



## Chaperone Manual

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*Almighty God envisioned a world of beauty and harmony, and He created it, making every part an expression of His freedom, wisdom and love (Gen 1: 1-25)*

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Dear Chaperones,

First off, THANK YOU! It means a lot to me and my staff that you have taken time out of your busy schedule to be a chaperone. I appreciate your desire to support your student and school. A chaperone has many responsibilities when participating in the CYO Environmental Education program. You will be in charge of a cabin group throughout the session and be assigned to an exploration group lead by an EE staff member during the day. There will be many great opportunities for you learn and participate right along with the students. You are encouraged to be involved and support them as they are participating in new activities.

In order to have a fun and successful Environmental Education experience I have organized a packet full of helpful information about camp procedures and chaperone expectations. Please take time to carefully read through this manual prior to your experience to gain a better understanding of the unique role a chaperone has at EE. If you have any questions before the trip or during the trip feel free to contact myself or your classroom teacher.

I hope you find this program to be rewarding for your own child, all the students from your school and yourself.

Sincerely,



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## Camp Hamilton Facilities

Camp Hamilton is a 570 acre wilderness camp which includes 80-acre Lake Hannan and adjoining ponds. Two 1,400-foot Cascade foothills border the lake protecting this unique wilderness area. Currently all of our buildings (including cabins) are enclosed with heat and electricity except for a few outlying shelters used as dry space during inclement weather. There are four permanent cabin villages, three village shelters, a multipurpose building with auxiliary kitchen, dining hall, and a heated chapel. Additionally, there is a shower house, beach/swimming area, campfire amphitheater, half-acre garden, and various other buildings and structures.

**Washougal** – This village is a group of 5 cabins that sleep 10-12 people in each. There is a loft space for chaperones or campers. There are centrally located outhouses and spigots for washing up and brushing teeth.

**Klickitat** – This village is a group of 4 cabins that sleep 12-14 people in each. There is a loft space for chaperones or campers. There are centrally located outhouses and spigots for washing up and brushing teeth.

**Klamath** – This village is a group of 4 cabins that sleep 8 people each and one central cabin that sleeps up to 12 people. There are centrally located outhouses and spigots for washing up and brushing teeth.

**Shower House** – An enclosed, heated and lighted shower house has showers for students and chaperones as well as sinks and mirrors.

**Wishkah** – This village is where camp staff and teachers live.

**Whitaker Longhouse** –The longhouse serves as a meeting space and rainy day location for field studies as well as a resource room.

**Discovery Lodge** -- This new building is a huge asset to our Environmental Education program. The office, kitchen, dining hall are all a part of Discovery Lodge. Eventually the lower floor will have sleeping accommodations and showers.

# CAMP HAMILTON



# Camp Hamilton Practices

**Arrival** – Schools arrive and unload in the upper parking lot, which is located just past the main entrance of Camp Hamilton. A staff member will help direct traffic to and from the parking lot. Once in the parking lot, students and chaperones unload their luggage from vehicles into designated areas. From here, staff will deliver luggage to cabin villages. Once luggage has been unloaded, a Teacher-Naturalist (commonly referred to as TNs) will assist classroom teachers in leading students and chaperones on a tour of camp, ending at their cabin village.

**Lunch & Opening Meeting** – After everyone has a chance to settle into cabins, all participants gather together for lunch on the beach (the rain location is Discovery Lodge). At the conclusion of lunch there are two opening camp meetings, one for chaperones and teachers and another for students. Both cover similar information, but are geared to their audiences.

**Stewards** – At each meal held in Discovery Lodge (breakfast and dinner), a cabin is assigned to help set tables; they are known as stewards for that meal. The cabins that are assigned to stewards are listed on the master schedule and will also be announced in the opening meeting. If assigned to breakfast stewards, cabins should arrive 15 minutes before morning reflection. Dinner stewards should meet at Discovery Lodge 15 minutes before the meal.

**Meals** – Mealtime is an important part of the day at camp! It is one of the few times when the entire camp population gathers together. Students have the opportunity to learn the value of meal etiquette during their stay at camp. Meals served are well-balanced, nutritious, and taste good. All participants meet outside on the porch of Discovery Lodge and wait until a staff allows them in. Seating will be assigned randomly so tables will include a different mix of eight people for the week. At camp we use unique and participatory graces before and after each meal. The graces we use hang on banners for all to see. As the adult at your table please refrain from cleaning up the table until it is announced by a staff member. We do this to ensure the kitchen is ready to receive leftovers and dishes. Also, take advantage of this opportunity to teach students the responsibilities of clean-up.

**Details** – After dinner students are dismissed into exploration groups. Each exploration group has a meeting location. Groups are assigned “details”, which are simple chores to help keep camp in working order. Details are a great learning opportunity for students to experience what it takes to support the larger camp community. A TN will assist the students with the detail and then lead students to evening reflection.

**Field Studies** – TNs lead student exploration groups – the Teaser Trek on the first day, a 5 ½ hour ecology hike on full days, and a closing activity on Friday. This valuable time for learning is spent on trails, the lake, the wetlands, and in the garden. Hikes leave immediately after breakfast and lunch is a sack lunch on the trail. TNs provide instruction around curriculum

that makes learning fun and meaningful. The hikes take place rain or shine, so all participants will have to come to breakfast ready for the weather. Hikes conclude at the Discovery Lodge. For more information about field studies check our website: <http://www.ee.seattleoyyam.org>.

**Snack** – The kitchen provides snack every afternoon at the conclusion of the daily field studies. TNs bring students back to Discovery Lodge and distribute snack to their group. During snack, chaperones may leave their groups to take a break until the conclusion of choice time.

**Morning and Evening Reflection** – TNs will provide the structure for the reflection times for the entire camp community. Students may be asked by the Teacher-Naturalist to assist in making this time a meaningful opportunity for spiritual enrichment. Each reflection will be unique and may include songs, readings, stories, quiet time, and prayer. Check the night before to see if any students from your cabin have morning reflection so you can prepare your cabin to be ready if a student needs to arrive a little earlier.

**Campfire** – Campfire is a time to unite for fun, relaxation, and to create life-long memories of camp. Students are all too often the passive recipients of entertainment – TV, radio, movies, and too seldom they are called upon to provide their own fun. At camp we ask every child to participate in the campfire program. . Campfire will be held at the Campfire Circle if weather permits or indoors. Students sit in their cabin groups and are supervised by their cabin chaperone(s). EE staff leads songs, and students are welcome to suggest songs, sing songs or perform skits. Songs and skits should avoid any hint of inappropriateness. Specific topics to avoid: race, negative religious connotations, sex, violence, and bathroom humor. All songs and skits need to be pre-approved by a teacher.

**Cabin Time** – Much of the social learning that occurs at camp happens during cabin time. Evening and daytime cabin time is a time students spend in and with their cabin. Chaperones supervise this semi-structured time under the leadership of the classroom teacher. Chaperones live in the cabins with the students and lead them as they get ready for the day and as they get ready for bed. Chaperones make sure that all the students are prepared for upcoming activities including proper clothing. At night, the chaperone(s) sleep in the cabin with the students and facilitates their going to bed. Bedtime stories are encouraged; however, frightening stories are not conducive to the emotional safety of students and are not allowed under any circumstances.

**Choice Time** – Students have the opportunity to select from among five or six choice activities in the afternoon after their field study. CYO staff lead 3-5 various activities, which always includes canoeing. Classroom teachers each provide one other activity. These activities are generally fun in nature with an emphasis on recreation. The number of participants in some activities may be limited. Choice Time is generally since as break time for chaperones. This is your opportunity to relax and have some personal time away from

students. You may choose to participate or lead an activity if you wish, but it is not required. Please meet your cabin at Discovery Lodge at the conclusion of choice time.

**Shower Times** – In the mornings and evenings the shower house can be used by students. Adults should not use the shower house any time that students are using it. There are “Adults Only” signs that should be placed on the appropriate side of the shower house that is being used. Each full day, the afternoon cabin time is devoted to a specific gender. The first afternoon is typically for girls and the second for boys. During this time the both sides of the shower house can be used. Check the sample schedule for how the time is divided up by schools to avoid wait lines.

**Night Hike** – A night hike can be a magical and exhilarating activity. At EE, the night hike is designed to help campers acclimate to the wilderness after dark in a safe and supportive setting. It helps campers develop an appreciation of their senses as well as a perspective on how many of the earth’s creatures live their lives. As a chaperone, please help the TN keep the group together, respectful and calm during the hike. Please refrain from any scary comments and be supportive to students who seem nervous about the experience.

**Liturgy** – One formal liturgy is held during the week. (The time is variable depending on the availability of visiting priests.) Under the leadership of the TN, student exploration groups contribute to the liturgy by providing music, decorations, readings, prayers, and offertory gifts.

**Say-Hey-Sahalee!**

This is the Camp Hamilton cheer. Instead of clapping we shout the camp cheer when someone accomplishes something, or deserves our recognition. In CYO tradition this phrase means “good, good, very good.”

**Departure** – Following lunch on the last day, schools are dismissed from Discovery Lodge to depart from camp. A couple EE staff will accompany your school to the upper parking lot to make sure luggage is loaded and help direct traffic.



## Sample Schedule\*

Tuesday	Wednesday	Thursday	Friday
10.00 Arrive/ Move into Cabins 11.45 Lunch 12.00 Opening Meeting	7.30 Wake Up 8.00 Morning Reflection  8.15 BREAKFAST  9.15 Field Study II	7.30 Wake Up 8.00 Morning Reflection  8.15 BREAKFAST  9.15 Field Study III	7.00 Wake Up/Pack & Clean 7.30 Move out of Cabins 8.00 Morning Reflection  8.15 BREAKFAST  9.15 Field Study IV  11:00 Mass
12.30 Field Study I   4.30 Snack 4.45 Cabin Time	2.45 Snack 3.00 Choice time  4.30 Cabin Time/ Girls Shower 4:45 St. Joes 5:10 Holy Family 5:35 Holy Rosary	2.45 Snack 3.00 Choice time  4.30 Cabin Time/ Boys Shower 4:45 St. Joe 5:10 Holy Family 5:35 Holy Rosary	12:00 Lunch   1:00 Departure to School
6.15 DINNER & details   7.45 Evening Reflection  8.00 Campfire 9.15 to Cabins 10.00 Lights Out	6.15 DINNER & details   7.45 Evening Reflection  8.00 Night Hike 9.15 to Cabins 10.00 Lights Out	6.15 DINNER & details   7.45 Evening Reflection  8.00 Campfire 9.15 to Cabins 10.00 Lights Out	

Stewards	(come to Discovery 15 min early)
Tue Dinner	Washougal 5
Wed Breakfast	Klickitat 1
Wed Dinner	Klamath 1
Thurs Breakfast	Washougal 3
Thurs Dinner	Klamath 2
Friday Breakfast	Klickitat 4

\*Please note that this is not an official schedule. Times of meals, Mass and other activities may be different for the session your school attends. A final schedule will be emailed to you before your arrival at camp.

# Chaperone Job Description

## Essential Qualifications:

- Desire to work with children.
- Ability to effectively communicate with students, classroom teachers, director, staff and peers.
- Willingness to live and work in a rustic setting.
- Ability to walk long distances in the rain, mud, uneven surfaces, etc.

## Before Camp:

- Meet with classroom teacher to learn procedures and expectations for camp.
- Complete Washington State Patrol Criminal History Information Form.
- Complete appropriate Health History and Emergency Contact forms.
- Read the Chaperone Manual and become familiar with its contents.

## Camp Life Responsibilities:

- Supervise 8-10 students during cabin times with assistance from classroom teachers, and other chaperones.
- Assume the responsibility for the health and welfare of your cabin group including daily personal hygiene and cabin living tasks.
- Serve as a table leader at all meals, stressing table manners, quiet conversation, and appropriate behavior.
- Continually role model appropriate behavior.
- Assist CYO staff with facilitating stewards (table setting, dishes, sweeping etc.)

## Field Study Responsibilities:

- Keep track of students' behavior.
- Serve as a sweeper (bring up the group from behind).
- Participate fully while remembering camp is for the student.
- Confer with the classroom teachers about any behavior or discipline problems that persist.

## Responsible to:

- Classroom teacher

## Cabin Time

Make sure to set expectations of conduct in your cabin. Discuss the importance of the cabin with your students. It will be their home for the week, it is very important that everyone feels safe and comfortable here. It is a place to share rest and prepare for the next activity. Make sure the following norms are discussed and agreed upon in your first cabin gathering.

- No put-downs
- Respect
- Confidentiality
- Active listening when someone is speaking
- Visitors are only welcome outside of the cabin
- No looking into other cabin windows
- No food or drink in the cabins
- No raiding
- Turn lights and heat off when you leave the cabin

## Field Studies

During the majority of the day, students will be in Exploration groups with a CYO Teacher Naturalist. Your role is to assist the TN throughout the field study. Assisting may involve helping with equipment, supervision, and most importantly – encouraging the students. Please remember that it is important for the students to make discoveries for themselves. Don't be afraid to say, "I don't know, what do you think?" Also, be involved! Participate as much as you would like in the field study, but we ask that when a question or problem is posed, allow students to answer it before you do!

## Be a Role Model!

- Sit among the students in large group gatherings. When you are nearby, students can follow your example and enjoy your company.
- Follow all the directions yourself. For example, if the group leader asks for quiet, be quiet yourself.
- Show the students how to get involved in the activities. Jump right in!
- Uphold the CYO norms in all situations where children are present. These norms are created to teach children positive ways to relate to one another. Show the students how to be kind and respectful of others.
- Use appropriate language at all times.
- Please make certain topics of conversation inappropriate. There are aspects of your life that are personal business. Let your cabin group know they need to respect your privacy. Never introduce or speak about these issues with your students:
  - Your personal sex life
  - Reference to drug or alcohol use
  - Violence in your life
- Never get involved with behavior or conversations which you believe would be unacceptable to the child's parents.

## Keeping Students Happy and Healthy

Our philosophy at CYO is one of growth directed through gentle leadership. This means:

- There will be a constant atmosphere of adult availability to students.
- Staff and Volunteers will listen and speak respectfully with students.
- No physical, verbal, or mental abuse will be tolerated towards students, teachers, chaperones, or CYO staff.

The thought of disciplining someone else's children – especially if you've never met those children before – can feel awkward, or sometimes even intimidating. Chaperones need to overcome that concern, however, because they may be called upon to deal with a difficult student in their cabin. Keep in mind that virtually every child likes and respects you for being a non-anxious leader with clear boundaries than for being an easy pushover.

There are basically two reasons to discipline:

- To punish the offender for bad behavior.
- To train or educate in ways that correct and strengthen the offender.

At CYO, we believe in the second reason and hope that every situation that calls for discipline is seen as an opportunity to teach children about their own power to make positive choices in their lives. As a partner with the Archdiocesan Schools, we at CYO want to be consistent with the schools' character education initiatives. It is important to us that the students will realize that

- their choices affect both themselves and other people,
- making a bad choice is not equivalent to being a bad person,
- each of us has made a bad choice at one time or another. The key thing is what we do the next time.

Chaperones are an extension of the partnership between CYO and the schools. As such, you are our eyes and ears looking out for the students' safety as well as their preparation and ability to have a good learning experience. We ask that you pay particular attention to the following:

### Preventative Measures

1. **Sleep:** Make sure students get sufficient rest (8-9 hours sleep at night).
2. **Diet:** Encourage students to eat three balanced meals; if a student is particularly picky or reluctant, ask the kitchen for extra ideas or options.
3. **Exercise:** Encourage and facilitate activities. Run, hike, etc. Remember that not every student has the same pace. Make sure that every student feels successful.
4. **Listen Effectively:** Relating to others is impossible unless you can "fully hear" what they are saying.
5. **Self-image:** Lean and use the students' names.
6. **Acceptance:** Encourage total group activity and community building. Do not allow students to pick on each other.

## Discipline Guidelines

The purpose of these guidelines is to help set a standard of behavior to assist in modifying unacceptable behavior. The following are to help ensure that if any disciplinary action is needed, it is just and consistent.

1. Discipline should be constructive or educational in nature and may include such measures as diversion, separation from problem situations, and discussion about the situation.
2. Separation, when used as discipline, shall be brief and appropriate to the person's age and circumstances.
3. Students shall be within hearing distance of a staff member.
4. Students shall not be subjected to fear, mental abuse, or humiliation.
5. No student shall be punished for toileting accidents.
6. Verbal abuse or derogatory remarks about the person, their family, race, religion, or cultural background will not be permitted.
7. Meals may not be denied as a disciplinary measure.
8. Students are not allowed to punish or discipline one another.
9. Profanity is unnecessary and unacceptable. The use of profanity by students, volunteers and staff must not be ignored.
10. Praise and encouragement of positive behavior should be given whenever possible.
11. Any comments on behavior should be as specific as possible so the person knows exactly which behavior was inappropriate and why. Care must be taken to determine which comments should be made in private.
12. Never attempt to handle a situation that you know or suspect that you cannot deal with effectively. Ask for help.

### When do you step in?

A simple rule to remember is that you need to intervene as soon as one person's actions start to distract, bother another person, or impede their safety.

### When should I contact a teacher?

Please keep the classroom teacher aware of any discipline matters you are managing. Even if the situation has been cleared up, the more we know the better we are able to help everyone out and remain consistent. You don't have to solve problems alone, get help!

### What methods should I use?

1. **Positive voice tone:** State your command in a positive voice tone as if you expect the student to listen. Your voice tone will often directly affect your campers response and willingness to please.
2. **Be specific:** make your commands simple and clear so that your child knows exactly what is expected. For example, "You need to walk down the aisle and keep your hands to yourself." Rather than, "Settle down." Cues such as pointing can also be helpful.

3. **Tell the child what to do:** Rather than what not to do. For example, “You need to sit quietly on the chair with all four legs on the floor,” is more effective than, “Stop leaning back in your chair and fooling around.”
4. **Praise small steps:** Praise the child as soon as they begin to mind even though you are going to require completion.
5. **Eye contact:** Being close to the student, looking directly into their eyes, and getting down on their level will increase the effectiveness of your commands and help ensure getting the student’s attention.
6. **Praise:** Always praise compliance and let the student know specifically what they did that you liked.

## Code of Conduct for Chaperones

Out of concern, love, and respect for the unique individuals entrusted into our care, we the volunteers and employees of the Catholic Youth Organization, recognize the following activities as intolerable.

1. **Hazing** – harassment by abusive treatment or ridicule.
2. Subjecting students to **ridicule** whether humorous or hostile. No put-downs.
3. **Forced participation** - a child always has the right to decline an activity.
4. **Being subjected to fear-inducing** stories, play acting, or horse play.
5. **Subjection to nudity**, i.e. skinny dipping, streaking, flashing, or pantsing.
6. **Exposure to racist or sexist activities**, comments, activities, or humor.
7. **Invasion of privacy** (physical or emotional) – privacy will be respected in bathrooms and shower rooms. All sharing activities will respect a student’s right to abstain or be different.
8. **Prolonged physical contact** – rough-housing, wrestling, back rubbing, or massage.
9. **Sexualization** – lewd talk, sexually explicit stories, songs, books, jokes, or attention to their sexuality.
10. **One-on-one time alone** with a student and staff or chaperone.

This code is not the final word on the ethical treatment of children, nor does it represent a comprehensive list of ethical standards of care. CYO seeks to model mutually respectful, non-sexual, safe relationships.

# Small Group Games

Got down time? Looking for some easy, fun entertaining games? Look no further!

**Animal, Vegetable, or Mineral:** Someone thinks of a person, animal, food, etc., and declare it to be in one of these categories. The rest of the group asks twenty yes-or-no questions to guess it.

**Chain Names:** Pick a category such as cities, states, kinds of fruit, etc. One student starts with a word from that category and the next person says a word that begins with the letter that was last in the previous word. For example, the first camper says “Seattle”; the next player has to think of a word that begins with “E”, and so on.

**Charades:** Divide into two teams. Each team comes up with a list of subjects such as book title, movie, famous person, etc. Cut the subjects into strips and put them in a hat. Alternate members from each team and then have act out the subject they take from the hat. Keep score by how long it takes each team to guess. The team with the fastest total time wins.

**Doodles:** The leader takes a piece of paper draws a random line or shape on it. Pass the paper around the group having each participant add something to develop a picture. Have students make up a story about the picture as it forms.

**Funny Face:** Divide the students into smaller groups or partners. Without touching each other or closing their eyes, everyone makes funny faces in an effort to make the other laugh. Anyone who laughs is eliminated for the round.

**Guess the Leader:** The students stand in a circle. A “guesser” is chosen and sent away from the group. Now a leader is chosen and the others are told that they must follow everything the leader does. The guesser returns to the room and goes to the center of the circle. The leader tries to avoid getting caught changing the actions of the group. moves around, trying to avoid the guesser’s line of vision. The others do everything the leader does, and the leader changes actions whenever he/she thinks the guesser isn’t looking. When the guesser discovers who the leader is, the leader becomes the guesser.

**I Spy:** One player leaves the area while the leader puts an object in plain sight but in an unusual spot. All the other participants see the leader place it there. The first player then returns to the room and tries to spot the object. The game can be varied by hiding the object out of sight and the students guide the seeker to the object by saying “hot” or “cold” as the seeker gets closer or farther away.

**Green Glass Door:** This is a word game where only the leader knows the trick. The leader explains only certain things can pass through the green glass door and the students must figure out what. The leader starts the game by giving examples like the moon can go through, but the sun cannot. A tennis ball can pass through, but not badminton racket. The trick is that things spelled with a double letter can pass through the door. Continue until the majority figures out the solution and shares their own thoughts.

**Toe Tag:** All the players pair up, lock hands, and try to tap the top of their partner’s feet with their own feet. Each player is trying to tap (be gentle!) on the partner’s foot while trying to avoid being tapped. When a player has been tapped three times, he or she is out of the game and the winning partner challenges another winner. The game continues until only one person is left.

**Twenty Questions:** One person in the group thinks of an object. Each person in turn asks twenty yes or no questions to guess the object. The person who guesses correctly chooses the next object.