

Counselor Handbook



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Loucon Summer Camp

Mission Statement

- To provide opportunities for guiding and nurturing children and youth in a relationship to God through Jesus Christ. Our program intentionally presents Christ through daily worship and Bible studies in a way that children and youth can develop that relationship.
- To create an environment of Christian fellowship in which campers can develop positive peer relationships and benefit from positive adult role models of Christian faith and practice.
- To provide an outdoor setting in which camp participants are encouraged to develop an understanding and appreciation of their relationship to the Creation and the Creator.

Camp provides plenty of space and time for fun and relaxation as well as training in new skills, but our most important task is to present opportunities for participants to know Jesus Christ as Savior and respond to Him as Lord.

Purpose: Sharing the Love & Message of Jesus Christ

5 Values of Christian Camping

1. Genuine Community is experienced:

Camp contrasts with familiar life. Labels, expectations, mindless daily routines, influences of parents, teachers, peers, media and friends are left behind in favor of a special temporary community with focused purpose: presenting Christ and nurturing those in the faith toward maturity. Campers are immersed in a loving community free to embrace the values and lifestyle of that community. Loucon can be a clear model demonstrating how Christians should live.

Separation from home removes the familiar physical and social supports that provide comfort and security. Campers are forced to transfer trust to others or depend on someone more secure and mature.

2. Ministry to the whole person takes place:

Camp powerfully communicates spiritual truths and spurs spiritual growth among campers-in the midst of God's creation, experiencing teachable moments, worship, relaxation, and reflection times.

3. Relationships are built-with God and with others:

The activities of daily camp life teach social skills. Camp is foremost a highly relational experience. At camp, spiritual mentors are always present. They are visual examples of how to live when tired, how to be kind when others are unkind, how to control anger, how to discipline with love, how to ask for forgiveness, how to grow spiritually, how to deal with temptation and how to live in community. The influence for change is great at camp, where relationships are valued. Jesus is our model for ministry.



4. Memories and major life commitments are made:

Because camp is a contrast to everyday life, and because this contrast causes the camper's senses to be heightened, time takes on new meaning. Events at camp become more engaging, alive, vivid; they are filled with energy and totally absorb campers. Camp experiences provide moments that render campers ready for learning.

Struggling with new games, adventure activities, difficult peers, wetness, heat, darkness, disappointments, camp duties, and separation from home, all add to the variety and intensity of experiences. These teachable moments open doors of opportunity where spiritual truth can be presented.

5. Tomorrow's leaders are developed today:

Very few opportunities exist for young people to be given significant responsibility for others, especially responsibility to minister to others. Emerging leaders need to discover three proofs-proof of self, proof of learning, and proof of God.

Seven Camping Principals

1. Camping is the church's most promising means for winning children and youth to Christ and guiding them toward spiritual growth.
2. The camp experience is a package, with the potential for spiritual discovery in every moment and every relationship.
3. Camping's most powerful Christian witness is the life-style of the staff (Summer staff, counselors, & deans), individually and as a team.
4. Camping success rests primarily in the hands of the deans and counselors.
5. Every staff (summer staff, counselors, & deans) person holds equal responsibility for the camper's well being and shares equally in camp victories.
6. What counts for campers is not the ideas they are exposed to, but the ideas they carry home.
7. The *teachable moments* is camping's most useful principle for guiding campers toward spiritual discovery.



Counselor to Camper Ratio

Loucon participates in **Two Deep Leadership**. In the Cabin setting this basically means there will be two counselors in each cabin, following the ratio below. ACA requires 1:3, 1:8, & 1:10.

Camper's Age	Counselor #	Camper #
6-8 years of age	2	6
9-14 years of age	2	8
15-18 years of age	2	10
College age	2	20

I am a minister.
I minister to the largest mission field in the world.
I minister to children.

My calling is sure; my challenge is big; my vision is clear; my desire is strong; my influence is eternal; my impact is critical; my values are solid; my faith is tough; my mission is urgent; my purpose is unmistakable; my direction is forward; my heart is genuine; my strength is supernatural; my reward is promised; and my God is real.

In a world of cynicism, I offer hope. In a world of confusion, I offer truth. In a world of immorality, I offer values. In a world of neglect, I offer attention. In a world of abuse, I offer safety. In a world of ridicule, I offer affirmation. In a world of division, I offer reconciliation. In a world of bitterness, I offer forgiveness. In a world of sin, I offer salvation. In a world of hate, I offer God's love.

I refuse to be dismayed, disengaged, disgruntled, discouraged, or distracted. Neither will I look back, stand back, fall back, go back, or sit back. I do not need applause, flattery, adulation, prestige, stature, or veneration. I do not have time for business as usual, mediocre standards, small thinking, outdated methods, normal expectations, average results, ordinary ideas, petty disputes, or low vision. I will not give up, give in, bail out, lie down, turn over, quit or surrender.

I will pray when things look bad. I will pray when things look good. I will move forward when others stand still. I will trust God when obstacles arise. I will work when the task is overwhelming. I will get up when I fall down.

My calling is to reach boys and girls for God. It is too serious to be taken lightly, too urgent to be postponed, too vital to be ignored, too relevant to be overlooked, too significant to be trivialized, too eternal to be fleeting, and too passionate to be quenched.

I know my mission. I know my challenge. I also know my limitations, my weaknesses, my fears, and my problems. And I know my God. Let others get the praise. Let the church get the blessing. Let God get the glory.

I am a minister. I minister to children. This is who I am. This is what I do.

Roger Fields

A Counselor's Role

Our mission and goal of Camp Loucon is to introduce campers to Christ. You can accomplish this by caring, sharing, loving, helping, and serving. As a counselor, you are in the pivotal position to accomplish this goal. Our purpose at camp is so important that Nothing must get in the way. Practical jokes get in the way, so Out of camp they must go. Selfishness gets in the way, so Out! Personal problems can get in the way, so let's Cast them Out (leave at Jesus' feet) and get on with the ministry.

Arrive two hours prior to scheduled camper arrival; for most camps, that is 2:00pm on Sunday afternoon.

- A. Spend time in prayer for the week and each camper individually.
- B. Meet w/the dean and other counselors and become familiar with the area and cabin layout.
- C. 3:00 pm meet at the dining hall for introductions, last minute directions, and prayer.

Be a part of your campers' arrival

- A. greet each camper and parent as they arrive. Welcome them, Registration will be in the dining hall this year...each camper will bring you a confirmation form once registered.
- B. As campers finish registration be available to help carry luggage or just to talk. Be especially aware if a camper or parent who looks scared or uneasy with the situation.
- C. Learn camper names.
- D. Be prepared to play some games. These early hours are the most critical in a camper's adjustment to camp. In these first hours, you want to communicate the idea to every camper that he/she is important, accepted, secure, and headed for a wonderful week. The initiative for Love and acceptance is not on the camper, rather it lies with the counselor. Love and acceptance is never earned. The counselor (like Jesus) just gives them.

During Camp

- A. pray for each camper and for yourself—that you will know how to love each camper and meet their needs.
- B. Get to know each camper as an individual
- C. Be good stewards and teach good stewardship.
- D. Stay with your campers
- E. Be aware of camper problems
- F. Be sure your camper know the rules and abides by them.
- G. Help and encourage campers in capers (clean-up)

How to get campers to bed:

The day's events are over...that means bedtime. The game begins "what can we do to avoid ending today?" Your counter move is to stay with them and WALK with them through each step.

- A. this avoids having to scold later for getting "lost" going to the cabin.
- B. This gives another special opportunity to get to know them and their reaction to the day.
- C. You easily keep them moving in the right direction by moving in that direction yourself.
- D. Then get them moving (with toothbrush) to the bathhouse. This accomplishes another purpose, they are not alone without adult supervision in the bathhouse. Keep working with gentle but firm reminders to keep moving.
- E. Once everyone is back in the cabin, do devotions each evening...ask how the day went. Actively *listen* to each camper. These conversations could be the most important at camp. You are God's hands, feet, eyes, and personality to these campers who need to come to know Him. What an awesome opportunity!!

Counselor's Role continued...

Near the end of camp

- A. Start talking about the end of camp coming up. We all need to experience closure. Talk about "what did you like best"... "least" Ask what the Lord has done in their life this week.
- B. A good idea is to have campers write themselves a letter telling about their camping experiences. Have them address an envelope. Leave them in the office and we will mail them at the end of the summer, or whatever date you determine.
- C. The morning your camp leaves please help make the exit a pleasant experience. **Loucon policies require that parents sign out their campers.** Explain to your cabin that they need to ask their parents to sign them out if they somehow make it to the cabins. **You should be in the cabin with the campers, and the parents will come to you stamped to show they have signed their child out.**

**Do your best
Pray for your campers
Stay with your campers
Ask for help if you need it
God called you to be a counselor**

Perks of Being a Dean or Counselor at Loucon

During your stint as a counselor at Loucon you will receive;

- free room and board in God's beautiful creation,
- 6-10 young campers to call your own, and
- Friendly, loving folks to share your week,

After your stint as a counselor is over you will receive;

- The satisfaction of knowing God has truly worked through you to reach others,
- A strong desire to curl up and nap for a week,
- And a discounted camp for you or a close family member (child, grandchild, niece/nephew).

Counselors receive 0.5 credit for the number of days that they serve as counselors at Loucon.

(Mini camp counselors: 0.5 day, Discovery camp counselors: 1.5 days, etc.)

Deans receive a five day camp no matter how long the camp they work with lasts.

(Mini camp dean: 5 day, Discovery camp dean: 5 days, etc.)

Those wanting to attend the Great Outdoors camp must pay the difference of \$100 due to costs of the extra activities. (for deans & counselors)

Thank you for your Service to God and His campers!

A Counselor's Responsibilities

A cabin counselor's main responsibility is to become acquainted with, and care for, a group of children on a weekly basis. During this time, counselors will be involved in relational ministry to campers as they share their life and faith in Christ. By walking beside campers as caregivers and role models, Counselors have a great opportunity to share the Gospel of Jesus Christ through their words, actions, and lifestyle. Below is a summary of a counselor's responsibilities;

Volunteer Counselors:

- Are responsible for supervising and nurturing 6-10 campers on a weekly basis.
- Are responsible to and supported by the dean, summer staff, and permanent staff who have many years of camp experience. They know what you are going through and understand how to help you.
- Become acquainted with campers in their cabin as quickly as possible.
- Are responsible for enforcing and upholding Camp Loucon camper policies and traditions.
- Should be ready at all times to assist campers with any spiritual questions or problems that might arise. Cabin counselors should be excited to share their own life and "faith story" with campers. Make sure what you share is age and subject appropriate.
- Serve as a mediator and disciplinarian in their cabin/family group. If situations arise beyond their control, they should be reported to the dean or Loucon staff.
- Participate in games and cabin activities with the campers in their cabin/family group. Counselors need to always express a positive and excited attitude, encouraging campers to join in and have fun in all activities and events.
- **Supervise "shower/bathroom time" remaining in close range to prevent bullying and peer to peer abuse. The bathroom is the most vulnerable place that the campers will be all week. Most bullying/intimidation takes place within the bathroom and the counselor's presence will cut down on this practice which is not a part of camp. Counselors should work out a system where their cabin is supervised while in the cabin and while in the bathhouse. Campers should never be unsupervised.**
- **Supervise "lights out" and remain in the cabin with campers for the entire night. If a camper needs to go to the restroom at after lights out. They should wake the counselor and a buddy. The buddy and the camper go to the bathroom while the counselor sits up in bed or stands right outside the door waiting for the campers to return. If the campers are not back within 10 minutes then the counselor should first get the other counselor to cover while they go find the dean. They will go to the bathroom looking for the camper, and if found everything goes back to normal, however if they are not found the counselor returns to his/her cabin while the dean alerts the Loucon staff so a search can begin.**
- Lead cabin devotions and other cabin /family group discussion times during the week.
- Should use "teachable moments" to personally visit with each camper concerning their spiritual life and share the "Good News" of salvation when appropriate.
- Attend and participate in all Bible explorations, seminars, and Devotionals/Worships/Vespers sessions with your cabin/family group.
- Are responsible for supervising, mentoring, and evaluating the junior counselor assigned to their cabin.
- **Are responsible for watching for and deterring Female bullying which takes place below the radar. Females often bully without confronting the person. Rather, they talk about them with others making the camper feel terrible.**

The Importance of Counseling

1. **Counselors make the message of Christ personal.** We live in an impersonal world. People are crying out for identity-for someone to know them and care enough to pray for them intelligently. Since we have become a faceless society, it is important to note, in contrast, that Jesus sees everyone in a crowd. Everyone is important. We are to follow Christ's example in our camping ministry. Above all, we must be people centered. Facilities and programs are certainly an integral part, but the key, the focal point, must always be qualified, vital, loving counselors! This will become increasingly important as society becomes more dehumanized.
2. **Counselors are the key to an effective camp.** Most kids will be impressed by the quality of the camp program and the beauty of the property. But the lasting impact of the Gospel on their lives usually comes from the example of their counselor. Counselors and their kids have several days of creative living together to demonstrate the love and personal concern of Christ. As the Scripture states, the counselor is standing in the place of Christ. They are personal ambassadors, personal representatives of the King of kings and the Lord of lords. This is not a job! It is a strategic mission-and there is quite a difference.
3. **Counselors help clarify the truths of God.** In view of the fact that whole generations have grown up in a society that believes there is no such thing as truth and that everything is relative, it is imperative that trained, loving counselors be on hand with the knowledge and ability to help these kids see the reality and love of God. There has never been a time in history when skillful, dedicated counselors have been so desperately needed. Patient listening, careful questioning, and personal direction are areas in which counselors can be extremely helpful to kids searching for truth.
4. **Counselors participate in the redemptive process.** The astounding reality of the evangelization process is that God invites us to participate with him in changing lives! What a sacred task! What a unique and priceless privilege. God performs the miracle of new life in each kids' heart, but includes us. We do not produce the kingdom of God. We are not ultimately responsible for the work of the Holy Spirit, but he always chooses people as the vehicle through which he works!

Counseling provides one of the greatest opportunities to help kids see the total picture of the Good News of Christ. You will usually have several days to help them put together the beautiful story of God's love. As the week progresses, they will hear about Christ (who he is), themselves (condition of humanity), the Cross (why Christ died), how to become a Christian, and you will be right in the middle of it with them. It may be your experience to observe the power of the Holy Spirit as he changes lives right before your eyes. There is no greater privilege than being involved as an intimate partner in the redemptive process and seeing God change lives. It's where the action is!



Qualifications for Counseling

1. **Genuine Love of Christ.** *For Christ's love compels us...* (2 Cor. 5:14). No other motivation is sufficient to carry you through the rigors of working with these kids over a long period of time; Christ's "agape" love just gives and gives and gives without expecting a response.
2. **Sincere Love for Kids.** Love must be sincere (Romans 12:9). Not everyone can tolerate adolescents! If you are uncomfortable with their music, language, and style of life, it could be an indication that you will have difficulty relating to them. Do not fake it—they can spot a phony a mile off.
3. **Flexibility and the ability to hang loose.** *Preach the Word; be prepared in season and out of season; correct, rebuke, and encourage with great patience and careful instruction* (2 Tim. 4:2).
4. **Enthusiasm.** *Whatever you do, work at it with all your heart, as working for the Lord, not for men* (Col. 3:23). Gloom and negativism are contagious—so is enthusiasm! You must encourage campers in everything: food, speakers, accommodations, programs, and of course, the Lord. Ask questions positively! Get campers in the habit of saying "yes" and you will be surprised how catching this attitude is.
5. **Dependability.** *Rather, we have renounced secret and shameful ways; we do not use deception, nor do we distort the word of God...* (2 Cor. 4:2). The greatest ability is dependability! If you fulfill all your responsibilities to the best of your ability, you will see a camp that clicks and is effective.
6. **Confidentiality.** *Be very careful, then, how you live—not as unwise but as wise* (Eph. 5:15). It is imperative that we keep personal information confidential. If a young person confides in us, we are duty bound to share the matter with no one, except the director if his/her counsel is needed. In certain extreme cases of abuse, violence, etc. we are legally required to report what we hear. The director should definitely be involved if this kind of situation comes up.
7. **Strength and firmness.** *Be strong in the Lord and in his mighty power* (Eph. 6:10). Remember that you are a son or daughter of the king of Kings and the Lord of lords with all the rights and privileges that go with it. Therefore act like one, in royal humility. Most kids will respond to strong, consistent leadership. Respect and friendship are usually strengthened, not lost, with a counselor who firmly leads a kid or a cabin time.
8. **Cheerfulness.** *Rejoice in the Lord always...* (Phil. 4:4). A good sense of humor will get you through many difficult circumstances and add to the enjoyment of all. Kids need to laugh. They need to be around positive, upbeat people. They will feel welcome in an atmosphere of love and laughter. The constant reminder of what Christ has done and is continuing to do for us should always cause us to rejoice.
9. **Sensitivity.** *Each of you should look not only to your own interests, but also to the interests of others. Your attitude should be the same as that of Christ Jesus* (Phil. 2:4-5). Compassion is feeling the need of others to the point that you do something about it. Biblical love is not passive; it is always active. It reaches out. It emphasizes. It is personal. Ask yourself, what would Christ do? Be very tender with kid's feelings. They need to be treated with compassion.
10. **Patience.** *Be joyful in hope, patient in affliction, faithful in prayer* (Rom. 12:12). To be in a cabin with teenagers is not easy. We tend to be judges when we should be patient friends. The Lord is patient with us. Many of the most important spiritual breakthroughs happen with kids long after the week at camp is over. Patience will keep you from expecting too much too soon.
11. **Consistency of spiritual life.** *I am the vine; you are the branches. If a man remains in me and I in him, he will bear much fruit; apart from me you can do nothing* (John 15:5).

Do not be anxious about anything, but in everything, by prayer and petition, with thanksgiving, present your requests to God (Phil. 4:6).

There is no way to be an effective counselor apart from a daily vital personal walk with Christ. Make time for prayer and Bible reading. Seek out someone with whom you can share your discoveries.

Facts about Children

Use these questions and answers with your counselor's in a game of *Camp Jeopardy*.

Questions	Answers
What are the three safe places to touch a child?	Shoulder, upper back, hand
What do children fear most?	Being humiliated, failure, losing control
What word to children interpret as "yes"?	Maybe
What are ways to get children over stimulated?	Tickling, teasing, & wrestling
What are examples of off-limits behavior?	Hazing, hitting, swearing, wedgies, wrestling, etc.

Personal Power tools for working with difficult campers

Before considering strategies for working with difficult campers, evaluate or strengthen your personal power tools.

1. **Individual Energy Supply:** Protect or reenergize when tired.
2. **Attitude:** It's the one thing you can always change.
3. **Body language:** Let your body express confidence, openness, and authority.
4. **Voice:** Lower your voice when you want to yell. A firm, low voice lets kids know you mean business.
5. **Sense of humor:** Carefully used humor conveys that you and the child are not adversaries.
6. **Creativity:** Think creatively about problem-solving strategies.
7. **Positive Expectations:** We usually get what we expect. Expect success and cooperation.
8. **Positive Relationships:** Build positive relationships when you learn to see the unique and potential in campers.



Don't Sell Camper's Short

Prepare yourselves for anything. Do not think that just because the campers you are dealing with are only in the ____ grade that they will not understand. Remember that we are working as vessels for God while at camp, and He has a plan for reaching each camper. Be prepared to answer questions about what is happening in the lives of our campers and in their hearts/minds/souls during the week. They will surprise you. In fact, they may teach you. We are to have the faith of a child.

How old were you when you accepted Christ into your heart/life?

Secrets of working with children and showing you care

- Establish and maintain a warm rapport with each child by listening and having one-to-one conversations with each of your campers.
- Prevent misbehavior by listening, by respecting children (not yelling/threatening), and by teaching children the meaning of “freedom”, not license.
- Make safety and health the number one priority. Say a calm and friendly “No!” to children whenever children are hurting themselves, others, or living things.
- Respond to misbehaving children with words and actions that are calm, creative, and kind.
- Play with kids. Put the needs of the campers first.
- Praise and encourage children. Accept your campers as they are. Do not make your love and acceptance dependent upon their behavior. Christ’s love is unconditional.
- Have faith in your campers so they can come to believe in themselves.
- Create enthusiasm by singing, chanting, laughing, being cheerful, and genuinely enjoying being with kids.



- Lead campers, however never boss them. Respect your campers. It will lay the foundation of their self respect.
- Praise is reserved for things well done. It implies a spirit of competition. **ENCOURAGEMENT** is the process of focusing on your camper’s assets and strengths in order to build their self-confidence. Encouragement is given for effort or improvement. It implies a spirit of cooperation. “Good Job!” and “I know you can handle it” are some basic responses. The easiest way to acknowledge a person is to use a direct statement about what they are doing: “Wow! This is the first time I’ve seen you throw the ball such a long way”, is heard as a statement of positive reflection about the camper. By acknowledging children’s efforts we help improve their self esteem.

The Deadly Dozen

Here are the 12 most common mistakes that destroy relationships between adults and children.

DO NOT SAY and **DO NOT DO** any of the following things.

1. Do Not use Do-it-or –else child control. Don’t punish children, teach them.	2. Do Not scream or yell at children.	3. Do Not attempt to intimidate or bully by using the language of guilt and fear.
4. Do Not lie to the child and do not deceive the child. Be sincere.	5. Do Not try to change or mold a child. Let children develop in their own way.	6. Do Not hurt the child’s feelings. Do not label children or call them names.
7. Do Not act like a Robot Grown-Up, present in body, absent in mind/heart.	8. Do Not be an archaeologist and dig up the past. Yesterday’s mistake is gone.	9. Do Not try to lecture a child when he is upset. Talk soothingly until he’s/she’s calm.
10. Do Not talk about a child’s misbehavior in front of other children.	11. Do Not punish the whole group for the misbehavior of one child.	12. Do Not be afraid to say NO!! Say no when the child is hurting himself/herself or others or interfering with another.

Rules?!

Why does a group need rules? What are the group's behavior standards? The purpose of rules is not to force campers to be "good" rather it is to show them how. Help your group make good rules by minding your P's and Q's. Good rules should be:

- **Partnerships:** campers cooperate better following rules they help develop.
- **Purposeful:** Let the group discuss why a rule is needed. If they cannot find a reason do not make the rule.
- **Plain:** Write simple rules and post them where all can see.
- **Possible:** Make rules that you can enforce.
- **Positive:** Make rules "Do" rather than "Don't" statements.

After minding the P's listed here you are ready for all of the important Q's. Q stands for QUIET! Your group rules will not be complete until you establish a signal for quiet and make it work. (a quiet signal is a non-verbal signal—raising your hand, flicking lights, tapping a spoon against glass, or standing in a posture that says "attention") Then wait for silence! A quiet signal used in this way will work, the hard part is controlling your own anxiety and waiting for total silence. Wait it out. Waiting gives you an air of calm control that children respect. So wait it out and know that each time you use the signal the room will grow quiet more quickly. A verbal version of this technique utilized at Loucon is when the leader says "God Rocks" followed by the group shouting back "All the time". The leader then shouts "All the time" followed by the group shouting back "God Rocks". This is followed by silence, and you are ready to begin.

Rules expected to be given to the campers upon arrival by the deans/counselors

1. Get a counselor's permission before leaving the group (counselors stay with group).
2. Always take a buddy wherever you go. (buddy system)
3. Be on time.
4. Participation is required.
5. Girls stay out of the boy's area.
6. Boys stay out of the girl's area.
7. Take loving care of the campus-Throw trash and recyclables into the proper container.
8. Wear shoes at all times (unless you are swimming/showering of course).
9. Keep food out of the cabins. (it attracts animals/insects)
10. Upon leaving a building close doors and turn out lights & fans (saves electricity).
11. Lights Out policy
12. Respect the wildlife.
13. Use of gum, tobacco, alcohol, and illegal drugs is not allowed at Loucon.



Discipline: Some basic guidelines for counselors to consider:

- Ask campers for a commitment to change behavior not just submission to the rules.
- Avoid situations with campers where they hear what you are saying as "Step across this line & I'll..."
- Allow for your humanity, that you can make mistakes & still look silly or cool.
- Steer clear of ultimatums that YOU do not intend to keep or cannot enforce (I'll send you home)
- Exercise great care in "kidding a camper" & avoid sarcasm. Campers may take too seriously the words of counselors who are very important people. Be sure you are not venting your own feelings.
- Some campers may verbally attack you & attempt to humiliate or intimidate you. This may be a reflection of their personality. Avoid taking it personally.
- Know your limits! Impulsive anger released suddenly can hurt others & lead to self guilt. Count to 10, take a walk, any-thing to "cool off".
- Avoid belittling statements such as "Aw...it isn't that bad" & try instead to reflect the feelings of the camper "you really don't like to do this, do you?"
- Help campers be responsible for themselves. Try to get the group to develop its own rules.
- Relate to campers individually in private, Try to avoid open confrontation.
- Be brief in describing directions, Expect to repeat your self MANY times.
- Try to avoid raising your voice or shouting at campers & avoid the who can scream the loudest game.



The No-No's of Camp

Although camp is a place for campers to have new experiences there are some experiences that would be best left outside of camp. Remember that as a counselor you are responsible for the campers' lives which have been entrusted to you, however *They Are Not Your Kids*. So, here is a list of things you should not do to or with your campers.

1. Wedgies
2. Do not share personal stories that are not proper for the age group you are working with or for a Christian camp setting, i.e. sexual triumphs...
3. Do not share ghost stories or past camp stories about Harry the Hermit or anyone else. Our goal as the week progresses is to help alleviate/remove present fears and show that Christ conquers all. These stories are self-defeating.
4. Cussing at or around campers or anyone at Loucon is a definite NO-No.
5. Physical horseplay is not allowed, i.e. Wrestling w/campers. This would also include no hitting or spanking. Tickling can over stimulate a child.
6. Need to give campers equal time instead of finding favorites. They all need your Love.
7. Following the same rules you have set for them. You set the example, and that example will be followed.
8. Insulting anyone is not only not acceptable, but it will affect their self-esteem. Studies have shown that it takes an average of 7 positive comments to counter effect 1 negative.
9. Counselors should not carry children around.
10. Counselors should not tease campers.
11. Relationships
 - Try to downplay camper relations throughout the week. Campers are here to learn about Christ, and focusing on a girl or guy can take away from that. Also, after camp they will have to deal with continuing or ending that relationship.
 - Counselors shall not enter into a dating relationship with a camper.
 - Loucon's summer staff are not allowed to enter into a dating relationship with campers or counselors. If a counselor is interested in dating a staff member then they will need to inquire with that staff member after the summer is over. This is a distraction to why we serve.
12. This list will continue to grow, however as long as our counselors try to keep their focus on Christ there should not be a problem. Remember W.W.J.D.

Share examples of issues from summers past

- A. eraser
- B. Counselors meeting after campers asleep
- C. Situation in Tennessee

As a counselor you will confront a variety of issues that vary in significance from serious to ordinary and mundane. Following are procedures and suggestions to help you deal with many things. If you have specific questions about or problems, ask the dean, summer staff, program director, or director for advice or assistance.

Bed-wetting:

1. Counselors should check beds daily to see if they are wet. Take special notices of campers bunks who are known bed-wetters.
2. If a bed is wet. Let the staff know immediately. It is best to give them a slip with cabin names and the exact location of the wet bed.
3. The staff will get the bedding washed and back in its place before anyone notices.
4. Never check beds when campers are present and have bedding washed without campers knowing.
5. Be very sensitive to the embarrassment issue of wetting the bed at camp.

If you have a known bed wetter

1. Try very casually to encourage that camper to take a lower bunk.
2. Pay extra attention to insure the camper doesn't drink too much after dinner.
3. Make sure the camper goes to the bathroom immediately before bed.
4. Wake up the camper for a late night bathroom run if necessary.

Homesickness

Homesickness

Symptoms: Crying, does not eat much or mix with campers, quiet and day dreaming, hangs around counselor.

Causes: over attachment to family, not knowing anyone, not enough activity, primitive facilities, different situations, physically inadequate or different, lacking in skills, unaccustomed to supervision and sharing, sent to camp unwillingly, overattachment to pets, or the last words from their parents lead them to homesickness

Treatment:

1. Try to insure homesick campers are not spending time alone. If extra assistance is needed use cabin friends, counselors, and summer staff.
2. Focus on the positive find out what the camper does like about camp and utilize it.
3. Keep the camper busy. Let them talk and show interest.
4. Pray with the camper especially at night.
5. Homesickness is a lot worse at night and will look a lot better in the morning.
6. Set short-term goals. Never look to the end of the week.
7. Never tell a camper that they can call home. Let them know that all decisions about calling home are made by the director. Watch for sickness in the camper by their thinking about it.
8. Keep the dean, staff, and program director aware of the situation so he/she can step in if needed.

If the situation escalates:

1. Refer the situation to the dean who can pass the information onto the program director/director.
2. The program director/director will determine if a call home is necessary and will call the parents to inform them of the situation.

Basic Counseling Issues continued.

Shyness

Symptoms: Quiet, stays by self, reserved, easily embarrassed, day dreaming, false sickness.

Treatment: Get them interested, give them a little leadership in something they excel in, do not push them out and put them with someone who is bored.

Overaggressive or Bossiness

Causes: Insecurity, covering up something that's wrong, being squelched at home.

Treatment: Give them special responsibilities, harder activities, talk to them.

Rationalizing—Making excuses or lying to cover up

Causes: Afraid to face the fact that they may get into trouble.

Treatment: Understanding, special help, talk to them, show disapproval of this behavior.

Jealousy—Insecurity

Treatment: Bring out and approve of their strong points.

Crushes

Causes: Normal, caused by admiration, idealism, and respect.

Treatment: Channel into some positive action, treat with impersonal and cordial friendship, break the crush gently but firmly, turn child from you to someone else.

Fearfulness

Cause: Sheltered at home

Symptoms: Not wanting to do something, clowning, showing fear, etc.

Treatment: Encouragement, showing concern & care, Not pushing, keeping their trust, TLC

Late Night Activities

All campers and counselors are required to stay in their cabin after lights out. Cabin raiding is strictly forbidden at Loucon as are pranks. Any after lights out activities must be approved by the dean and program director. Any out of cabin activity without their approval is unacceptable.

When counseling campers

Because of the day and age we live in we must be careful in our relationships with campers. Counselors need to make good decisions regarding their behavior towards children/youth. The following are helpful guidelines in dealing with campers.

- Touching can be a valuable asset to the counselor, however it can also lead to problems. Think about who you are touching and how the touch will be interpreted. Think about where on the body you are touching a camper. Some children who have been in abusive situations are very scared of any kind of touch. If a camper could use a hug, it may be appropriate to ask permission before giving one. A good question to ask is, "does any kind of touch bring glory to God?" Do not touch unless something good and honoring to God will come out of it. Have a reason and do it in a correct manner (side hugs).
- Only counsel members of your own gender. If a member of the opposite gender shares a problem with you, refer him/her to her/his own counselor.
- If a camper is aggressively coming onto you, take him/her aside, in the plain sight of others, and tactfully ask him/her to back off, letting them know it makes you uncomfortable.
- NEVER go off with a camper of the same or opposite sex alone. Take another person with you.
- Use common sense. Stop and think. If you are in doubt then do not do it.

Dealing with Abuse Issues

Detecting Sexual Abuse

Abusive situations often are difficult to detect, because behavioral and observational clues generally are neither obvious nor definitive. Always remember that most indicators should be taken in conjunction with others. Take care not to draw conclusions from any one single indicator.

Behavioral Indicators

- Unwillingness to change in front of others..
- Poor peer relationships.
- Withdrawal, fantasy, or infantile behavior.
- Exhibits sexualized behavior: unusual sexual behavior and or knowledge beyond that which is common for his/her developmental stage.
- Either avoids or seeks out adults.
- Has problem with authority or rules.
- Is fearful or anxious.

Physical Indicators

- Has a sleep disorder, wets the bed or experiences nightmares.
- Difficulty in walking or sitting.
- Torn, stained, or bloody underclothing.
- Any disorder associated with sexual activity.

Reporting Abuse

If you suspect that a child may have been a victim of abuse:

1. Listen to the child attentively.
2. Let the child know that you will do what is in their best interest. Never tell a child that you “won’t tell anybody,” let them know you may have to tell someone for their best interest.
3. Write up an account of what you were told and or observed.
4. Report the incident directly to the Director or to the Program Director if the director is unavailable.
5. Do not pump the child for more information or details about the incident. Listen when he/she wants to talk about the problem, document what is said, and turn these notes in to the Director.
6. Use your counseling skills to show the child that you care and want to help him/her (i.e. empathy, listening, etc.).
7. If reported abuse involves camp personnel, our insurance company will be notified immediately.
8. Any camp personnel alleged to be involved in abuse will be suspended until the investigation is completed (counselors, dean, staff in training, staff, etc.).
9. Remember to maintain strict confidentiality.

All reported or suspected abuse will be reported to the social agency in the victim’s home area. Keep in mind that it is not your job to determine if the abuse actually happened. Our role is to report the suspected abuse and to offer support to the child.

Working with abuse victims:

Listening to a child’s story of abuse is difficult for anyone. Following is a list of suggestions when dealing with a camper from an abusive situation.

- Make sure the victim understands that it was not his/her fault.
- Remember that the a child who has been in an abusive situation may misinterpret touch. Be sensitive to this.
- Show unconditional love to the child. Be cautious not to be disgusted or shocked by anything they tell you.
- Don’t pump the child for information, just be there to listen.
- Let the child know that telling you about the situation was the right thing to do.
- Try to create a safe environment for the child.

How We Learn

A. We learn through the principles of...

1. Need

- a. People learn from what they feel a need to know.
- b. People are not always aware of all their needs.
- c. Teachers need to be “need conscious raisers.”

2. Relationship

- a. People learn new truths easily when built on familiar truths.
- b. People learn effectively when Biblical truths relate to contemporary concerns or problems.

3. Repetition

- a. Creative repetition facilitates learning.
- b. Creative repetition reinforces learning.

4. Experience

- a. People learn by doing.
- b. People learn by direct (doing) and indirect (hearing experiences).
- c. Direct experience is the best way to learn.

5. Imitation

- a. One of the earliest and easiest ways of learning is imitation.
- b. Who do people imitate? Are you a good model or a poor one?

B. We learn through the senses of...

- | | | |
|------------|------|--------------------------------|
| 1. Taste | 1% | |
| 2. Touch | 1.5% | |
| 3. Smell | 3.5% | |
| 4. Hearing | 11% | (most commonly used, Lectures) |
| 5. Sight | 83% | |
| | 100% | |

C. We retain information with...

- | | | |
|-----|------------|--------------------|
| 10% | of what we | Read |
| 20% | of what we | Hear |
| 30% | of what we | See |
| 50% | of what we | See and Hear |
| 70% | of what we | Hear & tell |
| 90% | of what we | Tell & demonstrate |

D. We aid retention and promote learning when we...

1. Change the teaching procedure every 7-11 minutes...(average attention span)
2. Start and end on time (always have a prepared lesson plan)
3. Remember Hell’s national anthem: “I did it my way!”...
4. Talk with people, not at them, over heads, beneath intelligence.

- Those who change their voice (tone) to match what they are talking about are the most effective speakers.
- Campers today are used to MTV style video images. Notice that they do not concentrate on anything for long. Videos are constantly changing, and so is the focus of our campers. By preparing for our campers’ needs we can keep their attention and better share the message of Christ.
- Your lesson starts when the first person hits the door. Don’t make them wait, but rather get them involved in some way. This is also the best bonding time.
- The more the campers are exposed to all of these forms of teaching the more they will retain. Everyone learns in different ways, so to best reach everyone one should utilize different teaching styles or styles that use more than one learning type. (Multiple Intelligences)
- In a study of 6th graders 85% could not tell you 1 thing from the lesson taught one week before when only 1 style was used.

Confronting A Camper

When a camper has stepped over the boundaries, you are the person who will usually need to confront him/her. This is a difficult task because of the personalities, possible risks, and especially the emotions involved—yours as well as those of the camper. You will do well to think and pray beforehand about your approach to this kind of confrontation. It is difficult to decide what to do when you have left all your decisions to the heat of the moment. What should be your first concerns, attitudes, and actions when approaching a camper who is out of line?

1. Remove any danger to the camper, others around him and yourself.

For example, if a fight is taking place you will need to stop the fight, but not if doing so would endanger you. Get help, and clear away campers in the area so that they will be safe and the fight won't escalate. Watch also that campers don't immediately seek revenge on one another, which seems to be the way many kids deal with perceived wrong.

2. Stop the camper from doing wrong.

Even if the camper is not endangering anyone physically, it may be up to you to stop him/her from doing the wrong in which he is involved. Don't hesitate to step in and end verbal abuse or threats, or to make a camper stop destroying property. As a counselor you *have* authority, but it is up to you to be *authoritative*. Raise your voice if needed, but avoid yelling or going on the offense with your language. If what he/she is doing has made you angry, there is nothing wrong with letting a camper see your anger (it would not be healthy for you to fake calmness), but stay in control of your anger. Make sure your anger is directed at his/her behavior, not at the person himself/herself.

3. Communicate understanding or at least a willingness to understand.

"What's going on here?" is better than quick accusations that you may have to swallow later when you understand the whole story. Do you really know what happened and who is at fault? Let those involved in the problem know that you want to be fair and get all sides of the story. If necessary, separate those affected and talk with them individually, and "reserve judgment" until you have heard them all. Sometimes it is better to let emotions cool before discussing the problem with the campers involved.

4. Be tentative.

Avoid saying things that will be hard to mend later, such as threats of dire consequences, hurtful words, and quick pronouncements of judgment. "The world's future doesn't depend on how powerfully or decisively you react in a problem situation. Stay calm, take a few deep breaths...Realize that your relationship with the problem person after the incident is more important to his/her future behavior and spiritual growth than any problem itself."

Getting The Record Straight

Once the immediate situation has calmed down, it is time to talk about the problem with those involved. If campers have been involved in a problem together, usually you will talk with them together. If there has been a dispute between campers, it will likely be better to talk with them individually first before bringing them together. Do this privately and confidentially, but do it in a public place away from other people rather than behind closed doors. Here are some things to talk about:

1. Communicate your expectations and how the camper (s) failed to meet them.

What is the rule or expectation they failed to meet? If you have already talked as a cabin about that expectation, you will have a stronger base from which to work. For example, you could say "We decided that we need to be able to trust one another in this cabin." Don't assume that they know what you expected of them, or that they should understand the difference between right and wrong. Be careful to avoid language that is judgmental, sarcastic, or that will cause anger. For example, saying that they are "*always*" doing this thing, or asking "how come you *never*..." is not realistic and will only put them on the defensive.

2. Identify the problem.

Describe to the camper (s) the situation as you see it, and then ask them if they think you have it right. This will give you opportunity to discuss and explore the problem together and come to a mutual understanding. In some cases you might ask the campers to summarize the problem instead. When there are two campers involved in a dispute, do this with them separately and then bring them together, so that you can clarify the problem on both sides, and so that they can come to understand the other person's point of view. Stay on top of this

Discussion; don't permit accusations to fly and emotions to rise again.

Talk about the natural *results* of the problem, such as who was hurt by their actions, the damage that was done and what it will mean from this point on. For example, "Jon, if you have been helping yourself to Joe's clean socks, it makes it hard for the rest of us to trust you." This may seem too obvious to you, but often kids have given no thought to the natural consequences of their actions, and part of the learning process in discipline is to bring this to their attention.

It is not up to you to make them feel guilty about what they have done, but to show them why what they did was wrong. Avoid language that tears them to shreds; instead keep your language constructive, encouraging them to do things better than before. Take time to find out why the deed was done before you decide what to do about it. There may be reasons that you couldn't imagine, such as deep-seated anger over a situation at home.

Deciding On Consequences

Is it essential that there always be consequences when disciplining a camper? Sometimes the natural consequences of his/her behavior will be enough to correct him/her. Many kids are sensitive enough that your obvious disapproval—perhaps simple eye contact and a frown—is all they need to mend their ways forever. You will use your own judgment, but if it seems that there is true remorse on the part of the camper, he/she may have suffered consequences enough to have learned a lesson. It may be appropriate to talk about confessing to God what he/she has done, and about how his forgiveness erases his/her guilt. She will also need to apologize to anyone who has been hurt by his/her actions, if he/she can do it honestly.

Sometimes you will get the sense that the camper is more sorry about getting caught or about having to talk with you than he/she is about the wrong thing he/she has done. He/she might simply remain resistant or rebellious, and ready to do what he/she did again. In these cases the natural consequences of his/her behavior are not enough to teach him/her, and you will need to add consequences that will drive the lesson home a bit better. You want him/her to learn that bad decisions have uncomfortable consequences, and if he/she doesn't seem to be getting the idea, you will have to help him/her. In many cases, you will have created a consequence to end bad behavior, such as when you separate a pair of trouble-makers. Sometimes you can involve the camper in the decision about the consequences, but usually you will need to choose them yourself.

In some cases, it is better that there be no consequences to a camper's bad behavior at all. For example, if the camper is simply out to get your attention by negative means—such as shining his/her flashlight in your eyes during devotions—you will reward him/her if you bring attention to him/her. It may be better to ignore him/her, or walk over and take away the flashlight as you speak. At other times, a potentially bad situation can be creatively diffused, such as when two campers are sizing one another up like a pair of fighting hens and you start a rousing water fight. Ask God daily for wisdom and creativity in dealing with camper problems.

1. Disciplinary consequences at camp that are appropriate.

These fall under several categories:

- *Limiting Activity.* Probably the most consistently effective means of correcting the behavior of active kids is putting temporary limits on their activity. "Time out" is the punishment of choice in many homes and day-cares, so most kids are familiar with having their activity curtailed because of bad behavior. It usually works. For example, if a camper has been cheating or acting violently during a game, it would be appropriate to have him/her sit out ten minutes of the game while you talk together. A camper who is being disruptive in cabin devotions might have to sit on your bunk with you during the discussion.

Sometimes all that campers need is some re-direction of their energy. The camper who has been trying to pick a fight can be given the job of cleaning the cabin, or the one who pushed his/her way into the line-up to the camp store could be told to pick up 25 pieces of garbage before he/she will be allowed to return to the end of the line or buy anything. Make sure the "punishment fits the crime." It would be a fairly serious thing for a camper to have to miss an entire activity. Be careful to choose consequences that will correct behavior, and not just create resentment.

- *Separation.* It can be effective to simply remove a camper from an environment where he/she has gotten (or will get) into trouble. For example, if a camper is being disruptive at a fireside, get up and tread places with him/her. By doing this you separate him/her from the temptations to fool around, and you become a calming influence in that location. Separation should be temporary, and suitable to the seriousness of the problem. Remember that friendships are so important to junior high campers that any long-term separation would be a serious matter to them. It is not appropriate to isolate a camper, which is like sending him/her to solitary

Confinement. If a camper must be sent to his/her cabin, someone must go with him/her (no Loucon campers are to be left alone).

- *Making restitution.* The camper who has caused a problem can often be disciplined by making him/her part of the solution. For example, it is not inappropriate for a camper who has spray-painted offensive things on a wall to be responsible for cleaning it up or repainting it, and apologizing to his/her fellow campers. Insisting that a camper make amends may mean more work for the counselor, but this is part of “coming alongside” your campers for his/her long-term benefit.

Make the restitution suitable to the offense, or it will become abuse instead of a teaching opportunity. Parents are sensitive to stories of campers having to dig ditches or polish pots as punishment for some minor problem. The consequence you choose must be reasonable enough to satisfy any parent who might inquire about it. Think about what discipline method the average caring parent would use at home.

- *Withdrawing privileges.* I have seen counselors use the withdrawal of privileges as their primary method of discipline, but I believe this should be reserved for more serious matters. An example would be not allowing a camper to go to the camp store for a day. To a junior camper, whose visit to the store is a big highlight of the day, this is a harsh punishment. Older campers will just get a friend to buy something for them. Another example would be denying access to an activity area. Again, this should be reserved for a serious offense, such as acting dangerously in that area. There should possibly be some way of earning the right to regain the privilege.
- *Talk with the dean or director* (dean, staff member, program director, director). This should also be reserved for serious matters, where all other disciplinary methods have failed. Realize that taking a camper to the dean or director is the step before a camper is sent home. The possibility of being taken to talk with him/her (or being sent home) should never be used as a threat. In fact, threats have no place in discipline. If your campers know your expectations there should never be a time you say to them, “You guys do this one more time, and this is what will happen...” Don’t hesitate to go to your dean or supervisor for advice concerning a difficult discipline situation, and don’t allow a problem to continue unchecked. If the dean agrees it is necessary, take the camper to talk with him/her privately, and without drawing the attention of other campers.

2. Disciplinary consequences at camp that are *not* appropriate.

Watch that you avoid even the appearance of these “methods”:

- *Any form of physical punishment.* Handling a camper roughly, shaking him/her, hitting him/her, or almost any other physical action is not only inappropriate but also illegal. Be very careful when you are angry with a camper to avoid all physical touch or even threatening actions. Kids are trained from an early age to be alert to any hint of abuse.

It is also inappropriate to force him to do things that are physically demanding or threatening, such as running up and down stairs, doing push-ups until exhausted, staying out in the rain, “running the gauntlet”, or being forced to jump into cold water. These are punishments that may be traditional in some camps, but they involve a high risk of physical and emotional injury to the camper, and will also upset his parents. What do these methods teach campers? Simply that they should not trust their counselors.

- *Verbal or emotional abuse.* This form of abuse includes shouting, name-calling, labeling, taunting, ignoring or embarrassing a camper in front of others. Avoid trying to make a camper feel guilty, which is the job of the Holy Spirit. Be careful not to make a big deal out of nothing. If you find that you have over-reacted, take a step back and apologize, and deal with the real issue. Many kids have to face put-downs and yelling every day at home; don’t let that become part of their camp experience too.
- *Retaliation.* Occasionally a camper may do something that will injure you, your property or your pride. Be careful not to discipline a camper more strongly than you normally would simply because you were the one hurt. Never use discipline as a means of getting back at a camper; this would be a very wrong use of your authority and a breach of trust with the camper. Stay as objective as you can.
- *Unfairness or favoritism.* Be as fair and equitable with your campers as possible in matters of discipline. Some counselors impose adult standards on campers’ behavior, forgetting that they are children. Avoid disciplining campers for their actions one moment but changing your standards the next. Aim for consistency, and treat your campers equally. Some kids are more fun or popular and it may be a temptation to let them get away with more than the ones who are hard to control. There is such a thing as campers earning the right to

Have more space, but be sure it is offered to them for the right reasons, and not just because they are “cool” kids.

- *Bribery*. Bribery is always wrong, but reward should not be mistaken for bribery. For example, a desperate counselor might be tempted to offer his campers candy the next day if they will just be quiet and go to sleep. That would be bribery, because it is offering them something to stop their bad behavior. On the other hand, it would be appropriate to offer a reward for exceptional behavior, such as being the best encourager, or memorizing verses to get the most points for your cabin.
- *Disciplining personality*. Some campers do not only make loud noises; they are loud. Others are extremely excitable or talkative, or hesitant about getting involved. Discipline kids for what they do, not for who they are. You want to teach kids better behavior through discipline, but you will not change their personality, and it would be unfair to try.

Affirmation

Most parents understand the concept of affirmation naturally. They have punished a child they love, who is sorry and wants to do better. So they take the child in their arms, reaffirm their love for him and tell him how glad they are that he is their son. After disciplining campers and seeing response, it is essential to let them know that you still love and accept them, that all is forgiven and the slate is clean. Kids will not always respond to discipline. Even then they must know that you love them, though you disapprove of their attitude and behavior. Discipline should always result in a better relationship with your campers.

How to Handle Problem Children

This kid is driving me crazy!

As a counselor, you may experience thoughts like these:

- “Omar is a clown. Everything is a joke with him, even the morning prayer time!”
- “Goula is a grump. Nothing suits her. I can’t figure out why she keeps coming back to camp.”
- “Billy is a bully. He’s always on one of the smaller guys. He just can’t leave them alone.”
- “Theresa is terrible. She ALWAYS has to have her own way. The other girls are ready to drown her in the septic tank.”

When I was a counselor, if a camp had 30 cabin units of children, one cabin would be ideal little girls who loved to sing, always learned their verses, behaved well at every meal, listened attentively in chapel, shared things, and helped each other. The other 29 cabin units were normal.

The normal cabin group would have eight to ten campers. Six will be moderately to well behaved. These six will usually do what you ask and earn a 90% on the ideal camper mental check sheet. The other two, three, or four will be in camp so that their parents can get a rest. These four campers make life worth ending.

Three Things You Should Never Do

This normal cabin with problem campers is usually handled in several wrong ways.

1. The counselor lets these few run the cabin by giving in to their demands so that he can keep the peace. This never works because this small group is self-centered and never satisfied.
2. The counselor uses all his time and emotional energy on problem children. This doesn’t work because the other “good” children really don’t have a counselor this week. They never get his attention, praise, encouragement or help because he is focusing on those that are a problem.
3. These few control the counselor by making him stern, aggravated, or even angry, but the whole cabin group must live with these attitudes. The counselor is thus reacting to the few instead of responding to the whole.

If you have an Omar Clown, Billy Bully, Goula Grump, or Terrible Theresa, take control of the situation before it takes control of you.

21 Things You Can Do When You Have a Problem Camper (or three!)

1. Find out what the problem is. Define it clearly. This is done by your careful listening and observing as well as by asking select and careful questions.
2. Discover the cause of the problem. Every problem has a cause that is not the problem itself. For example, two campers are fighting. The cause may include a basic selfishness, pride, a spoiled child, a neglectful home, basic thoughtlessness in picking on a weak child, or just immaturity and the old nature in control. If you, as the counselor, can't understand the cause, you can't do much to solve the problem.
3. Show the child the Biblical solution. It may take some explaining, but he needs to see God's way of handling life's problems. This assumes that you know the scriptures. This also assumes that having accomplished the first two steps, you have the humility of a servant of Jesus Christ to admit you don't have a solution. Then the Camp Director or Camp pastor or other resource person should be consulted. It is indeed tragic when a counselor has so much pride that he rarely goes for help to those whom God has provided.
4. Take care of the physical needs of each child. This is "preventive medicine." **Sleep:** follow the night routine. Insist on a full eight hours or more every night. **Diet:** Do not allow the vegetables and fruits to be passed by at meals. Do not allow a heavy diet of candy and sweets. Sugar very often makes junior-age boys wild (hyperactive) and uncontrollable. **Exercise:** Some campers avoid it. Encourage plenty of it. The first day, RUN every place you go with them and make it a game.
5. Take care of the emotional needs of each child. **Self-image:** Learn their names, and use their names. **Acceptance:** Do not allow one child to pick on another. Encourage total group activity. **Love:** Pay special attention to each individual. By attitude and word, leave no doubt in his mind that you really do care.
6. Encourage self-reliance and accomplishment. Don't do for him what he can do for himself. For little ones, express a "you can do it!" attitude and help him to do it right. Then follow through with praise. For older ones, treat them as adults and compliment them for jobs that are well done (cabin cleanup jobs, craft projects, learned verses).
7. For the child who is ALWAYS doing something wrong, pass over as much as possible, otherwise his camp experience will be like home and school overseen by dissatisfied and rejecting adult authority figures. In private counseling, help him to see his self-defeating cycle of behavior, and help him to choose alternative (Biblical) responses to problems.
8. Always be looking for an opportunity to praise and compliment. Even the seemingly proud and boastful child sees himself as worthless and unworthy.
9. Be extremely fair when giving out any form of discipline: a word of correction, a cross look, a penalty, anything. The problem child is always being blamed, but I have found that such a child is often "set up" by another more crafty child (or teen). The crafty one hangs back and privately smirks as the "victim" gets into trouble. Be careful. Never assume a child is guilty of an offense.
10. Give directions, rules, or expectations very clearly. Children, especially those who misbehave, often do not hear or do not understand what is really expected. Some disobedience may be a hearing or attention problem.
11. When children sharply disagree, they often try to settle it with a physical fight. "Might makes right" is their false value system. A frustrated counselor may want to sink to that level, too. Don't.
If you find yourself using physical force to make a child obey or to discipline him, you are wrong. Yes, there are rare exceptions, but you are safer following basic principles. Keep your battle on the level of will power, then you can always win while maintaining respect. You may win by using physical force, but you lose the respect of the cabin group, and a dangerous precedent is set.
12. Be WITH a child, never AGAINST him. Make a conscious effort to surround and approach every problem or problem child in such a way as to be clearly on his side.

For example, you might say to Billy Bully in a low and confidential tone: "Billy, you're a strong guy, and the other guys would like to have you as a friend, but you have to treat them right. By shoving them around and always trying to get your own way, you are causing the guys to turn against you. I don't want that to happen. What do you think you could do to earn their respect and friendship?" You are with him and on his side, but not approving his behavior.

13. De-emphasize winning and re-emphasize each success. A problem child is often the loser; so play down the camp contests. At the same time, notice good table manners (if you can find them!), a bed made well, cooperation given, effort put forth, or whatever positive thing you can find.
14. In private counseling, help him see the results of his actions. Gently, but firmly, make him take full responsibility for his actions and their results. Suggest or ask him for alternative ways to behave and react. A camper that's "driving you crazy" is a camper who is giving you multiple opportunities to counsel with him. In that private counseling situation, your first objective is to help the camper take responsibility for his own actions.
15. Separate the child from the group. Because of high sugar intake, emotional disturbance, conviction of the Holy Spirit, a super giddy mood, home problems, lack of sleep, body chemical imbalance, or boredom, the camper may be giving you a very low level of cooperation and thus be destroying the spiritual emphasis of the hour.
 Rather than reacting in anger, simply separate him. In chapel, put him in the aisle seat, and you sit next to him. In Bible class put him in the extra chair in the back of the room. In the dining hall, have him sit alone at the other end until the dishes are cleared. In the cabin after lights out, put him outside for 15 minutes if he is not cooperating and will not stop.
 In any case, help him to understand why you are separating him; you cannot allow him to destroy this special time for others.
16. Help the child AVOID being disciplined by guiding him away from conflicts and problems. Keep him away from that other camper who always causes a conflict. Seat him on the end of the row. Put his bunk near yours. Assure his success any legal way you can. "Head him off at the pass" if he is going toward trouble. Work with him in this, and you will be his friend.
17. **Always BE THERE! Most problems between campers arise because the counselor was not there. Lack of supervision is a major cause of accidents, too. BE where the campers are. This one principle will solve many, many problems.**
18. Exemplify 1 Cor. 13. It's tough to fight against someone who loves you.
19. Ridicule, sarcasm, and negative jesting are sins that will destroy your relationship and destroy the child's self-image. Even though your frustration factor is running high, don't use these weapons. Don't ever use these weapons!
20. When problems do arise, discern the causes. Never take ONE side of a story. Work on the real problem.
21. Pray. It is the most important thing you will do all week.

What to Do with a Bully—6 Simple Steps

1. Don't be AGAINST this child. Protect the ones he/she is abusing. The bully needs to understand that you are not against him, but you will protect the others.
2. Never leave this child alone or out of sight. Alert other staff to help. Encourage the staff to have a positive attitude toward this one.
3. Take him aside privately and explain point 1 above, the camp rules and the consequences if he continues.
4. Give him a 24 hour test period restriction (I.e., he cannot leave the counselor's sight without permission.)
5. Teach him that he has to give an account to God for all his actions (Ezekiel 18), and that God loves him and will forgive him if he repents.
6. If he repents, have the child pray for forgiveness and help in the future. If there is no repentance, you pray FOR the child and ask God to help him be the person God wants him to be.

This brings us naturally to the next problem, discipline of campers who misbehave. Before we jump into that often neglected topic, let's back up to "an ounce of prevention is worth a pound of cure."

How to Prevent Trouble

Young people do not come to camp to be bawled out, yelled at, denied privileges, scolded, harassed, threatened, scared, and tortured. They didn't come to be the pawns of a power hungry counselor. They camp to have a good time!

It's your job to ensure that this objective is achieved, as well as the camp's objectives of spiritual growth and character development.

You must keep the spirit of the cabin very positive with cooperation, excitement, anticipation, mutual respect, orderliness, and contentment to reach these objectives.

Take Nothing for Granted

The ideal cabin is created the very first day of the camping session. Some of your children have been coming here for years, but each counselor was different. Some campers have been to Camp WaHoo, where anything goes. Others have never been to camp.

On the first day, weld this group together. How? Give them a grand pep talk! Emphasize ours being the BEST cabin this week, the NEATEST, the hardest working, the sharpest, etc. then explain exactly what is expected.

Never assume the campers know what is expected.

Go over the rules of the camp, the rules of the cabin, the expectations of obedience and cooperation, and who is in charge.

If you are laying down the rules try to do it with some humor, and come around with them. Keep reminding them; they tend to forget easily. Show how all of this will help them have a good time.

Make the expectations quite clear: "When I am talking, you are not talking. When someone is talking to the whole camp family, all of us listen. When it's time to sing, everyone sings; even if you croak like a frog, croak loudly. Maybe there will be another frog in tune with you! Boys, stay out of the girls' cabin area at all times, no exceptions. When the bell rings, THIS cabin will be there first and look the sharpest. Right?"

When you give the pep talk and lay down the rules, try to make every rule clear for their own benefit. As their leader, you are 100% WITH them and for them. Keep your rules to a minimum, too.

Again, remember why they came to camp. There is no need to make a new rule every time there is a new problem; just work with the problem. A few basic principles can cover a lot of territory: be kind one to another; no physical contact; obey those in authority.

Here are the basic rules for the counselor who must make rules:

1. Make the expectations or rules known from the very beginning of camp.
2. Make them clear.
3. Make each one for the group's benefit.
4. Give them with humor and kindness.
5. Make as few as possible.

Five Ways To Get Respect from your Campers.

1. Follow the above 5 points.
2. Earn their respect: Respect isn't earned by being physically big, by yelling, by having a title, or by lording it over others. Respect is earned by reputation, by assumption, by conduct, and by maintaining the gap. Your reputation is what the campers think you are. Word spreads quickly between campers: "Uncle Joe is a great guy, and he means what he says." "Polly is a pushover. You can get away with most anything." "Uncle Steve is never around. He's in love with Tilly, the life-guard." Respect is earned by reputation. Be consistent from day to day.
3. Respect is earned by assumption. You must ASSUME your role as the authority figure and leader and thus tactfully demand respect that is appropriate for your position. Many times you can observe a camper who quickly becomes the peer group leader. Watch closely and you will see that this child simply ASSUMES the authority to tell the others what to do, and they do it! Take command, and they will follow.

4. Respect is earned and maintained by your conduct. Are you deserving of their respect? Your conduct and general manners must be above reproach. A camper will not respect a counselor who picks on the fat kid, assumes George is always guilty, leaves the cabin unattended, does a sloppy job in giving devotions, uses sarcasm and ridicule, or spends more time with his girl friend than his cabin of boys. Even a child will not respect the 250 pound Mr. Macho who behaves like this.

Respect assumes a looking up to another person. This means you must maintain the gap between them by being a leader and not a camper. There are already nine, nine-year olds in the cabin; they don't need or want a tenth who is chronologically over twenty. Being too much one of them is a sad but repeated mistake made by many counselors.

Here are some ways that you, as a counselor, can show respect and honor to each of your campers.

- Do not expect them to do something that you would not do for yourself or for them. For example, if cleaning the bathroom is part of the clean-up duty, take your turn or work with them.
- Never show favoritism toward any camper.
- Never gossip about your campers to others.
- Speak to them as you would an adult you admire.

5. Remember this, you'll never earn their respect if you don't also respect them! That's right. You must respect little seven-year old Dirty Face Danny.

Your respect is evidenced in the words you choose (no sarcasm), in your tone of voice (how would you address the guest speaker at a conference?), and in the way you give directions. Do you order them around like a sergeant, or do you preface your request with "please" and follow through with a "thank you?" God calls each child by name. Do you? When they have a problem that is real to them, let it be real to you, too. Take them seriously.

Discipline problems can be prevented by an early and clear understanding of expectations, by earning respect, by giving respect, and by maintaining control.

How to Maintain Control

Someone will be in control, either you or a camper. Let it be the one God appointed. Control will greatly reduce the need to discipline, as well as maintain a good spirit.

Maintaining control is not as hard as you think. Put away the six-shooter and bull whip. They are not needed. Just BE where the action is.

If your campers are in the cabin, you are. If they are at the pool, so are you. Wherever they are, you are. Simple! Yes. Is this standard procedure of most counselors? No. If God has called you to this ministry, give it all you have.

Take your role as leader seriously, and your campers will take you seriously. Then when you speak, they will listen.

When a 200-pound sailor boy in full uniform walked into my cabin as a camper, I had to make a quick decision; "Who is in charge?" I treated him just like the rest, assumed my role as the leader, and had the whole cabin with me.

To maintain control, always be one step ahead of the group. When they plan that unofficial night visit to the girls' cabin, you are ready with a flashlight and a fake sleep routine. When their hand reaches for the door, suddenly the spot light goes on. "Surprise!" You are in control.

Here are a few more ways to prevent problems. I do not think you need any explanation, just a reminder: a basic attitude of humility, carefulness to show no favoritism, doing things with the camper, fairness in all decisions, a good sense of humor, a desire to serve the children (instead of being the big boss), not seeking applause or appreciation, a heart's desire to minister to needs, and a Godly attitude of love for every camper.

Remember, prevention is always easier than cure.

Opportunities for Counseling

Several opportunities for discussion will be structured during the camp experience. These are not times for messages or lectures, but for discussions designed to allow the camper to crystallize and modify his/her thinking and feelings. Initially it will be important for you, the counselor, to create an atmosphere of openness and to establish trust. During this phase you should work at understanding your campers, showing them warmth and acceptance and being a real person yourself. In light of this, you must make sure that you listen and understand clearly what each camper is saying. You must also show unconditional respect for individuals even though their behavior might be questionable, and you must share openly your own thoughts and feelings.

Cabin Times

A cabin is a natural setting for dialogue. It would seem important to devote your first time together as a cabin to get to know each other. During this time counselors can make a few personal observations and, thereby, show an interest in each person and help to relax a group. Though these comments or observations can be of a humorous nature, genuine interest might be demonstrated more quickly by asking clarifying questions or by noting significant experiences. This will probably be your first structured opportunity for discussion, and it will be an important time for developing a trusting atmosphere.

These cabin times throughout the week will provide structure for your kids to reflect on the day's activities. During the early phases of camp you might use leading questions to help your group get started. At first these questions should be general to allow your kids the freedom to respond as they feel. Such questions as, "how is camp going for you?" or "how have you responded to what has gone on so far?" would be appropriate. A good counselor learns to listen intently to the responses of the counselees and works hard at clarifying vagueness, commenting on personal situations, and expressing real emotions of joy, concern, sadness, etc. in response to what is being said.

Here are some thoughts on listening.

- Repeat what you hear the person saying to be sure you understand him/her. For example, Do I hear you saying that you ... In this way you clear up misconceptions and learn to read your camper more accurately.
- Restate a question to clarify the meaning. Example: "How do you know there is a God?" Rephrase: "What evidence might you give to indicate there is a God? What struck you about what _____ said in the talk about the existence of God?" Always be aware of the possibility that your question might be relevant only to you, or that your group needs time to formulate their thoughts. Hopefully an open atmosphere will allow and encourage the group to express any feelings about irrelevancy, and your own anxiety level will allow you to remain at ease while they think. You might even suggest some answers, but above all be sure that you are reading their needs and feelings accurately and are asking questions accordingly.
- Be specific when you ask questions during cabin discussion. General, vague questions directed at the group are not as effective as asking individuals within the group. Example: "John, what were you feeling when the speaker mentioned _____?"



Resentment, hostility, or other such attitudes that arise during the discussion might be best dealt with on an individual basis at another time. It is too easy for a counselor to use the group against one person who is antagonistic rather than to give that person the opportunity to work through his/her feelings. The counselor's resentment, hostility, or guilt might also be best handled at another time with the dean. The primary purpose of the discussion is to give the campers an opportunity to express their own lifestyles within the context of the Christian message. Though summing up a discussion time is not necessarily important, it would seem important for a counselor in this type of setting to make mental notes of where individual campers are. This will be valuable for the counselor when talking with campers individually. Also, if some particularly important things happened during the session, a brief summary might help clarify those things that are relevant. If you plan to make the evening time before bed a regular cabin discussion, inform your kids on the first night that this will be occurring, and encourage them to be informal and relaxed. If you mention that it will be a short time each night, stick to that. Your credibility reflects your respect for them.

Cabin Devotions

Devotions are a very important part of the day for a cabin. As a counselor you not only get to share what is on your heart, but you also have the chance to hear where your campers are at in their walks with God. Others, such as the weekly camp speaker, your cabin friend, and the student counselor of your cabin may be asked to lead an evening devotional during the week.

The following items are things to consider when planning for and leading devotions:

1. Let campers know right from the beginning how important cabin devotions are. Let them know how important this time is for you. Require them to be back to the cabin on time. It is also important to start devotions on time. This reinforces their importance to the campers.
2. Have a plan for devotions. Kids can tell if you're "winging" it.
3. Know what topics are appropriate for your campers. Don't go over their heads!
4. Know why you are doing what you are doing.
5. Have all campers (and yourself) at eye level. Don't stand over them! Don't lecture them!
6. Ask good questions; find ways to get people talking.
7. Make kids the experts for a change. Let them have a part in the process.
8. Be positive and enthusiastic. Be affirming to the campers in your cabin.
9. Vary the kind of devotions you are doing. Be creative! Use other staff people, go outside, use music and drama, etc.
10. The best devotions get campers involved. People learn better when knowledge is self-discovered.
11. Stay away from the controversial issues and the mystical or bizarre. Focus, instead, on the basics of salvation and the Gospel. If campers are asking larger than life questions, consider bringing in the speaker or a seminar leader (the dean or minister) to do devotions.

Cabin Devotions

The close of each camp day is a very important moment and the counselor needs to understand the purpose.

IT IS NOT ONE TIME TO DO ANOTHER BIBLE STUDY—NOR IS IT THE TIME FOR A SERMONETTE. IT IS A TIME TO REFLECT—TO RECALL HAPPY EXPERIENCES OF THE DAY & TO THANK GOD FOR THEM.

The closing of the day

It is a time to express caring and concern for individual campers that may especially need it.

A time when campers learn to express themselves in a simple, natural prayer to God—a few words or a sentence to express their feelings. It should be very short—10-12 minutes.

It is closing the day with awareness of God's participation in our lives

It is the last thing we do after everybody is in bed. It is helpful if it can be done after the lights have been turned out—then quiet time—and sleep.



Why Me? By June Cerza Kolf

MIKE STOOD CLENCHING HIS FISTS, grinding his back teeth and angrily asking himself, “Why me? Our family has always gone to church, we’ve tried to lead decent lives, and we trusted the Lord to take care of us. I don’t understand why my sister was killed in the car accident. The drunk guy who was driving the other car and caused the accident was barely hurt. Life isn’t fair!”

The loss of a loved one in your life, whether it is from death, divorce, or separation, will bring with it many baffling feelings. Along with the sadness there may be shock, denial, anger, guilt, and depression. These are often referred to as the stages of grief. Not everyone experiences all of them, and it is normal to jump from one stage to another. Each person experiences loss in his own way and on his own time schedule. The period of mourning has no set limits.

Understanding the nature of each stage and that these stages are normal and natural can make living through them easier.

SHOCK

When people receive extremely bad news, often they are stunned. They feel dazed, as if they are dreaming or walking around in a fog. Emotional shock seems to insulate us temporarily from intense emotional pain. After hearing that his sister had died, Mike went to school and ran around the track until he was ready to drop. He had no memory of doing it.

DENIAL

“I don’t believe it.” “There must be a mistake.” These are often the first words a person will say upon receiving devastating news. It takes time for the news to sink in. When Sarah’s best friend, Brandi, learned about the accident, she put her hands over her ears and refused to listen to the details until two days later.

Denial doesn’t change the fact that some tragedy has happened, but it is natural to postpone accepting the truth. Eventually, of course, we must come to terms with the facts.

ANGER

Anger is a natural response, but seldom a good one. When a loved one dies, it is common to feel angry and to want to blame someone. But anger doesn’t help the situation, and usually it is a sin. It’s always sinful to stay angry. Ephesians 4:26 tells us not to nurse a grudge. “Be ye angry, and sin not: let not the sun go down upon your wrath.” The best way to get rid of anger is to express it in an acceptable manner (such as by writing down your thoughts or by talking with a trusted person) or simply repent of it when the anger is inappropriate.

GUILT

Guilt plays a big part in grief. It shows up in statements like: “Why didn’t I make my mom stop smoking before she got lung cancer?” The past cannot be changed, but it can teach us how to face the future. Why questions can be changed to how questions. “How can I stop my friends from starting to smoke?” Self-talk can be constructive or destructive. Instead of tearing yourself down, think about what you can do that will help others.

DEPRESSION

Depression is the feeling of hopelessness. In depression, life seems to have no meaning or purpose. Depression can manifest itself in a lack of appetite, insomnia, inertia, or headaches. The best cure for depression is to recognize it and talk to someone about it. When someone talks about his feelings of depression, the depression often quietly disappears on its own. If it does not, competent, godly counsel may be necessary.

Grief is not the same as a minor physical illness you will get over. It does not respond quickly to two aspirin and plenty of liquids. Rather, grief is an experience that lasts over a period of time. You may never be quite sure when that period ends. However it is a period in which you can grow as you draw closer to the Lord and learn to rely on Him more. Grief is worked out by facing it, admitting you are hurting, and talking about it with trusted people and with the Lord.

As time passes, you realize that you cannot deny what has happened or undo it. Nor can you eliminate all the effects of the loss of a loved one. Instead, you must seek God’s will, realizing that, although things will be different, God’s love is sure and He still has things for you to do. When you have worked through the process of grief, you will be a survivor who is stronger, more compassionate, and ready to help others whose grief is new.

Divorce: Not my parents by Gail Gaymer Martin

Dave lay in bed thinking about what he had to do the next day. Suddenly he remembered that he'd forgotten to ask for money to pay his shop fee at school. "If I don't ask tonight, I'll forget in the morning," he thought. Jumping up, he headed for the stairway, but before he descended, he heard their voices. They spoke in angry whispers, and Dave heard words like "miserable," "hate," and "divorce."

He couldn't believe his mom and dad were talking that way. His best friend, Larry, lived with his mother and visited his dad every other weekend. He always felt bad for Larry. He missed out on his friends and weekend activities when he visited his dad, but if he didn't go for his weekend visit, he would miss his dad. Larry could never win. Now, Dave heard his own mom and dad saying that terrible word, "divorce."

Dave wondered if he had done something to cause his parents so much unhappiness. Then he wondered if there was something he could do to make things better. He tiptoed back to his bedroom and lay there in the night, praying that maybe it was just a bad dream and that when he woke in the morning, he could laugh and tell his parents about his nightmare.

But for Dave it wasn't a nightmare. It was reality, just as it is for so many other young people whose parents no longer want to live together. While the divorce is between the parents, the children are in the middle, torn by the anger and frustration of a family being split apart. Maybe you face that situation. If so, here are some things you should know:

You did not cause your parents to divorce

Don't blame yourself. Divorce is between a man and a woman. No third person can end a marriage. God tells us that when a man and a woman marry they become one flesh (Matthew 19:5). Marriage is a strong bond. For marriage to end, it takes much more than the problems of one teenager in a family. One or both adults have changed and are unwilling to work toward reconciliation. Divorce means that the love, trust, and commitment two people promised in marriage have ended. It is not the children but the parents who break the bond made before God.

There is nothing you can do or say to ...

They are the only ones who can work together to rebuild the relationship. Sometimes children think they can bring their parents back together by creating problems that will united their parents or by manipulating them in some other way. This will not help.

Do not pick sides

Sometimes you are caught in the middle. Your mom and dad are fighting. You do not have to be a part of their anger. Try to avoid listening to either side of the arguments. Do not betray the trust of either parent to the other. Parents sometimes try to get information about the other through the children. If they are doing or saying things about the other parent, tell them you would much rather they discuss the matter with each other. Parents are usually angry at each other and often say things to hurt one another. Let your parents know you love them both and do not want to be in the middle of their arguments.

Discuss your feelings openly with your parents. If you are afraid or lonely, tell your parents. If they are behaving in a way that hurts or offends you, tell them. Hiding your feelings will not make things better. Honesty is what God expects of us.

Expect change. Try not to be disappointed when traditions and responsibilities change. There may be less money in the family after a divorce. Your parents must support two separate households. You may be expected to baby-sit or help with more chores around the house. Your parents may not always listen to your problems with patience. They may be more concerned about their own problems. Understand that divorce makes changes for everyone.

If you are feeling depressed, angry, or confused, or if you need someone to listen, visit a Christian counselor, pastor, or youth director. Talk with them and they will help you understand your feelings and may suggest ways to help you feel better.

Help your family through the difficult time by giving support to younger brothers and sisters. Get involved in school and church activities. Keep your mind actively positive. Physical activity helps rid pent up emotions and feelings. Jog or play sports. Take time for yourself. Even relax if you can! Spend more time reading the Bible and other good material.

MOST IMPORTANT: PRAY. Give your problems to the Lord. Trusting Him for the outcome can make the situation much easier to live through. God knows the secrets of your heart (Psalm 44:21). He knows your pain and sadness. Comfort and understanding are yours, if you ask.

Remember that in the middle of all the family problems, your parents still love you. They may be distracted and confused and may act as if they do not love anyone, but that is temporary. Continue to look to God to strengthen your relationship with each of your parents, "For God is not the author of confusion but of peace." (1 Corinthians 14:33). It takes time, patience, and prayer. Know that Christ, Who loves you, will never forsake you. (Hebrews 13:5).

There's more to sweets than meets the eye...or taste buds!

White: A symbol of purity and innocence

Yellow: A pale comparison to its predecessor, it seems to scream that the relationship went sour...humankind lost (sour heads or yellow warheads).

Red: an often enticing and alluring reminder that while some things often beckon the eye, they burn the skin...humankind wanders (red hots, cinnamon, or hot stuff)

Candy Communion

Have communion using red/white mints: The red for the blood of Jesus which brings a cleansing of sins, purity (white).

Skittles Prayers

Divide them into small groups of about 4 or 5. Pass out one skittle to each camper. Instruct them not to eat the skittle but to wait for further instructions. Once everyone has their skittles explain that you are all going to pray, however each color has a different thing to pray for. So, you will tell them what their color is to pray about one color at a time. After they have done their prayer they may eat the skittle.

Example:

Purple: prays for parents of everyone in the camp.

Red: prays for the salvation of people (friends) who do not know Christ

Yellow: Pray for the day

Orange: Pray for everyone in the camp

etc. (you may make the colors stand for anything you would like)

* Candy may also be a good motivator, and it can be used to revive interest in what is going on. However, be aware of those who cannot eat candy (diabetics, etc.). You may want to have an alternative available.



Help w/counseling & leading campers to Christ...

10 Favorite Myths

- | | |
|---|----------------|
| 1. Jesus was only a great moral teacher. | Matt. 13:34-39 |
| 2. There is no evidence that Jesus rose from the dead. | Matt. 28:1-10 |
| 3. Science is in conflict with Christian faith. | John 4:48 |
| 4. It doesn't matter what you believe, all religions are basically the same | Acts 4:12 |
| 5. Christianity is a crutch for the weak. | 1 Cor. 1:26 |
| 6. People become Christians through Social conditioning | 1 Cor. 15:9-10 |
| 7. Christianity stifles personal freedom. | Gal. 5:1-12 |
| 8. Christianity is other-worldly and irrelevant to modern life. | Hebrews 12:1-2 |
| 9. The Bible is unreliable and not to be trusted. | 2 Peter 1:16 |
| 10. All the evil and suffering in the world prove there is no God. | Rev. 20:1-10 |

The Roman Road

- | | |
|---|----------------|
| 1. Show that we are sinful. | Romans 3:10 |
| 2. The Price of Sin. | Romans 3:23 |
| 3. How Sin came. | Romans 5:12 |
| 4. Jesus paid the price. | Romans 6:23b |
| 5. Receive Christ as Savior | Romans 10:9-10 |
| 6. Close in Prayer | |
| * Youth repeats after counselor. | |
| * Counselor prays for youth | |
| 7. Public Profession: youth lets others know about their decision | |



Vehicles: counselors are not to transport campers except in the case of;

1. Pre-arranged transportation by a parent in writing.
2. Pre-arranged transportation for a camp going off-site (for example; Great Outdoors/ climbing camps)
3. Emergency in which case they can be transported to Loucon staff who will take them to the necessary facility with the proper permission forms.

Vehicles are to be parked in the Munday Lodge parking lot before camp arrives and should stay there until after all of the campers from your cabin are gone. The only exception to this rule is for the emergency vehicle which the dean designates for their area.

In a Crisis:

Only the camp director is to speak. Please do not speculate as to what happened or talk about any incident with anyone except for the camp director.

Relationships:

- Staff (summer staff, counselors, deans, etc.) are not allowed to enter into dating relationships with campers.
- Staff (summer staff, counselors, deans, etc.) are not allowed to enter into a dating relationship while at camp. If there is interest and the ages are appropriate you may seek a relationship away from Loucon.



“Which Way Do We Go?”

Emergency Operation Plans

Responsibilities

Director is responsible for:

- A. Implementing the EOP. (Emergency Operating Procedure)
- B. Conducting interviews with the media. (no one else speaks to anyone...do not speculate; well, I *Think this happened*....(there is no such thing as “off the record!”)
- C. Installing, maintaining, and safeguarding of Loucon fire fighting equipment.
- D. Notifying the fire department for assistance during fires within camp property.
- E. Scheduling and supervising fire drills.
- F. Assisting in clearing areas and accounting for the campers.

Staff is responsible for:

- A. Immediately notifying all deans and counselors in their area of the emergency.
- B. Assisting in clearing areas and accounting for campers.
- C. When applicable, serving on fire fighting and search and rescue teams led by the Anneta Fire Department.
- D. Ensuring deans and counselors are with their campers during the emergency.

Deans are responsible for:

- A. Briefing their counselors on the EOP's for fires, natural disaster, and other emergency situations.
- B. Establishing and supervising the operation of the “buddy” system.
- C. Assisting in clearing the area and conducting a head count.

Counselors are responsible for:

- A. Staying with their campers during the emergency.
- B. Assisting in clearing the area and conducting a head count.

Loucon Summer Staff are trained to carry out the EOP's and are in charge during such procedures.

The continuous ring of the camp crank phone, a continuous honking of a vehicle horn, and/or the ringing of the dining hall bell signifies an emergency.

Fires

All those reporting a fire should spread this information to the appropriate people.

- The emergency alert will be sounded.
- The all clear can be given by voice ONLY.
- The camp director or designated staff is the only individual who can issue an all clear instruction
- Campers shall not attempt to fight fires of any kind.
- Fire circles will maintain buckets for the use of extinguishing fires.
- All lodges and camp buildings contain fire extinguishers.

Gathering Areas in Case of Fire

ORCHARD	Between the bathhouse and the main road.
ROBB	Between the bathhouse and the main road.
VILLAGE	On the road leading the bathhouse.
CANTEEN	Football field.
HARBIN HALL	Field directly in front of Harbin.
DINING HALL	Around the flagpole.
KAPALON	Around the flagpole.
OFFICE	Around the flagpole.
MUNDAY	The parking lot beside Munday Lodge.
SHORT COTTAGE	Volleyball court in front of Short.
TURNER	Volleyball court in front of Short.
WAGNER COTTAGE	Parking area in front of Rau Picnic Shelter.
REYNOLDS	Basketball courts.
HOME IN THE WOODS	Gravel road next to cabins
PEDESTRIANS	Use common sense.

Severe Weather

- In waterfront activities, the program will be stopped and the campers moved to appropriate shelter.
- In the case of a severe weather warning, the following action can be taken:
 - A. All activities stopped and all campers and counselors moved or transported to Munday or Turner.
 - B. If the warning occurs during the night, the area will be secured and campers moved or transported to Munday or Turner.
 - C. If no warnings are issued or they are received too late, shelter must be taken in following areas, but only in last second emergencies.

Munday & Turner	Lower levels
Orchard	Inside the bathhouse closet where the plumbing fixtures located
Robb	Inside the bathhouse closet where the plumbing fixtures located
Village	Inside the bathhouse closet where the plumbing fixtures located
Reynolds	Basement at the rear of the dining hall
Canteen, Craft House, Office, Harbin, Dining Hall	Basement at the rear of the dining hall
Short & Wagner Cottages	Inside the restroom area. Or underneath Wagner cottage.

The camp director will give the “all clear” signal when the weather has passed.

Earthquake

During an earthquake

- If indoors, take cover under a desk, table, bench, or in a door frame. Stay away from lights or furniture that could fall.
- If outdoors, stay there, but stay clear of buildings, lights, and wires.
- If in a moving vehicle, stop as soon as possible. Stay clear of buildings, trees, and wires.

After an earthquake

- Be prepared for aftershocks.
- Do not use open flames because of possible gas leaks.
- Stay out of severely damaged buildings.
- If gas is smelled, open all windows and shut off the main gas valve.
- If water pipes are damaged, shut off the water supply and the main valve.
- Check with local officials about sewage lines before flushing toilets.
- Plug sinks and drains to prevent sewage backup.
- If the water is cut off, use the water in the hot water heaters.
- Stay off the telephone except for emergencies and listen to the radio for more information.

Lost Camper

- If it is determined that a camper is missing it will be reported to the dean and staff and the following will occur:
 1. A search party of staff and counselors will be formed
 2. If the camper cannot be found, the camp director will contact the sheriff's department and Loucon neighbors.
 The search operation will only be halted at the instruction of the camp director.

Prowler

The following will occur if a prowler is reported:

1. The staff, deans, and counselors will immediately move all campers to the dining hall.
2. The camp director will notify the local law officials.
3. The camp director, along with the staff will make a search of the area.
4. The camp director will give the "all clear".

Epidemic

- In the event of an epidemic, the Grayson County Health Department will immediately be notified. The phone number is 270-259-3141.

Serious Injury or Fatality

In Camp

1. The first person on the scene is in charge until more qualified help arrives. First, give immediate attention to injuries that are life threatening.
 2. Send a runner to the nearest crank phone to crank the emergency ring. This person should thoroughly explain the situation to the person in the office.
 3. EMS will immediately be called.
 4. The Health Care Provider (HCP) will go to the scene and take over.
 5. A staff member will go to the gate, wait for EMS, and escort them to the scene.
- In the event of a fatality, the Camp Director will notify the police. A responsible adult should remain at the scene to see that no disturbance occurs to the victim or his/her surroundings. This person should stay until the authorities arrive and take over.
 - Upon notification of a fatality, the Camp Director will immediately contact the conference office to report the incident and secure additional assistance needed.
 - The Camp Director shall be the ONLY person to contact the parent or guardian.
 - Unless notified otherwise, the Camp Director will be the ONLY person to speak with the media.

Out of Camp

1. Give immediate attention to the injured person or persons.
2. Immediately call EMS and secure a doctor, ambulance, clergyman, police, or whatever is necessary.
3. In the event of a fatality, call the police and immediately notify the Camp Director. A responsible adult should remain at the scene to see that no disturbance occurs to the victim or his/her surroundings. This person shall remain until the authorities arrive.
4. The Camp Director shall be the ONLY person to contact the parent or guardian. Unless notified otherwise, the Camp Director will be the ONLY person to speak with the media.

Counselor Forms

All **counselor forms may be found** at www.Loucon.org. Just follow the “Forms” link and look for counselor forms. It will be in PDF format, so you’ll need acrobat reader to view. Acrobat reader is a free download from www.adobe.com.

Reference Forms!!! You may have your references go to www.Loucon.org, follow the “Forms link”, and choose to submit an online reference form. They’ll fill out the information and click the submit button. It will automatically be e-mailed to Loucon’s director.

All counselors, staff, & deans will undergo a Sexual Offender search annually, a background check every two years, references annually, and starting in 2010 everyone will be required to participate in Ministry Safe.

Loucon Counselor Confidential Reference Form 2010

Counselor Applicant's Full Name: _____

Name of Camp (not Loucon): _____ Dean's Name: _____

_____ has given your name as a reference in applying for a summer counseling position at Loucon Training & Retreat Center, a Christian camp for children and youth operated by the Kentucky Conference of the United Methodist Church. Your critical and confidential evaluation will be of great help to us in selecting the best possible counselors. We are looking for people who are mature, loving, enthusiastic, responsible, and who are of good Christian character. They should possess the ability to get along with children, youth, and adults. It is important that each counselor work well with people and have the physical stamina for outdoor living. They will be role models and caretakers for the children and/or youth whom are placed under their responsibility.

Please thoroughly answer the following questions and then mail this reference form to the address listed at the end of this form.

How Long, and in what capacity have you known the applicant? _____

Would you allow the applicant to be responsible for your children in a camping situation? _____
Please Explain: _____

Have you been witness to the applicant interacting with children and/or youth? _____
If so, Please evaluate their performance: _____

What qualities does the applicant possess which you think would benefit them in a counseling role? _____
Please elaborate: _____

Do you feel/think this applicant is spiritually mature enough to share his/her faith with the youth and children at Loucon? _____ Please elaborate: _____

If the applicant has worked for you, would you be willing to rehire them? _____ Explain: _____

In your opinion is the applicant physically able to enjoy a summer in the outdoors in the Kentucky climate? _____ Please explain: _____

How would you describe the applicant's leadership abilities? _____

Loucon Counselor Confidential Reference Form continued

Do you know of any characteristics that would negatively affect the applicant's ability to work with children and/or youth? _____ If so, please describe: _____

Do you have any knowledge that the applicant has ever been convicted of a crime? _____ If so, please describe: _____

Please rate the applicant in the following areas to the best of your knowledge. Check the box that best describes the applicant.

	Excellent	Good	Average	Fair	Poor	Unknown
Ability to relate to others						
Common Sense						
Flexibility						
Personal Habits						
Cooperativeness						
Self Discipline						
Judgment						
Sense of Humor						
Ability to work w/ children/youth						
Spiritual maturity						

Please rate the applicant as a potential counselor; (circle one)

Exceptionally Strong Above Average Average Below Average

Any Additional comments on how you rated the applicant or about anything you feel/think is pertinent to their performance as a counselor are most welcome. _____

Your Signature: _____ Your Position: _____
 Address: _____ Phone #: _____
 Date: ___/___/___

Please mail this form to:

Loucon Training & Retreat Center C/o Matt Murrell 8044 Annetta Road Leitchfield, Ky. 42754	Or the dean of the camp at; Name: _____ Address: _____ City: _____ State: _____ Zip: _____
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