

YMCA Camp Orkila Outdoor Environmental Education Information for Trip Chaperones

The First Challenge...

Ferrying Through the San Juans

Show Your School Pride!

When you are traveling together as a group, you are representing your school, your hometown, and Camp Orkila. If you behave appropriately, other passengers on the ferry will give you and your school the respect and honor you deserve! Here are some important guidelines:

- ✓ Keep your voices quiet so that you do not disturb other passengers.
- ✓ Always walk wherever running and roughhousing are prohibited.
- ✓ If you eat on the ferry, clean up your mess and throw trash and recyclables in the right place.
- ✓ Listen carefully for instructions both from your teacher and from the ferry captain.
- ✓ Stay with your cabin counselor and keep track of everything you bring on the ferry with you.

Have Fun!

The trip from Anacortes to Orcas Island lasts about 1 hour. There are lots of interesting things to see along the way, but you may also want to bring something quiet to do on the journey:

- ✓ Read a book.
- ✓ Write in a journal.
- ✓ Play cards or work on a puzzle.
- ✓ Decorate your camp nametag.
- ✓ Watch out the window for Orca Whales, Harbor Seals, and Bald Eagles.
- ✓ Meet with your cabin counselor to pick a group name and make a cabin banner.

Be Safe!

When you are on the ferry or the bus, you are expected to act in a safe & responsible manner.

Remember to:

- ✓ Stay seated and face forward on the bus.
- ✓ Listen to the bus driver and follow his or her directions.

YMCA Camp Orkila
Outdoor Environmental Education
Student Responsibilities

As with any community--whether it is your home, school, or city--there are certain duties that must be performed to keep everyone in the community healthy and happy. Students are a very important part of the Orkila community and you are responsible to help make sure camp runs smoothly! Before you arrive at camp, your teachers will give you a schedule of classes, duties and cleaning assignments. Some of the responsibilities you will be asked to do are listed below:

Super Student: Camp Orkila may not look like school, but you are still responsible for being a great student –

- ✓ Follow directions from the Orkila staff that will be your instructors.
- ✓ Keep an open mind and be excited about learning.
- ✓ Be on time to all of your classes.
- ✓ Participate in class activities and asking questions.

KP Duty (Kitchen Patrol or Kitchen Party): Everyone in the Orkila community is responsible for taking turns as a KP. When it's your turn to do KP, be on time and look for the Orkila instructor to give you directions. Listen carefully and follow directions about what food to get and how to set the table. After the meal is over, report to the podium to get directions for cleaning the tables and sweeping.

Gofer (The person who "goes for" food): To make sure meals run smoothly, only one person at a time at each table is allowed to go to the kitchen to get seconds. This person carries a "Gofer" tag as their 'ticket' into the kitchen. Take turns at each meal so everyone gets a chance to be the Gofer.

Cabin Clean-up Crew: Everyone in the Orkila community is responsible for cleaning their cabin every day and especially at the end of their stay. This includes putting clothes away, emptying cabin trashcans into the big cans around camp, sweeping floors, and picking up litter around the cabin. Orkila provides a trashcan, broom, and dustpan for each cabin. Please let us know if any of these items are missing from your cabin.

Bathroom Brigade: Everyone in the Orkila community is responsible for cleaning the bathrooms every day and at the end of your stay. This includes flushing the toilets, sweeping floors, picking up trash and lost and found items. Orkila staff will sanitize the bathrooms and re-stock toilet paper and soap once each afternoon, but you much keep it clean the rest of the time.

Litter Patrol & Habitat Helpers: Whenever you see litter – even if it's not yours! – Pick it up and put it in the trashcan or recycling. Remind other people to stay on trails and to be gentle and quiet around the wild creatures living at camp.

On Being a Chaperone...

Chaperone & Cabin Counselor Responsibilities

*Cabin leaders, school staff and other adults play an important support role in ensuring the quality and safety of the program for all students. Orkila staff are responsible for teaching classes, running specific open recreation areas and providing evening activities. Cabin counselors, adult chaperones and ultimately the school staff are responsible for supervising their students 24 hours a day. **At least one adult, but not more than three, must accompany each Study Group to all classes and assist the Orkila staff as needed.** The same counselor or set of counselors should stay consistently with one study group rather than rotating. The following is a breakdown of specific responsibilities of cabin counselors:*

General Responsibilities:

- ✓ Supervise students at all times. Remember that the campers' safety and experience are your first priority at all times.
- ✓ Set clear expectations.
- ✓ Communicate with teachers and Orkila staff.
- ✓ Ask for help when you need it.
- ✓ Lead by example. You are the most important role model at all times.
- ✓ Always be on time.

Pre-Camp:

- ✓ Schoolteachers may want to meet with you prior to camp for training or to introduce you to students.
- ✓ On the way to Orkila, keep students occupied and well behaved on the bus and ferry.

Meals:

- ✓ Stay at your assigned table. If you must get up, make sure another cabin counselor is keeping an eye on your table.
- ✓ Make sure you and your campers listen to the meal thought and to directions.
- ✓ Assign one student to be the Gofer. This is the only person allowed to be up from the table.
- ✓ Make sure that no more than two people go to the breakfast or salad bar at any time.
- ✓ Stress good manners and appropriate behavior and speaking volume.
- ✓ Encourage friendly conversation among campers.
- ✓ Have students wait for the Orkila staff to announce clean-up time.
- ✓ Stay seated until you are dismissed.

Morning:

- ✓ Wake-up campers and help them get ready.
- ✓ Remind them to go to the bathroom, brush their teeth, wash, etc.
- ✓ Have breakfast KP's go to the lodge 15 minutes early.
- ✓ Be on time for breakfast at 8:00 a.m.
- ✓ Help students make their beds, sweep, and clean cabin and outside area.
- ✓ Help students figure out what classes they have in the morning and where they need to meet.
- ✓ Be at your own class-meeting place on time.
- ✓ During classes, monitor student behavior and assist Orkila staff in teaching when they ask. Be attentive, involved, and interactive with the campers and class.
- ✓ Have lunch KP's go to the lodge 15 minutes early.
- ✓ Have campers wash their hands before lunch. Be on time for lunch at 12:15 p.m.

Afternoon:

- ✓ Help students figure out what classes they have in the afternoon and where they need to meet.
- ✓ Be at your own class-meeting place on time.
- ✓ During classes, monitor student behavior and assist Orkila staff in teaching when they ask. Be attentive, involved, and interactive with the campers and class.
- ✓ During Recreation, help campers find an activity to do, carry rowboats and help students row, and monitor that student's stay in the designated Recreation areas.
- ✓ Have dinner KP's go to the lodge 15 minutes early.
- ✓ Have campers wash their hands before lunch. Be on time for dinner at 6 p.m.

Evening:

- ✓ Have campers change into warmer clothing if necessary and prepare for the evening activity.
- ✓ Keep campers occupied during cabin time.
- ✓ Be on time for the evening activity. Be attentive, involved, and interactive with the campers and activity.
- ✓ Take campers to their cabin and help them stay quiet after the evening activity.
- ✓ Help campers get ready for bed
- ✓ Remind them to go to the bathroom, brush their teeth, wash, etc.
- ✓ Do a quiet bedtime activity to help campers fall asleep such as reading a story, sharing "highlights" of the day, or playing a quiet instrument.
- ✓ Stay in the cabin and sleep.

Last Day:

- ✓ Help campers pack all their belongings and find missing items.
- ✓ Help campers sweep their cabin, pick up and empty trash, turn mattresses on their side, and clean bathrooms.
- ✓ Listen carefully for any last-minute schedule changes.
- ✓ Take luggage to the luggage truck on time.
- ✓ Be on time to catch the bus in the upper parking lot.
- ✓ Keep campers quiet and occupied while waiting for the ferry.

Fine Dining in the Orkila Dining Hall

Before Entering the Dining Hall:

- ✓ Wash your hands before each meal. Unfortunately, there are no sinks in the lodge that students can use, so you will need to return to the bathrooms in your school's cabin area.
- ✓ Line up outside the dining hall before the bell rings.
- ✓ Come inside as soon as you hear the bell ring.

Inside the Dining Hall:

- ✓ Come in quietly, go to the area assigned to your school, and sit quietly at your assigned table. Pay attention to the Orkila staff KP who will be speaking to you once everyone is inside and seated. Once you have sat down please use the hand sanitizer on each table EVEN if you have washed your hands before the meal. Please do not eat or drink anything until after the meal thought.
- ✓ Before each meal, Camp Orkila staff will present a Meal Thought and give instructions about the meal. Please give this person your complete attention.
- ✓ You will be instructed to send your "gofer" into the kitchen to get food. The Gofer must have the gofer tag on or he/she will not be allowed in the kitchen.

- ✓ There is an IN door and an OUT door for the kitchen. Please go in the IN door and out the OUT door so we will not have any accidents.
- ✓ When there is a cereal bar at breakfast or a salad bar at dinner, only 2 people per table may get up at one time. Wait patiently for your turn and then hurry back so the next 2 people may go. Sometimes the kitchen puts leftovers out for us to finish – make sure you just take a little bit so that everyone gets to have some.
- ✓ Remember, the Orkila community eats family style. This means that everyone must get a serving from each serving dish before the Gofer goes to the kitchen for seconds. Take only what you will eat. We will keep track of wasted food during “The Ort Report”.
- ✓ After dinner, when the Orkila instructor announces dessert, remind your Gofer to take their Gofer ticket and to walk to the kitchen so that they don’t get sent back to the table. Remember – you only get one plate for the whole meal, so you will need to re-use it for your salad and dessert, too.

At the End of the Meal:

Here are the three biggest challenges of the entire meal...

- ✓ Wait for the Orkila instructor to tell you start cleaning up your table. When you are finished eating, stay seated and talk quietly with others sitting at your table.
- ✓ Listen to the directions the Orkila instructor gives you about how to clean up.
- ✓ Stay Seated when the Orkila instructor announces that it is time to start cleaning. The person who has the Gofer tag is the only person who can stand up and move around the lodge. However, everyone else can stay seated and help get things ready for the Gofer to pick up and take to the kitchen or dish room.
- ✓ Last of all, wait for the Orkila instructor to announce the Ort Report, listen to the final announcements, and stay seated until you are dismissed.

What is the Ort Report?

According to the Merriam-Webster dictionary, ort is “a morsel of food left at a meal”. At the end of each meal we collect all of the food waste from each person’s plate and weigh it in a large scale to determine the amount of food we have wasted and then we report to the group.

Why does this matter?

All of the food that we have is potential energy for our bodies. That food also took energy to make. The bread that is on your table is made by the cook, who got it from the delivery person, who got it from the company that made the bread, who got it from the farmer that grew the grains, who depended on the sun and clouds to provide light and water for growth. A cycle of energy is created. Therefore, if we throw the food away then we are breaking the cycle of energy and wasting that energy which could be used by each of us in our daily activities.

The point of “The Ort Report” is to make you aware of the amount of waste that is produced and ways in which we can lower our waste individually and as a group. Each of you has the opportunity to make a difference in our Camp Orkila community!

Characteristics of a Good Counselor

The person who would most likely make a good counselor...

<ul style="list-style-type: none">• Is optimistic, cheerful, outgoing.• Is friendly, sympathetic, understanding, patient.• Is interested in the campers.• Is fair, objective, and does not play favorites.• Is never sarcastic or threatening.• Is considerate of camper's needs and feelings, puts the campers at ease.• Is courteous, has good manners, sets a good example.• Helps campers feel secure.• Is reasonable and flexible.• Is enthusiastic about campers, camp, activities.• Is honest, sincere, consistent.	<ul style="list-style-type: none">• Uses common sense and intelligence.• Explains ideas clearly.• Respects all participants.• Is skilled in many activities, but is not a know-it-all.• Knows what to do or whom to ask when help is required.• Is not afraid to ask for help.• Is always dressed appropriately for camp life.• Is neat and clean.• Plans and works out activities in advance.• Focuses on similarities and honors diversity.• Makes activities interesting.
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Characteristics of 5th-6th Grade Students

Remember what it was like to be a 5th-6th grader? Before meeting the students, take a moment to reflect on what you were like at that age and what kind of help you needed from a cabin counselor.

- A time for rapid growth and physical change. Surplus energy followed by fatigue.
- Frequent minor illnesses and complaints.
- Tendency to feel awkward and self-conscious.
- Increased concern for community, world, environmental problems.
- Greater understanding of concepts of time and place.
- Gradual increase in reasoning ability and handling abstract concepts.
- Often jump to conclusions without seeing whole picture.
- Widening range of individual differences in abilities and interests.
- Growing interest in physical attractiveness and appearance.
- Desire to excel in group activities and to avoid activities they don't do well.
- Desire to talk and argue rather than listen.
- Conflicted desire for independence: half child/half adult. Desire for privileges, not responsibility.
- Status with peers more important than approval of adults.
- Reluctance to be different from group physically or socially.
- Heightened sense of fairness.
- Emerging awareness of and companionship with opposite sex.
- Idealistic, hero worship.
- Tendency to be rude and not be aware of it.

Leadership Skills for Cabin Counselors

As a cabin leader, establishing trust and respect with your cabin group will result in a meaningful and positive experience for both you and your cabin group.

A void making promises you can't deliver - If you promise favors and treats to your group that you do not intend to deliver, the kids learn to distrust you and think of you as a liar. Not a good impression! However, if you are honest, the kids will know you as someone they can trust, and will come to you openly.

Actions speak louder than words - If you say one thing to students and then do another, you lose their trust, and defeat your purpose.

Be consistent and fair - When dealing with students, it is natural to like some kids better than others. However, it is your responsibility to make a great week for every student, so everyone must be treated the same.

Explain why - Be sure to give the reason for rules that you or Orkila have established. Nothing is more ineffective and aggravating than to hear "because I said so."

Separate the student from their behavior - When talking with student about the something that they have done, talk about the situation and not the student's personality.

Give Logical Consequences - If you must discipline a student, make sure the discipline helps the child learn what is the right thing to do. Never deprive a child of food or sleep, leave them alone, ridicule or threaten them, touch them, or use excessive physical exercise.

If you are ever in doubt about what to do or need help, ask the teachers or staff at Orkila!

A Few Suggestions for Managing Your Cabin Group...

- ✓ Quickly learn each child's name in your cabin group.
- ✓ Establish expectations and standards for behavior and routines. Be firm, consistent, and immediate about enforcing your expectations.
- ✓ Some cabin leaders choose to guide groups in making their own group rules, with the whole cabin contributing ideas about how to live together. This helps campers buy into the rules. You must guide this process to make sure rule are appropriate!
- ✓ To gain the respect of the campers and manage the cabin group, remember that there is a fine line between being a friend and being a counselor.
- ✓ Be fair, firm, and honest.
- ✓ Be a great role model. Kids are completely influenced by your actions. They will want to act, talk, dress, and even think like you.

Important Reminders Especially for Cabin Counselors...

To keep your students safe & happy, please remember...

- ✓ All camp policies do apply to you.
- ✓ You must stay on campgrounds at all times unless you have a teacher's permission to leave.
- ✓ Relationships are a wonderful thing, but camp is not the appropriate place to exhibit them. Holding hands, kissing, and other forms of intimate affection between leaders is prohibited.
- ✓ Pranks of any kind are prohibited.

To make your life easier, you might want to bring...

- ✓ Watch
- ✓ Battery Operated Alarm Clock
- ✓ Quiet Bedtime Book for Campers

Child Abuse Prevention for Chaperones

A Note To Chaperones: As chaperones, you will be spending a lot of time with your campers. All YMCA Camp Orkila cabin counselors (for summer camp) participate in an intense Child Abuse Prevention Training prior to working with participants. As a chaperone, it is a good idea to familiarize yourself with indicators of abuse, and to be prepared to listen to a child who may want to confide in you. This is a small part of our training, but we felt it useful to share with you.

If a child confides in you about an issue that may be related to abuse:

Do:

- ✓ Treat the child with respect
- ✓ Listen closely
- ✓ React calmly, avoid showing facial expressions of disgust
- ✓ Let the child know you care
- ✓ Ask the child to share more information
- ✓ Assume the child is genuine
- ✓ Report suspected cases of abuse to a school leader and to Child Protective Services

Don't:

- ✓ Promise not to tell anyone
- ✓ Act shocked or enraged
- ✓ Confront the abuser directly

General Guidelines for Cabin Supervision:

Do:

- ✓ Establish good ground rules about boundaries, express the idea of comfort zones and the personal bubble.
- ✓ Supervise and monitor bathrooms during shower time and getting ready for bed time.

Don't:

- ✓ Find yourself alone with a child
- ✓ Shower with your campers

YMCA Child Abuse Prevention Training

POSSIBLE INDICATORS OF ABUSE

Sexual Abuse--Behavioral Indicators

1. Is reluctant to change clothes in front of others.
2. Is withdrawn.
3. Exhibits unusual sexual behavior and/or knowledge beyond that which is common for his/her developmental stage.
4. Has poor peer relationships.
5. Either avoids or seeks out adults.
6. Is pseudo-mature.

7. Is manipulative.
8. Is self-conscious.
9. Has problems with authority and rules.
10. Exhibits eating disorders.
11. Is self-mutilating.
12. Is obsessively clean.
13. Uses or abuses alcohol and/or other drugs.
14. Exhibits delinquent behavior such as running away from home.
15. Exhibits extreme compliance or defiance.
16. Is fearful or anxious.
17. Exhibits suicidal gestures and/or attempts suicide.
18. Is promiscuous.
19. Engages in fantasy or infantile behavior.
20. Is unwilling to participate in sports activities.
21. Has school difficulties.

Sexual Abuse--Physical Indicators

1. Has pain and/or itching in the genital area.
2. Has bruises or bleeding in the genital area.
3. Has venereal disease.
4. Has swollen private parts.
5. Has difficulty walking or sitting.
6. Has torn, bloody, and/or stained underclothing.
7. Experiences pain when urinating.
8. Is pregnant.
9. Has vaginal or penile discharge.
10. Wets the bed.

Emotional Abuse--Behavioral Indicators

1. Is overly eager to please.
2. Seeks out adult contact.
3. Views abuse as being warranted.
4. Exhibits changes in behavior.
5. Is excessively anxious.
6. Is depressed.
7. Is unwilling to discuss problems.
8. Exhibits aggressive or bizarre behavior.
9. Is withdrawn.
10. Is apathetic.
11. Is passive.
12. Has unprovoked fits of yelling or screaming.
13. Exhibits inconsistent behavior at home and school.
14. Feels responsible for the abuser.
15. Runs away from home.
16. Attempt suicide.
17. Has low self-esteem.
18. Exhibits a gradual impairment of health or personality.
19. Has difficulty sustaining relationships.
20. Has unrealistic goal setting.

21. Is impatient.
22. Is unable to communicate or express his/her feelings, needs, or desires.
23. Sabotages his/her chances of success.
24. Lacks self-confidence.
25. Is self depreciating and has a negative self-image.

Emotional Abuse--Physical Indicators

1. Has a sleep disorder (nightmares or restlessness).
2. Wets the bed.
3. Exhibits developmental lags (stunting his/her physical, emotional, and/or mental growth).
4. Is hyperactive.
5. Exhibits eating disorders.

Physical Abuse--Behavioral Indicators

1. Is wary of adults.
2. Is either extremely aggressive or withdrawn.
3. Is dependent and indiscriminate in his/her attachments.
4. Is uncomfortable when other children cry.
5. Generally controls his/her own crying.
6. Exhibits a drastic behavior change when not with parents or caregiver.
7. Is manipulative.
8. Has poor self-concept.
9. Exhibits delinquent behavior, such as running away from home.
10. Uses or abuses alcohol and/or other drugs.
11. Is self-mutilating.
12. Is frightened of parents, of going home.
13. Is overprotective of or responsible for parents.
14. Exhibits suicidal gestures and/or attempts suicide.
15. Has behavior problems at school.

Physical Abuse--Physical Indicators

1. Has unexplained* bruises or welts, often clustered or in a pattern.
2. Has unexplained* and/or unusual burns (cigarettes, doughnut-shaped, immersion-lines, object-patterned).
3. Has unexplained* bite marks.
4. Has unexplained* fractures or dislocations.
5. Has unexplained* abrasions or lacerations.
6. Wets the bed.

(* Or explanation is inconsistent or improbable.)

Neglect--Behavior Indicators

1. Is truant or tardy to school often or arrives early and stays late.
2. Begs or steals food.
3. Attempts suicide.

4. Uses or abuses alcohol and/or other drugs.
5. Is extremely dependent or detached.
6. Engages in delinquent behavior, such as prostitution or stealing.
7. Appears to be exhausted.
8. State frequent or continual absence of parent or guardian.

Neglect--Physical Indicators

1. Frequently is dirty, un-washed, hungry, or inappropriately dressed.
2. Engages in dangerous activities (possibly because he/she generally is unsupervised).
3. Is tired and listless.
4. Has unattended physical problems.
5. May appear to be over-worked and/or exploited.

Family Indicators

1. Extreme paternal dominance, restrictiveness, and/or over protectiveness.
2. Family isolated from community and support systems.
3. Marked role reversal between mother and child.
4. History of sexual abuse for either parent.
5. Substance abuse by either parent or by children.
6. Other types of violence in the home.
7. Absent spouse (through chronic illness, depression, divorce or separation)
8. Severe overcrowding.
9. Complaints about a "seductive" child.
10. Extreme objection to implementation of child sexual abuse curriculum.

Material taken from pages 191-193 of *For Their Sake, Recognizing, Responding to And Reporting Child Abuse*, Becca Cowan Johnson, American Camping Association, 1992.

Family Indicators from Committee For Children.

Note: These indicators can also be indicative of emotional dysfunctions that merit investigation for emotional problems and/or being the victims of abuse.

Identifying Red Flags of Peer to Peer Abuse

Warning Signs in Group Dynamics:

- Power dynamics, kids scared of one “leader”. Retaliation.
- Kid being isolated, outcast, excluded
- Cultural norm, borderline touch is appropriate level of physical contact increasing to horseplay
- Inside jokes
- Singling child out for sexual comments, sexualized nicknames
- Physical dominance
- Bullying
- Verbal aggression
- Changes in leadership, power from many to one
- Avoiding supervision
- Teasing about sexual orientation
- Exchanges (giving up) of personal items
- Testing privacy and personal boundaries

Warning Signs in Individual Behaviors:

- Different from others
- Change in eating habits
- Difficulty in communicating
- Changes in demeanor
- Clingy, may seek protection
- Avoiding other participants
- Seeking constant supervision
- Significant decline in performance
- Treated differently by staff or volunteer
- Unexplained injuries
- Vague disclosures
- Sudden dissatisfaction with the program
- Servitude, serving others
- Concern and asking, “Is “Julie” going to be here again?”
- Isolations

Words of Advice:

The behaviors described above are simply possible indicators of abuse. Observing one or more behaviors in a child does not necessarily mean a child is being abused, there are other possible explanations for the behavior. If multiple indicators are present, it is a good idea to investigate the situation and try and gather more information.