



**YMCA of Greater  
Dayton**

# **Day Camp Staff Manual**



## MISSION STATEMENT

The YMCA of Greater Dayton, based on Christian principles, is a charitable organization with an inclusive environment driven to enrich the quality of family, spiritual, social, mental and physical well-being for all.

### ***Goals & Objectives:***

Our cause is for youth development, healthy living and social responsibility. Our camp programs, as part of the YMCA, reflect these values and are designed to help our campers grow physically, mentally, and spiritually within a fun camp environment. Well-trained camp staff act as a catalyst for the development in your child as they lead the campers in challenging activities.

**All YMCA camps are designed to meet the following goals that are established for these three causes. Each camper will:**

- Grow personally in a safe environment
- Learn values
- Improve personal and family relationships and make new friends
- Appreciate diversity
- Become better leaders and supporters
- Develop specific skills and assets
- Have fun

### ***Character Development***

At the YMCA, character development and values are a part of who we are. At our YMCA that means more than just activities. We believe character development is an important challenge for all of us – staff, volunteers, members, participants and parents – to accept and demonstrate the positive values of caring, respect, honesty and responsibility.

**The YMCA also adopts the practices of the Search Institute's 40 Developmental Assets that help young people make wise decisions, choose positive paths, and grow up competent, caring, and responsible. The assets are grouped into eight categories:**

1. Support
2. Empowerment
3. Boundaries and Expectations
4. Constructive Use of Time
5. Commitment to Learning
6. Positive Values
7. Social Competencies
8. Positive Identity

*For Youth Development:*

We believe that all kids deserve the opportunity to discover who they are and what they can achieve. That's why, through the Y, the youth we come in contact with today are cultivating the values, skills and relationships that lead to positive behaviors, better health and educational achievement.



## YMCA Day Camp Objectives

As with any YMCA program, the purpose of YMCA Day Camp is to help members—in this case, preschoolers to teens—grow spiritually, mentally, and physically. By providing challenging activities in both small and large group settings, YMCA Day Camps give young people an experience that can last a lifetime. This experience is grounded in a set of seven objectives that characterize all Y programs, and help people:

- Grow personally
- Learn values
- Improve personal and family relationships
- Appreciate diversity

- Become better leaders and supporters
- Develop specific skills and assets
- Have fun

Let's elaborate on these objectives and how your YMCA helps youth achieve them through day camping.

**Grow personally**—Youth who are involved in YMCA Day Camp gain a greater sense of self-confidence and an appreciation of their own self-worth, learning to treat themselves and others with respect. High self-esteem helps children build strong, healthy relationships and encourages them to overcome life obstacles to reach their full potential.

**Learn values**—YMCA Day Camp helps children of all faiths develop moral values and ethical behavior consistent with Christian principles. YMCAs promote the four core values of caring, honesty, respect, and responsibility as essential for character development. Through day camp, youth learn to define and demonstrate these values in everything they say and do.

**Improve personal and family relationships**—YMCAs support families of all kinds by giving children a safe place to grow into responsible members of their families and communities. During day camp, youth learn to care for, and communicate and cooperate with, others.

**Appreciate diversity**—Diversity can be seen in terms of religion, race, age, income, abilities, and lifestyle. YMCA Day Camps teach youth to respect and celebrate these differences, fostering an environment where everyone feels valued and able to contribute to their community. Diversity is the mosaic of people who bring a variety of backgrounds, styles, perspectives, beliefs, and competencies as assets to the YMCA. By practicing inclusion, Ys not only address societal trends and remain relevant to their

communities but also remain true to the YMCA mission, goals, and values.

**Become better leaders and supporters**—For youth to emerge as better leaders, they practice doing what leaders do—through work projects around camp, daily camp responsibilities, and community service. By participating in service-learning projects, such as making toys for low income families, campers grow as responsible members of their families and communities and become better community leaders and supporters. Children develop leadership skills by planning and executing ideas that help others, and they benefit most if there are three parts to the endeavor: identification of learning objectives; a meaningful project; and reflection before, during, and after the project.

**Develop specific skills and assets**—Diverse activities help campers acquire new knowledge and discover ways to grow in spirit, mind, and body. YMCA Day Camps help youth succeed in their daily lives through programs that build self-reliance, practical skills, and good values. This might mean learning to swim, building a fire, getting along with others, using a computer or speaking a foreign language.

**Have fun**—Life is enjoyable. Fun and humor are essential qualities of day camping and contribute to youth feeling good about themselves and others. Our success in reaching the other six objectives often depends on our ability to incorporate fun and friendships to make these new lessons “stick.”



## DAY CAMP GOALS

**1. Learn Values:** Promote the four core values of caring, honesty, respect, and responsibility as essential for character development.

- Campers and Counselors will practice using the four core values in the camp setting. All rules are centered on the values.
- Campers and Counselors will be respectful of each other and of nature.
- Counselor practices multiple team building activities.
- Devotions will be centered on the values and open for discussion.

**2. Outdoor setting: learning to explore and appreciate the out-of-doors**

- Daily pick-up of outdoor trash around camp and after meals
- At least 1 nature activity per week that deals with awareness. Nature hikes must have planned activities
- Always take advantage of the teachable moment

**3. Decisions: learning to make decisions for oneself and the common good and taking the rewards and responsibility for them**

- Campers will always have the "right" to pass after proper counselor encouragement
- Campers are given the choice of doing right or wrong with the respective consequences
- Each child will realize the importance of their input on group decisions

**4. Improve personal and family relationships:**

- Staff practice that campers are people and believe in the "campers first" policy
- Staff are actively involved in all facets of activities without being at the focus
- Staff exemplify good, positive role models
- Staff get to know their campers in great detail
- Staff provides activities for campers to work in cooperative groups.

**5. Adventure, fun, and excitement: in a safe, diversified environment**

- Staff think of safety in all events
- Staff conclude at the "peaks" of activities
- Staff knowingly alter group activities on a weekly basis to maintain peak motivation
- Games which are played at home cannot be played or must be played with a twist

**6. Self-image/Body:** develop healthy attitudes and habits to enhance self respect as a unique child of God.

**7. Enhancing personal health and fitness.**

- Staff leads camp in 30 minutes of intentional workout at least 3 times a week.
- Campers and staff discuss healthy living choices.
- Staff will practice healthy eating during camp hours.

**7. New skills/challenges: exploring new social, physical, and creative skills.**

- Uphold all stated progression for programs
- Camper involvement in cookouts, chapels, flag ceremonies, plans for the week, etc.
- Do a character development activity each week

Question: How can we as the staff reach these goals?

---

---

---

Dear Counselors,

Welcome to the YMCA Day Camp! We are excited that you have decided to be our guest this summer. It will be an exciting summer full of surprises, tears, and a lot of laughs.

Some of you may wonder why I picked you for this exciting experience. Good staff is hard to find and I was very excited to meet you because you embodied what a good staff member is.

- Good staff members are curious and dissatisfied with the level of knowledge they possess. They will look, search and reach for more.
- Good staff members are a referee, coach, teacher, and an advisor.
- Good staff members are humorist in crisis, doctors in an emergency, song leaders, entertainers, and play directors.
- Good staff are handy for patching up broken friendships, bloody noses and legs, and locating lost bathing suits.
- Good staff enthusiastically participates in all activities.
- Good staff members are able to adopt an attitude of playfulness, think funny, laugh at your-self, make others laugh, and take themselves lightly.

This is why we wanted you to be our guest because we saw all of these things in you!

You have accepted one of the greatest responsibilities that confront you as the leaders. A true leader is unselfish, generous and not overly critical. They find the balance between self-importance and humility, the desire for constant recognition and the desire to serve. It is important to be emotionally fit and mentally prepared for the job. A day camp position is NOT A VACATION but a very important responsibility.

Each camper looks to you for guidance and expects you to help fill their need for an understanding parent or adult. Each camper expects to be respected as a worthwhile person. They expect an opportunity for growth in all aspects of life, and most of all, like all children, each camper expects to have fun and have a good time.

At the YMCA of Greater Dayton, we strive to work together to provide our members and community with the best programs in the area. We have confidence in you and have entrusted you with our most important members of our community, our children. Please remember to provide the best camp it is your job to participate in pre-camp orientation/trainings, and to stop and ask for help. Together let's have a great summer for our community.

# Table of Contents

Responsibility of Day Camp Staff.....	7
Weekly Expectations.....	7
Personnel Procedures.....	8-11
Understanding Our Campers.....	12-13
Self-Esteem.....	13
Behavior Management.....	14-15
Bullying.....	15-17
Camp Program.....	17-20
• Organizing Games.....	17
• Teaching Games.....	18
• Leading Games/Activities.....	18
• Large Group Attention Getters.....	19
• Devotions.....	20
• Have a Rainy Survival Kit.....	20
• Program Schedule.....	21
• Extended Care.....	21
Daily Procedures.....	22
Procedures In Public.....	23
Operations.....	25
Emergency Procedures.....	26
• Onsite/Offsite .....	26
• Trip Emergency Procedures.....	27
• Severe Weather.....	27
• Lost Camper.....	28
• Unauthorized Persons in Camp.....	28
• Media Communication.....	29
Health Management.....	29-32
Aquatics.....	33-35
Confirmation Page.....	36
Resource.....	37
• Awesome Internet Sources for Planning Camp.....	38

## **Responsibilities of Day Camp Staff**

1. As a counselor the YMCA camping program it is your opportunity and responsibility to earnestly strive to carry out the basic purpose of the YMCA (Caring, Honesty, Respect & Responsibility).
2. Give primary consideration to the health and well being of everyone in camp particularly the campers. Consider each camper in your care as an individual, with specific needs and desires, different from any other camper.
3. Cooperate with other staff members in fulfilling their specific responsibilities.
4. Share in creating and maintaining moral among campers and staff. Show a genuine interest in what happens to each individual child in your group. Strive to make them feel that you want them, like them, understand them and want to help them. Give encouragement when needed, by work, smile, tone of voice or a pat on the back.
5. Demand for yourself, fair and consistent decisions, clean talk, group cooperation, discipline, respect for property, and rights of others.
6. Know what your group is doing and where each member is.
7. Each counselor should realize the necessity of immediately reporting injury or illness to the Camp Director.
8. Be prompt in attendance at all camp activities and on time at all scheduled meetings
9. Know what your duties are –know your responsibilities for the program in advance so that you are well prepared.
10. Be careful and prompt in the completion of all required records.
11. Each counselor is responsible for clothing and personal belongings of each camper. Trading among campers is to be prohibited because younger children may not know the monetary value of items, and is often in trouble with their parents for trading.

## **Weekly Expectations**

- Wear clean staff shirt with nametag.
- SMILE you are on SHOW!
- Greet every camper and parent coming to your group.
- Introduce yourself
- Ask any questions and answer any questions
- Be FRIENDLY!
- Make sure to review rules with campers and take roll at the start of camp.
- Explain the day to the campers and answer any questions.
- Please make all campers feel comfortable by playing small get to know you games.
- Make sure plans are in place with all supplies easily accessible.
- All plans for the following week need to be turned in by Wednesday!
- HAVE A GREAT DAY! KEEP CAMPERS SAFE!



## Personnel Procedures

Purpose of Y Day Camp: It is the purpose of the YMCA day camps to **be safe, make new friends, learn new skills, and have fun** for all guests and children through the demonstration of the four core values and practicing a Kids and Guest first philosophy.

Kids First: It is important to remember that camp is for the campers and our primary role as staff members is to serve the campers, placing our own needs second. We must consider the ways in which we can best serve the campers, and provide them with a rewarding experience. Don't forget you are here because of your interest and abilities for working with children.

Absences: Permission to leave camp while on duty must be secured from either the Program Director and/or the Site Director. It is expected that all staff members will be on time each day with little or no absence during the summer. In all cases of absence/lateness, the Program Director must be notified immediately. It is not acceptable to leave a text or voice mail for absents. Two un-excused absences shall be cause for dismissal.

Time Off: If you are aware of any time off you may need then it needs to be reported to the Program Director/Site Director who are completing the schedules. If you need time off and you are on the schedule then it is your responsibility to find coverage. If there is a personal emergency then please call the site director/program director immediately.

Abuse/Discipline/Endangerment: The physical, verbal, or psychological abuse of any child or staff member shall be cause for immediate dismissal. Endangerment of any staff member or child shall also be cause for dismissal.

Cleanliness: *All staff and campers are required to bath daily using soap.* Staff is further responsible for the cleanliness of their camp area, assigned program areas and facilities used by your camp.

Dress Code: All staff is expected to present a clean and neat appearance. Shirts and footwear are to be worn always except at the pool. Footwear should be appropriate for daily activities with no flip flops or sandals on non pool days. Staff shirts in clean condition are to be worn on all days as well as name tags. Staff members who come to work in dirty, torn, or inappropriate clothing may be asked to leave and change. Modest bathing attire is required at the pool. All staff is expected to wear appropriate undergarments.

Pets: No pets are permitted on camp.

Pictures: Pictures of staff may be used in camp promotional material.

Discipline Procedure: In most cases, the policy to be followed by staff in addressing camper and other staff issues will be the three-step approach. First, a verbal warning will be issued to the camper or staff member. Second, the camper or staff member will be given a written warning. Third, a conference will be held with the camper or staff member. All discipline cases are reviewed with the Program Director.

Staff Use of Pool: Staff use of the pool must follow all safety rules. Staffing during swim times requires half of the counselors in the water engaged in pool activities with the campers. Remaining staff are to be eyes on deck. Swim time is not break time.

Cell phone: Staff may only use their personal phone for calling 911 or txt Site Director/Program Director. Please no personal phone conversations or texting while at camp.

**Camper Phone Use:** All camper phone use is based strictly on permission from the Summer Camp Director. No staff member is to authorize a camper use of the phone.

**Medication:** All medication, whether prescribed by a doctor or over the counter, is to be given to the designated camp staff that holds medication. No staff member should have medication of any kind on their person unless they are the camp designated staff or if it is emergency medication for a camper.

**Evaluations:** All Summer Staff will be evaluated three times during the summer by the administration.

**Medical Insurance:** Summer staff is covered by worker's compensation insurance when an accident occurs while on duty. Summer staff is required to provide their own medical coverage; camp health and accident insurance do not cover you. Accidents that result from unauthorized activities are not covered by worker's compensation. Any accident occurring at camp must be documented with an injury report form and turned into the program director and executive director.

**Personal Behavior:** The issue of appropriate behavior for those working with children is a critical in today's world. Given the increasing awareness of child abuse and the concern over sexual misconduct in the home, school, and youth agencies, great care must be shown in our relations with children. At no time should a staff member be alone with a single child, unobserved by other staff.

**Unethical Conduct:** It is our goal to encourage a safe and honorable environment. Theft in any amount of money, goods, materials or supplies shall be cause for dismissal.

**Vehicles:** Camp vehicles are to be parked in the assigned area. Staff must pass motor vehicle records check to be able to drive. Staff may never transport campers in a personal vehicle. Speeding or unsafe operation of vehicle will result in loss of driving privileges on camp. All camp vehicles will be operated by staff who are 21 years of age or older and have passed the camp's vehicle training.

**Trespassers:** The following procedures are to be strictly followed by staff. Anyone on the property who is not a staff member should not be in contact with our campers. If you encounter a stranger in camp, approach the person in a friendly manner and introduce yourself. Ask the person their name and escort them to the Camp Site Director. *Do not approach the person alone, take a buddy.* No guest, unless confirmed with the camp director, is to be allowed near the camper population at any time. Camper safety first!!

**RESPECT:** This summer the camp staff is focusing on teaching respect for one another, our equipment, the environment, and our property. In our ongoing effort to better camp, all staff are required to act as role models in. not just behavior, but care for camp, its grounds, and it's equipment. Any staff member found to be abusing the camp equipment or disrespecting others can be dismissed.

**Personal Equipment:** The Site Director must approve all personal equipment used in camp. The YMCA does not reimburse for lost or broken personal equipment.

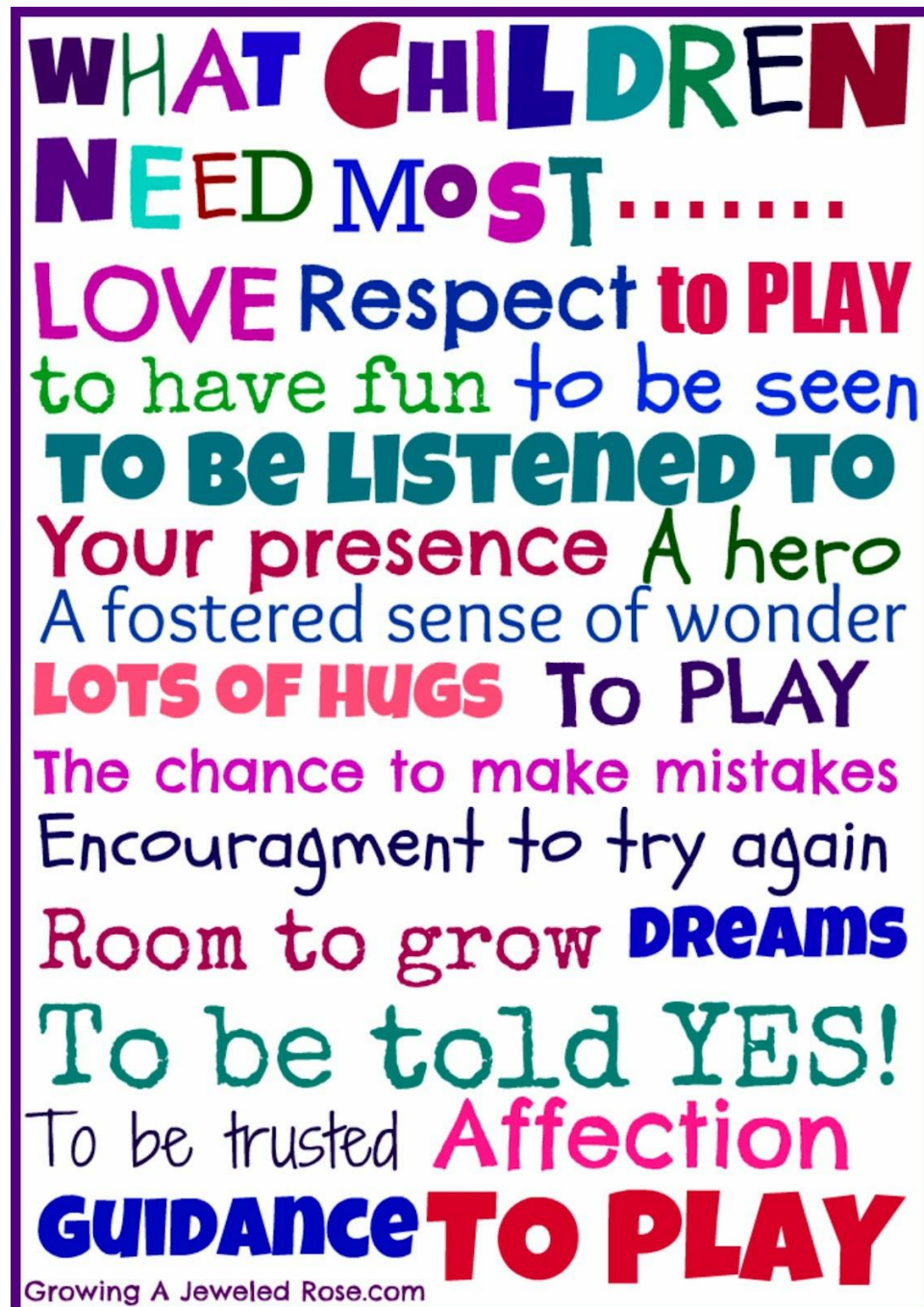
**Camp Gratuities:** Any gratuities offered to camp staff members should be refused. Parents should be encouraged to donate gratuities to our Strong Kids Program.

**Participation:** Each counselor is expected to get involved in camp programs. This includes dressing up for crazy days, participating in singing, games, special events, and chapel/devotions. Staff involvement is the key to the campers getting involved and having fun. You will also find that active involvement makes your job more interesting and rewarding.

Lunch: Counselors are required to bring their own lunch and will not be allowed to leave camp to purchase one, except for unusual / special circumstances that are approved by the site director. Counselors are not allowed to bring fast food to camp. It needs to be a healthy lunch, please remember you are a role model for our campers.

Parent Relations: As a YMCA employee, you are responsible for meeting and talking to parents, introducing yourself, shaking hands, answering questions, etc. This will make parents feel more comfortable about leaving their child in our care. Staff members are encouraged to share positive information about campers to their parents. All negative behavior or injury should be communicated by the site director unless he or she has otherwise redirected this.

Diversity: "Diversity is a commitment to recognizing and appreciating the variety of characteristics that make individuals unique in an atmosphere that promotes and celebrates individual and collective achievement." (*The University of Tennessee Libraries Diversity Committee; Spring 2001; Revised January 2003*)



## Understanding Our Campers

The following information is to help you understand the behavior, physical growth, and any special considerations of our campers.

### **Ages 5, 6, and 7 years**

<p><b><u>Physical Growth and Development</u></b></p> <ul style="list-style-type: none"> <li>• Period of slow growth</li> <li>• Body lengthens, hand and feet grow large</li> <li>• Good large motor control, small muscles and hand-eye coordination not as developed</li> <li>• Permanent teeth appearing</li> </ul> <p><b><u>Behavioral Characteristics</u></b></p> <ul style="list-style-type: none"> <li>• Attention span short, but increasing</li> <li>• Learning concepts of right and wrong</li> <li>• Learning to relate to persons</li> </ul>	<ul style="list-style-type: none"> <li>• Developing modesty</li> <li>• Becoming self-dependent and given time, can do things for themselves</li> <li>• Inconsistent levels of maturity, can be eager, self-assertive, aggressive, and competitive</li> </ul> <p><b><u>Special considerations</u></b></p> <ul style="list-style-type: none"> <li>• Active, boisterous games with unrestrained jumping and running are good.</li> <li>• Climbing and use of balance boards good</li> <li>• Rhythmic activities, songs and dramatics good</li> </ul>	<ul style="list-style-type: none"> <li>• Training in group cooperation, sharing, and good work habits important</li> <li>• Need concrete learning and active participation</li> <li>• Freedom to do thing for self, to use and develop own abilities</li> </ul>
<p><b><u>Physical Growth and Development</u></b></p> <ul style="list-style-type: none"> <li>• Growth slow and steady</li> <li>• Girl's growth spurt occurs about two years ahead of boy's</li> <li>• Slow maturing boys are at a disadvantage because of stress on physical ability</li> <li>• Large muscles still developing,</li> <li>• Manipulative skills and eye-hand coordination increasing</li> </ul> <p><b><u>Behavioral Characteristics</u></b></p> <ul style="list-style-type: none"> <li>• Boundless energy</li> <li>• Hurries and untidy</li> <li>• Prone to accidents</li> </ul>	<ul style="list-style-type: none"> <li>• Wider range of interest and short attention span</li> <li>• Goals are immediate and consistency is demanded</li> <li>• Often restless and fidgety, need action continuously</li> </ul> <p><b><u>Special considerations</u></b></p> <ul style="list-style-type: none"> <li>• Need praise and encouragement</li> <li>• Careful supervision – feelings are easily hurt.</li> <li>• Want a best friend and membership in a group</li> <li>• Intense physical activity</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunity to build coordination skills</li> <li>• Need a reasonable explanation and guidance to channel interests and answer questions</li> </ul>

### **Ages 11,12, and 13 years**

<p><b><u>Physical Growth and Development</u></b></p> <ul style="list-style-type: none"> <li>• Very rapid muscular growth</li> <li>• Ravenous but capricious appetite may be noted</li> <li>• At these ages, girls are taller and heavier than boys</li> <li>• Reproductive organ maturing.</li> <li>• Dangers of over-fatigue. Girls are less active</li> </ul> <p><b><u>Behavioral Characteristics</u></b></p> <ul style="list-style-type: none"> <li>• Competition keen</li> <li>• Strongly individual</li> </ul>	<ul style="list-style-type: none"> <li>• Strong interest in sex</li> <li>• May be over anxious about own health</li> <li>• Time of awkwardness/restlessness</li> <li>• Wide range of individual difference in maturity level</li> <li>• Opinions of group become more important than those of adults</li> <li>• Tend to be over critical, rebellious, changeable, uncooperative</li> </ul> <p><b><u>Special considerations</u></b></p> <ul style="list-style-type: none"> <li>• Games of increase organization</li> </ul>	<ul style="list-style-type: none"> <li>• Boys interested in team sports</li> <li>• Careful supervision so they choose games appropriate to their strength and developmental needs</li> <li>• Skill is essential for successful group participation.</li> <li>• Discipline can be problem</li> </ul>
---	---	---

- **Support**- Young people need to experience support, care, and love from their families and many others. They need organizations and institutions that provide positive, supportive environments.
- **Empowerment**- Young people need to be valued by their community and have opportunities to contribute to others. For this to occur, they must be safe and feel secure.
- **Boundaries and expectations**- Young people need to know what is expected of them and whether activities and behaviors are “in bounds” or “out of bounds.”
- **Constructive use of time**- Young people need constructive, enriching opportunities for growth through creative activities, youth programs, congregational involvement, and quality time at home.
- **Commitment to learning**- Young people need to develop a lifelong commitment to education and learning
- **Positive values**- Youth need to develop strong values that guide their choices.
- **Social competencies**- Young people need skills and competencies that equip them to make positive choices, to build relationships, and to succeed in life.
- **Positive identity**- Young people need a strong sense of their own power, purpose, worth, and promise.

Use these eight categories to guide your planning for our campers. We are helping enrich children’s lives with the Day Camp program.

Search Institute, 1997, *The Asset Approach: Giving Kid What they Need to Succeed*.

## **Self-Esteem**

### *Children with low self-esteem often times:*

Avoid difficult situation	Put others down
Don’t feel valued by others	Are easily led
Are defensive and easily frustrated	Don’t know how they feel
Blame others for their own failings	

It is your job as a counselor to be a positive role model and help a child build their self-esteem. Below are some suggestions to build a child’s self-esteem:

- Let the child know you are available specifically to him/her for a set period of time, even if that time is limited.
- Be a good listener without being judgmental
- Show you care enough to remember the names of the child’s pets, family members, friends, etc.
- Show the child how you and he/she are connected by finding place, ideas, people, and things that you share.
- Do something special
- Be real! Don’t pretend! Be open, honest and yourself.
- Be aware of how the child perceives negative situations, as low self-esteemers tend to think they are the cause of an adult’s negative feelings.
- Find a peaceful and quiet place to talk about personal concerns
- Predictability reduces fear. Knowing what’s going to happen allows children to prepare themselves for it
- Never embarrass children.
- Show interest. Children with low self-esteem are usually eager to relate, but may be fearful of failure.
- Ask questions that don’t threaten.
- Create situations where failure is least likely. Set the child up for success.
- Keep expectations realistic, reasonable, and practical for the child
- Trust is important in building self-esteem.
- Acknowledge a child’s right to emotions. Provide outlets for strong feelings.
- Allow strong feelings time to cool off. Let the child regain a sense of self.

# Behavior Management

## Prevention:

- 1) Give clear, concise directions.
  - Give the direction then the reason why. Example: Pick up the game because it is time to go to lunch.
  - Before giving a direction, make sure you have the camper's attention. Make sure you have eye contact before you say anything.
  - Use a firm voice. It doesn't need to be loud.
  - Use a direction that is specific and simple
  - If possible, use physical gestures like pointing. For example, point to the bathroom if you're telling him to wash his face.
  - Children's brains understand "do's" better than "don'ts." For example, say, "Stay by my side," instead of, "Don't run ahead of me."
  - If a camper follows your directions, make sure that you pay attention and acknowledge the camper.
  - Never give a direction you're not prepared to enforce.
- 2) Give clear expectations for camper behavior. Below are a few examples.
  - Be Respectful of others, to camp property.
  - Please keep your belongings organized.
  - Do talk to everyone, no excluding others
- 3) Revisit the House Rules Daily
- 4) Be mindful of age differences
- 5) Listen to your campers
  - Eye, contact, head nod
  - Soft tone of voice
  - Watch for non-verbal communication
  - Give them feedback
  - Give them at least one minute of your full attention
- 6) Be aware of your campers. Get to know them. Look for signs that they may be upset and be proactive.
  - Ask them to tell you about it
  - Avoid "why"
  - Use Listen First technique (I heard you say.....because....)
- 7) Establish a camper/counselor relationship: Camper sees a counselor as accepting when the counselor:
  - Smile at me
  - Treats me as an equal
  - Likes to talk to me and be around me
  - Is interested in what I am learning
  - Doesn't want to change me
  - Sees me for more good than my faults
  - Tries to understand how I see things



### Discipline:

- Be consistent and follow through with disciplining.
- SHOUTING AT A CHILD WILL NOT BE TOLERATED.
- Never discipline in anger
- Punishment must not be associated with food or rest
- Follow through!
- Have punishment be related to the problem but appropriate of child's age
- Utilize personal time: child sits quietly in your view. After a time period talk to child about his/her behavior
  - Use statements to talk with child. (I asked you to sit down because you didn't stay in the play area after you were given 3 warnings.)
  - How can we change this? Is there something I can do to help you?
  - What can you do differently next time?
  - Give three warm fuzzies and encourage positive behavior.

### REASON FOR DISCIPLINING A CHILD

- Child continuously disrupts the group
- Child harms other children
- Child harms themselves or staff
- Child causes destruction to property
- Child is unable to adhere to camp standards and policies.
- Child persistently shows socially unacceptable behavior



### Tips for Behavior Management

- *Ignore undesirable behavior:* Use this technique when no camper will be physically harmed or be emotionally harmful. Make sure when using this technique that you praise/give attention to desirable behavior.
- *Praise and Encourage positive behavior:* Praise is a word/words, a gesture, or facial expression that makes another person feel joy. Praise when you want a camper to repeat the behavior often.
- *Restructure the Environment:* Look for ways the quarreling can be reduced by removing things, adding, or changing. Do this daily and camp will run smoother.
- *Direct Camper Behavior:* Decide specifically what you want the child to do in place of what they are doing. For example: "Nico instead of throwing the sand, let's go throw the ball together." Make sure you clearly and firmly express what behavior is acceptable.
- *Offer Choices:* Decide what the camper can do instead of what he is doing. Offering choices is appropriate when the situation is safe and the counselor has time to offer choices.
- *Encourage Problem Solving:* Adults can help children negotiate by asking them to identify their problem, generate alternatives, to predict consequences for the alternatives and to make a decision. This is time consuming so this is better done when you can be with the camper for an extended amount of time.

## **Bullying**

\*\*\*\*\*No bullying is permitted at the Greater Dayton YMCA Day Camps.\*\*\*\*\*

### Risk Factors

The following are risk factors for campers who may be bullied:

- Are perceived as different from their peers, such as being overweight or underweight, wearing glasses or different clothing, being new to a school, or being unable to afford what kids consider "cool"
- Are perceived as weak or unable to defend themselves
- Are depressed, anxious, or have low self esteem
- Are less popular than others and have few friends
- Do not get along well with others, seen as annoying or provoking, or antagonize others for attention

However, even if a child has these risk factors, it doesn't mean that they will be bullied.



### Warning Signs

The following are warning signs that a camper is being bullied. Look for changes in the child. However, be aware that not all children who are bullied exhibit warning signs.

Some signs that may point to a bullying problem are:

- Unexplainable injuries
- Lost or destroyed clothing, books, electronics, or jewelry
- Frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits, like suddenly skipping meals or binge eating. Kids may come home from school hungry because they did not eat lunch.
- Difficulty sleeping or frequent nightmares
- Sudden loss of friends or avoidance of social situations
- Feelings of helplessness or decreased self esteem
- Not wanting to attend camp

### Response to Bullying

When adults respond quickly and consistently to bullying behavior they send the message that it is not acceptable. Research shows this can stop bullying behavior over time. There are simple steps adults can take to stop bullying on the spot and keep kids safe.

Do:

- Intervene immediately.
- Separate the kids involved.
- Make sure everyone is safe.
- Meet any immediate medical or mental health needs.
- Stay calm. Reassure the kids involved, including bystanders.
- Model respectful behavior when you intervene.

Avoid these common mistakes:

- Don't ignore it. Don't think kids can work it out without adult help.
- Don't immediately try to sort out the facts.
- Don't force other kids to say publicly what they saw.
- Don't question the children involved in front of other kids.
- Don't talk to the kids involved together, only separately.
- Don't make the kids involved apologize or patch up relations on the spot.



### Find Out What Happened

#### *Get the Facts*

- Keep all the involved children separate.
- Get the story from several sources, both adults and kids.
- Listen without blaming.
- Don't call the act "bullying" while you are trying to understand what happened.

It may be difficult to get the whole story, especially if multiple students are involved or the bullying involves social bullying. Collect all available information.

### Support the Kids Involved

#### *Support Kids Who are Bullied by:*

- Listen and focus on the child. Learn what's been going on and show you want to help.
- Assure the child that bullying is not their fault.
- Know that kids who are bullied may struggle with talking about it.
- Give advice about what to do. This may involve role-playing and thinking through how the child might react if the bullying occurs again.
- Work together to resolve the situation and protect the bullied child.



*Avoid these mistakes:*

- Never tell the child to ignore the bullying.
- Do not blame the child for being bullied. Even if he or she provoked the bullying, no one deserves to be bullied.
- Do not tell the child to physically fight back against the kid who is bullying. It could get the child hurt, suspended, or expelled.

*Follow-up:* Show a commitment to making bullying stop. Because bullying is behavior that repeats or has the potential to be repeated, it takes consistent effort to ensure that it stops.

*Address Bullying Behavior*

- Make sure the child knows what the problem behavior is. Young people who bully must learn their behavior is wrong and harms others.
- Show kids that bullying is taken seriously. Calmly tell the child that bullying will not be tolerated. Model respectful behavior when addressing the problem.
- Work with the child to understand some of the reasons he or she bullied.
- Use consequences to teach.
- Involve the kid who bullied in making amends or repairing the situation. The goal is to help them see how their actions affect others. For example, the child can: Write a letter apologizing to the student who was bullied, do a good deed for the person who was bullied or for others in your community, or clean up, repair, or pay for any property they damaged.

*Avoid strategies that don't work or have negative consequences.*

- Zero tolerance or "three strikes, you're out" strategies don't work. Suspending or expelling students who bully does not reduce bullying behavior. Students and teachers may be less likely to report and address bullying if suspension or expulsion is the consequence.
- Conflict resolution and peer mediation don't work for bullying. Bullying is not a conflict between people of equal power who share equal blame. Facing those who have bullied may further upset kids who have been bullied.
- Group treatment for students who bully doesn't work. Group members tend to reinforce bullying behavior in each other.

*Follow-up:* After the bullying issue is resolved, continue finding ways to help the child who bullied to understand how what they do affects other people. For example, praise acts of kindness or talk about what it means to be a good friend.

Stop Bullying. Retrieved from <http://www.stopbullying.gov/index.html>

## **Camp Program**

### **House Rules**

**Follow the directions**

**Responsibility-For yourself, for your belongings**

**Respect-For yourself, others, nature**

**Honesty-Be honest with staff at all times**

**Caring-For yourself, others, nature**

**Please explain House Rules to all campers the first day at camp  
and then review frequently.**

## Organization of Games

### Ten Commandments for Game Leadership

- Know your games. No matter how simple or how often you have played a game review it before using it.
- Plan the games so that a series may be conducted from one formation. Don't spend unnecessary time moving from a circle to a line and back to a circle again.
- Needed equipment should be checked and placed conveniently before you start.
- Change to another game before there are signs of weariness or boredom.
- Don't be whistle crazy or soon the group will not listen to the whistle at all.
- Get into the game yourself. Don't only look as though you are having fun; be sure you enjoy the game too.
- You must have a sense of humor, be enthusiastic. This is not the place for ironclad discipline, although orderliness and attention are essential.
- Use a wide variety of games. Variety makes for increased skills in running, dodging, the handling of balls and other equipment.
- See that everyone plays. Never have more than one game per session (example: Dodgeball) where the less skilled, or less fortunate, has to drop out because of a penalty.
- Alternate slower games with the more strenuous games.

### Teaching Games

- Kids cannot teach themselves. This is your responsibility; to insure participation by all, the leader must explain each new game and some of the old ones. Make sure everyone is playing by the same rules by reviewing them before you start.
- Teach the game with an explanation of how to play. Please make sure you are able to be heard by all campers and you can see all eyes. Then give a demonstration of how to play. Ask campers to help!
- The leaders should know the game himself/herself. Choose an enjoyable game, learn it well, adapt it for your age group and have a good time with it. Don't limit yourself to games you know. Research new games to teach!
- Encouragement to any child while playing the game makes for a good experience to the child. Building confidence in the individual should be an objective during play.
- Competitive games are fine if the group is aware of the sportsmanship and fellowship that can be learned during competition. However, too many competitive type games can cause some children to lose their enthusiasm for play especially in younger campers.

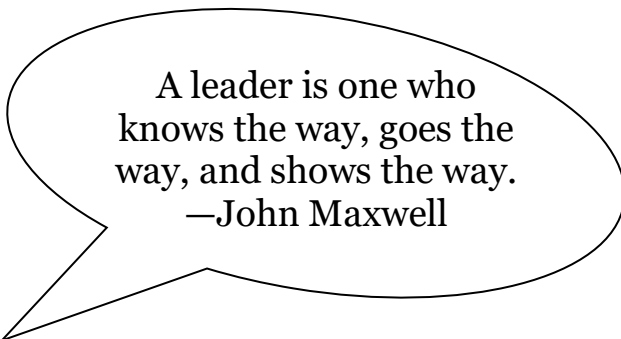
Be creative in the build-up to the games. Be colorful and excited when explaining the game. Don't forget to join the game and have fun too!

## **Leading Games/Activities at Camp**

### Qualities of a good game leader

A good game leader is:

- Organized
- Can change plans quickly
- Stops a game while it is still fun
- Knows the needs and limits of the group
- Has a good sense of humor
- Varies the pace of the games



A leader is one who  
knows the way, goes the  
way, and shows the way.  
—John Maxwell

### Organizing

- Speak loudly
- Set up basic rules
- FREEZE (Stop everything immediately!!!)
- When I say go... STICK TO YOUR PLANS

### General game rules for all games

- Play hard
- Play fair
- Nobody hurt

### Let's consider the elementary age child

- Games where no one has to wait (Exceptions are relays... cheer on their team.)
- Games with simple quick rules (they dislike to sit and listen)
- To repeat favorite games, often.
- Games where he can have the "spotlight" on him as "it" or "first".

### Structure

- Organize games (short, quick and fun) - form into teams or groups
- Get to know-you/ Warm-up Games-get acquainted
- Games-SHEER FUN !!!
- Ending games- draw group together into one unit

### Pre-Game Activity for you ...A MUST

- Inspect the entire playing area. Remove all unsafe objects or change playing areas.
- Inspect all equipment and supplies you are to be using. Make sure they are in good shape.
- Play your games with the special group in mind: age, playing area, specific needs, and time limits.

### Eliminated Persons

- Try not to eliminate a person to a negative position. A negative position would be to sit out or be permanently removed. When the game calls for elimination of a person, change that person's role. (Make him a member of another team, a referee, time-keeper or eliminate him for a very short time)
- A person who does not want to play or can't:
  - Be patient with them
  - Let them watch for a while and let them join you later
  - Let them referee with you
  - Have alternative quiet games available:
    - ✓ coloring books
    - ✓ games/books
    - ✓ board games for two

### Leading Songs:

1. Be full of energy and enthusiasm. If you are enjoying yourself, the group you are leading is more likely to have fun, too.
2. Be prepared with songs. Always have a few extra songs in mind so that you can keep the flow going and can entertain the campers if you have a few minutes.
3. Always start and end song sessions with familiar songs, so the group feels involved.
4. Know the song yourself. Practice teaching new songs to small groups (like other staff members).
5. When teaching a new song:
  - a. Sing a section and have them repeat it back to you.
  - b. Sing short sections all together
  - c. Sing the song through all together 2 or 3 times.
6. Encourage the group as they go.
7. When things aren't going well, laugh!
8. Be patient....patient...patient

## **Large Group Attention Getter**

Establish a camp "quiet" sign, such as hand raised, hands on top of head, peace sign, etc. Whenever a staff member uses the sign campers must do the sign, and be quiet, until everyone is quiet.

- Group leader tosses a ball up into the air. While the ball is in the air, everyone screams. When the ball is in the person's hand, everyone is quiet. You can make the scream/quiet transition very fun. Fake throw, drop the ball, etc.
- One staff members calls out across group, "Hey, Bob!" Bob responds, "Hey, Mary" "Hey, Bob, is it really loud in here?" "It sure is..." and so on. You can improvise (using real names) as you see fit. But everyone quiets down pretty quickly as they watch the dialogue with fascination...
- Clapping in a pattern and waiting to see who follows.
- At the beginning of a camp session, establish to the group a signal to get them to be quiet (It could be based on the theme of the session). When the signal is called, the group has a line that they must answer back with and then remain silent. For example, the leader can call out "chick chick" and the whole group punches the air and yells, "BOOM."

## **Devotions**

Devotions are used to give campers the opportunity to learn about and apply values in large/small group setting. Devotion time can be planned and prepared or teachable moments.

### *Some Devotion topics:*

- Respect for parents
- Respect for our environment
- Value of people with handicaps
- Cooperation
- Being a helper
- Taking care of our bodies
- Patience
- Solving problems

### *Forms of Presentation:*

- Games
- Songs
- Poem
- Skits

### *Effective Techniques:*

- Speak eye level
- Keep it short
- Be enthusiastic
- Speak loudly and clearly

## Have a Rainy Day Survival Kit!

Before the summer starts, make a rainy day survival kit. Have items that can be used for multiple activities, such as balloons, cards, markers, rubber bands, paper, etc. Laminate a list of activities that you are going to do on rainy days ONLY! For example:

- Have a "Best-Friend" game modeled after the Newlywed Game, which asks "contestants" to answer questions about how well they know each other. Give out fun prizes to the campers that know their partner the best.
- Do silent interviews. Participants have to tell their partner 3 things about themselves without talking by acting out "charades-style."

**By saving rainy day activities, you can make sure that rainy days are special and fun!**



## Program Schedule:

Schedules should only be used as a guideline. Campers need to know what is coming up next and most importantly when lunch is. By knowing the schedule it helps campers feel more at ease during the day. Schedules are for counselors to make sure they know what is happening that day so you can be prepared. Adjust activities for you campers as you need. Keep it fun and safe. Below is an example of our "Week at a Glance"

### **SAMPLE Summer Daycamp "Week at a Glance"**

Site: \_\_\_\_\_

Theme: \_\_\_\_\_

Date	(write or type date here)	(write or type date here)	(write or type date here)	(write or type date here)	(write or type date here)
Time					
6:30-9:00	Before-Camp	Before-Camp	Before-Camp	Before-Camp	Before-Camp
9:00-9:15	Camp Opening	Camp Opening	Camp Opening	Camp Opening	Camp Opening
9:15-9:30	Activities	Activities	Activities	Activities	Field Trip
9:30-11:30	Activities	Activities	Activities	Activities	Field Trip
11:30-1:00	Lunch/ Free Choice Time	Lunch/ Free Choice Time	Lunch/ Free Choice Time	Lunch/ Free Choice Time	Lunch/ Field Trip
1:00-1:15	Afternoon Meeting	Afternoon Meeting	Afternoon Meeting	Afternoon Meeting	Afternoon Meeting
1:15-1:30	Activities	Activities	Activities	Activities	SWIM
1:30-3:45	SWIM/Snack	SWIM/Snack	SWIM/Snack	SWIM/Snack	SWIM/Snack
3:30-4:00	Closing	Closing	Closing	Closing	Closing
3:45/4:00-6	After-Camp/ Free Choice Time	After-Camp/ Free Choice Time	After-Camp/ Free Choice Time	After-Camp/ Free Choice Time	After-Camp/ Free Choice Time

Special instructions for counselors and staff to be aware of..(Sunscreen)

## **EXTENDED CARE PROCEDURES**

Extended Care Hours are available prior to the camp day and after the camp day those hours are:

Morning      6:30 AM until 8:30 AM

Afternoon      3:30 PM until 6:00 PM

These hours still need to be planned and supervised just like the regular camp day. This is a great time to try new activities and projects with the campers to see if it something the whole camp might enjoy. Take this time to talk with campers and get input on the daily activities. When parents pick up their child in the extended care hours, we want it to look like camp.

## **Daily Procedures**

### **ARRIVAL AND DEPARTURE PROCEDURES**

#### **Unloading and loading procedures (by car)**

Each camp requires that the camper be signed in/out by a parent/guardian. This parent/guardian will sign in/out the camper at the following location:

Sign in table for camp as follows: ( Location of where campers are signing in.)

A camp staff who will be responsible for greeting the parent will man each sign in-out clipboard / camper, accepting any messages and / or medication, and directing the camper to the designated camp area (supervised by other camp counselors.)

#### **Bus / Mini Bus Drop-off/Pick-up locations**

Field Trip days - bus area will be designated.

Children will be transported by Bus/ Mini Bus to various field trip locations.

### **SIGN IN and OUT Procedures**

A Parent /Guardian/Authorized Adult must sign each Camper in and out daily.

**SIGN IN:** On a daily basis each camp will have a sign in form complete with the individual names of campers scheduled to attend camp for that week. On this form each parent or guardian must sign their child in with the time of arrival, their signature and an emergency telephone number for that week.

Please make sure to:

- Greet parents with a smile and friendly attitude
- Check to make sure you have all the necessary paperwork on the camper. (Healthy History, Medication Release, Enrollment Forms)
- Make note of any specifics such as medications, early pick-up, restrictions or concerns that a parent may share with you about their camper and note it on the sign in sheet.
- If the child's name does not appear on the list then ask the parent for a receipt.
- Check the other sheets to see if the child is listed under another camp.
- Make sure the camper has everything: swim suit/towel, lunch, water bottle (label with camper name), backpack, closed toe shoes, and sunscreen.
- After the camper is signed in and you have all the paperwork then direct them to their designated camp area, the camper then will take their belongings to the appropriate campsite.
- Answer any questions they might have and those you can't answer, write it down and get the answer to them by end of the day.
- Any camper listed to be at camp and is absent needs to be reported to the site director. Site director will call the absent campers guardian.

**SIGN OUT:** At the end of the camp day a Parent /Guardian/Authorized Adult must sign out their camper(s) listing the time out and their signature.

- Check the pick-up authorization for that individual name and ask for a driver's license or photo ID
- Get to know the parents and those authorized to pick-up by first and last name.
- Make sure parents get any notes from the counselor or anything that might be designated for the parent i.e. envelopes, etc.
-

## **Bathroom Procedures**

Bathrooms are high risk locations for sexual activity between consumers, and adult offenders can use the privacy afforded in bathrooms and during shower time to abuse a consumer. Consequently, bathrooms and shower time require close monitoring, and these practices must be carefully managed. Shower time also presents increased risk, because consumer may be nude or partially nude and consumers may engage in horseplay. When supervising bathroom use, adult employees and volunteers should first quickly scan the bathroom before allowing consumers to enter to ensure the bathroom is vacant.

### **For Group Bathroom Breaks:**

- Require employee and volunteers to take groups of three or more consumers to the bathroom – following the “rule of three and me” or more. Staff-to-participant ratios must remain intact throughout group bathroom breaks.
- If the bathroom only has one stall, only one consumer should enter the bathroom while the others wait outside with the employee or volunteer.
- If there are multiple stalls, only send in as many consumers as there are stalls available for use.
- Minimize consumers of different ages using the bathroom at the same time.
- Require employee to stand outside the bathroom door but remain within earshot.

### **For single use restrooms:**

- Require consumers to ask permission to use the bathroom.
- Require all employees to frequently check bathrooms.
- Require all managers and/or on-duty supervisors to frequently check bathrooms and ensure employee are monitoring bathrooms correctly and at the established intervals.

### **For shower time:**

- Only one consumer can be in a shower stall at any given time.
- If there are multiple stalls, only send in as many consumers as there are stalls.
- Ensure shower doors/curtains do not extend all the way to the ground so employee and volunteers can easily glance into the bathroom to see how many feet are in each shower stall.
- Require employee and volunteers to stand outside the shower area but remain within earshot.
- Prohibit employees and volunteers from using the bathroom at the same time as consumers.
- When necessary to assist young consumers in the stalls, employees and/or volunteers should keep the door to the stall open.
- Consumers who require assistance with personal care activities should have this noted within their file and include the level of assistance necessary.
- Employees and volunteers who are authorized to provide assistance with personal care activities need specific training on appropriate diapering and toileting procedures.
- Locker rooms and changing areas are high-risk locations for sexual activity between consumers, and adult offenders can use the privacy afforded in locker rooms to abuse a consumer. Consequently, locker rooms require close and regular monitoring, and these practices must be carefully managed. Locker rooms also present increased risk, because consumers and adults may be nude or partially nude and consumers may engage in horseplay.



## Unloading and loading by Van/Bus (Field Trips)

### Drop-off

Bus arrives at camp to the designated drop-off point. Campers stay seated on bus until counselors take their positions. One counselor stays on the bus (standing at the front) and the other counselor departs to the designated debarking area. As the campers depart, the on-bus counselor takes a head-count and instructs the campers to go to designated area supervised by the other counselor. After all campers have debarked the bus, the on-bus counselor will check the bus for campers/left items. He/she will join the group, do a quick head count, and give the OK for the bus to depart and lead the group to the designated camp area. Exchange sign-in/out sheets.

### Pick-up

Counselors will have campers ready to go by having them in an orderly fashion, doing a head count, and check against the sign-in/out sheet. Bus will arrive at campsite. One counselor will board the bus, standing at the front of bus. As campers board, the on-bus counselor will do a head-count. After all campers have boarded, one counselor will do a head count, give the OK for the bus to leave, and the counselors will sit on the bus (one in front; one in back).

## Procedures while in Public/Field Trip

- Notify parents 24 to 48 hours in advance about the upcoming Field Trip planned for campers and staff. Include pick up and drop off times.
- When canceling, notify parents by the morning of the trip with a note from the site director and flyers during drop off & pick up times.
- **All Staff** are to wear their staff shirts EACH DAY.
- **All campers** are to have wristbands and/or day camp T-shirts on field trip day.
- The staff to camper ratio is 1:12-1:14 (depends upon age of the camper)
- Staff member is with the group at all times.
- Campers use the **"Buddy System"** while in public/field trip.
- If walking on a public street then at least two counselors will walk with the group on sidewalks and cross at lights.
- Leave a complete list of all campers and staff who are on the trip for the Director and the Member Service Desk staff prior to departure.
- While waiting for the bus to leave, keep kids seated and entertained. Go over bus safety rules, plans for the day, sing songs and have fun.
- One counselor will always be first off the bus. One counselor will always be last to make sure all the children are off the bus and visa-versa when boarding the bus.
- Bring these things with you on every field trip:
  - Attendance list
  - Camper emergency information
  - Lunches (if field trip is during lunch time)
  - Maps and first aid kits
- When you arrive at your destination, count the kids in your group; know where emergency telephones and personnel are located, go over safety rules (stay with group, avoid hazards like water, streets, etc.).
- Camper behavior is the same expectations as at camp.
- Designate a meeting place for emergencies and time to regroup.
- While at the field trip **COUNT** the campers frequently. **COUNT, COUNT, COUNT!!**
- When you leave the field trip, be sure to count the campers and take attendance while entering the bus.
- Make sure all areas are clean.
- Check in with the Director upon return to Main Camp.

## **BUS PROCEDURES**

- Campers are the responsibility of the counselors, not the bus driver. (Do a roll call and see faces)
- It's very important to stick to the bus schedule. Wait only five minutes past the allotted time for late campers.
- Bus Rules apply to staff as well as campers
  1. No eating or drinking
  2. No glass containers
  3. Use the back door only with permission from the bus driver, or only in the case of an emergency
  4. Keep the campers off the parking area and well away from the bus when it pulls in.
  5. Arms, legs, and heads must remain in the bus.
  6. No standing. Campers must SIT back to the back of the seat.
  7. Profanity is not allowed for any reason.
- Counselors must check the bus for sleeping campers and lost items after every trip.
- Counselors in charge of the bus program must try to make the bus trip as much fun as possible by getting the campers involved in singing.
- Once the bus starts rolling, it will not stop for late campers.
- Keep a close eye on areas of the bus where damages or excessive litter is occurring. Note who sat in those seats, and report any problems immediately to the Camp Site Director.
- Staff is not allowed to sit together, but must spread throughout the bus for better supervision. One staff person should always sit in the back of the bus in case of an emergency.



## **Trip Emergency Procedures**

***It is important that all staff on the scene remain CALM***

In the event of an accident:

1. Counselors need to provide care for all injured campers.
2. Any counselors who are not providing care for injured campers need to remove other campers from the scene as soon as possible to a safe location. Keep the campers on the bus if that is the safest place.
3. Call 911 (Please do not hang up). EMS will be given full cooperation, and once they arrive, the victim is in their care. Make sure to have the health history form ready for the EMS.
4. Site Director needs to notify the Program Director and the parent of the child.
5. Site Director will need to speak with the officer who responds to the call.
  - a. Do Not Admit Fault
  - b. Do Not Accuse the Other Driver
  - c. Be Accurate and Factual
6. Site Director will obtain and address all witnesses, including first person to arrive following the emergency/accident.
7. Discuss the accident/emergency with only the officer and YMCA administration.

List Bus Activities:

Check out!

<http://www.momsminivan.com/>

# Operations

Risk Management is taking a moment to survey the area and equipment of use and to identify any situation that may pose a potential hazard to the staff, campers, or anyone who may use the program and area. When you identify those areas of concern you must be prepared as to how to educate and protect individuals from the hazards.

Campers can enjoy areas that have potential hazard zones by just following the rules and guidelines provided. If there are no rules or guidelines then create your own to make the area safe for yourself and campers. Please remember to go over the rules and educate to the campers why it is important to follow them.

Below is a list of potential risks related to human, operational, and property liabilities:

## YMCA Day Camp

**Natural hazards:** Open field, poison ivy, creeks

**Man-made Hazards:** Swimming pool, public road, parking lot, and drainage culvert.

**Facilities and/ or Equipment:** Vehicles, playground, basketball courts inside/outside, cement floor, picnic tables.

**Conduct of campers or staff:** Counselors do not go into bathrooms at the same time as campers. Counselors are never alone with the campers; always within sight of other staff. Precautions in hiring for any drug or alcohol related activities.

**Awareness:** Speed limits posted, flyers on rules, parent information packet, staff orientation, signage, fencing. Site director carries a cell phone, in case of severe weather or emergency. Forty plus hours of staff orientation. Monday morning orientation with campers covering rules. Keep groups at 12 campers. Camp t-shirts distinguish campers from the public.

### Fire

1. Immediately remove all campers from the building or burning area.
2. If you are the first to discover the fire, notify the camp director of the problem by going yourself, sending another counselor or two responsible campers.
3. The Camp Director will call or alert someone to call 911 or the Fire Department.
4. Campers go to designated place.
5. Be alert to location of each camper in your group at all times.
6. Do not leave campers unless a proper staff member instructs you to leave them under another counselor's supervision.
7. If a camper's clothing catches on fire, immediately roll him/ her on the ground and smother flames with a blanket, shirt or towel.
8. If necessary, check all campers for injuries and / or burns. Bring any of these to Camp Director.
9. Fire extinguishers are available in the following locations: Main Lobby, Hallway (east), Multi-purpose room, and Gym
10. The fire alarm should **NOT** be silenced as long as people are evacuating.

The fire department/ EMS should be given full cooperation, and once they arrive, they become the person in charge.

### Flooding

1. Assemble all campers at highest point away from danger.
2. Stay with group at all times.
3. Know location of all campers in-group.

### Tornado

1. Gather all campers inside of building in the restrooms, racquetball courts.
2. Take attendance and stay with the group.
3. Sit down; cover head and neck with hands and arms.
4. \*\* Off-sites, move campers to the restroom.

### Earthquake

If indoors, stay there. Get under a desk, or table, or stand in a corner or door jam.

## Emergency Procedures

### Emergency Numbers

Emergency	911	Child Abuse & Neglect	855-642-4453
YMCA (location)	937._____	Police Department	911
YMCA of Greater Dayton	937.223.5201	Emergency Squad	911
Children's Med. Center	937.641.3000	Poison Control	1.800.222.1222
Fire Department	911		

### Onsite Emergency Procedures

Day Camps that are operating within the YMCA facility are to follow the Branch Emergency Action Plan.

**Offsite Emergency Procedures** Day Camps that are operating offsite or on a trip are to follow the Emergency Action Plan below:

#### YMCA OF GREATER DAYTON

- **Stay Calm**
- Please remember your training in First Aid and CPR
- Assess the situation and think is this: minor injury or a serious injury. Then react accordingly.  
For a MINOR INJURY:
  1. The counselor who is with the child needs to assess the situation and provide first aid if appropriate.
  2. If the counselor is alone, two responsible children must be sent to obtain the Site Director if the counselor needs assistance.
  3. For ALL minor injuries that require first aid then the parent/guardian of the child needs to be notified by the Site Director.

**At the first available opportunity, an accident report (ODJFS and Redwoods) must be completely filled out.**

For a SERIOUS INJURY:

1. A serious injury (excessive bleeding, swelling, unconsciousness, inability to move, etc...) the staff person on the scene must notify the Site Director that 911 is being called.
  - CALL 911
  - Identify Yourself (CAMP NAME)
  - Location (address where you are)
  - Describe Victim (Male/Female, Age)
  - Injury (Drowning, choking, burn, cut, fall, heart attack, head injury, etc..)
  - Condition of the victim (Pulse, Breathing, Conscious, Bleeding)
  - DON'T HANG UP (Until the Dispatch tells you to)
2. All other children need to be removed from the accident location by another staff member and supervised.
3. Site Director/Program Director needs to alert parents of the emergency.
4. At the first opportunity an accident report to be completely filled out.



KEEP  
CALM  
AND  
STAY  
COOL

## **Trip Emergency Procedures**

*It is important that all staff on the scene remain CALM*

In the event of an accident:

8. Counselors need to provide care for all injured campers.
9. Any counselors who are not providing care for injured campers need to remove other campers from the scene as soon as possible to a safe location. Keep the campers on the bus if that is the safest place.
10. Call 911 (Please do not hang up). EMS will be given full cooperation, and once they arrive, the victim is in their care. Make sure to have the health history form ready for the EMS.
11. Site Director needs to notify the Program Director and the parent of the child.
12. Site Director will need to speak with the officer who responds to the call.
  - a. Do Not Admit Fault
  - b. Do Not Accuse the Other Driver
  - c. Be Accurate and Factual
13. Site Director will obtain and address all witnesses, including first person to arrive following the emergency/accident.
14. Discuss the accident/emergency with only the officer and YMCA administration.

## **SEVERE WEATHER**

In the event of severe weather, the following procedures should be followed. Directors will monitor radio broadcasts for the latest weather bulletins concerning immediate and surrounding areas.

If a **TORNADO** has been reported near camp or is moving toward camp, the staff should:

- Report to the main building. The tornado sirens will sound in your area.
- At YMCA use bathrooms at main entrance and Site Director will contact Program Director/ bus driver about early pick-up.
- Take direction from the Site Director, each group will be given a location. In this location campers should sit with **head between knees and hands clasped over head.**
- Take attendance of your group and report any missing children to the Site/Camp Director **IMMEDIATELY!** Stay with your group. If you must leave, ask another staff member to cover.
- If in a remote area, position campers in a low-lying area (river, basin, and ditch) face down.
- In the event of a tornado, be aware of a "dead" spot in the tornado – a few seconds of calm before the other side hits.
- Children cannot be out in the open if it is lightening.

## **Severe Thunderstorm and Wind Occurrence Statistics**

- Lightning kills more people than tornadoes
- Tornadoes always follow rain, but never occur where it is raining
- Most tornadoes move SW to NE
- June is the month with the greatest number of tornadoes
- Prime time for tornadoes: Afternoon to Suppertime

## **Media Communication**

All questions regarding our camp from the media need to be directed to Dale Brunner at Association Services. The phone number is as follows: 937-223-5201.

## **LOST CAMPER**

As soon as counselor suspects a camper is lost check the obvious locations such as main areas, play areas, etc. Contact the Day camp Site Director if the child is not found.

Search parties of staff members should be sent to look for the missing child. The following areas should be checked:

- The sign in sheets to make sure the camper has not been picked up.
- Swimming areas
- Main Camp
- YMCA Building (if applies)
- Art & crafts, picnic tables, etc.
- Buildings near the YMCA Camp Program
- Roads leading from camp in a logical sequence

### **Find out:**

- A full description of the camper- name, what he/ she looks like, what he/ she was wearing
- The last place the camper had been seen
- Whether the camper had exhibited homesickness, inability to get along with others in the group, etc.
- A tendency to not become involved in camp activities
- Any medical problems which might possibly contribute to the disappearance

*The Camp Director will contact the Police Department if we suspect the child has run away after conduction of our own search. The Camp Director in case of a confirmed runaway or a child who cannot be found will call the parents. A runaway will sometimes call home at the first opportunity. We may find useful information about the child more quickly and also let the parents know we are doing something about the situation (rather than let their first contact is from a distraught son or daughter). Only the Director or person designated by the Director will make such calls. After such call is made, phones must be monitored until the child is found.*

### **Prevention of a missing Camper**

- Be in constant contact and supervision with your campers.
- Learn names early and get in the habit of counting campers regularly.
- Be sensitive to the moods of campers- is someone having a rough day?- does someone always lag behind?- Is one camper feeling argumentative or left out?
- Keep your eyes on all of your campers, but especially those who may seek your attention by lagging behind or running away.
- Take an hourly count of your camp group.
- Be aware of your environment.

## **UNAUTHORIZED PERSONS IN CAMP**

In the event of an unidentified individual entering the camp property, a staff member should:

Introduce him/her self to the stranger and ask, "May I help you?"

1. Personally escort said individual to office or Program Director or Executive Director. If in park setting the individual will not leave contact Site Director/Program Director/Executive Director immediately.
2. If said individual becomes belligerent, the staff member should get description of the intruder and notify Camp Director or Program Director immediately. The Huber Heights Police Department will be called as a last resort.
3. Call 911 if the situation is not resolved.
4. Staff will wear YMCA staff shirts.

During the staff orientation all staff members are informed of this policy if a stranger should come to camp.

# Health Management

## Responsibility of Camp Staff Related to Health

The health and safety of our campers is the responsibility of ALL Y counselors.

- Program Director is responsible for all counselors and site director. Responsibility include securing a physician for camp, ensuring that all camp staff are First Aid, CPR, Communicable Disease, and Child Abuse and Neglect trained, emergency procedures, and to ensure the safety of all campers by securing camper Health History before camp starts.
- Nurse/ Nurse Consultation/Doctor Consultation will provide guidance on the health care of campers and staff. Those campers that have special health care needs must be approved by the Nurse before confirmation of enrollment from the Program Director of Camp to assure proper health care can be provided
- Site director is designated as the Camp Health Care Manager. Responsibility include maintaining the first aid kits and refilling when necessary, overseeing that all proper medical forms are filled out when First Aid is administered, administrating all medications to campers, making sure all campers health histories are secured on site and call 911 in a life-threatening situation.
- Counselors are responsible for camper safety. Responsibilities include administrating first aid, CPR, hand-washing occurs before and after lunch/snack as well as restroom breaks, and preventative measures.

All first aid kits need to be with staff at all times and used for treating campers/staff as trained during First Aid training. The first aid kits need to be carried by counselors and not campers. All first aid kits will contain: Rounded end scissors, tweezers, digital thermometer, assorted sterile adhesive bandages individually packaged, assorted sterile gauze squares individually packaged, hypoallergenic first aid tape, gauze rolled bandage, instant cold pack/ice, disposable non-latex gloves, Pocket mask or face shield, working flashlight, sealable plastic bags in assorted sizes, triangular bandage, programs serving school age children must also have a tooth preservation system, hand-sanitizer, bottled water. Camp staff needs to report to the Site Director or Childcare Director to get First Aid supplies. Refer to Index for ways to treat various illness/injuries during camp

Life threatening situations occur during camps and must remain to the professionals examples of these situations may be: allergic reactions (please use epi-pen as taught in training), severe asthma attacks, and head trauma. Please remember these are just examples if a situation occurs and you are uncomfortable then follow procedures.

Alert the Site Director, 911, stay with camper/staff, continue CPR if started, and follow directions of EMS. Remember your training in First Aid and CPR.

OSHA Standards are used when dealing with hazardous material/body fluid/infectious waste removal and clean up. Each site has an Extreme Exposure Kit that includes a pair of gloves, personal antimicrobial hand wipe, and a biohazard waste bag. Training occurs during First Aid.

### **Camper Health Histories**

Health care of campers and staff is typically that of maintaining healthy lifestyles and habits including eating a healthy lunch/snack, and exercising at least three times a week. Other needs may include dispensing of daily medications, treating minor injuries as well as illnesses. Camp Health Care manager consults with a licensed physician and follows Health Care Procedures.

On a weekly basis the health history forms will be copied and the site director needs to review the health histories forms for Special Needs and Medications. Then hand all forms to the counselor in charge of the child for the week. All camper health histories will be kept in a binder and with staff at all times. They will be signed and dated by administrator and parents. Health histories will have a parental signature for emergency care and will need to go with camper if EMS is called. (Please replace as soon as possible) The histories will be kept for 7 years or the camper reaching the age of 21. All original camper applications and health histories will be kept by the Childcare Director at the YMCA branch office.

If a camper is noted on the Health History form as medication is needed then it needs to be *verbally told to counselor* for all medication as well as on the attendance sheet. If camper needs medication then it is important to secure JFS 01217 "Request for Administration of Medication" as well as JFS 01236 "Medical/Physical Care Plan" when necessary. All forms will need to be collected at check in and medication as well as all paperwork listed above need to be placed in a baggie with child's name on it. (Please note that the Y staff is not allowed to give the first dosage of medication.) Staff may dispense ONLY PRESCRIPTION MEDICATION. If a physician prescribes over the counter medication then JFS 01217 "Request for Administration of Medication" form must be completed. Medications are kept in the designated area/designated person and locked. Only medications as prescribed by a physician for an emergency medical purpose may be kept with the camper's counselor.

If staff administers medication, but the child refuses to take the medication, staff may not physically force the child to do so. Parent should be called immediately and explain that the child refused the medication and note on the JFS 01217 "Request for Administration of Medication" form.

A daily log is kept of incidents/injuries and entries made in ink by all counselors. All entries should include date, time and person injured, injury/illness description, description of treatment, administration of routine medications, and initials of person treating. Health care plan should be to be followed if administering medicine and record on JFS 01217 "Request for Administration of Medication." Also, please keep a record of any situations that could have resulted in injuries.

*YMCA staff is not permitted to give medication to control or contain fever.*

### **Camp Health Records**

All camp enrollment papers, health history, request for administration of medication, and medical physical plan, weekly attendance, sign in/out sheets, ODJFS incident reports is kept in the Childcare Directors office and then stored for a period of not less than 3 years. All accident reports (Redwoods/Sedgewick) that are submitted during the camp season are submitted to the YMCA of Greater Dayton Association office for Insurance records.

### **External Medical and Mental Health Resources**

The YMCA is able to access extra resources for families and employees of our camping program. The United Way and the Y work closing together in many programs with this in mind United Way will provide additional resources if extra care is needed. For our employees, we have access to the Sedgewick program that is used through our Human Resources department.



## First Aid: Reminders

Always remember:

- Stay calm and provide comfort!
- Administer first aid as gently as possible.
- Always give a verbal explanation of what you are doing and why.

1. Fevers-Isolate camper, note all other signs or symptoms, offer extra liquids, contact parents and /or physician as needed.
2. *Poison Ivy*-This is not treated unless the parent sends medication to the camp and fills out a Medical Release form indicating how the medicine needs to be applied and when the medicine should be given. This form also gives the site director or appointee permission to give this medication.
3. *Asthma*- If a first time attack, call a physician. If condition already exists, the parent needs to send Medication to the camp and fill out a Medical Release form indicating how the medicine needs to be given and when the medicine should be given. If the person is having sever difficulty breathing, contact EMS.
4. *Hay fever*- This is not treated unless the parent sends medication to the camp and fills out a Medical Release form indicating how and when the medicine needs to be given.
5. *Sore Throat*- If condition develops at camp, call parent or physician. If condition already exists, the parent needs to send medication to the camp and fill out a Medical Release form indicating how and when the medicine should be given.
6. *Colds*- This is not treated unless the parent sends medication to camp and fills out a Medical Release form indicating how and when the medicine should be given.
7. *Infected Sores*-This is not treated unless the parent sends medication to camp and fills out a Medical Release for indicating how and when the medicine should be given.
8. *Athlete's Foot*-This is not treated unless the parent sends medication to camp and fills out a Medical Release form indicating how and when the medicine should be given.
9. *Sunburn*-Provide cool, wet compresses. Keep camper in shade.
10. Sprains-Apply ice pack for 20 minutes at 1/2 hour intervals. Apply firm wrap, elevate. Continue icepack intermittently for discomfort. If pain persists, contact parent or physician.
11. *Earaches*- This is not treated unless the parent sends medication to camp and fills out a Medical Release form indicating how and when the medicine should be given.
12. *Diarrhea*-Call parent. This cannot be treated unless the parent sends medication and fills out a Medical Release form indicating how and when the medicine should be given.
13. *Nausea*- Have camper sit down and rest in the shade. This cannot be treated unless the parent sends medication and fills out a medical Release for indicating how and when the medicine should be given.
14. *Stomach Ache*- *Heartburn*- Have campers sit down and rest in the shade. This cannot be treated unless the parent sends medication and fills out a Medical Release form indicating how and when the medicine would be given. *Injury*- Ice Pack, *Internal Injury*- Call M.D.
15. Vomiting-
  1. Have person rest.
  2. Contact parent or physician if symptom persists.
16. Coughs-This is not treated unless the parent sends medication to camp and fills out a Medical Release form indicating how and when the medicine should be given.
17. Minor Scratch- Wash area with mild soap and water. Apply Band-Aid if needed.
18. Nose Bleed- Have person sit down and lean forward, chin toward chest. Pinch the nose shut. Encourage the person to rest quietly after nosebleed. Contact parent or physician if nose bleed persists.
19. Head Injuries- Do not move this person. Keep individual lying down. Keep warm and quiet. Contact physician. If person is unconscious, contact EMS immediately.
20. Sunstroke- No stimulants. Move to a cool area (pavilion, shade tree). Remove clothing if possible. Individual should lie down with head and shoulders elevated. Apply cold compresses to head. Wet the individual, and then fan continuously.

21. Heat Exhaustion-Move to cool area with air circulation. Individual should lie down. Offer fluids (i.e. water, Gatorade etc.). Consult physician.
22. Fractures- Splint to immobilize any suspected fracture in approved manner with the least possible disturbance. Call EMS. Do not attempt to reduce or allow injured person to put weight or use the injured limb.
23. Strains-Elevate injured limb. Apply ice packs for 15 – 20 minutes every 2 hours. Rest. If pain persists, contact parent or physician.
24. Turned Ankle- Immediately elevate ankle. Apply cold ice packs at 30-min. intervals. Apply ace wrap or firm bandage to stabilize. Keep ankle elevated, Ice pack intermittently for discomfort and swelling, and Rest. If pain persist, contact parent or physician.
25. Blisters-Wash with soap water. Keep area clean. DO NOT POP OR DRAIN.
26. Bruises-Apply cold compresses or ice packs. BE ALERT TO FRACTURE or deep injury if tenderness or pain is severe or gross swelling occurs.
27. Splinters- Clean area with soap and water. Parents must remove splinters at home.
28. Insect Bites & Stings- Poisonous: CONSULT PHYSICIAN OR EMS IMMEDIATELY.  
*Non-poisonous:* Remove stinger if still present. Apply cold, wet compress or ice.  
*Ticks:* Pull the tick off. Use tweezers if possible. If you have to use your fingers, protect your skin by using a paper towel or disposable tissue or gloves. Grasp the tick as close to the skin surface as possible and pull away from the skin with a steady pressure. Or lift the tick slightly upward and pull parallel to the skin until the tick detaches. Wash area with soap and water. Apply rubbing alcohol to further disinfect the area.
29. Poisonous Snake Bites-Have person lay down. Contact EMS immediately. Keep bite area lower than heart.
30. Tetanus Procedure-Needs tetanus toxoid booster after deep abrasion, laceration or puncture wound if last booster is over 5 years ago.
31. Cuts-If bleeding is severe or cut is extensive, apply sterile dressing and pressure to control bleeding. Call physician at once. Clean with soap and water.

## Aquatics



### CAMP STAFF GUIDELINES AT THE POOL

- Campers must be supervised in the locker rooms.
- Everyone must rinse off in the shower before entering the pool area.
- Have children apply sunscreen (if swimming outside).
- Count children once at pool and throughout pool time.
- Campers and counselors MAY NOT use *lounge chairs*.
- All other counselors must keep an eye on the pool, or be in the pool with campers.
- Do not throw or push campers or counselors into the pool. No "rough-housing".
- **SWIM TIME IS NOT BREAK TIME.....SWIM TIME IS NOT BREAK TIME..... SWIM TIME IS NOT BREAK TIME**

Do not abuse your scheduled time at the pool. A schedule is made for safety reasons. Due to the amount of campers and members the day camp needs to enforce a schedule. It is also important that the children (and Counselors) not be exposed to the sun for long periods of time. Be creative and do other water games throughout the week; sprinkler, water balloons, etc.

### WATER SAFETY

Every staff member is a part of our aquatic program. Your part is crucial to the safety and enjoyment of the camper experiences. Know your role well! Remember, a child may struggle for as little as 20 seconds up to 60 seconds before slipping under water, so be alert at all times!!

1. No one swims alone! Whenever campers or staffs are in the pool area, at least one certified lifeguard must be on the deck. The ratios of one lifeguard per 25 participants and one lookout per 10 participants are required. A minimum of 2 staff always on deck-
2. Every staff member should know the pool rules and set the example for campers to follow. Staff should caution campers of potential dangers. Staff should discipline campers with personal time for flagrant or repetitive violations.
3. Every lifeguard should keep eyes on the pool areas assigned to him and should not permit anything to distract his attention. Likewise, counselors should assist as lookouts. Counselors will stand at strategic points on the pool deck with no distractions while their campers are in the water. Counselors will not sit on the deck or lounge chairs, or sun bathe.
4. Conversations with others should be limited to matters pertaining to his/her duties.
5. The first swim day of each week, the Aquatics Director will meet campers at the front entrance to discuss pool rules before campers enter the pool area. If campers wish to swim in the deep end or go off the diving board, they must pass a swim test (swimming one length of the pool) administered by a counselor/Aquatics Director every day. For any camper passing the test, a counselor/Aquatics Director issues a separate colored wristband daily. **Remember that all children are deep water tested daily and those children who pass will receive a band to identify them. Campers can't use the same wrist band everyday. They need a new one each day!**
6. Campers who need to use the restroom must check first with a counselor and go with a buddy. If a camper does not return within the time set by the counselor, then counselors need to check locker rooms for horseplay or injury.
7. If a camper is suspected missing, counselors should alert the head lifeguard to activate the missing person emergency plan.
8. All staff should know emergency procedure and use of emergency equipment. Staff should be prompt and ready to assume his/her responsibilities.
9. Staff should be the last to leave the pool area.
10. The campers who choose not to participate in swim time also need to be supervised by a counselor. Please have some activity for those children to participate in during swim time.

## INDOOR POOL RULES

1. Absolutely no unauthorized person is permitted in the pool area unless a YMCA lifeguard is on duty.
2. No food or drink inside the pool area
3. No street shoes on the pool deck.
4. Any person with an open sore or infectious disease will not be permitted in the pool.
5. Absolutely no spitting, spouting water, blowing the nose or discharge of bodily wastes in the pool.
6. No chewing gum is allowed in the pool area.
7. Absolutely no running, horseplay or excessive noise in the pool area, locker rooms, or showers.
8. Diving is **PROHIBITED**.
9. Children using floatation devices will not be allowed in the deep area of the pool unless they are involved in an activity with a counselor.
10. Lifeguards are to be obeyed at all times.



## Locker Room Rules

1. No running or playing in the locker room
2. Use inside voices. This means no yelling, screaming, or loud noises.
3. Provide consumers with a strict time limit of how long they can be in the locker room to limit opportunity for inappropriate interactions and activities.
4. Don't play in the shower. Turn off the showers when you are finished.
5. Use the lockers for your belongings. Place all belongings in your backpack and then place in the locker..
6. No horse-play in the locker rooms.
7. Use only the door to the locker room to enter and exit the pool.
8. Never go to the locker rooms alone.
9. Do not leave any trash or belongings in the locker room.
10. Discourage the use of locker rooms by consumers of different ages at the same time.

## Swimming at Public Pools

Campers will not be permitted to swim at any public facility where certified guards are not present. It shall be the responsibility of the Program Director to determine that all staff at public swim facilities has certified lifeguards.

\*\*\*\*\*Please make sure you know the rules of the swim facility that you are using as well as campers.\*\*\*\*\*

## Sun Safety

- Everyone needs sunscreen. People of all skin colors get skin cancer.
- Generously apply a broad-spectrum, water-resistant sunscreen with a Sun Protection Factor (SPF) of at least 30 to all exposed skin.
- Apply the sunscreen to dry skin 15 minutes BEFORE going outdoors.
- Re-apply sunscreen approximately every two hours or after swimming or sweating heavily according to the directions on the bottle.
- Wear protective clothing, such as a long-sleeved shirt, pants, a wide-brimmed hat and sunglasses, where possible.
- Seek shade when appropriate, remembering that the sun's rays are strongest between 10 a.m. and 2 p.m. If your shadow is shorter than you are, seek shade.
  - This information is provided from the American Academy of Dermatology ([www.aad.org](http://www.aad.org))



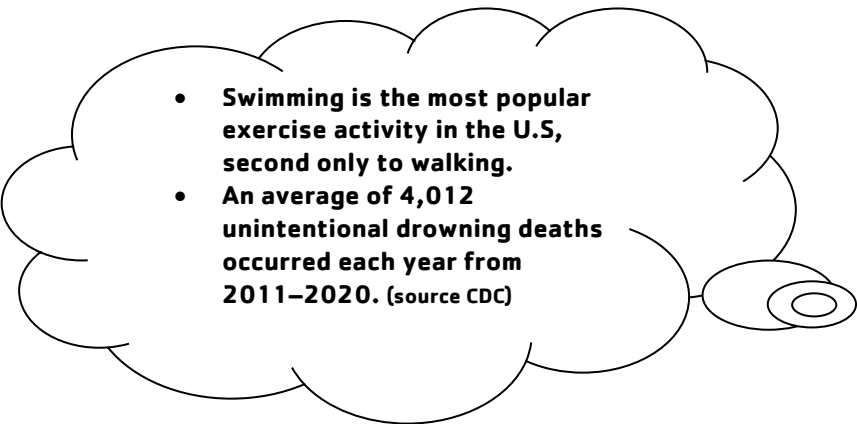
## Waterfront Emergency Procedure

POOL: In the event of serious injury:

- Apply first-aid if needed
- Notify Site Director and Director immediately
- Please let the lifeguard handle the situation, however, please don't leave the camper. Follow all directions the lifeguard may give you. (Example call 911, get the AED, oxygen, etc.)
- If the situation warrants, an ambulance will be called
- Have all other available staff clear campers from area and carry on with daily schedule (HEAD COUNT)
- If situation is life threatening, push the help button at the nearest location
- After the situation is handled and all the proper calls have been made then fill out ODJFS and Redwoods form.

If the situation is not life-threatening:

- Calm the victim
- Administer first-aid
- Alert Site Director if camper is unable to swim for a determined amount of time. That way they can sit with them and the counselor can return to the group.
- Fill out the ODJFS form as well as the Redwood form.
- Please let parents know when they pick up their child.

- 
- **Swimming is the most popular exercise activity in the U.S, second only to walking.**
  - **An average of 4,012 unintentional drowning deaths occurred each year from 2011–2020. (source CDC)**



Write questions that you may have in regards to Aquatics? \_\_\_\_\_

---

---

---

## CONFIRMATION PAGE

I have received and read my copy of the YMCA of Greater Dayton Summer Day Camp Staff Manual. I agree to uphold and abide by the operating procedures stated therein, as well as all other policies, rules and regulations of the YMCA of Greater Dayton, now in effect or hereafter established.

Employee's Name \_\_\_\_\_

Employee's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

YMCA Staff person conducting review of day camp manual

Name: \_\_\_\_\_

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

Date: \_\_\_\_\_

Branch / Unit \_\_\_\_\_

Note: Please tear out and place in the employee's personnel file.

# RESOURCE

## Awesome Internet Sources For Planning Camp

<http://www.acacamps.org/members/knowledge/program/cm/995rain>

<http://www.ultimatecampresource.com/site/camp-activities/rainy-day-or-indoor-games.page-1.html>

<http://www.peacefulplaygrounds.com/10-rainy-and-snow-day-activities-for-indoor-recess/>

<http://www.youthwork-practice.com/outdoor-indoor-games-collection.html>

<http://www.campgames.org/>

<http://www.thedump.scoutscan.com/60indoor.pdf>

[http://campkcc.org.nz/attachments/055\\_KCC%20Wet%20Weather%20Activities%20and%20Indoor%20Games.pdf](http://campkcc.org.nz/attachments/055_KCC%20Wet%20Weather%20Activities%20and%20Indoor%20Games.pdf)

[http://www.jubed.com/youth\\_ministry/](http://www.jubed.com/youth_ministry/)

[http://www.campingdude.com/game\\_search.asp](http://www.campingdude.com/game_search.asp)

[http://gsgms.org/images/uploads/CAMP\\_SONGS\\_PART\\_1- GSGMS.pdf](http://gsgms.org/images/uploads/CAMP_SONGS_PART_1- GSGMS.pdf)

<http://www.akronymca.org/RotaryCampCampSongs.aspx>