



# **Summer Camp Manual 2009**

**Volume 2, November 2008**

# Table of Contents

Our Philosophy of Camping at Lake Louise	3
Job Descriptions (Overview, camp counselor, scholarship form)	5
Safety Procedures (Safety, child protection policy, emergency procedures, Internet, Waterfront)	11
General Information (Sunday Info, camp store, building policies, Saturday cleanup, map, directions, what to bring, brief history)	21
Working with Campers (behavior management, positive methods, Bob Ditter, developmental characteristics, building assets, health surveillance, environment, hospitality, holy conferencing, conflict transformation)	33
Wuz That? Camp Terms and Traditions	62
Counselors Checklist	64

**Lake Louise United Methodist Camp**  
Vaughn Maatman, Executive Director

11037 Thumb Lake Road  
Boyne Falls, MI 49713  
231-549-2728  
[lakelouise@lakelouisecommunity.org](mailto:lakelouise@lakelouisecommunity.org)

## **Our Philosophy of Camping at Lake Louise United Methodist Camp**

### **Mission Statement:**

“Creating an environment that nurtures Christian growth and Christ-like community.”

### **Vision Statement:**

“Our community will empower people to impact the world for Christ. People will gather for spiritual growth, Sabbath, education, leadership development, and recreation in a Christ-centered community equipped for creative, multi-purpose, multi-seasonal ministries.”

### **Core Values:**

We provide opportunities for children and youth to know Christ and grow in faith.

We protect God’s creation by responsible stewardship of the water, land, forest, and living creatures.

We offer a setting and opportunities for people to build relationships.

We value, share and build upon the vision and heritage of those who preceded us.

We nurture a spiritual environment by providing time and sacred spaces for individual and community worship experiences.

We affirm our affiliation with The United Methodist Church and its expression of Christianity as our heritage and our future.

We practice the ministry of hospitality.

We are intentional about finding ways to make the Lake Louise Christian Community experience broadly available.

We exercise fiscal responsibility to secure the present and to ensure the future of the Lake Louise Christian Community.

## The Wesleyan Legacy and Camp/Retreat Ministry

*We affirm our affiliation with The United Methodist Church and its expression of Christianity as our heritage and our future.*

### From Kevin Witt:

It is no accident that The United Methodist Church has developed a large network of camp and retreat centers. The grassroots visions that launched nearly 250 sites operating in the United States today (and more in other nations) represent a natural extension of a unique heritage and gift to society. From the days when John Wesley and his colleagues made the bold choice to take faith formation into the outdoors through field preaching and teaching (and noticed that Jesus had done the same), God has confirmed the power of various forms of Christian outdoor education and retreats as a strength of our denomination. Wesley found the response of the people and their changed lives a remarkable testimony to the undeniable movement of the Spirit. This movement reaches to the present through circuit riders venturing into the North American wilderness in the 1700s to huge camp meetings and assemblies of the 1800s to modern camp and retreat centers as we know them today. Millions have been touched, renewed, and inspired over the last three centuries to trust God more deeply and to embrace lives of Christian love and leadership. Camps and retreats are only one important way that The United Methodist Church lives out its legacy of building bridges between the sanctuary and life beyond its doors.

I am so grateful to God and The United Methodist Church for investing in and providing such meaningful camp and retreat settings and experiences. It has made all the difference. Many personal milestone opportunities to dedicate myself to Christ, to renew my soul, and to be equipped for a life of spiritual leadership occurred in these places. It has been equally pivotal in the faith formation of all three of my daughters. What greater gift can a parent receive than to have one's children more deeply connected with God. As I ponder the reasons for the effectiveness of these temporary respites from daily responsibilities and routine, four factors come to mind. **Intentionality** — these centers invite persons to seek God and to grow spiritually as the primary purpose of the site and its ministries, which distinguishes them from other camps and conference centers with different priorities.

## Job Descriptions

## An Overview of Job Positions

Where can you find the help you need while you are at camp?

### **Executive Director**

Has oversight of all the operational, educational and programmatic, regulatory, and financial aspects of the camp and retreat center, scheduling, and the permanent and seasonal Lake Louise staff. The ED works with the Program Director, Camp Deans and counselors to provide a meaningful camp experience for campers. He will:

- Be glad to help with any aspect of the camp experience.
- Will organize an efficient response to any concerns and requests that are made directly to the Lake Louise Office.
- Will attend an event of the Program Dean's choosing when arranged prior to the week of camp.

### **Administrative Assistant**

Assists with the operational and organizational aspects of the camping experience. They will assist with:

- registration, check-in and check-out
- AV requests
- programmatic materials in the Buss Garage

### **Director of Operations**

Has oversight of the facilities and physical resources of Lake Louise, and supervises and the permanent and seasonal staff working on operational tasks; including repair and maintenance, cleaning/custodial, and upkeep of all grounds and buildings. Requests for repair, maintenance, cleaning, and supplies of any kind, etc. should be directed to the office so staff efforts can be coordinated for an efficient response.

### **Head Cook**

Has oversight of the food service and kitchen staff, including menu planning, purchasing, food preparation, serving and cleanup. Special dietary needs should be communicated to the Head Cook. Supervises staffing the camp store, located in the dining hall.

### **Program Development Director**

The Program Developer works with the Executive Director to provide training for counselors and staff. They can/will:

- Provide online training and informational materials for counselors and deans to download
- Provide a training weekend for counselors who will be new to Lake Louise
- Provide an online course for experienced counselors
- Work with the Program Deans to provide an excellent experience for each camp

### **Program Dean**

The Program Dean is the "dean" of the camp. This is a volunteer with a passion to lead this particular week of camp. They will:

- The Program Dean is asked to contribute a significant amount of time to the task. This time significantly contributes to the success of the camping program. In addition to the tasks listed below, the Program Dean should plan to attend the November Dean's Training Day and the August Evaluation Day.
- Recruit the volunteer staff

- Provide training opportunities for their staff (planning for a total of 11 hours of training)
- Make sure that all administrative/organizational details are cared for prior to camp
- Be the “go to” person for all counselors. Providing for problem solving, behavior management solutions, last minute details and decisions and situations that require contacting the parents.
- They will be the primary interface/communications person between the volunteer staff and the permanent staff.
- Assist Lake Louise United Methodist Camp in evaluating the camp experience and be a part of creating solutions for the future

## Staff

**Lifeguards:** have oversight of all practices, equipment and procedures at the Waterfront, including swim tests, buddy board, aquatic observers, kayak and paddle boat use.

**Kitchen Staff:** work on meal preparation, serving and clean-up. During dining hours, direct requests for food or service to any of the kitchen staff. Requests regarding diet, scheduling, picnics, etc, should be directed to the Head Cook.

**Maintenance and grounds workers:** accomplish custodial work, grounds work, repairs, replenish supplies in bathrooms and other facilities. Direct requests for these things to the office, and a staff member will be assigned to respond.

## Counselors

Volunteer counselors have primary responsibility for the oversight of each camper. They are best described as:

- Mentors
- Spiritual Leaders
- Encouragers
- Role Model
- The Adult (do not confuse themselves as a “buddy”)

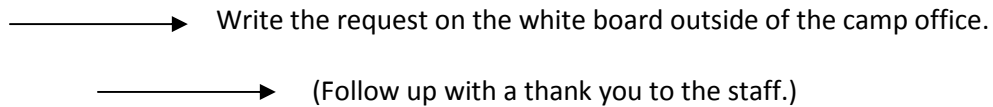
## Camp Medic/Nurse/Health Officer

A Health Officer is a paid or volunteer employee with responsibility for the health and safety of the campers. Their many responsibilities include:

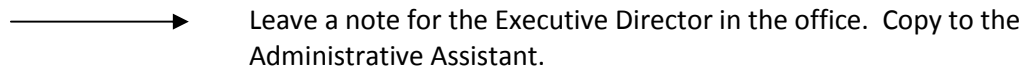
- Screening campers during registration
- Collecting and administering all medications (campers and counselors)
- Informing the Head Cook of any special dietary needs
- Handle the details if any camper needs to visit a doctor or to be taken to the hospital
- May be a part of a response team in cases of reported abuse.

## Sample “Go To” Flowcharts

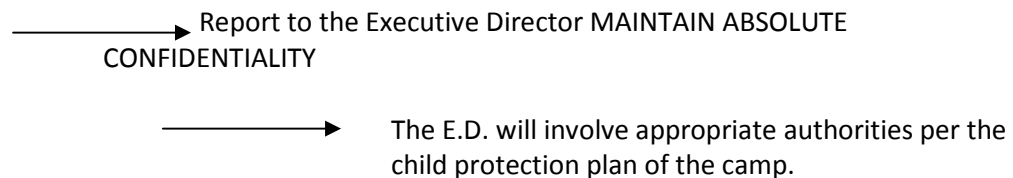
**Situation One:** Counselor has a concern about the facilities or a needed repair



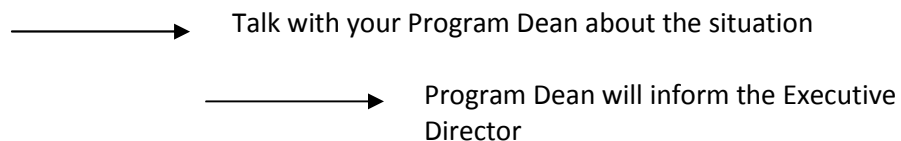
**Situation Two:** Change of Schedule



**Situation Three:** Report of/concern of Abuse



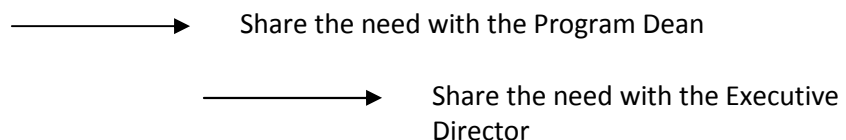
**Situation Four:** Concern about the paid staff



**Situation Five:** Paid Staff observes a rule infraction



**Situation Six:** Need for Supplies or Service



## **Camp Counselor Job Description**

Lake Louise UM Camp Counselor or Chaperone Job Description

### **Definition:**

A Counselor or Chaperone is a paid or volunteer employee with responsibility for the direct personal care, guidance or supervision of campers.

(Band Camp chaperones and Camp Counselors must meet all of the counselor criteria *and* have all personnel and health records on file with Lake Louise)

### **Duties:**

Counselors or Chaperones are responsible for supervision of the campers during the day and during sleeping hours. Each cabin shall have one Counselor or Chaperone assigned to stay with the campers during any sleeping hours. **Band camps shall have one (1) Chaperone or Staff per fourteen (14) campers on the grounds even while the campers are under the Band Director's direct supervision. This is State Law.**

### **Qualifications:**

1. Counselors or Chaperones shall be a minimum of eighteen (18) years of age.
2. Counselors or Chaperones shall have three (3) or more reference signatures on file with the camp. These references shall be provided to the Program Dean prior to assignment on Staff.
3. Counselors or Chaperones shall be assigned to the staff based on their character, emotional stability, health, ability, experience and education.

### **Training Requirements:**

Counselors or Chaperones will have a minimum of twenty-seven (11) hours of pre-camp training documented and filed with Lake Louise by the Program Dean.

### **Lines of Authority:**

Counselors or Chaperones shall be directly responsible to the Program Dean.

### **At Lake Louise We Value Our Volunteer Counselors:**

We recognize that volunteer counselors are one of our most valuable resources. Volunteer counselors

- Provide stability for campers – returning for many years
- Recruit campers and reassure parents that their children will be well cared for
- Become passionate supporters of the ministries at Lake Louise

Because of our gratitude for our volunteer staff we offer:

- Up to two ½ off scholarships for your own children to attend a Lake Louise camp

## **Volunteer Staff Camp Scholarship**

Name of Volunteer:

Camp Week To Be Served:

Name of Child(ren) to Receive Scholarship:

---

Name	Camp Week
------	-----------

---

Name	Camp Week
------	-----------

I would like my scholarships to be applied to the above.

Signature of Volunteer: \_\_\_\_\_

I certify that this volunteer will be serving at our camp this summer:

Signature of Program Dean: \_\_\_\_\_

You may receive up to two ½ off scholarships for your own children to attend a camp week at Lake Louise.

# Safety Procedures

## Safety Procedures

At Lake Louise we understand the importance of placing emphasis on safe procedures. Children in our care will have a better chance for personal and spiritual growth in a safe environment. Some things to remember:

### **Take Care of Yourself:**

- Do everything you can to prepare yourself for camp: knowledge, spiritually, emotionally, physically
- Be aware of your own limits and ask for help
- Pace yourself
- Understand your own gifts and talents and use them.

### **Living 24/7 in group situations means:**

- This is a lot different from other counseling situations. Emotions are more intense when you are living together in groups.
- Groups establish rules of conduct that help them negotiate “group living”. These rules are for everyone – not just the campers. Many campers are used to more freedom at home. Be resolved and calm in helping everyone get through the tense times.
- Remember to be a non-anxious presence. This requires managing your own anxieties and staying connected to those in your group. Resist the urge to withdraw, be critical, angry and the other things you might do when you aren’t the person in charge.

### **Campers Need you to:**

- Provide a safe environment
- Be aware of individual needs and concerns
- Make sure that everyone is adhering to the rules
- Be an adult!

### **Campers can be made to feel unsafe if they become**

- over stimulated
- too scared or frightened
- too curious
- too excited

### **Loss of self-control (not feeling safe) can be caused by**

- tickling
- wrestling
- scary stories
- details of your private romantic life

## Adherence Plan for Child Protection Laws Lake Louise United Methodist Camp

The Lake Louise United Methodist Camp shall follow the following plan for compliance with the Family Independence Agency rules regarding Act #238, Public Acts of 1975, as amended, being sections 722.621 -- 722.636, Michigan Compiled Laws.

### A) Definitions from Michigan State Law

**“CHILD”** means a person less than eighteen (18) years of age.

**“CHILD ABUSE”** means harm or threatened harm by a person to a child’s health or welfare, which occurs through non-accidental physical or mental injury; sexual abuse; sexual exploitation; or maltreatment.

**“CHILD NEGLECT”** means harm to a child’s health or welfare by a parent, legal guardian, or person who has custodial care of the child which occurs through either of the following:

1. Negligent treatment, including the failure to provide adequate food, clothing, shelter or medical care.
2. Placing a child at an unreasonable risk to the child’s health or welfare by failure of the parent, legal guardian, or person who has custodial care of the child to intervene to eliminate that risk when that person is able to do so and has knowledge of the risk.

### B) Staff Procedures

1. All staff shall be acquainted with Lake Louise’s policy on Child Protection and the procedures for reporting abuse.
2. In cases where potential abuse is suspected or abuse is reported by a camper, the camper’s Counselor, Program Dean, Health Officer and the Executive Director shall consult immediately on follow-up. The Executive Director will take the lead on next steps.
3. Information related to camper abuse is strictly confidential. Involved staff should not confide information to other staff or campers.
4. All camper records shall remain confidential.

### C) Reporting Procedures

1. Once the Counselor, Program Dean, Health Officer and Executive Director have consulted, the Executive Director shall call the Family Independence Agency/Department of Human Services and will coordinate further follow-up.

2. Within **72 hours** after making the oral report, the Executive Director shall file a written report with the appropriate agencies and organizations (FIA, DHS, UMC conference or Bishop's office, etc.). The written report shall contain the name of the child and a description of the abuse or neglect, along with contact information for the camper's parents, guardian or the person with whom the child resides. The report shall also include the contact information for involved staff members so that the appropriate agency or organization can follow-up, if necessary.

D) **Isolation of an Alleged Perpetrator**

1. An alleged perpetrator shall be removed from camper areas immediately, and shall remain under supervision until law authorities are contacted and the alleged perpetrator is either in custody of law enforcement or released and escorted from camp property.
2. The alleged perpetrator may only be allowed to return to camp activities following clearance through FIA or DHS, and the concurrence of the Executive Director.

## **Lake Louise UM Camp Emergency Procedures**

### **Fire**

1. Executive Director or designee will sound a fire alarm by the continual ringing of the bell.
2. The Executive Director or designee will call 911.
3. The entire camp will assemble at the bell in their cabin groups, the Counselors will conduct a head count and report to the Executive Director. The Executive Director will give instructions after the head count is complete.
4. Campers will be instructed to gather at a safe area until the Executive Director gives the all clear or initiates an evacuation of the camp (see below).

### **Emergency Evacuation Plan**

1. The Executive Director will sound an alarm by continual ringing of the bell.
2. The entire camp will assemble at the bell in their cabin groups, the Counselors will conduct a head count and report to the Executive Director. The Executive Director will give instructions after the head count is complete.
3. The Executive Director will communicate the need for evacuation to the Camp Kinawind Director, and a shelter will be determined utilizing a United Methodist Church.
4. The Camp Kinawind bus or van will be utilized to transport campers and staff from around the lake as needed. If the bus or van is not available, personal vehicles may be used.
5. The campers and staff will meet at the shelter and either wait for authorization to return to the camp or contact parents/guardians for pick-up.

### **Severe Weather**

1. Executive Director will sound an alarm by the continual ringing of the bell.
2. The entire camp will assemble at the bell in their cabin groups, the Counselors will conduct a head count and report to the Executive Director. The Executive Director will give instructions after the head count is complete to assemble in the Retreat Center lower level (South Wall) for shelter when deemed necessary by warnings.

### **Medical Injury or Emergency**

1. Summon the Health Officer, Executive Director, and the Program Dean immediately.
2. The Health Officer will determine if patient can be moved to the Health Station or if first aid can be administered at the scene.
3. Consult with the Camp Doctor, if appropriate and necessary.
4. If the patient needs emergency medical treatment and transport is necessary, call 911 for the ambulance. Do not transport the patient in a personal vehicle.

### **Lost/Missing/Runaway Camper**

1. Advise Executive Director and Program Dean immediately.
2. Executive Director will sound the alarm by ringing the bell continually. The entire camp will assemble at the bell for a head count and to determine where the camper was last seen.

3. The entire camp – grounds and facilities – will be searched. If the camper has not been found, the Executive Director will call 911. The Executive Director will determine next steps in consultation with the Program Dean and instructions will be given to camp attendees.

### **Stranger In Camp**

1. All visitors to Lake Louise must sign in at the office and obtain a visitor's badge
2. Paid or volunteer staff should approach the stranger, ask if we can be of assistance, and if they do not have a badge and have not signed in, direct them to the office to do so.
3. Notify the Executive Director promptly.

## Waterfront Rules

### **Swim Testing:**

1. Before swimming at Lake Louise one must take a swim test. There are two swim areas:
  - a. Shallow (non-swimmers use this only)
  - b. Deep (swimmers must demonstrate that they are able to swim in deep water)
2. The Waterfront Director's decision on a camper's swimming ability is final.

### **Buddy System:**

1. Swimmers must have a "Buddy" of similar abilities and habits to enter the water.
2. Buddies should stay within 10 feet of each other.
3. Both swimmers must notify the Buddy Board attendant when leaving swim area.

### **Signals:**

1. One whistle blow means: "Warning Violation"
2. Two whistle blows means: "Buddy Check or Buddy Check Over"
3. One continuous whistle blow means: "Swimmers Out of the Water"
4. Signal Fog Horn Means: "Entire camp assemble at the waterfront" See Emergency Waterfront Procedures.

### **General Rules:**

1. Shoes must be worn to and from the beach area.
2. Do not swim underneath the docks or rafts.
3. No diving in areas marked (no flips, back flips, etc.).
4. No dunking, pushing, or holding under
5. Do not call for help unless assistance is needed.
6. Swim within the roped boundaries.
7. One warning for violations. Lifeguards may determine when one must leave the water. The Waterfront Director may determine when one has lost swimming privileges.

## Waterfront Missing Person Procedures

When a person comes up missing after a buddy check:

1. Waterfront Director will call a second buddy check.
2. If person is still missing, the Waterfront Director will clear the water and check the buddy board one more time.
3. If person is still missing, the Waterfront Director will sound the Fog Horn alarm to call the entire camp down to the waterfront to gather in cabin groups. Staff will conduct a head count.
4. The waterfront team will conduct an underwater search while the head count is conducted (see map SS-2).
5. If after the head count is complete the person is still missing, the Executive Director or Program Dean will call 911. The Executive Director will then direct staff to search the camp.
6. The waterfront team will continue the underwater search until the 911 rescue team arrives, then follow their instructions.
7. The entire camp will remain seated in cabin groups until released by the Executive Director.

## Counselors, Campers, Facebook and the Internet

This is a complex world we live in. It is our policy at Lake Louise Camp to be aware of the opportunities and the pitfalls of the culture. Counselors and staff should remember:

**Lake Louise United Methodist Camp is a protected name. We reserve the right to ask anyone using the name, in a way that harms the reputation of the camp, to cease using our name.**

A good guideline for camper/counselor communication is:

- We encourage welcome notes before camp.
- We encourage Christmas cards, recruitment cards, announcements, condolences etc
- In all other communication it is good to remember this: **Respond don't initiate.**

Concerning Facebook and My Space:

- Lake Louise reserves the right to re-evaluate our relationship with any staffer whose web based content calls into question their good judgment or their ability to work with children.
- If you have a Facebook or My Space page and it is open to all or you have campers as friends – all content on the page (words and pictures, causes and links) should set a high standard. Parents look!
- It is appropriate to invite campers to join Lake Louise interest groups. It is in this place that announcements and talk about camp can take place in an excellent environment.

## Cell Phone and Computer Use at Lake Louise

Coming to Lake Louise allows us to step back from our regular routines and step into natural environment for a time of recreation, reflection, and reconnection with what is important in life and our relationship with God. In stepping closer to creation in all of its physical elements, we are reminded of what is most elemental in our spiritual lives, and it is possible to gain fresh insight into life's challenges and adventures and God's interaction in them. That often happens best when we consciously disconnect from the relationships and things in our lives – including cell phones and computers - that can be stressful or distractions, or that keep us from thinking carefully and listening expectantly. It is in those moments we can hear more clearly the dialogue between our own inner voice and God's "still, small voice" within us.

For others, especially teenagers and young adults, text messaging with a cell phone or access to a wireless computer provides a vital connection to supportive relationships with family and friends that aid healthy personal and social development, *and* healthy faith development. To be cut off from relationships that support and sustain may be stressful and can create a barrier to being open to fresh insight and new growth.

Each Program Dean, in concert with the Executive Director and the camp Counselor staff, shall designate a “Technology Time Zone” for their camp. A Technology Time Zone identifies for campers and staff a period of time during the day and a place within the camp to choose to use cell phones, to do text messaging, or access email. The time and place for this activity shall be communicated clearly to campers at the beginning of camp. It should be clear *when and where one may choose* to use technology. It should also be clear *when and why* technology may not be used so that gadgets do not become a barrier to participation with groups or in activities, or interrupts the experience of others.

This is an honor policy. Campers retain possession of their cell phones and may use them in the Technology Time Zone. If campers use them at other times, address the behavior. It is also an honor policy for the Counselor staff, for it is important that staff model appropriate behavior regarding technology use and abide by the guidelines they set for their camp. The Horner Kitchen and the Camp Office are safe zones for camp staff where one may use a phone or computer at any time of day.

Note: Lake Louise is not responsible for the loss of cell phones or other electronic devices.

## General Information

# Sunday Night Information

## (To Be Presented Upon Arrival)

- 1. Welcome** to the Lake Louise United Methodist Camp. We are glad that you are here and look forward to serving you.
- 2. Mail** is picked up at 10:00 am. The camp mailbox is located on the front of Horner Center. Mail for campers and Program Staff will be given to the Camp Dean at the first meal after delivery.
- 3. Emergencies – Fire, Weather, Waterfront** The LLCC Permanent and Seasonal Staff (not Program Staff) are in charge of any emergency response related to fire, weather, or waterfront. In the event of a fire or weather emergency the bell on Kresge Field will be rung continuously. Everyone will gather by the bell in their cabin group. Counselors conduct a head count and report to Program Dean and Executive Director. After everyone is accounted for, instructions will be given by the ED or a member of the permanent staff. The lower level of the west end of the Retreat Center is the designated shelter in the event of tornado, exceptionally high winds or severe storms.
- 4. Check-in 3 p.m.** Staff needs to be ready 30 minutes before.
- 5. Check-out time is 10 a.m.** Plan Saturday morning's closing activities accordingly. (The exception is Choir Camp due to the concert)
- 6. Meals are served at the following times;** Breakfast 8:00, Lunch 12:00, Dinner 5:30. Hoppers need to be in the dining hall 15 minutes before a meal. Two hoppers need to help clean up at the end of each meal, including vacuuming the floor. Before meal prayer needs to happen on the mark, whether or not everyone is there (deal with latecomers later...). This ensures your campers get fresh, hot food.
- 7. Foodservice** Special dietary needs must be communicated to Ashley Williams, Head Cook, and the Health Officer.
- 8. Vehicles & Parking** All vehicles are to be parked in the lot behind the Office/Maintenance Building. Campers give up driving privileges while registered at camp.
- 9. Waterfront** The Waterfront staff are in charge of all activities and decisions on the waterfront. Those who plan to swim at any time this week must attend the Waterfront Orientation on Monday located at the Beach during your scheduled waterfront time. Campers may not swim without a lifeguard on duty.
- 10. Footwear** Given our natural environment, encourage campers to wear footwear for activities. Saves visits to the Health Officer...
- 11. Injury or Illness** Report to the Health Officer ASAP. The Health Officer coordinates the response to the injured or sick individual. If the camper is transported out of the camp for any reason, notify the Executive Director at the time of transport. Note the Emergency Phone Numbers.
- 12. Blood Borne Pathogens** Please notify Health Officer of any accident that involves bodily fluids. Do not attempt to clean up the accident. This must be done by qualified personnel. Please notify Executive Director.
- 13. Graffiti - Who owns this camp?** You have been given a wonderful gift. It is your responsibility to care for this place so that future generations may benefit also. Please do not write, carve, burn, or smear anything on the inside or outside of the cabins or the trees.
- 14. Boundaries** The north boundary is the shoreline, the east boundary is Magee Road, the south boundary is Thumb Lake Road and the west boundary is the Executive Director's drive. The trails on the south side of Thumb Lake Road may be used only by groups led by a two camp staff members.

- 15. Fires** The only place for a fire is the Horner Program Center and the Firebowl. A counselor or staff must supervise all fires. You may request that someone from the staff lay up a fire for you. Turn in these requests in the office. Fires must be completely extinguished prior to vacating the area. If the DNR has raised the fire danger to HIGH, all fires are prohibited.
- 16. Emergency Drill** We are required by the State of Michigan to run an emergency/fire drill during the course of camp. We will negotiate a time with the Deans before the drill.
- 17. Camp Store** The camp store is located in the Retreat Center. Please consult your schedule for the times when the store will be open. Items that are available are listed on the next page. Please put all empty pop cans in their respective containers located near the machine.
- 18. Tobacco, alcoholic beverages, weapons of any kind, and fireworks** are prohibited.
- 19. Maintenance and custodial concerns** should be reported to the camp office.
- 20. Bathroom Cleaning** Bathrooms will be cleaned after breakfast. The bathrooms on the second floor of the retreat center are available for use during meals.
- 21. Cabin Cleaning** Engage your campers in picking up and sweeping out cabins daily. At the end of the week, cabins must be left clean and orderly. Cabins will be inspected Saturday morning during breakfast by one of the Resident Staff and one of the Program Staff.
- 22. Environmental Stewardship** The natural and constructed environments at the camp are a gift, and we are called to be good stewards of them. Use trash receptacles. Treat camp property respectfully. Do not write, carve, or burn anything on cabins, buildings or trees. Keep track of, and keep organized what is used from the Buss Garage.

## Items Available from the Camp Store

- T-shirts
- Sweatshirts
- Hats
- Tote bags
- Water bottles
- Carabineers
- Aprons
- Postcards
- Snack stuff – candy health bars, juice

### Special Note:

We want every camper to go home with a Lake Louise t-shirt. Each camper will receive a \$5 coupon towards the purchase of a t-shirt in the camp store. There will be a range of choices and there will be at least one choice of t-shirt that is \$5. The coupons will be given to the Program Dean for distribution. Program Deans may choose for every camper to have a uniform t-shirt (two weeks advance notice is needed for this option).

## Building Policies

### Buildings

- **Cabin and Building Clean-Up**  
Cabins are to be cleaned by the camp user groups before breakfast on Saturday morning. Groups are to follow the Saturday Clean-Up Checklist (next page)

### Cabins

- **Use of Nails, Staples and Tacks**  
The use of nails, staples and tacks in cabins to attach items to the cabin's or building's interior or exterior is prohibited. Not only does the continued use of fasteners deteriorate the facilities, it creates a health and safety hazard to all persons who help with the cleaning. When wiping the walls, hands may be cut or punctured. Many of the fasteners can rust and create a possibility for tetanus infection. Thank you for helping us care for our facilities and personnel.
- **Top Bunk Warning:**  
Although the top bunks have safety rails, they are not a guarantee that you will not fall off. There is an unavoidable risk to the use of the top bunk. Please use your best judgment when allowing adults or children to sleep on the top bunks. If there is any question of safety, use the lower bunk.

## Saturday Camp Clean-Up **Must be completed prior to breakfast!**

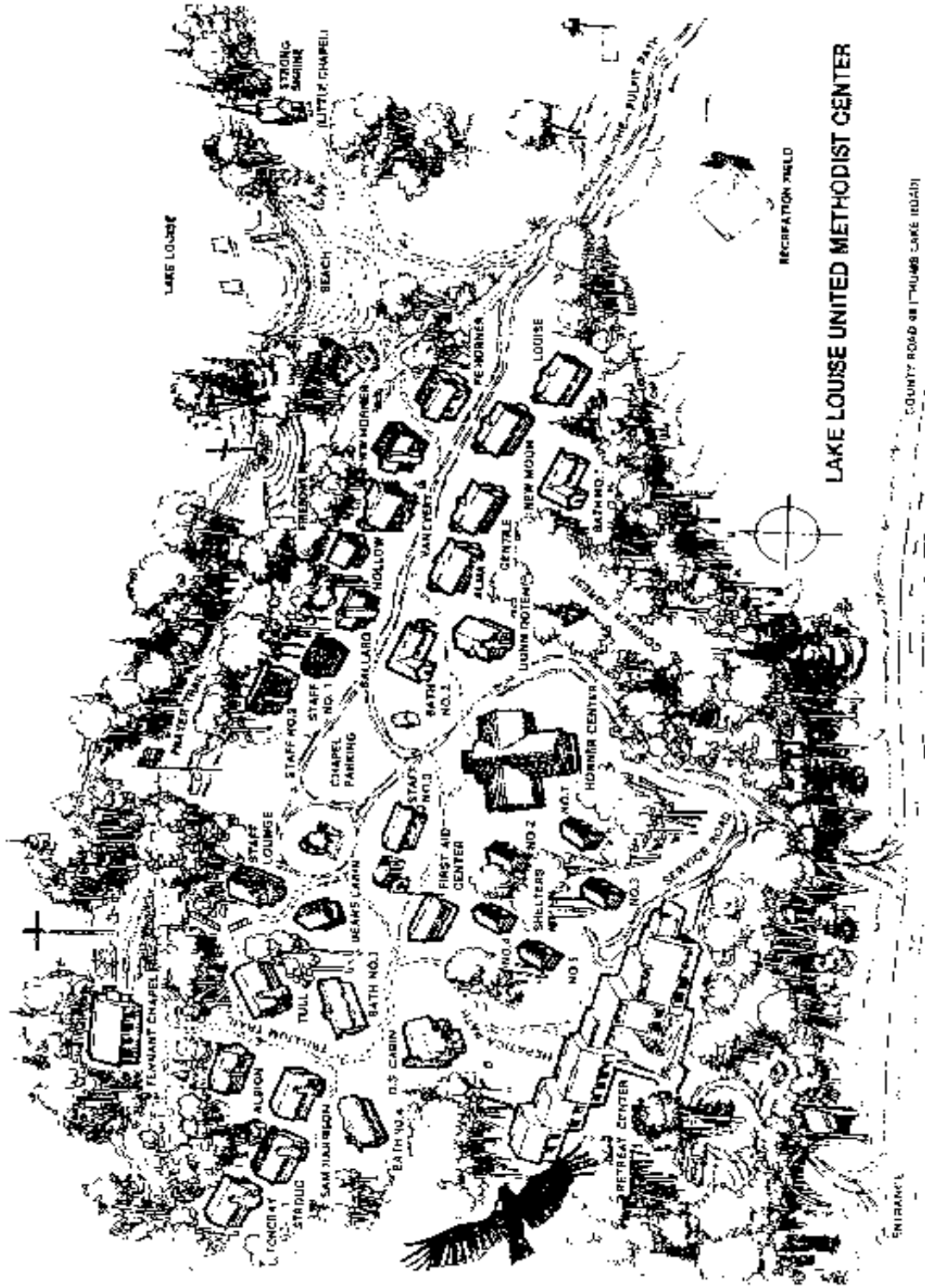
### Areas to assign for clean-up.

Horner Center, Tennant Chapel, Strong Shrine (Little Chapel), Fire Bowl, The Meadow, Kresge Field, Prayer Trail, Shelters, and any other area that may be utilized by the next group. We are Christian servants to the next group!

1. Move all personal belongings to Horner Center porch or Retreat Center deck. It is okay to load buses or vehicles if Camp Program Dean approves.
2. A gray trash bag will be provided for all trash to be carried and placed in the dumpsters located near the dining hall. A clear trash bag will be provided to place in the empty can. Please do not place Saturday clean-up trash in the metal dumpsters located throughout the camp.
3. Make sure all shelves and bunk areas have trash removed. Check under mattress for trash or personal items.
4. Wipe mattress clean. Buckets and rags will be placed in the Horner Center Kitchen and counselors will take to cabin areas for your use. Please do not flip mattresses.
5. Clean trash and personal items from windowsills.
6. Sweep, sweep, and sweep the floors completely. Move bunks (lift, do not slide) and clear under each bunk. Do not sweep trash and dirt out the doors. Put all sweeping debris into the trash.
7. Leave windows open to air cabin out.
8. Check inventories below to verify supplies for next group.
9. Report all damages to Executive Director and Camp Program Dean.

### **Cabin Inventory**

- One broom and one dustpan.
- One trash can.
- Fire extinguisher
- Fireplace screen
- Every bunk should have one mattress.
- Five metal chairs (some cabins have additional soft chair)



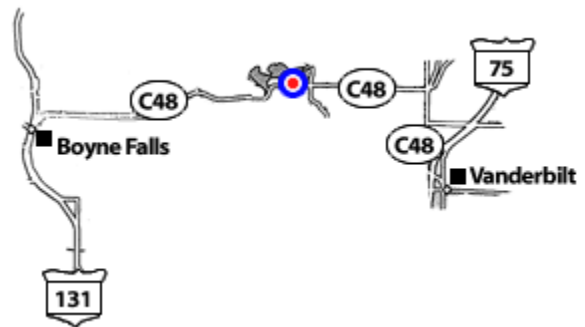
# Driving Directions and Map to Lake Louise United Methodist Camp

**From the west side of Michigan:** Take US 131 to the north edge of Boyne Falls (14 miles south of Petoskey). Turn east on C-48 (Thumb Lake Road). Lake Louise (Thumb Lake) is approximately 7 miles east. The camp is located on Thumb Lake Road with a sign at the entrance (north or left side of the road).

**From the east side of Michigan, South Central and the “U.P.”:** Take I-75 to exit 290 (Vanderbilt). Turn north (towards Wolverine) on old 27. Go 2 miles to C-48 (Thumb Lake Road). The Red Wing store and gas station is on this corner. Turn west on C-48. The camp entrance is approximately 5 miles from the corner. The sign is on the north (right) side of the road.

## Approximate driving time from:

Detroit	4 hours
Mt. Pleasant	2 hours



Grand Rapids 3 hours

Lansing	3 hours
Mackinaw Bridge	1 hour
Gaylord	20 Minutes

## What to Bring to Camp

In general:

\_\_\_ Bedding & Pillow

\_\_\_ Clothes—for both warm and cold

\_\_\_ Fan

\_\_\_ Tennis Shoes

\_\_\_ Shower/Beach Shoes

\_\_\_ Clock

\_\_\_ Flashlight

\_\_\_ Bug Spray

\_\_\_ Sun Screen

\_\_\_ Coat

\_\_\_ Rainwear

\_\_\_ Bathing Suit

\_\_\_ Rug for the floor by your bed

\_\_\_ Bible

\_\_\_ Devotional Material for night devotions

\_\_\_ Cabin Sweet Cabin furnishings

\_\_\_ water bottle

---

For your specific camp: Ask at your training meeting

## A Brief History of Lake Louise United Methodist Camp

*We value, share and build upon the vision and heritage of those who preceded us.*

The following are excerpts from A. Theodore Halsted's book , Spring-Fed Waters.

Page 173: Lake Louise United Methodist Camp

After Mario Cappelli's brief attempt to launch Singing Village as a national music camp in 1935, the LLCC trustees realized that funding was not available for this vision to become a reality. Having reached this decision, the board collaborated with leaders of the State Epworth league to conduct a four-week camp season in 1936...

Page 175:

Until 1947 there was no electricity at Lake Louise other than produced by gasoline-powered generators. Kerosene lamps illuminated camp buildings and cottages: and ice boxes, with blocks of ice cut and hauled from the lake by the caretaker, provided refrigeration. Jean Sayre recalls going to the camp with her father, Rev. Edwin Weiss, to get ice. It was stored in sawdust in the barn that used to stand in what is now the athletic field.

In the 1930's the Methodist Camp had a "pastoral" aspect provided by cows as well as preachers. Albert Howard, the caretaker, operated a dairy farm on the grounds. His cows ranged freely, and each cow had a bell. This made for musical grazing, and both campers and cottagers woke up to sunrise serenades by Mr. Howard's bovine bell choir.

Page 179:

In 1938 Earl May, a semi-retired YMCA executive, became the camp director. His \$200 salary for the summer was paid by E.E.Horner. May had had 25 years of experience as a YMCA camp director. I remember him as a kindly person who was a friend of youth and had a trim physique, shock of white hair, glasses, and a sunny disposition. May was a punster. I recall his saying to campers one noon, "We've got a treat for you, 14-carrot soup!" May drove a Studebaker and had two Dalmatians, appropriately named Salt and Pepper. The frolicking mascots were favorites with the youth...Earl May directed the camp from 1938 to 1943. His love of youth, and the energy he devoted to developing Lake Louise Methodist Camp, were eloquently expressed by Stanley Niles in a letter to board members.

A comment by Earl May in the spring of 1942 illustrates how he pinched pennies to keep within budget:

(Bought) 17 cases of unlabeled fruit and vegetables at quite a saving...with the 18 cases at camp they should be quite a help ...next summer.

Having a storeroom full of unlabeled cans must have made menu planning an adventure!

Page 183:

The first buildings on the woodland campus were the E.E. Horner and William Horner cabins built in 1938. The original Albion cabin, built in 1940 (and replaced in 1960), was erected by Albion College students.

Page 184:

From a 1941 report to the trustees: Your camp director found it next to impossible to start camp – without the new lodge being ready, without adequate sleeping facilities, and with an undermanned staff, to take care of 150 the first week and 180 the next-to-the-last week...You could not have counted more than 140 mattresses and many of them not worthy of the name. Somehow we lived through it.

Page 185:

A spiritual factor also stimulated camp enrollment during the war. Youth had older brothers and sisters in the armed forces in North Africa, Europe, and the Pacific. Many campers would themselves become swept up in the conflict, and some would die. A few would participate in alternative service as conscientious objectors. Church camps helped youth deepen their faith and prepare for what the future might hold.

Page 188:

In 1952 improved financial circumstances made it possible for the LLCC trustees to end farming at the camp and hire a full-time manager. The first in this position was Sheldon (Don) Bailey, from 1952 to 1964. The camp acquired a new shine as “Pop” Bailey meticulously cared for maintenance and other Lake Louise responsibilities. His wife Beth was a loving grandmother to the campers and was often invited to share Lake Louise lore at campfires.

Page 191:

The summer of 1954 posted a record for camp registrations, 1871 campers and counselors, a highpoint not equaled since.

Page 193:

The August 9, 1962 minutes of the LLCC board of trustees contained happy news, “We have a telephone in camp for the first time. It is in the dean’s cabin.” Until then, every camp emergency required jumping into a car or the camp truck and driving many miles to get help.

1964-1980 were the Shaffer years, when Robert (Bob) Shaffer was the manager, Rev. Donald Merrill, while president of the LLCC trustees, said of Shaffer, “He is the kind of person who is totally responsible, takes initiative, and is excellent in Lake Louise Christian Community and the local community as our representative – a fine Christian gentleman with a most supportive wife and helpmate.” Bob will always be remembered as a finial, tall, muscular woodsman with high boots and plaid shirt, equally at home with chainsaw or in the pulpit, and as a country singer with a guitar.

Page 196:

James (Jim) Daly became the LLCC camp and property manager following Bob Shaffer's retirement at the close of the 1980 camp season. Daly literally underwent a trial by fire when fire destroyed Kresge Lodge on Sunday, September 21, three weeks after he became manager.

Page 199:

In 1989 Dean Ozment became the manager...Says Ozment of his chosen career, "Camping is a way of life. It means sacrifice but also brings great blessings. I do not think there could be a better camp ministry to be part of in the state of Michigan."

Page 200:

Cristina Fox, a college student from Kalamazoo, says of the influence Lake Louise upon her life, "Lake Louise United Methodist Camp will always hold a special place in my heart. Every summer during high school I looked forward to camp. It was at Lake Louise I first made my commitment to Christ. I have never felt so much love as I did at that moment. Lake Louise was my home away from home. My friends were my family, and I will never forget them. There is no other place on earth quite like Lake Louise."

## Working With Campers

*We offer a setting and opportunities for people to build relationships.*

*We nurture a spiritual environment by providing time and sacred spaces for individual and community worship experiences.*

The following pages contain useful information for working with campers. There are several “action pages” where counselors are invited to respond by answering questions based on their reading. They are:

- “Positive” Methods that we will use for Behavioral Management
- Applying Your Knowledge of the Developmental Characteristics
- Applying Your Knowledge of Developmental Assets
- Caring for the Environment
- Write down your commitments to practice radical hospitality this summer:

Counselors are also asked to download and/or read two documents found at the Lake Louise web site: [www.lakelouisecommunity.org](http://www.lakelouisecommunity.org). Both documents will be found in the counselor’s lounge the week of camp.

1. Diana Hynson’s booklet called “Tips”
2. *“Positive Approaches to Managing Campers – A Camp Counselor’s Guide to Behavior Management”*.

## **Behavior Management of Campers**

### **Lake Louise United Methodist Camp**

It shall be the policy of the Lake Louise United Methodist Camp that in the event a camper needs behavior modification, he or she shall not:

1. Be deprived of food or sleep,
2. Be placed alone without staff supervision, observation and interaction,
3. Or subjected to ridicule, threat, corporal punishment, excessive physical restraint.

Every counselor is asked to download and/or read the manual, *“Positive Approaches to Managing Campers – A Camp Counselor’s Guide to Behavior Management”*. This is an excellent resource for specific prevention and intervention strategies on a full range of anticipated behaviors. It is written by Donald Carr, Nancy Jaskiw and Nicholas Jaskiw and is provided by the State of Michigan Department of Human Services. All materials are available at [www.LakeLouisecommunity.org](http://www.LakeLouisecommunity.org). Copies will be placed in the counselor’s lounge and available during camp.

Counselors and resource persons are to bring rule infractions to the attention of the Program Dean. Employed staff are to bring the rule infractions to the attention of the Executive Director (who will notify the Program Dean).

If repeated rule infractions occur, the policy will be to send the camper home. The Program Dean will be responsible for contacting the parents or appropriate adult guardian.

Each camp, under the direction of the Program Dean, will lead the counseling staff in creating their own list for positive ways in which they will deal with behavioral management for the current year. The list will be different each year; focusing on those areas that the staff feels need special attention. (see next page)

**The Department of Consumer & Industry Services will be asking you the “positive” ways in which you will be dealing with behavioral management. Please list your methods below. A copy of this policy and your methods shall be given to all staff. They must then sign a form stating that they have received and read the policy. This form and your additions to this copy shall be submitted to the Executive Director.**

Name of group:

Date of Camp:

**“Positive” Methods that we will use for Behavioral Management 2009**

- 
- 
- 
- 
- 
- 
- 
-

## Suggestions from Bob Ditter

(For more information visit his web site at [www.bobditter.com](http://www.bobditter.com))

*Bob Ditter is a senior level clinical social worker who specializes in the evaluation and treatment of children, adolescents and their families. He maintains a clinical psychotherapy practice in Boston, Massachusetts, and consults nationally with agencies that work with young people, including the Salvation Army, the Girls Scouts of America, the YMCA and the American Camping Association.*

### **Guidelines for discipline:**

- Counselors may, under no circumstances, hit a child.
- Counselors may not use abusive or derogatory language with a child.
- Counselors should ask for help from adults when they need it.
- When you encounter a difficult child, seek the assistance of your camp dean or other advisory staff.

### **What works?**

- get to know your campers
- use your activities to channel energy
- make use of other staff
- make a camper a special helper
- try “time out”
- get help when you need it.

### **Guidelines for camper-counselor contact**

- on the hand, shoulder or upper back
- never against a child’s will (unless in the case of clear and present danger to the child)
- never against a child’s verbally or non-verbally expressed discomfort
- in the company of other adults
- not in such a way as to over stimulate
- never in a place on a child’s body that is normally covered by a bathing suit, unless for clear medical necessity, and then only within supervision by another adult.

### **Keeping an “Emotionally Safe” Environment**

- never embarrass a child about his or her body
- take care not to draw undue attention to a child while he or she is showering or changing
- counselors should refrain from sitting on a camper’s lap, no matter how big the camper is

### **Important Practices That Help Maintain Safety**

- no “hazing” of campers—by counselors or other campers
- any “initiation rites” should be ones that are not abusive in any manner
- encourage younger children to change their own clothes as much as possible
- at least two adults present for supervision of changing, showers, etc.

- have a bus monitor in addition to the driver when with campers
- limit pillow fights and wrestling—this is where campers can get hurt!
- tickling or teasing a camper can make them feel out of control—reducing their sense of trust and personal safety
- back rubs only with another adult present and with clothes on
- limit “clinging” by children who hang on you
- campers shouldn’t be alone with a counselor in the counselor’s quarters, double adult coverage is best
- staff should never share a bed or sleeping bag with a camper
- overnights need a minimum of two adults, including at least one of the same gender as the campers
- counselors sleeping together is grounds for dismissal
- romantic lives of counselors should not be shared with campers
- counselors should stay out of cabins they are not assigned to unless they have specific business there
- be aware that adolescents tend to develop crushes on adults who work with them
- whatever is done with campers should be done in the light of day and in company

#### **Take care of your own well-being**

- watch for signs of stress in yourself or others
- “Spot” each other
- especially help other staff who seem at risk for hurting or abusing campers
- alert senior staff for more careful supervision
- seek help yourself if you feel at risk of hurting, over stimulating or abusing a camper

## **DEVELOPMENTAL CHARACTERISTICS: -Late Elementary and Pre-Teen-**

### **Social**

- Want to be part of a social group
- Try to act and dress like everyone else
- Grow in self-reliance and independence
- Interest in opposite sex grows with age
- Begin to challenge adult authority
- Keen sense of right and wrong
- May be careless about appearance
- Want some social approval from adults
- May act silly, enjoy practical jokes
- Become secretive around parents
- Become concerned w/what others think

### **Emotional**

- Show fewer fears than 6-8 year olds
- Loyal to peers instead of family
- Embarrassed to show affection to parents in public
- Prone to “crushes” or “hero worship”
- Gain satisfaction from achievement
- Influenced by praise from adults
- Like to help make family decisions
- Enjoy community service

### **Physical**

- Small hand muscles develop
- Extremely active and eat a lot
- Interested in active, competitive games
- More easily tired after physical activity
- Can be “picky” about their food choices
- Speed/accuracy improve as age increases
- Generally healthy and disease-free
- Boys usually stronger w/more endurance
- Boys often taller and heavier to age 10-11
- Girls mature physically about two years before boys often beginning at age 10-11

### **Educational**

- Enjoy adventure stories and biographies
- Enjoy movies, comics, collecting, TV
- Develop hobbies; like to build things
- Like team games
- Learn to use reference books
- Begin to draw conclusions and generalize
- Begin to recognize value of money
- Concrete thinkers
- Eager to do things of interest

### **Religious**

- Begin to see religious concepts as significant to life
- Develop independent religious and ethical values
- Begin to understand significance of history for Christianity
- Develop strong verbal skills relating to religious choices
- Able to question, evaluate, form convictions
- Begin to identify with a community of believers
- Crucial decisions between “I can contribute” and “I am worthless”

## Developmental Characteristics -Early and Late Teen-

### Social

- Very eager for peer acceptance
- Spend most of their time w/friends
- Distance from parents often increases
- Considerable anxiety about personal identity; self-esteem fluctuates
- Ethnicity important for ethnic youth
- May experiment w/various roles
- Movement from same-sex friends to friendships with opposite sex, and 9in some cases) to exclusive relationships
- Some become leaders, some loners
- Independence increases in importance
- Authority is often viewed as a threat
- Like popular music, television, movies

### Religious

- May undergo confirmation, may take on church leadership
- Some involved in church youth group, others drop out
- Some find meaning in church experiences for first time
- Begin to question literal faith of childhood
- Religious knowledge may be minimal and poorly organized
- Begin to consider conflict of faith and lifestyle
- Begin to develop personal faith, may consider "call"
- Obedience replaced by questioning of established laws
- Faith may be challenged by temptation of legal/illegal drugs

### Emotional

- Onset of puberty produces emotional swings
- Search for sexual identity may cause conflict with one or both parents
- Rapid change occurs, causing mood swings
- Personal changes cause return to ego-centricism
- Sexual interests and fantasies grow, some teens will experiment
- Most teens have full capacity for reproduction but lack emotional maturity to raise children

### Educational

- Change schools at grade 6-7 and grade 9-10
- new building may be much larger
- Some choose academic interest area
- Some drop out of school, may return
- May experience interracial community for first time
- Some begin first part- or full- time job
- School activities replace family activities
- Social/political issues gain in importance
- Abstract thinking develops
- Driver's license very important
- Adopt or reject stereotypes/prejudices
- Attention span increases with age
- May appear spontaneous or flighty
- Able to handle more responsibility

### Physical

- Rapid physical change, can begin at any age, pace is different for everyone, may cause awkwardness, levels off by late teen years
- Secondary sexual characteristics appear
- Rapid growth in strength, coordination, and athletic ability; control increases
- Physical appearance is a major concern
- Team sports and group activities important

## **Developmental Characteristics -Early Elementary-**

### **Physical**

- Mastering physical skills
- Better control of large muscles than small muscles
- High activity level (restless and fidgety)
- Working on eye-hand coordination

### **Social**

- Learning to be friends and have best friends
- Becoming aware of peers and their opinions
- Beginning to experience empathy for others
- Still family oriented (beginning to relate to non-family adults)
- Becoming aware of sexual differences
- Want to structure their environment as home is structured
- Want assurance of an adult's presence

### **Emotional**

- See fairness as being nice to others so they will be nice in return
- Seek parent and adult approval
- Behave in ways to avoid punishment
- Developing modesty
- Expressing feelings and emotions, upsets are usually short-term

### **Intellectual**

- Increasing attention span (activities best limited to fifteen to thirty minutes)
- More interested in process than product
- Learning to sort things into categories and arrange in a series
- Learning concepts of right and wrong, cause and effect
- Handle well only one mental operation at a time
- Can distinguish between reality and fantasy, but may be afraid of scary figures

### **Spiritual**

- Are open to learning about God
- Are not able to think logically about God or express their feelings
- Learn to sing and recognize familiar Bible verses
- Talk with god easily if encouraged
- Accept almost everything they are told or exposed to about God

## Applying Your Knowledge of the Developmental Characteristics

*We provide opportunities for children and youth to know Christ and growing faith.*

**As you look at the characteristics for the age group you will be working on please answer the following:**

- What surprises you about the physical characteristics mentioned?
- What plans can you make before camp starts to make your cabin a place for this age group?
- What emotional characteristics make you uncomfortable? What could you do?
- What social and emotional characteristics do you feel well equipped to deal with?
- What do you really like about this age group?
- How does this year's plan for camp (its curriculum) address the religious characteristics of this age group?
- What resources could you bring to add to the faith development of your campers?



## Building Assets

### What Are *Developmental Assets*?

Search Institute has identified 40 building blocks of healthy development that all of us have the power to bring into the lives of children and teenagers. These *40 developmental assets* have grown out of extensive research on positive relationships, experiences, opportunities, and personal qualities that help young people grow up healthy, caring, and responsible. They are organized into eight categories:

- **Support** – Young people need to be surrounded by people who love, appreciate, and accept them.
- **Empowerment** – Young people need to feel valued and valuable. This happens when youth feel safe and respected.
- **Boundaries and Expectations** – Young people need clear rules, consistent consequences, and encouragement to do their best.
- **Constructive Use of Time** – Young people need opportunities –outside of school– to enjoy themselves, develop new skills, and build positive relationships with other youth and adults.
- **Commitment to Learning** – Young people need a sense of the lasting importance of learning and a belief in their own abilities.
- **Positive Values** – Young people need to develop strong guiding values or principles to help them make healthy life choices.
- **Social Competencies** – Young people need the skills to interact effectively with others and cope with new situations.
- **Positive Identity** – Young people need a sense of their self-worth, power, purpose, and promise.

For more information on assets, visit <http://www.search-institute.org/assets>.

**Why Build Assets?** Why should congregations focus attention on building assets *with* and *for* children and youth? Here are six reasons:

- 1. Asset building is consistent with the tenets and beliefs of faith communities** – People from many faith traditions see the assets as consistent with and connected to their beliefs, sacred writings, and practices.
- 2. Asset building helps young people grow in faith** – Research shows that young people who experience more assets are more likely to place a high importance on being religious or spiritual.
- 3. Asset building helps young people make healthy choices** – The more assets young people have, the more likely they are to avoid negative behaviors and engage in positive behaviors.
- 4. Asset building fosters a congregation-wide commitment to young people** – People of all backgrounds and all generations tend to see asset building as a motivating, hopeful approach for working with children, youth, and families – both within the congregation and in the community.
- 5. Asset building gives congregations a concrete, fresh way to use their gifts** – Congregations are in a great position to nurture intergenerational relationships; encourage young people to contribute; provide constructive, enriching activities; support families; and advocate for children, youth, and families in the community.
- 6. Asset building opens opportunities to link with others in the community** – Because building assets takes a whole community, an asset-building approach can open doors to new relationships and opportunities for congregations and the broader community.

## **40 Developmental Assets® for Middle Childhood**

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets®**—that help young people grow up healthy, caring, and responsible. This page may be reproduced for educational, noncommercial uses only. Copyright © 2003, 2006 by Search Institute

### **External Assets**

- 1. Family support**—Family life provides high levels of love and support.
- 2. Positive family communication**—Parent(s) and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s).
- 3. Other adult relationships**—Child receives support from adults other than her or his parent(s).
- 4. Caring neighborhood**—Child experiences caring neighbors.
- 5. Caring school climate**—Relationships with teachers and peers provide a caring, encouraging environment.
- 6. Parent involvement in schooling**—Parent(s) are actively involved in helping the child succeed in school.
- 7. Community values youth**—Child feels valued and appreciated by adults in the community.
- 8. Children as resources**—Child is included in decisions at home and in the community.
- 9. Service to others**—Child has opportunities to help others in the community.
- 10. Safety**—Child feels safe at home, at school, and in his or her neighborhood.
- 11. Family boundaries**—Family has clear and consistent rules and consequences and monitors the child's whereabouts.
- 12. School Boundaries**—School provides clear rules and consequences.
- 13. Neighborhood boundaries**—Neighbors take responsibility for monitoring the child's behavior.
- 14. Adult role models**—Parent(s) and other adults in the child's family, as well as nonfamily adults, model positive, responsible behavior.
- 15. Positive peer influence**—Child's closest friends model positive, responsible behavior.
- 16. High expectations**—Parent(s) and teachers expect the child to do her or his best at school and in other activities.
- 17. Creative activities**—Child participates in music, art, drama, or creative writing two or more times per week.
- 18. Child programs**—Child participates two or more times per week in cocurricular school activities or structured community programs for children..
- 19. Religious community**—Child attends religious programs or services one or more times per week.
- 20. Time at home**—Child spends some time most days both in high-quality interaction with parents and doing things at home other than watching TV or playing video games.

## **Internal Assets (Middle Childhood)**

- 21. Achievement Motivation**—Child is motivated and strives to do well in school.
- 22. Learning Engagement**—Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.
- 23. Homework**—Child usually hands in homework on time.
- 24. Bonding to school**—Child cares about teachers and other adults at school.
- 25. Reading for Pleasure**—Child enjoys and engages in reading for fun most days of the week.
- 26. Caring**—Parent(s) tell the child it is important to help other people.
- 27. Equality and social justice**—Parent(s) tell the child it is important to speak up for equal rights for all people.
- 28. Integrity**—Parent(s) tell the child it is important to stand up for one’s beliefs.
- 29. Honesty**—Parent(s) tell the child it is important to tell the truth.
- 30. Responsibility**—Parent(s) tell the child it is important to accept personal responsibility for behavior.
- 31. Healthy Lifestyle**—Parent(s) tell the child it is important to have good health habits and an understanding of healthy sexuality.
- 32. Planning and decision making**—Child thinks about decisions and is usually happy with results of her or his decisions.
- 33. Interpersonal Competence**—Child cares about and is affected by other people’s feelings, enjoys making friends, and, when frustrated or angry, tries to calm her- or himself.
- 34. Cultural Competence**—Child knows and is comfortable with people of different racial, ethnic, and cultural backgrounds and with her or his own cultural identity.
- 35. Resistance skills**—Child can stay away from people who are likely to get her or him in trouble and is able to say no to doing wrong or dangerous things.
- 36. Peaceful conflict resolution**—Child seeks to resolve conflict nonviolently.
- 37. Personal power**—Child feels he or she has some influence over things that happen in her or his life.
- 38. Self-esteem**—Child likes and is proud to be the person that he or she is.
- 39. Sense of purpose**—Child sometimes thinks about what life means and whether there is a purpose for her or his life.
- 40. Positive view of personal future**—Child is optimistic about her or his personal future.

## 40 Developmental Assets for <sup>®</sup> for Adolescents (ages 12-18)

Search Institute<sup>®</sup> has identified the following building blocks of healthy development—known as **Developmental Assets<sup>®</sup>**—that help young people grow up healthy, caring, and responsible.

### External Assets

- 1. Family support**—Family life provides high levels of love and support.
- 2. Positive family communication**—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
- 3. Other adult relationships**—Young person receives support from three or more nonparent adults.
- 4. Caring neighborhood**—Young person experiences caring neighbors.
- 5. Caring school climate**—School provides a caring, encouraging environment.
- 6. Parent involvement in schooling**—Parent(s) are actively involved in helping young person succeed in school.
- 7. Community values youth**—Young person perceives that adults in the community value youth.
- 8. Youth as resources**—Young people are given useful roles in the community.
- 9. Service to others**—Young person serves in the community one hour or more per week.
- 10. Safety**—Young person feels safe at home, school, and in the neighborhood.
- 11. Family boundaries**—Family has clear rules and consequences and monitors the young person's whereabouts.
- 12. School Boundaries**—School provides clear rules and consequences.
- 13. Neighborhood boundaries**—Neighbors take responsibility for monitoring young people's behavior.
- 14. Adult role models**—Parent(s) and other adults model positive, responsible behavior.
- 15. Positive peer influence**—Young person's best friends model responsible behavior.
- 16. High expectations**—Both parent(s) and teachers encourage the young person to do well.
- 17. Creative activities**—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
- 18. Youth programs**—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
- 19. Religious community**—Young person spends one or more hours per week in activities in a religious institution.
- 20. Time at home**—Young person is out with friends “with nothing special to do” two or fewer nights per week

### **Internal Assets (Adolescents ages 12-18)**

- 21. Achievement Motivation**—Young person is motivated to do well in school.
- 22. School Engagement**—Young person is actively engaged in learning.
- 23. Homework**—Young person reports doing at least one hour of homework every school day.
- 24. Bonding to school**—Young person cares about her or his school.
- 25. Reading for Pleasure**—Young person reads for pleasure three or more hours per week.
- 26. Caring**—Young person places high value on helping other people.
- 27. Equality and social justice**—Young person places high value on promoting equality and reducing hunger and poverty.
- 28. Integrity**—Young person acts on convictions and stands up for her or his beliefs.
- 29. Honesty**—Young person “tells the truth even when it is not easy.”
- 30. Responsibility**—Young person accepts and takes personal responsibility.
- 31. Restraint**—Young person believes it is important not to be sexually active or to use alcohol or other drugs.
- 32. Planning and decision making**—Young person knows how to plan ahead and make choices.
- 33. Interpersonal Competence**—Young person has empathy, sensitivity, and friendship skills.
- 34. Cultural Competence**—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
- 35. Resistance skills**—Young person can resist negative peer pressure and dangerous situations.
- 36. Peaceful conflict resolution**—Young person seeks to resolve conflict nonviolently.
- 37. Personal power**—Young person feels he or she has control over “things that happen to me.”
- 38. Self-esteem**—Young person reports having a high self-esteem.
- 39. Sense of purpose**—Young person reports that “my life has a purpose.”
- 40. Positive view of personal future**—Young person is optimistic about her or his personal future.

## Applying Your Knowledge of Developmental Assets

Look over the previous five pages:

- Circle all the assets you believe we build at camp.
- Circle the five assets you want to devote your energy to this year.
- Make a list of the ways you will employ to build those assets this year.

## Counselor's Duties for Camper Health Surveillance

The following are suggestions of what a counselor should look for to ensure that campers stay healthy while at camp.

1. The counselor should be sure a camper is properly dressed. The best way to keep a camper healthy is to protect him. Campers who burn easily should wear long pants and long sleeved shirts. Shoes must be worn at all times.
2. Mosquito repellent should be put on by the campers whenever there will be an outside activity where mosquitoes will bother them. Careless spraying of repellent should be avoided. It can cause eye injuries or if sprayed in the fire may explode.
3. The counselor should be aware of the campers' eating habits. The counselor should make sure the campers are eating well and getting balanced meals. If a camper is not eating well, the counselor should try to find out why. If the camper does not like the food, the camper should be encouraged to have small portions. If the camper is having some other problems, he should see the Health Officer. The counselor should relate a drastic change in eating habits to the Health Officer.
4. Campers should be encouraged to rest frequently and to take full advantage of the rest period. If one camper is having problems with fatigue, he or she should see the Health Officer.
5. Emotional problems of a camper should be related to the dean and Health Officer.
6. The counselor should remind campers who are on medication that it is time to receive the medication from the Health Officer.
7. In an emergency the counselor should contact the Health Officer and the dean.
8. No injured person should be moved without the express consent of the Health Officer if there is any possibility of orthopedic or head injuries.

## Caring for the Environment

*We protect God's creation by responsible stewardship of the water, land, forest, and living creatures.*

All counselors are asked to download the article:

***Biblical and Theological Foundations for Nature and Environmental Care*** by Kevin Witt

It is available at [www.lakelouisecommunity.org](http://www.lakelouisecommunity.org) .

## Applying What You Have Learned

Take a few moments to write down five things you would like to implement from your reading of Kevin Witt's article:

- 1.
- 2.
- 3.
- 4.
- 5.

## Your Role in a Ministry of Hospitality

*We practice the ministry of hospitality.*

We hope you enjoy the following quotes from various religious people on the issue of “radical hospitality”. As you read through these quotes begin to think about:

- **What will it mean for me to practice radical hospitality in my role at camp?**
- **How can I encourage my campers to practice radical hospitality?**
- **What are some barriers I have experienced in the past?**

“Radical hospitality means more than treating people well when they walk through the church doors, said Bishop Robert Schnase to participants in a convocation of United Methodist bishops and their extended cabinets.

Such hospitality offers people the embrace of Christ, is rooted in Scripture, welcomes the stranger and is about congregations that have as much passion, desire and care for those who are not a part of the congregation as they do for those already a part of the congregation.”

“Honored guest Bishop Roy Sano furthered that theme with a keynote message and Bible study based on Hebrews 13:1-12: "Let mutual love continue. ... Show hospitality to strangers, for by doing so some have entertained angels without knowing." Bishop Sano challenged the conference to practice "radical hospitality" in our churches and in our own lives. Radical hospitality reaches across barriers of nationality and race, age and place, culture, gender and class. It also reaches across taboos such as AIDS and mental illness. It does not neglect to do good and share what we have.”

“Christian hospitality refers to the active desire to invite, welcome, receive, and care for those who are strangers so that they find a spiritual home and discover for themselves the unending richness of life in Christ. It describes a genuine love for others who are not yet a part of the faith community; an outward focus, a reaching out to those not yet known, a love that motivates church members to openness and adaptability, willingness to change behaviors in order to accommodate the needs and receive the talents of newcomers. Beyond intention, hospitality practices the gracious love of Christ, respects the dignity of others, and expresses God's invitation to others, not our own. (p.11-12)

Radical means "drastically different from the ordinary practice, outside the normal," and so it provokes practices that exceed expectations, that go the second mile, that take welcoming the stranger to the max. It means people offering the absolute utmost of themselves, their creativity, their abilities, and their energy to offer the gracious invitation and reception of Christ to others. (p.21)”

From *Rosemarie Freeney Harding and Rachel E. Harding (Sojourners Magazine)*

“Hospitality was a foundation of my family's spirituality, as it had been for so many Southern blacks. The efforts my parents made to be neighborly and to reserve judgment against those who society viewed as outcasts served as important examples for their children and grandchildren as we grew into adulthood. One of my first projects as a young activist in the Southern freedom movement was developing an interracial social service project and community center called Mennonite House in Atlanta during the early 1960s. In addition to our work of placing volunteers with various movement organizations, training young movement activists, and coordinating early efforts at interracial dialogue and reconciliation, Mennonite House became an important place of retreat for many who were struggling and sacrificing so much to transform the South and the nation. Because of my mother's example, I understood very clearly how important it was to have spaces of refuge in the midst of struggle—spaces of joy and laughter, good food and kind words. This kind of compassionate care is a transformative force in itself. As Cape Breton novelist Alistair MacLeod writes, "We are all better when we're loved."

One important way we expressed love, in family life and in the movement, was a certain formality of relations, rooted in Southern and African traditions. Respect was shown through the courteous use of forms of address when talking to strangers, persons of authority, and anyone in an age group higher than one's own. Women were always Miss or Mrs. so-and-so, men were called Mr. (unless they were relatives, and then they were called Aunt, Uncle, or Cousin). As children our responses of "ma'am" and "sir" indicated the good "home-training" we had received from the adults who raised us. Even among adults of comparable age and status, who had known each other for many years, there was often a kind of quasi-ceremonial care in the way they interacted with each other. In some respects, this must have been an antidote to the indignities these men and women regularly suffered from a discriminatory white society. But this practice of almost exaggerated mutual deference and politeness also was an important element of interpersonal relations in many of the West and Central African communities from which the majority of North American blacks originated, and it was a common feature in slave communities throughout the Americas.”

From *Carol Gallagher (Witness Magazine)*

“For indigenous peoples, we have always understood that one of our principle responsibilities is hospitality and welcome. We are always concerned with feeding people and making room for others. The life lived as a disciple of Jesus is a life of hospitality and welcome. Our Creator, God, Grandfather, is understood to have places for us all. The realm of God, the homeland of the Creator, is a rich soil, which provides abundantly for all people. The words of Jesus are no longer words of comfort for the dying, but are words of challenge for living communities. We are called to follow Jesus into a radical hospitality which invites us to actively make room for the marginalized, the excluded, the disenfranchised.

Aboriginal, First Nations, and indigenous peoples all understand their ministries in the context of hospitality. Many of the delegates present descended from people who first welcomed settlers from far away lands. We heard their stories of welcoming and caring for others and of the receiving of the

Gospel. We also heard of the pain when the once welcomed, then became those who excluded and disenfranchised their hosts. This gospel challenges all of us to make room for others, to recognize in every person, the need for welcome and inclusion. The words from John (John 14: 1-14) call all of us to examine the way in which we make room in our lives and churches for those who are so different from ourselves. Jesus calls us to follow him as he makes room for us and for others. And he challenges us to do likewise.”

From a National Post article, [Martha and the monks:](#)

“When people used to phone the monks at St. Benedict Monastery in Oxford, Mich., to ask if they had a mass that was open to the public, the monks were trained to reply, “Well, yes we do, but our mass is very early in the morning, and we're very hard to find. Have a blessed day.” The monk who'd answered the call would then quickly put the phone down.

When the monks finally did overcome their introverted natures and started opening their doors to outsiders, the neighboring public in Michigan was invited to partake in the kind of hospitality Benedictine monks have been practicing for the last 15 centuries. It was a hospitality Lonni Collins Pratt says “just blew her away.” It impressed her so much, the journalist and now good friend of Father Dan has spent the last year writing a book with him titled Radical Hospitality.

The hospitality explored in this book is not the same kind you will learn about from Martha Stewart,” Lonni and Father Dan write in Radical Hospitality. “Benedictine hospitality is not about sipping tea and making bland talk with people who live next door or work with you.” It does not refer to hotels or cruise ships. It is not connected to entertaining friends and family in the warmth of candlelight with gleaming silver and ivory lace. Nor did it begin with Howard Johnson's and Good Housekeeping.

Hospitality, as it has been practised from ancient days, protected people from the dangers of travelling alone. In St. Benedict's day there were no safe and cheap shelters for travellers. Along the way people could be brutalized, robbed, wounded, or lost. In those days monasteries saved lives when they opened their doors to strangers.” And when the monks of ancient days opened up their monastery and made room for someone who was not one of them, they, too, took a risk. Oh, and here's the book mentioned in the article: [Radical Hospitality: Benedict's Way of Love.](#)”

We know that we constantly err through lack of charity and prayer, but with confidence in God we can start each morning anew with the words of the Psalmist, “Now I have begun.”  
So pray for us that we have the love and joy in service that go with all beginnings.  
*Dorothy Day (1897-1980)*

**Write down your commitments to practice radical hospitality this summer:**

## **Holy Conferencing: The Methodist Way**

John Wesley, the founder of the Methodist movement, believed that holy conferencing was a means of grace. In other words, he believed that when we confer with one another, with God in the center, we truly experience God's grace. Today United Methodists are discovering that experiencing this means of grace is as simple as sitting in a circle and sharing with one another in a way that encourages all participants to share the deepest things they know and listen with their hearts to hear the God spark in each person.

We have many opportunities to experience this in camp – especially in our cabin time. Here are three ways you might want to try:

### **Epiphany Circles**

Sit in a circle. Light a Christ Candle. Each camper has a flashlight.

Ask: Has anyone had a God-Moment today? A Time where you felt really close to God or a time when you witnessed God's love through others?

As each person shares their "epiphany God-moments" they turn on their flashlight (directing the light upwards) and share.

### **Mutual Invitation**

This is a great way to share with one another on a specific topic or when there is a need for a decision to be made.

Sit in a circle. The counselor introduces the topic. One person volunteers to share first. As they share everyone else listens – no questions, no interruptions. When the first person is done sharing, they invite another person in the circle to share – no questions, no interruptions. This continues until everyone in the circle has had a chance to share. If someone is invited to share and they do not wish to talk, they simply invite the next person.

If there is a decision to be made, open up the conversation after everyone has shared the first time.

### **Circle Dialogues**

Circle dialogues can be a time of deep sharing. The rules are simple. Sit in a circle. Put a Christ candle in the middle. State the topic. Use a Bible (or some other item that is meaningful to the group) as a "talking piece".

The counselor names a question or topic and passes the Bible to the person next to them. That person shares anything they want on the topic – no questions, no interruptions. They then pass the Bible to the

next person. This repeats all the way around the circle. When the Bible returns to the counselor, they name another question or topic and the process repeats.

It is a good idea to ask at the end of the time, “Is there anything anyone has shared that needs to remain confidential?” (Note: let your campers know that you cannot keep abuse confidential in terms of reporting.)

We have provided two sample circle dialogues for you on the next few pages. More samples can be found on the Lake Louise web site. [www.lakelouisecommunity.org](http://www.lakelouisecommunity.org)

## **Ecclesiastes 4: 9-12: The Power of Spiritual Friends**

Preparation: Bring a three fold cord with you.

Light the candle. Time of silence.

Leader: Today we are going to think about the power of community and spiritual friends. Our inspiration verse is taken from Ecclesiastes but before we listen to the verse I would like to read you a story. This story was written by Mary Gladstone when she was serving as a US2 in Baltimore Maryland. The US2 program is a missionary program of the United Methodist Church. Recent college graduates give two years of their lives to serve at mission sites in the United States. Mary was assigned to serve at the Deaf Shalom Zone in Baltimore. (read *Seeing Ghosts*)

**Reflection One: I invite you to simply share your first thoughts about this story.**

**Reflection Two: Haunted by the ghosts of our past.**

When we are dealing with the ghosts of our past or the ghosts of our present we frequently experience the wisdom of a spiritual friend who breaks through our thoughts with a helpful or comforting word for us. This time I invite you to share a comforting word that someone offered you in a difficult time.

**Reflection Three: The threefold cord**

The writer of Ecclesiastes uses the image of a three fold cord as a metaphor for the strength we find in community. The writer says:

<sup>9</sup>Two are better than one, because they have a good reward for their toil. <sup>10</sup>For if they fall, one will lift up the other; but woe to one who is alone and falls and does not have another to help. <sup>11</sup>Again, if two lie together, they keep warm; but how can one keep warm alone? <sup>12</sup>And though one might prevail against another, two will withstand one. A threefold cord is not quickly broken.

I have brought a three fold cord with me tonight. This time we will use this cord as a talking piece and I invite you to share your thoughts on this passage of scripture.

**Closing:**

Close with a prayer of thanksgiving followed by the hymn: *Spirit of the Living God*

## Story

There is a deaf/blind man in my congregation who has been experiencing an interesting problem. From time to time people who could see and then went blind will see images, like hallucinations from their former sight. It is a disease and I have forgotten the name at the moment. This particular man is older and has been deaf/blind for a while. He has started to see these hallucinations and because he is older they are very confusing to him. He is frightened and he thinks that they are ghosts that live in his house.

The man needed help with his medications which had lately increased. Another young man in the church had recently graduated from high school. The young man asked the Deaf Shalom Zone to help him find an apartment so the solution was that the younger deaf man could stay with the older deaf/blind man free of charge if he helped with the medications and other house needs.

Due to his fear of the ghosts in his apartment the older deaf/blind man has now begun to cover the house with spray bleach, or globby furniture polish in order to make them leave. The younger man knew that this was a problem so he gave his older roommate a spray bottle of water and told him that it was holy water and it would rid the house of its unwanted guests.

These events reminded me that we all can be hunted by the ghosts of our past. Bad decisions, family and loved ones who are no longer with us, lost jobs. By trying to rid ourselves of these "ghosts" alone we put ourselves in danger of making a mess of our current life, our current home. By inviting God into our lives and realizing the help and love that comes from the Lord we allow our creator to cleanse us by the baptism of holy water so that we can be washed anew and rid of our ghosts.

I was reminded once again to let go and let God. praise be the Lord. goodnight.

## The Good Samaritan

Leader:

As we light the Christ Candle in the center of the circle we ask that you recall as much of the Good Samaritan story as you can. Light the candle. Read the story in Luke 10: 25-37 Sit quietly, thinking about the story.

### Reflection One

When was a time in your life when you were a victim?

### Reflection Two

When was a time when you “robbed” someone or treated them poorly?

### Reflection Three

When was a time when you saw someone in need but did not stop to help them?

### Reflection Four

When was a time when you saw someone in need and you did stop to help them?

### Reflection Five

When was a time that someone was brought to you and you were asked to help them (the inn keeper)?

### Reflection Six

What response did someone else give to a question that really intrigued you or helped you to see things in a new way for yourself?

### Reflection Seven

What do you notice about your recollections? Think about this silently. Now please share something from this time of silent reflection.

### Closing:

Leader: I will begin a sentence and then invite as many persons who wish to share an ending to the sentence to speak that ending out loud.

We thank you for our insights about good Samaritans that include ...

We thank you for our insights about the thief that includes ...

We thank you for our insights about those who pass by that include ...

We thank you for our insights about those who are asked to help that include ...

We thank you for this parable because ...

# Conflict Transformation

## Short Phrases that Help Us To Transform Conflict:

- Use words.
- Express Feelings (and ideas)
- What I see may not be what you see
- Look at myself first. Talk to you second
- We will always be unconditionally constructive
- Use well modulated tones
- Have a BATNA (best alternative to a negotiated agreement)
- Let go and let God

## The Matt 18 path:

Matthew 18 is known as the *Rule of Christ for the Church*. This is how Jesus tells us to resolve our differences. A brief description of the steps is:

1. Look at yourself.
2. Go to the other person when the two of you are alone.
3. Ask for others to help

## The Illogical solution:

You will have a resolution when you come to understand that the other person(s) was doing the best they could AND that you know where you could have done something differently that would have helped. We do not look to place blame but rather to understand each one's contribution.

## Mediating a Conflict:

1. Check to see if they have followed Matt 18. Send them back to do it.
2. If they have completed the above, set a time for mediation. Ask them to bring with them a statement of what they need. (I need...)
3. Invite each person to share their need statement. Record these on newsprint. No other comments allowed.
4. Ask them to share a core value (a value that is very important to them and may have something to do with this conflict). Record these on newsprint.
5. Invite the first person to tell their story. Second person reflects back the story.
6. Invite second person to tell their story. First person reflects back the story.
7. Ask each person to share the insights they have gained about their own behavior. (Record)
8. Ask if they have gained any insights to the other person's behavior. Record
9. Write down issues (not positions). Launder the language. Start with:  
There is a need for....
10. Invite ideas for win win solutions.
11. Write up an agreement.

## Working in a Diverse World

Every week at camp we have a wide diversity of campers, staff and counselors and because we are a 24/7 community the issues about our differences become even more important. Consider some of the ways we will encounter diversity at camp:

- Body size
- Health situations
- Race
- Culture
- Country of origin
- Language
- Urban/suburban/rural
- Economic status

At our places of work or school it is much easier to get along with others because we do not go deep into the differences. At camp – we do. Counselors must be aware of their own biases, cultural background, preferences etc. This is the place to start. Then.... A counselor must watch their words and actions as they relate with those who are different. Consider this case study:

*It was the middle of camp week and everyone was a bit tired (and yes, cranky). The lunch meal had been a noisy affair and two campers had turned up 20 minutes late with no explanation – either from them or their cabin counselor. The dean had been quite upset and the announcements after the meal were tense. So as everyone left the dining hall they were glad to be going back to their cabins and rest hour. There were two counselors walking together, commiserating with one another and suddenly a group of five campers passed them by. The campers were laughing – that suspicious laughter that indicates to adults that they might be up to something.*

*“I’ve had it with those kids.” Said one of the counselors. “They need to learn that we act differently here than they do where they come from.” And then turning and grabbing one of the campers she said, “Look. That may be funny from where you come from but we treat one another differently at camp. You need to ask yourself if that is what Jesus would do?”*

What is wrong with this story? How would you change the story to be a better expression of living together in a diverse world 24/7?

## **Ideas for Working with Campers**

If you would like an excellent list of “tips” for working with campers, please download Diana Hynson’s booklet called “Tips” from the Lake Louise web site: [www.LakeLouisecommunity.org](http://www.LakeLouisecommunity.org).

Watch the web site for weekly ideas!

## Wuz That? Camp Terms and Traditions

### Hoppers

Hoppers are those who set up and clean up for meals. Cabins will be assigned hopping responsibilities for three meals in a row beginning with Monday. As a counselor, please be in the dining hall with your cabin fifteen minutes before each meal. Once in the dining hall, all chairs must be taken off tables, tables washed and set. There needs to be one hopper per table. It is their responsibility to return all dishes etc. back to the kitchen and then wipe off the table. Following the meal, two campers and one counselor are needed to stay and vacuum.

### Firebowl

Lake Louise is known for its outstanding outdoor chapel. The beauty of the lake is very moving to those in camp. Many camps provide a daily opportunity for worship in the outdoor chapel. This is referred to as, "Firebowl" by many camps.

Camp Store

### Bells

The camp bell is rung throughout the day to indicate that it's time or almost time for something. A hopper bell is rung fifteen minutes before each meal to indicate that hoppers need to go to the dining hall. Bells are rung five minutes before each activity and then again at the start of each activity. If at any point there is a continuous bell ringing, everyone in camp must go to the bell.

### Cabin Decoration

Cabins are your campers' homes for the week. It is nice to add a personal touch to your cabin so that campers immediately feel welcomed and special when they arrive at camp. Campers will be assigned to cabins Saturday night before camp, so you may want to bring materials to make signs that night for your campers. You can also pick a theme for your cabin if you like – be creative! It is a good idea to get in touch with your co-counselor so you can discuss what to bring. Some easy ideas... Christmas lights, cool music, streamers, construction paper and markers, little treats to leave on pillows, etc...

### Rest Hour

A great invention for camp! Campers are expected to be in their bunks with their feet off the floor. Encourage them to rest, the need it and so do you!

### A Geography Lesson

**The Green:** The area in the center of camp by the flag pole. It overlooks the lake. Great View!

**The Field:** Duh ....

**Tennant Chapel:** The larger chapel on the hill overlooking the lake.

**Strong Chapel:** The little prayer chapel east of the swimming area and up on the grassy hill – surrounded by flowers. This is also the place of the memorial garden.

**The Buss Garage:** Northwest of the retreat center. Large pole building that contains many camp supplies like tents, sports equipment etc.

**Thumb Lake:** Just a different name for Lake Louise. In fact, this is the official state name for Lake Louise.

**Camp Lake Louise:** The Baptist camp on the other side of the lake.

**Camp Kinawind:** The Detroit Conference United Methodist Church camp on the western end of Lake Louise.

**Standard Lake:** A small lake directly east of Lake Louise. (within hiking distance)

**Whippy Dip:** Ice Cream shop “at the corner” of Thumb Lake Road and Old 27.

### Counselors Checklist

1. Make sure your Program Dean has your address, phone numbers and email information.
2. Return all required forms to the Lake Louise Office:
3. Download the Summer Camp Manual 2009 from the Lake Louise Web Site.  
[www.lakelouisecommunity.org](http://www.lakelouisecommunity.org)
4. Read the manual. Fill in the pages indicated:
  - a. "Positive" Methods that we will use for Behavioral Management
  - b. Applying Your Knowledge of the Developmental Characteristics
  - c. Applying Your Knowledge of Developmental Assets
  - d. Caring for the Environment
  - e. Write down your commitments to practice radical hospitality this summer.
  - f. Consider the case study story on working in a diverse world.
5. Download: [www.lakelouisecommunity.org](http://www.lakelouisecommunity.org)
  - a. Diana Hynson's booklet called "Tips"
  - b. *"Positive Approaches to Managing Campers – A Camp Counselor's Guide to Behavior Management"*.
  - c. *Biblical and Theological Foundations for Nature and Environmental Care* by Kevin Witt
6. Attend the training events for your camp – those scheduled for your group
7. For all first time counselors to Lake Louise: Attend the May 1-2 training event at Lake Louise