

# P R O J E C T   E X T R E M E

*Providing Innovative Solutions for Jewish Teens At-Risk,  
Their Families and Their Communities*



## CAMP EXTREME STAFF TRAINING MANUAL

Summer Outdoor Adventure Programs   Holiday Programs   Weekend Retreats   Nights on the Town

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*Providing Innovative Solutions for Jewish Teens At-Risk,  
Their Families and Their Communities*

Dear Staff:

Welcome to Camp Extreme. Our jobs are not simple. We have one summer to make a profound difference in the life of a child. If you attended camp, either a day program or sleep away, then you have a memory of that one counselor who guided you, either with large steps or just a fraction of an inch, into becoming the person you are today. It's now your turn to give that kind of a memory to your campers this summer. You can be that counselor they never forget, whose picture is on their fridge at home, whose letters you get after camp, thanking you for the summer of their lives - the summer that perhaps saved their lives - but certainly offered them a different more positive trajectory!

During this summer together we will be parents, friends, teachers and role models. The task is huge, but very achievable. Always remember this piece of advice:

## **It's all about the CAMPERS!**

If you stay focused on this one item, you will find your summer as a counselor will be even more gratifying than you imagine.

Camp Extreme is a very special place, not only by its physical being, but also by the people who make up the Team Camp Extreme. We are a team of individuals who love Judaism and want to make a difference in a child's life. We are individuals who know the importance of healthy communication, community and feel an inner pull to pass on this message. We are individuals that know the power of a few summer moments in one child's life. Individuals who, when they unite, shine with enormous tenacity and brightness.

Let your heart and head guide you.

Rabbi A.Y. Weinberg  
Founder & Executive Director

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# Why Are We Here?

“Camp Gives Kids a World of Good”

-American Camping Association

## **Project Extreme Mission Statement**

Project Extreme is a full service non-profit organization providing innovative programming and solutions for Jewish teens at-risk, their families and communities. Project Extreme uses a combination of experiential and intellectual learning opportunities to provide the social, educational and emotional support our teens in need require and benefit from.

Project Extreme hosts a broad array of short and longer duration programs designed to assist teens in need and their families in addressing and overcoming the various challenges they are facing by providing them with:

- Social support
- Life-skills training
- Positive /healthy environment
- Fun and safe activities

Each of the programs in the Project Extreme portfolio has been designed by a multidisciplinary team of professionals to ensure maximum therapeutic, fun, social, and positive outcomes. Each of Project Extreme’s programs undergoes continuous evaluation and assessment in an effort to constantly provide the most effective, unique and relevant programming for teens today.

Project Extreme programs are open to all Jewish teens in need irrespective of their Jewish affiliation.

## **Project Extreme Philosophy**

### **Personal Growth of the Individual**

1. The campers acquire new skills and develop existing skills.
2. The campers and staff develop self-understanding and relationships with others.
3. The campers and staff develop a feeling of security in being oneself in a group situation.
4. The campers and staff develop spontaneity, flexibility, creativity, and the capacity for enjoyment and assimilation of new experiences.

### **A Creative Jewish Experience**

1. Camp Extreme provides a taste of Judaism by living and experiencing Judaism. It becomes a part of the daily routine introduced to them in a positive environment.
2. Campers develop positive Jewish attitudes and identification in a pleasurable non-coercive atmosphere.
3. The campers and staff will see the relationship between what we do at camp and specific Jewish perspectives and context.
4. Camp gives our campers the opportunity to understand both their rich cultural heritage and contemporary Jewish life through a wide variety of activities

## **Project Extreme's Four Core Principals**

### **1. STRENGTHS-BASED PERSPECTIVE**

A strengths-based perspective is essential in working and connecting with teens. Research has supported the idea that recognizing a teen's strength contributes to building their self-esteem, resulting in positive thoughts regarding their own feelings of self worth. It is through positive reinforcement, such as congratulating a teen after completing a difficult outdoor task on a camp extreme trip or recognizing acts of kindness done to others, that lays the building blocks to creating a trusting relationship with the teen. A strengths-based perspective is a solution all its own and needs supporting measures to maintain its success.

### **2. SKILLS BUILDING**

The second core principal, skills building, contributes greatly to a teens ability to learn how to cope, communicate and function in their everyday life with peers and family. By integrating life learnable lessons, breaking down with the teens basic communication skills as well as appropriate verbal and non-verbal communication styles within a framework of fun activities, during processing sessions that occur on a daily basis during the summer programs, the teen slowly begins to integrate what they are being taught in this safe environment, that will hopefully transfer to their everyday lives.

### **3. INDIVIDUALIZED CARE**

The third principle, a one to one participant/counselor ratio, is essential to the success of our program. On a daily basis, teens may experience anxieties, pressures and feelings of loneliness. Having the opportunity to reach out to that one person, their counselor, with whom the teen has formed a close and trusting relationship, can be the single tool in preventing the teen from making inappropriate and at times risky decisions.

### **4. LONG-TERM FOLLOW-UP**

The fourth core principal constitutes real, meaningful and long term follow up and is reflected by the requirement that counselors sign a social contract to maintain contact with the teen throughout adolescence and into adulthood. This long-term commitment sends a loud and clear message to the teen and their family that Project Extreme is not a short term, band-aid, but rather a longer-term lifetime support.

# Your Role As A Staff Member

“Everything you SAY and DO can change a child’s life!”

-Jeffrey Lieken

The staff members ultimately determine the quality of experience that our campers have. YOU will make it possible for each camper to have a successful camp experience. YOU WILL MAKE A DIFFERENCE by having a sympathetic understanding of the campers’ problems and needs, by keeping them safe and happy, and by being a role model that will encourage them to grow. The following will outline how important you are to our children.

## **Keeping Them Safe**

Safety comes first. Accidents will happen the second you look away from the situation or activity.

- Listen to the campers; they usually try to tell you when there is a problem.
- Be Alert at all times.
- Be Proactive and fix a situation before it becomes a problem.
- Follow all the rules; they are there to keep you and the children safe.
- Use common sense – if you are not sure, ask.

## **Being Their Role Model**

Campers will notice everything about you. You will become the most important person in their life this summer. You have tremendous power to influence their lives for the positive as well as the negative by your actions.

- Be loving.
- Be healthy.
- Use the highest moral values.
- Wear appropriate clothing.
- Participate in every activity
- Be enthusiastic
- Be conscious about what you tell them. They will not respect you more if you tell them all about your personal life.

## 5 Goals for Each Counselor

- To encourage each camper individual growth
- To be involved and assist in appropriate placement for each camper.
- To give the Campers a positive Jewish identity as well as instilling Jewish Pride.
- To build a good and healthy chevra (friendship/community)
- TO MAKE A DIFFERENCE IN THE LIFE OF A YOUNG ADULT!

## Tools Of The Trade

“Teaching by example is not the main way to teach. It is the only way.”

-A. Schweitzer

There are an uncountable number of tools that you will need to become an excellent counselor. The following section will highlight the most powerful tools that you should master this summer. Remember that all of these tools must be used together in order to reach ultimate effectiveness. Start practicing them now!

- |          |                                  |
|----------|----------------------------------|
| Tool #1: | Setting Expectations Early       |
| Tool #2: | Asking and Listening vs. Telling |
| Tool #3: | Having a Group Meeting           |
| Tool #4: | Responding Appropriately         |



## **Setting Expectations Early**

It is almost impossible to gain control of your group after it is lost. Wait until you have control and then lighten up.

This tool is listed as the first tool, because without it, the other tools will not be as effective. You must set your expectations on the very first day and hold strong to them. The campers will test your limits. Believe it or not, teens want structure and want to know if you will enforce the limits that you impose on them. You will gain a higher level of respect from your campers if you create attainable expectations early on.

### **Golden Rules For Setting Expectations:**

1. Set expectations early, the first time you arrive to a new situation.
2. Explain the purpose of your limits. If they understand, they will be more likely to abide.
3. Involve the group when setting consequences. They will become committed to the expectations, because they had a role in making decisions.
4. Our goal is to help campers improve future behavior, never to punish!

### **When Is It Important To Set Expectations? . . . . Opening Day!**

We cannot stress this enough. Set expectations on opening day and at every first event that the campers attend, including meals, activities, bedtime, specialty areas, and t'filot.

### **How Do I Do It?**

Say something like:

"We're off to a great start and there is a lot more fun coming your way. Since we will be spending the next three and half weeks together, I want to brainstorm some rules that we can live by to make everyone happy."

Brainstorm and write everything down. Then group all the suggestions into 3-5 central themes. More than five general themes will be hard to remember.

Examples of bunk/tent themes for expectations:

- Respect each other
- Respect other's property
- Listen to each other
- Safety
- Teamwork
- Have Fun

Remind our campers of the list every couple of days.

Once your bunk/tent expectations are completed, give specific expectations for:

- Wake up
- Cleanliness
- Rest
- Curfew

Go over the daily schedule and other expectations. Make sure that you ask if they have any questions.

## **Asking And Listening vs. Telling**

**“If I’ve told you once, I’ve told you a thousand times”**

How long would you want to be with someone that was constantly TELLING you what to do? Do you think that children will keep on listening to you if all you do is tell, tell, tell?

Teens/Campers will stop listening to you, even if it’s important. The best counselors are those who truly LISTEN to campers and understand the art of ASKING QUESTIONS in order to build relationships.

## **The Art of Asking Questions**

There are two types of questioning that you will be involved in this summer with campers. The first type of questioning is used to build your relationship with the child. Asking involves children in conversation, even the shy ones. It helps you figure out what is important to them and what they like to do best. With the information that you gather from conversations, you will be better prepared to plan programs for them and help them with their problems. The following are some sample questions that can be used.

**What was the best part of your day?**

**What is your favorite activity?**

**What is your favorite thing about our bunk/tent/tent?**

**When would you like me to wake you in the morning?**

The second type of questioning will be more difficult, because they occur during discipline situations. The hardest part about a discipline situation is not jumping to conclusions, you must ask questions first. It is extremely important at this time that you ask the right questions to get the child’s side of the story. Your job is to help solve the problem and encourage the child to learn from the situation to make correct choices in the future. If you remember back to Project Extreme’s Philosophy, “Personal Growth” is one of our goals.

**I understand that you are having a difficult day; can you tell me about it?**

**What do you think is the right way for you to deal with this situation?**

**I know that the two of you have been arguing all day, why are you so frustrated with her?**

**How can we fix this?**

# Listening Is An Irreplaceable Tool- Use It!

## **Why listen to teens/campers?**

- To validate their feelings.
- To enhance their self esteem. We acknowledge that they have something important to say.
- To encourage their problem solving skills.
- To hear their solutions

## **How can we show campers that we are listening?**

- Maintain steady eye contact.
- Get on the same level as the child. If they are sitting, then sit.
- Nod your head, so that they know that you are following their story.
- Repeat what you hear to show that you understand.
- Wait until they are finished to respond.
- Avoid responding with a lecture or lots of advice. Help them come to their own conclusions and guide them to a solution that works for them.

(Adapted from The Ten Greatest Gifts I Give My Children by Steven Vannoy)

## **Sessions**

Understand the theme of the session and try not to let them go off on tangents. Let them know that other issues could be discussed at other sessions.

Have the group sitting in a circle with the counselors sitting amongst the campers.

Establish the rules for the meeting:

One person speaks at a time. You may want to have an object that gets passed around to indicate whose turn it is to speak.

Everyone speaks for himself or herself.

No put-downs.

What gets shared stays within the group!

Be sincere: You must be honest and sincere with children, or they will either see through you or stop trusting you in the future.

How YOU respond matters!

If you show patience, respect, and sincerity, it will be more successful and educational.

Assist the session leader but do not “take over”.

Keep your comments short and to the point.

### **Having A Group Meeting**

“Too often we give children answers to remember rather than problems to solve.”

-R. Lewin

**Why have a meeting:** To check in with your campers, to do a fun activity with them, or to resolve a conflict

**When:** Not during the heat of the battle, if you want to resolve it. However, don't put it off either.

**Where:** In a circle in the bunk/tent, or with permission at a special place outside of the bunk/tent.

**How:** Please read the following instructions carefully!

## **How to run a successful meeting**

Along with your co-counselor, decide the following before meeting with the campers. It is extremely important that you communicate and are on the same page.

When and where to have the meeting.

Length and theme of the meeting.

What will be said and who will be saying it.

Be clear about the theme of the meeting and try not to let them go off on tangents. Let them know that other issues could be discussed at other meetings.

Have the group sitting in a circle with the counselors sitting across from each other.

Establish the rules for the meeting. For example:

One person speaks at a time. You may want to have an object that gets passed around to indicate whose turn it is to speak.

Everyone speaks for himself or herself.

No put-downs.

What gets shared stays within the group.

Be prepared with an introductory statement to get the discussion started.

“There has been a lot of fighting in our bunk/tent and we need to talk about how to get along better.”

## **Here are the typical stages of a group meeting:**

**Telling Stories:** Every member of the group will want to tell their story. Allow them each a turn to speak. This part of the meeting will be filled with emotion. Remind them how to be good listeners and that they need to follow the rules of the meeting. Don't allow them to get off track!

**Naming the Theme:** The counselor must provide the group with the root of the problem. This is crucial.

**Moving to Solution:** This is the most difficult transition because the children will want to keep on telling their stories.

**Follow-up:** Sometimes that group will write a contract or set a time for another meeting.

(This section was adapted from Trail Signs and Compass Points by Bob Ditter)

## Responding Appropriately

“It’s not what happens, it’s how YOU respond to it that matters”

How you respond to a situation, will not only affect the relationship between you and the camper, but future behavior exhibited by that child. If you show patience, respect, and sincerity, your meeting with that camper will be more successful and educational.

### Tips:

**Show patience:** If you are too angry, you must wait until you calm down enough to speak to the child.

**Show respect.** The counselor can show respect for the camper just by asking this question.

**Be sincere:** You must be honest and sincere with children, or they will either see through you or stop trusting you in the future.

**Teach them:** The counselor can allow the camper to come to the conclusion that he could deal with his problem differently. He has also learned that with patience, respect, and sincerity problems can be solved, because that is the behavior that he has learned from YOU, the counselor.

**Practice these five tools and make them part of your daily routine!**

1. Set Expectations
2. Ask Questions
3. Have Group Meetings
4. Use Positive Reinforcement
5. Respond Appropriately

# What Do I Need To Know?

“A man never stands as tall as when he kneels to help a child.”

- Knights of Pythagoras

## Opening Day Checklist

“We're supposed to be perfect our first day on the job and then show constant improvement.”

-George Bernard Shaw

Use this checklist to help you remember everything that you need to do on opening day. All of it is very important!

1. Learn your camper's names.
2. Make sure you have the right camper in the right tent/group.
3. Do your campers have all of their luggage? Ask each one individually.
4. Collect money, airline tickets, health forms, questionnaires and give to appropriate Camp Extreme authority.
5. Be sensitive to sleeping arrangements: i.e. are campers who know each other leaving a new camper out?
- 6.
7. Give your campers an idea of what the first day will be like.
8. At meals, let your campers know the rules and enforce them.
9. Begin to establish commonalities shared by all bunkmates through games and discussion.
10. Begin to teach group living skills as soon as campers arrive (sharing, communicating, etc.).



11. Privately, be aware of special physical concerns of each child (Did s/he come to camp with a rash? Was s/he ill before camp?)
12. Check each camper after s/he has climbed into bed to see how each has adjusted to the first day of camp.

### **Daily Schedule Expectations**

“The person who knows how will always have a job. The person who knows why will always be his boss.”

-Diane Ravitch, quoted in "Quotable Business," by Louis E. Boone

There are many different roles that you are going to play through out the day. You will be expected to be on time and to be a great example for the campers at each part of the day. Please speak with your supervisor for further explanation.

# Basic Needs Of Children

“The best inheritance a parent can give to his children is a few minutes of their time each day.”

- M. Grundler

In order to work as effectively as possible with our campers, it is important to fully understand certain basic needs and characteristics common to all children. Although children mature at different rates and exhibit basic needs in different ways, an in depth understanding of this section will help you work with the child on a level from which you are both most likely to benefit.

The characteristics listed in this section should serve as a guideline. If a child exhibits a great difference in age group characteristics or a pronounced need in a particular area, we can use this information to better understand how to work with that child. Through a better understanding of the basic characteristics of a camper, we can better deal with specific situations.

## **Security**

Making a camper feel comfortable in camp is our first goal. He or she should quickly become familiar with the campgrounds and routines. You should be recognized as his or her friend - someone who respects and appreciates him or her as an individual, someone to whom he or she can tell things in confidence. You should try to establish good relationships between the campers in the bunk/tent to further their sense of security.

## **Achievement**

Children must know they can do some things well. We can help their feeling of accomplishment in many ways - - by giving each child a chance to lead, by providing opportunities for success even though the challenge is small.

## **New Experiences**

New experiences are important because they provide the opportunity to learn more and to have fun. Try to be creative in thinking up new ways to do routine jobs. Be aware of signs of boredom. Be enthusiastic about whatever you're doing -- enthusiasm is infectious.

## **Affection**

All of us thrive on affection -- particularly children. We can help fill this need by showing children concern about their well-being. We can tell them when they have done well and encourage them to try when they have failed. We should give recognition to positive aspects of their behavior. We can indicate to them individually the characteristics we see in them that we regard most highly.

## Recognition

Everyone needs recognition in order to feel accepted as a part of the whole and to feel of some value in the group. Your part in helping to achieve this can be through complimenting a job well done and making other staff members aware of the camper's accomplishments so that they too can give recognition for it. Give praise to individual campers in front of the bunk/tent or peer group. If a special privilege is appropriate for the group, give one. Use your judgment though; too much recognition can lead to feelings of superiority and undesirable behavior; too little recognition can lead to feelings of inferiority and other undesirable behavior

## Age Group Expectations

"Level with a child by being honest. Nobody spots a phony quicker than a child."

- Mary MacCracken

What appears on the following pages is a summary of the general characteristics of adolescents. Since each child is an individual, you may expect wide variations from the "average" child as indicated here. This material is given to you so that you are aware of certain patterns of behavior, areas of tension and possibilities. You may realize your campers are not "weird", but rather quite normal for their age. Children who vary from the pattern - and there will be some in your bunk/tent group - should not be considered abnormal. However, should their physical development be radically different from their bunk/tent mates, you may have to do some special work with that child to make him feel more at ease with the group. This includes both these children who are physically very advanced for their age as well as those who lag somewhat behind.

### Ages 13 to 18

There can be tremendous differences between these ages. This is a period of self-exploration -- who am I? -- Where and how do I fit in? Peer relationships and acceptance are important to them; in fact, they may try to conform to group.

They are interested in learning about relationships with the opposite sex. The approach to opposite sex is done in groups -- security in numbers.

There is a slow physical pace (boys).

Children at this age can be moody.

They want to experience new things and need to do routine things in different ways.

They want to be self reliant and independent.

They often claim privileges but they may not be ready for or willing to take on responsibility.

They like to socialize and talk to other group members.

They want to consider counselors as friends rather than parents.

They are self-conscious and don't want to appear as if they don't know the answer.

They don't want to be embarrassed.

They are concerned with physical appearance; hair, clothes, etc.

Discussing controversial and moral issues (i.e., marriage, pregnancy, sexuality) is interesting to them.

They tend to think that they can take care of themselves and know what is best for them.

## Discipline

“Behavior is what a man does, not what he thinks, feels, or believes”

- Author Unknown

Discipline does not mean clobbering kids, making life miserable, or playing army sergeant. It does mean maintaining individual and group cooperation so that camp goals are accomplished. Prevention is always easier than cure. Some helpful hints are: showing no favoritism, keeping a basic attitude of humility, doing things with the camper, fairness in all decisions, a good sense of humor, a desire to serve the campers, an attitude of love for every camper. If you follow through and use these preventative measures, ninety percent of problems disappear. Now what about that other ten percent . . .

- Discipline immediately: Discipline should follow the offense as quickly as possible. In a child's thinking, there is no connection between being disruptive during a peulah at 10:00 a.m. and losing swimming privileges at 5:30 p.m. However, make sure that you are calm enough to make appropriate decisions.
- The punishment should relate to the action and fit the “crime”.
- If she disobeys the rules at the pool, she sits out for 15 minutes. If he won't eat dinner, he won't get dessert. If she disrupts a peulah, she needs to sit in the back with a madricha.
- Judge the intent of the misbehavior: Decide if the conduct was willful or just careless. Some actions may be worthy of words of caution, but they do not merit actual punishment.
- Punish to the point of regret: The purpose of punishment is to make the conduct an unpleasant experience so the camper will not want to repeat it. However, you should also get the message across that although it doesn't pay to misbehave, the camper will still enjoy the summer and his relationship with you.
- Talk to the camper after punishment: She needs to know that you really do care for her, and your actions are for her, not against her.
- Administration of discipline is teamwork: If you do not know how to discipline a camper or are too angry to fairly judge a camper's actions, you need to call your supervisor to come in and help.

Be sure to inform your staff and supervisor anytime you discipline a camper. This ensures that the entire team is informed about the progress of a camper and that you are all working together effectively to help this camper improve if necessary.

### **Three Forms of Discipline: NEVER to use**

#### **1. Never strike a camper.**

Striking a camper, for any reason, is cause for IMMEDIATE DISMISSAL.

#### **2. Never use ridicule, shaming, or sarcasm.**

Direct attacks upon the camper himself rather than the action of the camper is ridicule. These things will destroy the camper's self-image, and they may set negative examples for the campers to use towards each other. This won't change the behavior and will definitely be a negative influence on the counselor-camper relationship. Sarcasm is so common among staff that it is almost natural to apply it to campers. However, many campers will not understand sarcasm and will be offended and hurt by it. All sarcasm has to be erased from your vocabulary. Sarcasm, even among staff, builds a negative atmosphere.

#### **3. Never use cruelty.**

A few counselors think cruelty will make the kids behave. Cruel acts include hoisting up the campers underwear (wedgies), flushing hair in toilet (swirlies), and forcing a camper to sit outside at night alone. This form of punishment is inappropriate and can only make the situation with a camper worse.

# Health and Safety

“Your sound judgment often means the difference between a safe activity and where a child gets seriously hurt – physically or emotionally”

-Bob Ditter

Our highest priority this summer is securing the health and safety of our campers. As you know, we want our campers to leave camp as they arrived to us or even a little better. This section will outline what your responsibilities are to make this a healthy and safe summer for our camper and yourselves.

## Universal Precautions

As part of an overall exposure control plan, mandated by the OSHA Blood borne Pathogens Standard, "universal precautions" are part of infection control practices. They are specific guidelines, which must be followed to provide every person protection from diseases, which are carried in the blood. Since blood can carry all types of infectious diseases even when a person does not look or feel ill, knowledge of universal precautions is essential for anyone who might come into contact with blood or other body fluids. The following are sample guidelines, recommended by the Centers for Disease Control, to prevent cross- contamination from blood-borne pathogens.

## Gloves

Any person giving first aid should always wear latex or vinyl disposable gloves if blood is visible on the skin, inside the mouth, or if there is an open cut on the victim.

Gloves should be changed after contact with each person.

Gloves should always be worn when handling items or surfaces soiled with blood or bloody fluids. Such areas (floor, counter, etc.) should be flooded with bleach solution (1 part bleach to 10 parts water), alcohol, or a dry sanitary absorbent agent. However, routine cleaning practices are all that are needed if blood is not visible or likely to be present.

Remove gloves properly – pulling inside out. Place gloves in bag with waste. Hands and other skin surfaces should be washed with soap and water immediately and thoroughly if contaminated with blood or other body fluids.

**Masks, protective eye wear, gowns or aprons**

Should be worn during procedures that are likely to generate droplets or splashes of blood or other body fluids.

**Needles**

Should NOT be re-capped, purposely bent or broken by hand, removed from disposable syringes, or otherwise manipulated by hand.

After use, disposable syringes and needles, scalpel blades and other sharp items should be placed in puncture-resistant “sharps” containers for disposal.

**Mouthpieces, resuscitation bags, or other ventilation devices**

Should be available for use in areas in which the need for resuscitation is predictable.

**Skin conditions**

Health care workers who have draining lesions or weeping dermatitis should refrain from all direct care and from handling equipment until the condition resolves.

## Child Abuse and Appropriate Touch

As a person responsible for the safety of children, you must be extremely careful and use correct judgment when you interact with children in order to avoid the perception of child abuse. Abuse can be physical, emotional or sexual. Here are some guidelines that you should follow to avoid any problems.

**Never Share a Bed, Sleeping Bag or Shower With a Camper****Avoid Being Alone With a Camper**

It is important that you build a good relationship with your campers; however, being alone with a camper means it is your word against his.

If you need to have a private conversation with a camper, chose a spot that is visible, yet private.



## **Use Appropriate Language**

- Avoid sarcasm
- Avoid adult jokes
- Avoid discussing personal issues with campers

## **Use Appropriate Touch**

- Only touch a child on the upper back, hand, or shoulder. (Or as Norman says, areas that a bathing suit doesn't cover!)
- Only touch a child in the presence of other adults.
- Never touch a child anywhere against a child's will

## **Our Legal Responsibility**

It is our responsibility to report any suspected incidents of child abuse to the proper authorities. Please remember that allegations of child abuse are very serious. If you suspect anything, report it to the Camp Director and proper actions will be taken. This is what you should be looking for:

- Bruises, welts, burns, or lacerations.
- Unwillingness to shower or participate in physical activities.
- Unexplained crying
- Many new fears
- Many unusual nightmares
- Difficulty walking or sitting
- Unexplained, inappropriate sexual knowledge
- Sudden inappropriate interest in genitals or sexual behavior.
- Tendency to become suddenly aggressive or upset
- Running away
- Extreme shyness or withdrawal

# Emergency Procedures

The first rule of thumb in an emergency is always to remain calm. Your anxiety, or panic, can escalate the severity of the situation. It is essential that you have the appearance of control. No two emergencies are the same. While the various steps and suggestions outlined in these procedures represent Project Extreme guidelines, your own good judgment should be the final authority until you are able to contact assistance. The safety and well-being of the campers and staff ALWAYS come first.

## **Communication procedures for all emergencies:**

In all situations, if immediate, emergency medical attention is needed, always call 911 before making any other contact, and then contact the in-camp camp health care staff. Then contact the camp office/camp director.

### **In camp:**

Locate the nearest phone. Dial 911 if needed

Next, inform the camp director of the emergency.

A walkie-talkie will be taken to the site of all emergencies for constant contact with the director and health care staff.

### **Out of camp:**

All groups leaving camp are provided with a cellular phone and should first follow the 911 procedures above. If 911 is not needed, call the camp office at 347.739.1862. If the cell phone does not work, call collect from the nearest telephone you can find.

Do NOT under any circumstances, whether in camp or out of camp, communicate with the media. Refer all media to the camp director.

Do NOT contact any camper's parent; that responsibility lies solely with the director.

## **Major Injuries and Accidents**

If you are the primary staff member at the scene, and the incident occurs in camp:

1. Count to ten and evaluate the overall situation. Do not rush or panic.
2. Take charge. Be firm and clear with your instructions to campers and staff. Use a calm tone of voice.
3. The staff member with the highest level of appropriate certification is delegated the responsibility to aid the injured party. Give priority attention to caring for the needs of the victim.

4. The person rendering first aid must enter the information in the camp health log within 12 hours of the incident.
5. Instruct another staff member to take the campers away from the immediate scene and organize games or other activities. One staff member should remain at the accident scene, with the victim.
6. Contact the health care supervisor as soon as possible. Provide a clear description of the emergency and your location.
7. Notify the Camp Director or other administrative staff in the camp office. If someone else answers the call, tell those people: "This is an emergency; I must talk to the Camp Director." Do not discuss the situation with that person.
8. Collect the facts. What happened? How? When? Where? Witnesses? Where was the staff? Campers? What could the victim have done to prevent the injury?
9. Once the health care supervisor/Camp Director arrives at the scene, summarize the situation and answer questions. The health care supervisor or Director will take charge.
10. Prepare accident reports within 24 hours.

In the case of a critical accident, serious injury, harm or fatality: Keep a responsible adult at the scene of the accident or emergency situation to see that nothing is disturbed until medical aid or the law-enforcement authorities arrive.

**If you are out of camp:**

1. If the injury is not a life/death situation or is an illness, contact camp first. If the emergency appears to be life/death related, call 911 first (or appropriate EMS number), then notify the camp.
2. Be prepared to deal with the public and possibly the media. Do not issue any statements. Do not make any comments "off the record." Do not speculate. Simply do not speak to the media about the incident.
3. Indicate as pleasantly as possible that you are not authorized to speak for the camp and refer all media to the Camp Director.
4. Make NO statement orally, or in writing, which could be interpreted as assuming or rejecting responsibility for the accident or emergency. Under NO circumstances reveal the name of the victim or other persons involved.
5. Cooperate with the public emergency personnel at the scene. Get the name, badge number, and jurisdiction of the officer taking the report. If possible, get the report number, too.
6. Contact the child's parents only if you have authorization from the Camp Director.

**If you are a secondary staff member at the scene:**

1. Quickly and quietly follow the directions of the person in charge of the situation.
2. Do not panic . . . remember, you must set an example for the campers at the scene.
3. Offer advice only if you are more knowledgeable about the incident or if you are asked.
4. Do not discuss or allow campers to discuss the situation with anyone other than camp personnel or law-enforcement officials.
5. Assist in preparing reports as needed.

**Fire or Emergency Evacuation**

Fire drills are held within the first 24 hours of each session as prescribed by state law. The safety of campers and staff depends on everyone performing their job efficiently. To avoid confusion during an emergency, learn your responsibilities well. Review with campers an emergency exit from their sleeping area and where to assemble when they hear the alarm.

**Procedure**

Staff calls 911 immediately or, if that is not possible, staff notifies office, which calls 911.

As soon as possible, staff sounds the fire alarm.

Camp begins fire emergency procedure as drilled.

The Director and Head Counselor should be personally notified of the situation as early as possible in the process.

**Fire Evacuation Procedure**

In the event of a fire or evacuation, the most important role of staff is to be calm and to direct campers to safety.

DO NOT check your bunk/tent or living area for campers unless you are already in it. Once the alarm is sounded, a counselor will go through each area in camp to check for extra people. Simply take the campers you are with and head directly to the pre-designated area. Campers and all staff should line up by bunk, and be seated. One staff member should be in front of the line. When all members of the bunk, including staff, are present, the front staff person should be seated.

Senior staff members will check their assigned sites on their way to the tennis courts.

Once everyone is seated, the Head Counselor will initiate the count-off and will await instructions from the Camp Director.

### **Exit Procedure**

If it is necessary to immediately evacuate the camp, campers will be divided by units and loaded into all camp vehicles and staff cars and transported to a safety zone. To expedite this process, staff cars must be parked facing out and an ignition and door key turned into the camp office.

### **Severe Weather**

#### **Electrical Storm:**

Pool and Waterfront activities will be immediately canceled. Campers will be sent to their bunks or to the nearest available shelter.

Campers are not to go outside.

In buildings, turn off all electrical appliances and unnecessary lights.

Do not stand near light fixtures, switches, appliances, or windows.

#### **Tornado**

Same as procedure for Electrical Storms.

Also, congregate and lay down in the bathrooms or any other area with many walls.

Remain in shelter until all clear is given.

#### **Flood**

Go inside.

Do not move away from building area.

Do not go near the lake or pool.

## **Missing Person Procedure**

On the first day of the session, review what to do if separated from the group with campers. Upon determination that a camper is missing:

### **In Camp**

Lost Camper PlanBunk/Tent counselors are responsible for the whereabouts of their campers at all times while on duty. Counselors shall account for their campers at the beginning and conclusion of each activity, at every meal, at bedtime, and at wake-up. Campers are not to leave their respective group at any time, without permission and/or supervision by their counselor. Outside of camp, counselors are to count their campers hourly.

In the event of a missing camper, the Counselor is to notify her/his Head Counselor and the Camp Director is to be notified immediately. The Camp Director will initiate the following procedure.

The Director shall designate who will search. The remainder of the staff shall remain with their assigned groups.

At this time you should count all your campers to ensure that you have the proper number of campers. If you have additional campers or are missing someone, immediately notify your Head Counselor.

Searchers are to check all places in the immediate vicinity, including the inside of all tents and buildings.

If the missing camper is not found within 15 minutes, the Director shall dispatch vehicles to check all entrances and exits to camp (including lakefront) and areas within 3 miles of Camp.

If the missing camper is not found within one hour, the director shall notify the local police, giving a full description (e.g. height, weight, clothes worn, place last seen, and any habits which may aid searchers). The Director shall follow police instructions for forming search parties to search areas outside of camp. Search groups shall be properly equipped with signaling devices, first aid kits, and provisions for transporting out of injured camper. If missing camper is not found within two hours, the Director will notify the missing camper's parents.

## **Intruders**

Unfamiliar persons on the camp property may range from someone lost and looking for directions to a person with intent to do harm to persons or property. Some judgment must be made on the part of staff. Be observant as to the make, model, and license number of the car. Persons should be questioned to ascertain who they are and why they are here. Do not antagonize the intruder. Be polite, give assistance if possible, refer the person to the camp office, or ask him/her to leave. This is private property, not open to the public. Be sure that the person leaves the site, and inform the Director of the incident.

If the appearance of the unfamiliar person makes you uncomfortable, approach him/her with another staff member. Someone should stay with the campers away from the situation.

If the person seems threatening in any way, do not approach or take any chances. Remove yourselves and the campers from the area, and attempt to observe the whereabouts of the person.

If you see or suspect an intruder in camp at night, immediately and quietly notify the other staff members. Check all camper sleeping areas with a head count. In order to prevent false alarms and unnecessary fright, all camp personnel will carry flashlights and identify themselves when walking in the camp at night.

Teach the campers to come quietly and tell you if they see an unfamiliar person on the property. If a child encounters an unfamiliar person, real or imagined, never tell the child "it really wasn't anything," "there is no need to be afraid," or "it was just your imagination." Frightened children need to be allowed to experience their fear, to know that it is okay to be afraid, and to talk about their experience.

If you are off of camp property someone seems to be behaving suspiciously or inappropriately around your area keep a staff member with the campers while another goes to notify a park ranger or law-enforcement officer.

Notify the Camp Director immediately of any intruders. Complete an incident report and any other reports requested.

## **Kidnapping**

**DO NOT ALLOW ANYONE (stranger or known) TO REMOVE A CAMPER FROM CAMP!**

All staff members will refer all visiting persons (stranger or known) to the Director. Under NO conditions may a camper be removed from camp without the permission of the Camp Director.

Strangers may come to the camp in search of potential victims. Custody disputes between parents can result in an attempt to remove a camper from camp. We have a form that parent's sign on registration day if a camper is to be picked up from camp early or by another person! The Director will verify this written instruction if someone comes for a camper.

Should a camper be taken from camp without the express and direct approval of the Director, get descriptions of all persons involved, if possible (hair, clothes, height, license number of car, etc.). Notify the Camp Director IMMEDIATELY!



# Camp Extreme Policies

“My grandfather once told me that there are two kinds of people: those who work and those who take the credit. He told me to try to be in the first group; there was less competition there.”

- Indira Gandhi

All of the policies imposed are extremely important. Please read each section carefully. If you have any questions or do not understand certain parts, please speak with the Camp Director.

## **General Staff Behavior**

Staff will actively participate in all camp programs and supervise campers at all times

Staff agrees to adhere to all policies, procedures and rules of Project Extreme and Camp Extreme

Staff agrees to comply with and uphold the standards of the American Camping Association

All staff must be on time for and participate in all camp programs, including Wake Up and Davening

Sexual Harassment of any type is morally and legally unacceptable and will not be tolerated.

## **Leaving Camp**

These policies have been put in place for your safety and the safety of our campers. We need to know where you are in the case of an emergency and we need to have adequate number of staff members at camp at all times. These policies are not flexible.

Staff members may only leave camp with the permission of their direct supervisor.

Staff members may leave camp after all nightly duties and after obtaining permission from their direct supervisor.

Staff members may only leave camp on open nights.

Staff members MUST sign out and in when they leave camp at all times.

## **Time Off**

There are no days off during the summer. If time is needed away from camp for any reason; staff must obtain permission from Camp Director.

## **Curfew**

Depending on day's activity and next day's activities, curfew will be set by counselors and other Camp Extreme staff members. Campers and staff must strictly adhere to all curfews.

## **Smoking**

Smoking is not permitted in the presence of campers at any time. Distribution of cigarettes to campers is prohibited. Smoking will be permitted on campgrounds only during designated times and in designated areas. Smoking is never permitted inside any buildings on the campgrounds.

## **Dress**

Clothing suitable for camp activities and camp weather is the responsibility of each staff member. Clothing not appropriate to be worn around children (revealing clothing, clothing promoting alcohol or sex, or any other clothing deemed inappropriate by the Director) will not be permitted. Further, no one- neither campers nor staff is permitted to walk barefoot in camp. Bathing suits are not permitted in the dining room.

## **Use of Alcohol or Drugs**

The use, possession, or distribution of alcoholic beverages and/or drugs is not permitted on any part of the camp property at any time and will result in immediate dismissal.

Any staff member found using or possessing any illegal drug/substance (or legal drug/substance other than for its specific physician-prescribed purpose) during the term of his/her employment will be immediately dismissed.

Any staff member contributing alcoholic beverages and/or drugs to a camper and/or under-age staff member will be immediately dismissed and subjected to the appropriate legal authorities.

The Camp Director reserves the right to involve the appropriate authorities in the case of any violation of this Drug and Alcohol policy, and the staff member involved may be prosecuted to the full extent of the law.

All employees and applicants may be required to take a drug test at any time. Project Extreme reserves the right to take any disciplinary action, up to and including dismissal, or to revoke any offer of employment, on the basis of the results of a drug test or refusal to submit to a drug test.

### **Miscellaneous**

Staff members agree to take care of and help maintain camp property. Any camp or private property willfully damaged or painted/drawn on by a staff member will be replaced and/or repaired at the expense of such staff member.

E-mail: The staff will have no access to e-mail and/or the Internet. The summer's focus is the campers!

**NO PERSONAL CELLPHONES MAY BE USED DURING THE SUMMER.**

# Project Extreme's Religious Policies

"Prayer doesn't change things. It changes people and they change things"

-Author Unknown

We daven and celebrate Shabbos, Yomim Tovim, and Kashrus together. In order to increase the spiritual and communal value of these practices, a clear religious policy should be established and education should be implemented to inform the group as to the laws behind these practices.

The sense of community and chevrah is heightened, for example, by the conscious act of resting (something that makes Shabbos special and different). Our observance is not just a token or symbolic gesture; we make it special in our own way. In Camp Extreme, we do not want to close anyone out. We feel that any Jew who wants to should be able to join us. More importantly, we do not want to close ourselves out of our heritage and culture."

**The religious policy will be as follows:**

## **Shabbos and Yom Tov**

Nobody may come or leave a Camp Extreme function during Shabbos or Yom Tov.

Out of respect for Shabbos and Yomim Tovim, people should not: smoke, use electricity write or tear, and publicly desecrate the Sabbath or Yom Tov.

## **Kashrus:**

All food must be certified Kosher. This includes: all foods bought and sold, snacks and meals, on all trips and/or activities.

There must be a waiting period of 6 hours after eating meat until dairy food may be served.

**Tefilah:**

T'fillos should be respected. Quietness and attentiveness must be stressed, regardless of one's religious beliefs

The planning and leading of T'fillos should be taken with the utmost carefulness and seriousness with emphasis on knowledge of execution and creativity.

Alternative discussion groups, beginners' services or explanatory opportunities are always provided as a choice for campers.

**Kippot:**

Kippot must be worn during davening and meals.

"Teach your children well, and recite these words at home and away, morning and night."

-Deuteronomy

# Children Learn What They Live

By Dorothy Law Nolte

If a child lives with criticism, he learns to condemn.

If a child lives with hostility, he learns to fight.

If a child lives with pity, he learns to feel sorry for himself.

If a child lives with shame, he learns to feel guilty.

If a child lives with encouragement, he learns to be confident.

If a child lives with praise, he learns to be appreciative.

If a child lives with tolerance, he learns to be patient.

If a child lives with acceptance, he learns to love.

If a child lives with approval, he learns to like himself.

If a child lives with recognition, he learns that it is good to have a goal.

If a child lives with sharing, he learns about generosity.

If a child lives with honesty, and fairness, he learns what truth and justice are.

If a child lives with security, he learns that the world is a nice place in which to live.

If you live with serenity, you child will live with a peace of mind.

With what is your child living?

# Making it Count!

To the 2011 Project Extreme Staff:

Ten years ago, A.Y. invited me to Camp Extreme to speak with the campers. To be candid, I was more than a bit skeptical. As an actor/producer, I have seen the perils of drug use, addiction and behavioral disorders. As a lawyer, I have seen the legal and familial ramifications of such destructive activities.

These difficult issues are only compounded and exacerbated by feelings of isolation, not being listened to or accepted, religious issues and a profound sense of being alone.

As a committed Jew, I have experienced the positive power of our community: the outstretched hand willing to assist and accept the broad spectrum of thought and affiliations. The idea that we all have a responsibility to assist each other to grow is central to my belief.

I also believe in the power of education and opportunity.

I accepted becoming a Project Extreme Board member, Chief Strategy Officer and lecturer to offer my small part in such a large endeavor.

It is by watching you, the staff, who constantly reenergize my efforts. The innovation, teamwork, problem solving and overall professionalism are attributes that I rarely see in the many companies I consult for. Your acumen and understanding of our camper's situations and willingness to delve into difficult areas with sensitivity and competence is inspiring.

The commitment and love shared by the Camp Extreme counselors is unparalleled. The 24/7 attention and the follow-up with campers, unmatched by any other organization, is a source of great pride. Such dedication by you is the driving force behind our collective 80% success rate.

In no uncertain terms, you the staff of Camp Extreme will greatly impact the lives of numerous youngsters this summer. But for your love, nonjudgmental attitude, and willingness to create a comfortable environment, Project Extreme would be unable to achieve its life saving objective. We are indebted to you in a most profound way and thank you for your time, energy and love.

Can't wait to see you all this summer.

Moshe Bellows, JD, LMSW