



4-H CAMP HANDBOOK



**A Guide to Safety at Camp
for Counselors & Adults**

**Historic Santa Claus Campground
16670 N. 625 E., Santa Claus IN 47579
(812) 393-0652**

WHAT IS CAMP?

Camp is a unique educational and social opportunity for people of all ages. Camps are typically based on rituals and traditions which allow returning campers a sense of belonging while providing much needed structure to new campers. The greatest need of a camper is their growth as a person.

In addition to these elements, a good camp will:

- Create a fun and adventurous environment.
- Provide freedom for individuals to make their own decisions.
- Challenge individuals to try new things.
- Provide opportunities to develop personality and character.
- Create a positive learning environment.
- Provide campers a sense of responsibility and success.
- Provide leadership opportunities.
- Create a safe environment where all are welcome.
- Build healthy habits.
- Provide a caring and competent staff.
- Create a spirit of teamwork.
- Foster new friendships.
- Provide an understanding of the environment and appreciation of nature.



THE CAMP COUNSELOR, A LEADERSHIP POSITION

Just as you may expect certain things of campers, they may expect you, as their leader, to show certain qualities and act in certain ways. You are a model for them; usually, unspoken in their expectations is the desire to be and act like you. Here are some of the things campers look for in their leaders.

Recognition and Acceptance: Campers look up to their leaders. They need to know that you consider each of them as an important person. They can survive a poor meeting place or an activity that flops. But they cannot long endure being ignored or rejected. Recognize acts of trying as well as instances of clear success. Emphasize positive qualities that make each child worthy and unique. Be generous with praise and stingy with rebuke. Help campers find ways to show acceptance/support for one another.

Fairness: Children are sensitive to injustice. They forgive mistakes if sure that you try to be fair. They look for fairness in how responsibilities are shared, in handling of disagreements, in responses to performance and accomplishment. Explain your reasoning and show why you did something. Be willing to apologize if needed. Try to see that chances for feeling important, as well as the responsibilities, are equally divided. Help campers explore and decide for themselves the fair ways of solving problems, carrying out activities, and accomplishment.

Trust: Campers need your belief in them and your support when they try new things. They must be sure that you will not betray a confidence. Show campers you trust them to think for themselves and use their own judgment. Help them correct their own mistakes. Help campers give and show trust toward one another.

Open Communication: Children want someone who will listen seriously to what they think and feel and want to do. They like someone they can talk to about important things, including some that might not seem important to adults. Listen to campers. Respond with both words and action. Leave the door open for campers to seek advice, and to share ideas and feelings. Help them see how open communication can result in action, discovery, better understanding of self and others, a more comfortable climate for fun and accomplishment.

CAMP COUNSELOR RESPONSIBILITIES



No camp is a success without well-trained, enthusiastic counselors. Camp counseling is a learning experience that requires special knowledge and people skills.

- Learn the names of the campers in your cabin. Get to know all of them and their interests.
- Help the campers in your cabin adjust to a “new” way of life-it includes new routines in living and learning together as a group.
- Help campers plan, carry out and evaluate projects and activities.
- Promote camper participation in all activities.
- Report any illness, accident, or behavior problems to the nurse and/or directors promptly
- Exhibit personal habits, health, dress, speech, table etiquette and relationships with other staff that serve as a beneficial model to campers.
- Set a good example in everything you do while at camp. Camp is a fun learning experience.
- Practice good risk management strategies. These strategies will help prevent or reduce the likelihood of something happening that could cause physical, mental, or emotional harm to a camper.
- Help develop, carry out and evaluate all aspects of the camp program.

CAMP COUNSELOR EXPECTATIONS



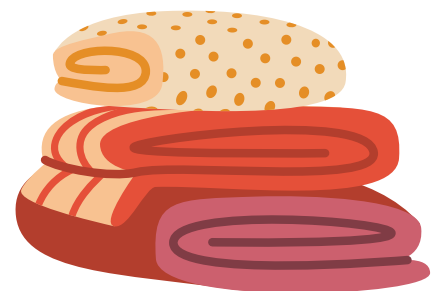
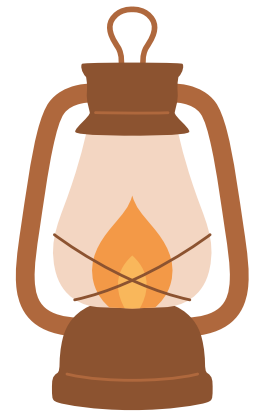
The counselor is the person closest to the camper during his/her entire camp stay. This is of great importance. It is our responsibility to realize we are molding a human life!

- Be tolerant. Remember your own childhood, then think of the age and background of the people who are under your care.
- Be unselfish. Place your camper's interests and pleasures above your own. The campers are at camp for fun, worthwhile experiences. Do all in your power to make their stay positive.
- The camper is at camp for a vacation... your job is to make it enjoyable! **STAY ON THE JOB!**
- Be cheerful. Cheerfulness is contagious. Help your campers catch it!
- Be sympathetic with the camper's enthusiasm.
- Set a good example for the campers at all times. Do or say nothing that you would not want your campers to do or say.
- Be punctual and thorough in every detail of your camp life.
- Do not promise or threaten anything you cannot reasonably and fairly bring to its conclusion.
- Be an educator in terms of moral standards, ideals and character.

CAMP COUNSELOR EQUIPMENT CHECKLIST

Recommended Equipment

- Sturdy, closed-toed shoes
- Long and short sleeved shirts (no halter tops or cut off t-shirts)
- Shorts (appropriate length) or jeans/pants
- Undergarments and socks
- Raincoat
- Swim suit/towel
- Personal Articles
- Sleeping bag or bedroll/sheets and pillow
- Flashlight and extra batteries
- Insect repellent
- Sunscreen
- Cards, games, other rainy day activities



CAMP COUNSELOR "TO DO" LIST

Before My Campers Arrive:

- Am I dressed neatly? Do I LOOK like a camp leader?
- Do I know the names of EACH of the new campers?
- Do I have a supply of stories, songs & games to be used at appropriate times?

When My Campers Arrive:

- Have I greeted EACH new camper with a smile?
- Have I introduced each of the new campers?
- Have I shown campers where to take their luggage?



After My Campers Arrive:

- Have I seen that each camper has located a bunk?
- Have I helped new campers get acquainted with the layout of camp?
- Have I made each camper feel welcome?
- Have I been alert on this first day of camp to diagnose any causes of homesickness?
- Have I taken some concrete steps to avoid homesickness?
- Have I stressed courtesy and consideration for one another?
- Have I stressed cooperation in maintaining our cabin?
- Have I reviewed the day's activities with my campers?



HOW CHILDREN DEVELOP

Children develop in many different ways, physically -intellectually - socially - emotionally - morally.

Physically: Children first learn by using their senses. They discover the world around them by touching, smelling, tasting, hearing and seeing. As they grow, they increase motor skills. As they become more coordinated, they learn additional skills. Toward the end of grade school, some children may have reached puberty. All of these complex changes in muscles, organs, and body frame affect the interests children have, the skills they can master, and their own sense of ability to cope with the physical demands of daily living.

Intellectually: As children develop, their mental structure becomes more complex. They put ideas together into patterns, building concepts out of concrete experiences. They increase their ability to use ideas, solve problems, plan, imagine, and project the future. Each new and related experience with people, things and ideas adds to a growing fund of reliable information.

Socially: Children move from concern only with self toward greater interest in and understanding of others. They become increasingly independent of adults and become more involved in relationships with other children. They start thinking about how other people will react to what they do. The impact of their own culture and society affects the way they see their world and their present and future roles in it.

Emotionally: Young children express feelings freely/physically. As they grow, they learn to become more restrained in showing their emotions. But, as they do, the feelings often become stronger and longer lasting. They start considering the feelings of others and learn to channel emotional energy into a variety of ways of self-expression and self-protection.

Morally: The ethical sense evolves gradually from dependence on yes-no absolutes of behavior (to win adult approval or avoid punishment) toward an internal sense of right and wrong. Along with the ability to think more objectively, children begin to see rules and expectations as making sense in their own right. The process of moral development is similar for most children, regardless of the specific values they develop.

WHO ARE MY CAMPERS?

What are their basic needs?

Sometimes, people can be pretty hard to figure out. Why do our brothers and sisters, friends, or parents behave the way they do? What makes us do the things we do? Almost anything a person does can be understood when we picture it as an attempt to meet one of five basic needs. These five fundamental human needs are present in every person. They vary in intensity and importance for each of us, and their importance may change from time to time. Still, every human being needs: (1) affection, (2) power, (3) security, (4) new experiences, and (5) recognition.



Affection: Our need for affection is more than just a need for love, although that's part of it. Affection includes being accepted by a group, feeling that others care about us and understand us. Our need for affection involves seeking friendships and social relationships. We want to know we are needed by the group and missed when we are absent. The camper who says, "I don't want to go on their cookout because I don't like them!" may be telling you something about their need for affection.

Power: The need for power sounds bad to most of us. We might picture a power-hungry general trying to take over the world. Power for most people, however, is simply the need to show control over oneself or things. We need to know we have the power or ability to master new things. We need to feel we can be successful in doing a certain task. The need for power is the need to feel competent, capable and a little invincible.

A camper who announces that they are not going to play volleyball because it's a "dumb" game may be telling you something about their skills and their need for power.

Security: Every person wants to feel safe and secure in their surroundings and with their peers. We need physical security in the form of material things like food, shelter and clothing. We need emotional security in the form of acceptance and understanding from our families and friends. We need to feel we can have confidence in these people and they will support us. Campers, particularly when away from home for the first time, miss their familiar routines and ways of life. They worry about finding their cabin, locating the swimming pool and getting to know cabin mates.

Campers who need security may be frightened by the new settings, and homesickness can result.

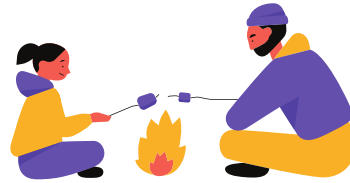
New Experiences: To do something different, or try one's wings, is the opposite of the need for security. We all need to be challenged to try new things. These challenges can be as simple as learning a new craft or as difficult as climbing a mountain. New experiences allow us to explore our own abilities. They provide excitement and prevent boredom. Camp is an excellent place for new experiences. Campers who are bored and restless are not being challenged by new experiences.

Recognition: Everyone has a desire to stand out as an individual. This is our need for recognition. We need approval and recognition from others that we have done something well. This recognition helps build our self-confidence and self-esteem. Most campers will seek recognition by pleasing you, the counselor. Remember, if their need for recognition can't be met in a positive way, they may look for less acceptable ways to get recognition. If a camper constantly disrupts the group by yelling, "Hey, look at me" they may be trying to tell you something.

UNDERSTANDING THE CAMPER:

What will the campers be like? How do you use your understanding of them so you can be an effective camp counselor?

Ages 7 to 8



What are they like?

- Strong attachment to home and family environment.
- Very dependent upon adults for meeting physical and emotional needs.
- Need patient understanding and close supervision.
- Have short interest span.
- Like to explore their expanding world.
- Easily upset by change in routines or environment.
- Need and seek the approval of adults because they are not yet confident enough to set their own standards.
- Boys and girls readily play together.
- Peer opinion becomes very important.
- Small motor skills are not developed.
- Do not always recognize right and wrong.

Meaning to Counselor

- Beginning to move away from dependence on parents and the counselor may become someone very important in their eyes.
- They respond affectionately to counselors who look after their needs, who show an interest in them, and who are fair and capable of humor and imagination.
- Mastering physical skills is important to self-concept. Activities need to be ACTIVE! Provide opportunities to practice their skills, but use activities that can be completed quickly.

- They think in concrete terms. SHOW and TELL rather than giving verbal instructions.
- Cooperative games and activities are especially enjoyable. Minimize competition.
- They are more interested in the process (what, why, how) than in the end product.

Ages 9 to 11

What are they like?

- They are anything but still and quiet. They have no fear.
- They do not like to stay confined and do one thing for a long period of time.
- Some are still concrete thinkers; others are beginning to think logically and symbolically, beginning to understand abstract ideas.
- They have a desire for acceptance from their own age group.
- Have a need for close friendships with their playmates.
- They have strong identification with their own gender and age group.
- Growing desire for better performance in skills. They look to counselors for approval and follow rules primarily out of respect for the counselor.
- Have a strong need to feel accepted and worthwhile.
- Enjoy being mischievous and daring.

Meaning to Counselor

- Activities should encourage physical involvement. However, guide them to appropriate and safe activities
- Hands-on involvement with objects is very helpful.
- Will pay more attention if they are seeing and doing things.

- As they consider an idea, they think it is either right or wrong, great or disgusting, fun or boring. There is very little middle ground.
- They like to be in organized groups of others similar to themselves.
- Encouragement from the counselor can have remarkable results. They want to know how much they have improved and what they should do to be better next time.
- Comparison with others is difficult for them—it erodes their self-confidence.

Ages 12 to 14

What are they like?

- Uneven and rapid physical growth. Girls usually develop sooner than boys.
- Beginning to develop independence by growing away from family ties and influence. However, they still want reassurance of counselor supervision and attention to daily needs.
- Make selective friendships. Have two or three best friends. Younger ones prefer friends of own gender. Girls are more interested in boys than boys in girls.
- Close friendships begin to develop.
- Puberty approaches and emotions begin a roller coaster ride.

Meaning to Counselor

- Campers may be self-conscious or very modest about their changing bodies. Some are developing quickly and others not at all; either way, they are uncomfortable.
- Girls may have more physical strength and coordination in sports than boys.

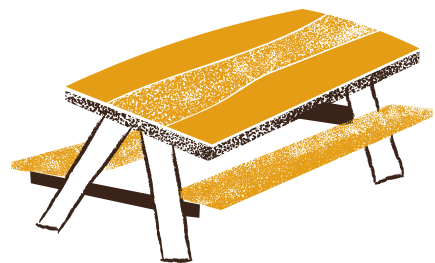
- Bigger campers cannot be expected to act older than smaller ones of the same age.
- Their bodies are changing every day, so they don't even know themselves anymore.
- Like to argue, but will compromise. Will test the rule to see how far it "bends."
- Ready-made decisions from adults often are rejected.
- "Buddies" want to bunk together, eat together and dress alike.
- Younger boys prefer to do camp activities with other boys. They will tolerate girls in camp, but do not want to be paired off with them.
- Intensity of emotions and feelings can sometimes be extreme. Best friends can become worst enemies in less than a minute.
- They enjoy corny jokes in the cabin and at the campfire.

PREVENTING CAMPER BEHAVIOR PROBLEMS

Campers Who Misbehave

Why? - One or several reasons

- Resentment against over-severe or inconsistent discipline.
- Lack of social recognition.
- Over-demanding program.
- Feelings of inferiority.



Some ways to handle

- Show concern for campers and their happiness.
- Express an interest in each camper.
- Give recognition for better behavior.
- If these suggestions fail, have a one-to-one talk with an attitude of understanding and fairness.

Homesickness

Why?

- Campers do not feel "at home"
- No one has shown interest or concern
- Overprotection at home
- Some physical ailment

Some ways to handle

- Help camper feel at home
- Name tags on bunks,
- Help adjust to camp routine, rules, table manners
- Keep busy with activities they enjoy
- Buddy system



Bed Wetters

Why?

- Physical factors
- Nervousness or insufficient rest
- Afraid to get out of bed
- Over-consumption of liquids

Some ways to handle

- Confer with camp nurse
- Limit fluids before bedtime
- Use rest rooms before retiring
- Lighted restrooms
- Do not ridicule

The Show-Off

Why?

- Needs attention
- Cover up feelings of inadequacy
- Needs to feel wanted



Some ways to handle

- Do not give attention for show-off behavior
- Show interest in and friendship for camper
- Help camper find satisfaction in responsibility

Conclusions

If problems are simple, treat them simply. Do not use physical punishment. Meeting basic needs will generally help prevent these problems.

HEALTH & SAFETY



The importance of good health and safety practices as they affect us as individuals and as a group needs to be emphasized. At the same time, we do not want to take adventure out of camp. An effective health and safety program involved the active cooperation of every staff member to make it an integral part of camp living.

Our goals are to:

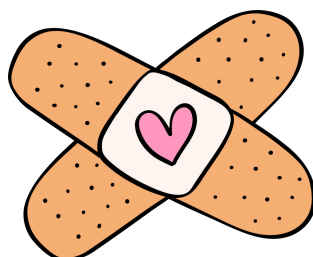
- Maintain physical and mental well-being of everyone in camp.
- Prevent accidents in all camp situations.
- Demonstrate to 4-H'ers the benefits of healthful living and avoiding accidents.

Camp Counselors – By living good personal health habits, you can be a natural teacher to campers. It is more effective to reflect positive teaching than to be told about it.

- Respect your body's needs for rest and recreation so that you can do your job with pep and enthusiasm.
- Keep yourself and your belongings neat, clean and comfortable.
- Follow health rules yourself and campers will follow suit.
- Anytime you don't feel well, tell the Camp Nurse or Camp Director.

Campers – The Camp Nurse and Camp Directors are very dependent upon the Counselors in preventing health problems. In case of serious illness or accident, let the nurse come to you. Watch for: Any signs of illness – fever, headache, sore throat, inflamed eyes or ears.

- Any problems of personal hygiene, lack of soap, sanitary supplies, disturbed sleep, irregularity, need for instructions.
- General Camp Health and Safety – When there are rules, there are reasons. Understanding the reasons helps you explain them to campers.
- Campers must always take a “buddy” with them when they go to the nurse or whenever they leave the cabin.
- No medicine is to be kept by campers unless the nurse notifies the counselors otherwise.
- Adequate rest is a must to happy, successful camp living. Watch the tempo of group activities; allow time for campers to “just sit.”
- Sturdy shoes and socks are a must. We want to avoid broken toes, slivers, and blisters.
- Sunburn is an injury. Take rest periods in shade or cabin. Watch for dehydration. Have campers put on sunscreen often.
- Look for safety hazards around the site and fix them or mark them.
- The Camp Nurse has a big job, which involves responsibilities related to health, safety and sanitation of the total camp, not just first aid. Emergency treatment is available at all times, but campers needing medication or routine treatment should report to the nurse or director at the established hours.



Protect Yourself From False Accusations

- Never be alone with a camper. Even when you meet one -on-one with a child, be in view of others
- Stay within camp policy as you administer discipline
- Don't ask a camper personal questions about sexual experiences
- Report any suspicious or unusual observations
- Be aware that a camper may be uncomfortable with physical or emotional displays of affection. Always ask permission before offering a hug or physically touching a camper.
- If you show physical affection to a camper, do so when there are other people around and never touch any part of the camper's body that would be covered by a swimsuit.

LEADING RECREATION

Games are fun, give exercise, build group cooperation and stimulate imagination.

Quiet Games

- Pencil and paper games, guessing and mystery games, or card games
- Provide breathers, to cool off or rest, to relax after lunch.
- Stimulate imagination, to give quiet campers a chance to shine.

Active Games

- Circle games, tag and chasing games, relays, and games with equipment to let off steam.
- Give a chance for exercise, to develop physical skill, to build individual confidence, and to begin team play.

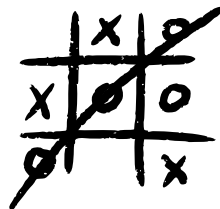


Singing and Rhythmic Games

- Singing games and simple dances, partner games, campfire games.
- Give exercise, to let off steam, to build group cooperation, to develop rhythm and coordination.

How to Lead a Game

- Choose a game to teach according to age, interest and ability of the 4-H'ers as well as the special purpose you want the game to serve.
- Know the game well. Gather needed equipment.
- Explain the game but be brief - demonstrate any difficult part.
- Play along with the 4-H'ers
- Select at least twice as many games as you'll probably use
- Play as long as the 4-H'ers are still enjoying it but don't let it drag on until they are bored.



SONG LEADERSHIP



Singing in Camp

- Sing often, especially when working – it pulls people together!
- If a song has a story, tell it. It will give the song more meaning and campers will remember it longer.
- Encourage campers to make up and teach their own songs, about camping activities, trips or other experiences.

Preparation

- Be familiar with song and learn ways to teach them.
- If singing is not your favorite activity, find other ways to share music with campers.

Teaching a Song

- Get the group's attention and introduce the song briefly. Tell something interesting about the song or have the groups listen for something special.
- While the campers listen, sing the song through as well as you can.
- Answer the questions you asked them, then sing a line and let them sing that line after you.
- Sing a whole verse and then review the different parts.
- If they like it, sing it again or try another verse.

Leading a Song

- Keep it moving – songs with gestures are especially good.
- For a large group, move around so that everyone can see; direct each entry of a round.
- Song choice: use songs to create a mood. Peppy songs are good for the morning.

Singing Tips

- Make sure they sing together and not loudly unless appropriate.
- Encourage action. They all provide extra outlets for youngsters bursting with enthusiasm.
- Include songs with humor in them.

SONG IDEAS

BOOM CHICK A BOOM

(leader starts...) I said a boom-chick-a-boom!

(audience response...) I said a boom-chick-a-boom!

(leader) I said a boom-chick-a-rock-a-chick-a-rock-a-chick-a-boom!

(audience) I said a boom-chick-a-rock-a-chick-a-rock-chick-a-boom!

A-ha (audience repeats)

Oh, yea! (repeat)

A one more time, a little bit louder now.

(Repeat from beginning doing it louder.)

This cheer is excellent to go through three or four times using different ways such as louder, softer, like a monster, real sexy, underwater, etc.

The most important thing is to not do it more than four times and to ALWAYS end with: "A

one more time, ROCK OUT!" then dance and wiggle and have fun the while time.

GRAND OLD DUKE OF YORK

The Grand Old Duke of York

He had ten thousand men.

He marched them up the hill

Then he marched them down again.

And when you're up you're up

And when you're down you're down.

And when you're only have way up

You're neither up nor down.



A-ROOSTA-SHAW

A-ROOSTA-SHAW A-ROOSTA-SHAW A-ROOSTA-SHAW, SHAW

A-ROOSTA-SHAW A-ROOSTA-SHAW A-ROOSTA-SHAW, SHAW

Thumbs up!

Wrists together!

Elbows in!

Chest out!

Backside out!

Knees together!

Toes in!



PEANUT BUTTER AND JELLY

Chorus:

Peanut, peanut butter -- jelly

Peanut, peanut butter - jelly

First you take the peanuts and you cruch'em, cruch'em. (Chorus)

Then you take the grapes and you squish'em, squish'em. (Chorus)

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

Then you take the sandwich and you eat it, eat it. (Chorus) (Hum)

WADDLEY AH CHA

Waddley ah cha, waddley ah cha, doodley do, doodley do,

Waddley ah cha, waddley ah cha, doodley do, doodley do,

Simplest song, there isn't much to it,

All you got to do is doodley do it,

I like to rest but that I like best goes

Doodley doodley do-quack, quack

HAND MOTIONS (repeat faster)

Clap hands on thighs twice,

Clap hands together twice, right hand over left twice, left hand over right twice,

Tough right index finger to nose

Then left ear and hold,

Touch left index to nose, then right ear

Raise left hand and close fist twice

Raise right hand and close fist twice.

FLAG CEREMONIES

Objectives

- To teach citizenship as well as respect for the American Flag.
- To give counselors an opportunity to plan, develop and carry out a flag raising and flag lowering ceremony.

In camp, the American Flag and 4-H Flag should be flown each day except during bad weather. We honor our national flag if we display it and use it according to rules and customs. Flag raising and lowering are daily ceremonies in which every camper should participate. It should be done with meaning and not merely as a routine motion. Flag ceremonies should be planned to stimulate boys and girls to think about their responsibilities as citizens. For an impressive ceremony, the flag teams should practice enough to acquire a measure of precision. Your camp may want a practice pole on the campgrounds to develop this precision.

Suggested Order for a Flag Raising Ceremony

- Campers assemble in formation.
- Flag raising team advances to flag pole.
- Two members hold the American Flag open so all may see while a third camper tells about the flag or recites an inspirational or meditative reflection.
- Raise the United States and 4-H flags.
- Give Pledge of Allegiance and 4-H Pledge.
- Flag raising team leads formation to breakfast.
- Suggested Order for a Flag Lowering Ceremony
- Campers assemble in formation.
- Flag lowering team advances to flag pole.
- Lower the flag while all salute.
- The flag is always lowered slowly and ceremoniously. Campers stand at attention and salute as the flag is lowered.
- Flag bearers fold the flag properly and put it away for the night.



UNITED STATES FLAG FOLDING

Fold width-wise twice

Raise the side of the flag that normally hangs on the bottom, the side entirely covered by stripes, over the side with the "union" on it. Grab the new corner you have made along the crease so that again the flag is parallel to the ground, all-stripe side up. Repeat this widthwise fold so that the union is now on either side, half facing the ground and half facing the sky.

Corner your flag

Now that you're holding your twice-folded flag, notice that of the new rectangle shape you have made, one long side is "open," and one is "closed." The open side consists of the original perimeter of the flag-- you can still separate the folds into individual layers of material. The crease on the other side encloses the layers of fabric under it, so it's "closed." Now fold the flag in a series of triangles. To do it scrupulously correct, you've got to start the folding at a specific point. Start at the striped end of your rectangle. Take the corner of the closed side and bring it diagonally over to the open side, forming a triangular flap.

Continue Cornering

You've created a most unharmonious shape at this point: a long, rectangular shape with a corner lopped off. Take the pointy corner and fold it down, over the other triangular fold, to create a straight edge once again. Now repeat this folding process, switching corners with each fold, until just a blue square of the union is peeking out from the triangular fold. Only one person does this triangular folding; your partner ceremoniously and patiently holds the other end (ensuring that it doesn't touch the floor!).

Master the Final Fold and Tuck

All you've got left is the final fold--the tricky turn that some argue is at the crux of the whole operation. Instead of you folding the thick triangle of folded flag fabric over the last remaining blue square, your partner-- who has waited for you so patiently--finally gets to do some creasing. The person on the union end of the flag will take the corner on the open leg and fold it down along the edge of the other leg to form a triangle. He or she then tucks the remaining blue tab under the folds of the thick triangle until the flag is a neat triangle and can't easily unravel. Store the flag in a safe place, and when you want to raise it or use it again, unfold it using these steps in the opposite direction.

NOTES

NOTES

GENERAL SAFETY

- Campers will shower at separate times than counselors. Counselors will monitor shower time outside of the bathroom.
- Campers and counselors should dress behind closed doors/curtains.
- Adults/counselors should never be alone with a single youth.
- In case of injury, accident, illness, make sure the young person is safe then notify the nurse and an adult.
- Cleaning supplies can be found in each dorm and in the hallway of Asbury Hall.
- In case of emergency, call Jenn Mayo at 812 589-0630.

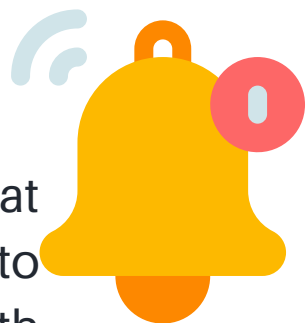
LOST CAMPER

- It is the counselors' responsibility to keep track of campers at all times. Do not allow campers to go anywhere by themselves.
- If you find a camper is missing, notify the nearest adult. The camp bell will be rung and counselors and campers must go to the tabernacle. Search groups will be sent out to find the missing camper.



INTRUDERS

- If you notice an unwanted/unrecognized person at camp, notify the nearest adult immediately to investigate. Follow adult's instructions to keep youth safe. Security is present overnight.



FIRE



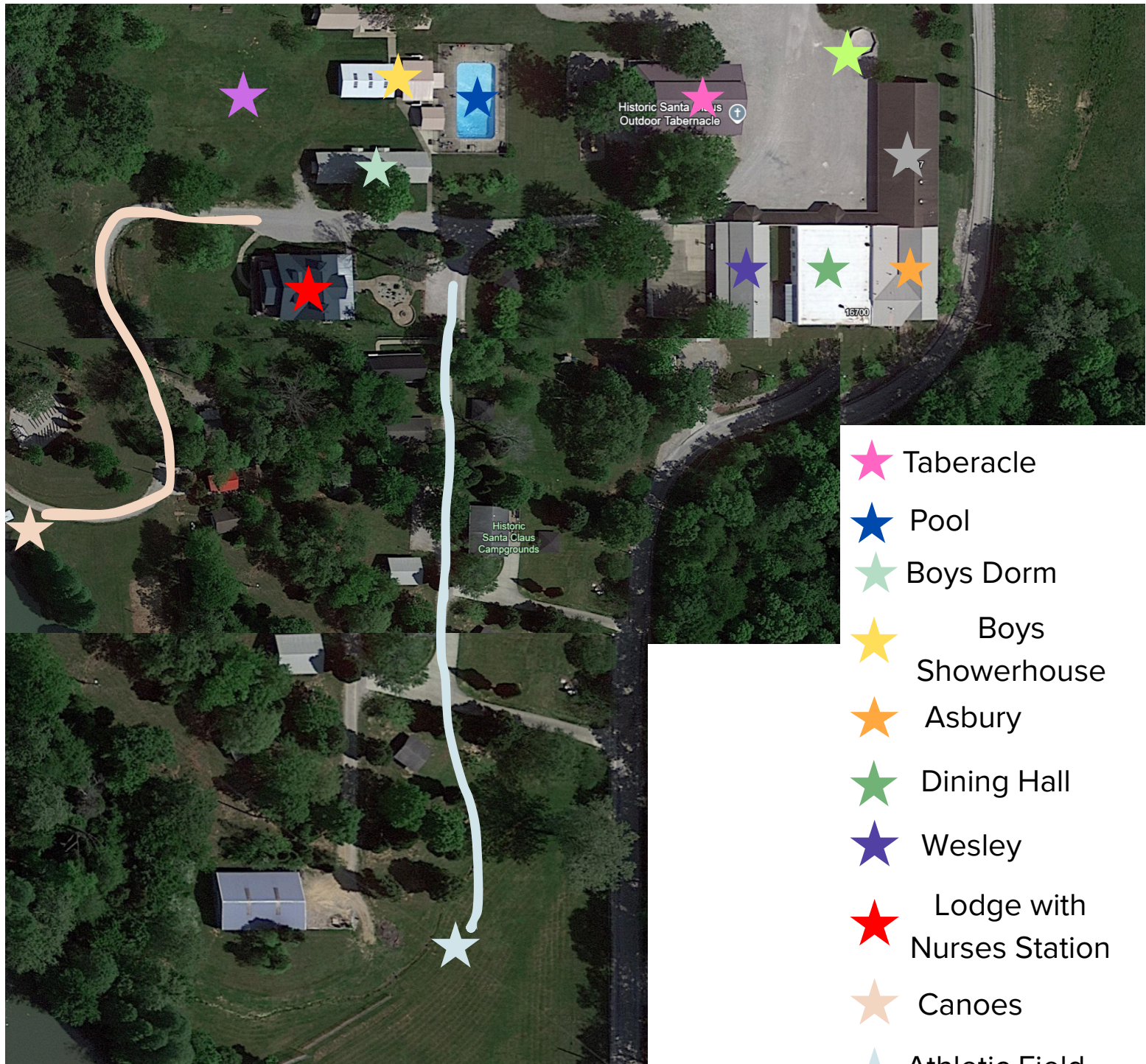
- Have a roster of all campers assigned to each sleeping area
- Counselors - show campers fire exits and alternative exits upon arrival to sleeping area. Ensure these areas are kept clear at all times
- Establish a gathering point where each sleeping group gathers to account for each camper.
- If a fire occurs at camp, counselors and adults will lead campers from their sleeping area to the Tabernacle in a safe fashion. Ensure all campers are accounted for. Wait in the tabernacle for further instructions.
- If fire occurs in/near Tabernacle, the alternate gathering place will be by the boat shed at the lake.

SEVERE WEATHER



- Educators will monitor weather
- If a storm watch is issued, a Group Me text will be sent to all adults and counselors. A representative from each camp group must respond to ensure you've seen the notification.
- If a storm warning occurs, the camp bell will be sounded. Counselors are responsible for organizing and moving campers in their group to the storm safe shelter - the basement of Asbury Hall. Help youth stay calm.
- If storm is imminent and it is unsafe to get to the storm shelter, move to the nearest interior bathroom and notify Educators of location.
- Educators will make an all clear announcement when it is safe to return to activities.

4-H CAMP MAP



- ★ Tabernacle
- ★ Pool
- ★ Boys Dorm
- ★ Boys Showerhouse
- ★ Asbury
- ★ Dining Hall
- ★ Wesley
- ★ Lodge with Nurses Station
- ★ Canoes
- ★ Athletic Field
- ★ Gaga Ball
- ★ Field for Water Games
- ★ Storage/ Basement for Severe Weather

PACKING LIST



- Bath Towel
- Soap
- Toothbrush
- Shampoo
- Shower Shoes
- Deodorant
- Sunscreen
- Insect repellent
- Flashlight
- Water bottle
- All medications must be in a Ziploc bag with counselors name and county
- Shorts
- Shirts
- Jeans (or a pair of long pants)
- Comfortable closed-toe shoes
- Flip-Flops (for swim and shower time)
- Underwear
- Socks
- A light jacket or sweatshirt
- Swimsuit that is camp appropriate
- Group themed decorations for table in the dining hall and tabernacle
- Name tags for each group member
- Candy for tables