

IRONWOOD PROGRAM MANUAL

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PHILOSOPHY

PLAYFUL PROFESSIONALISM

Camp is supposed to be fun! At Ironwood, we desire for both campers and our staff members to have a great time enjoying the unique things about our facility, friendships that are formed, our fun-filled program, and the spiritual atmosphere of camp. As staff members of Ironwood, it is our job to facilitate both fun and safety at all times. The parents of our campers trust us to be sensitive to their child's individual needs and wellbeing. Playful professionalism is exactly what it says—we are playful, and we are professional.

1. What does it mean to be *playful*?
 - a. Playing with campers and engaging them in our activities
 - b. Singing, cheering, and laughing
 - c. Being child-like, not childish
 - d. Contagious enthusiasm for anything and everything at camp
 - e. Smiling
 - f. Having the time of your life!
2. What does it mean to be *professional*?
 - a. Camper-centered at all times: focusing on our campers and their needs first, sacrificing social interactions with other staff members during camper time
 - b. Meeting the expectations of your job description and staff contract
 - c. Being a spirit-filled example to campers and staff at all times
 - d. Being sensitive to the needs of others and finding the best way that you can help meet their needs
 - e. Offering solution-based suggestions instead of complaints
 - f. Trusting your co-workers and supporting them to be their best!
 - g. Treating everyone on camp (campers, fellow staff members including volunteers, sponsors) with respect and love
 - h. Contributing to a positive camp culture: be a team player, have a positive attitude, be flexible, and give your best!
 - i. Choosing not to participate in activities that hurt our positive camp culture: spreading gossip, being a negative influence, or having a poor attitude
 - j. Maintaining appropriate, professional relationships with other staff members, using the biblical model of accountability and confrontation when necessary
 - k. Taking care of yourself: using your time off wisely, resting and recuperating on weekends

PRINCIPLE OF LOVE

We believe that for our staff members, our effectiveness will be maximized when we consider the purpose of our being here to serve churches and campers and keeping before us an “others focus.” This idea of “it’s not about me” should work out in a staff member’s life through intentional choices such as the following:

1. Pursuing a relationship with campers throughout the camp week through energetic participation with them in activities and conversations
2. Interacting with parents and sponsors in a courteous, timely, and professional manner
3. Reserving personal business and conversations with other staff for break times away from campers
4. Preparing for each day physically and spiritually so the staff member is ready to give total focus to the success of camp

PROGRAM DISTRACTIONS

1. No love.

a. Examples

- 1) Jonah did not love the people to whom he was prophesying.
Jonah 3:10–4:1 And God saw their works, that they turned from their evil way; and God repented of the evil, that he had said that he would do unto them and he did it not. But it displeased Jonah exceedingly, and he was very angry.
- 2) Martha was busy doing “things.”
Luke 10:41 Martha, Martha, thou art careful and troubled about many things: But one thing is needful: and Mary hath chosen that good part, which shall not be taken away from her.
- 3) Judas feigned his love for Jesus.
Mark 14:10–11 And Judas Iscariot, one of the twelve, went unto the chief priests, to betray him unto them . . . And he sought how he might conveniently betray him.
- 4) The Pharisees were concerned about keeping rules and regulations.
Matthew 9:11 And when the Pharisees saw it, they said unto his disciples, Why eateth your Master with publicans and sinners?

Luke 11:42 But woe unto you, Pharisees! for ye tithe mint and rue and all manner of herbs, and pass over judgment and the love of God: these ought ye to have done, and not to leave the other undone.

b. Love for God, Love for Man

- 1) *John 3:16 For God so loved the world, that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life.*
- 2) *1 John 4:20 If a man say, I love God, and hateth his brother, he is a liar: for he that loveth not his brother whom he hath seen, how can he love God whom he hath not seen?*
- 3) *Mark 12:30–31 And thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind, and with all thy strength: this is the first commandment. And the second is like, namely this, Thou shalt love thy neighbor as thyself. There is none other commandment greater than these.*

c. Characteristics of a Loving Person—we are a conduit of Christ’s love.

John 13:35 By this shall all men know that ye are my disciples, if ye have love one to another.

- 1) Patient or forbearing

- 2) Kind—"to show oneself useful" (*Webster's 1828*)
- 3) Not jealous
- 4) Humble
- 5) Prefers others, selfless
- 6) Rejoices in truth

Love makes a huge impression—it's not natural.

2. Inconsistency

- a. Inconsistent life—Jehu killed the worshippers of Baal, but did not remove all the former idols from Israel and he himself did not depart from the sins of Jeroboam.

2 Kings 10:28–29, 31 Thus Jehu destroyed Baal out of Israel....Howbeit from the sins of Jeroboam the son of Nebat, who made Israel to sin, Jehu departed not from after them, to wit, the golden calves that were in Bethel, and that were in Dan. But Jehu took no heed to walk in the law of the LORD God of Israel with all his heart: for he departed not from the sins of Jeroboam, which made Israel to sin.

- b. Inconsistent love—the Israelites were selling themselves to each other and then made to pay interest and were thus going further into debt. If they loved each other consistently, they would not have exacted usury as the law commanded (*Nehemiah 5:1–13*).

Leviticus 25:36–43 Take thou no usury of him, or increase: but fear thy God; that thy brother may live with thee. Thou shalt not give him thy money upon usury, nor lend him thy victuals for increase. I am the LORD your God, which brought you forth out of the land of Egypt, to give you the land of Canaan, and to be your God. And if thy brother that dwelleth by thee be waxen poor, and be sold unto thee; thou shalt not compel him to serve as a bondservant: But as a hired servant, and as a sojourner, he shall be with thee, and shall serve thee unto the year of jubilee: And then shall he depart from thee, both he and his children with him, and shall return unto his own family, and unto the possession of his fathers shall he return. For they are my servants, which I brought forth out of the land of Egypt: they shall not be sold as bondmen. Thou shalt not rule over him with rigor; but shalt fear thy God.

- c. Inconsistent labor—scribes and Pharisees

Matt 23:3–4 All therefore whatsoever they bid you observe, that observe and do; but do not ye after their works: for they say, and do not. For they bind heavy burdens and grievous to be borne, and lay them on men's shoulders; but they themselves will not move them with one of their fingers.

- d. God is constant in all He does; we should then follow His example—*faithful*, according to *Webster's 1828*, is, "constant in the performance of duties or services; exact in attending to commands; as a faithful servant."
 - 1) *Daniel 6:4 Then the presidents and princes sought to find occasion against Daniel concerning the kingdom; but they could find none occasion nor fault; forasmuch as he was faithful, neither was there any error or fault found in him.*
 - 2) *Philippians 3:17 Brethren, be followers together of me, and mark them which walk so as ye have us for an example.*
 - 3) *1 Peter 2:21 For even hereunto were ye called: because Christ also suffered for us, leaving us an example, that ye should follow his steps.*
 - 4) *1 Corinthians 10:21 Ye cannot drink the cup of the Lord, and the cup of devils: ye cannot be partakers of the Lord's table, and of the table of devils.*
 - 5) *1 Corinthians 4:2 Moreover it is required in stewards, that a man be found faithful.*

3. Unknown Purpose.

a. Purpose of God

Proverbs 29:18 Where there is no vision, the people perish: but he that keepeth the law, happy is he.

1 Corinthians 11:1 Be ye imitators of me, just as I am of Christ.

b. Purpose of group

1) Communicate in advance and help them establish goals if they have none. Our purpose is to reach young people for the Lord Jesus Christ, strengthen families, and serve local churches.

2) Never assume.

Matthew 16:22–23 Then Peter took him, and began to rebuke him, saying, Be it far from thee, Lord: this shall not be unto thee. But he turned, and said unto Peter, Get thee behind me, Satan: thou art an offense unto me: for thou savorest not the things that be of God, but those that be of men.

3) Get everyone on board: communicate with speakers, and sponsors.

4) Nehemiah knew his purpose.

Nehemiah 2:5 And I said unto the king, If it please the king, and if thy servant have found favor in thy sight, that thou wouldest send me unto Judah, unto the city of my fathers' sepulchers, that I may build it.

Nehemiah 4:6 So built we the wall; and all the wall was joined together unto the half thereof: for the people had a mind to work.

4. Unknown Needs

a. David did not recognize that he needed to stay home and protect himself in order to better rule Israel, but Abishai recognized that need (social).

2 Samuel 21:17 But Abishai the son of Zeruiah succored him, and smote the Philistine, and killed him. Then the men of David swore unto him, saying, Thou shalt go no more out with us to battle, that thou quench not the light of Israel.

b. Jesus' disciples recognized the people's physical need for food.

Matthew 14:15 And when it was evening, his disciples came to him, saying, This is a desert place, and the time is now past; send the multitude away, that they may go into the villages, and buy themselves victuals.

c. King Artaxerxes recognized Nehemiah's countenance (emotional need).

Nehemiah 2:2 Wherefore the king said unto me, why is thy countenance sad, seeing thou art not sick? This is nothing else but sorrow of heart. Then I was very sore afraid.

d. Jesus was able to perceive spiritual needs.

John 4:10–26 Jesus answered and said unto her, If thou knewest the gift of God, and who it is that saith to thee, Give me to drink; thou wouldest have asked of him, and he would have given thee living water . . . Thou hast well said, I have no husband: For thou hast had five husbands; and he whom thou now hast is not thy husband: in that saidst thou truly. Ye worship ye know not what: we know what we worship: for salvation is of the Jews . . . But the hour cometh, and now is, when the true worshipers shall worship the Father in spirit and in truth: for the Father seeketh such to worship him. God is a Spirit: and they that worship him must worship him in spirit and in truth.

e. Needs of group—age range (juniors versus teens), group size (small groups and big groups cannot always do the same activities), gender, needs of individual

Luke 2:52 And Jesus increased in wisdom and stature and in favor with God and man.

- f. Pharisees, publicans, sinners—Jesus saw need
 - g. Joseph interpreted dreams
5. Communication—to *communicate*, according to *Webster's 1828* is to “impart, as knowledge; to reveal; to give, as information, either by words, signs or signals, as, to communicate intelligence, news, opinions, or facts.”
- a. Unclear—remember this may be the first time for campers. We understand the Ironwood lingo and how the schedule works, new staff and new campers do not, and we must communicate purposefully to them.

1 Corinthians 14:23 If therefore the whole church be come together into one place, and all speak with tongues, and there come in those that are unlearned, or unbelievers, will they not say that ye are mad?

- b. Unheard
- c. Unheeded

Matthew 7:26 And every one that heareth these sayings of mine, and doeth them not, shall be likened unto a foolish man, which built his house upon the sand.

- d. Untimely—talk, listen, think.
 - e. Biblical examples—Balaam and the donkey, Pharisees with leaven, Jonah, 10 spies, *Ephesians 4:17–32*
6. No Preparation
- a. Before camp/event
 - b. Prepared physically and spiritually
 - c. Biblical examples—Judgment seat, Noah, parable of oil in lamps, count the cost before building, Moses, Timothy, *1 Peter 3:13*, Joseph know problem, plan, do

7. Worldly Influence

- a. Reminders of world in programming
- b. Reminders in Staff
- c. Reminders in other campers
- d. People see us in town, discussions, quiet solitude, unmanaged risk.

8. Unmanaged Risk—risk is a tool; any tool used incorrectly can become a weapon.

- a. By campers
- b. By staff

9. Staff-Centered

- a. In conversation
- b. In fun—summer staff weekend plans, Ananias and Sapphira lying, Saul,
- c. In schedule and effort—Jesus was always others oriented even when it seemed inconvenient.

Mark 6:31–34 And he said unto them, Come ye yourselves apart into a desert place, and rest a while: for there were many coming and going and they had no leisure so much as to eat. And they departed into a desert place by ship privately. And the people saw them departing, and many knew him, and ran afoot

thither out of all cities, and outwent them, and came together unto him. And Jesus, when he came out, saw much people, and was moved with compassion toward them, because they were as sheep not having a shepherd: and he began to teach them many things.

Matthew 23:11 But he that is greatest among you shall be your servant.

Romans 15:26 For it hath pleased them of Macedonia and Achaia to make a certain contribution for the poor saints which are at Jerusalem.

10. Never Go Individual—the needs of the group must be balanced with the needs of the individual; balance requires wisdom and guidance
- Go individual with “spotlight”
 - Go individual with counseling
 - Go individual with relationships
 - Go individual with activities

Examples of Christ—with Nicodemus, the woman at well, the lady in the crowd (“who touched me?”), Zaccheus

ABC'S OF SESSION DISTRACTIONS

A ctions, amplifier feedback, ants, audio glitch	N odding off, no sound, nasal problems
B ehavior malfunction, babies, broken chair	O dors, oddities of the speaker/platform person
C oolers, coughing, crying babies	P DA, phones, problem campers
D rafts, doodlers, dogs barking, dress of speaker/platform person, doors	Q uirks of the platform, quads in river bottom, quiet sound system
E ssence, entrance open, earthquake, electricity	R ain, radio
F ish smell, flickering lights, frigid, fireplace logs crackling	S nores, screen obstructions, schedule problems, snakes
G etting up, gum smacking, grime inside, going long (speaker and/or service)	T emperature, tired
H yperactive children, halitosis, hair grooming, hot, hard seats	U n-fun topic, ummm's, un-tuned piano, unprepared
I nsufficient information/preparation, insects, interruptions, idiosyncrasies of speaker	V ery hot, vents, vomiting, vehicles
J okes (too many, inappropriate, not funny), jingling coins or keys	W andering, whisperers, worries, window blinds
K nowledge overload, kicking my chair, kitchen smells	X iting (not closing well), eXcuses without solutions
L ights, lack of attention, laughter	Y awns, your cell phone, yucky smells
M unching, mumbling, mice	Z ipper down, zzzzz's

THE HEART OF CAMPING

1. **H**earing the Word of God
2. **E**liminating worldly influences and life's distractions
3. **A**way from home overnight in a new setting
4. **R**eflecting on the Word and my life in a creation context
5. **T**rained staff leading unique organized activities

V=b/c Value equals benefit over cost

COMMUNICATION WITH POTENTIAL SUMMER STAFF

1. We are stewards of what God has given us: “our” time, talent, treasure, and temple.
2. Think of summers while you are single as some valuable times for unique opportunities. What great opportunities while you have minimal responsibilities and minimal debt. Travel to a foreign field, work at camp, invest in a short term ministry.
3. How to find the will of God? Think of your gifts. Consider what you love. Apply to many places. A ship in harbor doesn't feel the rudder just like God usually won't direct you in His will without you making a move in faith.
4. A summer of ministry is preparation for a lifetime of service. It may be as important as four years of college!
5. God is at work every moment everywhere. My duty is to see him at work and to act in harmony with Him. Don't think of life in compartments (i.e., ministry vs. chores) God is at work when you do laundry, go shopping, in the library, while you are driving or standing in line. I am never “off duty”, I need to live with a constant awareness of His hand at work. He is at work in me, in others and thru circumstances (what peace that would bring if I believed that!) *Romans 12:1ff*—holy, acceptable; conformed; transformed; renewed minds; not just “dis-conformed.”

SIX ELEMENTS OF FUN

A well-rounded program schedule integrates several fun elements that many campers will anticipate. Because campers differ in enjoyment of the elements of fun, relying on a single element to be the fun of camp makes camp fun only for those who enjoy that element. The key to making a program fun is figuring out the integration of more than one fun element into each event.

1. **COMPETITION**—the most used, easiest, and one of the most abused elements. Competition is elevated when you are able to develop personal attachment to your team, when the teams are evenly matched and the outcome is not obvious within the first five minutes, and when rules are applied fairly and impartially. Efforts at score manipulation, rule changes, and even subtle team preference destroy the fun element of competition. Competition can be out of balance when the desire to win becomes a person's life goal. Well-balanced competition keeps participants interested in the unknown outcome until the very end, is fun for both the winner and the loser, and declares a winner. Cheering for your team should be a natural outflow of being part of a team. Strategy and the figuring out or adjusting of strategy is many times as much fun as the execution of the event.
2. **CREATION**—we are created in God's image and enjoy the ability to create, even though we can't create out of nothing. We enjoy using God's creation and building something on our own. We take pictures of our creations,

treasure our creations, and give them away to loved ones. Crafts are the most well-known, fun, camp activity that involves creation; but games, skills activities, and even free time can involve this element. Creation uses imagination and creativity to build something, and campers enjoy comparing their creations and sharing ideas of how to better their creations.

3. **DISCOVERY**—school is not normally thought of as fun, but the learning of new things is something that each of us can enjoy. Discovery, which has an element of surprise, is the process of guiding a person down a path that teaches them talents, information, or principles; many times this happens with a hands-on event. Low ropes courses are one of the biggest ways of providing a discovery element of fun. If the camper can discover new information on his own, the learning process is more enjoyable.
4. **ADVENTURE**—this is the fun of not knowing what is going to happen next. An adventure doesn't have a set schedule and doesn't know exactly how the path will end; the fun is directly related to the difficulty of the path. Competition has at least two teams, but adventure only has one. In competition, you battle against another team; in adventure you battle against the weather, the mountain, the deadline, etc.
5. **THRILL OF SKILL**—when you go to an amusement park and enjoy a roller coaster, the most thrilling ride was your first one. Every ride thereafter seems less thrilling, less fun. Skill is exactly opposite; for example, the first time you step onto a skateboard a fall is very likely and not too much fun. The thrill of skill is making each new skill an accomplishment; with each attempt at it you have the opportunity of another thrill, the thrill of a new skill. The thrill of skill can be integrated into camp games and activities (e.g., archery, canoeing, riflery) by setting an easy goal in early rounds and incrementally requiring more skill in subsequent rounds. The slide is the perfect example of the thrill of skill; after the great fun of the first trip down, most campers start thinking of new skills and tricks to try.
6. **CAMARADERIE**—this is the fun of being a part of something, is the relationship element, and easily partners with the other elements. In the excitement of competition, we may forget that some people had fun not because of who won but because they were able to be a part of something. Camaraderie is what makes a team fun—the friendship, encouragement, and memories are built when a group bonds during an event. Camaraderie is elevated by the difficulty of the event, the length of the event, and the risk of the event; it is destroyed by selfishness. When camaraderie has been established, the group has expanded options of what will be fun and exciting.

OUR STAFF

CREDENTIALS, TRAINING, AND EXPERIENCE

ARCHERY

Carol Bond

2 credit, 1 semester course covering fundamentals of archery and archery instruction.

Bob Jones University, 1982

Experience as an archery instructor and instructor trainer, 28 years

EDGE

1. Carol Bond
 - a. Facilitator course conducted at Ironwood by Signature Research, 2002
 - b. Experience as a rock climbing facilitator and belay trainer, 1986 to present
 - c. Experience as a high ropes course facilitator and belay trainer, 2002 to present
 - d. Sierra Club Basic Mountaineering Course—curriculum included rappelling, belay, safety, and rock climbing. Joshua Tree National Park, 1989
2. Ben Magee
 - a. Facilitator course conducted at Ironwood by Signature Research, 2002
 - b. Experience as a course facilitator and belay trainer, 2002 to present
3. Scott Olson
Experience as a course facilitator and belayer, 2005 to present
4. Stephen Watson
Experience as a course facilitator and belayer, 2008 to present
4. Allen Cover
Experience as a course facilitator and belayer, 2011 to present
6. Jalaigna Mix
Experience as a course facilitator and belayer, 2013 to present
7. Shad VanWyk
Experience as a course facilitator and belayer, 2013 to present
8. Scott Schulman
Experience as a course facilitator and belayer, 2013 to present

HORSES

1. Ben Magee
 - a. Certified Riding Instructor by CHA for levels 1–3
 - b. Continuing education with online videos and training at 777 Ranch with Rick Benson 9/2012.

2. Carol Bond
 - a. 4H training and competition (6 years)
 - b. Horse owner (6 years)
 - c. 28 years' experience as an instructor and trail ride wrangler

LIFEGUARDING

1. Beth Hunter
 - a. American Red Cross Certified Lifeguard, 1993–2000
 - b. American Red Cross Certified Waterfront Lifeguard Instructor, 1997 to present
2. Alison Watson
 - a. American Red Cross Certified Lifeguard, 2003–2012
 - b. American Red Cross Certified Waterfront Lifeguard Instructor, 2009 to present

PAINTBALL

1. Carol Bond
 - a. Equipment maintenance, air tank filling station, and basics of course safety at Bring It On Paintball in Apple Valley, CA
 - b. Experience in marker maintenance, filling station, and safety/setup for games
2. Steve Steuerwald
 - a. Equipment maintenance, air tank filling station, and basics of course safety at Bring It On Paintball in Apple Valley, CA
 - b. Experience in marker maintenance, filling station, and safety/setup for games
 - c. Received individualized training from Alpine Camp in lieu of cancelled certification course. Training in course management, game design, and participant safety

SHOOTING

1. Ben Magee
Permit to carry training, Front Sight course in basic firearms and self defense
2. Carol Bond
 - a. NRA Instructor course, 1989
 - b. NRA Basic Marksmanship, 1989
 - c. .22 rifle instructor and range safety officer experience, 1988 to present

WATERCRAFT

Carol Bond

1. Basic canoeing course, Red Cross 1986
2. 26 years experience teaching canoeing
3. Short course on kayaking before an all-day adventure kayaking on Doubtful Sound in New Zealand, 2007

FIRST AID

1. Ben Magee—Paid Volunteer Firefighter for San Bernardino county station 46. Certification for EMT has expired, but he is enrolled in a course to renew this certification
2. Carol Bond—3 credit one semester course in college for advanced first aid. A portion of the Sierra Club mountaineering course covered wilderness first aid.

RESPONSIBILITIES OF INSTRUCTOR/TRAINERS

1. The Main Facilitator or Chief Range Safety Officer will be trained and have knowledge and experience sufficient to make judgments concerning participants, equipment, facility, safety considerations, supervision, execution and procedures for the specified activity.
2. They will be responsible to train and supervise (through evaluation and periodic reviews of procedures and processes) the activity leaders. They do not need to be present for each activity.
3. Our goal in the future is to obtain certification to the level of “Instructor Trainer” from a nationally recognized organization in as many of our specialized activities as possible. In this capacity we would like to be able to assist other ministries by providing training for their instructors. We also recognize that continued education allows us to continue to improve our ministry by encouraging the best practices and procedures in each area.

PROGRAM AR'S

See *Resident Staff Manual*.

IHop JOB EXPECTATIONS

1. An IHop is a staff member that is assigned to work during registration, making themselves available for the following possible tasks:
 - a. Direct parking—either buses or individual vehicles around the Way Station.
 - b. Greet guests—when registering from the Hub greeting guests on the porch to direct them to the Hub door (have their church names or individual names for the registration person or concierge)
 - c. Let guests know where the bathrooms are!!!
 - d. Prepare guests—let guests know that the ladies registering may be finishing up processing a registration; they will let you know when they are ready to assist them
 - e. Possibly assisting a guest with a golf cart rental—process initiated by registration
 - f. Carry on a conversation and fellowship with our guests while they wait on the registration process — makes the lines seem less intimidating!
 - g. Crowd control: assist registered guests out the door & with initial directions out of the parking lot; sometimes registration gets crowded because of guests that want to stand around and talk.
 - h. Discover incorrect nametags and fix or get the information to the appointed program person to print them new ones, communicate where they will find the corrected ones.
 - i. Assist guests to their cabins (usually a golf cart will be assigned for this purpose)
 - j. Along the way to the cabin point out various POI (diningroom, meeting room, snack shop, etc.)
 - k. Help communicate the initial portion of the schedule to guests who have registered (e.g. Old West Photos is open before dinner, dinner is at 6:00, etc.)

1. Transport any leftover nametags, extra schedules to an appointed place for program's use
2. The Goal
 - a. Help registrars by allowing them to continue sitting at their station without interrupting the lines and flow of processing that leaving their stations creates
 - b. Assist the camper to the best of our ability, greeting them, answering questions, striking up a conversation, etc. (Welcome back to your second home! Or Welcome we are so happy and grateful to have you your first time, let me answer all your questions!)
 - c. Assist program in any needs necessary relating to registration
3. What We'd Like to Avoid

Staff members congregating in the corner fellowshiping while guests enter—can sometimes feel intimidating to them.

Done: Able to Train Others	You do, I watch	I do, You watch	<h2 style="text-align: center;">GENERAL PROGRAM ASSISTANT TRAINING CHECKLIST</h2>
			<i>Computer move/office set</i>
			<i>Office supply shopping</i>
			Calendar/Future Camps & Training
			AR List
			Sound
			CD Labels
			Tape Archives
			Wednesday Meetings
			Stores/Cash Registers
			Camp Coordinator Meeting
			Program Manual
			Camp Coordinating
			<ul style="list-style-type: none"> • Custom Camps
			<ul style="list-style-type: none"> • Sponsored Camps
			Camp Prep
			Meeting with Carol
			<ul style="list-style-type: none"> • Meal passes
			<ul style="list-style-type: none"> • Personal strengths and weaknesses
			<ul style="list-style-type: none"> • Working for a woman
			<ul style="list-style-type: none"> • Sick days
			<ul style="list-style-type: none"> • Time cards
			Meeting with Walt
			<ul style="list-style-type: none"> • Questions
			<ul style="list-style-type: none"> • Why we run two camps on one facility
			<ul style="list-style-type: none"> • Camper days
			<ul style="list-style-type: none"> • Ministry opportunities
			<ul style="list-style-type: none"> • Ministry margin
			<ul style="list-style-type: none"> • Capital expenditures

			<ul style="list-style-type: none"> • Tour of outlying areas, history, maps, master plan
			Radio Etiquette
			New Radio orientation
			Reading a work Schedule
			Computer familiarization
			<ul style="list-style-type: none"> • Office
			<ul style="list-style-type: none"> • Outlook
			<ul style="list-style-type: none"> • Telegraph
			<ul style="list-style-type: none"> • Network/File Tree
			<ul style="list-style-type: none"> • Scout Orientation/Training
			<ul style="list-style-type: none"> • Printers
			CEO classes
			Youth Leader's Brain
			Trophy Labels
			Jed's Quest
			<ul style="list-style-type: none"> • Philosophy
			<ul style="list-style-type: none"> • Tour
			Soldier Mountain Hike
			Light Switch Tour
			Couples Challenge Events
			RT Activity Areas
			<ul style="list-style-type: none"> • Old West Photos
			<ul style="list-style-type: none"> • Land Trolley
			<ul style="list-style-type: none"> • Wonder Wheel
			BIR Activity Areas
			PG Common Activity Areas
			Edge
			<ul style="list-style-type: none"> • Setup/Tear Down
			<ul style="list-style-type: none"> • Climbing Wall
			<ul style="list-style-type: none"> • Leap of Faith
			<ul style="list-style-type: none"> • Jacob's Ladder
			<ul style="list-style-type: none"> • Narrow Way
			CEO Orientation
			Campfire
			Announcement Philosophy
			Meeting with Carol
			<ul style="list-style-type: none"> • Recruiting from "approved" schools
			<ul style="list-style-type: none"> • Directing of funds for AV and Photo/resources

			<ul style="list-style-type: none"> • Resource Room Philosophy
			Meeting with Sam
			<ul style="list-style-type: none"> • Deputation (assignment – contact 6 churches)
			<ul style="list-style-type: none"> • Prayer cards, prayer letters
			<ul style="list-style-type: none"> • Philosophy of spending, giving it away
			Meeting with Walt
			<ul style="list-style-type: none"> • Partners in ministry (local church)
			<ul style="list-style-type: none"> • 10 reasons to have camp – assignment, personalize the points
			<ul style="list-style-type: none"> • Staff manual, page 1,2, doctrinal statement, why we do camp, purpose, philosophy
			Ministry Capacity
			Games/Science & Bible Quiz
			Shops Orientation
			<ul style="list-style-type: none"> • Wood Shop
			<ul style="list-style-type: none"> • Auto Shop
			⇒ Flow meter on the gas tank
			⇒ Vehicle Etiquette/Maintenance
			<ul style="list-style-type: none"> • Ministry Shop
			<ul style="list-style-type: none"> • Treasure Yard
			<ul style="list-style-type: none"> • Paint Shop
			<ul style="list-style-type: none"> • First Chance
			<ul style="list-style-type: none"> • Grounds Shed
			Management Philosophy—free to make mistakes, free
			Meal Hosting
			Meeting with Carol
			<ul style="list-style-type: none"> • Program Manual, general areas of responsibility
			<ul style="list-style-type: none"> • Program Top 10 distractions
			Meeting with Sam
			<ul style="list-style-type: none"> • Team, disadvantages, working with them anyway
			<ul style="list-style-type: none"> • Leadership styles
			<ul style="list-style-type: none"> • Inductive teaching
			Meeting with Walt
			<ul style="list-style-type: none"> • church balance
			Barstow Hospital
			Barstow area attractions
			Sam
			<ul style="list-style-type: none"> • Differential advantage of Ironwood
			<ul style="list-style-type: none"> • Vegetables and Desserts
			<ul style="list-style-type: none"> • Outlook

			<ul style="list-style-type: none"> • Telegraph Office Layout
			<ul style="list-style-type: none"> • Telegraph Express value
			Carol
			<ul style="list-style-type: none"> • John Deere check off
			Store Schedule
			Kids working with parents
			PG Tour
			Developer/Coordinator/Host
			Time Cards
			Use of Credit Card
			Platform Philosophy
			Music
			<ul style="list-style-type: none"> • Philosophy/Uses
			<ul style="list-style-type: none"> • Service
			<ul style="list-style-type: none"> • Specials
			<ul style="list-style-type: none"> • Meal Hosting
			<ul style="list-style-type: none"> • RT Area
			Skits
			Stunts

OUR CAMPERS

NEEDS AND NOTIONS FOR JUNIORS

“If we approach the Bible with a stained-glass voice and emotional tremors that make the book seem “religious,” in the most frightening sense of that word, chances are our children will escape at the first opportunity. Our prayers, too, must reflect that we are speaking with Someone who is real, not that we are making a speech.” Gladys Hunt, author of Honey for a Child’s Heart

1. All children want to be loved, to be accepted, to have friends, to confide in someone, to be treated like a VIP, to have fun. All children need the security of a loving and consistent authority, to hear the good news of God’s salvation presented clearly for their understanding and to see how they fit into God’s eternal plan beginning today. A simple rule for young children’s attention spans is one minute for every year of their age.
2. Juniors today are facing issues that used to wait until high school or junior high. There is talk of dating, fashion, and music. They often know about drugs, gangs and sex although not usually tempted by them. We cannot afford to be naïve to the world’s push on them. Male role models are especially important for children this age. Boys are beginning to define what masculinity means and may display resistance to female guidance.
3. As we look at the short account in scripture about the youth of Jesus we see the parts of life that we must address with children. *Luke 2:52 And Jesus increased in wisdom and stature and in favor with God and man.*
4. Increased in wisdom: children must grow in their ability to apply knowledge. It is understood that knowledge must increase. It is declared that the ability to apply that knowledge must increase. We must provide programs that teaches truth in many areas and make application.
5. Increased in stature: children must grow physically. There will be growth, we must provide programs that allow children to try new things physically and teach them that their bodies are the temple of the Holy Ghost.
6. Increased in favor with God: children must know who God is and what He wants in order to be able to grow in favor with God. We must provide programs that teach children how to please God.
7. Increased in favor with man: children need to understand how to grow in favor with other people. We must provide programs that teach social skills and responsibility to community.
8. Juniors, age 4th-6th grade, have unique characteristics and our programs need to be age-specific.

CHARACTERISTICS OF JUNIORS

1. Physically: *Zechariah 8:3-5*, in the new Jerusalem children will play in the streets
 - a. Growing slowly, but generally active, strong and healthy.
 - b. Love the outdoors
 - c. Need 10 hours of sleep
 - d. May reach puberty (girls)
 - e. Enjoy the challenge of difficult and competitive activities
 - f. Enjoy learning new skills
 - g. 3rd-4th graders: good large and small muscle coordination. Girls are still ahead of boys. Can work diligently for longer periods of time but are impatient with delays or their own imperfect abilities.
 - h. 5th-6th graders: have mastered most basic physical skills, are active curious and seek a variety of new experiences. Rapid growth can cause some 11-year-olds to tire easily.

2. Mentally: *1 Corinthians 13:11*—when I was a child I spoke, thought and reasoned as a child, *Ephesians 4:14*—children can be gullible, *Proverbs 22:15*—foolishness is bound up in the heart of a child
 - a. Are in the “golden age of memorization”
 - b. Like facts more than ideas for discussion
 - c. Enjoy reading, writing and collecting
 - d. Are very curious, want to know “why?”
 - e. Developing the ability to reason and come to conclusions, not abstract in thinking
 - f. Need to develop good study habits
 - g. Enjoy true-to-life stories
 - h. 3rd-4th graders: children are beginning to realize there may be valid opinions besides their own. They are becoming able to evaluate alternatives, and are less likely than before to fasten onto one viewpoint as the only one possible. Beginning to think in terms of “the whole.” Think more conceptually and have a high level of creativity. Many have become self-conscious about their creative efforts as their understanding has grown to exceed their abilities in some areas. Interested in historical information, other cultures.
 - i. 5th-6th graders: very verbal! Making ethical decisions becomes a challenging task. Able to express ideas and feelings in a creative way. By 11 years children have begun to reason abstractly. Begin to think of themselves as adults, at the same time question adult concepts. Hero worship is especially strong. Becoming able to relate Bible truth to themselves without help. Able to establish Bible reading habits.

3. Socially: *1 Corinthians 14:20*—children have an certain innocence in relationships
 - a. Are indifferent or antagonistic to the opposite sex while also becoming aware of them on a new level (Girls are “silly, stupid” while boys are “show offs, pests”)
 - b. Are hero-worshippers
 - c. Enjoy being part of the “gang” (Boys display a loyalty to the group, while girls have a hard time getting along in groups, best friends one moment and fighting the next.)
 - d. Often feel inferior and insecure (don’t need “self confidence” but acceptance)
 - e. Are becoming more independent
 - f. Have a healthy respect for and loyalty toward consistent authority
 - g. Demand fairness and justice
 - h. Enjoy teamwork
 - i. Boys especially dislike public displays of affection although they need affection
 - j. 3rd-4th graders: desire for status within the peer group becomes more intense. Most children remain shy with strangers and exhibit strong preferences for being with a few close friends. Some children still lack essential social skills needed to make and retain friendships. Need challenge to cooperate, and to be objective about self.
 - k. 5th-6th graders: friendships and activities with their peers flourish. Children draw together and away from adults in the desire for independence. Want to be a part of a same-sex group and usually do not want to stand alone in competition. Girls obsessed with talking about boys but shy and giggly in the presence of them.

4. Emotionally: *Proverbs 20:11*—children are known by their choices
 - a. Enjoy slapstick humor
 - b. Dislike outward displays of affection
 - c. Developing controls on their emotions, wide mood swings
 - d. Developing a personal system of values
 - e. 3rd-4th graders: the age of teasing, nick names, criticism and increased verbal skills to vent anger. At eight years have developed a sense of fair play and a value system of right and wrong. At nine years are searching for identity beyond membership in the family unit.
 - f. 5th-6th graders: usually cooperative, easy-going, content, friendly and agreeable. Most adults enjoy working with this age group. Even though both girls and boys begin to think about their future as adults, their interests tend to differ significantly. Be aware of behavioral changes that result from the 11-year-olds emotional growth. Children are experiencing unsteady emotions and often shift from one mood to another. Need help in dealing with emotional reactions. Need help in judging right from wrong not based on feelings.

5. Spiritually: *Romans 9:11*—can choose between good and evil, *Psalms 34:11*—need to learn to fear the Lord
 - a. Are able to recognize sin as sin
 - b. Are genuine in their decision to trust Christ as Savior (statistics suggest more people accept Christ during this period than any other age group.)
 - c. Are willing to apply Bible standards of conduct to their lives
 - d. Dislike emotional displays and appeals
 - e. Are concerned for the lost
 - f. Can begin daily quiet time
 - g. 3rd-4th graders: open to sensing the need for God’s continuous help and guidance. Child can recognize the need for a personal Savior. Need careful guidance without pressure to make a real decision for Salvation. Drawn to becoming a member of God’s family, able to understand personal sin.
 - h. 5th-6th graders: have deep feelings of love for God. Able to share good news of Jesus with a friend. Capable of involvement in evangelism and service projects. Willing to seek guidance from God to make everyday and long-range decisions. There will be wide gaps in understanding between “unchurched” and “churched” children.
 - i. We must work persistently because childhood spans a number of years, we must work patiently because development is slow, we must work holistically because children need to learn how to make application. Children represent a wide range of spiritual conditions. Children’s ministry requires thoughtful, creative, and focused preparation.

IRONWOOD’S PROGRAM FOR JUNIOR CAMP

As we have explored the root problems of juniors, self-centered living is a key. We have determined to set as the focus of our program for juniors others-centered living. This must not exclude the gospel presented clearly to juniors. The focal point being others-centered living, application will be made in the areas of family, church (body of Christ as well as local body), community (local as well as national), world, and God. The application will incorporate increasing knowledge, wisdom, physical skills, ability to please God and man. These applications will be designed with the characteristics of juniors in mind. An emphasis on missions will be an outgrowth of others-centered living. As we make God the center of our lives we will seek to bring Him glory. This is done in our homes, churches, communities and in the world.

GOALS AND OBJECTIVES

Goals	Objectives to Meet the Goal
To teach children to be others-centered in their homes.	Gifts will be made in craft activities, cabin groups will eat meals family style with teaching in table manners, manners will be taught each day in a wide variety of
To teach children to be others-centered in their churches.	Lessons will be taught to help children discover ways they can serve in their church, a music lesson will be taught with the goal of a special music when they
To teach children to be others-centered in their communities.	Cabin groups will take turns helping in the setup and clearing of the tables for meals, cabin groups will take one morning to clear another cabin, a flag raising will take place each day with a Christian who was an American patriot featured by a story.
To teach children to be others-centered in their world.	Cabin groups will receive letters from missionary kids and return letters, children will receive letters and photos from children from another country who have been affected by a missionary, a missionary or future missionary will be our speaker for the week and they will spend time throughout the day with the children in var-
To teach children to live God-centered lives.	As each of the objectives are implemented, emphasis will be placed on how the action or attitude brings glory to God, memory verses will be repeated many times throughout the day, each day will have a Biblical theme that is repeated and integrated into each part of the day.
To encourage curiosity and a love for adventure in children.	Children will play adventure games by cabin groups, children will go on a trail ride, children will experience a wide variety of unique activities, a missionary story will be told which includes adventure and new things to touch and see, a missionary will teach about the culture of another country.

SUGGESTED BOOKS

1. *Classroom Discipline Made Easy*, Barbara Bolton, Standard Publishing Company, 1997
2. *The Five Love Languages of Children*, Gary Chapman and Ross Campbell, Moody Press, 1997
3. *The Christian Educator's Handbook on Children's Ministry 2nd edition*, Robert Choun and Michael Lawson, Baker Books, 1998
4. *Preparing for Adolescence*, Dr. James Dobson, Regal Books, 1989
5. *Follow Me as I Follow Christ*, Cheryl Dunlop, Moody Press, 2000
6. *How do I get These Kids to Listen?*, Ed Dunlop, Sword of the Lord, 1997
7. *Sunday School Smart Pages*, Wes and Sheryl Haystead, Gospel Light, 1992
8. *How to Develop Your Child's Temperament*, Beverly LaHaye, Harvest House Publishers, 1977
9. *Shepherding a Child's Heart*, Tripp

MAGAZINES

Children's Ministry Magazine, Group Publishers

WEBSITES OF INTEREST

1. www.sonlifeafrica.com
2. www.pioneerclubs.com

3. schoolreform.smartlibrary.info
4. www.acm.org (Children of the Information Age: A Reversal of Roles)
5. muextension.missouri.edu (Children: How They Grow)

CHARACTERISTICS AND CHALLENGES OF JUNIOR HIGHERS

1. In the consideration of the whole person, consider the pattern of *Luke 2:52* where it is observed that “*Jesus increased in wisdom and stature and in favor with God and man.*”
2. Increased in wisdom: early teens must grow in their ability to apply knowledge. It is understood that knowledge must increase. It is declared that the ability to apply that knowledge must increase. We must provide programs that teach the foundations of truth and equip youth to make correct application.
3. Increased in stature: early teens are growing physically. There will be awkward growth in these years and an increased tendency to compare their abilities and appearance with others. We must provide programs that allow youth to compete with godly attitudes. We must teach them that they are God’s unique creation, created for His glory and that their body is the temple of the Holy Ghost.
4. Increased in favor with God: early teens must know who God is and what He wants in order to be able to grow in favor with God. We must provide programs that teach youth how to please God by teaching them to love His Word and equipping them to know and use it.
5. Increased in favor with man: early teens need to understand how to grow in favor with other people. They are increasingly desirous of approval by their peers and we must prepare them for ungodly pressures from peers. We provide programs that teach social skills and responsibility to community.
6. Junior Highers, age 7th-8th grade, have unique characteristics and our programs will be most effective when they are age-specific.

CHARACTERISTICS OF JUNIOR HIGHERS

1. Physically
 - a. Experiencing rapid, uneven growth, about which they are embarrassed
 - b. Extremely sensitive about their appearance
 - c. Experience low endurance
 - d. Going through puberty—girls are developing sooner than boys
2. Mentally
 - a. Able to memorize well
 - b. Weak on thinking ahead
 - c. Enjoy adventure and activity
 - d. Have a tendency to daydream
 - e. Tend to make snap judgments
 - f. May have a “know it all” attitude
 - g. Highly critical of inconsistency and hypocrisy
 - h. Interested in the here and now

- i. Impulsive
 - j. Open and moldable
 - k. Miss subtleties but learning to use inductive thinking
 - l. Imaginative and sometimes lacking practicality
3. Socially
- a. Cautiously attracted to the opposite sex
 - b. Desire to belong to a gang or clique
 - c. Want to act like adults at times
 - d. Tend towards “crushes” on older members of the opposite sex
 - e. Desire approval of the group
 - f. Need recognition, love, and patience
 - g. Become “show-off” at times and self-conscious at others, fearing embarrassment but craving personal attention
 - h. Desire to be independent of adults
 - i. Tend to participate
4. Emotionally
- a. Unstable; sudden variations in mood, from mountaintops to dark valleys
 - b. Often feel misunderstood; will only confide in someone they trust
 - c. Extremely self-conscious
 - d. Want to be treated like adults
 - e. Love humor
 - f. Interpret attention as caring
5. Spiritually
- a. Begin to question many childhood beliefs
 - b. Want to do something for the Lord
 - c. Can establish habits of Bible study and personal devotions
 - d. Can become effective witnesses for Christ
 - e. Make life-changing decisions for the Lord
 - f. Want to learn more about the Bible and apply it to their lives personally
 - g. Advertise root problems with outward misbehavior

We must work with supernatural love and patience. This is a difficult stage of transition and confused emotions for young teens. An understanding of the plan that God has for changing a dependant child into an independent adult is essential. Allowing a young person the opportunity to reason aloud and guiding them to the source of truth will enable them to develop godly thinking skills that will equip them for this transition and for mastering control of their emotions.

The world that junior highers are living in is very different from the world one generation ago. We have moved from a generation of entertainment and passivity to a generation of interaction and integration as the internet becomes more and more accessible to children worldwide. Young people have available to them nearly limitless information and it is available in nearly infinite avenues. They are able to boldly express ideas and opinions without the consequence of personal responsibility or the immediate consequence of peer approval or disapproval. This has both positive and negative aspects for us as Christians. They are able to become part of a group or gang without the responsibility or struggles of face to face friendships. We must consider these new factors as we teach young teens to please God and live godly lives. Purity in thought and actions must be emphasized as the internet world has given the curiosity of youth an avenue of easy access to ungodly sights. Youth must be taught the eternal consequences of these sites.

The change in our culture has resulted in a blurring of the line between childhood and adolescence. Adults act and dress like children and children are given role models that live like teenagers...so why, they reason, should they bother with the difficult transition?!

IRONWOOD'S PROGRAM FOR JUNIOR HIGH CAMP

Our program should teach young teens that they are essential parts of God's body, uniquely and carefully crafted for His glory. Our program should equip young teens to use the Bible, God's Word, to judge all that they see and hear.

Our program should use godly adults as consistent examples of what God intends for adults to be. It should provide a safe place for early teens to engage in group experiences and emphasize that God loves them as individuals and created them for His purposes.

FOLLOW UP

1. The **Follow Up** folder is found on Program Common: Program/Camps/Follow Up. Use the file named "Follow1.docx" Adjust this letter appropriately and paste into an email to send to each church contact.
2. If a camper has **MISC** as his church code, double check his medical form to see if they listed a church. If the listed church is not in Scout, search Google for the church and check their doctrinal statement. If they go to a Catholic church or a church that does not seem to teach sound doctrine, then we will find them a church in their area. We will not send a follow up request to the church, but will ask the camper if they would like information for that church.
3. Look up the address on Scout, then Google map his address and compare distances for several local churches that you can also find on Scout. This will all be demonstrated for you.
4. The desired timeframe: complete and e-mail follow up by the Wednesday after the week of camp ends.
5. You will receive three copies (Dallas, office, folder) of a cabin assignment list that will aid you in paper work and follow up.

TIPS AND TOOLS FOR INTERACTING WITH PARENTS

CAMPER ARRIVAL DAY

Welcome parents into your cabin—welcome parents with as much warmth and excitement as welcoming our campers. This is an important first impression. Parents are wondering many of the same things as their children. "Who are my child's counselors? What are the cabins like? Where will my child sleep? Will the counselors be sensitive to my child's individual needs?" A warm welcome into their cabin will put many nerves to rest as these questions are answered and as they meet the counselors who will provide top notch care for their children.

Ask them for tips about their child—parents know our campers best! While they are helping their child settle into the cabin, use this as an opportunity to find out more information on how you can best support their child. Is their child excited about being at camp? Is he/she nervous about being at camp? Does their child have any specific nighttime routines? Are there any concerns the parent has about their child's experience at camp? In your preparation for campers, if there are any significant questions or concerns about a camper's routines, medical care, or individual personalities, now is the perfect time to find out more. By asking parents specific details about their child, we communicate that we are sensitive to meeting their child's individual needs.

Recognize that parents will have different comfort levels about having their child at camp—just as our campers will have varying experiences away from their parents, our parents will have equally different experiences away from their children. Parents can be nervous about their child's experience at camp. Depending on their camper's needs and their own parenting style, our parents and campers may have very limited experience away from one another. Be sensitive to their different comfort levels. Reassure parents that their campers are well cared for while at camp and remind them of what a fun, growing experience this can be for both parent and child! If there are any concerns, parents can always call camp to check in on how their child is doing. Their camper's program director will return their call within 24 hours. Encourage parents to have a good week off. Their child will be safe and having fun at camp!

CAMPER DEPARTURE DAY

1. **Support Parents' Reconnection to their camper**—some campers will be excited to see their parents, other campers will want to stay at camp. All parents, on the other hand, will be excited to see their child after a week away. Support both parents and campers to reconnect with one another. Talk to the campers about their parents coming and prompt them to think about stories they would like to share with their parents. When parents arrive, our priority is to connect parent and child. Support their relationship first. Once they have reconnected, re-introduce yourself and tell them more about their child's week at camp!
2. **Talk to parents about specific accomplishments of their camper during the week**—Parents want to know all about their child's experience. Remembering specific accomplishments, decisions, and highlights about their camper's week conveys a strong message to parents that their child was safe, successful, and had fun. Also, when our campers hear you tell these stories to their parents, it reinforces the value of a week away. Both parent and child will have much to celebrate!
3. **Thank parents for sharing their campers with us!** Parents place a lot of trust in Ironwood by allowing us to care for and play with their children at camp. It takes a lot of courage to leave their children with people they do not know. Thank parents for sharing their children with us. It is our honor to spend a week at camp with one that is worth more than all (Matt. 16:26).

MISSING HOME

Missing home can be contagious, so if a camper is sobbing or extremely missing home, respectfully remove them from the group.

1. Signs of Missing Home
 - a. The camper who is not participating
 - b. The camper who is having trouble integrating into the group
 - c. The camper who makes frequent trips to the first aid station
 - d. The camper who displays a lack of appetite
 - e. The camper who has trouble sleeping at night
 - f. The camper who spends a lot of time alone

- g. The camper who is easily frustrated
 - h. The camper who is easily distressed
 - i. The camper who makes numerous references to home
 - j. The camper who states, "I wanna go HOME!"
2. How to help campers cope when they miss home:
- a. Be alert to identify it early. Be watchful especially during times of transition and evening hours
 - b. Enlist other campers to help engage the camper in activities and in camp
 - c. Find interests and activities that appeal to the camper to keep him/her busy
 - d. Find a parent-substitute for the camper, possibly a staff member or other camper with whom they would most like to be
 - e. Look for physical symptoms, such as indigestion or constipation
 - f. Write a letter home with the camper or encourage them to make a project for their family. Be sure to be a part of the writing process so the camper is sending home a cheerful report.
 - g. Do not ridicule, shame, or belittle a camper who misses home. Let them know that missing home is a common experience of persons who are away from home in a different environment.
 - h. Do not be so sympathetic to campers who miss home that it makes the situation worse.
 - i. Try to determine the cause of their missing home. If it is a troubling home situation (e.g. illness of family member), comfort will be different than if they are unhappy with a situation at camp (e.g. friend hurt their feelings).

COMMON CAMPER CHALLENGES ... AND HOW TO SUPPORT SUCCESS AT CAMP

Our campers will come with many different personalities. They may also present us with different challenges. Here are a few tips and tools to help with some of the behavior challenges we may face.

- 1. Camper with high energy!
 - a. Do not match their energy. You will take them higher!
 - b. When communicating with them: present tasks and directions simplified and one at a time, maintain eye-contact, ask them to repeat what you have said, give them immediate feedback
 - c. Prompt transitions
 - d. Close proximity and a light physical touch helps
 - e. Remove them, as needed, from high-stimulation activities or events
- 2. Camper who is isolated.
 - a. Find out their interests and relate their interests to camp activities
 - b. Ask other campers to help engage a camper who is isolated
 - c. Allow them their space while encouraging their participation. A delicate balance.
 - d. Be aware if there are other reasons why this camper is isolated. Are they missing home? Did something happen with other campers? Are they not feeling well physically?

3. Camper who is defiant.
 - a. Set clear expectations early. Use boundary setting
 - b. Give immediate feedback to acceptable and unacceptable behavior
 - c. Be careful not to feed into negative attention seeking behaviors
 - d. Use choices. Allow the camper to choose between two acceptable choices
 - e. If the behavior escalates, involve your program director and other behavior supports
4. Camper with developmental delay.

Ironwood's policy is that campers need to be able to function at a staff to camper ratio of 1:7 for junior campers or 1:9 for teen campers. If a camper arrives at camp with special needs:

- a. The counselor should determine at what age this child functions. If their functioning level is outside the range of the other kids in the cabin, the staff member should inform the program director.
 - b. The program director will then determine what areas they are delayed: physical, social, emotional, or cognitive. Depending on the severity of the camper's delay, the program director will propose a solution deemed best for the camper and the rest of the campers in the cabin. Solutions may range from providing extra staff support to asking the parent or guardian to come and pick up the child.
 - c. If the decision is made to keep the camper, all staff should pay special attention to the camper's integration into groups and spiritual life lessons for entire cabin.
5. Camper who is shy or quiet
 - a. Find an individual connection with the camper, use this as a starting point to building a trusting relationship.
 - b. Provide more counselor support for interactions at the beginning of the session, as the session continues, slowly allow for more camper support
 - c. Find out what the child does well and incorporate the skill into activities that engage many campers
 - d. Encourage other experienced campers to help a camper who is shy or quiet
 - e. Remember that not all campers have to be high energy and outgoing all the time. Respect individual personalities
 6. Camper who is overly mature
 - a. Appropriately (e.g., a 15 year old who has conversations as if he/she was 25)
 - 1) Be aware of personal conversations with the camper. All conversations must be camp appropriate and appropriate for campers to engage in.
 - 2) Maintain the camper and counselor relationship.
 - b. Inappropriately (e.g., a 15 year old who openly shares about his/her sexual experiences)
 - 1) Set clear boundaries early. Establish what is and is not camp appropriate
 - 2) Give immediate feedback to appropriate and inappropriate behavior
 - 3) Maintain a unified front with counselors. Also, consistently give this camper a "fresh face"
 - 4) Closely monitor this camper's interactions with other campers to ensure the safety of all campers. Be especially careful during downtimes, particularly at night.

7. Camper with language barriers
 - a. Know available resources. Do others on camp speak this camper's primary language?
 - b. Find ways to communicate despite language barriers. Establish your own form of communication
 - c. Play is a universal language!
8. Camper who is anxious to try new things
 - a. Encourage their participation.
 - b. Enlist other campers to instill courage into a camper who is anxious.
 - c. Present new tasks or challenges at an acceptable pace. Do not overwhelm the camper.

KEYS TO SUCCESS

1. Maintain open, up-to-date communication between all staff
2. Ask for help. We are all here to support one another and our campers.

OUR CAMPS

SPONSORED CAMPS

THRIVERS TRAINING: SUGGESTIONS/THOUGHTS

1. Make sure to include the Thrivers in Broken I Ranch ‘Family’ weekend activities.
2. Thrivers and counselors meet together during the week of training.
 - a. Program Director will set expectations for both the Thrivers and their counselors.
 - b. Explain the process of delegation to Thrivers and counselors
 - c. Counselor teach, Thriver observe
Transition: Question, Observation, Teach one thing
 - a. Thriver Teach, Counselor observes
Transition: Question, Observation, Teach one thing
 - a. Thriver Teach, no observation
Transition: Question, Observation, Teach one thing
 - a. Explain special assignments—campouts, getting campers up, putting campers to bed, One on ones, limitation, etc.
 - b. True responsibility has accountability and evaluation. Follow up becomes a safety net.
3. Thrivers and counselors need to clearly communicate.
 - a. A time set aside for prayer.
 - b. Tell Thriver what you expect from them.
 - c. Clearly tell Thriver what was done well.
 - d. Talk about areas that need improvement and give suggestions for how to improve.
4. Goal: have the Thrivers under two different counselors by the end of their five week session.
5. How to help Thrivers
 - a. Give clear expectations
 - b. Give both positive and negative feedback
 - c. Pray with them
 - d. Don’t treat them like one of your campers you have to keep track of; they are there to help you and the other counselors.

CAMP COORDINATORS: CREATING PROGRAM WORK SCHEDULES

1. Use team specific program staff first: know priorities, know hours, etc.
2. Placement of personnel on the program schedule needs to allow flexibility for the common scheduler to be able to pull individuals from other teams according to additional priorities. (ie. Scheduled events like the rifle range, lifeguarding, and the edge have a smaller number of options to pull from and so a program person scheduled for an “anybody” task who is qualified for a skill/trained event may need to be adjusted on the final schedule. On the other hand it is fine if one of the members of the larger Ironwood team is skill/trained for a special event and to ask for them to be scheduled ... it is just important to understand that the common scheduler will need to work within other limitations on the final schedule.)
3. Use of program common people should be for evenings. (the job description of a program common person is to provide for the needs of the specific teams by dedicating their hours to those common needs; not to do the specific daily tasks on a camp schedule. Except for the evening schedule, where a program common person has been assigned to one of the specific teams.) But the persons on this list can be considered by the common scheduler and the senior program director since the priorities and hours of these persons are known to the director as opposed to the priorities and needs of members of other teams.)
4. A question mark or a number in parenthesis indicates no preference on who is scheduled. The common scheduler then has the information available from the various team coordinators to fill in a name for that event. If the common scheduler has the opportunity to use a team member from that specific program team they will do so. A basic plan for each program person is to expect to work a 8-9 hour day every day with a couple pushes of up to 12 hour days every week. This is in line with several of the other teams scheduling guidelines. Longer or more frequent pushes from program people is acceptable and then Carol as the Senior Program Director has the ability to give extra time off in several ways...for instance anything less than an 8-hour day on Saturday and compensation for a full day off on Monday would demand a longer or more frequent push in order to justify that arrangement.

ACTIVITIES

ELIGIBILITY, LIMITATIONS, AND REQUIREMENTS

ACTIVITY	AGE	NOTE/OTHER	EQUIPMENT/TRAINING
Barrel of Fun		Participants should adjust speed and time in barrel based on consideration for weakest member of ride	Ride should last no more than two minutes and should go in both directions. No more than three rides without a break.
Crafts	All	Choose age-appropriate crafts.	Safety glasses, gloves, etc.—will be available if craft equipment warrants
Doc's Wonderwheel (Rivertown)	12+, 8+ for CEO/ Spring Camps	Minimum height is 50" and maximum weight is 220 lbs.	Bindings and waist belt—need to fit the participant
Hike: Camp Cady	All	The hike is over uneven terrain with no elevation gain; it is easy to moderate but in very soft sand for some sections.	Communication device (e.g., radio, phone) and first aid kit—will be carried by hike leader
Hike: Soldier Mountain	All	The hike is on a rock and sand trail over uneven terrain and covers moderate to advanced elevation gain. The first half of the uphill portion of the hike requires moderate physical ability, and the last half of the uphill section with aggressive elevation gain and very soft sand requires good physical condition.	Communication device (e.g., radio, phone) and first aid kit—will be carried by hike leader Closed-toed shoes—strongly recommended Hike leaders will be trained to judge physical ability and encourage those struggling participants with the terrain or pace to turn back at the half-way point.
Jeep Tours	Adults	The event is geared towards an adult group but could be used for a custom teen or family group.	Jeep Training Check off Trolley Training Check off
Land Trolley (Rivertown)	12+, 8+ for CEO/ Spring Camps	The supervising staff member must emphasize "step, stop, stirrup" and must coach overweight/weak adults to make a safe decision regarding participation.	Participant must be able to safely stand on one foot and hold the cable with two hands; he must be able to safely step down to the ground from the stirrup and maintain his grip at the stopper tires.
Mountainboard	12+		Helmets—required
Laser Tag	12+	Age limitation is based on the value of the equipment not the safety of the camper.	
Old West Photos	All		
Paintball	10+	When children under age 13 are included, adjust the game type and rules. When possible, players will be divided into groups by grade; those younger than grade 7 will be included only in a family/custom camp setting.	Face masks—will be worn at all times when in the field of play, only removed in the safe zone Long pants, long sleeves, and closed-toed shoes—will be recommended to participants

ACTIVITY	AGE	NOTE/OTHER	EQUIPMENT/TRAINING
Ripsticks	7+	Will be used in the Cage.	
Sandboarding	12+		Helmet—required
Skit Show (<i>non-summer</i>)	Suggested for 12+	Groups of 35+ (Smaller groups will have a different format and a campfire-type audience participation program.) Age limitation is based on the type of humor and can be adjusted for younger age children with a different type of event.	
Tumbleweed	7+	Seatbelts should fit snug, and participants should be approximately equal in size	Ride shouldn't spin fast repeatedly; should be moderately gentle and governed by participants' efforts
Unicycles	7+	Will be taught at the Cage with a pipe as a hand rail and a friend as a spotter	Helmet—required
HORSE AREA			
Arena Antics	8+	Participant must physically be capable of mounting and controlling the horse; suggested weight limit is 240 lbs.	Helmet—required if under age 18; those over 18 must wear a helmet or sign a waiver
Bucking Barrel	All	Movement of the barrel is easy to modify, so no limitations are in place.	Spotters—required on both sides and in the front of the barrel
Buggy Rides	All	Event designed for couples	
Hayride	All		Air horn, flashlight, first aid kit—in hay wagon safety box Spotter—adult supervision required
Kiddie Rides	All	Participant must be able to get on a horse with help and be held in place by a person walking beside the horse, especially for those excluded from other horseback events by limitations of age or physical abilities	
Mechanical Bull	10+	Participant must physically be capable of mounting and safely gripping the handle of the bull.	Special face shielded helmet—required
Roping	All		
Trail Rides	8+	Participant must physically be capable of mounting and controlling the horse; suggested weight limit is 240 lbs.	Helmet—required if under age 18; those over 18 must wear a helmet or sign a waiver
Vaulting	8+	Participant must physically be capable of mounting and controlling the horse; suggested weight limit is 240 lbs.	Helmet—suggested

ACTIVITY	AGE	NOTE/OTHER	EQUIPMENT/TRAINING
LAKE Max instructor: camper ratio is 1:25			
Canoes	7+	Younger participants may go with a responsible adult.	PFD—required for all participants
Fishing	7+	Instructor must teach safety with fishing hooks and the movement of the poles	Gloves and pliers—available for removal of hooks from catfish
Kayaks	7+		PFD—required for all participants
Paddleboards	12+		PFD—required for all participants
Swimming (<i>The Pond will primarily be used for summer camp.</i>)	All	In order to go beyond the marked shallow area and use deep water activities (e.g., the slide, rope swing, raft), each participant under age 18 must pass the swim test.	PFD—are not acceptable substitutes for the swim test; exceptions will not be made even with parental permission
LOW ROPES (JED’S QUEST)			
Jed’s Quest in a Box	Suggested for 12+	The nature of the trails and events limits the course to those physically able to use the soft, narrow trails.	
Jed’s Quest Course	Suggested for 12+		
Jed’s Quest Team Building Events	Suggested for 12+		
HIGH ROPES (EDGE) COURSE Events can be catered to younger children for special events. Belayer must be able to safely belay the individual; this may limit the weight or proportionate size of participants.			
Caterpillar Climb	Suggested for 13+		Helmet & harness—must fit participant
Climbing Wall	Well suited for 8+		”
Flying Squirrel	Well suited for 8+	Participants will belay and must be coached for safety. Anchor should be of equal or larger size than the “squirrel.” Small “squirrels” should not be lifted with so much speed that they flip over or near the cable or belay rope (“kiss” the top). Larger “squirrels” must be lowered with strength and control.	”
Jacob’s Ladder	Suggested for 13+		”
Leap of Faith	Suggested for 13+	Full body harness sized for adults must adjust to fit without pinching neck.	”
Narrow Way	Well suited for 8+		”
Tire Climb Single	Suggested for 13+		”
Tire Climb to Traverse	Suggested for 13+		”

ACTIVITY	AGE	NOTE/OTHER	EQUIPMENT/TRAINING
TARGET ACTIVITIES			
.22 Rifles	12+		Shooting glasses—required for shooters Ear protection—required for shooters, available for all
.44 revolvers	Grade 7+	The revolvers will be loaded with shotgun primers and wax bullets for teens; the option is available for adults to use with other ammunition.	Shooting glasses—required for shooters Ear protection—required for anything other than primers Due to wax buildup in the barrel, revolvers must be cleaned after each activity hour.
BB Rifles	7+	Exceptions can be made with direct supervision of a guardian at family camp.	
Black Powder Rifles	12+	Exceptions can be made with direct supervision of a dad on Heritage Expedition.	Shooting glasses—required for shooters Ear protection—required for shooters, available for all
Blow Darts	7+	Juniors will use plastic ammo; dart ammo will be available for teens.	Mouth pieces—will be sanitized in a three-sink process
Compound Youth Bows	7–12	With special permission from the BIR director, Rivertown may borrow BIR bows during science camps.	Youth bows—too small for safe use by larger participants
Crossbows	12+	Only used at the Rivertown range	
Genesis Bows	12+	Only used at the Rivertown range	
Handguns	Adults	Exceptions to age limitation can be made for personal handguns. See range rules	Shooting glasses & ear protection—required for shooters, recommended to all
Hatchets	12+		
Knives	12+		
Pellet Rifles	10+		Shooting glasses—required for shooters
Recurve Bows	7+		Bows and arrows—size must be suited for participant’s arm length and strength
Shotgun	Grade 7+	Ike’s Roost use the .20 gauge for grades 7 and 8, and Rivertown uses the .12 gauge.	Shooting glasses—required for shooters Ear protection—required for shooters, available for all

STAFF TO CAMPER RATIOS

- For purposes of day time program scheduling during non-summer months, our staff to camper ratio for all ages will be 1:12. For groups with campers under age 18, we require additional adult supervision from the group (school or church) of 1:9. These adults are not required to assist at all activities but may be used as spotters or assistants in some. Adult volunteers (referred to in our materials as sponsors) will be screened by the group and will attend an adult orientation after arriving at Ironwood. At this orientation the following topics will be emphasized: safety through supervision at all times. A three person rule for all situations, and emergency phone numbers and procedures. Other topics that are program/group specific will also be covered.

2. Schools and churches are required to bring adult supervision for each gender at a 1:9 ratio. If they cannot obtain the required minimum, they will be provided, for a fee, an Ironwood staff member for the overnight hours in cabin. They should still be within the 1:9 ratio for day time hours although the gender is not specified in this ratio. Our campers for non-summer programs will include grades 3-12 for overnight programs.
3. All sponsors must be 18 years of age or older.
4. Ironwood provides 24 hour on-call staff for groups. Contact information is given to sponsors for the on-call staff.
5. Ironwood program staff will remain on duty as a part of evening close-up to assist any volunteer sponsors between the "all to cabins" and "lights out."
6. Ironwood will recommend to groups bringing campers in grades 3-4 a higher adult to camper ratio of 1:6.
7. During sponsored summer programs, Ironwood will provide trained counselors in cabins. All counselors will be 18 years of age or older. Staff to campers will be 1:7 for junior camp programs and 1:9 for junior high and teen camp programs. In the junior camp, this ratio is supplemented by our leadership live program. These young people, age 16-18, are added to cabins under the direct supervision of a staff member and receive special training in their roles and responsibilities. The ratio is further supplemented by program staff who are able to lend assistance to any counselor who has need for additional help and are on call 24 hours a day.
8. When assigning counselors to a specific program or age group, the age of the counselor will be considered. The counselor should be at least 2 years older than the minors with whom they are working.
9. Program staff and adult sponsors will assist in day time program supervision.
10. In the junior camp program, grades 4-7, cabins containing ages 9-13 may take additional campers up to a maximum ratio of 1:8 staff to campers. In the teen camp program, grades 7-12, cabins containing ages 15-18 may take additional campers up to a maximum ratio of 1:10 staff to campers.
11. There are a few times in the day when our ratio of staff to campers is lower than the stated ratio of 1:7 ½ for junior campers of 1:9 ½ for teen campers.
12. During the counselor meeting, pre-service prayer or music practice, and during transition times if extra staff are needed for setup or tear down, staff will be assigned to an area where all campers will gather. If some campers require extra supervision (as determined by counselors or program staff), they will receive additional limitations. (i.e. sit by the assigned staff member during the specified time.)
13. Campers attending our sponsored summer programs must be able to function at a level of care within our staff to camper ratios. If a camper requires occasional individual assistance, they may only attend if a guardian or guardian-approved sponsor is able to attend camp and provide the extra level of care. This care must not negatively affect the camp experience of the other campers in the cabin.
14. Counselors will never be alone with a camper in any non-public place. (For instance, a counselor having a one-on-one time of counseling may be sitting away from the group but within sight of the group and always in an appropriate place and time.) If a counselor is in the cabin and one camper arrives alone or remains alone as the group leaves, the counselor must step outside or obtain a third person to stay in the cabin with them.
15. A camper unable or unwilling to join the group must go to the first aid station. If the camper is unwilling or unable to get to the first aid station, a staff member should enlist the help of another adult in assisting the camper to the first aid station.
16. Campers returning from swim time may be in the cabin without their counselor. A staff member will be assigned to be a cabin rover during this 30 minute window and will be alert to notice if anything is amiss.
17. Activities may require differing ratios of supervision. Refer to the activity ratio chart for specifics.

STAFF: CAMPER RATIO

ACTIVITY	AGE	STAFF:CAMPER RATIO
Barrel of Fun	7+	1:36 per hour
Crafts	All	Varies with craft equipment
Doc's Wonderwheel (Rivertown)	12+	2 staff with group
Hike: Camp Cady	All	1:15. 2nd adult can be a sponsor
Hike: Soldier Mountain	All	1:15 without a 2nd. Adult group must stay together. 2nd may be a sponsor. Second staff member suggested at 30 campers
Jeep Tours	Adults	1:7 in a Jeep, 1:16 in Jeep with Trolley
Land Trolley (Rivertown)	12+	2:24 per hour
Mountainboard	12+	1 staff with group, 2 boards
Laser Tag	12+	1:20
Old West Photos	All	1:20
Paintball	10+	2:16, 3rd staff is on sidelines/drives shuttle
Ripsticks	7+	1:12
Sandboarding	12+	1:12
Skit Show (non-summer)	Suggested for 12+	Varies with selection 2 minimum
Tumbleweed	7+	1:18 per hour
Unicycles	7+	1:12 (6 unicycles, 6 spotters)
HORSE AREA		
Arena Antics	8+	2:20 (will use 2-4 horses)
Bucking Barrel	All	1 for group. Spotters must be capable
Buggy Rides	All	1 for group +2 passengers
Hayride	All	1 driver + 1 spotter per wagon
Kiddie Rides	All	1 wrangler for group +1 adult per horse
Mechanical Bull	10+	1 for group
Roping	All	1:12
Trail Rides	8+	1:5
Vaulting	8+	1 wrangler, 1 spotter with experience per group

ACTIVITY	AGE	STAFF:CAMPER RATIO
LAKE Max instructor: camper ratio is 1:25		
Canoes	7+	1:25
Fishing	7+	1 for a group + adult sponsors (7-12 year olds) 1:7, (13-18 year olds) 1:12
Kayaks	7+	1 for a group, 7 kayaks
Paddleboards	12+	1 for a group, 4 boards
Swimming	All	1:25
LOW ROPES (JED'S QUEST) Group may exceed ratio if event is structured differently		
Jed's Quest in a Box	Suggested for 12+	1:12 suggested
Jed's Quest Course	Suggested for 12+	1:12 suggested
Jed's Quest Team Building Events	Suggested for 12+	1:40 suggested
HIGH ROPES (EDGE) COURSE		
Caterpillar Climb	Suggested for 13+	1:12 per hour
Climbing Wall	Well suited for 8+	1:12 per hour
Flying Squirrel	Well suited for 8+	1:24 per hour
Jacob's Ladder	Suggested for 13+	1:12 per hour
Leap of Faith	Suggested for 13+	1:8 per hour
Narrow Way	Well suited for 8+	1:12 per hour
Tire Climb Single	Suggested for 13+	1:12 per hour
Tire Climb to Traverse	Suggested for 13+	1:12 per hour
TARGET ACTIVITIES		
.22 Rifles	12+	1:12, 2 bays per staff member
.44 revolvers	Grade 7+	1:12, 2 bays per staff member
BB Rifles	7+	1:12, 4 bays per staff member
Black Powder Rifles	12+	1:12, 1 bay per staff member
Blow Darts	7+	1:12, 4 bays per staff member
Compound Youth Bows	7-12	1:12, 4 bays per staff member
Crossbows	12+	1:12, 4 bays per staff member
Genesis Bows	12+	1:12, 4 bays per staff member
Handguns	Adults	1:12, 2 bays
Hatchets	12+	1:12
Knives	12+	1:12
Pellet Rifles	10+	1:12, 2 bays per staff member
Recurve Bows	7+	1:12 suggested, 4 bays per staff member
Shotgun	Grade 7+	1:12, 1 bay +adult sponsor for thrower

PERSONAL USE

1. For the safety of all, staff members are not allowed to use the Edge, the Lake, the Pond, shooting ranges, or horses without proper supervision and permission from a program director.
2. Camp property is not to be removed from the grounds for personal use.

WATERCRAFT SAFETY FOR ADULTS

1. Keep all canoes/kayaks out of the swimming area.
2. All canoeists/kayakers must wear a life jacket at all times.
3. Posted rules must be followed.
4. Use the white board at the canoe shade to check out a canoe/kayak and equipment. Don't forget to check back in.

SAFETY

A spotter is an adult sponsor who understands and agrees to the following:

1. Must be able to watch passengers on his assigned vehicle to ensure they are seated with limbs inside the vehicle;
2. Must be able to understand how to use contents of safety box (hay wagon) or voice (jeeps) to signal a hard, fast stop by the driver in case of emergency;
3. Must be able to communicate clearly and quickly with the driver;
4. Must supervise all passengers and insure they are abiding by vehicle safety guidelines;
5. Must be able to recognize unsafe behavior and be willing to address and correct it.

SPECIALTY ACTIVITIES

ARCHERY

Archery Range Safety Orientation

1. Do not remove arrows from quiver until range is declared open by the range officer.
2. Do not pick up bow until range is declared open by the range officer.
3. Never dry-fire a bow (releasing the string without an arrow).
4. Never aim anywhere other than at the target directly in front of your station.
5. Straddle the firing line before loading your arrow, and remain there until releasing or unloading your arrow.
6. Know the range commands:
 - a. "Hold"—Freeze immediately. Point your bow at the ground, unload your arrow, but do not leave the line.
 - b. "Cold Range"—put your bow in the designated spot and leave all unfired arrows in the quiver. Step back from the firing line.

- c. “Retrieve your arrows”—walk down range and pick up all your arrows. Do not pick up other arrows until you have retrieved all of your own.
 - d. “Hot Range”—you may pick up your bow, straddle the firing line, and load and fire your arrow.
7. If the tip of your nocked arrow ever gets behind the firing line, you will immediately lose your privilege of shooting.
 8. If your arrow falls on the ground off the cement, you may not retrieve it until after you hear the command to retrieve your arrows.
 9. Genesis bows and crossbows should not use the closest row of targets. It may damage the arrow or bolt.
 10. Explain and demonstrate how to load, draw, aim, and release.
 - a. Note placement of the nock feather
 - b. Identify dominant eye

AWAY ACTIVITIES

1. Away Meals
 - a. All food prepared for meals away from our kitchen and dining facility are prepared and stored under safe and sanitary conditions and are in compliance with standards established by Servsafe® and the county of San Bernardino. All meals served to our campers will be planned by our foodservice department.
 - b. For breakfast on the bluff, food supplies will be obtained from the Homestead immediately before the meal; transportation and the last steps of preparation will be done by program staff. Food utensils will all be disposable.
 - c. For breakfast at One Buck Crossing, food supplies will be obtained from the Homestead in appropriate containers and ice chests the night before. Food utensils will all be disposable. Food preparation will be done by program staff, and campers will assist under the direct supervision of the program staff.
 - d. For Heritage Expeditions, the Homestead staff will be responsible for all meal preparation and food related issues. They will be trained and certified by Servsafe® and/or the County of San Bernardino in proper processes and procedures and will abide by all known standards. This includes preparation and storage of food as well as sanitization and protection from contamination of food utensils.
2. Away Land Use—all laws in regards to protection of federal lands will be honored. This includes no travel off of approved open routes. Only vehicles licensed for road use or registered with a green sticker for off road use will be permitted. The desert is a unique and beautiful part of God’s creation for which we have been appointed stewards. We will seek to teach stewardship principles. We will leave every place we visit better than we found it, leaving no trash or destruction in our passing. An extended time in the classroom of creation is a valuable tool for changed lives. A conscious effort will be made to schedule time for quiet contemplation, for noticing the unique plants and animals, and for viewing the immense night sky and the huge daytime vistas. Campfires will only be made in approved sites. The historical significance of sites such as Alvord and Calico Mines as well as the Spanish and Mojave Trails will be taught and every effort to preserve and teach respect for these sights will be made.
3. Trip Safety
 - a. Campouts and Jeep tours rarely go beyond a 15 minute radius for response by our designated health care provider. Trips that extend beyond that radius are sent with first aid supplies, a Red Cross First Aid/AED trained staff member, cell phone, and a redundancy of vehicles. A map and schedule are prepared ahead of time, and a copy remains at camp. Any deviation from that plan will be communicated by phone/text to a designated staff member on property.

- b. Trips at this time are all scouted and planned out ahead of taking campers.
 - 1) Afton Canyon with Spooky Canyon Hike
 - 2) Calico Mountains
 - 3) Alvord Mine
- c. Flashlights, first aid bag/backpack, and canyon gear bag will accompany all excursions.
- d. Guides for excursions will include a minimum of two staff members, one of which will have a minimum of 4 trips' experience before leading any trip and have done that specific trip at least twice before taking campers.
- e. Guides will be prepared for vehicle problems, first aid scenarios, strangers, wildlife, and any issues related to these. Strategies will be in place for a response team from Ironwood to be able to get to the campers within one hour of being called. (Time includes gathering equipment for vehicle repair, tow, recovery, etc.)

EDGE

The Climbing Tower is a triangular shaped tower with 12' wide sides. Each corner is a class 2 telephone pole. The poles have been planted in accordance with the Association for Challenge Course Technology standards. All activity cables, guy wires, and belay cables were installed by Ironwood personnel in accordance with ACCT standards as well. All devices, cables and structures were inspected by Signature Research personnel. The wall will utilize three sides for climbing, each route will be designed for different skill levels. The height of the wall itself is 32', the poles will extend above the wall to allow room for the necessary belay cables and guy wires. The interior of the wall will have a ladder and a platform at the top. Campers will not be permitted to be inside the tower without special permission from the activity supervisor. The Leap of Faith is attached to the tower.

General Policies

1. Inspections
 - a. In-house Inspections: the Wall and all elements of the Edge will be inspected by the senior program director or her designee, twice a year. The inspections will be before the summer season in June, and before fall season (September). Each inspection will include the following areas:
 - 1) Cable Clamps—the saddle of the clamp must be on the live wire. There must be two clamps on each end of the activity cable and three clamps on each end of the belay cables.
 - 2) Devices and safety equipment will be inspected for wear and all moving parts must be in smooth working order. Routine cleaning and maintenance will be done at this time.
 - 3) Guy Wires and Ground Anchors—check for too much slack on the wire. Cables need to be checked for any damage or rust that has begun to pit the cable. Be sure the ground anchors have not pulled up from the ground at all and make sure the ground has not covered any part of the wire itself. The wire must remain visible for inspections.
 - 4) Check holds for tightness.
 - 5) Cables - Check for nicks and pitting rust. All loose ends must be secured.
 - 6) Poles - Check poles for horizontal cracks. Vertical cracks are normal on telephone poles, however they should not become excessive, and they should not run from through bolt to through bolt.
 - 7) The inspection will be documented and kept in the maintenance log book.
 - b. Outside Inspection: Once a year Signature Research Inc., or another comparable company, will do a complete inspection of The Edge. Upon passing inspection a certificate will be given to Ironwood signifying that The Edge, all it's elements and equipment, still meets the industry standards.

2. *Main Facilitator
 - a. Age Requirement: Main Facilitators must be 21 years old or older.
 - b. Training: The main facilitator of The Edge will be trained and certified by Signature Research., or another comparable company. The certification course is roughly a 16-hour course that teaches the current industry standard practices in regards to facilitating a high ropes course. The Main Facilitator will train and test Primary Facilitators and examine skills and procedures of both the Primary and Secondary Facilitators on a regular basis.
3. *Primary Facilitator (set up wall and belay all elements of the wall)
 - a. Age Requirement: Primary Facilitators must be 18 years old or older.
 - b. Trained: Each Primary Facilitator will be trained under the supervision of the Main Facilitator. The training course will involve a minimum of 12 hours of experience and instruction in both safety and facilitating the use of the Edge. Additional training will be conducted for the setup of the elements and supervision of the secondary facilitators.
 - c. Inspections: The Main Facilitator will check the equipment and operation of the Edge periodically to ensure the Primary Facilitator is continuing to maintain the standards taught.
4. *Secondary Facilitators (Belayers)
 - a. Age Requirement: Secondary Facilitators must be 18 years old or older.
 - b. Trained: Each Secondary Facilitators will be trained under the supervision of the Main Facilitator. The training course will involve a minimum of 4 hours of experience and instruction in both safety and facilitating the use of the climbing wall. Separate training times will be conducted for each additional element at the Edge and separate certifications issued.
 - c. Inspections: Each belayer will be inspected by the Main and Primary Facilitator throughout the season to insure that proper belaying techniques are being followed, any failure of one of these spot tests will result in their removal from the wall until they can again demonstrate the skills perfectly.

** At least one facilitator with CPR/First Aid Training must be at the wall at all times.*
5. Participants
 - a. Age Requirements: There is no minimum age for participation although the activity will be offered to ages 8+. The only requirement is that the individual fit properly into the available harnesses.
 - b. Health Restrictions: Each participant needs to be aware of the physical challenges involved in climbing a wall.
 - c. Challenge by Choice: No one is forced to climb or jump, each participant chooses to participate willingly. Dismissal: Participants may be dismissed from The Edge if they fail to follow the posted rules and verbal instructions of the belayers. Unsafe behavior will not be tolerated.
 - d. Numbers: Only one climber per route at a time.
6. Equipment: This includes ropes, harnesses, carabiners, helmets, belay devices, and trapezes.
 - a. Only Ironwood's equipment may be used on The Edge. Individuals who own harnesses and other such equipment may not use them at The Edge. Exceptions must be approved by the Main Facilitator.
 - b. Checked twice a day: All soft-ware (ropes and harnesses) will be checked for damage twice a day. Once before opening and once after closing. Any damage or wear will be recorded in the equipment log and may cause the retirement of that piece of equipment.

c. Checked once a week: At the beginning of each week all hard-ware (carabiners, pulleys, helmets, belay devices) will be inspected for any damage or wear. Any damage or wear will be recorded in the equipment log and may cause the retirement of that piece of equipment.

d. Retirement

- 1) Ropes have an active life of 340 hours of use. An hour of use is defined by the amount of time the rope hangs. The time begins at the setup of the activity and ends at the close of the activity. After 340 hours of use the rope must be retired. If the daily inspection of the rope reveals a soft spot under the sheath the rope must be retired. Fraying on a rope occurs naturally and does not affect the rope until the fraying has reached 50%. If there is any given area on the rope (i.e. any one foot section) that shows more than 50% fraying of the sheath the rope must be retired. Retired ropes may be used in other places but the safety of an individual should never be dependent on that rope (i.e., an element could contain sections from a retired rope since the belay line holds the participant).
- 2) Harnesses have an active life of five years. After five years of use they must be retired. Harnesses may be retired sooner if they show any material flaws or exceed the 50% fraying level.
- 3) Carabiners need to be retired if hairline cracks are discovered during inspections. Carabiners must close smoothly and lock with ease, any carabiner that does not spring closed must be pulled from use. This condition may be remedied by cleaning and lubricating and then the carabiner may be returned to use. Any carabiner that has been dropped from ten feet or higher onto a solid object must be retired or tested for strength by professionals with appropriate equipment.
- 4) All other equipment will be retired as soon as any damage that would compromise the integrity of the equipment is discovered.

7. Rules

a. All Elements

- 1) All participants must wear a helmet.
- 2) One climber per belay station.
- 3) Long hair or dangling jewelry should be contained or removed.
- 4) Closed toed shoes are strongly recommended.
- 5) Follow belayers instructions at all times.
- 6) Speak words that help not hurt the participants.
- 7) Never distract belayers.

b. Flying Squirrel

- 1) Participants should be belay helpers as a part of the event.
- 2) As a belay helper you must give your full attention to the participant and facilitator. Hold onto the rope with two hands. Never let go of the rope.

c. Giants Ladder

- 1) Partners should work together to climb the ladder, do not use the outside cables.
- 2) As a belay helper you must give your full attention to the participant and facilitator
- 3) Hold onto the rope with two hands. Never let go of the rope.

8. Weather

- a. Lightning: The Edge must be closed in the event of an electrical storm. At the first sign of a storm, the facilitators will call the program director on duty. That person, taking a position where the sky can be clearly seen in all directions will make a determination on the need to close the Edge. Lightning visible with sound indicating a proximity of 5 miles or less (25 seconds from flash to sound), a very dark or very tall storm cloud, or winds indicating the storm is approaching our facility will be included in the speed at which the Edge is closed. When in doubt, close the edge.
- b. Rain: The Edge may be run in light rain. Any rain that becomes distracting to the belayers will result in the closing of the Edge.

EDGE PROCEDURES

1. Opening—done by Main or Primary Facilitator
 - a. Inspections: The following inspections happen regularly as a part of opening the Edge.
 - 1) Environment: Make sure the grounds are free from sharp or hard objects. This includes the area under all elements to be used.
 - 2) Ropes: The ropes and belay devices must go through a visual, tactual inspection every day before they are used. The entire length of each rope is to be inspected for damage and fraying. The entire length of each rope must be felt by hand to ensure there are no ‘soft spots’ in the core under the sheath. The ends of the rope should be checked for separation of the sheath and core.
 - 3) Element: Each element to be used should be visually inspected. This is not an in-depth inspection. This is just a general inspection of the construction. Look for splintered boards, loose handholds, and nicked cables.
 - 4) Harnesses/Helmets: Visually and tactual inspection weekly. Each harness should be checked for fraying and/or cut webbing. The stitching and buckles needs to be inspected for wear and damage. Any problems will be recorded and reported to the Main Facilitator who will then be required to remedy the problem, document how the problem was fixed, and keep documentation in a file.
 - b. Set-up
 - 1) Choose elements to be used.
 - 2) Check the 3 E’s (Equipment, Environment, and Element).
 - 3) Set ropes up, tie appropriate knots and set up belay stations and belay devices.
 - 4) Set up extra equipment as needed.
2. Operating the Edge
 - a. Orientation: Orient the group to the Edge. Explain the purpose and procedures. Instruct and demonstrate how to put on a harness. Cover challenge by choice, words of kindness, analogy of the edge to stepping out on faith. Push yourself out of your comfort zone!
 - b. Hook up at the anchor station and prepare to belay.
 - 1) The carabiner from the belay device should attach to the belay loop of the belayer.
 - 2) The dead end of the rope should be in the dominate hand.
 - 3) The dominate hand will never release the rope.
 - 4) When taking up slack the belayer will raise the dominate hand upwards, taking out slack, and it will meet the other hand which will pinch the rope allowing the dominate hand to slide down to a locked position or to take more slack.
 - 5) When lowering a participant, the dominate hand will remain on the rope on the underneath side feeding the rope through the top hand which should never take the friction of the device.

c. Inspect the participant: Use the CRASH test.

- 1) Carabiners: Tactile inspection of the carabiners in your system. Aluminum carabiners are to be used with the Edge. (Steel carabiners may be used if they are available.) All carabiners will be locked during use.
- 2) Rope: Visual inspection of the rope as it passes through all devices and the knots in the system. No tangles all the way to the pulleys.
- 3) Attitude/Ask questions: Judge the mental, emotional and physical needs of the participant. Encourage and instruct as appropriate.
- 4) Sharps: Ask the participant if they have any sharp objects in their pocket or on their person that may cause discomfort or danger to them or the equipment.
- 5) Helmet and Harness:
 - a) Harness
 - Check orientation of the belay loop. It should be in front.
 - Check waist and leg loops to make sure that it is being worn as designed, at waist (above hips) and high on legs.
 - Check tightness of harness by placing three fingers under the webbing and trying to turn them sideways. The three fingers should get squished together. If not, the harness is too loose. (Our harnesses are mostly of a design that does not need to be unbuckled.) If not, each buckle should have the appearance of a ‘C’ as opposed to an “O”, one side of the oval being covered. All excess webbing should be tucked in and lying flat.
 - b) Helmets
 - Each helmet is adjustable.
 - Check the proper fit of the helmet on the participant by asking them to shake their head up and down and side to side. “Is your helmet tight?” Nod vigorously, “Is it going to come off?”
 - Shake head side to side vigorously. If the helmet shifts too much, help them tighten it.
 - Make sure the chin strap is properly connected with enough room for mobility but tight enough to keep the helmet from falling off.
- 6) Belayers’ Responsibilities
 - a) Follow correct belaying procedures. Conduct the “CRASH” test as described above.
 - b) Instruct the participant in the proper communication process as follows:
 - Participant: On belay? Belayer: Belay on! Participant: Climbing! Belayer: Climb on!
 - c) At the end of the activity the participant and belayer will close the verbal contract with “off belay” and “belay off”.
 - d) Encourage and coach the participant as they work their way through the element.
 - e) Maintain a safe environment by enforcing the rules.
 - f) Record the number of participants, hours of rope use and note any major falls on a rope. Record any accidents or near misses.

3. Closing the Edge

- a. Inventory all equipment.

- b. Recheck the climbing ropes.
- c. Store all equipment in the weather protected storage bins.
- d. Lock tower door.

4. Equipment Care

- a. Ropes—caring for ropes is very important as they are the life line of the participant. Refer to general policies section above for retirement policies on ropes.

- 1) Do a visual, tactual inspection of each rope before and after each day of use.
- 2) Ropes should be stored inside, away from UV rays.
- 3) Never step on a rope. Stepping on ropes grinds in dirt which will cut away at the rope from the inside.
- 4) Protect ropes from oil based products.
- 5) Retire ropes after 340 hours of use, whichever comes first.
- 6) Only use recommended soft soaps when cleaning a rope.
- 7) Never leave knots in a rope.
- 8) 10.5mm or 7/16 rope should be used.
- 9) Wet ropes should be dried inside.

- b. Harnesses—harnesses should be replaced if any damage is detected.

- 1) Protect harness from unnecessary UV exposure.
- 2) Wet harnesses should be dried indoors.
- 3) Inspect stitching and fraying regularly.
- 4) Protect harnesses from oil based products.
- 5) Wash with mild detergents only.

- c. Carabiners

- 1) Only lubricate with graphite powder or approved lubricant.
- 2) Do not over tighten locking screwgate. Finger tight and back a little is sufficient.
- 3) If the carabiner is dropped onto a solid surface such as a rock from a height greater than ten feet it must be retired or tested for internal integrity by professionals.

5. Equipment Storage

- a. All equipment will be stored in a locked storage bin inside the Edge during non use.
- b. Weather and Rodent proofing of storage will be periodically inspected and maintained.

6. Emergencies

The Main or Primary Facilitator and/or a selected belayer will carry a radio or phone to access the senior program director or Camp first aid provider in the event of an emergency.

- a. An Emergency—a fall to the ground from a height greater than ten feet by a participant will be considered an emergency. The following steps outline the Emergency Action Plan.

- 1) Belayers will not allow the participant to move.
 - 2) Contact the senior program director via radio or phone.
 - 3) The senior program director will arrive and take over or designate someone to take over the first aid in progress and determine what the next step is, calling 911 if warranted.
 - 4) The facilitators will close the Edge and move all spectators away.
- b. After the Accident—a report must be filled out explaining how the accident occurred and detailing the cause of the accident. The Edge will remain closed until the Main Facilitator and the Camp Administration have determined the cause of the accident and are confident that the problem has been remedied.

PAINTBALL

1. Prep

- a. Set out Markers and air tanks
- b. Check and prepare courses: make some repairs for wind damage, clean out night course boxes, tires (check for snakes)
- c. Picnic tables at various courses
- d. Set up and run generator at the night course
- e. Crono targets at courses
- f. Vehicles with trolleys or trailers
- g. Current count of workable paintball markers

2. Supplies

- a. Clean referee uniforms
- b. Paintball games notebook
- c. 4 5-gallon water jugs (For 20 people, we used half in the morning and half in the afternoon.)
- d. 10 oz. cups and a pen to mark your name on it (We handed out new cups in the afternoon.)
- e. Spray bottle of windex, one of water, a roll of paper towels
- f. Remote general store (lots of change—they had \$20 bills)
- g. Pad of paper and pen for ref and one at the general store for award nominations
- h. Lanterns
- i. Generator
- j. Camera
- k. Baggies for selling paint balls
- l. Stop watch for the ref
- m. Whistles for the ref
- n. Orange vests for the ref
- o. CO₂ tank and scale
- p. Squeegees
- q. A target to shoot your marker at in the safe zone
- r. O rings for our markers and a variety of sizes for other marker maintenance

- s. Screw driver / Leatherman pliers / allen wrench set
 - t. Flags and arm bands
 - u. Chronometers
3. Services
- a. Sound and electronics check
 - b. Devotion Plan
 - c. First night stunt or getting to know you planned.
4. Camper Orientation
- a. **Our Purpose** with a paintball camp: Provide an activity that draws men to play and thus provides a place for relationship building and an opportunity for conversations; a tool for bringing fringe or new men into the group, a tool to bridge generation gaps and a theme that lends itself well to issues of courage and a cause for presenting spiritual decisions.
 - b. **Your part** in the plan:
 - 1) Get to know some of the other guys you are playing with and against.
 - 2) Use Name Tags
 - 3) Keep the Tone of the games friendly
 - 4) Talk out side the games
 - 5) Recognize that this activity is bigger than paintball.
 - 6) Be on time for game starts
 - c. Mixer and getting to know you:
 - 1) Finish the sentence:
 - 2) My most embarrassing paintball memory began with...
 - 3) The reason I am here is...
 - 4) I love paintball because...
 - 5) My greatest fear is...
 - 6) The Bible verse I have been challenged by lately is...
 - 7) I'm so glad that I am here because the day started like....
 - 8) I'm glad I'm a Christian because....
 - 9) What I like most about my Church is...
 - 10) My walk with God has impacted ...
 - 11) The lesson I am learning in life right now is...
5. Course Overview
- a. Two Zones: Safe and Combat
 - 1) Safe zone
 - Markers are to be on safe
 - No firing at the picnic table area
 - You may test fire or chronograph a marker at the designated spot only
 - Teams reload and repair in the this zone

Masks are off

This is the place “hit” players come

2) Combat Zone

Masks need to be down unless a referee gives OK, be prepared to keep them on the whole time

Do not take your mask off during a game even if you are out of the game keep it on until you enter the safe zone. This is where the games are played in a designated play area.

b. Markers-Basic

1) Barrel and Sleeve (Cloth that slides over the barrel and must be on in the safe zone)

2) Hopper: Hold the paintballs and must be securely closed or the paint will spill out. Please do not pick up paint from off the ground as it is dirty and will gum up the markers.

3) Trigger

4) Safety: Safeties must be off and marker bolt must be cocked in order to fire

5) Air tank

3. Game Play

a. We want all games to be Christ-honoring fun.

b. Teams will be designated by color- please wear the arm bands.

c. A “hit” is when you have a paint splatter the size of a nickel or greater. Overspray does not count

d. A paintball that does not break is not a hit

e. Friendly fire still means you’re out

f. When hit, raise your marker, call hit, and return to the safe zone, putting your barrel sleeve back on the barrel

g. Games may be objective driven, time driven, or both

h. You are not out when your paint is gone but do not dry fire the marker

i. Players within 10 feet must be given a surrender option- do not fire within that zone without offering a surrender option. A player who turns to shoot may be shot.

j. Please care for the equipment. Do not place the marker in the dirt. A sand-filled marker will jam and eventually quit working

k. Paint check- is a request from a player to make sure they have been hit without leaving the combat zone. The referee will inspect and call hit or clear

l. Once you leave the game you may not reenter until the next one.

m. *If you are hit, you are out. It doesn't matter if it breaks* is a variation you can use depending on players and timing.

4. Referees

a. Referees will lead and explain the game and ensure the safety.

b. A ref’s word is final

- c. Listen for signals (e.g., a short whistle to begin a game a long one for the end), add signals as needed
5. Paintball as a premium activity
- a. Paint limited (give details of how much paint now and games to come)
 - b. Load here. Never pick paint off ground.
 - c. Sand in marker will end your play, so exercise care with your marker when playing!
 - d. Wear your mask down at all times: in the safe zone it can be removed; gather around the ref when end of game is sounded and wait for permission to remove your mask.
 - e. 10 foot zone– call “surrender”
 - f. Never shoot or aim in safe zone: ask for help if you have a problem with your marker and need to test it
 - g. When you are hit, leave the field with your marker held high in the air
 - h. Friendly fire: you are out
 - i. Aim for shirts not bare skin, the goal is Christ-honoring fun. Paint is fired in bursts so expect to be hit multiple times after you call hit. Play hard but don’t lose your temper. Use care with your words—kind warriors!
 - j. Explain the course layout and the first game: Two teams capture the flag, flags are on opposite ends of field of play, your goal is to capture the enemies flag and return to your base with it.

SHOOTING RANGES

1. Shooting Range Safety Training
- a. When campers arrive at the range, instruct them to set all guns and ammo on the bench in a designated bay and the take a seat behind the rail. Give a brief orientation of the range that reminds campers of all experience levels of the rules of our range. The orientation should:
 - 1) Establish the shooting zone in front of the rail. No waiting campers should cross in front of the rail until instructed to do so by a staff member.
 - 2) Explain safety of firearms. The staff member should explain about hot and cold ranges, pointing the guns properly, and about keeping the safety on at all times except when aiming and firing.
 - 3) Explain the weapon, and how a safety works on a gun. (Red=fire, S=safety on our .22’s)
 - 4) For inexperienced shooters, especially for kids’ camps, explain the different types of rifles that camp uses (bolt action, break action, lever action), how to load the guns, and what to expect in the kick. (The lever action does not have a safety.)
 - 5) Explain the aiming and firing process. Your dominant hand should hold the gun on the grip, not the trigger. The other hand should hold the gun under the barrel. Explain the sights of our guns. For .22’s, visually put the ball of the front sight inside the notch of the rear sight and both in line with the target. Explain the process of firing: aim, breathe out, and squeeze the trigger.
 - 6) Inform the campers that any actions deemed unsafe by the range master will result in loss of the privilege of using firearms for the rest of the activity.
 - 7) “Cold Range” means that all weapons must be set down with an open action, empty chamber and the safety on. During “cold range” there should be no one in the shooting bays. A bell will ring signaling a cold range or a hot range. Everyone should leave the firing area by stepping behind the rail and into the waiting area. No one should go down range until all participants are behind the rail and all weapons comply.

- 8) “Hot range” means it is now safe for participants to enter the shooting area once again and to resume their shooting.
- b. To transport guns to and from the range, campers may be employed. Explain the proper way to carry a gun: with barrel up and hand under the butt of the gun. The barrel should never point in an unsafe direction.
 - c. Safety- Don’t be afraid to be the authority at the range, even if the campers are older than you or more experienced with firearms than you are. It is your primary responsibility. Safety comes before fun. The Range will be fun only if it is safe.
 - d. Keep the range tidy. Put brass in the bucket and sweep off the slab after use. (The slab should be clear when you begin and may require a sweeping before opening the range if the previous users did not leave it clean.)
 - e. Only one participant is allowed per bay. Exceptions to this include a gun owner assisting another camper in the use of their personal weapon and an adult coaching another camper with the permission of the range master.
 - f. Instruct campers on the importance of always pointing guns downrange. If a camper brings the barrel of his gun behind the shooting bay posts, the privilege of shooting should be immediately taken away. Campers should be clearly told the consequences as a part of the instruction.
 - g. One staff member may supervise no more than 2 bays for youth camps. When a resident staff member is supervising adults experienced in shooting they may choose to open more than 2 bays, keeping safety a priority. While supervising, never take your eyes off of the people in your bays. Do not get involved in conversations with waiting campers that distract you from focusing on the bays. If you must give one shooter your full attention, close the 2nd bay until you are able to step back and oversee both bays. Stand close enough to the shooters that you can physically stop dangerous activity before it puts others at risk.
 - h. The dueling tree is for use with the .22 rifles only and should be set no closer than 20 yards from the bays. Take special care to set targets in such a way that ricochets are not going to be a danger to any persons under the shade or approaching the range. We will not use targets for our camp programs that simulate human beings. We have chosen not to use targets that create a cleanup burden (i.e, glass).
 - i. The closet should be locked and guns (not ammunition) may be left in the closet during the day between activities but should be returned to the appropriate gun safes before the end of the day. Ammunition should be kept in a locked box separated from the guns by a separate key. You are responsible to log any maintenance needs on the form that is on the gun safe. Be specific about which gun and what the problem is. The guns are identified by number on stock and/or butt of rifle.
 - j. The closet should be stocked with two boxes of skeet. When the inventory drops below two you need to communicate to the Rivertown team. The thrower should be connected to the charger at the end of the day.
2. Shotgun range (both the 12 gauge range and the 20 gauge range).
 - a. For shotguns, explain that the kick will happen but can be prepared for: the butt of the gun should be placed into the fleshy part of the shoulder with no gap. their stance should be planned with one foot perpendicular with the line of fire and set a little behind the shooter with a forward leaning stance that puts much of the shooters weight on the forward pointing front foot. For shotgun, explain the principles of hitting a moving target by leading the target and predicting it’s slowing speed at the peak of it’s arch. Explain the “pull” command that tells the skeet thrower when to release the skeet. The shooter should step all the way forward into the bay and clearly notice the limitations for the range of aim and safety precautions. (Refer to all shooting rules for the rifle range.)
 - b. Participants may be taught to use the skeet thrower. A safety instruction time must include the safe zone and the danger of the zone in the path of the thrower arm. The staff member should not allow any person to approach the thrower who is not deemed capable of maintaining the safe operation of the thrower. Loading the skeet, (for the manual thrower the pulling back of the arm is especially dangerous), releasing the skeet and keeping clear of the arm at all times need to be observed in demonstration before ever allowing the par-

participant to operate the thrower out of reach of the instructor. No participants should enter the safe zone without permission. (Refer to all safety rules for the rifle range.)

3. Handguns (both at the revolver range in the Ike's Roost shooting range and the designated handgun bays at the Rivertown Rifle range).

Handguns introduce an extra element of danger since they can be more easily pointed in an unsafe direction. Handguns are not used during the regular activity hour of the Rivertown summer program. Revolvers with wax bullets are used as a special activity at the revolver range for Ike's Roost summer program. Handguns brought by summer campers or sponsors will be scheduled during an open hour arranged individually by the program team during the summer at Rivertown. During the other seasons handguns will be dealt with on a case by case basis but in general they will be used at the range during scheduled hours. They will be set up in the bays at the south end of the range. They need to be considerate of the group because they are usually loud and expel hot shells rapidly. The range master has the right and responsibility to limit the use of the handguns in order to make the range safe and comfortable for the entire group.

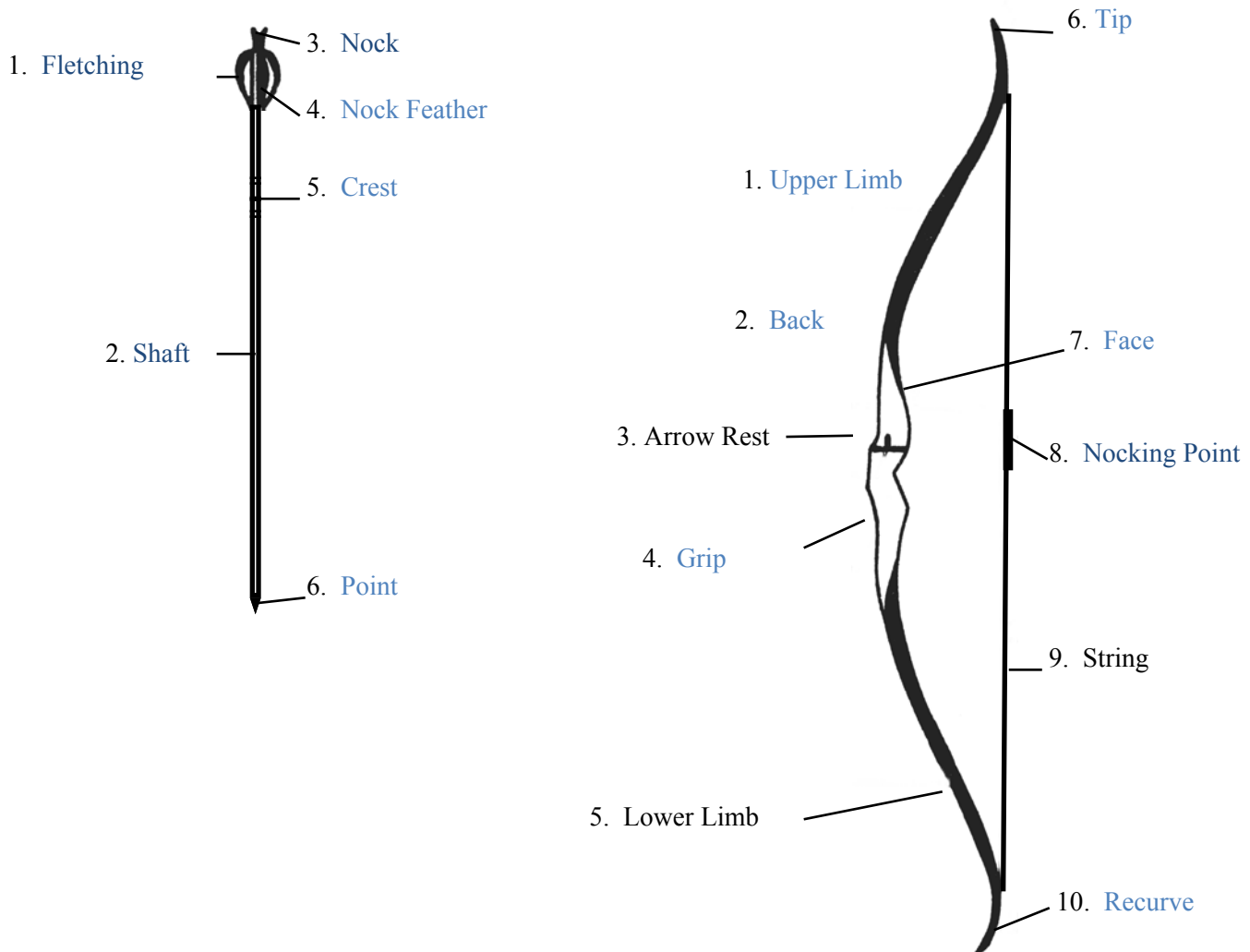
4. Locations other than our established rifle range.

The rifle ranges for both Rivertown and Ike's Roost have been chosen and established because of their location and the safety of shooting into the backstop of the mountain or hillside. The shotgun ranges' fire is more limited and have a line of sight that is well beyond the range of the bird/target shot. If a shotgun is being fired with anything besides bird/target loads, the shotgun should be used like a rifle to insure the safe discharge of the ammunition. Whenever a different location is being used, careful consideration of the backstop should be taken. A definite firing line and shooting station should be established, as well as a waiting area. The bullets can travel extremely long distances and so a backstop must be found. Whenever possible, the established ranges should be used.

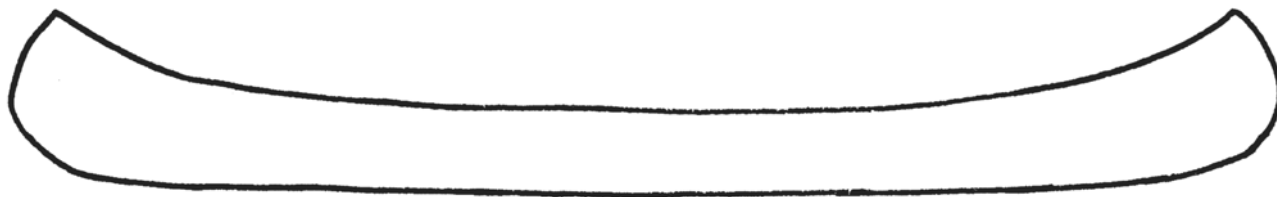
BASIC INFORMATION FOR INSTRUCTORS: ARCHERY

Safety Guidelines

1. Always check the condition of equipment before use.
2. Never nock an arrow or draw a bow while facing someone.
3. Be sure of your target and backstop. Never release an arrow without full view of the path to the target and beyond, should a miss occur.
4. Never shoot straight up into the air.
5. Obey instantly all firing commands.



BASIC INFORMATION FOR INSTRUCTORS: CANOEING

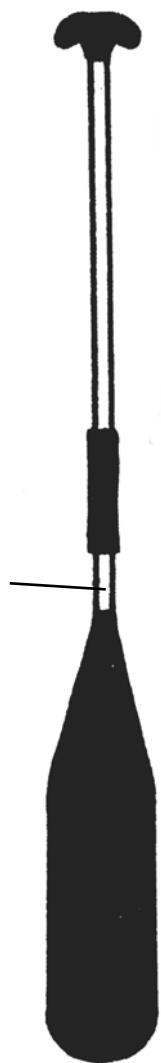


Canoes may be constructed of

1. Wood
2. Metal
3. Plastic
4. Fiberglass

6. BOW The front of the canoe

1. GRIP



5. SHAFT

2. COLLAR

3. THROAT

4. BLADE

7. BOWMAN

8. RIBS

9. GUNNEL

10. STERN MAN

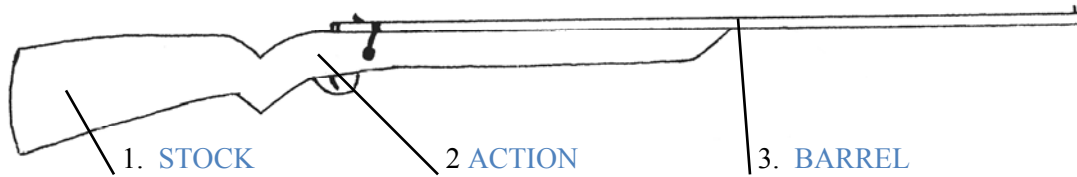
12. BOW THWART

13. MIDSHIP THWART

14. STERN THWART

11. STERN The back of the canoe

BASIC INFORMATION FOR INSTRUCTOR: RIFLES



SAFETY RULES

1. Treat every gun as though it were LOADED.
2. Keep the rifle pointed in a SAFE direction.
3. Keep the ACTION open.
4. Know your GUN and AMMUNITION.
5. Be sure of your TARGET.
6. Be sure of your BACKSTOP.
7. Obey IMMEDIATELY all firing instructions.

List the four basic shooting positions:

- | | |
|-------------|------------|
| 1. STANDING | 3. SITTING |
| 2. KNEELING | 4. PRONE |

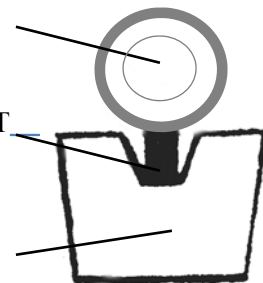
Identify the parts of the “sight picture” to the right.

Sights are used to aim the gun

1. TARGET

2. FRONT SIGHT

3. REAR SIGHT



List the basic steps of the “firing sequence.”

1. BREATHE OUT
2. HOLD IT
3. AIM
4. SQUEEZE TRIGGER

ARCHERY RANGE SAFETY OFFICER ELIGIBILITY CHECKLIST

Trainer: _____ Date: _____ Trainee: _____

SKILLS REQUIRED	RECURVE	JR. COMPOUND	GENESIS	CROSSBOW
Know parts of bow and ammo				
Be able to identify wear and maintenance issues				
Know and be able to teach safety rules				
Demonstrate and be able to teach skills				
Show competence and authority with juniors				
Show competence and authority with teens				
Show competence and authority with adults				
Know basic history of archery				
Be able to structure activity for skill development				
Be able to create skill appropriate competition for fun with activity				
Be able to maintain equipment				
Be able to match camper to correct size of bow				
Ability to help campers improve accuracy				
Qualifies as Range Safety Officer				
Qualifies as Range Assistant				

EDGE FACILITATOR TRAINING CHECKLIST

Trainer: _____ Date: _____ Trainee: _____

	Skill Demonstrated
Certification earned through outside source nationally recognized. Minimum age 21, minimum 6 months experience.	
Demonstrate skill in setting up the elements: ropes and belay devices, etc.	
Be able to identify wear and maintenance issues for all equipment and keep accurate logs.	
Be able to train and supervise new facilitators; minimum of 3 months experience.	
Be able to identify incorrect rigging or safety issues with equipment	
Be able to discern and prevent safety issues with participants	
Be able to “read” each individual in order to provide appropriate challenges	
Know and be able to teach safety rules: CRASH test	
Be able to teach harnessing, correctly fit harness and helmets; and recognize incorrectly harnessed participants. (note if full body harness skill verified)	
Be able to structure activity for skill development	
Be able to create skill appropriate competition for fun with activities	
Demonstrate skill and/or knowledge of the Flying Squirrel; making adjustments for size of participants and number of belay helpers	
Demonstrate skill and have at least 4 hours of experience with a gri-gri belay device.	
Demonstrate Skill and/or knowledge of coaching the Narrow Way	
Demonstrate Skill and/or knowledge of coaching the climbing wall	
Demonstrate Skill and/or knowledge of coaching the vertical climbs (note any exceptions)	
Demonstrate skill and have at least 4 hours of experience with a ATC belay device	
Demonstrate Skill and/or knowledge of coaching the Leap of Faith	
Demonstrate skill and/or knowledge of the Giant’s Ladder; training and supervising the belay helpers.	
Qualifies as Main Facilitator	
Qualifies as Primary Facilitator	
Qualifies as Secondary Facilitator	
Qualifies as Harnesser	

FIREARMS RANGE SAFETY OFFICER ELIGIBILITY CHECKLIST

Trainer: _____ Date: _____ Trainee: _____

	Pellet Rifle	.22 Rifle	Shotgun	Black Powder Rifle	Revolver	Other Camper-owned Handguns and Rifles
Know parts of weapon						
Know ammunition						
Be able to identify wear and maintenance issues						
Know and be able to teach safety rules						
Demonstrate and be able to teach skills						
Show competence and authority with juniors						
Show competence and authority with teens						
Show competence and authority with adults						
Know basic history of firearms						
Be able to structure activity for skill development						
Be able to create skill appropriate competition for fun with activity						
Be able to maintain equipment						
Be able to discern and prevent safety issues						
Ability to help campers improve accuracy						
Be able to safely carry firearms to range						
Be able to safely clear and deal with malfunctions						
Qualifies as Range Safety Officer						
Qualifies as Range Assistant						

HORSE WRANGLER TRAINING CHECKLIST

Trainer: _____ Date: _____ Trainee: _____

Horsemanship Knowledge		Trail Riding	
Age 15 or Older		Trail Rules	
Horse Rules		Responsibilities	
Parts of Bridle		Drag Rider	
Parts of Saddle		Lead Rider	
Parts of Horse		Prepare horse and equipment	
Horse Sense		Secure gear on saddle	
Horse Care and Handling		Know and read terrain	
Approach a tied horse		Rate Speed on trail	
Methods of tying		Anticipate and avoid the unexpected	
Halter		Safety Check	
Lead		Runaway	
Groom		Tack Breakage	
Saddle		People Skills	
Bridle		How to correct youth rider	
Riding Skills		How to correct adult rider	
Mount		How to deal with scared camper	
Dismount		How to deal with overconfident camper	
Basic Seat			
Hand Positions			
4 Natural Aids			
Basic Control—Stop, Start, Steer			
Walk			
Circle			
Reverse			
Trot			
Emergency Dismount			
		Qualifies as Horse Class Teacher	
		Qualifies Arena Antics 3rd and Kiddie Rides	
		Qualifies as Trail Ride Secondary Wrangler	
		Qualifies as Trail Ride Primary Wrangler	

PAINTBALL FACILITATOR ELIGIBILITY CHECKLIST

Trainer: _____ Date: _____ Trainee: _____

	Skill Demonstrated
Know parts of marker and basic maintenance	
Know paint and issues that may cause difficulty	
Be able to identify, prevent and address maintenance issues	
Know and be able to teach safety rules	
Demonstrate and be able to teach skills and game strategy	
Show competence and authority with teens	
Show competence and authority with adults	
Be able to structure games for skill development (timing and intensity appropriate for group age and temperament).	
Be able to discern and prevent safety issues	
Know the equipment and show proficiency and care for filling CO2 tanks	
Be able to disassemble, clean and reassemble masks for cleaning	
Be able to disassemble, clean and reassemble markers for cleaning and maintenance	
Qualified to be a Main Facilitator	
Qualified to be a Referee	
Qualified to be a Safe-Zone Facilitator	

WATERCRAFT SUPERVISOR ELIGIBILITY CHECKLIST

Trainer: _____ Date: _____ Trainee: _____

	Canoes	Kayaks	Paddleboards
Know parts of watercraft			
Know parts of paddle			
Demonstrate skill in rescue for participants in case of accident or injury			
Demonstrate skill in retrieval of watercraft in case of accident or injury			
Be able to properly fit PFD's to participants			
Demonstrate wisdom in weather related issues			
Know and be able to teach safety rules			
Demonstrate and be able to teach paddling skills			
Show competence and authority with juniors			
Show competence and authority with teens			
Show competence and authority with adults			
Be able to structure activity for skill development			
Be able to discern and prevent safety issues			
Be able to identify, prevent and address maintenance issues			
Be able to structure age/skill appropriate games or competitions for fun component of activity			
Be able to properly put away all equipment and log any maintenance issues			
Qualifies as Watercraft Supervisor			
Qualifies as Watercraft Assistant			

ZIPLINE FACILITATOR TRAINING CHECKLIST

Trainer: _____ Date: _____ Trainee: _____

	Skill Demonstrated
Certification earned through outside source nationally recognized. Minimum age 21, minimum 6 months experience.	
Demonstrate skill in setting up the event from the Landing Zone.	
Demonstrate skill in setting up the event from the Launch Platform.	
Be able to identify wear and maintenance issues for all equipment and keep accurate logs.	
Be able to train and supervise new facilitators; minimum of 3 months experience.	
Be able to identify incorrect rigging or safety issues with equipment.	
Be able to discern and prevent safety issues with participants.	
Be able to “read” each individual in order to provide appropriate instruction.	
Know and be able to teach safety rules: CRASH test.	
Be able to teach harnessing, correctly fit harness, and recognize incorrectly harnessed participants.	
Demonstrate skill and/or knowledge of the trolley attachment to cable.	
Demonstrate skill and have at least 2 hours of experience launching participants (e.g., attachment of carabiners).	
Demonstrate Skill and/or knowledge of coaching the Landing Zone, Brakeman Safety Station, and Flagman Safety Station.	
Demonstrate Skill and/or knowledge of detaching the trolley and rider.	
Demonstrate Skill and/or knowledge of use of the brakeblock.	
Qualifies as Main Facilitator	
Qualifies as Primary Facilitator	
Qualifies as Launch Facilitator	
Qualifies as Landing Facilitator	

FINANCES

FINANCIAL TRANSACTIONS

Personal financial transactions between any staff member and a camper are not allowed.

TIPS AND GRATUITIES

Summer staff counselors are not to accept personal tips or gratuities from parent/guardians or relatives of campers. This is in keeping with the America Camping Association standards and with the professional nature of camp leadership work.

See the Resident Staff Manual for tips intended for the Ironwood Team.

FIRST AID

POSITIONS/TITLES

1. First Aid Provider (FAP) (a.k.a., first aider)—the hired person who signs a contract for a summer position, must hold a current American Red Cross certification in CPR/AED and First Aid, and must study
 - a. From the *Ironwood Summer Staff Manual*
 - 1) First Aid Provider
 - 2) Headaches & Nausea
 - 3) Health Surveillance
 - 4) Heat-Related Illness
 - 5) Lost Campers
 - 6) Missing of Meals by Campers
 - 7) Snakebite
 - b. From the *Ironwood Safety Manual*
 - 1) Communicable Diseases
 - 2) Earthquake Procedures
 - 3) Flu or Sickness Epidemic
 - 4) Pandemic Information & Safety Plans
 - 5) Should I Leave an Injured Student Behind?
 - 6) Temporary Housing Needed
 - 7) Threatening Wildlife
2. Provider—any temporary or resident staff who are trained and capable of providing first aid
3. Health Supervisor (a.k.a., healthcare supervisor)—Senior Program Director (SPD) Carol Bond (760.953.2789), supervisor of all of the above

JOB DESCRIPTIONS

Ironwood’s camp health care services are limited to basic first aid as defined by the American Red Cross and administration of medications brought from home under a physician’s prescription or over the counter medications sent with a parent/guardian’s instructions. The FAP’s scope and limits of health care services are restricted to what was taught in the American Red Cross CPR/AED for Professional Rescuers and Health Care Providers and Responding to Emergencies First Aid course. Any care required beyond that scope will be brought to the attention of the health supervisor. All other Ironwood staff trained in American Red Cross First Aid may provide such basic first aid as was taught but are encouraged to contact the FAP for consultation or to assume responsibility for care.

FIRST AID PROVIDER (FAP)

1. Qualifications and Attitudes
 - a. Must meet the “Standards for Ironwood Staff” and other specific requirements outlined in the staff

brochure.

- b. Must be flexible.
 - c. Must be people oriented.
2. Responsible to SPD and health supervisor.
 3. General Responsibilities
 - a. Must be present at game times on the field, at all meals for each program, and at evening services in order to respond to campers that leave the service.
 - b. Must be available in the evening at a set time for campers to receive their medications.
 4. Specific Tasks—*See Summer Staff Manual for more details.*
 - a. Type prayer requests and distribute electronically every day between the noon counselor meeting and 4:30 p.m.
 - b. Respond to radio calls.
 - c. Care for the golf cart.
 - d. Keep the First Aid Log up to date.
 - e. Monitor the health of campers who visit the first aid station by tracking temperature and complaints.
 - f. Update SPD or health supervisor regarding campers with injuries and illnesses.
 - g. Monitor the health of the staff and keep the SPD or health supervisor updated.
 - h. Keep clean linens on the beds in the first aid station.
 5. Time Off
 - a. Each summer staff member will be assigned time off on a regular basis.
 - b. Summer staff members must secure permission from their team leader before leaving camp for any reason.

HEALTHCARE SUPERVISOR

1. Qualifications and Attitudes
 - a. Must meet the “Standards for Ironwood Staff” and other specific requirements outlined in the staff brochure.
 - b. Must be flexible.
 - c. Must be people oriented.
 - d. Must be a member of Ironwood’s resident staff
2. Responsible to the SPD.
3. General Responsibilities
 - a. Must be a licensed health care provider.
 - b. Must review Ironwood healthcare policies and procedures at least every three years.
 - c. Assist the SPD in healthcare decision making as needed.

CALLING PARENT/GUARDIAN

1. The SPD or health supervisor will place a call home if any one of the following conditions are met. The camper has
 - a. been treated for the same symptom three times or more;
 - b. a condition that is beyond basic first aid;
 - c. spent more than eight waking hours in the first-aid station;
 - d. a condition that requires medical treatment off property;
 - e. a condition that requires more care than the first-aid provider (FAP) is able to provide;
 - f. had significant exposure to a communicable condition while at camp (e.g., lice, chicken pox).
2. If, at any time, a parent or guardian is called, documentation of the phone conversation will be made in the spiral bound First-Aid Log.

CAMPER ORIENTATION

Camper Orientation—Keep in mind the question “What do they need to know to have a successful camp experience?”

- a. **Welcome:** Set the tone of camp with your enthusiasm matched to their age.
- b. **Names:** Start learning the names of the campers. In small groups you should have them all tell you their names in one manner or another.
- c. **Nobody Rules:** Explain the rule with a fun flair.
- d. In addition: Stay in a supervised area at all times. No bullies will be tolerated, everyone should have fun and feel safe at camp. (depending on age of camper and season of camp, consider teaching them about rattlesnakes and scorpions and what to do if you see one.)
- e. **Hand out the Schedule:** Talk through the schedule with them highlighting what they need to know. Explain the bell, meeting places, process of entering the homestead for meals, etc.
- f. Talk through the schedule teaching a person who has not been here what they need to know.
- g. Tell them the place they meet for meal times and the process of standing at the table and waiting for a song and prayer.
- h. Cabin Inspection: how to win.
- i. Catch a lizard: (depending on season you may offer a reward but make sure that they know that no creatures can go home with them.)
- j. Find a treasure: make sure that they understand the history and our goal of preservation. No antiquities should be collected for personal use.

EXCESS CARE REQUIRED

Campers that require care above our counselor/camper ratio must be accompanied (not necessarily 24 hours/day) by a designated care giver. Designated by parent/guardian and approved by our staff in advance, must be an adult who is qualified for level of care and as a sponsor.

FEVER

1. Any camper with a temperature of 99–101° should receive a fever reducer according to the standing orders, be instructed to rest on one of the beds in the first aid station, and have temperature rechecked within 30 minutes. Appropriate cooling measures should be taken (e.g., cool wash cloth on forehead, cool fluids to drink).
2. Any camper with a temperature of 102° or higher or a camper with a temperature of 101° for four hours or after two doses of fever reducer should be brought ASAP to the attention of the SPD and health supervisor; they will decide appropriate actions to take.
3. Campers who have been treated for a fever should be fever free for five hours before returning to camp activities.

FIRST AID LOG

1. Log book must be spiral bound.
2. Each evening, the FAP should log yellow first aid report slips in chronological order into the log book.
3. If summer staff filled out a slip and provided care, have them initial the log book.
4. The FAP should be the only one making entries during summer camp.

FIRST AID STATION

1. The FAP will follow this daily checklist daily when caring for the First Aid Station:
 - a. Bottom beds made—as soon as a camper leaves the sick room, regardless of how long they used a bed, take the linens off, put them in a green bag, and remake the bed with clean linens. When the green bag is full, contact Hospitality; they will pick up the dirty laundry, wash it, and return it.
 - b. Bathroom cleaned
 - c. Kitchen dishes returned to Homestead, and clean dishes brought back to first aid station
 - d. Clean linens put away in appropriate tubs
 - e. Trash emptied—there is a large can just outside Thunder & Lightning.
 - f. Personal items of operation staff out of kitchen and living area.
2. When using the First Aid Station
 - a. Limited space is available, and often embarrassing questions need to be asked; therefore, a camper should not have an entourage of people making a visit. A counselor or prayer partner may remain, but even then the need for them to return to other duties may outweigh the need for them to remain with the camper. Be prepared to tell others to wait outside.
 - b. One bathroom is readily available to sick campers. This becomes sticky when there are both boys and girls in the sick room. Evaluate the level/kind of sickness that is present and determine who best to put in the bedroom with the bathroom. Frequently, boys are given the bathroom, and girls are instructed to use the operation staff bathroom.

3. On summer camp departure day, the FAP should make sure the First Aid Station is clean and ready for the next week of camp.

FIRST AID & EMERGENCY SUPPLIES

1. First aid kits and the first aid cabinet in the First Aid Station should be inventoried and replenished with the following supplies during staff training, the week before staff renewal, and the last week of summer camp.
 - a. Basic first aid kits
 - 1) Band aids (large and small)
 - 2) Alcohol prep pads
 - 3) Gauze pads, 4x4 & 2x2
 - 4) Non-stick pads
 - 5) Needles
 - 6) Antibiotic ointment or cream
 - 7) Tape
 - 8) Gloves (2 pairs in sealable plastic bag)
 - 9) Resuscitation mask
 - b. First-aid kits in high risk areas (in addition to the basic first aid kit supplies)
 - 1) Rolls of gauze
 - 2) Blood stoppers
 - 3) Hydrogen peroxide
 - 4) Other items necessary for the area (e.g., backboards at the lake and Pond)
 - c. Hike/hip packs
 - 1) Band aids
 - 2) Alcohol prep pads
 - 3) Hydrogen peroxide (small bottle)
 - 4) 2x2's (10)
 - 5) 4x4's (5)
 - 6) Gloves (2 pairs in sealable plastic bag)
 - 7) Needles (3)
 - 8) Tweezers (1 pair)
 - 9) Resuscitation mask
 - d. Campout bag (little red emergency bag)
 - 1) Band aids, including knuckle & finger tip
 - 2) Alcohol prep pads
 - 3) Antiseptic wipes
 - 4) Povidone iodine
 - 5) Insect sting relief
 - 6) Safety pins
 - 7) Hydrocortisone packets
 - 8) Non-sterile rolled gauze (8)
 - 9) Gauze pads, 4x4 & 2x2
 - 10) Gloves (4 pair)
 - 11) Ace bandage, 3"
 - 12) Resuscitation mask
2. Emergency Supplies (inventory before summer)
 - a. Sterile paper supplies with no expiration date (e.g., gauze pads, eye pads)—if the package has been compromised in any way, it will be thrown away. If the package is not compromised, it will be kept.
 - b. Gauze—will be replaced yearly by gauze purchased just that year. The year-old gauze will be used for the

summer first aid room.

- c. Non-latex gloves—kept in a sealable bag (e.g., zip lock) to ensure maximum cleanliness. The date the gloves were purchased will be noted on the inventory list. Non-latex gloves will be replaced every four years. All old non-latex gloves will be thrown away. This timeframe will be superseded by any date or suggestion found on the retailers packaging.
- d. Supplies which use adhesive materials (e.g., bandaids, butterfly closures, tape)—if the package has been compromised in any way, it will be thrown away. If the package has not been compromised, the bandaids, butterfly closures, and tape will be replaced yearly, and the old adhesive supplies will be used for the summer first aid room.
- e. Supplies with an expiration date (e.g., eye wash, hand sanitizer, medicine, Quick Clot, sting relief pads)—the item’s expiration date will be noted on the inventory list. When there is one year or less before the individual supply expires, it will be replaced with a newly purchased item. The item that still has useful time remaining will be used by the summer first aid room. If the item is expired at the time of inventory, it will be thrown away and replaced but not used for summer first aid.
- f. Packaged supplies—any item that has its package compromised in any way that renders it unsafe to use will be thrown away and replaced during inventory.
- g. Recommended emergency supply purchasing schedule
 - * 10 for emergency supply, remainder for summer first aid use
 - ** One unopened box in emergency supplies, 13 pairs in sealable plastic bags throughout triage bags—any open/older boxes are for summer first aid use
- h. Triage bags—all with multiple pairs of gloves (1 pair per sealable bag)
 - 1) Big Red Bag
 - a) Safety goggles

Item	Quantity	Annually	Even Yrs	Odd Yrs
2x2 gauze	2 boxes			✓
2x3 non-adherent pads	1 box		✓	
4x4 gauze	2 boxes	✓		
Alcohol prep pads	1 case			✓
Bandaids	1 case			✓
Bandaids (2x4)	1 box			✓
*Bandaids, finger tip	30		✓	
*Bandaids, knuckle	30	✓		
Koflex, 4” x 5 yds	36 rolls	✓		
**Gloves, non-latex	2 boxes per size	✓		
Povidone Iodine		PRN		
Rolled gauze, 2” x 5 yds	12 rolls			✓
Steristrips	30		✓	
Butterfly closures	1 box	✓		
After Bite	3 tubes		✓	
Tape, plastic 1”	1 box	✓		
Tape, paper 1”	1 box	✓		
Tape, silk 1”	1 box	✓		
Aloe gel	1 bottle	✓		
Tylenol	1 bottle	✓		
Activated charcoal	1 bottle	✓		
Ibuprofen	1 bottle	✓		
Kaopectate	1 bottle	✓		
Neosporin	7 small tubes	✓		
Bleach	1 bottle	PRN		
Plastic straws		PRN		

- b) Gauze, rolled, wrinkle rolls, 2x2s & 4x4s
 - c) Bandages, 3" ace, 4" ace, 6" ace, assorted adhesive, triangle
 - d) Scissors
 - e) Tweezers
 - f) Head lamp
 - g) Eye patches
 - h) Water-jel burn dressing
 - i) Sterile burn sheets
 - j) Alcohol prep pads
 - k) Benzalkonium pads
 - l) Green soap pads
 - m) Povidone Iodine pads
 - n) Instant cold packs
 - o) Pneumo splints
 - p) ABD pads, large (1) and small (multiple)
 - q) Quick Clot
 - r) Rescue sheet
 - s) Resuscitation masks
 - t) Eye irrigation
 - u) Hand sanitizer
 - v) Tape
- 2) Green Bag #1
- a) Gauze, rolled, 2x2s & 4x4s
 - b) Bandages, ace & triangle
 - c) ABD pad
 - d) Tape
 - e) Scissors
 - f) Cold pack
 - g) Eye pads
 - h) Bio bag
 - i) Pen light
 - j) Bit rite
 - k) Oral airways
 - l) Cannulas, pediatric and adult
 - m) Masks, pediatric (green) and adult
 - n) Generic O₂ tubing
 - o) Neck braces
 - p) O₂ tank
 - q) Hemostat
 - r) BVMs, pediatric and adult
- 3) Green Bag #2
- a) O₂ tank
 - b) Neck braces
 - c) Ambu bags (4)
 - d) Ambu-gun
 - e) Non-rebreathing mask
 - f) Oral airways
 - g) Cannulas, pediatric and adult
 - h) Board braces
 - i) Gauze, wrinkle & 4x4s
 - j) Scissors
 - k) Band-aids

- l) Eye pads
- m) Coflex
- n) BP cuff
- o) Eye wash
- p) Hand sanitizer
- q) Stethoscope
- r) Cold pack
- s) Green pad
- t) Alcohol pads

2. First Aid Kit locations

Archery: Rivertown	Archery: BIR	+Auto shop	Ball shed (game field)
Barn (shoeing area)	Canoeing	+Edge	Fishing (need key)
Hike packs (x2)	ICA	Jed's Quest	++Homestead (under coffee)
+Lake (under shade)	Laundry room	BIR Lounge	Rivertown Lounge
+Metal Shop	Pond	Pygmy Post	Saddlebags (lower tack room)
+Shooting range	Trading Post	Uncle Wally's	Way Station (Registration)
Wood Shop	Maintenance Truck	Horsemanship Truck	++Homestead
SPD Jeep	BIR Jeep	RT Jeep	Stores Jeep/Truck
Hospitality Van/Truck			

+ *High risk area.*

++ *The Homestead first aid kit is used frequently and will need re-stocking more often than other kits.*

- 3. First aid kits, hike/hip packs, and campout bags need to be inventoried and restocked every Saturday during summer camp. The campout bags should also be inventoried and restocked after non-summer paintball camps.
- 4. When supplies need to be ordered, inform the SPD or health supervisor who will place an order online or add the item to town run list.
- 5. Supplies are intended for campers. If a staff member is using medications or supplies regularly, he needs to pay to replace those items.

HEALTH SCREENING

The purpose of this screening is to verify and update the health history received from each camper prior to participation in camp activities and to assure that the camp staff is prepared to respond to the particular healthcare needs of the campers. Counselors will be a part of our health screening process; they will ask about medications as well as recent illnesses or exposures. Ironwood's designated FAP will

- 1. review all medical information from registration forms prior to camper arrival;
- 2. be available at registration for sponsors or guardians of campers to give a verbal update regarding any possible changes or deviations from the medical form previously submitted;
- 3. observe campers for obvious signs of illness, injury, or communicable diseases or conditions;
- 4. collect all medications, vitamins, and supplements to be dispensed during a camper's stay at camp;
- 5. make a notation on each medical form that will be dated and initialed.

HOSPITAL RUN/DOCTOR RUN

- 1. If a situation arises in which the SPD decides that a camper needs to see a doctor, make arrangements with the

vehicle coordinator to take a camp vehicle. Three people must make the trip, so the FAP / staff member will need either the camper's sponsor or another person to travel with them. Maps are in the FAP binder.

- a. If possible, go to Dr. Horton (760.257.4156—home, 760.257.3426—ski school).
 - b. If after 5:00 p.m., Barstow ER will only have one doctor on duty, so it may be faster to go to St. Mary's.
 - c. Be proactive, ask how long it will take, and what is going to be done; otherwise the hospital staff may forget about you.
 - d. Rite Aid pharmacy is open after 7:00 p.m.
 - e. If you take a summer staff member with you, let them know what you expect from them.
 - f. Look for counseling opportunities—the trip may be the best 1-on-1 the camper gets.
2. The FAP should copy the camper's medical information form to take.
 3. The SPD or health supervisor will contact the camper's parent/guardian before leaving if possible.
 4. Minors may not be left unattended in the emergency room or doctor's office; FAP will not wait in the waiting room while minor is back in exam room but may stand outside the exam room if needed (e.g., while an X-ray is being obtained).
 5. After a doctor visit, turn in to the bookkeeping office the camper's original medical form and a copy of the Notification of Injury form which will be started by the FAP or SPD.
 - a. A copy of the camper's medical form will go in the camper's "camper file."
 - b. The original Notification of Injury form will go home with the camper to be used if the family's insurance is exhausted or does not cover expenses. The FAP should give this to the camper's sponsor or parent.
 - c. Log the visit in the First Aid Log Book

INJURED CAMPER

When a camper, visitor, or summer staff is injured, begin an incident form (available on the Telegraph or in the FAP binder). Give completed forms to SPD or health supervisor; they will ask for more details or complete the form.

MEALS

1. The FAP should stay in the Homestead during meal time to pass out any necessary meds. This is the easiest time for counselors to bring campers to the FAP, so she should bring her first aid kit.
2. If a camper/situation needs attention away from the Homestead, the FAP should either find someone else capable of handling the situation or capable of covering for her in the Homestead.
3. Never leave medication unattended.

MEDICAL FORMS

1. Copies of camper medical forms will be provided to the FAP by Friday evening the weekend before campers arrive. When reviewing this information make note of the following:
 - a. Health or Behavioral conditions (e.g., bedwetting)
 - b. Drug allergies—severe allergies (e.g., peanut, bees, the need for epi-pen to be with camper at all times)

- c. Current medications—make note of these medications and look up common side effects. Side effects that may pose a problem in our desert would be photosensitivity (sunlight), lethargy, nausea/vomiting, frequent dizziness, and the need to drink more water.
 - d. Activity restrictions.
2. If there is anything that needs to be reported to the counselor so he/she can be informed when encouraging campers to participate in activities, make a copy of the medical portion of waiver with camper’s name at the top and give it to the cabin assigner; she will give copies to the appropriate counselors with their cabin assignments on Sunday night.

MEDICATIONS

COLLECTING MEDICATIONS

1. Each Sunday night, counselors should turn in to the FAP or transfer to their box in the staff lounge any of their personal medications (e.g., OTC pain relievers, vitamins). If the summer staff member has a prescription, the SPD or health supervisor should be notified for a case-by-case decision.
2. As summer campers arrive, the FAP will collect all medications (e.g., vitamins, Midol, ibuprofen, insulin, diabetic equipment), with the exception of emergency inhalers and epi-pens, which will be returned to the counselor after they have been documented on the PRN (“as needed”) medication sheet.
 - a. The FAP should have a method of communication (e.g., iPod with Voxer, radio) with her and turned on at all times; program assistants will call the FAP to collect camper medications.
 - b. Insulin will be collected and then placed in a locked, refrigerated location.
 - c. Camper medications should remain in the FAP’s controlled possession during this time unless they are in the locked cabinet in the first-aid station.
 - d. To confirm that all medications have been collected, the FAP should ask each counselor at Monday lunch if he/she has any more medications to collect.
3. Record all medications and times needed on different sheets for each camp—each camp has scheduled and PRN sheets.
 - a. On the scheduled medication sheets place a circle in the time slot that a medication is due. (*See Passing Medications for further instructions.*)
 - b. If a medication needs to be given at a time other than a meal choose a slot that is closest to the indicated time, place a circle in that box and write the exact time the meds is due. (*See Passing Medications for further instructions.*)
 - c. By dinner on Monday, PRN medications just need to be listed on the PRN medication sheet in the column next to the camper’s name. There should be no circles designating a time to administer the medication.
4. Instructions for the medication will be on the box or bottle.
 - a. Campers should bring their medications in their original containers, but it does not always happen. If you have any questions ask the health supervisor.
 - b. Sometimes a parent/guardian will send a hand-written note with medications or will give verbal instructions that differ from prescriptions. Any deviation from what the prescription on the bottle or instructions on the box states, will need verification from the doctor. Ask Carol if you have questions.
 - c. Sometime before bed on arrival day, the FAP should look up meds in the drug book and check dosages and side effects; then write down any side effects that would be serious while at camp. Note if dosages are appropriate— they usually are. If the FAP thinks a dose is too much, she should notify the SPD or health supervisor.

PASSING PRESCRIBED CAMPER MEDICATIONS

1. At meals, the Program meal host should announce the FAP for campers to come get their medications; for evening meds, look for campers as they come out of the evening service. Sometimes the FAP may need to seek out a camper to remind him that he has medications to take.
2. Ask the camper his name and find the zip lock bag with his name.
3. Locate his name on the medication sheet and the medication that is due at this time.
4. If he has a medication scheduled, the FAP should have already placed the name of the medication in the column next to his name with circles in appropriate columns indicating the days and times the medication is due.
5. Find the medication in the zip lock bag.
6. Read the instructions on the medication bottle aloud so the camper can hear you.
7. Dispense the medication as labeled on the bottle. Once you have handed the camper his medication, **WATCH HIM SWALLOW THE MEDICINE.** (The FAP should have paper cups and a pitcher of water with her).
8. Place an X through the circle to indicate that it has been given—**if it is not documented, it is not done.** The FAP should always have the book with her when giving campers their meds.
9. When the FAP finishes giving medications for any period of time, she should lock the medications in the provided cabinet in the Homestead. Leaving them unattended is unacceptable.
10. If the FAP needs to leave property for any reason, the SPD will have someone take her place. It is critical that the chart is accurate and up-to-date so that dosage can be continued in the FAP's absence. As much as possible, coordinate a sub in advance.

PASSING PRN MEDICATIONS

1. Before giving any PRN medication to anyone ask if they have any known allergies. If allergies are noted on camper medical forms, the FAP should mark a red line on camper cabin sheet.
2. Any time a camper is given a medication, document it on a medication sheet in addition to a first aid slip.
3. In the columns next to the camper's name, insert the name of the medication and the amount given.
4. The PRN charts has about four slots for each day corresponding to meal times and bed time. Choose the slot that is closest to the current time of day and write the exact time in the slot.
5. Once you have handed the camper the medication, **WATCH HIM SWALLOW THE MEDICINE.** (The FAP should have paper cups and a pitcher of water with her).
6. Place an X through the slot to indicate that it has been given—**if it is not documented, it is not done.** The FAP should always have the book with her when giving campers their meds.
7. Complete a first aid slip to indicate the same information above, as well as the reason for giving the medication, even if the medication was brought from home. If the medication was brought from home, indicate that on the first aid slip.

RETURNING MEDICATIONS

1. During the last meal on departure day of a summer camp, the FAP should return meds to each camper. Broken I eats breakfast on the bluffs, so the FAP needs to plan ahead—it may be easier for the FAP to find junior campers in the Broken I fellowship area after they return from the bluffs.
2. The FAP may administer meds to camper and give instructions to put in luggage immediately, or she may give the meds to the camper's counselor who will get it where it needs to go. The counselor option usually works better.

STANDING ORDERS

1. A&D Ointment—dry, chafed skin; minor cuts and burns
 - a. Cleanse affected area and allow to dry.
 - b. Apply product liberally to affected area.
2. Acetaminophen (generic name for Tylenol)—fever reducer; temporary relief of minor aches and pains
 - a. Adults (tablet form)—325 to 650 mg every 4 to 6 hours or 1000 mg every 6 to 8 hours. Maximum daily dose 4,000 mg.
 - b. Children ages 6 to 12 (liquid)—10 mg to 15 mg/kg/dose. Not to exceed 5 doses in 24 hours.
3. Acetylsalicylic Acid (generic for aspirin)
 - a. We do not keep in the first Aid station.
 - b. It has been deemed unsafe for children under the age of 17.
4. Afterbite—insect bites & stings
Apply to insect bite or sting as soon as possible. Do not scratch at affected site.
5. Antibiotic Ointment or Cream—first aid to help prevent infection in minor cuts, scrapes and burns
 - a. External use only.
 - b. Clean affected area and apply a small amount of product (equal in size to the surface area of the tip of a finger) to affected area one to three times daily.
 - c. May be covered with sterile bandage.
6. Diphenhydramine (generic for Benadryl)—allergic reactions; runny nose, sneezing; itchy, watery eyes; itchy throat, skin rash due to allergic reaction
 - a. Adults—25 mg to 50 mg every 4 to 6 hours as needed, not to exceed 300 mg/24 hours
 - b. Children (6 to 12 years)- 12.5 mg to 25 mg, not to exceed 150 mg/24 hours. Maximum daily dose 30 mg/kg
7. Ibuprofen (generic for Advil & Motrin)—pain reliever, anti-inflammatory (benefit of ibuprofen is its NSAID category. NSAIDs are anti-inflammatory; therefore pain due to a minor trauma would indicate ibuprofen over acetaminophen)
 - a. Adults—200 mg to 400 mg every 4 to 6 hours as needed
 - b. Children (age 6 to 12)—7.5 mg/kg/dose every 6 to 8 hours
8. Tums (trade name for Calcium Carbonate)—indigestion; heartburn; sour stomach
Use according to package directions.

SICK CAMPER/STAFF

1. Educate campers and staff to use the First Aid Station radio to reach the FAP.
2. At the direction of the FAP, food will be brought to any staff/campers in the First Aid Station during meal times. Campers/staff may not leave the First Aid Station to go to a meal unless under the direction of the FAP.
3. Campers
 - a. Any camper assigned a period of time to stay in the First Aid Station must be checked in. The FAP will

need to work with counselors on this process, so she knows when a camper is in Dallas and when he leaves; counselors should not just drop a camper off or take them away without communicating.

- b. Use the Sick Camper Check In form to log campers into the First Aid Station and keep track of how long campers are there.
 - c. Campers should have turned in cell phones and electronic devices when they arrived at camp; they may not use them while in the First Aid Station.
 - d. Campers staying in the First Aid Station should be checked on at least every 45 minutes by the FAP or her designee.
 - e. If a camper stays longer than six waking hours, the FAP should alert the SPD / health supervisor.
 - f. Any camper displaying flu-like symptoms (stomach ache, nausea, vomiting) should have his/her temperature checked and recorded on the yellow sheet—if it's not recorded, it's not done.
4. Staff
- a. If a supervisor is unable to give an ill staff member time or attention, the supervisor should notify the FAP. The FAP will respond as soon as her other duties and responsibilities for the care of campers allows. Send the ill staff member to meet the FAP or keep him in a place where the FAP can easily find him.
 - b. If the supervisor has time to take the temperature of the staff member and determine the extent of the need, he should do so before notifying the FAP. The FAP should be informed of your actions and discoveries but does not need to see the staff member if the supervisor does not discover a temperature or an urgent need.
 - c. If the staff member needs more care than the supervisor has the ability or expertise to give, he may have the staff member lie down in a cool, comfortable spot and encourage him to drink water if fully conscious—the Homestead staff should use the locker room; other teams may find short term solutions near their work site). The FAP has campers and camp schedules as her priority, so consider carefully the urgency of the need and the timing of your call.
 - d. The FAP will take the staff member's temperature and interview him to determine the cause and the severity of the illness when arriving on the scene, even if this has already been done. If the staff member has a temperature, the FAP will take him to Dallas or another isolation room. The First Aid Station is primarily for campers, so a staff member who is not feeling well may have to move in order to make room for a sick camper.
 - e. If the summer staff member needs to sleep, the supervisor has the option of giving permission to return to his cabin until his next scheduled shift. Discernment is needed to determine the urgency of the need and to not encourage or enable a staff member to use poor judgment for use of breaks, nights, and weekends.
 - f. If summer staff member does not have a temperature, he may stay and rest in the locker room or in his cabin; the supervisor may make this call, but the FAP should be informed so that follow up and meals can be done. If a Leadership Live camper (LL) leaves work due to illness, he must check in with the FAP; he may not return to the LL cabin while still ill—no contagions in the cabin or at meals.
 - 1) Contact parents (or have the staff member contact them) if a staff member requires care beyond what is available at the First Aid Station; update parents as needed.
 - 2) May not have their cell phone in the First Aid Station.
 - 3) Look for triggers for repeated visits on different days.
 - 4) If the level of care requested is higher than Ironwood can provide, the individual will be sent home. Permission to return will be needed as we will have looked for a replacement in the meantime.

SPLINTER REMOVAL

1. When removing splinters, clean the location of the splinter and the tools to be used to remove the splinter with rubbing alcohol before attempting to remove the splinter.
2. After the splinter is removed, repeat the cleansing of the location of the splinter and the tools used for removal.
3. If the removal of the splinter is extensive and/or included any blood or body fluids, dispose of the sharp tools appropriately.

POLICIES & PROCEDURES

BULLYING

1. Bullying will not be tolerated. During camper orientation in our junior high and teen camps, we will make clear that we have a zero tolerance for bullies. All counselors will tell their campers that they are at camp this week for the camper and that the campers should feel confident to bring any needs or concerns to their attention. Their counselor should never promise to keep anything a secret but may assure the camper that only the people who need to know will be told. This will be taught in staff training. If any camper feels unsafe because of another camper's behavior or threats, the bully may not remain at camp. If one camper harasses or negatively impacts the experience of another camper, that bully may not remain at camp.
2. The above statements will be made, but our hope is to create an environment where inappropriate behavior is noticed by adult staff members before it gets to a point of a camper needing to be sent home. We will endeavor to work one-on-one with campers on both sides of any conflict to teach appropriate strategies for resolving conflict and reporting wrongs. We will use counselors in the cabins and on duty at all activities to notice and prevent bullying. Program assistants will provide additional support, and program directors and camp speakers will meet one-on-one with campers whose behavior or responses are repeated or deemed excessive by counselors or program staff.

CAMPER DISCIPLINE

In keeping with our mission to use each part of our program and setting to create a place of decision in the areas of salvation, full surrender, and consistent Christian walk, we will watch for and view each discipline situation as an opportunity to accomplish this. The principles of loving others and speaking with kindness are foundational to all that we do as Christians and will be taught to our campers. *Ephesians 4:31-32; Colossians 3:8-17; Titus 2:6-3:6; 2 Corinthians 6:1-10; 2 Peter 1:5-9.*

CAMPER ORIENTATION

Keep in mind the question "What do they need to know to have a successful camp experience?"

1. **Welcome:** Set the tone of camp with your enthusiasm matched to their age.
2. **Names:** Start learning the names of the campers. In small groups you should have them all tell you their names in one manner or another.
3. **Nobody Rules:** Explain the rule with a fun flair.
4. In addition: Stay in a supervised area at all times. No bullies will be tolerated, everyone should have fun and feel safe at camp. (depending on age of camper and season of camp, consider teaching them about rattlesnakes and scorpions and what to do if you see one.)
5. **Hand out the Schedule:** Talk through the schedule with them highlighting what they need to know. Explain the bell, meeting places, process of entering the homestead for meals, etc. Talk through the schedule teaching a person who has not been here what they need to know.
6. Tell them the place they meet for meal times and the process of standing at the table and waiting for a song and prayer.
7. Cabin Inspection: how to win.
8. Catch a lizard: (depending on season you may offer a reward but make sure that they know that no creatures can go home with them.)

9. Find a treasure: make sure that they understand the history and our goal of preservation. No antiquities should be collected for personal use.

CHILD ABUSE

1. Definitions of Child Abuse

- a. **Physical Abuse:** This form of abuse involves physical injury to a child, where it is known or suspected that the injury was deliberately inflicted.
- b. **Sexual Abuse:** This is the use of children by others for sexual gratification. It can take many forms and includes rape and other sexual assaults, allowing children to view sexual acts or to be exposed to or involved in pornography, exhibitionism, and other perverse activities. It is the involvement of dependent, developmentally immature children and adolescents in sexual activities that they do not fully comprehend and to which they are unable to give informed consent.
- c. **Emotional Abuse:** This is the adverse effect on the behavior and emotional development of a child caused by persistent or severe emotional ill treatment or rejection.
- d. **Neglect:** Neglect involves the failure to provide the care, food, and physical conditions, including protection from danger, which will allow a child to develop normally. Children can be neglected intentionally or unintentionally. Unintentional neglect may be due to an insufficient awareness and understanding on the part of the parents/guardians of their children's health, nutritional, or developmental needs.

2. **How to Recognize Child Abuse:** No one indicator should be seen as conclusive evidence of child abuse in and of itself, but must be seen in the context of factors and consideration of a combination of factors and consideration of the particular family and/or situation must be taken into account.

These indicators are common to all forms of abuse. They may also occur in other situations where abuse has not occurred.	
• Overly compliant behavior	• Acting out aggressively
• Reluctance about home	• Poor peer relationships
• Inability to concentrate	• Sleep disturbances
• Regressive behavior	• Withdrawal
• Suicidal or self-destructive	• Depression
• Lack of trust	• Non-participation

a. Indicators of Physical Abuse

- 1) Bruises (black eyes, ears, buttocks, back of thighs), human bites
- 2) Burns (circular sores or scars from cigarettes)
- 3) Mouth injuries
- 4) Limb injuries for which no medical attention has been sought

b. Indicators of Sexual Abuse

- 1) Sexual preoccupation/compulsive behavior
- 2) Self-mutilation
- 3) Hints about sexual activity or inappropriate seductive behavior

- 4) Suicide ideation/attempts (Thoughts of suicide must be handled right away. Please report to the Camp Director or Senior Program Director immediately).
 - 5) Sexually aggressive behavior with others
 - 6) Fear of bedtime
 - 7) Excessive attachment to adults
 - 8) Unusual reluctance to join in normal activities involving the removal of clothes, i.e., swimming.
- c. Indicators of Emotional Abuse
- 1) Severe behavioral problems
 - 2) Inability to play
 - 3) Excessive sadness or fearfulness
 - 4) Indiscriminate attachment
 - 5) Failure to thrive
 - 6) Loss of self-esteem
- d. Indicators of Neglect
- 1) Hungry, underweight, begging for or hoarding food
 - 2) Uncleanliness or poor hygiene
 - 3) Untreated illness or injury
 - 4) Unsuitable clothing
 - 5) Withdrawal, chronic pessimism, voluntary mutism (electing not to speak even though there are no physical barriers to speech)
 - 6) States there is no caregiver
3. WHAT DO YOU DO WHEN A CAMPER DISCLOSES OR YOU SUSPECT ABUSE/NEGLECT? If you suspect a child may have been abused, or a child discloses to you that they have been abused (at home or while at camp), we have a legal obligation to report it. Please follow these steps:
- a. *Listen*-Listen to what is being said without displaying shock or disbelief. Please don't ask any questions. We ask that you don't solicit any information. Never promise at any time, that you can keep a secret. If camper asks you to promise, state: "I can't promise that I'll keep a secret but I do want to hear what you have to share." Report it to the Camp Director or Assistant Director immediately.
 - b. *Reassure*-Reassure child, but only so far as is honest and reliable (don't make promises you may not be able to keep like "Everything will be okay now"). Say, "I am glad you told me. I believe you."
 - c. *Record-Make* some notes right away, recording actual words used, statements made, observable and nonverbal behavior.
 - d. Director or Senior Program Director will report the incident to the authorities if appropriate. Under no circumstance should anyone report an incident without notification and permission of the Director and program director.
 - e. Do not discuss with other staff members. Confidentiality is crucial.

PHYSICAL CONTACT GUIDELINES

1. Appropriate
 - a. Sitting beside children
 - b. Lightly and briefly patting a child on the back or arm.
 - c. Holding hands or interlocking arms (when age appropriate)
 - d. Gently ruffling a child's hair
 - e. Combing, brushing or braiding of hair (please don't share combs or brushes)
 - f. Hugs-if requested or initiated by camper. (When hugging a child, make sure you are leaning to their level or for smaller children drop to your knee before hugging) The duration of a hug should be 3 seconds or less.

If you see a child withdrawing or pulling away, provide less physical contact and respect the child's greater need of body space.

2. Inappropriate
 - a. Lap-Sitting
 - b. Playing rough (wrestling or anything that leaves a mark)
 - c. Pulling arms, pinching, hitting
 - d. Placing hand on the back of a child's neck to guide
 - e. Forcing a hug on a child
 - f. Allowing a child to lie down beside you on the bed or lying down beside a child in their bed
 - g. Back rubs
 - h. Kissing the child anywhere on their face or body
 - i. Physically guiding children where you want them to go
 - j. Shoulder rides
 - k. Piggy back rides

CONFIDENTIALITY AND EMPLOYEE CONDUCT

1. Staff need to treat all camper information as confidential and only use such information in a professional manner.
2. To protect the identity of our campers and their families, you may not post photographs or video clips of campers and their families online nor may you cite campers and their families by name in the internet. Use of Ironwood's name or images must be approved by Ironwood. This includes any use of the Ironwood name within social networking websites and any other sites.
3. While working at Ironwood, your conduct both in and outside of camp will be a reflection of our camp. All information concerning staff of campers should not be discussed outside of the Ironwood staff.

LIFEGUARD IN-SERVICE TRAINING AND OBSERVATION

1. All lifeguards who guard deep water (over chest deep on an adult) at the Ironwood Lake or Pond must be American Red Cross Waterfront Lifeguard trained.
2. Lifeguards who guard shallow water at the Ironwood Lake or Pond may be American Red Cross Lifeguard or Waterfront Lifeguard trained.
3. In-service training will be conducted by American Red Cross Waterfront Lifeguard instructor(s) to test understanding of rules for lake/Pond activities and procedures for water emergencies; this includes having staff children participate in first-day of camp scenarios at the lake/Pond and lake/Pond activities.
4. An American Red Cross Waterfront Lifeguard instructor will periodically observe on-duty lifeguards during camper/staff swim times and discuss necessary adjustments with them.

MODESTY RULES

1. Four C's
 - a. Competent
 - b. Conservative
 - c. Clued in
 - d. Coordinated
2. Modesty—one goal is to draw the focus of others attention to our faces so that we will have the opportunity to talk with others about important things, eternal things (consider the cut of your necklines and the graphics on your shirts and evaluate where the eye is drawn.)
3. Preferring others is the motivation for modesty. We want to not cause offense or be a stumbling block.
4. Practical—consistent, definable, enforceable (nothing is magical about the knees that causes everything above the knee to be immodest and everything below to be modest but here at camp we chose the knee as an easy and practical guideline...everyone has knees!)
5. Appropriate—same thing modest for shopping, not modest for games or leaning over. You should dress appropriately so that you are able to serve others and to not draw attention to your clothing. You wouldn't wear a formal gown to magic mountain, you wouldn't wear pajamas to church but both outfits would be modest in the appropriate setting. So consider the following...
 - a. Necklines-not too low, most of the activities we do are active enough that a low cut neckline will reveal too much if you lean over.
 - b. Underwear-we don't want to see any. A couple years ago it was really in style to have your bra straps showing, this year it is the short shirts and low waisted pants so that your underwear shows in back. Help each other out and give your shirt a little tug down when you sit.
 - c. Length (knees for skirts/shorts, cover skin for shirts)
 - d. Tightness (both tops and bottoms-not so tight that we reveal what is underneath)
 - e. Midriffs-no skin showing. This is usually not an issue when you are standing up but becomes a problem when you sit down or jump up. Be especially conscious of this when you sit down (backs/underwear show during chapel and at meals because of the open backs to our chairs...this is especially important if a boys cabin is sitting behind you in chapel.)

1. Guys are distracted and tempted through their eyes. You would not want to be the cause of a boy not being able to hear the message because he was having to battle his thoughts because of your clothing.
2. Swimsuits – modest even when it is just girls so we have a few extra guidelines for the lake...mostly because defining a modest suit is a little difficult. We aren't trying to tell you that you have to wear shorts and a tank top over your swimsuit in order to be modest but we would love to have the opportunity to challenge your thinking on the subject.
3. Be sure to ask your counselors lots of questions and if you have any concerns about not having enough clothing that fits the guidelines we will be happy to help you with that. Have the best week of camp ever!!! You are dismissed.

NEXT CAMPS

1. Look ahead
 - a. Camps 3 ½ -4 weeks out: camp coordinator should review the previous years evaluation, contract from outlook, worksheet from scout and make a final call to the group so that deadlines can be met. (No deadlines for meetings or schedulers but these tasks are critical to the success of the next three weeks.)
 - b. Camps 2 ½-3 weeks out: camp coordinator come prepared with camper schedule, work schedule, goals, needs, prayer requests (time for adjustments before camper/work schedule is due to the common scheduler—Thursday 5 pm)
 - c. Camps 1 ½-2 weeks out: camp coordinator come with the camp schedule needs and adjustments, initial details on name tags, camper handouts, etc.
 - d. Camps next week: bring camper booklets and nametag samples for proof reading, bring list of items to delegate, stage ideas, needs for games/props/etc.; report from updated numbers and recent contact with group contact regarding adjustments to work schedule. Brainstorm on details, ask questions!
 - e. Camps this week: camp coordinator come with staffing and program needs, adjustments, and prayer requests
1. Look back
 - a. Camps in the last week: camp coordinator come with evaluations done, events put away and any lessons learned that the team can benefit from.
1. Program Manual review: Philosophy and Procedures
2. On the Horizon: Summer Program updates from each team; new projects or building ideas, items and ideas that we are researching
3. Program Brainstorm: Adjustments, Evaluations, Facility, Dreams

SEARCH OF PERSONAL BELONGINGS (CAMPER)

1. In consideration of the health and safety of campers and staff, Ironwood reserves the right to search all personal belongings of any and all campers who attend camp.
2. If any staff member has reasonable or probable cause that a camper is in possession of and/or concealing any illegal substance, weapon, stolen property, or any other possession that violates the camper code of conduct, the Director, Senior Program Director, and/or designee(s) have the right to search camper belongings and perform an inventory of belongings. If a search is performed, the Director and/or Senior Program Director will determine the appropriate time and place and will have the camper in question present during the search if appropriate. Failure to comply could result in early dismissal from camp.

SEARCH OF PERSONAL BELONGINGS (STAFF)

1. In consideration of the health and safety of campers and staff, Ironwood reserves the right to search all personal belongings of any and all staff members.
2. If there is reasonable or probable cause that a staff member is in possession of, and/or concealing any illegal substance, weapon, stolen property, or any other possession that violates camp policy, the Director, Senior Program Director, or designee(s) has the right to search personal property in the presence of the suspected staff member. Each staff member is expected to cooperate as a condition of employment. Failure to do so could result in termination.

SPONSOR/ADULT VOLUNTEER ORIENTATION

PREPARATION

Have room prepared, gather the appropriate amount of schedules, etc., for the group from the camp coordinator, and discover from the camp coordinator any names or an overview of the goals of the group, specifics about the program, etc.

THANKS

1. Sacrifice, love, follow-up
2. We are a tool of ministry for your church/school/family.
3. We are here to serve you, but in order to succeed in our goals we need your help with 3 key areas: safety, fun, and spiritual impact.

SAFETY

1. “**Safety demands supervision**” during free time, during night time, 24 hours/day—briefly address issue of child abuse: counselors never alone in a building with one child, 3 person rule, sandbox/fellowship area. If we can keep them supervised we can keep them safe.
2. Safety involves both physical safety and emotional safety too.
 - a. Emotional safety—no bullies are tolerated. This requires you to be alert, and means that you should be in the cabin when they are changing from swimming etc. Set the tone right away, acceptance, trust—no swirlies, underwear pulling, etc. No crude talk or innuendos.
 - b. Physical safety—most of our activities are not locked up, because we plan supervision into our program, we don’t ever want to assume they will have mature judgment or to leave their safety in the hands of the least mature child in the group.
 - c. Tell them that our staff carry phones—they can find a staff member in Rivertown or go to the Homestead or registration office during office hours. After hours the best method is a cell phone; check to see who has one and have them add at least one Program contact (Carol’s 760-953-2789 and any other person you choose). This is for both accidents and any other concern (no hot water, no electricity, etc.).
 - d. Explain that we want to be included in decisions regarding first aid or illness. Ask them to call us and then allow us to call 911—for our ability to give immediate care (EMT on staff with ability to give quality first response) and ability to quickly describe location/meet responders at gate and give answers regarding incident.
 - e. Tell them we would like to be in the loop even before the parent is called because we have some information that the parents will want/need. Our experience is that a careful communication is essential to a good relationship both now and in the future so we really need to be in that first communication to the parent.

- f. Explain incoming call procedures, incoming calls go to office and then to the on-call cell phone.
- g. Ask if they have any questions about procedures or personnel. Invite additional questions at any time.
- h. A good night's sleep is important for safety.

FUN

Program, food, schedule is designed with the goal of the camp and age of the campers in mind. Not about adults (for instance in the games, e.g, counselor hunt, we want the kids to have fun...so they need to have some success, our play is for the purpose of their fun not our winning).

In order to have fun, they need to sleep at night (discuss strategy for getting the cabin to sleep) give them your expectation, have a plan for discipline, follow thru with your plan. Believe that "opportunities" are created for meaningful one-on-one through consistent and loving accountability. If you have a good plan you will save yourself much frustration and be able to have ministry.

1. Meals—explain meal procedures (adult at each table, buffet, ask a server for anything you need, wait at the table for instructions and dismissal, bathroom breaks done before or after meal is ideal). We will meet you at the door (tell them which dining room if you know it). Again, keep them all seated together, teach them about conversation and a good family style meal atmosphere that they don't all get in our society today. A good meal time takes some effort on your part. Etiquette and manners have to be taught.
2. Schedule—go over the schedule. Point out a couple things: cabin cleanup during breakfast. Early morning hike option (discuss supervision—we have one staff member going, they need at least one additional adult and a ratio of one to 15 total. Also allow supervision of campers remaining at camp.)
 - a. Trail ride signup at the snack shop.
 - b. Any other unique things.
 - c. For each facility, discuss the overlap options and the need for supervision.
3. Horseplay—sometimes fun turns into horseplay and something is damaged.
 - a. One of the things that the campers are hearing right now during their orientation is that if something is broken during horseplay they will need to pay for the damages. Drywall, hollow core doors, toilet tanks are the most common—let us know right away and we will try to get a reasonable estimate on the cost of repairs. We have found that this is a good teachable moment for responsibility and accountability.
 - b. Most of these situations are preventable with supervision so that is still our goal.
 - c. Some things just break or wear out, so let us know and we will communicate to our maintenance team.

SPIRITUAL IMPACT

Spread out during the services so you can handle discipline and questions (where is Isaiah?) from the audience (as opposed to platform handling that), watch for hands and movement during invitations, be prepared for follow-up discussions

1. Explain philosophy of distractions: conversations, reading books, cell phones, etc.
2. Explain the impact of practical jokes on the spiritual aspect of camp. It becomes the focus of thought and energy, it spirals out of control, it is against our rules because of our experiences with it over the years. Don't let it happen! If you wanted or came prepared for something like that let us know, and we will be creative together in a way to use what you have in a helpful way.
3. Be prepared to counsel. Explain how an invitation would work if we are preaching. If time allows, talk about components of counseling, how to have one-on-one, etc.
4. Introduce the speaker to the group.

WRAP UP

1. Ask for questions. Assure them that we are anxious to meet their needs and to let us know how we can serve them better. If anything that is said or done bothers you, don't hesitate to let us know, our staff have a real desire to meet your needs and we have been praying for your group.
2. Ask for special needs of group (Physical and Spiritual).
3. Pray together.

TOOLBOX INVENTORY (RIVERTOWN)

Date of Inventory _____

Inspector _____

Inventory	Lid	Box #1 (YELLOW TOP)
		7 1/4" SAE Sockets (3/16; 11/32 [2]; 5/16; 3/8; 7/16; 1/2)
		12 1/2" SAE Sockets (1/4; 5/16; 3/8; 7/16; 1/2; 9/16; 5/8; 5/8 Long; 11/16; 13/16; 13/16 Long; 7/8)
		Stanley 6-in-1 Screwdriver
		16' Tape Measure
	Tray	14 SAE Wrenches (1/4; 3/8; 5/16; 7/16; 1/2 [2]; 9/16 [2]; 5/8 [3]; 11/16; 3/4 [2])
		1 HEX Key Tool
		1" Brush
		1 Pruning Shears
		T50 Staple Gun (3/8") & Staples
	Bottom	1 Claw Hammer
		1 Roll of Duct Tape
		1 Flashlight
		1 Scraper
		1 Round File
		2 Utility Knives
		1 Wire Brush

		Box #2 (BLACK TOP)
	Lid	6 1/4" Metric Sockets (6mm; 7mm; 8mm; 9mm; 10mm; 12mm)
		11 1/2" Metric Sockets (12mm; 13mm; 14mm; 15mm; 16mm; 17mm; 18mm; 19mm; 20mm; 21mm; 22mm)
		Assorted Wire Nuts
		Spare Utility Knife Blades
		6 Stanley Screwdrivers (2 PH; 4 FH)
	Tray	16' Tape Measure
		12 Metric Wrenches (6/7mm; 6mm; 7mm; 8mm[2]; 10mm; 12mm; 14mm [2]; 17mm [2]; 19mm)
		3/8" Nutdriver
		2 Large FH Screwdrivers
		2 Small Screwdrivers (1PH; 1FH)
	Bottom	1 Speed Square
		2 Wire Brushes
		3 Utility Knives
		1 Chisel
		1 Round File
		12" Ruler
		1 Roll of Duct Tape
		1 Flashlight
		Assorted Wire Connectors
		1 Claw Hammer

Inventory		Box #3 (SMALL)
		10 PH Drill Bits
	Top	2 Drive Guides
		10 pc. Drive Bit Set (4 PH; 3 FH; 2 HEX; 1 1/4")
		13 Assorted Drill Bits
		3 FH Drill Bits
		Stanley 6-in-1 Screwdriver
		Spade drill bits (3/8 [2]; 1/2; 5/8; 3/4 [2]; 1"; 1 1/8; 1 3/8)
	Bottom	Mason String
		1 Needle-nose Pliers
		Assorted HEX and TORX bits
		1 Flashlight
		1 Wire Cutters
		1 Claw Hammer

		ADDITIONAL TOOLS