

## Section 8: SITE SPECIFIC INFORMATION

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### Camp Sawtooth

In addition to the following information, please refer to the pages inserted after this page for the Sawtooth site specific information:

#### Working with CITs

Elementary camps (3<sup>rd</sup> grade through 6<sup>th</sup> grade) will be assigned one to four counselors-in-training (CITs) for the week, depending on the size of your camp. Each CIT has attended a training event to prepare them for the week. CITs should be invited to your pre-camp meetings so they can become part of the staff. For the week of camp, each CIT should be paired with a mature adult for mentoring proper leadership skills. CITs are never to be in direct supervision of campers. Using the “*Supervising Your Staff*” guidelines, you are asked to check in with the CIT and their co-leader as often as possible, especially during the beginning of the week.

The dean and cabin leader will be asked to complete an evaluation form during the week. There will be a mid-week evaluation on Tuesday or Wednesday so the CIT has an opportunity to improve their skills. There will also be an end-of-the-week evaluation to inform the CIT of their performance as a cabin leader. Deans are encouraged to offer advice and performance review in short interviews during the week on their own but the Program Director will also be available should the dean feel uncomfortable.

#### Program Goals & Objectives

##### Opportunities for teaching and learning

- Opportunities through camp activities to learn at least 2 new skills or take previous skills to a new level.

*Examples: archery, fishing, hiking, outdoor cooking, donkey/horse rides, donkey/horse care, mountain biking, outdoor living skills, water sports, music, writing, drama, arts & crafts, intercultural exchange.*

- Opportunities to learn new songs, games, skits, and fun play.

*Examples: participation at campfire, morning watch, free time, all-camp programs.*

##### Self-esteem development

- Opportunities to discover and grow independently.

*Examples: daily activities, choosing new activities.*

- Opportunities to learn from camp leaders.

*Examples: how to make new friends, how to perform a specific task, encouraging campers to try something new.*

### **Interdependence with persons**

- Daily participation in group decision-making and problem solving.

*Examples: daily living groups, small groups, challenge course, initiative games.*

- Community life participation—daily rotation of group living requirements.

*Examples: KP, bathroom cleaning, cabin cleaning, grounds crew.*

- Making new friendships

*Examples: cabin leaders encourage campers to make at least 2 new friends each week.*

### **Interdependence with creation**

- Focus on “outdoor ministry” and setting programs outside of camp buildings.

*Examples: morning watch, sitting in the grass, going to the beach, sitting under the trees, observing the stars.*

- Use of sensory awareness activities—touching, listening, seeing, smelling.

*Examples: ecology games for all-camp programs, cabin group activities, self-guided nature trails, Tidepool trips.*

### **Expanding faith in God**

- Practice praying—at least 3 different varieties.

*Examples: aloud, in groups, private quiet times, walking labyrinth, prayer partners, grace before meals.*

- Supporting each other in Christian discipleship.

*Examples: call attention to or articulate in words: times of separation, forgiveness, reconciliation, and listening. Recognizing Christian values in action: sharing, caring, consideration, gentleness, and accountability.*

- Sense of Christian life as journey.

*Examples: affirm questions, encourage exploration in discussions, use your own stories, use of Biblical stories, use of stories from other people in faith tradition, use skits to actively involve campers in interpreting the tradition.*

### **Opportunities for service**

- Weekly service projects at camp or in local community.

*Examples: trail maintenance, removing invasive species, and collecting items for low-income families.*

- Sharing resources with children and youth around the world—learning about their needs.

*Examples: UMCOR, Habitat for Humanity, UNICEF, Heifer Project International, preparing Health kits, supporting a homeless shelter, food bank or soup kitchen.*