

UCSB

SUMMER CAMPS



UCSB SUMMER DAY CAMP COUNSELOR HANDBOOK

Summer Day Camp
Counselor Handbook

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Payroll

You must sign up for payroll before you may begin working!

Payroll is handled by Stephanie Kump at the Rec Cen.
Call her at 893-2373 before you go by to make sure she is in.

If you are a new employee on campus (haven't worked at camp or currently working anywhere else on campus) you must present your **Driver's License and Social Security Card** in order to get on payroll. You must have your actual Social Security card....knowing your number is not sufficient.

If you have a valid **Passport**...you can just show that.

Returning counselors must also sign up for this year....you are not exempt
If you currently work at another department or Rec Program, tell Stephanie the department name.

You **WILL NOT** be paid for hours worked **PRIOR** to completion of payroll paperwork.

You can expect your paycheck on the first working day (not the first day) of each month.
On pay day, you must go to Rec Cen room #2102 and sign out your pay check.

Come prepared to fill in your payroll forms, if you do not know how many deductions you should declare, ask your parents prior to signing up for payroll

Things to keep in mind

Breaks

If you are on break while at the pool or anywhere on campus, please remove, turn inside-out or cover up your staff shirt. We would like to avoid the appearance of "inattentive counselors". Consider the fact that others would not know that you are off-duty. This has proved to be a problem in past summers especially at the pool so we ask that you take your breaks in another area of the pool compound.

Also, if you are on a break, do not hang out with counselors who are on duty. They need to be paying attention to the campers, not to you.

Bring a sack lunch and snacks. You don't have much time to get lunch off site. Do not "feed" off of campers' lunches.

Uniforms

You must wear a camp staff shirt while on duty. Shirts are available on the first day of camp. You must wear athletic shoes, NO SANDALS.

Time Off

If you need a week off let Ray know as soon as possible. Make sure your 'Availability Sheet' is updated and in the Camp Office.

Early vs Late Shift

7:15-4:15 Early • 8:15-5:15 Late

Staff Meetings

We will schedule staff meetings a few times during the summer. These meetings generally take place at 6pm after camp and include a pot luck BBQ. Attendance at these meetings is mandatory.

Weeks You are scheduled

(How do you know when you are working?)
By Thursday of each week we know our staffing needs for the following week. Check in at the office at that time to see if you working the following week.

Parking

Everyone who works or visits the UCSB campus must pay to park. You can purchase a parking permit or plan to park in Isla Vista and walk onto campus. Be sure to leave yourself enough time to find a space and walk if this is your choice. There are a few reserved spaces directly in front of the camp field for parents to use while dropping off or picking up children. You should never park in these spots.

Cell Phones

Except for emergencies, your cell phones should not be used while you are on duty. Keep them stowed away. If you are talking or texting, you are not watching the children.

Staff & Program Objectives

I. **SAFETY:** Our number one objective is to do everything possible to ensure the well-being and safety of each camper. The following is a list of specific areas of concern, along with how we can deal with each area.

A. MOVEMENT FROM ONE AREA TO ANOTHER

Each counselor will be responsible for his/her charges moving from one location to another as a group. This will eliminate certain campers running ahead in an unsupervised manner, possibly crossing the street or bike path unsafely and/or arriving at a facility that may not be supervised. Although this will be demanding on each staff person, it necessary to ensure the safety of campers.

B. NON-SERIOUS INJURIES

(Scrapes, splinters, bee stings etc)

Ice and first aid supplies are available to counselors at the following location:

- Day Camp Field Office
- Equipment Room of Rob Gym
- Rec Cen Lifeguard office (first aid supplies)
- Rec Cen Rec Sports Office (ice)

When needing supplies from locations other than the Day Camp field, be sure to introduce yourselves so that the staff members know you are part of the Day Camp

C. SOFTBALL/FLOORHOCKEY ETC.

In those activities where there are bats, sticks, rackets or any other type of striking implement, please assume children are not aware they should get out of the way when someone is swinging or hitting! Many of our campers will be exposed to some activities for the first time. If during the introduction of an activity you include safety aspects along with basic game principles, we should be able to conveniently address such concerns.

SOME SPECIFIC SUGGESTIONS

—**Floor Hockey:** Do not allow any players to bring their sticks above their waist!
Possibly a penalty within the game framework can aide in dealing with this.

—**Softball:** Do not allow throwing the bat after hitting the ball. To ensure safety have everyone stay behind the backstop or in a safe area away from the batter.

D. SERIOUS INJURY PROCEDURE

A counselor should stay with the injured camper. Either another camper, counselor, etc. should be asked to call the paramedics. Familiarize yourself with all emergency phones and their locations. In light of our paramedics' efficiency, typically nothing more than reassuring the camper and controlling the rest of the group should be done. In the event of a life-threatening situation, one should employ whatever measures they are familiar with to deal most effectively with the situation. (see the attached emergency procedures)

Staff & Program Objectives

E. CLIPBOARDS AND ATTENDANCE

Each of you will be asked to carry with you, throughout the day, a clip board which includes a list of each camper in your group, the daily schedule, etc. In the event you entrust your group to another counselor for an activity, they should also receive your clip board. Hopefully, this procedure will facilitate our accounting for the number of campers and their whereabouts at any given time. In light of this, it is recommended that attendance be taken several times throughout the day; e.g., prior to moving to and upon arrival activity locations, at the beginning of each activity, prior to and after lunch, or whenever deemed necessary.

II. FUN/RECREATION

Despite the need for spontaneity in play, we believe children can have fun, perhaps in many instances, more fun, in an organized environment. This requires responsibility on the part of each staff member. If each of us takes a few minutes to consider the activities of the day and how they might best be approached with regards to organization, activity initiation, safe camper involvement, eliminating confusion/uncertainty on the part of the campers as to what is going to take place, etc., the opportunity for enjoyment will greatly be increased.

Note:

Keep in mind GOALS/OBJECTIVES to be attained, e.g., Soccer-GOALS:

- 1) Introduction of basic intent of game (kick ball into opponents' goal, etc.)
- 2) Introduction of forward pass.

Once again, what might be assumed as common knowledge by a group of children, often times is new to them! (particularly with the younger ones)

If there is any uncertainty as to the specifics and/or the direction of an activity, please communicate it to your Head Counselor and/or Director.

Additionally, all counselors should have several alternative games which they can lead in the event of a delay/disruption of the start of an activity. These games can be used in a number of instances, e.g., lunch time, delays, early mornings, etc. They aid in eliminating roaming and confusion. See the "Games" section in that back of this handbook for ideas.

III. INSTRUCTION/SKILL ACQUISITION

We would like each camper to develop new skills, ideally in all the areas in which he/she is involved Sports, Arts, Socially, etc. As indicated in Section II of our OBJECTIVES, if we take the time to organize ourselves and thus our groups, we can better accomplish our goals. If we take into account individual differences and interests, we improve our chances of achieving both goals, as well as have fun. There are a great many experienced individuals amongst our staff, as well as within the University. Please take advantage of them, particularly in this direction.

Monday Mornings

All staff must arrive at the Day Camp field by 7:15am

Payment Table

On Monday mornings, parents may make payments for camp at the Day Camp Field. Cathy will be at camp on these mornings in order to take the payments. Please remember that parents may not pay at the field at any other time and are not to give payments to counselors for them to turn in. Please help to “train” parents and do not accept payments. Encourage them to register online!

Staffing Responsibilities are as follows:

• Greeters/Escorts

One Counselor will be at the front gate to assist parent’s and campers and explain where the children will need to go to check-in. Five counselors will act as “escorts” to walk campers to their groups.

• Check-In

Two counselors will be stationed at each camp for check-in

Upon arrival to their area, campers will be checked-in on the appropriate Master List.

• Group Counselors

Each group counselor should take special interest in greeting their campers and make every effort to make them feel welcome and comfortable. Be sure that they are given their name tag and use this opportunity to connect with them so that they know your name and you know their name.

Be prepared to suggest activities to the campers so that they are not just standing around. Many of the new campers will not know about all of the equipment they can use in the mornings and afternoons.

The younger children tend to stay close so there are games, books and crayons available at the lower camp tent. The older kids will likely move out on to the field.

• Field Counselors

There will be a minimum of four counselors overseeing field activities. They should ensure safety and supervision. See the back of the orientation manual for suggested field games and how to play them.

• General Assembly

The air horn will sound at approximately 8:50am at which time all games are to stop and campers are to return to their respective areas.

Ray will address each camp separately:

8:55-Lower Camp

9:00-Inter Camp

9:05-Upper Camp

Important Policy

Protect Yourself:

Counselors should never be alone with a camper. Be sure to never put yourself in a situation where you are in a 1:1 ratio with a camper.

Remember 3 is the magic number!

Remember

Campers are not to leave the camp field unsupervised and must have a buddy in order to go to the restrooms

Camper Check-In/Out

In order to ensure that each and every camper in attendance is accounted for, the following procedures are to be followed:

Check-In

Two staff members will meet all arriving campers, beginning at 7am each morning.

These staff members will have alphabetized master sheets containing the names of all campers who are registered for the week.

There are three "Master" lists:

Lower Camp • Inter Camp • Upper Camp

There will be a "check-in" column on the "Master" next to each camper name. Upon a camper's arrival, a staff member is to place a check mark next to their name. Parents are not to "sign" these names at check-in. The signature is required at "check-out" only. These "Master" lists are reprinted for each day of the week. The "Master" lists remain at the Day Camp Field or with a Head Counselor.

Remember: *If a child leaves camp early, you must relay this information to the Head Counselors so that their departure is noted on the Master List.*

The check-in staff will then direct the camper to their appropriate counselor and group on the field. Note: There will be staff to walk children from the check-in/parking area to their respective group area.

The group counselor will have a list of their group's campers. Each group will have a separate "Group" list or roster. These "Group" lists remain with the individual groups throughout the day and are not reprinted daily but used for the entire week. Prior to the first activity period each day, the group counselor will take role according to their list and note who is present and absent. The Head Counselors will compare the "Group" roll call with the "Master" list, in order to verify who is present. This will have to be done each morning before the first period begins.

In the event there is an discrepancy between the "Group" list and the "Master" list, the Camp Director must be notified immediately,

e.g. If a camper checks in with the "Master" list but never reaches his/her group and if that camper is not found 'quickly,' either in another group or 'off to the side,' the Camp Director must to be notified immediately.

Moreover, if you notice an unattended camper, it is your duty to escort the camper to the office, contact a Head Counselor, or if more expedient to absorb the camper into your group until you are able to fully address the situation.

Don't be surprised if your group has a few campers move in or out on Monday morning. We often "balance" groups or move children to be with friends first thing Monday morning. this is another reason it is very important to verify your list with the Master list before departing for your first activity.

Once all discrepancies have been resolved, the master list is used to check out all campers that afternoon.

At the conclusion of the day's last activity a general assembly will take place on the field at 4:15 p.m. Each group will reunite and the group counselor will take role and relay this information to the Camp Director immediately. Any early departures must be noted on the counselor's role sheet and on the master list by the check-out staff. Group counselors should check their list against the master list prior to informing the Camp Director of his/her group's status.

Check-Out

Check-out staff must also take note of who can and cannot pick up campers. Ask all people picking up children for photo identification. They must also physically "sign out" all children by signing their name and noting the time of departure. The list of who can pick-up campers is located on the "Emergency Information" sheets.

Starting The Camp Day

Take time to acknowledge and welcome each child; avoid hurried non-focused greetings.

Look at name tags.

Attempt to acknowledge something individual about each camper, e.g. clothing, name, etc.

Explain use of bathroom, i.e. Upper and Inter camp with buddies, Lower camp with counselor escort; location of bathrooms, water fountains, etc.

Share when and where lunch is.

Don't overlook the "non-squeaky wheel" type child.

CAMP PROCEDURE

| Senior Camp 2009 Master | | Daily Attendance | | Week #10 | | Tuesday | |
|----------------------------|-------------|------------------|-----------|----------|-----|----------------------------------|------|
| Last Name | First Name | Swim | Jr. Guard | In | Out | Name of person picking up camper | Time |
| SR2 | Altry | Caleb | | X | X | SAK | |
| SR1 | Birchim | Jamyn | | X | X | SAK | |
| SR3 | Bonillo | Priscilla | | X | X | M Bonillo | 4:30 |
| SR3 | Borysyuk | Artem | | X | X | SAK | 4:15 |
| SR2 | Bosse | Summer | | X | X | SAK | |
| SR2 | Bouragy | Raven | | X | X | Mrs Glenburg | |
| SR1 | Bourke | Rachael | | X | X | Mrs Bourke | |
| SR1 | Brihan | Beau | | X | X | Scott Brien | 4:20 |
| SR1 | Bushnell | Emma | | X | X | Laura Bushnell | 5:10 |
| SR1 | Castillo | Daniel | | X | X | Celt | |
| SR1 | Castillo | Diego | | X | X | Celt | |
| SR2 | Castilo | Miguel | | X | X | Celt | |
| SR2 | Churchill | Ian | | X | X | SAK | 5:18 |
| SR1 | Clayton | Robin | | X | X | SAK | 4:20 |
| SR1 | Cordero | Matthew | | X | X | SAK | 4:30 |
| SR1 | Crusinberry | Emma | | X | X | SAK | 3:40 |
| SR1 | Davis | Andrew | | X | X | SAK | 3:30 |
| SR3 | Erickson | Nathan | | X | X | SAK | 5:20 |
| SR3 | Friasto | Alyssa | | X | X | SAK | |
| SR3 | Frost | Alec | | X | X | SAK | |
| SR1 | Garza | Isabella | | X | X | SAK | 5:05 |
| SR1 | Georges-Kot | Anne | | X | X | SAK | |
| SR1 | Hendlin | Gabriel | | X | X | Matti Heller | |
| SR2 | Ibbetson | Thomas | | X | X | SAK | |
| SR2 | Kirk | Amanda | | X | X | SAK | |
| SR1 | Klinger | Kelsey | | X | X | SAK | |
| SR1 | Lethaby | Natasha | | X | X | SAK | |
| SR3 | Lum | Hunter | | X | X | SAK | 4:40 |
| SR3 | McKee | Jack | | X | X | SAK | 4:20 |
| SR2 | McKenzie | Owen | | X | X | BRUCE MCKENZIE | |
| SR2 | Mitchell | Dalton | | X | X | SAK | |

****Give sheets to Rav at the end of the week!!****

"Master" Check in/Out Sheet

Camper Check-In/Out

| Senior 1 | | Weekly Attendance | | 2009 Week #10 | | | | | |
|-----------|-------------|-------------------|-----------|---------------|---------|-----------|----------|--------|-----|
| Last Name | First Name | Swim | Jr. Guard | Monday | Tuesday | Wednesday | Thursday | Friday | |
| | | In | Out | In | Out | In | Out | In | Out |
| SR1 | Birchim | Jamyn | | X | X | X | X | X | |
| SR1 | Bourke | Rachael | | X | X | X | X | X | |
| SR1 | Brihan | Beau | | X | X | X | X | X | |
| SR1 | Bushnell | Emma | | X | X | X | X | X | |
| SR1 | Castillo | Daniel | | X | X | X | X | X | |
| SR1 | Castillo | Diego | | X | X | X | X | X | |
| SR1 | Clayton | Robin | | X | X | X | X | X | |
| SR1 | Cordero | Matthew | | X | X | X | X | X | |
| SR1 | Crusinberry | Emma | | X | X | X | X | X | |
| SR1 | Davis | Andrew | | X | X | X | X | X | |
| SR1 | Garza | Isabella | | X | X | X | X | X | |
| SR1 | Georges-Kot | Anne | | X | X | X | X | X | |
| SR1 | Hendlin | Gabriel | | X | X | X | X | X | |
| SR1 | Klinger | Kelsey | | X | X | X | X | X | |
| SR1 | Lethaby | Natasha | | X | X | X | X | X | |
| SR1 | Musick | Natalie | | X | X | X | X | X | |

"Group" Check in/Out Sheet

Other Affiliated Programs

A "filled in" bubble on the check-in sheets indicates participation in the below programs

Surf & Kayak Camp & Jr. Lifeguards

Campers aged 9-14 may only be in camp for 1/2 of the day if they are also participating in the Jr. Lifeguards or Surf Camp. Jr Guard campers will join you in the afternoon and Surf & Kayak Campers will leave your group at lunch.

Both of these programs are based at Campus Point. Call 893-7616 for information.

Swim Lessons

Children who are scheduled for a 4pm or 4:30pm swim lesson thru the UCSB Recreation Department will be walked over to the Rec Cen by camp staff. The 4pm lesson children will return to camp, the 4:30pm lesson children will be picked up at the Rec Cen by their parents. Call 893-7616 for information.

Science Camps

There will be 3 weeks of Science Camp run out of the Rec Cen this August. These camps may have children attending the Day Camp for part of the day. This information will be include on your rosters just like Swim Lessons, Surf Kayak & Jr Guards.

Did You Know?

You're being watched!!!!

No we don't employ hidden cameras to spy on you but...

The majority of our camper's parents work or go to school at UCSB.

...this means that your actions and professionalism are on display when you least expect it.

Be the consummate professional. Show the UCSB Community that we hired the right person.

Remember: If you are on a break cover up your staff shirt. Your legitimate break time could "look" like you are slacking off and not watching the children.

Also remember this when you are off work. Don't wear your staff shirt out for a night on the town. We want you to have fun but think about the message you might be sending.

Day Camp Medical Emergency Plan

In the event of an emergency/accident within our Day Camp the following guidelines should be adhered to:

1. Assess the situation:
 - a. Is it truly an emergency? Is the victim breathing, conscious, bleeding severely, moving, in severe pain, etc.?
2. If any of the above warrants the situation as serious **TAKE CONTROL!**
 - a. Provide reassurance to the victim. Demonstrate confidence.
 - b. Direct other children in the group to sit and wait in a specific location, away from the victim, be visible.
 - c. Stay with the victim.
 - d. Send another counselor, available adult, or camper, to the nearest: phone. There is a phone in the shack, Lot #30, at the basketball courts by Rob Gym, in the breezeway of Rob Gym and at various locations around the Rec Cen.

Direct this individual to call either 9-911 on a campus office phone or 911 when using a cell phone.

- e. Either 911 or 9-911 will put the person through to emergency dispatch in Ventura. The person making the call should be able to provide the following information:
 - Location from where they are telephoning** (Explain you are at the UCSB Campus, know the street names)
 - Location of victim**
 - Condition of victim, i.e., severe bleeding, unconscious, diabetic, etc.**

f. Paramedics should be on the scene in several minutes.

3. If the situation warrants action prior to the arrival of the paramedics more extensive than reassuring and/or calming the victim, the counselor should perform only those steps/procedures they have been trained in.

For Example:

- a. severe bleeding: apply direct pressure
- b. respiratory emergency: open airway and initiate artificial respiration.

In the event you are unable/unfamiliar with the appropriate procedures for such emergencies as those indicated above, be sure to call for help from other counselors, passers by etc.

4. Report all accidents to the Camp Director and log them on the injury log which is located in the shack. Parents need to be made aware of any injury their child incurred at camp.

A Lesson in calling 911

We live in a cell phone world so let's think about how emergency services will find you when you call. If you are calling from a "landline" then no problem, they can tell exactly where you are.

If you are using a cell phone, there is more to it. You need to be able to explain where you are. Learn street names and campus landmarks.

- You can always continue to just dial 911 (this call is routed thru Ventura County)

-You can enter the following number into your phone to be prepared.

(805) 893-3446

puts you into direct contact with UCSB Campus Emergency Dispatch.

This is the ideal number to call when on campus using a cell phone.

| Week 10 Senior Camp | Camper Information | 2009 UCSB Summer Day Camp |
|---|---|--|
| Birchlin Jamyn In Group: SR1 Parent's Name: _____ Emergency Contact 1: _____ Emergency Contact 2: _____ May be picked up by: _____ | Parent's Name: _____ Swim <input type="checkbox"/> Surf <input type="checkbox"/> Jr. Guards <input type="checkbox"/> Swim <input type="checkbox"/> Surf <input type="checkbox"/> Jr. Guards <input type="checkbox"/> Swim <input type="checkbox"/> Surf <input type="checkbox"/> Jr. Guards <input type="checkbox"/> | Home Phone: _____ M Work Phone: _____ F Work Phone: _____ Cell Phone/Pager: _____ |
| Bourke Rachael In Group: SR3 Parent's Name: Maria Bourke Emergency Contact 1: _____ Emergency Contact 2: _____ May be picked up by: _____ | Parent's Name: Maria Bourke Swim <input type="checkbox"/> Surf <input type="checkbox"/> Jr. Guards <input type="checkbox"/> Swim <input type="checkbox"/> Surf <input type="checkbox"/> Jr. Guards <input type="checkbox"/> Swim <input type="checkbox"/> Surf <input type="checkbox"/> Jr. Guards <input type="checkbox"/> | Home Phone: (805) 726-3198 M Work Phone: _____ F Work Phone: _____ Cell Phone/Pager: 805-726-3333 |
| Birchlin Beau In Group: SR1 Parent's Name: Scott Brinkman Emergency Contact 1: _____ Emergency Contact 2: _____ May be picked up by: _____ | Parent's Name: Scott Brinkman Swim <input type="checkbox"/> Surf <input type="checkbox"/> Jr. Guards <input type="checkbox"/> Swim <input type="checkbox"/> Surf <input type="checkbox"/> Jr. Guards <input type="checkbox"/> Swim <input type="checkbox"/> Surf <input type="checkbox"/> Jr. Guards <input type="checkbox"/> | Home Phone: (805) 698-8051 M Work Phone: _____ F Work Phone: _____ Cell Phone/Pager: _____ |

Camper Emergency Information

Below every 'Master' check in/out list and every 'Group' check in/out list will be detailed information on each camper. This includes parent/guardian names, emergency contact phone number, who can or cannot pick up the child and health concerns.

This information is considered "privileged" or "private" meaning you must not allow other camper's access to it.

You must read thru this information otherwise you would not be aware of important camper details such as allergies. This is also where you find information about who can or cannot pick up a camper. It is imperative that you are aware of this for each camper under your care.

Escorting Children Across Campus

Please adhere to the following policies when walking children across campus to and from the Rec Cen, Day Camp Field and Campus Point.

You are responsible for the safety and well-being of children you are escorting. You must be accountable for all the children in your group at all times.

- 1 - There must be at least two staff with a group of 5 or more children. One staff will lead the group and one will follow all children at the year. If a third staff is available they will help at bike and road crossings by stopping traffic while the group crosses when safe.
- 2 - Only follow approved routes on map. Note the time you are leaving and let the Head Counselor or program director know which route you are taking.
- 3 - Before leaving with children take a head count and call roll from roster. If at any time during transport the group becomes spread out, stop, collect all the group together account for all children. After all children are accounted for continue with your route.
- 4 - If at anytime you believe you are missing a child, take roll, have all children sit down and "hold" in a safe area with one staff. Second staff will take cell phone and/or radio and immediately re-trace route and follow missing persons protocol. If missing child is not located immediately second staff will alert program director of situation, action and progress.
- 5 - After the group has reached their destination, staff will again take roll and a head count as they are checked-in to new program location.
- 6 - The approved routes intentionally avoid high traffic zones and public eateries.

Phone Numbers

Life Threatening Emergency

Call 911 or 893-3446

(If using a campus landline you must dial a 9 before the phone number)

Jr. Guards Cell Phone

(805) 729-7395

Rec Cen Aquatic Office

(805) 893-7616 or 7213

Day Camp Field

(805) 893-4821

Surf & Kayak Cell Phone

(805) 451 -0461

Camp Main Office

(805) 893-3913

Ray's Cell Phone

(805) 637-2861

Ethan's Cell Phone

(805) 455-3667

EVACUATION POINTS

In a big emergency like an earthquake, you may need to evacuate your group. The following list shows program areas you might be in when an earthquake hits and the corresponding place to take your group. There is also an alternate evacuation area in case the first place is too dangerous. Example – a fire or open trench.

| Program Area | Evacuate To | Alternate Evacuation Area |
|--|---|--|
| Day Camp Field | Stay put, wait for instructions | Go west to Parking Lot #30 |
| Rob Gym <i>Upstairs and downstairs</i> | Rob Field - across bike path. <i>Go to middle of field</i> | Parking Lot #16 across the street from the Rec Cen |
| Rec Cen Main Building <i>Including Pools, locker rooms and Pavilion Gym</i> | Rob Field - <i>Follow Rec Cen staff instructions</i> | Parking Lot #16 across the street from the Rec Cen |
| Rec Cen MAC Building <i>Including MAC locker rooms, hockey rink, and MAC rooms 1501 & 1502</i> | Rob Field - <i>Follow Rec Cen staff instructions</i> | Parking Lot #16 across the street from the Rec Cen |

Any time you hear a fire alarm, even if you think it’s just a drill or you don’t see or smell smoke, you **MUST** evacuate the building you are in.

In any emergency, stay calm, account for ALL your campers, and speak clearly as you tell them what to do and where to go. If you have a first aid kit nearby, bring it with you.

REC CEN STAFF ASSISTANCE

You can always ask Rec Cen lifeguards, line staff, supervisors, or managers for assistance in any matter - especially emergencies. Rec Cen Line Staff wear maroon shirts. Rec Cen Supervisors wear black shirts and are highly trained in dealing with all kinds of emergencies, and Rec Cen managers are the professional employees who don’t wear uniforms.

Don’t be shy – say hi.

FIRST AID KITS

First aid kits are located in the Camp Office, Rob Gym Equipment Room, Rob Gym Art Room, Rec Cen Lifeguard Office and both Rec Cen Equipment Rooms.

UCSB ALERT SYSTEM

UCSB has an emergency alert system that uses text messages to inform people about emergency situations. This is a free service and a great way to stay informed.

To sign up, go to **www.alert.ucsb.edu**



Bee Sting Allergies

It is not uncommon for campers to come to camp with what is called an "Epi Pen" because they are allergic to bee stings. A bee sting can be life threatening to someone with a sting allergy.

An epinephrine autoinjector is a medical device used to deliver a measured dose (or doses) of epinephrine (also known as adrenaline) using autoinjector technology, most frequently for the treatment of acute allergic reactions to avoid or treat the onset of anaphylactic shock. Trade names for this device include EpiPen, Anapen and Twinject.

Epi Pens are stored in the Camp Office and will be administered by UCSB EMT or Head Counselor

CAMP PROCEDURE

Gymnastics Room Information

Rules

- Shoes are to be removed and left in the foyer before entering the gymnastics room.
- No belts, pants with zippers or snaps are allowed due to possible damage to the equipment.
- The "mini-tramp" is not to be used by Summer Day Camp.
- NO FLIPS OR BACK HANDSPRINGS are allowed without a SPOT BY GYMNASTICS STAFF.
- NO HORSEPLAY.
- Apparatus adjustments to be made by the gymnastics staff only.
- All apparatus (mats, skill shapes, equipment) is only to be used for its intended purpose.
- Certain pieces of equipment are not to be used by campers OR counselors.

Ropes Course Information

Rules

- Assist Ropes Course Staff with harnessing and equipment.
- Must wear helmets for all activities.
- No Horseplay

Counselor Responsibilities During Gymnastics & Ropes

- ENCOURAGE AND DEMONSTRATE PRUDENT USE OF AND RESPECT FOR EQUIPMENT AND FACILITIES. (In other words, YOU LEAD BY EXAMPLE. DO NOT USE THE GYM AS A PLAYGROUND yourselves and expect the campers to conform to the discipline necessary in and around the gym.)
- Assist gymnastics room staff
- Interact with campers
- Ensure Safety
- This is not your break time.

Campers with Autism

It is not uncommon for children with autism to attend the UCSB Summer Day Camp. UCSB is fortunate to have the Koegel Autism Clinic on campus and many children are able to attend camp along with a 1-on-1 aide.

Ray and Ethan will have additional information regarding these campers.

Pools

We swim at the Rec Cen pools. Debbie Miles-Dutton and the lifeguarding staff will determine swimming competencies of all campers on each camper's first day. All campers must have the appropriate color wristband which indicates that they have passed the swim test, in order to swim in the large/deep pool.

Lower Camp -- 12:45-2:30 at the Rec Cen

1. Will change at Rob Gym and depart for the Rec Cen at approximately 12:45pm after having taken roll
2. Counselors are to be posted inside and outside of the bathrooms **AT ALL TIMES**.
4. When campers are finished changing they are meet up with their group in camp area.
5. Lower Campers will enter the Rec Cen at the west end of the facility by the eucalyptus grove.
6. After roll has been taken, designated counselors may go on break. On duty counselors are to be positioned at stations around the pool area. (bathrooms, MAC, picnic tables and pool perimeter)
7. At about 2:00pm, a head counselor will instruct Lower campers to get out of the pool and prepare for departure.
8. All counselors will take roll. After roll call groups may depart for the cabanas.
9. Roll is to be taken before and after changing.
10. Upon confirmation that all campers are accounted for, groups may proceed to the next activity.
11. Jr. Counselors are to "sweep" cabanas and locker rooms for Lost & Found items.

Inter & Upper Camps -- 1:00-2:30 at the Rec Cen

1. Will depart for the Rec Cen at approximately 1:15pm after having taken roll.
2. Upon arriving at the MAC locker area, a head count will be taken and campers released to change clothing.
3. Counselors are to be posted inside and outside of the locker rooms **AT ALL TIMES**.
4. When campers are finished changing they are meet up with their group again outside of the locker rooms.
5. Campers will enter the Rec Cen at the west end of the facility by the eucalyptus grove.
6. After roll has been taken, designated counselors may go on break. On duty counselors are to be positioned at stations around the pool area. (bathrooms, MAC, picnic tables and pool perimeter)
7. At about 2:15pm, a head counselor will instruct campers to get out of the pool and prepare for departure.
8. All counselors will take roll after which groups may depart for the MAC locker room.
9. Roll is to be taken before and after locker room change.
10. Upon confirmation that all campers are accounted for, groups may proceed to the Day Camp Field.

Things to remember while at the Rec Cen Pools

- *The Lifeguards are in charge, you need to follow their instructions.*
- *Just because the lifeguards are there doesn't mean you are off duty.*
 - swim with campers
 - keep an eye out for their safety in & out of the water
 - make sure your campers have applied their sunscreen
- *Keep campers off of the pool covers & lane line spools. These are not climbing apparatuses!*
- *Keep an eye out for "Lost & Found" items before they are lost. Help campers repack their backpacks after swimming.*
- *Does one of your campers have a history of seizures? Be sure to report this to a Head Lifeguard. If they have had a seizure in the past 24 hrs - they can't go swimming.*

•• Swim Lessons are at 4pm & 4:30pm••

These campers will be listed on the Swim Lesson sheet and will be highlighted on your roll sheet.

Prevention of Injuries

1. Awareness of any predisposing conditions:

Each week a list of all campers having some type of medical condition will be circulated to each counselor. This information should be readily available, as well as aware of, e.g., allergic reactions, epileptic, diabetic, etc. Each counselor should avail him/herself of this information. This list must be placed on your clipboard and be in your possession at all times.

If one of your groups' campers has a particular condition that you may not be comfortable handling, please share this with the Camp Director.

2. Equitable Competition;

For a variety of reasons, as well as for safety, avoid children of distinctly contrasting maturation levels competing against one another.

3. Equipment/Playing Facilities;

Be aware of the condition of all equipment and/or facilities used. Also, understand the proper use of equipment and facilities, e.g., gymnastics room, etc. If you are not familiar or experienced in the use of equipment in the room, avoid being in the situation of leading such an activity.

4. Rules and Regulations;

One essential element in dealing with children is consistency. Always share, prior to the start of an activity, what can and cannot be done.

5. Emergency Plan:

Hopefully, we will be able to prevent any and all injuries. To minimize the severity of and injury, know what to do in the event of one before you are faced with it! Have a plan!

Progressive Discipline Steps

Counseling: When a discipline incident occurs, the student will be counseled and given a description of the behavior change required.

Time-Out: If subsequent incidents occur the student may be asked to take a "Time Out". A "Time Out" is a 5 to 10 minute period that the student spends quietly reflecting on the incident. The child then rejoins the group.

Parent Contact: If a series of discipline situations occur, the child's parent or guardian will be contacted. This is to be done in conjunction with the camp director.

Suspension: a student who continually disregards instructions will be suspended for 1 day. The parent / guardian will be advised.

Termination: If the child's behavior remains unacceptable then the parent or guardian will be informed and the child will be dropped from the program.

Discipline related absences are not eligible for refunds. Major first time incidents may progress the student directly to step 4 or 5. Examples of such incidents include bullying, fighting, vandalism, ditching and insubordination. A Level 3, 4 or 5 discipline response, shall involve the camp director.

What Is A Counselor?

By: Phyllis Ford
University of Oregon

Somewhere between adolescence and adulthood there occurs in human development an age which is physically and psychologically impossible. It is that unfathomable stage known as the camp counselor, a creature undefined by psychologists, misunderstood by camp directors, worshipped by campers, either admired or doubted by parents, and unheard of by the rest of society.

A camp counselor is a rare combination of doctor, lawyer, Indian and chief. He is a competent child psychologist with his sophomore textbook as proof. He is an underpaid baby sitter with neither television nor refrigerator. He is a strict disciplinarian with a twinkle in his eye, a minister to all faiths with questions about his own. He is a referee, coach, teacher and advisor. He is the example of manhood in wornout tennis shoes, a sweatshirt two sizes too large and a hat two sizes too small. He is a humorist in a crisis, a doctor in an emergency, and a song leader, entertainer and play director. He is an idol with his head in a cloud of wood smoke and his feet in the mud. He is a comforter in a leaky tent on a cold night and a pal who has just loaned someone his last pair of dry socks. He is a teacher of the out-of-doors, knee-deep in poison ivy.

A counselor dislikes reveille, waiting in line, inspection and rainy days. He is fond of sunbathing, exploring, teaching new games, an old car named Henrietta, and days off. He is handy for patching up broken friendships, bloody noses and torn jeans. Good at locating lost bathing suits, fixing ax handles, playing the uke and catching fish, he is poor at crawling out of bed on rainy mornings, remembering the salt and getting to bed early.

A counselor is a friendly guide in the middle of a cold, dark, wet night on the winding trail to the latrine. He is a dynamo on a day off, exhausted the next day, but recuperated in time for the next day off.

Who but he can cure homesickness, air out wet bedding, play 16 games of lumni sticks in succession, whistle "Dixie" through his fingers, carry two packs, speak Pig Latin in French, stand on his hands, sing 37 verses of "You Can't Get To Heaven," and eat four helpings of Sunday dinner?

A counselor is expected to repair 10 years of damage to Tommy in 10 days, make Jerry into a man, rehabilitate Paul, allow John to be an individual and help Peter adjust to the group. He is expected to lead the most prized possessions of 16 adults much older than he. He is expected to lead them in fun and adventure...even though he spends nine months a year in New York, Chicago or Los Angeles; to teach indigenous activities...when he can't even spell the word; to guide youngsters in social adjustment...when he hasn't even reached legal age; to ensure safety and health...with a sunburned nose, a bandaid on his thumb and a blister on his heel.

For all this he is paid enough to buy the second text in psychology, some aspirin, some new socks, two tires for Henrietta, and some new tennis shoes. You wonder how he can stand the pace and the pressure. You wonder if he really knows how much he is worth. And somehow, you realize you can never pay him enough when, as he leaves the end of August, he waves good-bye and says "See Ya Next Year!"



Child Abuse Reporting Guidelines for Camp Counselors

Summer camp is an experience that millions of our children enjoy every year. It is also a time in which caretaking responsibilities may be transferred from the child's family to others such as camp counselors. In meeting your caretaking responsibilities you may encounter obstacles because the children placed in your care come from an unknown background, have had experiences you may not know about, and may bring problems that you do not have the experience or training to properly address. In spite of these disadvantages, you are in a position to be a source of strength and help to children placed in your care.

Reporting Child Abuse and Sexual Exploitation Child abuse is a subject that we all hear and read about frequently. It is a term that encompasses mental, physical, and sexual victimization of children.

Most camp counselors are not trained to make judgments about whether a child has been a victim of any kind of child abuse. It is important to know that in every state there are agencies that are required to examine reports of suspected abuse and use their expertise in handling the cases. **As a counselor at the UCSB Summer Day Camp you are MANDATED by law to report suspected child abuse. If you suspect that a child assigned to you is a victim of child abuse, report it to the camp director.** He will discuss your suspicions with you and possibly talk to the child. In California, failure to report carries criminal penalties—especially for child-care professionals. Camp Director Ray Robitaille will be able to explain these responsibilities further if needed.

Detecting Sexual Exploitation

Some forms of abuse may not leave obvious physical evidence. There are, however, behavioral signs that may indicate victimization. This is especially true of children who have been sexually molested.

You should be alert to the signs of sexual abuse including

- behavioral changes, extreme moodswings, withdrawal, fearfulness, and excessive crying.
- nightmares, fear of going to bed, or other sleep disturbances such as bed-wetting.
- inappropriate sexual activity, an unusual interest in sexual matters, or a knowledge of sexual matters beyond the child's years.
- a sudden "acting out" of feelings or aggressive or rebellious behavior.
- regression to infantile behavior.
- a fear of certain places, people, or activities—especially being alone with certain people. Children should not be forced to give affection to an adult or teenager if they do not want to do so. Be alert to signs that your child is trying to avoid someone, and listen carefully when your child tells you how he or she feels about someone.
- pain, itching, bleeding, fluid, or rawness in the private areas.

You should note that some of these behaviors may have other explanations. A child who comes to summer camp is entering a strange environment and may experience homesickness or anxieties that can lead to behaviors similar to the signs of sexual molestation. Do not, however, simply discount the behavior as homesickness. Immediately bring it to the attention of the camp director. You are in a position to be a comfort and aid to the campers placed in your care. Even if the child's behavior is a result of homesickness, his or her camp experience will be much more enjoyable if the cause of the distress is addressed, and the child feels comfortable discussing it.

What to Do

At some point your campers may tell you that someone has molested them. This may have occurred at home or camp. If this happens, we want you to be prepared to help the child.

Follow the guidelines noted below if a child indicates that he or she may have been the victim of abuse or exploitation.

DON'T panic or overreact to the information disclosed by the child.

DON'T criticize the child or claim that the child misunderstood what happened.

DON'T blame the child.

DO respect the child's privacy. Take the child to a place that is comfortable and where the other campers cannot overhear you. It is important for you to limit your discussions of the child's situation to ones with the camp director and a representative of the child-protective-services agency. It should not become the topic of conversation at camp. Camp is a hard place to keep information confidential. Your campers should not have to pay the price of your indiscretion and become the subject of camp gossip.

DO encourage the camper to tell the camp director. Make sure that the child feels reassured in coming forward. Tell the child that it is okay to talk with appropriate adults about what happened. Try to avoid repeated interviews about the incident because this can be stressful for the child.

Precautions Against Accusations of Sexual Abuse or Exploitation

Child abuse is a serious criminal offense. As a camp counselor with the responsibility of caring for children, you may be placed in sensitive situations making you vulnerable to charges of child molestation.

Groundless accusations can be minimized by

- having other staff members present when supervising changes into swimming suits.

- respecting the privacy of the child. Do not become intrusive or curious more than is necessary to monitor the health and safety of the child.

- respecting the child's wishes regarding displays of affection. Children have the right to reject displays of affection if they feel uncomfortable about them. Remember that not every child comes from a background in which affection is openly displayed.

- protecting your own privacy. There will be a natural curiosity about boyfriends or girlfriends; personal relationships; and, with some of the older campers, sexual activity. You should use common sense in discussing sensitive subjects with your campers, and you should not go into the details of your private life. Be careful about what you say in front of the children because sexually suggestive remarks, even made in jest, can be misinterpreted by a child.

Sexual exploitation should not be confused with physical contacts that are true expressions of affection. A warm and healthy relationship can exist between the camper and camp staff if staff members respect the child and place reasonable limit son their physical interaction.

In Summary

One of the hardest things for us to accept and understand is the fact that there are people who physically abuse, sexually molest or exploit children. The facts, however, are undeniable. We all want the experience at summer camp to be a happy, carefree one for our children, however, we as adults must act responsibly and face the fact that child victimization and sexual abuse are harsh realities.

Do not be afraid to come to Ray or Ethan with any concerns regarding abuse. Unfortunately, it is not unheard of for UCSB Summer Day Camp to file reports with Child Protective Services. The professionals at CPS are there to help.

Be Smart in the Sun

Follow these easy sun safety tips

- **Always Use Sunscreen With SPF 15+**
- **Do Not Sunburn**
 - **Cover Up**
 - **Seek Shade**
 - **Wear A Hat**
- **Limit Time In The Sun Between 10am & 4pm**
- **Conduct Monthly Skin Exams**

**AVOID DEHYDRATION
TAKE TIME TO REMIND YOUR CAMPERS TO DRINK WATER TOO!**



As a counselor at UCSB Summer Day Camp we encourage you to be Sun Smart. Your job requires you to be in the sun for a good part of each day. You may enjoy getting a bit of tan today but will very likely regret not wearing sufficient sunscreen as you get older. Best case you get wrinkled at a young age, worse case melanoma.

You also have a unique opportunity to be a great role model for your campers. Take this chance to show them how important sun safety is to you. Remind campers to apply sunscreen multiple times during the day and make sure they see you applying sunscreen too! If you make wearing a hat "cool" they will want to wear one as well. Take time aside from an activity to reapply sunscreen and assist lower campers with application. As you know, a 5 year old is not going to apply sunscreen on their own, they need help. Counselors may assist older campers (Inter & Upper) with putting sunscreen on their backs but please assign female counselors to female campers and male counselors to male campers and be sure to do this in a public setting.

We instruct all parents to "lather" their children in sunscreen before camp and to put sunscreen in their backpacks for reapplication. Sometimes they forget, so we have jugs of sunscreen in the office at the field and in the lifeguard office at the Rec Cen. You are welcome to use this sunscreen for yourself too!

Skin Cancer Survivor Story.

My name is Rachel D. In March 2008, I was diagnosed with Melanoma, the deadliest form of skin cancer. I am only 11. This is my story.

I live in a beach community in Narragansett, Rhode Island. I have always grown up on the water. My parents have a boat and all summer we water ski, kneeboard and tube. We also have a pool where I swim all day, even at night too. I always wear sunscreen 30+ because I have light skin and red hair, putting me at risk for skin cancer. I was always told that the sun could cause skin cancer because of harmful ultraviolet rays of the sun. But, until now, I never truly understood exactly what that meant.

I remember my Mom always checking my skin for freckles or spots called moles. My Mom has blonde hair, blue eyes and very light skin. She has been having spots removed from her body for a long time, all due to the sun. So I guess that's why she always checks me even though it is very annoying.

My mom noticed this spot on my back that she said seemed to be "changing". She told my Dad when I went to the doctors to have them measure it. The doctor said it appeared to be fine but gave us the name of a Pediatric Dermatologist. A Dermatologist is a doctor of the skin. An appointment was made and off we went.

I have to tell you, I was very nervous going to the Dermatologist. I didn't want someone to check my skin from head to toe the way my Mother does. It was kind of embarrassing. The doctor began at my scalp. Did you know you could get skin cancer up there too? She looked at my face, neck, ears, body, arms, legs even fingers and toes. When she checked my spot on my back, she said, "my gut feeling says it's fine, I am 99.9% sure it is nothing to worry about." "We can monitor it." But, my Mom wanted it gone and I am glad she did. Although, at the time, I was not happy with her.

They brought in a tray of all sorts of things including needles, which I hate the most! The needles were used to numb the skin so they could cut out the spot and stitch the skin back together. Once they give you the needle, you really don't feel a thing. They send the skin to another doctor who looks at the tissue under a microscope. They are looking for typical (normal) cells, atypical (changing cells) or cancer.

My Dad got the phone call on a Wednesday night a week and a half later. The doctor said I was diagnosed with Melanoma In-situ, which means the cancer was on the epidermis, the upper layer of my skin. She also said I had to go in for surgery to remove more tissue to make sure they got all the cancer.

My surgery was scheduled for Good Friday at 8:30 in the morning. The surgery was done by a Plastic Surgeon because of the large cuts and amount of tissue they have to take. These doctors are trained in making the best scars. Although, my Mom, Dad and I told him we didn't care about how big or large the scar was because all we cared about was that the cancer was gone.

This surgery was different because now I had five needles poking me in the back to numb the area. And it took longer. But, it wasn't too bad. My Mom and Dad told me they cut a lot and deep. They also said there were so many stitches they couldn't count and that they would eventually dissolve. They sent this tissue back to Boston where they could biopsy it. A few days later, we got the phone call again. This time the tissue was cancer free!

Now I'm just waiting for the stitches to dissolve. I also have to go to the doctors every three months, but that is OK compared to how it could have been. If my Melanoma was not caught in time it could have spread to the rest of my body. I might have had to get chemotherapy or radiation; instead I am cancer free. My Mom pretty much saved my life! My new saying is, "Make a positive out of a negative by teaching others."

A Good Counselor

1. Fills the needs of campers with guidance in:
 - creative, varied activities
 - educational experiences based upon individual needs
 - satisfactory social experiences
2. Has the ability to exercise democratic leadership — be resourceful.
3. Personality traits include friendliness, a sense of humor, tact, patience, sincerity, and an attractive appearance. She personifies the ideas of camping.
4. Is an emotionally stable and mature individual. — subscribes to high moral and ethical principals — shows character and integrity in her daily relationship with campers — displays sound judgment — makes adjustments necessitated by conditions and situations
5. Carries an infectious enthusiasm for the camp program.
6. Must have a genuine liking for working with young people.
7. Considerate of other staff members, respecting their wishes and feelings, giving credit for their strengths and assisting them in conquering their weaknesses.
8. Understands the aims and objectives of the camp and utilizes them.

WHAT IS A 6, 7 and 8-year old like?**Physically**

Rate of growth slows down, has sudden bursts of energy. Is at the tooth-losing age. Is susceptible to colds and communicable diseases. Tires easily. Demands varied activities. Wants to help but needs the “know-how”. Needs to learn to finish what he starts. Likes to handle objects.

Mentally

Is prone to be excitable and sympathetic. Craves special affection and guidance. Is imaginative, reasoning, credulous. Has vastly expanding world through reading. Learns through the senses, experience, and words, thinking is concrete and literal. Likes to solve mental problems verbally. Practices discriminations — learns to choose. Memorizes words more easily than thoughts. Begins to appreciate geographical and historical backgrounds.

Socially

Grows and glows under praise for right actions. Needs practice in helpfulness, kindness, cooperation, unselfishness, consideration. Imitates adults, wants adult approval. Likes children his own age. Is sometimes rebellious; tells tall tales. Prefers non-competitive group activities. Chooses friends; changes best friend often. Likes to pretend being someone else in play—this aids good social adjustment.

WHAT IS A 9, 10 and 11-year-old LIKE?**Physically**

Is in healthiest stage of life. Is active and exuberant. Is growing in independence. Is not too tidy. Likes to attend camp and other outdoor activities. Grows moderately.

Mentally

Is alert and critical of own work; memorizes easily. Is developing concepts of time and space. Is interested in problems and contemporaries. Is eager for information; is active. Has many interests; can write poems, stories. Is creative if you give him your time, interest and understanding. Likes to collect things. Checks own progress. Is interested in nature, courageous people. Has increased power of concentration.

Socially

Can be encouraged to have high standards. Is interested in fairness. Likes to participate in class activities. Prefers own pals; dislikes opposite sex. Has “gang spirit” group loyalty. Enters hero-worship stage. Should be taught respect.

WHAT IS A YOUNG TEEN LIKE?**Physically**

Grows fast and unevenly; gains 25 to 30 pounds a year, and from 4 to 6 inches in height; heart doubles; lungs, bones and muscles increase. Girls mature earlier than boys. Is embarrassed by clumsiness which is caused by uneven growth. Experiences alternate spurts of energy and slumps of fatigue. Is in the stormy period of life — his greatest concern is usually sex.

Mentally

Has keener mind than ever before. Is apt to be “heady and high minded: because of mental development being more rapid and complex than before; jumps to conclusions. Has strong sense of humor, which, if appealed to, relieves tension and embarrassment. Daydreams, fancying himself a hero. Over-responds emotionally. Demands to make own life-decisions. Is unduly sensitive, brutally frank, subject to extreme moods, rebellious and critical.

Socially

Is more “in the know: regarding life than his counter part in any previous generation. May transfer his loyalty from his home to school or teacher or some VIP (Counselor) whom he idealizes. Follows the gang. Hungers for “experience;” put;



What We Know About Bullying

What is bullying?

Bullying is aggressive behavior that is intentional and that involves an imbalance of power or strength. Typically, it is repeated over time. A child who is being bullied has a hard time defending himself or herself.

Bullying can take many forms, such as hitting or punching (physical bullying); teasing or name-calling (verbal bullying); intimidation using gestures or social exclusion (nonverbal bullying or emotional bullying); and sending insulting messages by e-mail (cyberbullying).

Prevalence of bullying:

- Studies show that between 15–25 percent of U.S. students are bullied with some frequency (“sometimes or more often”) while 15–20 percent report that they bully others with some frequency (Melton et al., 1998; Nansel et al., 2001).
- Recent statistics show that although school violence has declined 4 percent during the past several years, the incidence of behaviors such as bullying has increased by 5 percent between 1999 and 2001 (U.S. Dept. of Ed., 2002).
- Bullying has been identified as a major concern by schools across the U.S. (NEA³, 2003).
- In surveys of third through eighth graders in 14 Massachusetts schools, nearly half who had been frequently bullied reported that the bullying had lasted six months or longer (Mullin-Rindler, 2003).
- Research indicates that children with disabilities or special needs may be at a higher risk of being bullied than other children (see Rigby, 2002, for review).

Bullying and gender:

- By self-report, boys are more likely than girls to bully others (Nansel et al., 2001; Banks 1997).
- Girls frequently report being bullied by both boys and girls, but boys report that they are most often bullied only by other boys (Melton et al., 1998; Olweus, 1993).
- Verbal bullying is the most frequent form of bullying experienced by both boys and girls. Boys are more likely to be physically bullied by their peers (Olweus, 1993; Nansel et al., 2001); girls are more likely to report being targets of rumor-spreading and sexual comments (Nansel et al., 2001). Girls are more more likely to bully each other using social exclusion (Olweus, 2002).
- Use of derogatory speculation about sexual orientation is so common that many parents do not think of telling their children that it could be hurtful (NEA², 2003).

Consequences of bullying:

- Stresses of being bullied can interfere with student’s engagement and learning in school (NEA Today, 1999).
- Children and youth who are bullied are more likely than other children to be depressed, lonely, anxious, have low self-esteem, feel unwell, and think about suicide (Limber, 2002; Olweus, 1993).
- Students who are bullied may fear going to school, using the bathroom, and riding on the school bus (NEA¹, 2003).

EYE OPENER



According to camp directors, bullying is one of the top three reasons why children do not return to camp the following year.*

Bullying can occur in both the day camp and overnight camp settings. Many children attend camp during the middle school years, when children are most at risk for bullying and being bullied.

Children attending camp are susceptible to a number of potential bullying situations. New campers, campers who perform poorly, and campers who struggle to make friends or appear different from others are particularly vulnerable to becoming victims of bullying. Bullying episodes may consist of exclusion by other campers, the creation of rumors about a fellow camper, taunting during a sports game, sexual harassment during when changing for the pool, or physical tormenting during periods such as “free time.”

Bullying can occur even before camp begins or after camp has ended for the day or summer. Campers communicate by instant messaging, e-mail, social networking sites, and cell phone, discussing group selections and devising plans to create cliques or leave others out. Children may gossip about new campers, spread rumors about a campmate, or post inappropriate and hurtful content about a camper or counselor on the Internet.

To prevent and target bullying in a camp setting, camp directors and counselors must create a positive and caring community. A successful camp environment occurs when directors and counselors set an appropriate tone, gain and give respect, build relationships, and set clear rules and expectations for behavior. Some children who attend camp are bullies in their school or community. If camps set the right tone and create a positive and respectful environment, bullies have a chance to change their behavior and engage in more positive interactions with their peers.

Creating positive relationships is key to preventing bullying at camp. Counselors’ actions toward campers, and toward one another, can either set the tone for respectful, inclusive relationships or can contribute to an environment where bullying is likely to occur. It is essential for directors and counselors to build relationships with, and earn respect from, their campers. These relationships help campers feel comfortable voicing their concerns and seeking help when bullying incidents occur.

It is important that counselors take action when they observe behaviors that may eventually lead to bullying. If counselors hear about or see bullying, they should intervene immediately. If an incident is ignored, it will escalate quickly. Counselors should meet regularly with directors to report and discuss issues that arise.

Directors and counselors should also set time aside to talk privately with children who may be targets of bullying or who may be participating in bullying. These approaches and activities will increase everyone’s commitment to and responsibility for creating an environment that discourages bullying behaviors and encourages positive, supportive interactions.

What you should TELL CHILDREN about bullying . . .

- *Bullying is not acceptable and will not be tolerated.*
- *If a bully bothers you, it’s O.K. to stand up for yourself, walk away, or ask a friend or adult for help.*
- *Responding to bullying by fighting back doesn’t usually work—and may make matters worse. Violence encourages more violence and fails to solve problems.*
- *It is important to report bullying when you see it and when you hear about it. Telling is not tattling.*
- *Bullying does not have to happen. Working together with adults and peers, there are specific things you can do to prevent and stop bullying.*

A Camp Director's 10

A list of strategies for managing problem behavior of young campers

by Ralph W. Smith

Handling inappropriate camper behavior is undoubtedly one of the most difficult and frustrating tasks faced by camp personnel¹. Novice counselors often come to pre-camp orientation expecting to learn a "formula" that will work for every child in every situation, only to discover that no such prescription exists. Nevertheless, since problem situations occur, no pre-camp orientation is complete without a discussion of effective techniques for managing camper behavior. The following 10 simple strategies, although far from a panacea, may provide an appropriate framework for such a discussion.

1 Reinforce desirable behavior. It is usually much easier to establish desirable behavior patterns at the beginning of the camp session than to alter problem behavior after it has started. If staff members think positively, campers will often react positively. A smile, gesture, or brief word of support is frequently all that is necessary to encourage a camper to maintain or to increase acceptable behavior.

2 Clearly state privileges as well as rules. Most camp activities or programs have set rules and procedures that are necessary for safety and efficiency, but too many don't violate strategy 1. Tell campers what they may do. If they clearly understand what is permitted they will not need to test to determine acceptable limits. Why not have campers participate in establishing some of the camp's rules and regulations? Research indicates that people are more likely to internalize rules they have helped establish.

3 Tolerate some unacceptable behavior. Too much attention to annoying behavior may not only interfere with an activity's effectiveness, but may serve to reinforce undesirable actions. Also, certain annoying behavior-- may be typical for the child's developmental stage, so staff members should be alert to age-typical behavior patterns.

4 Use nonverbal cues. Before verbally responding to undesirable behavior, it is often possible to eliminate it by silently indicating disapproval of the camper's actions. Eye contact, accompanied by a frown or gesture, may control the behavior without the possibility of embarrassing the camper in front of his or her peers.

5 Consider redirection to a different task or activity. One of the best ways to avoid behavior problems is to keep campers involved in the task at hand. The challenges of any activity should be consistent with the camper's skill development, so plan for varying levels of skill and try to individualize tasks to each camper's abilities. Many behavior problems result from activity dissatisfaction or boredom and may be eliminated by "redirecting" the camper to another task or activity. Despite careful attention to the above strategies, problem behaviors may occur which require immediate intervention. In some situations staff responses will be dictated by camp policy, but any disciplinary action should be fair, consistent, and administered in an understanding manner. The next strategies may be helpful when intervention is required.

6 Clarify consequences of unacceptable behavior. A camper should clearly understand the personal impact of his or her behavior. The staff member may point out the consequences, such as anticipated disciplinary action, should undesirable behavior persist. It also may be advisable to encourage the camper to clarify the consequences of his or her own actions by asking, "What things do you think will happen if you continue to act this way?" When clarifying consequences it is important to avoid using a threatening tone of voice and, above all, the staff member must be prepared to follow through if the undesirable behavior continues.

7 Clarify benefits of acceptable behavior. This is the corollary to strategy 6, and may be useful in concert with it. Staff

should be reminded, however, that pointing out the benefits of acceptable behavior will be most effective if it occurs immediately after desirable behavior (strategy 1).

8 Use "time-out" procedures. It may be necessary to temporarily remove a disruptive camper from the situation in which problem behavior is occurring and place him or her in a location where little or no enjoyable stimulation is received. Once removed, the camper should be allowed to return after a short period of time, but it is important that this return be contingent upon appropriate behavior.

9 Punishment, if used, should be a last resort. Unlike the preceding strategies, punishment (of any kind) does not allow the camper to avoid the consequences by exhibiting acceptable behavior. Thus, attention is directed to the punishment itself, rather than to the problem and alternative forms of behavior. Any form of punishment should be appropriate to the situation and, of course, must conform to camp policies.

10 If in doubt, seek help. This final and very important strategy should be used whenever the staff member feels incapable of coping with a particular situation or camper. Assistance also should be sought if a staff member is unsure whether or not his or her specific responses to problem behavior were appropriate. All staff must know, in advance, the appropriate personnel who will lend assistance with camper behavior problems, and it should be stressed that seeking help is not a sign of defeat or inadequacy. No one, no matter how experienced, has all of the answers to handling camper behavior problems.

A Memorandum From Your Child

1. Don't spoil me. I know quite well that I ought not to have all I ask for. I'm only testing you.
2. Don't be afraid to be firm with me. I prefer it. It lets me know where I stand.
3. Don't use force with me. It teaches me that power is all that counts. I respond more readily to being led.
4. Don't be inconsistent. That confuses me and makes me try harder to get away with everything I can.
5. Don't make promises; you may not be able to keep them. That will discourage my trust in you.
6. Don't fall for my provocations when I say and do things just to upset you. Then I'll try for more such "victories."
7. Don't be too upset when I say "I hate you." I don't mean it but I want you to feel sorry for what you have done to me.
8. Don't make me feel smaller than I am. I will make up for it by behaving like a "big shot."
9. Don't do things for me that I can do for myself. It makes me feel like a baby and I may continue to put you in my service.
10. Don't correct me in front of people. I'll take much more notice if you talk quietly with me in private.
11. Don't try to discuss my behavior in the heat of conflict. For some reason, my hearing is not very good at this time and my cooperation is even worse. It is all right to take the action required but let's not talk about it until later.
12. Don't try to preach to me. You'd be surprised how well I know what's right and wrong.
13. Don't make me feel that my mistakes are sins. I have to learn to make mistakes without feeling that I am no good.
14. Don't nag. If you do, I shall have to protect myself by appearing deaf.
15. Don't demand explanations for my wrong behavior. I really don't know why I did it.
16. Don't tax my honesty too much. I am easily frightened into telling lies.
17. Don't forget that I love you and use experimenting. I learn from it so please don't put up with it.
18. Don't protect me from consequences. I need to learn from experience.
19. Don't take too much notice of my small ailments. I may learn to enjoy poor health if it gets me much attention.
20. Don't put me off when I ask HONEST questions. If you do, you will find that I stop asking and seek my information elsewhere.
21. Don't answer "silly" or meaningless questions. I just want you to keep busy with me.
22. Don't ever think that it is beneath your dignity to apologize to me. An honest apology makes me feel surprisingly warm toward you.
23. Don't ever suggest that you are perfect or infallible. It gives me too much to live up to.
24. Don't worry about the little amount of time we spend together. It is how we spend the time that counts.
25. Don't let my fears arouse your anxiety. Then I will become more afraid. Show me courage.
26. Don't forget that I can't thrive without lots of understanding and encouragement. But I don't need to tell you that, do I?

Treat me the way you treat your friends. Then I will be your friend too.
Remember, I learn more from a model than a critic.

How to Be A GREAT Camp Counselor

- 1 Know what the job entails.** Being a counselor is a very draining experience. You will be surprised how much energy your group of camper's has. You may not be used to working 8 hours a day and will find yourself asleep on the couch at 7pm until you get your "camp legs".

If you can smile through the exhaustion and desire to spend your days giving kids one of the greatest weeks of their lives, then read on. If not, you really must evaluate why you want to be a counselor. It's a lot of fun, but a lot of work. It is not a week of being a camper, for older kids! You must be responsible, and able to handle any situation that comes up. You are an adult now and the children are looking to you for guidance, support and safety and friendship.
- 2 Prepare.** Take a CPR class, or train to be a lifeguard. You will need to know how to do CPR to complete counselor training. Go online and research fun games or child development information. If you know activities that are taught at camp that you don't know much about, research it! This will make training so much easier, and make you invaluable in that you will be able to handle anything.
- 3 Pay attention in training.** Most camps offer a training period, during which you will learn everything about how the camp is run, and emergency procedure. It's very easy to tune out, DON'T! You never know when you will need it again. When little Jimmy collapses on a hike, you don't want to be thinking to yourself "I wish I had been paying attention to the lecture instead of daydreaming."
- 4 Become friends with the other counselors.** You don't all have to be best friends forever, but it is essential that you all get along, at the minimum. If counselors are arguing, even if its done far outside earshot of the campers, they will pick up on it. Most likely, you will have to work even a little bit with all of the other counselors, everything goes smoother if you are friends.
- 5 Memorize the camp schedule.** You will want to know what is going to happen next. If you are constantly checking the schedule when the campers ask what is happening next, they will think that you are incompetent and you will lose their respect.
- 6 Get to know your campers names.** If you run around calling Maddie by Nicola's name and vice versa, you will lose their respect and they will feel hurt that they are not important enough to know your name. Play name games, if it helps you.
- 7 Get to know your campers personalities.** Certain campers you will love, certain campers you will hate (silently, of course). The key is to know what they will do. You have to know who has to be watched constantly, and who always does what they are told. You must anticipate how they will react to each other, and activities. Try to spend at least ten minutes of face time with each camper each day. They will like you more if the feel that they are the center of attention, and it will allow you to understand them better.
- 8 Reflect with Campers at the End of the Day.** It's important to know what the campers think of each other and of their day.

Try one of the following: For General Reflection: "Rose, Bud and Thorn" (What was the best and worse part of your day and what are you looking forward to most for tomorrow) "Random Question" (If you could have any superpower, what would it be? What's your favorite activity and why? If you had one last meal what would it be.) For Teambuilding: "Positive Points" (The campers sit in a circle and say one positive thing about each person beside them) "3 things in common" (Have the kids pair up and find out three things they have in common with their partner and share with the group when they have finished. This is also good for breaking up cliques)
- 9 Use your breaks wisely.** Use your cell phone, eat, rest. But take off your staff shirt so as to not send the wrong message to the public. You know you are on a break, the public sees a counselor not watching the children.
- 10 Have a great time.** It might seem like a lot of work, but you will change lives. It is amazing to see the quiet camper that sat in the corner at the beginning of the session getting along with her other campers, or to see what they have learned. You are a positive role model, give yourself a pat on the back.

How to Be A GREAT Camp Counselor, *continued*

Tips

- Break up cliques early. It is unavoidable that there will be cliques. Make sure that you make them mingle as much as possible. Try making them sit with different people at lunch or make them partners with someone that they would not normally talk with. Don't overdo it. They will not all be best friends, accept it; just make sure that they all respect each other and don't bully or fight.
- Grin and bear it. You will be tired, you will be hungry because you willingly gave the last brownie to a camper that had already had four, and you will start your day without your coffee someday. If you grumble around and complain, your campers will do the same. If you bring down your campers moods, nothing will get done, and they will be miserable. Counselors are some of the best actors in the world. The counselor that we should all emulate is the one that had four hours of sleep, has a sun burn, who's bike got a flat tire on the way in and still bounces into work and starts singing camp songs upon arrival.
- Be prepared for the DREADED camper (or parent). You will have one. The camper that smarts off, sleeps late, and will most likely swear at you. Know how to discipline, and how to keep their foul mood from contaminating the other campers. Ask a head counselor for help if needed.

Warnings

- Don't think it will be just another year of camp. You will now have all the responsibility of making the week enjoyable for your group. If you are just doing it to extend your childhood, don't.
- Don't be lazy!!!! Interact with children. Don't just tell them what and how to do things... do it too! (Play UNO, Go swimming, play in the soccer game, etc.) It makes the day so much more fun for you too! Think of it as a workout you are getting paid to do!
- You are a role model, so act like it. The children, especially younger ones, will do what you do. Think of how you want the kids to behave, and act that way. Be professional not only in front of children but around the children too.
- Be PROACTIVE rather than REACTIVE. Anticipate what is going to happen and then plan accordingly.
- NEVER be alone with a camper: Keep the door OPEN and have a witness, especially if the camper is of the opposite sex, they can tell their parents that you did something which you didn't if they feel like it, and you could get in trouble. Also, be very careful with physical contact, even if you're being friendly. Children are taught to shout "don't touch me there" or they'll tell someone. Children can be very sweet but you have to keep boundaries to protect your job and reputation, and the camper.

Things You'll Need

- Energy
- A positive attitude
- A love of working with children
- Flexibility

Pain of a Four-Year-Old's Death Has Stalked the Road to Court *Tragedy On Trial*

Santa Barbara
Independent
WHO. WHAT. NOW.

Thursday, April 2, 2009

No one is claiming that the drowning death of four-year-old Yoni Gottesman is not a tragedy. For more than eight minutes, his body floated in the shallow end of the Cathedral Oaks Athletic Club swimming pool while other children swam and played around him and lifeguards sat just feet away, oblivious to the fact the boy was drowning. Eventually, the boy was reported by another child and pulled from the water, but his lifeless body could not be revived. A surveillance video that captured the grim scene from about 40 feet away is expected to be one of the main pieces of evidence in a civil trial that commenced last week.

Yoni's parents, Oded and Anat Gottesman, are seeking damages from 11 different defendants for their son's death on August 10, 2005. The Gottesmans claim everyone from the corporation that oversees Cathedral Oaks to the lifeguards and counselors on duty that day are responsible for their son's death. The Gottesmans' attorney, Barry Cappello, claimed the club operated the camp without a license for years. Cappello also said Richard Berti-owner of Cal-West Group, which operates Cathedral Oaks-would reward employees for keeping costs down, the implication being that this practice endangered clients' safety. "The defendant corporations and their employees-from the executives down to their young staff-ran an unlicensed daycare activity camp for children on the cheap," Cappello said.

In a pre-trial conference last week, 10 of the 11 defendants in the case-including Cathedral Oaks Athletic club and staffers-admitted that their negligence led to Gottesman's death. "We've stood up in this case and said, yes, we're negligent," said attorney John Levitt, who is representing the majority of the defendants. Cal-West still denies it was negligent, however. But the admission by the others means jurors in the case will largely focus on damages, not on whether the defendants are at fault. The jury also must decide whether all the defendants were also liable for willful misconduct. The amount of damages the Gottesmans are seeking is unknown, though it is thought to be much more than the defendants were willing to settle for.

Yoni Gottesman had been at his first day of summer camp. After arts and crafts, basketball, and tennis, the kids headed



to the pool-42 inches deep in the shallowest end-where Yoni, who was only 41 inches tall, swam with about eight other children. Cappello claims that one of the counselors-Sam Shipley, then an 18-year-old-was roughhousing with Yoni. But the clarity of the tape makes it difficult to differentiate the figures in the pool. Levitt claims that Shipley was in the pool but never played with Yoni. The jury has already viewed the tape once and is expected to watch it again during the course of the trial.

"This club had very few rules," Cappello said. "The few rules this camp had were not followed."

During opening arguments that brought several in the courtroom to tears, Cappello told a story of inexperienced lifeguards and counselors who weren't watching the pool as closely as they should have that day. One lifeguard left his post to get a soda, while two camp counselors, seated behind a lifeguard stand, should have been in the pool with the kids, according to camp rules. Cappello said the lifeguards and counselors weren't properly trained to do their jobs, a claim that the aquatics director, defendant Esther Clark, admitted in court Monday. Additionally, Cappello alleged, club rules were lax. "This club had very few rules," Cappello said. "The few rules this camp had were not followed."

The defendants disagree that their actions constituted willful misconduct; they claim they did not consciously disre-

Tragedy On Trial
continued

gard Yoni's rights or life. Instead, Levitt said in his opening statement, safety was a primary concern. "Not one of the individuals or corporations ever did anything to put him in jeopardy or danger," he said. Not one person doesn't regret what happened, he added.

Berti and Cal-West, which he formed in 1985, deny the corporation provided any operational oversight to the club. Instead, they say that each club has its own set of owners and oversight structure. Cal-West attorney Daniel Henderson claimed Berti was told to stay away from day-to-day operations in part because he had terrible people skills. "No one is ducking, no one is hiding," Henderson said. "Everyone who should be accepting responsibility is."

More than 130 names appear on the witness list for the trial, which is expected to last well into April. Among the experts scheduled to testify are a doctor for the plaintiffs who will explain how young children can become over-fatigued, as well as an expert for the defense who will explain how people can sometimes not perceive something happening right in front of them. Cappello indicated one of his experts will testify that some of the defendants incorrectly performed CPR on Yoni, and that proper procedures could have saved the child's life.

With photos of a smiling Yoni in the background and the Gottesmans seated nearby, Cappello told the jury the story of a kind boy who was walking and talking as a one-year-old and of parents who still think of their son when they see children around the age he would have been today. "How do you compensate for the birthdays that are lost?" Cappello said. "How is all that loss and affection compensated for?"

The path that led the Gottesmans to this trial was a long and difficult one. Almost a year after the incident and after being provided with many materials from Oded Gottesman's own investigation, then-District Attorney Tom Sneddon announced he would not file criminal charges in the case. An investigative team reviewed reports and the surveillance tape and conducted dozens of interviews related to the case. "All of us were fully engaged in this effort," Sneddon said in a statement at the time.

The DA's office also determined the Sheriff's Department's investigation was not tainted by a prior relationship with Berti, who was a significant donor to a group organized to raise money for the department. Berti's past relationship with Cappello later became an issue as the case led up to

trial. Cappello previously represented embattled developer Bill Levy, with whom Berti sparred for more than 10 years. Berti had been an investor in Levy's lower State Street condo project and later was sued by Levy for \$50 million on grounds that Berti was part of a conspiracy to inflame other investors and nix the deal.

Berti then countersued, charging that Levy and Cappello were abusing the judicial process to keep him from exercising his constitutional right of free speech. But a day before Berti filed his lawsuit, Levy and Cappello withdrew theirs. Berti contended that the damage could not be undone any more than a bullet could be un-shot. The case went all the way to the California Supreme Court. The justices ultimately dismissed Berti's case, arguing that an anti-SLAPP (strategic lawsuit against public participation) motion couldn't be filed against a nonexistent lawsuit.

Last year, Berti filed a motion to disqualify Cappello's firm from the Gottesman case as a result of its legal past. The motion was denied by the court—a decision reaffirmed by the Court of Appeal.

After the DA decided not to press charges, the Gottesmans beseeched Attorney General Jerry Brown as well as the governor's office to look into the case and start a Grand Jury investigation. Nothing resulted from the plea. In November 2007, Oded Gottesman, no doubt frustrated at the lack of action by authorities, crashed a party in front of the new District Attorney's Office being named in Sneddon's honor. Gottesman shouted protests during the ceremony, but was booed and hushed by the crowd before leaving.

And so, the long road has led to Judge Thomas Anderle's courtroom almost two years after the lawsuit was filed, and it is now up to a Santa Barbara jury to take up the pain everyone involved in the case has experienced over the last three years.

Who's Responsible for Katie Janeway? *Pre-Trial Motions Begin in Civil Suit Against City*

Santa Barbara
Independent
WHO. WHAT. NOW.

Thursday, April 10, 2008

By Chris Meagher

With more suits before the bar than spectators sitting in Judge Thomas Anderle's courtroom on April 8, representatives for both the City of Santa Barbara and for the family of Katie Janeway hemmed and hawed through a pretrial hearing, readying the wrongful death civil case for trial next week. Though the trial—which seeks to assign blame in the case of a 14-year-old disabled child who died in Los Banos del Mar public pool during a 2002 city-run summer camp—is just a week away, the two sides continue to talk of a settlement. Nonetheless, jury selection is scheduled to begin April 14, and attorneys have set aside nearly four weeks for the trial. Attorneys for the Janeways whittled their witness list down to 34 for the hearing, including Mayor Marty Blum, city staff, and Janeway's parents, Terrell and Maureen. But in an unusual scenario, Anderle excluded seven witnesses and may exclude two more because plaintiffs' attorney Roland Wrinkle apparently didn't disclose the witnesses in response to a written request from the defense.

Based on the city's attorneys' planned course of defense, the trial promises to be contentious, as one of the two main defenses will attempt to cast some blame on Janeway's parents. Irvine-based insurance defense attorney James Baratta, hired on behalf of the city, indicated that the city plans to argue comparative fault, meaning the victim or the parents should bear some responsibility for the incident. Should this argument find traction with the jury, it would reduce any monetary damages against the city. Baratta's second line of defense comes in light of a decision made in this case last year by the California Supreme Court, which ruled that written waivers cover negligence, but not gross negligence, regardless of the wording of the waiver. Gross negligence, as defined by the high court, is "either a want of even scant care or an extreme departure from the ordinary standard of conduct." Because of the Supreme Court decision, they can no longer argue the "assumption of risk" was taken by the Janeways when the mother signed the city's waiver, and instead the defense will argue a secondary "assumption of risk," which, in general terms, means that risks undertaken in participating in certain activities are implied and apparent.



Janeway, who suffered from cerebral palsy, epilepsy, and other disabilities, was swimming at Los Banos as part of Adventure Camp, a program for children with developmental problems, which she attended from 1999 to 2002. The day she drowned, Janeway went swimming about an hour after having a seizure. Janeway's camp counselor said in a deposition she had looked away from the pool for about 15 seconds. When she looked back, she couldn't locate the girl. Five minutes later, after the counselor had jumped into the pool to search and it had been evacuated, Janeway was found at the bottom. She died the next day.

Sitting in the front row observing the hearing were Oded Gottesman and Matthew Clarke, an attorney with Cappello & Noel, the firm representing Gottesman in a wrongful death suit against the Cathedral Oaks Athletic Club. Gottesman's four-year-old son Yoni drowned in the Cathedral Oaks pool in 2005. The two cases are similar, Clarke explained, when asked why he was sitting in on the hearing. He expects the judge to follow comparable rationale in the Janeway case as he did in the Gottesman case, which is currently waiting on the state Court of Appeal to rule on a defense motion to disqualify Cappello & Noel from the case because of a relationship between Cappello and athletic club owner Richard Berti.

At the end of the Janeway hearing Tuesday, Anderle issued a gag order on the involved lawyers because of recent news articles on the case, so none could comment on it.

UCSB Summer Camps

UCSB Summer Day Camp is located on Stadium Rd adjacent to parking lot #30 (C-2)

Drop-off is 7:15-8:30am
Pick-up is 4:30-5:30pm



TAG GAMES

What Time Is It Mr. Fox?

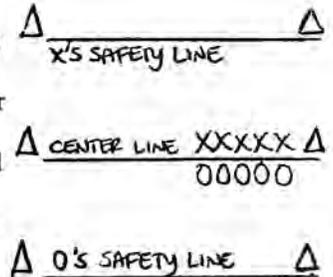
- One child is THE FOX and has his/her back to the rest of the group
- The group asks THE FOX "What time is it Mr. Fox?"
- THE FOX tells them a time from the clock (ie: "Three o'clock) and the children take the appropriate steps (3)
- As THE FOX hears the group getting closer, he/she can yell out "Midnight!" after being asked what time it is, and should then turn and chase the group back past the starting line while trying to tag the players
- Players who were tagged join THE FOX and help to catch others
- The game is over when everyone has been tagged or one person is left
- The last person tagged is THE FOX next game



Equipment: 4 cones to set up the boundaries of the fox's den

Rho-Sham-Bo Tag

- Divide the group in two and put each on either side of a center line
- The children in each group get together with a counselor and decide what hand gesture they will throw first (scissors, paper, or rock) and will also think of a back-up gesture in case there is a tie
- The two groups face each other at the center line so that each child is across from a player on the other team
- Both teams at the same time hit a fist in the palm of their hand, yell "Rho Sham Bo!", and throw the first hand gesture
- Whichever team throws the winning gesture (scissors beats paper, paper beats rock, rock beats scissors) becomes IT and tries to chase the other team to their safety line
- The players who are tagged join the other team and the game begins again
- The game is played until all the players from one team have been captured



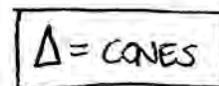
Equipment: 6 cones to set up the safety lines and center line

Link Tag

- Have the children pair up and stand in a space within the set boundaries (If you have an odd number, a group of three is okay)
- Each pair should hook arms with each other and put their outside hand on their outer hip making a free hook
- Choose one person to be IT and one person to be the RUNNER
- IT chases the RUNNER around the groups of children and tries to tag the player before he/she can link arms with one of outside arms of a pair (You may want to set a time limit of 30 seconds of free running before you have to hook up)
- If the player is successful in linking with one person in a pair, the other person in the pair must unhook and become the RUNNER
- If IT tags the RUNNER, the RUNNER then becomes IT and must touch the ground and count to three before he/she can turn around and chase the person who tagged them
- The game is played continuously and may be stopped by the counselor if a new IT and RUNNER need to be chosen



Equipment: Cones for game boundaries



TAG GAMES

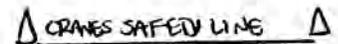
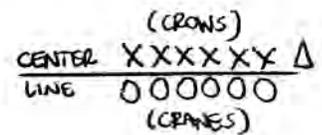
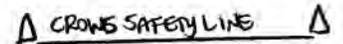
Tunnel Tag

- Choose two people to be IT (depending on size of the group)
- The ITs chase and try to tag the rest of the group
- If a player is tagged, he/she must freeze where he/she was tagged with his/her legs spread open
- Other players may free the player by running underneath his/her legs
- The game ends when everyone has been tagged or when a new IT has been chosen

Equipment: Cones for game boundaries

Crows and Cranes

- Split the group into 2 teams making one the "Crows" and the other the "Cranes"
- Have both teams face each other at a center line
- The counselor yells out "Cr-cr-cr-cranes!" or "Cr-cr-cr-crows!" and whichever team was called out becomes IT and must chase the other team back to their safety line
(You may also try to fool them by yelling "Cr-cr-crackers!" or "Cr-crabs!")
- Any child caught goes over to the other side
- The team that has the most players at the end of the game is the winner



Equipment: 6 cones to mark safety lines and center line

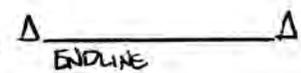
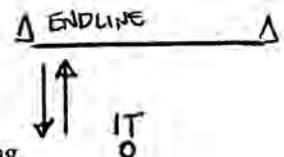
Blob Tag

- Choose one person to be IT and have them chase the group around the area
- Any player tagged must join hands with IT and together they continue to tag players
- The BLOB of taggers may split apart into different tagging groups as long as they have at least 2 people holding hands
- The game ends when everyone has been tagged
- The last person tagged becomes IT next game

Equipment: Cones for game boundaries

Octopus Tag

- Choose one or two children to be IT
- When they say "GO!", the group, which is lined up at the starting line, tries to run past the OCTOPUS to the end line without getting tagged
- When players get tagged they must freeze in the spot they were tagged...they have now become SEAWEED stuck in the bottom of the ocean and cannot move their feet but *can* tag players with their moving arms as they run by
- Any player that runs out of the coned area automatically becomes SEAWEED
- The last person(s) tagged becomes IT next game
- The counselor can vary the game by giving the group different locomotive movements to use other than running



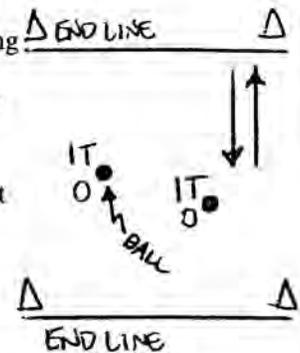
Equipment: Cones for game boundaries

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TAG GAMES

Sink The Bismarck

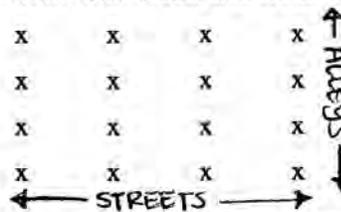
- Choose one or two children to be PIRATE SHIPS
- Each PIRATE SHIP is given a ball (CANNON BALL) which they can roll/throw at passing SHIPS to tag them (below the waist *only!*)
- When they say "GO!", the group, which is lined up at the starting line, tries to run past the PIRATE SHIPS to the end line without getting hit
- When players get hit they must freeze in the spot they were tagged...they have now become SUNKEN SHIPS stuck in the bottom of the ocean and cannot move their feet but *can* tag players with their moving arms as they run by
- Any player that runs out of the coned area automatically becomes a SUNKEN SHIP
- The last 2 players tagged become PIRATE SHIPS next game
- The counselor can vary the game by giving the group different locomotive movements to use other than running



Equipment: Cones for game boundaries

Streets and Alleys

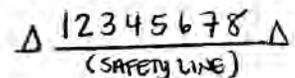
- The children stand in rows aligned both from front to rear and from side to side



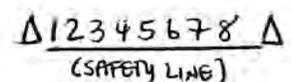
- The children all face the same way and join hands with the players on each side
- Choose a runner and a chaser
- The chaser tries to tag the runner, who runs between the rows with the restriction that he/she cannot break through or go under the arms
- Throughout the game the counselor yells out "Streets!" or "Alleys!" to change the direction of the rows
- On command, the children drop hands, turn 45 degrees, and grasp the hands of those who are now next to them, creating new passages to run down
- When the runner is tagged or becomes tired, a new runner and chaser are chosen
- You can make the game faster by having one runner and 2 chasers

Steal the Bacon

- Choose 2 teams and have each team stand on their endline facing the other group
- Give every player on each team a number (ie: 1 thru 10)
- Place a ball or something small enough to grab at a center point between the two teams
- Call out a number "Two!"....the players from each team who are the number 2 will then run to the middle and try to be the first person to grab the object and run back over his/her team's safety line
- The player who did not grab the object should chase the other player and try to tag him/her before he/she makes it to safety
- A point is given to a team if they make it safely over their endline with the object



Equipment: Small ball or object and 4 cones to designate endlines



△ = CONES

DODGEBALL GAMES

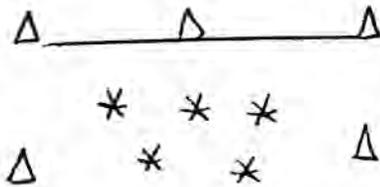
Dr. & Spy

- Divide the group into two teams and designate which side of the center line will be each team's territory
- A counselor huddles with each group by their back line to decide who THE DOCTOR and THE TWO SPIES will be

- Explain to each team the **RESPONSIBILITIES OF THE DOCTOR & SPIES:**

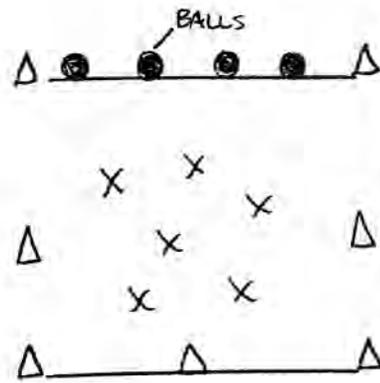
DOCTOR:

- Only one doctor is picked
- He/she is the only person who can tag players who are *OUT* on their team so that they join in the game again
- Once the doctor is hit with a ball or has had a ball caught that he/she threw, the doctor is *OUT* and anyone who is hit on that team from that time on is out of the game for good
- The object of the game is to get the other team's doctor out



SPIES:

- Usually 2 spies are picked
- The spies are the only players who are allowed to cross over the center line into enemy territory
- They are allowed to bring balls with them to try to hit players on the other team (especially the doctor)
- If a spy is hit by the other team while he/she is on their territory, he/she has to sit up by the center line on his/her team's side and can no longer cross over onto the other team's side...he/she has lost his/her spy privileges and is now just a regular player
- **PLEASE NOTE:** The other team can try to protect the doctor from the spies by getting in his/her way but *may not* touch the spies in any way with their hands or bodies!



- The game starts with each team lined up by their back line and all of the balls up at the center line...when the counselor says "GO!" the players may run up to the line and grab the balls
- Each team tries to get the other team's players out by throwing the POISON PELLETS (balls) and hitting them *below the waist*
 - **NOTE:**
 - anything above the waist does not count (i.e. back, stomach)
 - anyone who hits someone in the head is automatically out
 - hitting someone's hands COUNTS as long as the person *was not* trying to defend a body part above the waist (i.e. face)
 - if a person tries to catch a ball and drops it, he/she is out
 - if a person catches a ball that someone threw at them, the thrower is out
- Once a player is out, he/she must sit down on the spot he/she was hit and wait until the doctor tags him/her before getting up and resuming play
- Remember, if a player gets out and the doctor is already out then he/she is out for the rest of the game
- The game is over when one of two things happen:
 - Either 1) The doctor gets out
 - or 2) The doctor gets out and everyone on the team has been hit

Equipment: Enough cones to set back lines & a center line and at least 4 balls

DODGEBALL GAMES

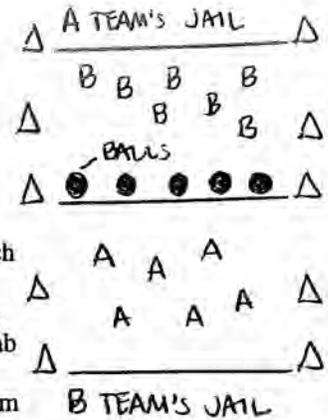
Nationball

- Divide the group into two teams and designate which side of the center line will be each team's territory
- The game starts with each team lined up by their back line and all of the balls up at the center line...when the counselor says "GO!" the players may run up to the line and grab the balls
- Each team tries to get the other team's players out by throwing the balls and hitting them *below the waist*

- NOTE:**
- anything above the waist does not count (i.e. back, stomach)
 - anyone who hits someone in the head is automatically out
 - hitting someone's hands COUNTS as long as the person *was not* trying to defend a body part above the waist (i.e. face)
 - if a person tries to catch a ball and drops it, he/she is out
 - if a person catches a ball that someone threw at them, the thrower is out

- Once a player is out, he/she must go around the perimeter of the cones to the other team's back line where he/she is in JAIL
- A player in JAIL can only get out if he/she can get a ball and hit someone on the other team...when this is done the player can go back to his/her team's side and the other team's player goes over to their jail
- The game continues until everyone from one team gets out

Equipment: Enough cones to set back lines & a center line and at least 4 balls



Coneball

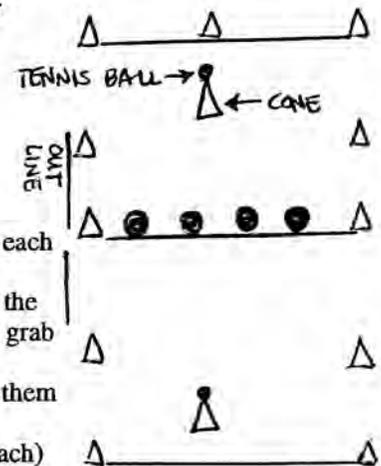
- Divide the group into two teams and designate which side of the center line will be each team's territory
- The game starts with each team lined up by their back line and all of the balls up at the center line...when the counselor says "GO!" the players may run up to the line and grab the balls
- Each team tries to get the other team's players out by throwing the balls and hitting them *below the waist*

- NOTE:**
- anything above the waist does not count (i.e. back, stomach)
 - anyone who hits someone in the head is automatically out
 - hitting someone's hands COUNTS as long as the person *was not* trying to defend a body part above the waist (i.e. face)
 - if a person tries to catch a ball and drops it, he/she is out
 - if a person catches a ball that someone threw at them, the thrower is out

- Once a player is out, he/she must stand outside the coned perimeter on the sideline of his/her team's side (usually up near the center line)
- A player can only go back in if a member of his/her team hits someone on the other team or catches one of their balls...when this is done the player can go back in and the person on the other team must go out
- The goal of each team is to knock the tennis ball off a cone located near the other team's back line...if this is accomplished their team gets a point and the game starts over
- If everyone from one team gets out and the ball still has not been knocked off, the team who still has players in gets 3 free chances to knock the ball of the cone:

- 1) if they do it, they get a point
- 2) if they don't do it, the other team gets to come back in & continue the game

Equipment: Enough cones to set back lines & a center line, at least 4 balls, & 2 tennis balls



△ = CONES

DODGEBALL GAMES

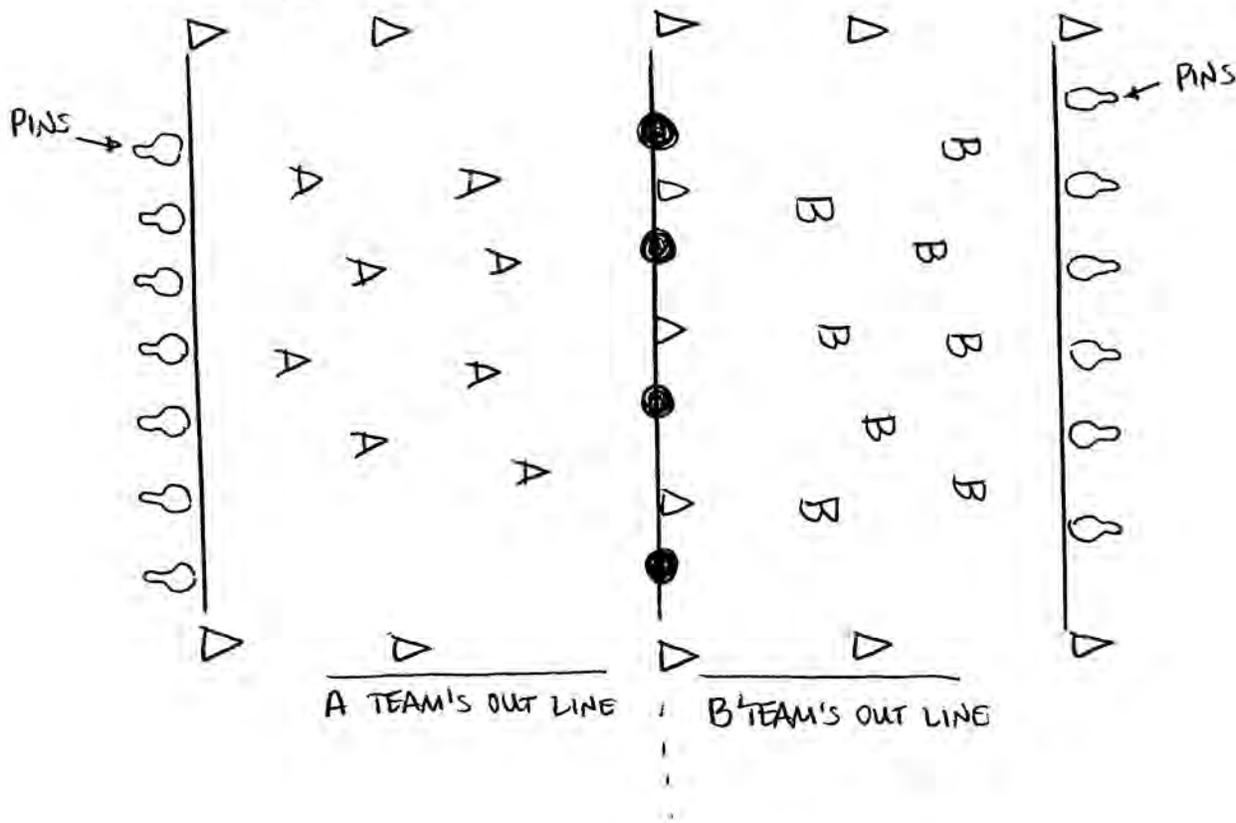
Bomb the Pins

- Divide the group into two teams and designate which side of the center line will be each team's territory
- The game starts with each team lined up by their back line, all of the balls up at the center line, and bowling pins lined up by each team's back line...when the counselor says "GO!" the players may run up to the line and grab the balls
- Each team tries to get the other team's players out by throwing the balls and hitting them *below the waist*

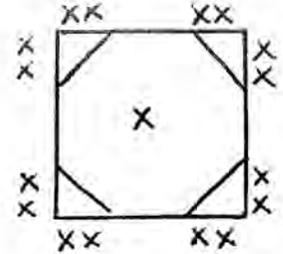
- NOTE:**
- anything above the waist does not count (i.e. back, stomach)
 - anyone who hits someone in the head is automatically out
 - hitting someone's hands COUNTS as long as the person was *not* trying to defend a body part above the waist (i.e. face)
 - if a person tries to catch a ball and drops it, he/she is out
 - if a person catches a ball that someone threw at them, the thrower is out

- Once a player is out, he/she must stand outside the coned perimeter on the sideline of his/her team's side (usually up near the center line)
- A player can only go back in if a member of his/her team hits someone on the other team or catches one of their balls...when this is done the player can go back in and the person on the other team must go out
- The goal of each team is to knock down all of the other team's bowling pins...if this is accomplished their team gets a point and the game starts over
- If everyone from one team gets out and all of the pins have not been knocked down, the team who still has players in gets 3 free chances to knock the pins down:
 - 1) if they knock *ALL* of them down, they get a point
 - 2) if they don't do it, the other team gets to come back in & continue the game

Equipment: Enough cones to set back lines & a center line, at least 4 balls, at least 10 pins



NEW GAMES



Corner Spry

- One person is blindfolded and stands in the center of the square
- The other players are scattered in the corner areas and travel quietly from one corner area to another. (The locomotor movement may be changed by the counselor)
- In less than 20 seconds the blindfolded person calls out "Corner Spry!" and all players must stay in or go to the closest corner
- The blindfolded person points to the corner that he/she thinks has the most players
(Variation: calls out the corner number 1, 2, 3, or 4)
- A new player is then selected to be blindfolded

Equipment: a blindfold

Human Knot

- Have the group stand in a close circle (shoulders touching) and reach across the circle with their right hands to hold the right hand of someone else in the group
- Next, have them do the same with their left hands *but be sure that they do not pick the same person with their left as they did with their right*
- You have now formed a human knot...see how long it takes to work as a team to unknot your group so that everyone ends up in one big circle again still holding hands!

NOTE: No one at *any time* may let go their hands!

Indian Chief

- Have one person sit away from the group with his/her eyes closed
- The remaining children are to sit Indian style in a circle
- Pick one person to be the INDIAN CHIEF (be sure to *point*...do not call out the person's name!)
- The job of the INDIAN CHIEF is to do different gestures, i.e. snapping fingers, rubbing his/her tummy, and the group must copy whatever the INDIAN CHIEF does

NOTE: Remind the children not to look directly at the INDIAN CHIEF or they will give him/her away!

- As soon as the INDIAN CHIEF begins to snap his/her fingers or pat his/her head, call the GUESSER over and have him/her stand in the middle of the circle
- The GUESSER is given three chances to try to guess the INDIAN CHIEF
 - 1) If he/she is unable to guess in 3 chances, the INDIAN CHIEF is identified and a new game begins with the old INDIAN CHIEF becoming the GUESSER & the old GUESSER picking a new INDIAN CHIEF
 - 2) If he/she guesses the INDIAN CHIEF, congratulations are given and a new game begins in the above manner

Murder

- Have the group sit in a circle and pick a piece of folded paper from a hat (or your hand)
- All but one of the papers have O's on them and the murderer's paper has an X
- The group begins the game by looking around at the people in the group...the murderer strikes by winking at people
- If a person is winked at, he/she counts to three in his/her head, looks around, and then says "I'm dead!" and lies down
- The others in the group try to guess who the murderer is...whoever guesses wrong also dies
- The game is over when the murderer is guessed or everyone has been murdered

NEW GAMES

SPUD

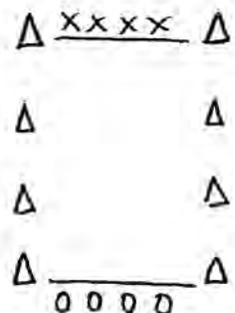
- Have the group line up and whisper a number in each of the players ears (1 thru ?... depending on how many are playing)
- To start the game, choose a player to throw the ball in the air and call out a number
- At this point one of two things can happen:
 - 1) If the ball hits the ground before the player whose number is called out can catch it, he/she should yell "FREEZE!" as soon as he/she gets control of the ball
 - 2) If the player whose number is called out catches the ball before it hits the ground, he/she then immediately throws the ball into the air and calls out another number...this new person should then try to gain control of the ball and yell "FREEZE!"
- The remaining players, after learning that their own numbers were not called out, should run away from the ball until they hear "FREEZE!" at which point they need to stop immediately & freeze
- The player who has the ball then has a choice of taking three giant leaps/steps towards the player of their choice (usually the closest player) from the spot at which they caught the ball...he/she then rolls the ball and tries to hit the player below the waist (who is frozen and cannot move in any way to avoid being hit)
 - 1)If he/she hits the player, the hit player gains the letter "S" and is on his/her way to spelling "SPUD"
 - 2)If he/she does not hit the player, no one gets a letter and a new round is started
- At this point, the player (who rolled the ball) continues the game by throwing the ball in the air and calling out a new number
- As soon as one player spells "SPUD", the game is over and a new game is started

Equipment: one playground ball

Touchdown

- Split the group into two teams...have each team put on different colored flags (red & yellow)
- The "football" used in this game is an object small enough to be concealed in a child's hand i.e. a crumpled up piece of paper or cup, a button, a bottle cap, etc.
- Have each team begin the game lined up along their end line...when the counselor yells out numbers, such as "53, 74, 29,...HIKE!", the players from both teams begin running at each other with these goals in mind:
 - THE TEAM WITH THE BALL:** is trying to have their player who has the "ball" run and make it over the other team's end line without having his/her flag pulled off
 - THE TEAM WITHOUT THE BALL:** is trying to pull as many flags off the other team's players as they can before they are able to make it over their end line
- NOTE:** There is to be *no flag guarding* by the player whose flag is about to be pulled which includes slapping away the other team's hands, covering his/her flag with a shirt, or guarding the flag with his/her hands & arms. There is also *NO physical contact allowed between players bodies...THIS IS NOT REAL FOOTBALL!*
- If a players flag is pulled off, he/she must immediately stop and open his/her hands to show the other team whether he/she has the "football"
 - 1)If the player caught has the football, the play is incomplete and the ball goes over to the other team for the next round of play
 - 2)If the player with the "football" makes it over the other team's end line, his/her team is awarded 6 points and keeps the football for the next round of play

Equipment: 4 cones for end lines, a small object for the football, 2 sets of flags



NEW GAMES

Capture the Flag

- Split the group into two teams...have each team put on different colored flags (red & yellow) and stand on their side of the center line in the coned area
- In a smaller coned area (safety zone) on the yellow team's side is a large cone with a RED FLAG on it and on the red team's side is a large cone with a YELLOW FLAG on it
- **The object of the game is to have players from each team cross over the center line into enemy territory to capture their team's flag and bring it safely back to their own side**
- However, as soon as the red team steps over the center line onto the yellow team's side, they run the risk of having their flags pulled off by the yellow players and visa versa
- If a red player's flag is pulled off, the player goes to the yellow team's JAIL, which is designated by a coned area, and must remain there until another *free* red player is able to run over and *tag* the jailed player

NOTE: There is to be *no flag guarding* by the player whose flag is about to be pulled, which includes slapping away the other team's hands, covering his/her flag with a shirt, or guarding the flag with his/her hands & arms. If a player is caught flag guarding, he/she must go directly to JAIL.

NOTE: There may only be ONE JAIL GUARD for each team's jail

- Once tagged out of jail, the red player *must* raise his/her hand and walk back to the red side before being allowed to cross back over to capture the red flag...the raised hand tells the yellow team that the red player just got out of jail and has a free walk back to safety

NOTE: The red player who tagged the player out of jail *does not have a free walk back to safety!* He/she can have his/her flag pulled off if caught

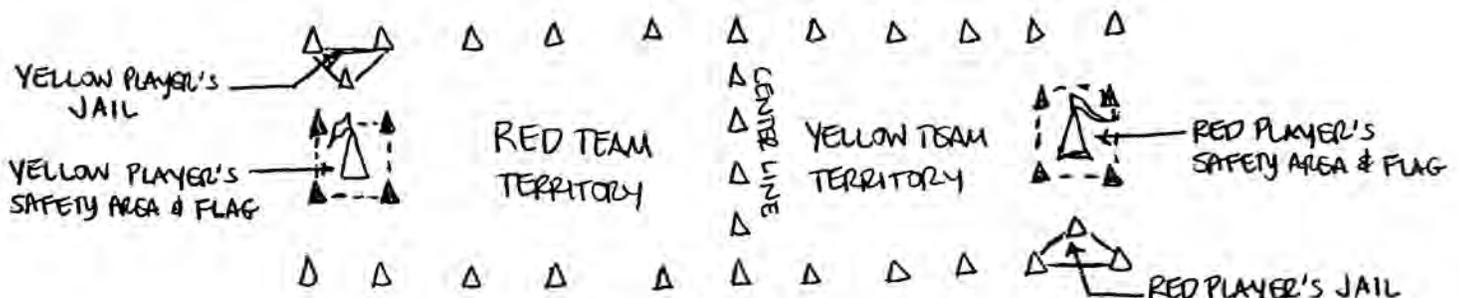
- If a player successfully makes it into the small coned area around his/her team's flag, he/she is safe in that area for 5 seconds and, after that time, players from the opposing team may enter the safety area and try to pull off his/her flag

NOTE: Initially there can only be ONE FLAG GUARD for each team's flag, but as soon as someone from the opposing team enters into the small safety zone, there can be more than one player around the area to catch the intruder

- Once a player successfully crosses over the center line with his/her team's flag, his/her team is awarded a point for the "score", all members go back to their team's side, and the game begins anew with the sound of the whistle

- **VARIATION:** Play the game in a wooded area with cones designating the boundaries and hide each team's flag to make it more challenging. If a player's flag gets pulled, you can either have a designated jail on each side or have the player who pulled the flag carry the flag to a counselor who then returns it to the "caught" player and makes sure that he/she returns to his/her side before resuming play.

Equipment: Many small cones for the perimeter, two large cones, two sets of different colored flags, a whistle to announce a score or foul



FAMILY FEUD RULES (Trivia Game)

CHOOSING TEAMS

- Put numbers in a hat and have the kids pick to see what team they are on.
- Each team should decide on a name for their "family".

CHALLENGE LIST

- Each team needs to get together and decided on a list of 10 challenges for the other team to complete should they choose not to answer a question.
- The counselors will read the list to see if there are any inappropriate challenges listed:
 - Making fun of someone
 - Gross/unhealthy gestures
 - Impossible tasks ie: "forfeit the game", etc...
- All challenges need to be performed within the confines of the activity area.

PLAYING THE GAME

- Once a team is chosen to go first, a card is chosen from the trivia box and a random question is asked. You may have each team roll a die to see what number question they will be asked.
- The team (TEAM #1) then has a choice of answering the question or passing it one to the other team (TEAM #2).
- Each team is given a time limit of ONE MINUTE to answer the question.

- If TEAM #1 decides to answer the question, one of two things happen:

- 1) If the answer is correct: TEAM #1 gets a point
- 2) If the answer is incorrect: The question is then passed to TEAM #2, who will get a point if they are able to answer correctly

- Regardless of which team gets the point, it is then TEAM #2's turn to answer the next question.

- If TEAM #1 decides *not* to answer the question, they PASS the question on to TEAM #2, who then has two options:

- 1) They can choose to answer the question:

| | |
|--------------------------------------|--|
| <u>CORRECT:</u> TEAM #2 gets a point | <u>INCORRECT:</u> TEAM #1 gets a point |
|--------------------------------------|--|
- 2) They choose to do a task from TEAM #1's challenge list.

- One person from TEAM #2 is chosen to do a challenge by the counselor.
- The challenge must be done in the activity area in front of the group.
- After the challenge is completed, *neither team is given a point* and it is now TEAM #2's turn to be asked a new question.

NOTE: Each team is only given 5 passes to use during the game. Once the passes are used up, the team **MUST** answer all questions asked of them.

- The game is played until the activity time runs out or one of the teams reaches a pre-determined winning score (ie: 20 points).

