to form close relationships. You need to have patience, understanding and genuine interest in their well-being. You will find these students still ‘moldable,’ yet mature enough to follow directions and the example you set

for them. If you strive to keep a positive attitude your cabin group will follow your example.

Include and recognize all your students for who they are and for the potential they have. Everything that happens to each person during the day is a means for learning. Outdoor School serves the important purpose of assisting young people in developing new skills, habits and attitudes essential for appreciating our natural environment. It can also help them to practice behaviors that will enable them to fit comfortably into society.

YOUR CABIN GROUP

The major responsibilities you will have during your week will be to provide leadership and management for a group of students. It is considered to be one of the most important tasks at Outdoor School.

You will receive your cabin group assignment from the School's Camp Director. Materials to help you during your week at camp will be distributed at a pre-camp meeting held at your child's school. Please take the time to prepare and review your leadership and instructional materials before your assigned camp week, as these will help your stay go smoothly. The School Camp Director, along with teachers, will also confer with you regarding any students who may have special needs. Suggestions for general leadership and management strategies relating to all students will likewise be discussed at your pre-camp meeting.

The way you act, what you say, and how you treat your students are important factors that determine the kind of behavior you will have in your cabin.

You are responsible for the development of the members in your cabin as you include them and help them accept responsibility for what they will be involved in doing. You must be quick to seize opportunities to help students grow in character, help in encouraging positive response to others, completing assigned tasks, and in establishing a secure environment. You need to make them feel welcome, wanted, belong somewhere, and are cared about.

You must include your students in every aspect of cabin group life in order to help them know that each one of them can make a special contribution to the whole group. They do this with the skills and talents each possess. Each person must be given their own time with you. You must personalize the relationship and recognize each one individually. It means spending time with your students and involving them in your cabin group activities. Some will respond immediately and see the value of what they are participating in, while others take time and patience.

Be as energetic, involved and committed as you would want your own child or cabin to be. Be a good example by maintaining your sense of direction and keeping a positive attitude.

GUIDELINES FOR GOOD LEADERSHIP

During your week, students will require a leader who can use discipline when necessary, but also one who has the ability to command students' respect. A leader who works with them to accomplish tasks and achieve goals. The students and teachers benefit from your leadership because of your energy, enthusiasm and the quality of your efforts.

To be effective in working with your cabin group; you need to like the students in your cabin, and let them see and know that you like them. Show that you like who you are, you like where you are, and you enjoy what you're doing. You can convey these feelings through your behavior in many ways: by respecting the students as real people, by demonstrating sincere interest in them and what they are doing, by being patient and tolerant, by giving them understanding and friendly counsel, and most of all by taking time to be with them...listening, talking and responding.

By following these guidelines for good leadership, you will help students grow as individuals and learn to express themselves in positive ways.

"I liked the friends I made. I liked the cabin leaders and how they told us what our special qualities were."

--Beatriz, 5th grade student

"I learned to love, and help people without expecting anything in return."

--Jesse, 5th grade student

"At camp people were not afraid to be themselves and didn't care what other people thought about them."

--Liv, 5th grade student

"I think it was the people around me that helped me to be a better person."

--Jason, 5th grade student

Acceptance

Acceptance is essential to understanding students. This means that each student must be seen as an individual who is capable of becoming a better person. It is important that you be able to accept your students as they are first given to you, without any preconceived notions, and then help them to grow into the person they hope to be.

You need to become aware of your students' personalities in order to identify the person they are, the skills they possess and what can be encouraged and developed. Easy ways to identify your students personality is by looking at how they dress, talk, and act. However be aware not to label them or draw conclusions based on first impressions.

If your students know you are willing to reach out, they will be more open to accepting you and involving themselves. If you want them to be responsible, to get along with people and to be self-reliant you must give them the chance to practice all these things.

If you reach out to your students they will be more open, more likely to accept you ,and become involved. You need to give the students the opportunity to practice the qualities you are trying to teach in them. By accepting them, setting expectations, and involving them you set yourself as the leader.

Firmness

You cannot expect students to respect you and do what you ask of them if you permit a double standard for how you want them to behave and participate. You must help students to understand and practice the behaviors that are most acceptable, in order for them to acquire knowledge and get along well without incident or suffering negative consequences.

Within the Outdoor School framework, you must set reasonable limits that have meaning for students. Limits that have been explained and understood by students will give them security and they should know what is expected of them. You cannot afford to play favorites or expect anything less of them if they are to respect what you say and complete what you have them start.

At **NO** time should you make idle threats, use abusive language, tease or make fun of them, push or shove, be deceitful, devious or dishonest in any way. Your behavior must be an example of how you want them to act.

Fairness

You should approach each problem on an impartial basis. You must continually evaluate your method as it applies to the individual and to the group. You are the key to a sense of fair play. The fairness in decisions that you make will determine how each student relates to you and to the other students. Do not allow jealousies, bickering, rash comments, unjust criticisms and undesirable behavior to get out of hand. At the first sign of their presence, be there to alleviate the problem. A quiet talk, kind word, or courteous gesture can iron out difficulties that otherwise could resurface again if not handled at the time they occur.

GUIDELINES FOR LEADERS

The guidelines presented here are not meant to restrict but rather to insure that everyone can share the Outdoor School Program and camp facilities equally. The rules serve to guide and better inform you of the program and camp organization. Just as any group of people living and working together need rules within which to operate, so does the Outdoor School Program.

When guidelines are understood and adhered to, they help to provide a safe, positive, and successful experience. You are asked to follow these rules and, if need be, make any personal adjustments you have to in order to honor them!

1. Do not leave the Camp Classen facility at any time.
2. Pay phones are located at the activity center for adult use. All other camp telephones are not to be used without first obtaining permission from the Outdoor School Director. If permission is received, reverse the charges. The School District cannot pay for personal calls. Relatives or friends do not need to call camp at any time, unless an emergency exists.
3. Alcohol and illegal drugs are not permitted. Tobacco products are also not advised.
4. It is not necessary to bring radios, tape decks, T.V.'s, computers, knives of any kind, jewelry, or expensive watches and/or cameras.
5. Inappropriate reading material is not acceptable.
6. Pranks and practical jokes are not acceptable.
7. Foul language, suggestive talk, physical force or off-color speech is not tolerated.
8. Consider your choice of clothing in the most practical sense as it applies to where you are and your purpose for being at the Outdoor School. Clothing (i.e., hats, shirts, shoes, buttons, pins, etc.) that would be in poor taste, that carry inappropriate "message", that could possibly be misunderstood by students, and that could interfere with their learning experience should NOT be brought.
9. You will be greatly involved with the camp program throughout the entire week and will not have time to conduct business during outdoor school activities. Please use the pay phones for personal business during the off time provided for that purpose each evening. Cell phones and pagers are not advised.
10. Under no circumstances should you leave your cabin group alone for any reason. If you have a special circumstance please get help from the school camp director or school principal.

CLUES FOR GOOD DISCIPLINE

In a disciplined, well organized atmosphere, when students understand what you expect from them, and when you consistently maintain a positive environment, they seem to be able to function better and accomplish more. The Outdoor School should be a happy place where goodwill and consideration for others dominate, and where the spirit of cooperation makes serious problems disappear.

A rowdy, disorderly situation usually accomplishes little in the way of learning and seems to offer fewer chances for helping students learn to respect others and feel good about themselves. Disruptions, lack of concern, smart remarks, put-downs, fault finding, poor attitudes, etc., seem to occur when students become uninvolved and uninterested. Activities that keep them interested and involved provide the basis for students learning more and wanting more. Here are a few suggestions that may help you to maintain good discipline.

- Do not be afraid to say “No”.
- Do not issue threats...”Do this or I’ll”...students will take you up on them!
- Establish rules and guidelines for participation that are fair, reasonable, and include everyone in the group.
- Insist on their attention when you are talking. If some students are not paying attention, stop the activity and wait a moment until you have them listening again.
- Do not act their age or compete verbally with them in their language.
- Do not shout, yell, or say “Shut up.” Be persuasive, firm and directive. Make sure to be pleasant, kind and considerate. Physical punishments of any kind (i.e., assigning push-ups, laps, spanking, shaking, or shoving the student, etc.) are not allowed.
- Keep students busy. If you finish early, review and relate conversation to topics studied.
- Be sure the student knows the correct behavior and what they are doing wrong.
- Praise in public – discipline in private. If you tell people often enough that they are good, they will try to live up to your belief. However if you tell them that they are bad and no good, they may also try to prove how right you are.
- Use courtesies often, treat others with respect, demonstrate kindness, and expect the same from your students...these will contribute to an atmosphere that is above rowdiness.
- Be absolutely impartial. Do not let one person get away with something you would not allow from another.
- Give students responsibility and tasks to accomplish and expect them to come through. They like to accomplish things ...to feel important and needed...to receive praise and compliments.
- Troublemakers are often motivated by a need for attention. When they have responsibility, they have this attention without needing to misbehave in order to get it. Notice and recognize their accomplishments.
- Set an example of pride in the way you look, dress and keep your cabin neat and clean. It encourages good feelings of self-worth and self-esteem.

- Always say what you mean. Do not make threats that you cannot carry out or that are unreasonable. Tell students what you expect from them and be sure they know exactly what you will not tolerate. Follow through with what you have said. Be consistent.
- If you let students run, chase each other around, become disruptive, get off task, become generally out of control just one time, do not expect them to suddenly change the next time just because you now demand it.
- *Always go to a classroom teacher or the Outdoor School staff whenever you have a problem that worries you or that you do not feel comfortable handling. The classroom teachers and Outdoor School staff are there to help you and to work as a partner with you regarding any problems in your cabin.*

SAFETY RULES FOR OUTDOOR SCHOOL

An important component of any discipline plan is the provision made for the safety of the student population. Student safety is an essential issue in a residential Outdoor School program and one which the staff has emphasized heavily. The Outdoor School staff has formulated the following rules for student safety. The specific wording of each rule was designed by students who have attended Outdoor School, so that the rules would be easily understood by future students. All students at Outdoor School are expected to comply with these rules at all times during their stay. Parent counselors, classroom teachers and Outdoor School staff are expected to uniformly and consistently enforce these safety rules at all times with all students.

Please:

1. Stay with your group. If you are on field study, stay with your group. If you are in the cabin area, stay with your cabin.
2. Walk with your assigned “buddy” when you are moving around the site.
3. Stay out of streams. It is safer for you and better for the environment.
4. Leave all rocks and sticks on the ground. Throwing things can harm others and disturb the wildlife.
5. **WALK** wherever you go. There are rocks, roots, and other things on the trails that make it important for you to walk slowly and carefully. Also, quick movements frighten wildlife!
6. Stay in your cabin during designated rest periods. If you need to go to the shower house, see the nurse or leave the cabin, talk to your Parent Counselor first.
7. Practice “Environmental Manners” and “Cabin Etiquette”(p 15). Leave the Outdoor School site in better condition than you found it.
8. Be a good listener. Listen carefully. When staff members talk, they are saying something you need to hear!
9. Contact your Parent Counselor, classroom teacher or Outdoor School staff immediately if someone is sick or hurt.
10. All personal possessions that are not allowed in your school are also not allowed at Outdoor School. So...Please leave those things at home!

Outdoor School Rules for Student Behavior

Outdoor School is school in the outdoors and the rules at your school also apply while at Outdoor School. It is important that students remember that in order to learn and have fun, each student is responsible for demonstrating appropriate behavior. Students will be responsible for the following:

1. Using behavior that will help them learn on field study times;
 - a. Listening to and following instructions.
 - b. Cooperating and participating in activities.
 - c. Respecting the rights of others to participate and learn.

2. Getting along with Cabin Counselors, classroom teachers, Outdoor School staff and other students.
3. Participate in all activities.
4. Cooperate with all students and staff.
5. Respect the rights and belongings of others.
6. Use appropriate language.
7. Follow the Outdoor School rules for behavior and safety.

When students are at Outdoor School there are some behaviors that are considered serious problems. These include:

1. Swearing.
2. Refusing to follow instructions or directions.
3. Bulling, pushing, shoving, intimidating other students.
4. Behaving in a stubborn manner to staff.
5. Play fighting and physical horseplay.
6. Disrupting Outdoor School activities.
7. Refusing to participate in Outdoor School activities.

Behaviors that will result in being sent home and may result in further consequences include:

1. Violent acts against students or staff.
2. Theft or vandalism.
3. Possession of alcohol, tobacco products, narcotics, or dangerous drugs.
4. Possession of a weapon.
5. Overt sexual behaviors toward students or staff.
6. Running away from supervision.

Search & Seizure

Students who attend Outdoor School are entitled to privacy with respect to their person and personal belongings, and are protected by Constitutional guarantees against unreasonable searches and seizures.

The Classroom Teachers and Outdoor School staff will conduct student searches and/or seize private property only if the following circumstances occur:

1. If the Classroom Teachers or Outdoor School staff have reason to believe a rule has been broken that places students in jeopardy;
2. If the Classroom Teachers or Outdoor School staff has reason to believe that a student is in possession of prohibited materials or devices that might prove injurious or detrimental to the safety and welfare of students or school personnel.

The search will be conducted in accordance with the guidelines established by the U.S. Supreme Court's January, 1985 decision regarding major student searches. The school's Camp Director in the presence of the student's teacher will conduct the search, with at least one additional Outdoor School staff member in attendance. The staff will seize only

those items directly related to the purpose of the search and which prove to be dangerous to the site population.

Environmental Manners

1. Always use the designated paths.
2. Stay in a single file line while hiking along the trails. This holds true even if it is wet or muddy. Going around widens the footpath and contributes to erosion.
3. Always walk quietly in the woods.
4. Do not pick any bushes, leaves or wildflowers. **Leave what you find!** It is a shame to rob other visitors of their sense of discovery. With the exclusion of fossils from the fossil pits and other items your teachers may use for research, allow others to find the same rocks, plants or other objects of interest.
5. **If you pack it in, pack it out!** Carry out EVERYTHING you carry in (including orange peels and apple cores). Better yet, go one step further and pick up litter along the way. This will leave “no trace” you were there and will improve the site for the next group.

Cabin Etiquette

1. Keep your bed neat.
2. Keep all clothes in your suitcase, duffel bag or laundry bag.
3. Do not touch or borrow other student’s or counselor’s property without permission.
4. Be very quiet during quiet time and after lights out.
5. Always walk in the cabin.
6. Keep cabin clean.

Cabin Constitution

A cabin constitution is a set of guidelines that you will create with your cabin so that everyone knows what is expected of them when they are in the cabin. You need to elicit input from your students when creating the constitution so that they feel they have ownership in the rules that will govern the cabin. The cabin constitution provides you, the Parent Counselor, with authority as the cabin leader. It will help set you up for success if you handle it with confidence and enthusiasm.

Thing to Remember:

1. State guidelines in a positive way even if your students do not state them that way. “Don’t touch my stuff” (negative). “Respect everyone’s property” (positive).
2. Make sure the students understand the words you are using.
3. Make sure the rules are realistic and appropriate for Outdoor School. **Please keep in mind that this is SCHOOL, not summer camp!** Please ask yourself, when creating the cabin constitution, would you allow your child behave this way at home?
4. Involve all students.

5. Have you and your students sign the constitution when you are finished. Post it in your cabin as a reminder to everyone.

List some ideas that you have for your cabin constitution on the sample provided.

<p style="text-align: center;">Cabin Constitution Guidelines for a Good Time</p> <ol style="list-style-type: none">1.2.3.4.5. <p>Signatures:</p>

PRECAUTIONS AND SPECIAL CONSIDERATIONS

1. Do not leave your students unattended at any time. Your supervision and guidance is necessary at all times. If at any time you need assistance please let the teachers, principal or school camp director know.
2. Do not leave your cabin or class group except in an extreme emergency. Notify school staff immediately if an incident should occur.
3. Do not excuse your students to wander around the grounds alone. **You must be with your students at all times.**
4. If illness or injury occurs, take the student to the infirmary and notify teachers immediately.
5. First aid treatment is not to be given by any parent volunteer, unless a matter of life or death exists.
6. Do not dispense any medication, including aspirin, to students. The nurse and/or teachers must handle this.
7. Check for wet beds each morning. If any wet sleeping beds are found, please make arrangements with the school Camp Director for it to be washed and dried while students are out of camp.
8. If there is a problem during the night of any kind, notify the school camp director, school principal or teachers immediately. Staff housing is located in the Meade Activity Center dorm at Main Camp, or McWhorter Cabin at 89'er Village.
9. Counselors and students are not to leave camp at any time.
10. Notify teachers immediately if students are having behavior problems. You are not expected to handle every situation related to adjustment difficulties students might seem to have. Teacher and staff involvement is meant to reinforce what you do and provide an additional source of support and reference.
11. Everyone is expected to clean up and/or pick up after themselves and facilities or areas that have been used (i.e., showers, toilets, sinks, floors, camp areas, porches, trails, etc.).

POSSIBLE STUDENT PROBLEMS AND SOLUTIONS

Presented here are some problems that could possibly occur with students during your week at outdoor school. Reasons why they occur are given, along with possible solutions. Take time to review this information and keep it in mind. Each student is different and will act and respond in their own way, but if you exhibit good common sense, display empathy and concern, and interact positively you should be able to handle most situations. The Outdoor School Director, School Camp director, principal, and teachers will work closely with you to provide any guidance and direction you need to make the week a successful one for students.

1. Homesickness

Reasons:

- a. Normal reaction to first time away from home.
- b. Feels unwanted in cabin group.
- c. Too much aimless free time.
- d. Quarreling with other students.
- e. Fear of night noises.

Solutions:

- a. Make sure student is well acquainted in their own cabin group.
- b. Provide opportunities to show abilities and talents.
- c. Get the students to take a vital part in some program activity.
- d. Make the student feel that someone has a personal interest in them.
- e. Assign special jobs to do.
- f. Do not allow others to criticize. Appeal to their feelings of “how would you like it if you were homesick?”

2. Refusal to Share in the Work

Reasons:

- a. May never have had any training in accepting own share of work.
- b. At home rewards were given for work done.
- c. A way of getting attention.
- d. Overly pampered and waited on at home.
- e. Work may have been given out as punishment at home.

Solutions:

- a. Make sure that each student has a fair share of chores.
- b. Let leader set example.
- c. Ask for volunteers.
- d. Compliment student on a job well done.
- e. Appeal to their sense of justice and fair play.
- f. If the job is not done, you do it! But let them see you doing it, let them know you did it politely in conversation. Now appeal to their feeling of sharing and each one holding up their own end of the cabin responsibilities.

3. Some of Your Members Have Formed Cliques and are Excluding the Others.

Reasons:

- a. Friendships were closely knit before coming to Outdoor School and they do not feel the need of more friends.
- b. A few feel that they do not belong and are forced to form own group.
- c. Cliques may be minority groups who have not had a chance for expression.
- d. Some form cliques to attract attention.
- f. Parent/ Leader is playing favorites.

Solutions:

- a. Help students realize that new friends are always worthwhile.
- b. Promote group participation in planning activities.
- c. Do not allow criticism or biting remarks about others that may not be included.
- d. You do not need to patronize the clique.
- e. Be fair with everyone – treat all the same

4. Student Dislikes Certain Foods and Does Not Want to Eat.

Reasons:

- a. May have heard disparaging remarks about food.
- b. May be proud of allergies as an attention-getting device.
- c. May be a food new to the student.
- d. Often counselor's remarks about food discourage students from eating certain things.

Solutions:

- a. Do not show any dislike for particular foods yourself.
- b. Urge students to try food.
- c. Discuss importance of balanced diet and encourage them to explore taste of new foods.

5. Students Need Instruction in Table Manners

Reasons:

- a. Wants attention.
- b. Feels insecure and realizes they need help but does not know how to get it.

Solutions:

- a. Set a good example at all times.
- b. Point out social asset in having good manners. Talk to student individually after meal.
- c. Stress importance of everyone cooperating together.
- d. Show how discourteous it is to everyone else.

6. Student is Always Late in Getting Ready for an Activity or Dining Hall.

Reasons:

- a. Naturally slow.
- b. Wants attention and likes to be urged.
- c. Likes to revolt against rules.
- d. Does not feel a part of the group.
- e. Doesn't see the importance of punctuality.

Solutions:

- a. Leader should be exceptionally prompt. Know what time it is and where you need to be.
- b. Get the group started sooner.
- c. Give the student the job of rounding up others.
- d. Praise the student when they arrive on time.
- e. Encourage group unity by lining up and filing out together.

7. Student Comes to Counselor With a Story of Persecution by Another Person.

Reasons:

- a. May really have been mistreated at some time.
- b. Homesickness.
- c. Physical illness.
- d. Lack of attention.
- e. A cover-up for a misdeed.
- f. Imagination.
- g. Difficulty adjusting to new environment.

Solutions:

- a. Investigate whole situation and be sure you have both sides of the story.
- b. Help student to have other friends in the group.
- c. Lead the student into some cooperative group activities.
- d. Keep the student so busy that they do not notice any real or imagined slights.
- e. Give the student time to cool off.
- f. Avert unkind remarks by students or leaders. Do not encourage this kind of talk.

8. Student Says Something of His/Hers Has Been Stolen –
Notify teachers when this occurs!

Reasons:

- a. The student has misplaced a personal item.
- b. A personal item may have been left at home – not brought to camp as the student thought.
- c. May really have had something taken from them.

Solutions:

- a. Develop a sense of ownership in each student.
- b. Be sure their things are not just left around.
- c. Discourage borrowing.
- d. Have a definite place where each student keeps their things.
- e. Talk to the group the first day about honesty.
- f. Do not accuse anyone – appeal to his/her sense of honesty and fair play.
- g. Consult the teacher.

9. Student Who Shows Off

Reasons:

- a. Student may have parents who always gave in to their demands.
- b. Always has been the center of attention.
- c. Is insecure.
- d. Leadership traits have been suppressed and are now seeking recognition.
- e. Seeking to offset a failure in some activity.
- f. Is trying to cover up some weakness.
- g. No inner assurance of belonging or of being wanted.

Solutions:

- a. Make every effort that attention does not result from this kind of behavior.
- b. Meet with friendly indifference. Do not ignore completely – talk to privately.
- c. Show a true interest in the student and establish a warm friendship.
- d. Let the student know that this kind of behavior is inappropriate. Let them know that they are important to the group yet equal with other students.
- e. Help the student find satisfaction in activities that involve responsibility, leadership and cooperation with the group.

10. Students Who Misbehave

Reasons:

- a. Resentment.
- b. Lack of social recognition.
- c. Counselor who enforces obedience by demanding it.
- d. Counselor who makes threats to the group.
- e. Counselor who does not exert enough discipline, is too easy going or too much of a pal.
- f. Emulates a friend or leader who appears to achieve attention through such methods.
- g. Is being ridiculed.
- h. Counselor who says one thing, then does another.

Solutions:

- a. Set an example of what is acceptable behavior.
- b. Do not do anything you do not want them to do.
- c. Correct the problem immediately. Do not assume it will go away.
- d. Talk privately – let the student know what is and is not acceptable.
- e. Compliment them on good behavior.
- f. Demonstrate trust.
- g. Show patience.
- h. Do not make an example of them.
- i. Consult with the teacher or camp director.
- j. Give the student responsibility – maintain good attitude.

11. Student Who is Timid and

Withdrawn.

Reasons:

- a. May be caused by a physical problem.
- b. Has been intimidated.
- c. Has never been away from home before.
- d. Is less mature than other students.
- e. Is afraid of doing wrong.
- f. Has been ridiculed.

Solutions:

- a. Show a sincere concern for their happiness and well being.
- b. Direct student's activities so that they are involved with the group.
- c. Give student the opportunity to make some unique contribution that the student knows he/she can perform capably.
- d. Prevent others from razzing or making fun of them.
- e. Overcome fear by patient and sympathetic leadership.

12. Student Who Exaggerates the Truth.

Reasons:

- a. A product of a vivid imagination.
- b. Insecurity
- c. Afraid of facing the real truth.
- d. Has found satisfaction in his/her daydreaming.
- e. Always talked down to.
- f. Never has had anyone that would listen to them.
- g. Has always had difficulty differentiating between reality and imagination.
- h. Lacks self-confidence.
- i. Has not been able to adjust socially.

Solutions:

- a. Demonstrate your concern in what they do.
- b. Give praise.
- c. Encourage the truth.
- d. Encourage the student to do things they can do well.
- e. Eliminate criticism when their achievements fall below the expected standard.
- f. Give correct evaluation to things.
- g. Question kindly and with interest to determine the truth.
- h. Try not to put them on the defensive.
- i. Show patience and trust.

13. Student Who Has Fear of Doing the Wrong Thing.

Reason:

- a. Insecurity.
- b. Uncertainty of doing the correct thing.
- c. Always criticized.
- d. Continually blamed or yelled at, even for some things not of their own doing.
- e. People have always expected too much of them.
- f. Has always been compared to a sibling.

Solutions:

- a. Eliminate a critical attitude toward their attempts to do things.
- b. Give the student a realistic standard they can meet.
- c. Praise the student for what they have done.
- d. Let student help with tasks you know they can do.
- e. Avoid ridicule when student shows fear that they may be doing wrong. This is the time the student needs help.

14. Student Shows Lack of Initiative.

Reason:

- a. Overprotection.
- b. Everything has been done for them.
- c. Too much babying.
- d. Decisions have been made for them.
- e. No one ever thought that they could do the job adequately.

Solutions:

- a. Encourage the student to share their ideas.
- b. Give the student some responsibility.
- c. Give suggestions for improvement when appropriate.
- d. Make sure they are included.
- e. Make your enthusiasm contagious.
- f. Make activities enjoyable and interesting so the student will want to join in.

STUDENT MOVER IDEAS

There will be many times during the week when you will find it necessary to move your cabin group from place to place. This can be difficult if you have not planned how to line them up, and how to actually move them. To help you keep from tearing your hair out as your group of students race in six different directions, here are lots of different ways that you can line up your group of students.

- Hair color (brown first, blonde second, etc...)
- Eye color (green first, brown second, etc...)
- Shoe size (smallest to largest or largest to smallest)
- Sports (those who play baseball first, basketball second, etc...)
- Favorites (those whose favorite food is ice cream go first, pizza second, etc...)
- Alphabetical (all those whose last name begins with "S" go first...)
- Questions (the person who answers the question gets to go first...)
- Jobs (each time you move the cabin group, you ask one person what he/she wants to be when he/she grows up and that person gets to lead the line)
- Books (the person who can tell the cabin about a neat book they just read gets to go first)
- Names (the person who can remember all the names of all the children in the cabin goes first)

HOW TO MAKE YOUR CABIN A HOME

THINGS TO TAKE WITH YOU

1. Special prizes, awards, gifts, nametag markers, bunk markers (at least 12 per cabin).
2. Posters, pictures, butcher paper, masking tape, and felt pens.
3. Musical Instruments
4. Books with short stories or fairy tales and legends.
5. Rugs and/or pillows (please remember these items may get dirty).

THINGS TO DO ON MONDAY (when you first have cabin time)

1. Introductions (sharing circle, name games)
2. Collect contraband, including any medication not previously turned in.
3. Make cabin goals as a group (remember to list consequences as well as goals).
4. Explain the daily schedule and any special daily duties (there will be more cooperation if the students understand expectations).
5. Any left over time...decorate the cabin!

THINGS TO DO WITH THE STUDENTS AT NIGHT IN THE CABIN

1. Read a story or poem. Sing a song.
2. Sharing circle.
3. Tuck the students into bed with a nice comment.
4. Brief them about the activities and schedule for tomorrow.
5. Give the students and/or cabin group a compliment on their behavior that day.

Things I need to remember to bring for my cabin:

Books I want to read to them:

Name Tag Decorations:

Cabin unity items of any sort:

CABIN MANAGEMENT IDEAS

Icebreakers & Games

1. Name Game – Form a Circle. The first person says their name. The second person says the first person’s name and then their own name. The third person says the first person’s name, the second person’s name and then their own name, etc... Until you go all the way around the circle.
2. Form a circle, take off a shoe, and put it in the center. Go grab a shoe and meet the person to who it belongs.
3. Mingle – Everyone moves around the room saying, “Mingle” until the leader calls out a number. The players must form groups with the correct number. Those left out leave the game.
4. Line Up – Blindfold everyone and give them a number. They must line up in number order without any verbal communication.
5. Sardines – Tie the group together with a rope or have them hook arms. They must walk around the building but must complete a task before they get back. For example: Count the number of windows, learn everyone’s name, etc...

Games & Puzzles

1. Twenty Questions – Pick an object in the categories: Animal, Vegetable or Mineral. The students ask questions that can be answered yes or no. They must find out the object in twenty questions or less.
2. Charades.
3. Fanny Dooley – Fanny Dooley likes kittens, but she hates cats. Fanny Dooley likes books, but she hates libraries. Students try to make up their own Fanny Dooley sayings. (Hint: Fanny Dooley’s always have double letters.)
4. Progressive stories – The Parent Counselor starts the story and each person in the circle/cabin group adds on. For example: It was a dark and stormy night. I was sitting at home alone when...(Second person)...a kitchen sink came flying down the chimney and...
5. Mind Games or Riddles – Students must solve the story by asking the leader questions that can be answered yes or no. They try to figure out why, where, how, etc...
 - A. Question: He was afraid to go home because he is a baseball player standing on third base.
 - B. Answer: The man with the mask is the catcher.
 - C. Question: John is asleep on the couch. Mary is dead on the floor with broken glass and water around her. The police walk by, see the scene through the window and do not do a thing. Why?
Answer: John is a cat and Mary is a fish.

THINGS TO MAKE

It can be fun using homemade medals, bookmarks, bunk markers, badges, and name tag decorations for the children in your cabin. There should be enough for everyone, which means you should take at least twelve of each item with you to Outdoor School if you **choose** to make something special. Parent Counselors may choose to take something special for each child that is homemade. However, this is clearly optional and not required by Outdoor School.

Bunk Markers

Materials you need: Old magazines, calendars, Sunday comics, construction paper or white paper, glue or paste, masking tape and felt pens.

Cut out pictures of animals, forests, mountains or other items of interest out of old magazines and calendars. Take construction paper or plain white paper and cut it into different shapes (clouds, squares, rectangles, etc.). Paste or glue the pictures onto your paper. Leave room to write the child's name. Bring masking tape and mark each child's bunk with your bunk markers. This will help you learn each child's name quickly.

Name Tag Decorations

Materials you need: Ribbon, construction paper, pictures, Sunday comics, rubber stamp, tape, peel and stick address labels.

Bring six-inch pieces of ribbon (2 yards or 6 feet = 12 students) to tie around the name tag string to decorate your students' nametags.

Cut small pieces of paper or construction paper (approximately 1.5 inches for square shapes, or cut circles, triangles, etc.). Cut out small pictures, comic strip characters, or use a rubber stamp to decorate the paper. Tape your decoration to the name tag string.

Use peel and stick address labels. Decorate them with stickers, small pictures, rubber stamps or comic strip characters. Wrap the label around the nametag string.

Bookmarks

Materials you need: Old magazines, pictures, heavy paper, paste, scissors.

Cut out pictures from an old magazine. Cut two strips of paper the length you wish for your bookmark. Paste the picture at the top of one strip. Then cut around the lower half of the picture. Paste the first strip of paper on top of the second strip, leaving open the place where you cut so that the bottom of the picture will hook over the page. Trim excess paper from the top and sides of the picture.

Badges, Lapel Pins and Medals

Materials you need: Can covers from frozen juice cans, milk bottle tops or cardboard circles, cardboard tags (can be bought at a stationary store), fancy paper from Christmas cards, silver paper, bits of ribbon for bows, crepe paper for fluting, wooden buttons, small safety pins, adhesive tape, plaster of Paris, plastic measuring spoon, Vaseline and glue.

The can covers, milk bottle tops, and cardboard circles and tags can be decorated in the following ways:

1. Punch a hole and add a ribbon or cord with a small safety pin attached.
2. Can covers (frozen juice cans with the plastic strip pop off and have a smooth edge) may be decorated with enamel paint to make them into medals; or decorate them with colored paper, stickers or pictures from magazines.
3. Brush milk bottle tops with paste. When dry, decorate with finger paints or tempera paint.
4. Cover milk bottle tops with tin foil and use as a badge. Decorate it by cutting two identical squares of colored paper a bit larger than the milk bottle top between the two squares. Fasten each point close to the edge of the bottle top with a stapler. Punch a hole and add a ribbon or cord.
5. Fasten a small safety pin to the back of a wooden button with glue. Decorate the button with enamel paint to make a lapel pin.
6. Grease a plastic measuring spoon with Vaseline. Cut out a small picture, wet fingers and smooth picture face down into the bowl of the spoon. Pour in plaster of Paris. Place a safety pin in the middle of the plaster so it may be pinned to a collar or lapel. Let dry.

Leaf Plaques

Materials you need: Clay, can cover, hairpin, paint, shellac, leaves.

Take a handful of clay and make it into a nice circle or oval using a can cover as a guide. Press the leaf form into clay. Put a fine wire hairpin into the edge so it can be hung up when completed. Let the clay dry. Paint and shellac while the leaf is still embedded in the clay. When the paint is dry, remove the leaf.