

# WOODINVILLE DAY CAMP - STAFF MANUAL

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## WELCOME TO WOODINVILLE DAY CAMP –

### *A Girl Scout Volunteer-Led Camp*

We want to start out with a big THANK YOU! Our volunteers and teens are the heart and soul of camp, and the experience each of our campers has during their week with us is largely dependent on the enthusiasm each of you brings to Woodinville Day Camp each year.

Our mission at WDC is to create a community of Girl Scouts with the courage to learn new skills, the confidence to make new friends and the character to become leaders. Your commitment to helping us provide appropriate programming within the parameters of the Girl Scout Leadership Experience guidelines is central to our community's success. Whether you are working with our youngest campers, or leading a unit of Cadettes, you have the unique opportunity to help shape and share in the experiences and memories that they may keep for a lifetime!

***Every adult at WDC is a volunteer***, and each one of us is a Girl Scout. The mission of our camp applies not just to our campers and Program Aides, but to each adult us as well. I hope that you will come away with new or expanded skills, new friendships, and new growth as a leader during your time with Woodinville Day Camp.

Thanks for all you do!

Brandy "Hobbes" Landry- Camp Director, Woodinville Day Camp  
Angie "Cavegirl" Handcock- Program Director, Woodinville Day Camp  
2017

PS. If there is something you feel is missing from this staff manual that would be helpful for future years, please let us know! [Woodinvilledaycamp@gmail.com](mailto:Woodinvilledaycamp@gmail.com)

## **The Girl Scout Promise**

*On my honor, I will try:*  
To serve God and my country,  
To help people at all times,  
And to live by the Girl Scout Law.

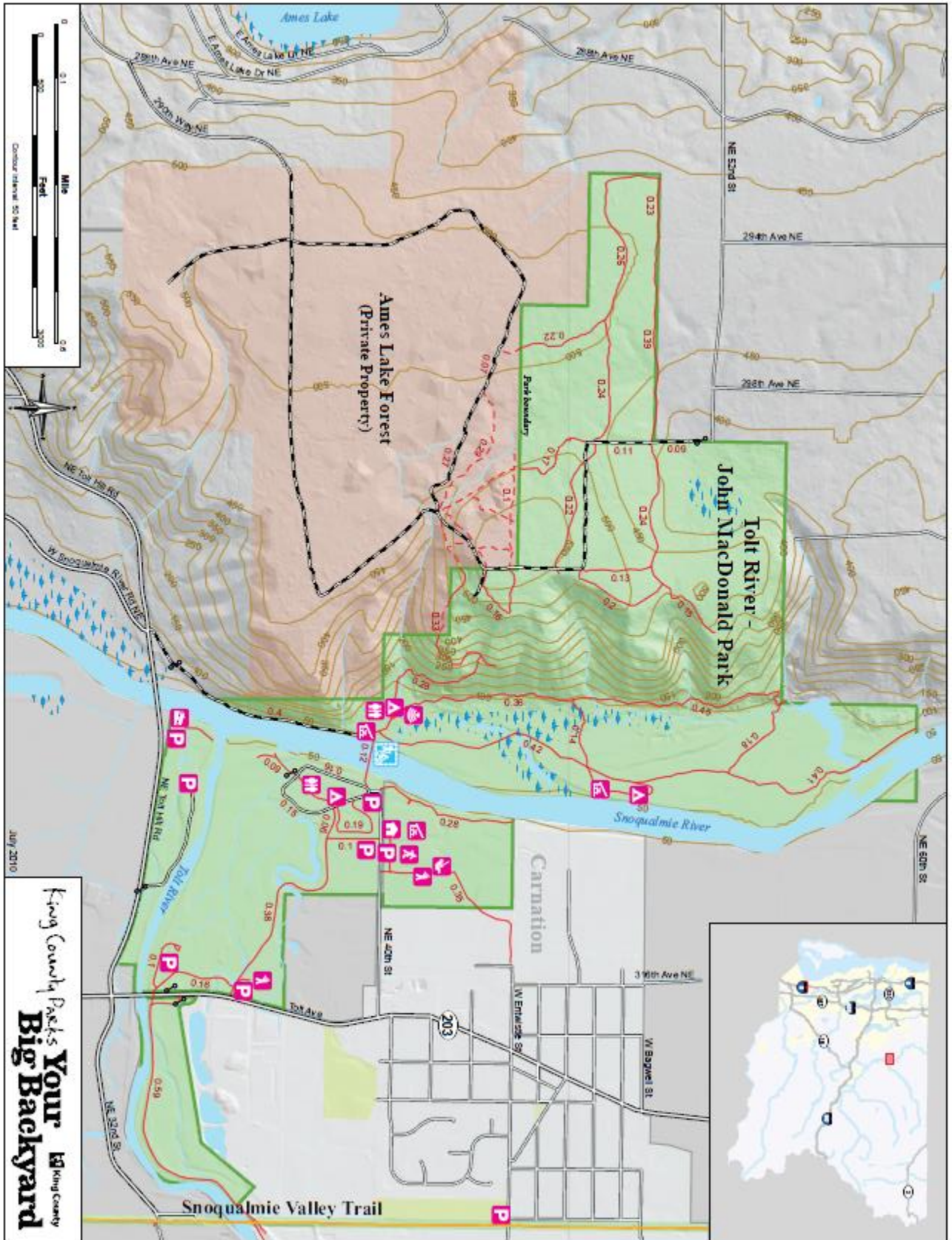
## **The Girl Scout Law**

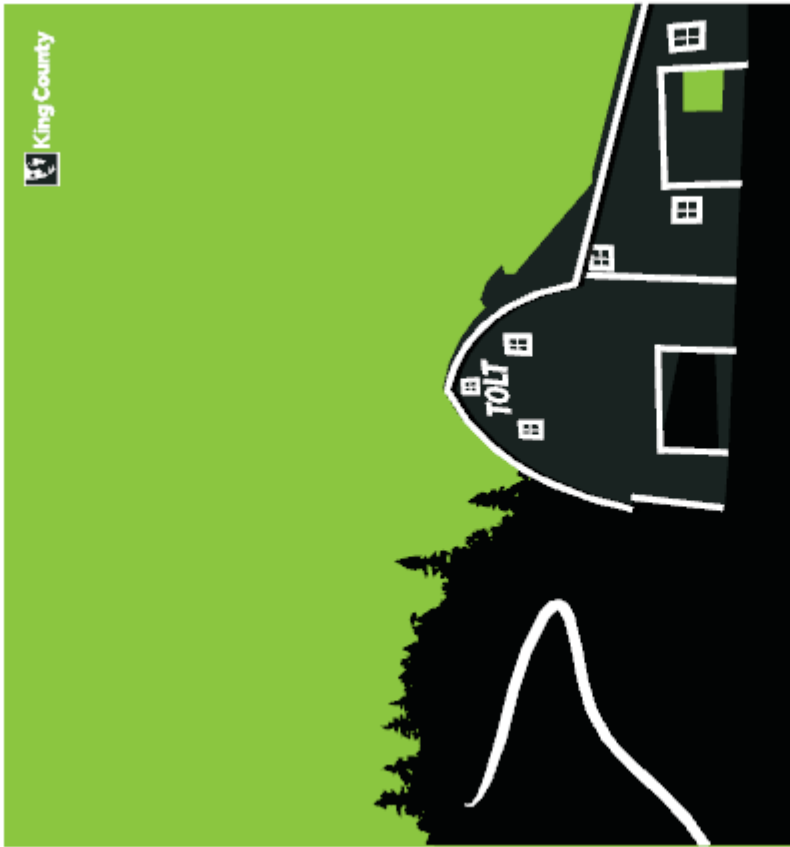
*I will do my best to be*  
honest and fair,  
friendly and helpful,  
considerate and caring,  
courageous and strong, and  
responsible for what I say and do,  
*and to*  
respect myself and others,  
respect authority,  
use resources wisely,  
make the world a better place, and  
be a sister to every Girl Scout.

WDC Map



NOTES, THOUGHTS, IDEAS...





King County Parks **Your Big Backyard**

# Tolt-MacDonald

Welcome to King County Parks' Tolt River-John MacDonald Park

Tolt-MacDonald Park in Carnation is a true recreation destination. Located less than one hour from Seattle, the 574-acre park sits at the confluence of the Snoqualmie and Tolt rivers in the beautiful Snoqualmie Valley. A 500-foot-long suspension footbridge across the Snoqualmie River connects the east and west sides of the park and offers terrific views of the Snoqualmie River and Cascade foothills. You can observe spawning salmon in the river below and eagles and osprey soaring above.

## Tolt River - John MacDonald Park

Tolt-MacDonald Park offers 12 miles of forested and riverside trails and is a favorite mountain biking destination. The backcountry area of the park is located on the west side of the Snoqualmie River across the suspension bridge. For a bicycle tour of local farms and forests in the valley, head east from the park to access the 27-mile-long Snoqualmie Valley Trail.

The park also features six yurts overlooking the river and year-round camping for RVs and tents, and two group campsites, all with fire pits. There are also two large picnic shelters, one a beautifully restored barn, for company picnics, weddings and other special events.

Tolt-MacDonald Park is an outdoor recreation treasure for all King County residents!

**Area**  
574 acres

**Total trail length**  
Twelve miles in the park which also connect to an extensive network of trails in the adjacent Ames Lake Forest.

**Trail uses**  
Hiking and mountain biking.

**Access**  
Take SR-203 to Carnation and head west on NE 40th Street.

*King County's Parks and Recreation Division manages 25,000 acres of parks and natural lands, and provides over 300 miles of trails with year-round accessibility for hiking, mountain biking, trail running and horseback riding. Each trail offers a unique opportunity to walk, run or ride through the quiet beauty of our region's rich natural heritage.*

This information is available in alternative formats upon request.

Please call 206-296-4232 or 1-800-325-6165 ext. 6-4232.  
Washington Relay Service: 1-800-833-6388.  
For information about King County Parks, please call 206-296-4232.

Visit King County Parks on the Internet at [www.kingcounty.gov/parks](http://www.kingcounty.gov/parks).

### Map Legend (map on reverse)

- Trailhead**
  - hiking and mountain biking
- Trails**
  - maintained
  - unmaintained
  - forest maintenance road
  - regional
  - approximate distance in miles between trail junctions: 0.24
- Facilities**
  - restrooms
  - parking area
  - park office
  - boat launch
  - camp site
  - picnic shelter
  - amphitheater
  - ballfield
  - play equipment
  - soccer field
- Publicly owned land**
  - King County park land
  - other park or open space
- Other basemap features**
  - incorporated city
  - unincorporated King County
  - wetland
  - arterial street
  - local street
  - gate
  - elevation contour (interval = 50 ft.)

July 2009 rev. 1 July 2010

Map created by the King County Parks and Recreation Division and the King County GIS Center: [www.kingcounty.gov/gis](http://www.kingcounty.gov/gis).

Printed on recycled paper. ♻️  
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WOODINVILLE COMMUNITY DAY CAMP  
(aka WDC)

CAMP & GIRL SCOUT LINGO

THE BARN: WDC central. The Barn is the location for the morning meeting, meal prep, the lunch line, the WDC Library, the Health Supervisor, and where you can usually find a Core Staff member willing to answer your questions.

BIFFY: literal translation = Bathroom In the Forest For You. At camp: the Porta-Potties. Located next to the Barn.

BUDDY SYSTEM: Everybody needs a buddy! Assigning (or letting girls choose in some way) camper buddies (or a truddy – group of 3) for each girl in your unit, helps keep girls from getting lost. This is especially important when walking anywhere as a group, or when a girl needs to go to the Biffy. Always stay with your buddy!

CORE STAFF: A group of volunteers who work and plan in the months leading up to camp, managing the business, registration, program, and staffing side of WDC operations. Core staff wear a different t-shirt color so that they can be easily recognized by volunteers, and sought out for answers to your questions.

CAMPER COUNCIL: A time for units of multiple grades to come together to vote on the theme for the next day of camp. Each day of camp follows a different theme, as chosen by our campers. Examples of popular themes include: Twin day, crazy hair day, dress as your favorite Disney character, pajama day, stuffed animal day, etc.

KAPERS: Chores done to help out at camp. Each unit will be assigned kapers during the week. Please make sure your unit does their part!

MESS KIT: A set of non-breakable dishes (cup, bowl, plate, spoon, fork) that each adult and camper should bring to camp each day for consuming their lunch. Everyone is responsible for washing their own dishes. Dishes are kept in a DUNK SACK, a mesh bag with drawstring or zipper closure, which can be hung on a line for drying (often a lingerie bag).

MORNING MEETING: Held in the Barn each morning, prior to camper drop-off. This is a time when the camp Director, and other staff, will communicate any important points for the day ahead.

PROGRAM AIDE (PA): A Girl Scout, generally entering 8<sup>th</sup> grade or older (12-years-old-ish and up), who usually (but not always) has been a camper at WDC. Program Aides are assigned to units or stations to gain hands-on experience with the skills that will help them become great leaders. Many PA s have been attending camp since they were Brownies, and bring with them a wealth of knowledge and enthusiasm. Provide them with encouragement, guidance, and appropriately increased responsibility over the course of the week.

PROGRAM AIDE-IN-TRAINING (PAT): No longer a camper, but not quite yet a PA, these entering-7<sup>th</sup>

grade and older girls are in a transition year. You can expect the PATs to rotate in and out of your unit each day, as they learn about working with different age groups and start building leadership skills. Offer them opportunities to assist the girls in your unit, or maybe even lead an activity or song. Please remember to have the campers in your unit welcome the PATs when they arrive, and thank them when they leave!

STATIONS: Where pre-planned, programming takes place. "Program" is the term used for the way the Girl Scout Leadership Experience is delivered/offered to the girls. Stations may include Music, Crafts, Nature, Flag & Citizenship, Wilderness, Woodworking & Wood finishing, Tool & Knife Safety, Fire Building, and Knots.

STATION LEADER: An adult volunteer, or skilled Program Aide(s) responsible for camper instruction in specific skill areas (see "STATION"). Works with all ages of campers (preK-12), as well as with the Boys Unit.

THE TRUCK: WDC keeps a truck parked at the Barn all week, where all the WDC gear is stored. Each morning the truck gets unloaded, prior to camper arrival. Each afternoon, prior to Closing Flag, the truck is packed up again.

UNIT: a group of campers, usually grouped according to the grade they will be entering in the fall following camp. For example: a 3<sup>rd</sup> grade unit will have just completed 2<sup>nd</sup> grade. Led by one or more Unit Leaders, along with one or more Program Aides.

UNIT BOX: The unit box contains daily essentials you may need in your unit. A tarp (for sitting in the damp grass, or ?), a pitcher, pens, first aid kit, staff manual, etc. The unit box gets picked up by one leader from each unit, prior to camp. Feel free to add other materials you like to your unit box. While at camp, the box can be loaded onto the truck each night, or taken home with a unit leader. The unit box should be returned to the Barn after lunch on Friday, in the same condition it was picked up.

UNIT LEADER: Usually an adult volunteer (under special circumstances may also be a 12<sup>th</sup> grade Program Aide). Responsible for the care and feeding of a gaggle of campers (ie. A unit) for the week of camp. Also responsible for helping us transition our Program-Aides-In-Training into their new roles as fledgling leaders, as well as encouraging and mentoring our Program-Aides so that they may become future leaders, too!

BOYS UNIT: A unit made up of the sons of volunteer staff.

PIXIES: preschooler unit for children of volunteers, aka. Future Girl Scouts, and members of the Boys' Unit.

WASH STAND: A gallon jug of water (with a golf tee inserted in the base) and a container of hand soap, attached to a lashed tripod. Pull the tee out to make the water "turn on". There is one wash stand located near the biffies, and there are others located near each unit.

**“What do I do with my new unit of campers????”** Here is a great starting point...

(Games and Team Building Activities from Marcy Reynolds, June 2011)

### Name Games

#### **The Buffalo Song**

All: Buff-a-lo, buff buff a lo Buff-a-lo buff buff a lo...

Caller: Hey (Name)

Name: Hey what?

Caller: Hey (Name)

Name: Hay what, hey what?

Caller: Show me how you buffalo

All: Show us how you buffalo!

Name: My hooves are high, my hooves are low, and this (demo dance move) is how I buffalo

All: Her hooves are high, her hooves are low, and this (repeat dance move) is how she buaffalos

All: Buff-a-lo, buff buff a lo Buff-a-lo buff buff a lo...

Repeat. The named becomes the next caller and so on.

#### **Group Juggle – (materials needed: a few items that are safe to throw and catch)**

Form a circle. Start by passing the ball to one person, saying her name, and instruct the group to continue passing the ball until everyone has received it once. Ask them to pass it again, without dropping it, in the same order. After having some fun adding in all the objects, stop the group and facilitate a discussion on what could be changed about their behaviors to be successful. (With young children you can just keep passing the toys in different orders, focusing more on name learning and less on group problem solving).

### Icebreakers

#### **Park Ranger**

In this tag game the park ranger is “it” and tags players as they run from one side of the field to the other. Mark your boundaries, tell the players to pick an animal to be. The ranger calls of animal characteristics and players run when their animal is described. For example, the ranger could say, “run if your animal has fur”. Those tagged become trees until you call for a forest fire and start over again.

#### **Question Ball**

Make your very own question ball using a play ground ball and a permanent marker. Write non-threatening questions, like “if you could have any super power, what would it be?” then toss the ball around with your group.

#### **Call of the Wild**

Explain how animals use noise to find one another and communicate in general (whales, wolves, birds, etc.) In a flat open space have participants get into pairs and pick their own call to identify each other by. After they all have noises, ask the pair to send one partner to you, while the other stands still. Ask everyone to close their eyes while you and the other counselor lead half the partners away from their animal pals and scatter the group. Instruct everyone to keep their eyes closed and find their partner using only sound. Please review safety rules before this activity.

## Teambuilding Activities

### **Trust Walk**

While in a fairly flat area, have one counselor at the front of the line and one at the back. Ask girls to put their hands on the shoulders of the person in front of them and close their eyes, for a fun sightless walk (reminding them of 'challenge by choice', so they can open their eyes if they want). As the leader, take the hand of the first girl and slowly walk the group forward. Review safety rules first, and make sure to ask the girls what their experience was like afterwards. Try having participants take turns leading each other in pairs, either using voice commands or touch to guide the sightless walker to a selected destination.

### **Human Knot**

While fun, this activity can make people uncomfortable physically and emotionally. It is better to facilitate with campers over 9, and be sure to remind participants to hold hands gently and not to tug on arms. The ideal group size is 5-12. Consider splitting a large group into smaller pods for an easier challenge.

Have the group form a small circle, putting all of their left hands in the middle. They should not take the hand of someone standing next to them. Then put all the right hands, making sure to take the hand of a different person than they are already holding. Instruct the group to untangle themselves without letting go.

### **Marble Run (from 2012 PA/T Retreat)**

Using a marble and plastic pipe, work together to move marble from one location to another. Please ask at the Barn for these materials (and further explanation).

### Minute mysteries

*Minute mysteries are a fun way to pass time with your campers. They can be used on a hike, during rest time, or whenever you have some time to kill. Simply tell them the riddle, and encourage the campers to ask yes or no questions to give them clues to the answer until eventually someone thinks they have the answer!*

- 1. In the old West a man rides into town on Friday. He stays for three days, and leaves on Friday. How can this be?*
- 2. There is a dark-haired lady walking down the road dressed entirely in black - black shirt, black pants, black shoes. There are no street lights and the moon is not visible. A car comes speeding down the road with no headlights on, and manages to avoid the woman. How was that possible?*
- 3. A father and son are in an auto accident. The father dies and the son is rushed to the hospital in critical condition. The doctor looks at the boy and says, "I can't work on him, he's my son." How can this be?*
- 4. You are in a cabin with four walls all facing south. There is a bear outside. What color is the bear?*
- 5. You walk into a room with only one match. You must light a lantern, a gas stove, the pilot light of a water heater and a fire in a fire place. What do you light first?*
- 6. Bob and Carol go out to a movie, and when they return, Alice is lying dead on the floor in a puddle of water and broken glass. It is obvious that Ted killed her but Ted is not arrested or punished. What happened, and why did Ted remain free?*
- 7. What can travel all around the world while staying in one place?*

1. *The horse's name is Friday.*
2. *It's day time.*
3. *The doctor is the boy's mother.*
4. *The cabin is at the tip of the North Pole. The bear is, of course, white.*
5. *The match.*
6. *Ted is a cat, and Alice is a goldfish. Ted knocked over Alice's fishbowl, and she died from lack of oxygen.*
7. *A postage stamp (it never leaves the corner of the envelope).*

## INCLUSIVE GRACES

**It is traditional to give thanks before meals. Here is a broad selection of generic inclusive graces that may be said or sung by people of all beliefs.**

### ADDAMS FAMILY GRACE

(Tune: "The Addams Family")

We thank the earth for giving  
The food we need for living  
So go ahead and eat it  
Before it crawls away

na na na nah (snap fingers twice)  
na na na nah (snap fingers twice)  
na na na nah (sing three times then snap fingers twice)

We're thirsty and we're hungry  
Want something in our tummy  
The food looks mighty yummy  
And so we thank you all.

We've filled our plates and dishes,  
With food that is nutritious,  
And all that we can wish is,  
To thank you very much.

### ALPHABET GRACE

A-B-C-D-E-F-G  
I thank you all for feeding me.

### THANKS FOR FOOD

(Tune: Make New Friends)

Thanks for food \* we share today.  
Grant us peace and love along the way.

\*Round: parts come in here.

### FOR THE FOOD WE EAT

(Tune: Kum-Bah-Yah)

For the food we eat, we thank you,  
For the friends we meet, kind and true.  
For the fun we share, all day through,  
We thank you, we thank you.

### MMM GRACE

Tune: Linger

MMM - I am so thankful  
MMM - that we're together  
MMM - to share this food with each of you

### LOVELY TREAT

(Tune: This Old Man)

Bread and jam, Bread and jam,  
I am grateful, yes I am  
I thank you kindly for the food I eat.  
Thank you for this lovely treat.

### NATIVE AMERICAN THANKS

The eagle give thanks for the mountains. (arms like wings, then become mountain peaks)  
The fish give thanks for the sea. (hands together like swimming fish, then wave motion)  
We give thanks for our blessings, (arms raised in front like receiving something being passed down from a height)  
And for what we're about to receive. (arms lowering, hands like they are holding something)

DOO WA DITTY

Thank you for the food that we receive  
Singing doo wa ditty ditty dum ditty doo  
And thank you for bread and butter and the meat  
Singing doo wa ditty ditty dum ditty doo  
Looks good (echo: looks good)  
Tastes fine (echo: taste fine)  
Looks good, tastes fine  
We eat it all the time!  
Singing doo wa ditty ditty dum ditty doo. Lets Eat!

LET'S JOIN HANDS

(Tune: Mary Had a Little Lamb)

Let's join hands and give our thanks,  
Give our thanks, give our thanks,  
Let's join hands and give our thanks,  
For what we have to eat.

THANKS FOR THIS FOOD

(Tune: Hark to the Chimes)

Thanks for this food,  
That we shall eat,  
Thanks for the bread,  
And for the meat.

ORCHARD & FIELD

(Tune: Tell Me Why )

Orchard and ocean, the farm and field  
We are so thankful for all they yield.  
For earth and water, for flower and seed  
We are so thankful in thought, word and deed.

CARE FOR ME

(Tune: There is a Tavern in the Town)

So many people care for me (care for me)  
And make me happy as can be (as can be)  
A-a-and give me bread and a place to rest my head,  
Oh, the joy of friends and family!  
(spoken) Thank you!

THANK YOU

(Tune: Twinkle, Twinkle Little Star )

Thank you for the food we eat,  
Thank you for new friends we meet.  
Thank you for Girl Scouting days  
As we learn in fun-filled ways.  
May we always try to do  
As we promised, duty true.

NATURE'S THANKS

(spoken)

The eagle give thanks for the mountains  
The fish give thanks for the sea.  
We give thanks for the goodness  
And for what we're about to receive.

(arms like wings, then become mountain peaks)  
(hands together like swimming fish, then wave motion)  
(arms raised in front like receiving something being passed  
down from a height)  
(arms lowering, hands like they are holding something)

GIRL SCOUT GRACE

(Tune: Auld Lang Syne )

For all the bounty we receive,  
Let us offer thanks and praise.  
And be courageous, strong and fair,  
As we live the Girl Scout way.

WE ARE THANKFUL

(Tune: Are You Sleeping)

We are thankful, we are thankful \*  
For our food, for our food.  
And our many blessings, and our many blessings,  
We thank you, we thank you.

\*second part of round begins here

BOOM BOOM TA- RA- RA

(Tune: Roll Out the Barrel)

Give thanks for good friends,  
We have a barrel of fun.  
Give thanks for good food,  
Don't waste one single crumb.

Boom Boom Ta-ra-ra!  
Sing out a song of good cheer.  
Now's the time to give our big thanks,  
For the friendship's here!

THANKS FOR FOOD

(Tune: Row, Row, Row Your Boat)

Thanks, thanks, thanks, for food, \*  
Thanks for all who's here.  
And help us now to spread our love  
To people far and near.

TIME TO EAT

(Tune: Ain't she Sweet)

Time to eat, thankful Girl Scouts in each seat!  
We thank you for your generosity- time to eat!

WE THANK YOU

(Tune: Kum-Bah-Yah )

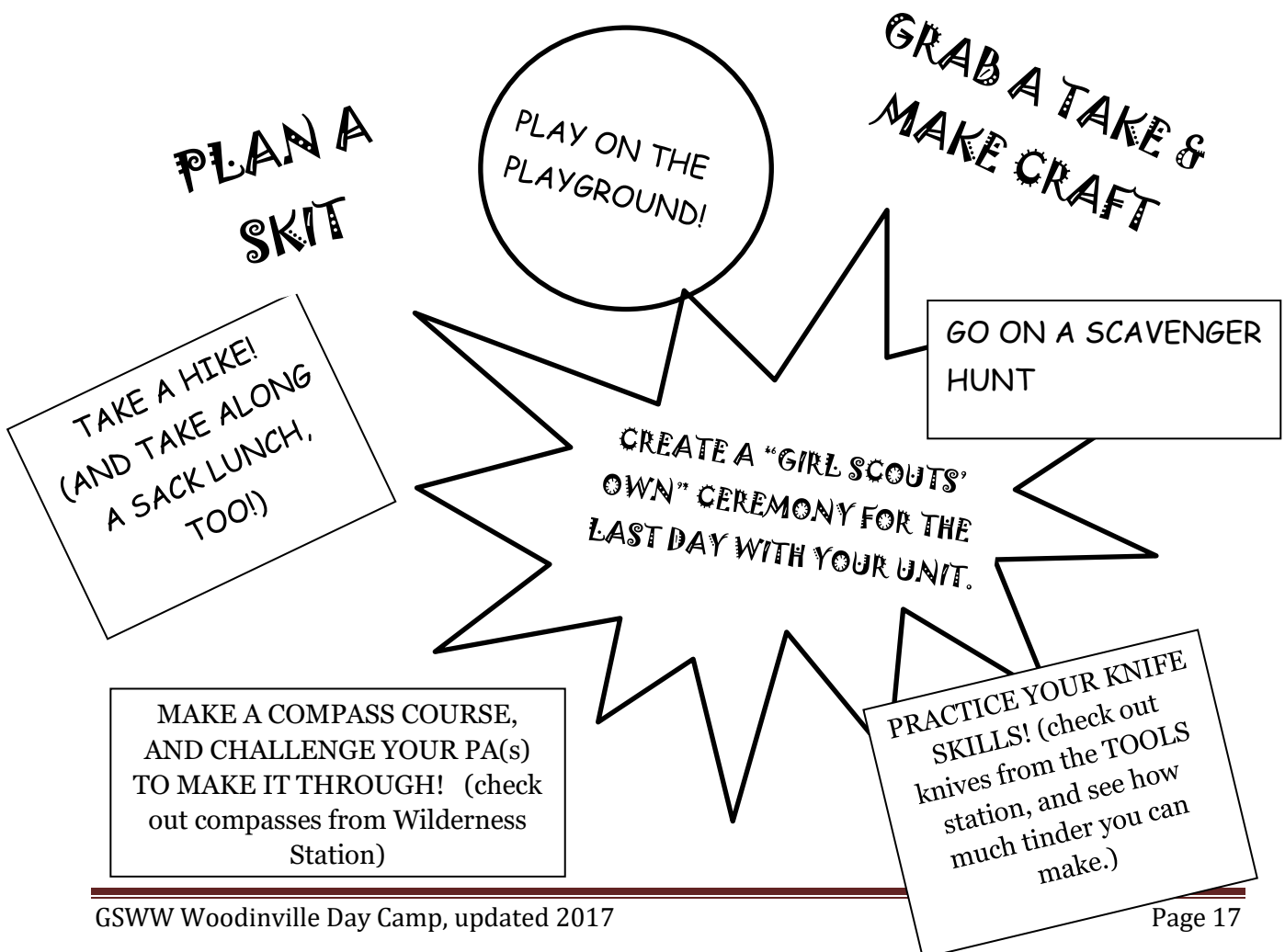
For the food we eat, we thank you,  
For the friends we meet, kind and true.  
For the fun we share, all day through,  
We thank you, we thank you.



## Unit Choice Time – Now What?

Building free time into unit schedules creates more opportunities for the campers in your unit to make their camp experience really belong to them. Sounds great, right? Hmmm... but what to do?

When you see that your unit will be having a large stretch of open time (and you know that it's not because your unit should be prepping for outdoor cooking), try to plan ahead with your campers. Especially for the younger, less experienced campers, giving them a variety of options is a good starting point to your planning. Do they want to do something active (a lengthy hike with a picnic lunch), or more carefree (lunch across the bridge, along the river), or a little crafty (a take & make craft, from the Barn)? If your energetic, exuberant campers are ready to tackle a big hike, show them the trail map and let them plan their route (this is a great time to point out elevation lines!). And if your unit plans in advance for an epic hike that you really can't participate in, letting Core Staff know the day before can give us a chance to find someone to sub in for you during that time. Remember: always sign out in the Barn when your unit will be leaving on a hike, and take a radio and first aid kit with you!



**WOODINVILLE DAY CAMP – (Created 2011)**  
**INQUIRY BASED LEARNING – Making Learning Girl-Led**

I. REVIEW – Girl Scout Leadership Experience (GSLE): ***What girls do in scouting, How they do it, and Who it benefits.***

*(summarized from Volunteer Essentials <http://www.gsww.org/files/VolunteerEssentials.pdf>)*

A. Three Keys to Leadership: The Activities Girls Do

1. Discover (self)

Girls discover who they are and what they value, and use their knowledge and skills to explore the world.

2. Connect (with those around them)

*“Girls care about, inspire and team with others” – developing healthy relationships; promoting cooperation and team building, conflict resolution, advancing diversity.*

3. Take Action (community)

*“Make the world a better place” – identifying needs and using problem-solving to address those needs and inspire others to action. Feeling empowered to make a difference.*

B. The Three Processes: How the Girls Do Those Activities

1. Girl Led

*A grade-level-appropriate balance between girls and adults – leading, planning, responsibilities.*

2. Learning by Doing

*Hands-on learning engages a cycle of action and reflection – adults facilitate grade-level-appropriate experiences through which girls can learn, and lead discussions that reflect on those experiences.*

*Making connections between hands-on experiences, and their lives in and out of Girl Scouts.*

3. Cooperative Learning

*The sharing of knowledge, skills and experiences while working towards a common goal - “positive interdependence,” engages girls in meaningful ways, encourages and appreciates differences in outlook and skills and creates a sense of belonging.*

II. Inquiry Based Learning: In short – Learning by doing; Constructing an understanding of the world through questioning and investigation. (*Information comes from <http://www.ndtwt.org/Blackboard/P2SST2/inqu.htm> ND Teaching With Technology “Teaching and Learning Strategies”*).

A. Why?

1. Encourages student learning – the process allows the student to develop and test their own understanding. *Meaningful, individualized connections.*
2. Isn't “static” – reflection leads to further questioning, followed by additional experimentation and information gathering.
3. Personalized – additional “sparks” are driven by the individual or group: leads to greater understanding and retention.

B. How?

1. Questioning: “The Spark” – a prompt that generates interest for exploration. (*For examples of teacher-student dialogue in the “Socratic Method” see <http://www.harvard.edu/ECT/Inquiry/inquiry1text.html>*)
  - a. Initial prompt can come from a leader, or may come from a camper – “The charcoal in our box oven keeps going out. I wonder if there’s anything we can do to keep that from happening?”
  - b. Ask leading questions: “The burning charcoal is kind of like the fires we built at the Fire Building station, isn’t it? What did we need to keep the fire burning the other day?”
  - c. Build on the discussion and encourage experimentation: “That’s true, the fire did need fuel. How would you add fuel to the box oven? Are there any other suggestions from what we learned the other day?”
2. Planning and Predicting: after some discussion based on personal experiences, camper(s) will come up with an investigation/experiment to try and solve the question/problem under discussion.
  - a. Campers may require help focusing their question.
  - b. Prior to initiating this plan, they should predict what the outcome will be. This helps to keep the inquiry and experimentation focused.
  - c. Try to group campers according to the investigation they wish to pursue (for example, one group that wants to vent a corner of their box oven, another that wants to load their box with extra coals without venting).
3. Investigation: allow time for campers to complete their investigation.

4. Recording and Reporting: In a classroom this might take on the appearance of a graph, or some other method of recording on paper. At a minimum, campers should report back to each other what they found in their investigation.

- a. Restate the question and predictions.
- b. Describe investigation and results

5. Reflecting: New questions may arise as a result of the inquiry, and the cycle begins can begin again with further investigations. “What is the optimal amount of venting for a box oven? What happens if you vent a whole side instead of just one corner?”

#### QUESTIONS

How do you see The Three Processes fitting in with Inquiry-Based Learning?

Can you think of specific instances that might arise at camp that could give way to the Inquiry Process?

## WDC FLAG CEREMONY STEPS

### **OPENING**

1. "Girl Scouts, attention"
2. "Color guard, attention"
3. "Color guard, advance" –move forward in formation, unfold flag at front
4. "Color guard, post colors" – attach to pole and raise
5. "Color guard, honor your flag"
6. "Please join us in saying the Pledge of Allegiance"
7. "Color guard, retreat" – leave in formation
8. "Girl Scouts, at ease"

### **CLOSING**

1. "Girl Scouts, attention"
2. "Color guard, attention"
3. "Color guard advance"
4. "Color guard, honor your flag" (salute)
5. "Color guard, retire the colors" – lower flag, properly fold (in front of campers)
6. "Please join us in Taps" – while folding flag
7. "Color guard, retreat" – retreat in formation, carrying folded flag
8. "Girl Scouts, at ease"

### **NOTE**

In the past, campers have carried the flag horizontally past the campers, to and from the poles. In keeping with United States Flag Code, the flag should never be carried horizontally. Flag will be carried folded.

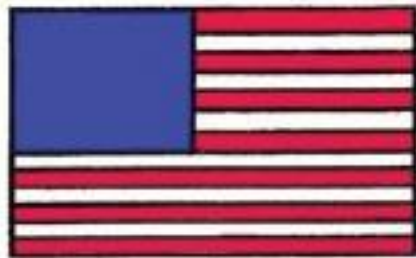
### Taps

Day is done, gone the sun,  
From the lake, from the hills,  
From the sky;  
All is well, safely rest,  
God is nigh.

### Daytime Taps

Thanks and praise,  
For our days  
'Neath the sun,  
'Neath the stars,  
'Neath the sky  
As we go,  
This we know  
God is nigh

# Folding the American Flag



**1**



Fold in half, length wise

**2**



Fold in half again, length wise

**3**



**4**

Fold into triangle



**5**



Stars up, carry with point up,  
tucked under your arm.

**6**

# FIRE BUILDING

**Things to burn:** There are three types of materials used in fires - tinder, kindling, and fuel.



Twigs



Bark



Fuzz Stick



Shavings

**Tinder:** That material which catches fire from a match. It should be no thicker than a match, but longer. Shavings or fuzz sticks, fine twigs (especially from evergreen trees), bundles of tops of bushes or weeds, pieces of fat pine, thin pieces of bark, and dried bracken fern all make good tinder. Paper works, too. Beware of light materials like grass or leaves. These flare up quickly, have little real substance and burn out too quickly to catch on anything heavier. Light materials also may blow away and become a fire hazard to the surroundings.



**Kindling:** Good dry sticks graduated in size from pieces just bigger than tinder, up to pieces as thick as a thumb, and from six to twelve inches long. Larger pieces may be split for kindling. On wet days, dead branches hanging in trees may be used for kindling. Do not use any branches that bend rather than break - they may be too wet to burn well. Do not break branches still attached to trees.



**Fuel:** The real fire material. Good firm pieces of wood, graduated in size from pieces just bigger than kindling to good sized logs, depending on use. Charcoal is often used as fuel too. Downed trees may be cut up and used for fuel, but avoid rotten logs. Rotten logs will burn, but give almost no heat. Pine and other evergreens burn quickly, with bright flames, but do not make good coals. Oak and other hardwoods will give good coals that burn for a long time, but with less flame.

## COMPASS BASICS



**“Never Eat Soggy Waffles”** = North, East, South, West

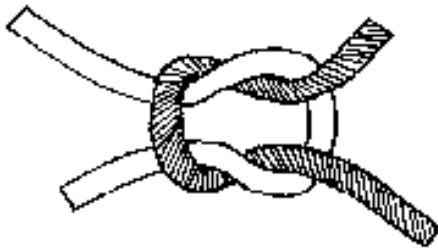
To travel North:

1. Turn dial until “N” is lined up with direction of travel arrow.
2. Put compass flat in hand, hold it to waist, direction of travel arrow pointing away from body (in front of you).
3. Turn *your whole body* (with compass flat in hand) until the needle is lined up in the gate. In other words: **“Put Red Fred in the Shed”**.
4. You should now be facing north. Walk forward, holding the compass flat and keeping red Fred in the shed.



## KNOTS

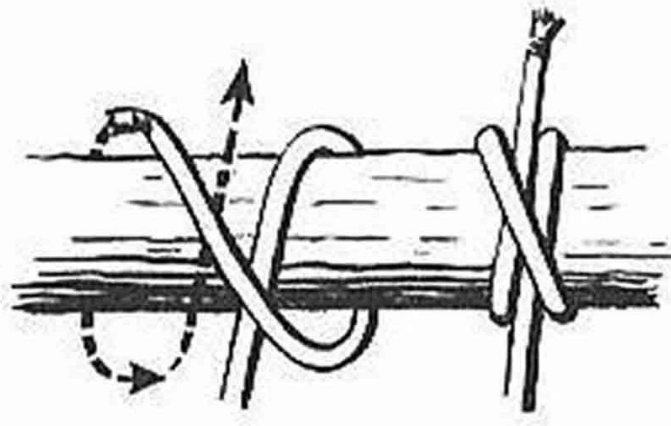
Square Knot: “Right over left; left over right”.



Girth hitch, Lark's head, or cow hitch...



CLOVE HITCH: used for tying up dunk sacks to the line, and for starting lashing. Very useful knot to know!



## BOONDGGLE STARTER SQUARE STITCH



1. Holding the strands at their middle, turn one of the strands (black, in this example) so it crosses the other. Hold the spot where it crosses with your thumb, to free up your other hand.



2. Take one of the side strands (yellow in photo), and flip it over the top of the crossing strand, creating a loop. Do the same with the opposite end of the strand (yellow) to create a second loop.



3. To start your first WEAVE, take the end on the left and run it over the left loop, and under the right. Do the same for the end on the right, but reverse: over the right loop, under the left loop.



4. It should look a little like this, and then this...



5. You want to pull all of your ends until they're tight (but not too tight). This is what your finished opening square stitch will look like!



6. And this is the flipside of your opening stitch. That little stitch is where you can attach a ring or hook to your lanyard



These directions, and more, can be found at <http://boondogleman.com>

## BOONDOGGLE – SQUARE STITCH



1. Hold a starter stitch as shown, bringing the far strand up and over towards you to form a loop.



2. Now take the close strand and move it over the top and away from you, forming the second loop.



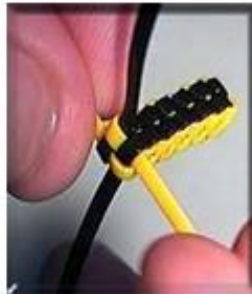
3. Start your weave with the strand on the left, over the left loop, under the right.



4. Repeat weave with the strand on the left, over the right loop, under the left.



5. Slowly pull all of the strands away from each other to tighten.



6. Repeat steps 1-5, making loops, weaving ends, and pulling tight. You're making a lanyard!

## BOONDOGGLING – HOW TO END YOUR LANYARD, THE COMPLETION STICH



1. Do your final stitch, but this time keep it a little loose.



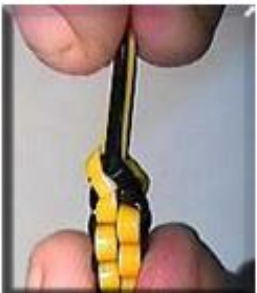
2. Take any strand and wrap it around the strand to its left, and then up through the middle.



3. Now take the strand that you just wrapped around, and wrap it around the strand to its left, and up through the middle. Carefully repeat for remaining strands.



4. All of the ends should now be coming through the middle. Slowly pull on the strands to close any gaps in the completion stitch.



3. All of the ends should now be coming through the middle. Slowly pull on the strands to close any gaps in the completion stitch. Use scissors to trim uneven ends.



These directions, and more, can be found at <http://boondogglegleman.com>





**Girl Scouts®**

Camp Song Book 2011

Compiled by

Squid and Snapple

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## Alive, awake, alert, enthusiastic!

I'm alive, awake, alert, enthusiastic! (Woo!)  
I'm alive, awake, alert, enthusiastic! (Woo!)  
I'm alive, awake, alert, i'm alert awake alive  
I'm alive, awake, alert, enthusiastic! (Woo!)

## Announcements

Announcements, announcements, announcements!

A terrible death to die,  
A terrible death to die,  
A terrible death to be talked to death,  
A terrible death to die.

Make announcements short and sweet,  
Short and sweet, short and sweet  
Make announcements short and sweet,  
They are boring!

We sold our cow... Moo!  
We sold our cow... Moo!  
We have no use  
For your bull now  
For your bull now...

Here we sit like birds in the wilderness,  
Birds in the wilderness, birds in the wilderness,  
Here we sit like birds in the wilderness  
Waiting for the news  
Waiting for the news, waiting for the news  
Here we sit like birds in the wilderness,  
Waiting for the news

Announcements, announcements, announcements!

## Barges

submitted by Sara Prater

-4-

*Verse One:*  
Out of my window lookin in the night  
I can see the barges' flickering light.  
Silently flows the river to sea,  
and the barges too go silently.

*Chorus:*  
Barges, I would like to go with you,  
I would like to sail the ocean blue.  
Barges, have you treasures in your hold?  
Do you fight with priates brave and bold?

*Verse Two:*  
Out of my window lookin in the night,

I can see the barges' flickering light.  
Starboard shines green and port is glowing red,  
in the night they signal far ahead.

Chorus

*Verse Three:*  
Out of my window looking in the night  
I can see the barges' flickering light.  
Now is the time when I will soon be gone,  
And I'll sail with barges on and on.

Chorus

## Bazooka Bubble Gum

My momma gave me a penny  
She told me to buy a henny  
But I didn't buy no henny

(Chorus)  
Instead, I bought bubblegum.  
Bazooka-zooka bubblegum  
Bazooka-zooka bubblegum

My momma gave me a nickel  
She told me to buy a pickle  
But I didn't buy no pickle

(Chorus)

My momma gave me a dime  
She told me to buy a lime  
But I didn't buy no lime

(Chorus)

My momma gave me a quarter  
She told me to but some water  
But I didn't buy no water

(Chorus)

My momma gave me a dollar  
She told me to buy a collar  
But I didn't buy no collar

(Chorus)

My momma gave me a five  
She told me to stay alive  
But I didn't stay alive

Instead, I choked on bubblegum.  
Bazooka-zooka bubblegum.  
Bazooka-zooka bubblegum.

## Bear in Tennis Shoes

-5-  
The other day  
(echo)  
I met a bear  
(echo)  
In tennis shoes  
(echo)  
A dandy bear  
(echo)  
(all together)  
The other day I met a bear;  
In tennis shoes -- a dandy bear;

(other verses similar)

He looked at me,  
I looked at him.  
He sized up me,  
I sized up him.

He said to me,  
Why don't you run?  
For I see you ain't  
Got any gun.

And so I ran  
Away from there.  
And right behind  
me was that bear.

And then I came  
up to a tree.  
I great big tree --  
Oh goodness me!

The nearest branch  
Was ten feet up.  
I'd have to jump  
and trust my luck.

And so I jumped  
Into the air,  
And I missed that branch  
Away up there.

Now don't you fret.  
Now Don't you frown.  
'Cause I caught that branch  
On the way back down!

The moral is  
No shocking news:  
Don't talk to bears  
In tennis shoes.

The end. The end.  
The end. The end.

## Black Socks

(sung in rounds)

Black socks, they never get dirty;  
the longer you wear them the stronger they get.  
Sometimes I think I should wash them,  
but something inside me says no, no not yet,  
not yet, not yet, not yet.  
(repeat)

## Bug Juice

To the tune of: On Top of Old Smokey

At the camp with the Boy/Girl Scouts,  
They gave us a drink.  
We thought it was kool-aid,  
because it was pink.

But the thing that they told us,  
would've grossed out a moose,  
For that great tasting pink drink,  
was really bug juice.

It looked fresh and fruity,  
like tasty kool-aid,  
But the bugs that were in it,  
were murdered with Raid.

We drank it by gallons,  
we drank it by tons,  
And the next morning,  
we all had the runs.

So the next time you drink bug juice,  
and a fly drives you mad,  
He's just getting even,  
'Cause you swallowed his Dad'.

## Down by the Riverside

THIS IS A REPEAT AFTER ME SONG!!

Down by the riverside! (repeat!)  
Dancing with my llama. (repeat)  
Yip Von Shpeiling. (repeat)  
Playing on my gongla. (repeat)  
Gong, gong, gong...la. (repeat)  
Gong, gong, gong...la. (repeat)

Repeat using different instruments.

## Duck Rover

I'm an old duck rover from out in Montana  
 Round up them duckies and drive 'em along  
 To a flooded corral where we bulldog and brand 'em  
 Mosey on home just a'singing this song

Singing quack quack pippi-ay -6-  
 And quack quack pippi-oh  
 Get along, little duckies  
 Get along, real slow  
 It's dirty and smelly and it really don't pay  
 But I'll be a duck girl 'til the end of my day

On Saturday nights I ride into town  
 On a short-legged pony with my hat pulled way down  
 But the boys don't like duck girls and I can't figure out  
 why  
 No cowgirl could be as romantic as I

Singing quack quack pippi-ay  
 And quack quack pippi-oh  
 Get along, little duckies  
 Get along, real slow  
 It's dirty and smelly and it really don't pay  
 But I'll be a duck girl 'til the end of my day

There's danger, adventure, and romance I know  
 From a wild duck stampede to a duck rodeo  
 But there's loneliness too and it cuts to the bone  
 If you smell like duck feathers, you're always alone

Singing quack quack pippi-ay  
 And quack quack pippi-oh  
 Get along, little duckies  
 Get along, real slow  
 It's dirty and smelly and it really don't pay  
 But I'll be a duck girl 'til the end of my day YEE-HAW!

## Let Me See Your Funky Chicken

(leader): Let me see your funky chicken.  
 (Campers): What's that you say?  
 (leader): Let me see your funky chicken.  
 (Campers): What's that you say?

Chorus:  
 Ooh ahh ahh ahh, ooh ahh ahh ahh  
 Ooh ahh ahh ahh, ooh, one more time  
 Ooh ahh ahh ahh, ooh ahh ahh ahh  
 Ooh ahh ahh ahh, ooh  
 (Do actions with chorus, ie flop like a funky chicken)

Repeat verse using Frankenstein, Flight Attendant,  
 Shopping cart, Schwarzenager, Superman, Ballerina,  
 Sumo Wrestler, Surfer Dude, Egyptian...

## Little Red Wagon

This is a repeat after me song!

You can't ride in my little red wagon!  
Front seat's broken, and the axils draggin'  
Chugga, chugga, chugga, chugga, chugga!

Second verse!  
A little bit louder, and a little bit worse!  
You can't ride in my little red wagon!  
Front seat's broken, and the axils draggin'  
Chugga, chugga, chugga, chugga, chugga!

Third verse!  
A whole lot louder and a whole lot worse!  
You can't ride in my little red wagon!  
Front seat's broken, and the axils draggin'  
Chugga, chugga, chugga, chugga, chugga!

Fourth verse!  
Doesn't exist.

## Make New Friends

Make new friends,  
but keep the old.  
One is silver,  
the other is gold.

A circle is round,  
it has no end.  
That's how long,  
I will be your friend.

## I Love the Mountains

I love the mountains,  
I love the rolling hills,  
I love the flowers,  
I love the daffodils,  
I love the campfire when all the lights are low...  
Boom de ah da, boom dee ah da (repeat this line 8  
times, then continue in a round.)

## I'm a Nut

I'm little acorn round,  
Lying on the cold, cold ground.  
Everybody stomps on me,  
That is why, I'm cracked you see.

Chorus:  
I'm a nut (clap, clap), I'm a nut (clap, clap),  
I'm a nut, I'm a nut, I'm a nut (clap, clap)

Called myself up, on the phone.  
Just to see if I was home.  
Asked myself on a date,  
Pick me up at half past eight.

Chorus

Took myself to see a show  
Sat right down in the second row  
Wrapped my arms around my waist  
Got so fresh, I slapped my face

Chorus

I can sing, I can dance  
I wear ruffles on my...  
Whoops, boys take another guess,  
I wear ruffles on my dress.

## Oh I Wish I Was... (A Little Bar of Soap)

Oh I wish I was a little bar of soap,  
Bar of soap  
Oh I wish I was a little bar of soap,  
Bar of soap  
For I'd slippy and I'd slidy  
Over everybody's hidey  
Oh I wish I were a little bar of soap

Oh I wish I was a little mosquito,  
Little mosquito  
Oh I wish I was a little mosquito,  
Little mosquito  
For I'd nippy and I bity  
Under everybody's nightie  
Oh I wish I were a little mosquito

Oh I wish I was a little bottle of pop,  
Bottle of pop  
Oh I wish I was a little bottle of pop,  
Bottle of pop  
For I'd go down with a slurp  
And I'd come up with a burp  
Oh I wish I were a little bottle of pop.

## Old Mac Donald

Old Macdonald had a farm, E-I-E-I-O  
And on his farm he had a tree, where they chop down  
the old pine tree - Timber!  
And they haul it away to the mill – Whine, whine,  
whine.

Old Macdonald had a farm E-I-E-I-O.  
And on that farm he had a home.  
Home, home on the range where they chop down the  
Old pine tree - timber! - and they haul it away to the  
mill  
Whine, whine, whine.

Old Macdonald had a farm E-I-E-I-O.  
And on that farm he had a dog.  
Oh where oh where has my little dog gone  
Oh where oh where can he be  
He's home, home on the range  
Where they chop down the old pine tree  
Timber! and they haul it away to the mill Whine,  
whine, whine.

Old Macdonald had a farm E-I-E-I-O.  
And on that farm he had a sweetheart.  
Let me call you sweetheart I'm in love with you  
Let me whisper in your ear. Oh where oh where  
Has my little dog gone oh where oh where can he be.  
He's home, home on the range where they chop  
down  
The old pine tree. Timber! and they haul it away to the  
mill - Whine, whine, whine.

Old Macdonald had a farm, E-I-E-I O!

## Penguins Attention

Have you ever seen  
a penguin come to tea?  
Take a look at me,  
a penguin you will see.

PENGUIN ATTENTION!  
PENGUINS BEGIN!

left wing (flap)  
(repeat chorus)

right wing  
(repeat chorus)

left foot  
(repeat chorus)

right foot  
(repeat chorus)

nod head  
(repeat chorus)

spin around  
(repeat chorus)

## Pirate Song

When I was one I sucked my thumb  
The day I went to sea  
I jumped aboard a pirate's ship  
And the captain said to me:

CHORUS:

"We're going this way, that way, forwards, backwards,  
Over the Irish Sea.  
A juicy plum to warm my tum,  
'Cause that's the life for me."

When I was two I tied my shoe  
The day I went to sea  
I jumped aboard a pirate's ship  
And the captain said to me: (Chorus)

When I was three I climbed a tree  
The day I went to sea  
I jumped aboard a pirate's ship  
And the captain said to me: (Chorus)

When I was four I shut the door  
The day I went to sea  
I jumped aboard a pirate's ship  
And the captain said to me: (Chorus)

When I was five I learned the jive  
The day I went to sea  
I jumped aboard a pirate's ship  
And the captain said to me: (Chorus)

When I was six I picked up sticks  
The day I went to sea  
I jumped aboard a pirate's ship  
And the captain said to me: (Chorus)

When I was seven I went to heaven  
The day I went to sea  
I jumped aboard a pirate's ship  
And the captain said to me: (Chorus)

When I was eight I was late  
The day I went to sea  
I jumped aboard a pirate's ship  
And the captain said to me: (Chorus)

When I was nine I got in line  
The day I went to sea  
I jumped aboard a pirate's ship  
And the captain said to me: (Chorus)

When I was ten I started again  
The day I went to sea  
I jumped aboard a pirate's ship  
And the captain said to me: (Chorus)

## Pile of Tin

I'm a little pile of tin.  
Nobody knows what shape I'm in.  
I've got four wheels and a runnin' board.  
I'm a four-door, I'm a Ford.  
Honk-honk (*pull your earlobe twice*)  
Rattle-rattle-rattle (*shake your head*)  
Crash-beep-beep! (*push up on your chin, then push your nose twice*)  
Honk-honk  
Rattle-rattle-rattle  
Crash-beep-beep!  
Honk-honk  
Rattle-rattle-rattle  
Crash-beep-beep!  
Honk-honk!

## Princess Pat

The Princess Pat,  
Lived in a Tree  
She sailed across,  
The seven seas,  
She sailed across,  
The channel two,  
and she took with her,  
A rig-a-bam-boo!

A rig-a-bam-boo,  
Now what is that,  
It's something made,  
By the Princess Pat,  
Its red and gold,  
And Purple too,  
Thats why it's called,  
A rig-a-bam-boo!

Now Captain Jack,  
Had a mighty fine crew,  
He sailed across,  
The channel two,  
But his ship sank,  
and yours will too,  
If you don't take,  
A rig-a-bam-boo!

A rig-a-bam-boo,  
Now what is that,  
It's something made,  
By the Princess Patt,  
It's red and gold,  
and purple too,  
Thats why it's called,  
a rig-a-bam-boo!

## Rattlin Bog

Hey, ho the rattlin bog, way down in the valley-oh!  
(2X) (CHORUS)

And in that bog there was a tree, a rare tree, a rattlin tree.  
With the tree in the bog and the bog down in the valley oh.

And on that tree there was a branch a rare branch, a rattlin branch.  
With the branch on the tree and the tree on the bog  
And the bog down in the valley oh.  
(chorus)

Add the following in succession:

Limb  
Twig  
Nest  
Egg  
Bird  
Wing  
Feather  
Fly  
Flea

## Shark Song

Baby shark do do, do do do do  
Baby shark do do, do do do do  
Baby shark do do, do do do do  
Baby shark

Repeat with using appropriate actions

Mama Shark  
Papa Shark  
Grandma Shark  
Surfer Dude  
Went for a Swim  
Lost a Leg  
Lost an Arm  
911  
CPR  
It's not working  
Reincarnation  
As a Baby Shark  
Mama Shark  
Papa Shark  
Grandma Shark  
That's the End

## Squirrely

Squirrely, Squirrely, shake your bushy tail.  
Squirrely, Squirrely, shake your bushy tail.

Wrinkle up your little nose,  
Put a nut between your toes!

Squirrely, Squirrely, shake your bushy tail.  
Squirrely, Squirrely, shake your bushy tail.

## Super California Surfer

Because I was afraid to surf  
When I was just a lad,  
My father took my board away  
And told me I was bad. (You're bad!)  
But then one day I learned the word  
That every surfer knows,  
The longest word you ever heard,  
And this is how it goes...

Super California surfer, expert of the ocean.  
Even though the most of them  
Do not use suntan lotion.  
When they hit the waves too hard  
They always cause a motion.  
Super California surfer, expert of the ocean.

Um didle iddle iddle um diddle lie,  
Um didle iddle iddle um diddle lie.

(Repeat with increasing speed.)

## My Sweet Cream Soda Pop

*(to the tune of "I'm a Nut" or "I'm a Little Piece of Tin")*

Romeo and Juliet  
On a balcony they met.  
Scram you guys, I got a date.  
Shakespeare coming in a '48.

(Chorus.)

La de dah, my sweet cream soda pop.  
La de dah, my sweet cream soda pop.  
La de dah, my sweet cream soda pop.  
La de dah, dah, dah

Henry Ford was a grand old man.  
Had four wheels and an old tin can.  
Put them together and the darn thing ran.  
Henry Ford was a grand old man.

Grampa's beard is getting long.  
Getting longer day by day.  
Gramma chews it in her sleep.  
'Cause she thinks its shredded wheat.

Coca-Cola came to town.  
Pepsi-Cola shot him down.  
Dr. Pepper fixed him up.  
Now we all drink 7-up.

I am just a little wildflower  
Getting wilder by the hour  
No one wants to sit by me  
I'm as wild as I can be.

## Taps (morning)

Thanks and praise,  
For our days  
'Neath the sun,  
'Neath the stars,  
'Neath the sky  
As we go,  
This we know  
God is nigh.

## Taps (evening)

Day is done, gone the sun,  
From the lake, from the hills,  
From the sky;  
All is well, safely rest,  
God is nigh.

## Tennessee Wiggle Walk

I'm a bowlegged chicken I'm a knocked kneed hen,  
Haven't been so happy since I don't know when.  
I walk with a wiggle and a giggle and a squawk,  
Doin' the Tennessee wiggle walk.

Put your knees together and your heels apart,  
Snap your fingers ready and start.  
Flap your elbows just for luck,  
As you wiggle and you waddle like a baby duck.

Come dance with me baby keep your toes in line,  
Haven't been so happy in a long long time.  
I walk with a wiggle and giggle and a squawk  
Doin' the Tennessee wiggle walk.  
Doin' the Tennessee wiggle walk.

## The Llama Song

This is a repeat after me song!  
And do as I do song!  
But first...!  
We must summon the spirit of the llama!  
llama llama llama llama llama!  
llama llama llama llama llama!  
I have a friend who is a llama.  
He wears a hat and coat.  
Do not touch his hat and coat.  
It really gets his goat.

llama llama llama llama llama!  
llama llama llama llama llama!  
I have a friend who is a llama.  
He can really hock a loogie  
You should see him hock a loogie  
While he does the boogie

llama llama llama llama llama!  
llama llama llama llama llama!  
I have a friend who is a llama.  
He likes to sing and dance.  
You should see him sing and dance  
In his llama dancing pants.

llama llama llama llama llama!  
llama llama llama llama llama!

Let's all do the llama dance!

Llama rock, llama rock, llama llama llama rock!  
Llama twist, llama twist, llama llama llama twist!  
Llama shuffle, llama shuffle, llama llama llama shuffle!  
Llama old-school!



# The Moose Song

There was a great big moose  
He liked to drink a lot of juice  
There was a great big moose  
He like to drink a lot of juice

(Chorus)

Singin' way-o way-o  
Way-o way-o way-o way-o  
Way-o way-o  
Way-o way-o way-o way-o

The moose's name was Fred  
He liked to drink his juice in bed  
The moose's name was Fred  
He liked to drink his juice in bed  
(Chorus)

He drank his juice with care  
But he spilled it everywhere  
He drank his juice with care  
But he spilled it everywhere  
(Chorus)

Now He's A moose  
Full of Juice  
On the Loose!  
(Chorus)

# We Come From the Mountains

We come from the mountains,  
We come from the mountains  
Go back to the mountains,  
And turn the world around

We come from the river  
We come from the river  
Go back to the river,  
And turn the world around

We come from the sky,  
We come from the sky  
Go back to the sky,  
And turn the world around

We come from the fire,  
We come from the fire  
Go back to the fire,  
And turn the world around

We come from the mountains,  
We come from the river  
Go back to the sky,  
And turn the world around

# Wiffer Woffer

Oh, I'm walkin' round the corner  
Doing little harm  
Along comes a policeman  
And grabs me by the arm

Oh, he walks me round the corner  
Rings a little bell  
Along comes a wagon  
And knocks me in a cell

I'm singin' eenie meenie and a miney moh,  
Catch a wiffer woffer by the toe  
And if it hollers, hollers, hollers,  
Let it go, I'm singin' Eenie meenie and a miney moh

Oh, five o'clock in the morning  
I looked up on the wall --  
The roaches and the bedbugs  
Were having a game of ball

Oh, the score was six to nothing  
The roaches were ahead --  
The bedbugs hit a home run  
And knocked me out of bed

I'm singin' eenie meenie and a miney moh,  
Catch a wiffer woffer by the toe  
And if it hollers, hollers, hollers,  
Let it go, I'm singin' Eenie meenie and a miney moh

Oh, six o'clock in the morning  
The jailer comes around  
A piece of bread and coffee  
That weighs a half a pound

Oh, the coffee tastes like tobacco juice  
The bread is hard and stale  
But that's the way they treat the bums  
In New York County Jail

I'm singin' eenie meenie and a miney moh,  
Catch a wiffer woffer by the toe  
And if it hollers, hollers, hollers,  
Let it go, I'm singin' Eenie meenie and a miney moh

I went downtown for breakfast  
I ordered ham and eggs  
I ate so many pickles  
The juice ran down my legs

I fell into a sewer  
And that is where I died  
They did not call it murder --  
They called it sewer-cide

I'm singin' eenie meenie and a miney moh,  
Catch a wiffer woffer by the toe  
And if it hollers, hollers, hollers,  
Let it go, I'm singin' Eenie meenie and a miney moh



(From the GSWW Day/Twilight Camp Standards Guide)

## Health and Safety

Day camp is designed to give girls an enjoyable and educational experience while carrying out activities in the out of doors. The following guidelines should be considered for the safe operation of a camp and should apply to most camps. These are intended to begin the process to create procedures for your specific camp and its risk management needs

### **Planning for Safety**

Any volunteers or campers leaving the site should check out of camp and back in when they return.

Campers always travel with a buddy and the permission of an adult

If play ground equipment is on the site, it should be evaluated for maintenance and safety. Adult supervision should also be present when campers are using the equipment.

Appropriate camp clothing for the time of year, campsite, and activities should be considered. (hats for direct sun, pants and long sleeves for mosquitoes, rain gear, etc.)

A balanced program will offer opportunities for active and quiet activities, group and individual activities, recreation and rest time.

Campers should be asked to leave money, iPods, phones, personal items of value and pets at home.

The administrative team should assess the property for areas that require specific risk management planning, like bodies of water, cliffs, etc.

All adult volunteers must have background checks and regular volunteers should be GSUSA members.

### **Health Care**

All injuries or illness of campers or volunteers should be reported to the health supervisor immediately.

Any unusual incident or accident must be documented on the Incident Form

### **Sanitation**

There needs to be toilet facilities available at a ratio of 1 seat for every 30 people on the site. For overnight activities the ratio is 1 for every 20 people. Hand washing facilities also need to be available at these sites.

This could be sanitizer solution, or potable water and soap

### **Emergency Planning**

Create an emergency plan for your camp and make sure that all volunteers are aware of it.

Establish a gathering place for the whole camp and how you will summon them to that place. (bell, air horn, etc.)

Practice gathering the whole camp on the first day of camp.

The local fire, police and emergency transportation, should be notified of the camp location, dates and number of participants. Create a written list of emergency numbers for the administrative team and health supervisor.

Set up an emergency clipboard with simple instructions. Hang it in an administrative area so it can be easily located.

### **Food Safety**

All cookouts need to be supervised by a qualified adult leader. Proper dish washing procedures need to be followed (scrape, wash, rinse, sanitize).

If lunches contain perishable items they should be stored in a cooler. If fresh meat is used for cookouts it must be stored at a temperate below 40 degrees. Canned meat, frozen meat or pre cooked meat can also be considered.

### **Before Camp**

Inspect the camp site for any hazards. Communicate this to your camp staff and mark them as off limits to the campers.

Inspect playground equipment to make sure it is good working order; you are aware of supervision requirements and safety requirements for it. Relay this information to Day Camp Staff.

### **During Camp**

Inspect camp each morning for anything that should not be there. The sites we use are public property that could be used by others in the evenings. We need to make sure there is nothing left by others that could be dangerous to our campers (drug paraphernalia, bottles, glass, etc.)

## Behavior and Discipline Guidelines

Children's behavior may have many roots. It is not expected that one week at summer camp will cure all behavioral problems. As a counselor, understand that children bring their past with them in their behavior. If you can determine the root of the behavioral problem, it will give you clues on how to deal with it.

### Two things to keep in mind:

- Your campers are not mini-adults. Expect them to want to have fun and be active.
- Expect your campers to test their limits; they still, however, want and need limits.

### Common reasons for surface behavior problems:

- A desire for recognition/attention; it may be better to be infamous than unknown.
- Frustration; unsatisfied needs or desires often cause children to "lash out".
- Homesickness; being scared and nervous often causes frustration.
- Illness/exhaustion; no one is at their best when they are sick or tired.
- Conflict with another camper/volunteer; this often causes people to become defensive.
- Outside conflicts; problems with family, friends, etc. can follow campers to camp.
- Established behavior patterns; lessons learned at home won't be forgotten at camp.

### Some ways to provide structure without having to become a drill sergeant:

- Establish clear expectations right away.
- Balance structure with a reasonable amount of freedom.
- Reinforce and encourage desirable behaviors.

### Things to do about rule violations or refusal to cooperate:

- Give camper one warning; make it clear that they have done wrong.
- Give your camper a chance to explain; they may have a good reason.
- Be consistent and impartial.
- Stay cool and calm; keep strong emotions in check.
- Avoid lecturing or embarrassing the camper; discipline in private if possible.
- Stress that the behavior is the problem, not the camper's personality. Help the camper to identify acceptable alternatives to the problem behavior.
- Once the disciplinary time is over, accept the camper as a part of the group again.
- Follow the camp behavior-management policies for continuing discipline problems.

### Time-Tested Strategies

- Be the kind of person you want your campers to become – obey the rules yourself!
- Know as many campers as possible by name. Know something about them. Build relationships.
- Be friendly. Always show interest in what individual campers are doing and their progress.
- Remember that "one pat on the back is worth two slaps in the face." Praise good qualities and actions.
- Be sure that a sense of humor is extremely valuable. Use it frequently.
- Maintain your poise at all times. Don't let the campers "get to you."
- Never take misbehavior personally. It is a choice the camper is making.
- Always remember that every child has needs; his behavior will give you clues as to what those needs are.
- Keep in mind that misbehavior is seldom willful. Try to find the cause.
- Try to see the camper's side of the situation. Discuss it with them until you understand.
- Distract, distract, distract! One of the best methods to control behavior is to keep them busy!
- Show your disapproval of behavior through your speech, facial expression, and action.
- Being close when you note a potential problem can keep it from actually occurring.
- o Enlist other leaders (peers or volunteers) to provide role models.
- o Allow natural consequences to occur if the results are NOT too severe.
- o Withholding privileges or taking away something a camper likes is usually effective.
- o Sending a child to "time out" allows time to cool down and think about behavior change.
- o Have a group meeting to discuss and resolve generalized problems.
- Remain with your campers during meals and free time.

- Avoid getting campers over-tired, keyed-up, or tense.

Be willing to admit when you're wrong and ask for forgiveness.

Sometimes it is best to simply ignore behaviors, rather than reward or punish, which may actually provide attention to encourage the behavior. Ignoring behaviors usually works best for campers who seek attention by clowning around.

Sometimes, giving the child attention or affection, which has been lacking, may solve the problem. Giving the child some form of responsibility or encouraging a special interest or talent may result in improved behavior. Often the activity, if it is at his/her own physical, emotional, and intellectual level, is enough to correct the situation.

### **The Bully or Show Off**

To deal with these children, you first need the child's confidence in you as a leader. To do this, you should not be dominating, overly critical, or too demanding on the child's performance. To maintain this child's confidence, praise good behavior – instead of only criticizing bad behavior. Discuss with the child the rights of others and courtesies due them. Let him/her know others will be more accepting if this behavior is turned more positive. Demonstrate compromise in your actions for the child to learn.

In group activity make a special effort to place this child in competition with others of equal or greater strength and ability.

Essentially, the bully or show off requires understanding and patience combined with placement of the child in groups that lend to his/her development of leadership traits in honest competition with other children.

### **Fighting**

Serious fighting often evolves from what starts out as just "fooling around." Keep a close eye on such horseplay to keep it from getting out of hand. When a fight breaks out, separate the combatants AT ONCE. Let your voice show calm, mature authority. Attempt to give them time to cool down. Watch facial expressions to indicate less tension. Disallow any angry verbal exchanges, and physically remove combatants to a "safe distance" from each other if necessary.

Fights that involve serious contact (hitting, kicking, biting, punching) require both combatants to visit the nurse, who will check for bruising and internal injuries. An incident report should be completed.

Once combatants have regained composure, try one or more of the following:

- Calmly discuss the situation separately with each individual. Emphasize resolving the problem, not placing blame. Aim for a mutual "shake hands and make up" plan.
- Hold a face-to-face hearing where each participant describes his/her version without interruption from the other. Attempt to help each see the other side, then reconcile differences, make up, and forgive.
- Allow the individuals to discuss the situation between them privately IF you are sure the anger has dissipated. You can help mediate if they wish.
- Invoke a logical consequence if clear provocation can be established or if this is a repeat offense.

### **Stealing**

Prevent stealing by establishing an atmosphere of trust within all members of the group. Discuss openly the need to respect each other's property. Establish group rules as campers feel a need to protect individual's property and define sanctions for rule infractions. Always discourage campers from leaving valuables out in the open unnecessarily. If stealing still occurs:

- Give the offender opportunity to return the article anonymously, without punishment.
- Be sure that you may need to play detective if the item is not returned and the offender is still not identified. Be cautious in seeking group cooperation in order to avoid the offender being ostracized.
- If you have evidence to identify an offender, deal with the camper privately. Give him/her a chance to make restitution and make a plan together to avoid repeat behaviors.
- If evidence is lacking as to the offender's identity, try handing out sheets of paper to each member of the group. Have them write either "I did not take it," or "I did take it and I'm sorry," and sign their name. Give them the opportunity to secretly place the papers in your custody. Deal with the offender privately at a later time.
- If the problem persists, follow camp procedures and inform the camp director.



## Behavior Management Policy

Girl Scouting advocates a positive guidance and discipline policy with an emphasis on positive reinforcement, redirection, prevention, and the development of self-discipline. Remind campers that camp rules are established for safety and to ensure that we have a common standard of behavior. As volunteers, we need to show the campers that we see the need for following the rules ourselves. Please do not contradict the established guidelines!

Corrective discipline must be a creative, caring effort on the part of the counselor, and it must be seen as such by the camper. Always suggest positive alternatives to unacceptable behavior before it gets out of control.

- Discuss rules with campers and identify out-of-bounds areas.
- Discuss the possible consequences of breaking any rule:
  - o Quiet time
  - o Restriction from activity
  - o Restriction to adult supervision
  - o Extra duties
  - o Conference with director
  - o Conference with parent/director
  - o Removal from the camp
- Enforce all rules at all times, without malice, and be consistent in application.
- Inform the camp director of all disciplinary measures.
- **Never** allow discipline to include depriving a camper of sleep, food, or restroom privileges, placing a camper alone without supervision, or subjecting a camper to ridicule, shaming, threat, corporal punishment (striking, biting, kicking, squeezing), washing out the mouth, or physical exercise or restraint.

Conduct a periodic evaluation of the program/volunteers/camper groups to ensure that the camp environment is not contributing to behavior problems.



## Safety Rules

Campers will follow the adults' example. The unit leaders will review these rules with campers on the first day.

- Wear shoes and socks to prevent blisters, splinters and stubbed toes.
- Wear hats and sunscreen in the sun and when hiking, stop the group in the shade--prevent sunburn
- Avoid heat exhaustion: Increase consumption of liquids during hot weather. Take water breaks during hikes.

Encourage the use of bandanas--this helps keep campers cool and happier.

- Know how to identify poison oak and help the campers avoid contact with it.
- Instruct campers on fire safety and always have a bucket of clean water near the fires.
- No running or climbing on trees or buildings.
- Do not allow campers to share hats, bandanas, combs or brushes etc.
- Take a break at rest time.
- Have campers wash their hands before eating and see that the cookout cooks use good sanitation methods.
- See that the unit, cooking area, bathrooms, etc, maintain high standards of cleanliness and that time is allotted each day for any needed cleaning. All areas will be periodically checked by either the health supervisor or her appointee. The checks will be unannounced.
- Encourage campers in the safe use of their bug repellents: Any sprays are to be used outside of the buildings. Spray only the lower half of the body-wipe the arms and face with the repellent-don't spray it on! Wash hands after applying repellent to avoid accidental contact with eyes. Never spray in the tents.
- Make sure all medicines have been turned in to health supervisor.
- Prior to all hikes, the unit leader is responsible for:
  - Seeing that one or more of the adults are familiar with the safety rules for when a Unit is away from camp and has conferred with the camp health supervisor regarding possible health problems of her campers. This will include instructions and/or medications necessary for individual campers.
  - Seeing that the Traveling First Aid Kit they will be using on the trip is properly stocked and checked out from the camp health supervisor.
  - Obtaining information about Emergency Procedures for reaching camp and Emergency Medical Services.
  - Training campers as to procedures to follow if lost or separated from the group.
- In cases of sunburn area, size of burn, severity of burn must all be noted in health log.
- Cooking, food preparation, and cleaning supervision.
  - If any knives are used in food preparation, instruction must be given in their safe use.
  - All food preparation and storage areas must be maintained free of dirt and accumulated grease; well-lighted; rodent and vermin proof, with an effective protection against insects; designed to keep stored food off floor and allow for easy cleaning access; adequately ventilated to be reasonable free from excessive heat, steam, smoke or fumes.
  - All methods for handling, storing, defrosting, preparing and serving food and beverages meet the state or local health codes.
  - All perishable foods are kept cool in coolers or refrigerators until time of use.
  - People supervising food preparation must have training in teaching and/or supervising cooking, food preparation and cleaning.
  - Before camp health considerations must be reviewed with volunteers. Include the importance of keeping utensils and hands clean, cooking meat thoroughly, and refrigeration of perishables.
  - People with skin infections, colds or communicable diseases will not be involved in food preparation unless cleared by health supervisor.

## Public Playground Safety Checklist

Each year, more than 200,000 children go to U.S. hospital emergency rooms with injuries associated with playground equipment. Most injuries occur when a child falls from the equipment onto the ground.

Use this simple checklist to help make sure your local community or school playground is a safe place to play.

### Public Playground Safety Checklist

- Make sure surfaces around playground equipment have at least 12 inches of wood chips, mulch, sand, or pea gravel, or are mats made of safety-tested rubber or rubber-like materials.
- Check that protective surfacing extends at least 6 feet in all directions from play equipment. For swings, be sure surfacing extends, in back and front, twice the height of the suspending bar.
- Make sure play structures more than 30 inches high are spaced at least 9 feet apart.
- Check for dangerous hardware, like open "S" hooks or protruding bolt ends.
- Make sure spaces that could trap children, such as openings in guardrails or between ladder rungs, measure less than 3.5 inches or more than 9 inches.
- Check for sharp points or edges in equipment.
- Look out for tripping hazards, like exposed concrete footings, tree stumps, and rocks.
- Make sure elevated surfaces, like platforms and ramps, have guardrails to prevent falls.
- Check playgrounds regularly to see that equipment and surfacing are in good condition.
- Carefully supervise children on playgrounds to make sure they're safe.

## Day Camp Emergency Procedures

No two emergencies are the same. While the various steps and suggestions outlined in these procedures represent the camp's guidelines, your own good judgement should be the final authority until you are able to contact assistance. The safety and well-being of the campers and volunteers ALWAYS comes first.

### Major Injuries or Accidents

If you are the primary adult volunteer at the scene in camp:

- Count to ten and evaluate the overall situation. Do not rush or panic.
- Take charge. Be firm and clear with your instructions to campers and volunteers. Use a calm tone of voice.
- The volunteer with the highest level of appropriate certification is delegated the responsibility to aid the injured party. Give priority attention to caring for the needs of the victim. The person rendering first aid must enter the information in the camp health log following the incident.
- Delegate another volunteer to ensure the safety of other campers by taking them away from the immediate scene and organizing singing, games, or other activities. Retain one volunteer at the scene of the accident with the victim.
- Contact the health-care supervisor as soon as possible. Provide a clear description of the emergency and your location.
- Notify the Camp Director or other Leadership Team members in the camp headquarters. If someone else answers the call, tell them: "This is an emergency, I must talk to the Camp Director." Do not discuss the situation with them.
- Begin collecting the facts. What happened? How? When? Where? Witnesses? Where were the volunteers? Campers? What could the victim have done to prevent the injury?
- Once the health-care supervisor/Camp Director arrives at the scene, summarize the situation and answer questions. The health-care supervisor or Director will take charge.
- Prepare accident reports within 24 hours.
- In the case of a critical accident, serious injury, harm or fatality: Keep a responsible adult at the scene of the accident or emergency situation to see that nothing is disturbed until medical aid or the law enforcement authorities arrive.

If you are out of camp:

- If the injury is not a life/death situation or is an illness, contact camp first. If the emergency appears to be life/death related, call 911 first (or appropriate EMS number), then notify the camp.
- Be prepared to deal with the public and possibly the media. Do not issue any statements. Do not make any comments "off the record." Do not speculate.
- Indicate as pleasantly as possible that you are not authorized to speak for the camp and refer them to the Camp Director.
- Make NO statement orally, or in writing, which could be interpreted as assuming or rejecting responsibility for the accident or emergency. Under NO circumstances reveal the name of the victim or other persons involved.
- Cooperate with the public emergency personnel at the scene. Get the name, badge number, and jurisdiction of the officer taking the report. If possible, get the report number, too.
- Contact the child's parents only if you have authorization from the Camp Director or health-care supervisor.

If you are a secondary volunteer at the scene: Campers' safety is first!

- Quickly and quietly follow the directions of the person in charge of the situation.
- Do not panic . . . remember, you must set an example for the campers at the scene.
- Offer advice only if you are more knowledgeable about the incident or you are asked.
- Do not discuss or allow campers to discuss the situation with anyone other than camp personnel or law enforcement officials.
- Assist in preparing reports as needed.

### Fire

Fire drills are held within the first 24 hours of each session as prescribed by state law. The safety of campers and volunteers depends on everyone performing their job efficiently. To avoid confusion during an emergency, learn your responsibilities well. Review with campers where to assemble when they hear the alarm.



**Signal** - Blasts of the air horn is 'the signal.' When the signal is heard in the unit, blow the emergency whistle to assemble campers.

If the fire is in the unit, designate one volunteer to walk the campers away from the fire (upwind or downhill). Another volunteer is designated to sound the air-horn alarm and to notify the rest of camp. Other volunteers attempt to contain the fire using hoses, rakes, shovels, bucket brigade, and fire extinguisher. Begin fighting the fire at the outside perimeter, not in the middle, since attacking the center tends to spread it more. Use good judgement! Do not risk injury to volunteers or campers.

**When the Alarm Sounds** - Stop all activities, assemble all campers in a buddy line and count to be sure all the campers and volunteers are present. All persons, if possible, should have shoes on their feet, and if at night, flashlights. Proceed quickly and quietly to the designated parking area. Walk on the side of the road facing traffic. Leave room for vehicles to pass. Upon arrival, do another head count and report the number of campers and volunteers present to the person in charge. Keep the campers quiet and calm and wait for further instruction.

If the fire prevents you from reaching the parking area, use good judgement. Stay put so an Leadership Team member can reach you OR exit quickly, using the safest route, to the nearest road. Wait at the road for assistance. If possible, bring the campers' medications and the unit first-aid kit. Volunteers without unit responsibility will carry out their assigned tasks.

### **Evacuation**

If it is necessary to immediately evacuate the camp, campers will be divided by units and loaded into all camp vehicles and volunteers cars and transported to a safety zone. To expedite this process, volunteers cars must be parked facing out.

### **Earthquake**

Most campers are well rehearsed in earthquake "duck-and-cover" drills at school. If campers are inside, have them move away from windows and "duck and cover" under beds, tables, or stand in braced doorways. If the earthquake catches you outside, move away from buildings and trees. Seek an open area.

After an earthquake, do not enter any buildings until they have been checked by the camp Leadership Team members or the rangers. If possible, shut off the electrical system until the building is checked. Attempt to stop any water leaks.

Stay in your area if it seems safe. Calm the campers and provide program activities (singing, stories, etc.) until help arrives.

### **Electrical Storm**

Lightning will seek tall objects, so stay away from lone trees, drinking fountains, and hilltops. Seek shelter under a low clump of trees, in a building, or automobile. All swimmers and canoeists must go to the edge and get out of the water upon the signal from the waterfront volunteers.

### **Missing Person Procedure**

On the first day of the session, review with campers "Staying Found" (see Hiking Procedures) and what to do if separated from the group with campers. Upon determination that a camper is missing:

- Determine when and where the camper was last seen. Stay calm so you don't frighten the other campers.
- Discover (if possible) the state of mind of the camper. Was she depressed or angry, threatening to run away? Did he fall behind on a hike, or leave to visit a friend in another unit? A camper who does not wish to be found will require a wider and more careful search.
- Do a search of the immediate area with available volunteers. (The camper may have wandered to the edge of the activity.) Ask nearby campers and volunteers if they have seen or know where the camper is. Before leaving the rest of the group to find a camper, see that they are supervised by another volunteer.
- Check any known accomplices (friends in other cabins, etc).
- Check bathrooms, dining hall, the cabin, and a friend's cabin.
- Contact the Camp Director or other administrative personnel about the situation. Include the name of the missing camper, when and where last seen, description of child: hair, eyes, weight, height, and, as close as possible, clothing. The Camp Director will organize an extended search. If the camper is not found in 20

minutes, the camper will be presumed lost. The Camp Director will institute a public search that will include contacting the sheriff department, GSTC, and camper's parents.

- Do not ignore the remaining campers. Be calm and positive. Acknowledge their fears and move on to some activity.
- Complete an incident report and any other reports requested.

### **Intruders**

Unfamiliar persons on the camp property may range from someone lost and looking for directions to a person with intent to do harm to persons or property. Some judgement must be made on the part of volunteers. Be observant as to the make, model, and license number of the car. Persons should be questioned to ascertain who they are and why they are here. Do not antagonize the intruder. Be polite, give assistance if possible, refer the person to the camp office, or ask them to leave. This is private property and not open to the public. Observe to ascertain that the person leaves the site.

If the appearance of the unfamiliar person makes you uncomfortable, approach with another volunteer. Someone should stay with the campers away from the situation.

If the person seems threatening in any way, do not approach or take any chances. Remove yourselves and the campers from the area, notify the camp director, and observe the whereabouts of the person.

If you see or suspect an intruder in camp at night, immediately and quietly notify the other volunteers and the camp director. Check all camper sleeping areas with a head count. In order to prevent false alarms and unnecessary fright, all camp personnel will carry flashlights and identify themselves when walking in the camp at night.

Teach the campers to come quietly and tell you if they see an unfamiliar person on the property. If a child encounters an unfamiliar person, real or imagined, never tell the child that "it really wasn't anything," "there is no need to be afraid," or "it was just your imagination." Frightened children need to be allowed to experience their fear, to know that it is okay to be afraid, and to talk about their experience.

If you are off camp property, keep a volunteer with the campers while two other volunteer go to notify a park ranger or law-enforcement officer if someone seems to be behaving suspiciously or inappropriately around your area.

Notify the Camp Director immediately of any intruders. Complete an incident report and any other reports requested.

### **Kidnapping**

**DO NOT ALLOW ANYONE (stranger or known) TO REMOVE A CAMPER FROM CAMP!**

All volunteers will refer all visiting persons (stranger or known) to the Director. Under NO conditions may a camper be removed from camp without the permission of the Camp Director.

Strangers may come to the camp in search of potential victims. Custody disputes between parents can result in an attempt to remove a camper from camp. We have a form that parents sign on registration day if a camper is to be picked up from camp early or by another person! The Director will verify this written instruction if someone comes for a camper.

Should a camper be taken from camp without the expressed and direct approval of the Director: Get descriptions of all persons involved if possible (hair, clothes, height, license number of car, etc.). Notify the Camp Director IMMEDIATELY!

# Day Camp Health Care Procedures

## Volunteer Responsibilities

**All camp volunteers** have health-care responsibilities specified in their job descriptions. All volunteers are expected to provide a positive example.

The **camp director** is responsible for the total health-care program through implementation of procedures and supervision of volunteers. All camp volunteers, including service volunteers, are expected to understand and support camp discipline and child abuse reporting policies and procedures. Procedures are distributed and discussed during pre-camp training. In addition to records kept by the health supervisor, the camp makes use of incident reports to document unusual situations. The camp director determines when to initiate the incident report and is charged with maintaining documentation, as well as appraising camp administration.

### Health Supervisor

Whether a registered nurse (RN), an EMT, or an advanced trainee in first aid and CPR, management of the camp's health and safety program is a tremendous responsibility. The first aider must also not exceed their training. Always contact the parent for their advice and direction. The health supervisor is responsible for providing first-aid and nursing services and for monitoring health and sanitation procedures throughout camp. The health supervisor instructs volunteers in first-aid procedures including those related to protection from pathogens in bodily fluids, provides for special-medical needs, educates campers and volunteers in accident/illness prevention, makes sure medications are safeguarded and administered, and keeps accurate records. The health supervisor is on-site when campers are in session and is responsible for orienting her backup(s) when she is absent.

**Unit leaders** are responsible for maintaining high standards of health and safety in all activities, for seeing that camper health needs are recognized and met, and for supervision of personal hygiene, including frequent hand washing, adequate rest, water, and nutrition. Unit volunteers often note symptoms of illness or signs of injury before they are noted by the health supervisor. Consequently, it is their responsibility to act appropriate to their observations.

**Program specialists**, are responsible for maintaining high standards of health and safety in the activities they supervise. They assure that campers are physically and emotionally ready for the activity, that the activity is supervised by qualified personnel, that activity areas and equipment are in safe condition before use, and are safeguarded from casual use.

### General Camp Volunteers

There are two levels of health care in which volunteers participate. The first helps maintain the health of campers. The second is a support role during illness and injury. It is reasonable for parents to assume that their child will return from a camp experience in good health. Consequently, it is the responsibility of all volunteers to help monitor that health status and refer the child to the nurse, as warranted.