

SEP SO CAL STAFF HANDBOOK & RESOURCE GUIDE



Spiritual Enrichment Program of Southern California
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STAFF HANDBOOK & RESOURCE GUIDE

SEP So. Cal. – 2016

July 3 – July 9

Pine Valley, CA

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Welcome SEP So. Cal. 2016!

Hello Amazing SEP So Cal Staff! We are honored and blessed to have you on the team this year. We know that you are here because you love God and have a passion for youth. You all know that while summer camp is an exhilarating, rewarding and a transformational experience, it is also challenging and takes a lot of energy, patience and self-denial. So we want to thank you in advance for your service, dedication and blood, sweat and tears. ☺

We are in this together. So no matter your role or responsibilities, we are all here to love and serve God and to love and serve the campers. Of course we will support, love and encourage each other and build lasting friendships with fellow staff, but we are here to work alongside each other to provide a place for over 100 campers to feel and experience the grip of God's grace. We are to represent Jesus and help them see that He is alive already in their lives, whether they know it or not.

This year the theme for SEP So Cal is "Celebrating the Grip of Grace." We are blessed to again have Joe Prosapio present the chapels for Jr. Camp and Mike Jacob for the Sr. Camp. Here, from the curriculum intro written by Jeff McSwain, is the crux of the message we want to convey throughout the week:



"This camp curriculum is meant to emphasize one main point: The "grip of grace" is God's unconditional love and faithfulness, which wraps every person up into Jesus' life, death, resurrection and ascension. Everything we understand about God starts with the loving grip Jesus Christ has on us through his incarnation.

"The Grip" reinforces the singular truth that all human love for God begins with the truth that God first loved us. "The Grip" seeks to reflect God's unchanging attitude toward all humanity and the gospel truth that Jesus "brothers us," including us in his relationship of love with the Father and Spirit. Our identity as beloved children of God is therefore rock solid, not because of what we have decided, but because of what God decided when he embraced us in Christ from all eternity. That is why we say "celebrate the grip!" – God's grip of grace."

The campers will experience so much throughout the week. Worship & Chapel, dorm meetings, meal times, the activities and even the passing periods in between can hold powerful moments. This week, we are to see Jesus in every situation we encounter and participate with what he is doing. When we participate in the grip of God's grace, we find that no camper is too tough, no heart is too hard, no attitude too resistant, and no one is out of reach or too far gone. God's got them all! This is our time to show them that. It's a great time to say that God's got them and He will never let go.

Let's be here for each other so that we may be totally present with the present Christ in the midst of youth who hunger and thirst for the love, acceptance and inclusion that only comes from the Father, through the Son by the power of the Holy Spirit.

Thank you all so much. Let's do this!

~ Mark & Anne Stapleton – Directors

Welcome!

We're glad you're here! This Guidebook has been provided to you as Guest Group Coordinator so that we may serve your group needs better. Please familiarize yourself with this information and share appropriate portions with your group. It is our prayer that you and your group experience a successful retreat.

Thank you for choosing Pine Valley as your conference center!

Contact Information

Physical Address: 8668 Pine Creek Road
Pine Valley, CA 91962

Mailing/Shipping Address: P. O. Box 400
Pine Valley, CA 91962

Office Phone Number: 619-473-8879

Fax Number: 619-473-8891

Website: www.pvbc.net



How to Contact Us After Office Hours:

Call 619-609-8509 or use the two-way radio located on the top floor of the Administration Building.
Office will be open 7:30 am - 7:30 pm during your retreat.

PINE VALLEY BIBLE CONFERENCE CENTER

Revised November 2010. This Guidebook remains the property of Pine Valley Bible Conference Center.



SEP So. Cal. – July 3 – July 9, 2016

Printed 6/26/2016 1:44 PM

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
B-Green G-Purple S-Blue	B-Purple G-Green S-Red	B-Green G-Purple S-Gray	B-Purple G-Green S-Blue	B-Green G-Purple S-Red	B- Purple G-Green S-Gray	B-Green G-Purple S-Blue
7:00 – 7:25	Counselor Mtg.	Counselor Mtg.	Counselor Mtg.	Counselor Mtg.	Counselor Mtg.	Pack & Clean
7:30 – 8:15	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST
7:35-8:00	Asst. Counselor Mtg.	Asst. Counselor Mtg.	Asst. Counselor Mtg.	Asst. Counselor Mtg.	Asst. Counselor Mtg.	
8:25 – 9:55	Sr. Chapel (Shiloh)	Sr. Chapel (Shiloh)	Sr. Chapel (Shiloh)	Sr. Chapel (Shiloh)	Sr. Chapel (Shiloh)	8:30 – 9:30 FINAL WORSHIP SERVICE (Shiloh) (Parents & Guests Invited)
8:25 – 9:40	Jr. Chapel (Worthington)	Jr. Chapel (Worthington)	Jr. Chapel (Worthington)	Jr. Chapel (Worthington)	Jr. Chapel (Worthington)	9:30 – 10:00 CAMPER CHECK OUT ----- BAPTISMS AT THE POOL ----- DEPARTURE Clear Camp by 10:45am
10:00 – 11:00	Sr. Camp Tracks (10:15 – 12:15)	1G-PS 2G-PS 3G-PS 4G-PS	Sr. Camp Tracks (10:15 – 12:15)	Sr. Camp Tracks (10:15 – 12:15)	Sr. Camp Tracks (10:15 – 12:15)	
	5G-NH 6G-AB 7G-NH 8G-CA	5G-CO1 6G-AR 7G-CO1 8G-AR	5G-HP 6G-NH 7G-HP 8G-NH	5G-NS 6G-NS 7G-TB 8G-TS	Jr. Camp Carnival	
11:15 – 12:15	Sr. Camp Tracks (10:15 – 12:15)	1G-PS 2G-PS 3G-PS 4G-PS	Sr. Camp Tracks (10:15 – 12:15)	Sr. Camp Tracks (10:15 – 12:15)	Sr. Camp Tracks (10:15 – 12:15)	
	5G-SW1 6G-SW1 7G-SW1 8G-SW1	5G-RP 6G-RP 7G-SC 8G-SC	5G-GA 6G-CO1 7G-GA 8G-TB	5G-SW3 6G-SW3 7G-SW3 8G-SW3	Jr. Camp Carnival	
12:30 – 1:30	LUNCH (1:00 – 1:45 VS Auditions)	LUNCH	LUNCH (1:00 – 1:45 VS Auditions)	LUNCH	LUNCH	
(HR 1:00-2:45)	1G-HR 2G-HR 3G-DC1 4G-DC1	1G-PS 2G-PS 3G-PS 4G-PS	1G-CO1 2G-AR 3G-NS 4G-NS	1G-SW 2G-CO2 3G-SW 4G-AR	Paint Ball (1:15 – 3:00) Sr. Camp Open Activities (1:45 – 3:15)	
1:45 – 2:45	5G-WD 6G-WD 7G-BB 8G-BB	5G-AR 6G-GA 7G-AR 8G-GA	5G-CA 6G-HP 7G-RC 8G-HP	5G-CO2 6G-CA 7G-TS 8G-CO2	5G-TS 6G-SS 7G-SS 8G-RC	
Sunday Lunch 12:00-1:00						
Get Dorms Ready 1:00 – 2:30						
Staff Kids Register – 2:00						
Staff Kids Swap 2:30						

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Camper Arrival and Check-In 3:00 – 5:00	1G-NS 2G-NS 3G-HR 4G-HR	1G-PS 2G-PS 3G-PS 4G-PS	1G-DC2 2G-DC2 3G-TB 4G-TB	1G-CO2 2G-SW 3G-AR 4G-SW	1B-TB 2B-TB 3B-BB 4B-BB	Paint Ball (3:30 – 5:15) Sr. Camp Open Activities (3:30 – 5:15)
	5G-SC 6G-SC 7G-CA 8G-CR	5G-AB 6G-TS 7G-RP 8G-RP	5G-CR 6G-RC 7G-AB 8G-CO1	5G-RC 6G-CO2 7G-NS 8G-NS	5B-WD2 6B-WD2 7B-WD2 8B-WD2	5G-SS 6G-TB 7G-CR 8G-SS 5B-CO2 6B-NS 7B-NS 8B-TB
	1G-DC1 2G-DC1 3G-HR 4G-HR	1G-PS 2G-PS 3G-PS 4G-PS	1G-AR 2G-CO1 3G-DC2 4G-DC2	1G-TB 2G-TB 3G-CO 4G-CO	1B-BB 2B-BB 3B-CO2 4B-AR	Paint Ball (3:30 – 5:15) Sr. Camp Open Activities (3:30 – 5:15)
Dinner 5:30 – 6:30	5G-BB 6G-BB 7G-WD 8G-WD	5G-SW2 6G-SW2 7G-SW2 8G-SW2	5G-WD2 6G-WD2 7G-WD2 8G-WD2	5G-WD3 6G-WD3 7G-WD3 8G-WD3	5B-WD3 6B-WD3 7B-WD3 8B-WD3	5B-SS 6B-SS 7B-GA 8B-GA
	ALL CAMP Praise & Worship (7:00 - 7:45)	Sr. Camp Purity Session (7:00-9:00)	Jr. Camp Games (7:00-8:30)	Jr. Camp Bunco (7:00-8:15)	ALL CAMP Variety Show (7:00 - 8:15)	Jr. Camp Trivia Game (6:30 - 7:15)
						Track Showcase (7:15 – 8:30)
Orientation Praise & Worship 1 st Message 7:30 – 9:30	Sr. Camp P&W (8:00-8:30)	Sr. Camp Purity Session (7:00-9:00)	Sr. Girls P & W Sr. Boys BB Tourney (8:30-9:15)	Jr. Camp Dorm Mtg. (8:30-9:30)	Jr. Camp Dorm Mtg. (8:30-9:30)	Jr. Camp Special Dorm Mtg. (8:30 - 9:30)
	Jr. Camp Dorm Mtg. (8:00-9:30)	Jr. Camp Dorm Mtg. (8:30-9:30)	Dorm Mtg.	Dorm Mtg.	Dorm Mtg.	Dorm Mtg.
Dorm Meetings Lights Out TBA	9:30 pm	Jr. Camp – Lights Out at 9:30 pm				
	11:00 pm	Sr. Camp – Lights Out at 11:00 pm				

Activities & Locations:

AB = Aero Ball (Near HR Staging Deck)
AR = Archery (Archery Range)
BB = Basketball (Basketball Court)
CA = Creative Arts (Dining Hall East Canopy)
CO = Counselor's Option
CR = Crafts (Dining Hall East Canopy)
DC = Dance (Worthington Hall)
GA = GaGa Ball (Pit @ Basketball Courts)
HP = Horse Program (Meet at PVBC Main Entrance)
HR = High Ropes Challenge Course (Ropes Course)

Senior Camp Tracks & Locations:

NH = Nature Hike (Meet Behind the Pool)
NS = Nine (9) Square in the Air (Play Field)
PS = Purity Session (Various)
RC = Radio Controlled Trucks (Behind BB Court)
RP = Rappelling (Next to Water Slide)
SC = Soccer (Play Field)
SS = Slip-N-Slide (Behind Pool & Volleyball Court)
SW = Swimming (Swimming Pool)
TB = Teambuilding (Between Cedar & Pine Lodges)
TS = Tire Swing (Tire Swing across from Playground)
WD = Worship Dance (Windfield Hall)

Audio / Visual (A/V) – Shiloh / Loft
Counselor in Training (CIT) – Conference Room B
Dance Ministry (DCM) –Worthington Hall
Drama (DRM) –Windfield Hall
Fine Arts (FA) - (Café / Gift Shop Lounge)
Photography (PHO) – Conference Room C
Public Speaking (PSP) – Prayer Chapel
Worship Ministry (WOR)– Shiloh

SR. CAMP OPEN ACTIVITY SCHEDULE

Friday, July 8, 2016 - 1:45 – 5:15p

(SUBJECT TO CHANGE)

OPEN ACTIVITY – PERIOD 1

Activity	Time	Location	Participant Limit
Paintball	1:15 – 3:00p	SEP Office Front Lawn	40
Archery	1:45 – 3:00p	Archery Range	15
Basketball	1:45 – 3:00p	Basketball Court	20
Ceramics	1:45 – 3:00p	Conf. Room C	10
Dance	1:45 – 3:00p	Worthington Hall	20
Fine Arts	1:45 – 3:00p	Conf Room A	10
Scrapbooking	1:45 – 3:00p	Conf . Room B	10
Soccer	1:45 – 3:00p	Play Field	22
Swimming	1:45 -3:00p	Swimming Pool	20 (Girls Only)

OPEN ACTIVITY – PERIOD 2

Activity	Time	Location	Participant Limit
Paintball	3:30 – 5:15p	SEP Office Front Lawn	40
Archery	3:30 – 5:15p	Archery Range	15
Basketball	3:30 – 5:15p	Basketball Court	20
Ceramics	3:30 – 5:15p	Conf. Room C	10
Dance	3:30 – 5:15p	Worthington Hall	20
Fine Arts	3:30 – 5:15p	Conf. Room A	10
Scrapbooking	3:30 – 5:15p	Conf. Room B	10
Soccer	3:30 – 5:15p	Play Field	22
Swimming	3:30 – 5:15p	Swimming Pool	20 (Boys Only)

SEP So Cal. 2016 MENU

(subject to change)

	BREAKFAST	LUNCH	DINNER
SUN July 3			Fresh Fruit Basket Fresh Garden Salad Bar Pasta Bar Tri Colored Tortellini Meat Marinara / Alfredo Sauce Steamed Broccoli Fresh Baked French Bread Individual (Ind.) Butter Dessert Beverage Station
MON July 4	Assorted Cold Cereals Fresh Fruit Basket Toaster Station & Hot Cereal Fresh Cut Seasonal Fruit Assorted Yogurts Scrambled Eggs Seasoned Potatoes Cinnamon Rolls Sliced Bacon Sausage Links Beverage Station	Fresh Fruit Basket Fresh Garden Salad Bar BBQ Burgers w/ Buns Sliced Assorted Cheese Sliced Tomatoes, Lettuce & Pickles Shoestring Fries Sour Cream and Cheese PVBC Chili Assorted Crackers Dessert Beverage Station	Fresh Fruit Basket Fresh Garden Salad Bar Chicken Breast Strips Mashed Potatoes Buttered Corn Chicken Gravy BBQ Sauce Cheddar Biscuits Ind.Butter Dessert Beverage Station
TUE July 5	Assorted Cold Cereals Fresh Fruit Basket Toaster Station & Hot Cereal Fresh Cut Seasonal Fruit Assorted Yogurts Cinnamon French Toast Sausage Patties Scrambled Eggs Strawberries Whipped Topping Maple Syrup / Ind. Butter Beverage Station	<i>(Sr. Camp see Tues Pack & Go Menu Below)</i> Fresh Fruit Basket Fresh Garden Salad Bar Assorted Deli Breads Sliced Ham & Turkey Sliced Assorted Cheeses Sliced Tomatoes, Lettuce & Pickles Assorted Ind. Chips Soup D' Jour Assorted Crackers Beverage Station	Fresh Fruit Basket Fresh Garden Salad Bar Sesame Orange Chicken Yokisoba Noodles Steamed Rice Green Beans and Red Peppers Teriyaki Sauce Fried Wontons Hawaiian Rolls Ind. Butter Dessert Beverage Station
WED July 6	Assorted Cold Cereals Fresh Fruit Basket Toaster Station & Hot Cereal Fresh Cut Seasonal Fruit Assorted Yogurts Tortillas – Burrito Size Tater Tots Scrambled Eggs Cheddar Cheese Sour Cream & Salsa Beverage Station	Fresh Fruit Basket Fresh Garden Salad Bar Cheese Quesadilla/Tortilla Chips Seasoned Meat Cheddar Cheese Sauce Refried Beans Sliced Olives / Green Onions Sour Cream / Salsa / Guacamole Shredded Cheddar Cheese Dessert Beverage Station	Fresh Fruit Basket Fresh Garden Salad Bar Rotisserie Chicken Sautéed Broccoli Florets w/ Roasted Red Peppers Roasted Red Potatoes Fresh Baked Croissants Rolls Ind. Butter Dessert Beverage Station

SEP So Cal. 2016 MENU

	BREAKFAST	LUNCH	DINNER
THUR July 7	Assorted Cold Cereals Fresh Fruit Basket Toaster Station & Hot Cereal Fresh Cut Seasonal Fruit Assorted Yogurts Belgium Waffles Sausage Patties Cheesy Scrambled Eggs Strawberries Whipped Topping Maple Syrup Ind. Butter Beverage Station	Fresh Fruit Basket Fresh Garden Salad Bar Sandwich Buns Chicken Patties Sliced Tomatoes, Lettuce & Pickles Assorted Ind. Chips Sour Cream and Cheese PVBC Chili Assorted Crackers Dessert Beverage Station	Fresh Fruit Basket Fresh Garden Salad Bar Flour and Corn Tortillas Shredded Chicken Shredded Beef Cilantro Rice Fresh Pinto Beans Pico De Gallo Tortilla Chips Dessert Beverage Station
FRI July 8	Assorted Cold Cereals Fresh Fruit Basket Toaster Station & Hot Cereal Fresh Cut Seasonal Fruit Assorted Yogurts Scrambled Eggs Buttermilk Biscuits Country Sausage Gravy Sliced Bacon Sausage Links Beverage Station	Fresh Fruit Basket Fresh Garden Salad Bar Hamburger Buns Sloppy Joes Sliced Assorted Cheeses Pickles Wedge Cut Fries Dessert Beverage Station	Fresh Fruit Basket Fresh Garden Salad Bar Lemon Basil Chicken Creamy Sun Dried Tomato Sauce Roasted Red Potatoes Roasted Veggies Fresh Baked Croissants Ind. Butter Dessert Beverage Station
SAT July 9	Assorted Cold Cereals Fresh Fruit Basket Toaster Station & Hot Cereal Fresh Cut Seasonal Fruit Assorted Yogurts Sweet Cream Buttermilk Pancakes Sausage Patties Cheesy Scrambled Eggs Strawberries Whipped Topping Maple Syrup Ind. Butter Beverage Station	<u>Tuesday Pack & Go Lunch Menu</u> <u>Sr. Camp Pack & Go Take-Out</u> <u>(Jr. Camp Dine-In (see Tues Lunch Menu Above))</u> <i>Paper Lunch Sack & Black Marker</i> <i>Quart Zip Lock Bags</i> <i>Assorted Breads</i> <i>Sliced Ham & Turkey Deli Meat</i> <i>Assorted Sliced Cheese</i> <i>Assorted Ind. Chips</i> <i>Ind. Mayo & Mustard</i> <i>Fresh Fruit</i> <i>Baby Carrots & Celery Sticks</i> <i>String Cheese</i> <i>Ind. Granola Bars</i> <i>Bottled Water</i>	<i>Sr. Camp will pack & make their own Lunches right after they eat breakfast on Tues. July 5. Have them Sanitize their hands</i> <u>Rules & Guidelines:</u> <i>Write your name on the lunch bag</i> <i>Only pack what you can eat</i> <i>Be reasonable</i> <i>We ask that you please wait to put your mayo & mustard on your sandwich until you eat.</i> <i>Lunches will be packed in ice chest for each group ready to pick up at the appointed time.</i> <div style="text-align: right;"><small>(06212016-20:17)</small></div>



SEP So. Cal. / PVBCC – Sun., July 3 – Sat., July 9, 2015

Updated: 6/24/2016-01:30

Paint Ball:

Friday, July 8

Two groups for Paint Ball.

Group 1: 1:15 – 3:00pm (No more than 40)

Group 2: 3:30 – 5:15pm (No more than 40)

High Ropes & Zip Line:

(Notated on SEP So. Cal. Schedule as “HR”)

Monday, July 4

Group 1: 1:00 – 2:45pm (Approx. 21)(SR. Girls)

Group 2: 3:00 – 4:45pm (Approx. 21)(SR. Girls)

Wednesday, July 6

Group 1: 1:00 – 2:45pm (Approx. 18)(SR. Boys)

Thursday, July 7

Group 1: 1:00 – 2:45pm (Approx. 18)(SR.Boys)

Teambuilding / Low Ropes:

(Notated on SEP So. Cal. Schedule as “TB”)

Wednesday, July 6

Group 1: 3:00 – 4:00pm (Approx. 21)(SR. Girls)

Group 2: 4:15 – 5:15pm (Approx. 18)(SR. Boys)

Thursday, July 7

Group 1: 3:00 – 4:00pm (Approx. 18)(SR. Boys)

Group 2: 4:15 – 5:15pm (Approx. 21)(SR. Girls)

Rappelling:

(Notated on SEP So. Cal. Schedule as “RP”)

Tuesday, July 5

Group 1: 10:00a– 11:00a (Approx. 21)(JR. Boys)

Group 2: 11:15a – 12:15pm (Approx. 18)(JR. Girls)

Group 3: 1:45 – 2:45pm (Approx. 18)(JR. Boys)

Group 4: 3:00 – 4:00p (Approx. 18)(JR. Girls)

Camp Fire(s):

Thursday, July 7

8:30 – 9:30pm – Students at Outback Fire Ring

Altitude Café:

Daily Morning: Sunday, July 3 – Saturday, July 9

6:30 – 8:30am

Daily Afternoon: Monday, July 4 – Friday, July 8

1:00 – 4:00pm

Elevation Gift Store:

Daily Afternoon: Monday, July 4 – Friday, July 8

12:00 – 6:45pm

(Please note: Due to the 4th of July Holiday, the Gift Shop may close at 5:00p on Monday.)

Inflatables:

Friday, July 8

10:00am – 12:00pm @ the Play Field

- 7 Element Obstacle Course
- Bounce House
- Wet/Dry Slide
- Inflatable Twister
- Rock Climb Slide

Tug-O-War Rope:

Tuesday, July 5

3:00 – 5:00p – Play Field

Slip-N-Slide:

(Notated on SEP So. Cal. Schedule as “SS”)

Mon., July 4	Tues., July 5	Wed., July 6	Thur., July 7	Fri., July 8
10:00-11:00a N/A	10:00-11:00a N/A	10:00-11:00a N/A	10:00-11:00a N/A	10:00-11:00a N/A
11:15a-12:15p N/A	11:15a-12:15p N/A	11:15a-12:15p N/A	11:15a-12:15p	11:15a-12:15p N/A
1:45-2:45p N/A	1:45-2:45p N/A	1:45-2:45p N/A	1:45-2:45p SR. Girls*	1:45 – 2:45p Jr. Girls
3:00-4:00p SR. Boys*	3:00-4:00p N/A	3:00-4:00p N/A	3:00-4:00p SR. Girls*	3:00-4:00p Jr. Girls
4:15-5:15p N/A	4:15-5:15p N/A	4:15-5:15 N/A	4:15-5:15p N/A	4:15 – 5:15p JR. Boys

Swimming Pool:

(Notated on SEP So. Cal. Schedule as “SW”)

Mon., July 4	Tues., July 5	Wed., July 6	Thur., July 7	Fri., July 8
10:00-11:00a N/A	10:00-11:00a N/A	10:00-11:00a N/A	10:00-11:00a N/A	10:00-11:00a N/A
11:15a-12:15p JR. Girls	11:15a-12:15p N/A	11:15a-12:15p N/A	11:15a-12:15p JR. Girls	11:15a-12:15p N/A
1:45-2:45p JR. Boys	1:45-2:45p N/A	1:45-2:45p N/A	1:45-2:45p SR. Girls*	1:45 – 3:15p SR. Boys*
3:00-4:00p SR. Boys*	3:00-4:00p JR. Boys	3:00-4:00p N/A	3:00-4:00p SR. Girls*	
4:15-5:15p N/A	4:15-5:15p JR. Girls	4:15-5:15 JR. Boys	4:15-5:15p N/A	3:30 – 5:15p SR. Girls*

N/A = SEP will not be using the pool in the Time Slots notated with N/A

Shaded time slots represent SEP So Cal pool usage

Please note: If we have baptisms on Departure Day – Saturday, July 9th – we will need the pool open from 9:30 – 10:00a.

*During the SR. Boys and SR. Girls Swim Activity, we will also have Slip-N-Slide available for the campers to go back and forth from the pool to the Slip-N-Slide – expanding their water sport experience. (The SR. camp will not have a separate Slip-N-Slide activity period.)

Archery:

(Notated on SEP So. Cal. Schedule as “AR”)

Mon., July 4	Tues., July 5	Wed., July 6	Thur., July 7	Fri., July 8
10:00-11:00a	10:00-11:00a	10:00-11:00a N/A	10:00-11:00a N/A	10:00-11:00a N/A
11:15a-12:15p	11:15a-12:15p N/A	11:15a-12:15p N/A	11:15a-12:15p N/A	11:15a-12:15p N/A
1:45-2:45p	1:45-2:45p	1:45-2:45p	1:45-2:45p	1:45 – 3:15p
3:00-4:00p N/A	3:00-4:00p N/A	3:00-4:00p	3:00-4:00p	
4:15-5:15p	4:15-5:15p	4:15-5:15p	4:15-5:15p	3:30 – 5:15p

PINE VALLEY

Bible Conference Center

PINE VALLEY

Bible Conference Center



1 - Applicant's	2 - Applicant's	3 - Primary	4 - The above
Mohammad	Ali	(408) 784-5385	Cell phone #
Carmel	Benavides	(303) 725-9103	Cell phone #
Kirstie	Boe	(928) 707-2097	Cell phone #
Luke	Bolger	(626) 319-1823	Cell phone #
Gloria	Brooks	(818) 438-3928	Cell phone #
Jillian	Caranto	(925) 997-2743	Cell phone #
Jennifer	Carnes	(859) 393-8481	Cell phone #
Arthur	Chiaji	(916) 226-7062	Cell phone #
Anna	Cloutier	(619) 971-1576	Cell phone #
Holli	Coleman	(626) 676-5853	Cell phone #
Diamyn	Colter Burt	(916) 475-3510	Cell phone #
Lilian	Davenport	(805) 878-0803	Cell phone #
Carmelita	Dizon	(626) 636-1003	Cell phone #
David	Dizon	(626) 298-9537	Cell phone #
Tristan	Dyson	(619) 341-9013	Cell phone #
Katrina	Garcia	(541) 252-1045	Cell phone #
David	Haas	(760) 535-2425	Cell phone #
Debbie	Haas	(760) 535-2981	Cell phone #
jason	helscher	(626) 720-1473	Cell phone #
melinda	helscher	(818) 445-5406	Cell phone #
Lisa	Jacob	(213) 435-2467	Cell phone #
Michael	Jacob	(213) 215-4817	Cell phone #
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“CELEBRATING THE GRIP OF GRACE”

2016 SEP So. Cal. Theme & Chapel Curriculum

THEME: Celebrating the Grip of Grace

SLOGAN: “He’s Got You!”

MAIN POINT: For campers & staff to **know** that God’s pervasive love and grace is consistent and never fails, and to **trust** the picture of God that we see in Jesus Christ.

THEME PASSAGE: Philippians 3:10-12 (NIV)

¹⁰I want to know Christ—yes, to know the power of his resurrection and participation in his sufferings, becoming like him in his death, ¹¹and so, somehow, attaining to the resurrection from the dead. ¹²Not that I have already obtained all this, or have already arrived at my goal, but I press on to take hold of that for which Christ Jesus took hold of me.”

THEME VERSE: Philippians 3:12b (NIV)

“...I press on to take hold of that for which Christ Jesus took hold of me.”
(Or, paraphrasing . . . “I press on to grip that which Jesus has already grips me.”)

OUTLINE:

SUN. OPENING NIGHT

Takeaway #1: **“Jesus knows you and loves you!”**

Key Text: Luke 7:26-58 (Washing of the feet of Jesus – Jesus Anointed by a Sinful Woman)

MON. CHAPEL

Takeaway #2: **“Jesus rescues you!”**

Key Text: Luke 15:1-7 (The Good Shepherd – The Story of the Lost Sheep)

TUES. CHAPEL

Takeaway #3: **“Jesus chooses you!”**

Key Text: Luke 5:1-11 (Jesus boards Peter’s boat)

WED. CHAPEL

Takeaway #4: **“Jesus loves you this much!”**

SR.CAMP Key Text: Luke 9:37-43 / Mark 9:14-29 (Jesus Heals a Demon-Possessed Boy)

JR. CAMP Key Text: Matthew 14:22-33 (Jesus and Peter Walk on Water)

THUR. CHAPEL

Takeaway #5: **“Jesus is closer to you than you are!”**

SR. CAMP Key Text: Luke 7:1-10 (Faith of the Roman Officer)

JR. CAMP Key Text: Can use Luke 7:1-10 or Matthew 28:16-20 / Acts 1:1-9, 2:1-4

FRI. CHAPEL

Takeaway #6: **“Jesus is more committed to you than you are to him.”**

SR. CAMP Key Text: Luke 18:9-14 (Story of the Pharisee and the Tax Collector)

JR. CAMP Key Text: Can use Luke 18:9-14 or Luke 22:54-62; John 21:15-17

“He’s Got You!”

“CELEBRATING THE GRIP OF GRACE”

2016 SEP So. Cal. Chapel Curriculum

Synopsis compiled by Mark Stapleton
of the “Celebrate the Grip” Curriculum written by Jeff McSwain

Attached you will find the full Camp Curriculum for this year, written by Jeff McSwain.¹

Please read the “Intro” (Dear 2016 Camp Directors and Staff.) It provides the philosophy and describes the main idea and point for the curriculum. Of course we hope that you also take the time to read the entire curriculum so that you are familiar with the concept of the theme and the fullness of the message we want to share with the campers. Not only that, the material is inspiring and would be helpful in your own spiritual walk and theological understanding.

The theme for the standard camp curriculum is “Celebrate the Grip.” For SEP So. Cal. we will use the theme: **“Celebrating the Grip of Grace.”** This helps clarify what the grip is (especially for those who don’t go to camp but do see or hear the theme/logo.) It will be more understandable and ‘read’ better on a t-shirt and other material. The word “grace” will help clarify what the grip is about and what we’re celebrating (especially for those who see the camp T-shirt or logo but haven’t yet seen “The Grip” illustration or heard it explained).

As you can see, the curriculum is lengthy and deep. Our chapel speakers will not be able to use ALL of the material in their chapels. (The chapels would be way too long! ☺) Instead, as in years past, the speakers will pick and choose the nuggets (stories, scriptures, illustrations) that speak to them and as the Spirit guides them in crafting their messages.

There are a couple helpful videos where Jeff McSwain shares the theology and a visual demonstration of the grip. I highly recommend that you watch these. One is 5 minutes long and the other is 27 minutes long -- and worth every second. (In the longer video you can find the grip illustration at the 3:00 minute mark.)

<http://www.generationsministries.org/converge-2016-highlights.html>

In the curriculum, Jeff has what he is calling “Reality Rules.” These ‘rules’ are like a one-line wrap-up of each chapel, exclaiming a reality of Jesus’ love for us. From the Intro, Jeff writes:

“You’ll notice I have included tag lines associated with each message to provide natural action steps for the campers to take in order to express their desires to grow in their relationship with Christ. I’m calling these Reality Rules to “flip the script” on the normal way

¹ Not all of you may know Jeff McSwain. Here is a bit of his background. Jeff McSwain has a BA, from Davidson College, and he received a MLitt and PhD from the University of St. Andrews, Scotland. In 2007 he and his wife Susan founded Reality Ministries, Inc., in Durham, NC. Reality Ministries is a community-based non-profit that offers a variety of opportunities for participants to work, play, learn and grow together. Their mission is to create opportunities for teens and adults with and without developmental disabilities to experience belonging, kinship and life-changing Reality of Christ’s love. (<http://www.realityministriesinc.org/>) Jeff is a member of the Grace Communion International (GCI) Church Administration and Development Team, is national coordinator for the GCI Intern and also helps teach the Trinitarian Youth Ministry course at Grace Communion Seminary (GCS.) Jeff has over 25 years of experience in high school and college campus ministry and is the author of *Movements of Grace: The Dynamic Christo-Realism of Barth, Bonhoeffer, and the Torrances*.

we think of rules (rules are typically related to things we are supposed to do). Reality Rules are instead rules to remember about who God is as God reveals himself to us in Jesus."

We plan to use these tag lines but will probably shorten them to something like, "phrase of the day" or "takeaways.")

You will see at the end of each chapel, there is a "Real Talk" Session. Each session has a Bible text/story that has a similar point or message as the scripture (s) that were used during chapel for that day. Included are some comments and questions about the text. While these "Real Talk" sessions could be used during the debrief time, they could also be used as a Dorm Bible Study for further discussion in supporting, clarifying and digging deeper into the "Reality Rule" of the day.

I am providing a synopsis of each chapel from the curriculum. It is not a re-write. It simply condenses the material a bit while keeping the key points with just a few added sentences here and there to knit it together. This synopsis also highlights the "phrase of the day" (Reality Rule) little more. (It does not include the footnotes or the "Real Talks.") If you have time, PLEASE do read the whole curriculum from Jeff for all the rich, deep and meaningful truth that it shares.

OPENING NIGHT MESSAGE: “Jesus knows you and loves you!” (Sunday Night)

This week we are going to see what Jesus looks like. No, not his appearance – whether he had long hair or short, a beard or a big nose – but what he looks like, as in what he **IS** like. And not just what he is ‘like’ but how he really is. What kind of God is Jesus?

Yes, Jesus is God. This book – the Bible – makes an astounding claim. It says that we live on a visited planet. It says that God, the God who made the world, came into the world he created, and his name was Jesus Christ. Now when you think of Jesus. What images come to mind? What do you think God – Jesus – thinks about you? [*You can call on campers to answer or simply use it as a rhetorical question.*]

Sometimes people say that the biggest challenge with teenagers today is that, “They have an attitude problem.” But wait...not the way you think I mean it! What I mean is most teenagers – most people for that matter – have an attitude problem because **they don’t understand God’s attitude towards them!** They don’t know he hung out with the folks who were kicked to the curb by society and thought of as the worst people in town. They don’t know this God, who in the person of Jesus Christ, was nailed to a cross because of his love for them, proven in the words he spoke while he was hanging there a dying: “Father, forgive them, they know not what they do.” They don’t know God’s true attitude towards us.

Let me demonstrate God’s attitude towards us, towards you. Let me show you what we mean by the “grip.”

[<http://www.generationsministries.org/converge-2016-highlights.html> At this point, demonstrate the grip illustration. Jeff McSwain shows the example of ‘the grip’ on the video clip link provided. The video is from Converge East in a session where Jeff gives the background to the theme and curriculum. The grip is demonstrated between minutes 3:00 thru 6:57.]

As you can see by the “grip,” the grip of grace,” God knows you, he loves you. He’s got you! And that is something to celebrate!

For each chapel this week we are going to look at a story in the Bible – all from the book of Luke – and see how Jesus interacted with others. We will begin to discover that Jesus’ interactions in these stories aren’t just about God’s love in action; they are about God himself in action! I want you to sense Jesus’ knowing us and loving us at the deepest level. The stories will demonstrate God’s attitude towards us, towards you. It will show that he not only knows you, but he loves you! I encourage you to put yourselves in the shoes of the people who Jesus encounters in the stories we’ll discuss this week in chapel.

Let’s start tonight by looking at a Jesus encounter in Luke 7:36-50.

[*Instead of reading these stories straight through, it is suggested you tell this story, using your imagination to add color, and implementing direct passages of Scripture as you see fit. Note: for direct passages, Jeff relied mostly on the J.B. Phillips translation.*]

He is saying to each one of you, “I shaped you first inside, then out (knit you together) in your mother’s womb, you are my masterpiece, so beautiful and so valuable to me.” Maybe you are getting the idea through Jesus Christ that God not only loves you, he really likes you. If you are thinking this, you are right!

Remember, Jesus knows you and loves you! Say it with me, “Jesus knows you and loves you!” No personalization. Say, “Jesus knows me and loves me!” He’s got you! Turn to somebody and say, “He’s got you!”

CHAPEL 1: "Jesus rescues you!" (Monday Morning)

Last night I reminded you that you have been in the grip of grace since before you were born. God made you and he rejoiced over you. He knows you and loves you. Looking at the greatest thing he ever made – humans – he said, "It is very good." We have been in the grip of grace – the grip of Jesus – from all eternity.

[Perhaps a quick re-demonstration of the grip could fit here.]

You would think knowing this would always keep us on the right path all the time. But it doesn't, we still make mistakes. Some call it wandering into darkness and getting lost. Do you ever feel like you are lost – wandering around in the dark?

Here is the good news, **"Lost" doesn't mean we are not in the grip of grace!** We can't slip out of or escape God's grip. We are not more powerful than his grace. God's grip is not flimsy. I want you to understand again the grip of God is unchanging. When we say, "He's got you," that means he's got you all the way through! Always has, always will. Turn to somebody and say, "He's got you!"

But as human beings, we sometimes do the stupidest things! Even though we are perfectly created in Jesus Christ as God's beloved children, and even though we are always in the grip of Jesus, we keep looking for love in the wrong places. The Bible calls this sin - or lostness. Lostness is not just what we do to ourselves when we look for acceptance in the wrong places, make harmful choices, and try to do it on our own. It's also reinforced by what others do *to us* when they are looking for love and inclusion and acceptance in the wrong places. We are used, abused, hated, and rejected by others who are seeking to find fulfillment in themselves. And that hurts, doesn't it? It's painful. And often in our pain and brokenness we lash out at others, even our own family. Even in the grip of grace we don't totally trust God and we try to do it on our own.

Have you ever heard the story of a boy and his boat? This young boy constructed a toy boat like no other. The boy created this toy boat and put it out on the lake nearby, admiring it. But as it began to float away from him, he realized he couldn't reach it. The boy yelled, "Come back! little boat, come back!" But the boat sailed to the edge of the lake and fell over the dam. It was lost. Sometime later, though, as the boy was walking down the street, his eye caught sight of the boat in a pawnshop window. The boat was in pretty rough shape. But the boy hustled into the shop, took the boat to the counter and told the shopkeeper that it was the boat he had made and that it belonged to him. The pawnshop broker said, "I'm sorry son, the only way to get that boat is to buy it." The boy flipped over the price tag and stared at the cost. Then he raced home, brought back every penny he had, and splashed the coins on the counter. On his way out of the shop, he hugged the little boat close to his chest and said, "Little boat, now you're twice mine! I made you, and I bought you back!"

A great story, right!? Let's look at how this gives us a picture of our relationship with Jesus.

- 1) Like the boy making the boat, Jesus creates us and admires what he has done.
- 2) Like the boat, we get lost—we ignore the one who made us, knows us the best and loves us the most.
- 3) Like the scene in the pawnshop, Jesus gives everything he has, even his life on the cross, to redeem us and take us home. We are indeed twice his – he made us and he bought us back!
- 4) The boy loses sight of his boat when it sails away and drops over the dam; but Jesus never loses sight of us—we are never outside of his care.
- 5) The boat sails away from the boy and gets lost, but we cannot get away from Jesus and his grip is always on us—we are never lost to Jesus.
- 6) Jesus gives his life to show that not even death can separate us from the love of God. Death would seem like the worst form of lostness, but Jesus proved his redeeming power over death by rising from the grave. We are never lost to God, even in death (Rom 8:38-39). Even better than the closing

exclamation of the boy to his boat, the “twice mine” Jesus says to us is his way of saying “you are doubly mine” ... “My death and resurrection proves you have always been mine, and I never let go.” “I’ve got you!”

I want you to get this point: No amount of lostness can shake Jesus’ grip on you. In fact, all the lostness that you feel, and even the death that we will all experience, takes place **while you are in the grip**. We can be sure that even when you die, Jesus will never let go of you, just as we are sure that in Jesus’ death, the Father never let go of him. “He’s got you!” Turn to somebody and tell them “He’s got you!”

So let me now tell you a story from the Bible! When Jesus tells us a parable, he asks us to see ourselves in the story. You are in this story. See if you can find yourself...

Luke 15: 1-7

Jesus became increasingly popular among notorious sinners—tax collectors and other social outcasts. The Pharisees and religious scholars noticed this, saying “This man welcomes immoral people and enjoys their company over a meal! So Jesus spoke to them, using this parable, “Wouldn’t every single one of you, if you have 100 sheep and lose one, leave the 99 in their grazing lands and go out searching for the lost sheep until you find it? When you find the lost sheep, wouldn’t you hoist it up on your shoulders, feeling wonderful? And when you go home, wouldn’t you call together your friends and neighbors? Wouldn’t you say, “Come over and celebrate with me, because I’ve found my lost sheep”? This is how it is in heaven. They’re happier over one sinner who changes his way of life than they are over 99 good and just people who think they don’t need to change their ways of life.

In this parable, Jesus is asking us to see our lostness **and** our foundness. We are meant to see our lostness while we are in the grip of Jesus, where we are found. If we see this clearly, he knows our hearts will be changed. This is called repentance.

If we could see clearly, we would know that we have always been at home in Jesus’ grip, even when we’ve felt lost. In fact, it makes no sense to say somebody is lost unless they have a home in the first place...to say it another way, you can’t be lost without a home! The reason we can say foundness actually comes before lostness is because foundness is directly related to what came first, your found-ation in life, your home in the grip of grace – the grip of Jesus.

You may feel lost. But someone HAS found you! You belong to the Good Shepherd who has carried you home! Jesus is with you, and when you feel lost, he keeps carrying you home, again and again!”

Remember, Jesus rescues you! Say, “Jesus rescues you!”
Now personalize it. Say, “Jesus rescues me!”

CHAPEL 2: “Jesus chooses you!” (Tuesday Morning)

So far we’ve seen that Jesus knows you and loves you, and that Jesus rescues you.

This morning we’ll see that Jesus chooses you.

While I don’t know every one of you well, I think I know something about all of you. My guess is that you desire is to be loved unconditionally and to know you belong. Am I right? At least I know that is true for me. This is why we want you to begin to sense deeply your foundness—your home—in Jesus Christ.

Have you ever had the experience of being chosen for something? Have you ever had the experience of not being chosen? Maybe on the school playground? For a school play? [*Give other examples, or a personal story of not being chosen, if desired.*] Many of us have hurtful experiences of being left out. In life, for one person to be chosen often means others are not chosen. But choosing some and excluding others is not the way God works. In the grip of Jesus Christ we are all chosen!

To be chosen is also described in the Bible as election, or adoption. In the movie *Like Mike* there is one heart-wrenching scene at the orphanage where the kids live. The orphanage hosts an “open house” where prospective parents can come and basically shop around in hopes of finding a kid they want to take home with them. This is NOT what adoption means in the Bible. God our Father does not stand back and say, “Hmmm, I wonder if he’s got good upside potential; I’m not sure this one will pan out; I’m not sure about that one—she seems like damaged goods; that one’s not pretty enough, or strong enough or smart enough. Hmmm, not sure this one has what it takes to be my son or daughter.” No, hopefully by now you are beginning to understand God does things differently. If Jesus, God the Son, stepped into this room he would look at each of you individually and say, “You are mine. You belong to me... I choose you and you, and you...” until every one of you heard it.

The scene in *Like Mike* is heart-wrenching because it is so opposite to God’s way of choosing. Here I want to warn you against another idea—that somehow Jesus’ attitude towards you is different from the Father’s. To split Jesus and the Father, as if Jesus has a smile towards you and the Father has a frown (or maybe that Jesus talks the Father into loving us and accepting us)—that would be a huge mistake! Instead, Jesus came to show us the Father’s heart and the attitude that God has *always* had towards us. Jesus is the true Chosen One in whom we are all chosen (Eph 1:4-6). Because you are in the grip of Jesus Christ you can know for sure – even if you’ve had negative experiences with your earthly father – that you have a Heavenly Father who loves you and to whom you belong. No matter your experience with your own dad, the Heavenly Father who loves you perfectly and who chooses you will never let you go. “He’s got you!” Turn to someone and say, “He’s got you!”

Let’s look today at Luke 5:1-11.

On the banks of Gennesaret Lake, a huge crowd, Jesus in the center of it, presses in to hear His message from God. Off to the side, fishermen are washing their nets, leaving their boats unattended on the shore. Jesus gets into one of the boats and asks its owner, Simon (called Peter), to push off and anchor a short distance from the beach. Jesus sits down and teaches the people standing on the beach. After speaking for a while, Jesus speaks to Simon. Jesus: Move out into deeper water, and drop your nets to see what you’ll catch. Simon is perplexed. “Master, we’ve been fishing all night, and we haven’t caught even a minnow. But . . . all right, I’ll do it if You say so.” Simon then gets his fellow fishermen to help him let down their nets, and to their surprise, the water is bubbling with thrashing fish—a huge school. The strands of their nets start snapping under the weight of the catch, so the crew shouts to the other boat to come out and give them a hand. They start scooping fish out of the nets and into their boats, and before long, their boats are so full of fish they almost sink! Simon’s fishing partners, James and John (two of Zebedee’s sons), along with the rest of the fishermen, see this incredible haul of fish.

They're all stunned, especially Simon. He comes close to Jesus and kneels in front of His knees. Simon said, "I can't take this, Lord. I'm a sinful man. You shouldn't be around the likes of me. Jesus replied, "Don't be afraid, Simon. From now on, I'll ask you to bring Me people instead of fish." The fishermen hauled their fish-heavy boats to land, and they leave everything to follow Jesus.

Simon Peter didn't see how God's holiness could have anything to do with him. Simon knew his own shortcomings, and in his way of thinking, holiness could have nothing to do with Simon and his sinfulness. You see, just as we talked on Sunday night, Simon had an attitude problem. He didn't know what Jesus thought of him. He didn't know God's attitude toward him. Remember how the story made the point, "He got in the boat belonging to Simon." The Holy Son of God invaded Simon the sinner's personal space, and it was a beautiful moment. Jesus got into the boat belonging to Simon to prove Simon belonged to Jesus. Are you involved in things you are ashamed of? Do you lie to your parents? Do you hate somebody? Do you hold grudges? Do you go to church, but live a double life? Don't be afraid, Jesus is with you. Do you watch porn? Do you do get wasted? Don't be afraid, Jesus loves you. You belong to him, and he will never let you go. Are you involved in the occult? Do you worship Satan? Are you an atheist? Don't be afraid, Jesus is in your boat; he is in your life. Do you struggle with thoughts of suicide? Anxiety? Depression? Are you a cutter? What about an eating disorder? Don't be afraid. He's got you. You are in his grip of grace.

Jesus chooses you, even at your worst.
Remember, Jesus chooses you.
Say, "Jesus chooses you!"
Now personalize it. Say, "Jesus chooses me!"

CHAPEL 3: “Jesus loves you this much! (arms outstretched)” (Wednesday Morning)

Yesterday we read a story with a guy named Simon Peter and a boat. And we start today with another story involving Peter and a boat (and Jesus of course.) This story is in Matthew (we’ll get back into the book of Luke in a minute.)

Peter is in the boat in the middle of a storm. Then, in the midst of the storm, Peter and the other disciples saw Jesus coming to them, walking on the water! The Scripture says they were scared out of their minds, thinking it was a ghost! But then Jesus said something familiar, “Don’t be afraid.” And who is the brash disciple in the boat that says he wants to walk out to meet Jesus on the water? Simon Peter, of course! The account tells us that Peter actually takes a few steps on the water to Jesus and then begins to sink. He cries out for help – it had to be a really short prayer because it doesn’t take long to go from your toes to your nose when sinking into the water! “Lord save me!” What does Jesus do? It says “immediately Jesus reached out and grabbed Peter and lifted him out of the water, and the two of them got back into the boat safely.” Again this particular “gripping” incident reminds Peter that he can trust the Savior who always has a grip on him. This is a lesson Peter, and all of us, are continually learning and re-learning!

Let’s celebrate the grip of grace. Let’s trust Jesus who always has a grip on us. The arms of Jesus reach out to us in a grip because of his love for us. And you could say (Like the little girl asking, “How much does Jesus love me?”) that Jesus loves me this much. *[AMRS OUTSTREACHED]* But you must know, there is another grip. There is a sobering story in Luke that illustrates this other grip.

We turn to Luke, chapter 9:37-43 (Phillips) The same story is found Mark 9:14-29 which adds some details not found in the Luke account.

The story starts with a large group of people around Jesus. Suddenly, from the crowd a fearful father cries out to Jesus. “Lord, please come and look at my son...without any warning some spirit gets hold of him.” Again, note: “it gets hold of him.” This is a different kind of grip than we have been discussing this week. This boy is in the grip of an evil spirit. When the spirit “gets hold of him” it makes the boy convulse, cry out and foam at the mouth. In fact, the father says this has happened to him throughout the boy’s life and sometimes the spirit is so strong it throws the boy into water or fire to try to kill him (Mk 9:22). These episodes leaves the boy battered and bruised.

Jesus responds with compassion, “Bring the boy to me.” Now Jesus swings into action and says to the evil spirit, “I command you to come out of this boy and never go into him again.” The spirit screams and releases its grip on the boy, but not before convulsing the boy and hurling him to the ground like a rag doll. Everyone thought the boy was dead.

All of us have an enemy. His name is Satan and he is called the deceiver, or the father of lies. Our enemy wants us to define ourselves by our mistakes; he wants us to believe that our false self is our true self. He tries to communicate this to us through Hollywood and the media. But our true self can only be found in the one to whom we truly belong. There is a saying “You don’t know who you are until you know whose you are,” and, as we sometimes add, “Satan ain’t nobody’s daddy!”

The deceiver cannot create anything, but he can cause confusion. He has a grip on every person, and it is not uncommon in this world for any of us, Christian or not, to feel that the grip of evil is the strongest and deepest grip. You may be, or you may know, someone who is enslaved to an addiction. It’s rough, downright brutal. When we sense the grip of our enemy who wants to defeat us, our hope is found in a grip that trumps, defeats and overpowers the enemy’s—a grip which is stronger and deeper and more real than the evil one.

So the boy in our story is lying there lifeless.... Scripture then says Jesus grasped [*emphasize grasped/gripped*] the boy's limp hands and lifted him up. The boy's strength returned and he stood on his own feet. Then Jesus sent him home with his father (Mk 9:27-28).

Note how Jesus does not simply deal with the grip of the evil spirit, removing what we might call the counterfeit grip, the weaker or lesser grip, from the boy. He does not merely dissolve the grip of the enemy on us. He shows us that his grip, his stronger, deeper grip, has been on us all along. Even when he allows bad things to happen to us for reasons we don't understand, we are in his grip. Even when we die, we are held in his grip. His grip has nothing to do with our decisions, nor is it dependent on our world's circumstances.

[You can use the Blood Diamond story and clips mentioned in Jeff's curriculum to demonstrate the tale of the two grips or use a different video clip(s) or personal story that illustrates both grips – with the grip of Jesus being deeper and stronger and more real.]

We have a false identity that the “father of lies” wants us to believe in. That's when we define ourselves by what we think about ourselves or by what other people say and think about us. In our false identity we are lost. The enemy communicates “You're mine” in a threatening, negative way, as one who is intent on destroying you. It's like Satan is saying, God doesn't love you, just look at the evidence around you, look at how messed up you are, look how messed up the world is. You are mine, and you might as well let me show you how to “get mine” while you can. The voice of the Accuser can be very strong and convincing. But we have a true identity as good sons and good daughters of our true Father. This is the bedrock of who we are, because of **whose** we are. We are in the grip of Jesus Christ, our human brother and Son of God, and because of that we are God's beloved children. The Holy Spirit continually moves in and through our lives and it is in him that we have ears to hear and eyes to see clearly that we are his, that we have a home – that we are found!

We have two identities. A false one and a true one. Now, think about it; if we were not sure we have a fresh, true identity in Christ, we would never loosen our allegiance to the false, stale one. We would stay loyal to the false one and dress it up as best we can. When it strikes us that we have a true, better and constantly renewed identity as children of our true father, in repentance we find power to deny our false identity (our “fake ID!”). Again, it's by seeing who you ARE that you can confess who you are NOT. As the country preacher says, “Be who you are, cause if you ain't who you are, you are who you ain't!” and that's not a good place to be. Jesus is constantly calling us to be who we are in him. His grip of grace is the ultimate grip.

Remember, “Jesus loves you this much!” (Arms outstretched)

Say it with me, and stretch your arms out, but don't hit your neighbor in the face!!!!

“Jesus loves you this much!” (Arms outstretched)

Now personalize it, say, “Jesus loves me this much!” (Arms outstretched.)

CHAPEL 4: “Jesus is closer to you than you are!” (Thursday Morning)

Do you remember those simple yet meaningful and powerful phrases we say at the end of each chapel? Say them with me . . .

1. Jesus knows me and loves me
2. Jesus rescues me
3. Jesus chooses me
4. Jesus loves me this much (arms outstretched)

This morning, adding to that, we will see that ***Jesus is closer to you than you are!*** How can that be? How can someone be closer to me than myself?

At the very end of the book of Luke, after Jesus has risen from the grave, Jesus went with his followers to a hill outside of Jerusalem. Let’s pick up the account from Luke 24:45.

“Then he opened their minds so they could understand the Scriptures. He told them, “This is what is written: The Messiah will suffer and rise from the dead on the third day, and repentance for the forgiveness of sins will be preached in his name to all nations, beginning at Jerusalem. You are witnesses of these things. I am going to send you what my Father has promised; but stay in the city until you have been clothed with power from on high.” When he had led them out to the vicinity of Bethany, he lifted up his hands and blessed them. While he was blessing them, he left them and was taken up into heaven. Then they worshiped him and returned to Jerusalem with great joy. And they stayed continually at the temple, praising God.”

The key is in one of the verses in the middle of the passage. Jesus says, “I am going to send you what my Father has promised.” What Jesus is sending us is the Holy Spirit. Shortly after his ascension into heaven, the book of Acts (also written by Luke) tells us that Jesus pours out his Holy Spirit from heaven on all people (Acts 2:17). This is what we call the day of Pentecost. Here we see the beauty of the Father, Son and Holy Spirit all working together, one God in a community of three Persons! The pouring out of the Holy Spirit reminds us that God is sharing his life of community with us: Jesus the Son has brothered us. Father has adopted us. Spirit convinces us that it is true! The Spirit wraps us up tightly (grips us) in the assurance that we belong to Jesus Christ; that is what Jesus calls in the text above “being clothed with power from on high.” The Spirit gives us the power to live into our true identities as Jesus defines us, not as the world defines us, or our friends, or even as we define ourselves. The Spirit power enables us to swim upstream against a culture that tells us to live for ourselves and “get mine.”

The connection between the Spirit and Jesus Christ is so strong that sometimes the Spirit is called the Spirit of Christ (cf. Rom 8:9, I Pet 1:11). It is because Jesus poured out the Spirit on everyone that we can say that while Jesus is in heaven, he is also everywhere present by his Spirit. He doesn’t need to be physically present, holding on to everyone’s arm, because by the Spirit he is closer to us than we are to ourselves! So guess what, Jesus is closer to us – through the Spirit – than we are to ourselves!

To better understand the presence of Christ by the Spirit, let’s turn to another passage in Luke 7 (1-10), This time the story is about a Roman centurion. Centurions were officers in the Roman army. From the passage we learn that this officer had servants in his household, and one that he was very fond of was horribly ill and at the point of death. This centurion was well respected by the Jewish leaders in the town. Typically, Romans worshipped many “gods,” but the Jews believed in only one God (the God of the Old Testament). But the Jews in town respected the centurion because the centurion respected ***them***. The centurion had even used his own money to build the Jews a building—a synagogue—where they could worship their one God.

Because of the good deed the centurion had done, when the centurion's servant fell desperately ill, the centurion's Jewish friends attempted to return the favor. They decided to go find Jesus to see if Jesus could help the centurion's servant get well. It says in verse 4: "When they came to Jesus, they pleaded earnestly with Jesus, 'This man deserves to have you do this.'" Note the word **deserved**. Hold on to that. When they got to Jesus, his response was basically, "OK, let's do this thing; let's go to this guy's house," and he started walking that way. You would expect that of Jesus, right?

On the way, Jesus was intercepted by a messenger who relayed a statement from the centurion. This is the statement the Centurion sent: "Lord, don't trouble yourself, for I do not deserve to have you come under my roof. That is why I did not even consider myself worthy to come to you. But say the word, and my servant will be healed. For I myself am a man under authority, with soldiers under me. I tell this one, 'Go,' and he goes; and that one, 'Come,' and he comes. I say to my servant, 'Do this,' and he does it." This pagan Roman knew what authority meant, and he believed that Jesus was the chief authority of the universe—that Jesus could command life and death the way Roman officers commanded their troops. Sure enough, when the messenger returned to the centurion's house, the centurion's servant was healed. To those involved, it seemed like Jesus had healed the servant from a distance. But remember what we said about the Holy Spirit. The Holy Spirit allows Jesus to be everywhere at all times, in all places.

In view of the Holy Spirit's role, then, we can say that everyone in this story is in the grip of Jesus Christ. The centurion is in the grip. In fact, he could never have had any faith at all unless it had come from Jesus being with him by the Spirit. The Jews are in the grip of Jesus by the Spirit. They are God's chosen people to illustrate for all of us what it means to be chosen. The sick servant is in the grip of Jesus, too. By the Holy Spirit, Jesus is just as near to the servant at the house as he is to the messenger on the road. Because of what Scripture tells us about the Holy Spirit, we can know that the servant is healed not by magic, and not by some impersonal "force," but by the presence of God the Spirit, the Spirit of Jesus Christ.

This story reinforces the truth expressed earlier that Jesus is everywhere by the Spirit. And that He is closer to us than we are to ourselves. This has always been the case, whether we believe in Jesus or not. Now it's important for us to emphasize that Jesus is just as near to people who **do not** get well as he is to people who do get well. All of us are in his grip. In other words, while we can claim that those who get well in this world are healed precisely **because of** Jesus' presence by the Spirit, we would never want to reverse the logic and say people who do not get well suffer **for lack of** the Spirit's presence. Still, why Jesus heals some people in this world and why he doesn't heal others is a huge mystery.

When we remember that God the Holy Spirit is closer to us than we are to ourselves, we can understand that by the Spirit Jesus steps into every human being's suffering and experiences it even more deeply than we do! Scripture tells us that in our suffering the Spirit "groans" in us with words deeper than we can utter ourselves. It's good to know that the Spirit and Jesus are both praying for us!

Remember, Jesus is closer to you than you are.
Say, "Jesus is closer to you than you are!"
Now personalize it. Say, "Jesus is closer to me than I am."

CHAPEL 5: “Jesus is more committed to you than you are to him.” (Friday Morning)

Are you afraid to fail? I think we all are. This week we’ve talked about what Jesus looks like – what he *IS* like. And since we see better what Jesus is like, we know better what God is like. We’ve seen God’s attitude toward us.

1. Jesus knows me and loves me
2. Jesus rescues me
3. Jesus chooses me
4. Jesus loves me this much (arms outstretched)
5. Jesus is closer to me than I am

But what is Jesus’ attitude toward us when we fail? Guess what, Jesus is committed to us, even when we fail, falter or flop. Whether we flounder, fudge, forge, forfeit, or forget, Jesus is more committed to us than we are to him. More than we could ever be to him.

Our friend Simon Peter had a big failure at the end of Jesus’ life, when Jesus told the disciples he was going to be arrested and killed. Simon boasted defiantly, No way! I’ll go to prison or die before I let that happen! I’ve got your back Jesus! (Luke 22:31-34) Some of you may know what happened after that.

A few hours later, when Jesus was on trial, Peter denied three times that he even knew Jesus! Scripture tells us that when the rooster crowed Simon remembered Jesus’ words, “Before the rooster crows, you will deny me three times.” At that point, it tells us, Peter and Jesus made eye contact. “The Lord turned his head and looked straight at Peter, and into his mind flashed the words the Lord had said to him, ‘You will disown me three times before the rooster crows.’ And Simon went outside and wept bitterly.” (Luke 22:60-62) We see what flashed through Peter’s mind. But what do you think went through Jesus’ mind at that moment? What look was in his eyes as he looked at Peter when he denied him. If it were us maybe we would think, “Peter, you traitor!” “Backstabber!” “You’re worthless!” “Coward!”

But what we’ve seen about Jesus, I bet what Jesus’ look communicated was much different. I think it was more like, “Simon, don’t be afraid. I chose you. You belong to me. No failure can change that. I am still in your boat.” Simon was broken. He wept over this kind of undeserved love. He wept over the fact that he had hurt the one who loved him the most.

It takes time to learn to let Jesus love us through our failures, but when this good news gets into our bones, we will be empowered to change and to lead others in the way of Christ’s unconditional love. I said it takes time to learn. Well here’s a question to see how you are learning. Which person is growing more in his or her relationship with God? The one who is praying (even fasting) regularly, reading God’s word, going to church, giving money to the church, OR the one who is lying, cheating, stealing, someone you might call a corrupt business-person? Which of these people is growing more in his or her relationship with God? (*wait momentarily for various answers*) It’s a little tricky. Based on what I have said, you really can’t tell who is growing more, can you?

Here’s how Jesus puts it (Lk 18:9-14): Jesus was speaking to certain people who were confident of their own righteousness and looked down on others: “Two men went up to the Temple to pray, one was a Pharisee, and the other was a tax-collector. The Pharisee stood and prayed like this with himself, ‘O God, I do thank you that I am not like the rest of mankind, greedy, dishonest, impure, or even like that tax-collector over there. I fast twice every week; I give away a tenth-part of all my income.’ But the tax collector stood in a distant corner, scarcely daring to look up to Heaven, and with a gesture of despair, said, ‘God, have mercy on a sinner like me.’ I assure you that he was the man who went home justified in

God's sight, rather than the other one. For everyone who sets himself up as somebody will become a nobody, and the man who makes himself nobody will become somebody."

The Pharisees in Scripture often had a problem with self-righteousness and pride. It's apparent that the Pharisee in this story is very religious, doing all the church things. On the other hand, we have a tax collector. When it came to reputations, tax collectors were at the very bottom of the ladder in Israel, right there with the prostitutes. They were hated because they represented the Romans who ruled the land, and they overcharged the people for taxes and kept the extra for themselves. So to tell this story Jesus picks two men who are polar extremes to make his point. We have the do-gooder contrasted with the evildoer. But Jesus obviously doesn't want us to answer the question about who is growing more in his relationship with God simply on the basis of outside deeds. In this story it becomes clear that being good is not the goal; sometimes "being good" actually gets in the way of a heart to heart relationship with God!

The religious guy was doing some good things, but he's a phony. Did you notice, Jesus even says the Pharisee is praying to himself!! It's the "evildoer" who Jesus sets up as the good example. This man is playing by the rules of God's unconditional love. ***We could certainly say he is celebrating the grip!*** This man came humbly to God in prayer, not acting as if he deserved anything. You see, if you are being real with God, talking things over with the God who you know loves you in spite of your failures and shortcomings, you might be a liar, thief, cheat....a corrupt businessperson, but if you keep doing this, you will begin to leave those labels behind. The more honest you are with God, the more real he will be to you, and the more genuine you will be to other people. As you celebrate the grip of Jesus' commitment to you, you will begin to change, to live more and more into your true identity; you will begin to emerge from what smothers you—the reputation that chases you, the image you've falsely adopted for yourself.

This transformation is not meant to be an individual, isolated process. God is a community of persons, Father, Son and Holy Spirit, and God made us to live in community, to repent and believe in community, to confess in community and to celebrate the grip in community. Because we are by nature communal, created by a communal God ("let us make mankind in our image," Gen. 1:26), we need to participate in community rhythms (prayer, Bible reading/study with others, going to church) to be healthiest in Christ; we need to find our identity as part of the whole. In fact, our identity as individuals in Christ is actually secondary to our identity as a part of the larger body of Christ.

When you go back home – get tied into a community of faith. Some of you go to church regularly and have a youth group. Some of you may not go church at all. Find a good church and youth group to be a part of. No, going to church doesn't save you – but it is there that you can be reminded and strengthened in the reality that you are saved and loved by Jesus! It is there you can serve and encourage others, too.

I know it can be scary out there. But remember, Jesus is committed to you. Even more than you could ever be to him. He's got you! Turn to someone and say, "He's got you!"

I pray you will remember and live in the reality of our 6 takeaway phrases.

1. Jesus knows me and loves me
2. Jesus rescues me
3. Jesus chooses me
4. Jesus loves me this much (arms outstretched)
5. Jesus is closer to me than I am
6. Jesus is more committed to us than we are to him



Spiritual Enrichment Program of Southern California

STAFF Standards of Conduct Agreement

When you complete the online staff application, you will need to check the box that you have read and agree to abiding by this document.

SEP So. Cal. has always had high-quality volunteer staff that go above and beyond the call of duty. For that we are very grateful. We have high expectations for the 2014 staff!

As a matter of due diligence, we have stated the guidelines for staff below so that we are all operating under consistent and clearly stated expectations. Most of these standards are the same as what is required of the campers that you will be serving and of course, we expect that as staff you will set a positive example for them in these areas.

When you complete the staff application online you'll need to check the box that you have read this document.



1. I understand that most of these standards are the same as what is required of the campers that I will be serving and that I **MUST** set a positive example for them in these areas in order to lead them well.



7. I will not wear my pants/shorts in such a way that my underwear shows, nor will I wear my shirt in such a way that my bellybutton shows. I will strive to glorify God and be respectful to myself and to others by dressing modestly.



2. I understand that there is no tolerance for fighting, racism, harassment, violence or abusive behavior or language of any kind.



8. I understand that SEP So. Cal. is not responsible for articles of clothing or personal belongings lost or damaged by fire, theft, etc. I will **LABEL** my clothing and personal items.



3. I will strive to keep my language clean and respectful to others - no cussing, obscene, derogatory or abusive words.
→ I will especially work hard to phrase things in a positive & uplifting manner and not talk down to the youth.



9. I understand that SEP So. Cal. does not recommend bringing expensive or irreplaceable clothing, jewelry or electronics. SEP So. Cal. is not responsible for lost or broken items.



4. I realize that I am responsible for my own actions – cleaning up my own messes, reporting something if I broke it. I will encourage my campers to do the same through example & verbal instruction.
Staff Applicant _____



10. I understand that campers cannot have a cell phone, electronic gaming device, radio, CD, iPod or MP3 player, laptop or iPad during camp. I understand that I **am allowed to have a cell phone and I will use it with discretion** during camp. I will not be having long phone and texting conversations, surfing the web or listening to music. I will not loan my phone to campers unless there is a valid reason they need to contact their parent & I am present. I will store any other electronic devices in the camp office (unless staying in a locked lodge room).



5. I agree not to pierce, tattoo, cut or dye anyone's hair while at camp – including my own, but especially a camper's. I promise to leave the clippers, scissors and hair dye at home.



6. I will not write on, cut, deface or destroy my clothing at camp – incl. my staff T-shirts. And I will not allow my campers to do so either. I understand that on the final day of camp, staff and campers will be allowed to sign each other's T-shirts so they can be saved as keepsakes.



11. I will not bring or use drugs, or drug paraphernalia, tobacco products, alcoholic beverages, and/or illegal controlled substances, and/or weapons. I understand that if I do, it will be *cause for immediate dismissal* from camp.



12. I understand that SEP So. Cal. has clear limits on sexual behavior and does not allow unmarried couples to engage in sexual activities of any kind. Minimal forms of hugging are allowed such as side-hugging, however long intimate bear-hugs are not acceptable. Kissing, holding hands, sitting on laps, giving and/or receiving massages or any type of sexual behavior is prohibited and may be cause for immediate dismissal.

Staff Applicant _____



14. I understand that SEP So. Cal. is dedicated to everyone having the chance to enjoy a positive camp experience and that is why these rules are in place.

- ➔ In the event that I break one of the stated rules, I will meet with the Camp Director to discuss what actions need to be taken. I realize that some behaviors require immediate dismissal.
- ➔ In the event that rules are broken by a camper, I understand there is a 4-Strike policy & I will follow the guidelines below closely.
 - **1st incident = Strike 1.** The counselor or activity leader will talk with the camper about the infraction and the Director will be informed.
 - **2nd incident = Strike 2.** The camper will be suspended from an activity or activities and the Camp Chaplain or Camp Director will talk with the camper.
 - **3rd incident = Strike 3.** The camper will call home to notify the parents/guardians of what has been occurring and inform them that if there is one more incident, the camper will be dismissed from camp.
 - **4th incident = Strike 4.** The camper will be dismissed from camp and the parents/guardians will be called and asked to pick up the camper. No refund will be given. (Exceptions to the 4 strike policy are the "immediate dismissal" items #11 & #12 on p. 5 & 6.)



13. I understand that **staff may not store or administer their own prescription meds, over the counter meds or vitamins in the dorms or near campers.** This includes but is not limited to Tylenol, Advil, non-prescription allergy medications or vitamins. Exceptions may include staff with a history of asthma who need to keep their inhaler with them all times and for those with anaphylactic allergies who need to keep an EPI-PEN with them for emergency use. These exceptions should be discussed with the Camp Nurse at registration.

Unless I am staying in a lodge room that stays locked ALL the time, my meds will be kept in the infirmary so the nurse may dispense them and keep a record of their use. I will list any medication needs on the online Health Evaluation Form if I have not already done so.

We are very excited about your interest in serving at SEP So. Cal. 2014!

Mark & Anne Stapleton
SEP So. Cal. Camp Directors

When you complete the online staff application, you will need to check the box that you have read and agree to abiding by this document.

SEP So Cal, P.O. Box 356, Lemon Grove, CA 91946
Fax at 619-564-3445 or sepsocal@cox.net



Spiritual Enrichment Program of
Southern California

Camper Standards of Conduct Agreement

Please complete and return this form to:

SEP So Cal, P.O. Box 1115 Sierra Madre, CA 91025

Fax at 619-564-3445 or sepsocal@gmail.com



1. I understand that there is no tolerance for fighting, racism, harassment, violence or abusive behavior of any kind.



2. I promise to try hard at everything I do during activities and to be a good sport.



3. I will strive to keep my language clean and respectful to others - no cussing, obscene, derogatory or abusive words



4. I realize that I am responsible for my own actions: if I make a mess, I will clean it up; if I break something, I will fix or replace it.



5. I agree not to pierce or permanently tattoo myself or cut or dye my hair while at camp. I promise to leave the clippers, scissors and hair dye at home.



6. I will not write on, cut, deface or destroy my clothing at camp – incl. my camper T-shirts. If I do, I will have to purchase a new T-shirt. EXCEPTION: I understand that on the **final** day of camp only, staff and campers will be allowed to sign each other's T-shirts so they can be saved as keepsakes.



7. I will not wear my pants/shorts in such a way that my underwear shows, nor will I wear my shirt in such a way that my bellybutton shows. I will strive to glorify God and be respectful to myself and to others by the way I dress.



8. I understand that SEP So. Cal. is not responsible for articles of clothing or personal belongings lost or damaged by fire, theft, etc. I will LABEL my clothing and personal items.



9. I understand that SEP So. Cal. does not recommend bringing expensive or irreplaceable clothing, jewelry or electronics. SEP So. Cal. is not responsible for lost or broken items or equipment.



10. I understand that I cannot have a cell phone, electronic gaming device, radio, CD, iPod's or MP3 player, laptop or iPad during camp. If I do bring one or more of these items to camp, I will check it in at registration and the office will keep it locked up for the week and return it to me on departure day. (bring a separate clock if you need alarm.)



11. I will not bring or use drugs, or drug paraphernalia, tobacco products, alcoholic beverages, and/or illegal controlled substances, and/or weapons. I understand that if I do, it will be *cause for immediate dismissal* from camp. (There will be no refunds.)



12. I understand that sneaking out of the dorms/cabins at night is unsafe and will *result in immediate dismissal*. I agree not to run away from my dorm mates when at an activity together or leave my dorm room/area without permission from my counselor.



13. I understand the SEP So. Cal. has clear limits on sexual behavior and does not allow unmarried couples to engage in sexual activities of any kind. Minimal forms of hugging are allowed such as side-hugging, however long intimate bear-hugs are not acceptable. Kissing, holding hands, sitting on laps, giving and/or receiving massages or any type of sexual behavior is prohibited and may be cause for immediate dismissal.



14. I understand that I must check in ALL over-the-counter medications & vitamins when I arrive at camp AND they must be in their ORIGINAL containers. This would include - but is not limited to - Tylenol, Advil, non-prescription allergy medications or skin and first aid remedies. Any medication that will need to be used on an ongoing basis while at camp must be checked in with the Camp Nurse upon arrival at registration. All medications will be kept in the infirmary so the nurse may dispense them and keep a record of their use. *Campers may not store or administer their own medication in their dorms.* (Exceptions may include campers with a history of asthma who need to keep their inhaler with them at all times and for those with anaphylactic allergies who need to keep an EPI-PEN with them for emergency use. These exceptions should be discussed with the Camp Nurse at registration.) Please note any medication needs on the Health Evaluation Form if you have not already done so.



15. I understand that SEP So. Cal. is dedicated to every camper having the chance to enjoy a positive camp experience. In the event that rules are broken, I understand that there is a "4-Strike" policy that will be carried out:

➤ **1st incident = Strike 1.** The counselor or activity leader will talk with the camper about the infraction and the Director will be informed.

➤ **2nd incident = Strike 2.** The camper will be suspended from an activity or activities and the Camp Chaplain or Camp Director will talk with the camper.

➤ **3rd incident = Strike 3.** The camper will call home to notify the parents/guardians of what has been occurring and inform them that if there is one more incident, the camper will be dismissed from camp.

➤ **4th incident = Strike 4.** The camper will be dismissed from camp and the parents/guardians will be called and asked to pick up the camper. No refund will be given. (Exceptions to the 4 strike policy are the "immediate dismissal" items #11 & #12 on page 5.)

We are absolutely excited about celebrating our 13th SEP So. Cal. Summer Camp! This camp has been built on many months of prayer and planning. We feel that the most important parts of this camp are to have an opportunity to develop a closer walk with God and be equipped to discover and serve in your area of giftedness. We also hope you make new friends, visit with old friends, meet some positive role models and have lots of fun!

See you soon,

*Mark & Anne Stapleton
SEP So. Cal. Camp Directors*

I, the camper, promise to treat everyone – campers and staff – with respect & consideration and agree to abide by the above standards and guidelines.

I, the parent/guardian, realize that when I completed the online registration form, I signed this statement:

STANDARDS OF CONDUCT * (You checked this box when you registered online.)



I understand that SEP So Cal operates on the basis of respect and therefore has standards that ALL campers must agree to abide by. A Standards of Conduct Agreement will be emailed to you and the camper and are also available at www.sepsocal.org. **I will go through this document with my child making sure that we both understand the 4-strike policy.**

SEP So. Cal.

Summary Statement of Faith

SEP So. Cal. has a blend of staff and campers from various denominations.

We strive to adhere to the basic, core Christian doctrines. Additionally, SEP So. Cal. does not limit camper applicants to only the Protestant persuasion. We will may have campers who are Catholic, Mormon, Jewish, or even claim to be agnostic or atheist. Though we do preach the Gospel and truth of God's love for all humanity, we are not here to 'convert' any camper to our personal theological view or religion.

Here is what we ask/require:

- We ask that staff stick to the core issues: God loves you and me, God wants a relationship with you and me, God desires us to love Him and to love our neighbor in return.
- We ask that all staff sign our Statement of Beliefs. SEP So. Cal. is a chartered camp under Generations Ministries, the youth ministry arm of Grace Communion International (GCI). As such our Statement of Faith is patterned after GCI's summary of their Statement of Beliefs.
- We ask that all staff be supportive when talking with the campers about what is being taught in chapels, Christian Living and other activities.
- If a staff member disagrees with a statement made in chapel or one of the other classes, we ask that they handle it with generosity and grace. And by this, we mean not creating dissension. The staff member could say something generous like, "There are a lot of brilliant, Godly people who agree to disagree on this issue. And God loves each and every one of them!"
- We ask that staff members respect where fellow staff and the campers are coming from and where they are going back home to. Whether it be Greek Orthodox, Calvary Chapel, United Church of God, Mormon, Catholic, GCI or other.
- We ask that staff members do not use the dorm environment as a platform to 'convert' the campers to their specific denomination or doctrinal belief.

Summary of Our Christian Faith:

- There is one holy, loving, all-powerful, and gracious Creator God who exists in three Persons: Father, Son, and Holy Spirit.
- God the Father made all things through the Son, sent the Son for our salvation, and gives us the Holy Spirit.
- The Son of God, Jesus Christ, our Lord and Savior, was born of the virgin Mary, fully God and fully human, and is the perfect revelation of the Father and the perfect representative of humanity.
- Jesus Christ suffered and died on the cross for all human sin, was raised bodily on the third day, and ascended to heaven.
- Jesus Christ is standing in for all humanity before the Father, Jesus Christ provides the perfect human response to God. Since he died for all, all died in him, and all will be made alive in him.
- The Holy Spirit brings sinners to repentance and faith, assures believers of their forgiveness and acceptance as God's dearly loved children, and works in them to conform them to the image of Jesus Christ.
- That the Bible is the inspired and infallible Word of God that testifies of Jesus Christ. The Bible is fully authoritative for all matters of faith and salvation.
- Salvation comes only by God's grace and not by works, and it is experienced through faith in Jesus Christ. Christians respond to the joy of salvation when they gather in regular fellowship and live godly lives in Jesus Christ.
- We look forward to the resurrection of the dead and the life of the age to come.

Chapter 4

GenMin health and safety policies

GenMin programs and events involve activities with inherent risk. While no event can perfectly ensure the health and safety of participants, event staff are to use reasonable care to protect participants from harm. That care is to include close adherence to the following policies.

4.1 Screen staff members

Before an adult or teen begins to serve as a staff member in a GenMin sponsored program or event where the position of service involves on-going and direct contact with a young person under age 18, the staffer must be prescreened in accordance with section 5.4.2.5 (3). In addition, all staffers working in a GenMin program or event that includes one or more overnight stays must acknowledge in writing (using the Camp staff acknowledgement form in **Appendix 7**) their understanding and agreement to follow the policies set forth in this chapter.

4.2 Parental permission

Because GenMin events often involve under-age (minor) children, it is essential that their involvement be pre-approved by a parent or other legal guardian. When an event involves one or more overnight stays, such pre-approval is to be confirmed and documented in writing by including in the event application or in a separate parental permission form, the explanatory text followed by a line for parental signature (see **Appendix 1**).

NOTE: Under NO circumstance is a minor participant or minor staff member to be admitted to an event involving an overnight stay without parental permission given in writing and then kept in the appropriate camper's or staffer's file.

4.3 Health care protocols

When a GenMin sponsored event (such as a camp, event, mission trip or Discovery Weekend) involves one or more overnight stays, the following health-care protocol requirements apply:

4.3.1 A qualified nurse or other appropriately licensed health care professional is to be part of the event staff. This individual is to be responsible for administering prescribed medications for any minor participants or minor staff members at the

event. The need for the administration of such medications is to be noted in the event application, which must include signed parental permission (see section 4.2).

4.3.2 The event health care professional is to understand and comply with applicable state and local regulations related to the administration and/or management of medications and minimizing the spread of infectious diseases. Such regulations would include pharmacy regulations, nurse practice legislation, regulations of physicians' regulatory bodies, and regulations for ancillary providers used by the event. In addition, regulations associated with the licensing of the particular event facility may influence procedures.

4.3.3 In addition to the above requirements, each Generations Ministries camp, mission trip or event is to have on file a written health-care policy statement setting forth protocols concerning how the event health care professional and others under their direction will:

- Administer medications
- Respond to medical emergencies
- Handle other related health-care issues including taking steps to minimize the spread of infectious diseases (including cleaning up any spillages of bodily fluids).

4.4 Prohibition of sexual harassment, sexual misconduct and improper discrimination

Special care must be taken so that GenMin participants or staff members are not subjected to sexual harassment, sexual misconduct and/or improper discrimination. These three forms of behavior will not be tolerated during any GenMin program or event (including travel to and from those programs or events when such travel is being supervised by a GenMin staff member). Moreover, these behaviors will not be tolerated between staff members, between staff members and participants, and between participants. This section defines these three types of prohibited behaviors and sets forth policies and

procedures with regard to reporting and investigating such behaviors, and administering disciplinary action when warranted.

4.4.1 Sexual harassment

4.4.1.1 Definition

Sexual harassment can involve either a male or female harasser or either a male or a female victim. Moreover, the harasser and victim may be of the same or of the opposite sex. In all such circumstances, the common denominator is that the harasser's conduct is not welcomed by the recipient (victim) and/or creates a hostile environment which third parties should not be expected to endure.

Whenever unwelcome, the following conduct potentially constitutes sexual harassment (the list is illustrative only and not exhaustive):

- Physical contact of an inappropriate type
- Sexual flirtation, touching, advances or propositions
- Demeaning, insulting, intimidating or sexually suggestive comments about an individual's dress or body
- Demeaning, insulting, intimidating or sexually suggestive written, recorded, or electronically transmitted messages (including distribution of Internet pornography)

4.4.1.2 Reporting

It is the GenMin policy to inform participants that we do not permit any form of sexual harassment, whether specifically listed above or not, and that participants should report any such behavior according to the procedures outlined here. Anyone who believes that they see or are a victim of sexual harassment should report it to the program chaplain (if there is one, as in the case of a GenMin camp) or to the program director or other staff member. If any staff member receives a report of sexual harassment from a participant, the staff member must report it to the program chaplain or director.

4.4.1.3 Investigating

All reports of alleged sexual harassment will be investigated promptly with impartiality and sensitivity, and with as much confidentiality as possible under the circumstances. GCI prohibits any form of retaliation against a person who reports incidents of sexual harassment. Immediately upon notification of any sexual harassment, the legal department is to be informed and consulted about how to proceed, including about the need, if any, to report the al-

leged conduct to authorities in accordance with applicable laws. In response to notification, the legal department in most cases will provide written instructions for conducting the investigation. In all such investigations, special care is to be taken to maintain as much confidentiality as possible; however, absolute confidentiality cannot be promised nor, as a practical matter, maintained in all cases due to the nature of the investigation process.

4.4.1.4 Disciplinary action

Any breaches to the policies noted in this section concerning sexual harassment are subject to appropriate disciplinary action as determined by appropriate officials of GCI.

4.4.2 Sexual misconduct

4.4.2.1 Definition

Sexual misconduct as defined within the context of a GenMin event or program is any type of sexual contact (including, but not limited to, all illegal sexual conduct) between non-married individuals (whether staff members or participants). Examples of sexual contact include prolonged hugging and/or kissing (sometimes referred to as 'petting' or 'necking') and other forms of intimate sexual contact including oral sex and sexual intercourse of any type.

4.4.2.2 Reporting

If an individual believes that they are the victim of sexual misconduct or otherwise are witness to an apparent act of sexual misconduct, they should report the misbehavior to the program chaplain, or if the program has no designated chaplain, to the program director. If the individual experiencing or witnessing the prohibited behavior is not comfortable reporting to the chaplain or director, the individual may report to any program staff member who then has a duty to immediately report to the chaplain or director on behalf of that individual.

4.4.2.3 Investigating

All reports of alleged sexual misconduct are to be investigated promptly with impartiality and as much confidentiality as possible under the circumstances. GenMin prohibits any form of retaliation against a person who reports sexual misconduct or otherwise provides information concerning alleged misconduct.

Immediately upon notification of any sexual misconduct, the legal department is to be informed and consulted about how to proceed, including about the

need, if any, to report the alleged conduct to authorities in accordance with applicable laws. In response to notification, the legal department in most cases will provide written instructions for conducting the investigation. In all such investigations, special care is to be taken to maintain as much confidentiality as possible; however, absolute confidentiality cannot be promised nor, as a practical matter, maintained in all cases due to the nature of the investigation process.

4.4.2.4 Disciplinary action

Any breaches to the policies noted in this section concerning sexual misconduct are subject to appropriate disciplinary action as determined by appropriate officials of GCI.

4.4.2.5 Avoiding sexual misconduct

To avoid sexual misconduct, the following rules are to be adhered to in all GenMin programs and events.

1. Never alone. A staff member (who is not a parent or legal guardian of the minor being supervised) is NEVER to be alone (out of public view) with a minor (a person under 18) participant or staff member in the program.

2. Supervising groups. Though not required by GCI policy, it is *recommended* that more than one adult be present to supervise groups of minors when that group will remain for more than a few minutes outside of public view. If only one adult is supervising a group of minors for more than a few minutes, it is recommended that measures be taken to keep the group in public view, or if that is not possible, to frequently monitor the group through random ‘drop-in’ checks by another adult. The goal in these recommendations is to minimize the risk of one adult supervisor having opportunity to abuse one or more minors in a group. The danger of this happening increases as the age of the minors in the group decreases. Great caution is in order.

3. Exclude sexual offenders from participation. It is GCI policy to exclude from GenMin programs and events (in leadership, staff or participant roles) any person (of any age) who has:

- Been convicted of the abuse of a minor (either physical or sexual abuse) or any other civil or criminal offense that would make the individual unsuitable to be in close proximity to minors. To enforce this exclusion at the leadership and staff level, all first-time staff applicants, for events that include overnight stays, are to be cleared through use of a national criminal back-

ground check. Though subsequent checks are not required for returning, previously cleared staff members, once per year all staff members are to be cleared by confirming that their names do not appear on the national registry of sexual offenders at

<http://www.fbi.gov/hq/cid/cac/registry.htm>

- Admitted prior sexual abuse of a minor (whether prosecuted or not).
- Received a diagnosis of pedophilia, exhibitionism or voyeurism as defined by the American Psychiatric Association (APA).

4.4.3 Improper discrimination

4.4.3.1 Definition

Improper discrimination involves words or actions that create a negative, improperly discriminatory environment or effect for the direct recipient of the discrimination and/or that create a negative, improperly discriminatory environment for onlookers.

Examples of the words and actions that potentially constitute improper discrimination include (but are not limited to):

1. Racial or ethnic slurs
2. Inappropriate comments about people with a mental or physical disability
3. Offensive references to stereotypes

4.4.3.2 Reporting

It is GenMin’s policy to inform participants that we do not permit any of the forbidden discriminatory behaviors listed above and that participants should report such behavior. Anyone who believes they see or are a victim of discrimination should report it to the program director or another staff member. If any staff member receives a report of such harassment or discrimination from a participant, the staff member must report it to the program director who will investigate the matter.

4.4.3.3 Investigating

All reports of alleged discrimination will be investigated promptly with impartiality and as much confidentiality as possible under the circumstances. GCI prohibits any form of retaliation against a person who reports discrimination.

Immediately upon notification of any improper discrimination, the legal department is to be informed and consulted about how to proceed. Whether or not the circumstances indicate that further investigation is required, special care is to be taken to maintain as much confidentiality as possible; however, absolute

confidentiality cannot be promised nor, as a practical matter, maintained in all cases due to the nature of the investigation process.

4.4.3.4 Disciplinary action

Any breaches to the policies noted in this section concerning discrimination are subject to appropriate disciplinary action as determined by appropriate officials of GCI.

4.4.4 Reporting abuse of minors

Any report of alleged or observed abuse of a minor received by a staff member of a GenMin program or event is to be immediately reported to the program chaplain, or in the absence of a chaplain, to the program director. The chaplain or director will then consult with the legal department for further directions. Different states have different statutes concerning reporting of abuse and the legal department will advise the chaplain or director of required next steps. It is essential that all staff members be briefed concerning this policy.

4.5 Substance abuse

Using, transferring, distributing, manufacturing or possessing alcohol, unauthorized drugs, intoxicants, drug paraphernalia, and illegal or inappropriate use of controlled substances or prohibited drugs, or any combination thereof, is prohibited at any GenMin camp or event.

Controlled substances are medications prescribed by medical doctors, including narcotics, stimulants, and sedative hypnotics. Prohibited drugs include all street drugs, including marijuana, cocaine, heroin and all other illegal drugs. Use or possession of prescription drugs consistent with a physician's directions is not considered a violation of this policy.

Any staff member or participant at a GenMin event failing to conform to these rules will be subject to disciplinary action at the sole discretion of the program director with the review of GCI.

GCI reserves the right to search and inspect staff members and participants on GenMin event premises, whether those premises are owned, leased and/or rented. Attendance at such an event, as either a staff member or participant, constitutes consent to such searches and inspections, forgoing any expectations of privacy to the contrary.

4.6 Health of staff members

It is important that all staffers and participants be physically able to participate in the GenMin event. Though physical examinations before events are not required for staff members or for participants they are strongly recommended. Furthermore, it is required of all GenMin camp staffers that they fill out the health form that is a part of the staff application package. Note, however, that certain camps require health exams for staffers and/or participants in compliance with state statutes.

4.7 Firearms

Whenever firearms are present on site, they are to remain under the continuous, direct supervision of persons who are legally authorized to bear arms and are duly trained for the intended use of such firearms. This includes use of firearms in events (such as a rifle range), and the bearing of firearms by duly authorized security personnel. In the case of the latter use, firearms should be carried only by security personnel who are currently certified law enforcement officers.

4.8 Insurance

GCI has a youth accident insurance policy (known at "gap insurance") that helps pay for medical expenses that arise from accidental injuries suffered by participants or staff members during GenMin events. This coverage is secondary to family or personal insurance coverage and is subject to all of the terms and conditions of the policy. This coverage is also limited to accident-related medical expenses with no provision for expenses related to treating illnesses and there is no coverage for general damages (i.e. pain and suffering).

With respect to insurance coverage for camp staff members, all staff applications are to include a clause that reads as follows: "I understand that the church *does not* provide personal medical or health insurance, and that it is my responsibility to provide personal insurance."

4.9 Staff training

A trained staff is essential for effective GenMin events. Staff training is a challenge due to limited time for staff training both before and during such events. Nonetheless, staff training is essential and all staffers are to participate in whatever training is provided unless excused by the program director. Staff training will often consist of a review of the

policies set forth in this manual as well as a discussion of the tools and techniques that lead to successful events. For example, what happens if someone has a seizure? What happens if a camper has an allergic reaction? What happens if a staff member suffers from hypothermia? Camp directors are responsible to develop these procedures together with the camp nurse, facilities managers and other responsible and accountable persons. The plan should then be reviewed by local agencies, health providers, etc.

4.10 Guests at events

Though guests benefit from visiting GenMin events, they can distract staff and participants. It is therefore the policy at GenMin events to limit guests. All guests must register upon arrival and staffers are to limit contact with guests to times when the staffer is not on active duty. Exceptions must be cleared beforehand with the program director.

4.11 Baptizing minors at GenMin events

At the GenMin program director's discretion, a baptism service may be provided at a multi-day event (such as a camp). If provided, the event chaplain is to see that all baptisms conform to the following requirements:

1. All those to be baptized at the event are to receive adequate pre-baptism counseling. The counselor will, as a minimum, present the meaning and purpose of baptism (entrance into Christ and into his body, the church), and will ascertain if those seeking baptism have turned meaningfully to Christ in repentance and faith, trusting in him as Savior and committing their life to him as Lord.

This counseling is to include a clear presentation of the gospel including explaining that salvation is a gift of God's grace that is received through faith in Christ, not on the basis of personal merit (works) of any kind. The counseling is also to include a discussion concerning the importance of active participation in a local church, including the appropriateness and advantages of waiting to be baptized in the presence of that church. If the candidate is not already connected to a local church, they should be counseled concerning this issue and assisted to be connected when they return home.

2. If a minor (a person under age 18) is to be baptized at the event, the following procedure is to be

followed in all cases:

- Obtain pre-approval for the baptism from the candidate's parent or legal guardian. This pre-approval may be obtained verbally or in writing (including email). The person receiving a verbal approval must make a written summary of the conversation noting the date, time, names of the parties to the conversation, and content of the conversation. This summary is to be kept on file with other camp records.
- If the baptism candidate is under age 12, at least one parent or legal guardian **MUST** be present at the baptism ceremony whether or not the parent would give permission for the baptism in their absence. This requirement is to help avoid accusations of undue influence in the life of a pre-adolescent child.

3. In the case of all candidates (of any age), the chaplain is to contact the candidate's pastor (or other local church staff member) to discuss the following issues:

- The appropriateness of the baptism. Individuals are not to be baptized at the event if their pastor (or other church staff member) feels it would not be appropriate.
- Participation by the pastor or staff member in the baptism at the event (they should be made to feel welcome to attend and participate).
- The content of the pre-baptism counseling and a recommendation that this counseling continue back home in order to take the newly baptized person through a membership class, basic discipleship training, etc. The reason for this is to help facilitate the transition of the newly baptized person into fuller participation in the local church where they will attend.
- Suggest that there be an appropriate celebration in the home congregation of the person baptized following the event. The purpose of this celebration is to publicly announce/celebrate the baptism and to encourage acceptance of the newly baptized person into full membership within the local church. Such celebrations could include presenting the person before the congregation, a time of prayer for that person, a recounting by that person of their faith journey, etc.

4. A certificate of baptism is to be given by the chaplain to all who are baptized at the event.

Appendix 7:

Camp and short-term mission staff acknowledgement form

This form is to be signed by each GenMin camp or short-term mission trip staff member and kept on file by the camp or mission director

I, _____ (staff member), acknowledge receipt of Chapter 4 (Health and Safety Policies) of the Generations Ministries Handbook. I acknowledge that I am subject to all the stipulations set forth in that chapter that pertain to my conduct as a GenMin camp or missions ministry staff member.

I acknowledge further that I am accountable to conduct myself in my staff role in accordance with these stipulations and that my role may be ended by the camp or event director, at his/her sole discretion, with or without cause, and without advance notice.

I acknowledge further that I am aware that in serving on the camp or event staff I forgo any expectation of privacy during the duration of the camp or event and that my personal property may be searched at any time by duly authorized camp staff leaders.

Staff member signature

Date

Guidelines concerning Sexual and Abuse Matters **at SEP So. Cal.**

Here are the essential (and non-negotiable) requirements related to relationships between staffers and campers:

1. There is to be NO romantic contact during camp between any staffers of any age who are not married to one another. This stipulation includes times of travel before and after the camp session.

2. There is to be NO romantic contact between any staffer and any camper of any age or gender. This stipulation includes all times of travel before and after the camp session.

3. A staffer is NEVER to be alone (out of the direct observation of other adults – out of public view) during camp with a camper or group of campers no matter the gender and regardless the number of campers in the group. Staffers must, therefore, endeavor to – when at all possible - work with campers in teams of at least two staffers. Any one-to-one counseling between an adult (staff) and a camper must be done in public view.

4. Should a minor (a person under age 18 in most states) staffer or camper report to a staffer concerning abuse (whether sexual or non-sexual) from an adult, the staffer is to follow the following protocol:

a. Gently stop the person who is sharing and lovingly, yet clearly inform them that as a staff member you are obligated (as a mandated reporter) to share their report of alleged abuse with the camp chaplain who may, in turn, be obligated to report the allegation to the appropriate authorities "back home."

b. If the person wishes to continue to share information about the alleged abuse, suggest to them that you go together to see the camp chaplain to discuss the matter. The chaplain will take it from there--usually excusing you from the discussion so that you are not subject to participation in possible future legal proceedings.

c. If the person alleging the abuse refuses to go see the camp chaplain, you must find the camp chaplain yourself and report to him what the person has alleged concerning the abuse. Do NOT under ANY CIRCUMSTANCES tell anyone but the chaplain of the allegation.

d. The camp chaplain will take the matter from there -- first consulting with the church's legal office and then taking other steps as legal counsel determines to be required under the relevant governing statutes.

4-STRIKES POLICY

This policy is read a part of the application process for by camper and their parent/guardian. There is a signed statement (signed by each camper and parent/guardian) in the Standards Agreement:

"I understand that SEP So. Cal. is dedicated to every camper having the chance to enjoy a positive camp experience. In the event that rules are broken, I understand that there is a "4-Strike" policy that will be carried out."

- 1st incident = Strike 1. The counselor or activity leader will talk with the camper about the infraction and the Counselor Support will be informed.
- 2nd incident = Strike 2. The camper may be suspended from an activity or activities and the Counselor Support person and/or Camp Chaplain will talk with the camper.
- 3rd incident = Strike 3. The camper will call home to notify the parents/guardians of what has been occurring and inform them that if there is one more incident, the camper will be dismissed from camp.
- 4th incident = Strike 4. The camper will be dismissed from camp and the parents/guardians will be called and asked to pick up the camper. No refund will be given. (Exceptions to the 4 strike policy are the "immediate dismissal" items 11 & 12 of the Camper Standards of Conduct Agreement document.)

STRIKES ARE RELATED TO BUT NOT LIMITED TO THE FOLLOWING:

- Attitude / Defiance / Rebellion
- Sustained repeated offenses of the Standards of Conduct Agreement
- Offending "immediate dismissal" items 11 & 12 on the Standards of Conduct Agreement

REPORTING STRUCTURE

Counselor ►►► Counselor Support ►►► Director/Chaplain

(Staff members, Activity Leaders, Activity Asst., etc. who are not the Counselor or Asst. Counselor of the student do not give out strikes. These Staff must inform the Counselor of the infraction – and perhaps suggest a strike – however, the Counselor will determine whether or not a strike is warranted.)

INCIDENT REPORTS

Once a camper has been given 3 strikes, a Camp Incident Report needs to be filled out.

Because such reports become legal documents, it is suggested that only pertinent information be recorded. Perceptions, personal comments should be kept to a *bare minimum*. Remember the adage, "Only write down what you would not mind having printed in the newspaper or read by a judge or jury."

4 STRIKES DESCRIPTIONS WITH ROOM FOR NOTES

1st incident = Strike 1. The counselor or activity leader will talk with the camper about the infraction and the Counselor Support person will be informed. The Counselor Support will keep the Director informed.

2nd incident = Strike 2. The counselor will talk with the camper about the infraction and the Counselor Support person will be informed. The camper may be suspended from an activity or activities. The Counselor Support person may also talk with the camper. (If the infraction is serious enough the Chaplain or Director will speak with the camper.

3rd incident = Strike 3. The counselor will notify Counselor Support and both will talk with the camper about the infraction. Counselor Support will notify the Director. The camper will call home to notify the parents/guardians of what has been occurring and inform them that if there is one more incident (strike), the camper will be dismissed from camp.

Once a camper has been given 3 strikes, a Camp Incident Report needs to be done. Because such reports become legal documents, it is suggested that only pertinent information be recorded. Perceptions, personal comments should be kept to a *bare minimum*. Remember the adage, "Only write down what you would not mind having printed in the newspaper or read by a judge or jury."

4th incident = Strike 4. The camper will be dismissed from camp and the parents/guardians will be called and asked to pick up the camper. No refund will be given. (Exceptions to the 4 strike policy are the "immediate dismissal" items #11 & #12 as listed on the Campers Standard Agreement.)

ACTIVITY & SITE RISK CONTROL PLAN

Hikes

Guests are encouraged to enjoy the beauty of Pine Valley by hiking. Check in at the office before leaving and be prepared to give the number of persons in your group, their names, the direction of hike or name of the trail, and an estimated time of return. Check back in at the office upon returning. This will eliminate unnecessary searches. Hiking risks can include getting lost, getting tired, dehydration, or heat-related physical problems.



Hikers should follow these rules:

- ◆ Never leave the grounds alone. Adults should be in groups of at least three for maximum safety.
- ◆ Minors **MUST** be accompanied by responsible adults, one of whom is acknowledged as group leader.
- ◆ Take plenty of water, first-aid supplies, cell phone and a map of the trail. Maps are available in the office.
- ◆ Always check in with your group leaders before leaving on a hike.
- ◆ Walk facing traffic when walking along roads to be aware of what is coming toward you.
- ◆ Always walk as far away from the traffic lane as possible.
- ◆ Cross roads carefully.
- ◆ Rest when necessary for the comfort of your group.
- ◆ Plan to return to the conference center at least thirty minutes before the next scheduled meal.
- ◆ Give yourself plenty of time to return before dark.

Snakes

Pine Valley is home to several varieties of snakes. Most are useful to us, as they help control rodents. One, however, does pose a possible risk to humans: the rattlesnake. Notify the office immediately in the event of a snake bite. Several staff members are trained in first-aid for snake bites.

Guests can lessen the risk of a snake bite by taking the following precautions:

- ◆ Take care when crossing natural open spaces. Do not try to be too quiet, a little noise will scare most snakes away.
- ◆ When climbing on rocks, do not reach up onto a flat rock which is a natural place to find rattlers. Test the rock first by making plenty of noise and, if possible, approach the rock from above, not below. If you are not sure, stay away.
- ◆ When hiking, take along a first-aid kit and a cell phone. Familiarize yourself with the types of snakes you could encounter.

If you see a snake on the grounds, inform the staff immediately and then clear the area. Do not try to catch the snake. Do not aggravate the snake by teasing or poking it. Non-poisonous snakes can deliver painful bites that could become infected if not properly treated.

ACTIVITY & SITE RISK CONTROL PLAN

Tire Swing



Adults may check out the tire swing key from the office. Risks at the big tire swing include falling off, jumping off, trying to do “tricks” on the swing, improperly pushing/pulling the swing, and failure of equipment itself. The tire swing is checked regularly for unsafe wear and is locked to prevent unsupervised use.

Rules for the Tire Swing are:

- ◆ Adult supervision is required.
- ◆ Only one person is allowed on the swing.
- ◆ No standing on the swing or hanging on the bottom. The user must remain seated.
- ◆ No jumping onto the swing or off of the swing.

Natural Rock Formations

Our conference center is blessed with several natural rock formations. Climbing on them has risks, primarily from falling. Under the following conditions, climbing on the rocks is allowed.

- ◆ Never climb alone.
- ◆ Don't go beyond your limits.
- ◆ Parents - Kids usually do not know their limits; it is up to you to supervise.
- ◆ Check out the rocks before letting children climb on them.



Maintenance Yards

All guest groups are advised that the maintenance yards are off limits to guests. Risks in the maintenance yards are primarily due to the various tools and equipment in use or in storage. All maintenance buildings are locked unless in use. Additionally, staff are encouraged to watch the areas while working to ensure that guests stay clear.

Roads / Vehicle Traffic

Several dirt roadways wind through the conference center, making it possible for our staff to access their homes and work, and allowing guests closer access to their lodging. The main risk is the possibility of someone being struck by a vehicle.

The main defense against vehicle accidents is to heed the speed limit signs and to keep drivers aware of people. Staff are regularly reminded to watch for guests, especially small ones.

THE POSTED SPEED LIMIT ON CAMP IS 10 MILES PER HOUR.

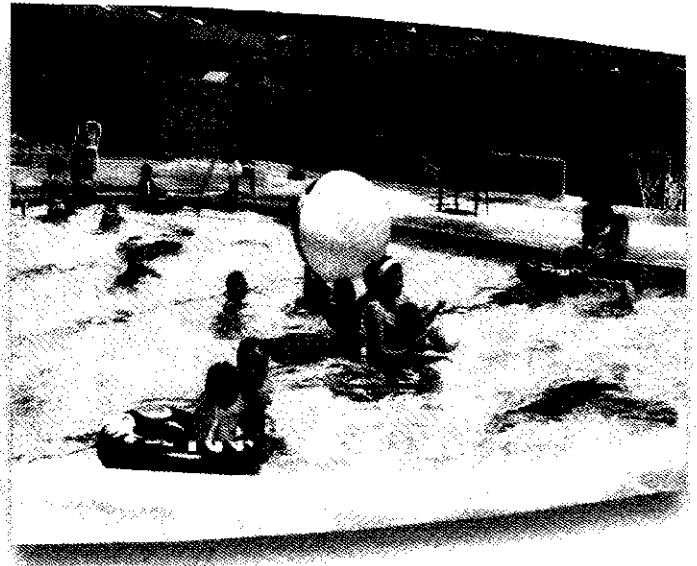
ACTIVITY & SITE RISK CONTROL PLAN

Swimming Pool

Swimming pool risks include: drowning, slipping on the deck, improper use of slide, uncontrolled roughhousing, being pushed or thrown into the water, diving into shallow water, foreign objects in the pool (chairs, etc.), and sunburn. The pool area is completely fenced in and the gate is locked when not in use. Chemical levels are checked daily and PVBCC provides a certified lifeguard when guests use the pool. Pool use is scheduled through the office.

The following rules apply to all guests using the swimming pool:

- ◆ The lifeguard is the law at the pool.
- ◆ Our pool does not have a designated diving area. No diving is allowed.
- ◆ No pushing or throwing anyone into the pool.
- ◆ No rough-housing in the pool area.
- ◆ No hanging on the rope in the pool.
- ◆ Benches, chairs, etc., may not be put into the pool.
- ◆ No food or drink allowed inside the fence.
- ◆ All swimsuits must be modest and in good taste. A dark t-shirt must be worn over two-piece swimsuits at all times.
- ◆ If wheelchair-bound guests are inside the fence area, all binders which fasten them to the chair must be removed. If the wheelchair were to fall or slip into the water, this would provide the lifeguard freedom to perform help as necessary for their safety.



PVBC EMERGENCY EVACUATION PLAN

POLICY: It is the responsibility and priority of the PVBC staff to insure the safety and health of guests at all times, especially in the event of a natural disaster or other emergency such as fire, etc.

NOTE: In the event of a natural disaster, the Sheriff's Department in conjunction with the Fire Department will ultimately be in charge of any evacuation. In the event of a disaster pertaining only to PVBC the proper County Officials will be notified immediately if evacuation is necessary.

PROCEDURES:

The Executive Director or designated camp staff person in his absence, also known as Incident Commander, shall direct the evacuation operation.

1. Upon hearing of an emergency, key staff are to assemble in the Dinning Hall to be briefed on the nature of the emergency, why we are evacuating and where we will be going.
 - a. Distribute list of campers and staff to gatekeepers by Event Coordinator.
 - b. Health Supervisor to bring all campers medical release forms.
2. After briefing, staff should personally contact their families. They should go home and communicate the status of the emergency and review their family plan. Staff should communicate to Gatekeepers that they have contacted their family.
3. Make necessary transportation and re-location arrangements
 - a. Notify proper emergency officials of emergency if appropriate
 - b. Notify Environmental Health Dept. of nature of emergency.
 - c. Assignments to notify the following:
 - i. Head office of group in camp
 - ii. Parents of campers
4. Incident Commander should immediately shut down all program activities.
5. Event Coordinator must work with guest group leaders to account for campers. Designate meeting place for leaders to get information.
6. Evacuation route for this emergency needs to be finalized. Gatekeepers need this information.
7. Evacuation meeting place for departure should be finalized. Event Coordinator needs this information. Designated evacuation point:

TO THE WEST

**Shadow Mountain Community
Church
2100 Greenfield Dr
ElCajon, CA 92019
(619) 440-1802**

TO THE EAST

**BUCKMAN SPRINGS REST AREA
Interstate 8; 3.3 miles East of Pine
Valley, San Diego County**

8. Shelter for staff should be finalized. Gatekeepers need this information.
9. Incident Commander to approve written statement for all callers.
10. Departments must have a list of what to be packed for evacuation. The location for this list should be known by all department staff that would assist with packing.
11. Food Service Staff and designated support should gather together enough water or juice and whatever non-perishable food as deemed reasonable for campers to take along to relocation point to insure that they will not go hungry.
12. Maintenance staff will secure all facilities in preparation for evacuation (shut off electricity and propane) and assemble camp vehicles in secure place.
13. Administrative staff will secure office area, pack necessary important records, files and make sign to leave the area on main entrance, indicating the re-location destination should anyone come to camp looking for campers.
14. Once campers are out of danger at the designated re-location point, Arrangements will be made for transportation to their churches or homes in the most expedient manner possible.

IMPORTANT ANNOUNCEMENTS

Please Read These Important Announcements To Your Group

- For any maintenance, service, health, or safety needs, find a leader or coordinator in your group and they will locate a PVBCC team member to assist you.
- Speed limit is **10 MPH**. Please drive slowly and carefully; small children are present.
- Help us minister to our neighbors and serve fellow conference center guests:
 - **No playing music or recordings** from cars, portable units, etc., other than in your meeting hall.
 - No volumes above **regular talking between 10 pm and 7 am**, including musical instruments.
- Medical emergencies must be reported to your group's designated First Aid Person first and then to the PVBCC office. If emergency help is needed for a life-threatening situation, dial 911 from a landline.
- Please keep all bicycles on **dirt roads only**; no riding on lawns or sidewalks. Skateboarding allowed on basketball court only. 10 MPH Speed Limit applies to bicycles as well.
- Because we're surrounded by National Forest, there is **NO SMOKING** on the conference grounds.
- Please park in designated parking areas only.
- Altitude Cafe and Elevation Gift & Sweet Shop are open at various times and upon request from group leaders. Please check with the office for shop hours.
- All messages received in the office are delivered to the leaders of each group. A payphone is located in front of the Dining Hall.
- No food should leave the Dining Hall after meals. Please check your group's schedule for daily meal times.
- Do not walk or ride through any private property. Stay within the fenced PVBCC property or areas marked "National Forest Trails".

Thank you for your cooperation. Enjoy your stay!



LIGHTS OUT POLICY

Lights Out is a policy instituted to benefit the health of the counselors and campers. Camp is an intense and high energy experience. We get tired, drained, exhausted and dehydrated. So we need sleep for our physical and emotional well being and rejuvenation. Currently, lights out for Sr. Camp is 11:00p and for Jr. Camp it is 10:00p. These are not merely suggested times. Counselors and Assistant Counselors should strive to the best of their ability and circumstances to have the lights out on time. If there were not a set time for lights out then it would be all too easy to continue talking and horse playing way too late. Dorm meetings should be completed, discussions about the next day's activities and showers finished by the lights out time.

We know that there are extenuating circumstances that may require the lights to be on past curfew. You can explain them to the monitor as they come by to check on your dorm. Even if the lights are off at the appointed time, please keep noise to a minimum. The light curfew and noise ordinance is for the good of the individual camper/staff, the dorm, neighboring dorms and the residents that live on campus.

When the monitor comes by to do the Lights Out check, please be kind and considerate to them. They are just doing their job and should not receive any negative, harsh or sarcastic comments. The monitor should also be performing their duties with kindness and respect, but might also need to be firm. If you have an issue with the monitor and their Lights-Out tactics, please discuss it with the Director.

Even after the lights are out, it will be normal for the campers to continue talking. As a Counselor/Asst. Counselor team, you will have to decide on your plan to handle how long you will let them talk. Of course there will be a "wind down" period, but the more sleep the campers (and staff!) can get, the better. Know that even a hushed conversation between two campers can still be a disturbance to others. And let's be honest, there are some people who just don't know how to whisper. ☺ 15 to 30 minutes is plenty of time for the campers to finish their chit-chat.

NOISE ORDINANCE

Pine Valley Bible Conference Center has a noise ordinance in place on their campus. The outside noise curfew is 10:00pm. From their Guest Handbook:

*"All outdoor recreation must end by 10:00 PM due to the sound ordinance standards that are reduced at that time. Group supervisors and/or counselors must manage any outdoor activity or transitions between buildings to a **"conversational"** sound level out of respect for the ordinance and other guests who are on the grounds. Unless special arrangements are made, the basketball court, volleyball court, and the swimming pool will be closed by 10:00 PM."*

As renters of the Pine Valley facility, we will abide by this policy. Thus we cannot play music, do dorm chants or have loud activities outside after 10:00pm. When going back to your dorms after 10:00pm, remind the campers to keep the noise down. Please also endeavor to have the noise level inside the dorms after 10:00pm at a decent level. There are several facility residences near the dorms and noise easily carries out open windows and doors. We want to be respectful to our neighboring dorms and facility staff that live on campus.



Adult First Aid/CPR/AED

READY REFERENCE



CHECKING AN INJURED OR ILL ADULT

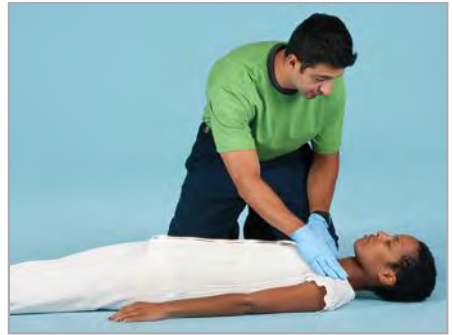
APPEARS TO BE UNCONSCIOUS

TIP: Use disposable gloves and other personal protective equipment and obtain consent whenever giving care.

AFTER CHECKING THE SCENE FOR SAFETY, CHECK THE PERSON:

1 CHECK FOR RESPONSIVENESS

Tap the shoulder and shout, "Are you OK?"



2 CALL 9-1-1

If **no** response, **CALL 9-1-1** or the local emergency number.

- If an unconscious person is face-down, roll face-up, supporting the head, neck and back in a straight line.

If the person responds, obtain consent and **CALL 9-1-1** or the local emergency number for any life-threatening conditions.

CHECK the person from head to toe and ask questions to find out what happened.

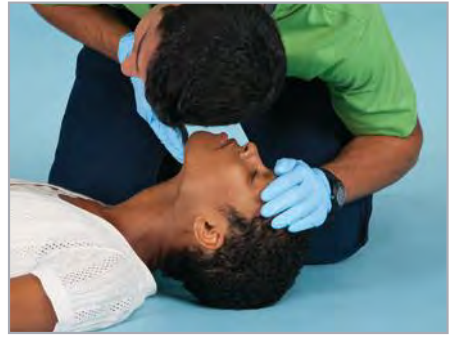
3 OPEN THE AIRWAY

Tilt head, lift chin.

4 CHECK FOR BREATHING

CHECK quickly for breathing for no more than **10** seconds.

- Occasional gasps are not breathing.



5 QUICKLY SCAN FOR SEVERE BLEEDING

WHAT TO DO NEXT

- Give **CARE** based on conditions found.
- IF NO BREATHING—Go to PANEL 6 or PANEL 7 (if an AED is immediately available).
- IF BREATHING—Maintain an open airway and monitor for any changes in condition.

CONSCIOUS CHOKING

CANNOT COUGH, SPEAK OR BREATHE

AFTER CHECKING THE SCENE AND THE INJURED OR ILL PERSON, HAVE SOMEONE CALL 9-1-1 AND GET CONSENT.

1 GIVE 5 BACK BLOWS

Give **5** back blows.

- Bend the person forward at the waist and give **5** back blows between the shoulder blades with the heel of one hand.



2 GIVE 5 ABDOMINAL THRUSTS

- Place a fist with the thumb side against the middle of the person's abdomen, just above the navel.
- Cover your fist with your other hand.
- Give **5** quick, upward abdominal thrusts.



3 CONTINUE CARE

Continue sets of **5** back blows and **5** abdominal thrusts until the:

- Object is forced out.
- Person can cough forcefully or breathe.
- Person becomes unconscious.



WHAT TO DO NEXT

- IF THE PERSON BECOMES UNCONSCIOUS—**CALL** 9-1-1, if not already done, and give care for an unconscious choking adult, beginning with looking for an object (PANEL 5, Step 3).

UNCONSCIOUS CHOKING

CHEST DOES NOT RISE WITH RESCUE BREATHS

AFTER CHECKING THE SCENE AND THE INJURED OR ILL PERSON:

1 GIVE RESCUE BREATHS

Retilt the head and give another rescue breath.



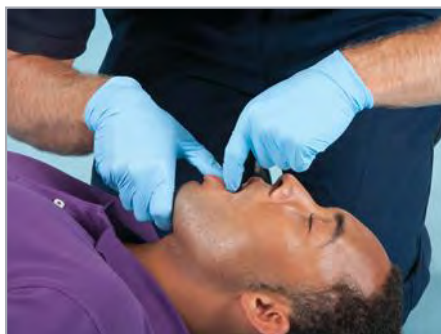
2 GIVE 30 CHEST COMPRESSIONS

If the chest still does not rise, give **30** chest compressions.

TIP: Person must be on firm, flat surface.
Remove CPR breathing barrier when giving chest compressions.



3 LOOK FOR AND REMOVE OBJECT IF SEEN



4 GIVE 2 RESCUE BREATHS

WHAT TO DO NEXT

- IF BREATHS DO NOT MAKE THE CHEST RISE—Repeat steps 2 through 4.
- IF THE CHEST CLEARLY RISES—**CHECK** for breathing. Give **CARE** based on conditions found.

CPR

NO BREATHING

AFTER CHECKING THE SCENE AND THE INJURED OR ILL PERSON:

1 GIVE 30 CHEST COMPRESSIONS

Push hard, push fast in the middle of the chest at least **2** inches deep and at least **100** compressions per minute

TIP: Person must be on firm, flat surface.



2 GIVE 2 RESCUE BREATHS

- Tilt the head back and lift the chin up.
- Pinch the nose shut then make a complete seal over the person's mouth.
- Blow in for about **1** second to make the chest clearly rise.
- Give rescue breaths, one after the other.

Note: If chest does not rise with rescue breaths, retilt the head and give another rescue breath.



3 DO NOT STOP

Continue cycles of CPR. Do not stop CPR except in one of these situations:

- You find an obvious sign of life, such as breathing.
- An AED is ready to use.
- Another trained responder or EMS personnel take over.
- You are too exhausted to continue.
- The scene becomes unsafe.

WHAT TO DO NEXT

- IF AN AED BECOMES AVAILABLE—Go to AED, PANEL 7.
- IF BREATHS DO NOT MAKE THE CHEST RISE— AFTER RETILTING HEAD—Go to Unconscious choking, PANEL 5.

TIP: If at any time you notice an obvious sign of life, stop CPR and monitor breathing and for any changes in condition.

AED—ADULT OR CHILD OLDER THAN 8 YEARS OR WEIGHING MORE THAN 55 POUNDS

NO BREATHING

AFTER CHECKING THE SCENE AND THE INJURED OR ILL PERSON:

TIP: Do not use pediatric AED pads or equipment on an adult or child older than 8 years or weighing more than 55 pounds.

1 TURN ON AED

Follow the voice and/or visual prompts.



2 WIPE BARE CHEST DRY

TIP: Remove any medication patches with a gloved hand.

3 ATTACH PADS



4 PLUG IN CONNECTOR, IF NECESSARY



5 STAND CLEAR

Make sure no one, including you, is touching the person.

- Say, “EVERYONE, STAND CLEAR.”



6 ANALYZE HEART RHYTHM

Push the “analyze” button, if necessary. Let AED analyze the heart rhythm.

7 DELIVER SHOCK

If SHOCK IS ADVISED:

- Make sure no one, including you, is touching the person.
- Say, “EVERYONE, STAND CLEAR.”
- Push the “shock” button, if necessary.



8 PERFORM CPR

After delivering the shock, or if no shock is advised:

- Perform about **2 minutes** (or **5 cycles**) of CPR.
- Continue to follow the prompts of the AED.

TIPS:

- If at any time you notice an obvious sign of life, stop CPR and monitor breathing and for any changes in condition.
- If two trained responders are present, one should perform CPR while the second responder operates the AED.

CONTROLLING EXTERNAL BLEEDING

AFTER CHECKING THE SCENE AND THE INJURED OR ILL PERSON:

1 COVER THE WOUND

Cover the wound with a sterile dressing.

2 APPLY DIRECT PRESSURE UNTIL BLEEDING STOPS



3 COVER THE DRESSING WITH BANDAGE

Check for circulation beyond the injury (check for feeling, warmth and color).



4 APPLY MORE PRESSURE AND CALL 9-1-1

If the bleeding does not stop:

- Apply more dressings and bandages.
- Continue to apply additional pressure.
- Take steps to minimize shock.
- **CALL 9-1-1** or the local emergency number if not already done.

TIP: Wash hands with soap and water after giving care.

BURNS

AFTER CHECKING THE SCENE AND THE INJURED OR ILL PERSON:

1 REMOVE FROM SOURCE OF BURN

2 COOL THE BURN

Cool the burn with cold running water at least until pain is relieved.



3 COVER LOOSELY WITH STERILE DRESSING



4 CALL 9-1-1

CALL 9-1-1 or the local emergency number if the burn is severe or other life-threatening conditions are found.

5 CARE FOR SHOCK

POISONING

AFTER CHECKING THE SCENE AND THE INJURED OR ILL PERSON:

1 CALL 9-1-1 OR POISON CONTROL HOTLINE

For life-threatening conditions (such as if the person is unconscious or is not breathing, or if a change in the level of consciousness occurs), **CALL** 9-1-1 or the local emergency number.

OR

If the person is conscious and alert, **CALL** the National Poison Control Center (PCC) hotline at **1-800-222-1222** and follow the advice given.

2 PROVIDE CARE

Give **CARE** based on the conditions found.

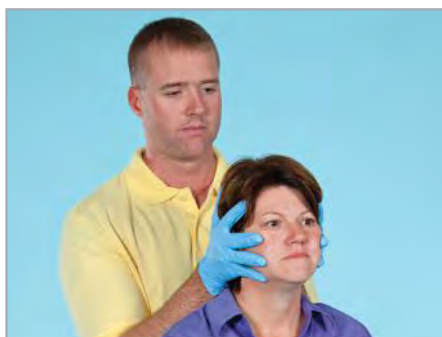
HEAD, NECK OR SPINAL INJURIES

AFTER CHECKING THE SCENE AND THE INJURED OR ILL PERSON:

1 CALL 9-1-1 OR THE LOCAL EMERGENCY NUMBER

2 MINIMIZE MOVEMENT

Minimize movement of the head, neck and spine.



3 STABILIZE HEAD

Manually stabilize the head in the position in which it was found.

- Provide support by placing your hands on both sides of the person's head.
- If head is sharply turned to one side, **DO NOT** move it.

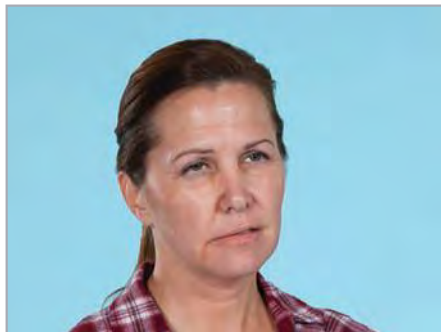
STROKE

FOR A STROKE, THINK F.A.S.T.

AFTER CHECKING THE SCENE AND THE INJURED OR ILL PERSON:

1 THINK F.A.S.T.

- Face—** Ask the person to smile.
Does one side of face droop?
- Arm—** Ask the person to raise both arms.
Does one arm drift downward?
- Speech—** Ask the person to repeat a simple sentence (such as, “The sky is blue.”). Is the speech slurred?
Can the person repeat the sentence correctly?
- Time—** **CALL 9-1-1** immediately if you see any signals of a stroke. Try to determine the time when signals first appeared. Note the time of onset of signals and report it to the call taker or EMS personnel when they arrive.



2 PROVIDE CARE

Give **CARE** based on the conditions found.

Dorm Parents

The primary purpose of dorm parents is to provide encouragement and a calm presence. They are role models of spiritual and emotional maturity for campers and staff. They share Christ through meaningful words and actions and pray for the counselors and campers. Unconditional love is the key to being a dorm parent.

Discipline is not the Dorm Parents responsibility. Please refer problems to the counselor, or if necessary to Fred (626-824-2439) & Maryann Stevens (626-824-0664).

Job Duties:

1. Attend the Sunday evening Dorm Meeting so you can meet the campers. (This will also give you a chance to hear the dorm rules.)
2. When the dorm is finished creating the dorm banner bring it to the office and be available to help get it ready for use.
3. Talk with your counselors about the needs they might have in the morning – this year both the lead and assistant counselor have meetings in the morning that might require your assistance with the dorm.
4. Take responsibility for washing your dorm's camp T-shirts on laundry days during camp (Tuesday & Thursday). Sign up for a washing time slot with the office.
5. Occasionally give the counselor a break (i.e. take the dorm for an activity period during the day or stay with the dorm once the lights are out and campers are going to sleep). Consult with the counselor for when the best time for him/her is.
6. Actively participate with the dorm (i.e. go to some of their activities; sit with them at some meals, etc.).
7. *SR Dorm Parents:* If needed help with Track/Dorm transfer daily.
8. *JR. Dorm Parents:* Escort 11/12 year olds to SR Camp Showcase near end of camp.
9. *JR. Dorm Parents:* Be available during the SR Purity Session to assist with your JR Dorm (SEP SoCal's tradition to invite the young adults, Jr. Assistant Counselors, to the Purity Session).
10. Other duties around camp may come up from time to time. Check at our daily meeting or at the office if you have a little free time.
11. Attend daily Dorm Parent meetings with Fred & Maryann Stevens – will take place in the Public Speaking room at 1:30 p.m. DAILY.

Things to talk about with your counselor:

- ❖ Exchange cell phone numbers so you can reach each other easily.
- ❖ Find out what's the best way to give the counselor breaks throughout camp.
- ❖ Tell the each other if you are a Night Owl or a Morning Person.
- ❖ Let her/him know if you have other duties during camp and how that might affect your dorm parent duties.

Dorm Parents

Practical ways to put your role into action:

1. Be available in the evenings to take campers to the Nurse for medication or if the camper isn't feeling well.
2. Attend Chapels with your dorm – sitting with the dorm and assisting if the counselor needs you to escort someone to the bathroom.
3. Give special attention to a camper if they are feeling homesick.
4. Use your giftedness to bless the dorm. (For example, write notes to the campers and leave them on their pillow. If you love to be active, then have a ball with you when you think there might be a few minutes for some fun!)
5. Be available if the counselor wants you to be part of the dorm meetings and nighttime routines. Or if you're a morning person, volunteer to help in the mornings.
6. Attend & participate in the evening group activities with your dorm (i.e. Variety Show, Praise Band, Campfire, etc.).
7. Be available to the camp Directors and Office Staff for various duties and responsibilities (i.e. Door Monitor/Outside Monitor during Chapel, Registration/Traffic Control on Arrival Day and Departure Day.)
8. Prayer walk around the campus and pray for your campers, counselors and the rest of SEP SoCal.
9. Anticipate that the last day of camp is usually quite busy, and that Counselors are tired and campers can become restless, this would be a perfect time to offer extra support to the dorm.

Ten Ways We Can Respond to Inappropriate Behaviors

Murray Irwin

Helpful Guidelines When Responding to Inappropriate Behavior

- Use a range of options.
- Keep positive by using support, reinforce, encourage, coach, and challenge.
- Focus on rewarding appropriate behavior.
- Use positive reinforcement to encourage compliance.
- Avoid using the same response all the time.
- If something is not working, try something different.
- Provide an alternative behavior for them to use that is acceptable.
- Use consequences sparingly.

This summer at camp you are bound to encounter some behaviors that are inappropriate. The types of possible behaviors are too numerous to list. As frontline staff, having a range of strategies to respond to these varying behaviors immediately will be critical to your success. The ten response types that make up the response-style curve provide a generalized set of options that can be used in any situation.

Ten Responses

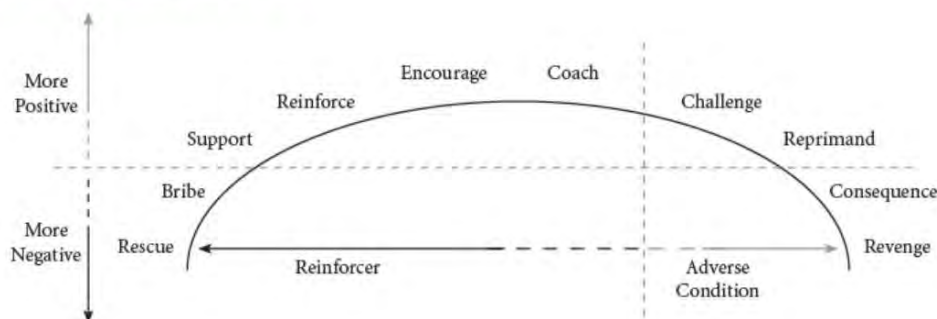
The ten generalized responses are: rescue, bribe, support, reinforce, encourage, coach, challenge, reprimand, consequence, and revenge.

These terms help guide what to try and are shown in the response-style curve in Figure 1 (see below).

The selection and placement of the types of responses in the diagram reflects how we deal with behavior based on a behavioral psychology perspective. What this means in practice is each response has been placed on the curved continuum to help show four factors, positive versus negative approaches and encouraging versus discouraging behaviors.



Figure 1. Response-Style Curve



Positive Responses

Using positive styles — support, reinforce, encourage, coach, challenge, and reprimand — has less chance of creating complications through generating adverse reactions and other behavior problems. For example, the use of bribes can create an ongoing expectation and so create constant demands and conflict over what will be the next reward.

To encourage a behavior you want, it helps to reward people in some way when they complete that behavior. Giving the reward should occur during or straight after the behavior to get maximum effect. This

is the Premack Principle, named after the psychologist who developed reinforcement theory and is a well-established principle in behavioral psychology (Ramachandran, 2012, p. 750). The reward does not have to be anything tangible and can be things like giving a compliment, recognizing they completed the behavior, or thanking them. Or it could be that you allow them to do an activity they really wanted or enjoy doing.

Reeve in 1992 stated, "If there is one conclusion that is firm . . . a positive, rewarding approach is more effective than a negative, punishing approach" (p. 136). That conclusion continues to stand the test of time. Bloomquist and Schnell's review of best practices supported the use of positive attention and reinforcement (2005, p. 173) and positive climate and behavior strategies (p. 257). **This is why it is important to use the positive response types as often as we can.**

Support

Support refers to working alongside and providing assistance. You help the camper complete the task but he or she still contributes. Example: "Okay, let's get this place cleaned up. I will help you do it, and we will have it done in no time."

Reinforce

The use of a reward encourages the behavior once a task has started or is completed. It can be provided without people expecting it after showing their own internal motivation to get the task done. The reward might be known at the outset but not to the extent that you are bribing them to comply. An example of this is once your campers have cleaned up the bunk they can then do more interesting and fun activities. This is using positive reinforcement (the Premack Principle) by following the required behavior with something that they would prefer to do. Example: "Thanks everyone for getting the campfire area tidied up today. I think you have all earned a treat."

Encourage

This is reinforcing appropriate behavior through providing encouragement. It can occur before, during, and/or after the behavior. Example: Before — "Everyone is doing so well at keeping the camp clean of trash." During/after — "Well done! Thanks for remembering to put your trash in the bin."

Coach

As the word suggests, this is supporting by providing one-to-one feedback. It might take place away from others so it remains private. In a coaching style, you demonstrate required tasks, make suggestions, provide advice, discuss areas of improvement, monitor ongoing progress, promote reflection, and encourage or motivate when performance is not satisfactory. Example: "Why might it be hard to remember to put the trash in the garbage can?"

Challenge

Challenging is drawing attention to and promoting reflection on inappropriate behaviors. Asking, "Do you think your behavior is fair?" is presenting a challenge. If you are careful about your body language and tone of voice, you can ideally facilitate a discussion so that the camper reaches the appropriate conclusion about his or her behavior. Your interpretation or value judgment may still be provided after they have had time to reflect. Example: "Do you think leaving trash everywhere is respectful of the environment and other campers?"

Reprimand

Reprimand means that you judge a behavior to be inappropriate and unacceptable and immediately provide feedback. "That is not OK" or "That is unfair" are examples of reprimands. A value judgment is placed on the behavior with the demand that the behavior must change. Example: "Dropping trash on the ground is not okay!"

Negative Responses

Negative responses include rescue, bribe, consequence, and revenge. It is unrealistic to think that we can function without having consequences, as at times they are warranted and they can help create behavior

change. But as there are many situations in which the more positive alternatives will work better, ideally you want to use consequences as infrequently as possible.

Baldwin and Baldwin, (1998, pp. 320-323) give a number of the reasons why using some type of punishment can get in the way of changing behavior for the better. Three of these are:

- Punishment usually causes increased intensity of responses. The emotional and physical response to punishment is greater than that of other approaches.
- Punishment tends to produce only temporary results. While the behavior is often suppressed initially, it generally recurs and requires ongoing monitoring and frequent, subsequent punishment. So it makes more sense to aim for a more permanent solution.
- People learn to avoid punishment and the people who use punishment. Therefore, punishment provides an incentive and can reinforce skills that help with avoiding punishment, like learning to tell better lies. They also try and avoid the people who use punishment. This leads to lost opportunities to control the undesirable behavior and/or teach desirable alternatives.

Consequence

When we use consequences sparingly and only when needed, they become a far more effective tool. Providing a consequence that the camper would want to avoid works best if the consequence is logical and directly related to the type of behavior you want to change. If the camper is constantly talking to friends in the safety briefing, moving him or her away from the friends is a logical consequence. Consequences can include loss of privileges, doing extra work, or time out. Of course, consequences should never involve physical punishment. Example: "Throwing trash on the ground is not respectful of our environment. I want you to pick it up, as well as that other bit over there, and put it all in the garbage can. If you continue to drop trash you will come back during the lunch break and clean up another area."

Rescue

Rescue is intervening to solve the issue in instances when the person involved does not take responsibility for his or her behavior or solving the issue. The camper is rescued from the situation without any effort on his or her part. Example: You pick up all the trash being dropped without saying anything.

Bribe

This is the blatant use of a valued reward to obtain the desired behavior. The bribe is used as a payment for cooperation rather than a reward after completion. This helps to motivate the camper, but he or she is externally motivated solely by obtaining the reward. Because the expectation of the reward is prominent before and during the behavior, it becomes the only reason the camper complies. Example: "Whoever picks up the rubbish can get a special treat after dinner."

Revenge

A negative action in retaliation for bad behavior that is emotionally charged and motivated often does not teach a valuable lesson. Rather than just a logical consequence of the behavior, this is usually a harsh punishment. Example: "I have had enough of trash being left everywhere. No one is going to get any marshmallows tonight."

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- Murray Irwin is an Australian-based freelance outdoor educator and adventure therapy group-leader with fourteen years' experience. Currently he divides his time coordinating adventure and respite programs for people living with a mental illness, providing training services, and writing. He is the author of *Encouraging Appropriate Behaviour: A Six-Step Approach* and *Intervening in Bullying Behaviour: Nine Ways to Take Direct Action*. Visit www.encouraging-appropriate-behaviour.com. Originally published in the 2014 May/June Camping Magazine.
- Photo courtesy of Cheley Colorado Camps, Estes Park, Colorado

Eleven Tips to Build Resilience with Campers

Joel D. Haber, PhD



Recent events like Hurricane Sandy and the school shootings at Sandy Hook Elementary hit us hard. Across the country, we became consumed by news reports of these events and wondered how the lives of those affected would ever go on. The good news, if we can find any from these tragedies, is that people do find a way to move on. However, life is more than dealing with tragedy — it is about facing challenges of all types, and learning how to deal with them builds resilience. Facing challenges successfully paves the way in our brain for new pathways as we face new challenges. You, as camp staff, can help your campers and yourselves build resilience to last a lifetime.

Children are facing new challenges like never before. This new generation of kids is referred to as the “teacup generation” (Volpitta & Haber, 2012). Kids are so fragile that they shatter like teacups when something goes wrong. The terms “helicopter parents,” “cockpit parents,” and “attachment parents” refer to parents who are so overly involved with their children that they continually save their children from any discomfort. This has led to children who don’t know how to manage frustration, face adversity, or solve problems. They grow up with little resilience because they miss what they need most: adults who let them find ways to overcome their own challenges.

Definition of Resilience

Resilience has been defined in the past as the ability to respond positively to adverse situations such as natural disasters, war, or crippling accidents (Volpitta & Haber, 2012). The people who survive are seen as resilient, while the ones who are emotionally destroyed are not. The definition of resilience has to be broader to include a person’s ability to cope with any stress, challenge, or adversity. This expanded definition provides an opportunity for summer camp. Teaching youth to develop the skill sets they need to face any new challenge or difficulty through their everyday interactions can become transformative. Camps are the place to build and foster resilience because we encourage campers to take challenges in so many healthy ways.

Resilience is a process that we can teach. There are certain characteristics that help our campers develop resilience (Ginsburg, 2011). Kenneth Ginsburg, a pediatrician specializing in adolescent medicine at The Children’s Hospital of Philadelphia and an associate professor of pediatrics at the University of Pennsylvania School of Medicine, labels his model as the Seven Cs — competence, confidence, connection, character, contribution, coping, and control. Although his model doesn’t necessarily tell us how to create these skills, my goal is to help you see your role in developing the tools campers need for resilience building.

Why Camp Is the Best Place for Resilience Building

Research has shown us that there are four protective factors (Levine, 2012) for youth that help them grow and build resilience:

1. Unstructured play — camps are ideal places for unstructured play as schools have pushed academic rigor to new, stressful levels.
2. Limited performance pressure — unlike school, camps take away stress, allowing kids to thrive without pressure to get to the top of their game.
3. Time to explore — the time for exploration is diminishing as youth at earlier ages are using technology as their “immediate gratification” strategy without developing skills they need for creativity and exploration.
4. Time to reflect and interact — in our immediate-gratification world, there is less time for personal reflection, thinking, and face-to-face social skill development.

The bottom line: Camp offers what youth need to build resilience as they are facing fewer opportunities to get this at home or school.

Brain Development

In very simplistic terms, an infant brain is like a jungle at birth. Infants’ experiences with caretakers and the world around them help clear a massive jungle of neurons to faster pathways (like a highway cutting through a forest)

as experience and new skills are acquired. As we use our brain to create pathways to face challenges, our brain becomes more adept to face new challenges. If we don't allow kids to face challenges on their own, their brains are less likely to have the pathways to face challenges successfully.

As camp staff, you can learn resilience along with your campers. Here are eleven key tips to help you and your campers develop the resilience we all need to be successful in life.

1. The Benefits of Failure

Failure is crucial to developing resilience skills. What have you learned from screwing up? Did it motivate you to work harder — to find a different way to succeed or try something new altogether? Failure provides us with opportunities for realistic evaluations of who we are. Can we encourage a camper who has been unsuccessful to continue to try to meet a challenge? Campers need to know that life doesn't end when we fail. Failure is necessary because it forces our brain to test out other ways to face a challenge and creates new brain problem-solving pathways. True competence and self-esteem develop when we face difficult challenges and realize we can find a way to get through them.

2. Encourage Effort and Improvement

Summer camp isn't always about winning. For some, winning in competitive games is important. However, resilience models focus on encouraging effort to help kids learn to tough things out and try new experiences. If you make effort your goal rather than winning, campers won't feel like losers or giving up when they face adversity.

3. Do All Kids Deserve Trophies?

Can you label your strengths and weaknesses clearly? All of us need to know this to see who we really are so we don't crack when things don't go our way. Campers need "realistic" pictures of their strengths and weaknesses so they can develop truer pictures of themselves based on fact. For example, if children are given trophies for a lack of effort or poor skills, it helps them develop a sense of narcissism. That means that kids have an inflated sense of who they are, which creates anxiety for them because they know they are not great at everything. They don't have to be and neither do you. Be great at what you love — don't feel you have to be great at everything.

4. Instant Gratification Does Not Build Frustration Tolerance or Equal Accomplishment

Accomplishment and true self-esteem come from hard work and effort. It is acceptable to allow ourselves and campers the opportunity to experience frustration. We all need to learn skills to keep trying or we learn to quit easily, feel unmotivated when we experience frustration, and get bored easily. We need to encourage our campers to face tough challenges and to work hard toward a goal!

5. True Self-Esteem and Confidence

Where does confidence come from? I bet it comes from facing difficulty and finding a way to succeed. Think back to anything you felt proud of accomplishing. It probably took a long time to master, and you can probably remember how great it felt when you finally found a way to work it out. That is true confidence building. Use your own experiences to talk to your campers when they trip and fall. Your stories will help them find a way to keep going because they look up to you.

6. Is Every Camper a "Superstar"?

What makes you special and unique? Every camper is special because he or she has unique traits, experiences, quirks, interests, and talents just like you. Our role as camp staff is to help our campers pursue their passions and be excited by these pursuits. What does your camper really love to do? All children can be their own superstars if we help them find tangible ways to feel good about themselves. We need to encourage our campers to evaluate success for themselves — not based on our ideas of what is good for them or their parents' ideas of what is good for them.

7. Points of Contact

Camp is the perfect place to help your campers develop meaningful connections that can last a lifetime. I hear stories from campers who talk about their "real" friends in camp. Campers need two or three other campers who they can trust to know them, have their back, and like them for who they are. They also need to find two or three adults who they can feel safe with at camp. Developing these powerful points of contact with meaningful peers

and adults is the key to a great summer experience for your campers and for you because they create a sense of belonging and a connection to the camp!

8. Teaching Inclusive and Not Exclusive Behavior

What kind of leader are you? Can you lead by role modeling inclusion and friendship to all camp staff, or will you use exclusion, gossiping, and bullying? Campers will follow your lead! Give campers permission and encouragement to show positive leadership toward others by your own example. If we role model caring and empathetic behavior, we help our campers understand that the world is not a narcissistic place where “I” matters more than the community. Children will feel good when they stand up to do what is right and make a contribution to include others; they will feel rewarded for reaching out to be inclusive. Being helpful to others actually increases positive neurotransmitters in the brain, which has a cumulative effect for resilience.

9. Boredom, Frustration, Disappointment, and Patience

Technology has enabled us to have a quick fix for boredom. Children turn on screens and avoid an opportunity to feel boredom, disappointment, or frustration. Maybe you do the same! Our brain needs to learn problem-solving strategies when we face these feelings. Can you help your campers sit around and talk with each other and staff when they face boredom? Can you help them problem solve creative ways to get through these feelings and have fun? Helping them find alternatives to screens will help their brain find a new pathway through future boredom, frustration, and disappointment, and it will help them develop patience.

10. Are You Ethical and Fair?

How ethical and fair are you? Are you able to go into the dining hall and wait your turn patiently without jumping ahead? Will you wait and not take a second helping before others get their first serving? Can you show your campers that we are part of a community? Following rules is essential to living in a community. If we practice living by the rules we set in our bunk and camp community and help our campers follow this, they learn respect for others and their community.

11. Encourage Positive Thinking and Optimism

Having resilience means you are able to find a sliver of something positive even when going through the roughest times. You may be experiencing a painful event, but you try to find a way for this experience to bring you hope for a better day or gratitude for what you have. Some people laugh or joke when they think of how ridiculously hard an experience has been, or they realize it could have been even worse. Finding a way to see a rough period as a challenge to overcome is a thought strategy that teaches resilience (Frederickson, 2009). These eleven tips can help you and teach your campers how to develop the resilience they need to be successful in life.

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Photo courtesy of Gold Arrow Camp, Lakeshore, California

Classic Problem Solving

Classic Problem Solving is a powerful way to use a group's wisdom to find a solution that works for everyone. Because it takes some time and discussion, Classic Problem Solving is not appropriate for simple problems or safety issues. However, it is a great skill to have in your leadership repertoire. Here are the four basic steps to Classic Problem Solving.

Step 1 **Make an observation about the problem (not the person).**

Do your best not to single out one or two campers by saying something such as, "Has everyone noticed that lots of people are forgetting to say *Please* and *Thank You* at the table?" rather than, "Has everyone noticed that Sam and Pat keep forgetting to say *Please* and *Thank You* at the table?"

If other campers single out one of their peers, gracefully broaden the discussion by saying something such as, "Sam and Pat sometimes forget to say *Please* and *Thank You* but so do we all, from time to time."

Step 2 **Solicit ideas for solutions.**

Grab a clipboard, a pen, and a piece of paper to write down each of the ideas your campers come up with. Prompt them with, "What are some ideas you have for helping us to solve this problem?"

Don't judge or evaluate at this point. Saying, "That's silly" or "Who's got a better idea?" will stifle your campers' creativity. Just write everything down and enjoy some of the silliness.

Step 3 **Evaluate the pros and cons.**

Now that you have a list of possible (if not plausible) solutions, ask the group to tell you the pros and cons of each. By guiding the discussion a bit, you can help shape the group's opinion in favor of some of the more reasonable and effective solutions.

Here, too, you can expect some laughter as some of the outrageous solutions are evaluated. That's fine, but keep the conversation moving.

Step 4 **Pick a solution, with a promise to re-evaluate.**

Let the group pick one of the better solutions, based on their evaluation of the pros and cons. Although not all members will agree on the single best solution, the promise to re-evaluate will satisfy most of the group.

Say something such as, "The group came up with some excellent ideas. Based on your listing of the pros and cons, it seems as if _____ would be a good solution to try first. If that doesn't work, we'll go back to the clipboard and try a different solution."



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Classic Problem Solving Case Studies to Role-Play

The best way to get comfortable using Classic Problem Solving is to role-play the technique with a group of other staff who pretend to be campers. Here are three scenarios to start you off, plus three spaces for returning staff to pencil in a few problems they encountered last summer.

1. [Day or Overnight Camp] You've noticed that during competitive games and sports at camp, there is a lot of "trash talking." The campers say degrading things to one another in an effort to intimidate each other. Although you've asked them—both individually and as a group—to refrain from trash talking, it's actually gotten more frequent and profane. You decide to sit down with the group and do some Classic Problem Solving.
2. [Day or Overnight Camp] During free swim, the rules require campers to swim in buddy pairs. Although some campers remember to stay within 8 feet of their buddy, others swim as if they were alone, often drifting many yards away from their partner. You've blown your whistle several times to remind all buddy pairs to stay together, but it doesn't seem to have worked. Time for some Classic Problem Solving.
3. [Overnight Camp] At night, when you step outside the cabin to wash up, the campers are quiet. But before long, they start giggling and goofing around. You've tried to reason with them, explaining that they need their rest and that adjacent cabins are trying to sleep, but that's had little effect. Tonight after taps, they are being particularly loud, so you resolve to engage them in a little Classic Problem Solving the next morning.
- 4.
- 5.
- 6.



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Training Tool Sheet for Camp Staff

Debriefing In a Nutshell: What It Is and Why It's Cool!

We all wonder what our campers think about camp activities and experiences. Here are some fun and simple points to keep in mind as you "Check-In" With Your Campers!

Simple Facilitation Model: After an activity ask

- ✓ What happened? FACTS
- ✓ What now? FEELINGS (at this moment)
- ✓ What next? FUTURE (how to handle things differently and use the experience in a new situation)

What do good facilitators do?

- ✓ Help set ground rules, and assure everyone understands the purpose of facilitation is to build support, trust, and understanding
- ✓ Keep a "safe" environment to share (be clear that we'll respect each other by not laughing or making someone feel dumb for a comment—if a hurtful comment is made, nip it in the bud, by saying "hey, not now" or "remember our goal to work together")
- ✓ Help people prepare to give feedback by modeling ways to support (eye contact, nodding head, etc.)
- ✓ Actively listen and ask questions rather than telling
- ✓ Help people own and take responsibility for their share of any problem ("I" statements)
- ✓ Encourage people to look toward the future and ways to improve as well as what to do next
- ✓ Make sure closure occurs as well as set the stage for next steps
- ✓ Recognize when a deeper-than-anticipated issue with a camper occurs, get help from someone else with more skills/practice (head counselor, unit leader, etc.).

What do I do during the activity that will help me debrief and communicate?

- ✓ Develop Attending Behavior (that means to pay attention; be physically-emotionally present—stay focused on the participants and what they do/don't do; reinforce comments without judging—be yourself, so others will be themselves)
- ✓ Pay attention to non-verbal cues you send (eye contact, facial expressions, body posture, physical space—don't hang out and talk with other staff)
- ✓ Pay attention to verbal cues you send (silence, brief acknowledgement, paraphrase)

Why Process?

- ✓ Learning through experience is rich in metaphors, symbols, feelings, and typical behavior patterns (known and unknown) that campers may not realize or talk about without formal processing.
- ✓ Help campers become aware of these aspects and transfer them back to every day life.
 - Bring out similarities in "here at camp vs back at home" situations.
 - Highlight their new responses and resulting actions.
 - Help them see opportunities to use this new info.
- ✓ Sometimes they experience so many different feelings, they need help in sorting them.

Final Thoughts

Start small with some simple activity or experience. Come up with a cool name that fits your personality: "circle up", "touchbase", "check-in". Campers love a chance to talk – so guide the conversation and really understand things from their point of view!

Web Resources: www.ACAcamps.org/research/ & www.ACAcamps.org/research/ydo.php

Reference: Nadler, R.S. & Luckner, J.L. (1992). *Processing the adventure experience: Theory and practice*. Dubuque, IA: Kendall/Hunt Publishing.



Training Tool Sheet for Camp Staff

“Give Me Some Choices” Ways to Debrief With Your Campers

Helping campers “get” that what we do and learn at camp applies to them personally and applies to them back home requires help from you. Shine the spotlight on similarities, differences, effective behaviors, and lessons learned. The following techniques are good options to consider for group discussions with your campers. Remember that each of your campers (or camper group) is unique—what works with one camper (or group) will not necessarily work well with another. Be flexible and try your own adaptations! If you are unsure or think you might be approaching “deep water” check out your plans with another camp leader . . . a second opinion usually strengthens any plan ☺.

Open Forum:

Circle up the group up and give them an opening statement that you think will trigger perceptions and thoughts from your campers.

Example statement: “I’m interested in hearing what you thought about the Chapel message today.” Or, “I would love to know what you experienced at the activity.”

Pros: Easy and quick technique that is familiar to many people; works well when kids are excited about sharing.

Cons: Can be hard to get campers to voluntarily “speak up” and share their ideas (may seem like school).

Questioning:

This technique involves some preplanning. You establish objectives that you would like to achieve in your activity then develop specific questions. Generally you sequence your questions by starting with concrete questions then move into more “insightful” types. (Chapel Debrief sheets are provided by SEP So. Cal. which contain several questions to get kids talking.)

Example simple sequence: “What happened?” “What did you learn?” “How can you use this information (in the future/at home/in other groups, etc.)?”

Pros: Provides specific feedback on preset objectives; allows for depth and probing.

Cons: Involves planning; takes some practice to get comfortable probing responses and moving conversationally through your questions.

Rounds:

This technique involves every member in your group, because they are each asked to respond to a stimulus you provide them. The three most common types of rounds are:

- Designated word/number round: member responds with a single designated word or number on a scale.
- Word or phrase round: members are asked to respond with a word or short phrase.
- Comment rounds: members share with more than a few words as a way to express more depth to their response.

Example of designated word/number round: “I would like for each of you to think about your role today in (activity) and say whether you were a “leader” or “follower.” “I would like for each of you to tell me on a scale of 1-10 how safe you felt today when we did (activity) with 1 not safe at all and 10 totally safe.”

Example of word or phrase round: “I would like each of you to pick a word/phrase that describes how you feel right now.”

Comment round: “I’d like to hear a short reaction from each of you on how you feel about your experience on the overnight camp-out.”

Pros: Everyone is involved; quick and easy to do yet can provide depth to insight.

Cons: Can sometimes get into a “negative” mindset if members build on less positive aspects.

Object Metaphors:

Sometimes it is difficult to get campers to verbally respond without some kind of prompt. The use of objects allows campers to focus their thinking and is often a less-threatening way to share their ideas. The object can often serve as a way for campers to draw metaphors from their experiences in camp to other life situations. Collect objects (Dollar Store, craft store, random things around camp, etc.) and place in a special bag or box. During processing, each camper selects something from the “toy bag” (examples: a star, mirror, penny, all kinds of small toys, rock, twig) or you can have the campers all use the same object.

Example of object metaphors: Someone chooses the star from the “Toy Bag”. Each camper talks about a time today when they felt like a star. Another option is to let each camper select an object then let them interpret in their own way the relationship between that object and the point of the de-brief.

Pros: Fun for campers; creative; depth and insight to information.

Cons: Need to gather props ahead of time.

Web Resources:

<http://www.ACAcamps.org/research/>

<http://www.ACAcamps.org/research/ydo.php>

References:

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Skillful Discipline

Part I: Prevention

Inexperienced staff tend to react to children's misbehavior with simple punishment or lengthy lectures. However, the most skillful discipline approach emphasizes prevention—strategies that reduce the likelihood of misbehavior occurring in the first place. Here are six powerful strategies.

1. Get to know your campers

Campers are most likely to comply when they respect you. Respect, in turn, hinges on your campers' feeling that you really care about them. Begin showing this care by learning their names, hometowns, likes, and dislikes. Campers are especially impressed when you know something about them on opening day, so ask your camp's director to give you a cabin, bunk, or group list to memorize ahead of time. This investment will pay dividends in compliance.

2. Lead close-up

Barking orders, commanding from the sidelines, and otherwise leading from a distance will separate you from your campers and make them less inclined to listen to you. You *are* in a position of authority, but you need not be authoritarian or bossy. Your campers will resent you if you abuse the power that your position affords.

3. Establish Rules Early

To set a tone of respect and state clear expectations, gather your campers within hours of their arrival. Most camp leaders prefer a combination of explaining the camp's rules (typically called "orientation") and allowing the campers to discuss and establish some rules of their own.

4. Put On the Brakes

Children are naturally curious and energetic, but their impulsivity and poor judgment can quickly transform enthusiasm into chaos...or worse. Plus, it can be easy to begin acting immaturely when you're playing with kids all day. Just remember: You are the adult. It's your job to put on the brakes and regain control when your campers start to lose control.

5. Supervise Actively

Some camp leaders confuse being "on duty" with snoozing or simply being in the vicinity of campers, but when you're on duty, you need to be active. Walk around, talk with campers, and see what everyone is up to. Actively supervising, rather than passively existing at camp will prevent misbehavior and camper-to-camper abuse.

6. Use Effective Praise

It's easy to notice bad behavior but "catching kids being good" is a skill you may need to cultivate. When children arrive at camp, they'll be looking for boundaries. They won't ask aloud, but they *will* be thinking: *What are the rules here? What can I get away with? How are things here different from home or school? How will my counselor or cabin leader treat me differently than my parents?* Naturally, some things will be different; some will be the same. But when children listen, follow directions, and behave unselfishly, you should offer praise that is positive (not sarcastic), immediate (not delayed for days), specific (not vague), and true (not exaggerated). Genuine praise, used strategically, helps reinforce and shape good behavior.



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Skillful Discipline

Part II: Intervention

The six prevention strategies summarized in Part I of this handout will go a long way toward preventing misbehavior in the first place. But there will still be some misbehavior that you'll need to deal with at camp. Here are six strategies that are particularly useful with children.

1. Time Outs

Asking campers to sit and think about how they've behaved is not just a technique to use with young children. If done well, time outs work with older children and teens, too. Of course, your tone with teens will be different, but the objective is the same: To reflect on how your behavior affects yourself and others. When giving a time out, keep your own voice calm and ask the camper to sit quietly for five minutes. At the end of five minutes, discuss the behavior that led to the time out, its effect (including on others), and the positive, alternate behavior.

2. Requests + Rationales

Sometimes, children misbehave out of ignorance, not malice. Calmly stating your request, such as "Please ask me before you take my tennis racquet" is even more effective when you tag on a rationale, such as "I just like to keep track of my stuff." Giving campers the reason for rules provides an added incentive for them to comply next time.

3. State Desired Behavior + Consequence

This technique combines a calm, clear statement of the positive alternate behavior ("Instead of hitting someone you're angry with, use your words or come find a staff member.") with a pending punishment ("If you hit someone again, you'll be sent home.") Avoid the common pitfalls of anger and hyperbole. Screaming at a child or threatening a consequence you would or could never enforce is folly. And remember, it is never OK to withhold food or mail as a punishment; it is never OK to use physical discipline; and it is never OK to use profanity.

4. Logical Consequences

Whenever possible, impose a consequence (i.e., a punishment) for a misbehavior that is logically connected to the misbehavior itself. If you can design something for campers that helps them make amends for what they've done, so much the better. For example, it's logical to have a camper sand off the graffiti he wrote inside a camp building. Taking away candy for movie night might be a popular punishment, but it's less logical for this infraction.

5. Natural Consequences

When there are no safety or health concerns, it is sometimes appropriate to let natural consequences take their course. For example, if a camper forgets to hang up a wet bathing suit or wet life preserver, let it stay wet on the ground. Putting on a cold, wet suit or PFD may help this camper remember to hang it up next time.

6. One-on-One Conversations

Sitting and talking with your campers allows you both to share your perspectives and brainstorm about possible solutions. Stay calm, listen carefully, and make a specific plan. Finish by asking the camper, "What can I do to help you be successful with this plan?"



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What You Can Do to Prevent and Stop Bullying

Promote Connections

- Gain and give respect
- Build relationships
- Set the tone for respectful, inclusive relationships
- Make sure every camper has a trusted adult to confide in

Build and Communicate a Shared Vision

- Discuss bullying before it happens (in dorm meetings, etc.)
- Include everyone in discussions about bullying
- Work with campers to develop rules, responsibilities, and consequences base on your camp's code of conduct.
- Post rules in cabins, common areas, and the dining hall
- Conduct regular check-ins with campers and camp staff
- Share concerns and get help from your camp director or more experienced staff
- Be a good role model by showing respectful, inclusive behavior with staff and campers

Take Bullying Seriously and be Prepared to Stop It

- Recognize bullying when it happens
- Watch out for campers most at-risk
- Prepare campers to be helpful, not hurtful, bystanders
- Learn and Practice effective bullying prevention skills and strategies

Listen and Talk To Campers

- Invite campers to talk about what's bothering them
- Share your story
- Encourage campers and counselors to be helpful bystanders
- Encourage campers and counselors to report bullying
- Provide recognition for campers and counselors who prevent or stop bullying
- Engage in ongoing discussions and activities about bullying

Intervene Immediately When You See or Hear about Bullying

- Remain calm, don't overact
- Don't ask campers "to work things out" for themselves
- Ask for details (hear out both sides of the story)
- Explain that you can help
- Work with campers to develop a response strategy
- Follow up to make sure the bullying does not continue

Cultivating Patience

Creating a Calm Presence for Learning & Leadership

Principles of youth development specific to patience

1. Your patience helps young people learn
 2. Getting impatient hurts your interactions with young people
 3. Patience is a skill and like any other skill, it improves with practice
-

Patience helps young people learn

They are experts at finding and pushing the limits and boundaries we set for them. It's like it's their job. It's a talent and a skill that they are born with.

And... pushing limits is totally normal. It's one important way that young people learn about the world. Pushing limits with adults teaches young people what's possible.

Key strategies:

- Be clear and consistent with the boundaries and limitations
- Be willing to explain (and re-explain) why boundaries and limits exist
- Engage in the conversation and tolerate the question of essential boundaries

Impatience hurts interactions

Losing your cool, overreacting, giving dirty looks, yelling, being sarcastic, and other responses adults use when they are being challenged don't work that well with young people.

- Campers learn that you've lost control
- Campers learn that your response to their pushing limits is unpredictable
- They may respond by losing respect for you or by pushing back harder
- Losing your cool leaves you feeling uncomfortable and out of sorts

Patience is a skill. And just like other skills you have to practice to get better at it.

(You are in the best place in the world to practice getting better at being patient!)

Practical strategies for every day development of patience:

- 1) Speaking calmly when you are unhappy
- 2) Taking a breath before you speak, especially if you don't like what you see
- 3) Let others go first
- 4) Ponder ideas when it's not urgent to make a decision
- 5) Try things again
- 6) Ask for help when you need it

Simply break things down into specific behaviors to practice.

A patient mindset involves three things:

1. Recognizing what's developmentally normal behavior. Camper's exuberant, silly, or impulsive behavior is normal for their age.
2. Not personalizing children's misbehavior. 99% of children's misbehavior is evidence of a skills deficit, rather than an intention effort to annoy you
3. Being truly present. Reduce distractions as much as possible. This means packing away your cell phone and mentally setting aside events in your personal life.



Leadership essentials

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Case Studies of Practicing Patience

Case Study #1

You have asked your campers several times to clean up in the activity area. Each time a few of them start to clean up, the others distract them and they all begin to play again. A few have even ignored your request and are continuing to make a mess. You are really losing your cool.

- What are some strategies for getting them to clean up?
- What probably won't work with this group of campers?

Case Study #2

You are on a hike with a mixed age group of campers. They are not all from your unit so you only know a few of them by name. Although you have asked them to stay on the path, several of the campers keep veering off the path into the woods.

- Why are the campers not listening?
- What are some possible reasons they shouldn't be going off the trail? Why is that important?

Case Study #3

There is one camper, Matthew, in your cabin that is being picked on by the other campers. They don't do it in front of you, but he has told you several times that it is going on. You have tried various strategies including talking as a group, talking to individuals, pairing them up for games, and including everyone at meals and activities. Nothing seems to be working. Matthew has come to you in tears and wants to go home.

- How come the other campers are still picking on Matthew?
- What does this case study have to do with being patient?

Notes:



Leadership essentials

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Gossip & Relational Aggression

Do you think that gossip, rumors, and other “mean girl” stuff is all part of growing up? Well, many people assume that it is, but this type of relational aggression is a form of bullying and it happens amongst girls and boys, as well as female and male staff. Even though it is commonplace, you cannot accept this as normal or okay. Relational Aggression in its many forms are all part of exclusion, and it is hurtful and painful to those who are targeted. The key to dealing with it is to understand what it looks like in camp, and provide you with the skills to stop it.

What Relational Aggression (RA) Looks Like:

- Relational aggression actually starts in pre-school, and increases its intensity into the middle school years as peer relationships take on more meaning.
- It may be difficult for campers or staff to speak directly about angry feelings, jealousy or competitiveness. RA is a form of indirect communication.
- Subtle behaviors such as eye-rolling, secretive looks, whispering, pointing, giggling, and conversation pauses when a target comes into the conversation are cues to RA.
- Behaviors such as dirty looks, creating and spreading rumors, gossiping behind one's back, or physically ignoring others are other types of Relational Aggression. The behavior that the aggressor wants to achieve is *exclusion* through hurting the target's relationships.
- Look for campers who are alone either in the bunk, on their way to an activity or straggling behind a group of campers walking together.
- Although females are typically associated with Relational Aggression, males are involved to a significant degree, too, in similar behaviors. Exclusion is the goal of all RA behavior for males and females.
- My research shows that almost all female staff witness RA behavior amongst their female campers, and 90% of male staff witness this behavior among boy campers.
- In segregated play, a form of RA, two or three kids deliberately connect and exclude another to enhance their own status at the expense of another. When the target feels vulnerable or unsafe, the RA group feels more powerful. When segregated play is effective, the powerful group can also verbally exclude with words meant to lower the status and self-esteem of the target.
- Relational aggression may not happen in front of you. In fact, it happens when adults are not around. Therefore, you have to be vigilant to look for it and assume that it is happening amongst your campers.
- **Male and female staff** gossip, spread rumors, too. This sets a very negative example for campers and sets a poor tone for the camp.
- Staff that favor one camper over another may not see the destructive effects of this behavior. In fact, favoring one over another creates and promotes bullying behavior such as RA amongst the community.

Four key tasks of the youth development professional:

- (1) Prevent relational aggression by making your expectations for kindness and inclusion clear at the beginning of the camp session.
- (2) Prevent relational aggression by setting a good example through your own behavior. You must monitor your own behavior for gossip, rumors and exclusion.
- (3) Prevent RA by being with your campers as much as possible, supervising them closely.
- (4) Since it may happen away from you, look for the subtle signs and symptoms of RA.



Leadership essentials

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How To Stop Relational Aggression

- If you spot the signs, you can walk right over to it, and just ask what's going on. Just being there may stop RA.
- Begin a conversation that gets your campers interested in something you're saying. This type of redirection can turn the tide of the conversation to a more inclusive tone.
- Avoid playing favorites! This creates a social hierarchy that fosters RA.
- Do not gossip, put down others, whisper, roll your eyes, stop conversation, or use Relational aggression in front of your campers. They will imitate what you do, and this creates a toxic camp culture.
- If you do catch yourself using RA about another staff person or even a camper, apologize for it and set a good example by owning up to making a mistake.
- If you see other staff using RA, call them out on it because they may not see their behavior as problematic.
- Teach your campers to deal directly with their tough feelings toward others: anger, jealousy and competition. Talk out these feelings to stop the need for RA.
- Use positive gossip about a camper who has been targeted. Say nice things about them to give them status and have the group see their positive qualities.
- Find ways to bring your campers together by naturally bringing different groups in the bunk together for fun and activities.
- Reward inclusiveness with verbal praise to facilitate this behavior in your bunk.
- Put downs of a sexual orientation need a quick response. Let campers know that this is not a topic we discuss in camp and is never a topic to make fun of.
- When you role-model respectful communication, your campers will follow.



Case Studies of Relational Aggression

Case Study #1

It's the first day of camp and three returning girls have already staked out their beds in the bunk. They have already saved beds for other girls and excluded some new girls who wanted to put their bags on some beds near them.

- How would you handle this situation?
- What counselor interventions are necessary when you see this behavior begin?

Case Study #2

You realize that Jim, one of the 12 year old boys in your bunk is not connecting to the other boys, and he has lagged behind when activities are called. You notice the conversation stops whenever Jim walks over to a group of four boys and they turn their heads and roll their eyes when he walks into the bunk.

- Who would you speak to first about this situation?
- How would you handle the target and the group using RA tactics?

Case Study #3

Your co-counselor seems to favor a few of the campers over others. You feel really uncomfortable when you walk in the bunk and see some campers walk away from you to the other counselor.

- How would you address this situation with your co-counselor?
- How would you address this behavior with your campers?

Case Study #4

A boy in your bunk has wanted to go home after the first few days. He tells you that the other boys don't like him and call him "gay" and "weird". He doesn't feel safe to speak with anyone about it because he is afraid the situation will get worse if anyone brings it up to the other boys.

- How would you go about addressing this problem?
- How could you help this boy feel safe in the bunk?



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20/20 Toolbox: How Can Counselors Be Inclusive?

Greg Cronin, CCD Joanna Sadler

Ultimately, it doesn't matter how great camp activities are, which special events seem fun, or even what new facilities have been added if each camper does not feel understood and appreciated. Given the vast number of different tasks a counselor must perform each day, it seems almost impossible to establish a meaningful connection with each camper. Even experienced counselors can become overwhelmed with the prospect of completing assigned duties before the end of the day. Because camp is a delicate balance between meeting individual needs and developing a unified community, the overall experience for some campers is left to chance. Despite our best efforts to be attentive, some requests, behaviors, or expectations are ignored, and campers can quickly feel disconnected.

At camp, the "things to do" list may seem to be longer than the time allotted. Counselors are often racing to get basic duties completed and do not always make time for the most important assignment: to make sure each camper feels they are a special part of the group. This responsibility becomes magnified when schedule

changes, undesired attitude, or behavior problems push a counselor's abilities to the limit. When this happens, potential growth opportunities are lost, and subtle camper cues for help can be missed. These stress factors can build over time and often will carry over to the next session or all season.

Both day and resident camp counselors need acclimation time to get used to camper needs and group sizes. Some programs are short in length so adding campers who need additional attention can really disrupt the group-interaction process. Depending on the situation, some counselors may be assigned one camper and others will have a group of ten or more, but in either case, the responsibility for inclusion is the same. All campers have specific needs, and your job is to discover what they are and then provide solutions that are both functional and age-appropriate.

How Is It Possible to Have the Time to Be Inclusive?

Before we get into specific skills, let us begin by acknowledging being a camp counselor is fun. In fact, the ability to play, and play well, is one of the most effective tools you have. Metaphorically speaking, you are going to use controlled forms of recreation as a vehicle to model the very essence of camp — teaching life skills!

To do this effectively, counselors must understand how to evaluate efficiently the progression of self-awareness. This process will include: understanding the social and emotional development of children; working on individual competencies; seeing the value in parallel process; knowing the qualities of an inclusive counselor; and demonstrating skills to help campers build friendships.

Improving Desired Outcomes

After orientation concludes and you are nervous with the anticipation of campers arriving, please keep in mind you have very little time to make a difference in a child's life. You can improve your group's desired outcomes by starting with your own developmental process and making it a priority to acquire a set of skills that include understanding the social and emotional development of children. This means you have to simultaneously be aware of your own feelings while observing and comprehending the emotional states of others. During daily activities you need to manage strong emotions/expressions and carefully use them in a constructive manner. Strive to establish workable and lasting friendships by regulating your own behavior while developing empathy for others.

As you pick up skills in the different activity areas of camp, remember many children have disabilities you cannot see. You may have to alter your teaching techniques or instructional approach for maximum effectiveness. This elevated thinking allows you to develop a set of competencies that promotes both camper inclusion and experiential education. Specifically, you are looking for age-appropriate ways to problem solve by using campers' interests as motivational tools to develop skills. One way to do this is to modify traditional activities so the parameters fit your objectives. Develop innovative rules, words, or costumes that create a new way of accomplishing what you want. Modifying activities to benefit campers will encourage additional skill sets to be used, thus improving your chances for daily success.

In order to be effective as an inclusive counselor, you must make the camp experience personal to every camper. In the beginning of each session, you are responsible for explaining expectations and discussing how each person's role contributes to the group development process: this includes instructions from specialists and taking directions from supervisors. Well known clinical psychologist Wendy Mogel states in her book, *The*

Blessing of a Skinned Knee, "Children learn by our example. If children are to develop genuine respect for you, they need to know what respect looks like in action" (p. 63). Let older campers take an active part in decision making by allowing them to help set consequences. Use activities to teach campers how specific actions will lead to group support using the common denominators of mutual respect and individual understanding.

This type of interaction with campers should not be limited to group or cabin functions. It needs to be a critical component of a communication process that includes parents, administration, support staff, CITs, and alumni. Because counselors are different ages and have varying amounts of experience and education, it is important to implement a system where each member of the camp community feels comfortable speaking. How you act/react with campers should reflect, in some ways, how guidance is given by supervisors. Camp leaders should also be modeling this parallel process with senior staff so it reflects a consistent philosophy of open dialog.

Tips for Effective Counselors

It is impossible to define the actual skill set you need for every situation. Camp life changes quickly and independent variables like weather, staff illness, and natural occurrences all require fast thinking and intelligent decisions. However, effective counselors strive to master some universal skills that positively translate in most situations. Keep in mind these important tips when dealing with kids:

- Try not to make important decisions when you are exhausted. Being tired is one of your biggest time management obstacles, so occasionally use discretion and get some sleep!

- Keep your sense of humor handy, and use it when appropriate.

- Participate in activities with motivation.

- Understand their world, yet be mature in decision making.

- Be responsible at ALL times but have fun.

- Set a good example for others, and embrace the diversity of each camper's abilities.

- Have a genuine passion to improve the lives of others by showing unconditional positive regard.

The reason you need to be so deliberate about your actions is because campers need a safe environment before they feel comfortable taking risks. Once they feel secure, the real learning will begin. Fundamental to the camp experience is the opportunity for campers to interact with peers and build friendships. Although fostering friendships and preventing rejection among campers might not seem like one of the most critical parts of a counselor's job, in all actuality, it is.

Achieving Group Cohesion

Research suggests that children who are rejected by their peers are at risk for a host of negative outcomes in life. Early peer rejection has been found to predict delinquency and externalizing behavior in adolescence (Bagwell, Molina, Kashdan, Pelham, & Hoza, 2006 ; Laird, Jordan, Dodge, Petit, & Bates, 2001; Prinstein & La Greca, 2004). Peer rejection in childhood is also associated with adolescent alcohol and tobacco use, school dropout, adult psychopathology, and juvenile and adult crime (Greene, et al., 1999; Parker & Asher, 1987). Furthermore, peer perceptions predict long-term adjustment better than other variables including academic performance, intellectual functioning, and teacher perceptions (Cowen, et al., 1973). Taken together, these findings highlight the importance of preventing peer rejection in childhood.

Innovative counselors who want to achieve group cohesion understand the ongoing responsibility to foster friendships and prevent peer rejection among their campers. Arguably the most essential thing a counselor can do to support peer friendships is to be inclusive to all campers in their group. There are several ways a camp counselor can accomplish this goal:

Spend one-on-one time with each of your campers.

Counselors need to find time each day to speak individually to each camper. Because of the aforementioned hectic schedules, it can be difficult to devote time to each individual camper. However, spending one-on-one time with each camper models positive behavior and can have a big impact on campers' behavior. When counselors engage in a conversation, no matter how brief, with each camper in their group, that counselor is saying to all of the other campers in the group, "This camper is important, special, and valued." Taking time to do this with each camper not only relays the message each camper is important, but also greatly decreases the impression of a counselor having a "favorite" camper or group of campers. These conversations should take place as often as possible and only need to last a few minutes to be effective.

Praise your campers for positive peer interactions.

When campers misbehave, counselors are taught ways to correct the undesirable behavior. However, not many counselors are taught how to praise their campers for exhibiting positive behaviors. Positive reinforcement is an effective tool for increasing the occurrence of positive behaviors and can be used to encourage inclusiveness in a camp group. Counselors should openly praise their campers for being friendly to all campers in the group and including everyone in activities. Simply stating, "I like the way you all are eating lunch together today!" can show the campers the counselor appreciates their behavior.

Engage in a variety of activities that highlight the strengths of different campers.

Although your camp schedule may be fairly well established, counselors inevitably have time when they can choose an activity for their campers. Often counselors fall into a pattern of choosing similar activities to fill these empty slots, such as alternating between playing Frisbee and kicking a soccer ball around. Although these are two different activities, they both rely on a certain level of athletic ability to excel. Odds are, not all of the campers in your group are going to be athletic. So it is important to vary the activities you choose. Sports one day, an art activity the next — choosing activities that allow different campers to excel and experience success can help a counselor avoid camper hierarchies within a group and teach their campers everyone is valued equally regardless of their strengths and weaknesses.

Work toward group goals.

Teaching your campers the importance of working together as a group promotes teamwork and friendships. When campers experience success as a group, it strengthens the bond between all of the campers who worked to achieve the goal. Counselors can set group goals for a variety of behaviors or accomplishments. For example, counselors can set goals/rewards for having everyone clean up the lunch table in less than two minutes, having everyone changed for pool in five minutes, or completing a team-building activity.

Divide your campers carefully.

Throughout the summer, your camp group will inevitably need to be divided into smaller teams to play sports or participate in larger special activities. As a counselor, it is important to use ideas such as birthdays or first letters of their name to separate campers. This will avoid potentially devastating situations where someone is picked last or not at all.

The Perfect Environment

Camp is the perfect environment to help children feel understood and appreciated. Having the time to participate in activities with campers gives you the opportunity to interpret and influence the social and emotional development of children positively. It is important to develop age-appropriate ways to problem solve while making the camp experience personal. Through a strong communication model of parallel process, counselors need to implement some universal tips to help build strong friendships. Although it is unrealistic to expect that all of your campers will be friends, teaching them to appreciate each other is the desired outcome. Once you begin to empower campers to be inclusive, they will begin to appreciate how fun camp can be when peer rejection is replaced with universal understanding. Lastly, spend individual time with each camper. Use this bond to make camp an unforgettable experience by motivating campers to be respectful with each other. If you use their individual strengths to help attain group goals, you will teach them the power of what they can achieve when everyone feels included in the decision-making process.

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COUNSELOR'S OPTION OPTIONS

Choose from any of the below suggestions for Counselor's Option.
(Or you can make something up!)

Remember, the class period is only an hour. Check the schedule to make sure that the "CO" activity you want to do does not conflict with a regularly scheduled activity.

1. Rest: Take a Nap!

2. Bible Study, Prayer / Silent Time / Solitude

3. "Chew-The-Fat."

Debrief from an earlier class, activity or experience or just take time getting to know each other better. There are many nice sitting areas around camp for this.

4. Just hangin' with your dorm, working on dorm chant, talking about what is on their minds, etc.

5. Elevation Gift Shop Camp Store – (if open) Please go as a dorm. Don't just send a few kids by themselves.

6. Altitude Café – (if open) Please go as a dorm. Don't just send a few kids by themselves.

7. Choose from an activity listed below: (Check to see if there are other dorms with a CO (Counselor's Option) at the same time who might want to join you in activity (i.e. volleyball, basketball etc.) with you. Also check the schedule to make sure that the CO activity you want to do does not conflict with a regularly scheduled activity.

Game Room – Ping Pong, Air Hockey, Bumper Pool, Foosball. (Check out Key from SEP Office / equipment from PVBCC Admin Office)

Volleyball – Check out ball(s) from the SEP Trailer. (Partner up with another dorm that may have a CO at the same time if you want.)

Basketball – Check out ball(s) from the SEP Trailer. (Partner up with another dorm that may have a CO at the same time if you want.)

Horseshoes – Horseshoes available at the pits (by Sports Field/Archery behind Girls Dorms)

Playground – Located near the High Ropes Challenge Course.

Tire Swing – Check out key from SEP Office.

Aero Ball – Check out key and balls from PVBCC Office.

COUNSELOR'S OPTION OPTIONS (cont.)

Hike – Get trail map from PVBCC office. (Be Careful! – Stay on paths!! Watch for snakes, take plenty of water, stay together as a dorm.)

Kickball – At the Play Field. Check out balls from SEP Trailer. (Partner up with another dorm that may have a CO at the same time if you want. If SC or SC2 is scheduled during your CO, then KB is not available.)

Dodgeball – At the Sports Field. Check out balls from SEP Trailer. (Partner up with another dorm that may have a CO at the same time if you want. If SC or SC2 is scheduled during your CO, then Dodgeball not available.)

Soccer – At the Sports Field. Check out ball(s) from SEP Trailer. (If SC or SC2 is scheduled during your CO, then the Soccer is not available. . If SC or SC2 is scheduled during your CO, then Soccer is not available.)

GaGa Ball – At the “pen / corral” next to Basketball Courts. Instructions / Rules available at the Office and Balls available at the SEP Trailer. (If GA is scheduled during your CO, then the GaGa Ball is not available.)

Nine Square In the Air – At the Sports Field. Check out ball(s) from SEP Trailer. Instructions/Rules will be available in the Office. Partner up with another dorm who has CO during the same period as the game works better with more than 10 people. (If NS is scheduled during your CO, then the Nine (9) Square in the Air is not available.)

Slip N Slid – Located behind Swimming Pool & Volleyball Court. Pick up inner tubes from SEP Trailer. (If a SS is scheduled during your CO, then the Slip N Slide is not available.)

Climbing Rocks – There is a great rock formation in the center of camp (behind Fireside Hall) that we are allowed to climb on!

****Check the schedule to make sure the activity you are doing is not already taken by another dorm at that time. (i.e. Basketball, Aero Ball, etc.)****

Please note: Archery, Swimming and Radio Controlled Trucks not available as Counselor's Option.



The Meaning of Baptism

In a religion based on faith, why have any rituals at all?
What does this have to do with the gospel?

Rituals were a prominent part of **Old** Testament worship. Christianity, in contrast, has only two basic rituals: baptism and the Lord's Supper — and there are no detailed regulations for either observance.

In a religion in which faith is primary, why have any rituals at all?

The primary reason, I believe, is that these two rituals **picture the gospel of Jesus Christ**. They rehearse the fundamental elements of our faith. Let's see how it works for baptism.

Pictures the gospel

How does baptism picture the central truths of the gospel? The apostle Paul wrote:

"Don't you know that all of us who were baptized into Christ Jesus were baptized into his death? We were therefore buried with him through baptism into death in order that, just as Christ was raised from the dead through the glory of the Father, we too may live a new life. If we have been united with him like this in his death, we will certainly also be united with him in his resurrection" ([Rom. 6:3-5](#)).

Paul is saying that baptism *unites* us with Christ in his death, burial and resurrection. These are the primary points of the gospel ([1 Cor. 15:3-4](#)). Our salvation depends on his death and on his resurrection. Our forgiveness — being cleansed of sin — depends on his death; our Christian life and future depend on his resurrected life.

Baptism symbolizes the death of the old self — the old person was crucified with Christ — died with Christ — buried with Christ in baptism ([Rom. 6:8](#); [Gal. 2:20](#); [6:14](#); [Col. 2:12](#), [20](#)). It pictures our identification with Jesus Christ — we cast our lot in with him. We accept that his death was "for us," "for our sins."

We acknowledge that we have sinned, that we have a tendency to sin, that we are sinners in need of a Savior. We acknowledge our need to be cleansed, and that this cleansing comes through the death of Jesus Christ. Baptism is one of the ways in which we confess Jesus Christ as our Lord and Savior.

Raised with Christ

Baptism pictures even better news — in baptism we are *raised* with Christ so that we might live with Christ ([Eph. 2:5-6](#); [Col. 2:12-13](#); [3:1](#)). In him, we have a new life, and are called to live a new way of life, with him as Lord leading and guiding us out of sinful ways and into righteous and loving ways.

In this way we symbolize repentance, a change in the way we live, and also the fact that we cannot make this change in ourselves — it is done by the power of the risen Christ living in us. We identify with Christ in his resurrection not just for the future, but for life right now. This is part of the symbolism. Jesus did not invent the ritual of baptism. It developed within Judaism, and was used by John the Baptist as a ritual to show repentance in which the water symbolized cleansing. Jesus continued this practice, and after his death and resurrection his disciples continued to use it. It dramatizes the fact that we have a new basis for life, and a new basis for our relationship with God.

Paul saw that since we are forgiven or cleansed through the death of Christ, baptism pictures his death and our participation in his death. Paul was also inspired to add the connection with Jesus' resurrection. As we rise from the baptismal waters, we picture rising to a new life — a life in Christ, with him in us.

Peter also wrote that baptism saves us "by the resurrection of Jesus Christ" ([1 Peter 3:21](#)). However, baptism itself does not save us. We are saved by God's grace, through faith in Jesus Christ. Physical water removing physical dirt cannot save us, Peter said. Baptism saves us only in the sense that it is "the pledge of a good conscience toward God." It is a visible representation of repentance, faith in Christ, forgiveness and new life, and those are what actually save us.

Into one body

We are baptized not only into Christ Jesus, but also into his body, the church. "We were all baptized by one Spirit into one body" ([1 Cor. 12:13](#)). That means that a person cannot baptize himself — it must be done within the context of the Christian community. There are no secret Christians, people who believe in Christ but no one knows about it. The biblical pattern is to confess Christ before other people, to make a public acknowledgment of Jesus as Lord.

Baptism is one of the ways in which Christ may be confessed, in which all a person's friends may see that a commitment has been made. It may be a

joyous occasion in which the congregation sings hymns and welcomes the person to the family. Or it may be a smaller ceremony in which an elder (or some other authorized representative of the congregation) welcomes the new believer, rehearses the significance of what is being done, and encourages them in the spiritual disciplines that will assist the person to live in Christ.

Baptism is basically a ritual recognizing that a person has already repented of sin, already accepted Christ as Savior, already begun to grow spiritually — is in fact already a Christian. Baptism is generally done soon after a person has made a commitment, but occasionally it may be done much later.

Teens and children

When a person has come to faith in Christ, he or she may be baptized. This may be when the person is quite old, or when quite young. A young person may explain faith differently than an older person does, but young people may have faith nonetheless.

Teenagers and even younger children may have genuine sorrow over sin, genuine faith that Christ has paid for their sins, and genuine commitment to Christ, and they may be baptized.

Will some of them eventually change their minds and fall away? Perhaps, but that happens with adult professions of faith, too. Will some of those childhood conversions turn out to be mistaken? Perhaps, but that happens with adults, too.

If the person is repentant and has faith in Christ, as best as the pastor can determine, then the person may be baptized. It is not our practice, however, to baptize minors without the consent of their parent or legal guardian. If the minor's parent objects to baptism, then the child who has faith in Jesus is no less a Christian for waiting until he or she becomes a legal adult to be baptized.

By immersion

We generally baptize by immersion. That was the most likely practice in first-century Judaism and in the early church. Immersion pictures death *and burial* better than sprinkling does.

However, we do not make the method of baptism an issue to divide Christians. The important thing is that the person forsakes the old life of sin, and has faith in Christ as Lord and Savior. To use the analogy of death again, we might say that the old person died with Christ, whether or not the body was properly buried. Cleansing was pictured, even if burial was not. The old life is dead, and the new life is here.

Salvation does not depend on the exact method of baptism (the Bible doesn't give us many details on procedure, anyway) nor on the exact words, as if the

words had some magical power of their own. Salvation depends on faith in Christ, not on the depth of the baptismal waters.

A Christian who was baptized by sprinkling or pouring is still a Christian. If such a person wishes to become a member of our denomination, we do not require a new baptism, unless the person believes it appropriate. Christianity is based on faith, not on performance of a ritual.

The big picture

Let us focus on the larger picture, provided to us by the apostle Paul: Baptism pictures our old self dying with Christ, our sins being washed away, our new life being lived in Christ and in his church. Baptism is an expression of repentance and faith, and a reminder that we are saved by the death and life of Jesus Christ. It is the gospel in miniature drama — the central truths of the faith being reenacted every time another person enters the kingdom of God.

If you have come to faith in Christ and would like to be baptized, we'd like to help. To find our congregations, pastors, beliefs, and other information, see our [website](#) or write Grace Communion International, P.O. Box 5005, Glendora CA 91740-0730.



Tips for Bible Reading:

Use a Daily Plan:

Bible reading plans walk you through the entire Bible over the course of a year. There are many different ways to do it. These plans will have specific readings that will take you straight through (Genesis to Revelation) or by reading a small portion of a different section of the Bible each day. Ask your parents to go online with you to find one that works for you.

Use S.O.A.P.

This is an acronym for a type of Bible reading and journaling. It stands for the following:

Scripture: Start off with the Bible. Read the verses that are on your plan for the day.

Observation: As you read, write down any observations that you have from the text. Use the questions, “Who is God?,” and “How do I enjoy Him?,” to focus your observations even better.

Application: Based on what you have read...what should you do? Try to make this practical and realistic. Set a goal for the day based upon your reading. Write it down and hold yourself accountable to it.

Prayer: Last but not least, spend some time in prayer to God. Confess and repent of any sins that were brought to light while you were reading. Spend time thanking God. Also spend some time in silence listening to God. Make note of these in your journal.

Sacred Bible Reading (Lectio Divina)

- Read a selected scriptural passage slowly, attentively several times. If you wish you can write down words from the scripture that stick out to you or grab their attention.
- Take one of the words or phrases that you picked out and reflect on it, thinking in God’s presence about the text. The Holy Spirit’s ministry to you can impart spiritual understanding of the text.
- Next pray to God with intent to also listen to him. In this prayer allow the word that you have taken in and on which you are pondering to touch and change your deepest self. In this way you allow yourself to be touched and changed by the word of God.
- Finally, focus on God and his love. Enter into a beautiful, wordless contemplation of God, a joyful rest in His presence.

Helpful Tips for Reading the Bible (From American Bible Society)

Reading the Bible is one way to learn about God and what God wants from us. When we read the Bible, we read about a specific people and their relationship to God, but we also can learn about our own relationship with God. Set aside time to read the Bible on a regular basis. Be realistic. For some people, this may be a few minutes once a day. For others, it may be a longer time a few times a week. Try to make it about the same time each day, whether in the morning, at lunchtime, or just before going to bed.

Find a quiet place so that you can be alone with your thoughts without being disrupted. If you find it helpful, you might want to have a notebook nearby to jot down questions and thoughts you have as you read and reflect on the biblical text. Begin by praying. You may want to spend a few minutes in prayer before you begin reading. Ask for an open mind and for God’s guidance.

Here are some suggestions for reading the Bible. These are only suggestions for you to use as a model as you find your preferences for spending time with the Scriptures.

1. Select a passage / text

Some people find it helpful to follow a specific Bible reading plan to guide their reading. Many Bibles have reading plans included at the back. The American Bible Society provides a Daily Bible Reading plan that you might want to consider. Other people want to read through the Bible on their own. Still others move from one passage to another based on preference, lectionary readings, or Church School lessons.

Any of the above ways to select a passage is fine. The important thing is not to spend too much—if any—of your reading time in selecting the passage!

2. Read the passage the first time

Read the passage the first time without stopping in order to gain an overall sense of the passage. Listen to your initial reactions to the text...both positive and negative.

3. Read the passage a second time

As you read, pause from time-to-time and answer questions about the background (or context) of the passage. You might choose to pause between verses or small groups of verses, between significant events or announcements in the passage, or between any natural break you see as you read. Below are some types of questions about the context of a passage that you might find helpful as you read.

In what book of the Bible is this passage found?

Is this book a prophetic book? A historical book? A book of poetry? A Gospel? A letter?

What happens immediately before and after the passage? In other words, what is the specific literary context of this passage?

Who are the main characters in this passage? Do they speak or do others speak for them? What are the relationships between these characters?

What is the relationship between God and the characters in this biblical text?

Where did these things take place?

What are the key places mentioned or assumed in the passage?

What has happened before this passage? What is happening during this passage? In other words, what is the specific historical context of the passage?

What are key words or phrases that are repeated in the passage? What is the significance of these words?

Are there any cause and effect relationships established in this passage?

Are any comparisons made or similarities pointed out? Are there any contrasts made between people, things, or ideas?

What is the intent or purpose of the passage?

As you ask yourself these questions, answer them in your words. Be careful to listen to the text. Try to avoid listening to what you want the text to say to you. If you are using a notebook, take a few minutes to write down your answers to these questions. Be prepared to be comforted by the text, but also be aware that you may also be confronted, even challenged.

4. Read the passage a third time. Then reflect on your answers to these questions.

What did I learn about God from this passage? What did I learn about human nature?

What did I learn about my own relationship to God? In other words, how does this passage apply to me?

Is there anything I need to change in my life based on my reading of this passage? How can I be stronger in my faith?

What can I do to show God's love to people in my life?

If there is one verse or part of a verse you would like to remember, you might want to write it on an index card and carry it with you throughout the day.

5. Finally, thank God for the time you had to read from Scripture.

Ask God to help you make the changes you identified.

For Tips on Studying the Bible, Versions of the Bible, Inspiration and Authority of the Bible among many other great articles about the Bible you can go to www.gci.org/bible.

What is the meaning of the Lord's Supper?

The Lord's Supper is a reminder of what Jesus did in the past, a symbol of our present relationship with him and a promise of what he will do in the future. Let's examine these three aspects.

The bread and wine are memorials of Jesus' death on the cross (Luke 22:19-20; 1 Cor. 11:26). In the Lord's Supper, we each eat a piece of bread in remembrance of Jesus. When we drink the "fruit of the vine," we remember that Jesus' blood was shed for us, and that it signifies the new covenant. The Lord's Supper **looks back** to the death of Jesus Christ on the cross.

Jesus' death shows how much God loves us — so much that he sent his Son to die for us, so that our sins may be forgiven and we may live forever with him. This is good news! Although we may be saddened by the enormous price that had to be paid for us, we are happy that it was indeed paid. When we remember Jesus' death, we also remember that Jesus was dead for only three days. We rejoice that Jesus has **conquered** death, and has set free all who were enslaved by a fear of death (Heb. 2:14-15). Our mourning has turned to joy (John 16:20).

Christians look back to the crucifixion and resurrection of Jesus as the **defining moment** in our history. This is how we escape death and the slavery of sin, and this is how we are freed to serve the Lord. The Lord's Supper is a memorial of this defining moment in our history.

The Lord's Supper also pictures our present relationship with Jesus Christ. The crucifixion has a continuing significance to all who have taken up a cross to follow Jesus. We continue to participate in his death (Rom. 6:4; Gal. 2:20; Col. 2:20) because we participate in his **life** (Gal. 2:20; Eph. 2:6; Col. 2:13; 3:1).

Paul wrote, "Is not the cup of thanksgiving for which we give thanks a participation in the blood of Christ? And is not the bread that we break a participation in the body of Christ?" (1 Cor. 10:16). With the Lord's Supper, we show that we **share** in Jesus Christ. We participate with him, commune with him, become united in him. The Lord's Supper helps us **look upward**, to Christ.

In John 6, Jesus used bread and wine to graphically illustrate our need to be spiritually nourished by him: "Unless you eat the flesh of the Son of Man and drink his blood, you have no life in you.... Whoever eats my flesh and drinks my blood remains in me, and I in him" (verses 53-56). The Lord's Supper reminds us that real life is found only in Jesus Christ, with him living in us.

When we are aware that Jesus lives in us, we also pause to think what kind of home we are giving him. We allow him to change our lives so that we live the way he wants us to. Paul wrote, "A man ought to examine himself before he eats of the bread and drinks of the cup" (1 Cor. 11:28). The Lord's Supper helps us **look inward**, to examine ourselves because of the great meaning in this ceremony.

As we examine ourselves, we need to **look around**, to other people, to see whether we are treating one another in the way that Jesus commanded. If **you** are united with Christ and **I** am united with Christ, then we are united to each other, too. The Lord's Supper, by picturing our participation in Christ, also pictures our participation (other translations may say communion or sharing or fellowship) with each other (1 John 1:3, 7).

Paul wrote in 1 Cor. 10:17, "Because there is one loaf, we, who are many, are **one body**, for we all partake of the one loaf." The Lord's Supper pictures the fact that we are one body in Christ, one with each other, with responsibilities toward one another.

Third, the Lord's Supper also reminds us of the future, of Jesus' return. Jesus said he would not drink the fruit of the vine again until he came in the fullness of the kingdom (Matt. 26:29; Luke 22:18; Mark 14:25). Whenever we participate, we are reminded of Jesus' promise. Paul wrote that "For whenever you eat this bread and drink this cup, you proclaim the Lord's death **until he comes**" (1 Cor. 11:26). The Lord's Supper helps us **look forward**.

The Lord's Supper is rich in meaning. That is why it has been an important part of the Christian tradition throughout the centuries. Sometimes it has become a lifeless ritual, done more out of habit than with meaning. Some people overreact by stopping the ritual entirely. The better response is to **restore the meaning**.

Holy Communion

In Communion, we participate in the death and resurrection of our Lord, who shed his blood on the cross and rose from the dead so that our sinful nature might be put to death in his death and raised up to holiness and eternal life in his resurrection. When we celebrate Communion, we eat the bread and drink the juice in remembrance of and in communion with our Savior, proclaiming his death until he comes.

You do not have to participate if you do not want to. No one will think less of you. It is a personal decision. Whether or not you take communion does not change the reality of what he has done for you and me. It doesn't change his love for you.

(Distribute the bread and the cup to those in your dorm who want to participate. Make sure you get the elements too! ☺)

1. Ministry of the Word

Say: *Let's read a scripture from the Bible to prepare our hearts and minds for communion.*

Read a short passage of Scripture. Suggested texts:

(See below for full text of each Scripture)

Psalm 23; Isaiah 25:6-9; Matthew 26:26-30; Luke 22:7-20

John 6:47-58; John 15:1-5; 1 Corinthians 11:23-26; Revelation 19:6-9

2. Ministry of the Bread and the Cup

Show your dorm your piece of bread and say:

Jesus took bread and said, "This is my body, which is given for you. Do this in remembrance of me."

Show your dorm your cup and say:

Jesus took the cup and said, "This cup is the new covenant in my blood, which is poured out for you."

Pray a prayer of blessing

(Sample prayer:)

Father, we thank you for this bread and cup, representing our spiritual participation in the body and blood of Christ. United with us in our humanity, he has, in undying love and grace, taken us into the life he shares with you and the Holy Spirit. Help us know and believe in the communion that we have life with you and with one another. We pray all things through the intercession of the Son and the Spirit, giving honor to you, our Father, and the Lord Jesus Christ and the Holy Spirit forever.

Participation

Lift up your bread and say: *This represents the Body of Christ, the Bread of Heaven*
Let us all eat the bread.

Lift up your cup and say: *This represents the Blood of Christ, the Cup of Salvation*
Let us all drink the cup.

Pray a prayer thanksgiving

(Sample Prayer)

Father, in Jesus' name we thank you for making us your own children in your Son Jesus Christ, for baptizing us in your Holy Spirit, and opening our eyes to the light of who you are and who you have made us to be in Christ, in whose name we pray. Amen.

Holy Communion

Scriptures for Ministry of the Word

Psalm 22-23

The LORD is my shepherd, I lack nothing.² He makes me lie down in green pastures, he leads me beside quiet waters,³ he refreshes my soul. He guides me along the right paths for his name's sake.⁴ Even though I walk through the darkest valley, I will fear no evil, for you are with me; your rod and your staff, they comfort me. ⁵ You prepare a table before me in the presence of my enemies. You anoint my head with oil; my cup overflows. ⁶ Surely your goodness and love will follow me all the days of my life, and I will dwell in the house of the LORD forever.

Isaiah 25:6-9

⁶ On this mountain the LORD Almighty will prepare a feast of rich food for all peoples, a banquet of aged wine— the best of meats and the finest of wines. ⁷ On this mountain he will destroy the shroud that enfolds all peoples, the sheet that covers all nations; ⁸ he will swallow up death forever. The Sovereign LORD will wipe away the tears from all faces; he will remove his people's disgrace from all the earth. The LORD has spoken. ⁹ In that day they will say, "Surely this is our God; we trusted in him, and he saved us. This is the LORD, we trusted in him; let us rejoice and be glad in his salvation."

Matthew 26:26-30

²⁶ While they were eating, Jesus took bread, and when he had given thanks, he broke it and gave it to his disciples, saying, "Take and eat; this is my body." ²⁷ Then he took a cup, and when he had given thanks, he gave it to them, saying, "Drink from it, all of you. ²⁸ This is my blood of the covenant, which is poured out for many for the forgiveness of sins. ²⁹ I tell you, I will not drink from this fruit of the vine from now on until that day when I drink it new with you in my Father's kingdom." ³⁰ When they had sung a hymn, they went out to the Mount of Olives.

Luke 22:7-20

⁷ Then came the day of Unleavened Bread on which the Passover lamb had to be sacrificed. ⁸ Jesus sent Peter and John, saying, "Go and make preparations for us to eat the Passover." ⁹ "Where do you want us to prepare for it?" they asked. ¹⁰ He replied, "As you enter the city, a man carrying a jar of water will meet you. Follow him to the house that he enters, ¹¹ and say to the owner of the house, 'The Teacher asks: Where is the guest room, where I may eat the Passover with my disciples?' ¹² He will show you a large room upstairs, all furnished. Make preparations there." ¹³ They left and found things just as Jesus had told them. So they prepared the Passover. ¹⁴ When the hour came, Jesus and his apostles reclined at the table. ¹⁵ And he said to them, "I have eagerly desired to eat this Passover with you before I suffer. ¹⁶ For I tell you, I will not eat it again until it finds fulfillment in the kingdom of God." ¹⁷ After taking the cup, he gave thanks and said, "Take this and divide it among you. ¹⁸ For I tell you I will not drink again from the fruit of the vine until the kingdom of God comes." ¹⁹ And he took bread, gave thanks and broke it, and gave it to them, saying, "This is my body given for you; do this in remembrance of me." ²⁰ In the same way, after the supper he took the cup, saying, "This cup is the new covenant in my blood, which is poured out for you."

John 6:47-58

⁴⁷ Very truly I tell you, the one who believes has eternal life. ⁴⁸ I am the bread of life. ⁴⁹ Your ancestors ate the manna in the wilderness, yet they died. ⁵⁰ But here is the bread that comes down from heaven, which anyone may eat and not die. ⁵¹ I am the living bread that came down from heaven. Whoever eats this bread will live forever. This bread is my flesh, which I will give for the life of the world." ⁵² Then the Jews began to argue sharply among themselves, "How can this man give us his flesh to eat?" ⁵³ Jesus said to them, "Very truly I tell you, unless you eat the flesh of the Son of Man and drink his blood, you have no life in you. ⁵⁴ Whoever eats my flesh and drinks my blood has eternal life, and I will raise them up at the last day. ⁵⁵ For my flesh is real food and my blood is real drink. ⁵⁶ Whoever eats my flesh and drinks my blood remains in me, and I in them. ⁵⁷ Just as the living Father sent me and I live because of the Father, so the one who feeds on me will live because of me. ⁵⁸ This is the bread that came down from heaven. Your ancestors ate manna and died, but whoever feeds on this bread will live forever."

Holy Communion

Scriptures for Ministry of the Word (cont.)

John 15:1-5

¹“I am the true vine, and my Father is the gardener. ²He cuts off every branch in me that bears no fruit, while every branch that does bear fruit he prunes^[a] so that it will be even more fruitful. ³You are already clean because of the word I have spoken to you. ⁴Remain in me, as I also remain in you. No branch can bear fruit by itself; it must remain in the vine. Neither can you bear fruit unless you remain in me. ⁵“I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit; apart from me you can do nothing.

1 Corinthians 11:23-26

²³ For I received from the Lord what I also passed on to you: The Lord Jesus, on the night he was betrayed, took bread, ²⁴ and when he had given thanks, he broke it and said, “This is my body, which is for you; do this in remembrance of me.” ²⁵ In the same way, after supper he took the cup, saying, “This cup is the new covenant in my blood; do this, whenever you drink it, in remembrance of me.” ²⁶ For whenever you eat this bread and drink this cup, you proclaim the Lord’s death until he comes.

Revelation 19:6-9

⁶ Then I heard what sounded like a great multitude, like the roar of rushing waters and like loud peals of thunder, shouting:

“Hallelujah! For our Lord God Almighty reigns.

⁷ Let us rejoice and be glad and give him glory! For the wedding of the Lamb has come, and his bride has made herself ready. ⁸ Fine linen, bright and clean, was given her to wear.” (Fine linen stands for the righteous acts of God’s holy people.)

⁹ Then the angel said to me, “Write this: Blessed are those who are invited to the wedding supper of the Lamb!” And he added, “These are the true words of God.”

TELLING YOUR STORY

A guide to sharing your testimony

"I believe that people everywhere are really hungry to hear what is happening in the lives of others," Oliver says. "You can use your personal testimony as a tool to put the seed of questions in the minds of people who are really seeking answers for their lives."

But how do we get from an impromptu, and sometimes lengthy, life story to an effective testimony of the difference God has made?

Step 1: Consider Your Own Journey

Quina Parchment, a freshman at the University of South Florida, learned about how to prepare her story while on a summer mission trip. The insight she gained from the training opened her eyes to the power of her own experience.

Quina thought her story of growing up in a religious home and living a "good" life seemed an unexciting way to tell others about Christ.

"I thought that a testimony had to be this amazing, movie-type story. That was my biggest misconception," Quina says.

A Campus Crusade staff member helped Quina break her story down into 3 areas.

"I think that if she didn't give me some understanding of what to include in the testimony, I probably wouldn't have keyed into the important aspects," she says.

Instead of just telling her whole life story, she began by intentionally piecing together her life

- before knowing Christ
- the gospel message and
- how her life has changed since then.

Quina also learned from her training to keep it real: "It helped me be able to relate. I would have forgotten to let people know I was human, too."

During one conversation with her roommate, Quina saw similarities in their childhoods. Connecting with that common ground, she told her testimony, including an honest account about how her life had changed and areas in which she still struggled, like perfectionism and failing to live up to others' expectations.

"She was able to comprehend it and understand that struggle," says Quina.

Step 2: Prepare

Telling our story to another person involves more than recounting an experience. Preparation is just as important as the content that is included.

In the book *Lifestyle Evangelism*, Joe Aldrich writes, "A carefully thought-through presentation communicates to the listener that the message is important and worthy of his attention."

Hyatt Corporation executive Scott Walker found that writing out his thoughts, rehearsing the words and asking for input from others resulted in an adaptable resource he uses to effectively tell others about Christ.

"It really does help to put it to paper. It's coming from the heart, but you have something that you don't fumble over," he says. "I was finding out more about myself, which led me to feel more comfortable with it."

Step 3: Adapt to the Situation

Repeatedly practicing a brief presentation and becoming more familiar with our story also allows a conversation about Christ to occur whether we have 5 minutes or half an hour.

"I found out how easy it was to take pieces that are applicable as opposed to going through beginning to end," Scott says.

Whether with strangers at a campus outreach, a neighbor across the fence, or frequenters of our favorite coffeehouse, our stories can fit into the natural dialogue we already have with others.

And telling our stories can pave the way for someone else's story to begin.

What Happened to Cheeia

It was with that hope that Cheeia Lo bravely stood in front of multiple generations of her family, ready to tell them about Jesus.

After addressing some common expectations of life on campus, she explained how Christ had made a huge difference in her life, taking away suicidal thoughts and helping her deal with her anger.

At first, a cousin was upset over her talking about God. Then, her younger brother stood up in her defense.

He expressed a desire to receive Christ and encouraged others to do the same. Cheeia used her computer to download the *JESUS* film in Hmong, her family's native language, and through the film and other conversations, 37 members of her family indicated decisions to accept Christ.

Although she has since experienced some isolation and misunderstanding from her father, Cheeia doesn't regret what happened and is hopeful for the future.

Regardless of the setting or the outcome, God uses our personal testimonies in the lives of others around us.

He might use it to plant seeds of hope, answer questions about spirituality or bring a person to the point of making a decision. He is the ultimate reason why a good story is worth telling.

Another, yet similar way to share your story . . .

Step #1: My life B.C. (Before Christ)

Tell about your life Before Christ. Describe your family background. Did you come from a Christian home? What did church mean to you? What was your image of God? Tell about what drive you, your lifestyle, your emptiness and frustration. Offer enough details so your hearers will be able to relate to you.

Step #2: My life in J.C. (Meeting Jesus)

Tell about how you turned your life over to Jesus Christ. There came a time when you took action. How did the Holy Spirit convict you to change your life direction? Try not to use "Christian-ese" words like repent or justification or sanctification. Use simple easy-to-understand language that conveys the overwhelming conviction

Step #3: My life A.C.

Tell about your life After Christ. Again, honesty is the key here. Do you still have problems? You bet. Are you still a sinner? Yes. But has life changed for you. By 180 degrees. Talk about the ambitions, desires and passions of your life now. Tell your hearers how having a purpose has added focus and meaning to every minute you are alive. Talk about the peace and joy and love that now characterize your life.

FIRST AID PROCEDURES

Closest Medical Facilities

East County Urgent Care

1625 E Main Street, El Cajon CA 92021 (619) 442-9896

Hours of Operation

Monday - Friday 8:15 am - 5:30 pm

Saturday & Sunday 9:00 am - 3:45 pm

Last patient is accepted 45 minutes before posted close time.

Driving Directions from PVBCC (provided by Google Maps)

Head southwest on Pine Creek Rd. toward Pine Creek Crossing..... 0.9 miles
Sharp **left** at Old Hwy. 80..... 1.2 miles
Turn **right** at Pine Valley Rd..... 0.2 miles
Turn **right** to merge onto I-8 W toward San Diego..... 24.5 miles
Take **exit 20B** for Greenfield Dr..... 0.3 miles
Turn **right** at Greenfield Dr./I-8 Bus. E..... 213 feet
Take the first **left** onto E Main St..... 0.2 miles
Destination will be on the left.

Sharp Grossmont Hospital

5555 Grossmont Center Dr., La Mesa CA 91942 (619) 760-6000

Driving Directions from PVBCC (provided by Google Maps)

Head southwest on Pine Creek Rd. toward Pine Creek Crossing..... 0.9 miles
Sharp **left** at Old Hwy. 80..... 1.2 miles
Turn **right** at Pine Valley Rd..... 0.2 miles
Turn **right** to merge onto I-8 W toward San Diego..... 31.1 miles
Take **exit 14B** for La Mesa Blvd..... 0.2 miles
Turn **right** at La Mesa Blvd..... 0.1 miles
Continue on to Grossmont Center Dr. *Destination will be on the right.*

Google maps

Distance: 34 miles

Approximately 40 minutes

To see all the details that are visible on the screen, use the "Print" link next to the map.



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