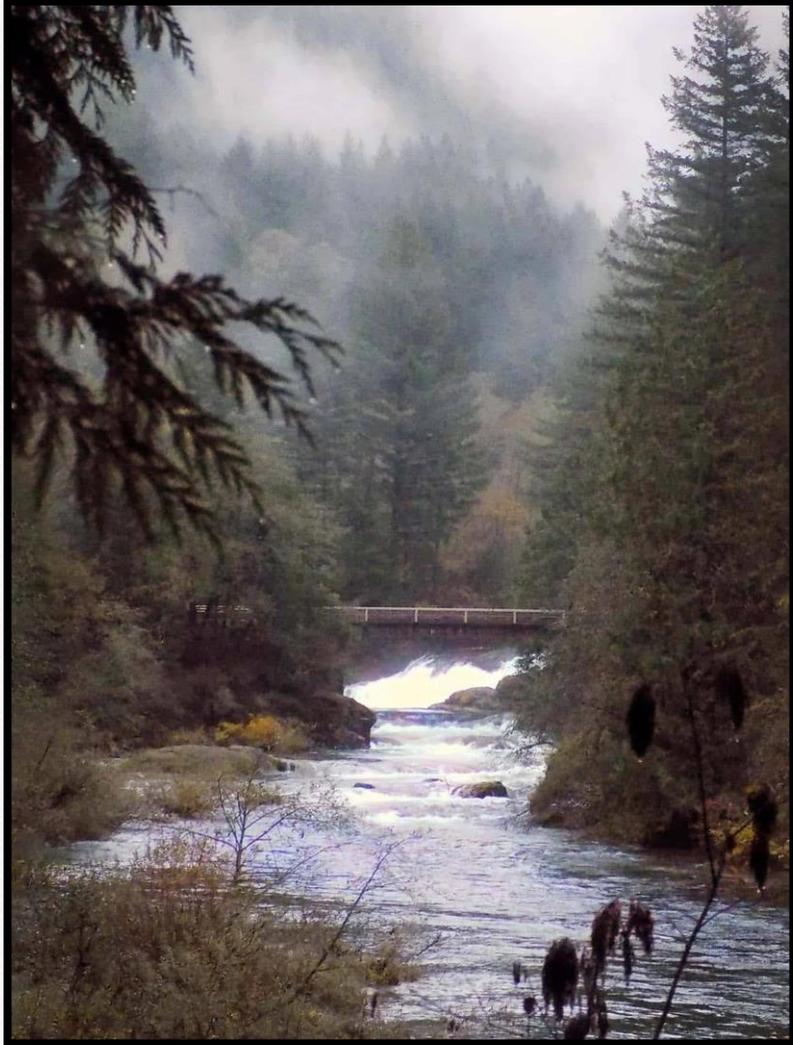


Welcome to
Camp Wa-Ri-Ki's
Camp Counselor Orientation

Kiwanis Camp Wa-Ri-Ki
Washougal, Washington

With credit to Michelle Bianchini for some of the training content.



Our Mission

It is our mission to provide an outdoor experience that offers optimal development of at-risk youth and our communities through recreational, educational and leadership opportunities.

Diversity, Equity and Inclusion

Kiwanis International and Camp Wa-Ri-Ki have adopted a resolution that encourages leaders and members to build a culture and maintain environments that develop and nurture mutual respect for all celebrating diversity, equity and inclusion in our programs and operations. Camp Wa-Ri-Ki appreciates the Cascade tribe's long history and traditional territory. The Southwest Region of Washington State reflects the ancestral homes of First Peoples including the Cowlitz, Yakima and Klickitat tribes. The First Peoples of Skamania County called themselves, Chilluckittequw; later named Cascade by white settlers. We acknowledge that we are on the ancestral lands and traditional territories of the Chilluckittequw People.

Click the link to hear the correct pronunciation of Chiluckitequaw (<https://www.howtopronounce.com/chiluckitequaw>)

What this presentation will cover:

- Camp Overview
- Appropriate behavior of counselors and campers
- Who are these kids? Understanding your campers.
- Safety at Camp
 - COVID-19, Onsite illness, Accidents, etc.
- Programs: Development, Data and Evaluation
 - NASA GLOBE Goes to Camp Activities
- Role of Volunteers
- Ways to get involved with Camp Wa-Ri-Ki



“

Let's get to know you!

My name is _____

”

My gender pronoun(s) are _____

My favorite camping or outdoor education memory is ...

Why Camp Wa-Ri-Ki? What brought you to this camp?



OUTDOOR EDUCATION, RETREAT AND CONFERENCE CENTER
*1956-2021 - CELEBRATING 65 YEARS OF CONTINUOUS SERVICE AND
45 YEARS OF KIWANIS STEWARDSHIP*



You can read and download our Camp Overview document on our website.

<https://campwariki.com/virtual-volunteer-orientation/>

Kiwanis Camp Wa-Ri-Ki, located in Washougal, Skamania County, Washington is 18+ acres of beautiful land in the heart of the Gifford Pinchot National Forest. **It is our mission to provide an outdoor experience that offers optimal development of at-risk youth and our communities through recreational, educational and leadership opportunities.** We offer programs in four categories: Nature-based Learning; Leadership and Personal Development; Fun, Exploration and Adventure and Outdoor Skills. Many camp activities integrate with local and national school STEM and STEAM curriculum standards.



Keys to a successful volunteer experience:

Personal presentation is about physical presence, interpersonal skills, attitude, attire and approach.

- **Physical presence** is making your presence known in a positive way.
- **Interpersonal skills** involve the ability to positively communicate in a variety of situations.
- **Attitude** is what you come to volunteer with, positive, energetic, and willing to do your job.
- **Attire** is about how you look and present yourself. It is about wearing camp appropriate attire, your name tag and closed toed sturdy shoes.



Customer Service and Dealing with Parents

- When dealing with parents, counselors are expected to give quality customer service.
-
- This includes greeting parents, handling parent questions and concerns and staying informed of all camp activities
 - Maintain a non-judgmental attitude in working with all parents.
 - By having good customer service, we can promote a trustworthy, professional image that shows our care and integrity.
 - Parents and campers will form positive or negative impressions of a camp by how the staff interacts with them.

Getting to know your campers - Ages 6 to 8

What are they like?

- Strong attachment to home and family environment.
- Very dependent upon adults for meeting physical and emotional needs.
- Need patient understanding and close supervision.
- Have short interest span.
- Aware mainly of self and own desires.
- Prefer highly imaginative make-believe play.



- Like to explore their expanding world.
- Desire repetition of enjoyable experiences.
- Easily upset by change in routines or environment.
- Need and seek the approval of adults because they are not yet confident enough to set their own standards.
- Boys and girls readily play together.
- Peer opinion becomes very important.
- Small motor skills are not developed.
- Do not always recognize right and wrong.



What This Means to Counselors

- Beginning to move away from dependence on parents and the counselor may become someone very important in their eyes.
- They respond affectionately to counselors who look after their needs, who show an interest in them, and who are fair and capable of humor and imagination.
- Activities need to be ACTIVE!
- They think in concrete terms. SHOW and TELL rather than giving verbal instructions.
- Play or make believe is one way they increase their ability to imagine what other people think and feel.
- Rules and rituals are important, but it is very hard for children this age to lose.
- Cooperative games and activities are especially enjoyable. Minimize or avoid awarding competitive ribbons at this age.

Know Your Campers - Ages 9 to 12

What are they like?

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



Meaning to Counselor

- Activities should encourage physical involvement.
- Hands-on involvement with objects is very helpful.
- As they consider an idea, they think it is right or wrong, great or disgusting, fun or boring. There is very little middle ground.
- This is the age of the “joiners.” They like to be in organized groups of others similar to themselves.
- Small group work is best done in same-sex groups.
- Encouragement from the counselor can have remarkable results.
- Comparison with the success of others is difficult for them—it erodes their self-confidence.
- They respond enthusiastically to counselors who can understand and guide their tremendous energy and mischievousness



Camper Safety

- Their health and safety is our primary concern.
- COVID-19 Update. Check our [website!](#)
- Be consciously and continuously aware of camper safety.
- Use common sense in knowing when to stop even mild horseplay which might lead to an injury.
- Get to know the campers and monitor any signs of health problems.



Session and Activity Check-in/check-out

- Signed in and out by the parent/guardian
- Without written notice, a child will not be released to another adult.

Risk Management Strategies for the Organization

Board of Directors

- Ensure we are meeting our mission!
- Set policy
- Responsible for the legal and fiscal health of the organization
- Manage background check procedure for all adult staff and volunteers
- Ensure campers, staff and volunteers are treated with respect and receive fair and equitable camp experiences

Staff (Paid professionals and Volunteers)

- Implement Board policies & create procedures to comply with policy
- Ensure safety in all aspects of camp from facilities to programs
- Design and implement programs

Risk Management Strategies:

- Avoid putting yourself in a one-on-one situation with a camper, out of sight of others.
- Control the “horseplay” that takes place in free time. This is when accidents are more likely to happen. If you do not control, limit, or stop the horseplay and a child is harmed, you can be found to be negligent in performing your duties.
- Do not give medical care beyond your training and expertise.
- Never leave campers unattended.
 - Go with campers during bathroom breaks.
 - Make sure all campers are accounted for when leaving an area.



Respect Social, Cultural and Ability Differences

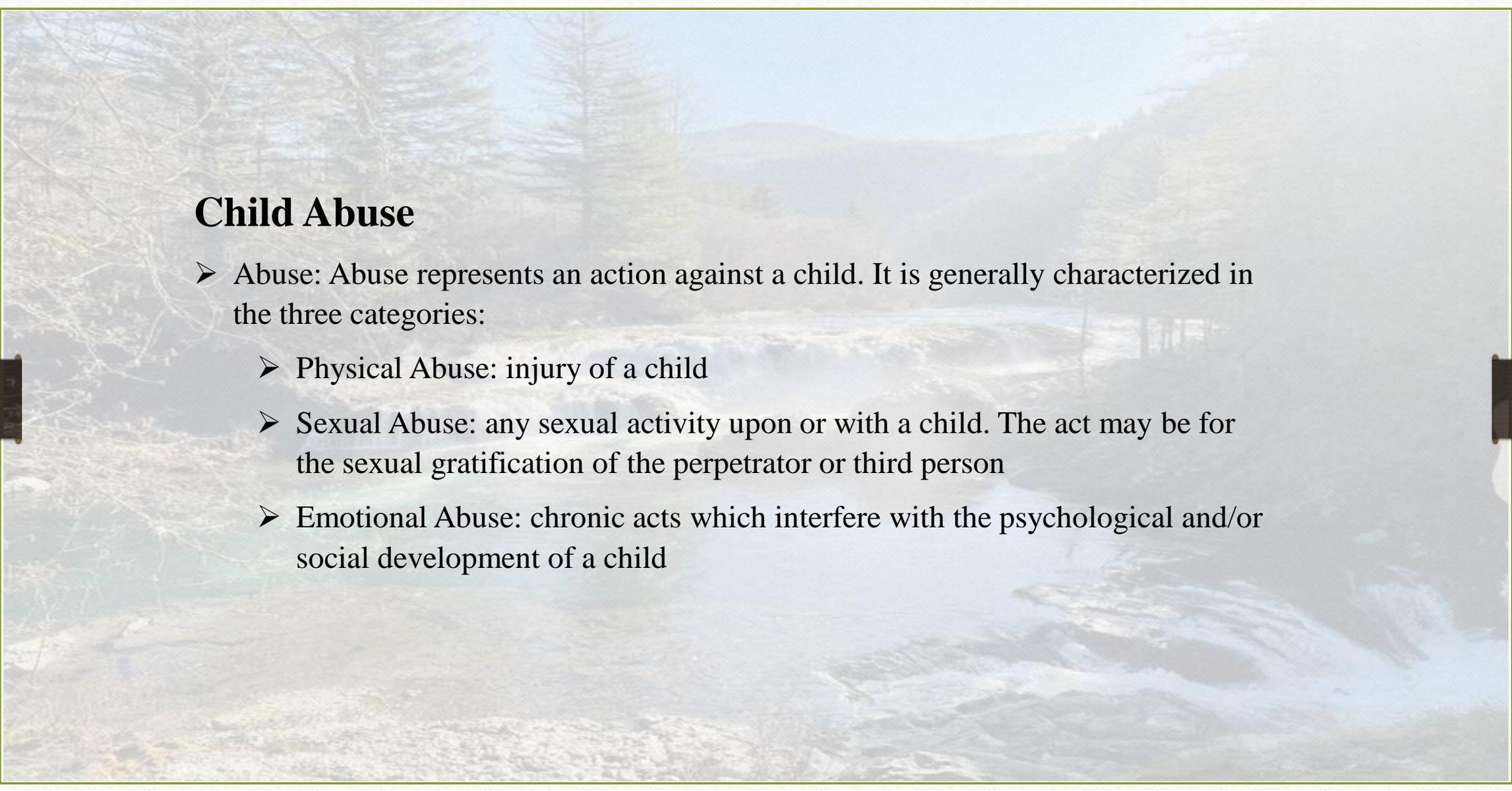
- Understand our campers come from all walks of life.
- Allow campers and staff to self-identify their culture, race, gender identity/expression and sexual orientation.
- Allow campers and staff to use pronouns they select. This may include having name tags with gender pronouns along with their name. For example, Barb (she/her)
- Avoid identifying campers that might be in a foster care home, experiencing homeless, experiencing food scarcity, living in poverty or are in the care of a juvenile justice system.
- Respect cultural differences based on ethnicity or religion. This may be expressed in clothing, customs, food selections, etc.



Bullying

Key Factors That Camps Need to Address

- Bullying hurts. It has devastating short- and long-term effects on children physically and emotionally.
- Bullying escalates quickly, unless camp staff and campers step in to stop it.
- Take bullying seriously. If adults don't, neither will children.
- Don't assume campers will work things out for themselves.
- Campers who witness bullying and do nothing can contribute to the problem, or they can make it worse by joining in; campers can prevent or stop the bullying by intervening or getting help.
- Camp staff needs to be prepared to recognize bullying, intervene to stop it, or seek help when they are unable to stop the bullying.
- It's critical that camps set clear expectations, rules, and policies about respectful behavior and bullying.



Child Abuse

- Abuse: Abuse represents an action against a child. It is generally characterized in the three categories:
 - Physical Abuse: injury of a child
 - Sexual Abuse: any sexual activity upon or with a child. The act may be for the sexual gratification of the perpetrator or third person
 - Emotional Abuse: chronic acts which interfere with the psychological and/or social development of a child

If an abused child approaches you...

- Don't make promises you can't keep
- Be supportive
- Listen (don't interrupt)
- Don't probe - let them tell you what they want to tell you
- Have another staff or volunteer in proximity during the conversation so you are not isolated or alone with the camper
- Don't put yourself in an uncomfortable situation

Some points to remember...

- Each case of child abuse and neglect is individual
- The child is always the victim
- A perpetrator of child abuse or neglect can be any person who has care, custody or control of the child at the relevant time.
- There are no simple answer
- Counselors who suspect a child is a victim of child abuse/neglect are required to report the matter to the director. State of Washington reporting guidance is detailed in the document, “Protecting the Abused and Neglected Child” which you received as part of this training program.

Medical Needs While at Camp

Medication

- Only medications prescribed by a physician, life-saving medication or over the counter medication will be administered to campers.
- The medication permission form must also be completed and signed by a parent if a child is left in the exclusive care of the camp, i.e., no parent or guardian is onsite.

Procedure

- All Medications will be dropped off and labeled in a baggy by the campers first and last name.
- All medications will be in a secure box and located in our first aid room or nurse's station.
- There will be already a pre-made medical log for each camp session with the appropriate information needed for each medication for that camper.



Allergies

- If a camper has a severe case (peanuts) the product will be banned for the week.
- All allergies will be recorded in the medical log for the week.

Asthma

- Signs and symptoms can be different in each child. Increased shortness of breath is the most common.
- If a camper uses an inhaler, it may be brought to camp with them.
- Never allow a camper to use an inhaler that does not belong to that camper.

Sickness

- If a camper becomes seriously ill during the day the staff will contact the camper's parents/guardians.
- If a camper, adult or staff exhibit signs of **COVID-19**, camp will follow procedures outlined in our "**Safety First**" plan which can be found on our [website](#).
- If they cannot be contacted the person(s) listed on the campers Emergency Form will be contacted.
- In the event of a serious illness or accident EMS will be called.

Medical Emergency

- In the event of a medical emergency, code blue or code silver procedures will take in action.
- A counselor will contact the emergency number located in the daily camp binder to give a detailed report about the camper's condition.
- **DO NOT** move an injured person if they are not able to move on their own. All medical emergencies will be documented.



Discipline Policy

GUIDELINES FOR THE DISCIPLINE OF CAMPERS

Never Ever

- **Counselors may never, under any circumstances, hit or injure a camper.**
- **Counselors may not use abusive or derogatory language with campers.**
- **Counselors may never threaten a child.**

Discipline Procedure

Step 1: Verbal Warning - the camper will be cued to inappropriate behavior, given methods to correct the behavior, and given a clear consequence (step 2) should they choose not to modify the behavior.

Step 2: Time Out - the camper will be removed from the activity and be given a time out based on age. If the camper's age is seven, he or she will be in time out for seven minutes. At the end of the time out, the child will again be cued to the inappropriate behavior, given methods to correct the behavior, and given a clear consequence (step 3).

Step 3: Parent Involvement - if the camper has difficulty controlling themselves, the parents will be contacted about the situation during the day or during pick-up time. The parents will be warned about (step 4) if the camper does not change his or her behavior.

Step 4: Removal from Camp - if problems persist or the behavior is severe such as causing intentional harm to others or consistent disruptions of camp activities, the child will be removed from the program for the day or the rest of the session. They may also not be allowed to participate in future programs for the current camp season.

GUIDELINES FOR CONTACT WITH CAMPERS

Touching campers:

- Touching campers on the hand, or shoulder is appropriate and only a tap, nothing more
- Never touch against a child's will
- Never touch against a child's verbally or non-verbally expressed discomfort
- Never touch in a place on a child's body that is normally covered by a bathing suit, unless for a clear medical necessity
- Never tickle, wrestle or give back rubs with or otherwise touch a camper in a way that is over stimulating or invasive to his/her privacy
- Gently set limits with children who cling or hang on you
- Piggyback rides are off limits



Intrusive or invasive behaviors:

- Embarrassing a child about his/her body.
- Drawing attention to a child while he/she is changing or showering.
- There is no hazing of campers by campers or counselors.
- Teasing a camper to the point where that camper is out of control is unacceptable.

Guidelines for supervision

- Campers will not be left unsupervised.
- Do not ever meet individually with a camper (for any purpose; discipline, discussion or otherwise) in a completely private place.
- Never be on a one-on-one situation with a camper.





Programs and Services

Fun learning in an outdoor environment

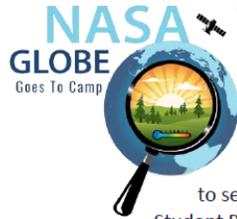


About Your Job - You must be:

- Motivated, Responsible, Creative, Caring
- An authority figure
- Make yourself available to the campers
- Guide and encourage them
- Help them to engage fully in the activities we offer and the environment as a whole.
- Supervise campers and keep them safe from harm
- Remember, as a camp counselor you are not stepping in as a parent
- Everyone needs to be on the same page and work as one unit
- At any given time, a counselor may need to create, implement, and facilitate camp activities.

PROGRAMS: STEM/STEAM, PERSONAL GROWTH, FUN!

Our programs are divided by age group to allow peer-learning, appropriate outcome measures and to ensure safety of participants. The age divisions are as follows: Pre-school (3-5 years); Adolescent (6-9 years); Middle School (10-13 years); Young Teen (14-18 years) and adults.



Our curriculum includes but is not limited to the following subjects and areas of interest. Many areas are developed through a partnership with the **NASA GLOBE Goes to Camp** program. "GLOBE has chosen to use the National Science Education Standards published by the U.S. National Academy of Sciences, selected additional content standards that GLOBE scientists and educators feel might make appropriate additions to standards, and the National Geography Standards prepared by the (U.S.) National Education Standards Project. In addition, the teacher's search tool allows for users to search by specific Next Generation Science Standards (NGSS) Disciplinary Core Ideas (DCIs) or Student Performance Expectations (SPEs).

Nature-based Learning

- 🌲 Ladybug Garden
- 🌲 Flora & Fauna Identification
- 🌲 Forest Health and Ecosystems
- 🌲 Indigenous and Cultural Awareness Days
- 🌲 Nutrition and Food Systems
- 🌲 Small-scale Biological Survey

Leadership and Personal Development

- 🌲 Challenge Course
- 🌲 CPR/First Aid (Level I: Basic | Level II: Certification)
- 🌲 Life Skills Training
- 🌲 Tai Chi and/or Yoga Meditation Retreat
- 🌲 Team Building Skills and Challenges

Fun, Exploration and Adventure

- 🌲 Art in the Garden
- 🌲 Angler Education
- 🌲 Archery
- 🌲 Hunter Education
- 🌲 Nature Made Arts and Crafts (rock painting, pinecone decorations, etc.)
- 🌲 Nature Photography and Photojournalism
- 🌲 Outdoor Cooking
- 🌲 Sketching and Journaling
- 🌲 Stars and Stellar Exploration

Outdoor Skills

- 🌲 Camping Basics (Shelter set-up, fire safety, tool use/safety, etc.)
- 🌲 Cartography and Earth Observation Systems
- 🌲 Orienteering and Geocaching - Basic Unit and Advanced Unit
- 🌲 Survival Skills - Short Unit and Long Unit
- 🌲 What Knot to Use





What is *NASA GLOBE Goes to Camp*?

With lessons learned from 2020, NASA brings a unique opportunity to camps through the "GLOBE Goes to Camp Pilot Project," developed to provide free citizen science opportunities for camps across the United States.

Through engaging in a series of hands-on learning activities and investigations designed so that they can be implemented virtually, in-person, or in a hybrid format, campers learn environmental stewardship as they collaborate to make a difference in the environmental health of their communities.

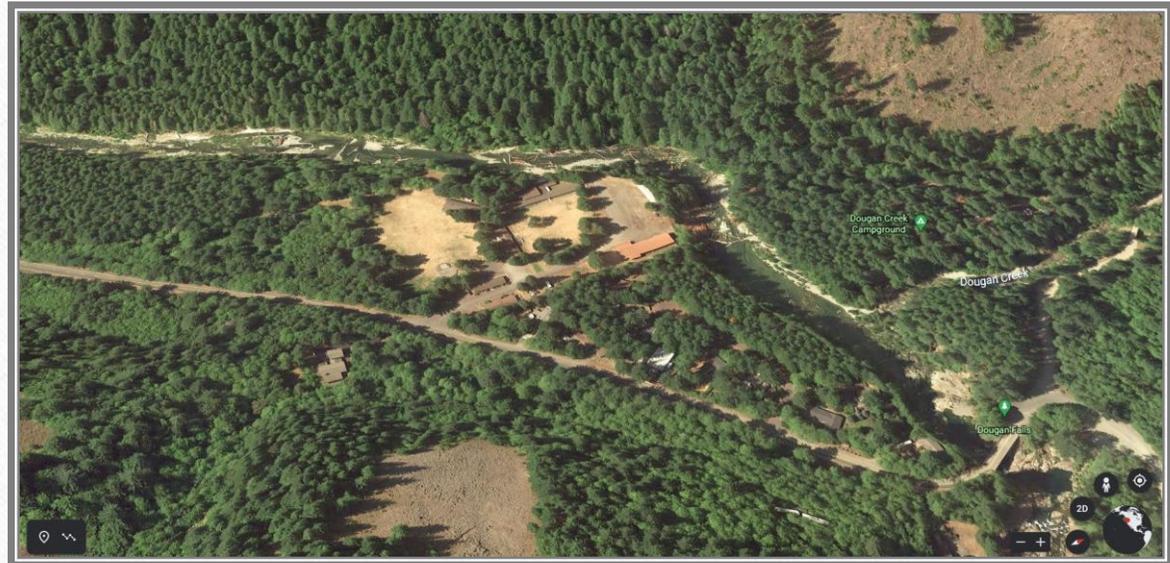
What is NASA GLOBE Goes to Camp?

NASA – National Aeronautics and Space Administration

GLOBE - Global Learning and Observations to benefit the Environment Program

NESEC - NASA Earth Science Education Collaborative

12 pilot camps in the U.S. were selected to implement GLOBE Goes to Camp in 2021. Today, more than 30 camps across the country are participating.



Camp Wa-Ri-Ki is the ONLY camp in Southwest Washington participating in this program.

Counselors are
often our best
supporters!

We invite
you to visit
our website
to learn
about,
[Ways To
Give](#)



And one more thing...



Thank you...

for giving of your time, talent and treasure to support our campers at
Kiwanis Camp Wa-Ri-Ki



Now... let's go to camp!