

## Staff Training Outline Overview

### Legal Reference:

#### R 400.11109(9)(10) STAFF

(9) "A camp shall establish and provide a pre-camp training program for staff members. A camp shall ensure that the overall training time, including, pre-camp training, shall be not less than 3 hours for each week a person works for the first 10 weeks of the camp's operation."

(10) "A camp shall ensure the program content for the pre-camp training is in writing and includes all of the following information:

(a) the camp's philosophy, objectives, policies, and operating procedures.

(b) procedures and requirements of these rules related to each staff member's duties.

(c) Camper behavior management.

(d) Developmental needs of the population that is served.

(e) Acceptable techniques of camper supervision.

### Technical Assistance:

Staff training for all staff is essential for the overall successful functioning of a camp operation. Staff need to learn important information before caring for children. Pre-camp staff training is the first and best opportunity to set the expectations, culture, and tone for a successful camp experience. In addition, it is a time to be thorough in covering the requirements for the staff in carrying out the philosophy, objectives, policies, and operating procedures of the camp. The Pre-camp program content needs to be **in writing** and minimally include the items highlighted in the camp administrative rules under Rule 400.11109(10), but also there are other administrative rules that cover staff responsibilities. Here is a list of all the required items that must be covered during Pre-camp Staff Training:

Topic	Rule Reference
Camp's philosophy, objectives, policies, and operating procedures	R 400.11109(10)(a)
Responsibilities and procedures for Camper Behavior management	R 400.11109(10)(c), R 400.11113
Developmental needs of the population that is served	R 400.11109(10)(d)
Responsibilities and procedures for acceptable Techniques of camper supervision	R 400.11109(10)(e)
Staff Job Descriptions	R 400.11109(8), R 400.11109(10)(b)
Responsibilities and procedures within the Child and Adult Protection Plan	R 400.11115

Responsibilities and procedures within the Camper Release Plan	R 400.11117(3)
Responsibilities and Procedures within the Health Services Policy	R 400.11119
Responsibilities and procedures within the Nutrition and Food Service policy	R 400.11131
Responsibilities and procedures within the High Adventure Activity programs including aquatics and aquatic observer training	R 400.11133, R 400.11401, R 400.11411, R 400.11413, R 400.407
Responsibilities and procedures within the response to emergencies and disasters plan and general site safety and sanitary condition.	R 400.11149, R 400.11223, R 400.11224, R 400.11313

### **Consultation:**

The **written** record of the training content, dates, and times are required by administrative rule as well as verification that each staff member received all applicable training. There are several methods that camps have used to document the content, the verification of time and attendance, and format for delivery of the content. At times, pre-camp training materials are sent electronically with a verification of understanding the material or pre-camp training involves onsite training prior to the arrival of campers. Sometimes the content, dates, and times are developed within a calendar format or listing within a training log. Whatever instructional method or format a camp chooses to offer the pre-camp training, it does need to include detailed documentation of the time, content, qualified instructor, and staff attending.

Pre-Camp Training content can be found from many different sources. It is important to ensure that the training content is obtained from qualified sources and the material is presented by individuals qualified to lead the training. The pre-camp training presenters must be individuals that have experience and education that is consistent with industry standards for the material presented. For example: Individuals leading your camp pre-camp training on behavior management must have qualifications including experience and education that ensures that the information presented is accurate, up-to-date, and based on industry standards.

In-service training is a scheduled staff educational meeting during the camp operation focused on the ongoing needs of the camp. In-service trainings conducted while campers are in camp must ensure proper supervision and ratios of campers. Minimally, the in-service training documentation should include date, training content, and times. Camps typically focus on safety concerns, behavioral issues, program/schedule updates, and any other questions. In-service trainings are also great opportunities to build staff community and culture.

**Samples:**

**SAMPLE 1: COMPLIANCE LOG**

**PRE-CAMP TRAINING**

Camp Staff Member: \_\_\_\_\_

WEEKS OF CAMP: \_\_\_\_\_ HOURS OF TRAINING: \_\_\_\_\_

Date	Time	Topic	Instructor

**IN - SERVICE TRAINING**

Date	Time	Topic	Instructor

**Must include:** camp philosophy & objectives, developmental level characteristics, camp policies & procedures, general first aid and staffs responsibilities in health policy, emergency procedures, child protection law, behavior management policy, and high adventure activities including aquatic observing and procedures.

## SAMPLE 2: Goals and Objectives for Camp

### **Generic List of Possible Goals & Objectives for Camp Program**

*Camp Fun* provides children with a natural setting and promotes activities that encourage the development of well-rounded individuals that benefit society.

***What Goals and Objectives does your Camp have? Add some of your own unique Goals and Objectives?***

#### **TO PROVIDE OPPORTUNITIES FOR PRACTICE IN DEMOCRATIC LIVING.**

- Camper council with representation from each cabin
- Group decisions by voting
- Every camper is encouraged to provide camp program ideas through their cabin representative
- Experience in leadership roles through camp government

#### **TO DEVELOP A SENSE OF RESPONSIBILITY AND AN AWARENESS OF ALL PEOPLE.**

- Values clarification activities with children
- Experience in living together with a variety of cultures.
- Conflict resolution through counselor facilitation

#### **TO DEVELOP THE INDIVIDUAL SENSE OF RESPONSIBILITY TO CONSERVE AND PROTECT THE NATURAL WORLD.**

- Ecology activities
- Experience in the out of doors
- Conservation of food, paper goods, materials, and water
- Protection of plant and animal life through education
- Introduction to and care for young farm animals to develop respect for living things

#### **TO PROVIDE A WHOLESOME EXPERIENCE IN YOUTH-ADULT PARTNERSHIP GROWING OUT OF THE CLOSE RELATIONSHIP BETWEEN CAMPER AND COUNSELOR.**

- Recruitment of responsible, caring, and enthusiastic staff members who relate well to children.
- Working in small cabin groups to ensure each individual an opportunity to build an open relationship with an adult.
- The chance to meet and work with many staff members that provide additional support and opportunities for friendships.

#### **TO DEVELOP A HIGH LEVEL OF SELF-CONFIDENCE, SELF-ESTEEM, AND LEADERSHIP SKILLS.**

- Campers work to plan own activities, menus, equipment list, and experiences with the guidance of their counselor.

- Opportunity to try new experiences that challenge each individual with support and encouragement from staff.
- Provide campers the chance to lead, teach, or represent their peers or staff in activities.
- Use of positive reinforcement for individual achievements and good choices.
- Give campers the chance to represent their cabin group on the Camper Council.

**SPECIALTY PROGRAM CLASSES - TO PROVIDE CAMPERS WITH PROGRAM AREA IN WHICH THEY CAN SPECIALIZE IN & DEVELOP A SKILL IN.**

- Each child will learn the basic skills in the area as well as learn several new skills.
- They will work toward an end project or performance that will involve staff or the rest of camp.
- A variety of activities/things will be tried to broaden the camper's base of knowledge in area.
- Campers will choose and plan for their experience with the guidance of their instructor.

**BASIC PROGRAM CLASSES - TO PROVIDE CAMPERS WITH THE OPPORTUNITY TO TRY EACH PROGRAM AREA AS OFTEN AS THEY WISH AND BROADEN THEIR EXPERIENCE IN MANY DIFFERENT AREAS.**

- Each camper will have the opportunity to learn from an experienced instructor a few basic skills in each class.
- Campers will be introduced to the overall program offered in the specialty class.
- The class will be fun and work toward positive interaction between campers.

**CABIN ACTIVITIES - GROUPS OF 8 TO 10 CAMPERS WITHIN THE SAME AGE GROUP WORK TOGETHER WITH THEIR CABIN GROUP AND COUNSELOR TO PLAN ACTIVITIES.**

- Each camper will have input to possible activities and will have at least one of their ideas tried by group.
- The group as a whole will vote on ideas, compromise, work to decide, and one or two activities for each day.
- Campers will plan and carry out the activity with guidance from their counselor.
- Campers will learn to problem solve, respect others, and be responsible for their own cabin.

**FAMILY MEALS AND DINING HALL PROGRAM - CAMPERS & STAFF WILL EAT FAMILY STYLE AND WORK TOWARD PROPER DINING PROCEDURES.**

- Campers will use basic proper table manners.
- Campers are introduced to and encouraged to try new foods.

- Campers will be asked not to leave food on their plate and instructed in reasons not to waste food.
- Campers will learn how to set a table correctly.
- Campers will use proper conversational skills at the table.
- Campers will sing and learn new songs at the end of each meal.

**OPEN RECREATION - SEVERAL RECREATION AREAS ARE OPEN AND STAFFED FOR CAMPERS USE**

- Campers get to choose as individuals which area they would like to use.
- Campers may stay as long as they like and experience as many different areas as they like.
- Campers have a chance to work/play with different children.
- Campers get a chance to experience and work on different skills at their own speed.

**ALL CAMP ACTIVITIES - LARGE GROUP ACTIVITIES AND/OR GAMES WITH THE ENTIRE CAMP**

- Campers get a chance to interact with other children in different age groups.
- Campers interact with a large group of people.
- Campers get a chance to play with staff and see them in a different aspect.

**SAMPLE 3: DEVELOPMENTAL NEEDS OF THE POPULATION SERVED**

Note: It is important to obtain developmental needs of the population for qualified sources. Camp organizers may contact school personnel, consult with physicians, psychologists, or counselors; or conduct thorough research from qualified sources on-line. Not all children or adults have the same developmental needs. Nor do the developmental needs of children fall into age characteristics consistently. The list below is a sample of the types of information that helps the camp operator understand the developmental needs of its camper population. There are other tools online that help camp program planners identify the developmental needs of the camper population. Information in the state of Michigan Department of Education and Centers for Disease Control and Prevention (CDC) focus on the *Whole Child*. ([www.michigan.gov](http://www.michigan.gov))

**Age Level Characteristics RULE 109 (10)(d)**

**AGE GROUP: 7 - 8 - 9**

- love to play
- like games using competition
- deep interest in heroes and tall tales
- seek approval of adults - imitate to gain approval
- like to collect things
- work attentively for only short periods of time
- high imagination
- careless of personal appearance
- full of questions

- affection, help in skills, help in cooperation, develop an
- appreciation of others

#### **AGE GROUP: 10 - 11 - 12**

- interest in team games
- coordination improves
- crave excitement and physical motion
- gang interest
- seek approval of the gang
- mental development rapid
- emotionally they are still young
- confidence in oneself increasing
- interests enlarges
- can be interested in the welfare of the group
- work hard on exciting jobs
- opportunities to explore, experiment, and create, to continue to develop respect for peers,
- opportunities to help in planning and opportunity to carry responsibility

#### **AGE GROUP: 13 - 14 - 15**

- maturing physically and mentally
- appetite tremendous
- gang loyalty is very strong
- tend to overdo
- require lots of sleep
- stepping on threshold of adulthood
- see themselves through the eyes of their friends
- begin to wonder what life is all about
- opportunities for making own decisions
- opportunities for winning approval of friends, opportunities for use of skill

#### **AGE GROUP: 16 - 17**

- new aspects of self-image, worries about how others see them
- needs realistic feedback and consistent esteem building from others, physically, intellectually, and psychosocially
- will show anger at personal attacks, needs increased efforts to support self-confidence and esteem into future
- starts to look at occupational identity - what am i good at
- starts talking about self and others and enjoys working in a group, but sometimes over identifies with group or individuals
- looks for role models
- deeper relationships formed
- danger of feeling rejected strong at this point