

STAFF GUIDE

Three Rivers District Day Camp June 24–28, 2024 8:30 am – 4:30 pm at the Champlain Valley Exposition 105 Pearl Street, Essex Junction

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PURPOSES OF DAY CAMP

- Provides a continuation of the Cub Scout program through the summer
- Presents opportunity for youth and units to earn recognitions, and to meet Journey to Excellence goals
- Helps the Scouts maintain interest in the program
- Assists in recruiting, training, inspiring new leadership
- Encourages outdoor activity
- Builds relationships between Scouts that strengthen Packs
- Advances the purposes of the BSA: character development, citizenship training, and personal fitness
- Aids in the progression from Cub Scouts to Scouts BSA
- Most importantly, Day Camp Is Fun!

All staff--adult and youth--need to register (no fee) at <https://scoutingevent.com/592-TRDayCamp> (also accessible through the event page or calendar entry on the GMC website). On that same page, please download and complete the Volunteer Agreement and BSA medical form.

Camp hours are 8:30 a.m. to 4:30 p.m. daily. Staff are expected to arrive by 8:00 to set up their areas, and to stay at the end of the day for a brief daily evaluation session after the last camper leaves. Staff are to remain on campus throughout this time unless the Camp Director approves an absence; this includes remaining onsite through lunch.

Camp uniform is the camp T-shirt. This must be worn at all times. Exception: BSA field uniform may be preferred at specified times for Crossover Campers. One- to three-day volunteers receive one free shirt. Four- and five-day volunteers will get two shirts. Additional shirts may be ordered during registration.

Camp setup is Sunday afternoon, June 23. Camp takedown will happen immediately following the camp-ending campfire program. Plan on staying later this day.

STAFF TRAINING includes a pre-camp Zoom session, and a meeting immediately following camp setup. Full-week adult staff must provide proof of current Youth Protection and Weather Hazards Training. Both of these must be renewed every two years, and are available at <https://training.scouting.org>

A BRIEF LOOK AT YOUR DAY

8:00 – Check in at office and pick up the day’s schedule. Set up program areas.

8:15 to 8:45 – Camper check-in. Youth staff will be responsible for a gathering activity during this time

8:45 to 9:00 – Opening flag ceremony

9:00 to 12:10 – Four activity periods with a snack break in the middle. Snack is being provided.

12:10 to 1:40 – Lunch break begins at flag with messages and Grace; includes a “Special Guest” presentation most days

1:40 to 3:50 – Three activity periods

3:50 to 4:15 – Flex time for den activities or all-camp activities or cushion if presentation runs long

4:15 to 4:30 – Closing flag ceremony

WHAT TO BRING TO CAMP

- Comfortable closed-toe shoes – Absolutely no sandals, Crocs, or flip flops • Water bottle • Hat • Sunscreen
- Rain gear • Day pack • Lunch – bring your own

HEALTH FORM REQUIRED FROM ALL Each person in camp (participants and staff) must have a completed official [BSA medical form](#) (Parts A & B) on file with the Camp Health Officer. This is a fillable PDF form that may be completed either in the electronic file or on paper, but must be printed and presented in paper form with an ink signature to the Health Officer. We cannot accept electronic forms.

Please note especially that the completed form requires a copy of both sides of your insurance card. Participants will not be allowed to remain in camp without a completed medical form.

BUDDY SYSTEM must be in force at all times for all youth participants. If a youth at that moment has no available buddy and needs to leave line-of-sight of the rest of camp (e.g., go indoors), they must be accompanied by two adults.

CAMPER SECURITY All campers and staff must wear camp T-shirts. There will be morning check-in and afternoon check-out procedures. Parents of campers who do not check in will be called to verify their whereabouts. VISITORS must check in at the camp office and be issued a name badge. Anyone on campus for more than a few minutes who is not wearing a camp shirt or a name badge, with the exception of Expo staff, should be pointed out to the Camp Director. All campers must be signed out each evening by an adult.

HYDRATION All campers and staff are to bring water bottles, and there will be water containers for refills throughout the camp. Remind campers to drink frequently. Encourage refills at the outside containers during/between outdoor activities to avoid excessive in-and-out of the building, which can adversely impact den movements.

MEDICAL INCIDENTS **Report all injuries to the Medical Officer.** Minor injuries can be treated by staff members. Report to the Medical Officer any and all injuries and treatments given, so they can be logged. Anything beyond small cuts and scrapes should be handled by the Medical Officer.

The Medical Officer is responsible for reviewing all medical forms and sharing any concerns with the Camp Director. Medical conditions of individual campers will be shared with staff as the condition warrants, at the discretion of the Medical Officer and Camp Director. All medications at camp are to be turned over to the Medical Officer at check-in, who will dispense as required. Rescue inhalers and epi-pens should remain with the Scout (upon advisement of the parent).

EMERGENCIES A prolonged “panic” horn signal indicates an emergency situation, and all in camp are to immediately proceed to Flag for further instructions. All camp-wide emergencies are under the direction and supervision of the Camp Director.

WEATHER Program areas will continue in rain conditions unless and until the Camp Director determines that activities should be moved inside. If thunder is heard, the alert will sound and all will be directed inside. Alternate activities will be provided (indoor program areas may continue as scheduled) until the all-clear (when no thunder has been heard for a period of 30 minutes).

LOST CAMPER Search in the most likely places, including last place seen and restrooms and other inside spaces. Send an adult to contact the Camp Director. Follow the directions of the Camp Director.

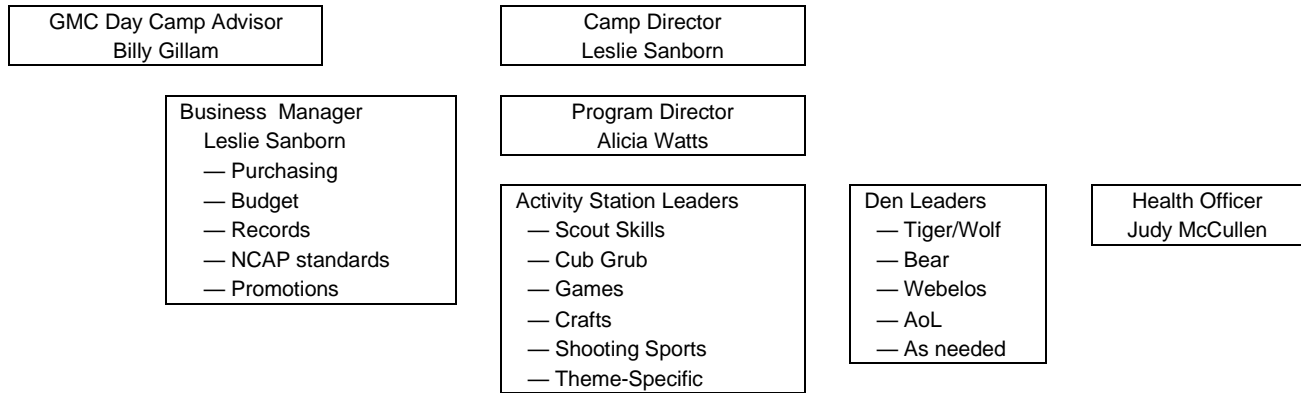
FIRE Water containers are available throughout the camp. A fire extinguisher is at the office area and in the camp trailer. Program campfire(s) must have water buckets nearby. All accidental fires shall be reported immediately to the Camp Director, who will determine if 911 should be called.

DISCIPLINE You are responsible for general discipline in your area. The following steps should be used; only escalate to the next step if the previous one did not resolve the issue:

- Correct the problem(s) with a couple of quiet words.
- Take the youth off to the side and talk briefly with them, but remain in full view of the group.
- Remember: Tell . . . Warn . . . Redirect

- If all else fails or the offense is serious, escort the youth to have a talk with the Camp Director.
- If that fails or the offense is very serious, the Camp Director may call the parents to come to camp and pick them up. The Scout may be allowed to return to camp the following day provided the parents and the Camp Director reach an agreement with the Scout as to what is and is not acceptable behavior.

STAFF EVERYONE staffing this camp is a volunteer! The Camp Director and Program Director have attended National Camp School's Day Camp Administration training. The BB and archery range officers have complete training for their positions.



The first interest of every staff member is the Campers. The camp exists and operates for them.

Volunteers generally serve as activity station leaders or den leaders. The primary duties of each include the following.

Activity Station leaders

- Arrive early enough to fully set up the station prior to Opening Ceremony
- Be comfortable with your station's activity, so that you can present professionally and successfully in the allotted time period
- Dismantle your station
- Communicate with other staffers
- Be cheerful with all types of personalities you will meet during the day :)

Den Leaders

- Escort your Scouts to each station and assist with activities
- Enforce the buddy system
- Provide discipline for your den
- Supervise lunch with your Scouts
- Help the Scouts keep track of their belongings
- Communicate with other staffers
- Be cheerful with all types of personalities you will meet during the day :)

While the assigned positions are the volunteer's chief duty, everyone is working together to carry out the objectives and program of the camp, and volunteers are expected to participate in all of the camp's activities and endeavors.

Tiger Adult Partners

Per BSA policy, all Tigers must be accompanied by an adult partner who is there to provide support for their child. Tiger parents may be asked to take on other camp responsibilities for the success of all. If such requests prove burdensome, please let that be known to the Camp Director.

CELL PHONES Cell phone use during camp can be distracting, and unsafe in some activity areas. Remember you are here for the Scouts, and they need your undivided attention. Confine conversations and texts to times and locations out of sight of the campers. (The Camp Director is the exception to this rule, as that phone is the parents' camp contact number.)

STAFF CONDUCT You are to conduct yourself at all times with the spirit and policies of the Boy Scouts of America.

- Set the example
- Remember that the campers are the most important people
- Smoking is not allowed on the Day Camp campus
- Your presence is expected at opening and closing each day
- You are expected to participate in the camp-ending campfire program
- You are expected to attend all staff meetings
- You are expected to present a fun and exciting program
- You are expected to have as much fun as the campers do!

Thanks! Sometimes we forget to show our appreciation for all of your hard work. So, on behalf of Green Mountain Council, Three Rivers District, and the Day Camp Planning Committee, “**Thank you**” for taking the time out of your busy schedule to make this camp an exciting and memorable experience for our Scouts. We appreciate your help, and hope that you’ll have fun and want to return next year.

Thank You Again!

The BSA takes great pride in assuring that all of its day camps ensure the health, safety, and well-being of every camper, visitor, and staff member; and that the Council takes pride in the high quality of its day camp(s), including the program, staff, facilities, and equipment. Hence, a set of National Camp Standards guides the camps, and an assessment program evaluates their success. Three Rivers District has successfully passed its assessment and earned National Accreditation in each of its previous years of operation, and we fully expect that, with your help, we will do so again!

APPENDIX

Understanding Cub Scout-Age Children

Scouting is designed to help children develop character, citizenship, personal fitness, and leadership. To understand where we want them to go, we need to understand where they are.

The Cub Scout years are a time of rapid development for children, falling between the total dependence of early childhood and the relative independence of early adolescence. Cub Scout-age children are becoming more competent, and they need to be able to demonstrate what they can do. Eager to prove themselves to their friends, themselves, and their parent(s) or other caring adults, they show off what they can do, sometimes forgetting to plan ahead and forgoing safety.

Cub Scouting activities are designed for children who are in the normal range of development, but the program is flexible enough to adapt to the needs of those who are developing faster or slower than their peers or who face physical, mental, or emotional challenges.

Cub Scout leaders who understand and recognize the developmental changes of these years will have a much better Cub Scouting experience.

DEVELOPMENTAL CHARACTERISTICS

Although typical behavior patterns exist for any age group, every child is unique. For example, some 10-year-olds are already experiencing the growth spurts associated with puberty, while others still resemble 8-year-olds. It's important not to confuse physical size with psychological maturity. Minds and bodies often develop at different rates.

Physical Development

Children are full of energy. They need a way to burn it off, especially if they've been sitting in a classroom for a long time. They can be noisy and boisterous, and they need to romp and play.

Children are steadily growing. Young children are often quite thin and lack muscle mass. Second graders are losing baby teeth and tend to have an "all teeth and ears" look. By fifth grade, they are taller and heavier, have more stamina, and are capable of more sustained effort.

Children are becoming better coordinated. Children at this age may be clumsy and accident prone, but they gradually become more coordinated. By fifth grade, most children have achieved much better control and increased their mastery of large-muscle activities.

Children are impatient with aspects of personal hygiene. Tasks like brushing their teeth and combing their hair seem unimportant. Self-care routines can be a source of conflict. Few children of Cub Scout age appreciate the importance of cleanliness.

Mental Development

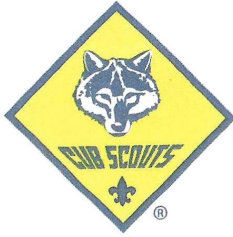
Children are concrete thinkers and take things very literally. Subtleties and humor frequently escape them, and they often interpret "what if" and "maybe" as promises to be kept. However, they are beginning to build concepts out of their concrete experiences and can use these ideas to imagine possibilities and solve problems.

Children are beginning to understand that behavior involves motivation and consequences. By first and second grade, they are likely to try to explain away bad outcomes by saying, "I didn't mean it." Fifth-graders are better at planning ahead to predict possible consequences. They are better at communicating with others because they can begin to see others' points of view.

Children enjoy activities that are distinct from their school-day experiences. By second grade, most children have begun to read on their own with varying success and interest. Cub Scouting often stimulates interest in reading and learning because the activities create a desire to know more. Cub Scouting activities don't have the association with failure that formal schoolwork has for some children; those who have problems at school might turn out remarkable Cub Scout projects.

Children have different learning styles. Some of them learn best visually, and some learn best by listening. Children and adults learn best when lessons are fun and hands-on. Cub Scouting's emphasis on learning by doing gives everyone a chance to shine.





Children are curious and adventurous. For Cub Scouts, the world is still new and waiting to be discovered. First- and second-graders are eager to meet life head-on—often with a willingness to take risks that may outrun their abilities.

Children can be highly imaginative. Children are ready to picture themselves in all kinds of roles and situations. Their ability to pretend lets them explore new ideas and feelings and their relationships with other people. Cub Scouting plays an important role in keeping curiosity alive by letting children do and learn things that interest them.

Children are collectors. Cub Scouts seem to accumulate things indiscriminately, and they're more concerned with quantity than quality. Fifth-graders retain their interest in collecting but often settle down to a more serious focus on one or two kinds of items. They are likely to spend more time counting, sorting, and arranging collections.

Children have short attention spans. First- and second-graders throw themselves into activities with great enthusiasm but might be ready to move on to something else in a remarkably short time. However, when something really interests them, Cub Scouts can stick with it longer. They also like to return again and again to favorite activities.

Children are still developing a sense of time. Many first- and second-graders can tell time with a clock, but they might have little sense of what time means. They express interest in planning and particularly like to know what is coming next. By age 10, most children have improved their time-management skills. They enjoy making rather elaborate plans and can generally get to where they want to be pretty much on schedule.

Building Relationships

Children have a strong need for adult/family support. Although they may be willing to try new things on their own or with peers, children still need family members and adults they look up to whom they can trust and with whom they can share their experiences. By fifth grade, they are ready for greater independence and responsibility. They resent being treated like “little kids,” although they still want their parents to be there for them.

Children are learning to interact within groups. Generally, they understand the importance of friends, and many appear anxious about whether others approve of them. Still immature, they often view life mainly from their own perspective.

Children are becoming genuinely devoted and committed to their friends. They usually engage with enthusiasm in group activities. Many youngsters of this age also form spontaneous clubs and other fluid, though often short-lived, peer groups.

Children prefer dynamic group games. Young Cub Scouts love to succeed, and they have a great desire to win every time. They have difficulty understanding and mastering intricate rules of games and may lay blame on their opponents. Fifth-graders, on the other hand, usually have a sharp sense of rules. They can make a distinction between intentional and accidental rule violation.

Children need acknowledgment for their performance. Sometimes children avoid trying innovative endeavors because they are afraid that others might see them perform inadequately. Fifth-graders thrive on praise, too, but they prefer not to be singled out in front of others.

Learning Values

Children are developing ideas about right and wrong. By second grade, many of them do what is right because they've progressed in their moral development and learned important values. Others may do what is right primarily to avoid punishment.

Children are beginning to see the value of trying to get along with others. By age 10, most children have begun to relate conformity to rules with self-interest. They are interested in the benefits they receive when they follow the rules. This age is also a time of much bargaining. They are beginning to understand that others have rights, too.

Children have a growing appreciation for fairness. Some psychologists believe that sensitivity to the feelings of others is the beginning of a moral sense. The young Cub Scout takes a fairly rigid stand on issues of fairness.

Children are beginning to see that values are important. Some of them begin to realize that the ideas expressed in the Scout Oath and Scout Law are values that American society feels are important. Modern American culture requires children to be able to experience moral issues in terms of obedience to rules and to explore them within networks of relationships.

Children like being helpful. At this age they are not too young to do things for others. Children enjoy helping others, especially if they can see that their service actually meets a need. At the end of a service project, it's important to have time for discussion so that your Cub Scouts can understand their experience, learn from it, and grow.