

# Trainer Manual

for the

## RFK 101 Counselor / Staff Training Manual

“Preparing Yourself for a Successful Camp”



This instructional material is for anyone performing training for the local camp using the 101 Counselor / Staff Training Manual, henceforth referred to as the “101 Manual”.

**A single copy of the 101 Manual will be provided to each new camp in the start-up kit along with this Trainer Manual. The 101 Manual is designed for the individual camp to make their own copies and use the binder and tab sets purchased from Royal Family KIDS, (RFK).** The binder and tab sets are item number 910 on the order form. Electronic copies of the 101 Manual and Trainers Manual are also available on the Directors Page on the website.

This set of instructions was written for the Camp Director and local camp trainers to have a better idea in **how** to use the materials and get the **most out of training**. Some people are naturals at using the material without much structure. Other people are good trainers, but need more background, purpose, guidelines and some additionally structured materials to help them make the training even more successful.

One of the greatest keys to performing a successful RFK camp is the training. Training starts when the church selects a Camp Director and a few team members to attend a six-day Directors Training Institute. After that, each person going to camp for the week must attend training, and every returning camp volunteer must attend refresher training each year.

Revising the 101 Counselor / Staff Manual has been a multi-year project designed to support both you and your volunteers so that all camp participants are more educated, motivated, and connected to God in order to create the most effective camps. Specifically, the materials were improved in the following ways:

- Powerpoint presentations to make preparing for your training time less work-intensive and more professional.
- Updating materials to make them more contemporary and useful for large and small group training.
- Tightening up verbiage so that we talk the same language.
- A fresh view of our goals and processes so that we can continue to be totally 'above reproach' in the rapidly changing world of foster children.
- Updated best practice materials and methods to improve your training, communications and camp experience.
- Providing explanations for concepts used in camp for which documentation formerly did not exist.
- Broadening the scope and depth of the materials so that you can emphasize those areas that you see are more needed in your specific camp.
- An electronic copy of each section will be made available in the training library on the Directors Page of the website. Electronic copies will be treated just like paper copies for copyright issues and are only to be distributed to camp personnel for training. Any other organization interested in paper or electronic copies of the 101 Manual must request permission from the National Office.
- Future updates, corrections and additions to the materials may be done electronically or in paper format depending on the significance of the changes. Directors will also have access to supplemental materials, RFK resources, specific encouragements, hot issues, FYI's and/or directional changes through the training library on the web.

There are also some clarifications in this approach:

- There is a recognition that **not everything needs to be taught to every volunteer every year**. Your camp's uniqueness and experience level of volunteers may lead you to correctly emphasize some parts of the materials while giving other parts lesser priority. All of the materials have value and all of the materials should be covered every 2 or 3 years.
- There is now a **"Core Topics"** list that is required to be covered every year. They are detailed later in this document.
- "Preparing Yourself for Camp" infers that effective camp preparation cannot fully take place over a week-end, or two weeks or months prior to camp. **We have long known that spiritual preparation of the heart of the volunteer is more essential than getting the right numbers of volunteers**. We may have unconsciously set our motivation bar too low for the camp culture we desire. The new training materials help both rookie and veteran volunteers appreciate that what we formally learn is only a part of overall camp preparation.
- At the end of the introduction, there is an authentication page that requires volunteers promise to read and know the materials. This is to be signed by each volunteer and Director, and kept on file by the Director. This page is designed to establish a level of accountability with your volunteers. The concept we want to put in place is that the more seriously volunteers are accountable, the more impactful your camp will be.

In the past, it was easy for training to turn into a rote requirement, especially for veteran volunteers. These new materials help provide the opportunity for you to break out of the training rut your camp may be experiencing.

These materials provide you with a fresh start; a great reason to distribute them with new enthusiasm and a plan to use them. New anticipation can renovate what may have been a sterile training process. Adopting this local short-term ministry mentality can refocus the goals of your team and may make your camp and make your volunteers' experience even richer.

## **Trainer Manual Table of Contents**



1. New Updated 101 Manual.....	5
2. Powerpoint Slides.....	5
3. Training is more than Reading.....	6
4. Why We Train.....	6
5. What Training is Required.....	7
6. Keeping Trainees Engaged.....	8
7. Core Topics.....	11
8. Leadership Focus for Section 7 “Team Unity” .....	14
9. First Year Camps – Trainer Instructions.....	16
10. Additional Resources.....	17
a. Sample Training Agendas.....	18
b. Training Ideas Checklist.....	20
c. Planning Form for RFK Training Agenda.....	25

## New Updated 101 Manual

The 101 Manual has been updated. The old Manual had good content, but simply had not been updated in several years. Some sections look very similar, while a few sections have been completely changed. One of the biggest changes in this new manual is that there are no longer **fill in the blanks**. This will leave some trainees with nothing to do during training and it might be harder for some of them to follow along. **Therefore**, we must do something to keep them engaged in the learning process. See the section below on Keeping Trainees Engaged for ideas. Some of the content from the old version of the 101 Manual has been retained and is now online in the training library under the *101 Manual Supplemental Material*.

## Powerpoint Slides

The new power point slides, (PPT) for each section are located on the web in the training library in the *101 Manual Supplemental Material*. There are some Trainer Notes in the *notes section* of the PowerPoint to help guide you through the material. If you have never seen the *notes section* before on the PowerPoint slides, follow the simple directions below or simply do a search for power point notes on your search engine. To find the PPT notes, simply open up the PPT file, then click on the VIEW button at the top of the page, then click on the NOTES PAGE button and the screen should show your PPT slide on the top of the page with a notes section at the bottom of the page.

PPT Notes View	
 <p><b>How are our campers different from most of us?</b></p> <p>They are children, we are adults. Our campers have:</p> <ul style="list-style-type: none"><li>• Greater racial, ethnic, and cultural variation</li><li>• Greater diversity of religious and non-religious backgrounds</li><li>• More diverse and less-stable family backgrounds</li><li>• More mobility and disruption of family life</li><li>• A background of abuse and neglect (Only 2 out of 100 children have a 100% substantiated case of abuse. 40% campers have their histories)</li></ul> <p><b>NOTES:</b></p> <p>RFKC campers are both similar to us and different from us. Too much emphasis on similarities to the virtual exclusion of differences (or vice versa) can be problematic at camp.</p> <p>*For example, if we think of our campers as "just like any normal group of kids" we may not prepare ourselves adequately for the specific kinds of behaviors that abused and neglected children may display in a camp setting. Recognizing important differences can yield insights that help us provide the best possible camp environment for these children.</p> <p>*Some of the ways our campers tend to be different are listed on this slide. Can you think of others that might apply to the campers that will come to your local RFKC?</p>	<p>In the notes view on your computer you will see the PPT slide on top</p> <p>There will be some Instructor notes below</p> 

## **Training is more than reading**

Volunteers are smart enough to read on their own. Trainees don't want to listen to someone read the book, that's not training, that's reading. The Trainers job is to review the material, find out what is important and what needs to be highlighted or emphasized, and then explain why this information is important. How does it apply to camp? How will it help the trainee be a better Counselor or Staff person?

Covering larger segments of the material may be appropriate at first, but cover it by its level of importance, not just word for word. The first few years of training may be more methodical going through the manual, but after that, begin to train to the topic.

For instance, section six of the Manual covers "Behavior Management Techniques", the material in the manual is very good, but after a few years the returning trainees don't necessarily need that same material. Find other ways to cover "Behavior Management Techniques" such as: have a group discussion on what works and what doesn't, have the camp Nurse or Social Worker speak about it, have a Foster Parent discuss their techniques and the things they have learned, have a specialist come in who can speak at length about just one aspect of Behavior Management such as ADHD issues or campers who are runners etc.

## **Why We Train**

(This is some information to educate yourself as to **why** we do training. It can also be very useful information to convince, or at least to explain to returning volunteers, why they have to **come back** to training every year.)

### Solid reasons why training is necessary.

1. To keep the children SAFE!
2. Most of the volunteers that come to a RFKC do not have training and experience with children of abuse who have experienced the following:
  - Being moved numerous times causing low self-esteem and poor social skills
  - Living through abuse, abandonment, and neglect often causing behavioral problems and personal doubts
  - Seeing themselves as the cause of most of their problems
3. Many of the volunteers find themselves volunteering for a week along side people they may have never met before or worked along side under difficult circumstances.
4. To find out how to make life-changing moments occur in the lives of campers.
5. To protect ourselves, the church and RFK Inc. from false accusations

### State Mandated reasons why training is necessary.

1. States require volunteers working with Foster children to have some level of training.

2. Foster parents are required on average to have **24 hours of initial training** and **12 hours of on-going training**. We need to have on going training too!  
Source: <http://www.fosterparenting.com/foster-care/state-foster-parent-training-requirements.html>
3. Most children’s programs today require some level of training for any children such as, Scouts, sports teams, music etc.

Training is all about **preparation**. Being prepared to do what you need to do. Some training is to prepare for the things that **will** occur, while other parts of the training are for the things that you hope won’t happen, but that you need to be prepared for **in case it does happen**.

Our goal with training is not to simply check off a training box for the state. We want to have effective training to fulfill our mission and **create life-change moments**. Keep that in mind as you prepare for each lesson.

## **What is Required**

Our Compliance Report requires that all first year camp volunteers who are going to camp for the week complete the following four items:

1. RFK Application with references
2. Thirty-minute interview
3. Criminal and/or finger print background check
4. **10-12 hours of initial training**

The compliance report also requires that returning volunteers attend **6-8 hours of refresher training**.

### Refresher Training

Most volunteers can see the need for the initial training, but they soon struggle with the idea of returning for refresher training, especially if they have already been to camp for four or more years.

Here are some ideas that should help convince your returning volunteers to make it to refresher training.

1. Once again, most if not all states require some level of refresher training on an annual basis for people working with Foster children.
2. Every year at camp is a little different and we need to stay current with new material, the current camp theme, new volunteers, changes from last year and building an effective team.
3. Many of occupations require some level of refresher or upgraded training each year. It may be called “continuing education” but many, if not most occupations, have reasons why on going training is part of their profession. Occupations such as, Emergency Services, Teaching, Car Mechanics, Construction Trades, Financial

Services, Health Care, even Retail employees are regularly receiving training on new product and policies. On going training is a part of life.

4. Refresher training for camp is our opportunity to take a small amount of time and prepare ourselves to accomplish something that could be very challenging. You can't just show up at the Superbowl and expect to perform your best; you have to practice and train ahead of time. Camp is our Superbowl, and we must practice and train for it ahead of time.

## **Keeping Trainees Engaged**

The 101 Manual has been updated and the fill in the blanks are gone. Some people like the fill in the blanks and some people do not. They are an effective tool in helping people learn and follow along with the trainer so they don't get lost or board. Since the fill in the blanks have been removed, there needs to be a replacement to keep people engaged. **This is incredibly important, trainees MUST be engaged or they will be lost!**

There are a variety of ways to keep trainees engaged, find the method or methods that work for your training style, or create something new, as long as it works.

Listed below are some possible ways to keep trainees engaged.

### 1 Highlighting

When creating fill in the blanks, simply find the key words or phrases that need to be highlighted and remove the word and leave a blank. The same thing can be done without blanks, called "highlighting." The trainer can simply go through the material and pick out the key terms and phrases that the trainer believes are important, and then "highlight" those items on each page. When the trainer gets to the highlighted items, he or she simply tells the trainees to pull out their highlighters, pens or pencils and highlight that word. It doesn't have to be highlighted, it can be underlined or circled or anything else to draw emphasis or attention to it.

#### Keys to successful highlighting.

Don't over do it and don't under do it. How many words should be underlined on each page? Probably one, two or three highlights per page on average. Some pages may not have any highlights and that's okay. Some pages may have several highlights or a trainer may even say, "Circle this entire paragraph because you'll really need to remember this." The point is that the trainee's will follow along with the trainer and not get lost or board if the trainer is leading them to the critical information selected.

Change emphasis. The trainer should prepare and pick out the items that are important to them or important to the camp based on experience. One year might emphasize certain things and the next year based on the past years



experiences at camp emphasize other areas of concern. Don't get locked into always emphasizing the same things. Change it up.

One way a trainer can use "highlighting" effectively is to build the "highlighted" words or phrases into you power point slide. Underlining or creating colored fonts on the slides will capture the attention of the trainees and keep them engaged.

## 2 Ask Questions

As a trainer, asking questions is a great way to keep trainees engaged, but there is some real technique to doing it well. Any question that requires an answer will keep the trainees on their toes, but some questions are better than others. The best questions are those that have to do with the most important parts of the material. Just like highlighting, find the important material ahead of time; prepare yourself by circling it and be ready to ask a few poignant questions. Some questions will come up naturally during the discussion and they are great engagement tools as well.

Karen Hyder from [eLearningGuild.com](http://eLearningGuild.com) reported the following information about asking questions.

In the classroom, trainers who waited **9** or more seconds for responses [to their questions] found:

The number of:

- Appropriate responses increased
- Learner curiosity statements increased
- Learner-to-learner interactions increased
- Learner questions increased

She also found that these [phrases] don't count for questions when trying to engage the trainees:

- Any questions?
- Any questions before we move on?
- Since there's nothing, I'll assume you have no questions, right?

Trainer questions were really successful when the **trainer waited at least 9 seconds** for responses. Trainers tend to ask a question and if there is no answer within 3-4 seconds the trainer will just give away the answer. Waiting can be awkward and difficult, but it creates **BETTER** learning and understanding. Be patient and wait a little bit longer.

Another great question technique is to train on a section of material and then make this statement, "we're not moving on until I get three questions." And then **wait** until three questions are asked. At first it will be awkward, and there might even be some silly questions, but if this technique is used at the end of each section, the trainees will be more engaged and start asking more relevant questions. At the end of each PowerPoint

section there will be a slide asking for three questions or take-aways. A take-away is simply something the trainee learned for the first time or stood out as significant piece of information. If you use that statement or slide at the end of each PowerPoint section, trainees will get into the pattern and stay engaged.

### 3. More Tips to Keep Trainees Engaged

Passion – Trainees can tell if the trainer doesn't believe their own words

Variety - Change things up, move around, balanced differences

Humor – Build in humor, use words, pictures, DVD clips or others in the class

Pictures – Clip art is good, generic pictures are better, but photos from YOUR camp are best

Reading – Ask for volunteers to read a section, or paragraph, works well for lists.

DVD clips – RFK Inc has clips available in the Training Library or find appropriate clips on line

Guest Speakers – Counselors & Staff, former Campers, Social Workers or Foster Parents

Ask for a show of hands – Not all questions need a verbal response a raised hand works well

Repeat a word or phrase – Verbal repetition focuses their attention that words or phrase

Exercises & group activities – Have the group close their eyes and imagine something, have them stand up and stretch, put them into groups and discuss an issue, have groups create a poster or sign or perform a skit.

### **Conclusion on Engaging Trainees.**

The engagement techniques listed above are all good, but just like anything else, trainers need balance. The over use of one technique makes it lose its flavor; trying everything once might appear haphazard. The key is to become comfortable with several techniques that work for you and employ them appropriately. Some of these can be built into the program, such as into the notes or the power point slides. Others may have to be used spontaneously in reaction to the trainees.

It's easy to lose trainees for a variety of reasons. A trainer's job is to prepare, know the material, and deliver it in a way that the trainees can learn. If the trainees aren't engaged and learning, it's the trainers job to adapt and employ other forms of engagement so the trainees can learn. It's true that the trainees have a big responsibility to pay attention and learn. However, it is the trainer who is standing up front and acting as the authority figure and therefore, there is a greater level of responsibility for the trainer to learn a variety of training techniques for the success of the trainees.

## **Core Topics List**

The 101 manual contains a lot of material designed to prepare volunteers for service to the children of their communities. Most of the volunteers are not experts and have limited experience with children of abuse. Therefore, the volunteers are in need of the topics and materials in order to do their jobs effectively.

There is a recognition that **not everything needs to be taught to every volunteer every year**. Your camp's uniqueness and experience level of volunteers may lead you to correctly emphasize some parts of the materials, while giving other parts lesser priority. All of the materials have value and all of the materials should be covered every 2 or 3 years.

The following is a "**Core Topics**" list that is required to be covered every year. This list is an attempt to be the foundation of the training materials around which a trainer may supplement and emphasize other parts of the materials giving priority to what the camp needs, based on each camp's experiences and expertise.

When reviewing these "**Core Topics**", try to accomplish the goal of the material, not necessarily the reading of the material word-for-word year after year. Cover some aspect of the topic, briefly or in-depth. Use various methods to teach the topic. Here are a variety of ways to teach these topics:

Use of the PowerPoint slides, various DVD clips, Question-and-Answer period, training posters, guest speakers, group activity, individual or small review, skits, handouts, brochures, local stories, etc.

Below is the 101 Manual Table of Contents with some of its main subjects, to remind you what is there, and then some **Core Topics** listed for each section.

### I. Introduction to RFKC, Inc.

#### A. Overview

1. RFKC Beginnings
2. Intro to Training and RFKC Mission Statement
3. Who's Who — Job Descriptions

#### B. Spiritual Foundation

#### C. Questions that Can't Wait

### **Core Topics for Section 1.**

**Mission and values and how they drive our actions.**

**Basic descriptions of who is doing what, may be covered in Sec. 8 instead.**

**Spiritual core, what you can and cannot do to share your faith, partly covered in Sec. 5 as well.**

### II. Building Self-Awareness

#### A. Qualities to Bring With You to Camp

B. Understanding One's Own Issues

C. Boundary Issues

**Core Topics for Section 2.**

**Boundary Issues, physical, emotional and spiritual boundaries.**

III. Building Awareness of Abuse & Neglect

A. Understanding Child Abuse and Neglect

B. Child Abuse Statistics

C. Behaviors Associated with Various Types of Abuse

D. Child Trauma

**Core Topics for Section 3.**

**Behaviors associated with various types of abuse. Understanding the depth of what the campers have gone through gives us proper empathy.**

IV. Building Awareness of the Camper

A. Similarities & Differences

B. Accelerated Development

C. Child Resiliency

**Core Topics for Section 4.**

**They are not church kids going to church camp, similarities and differences. How they can overcome their abuse and still develop a healthy life. Looking beyond the abuse, it's not their fault.**

V. Understanding Behaviors & Camp Rules

A. Communication Skills

B. Sensitivity Skills

2. Greeting — Getting Acquainted With Your Camper

C. Safety Issues

3. Camp Rules & Religious Policies

**Core Topics for section 5.**

**How Counselors and Staff can get acquainted with campers. Camp Rules, every year!**

VI. Behavior Management Techniques

A. Modeling Appropriate Behavior

B. Handling Inappropriate Behavior

**Core Topics for Section 6.**

**Modeling appropriate behavior and how to handle inappropriate behavior, what discipline works and what cannot be done. What your local Social Services allows for discipline.**

VII. Team Development

A. Necessity of Team Unity

Team Unity Starts with Each Volunteer

Leaders Focus Team Efforts on Unity of Purpose

The Challenge of Diversity in Volunteers

Willing to Change Makes Camp Successful  
Volunteer Team Unity During Camp Week  
Volunteer Team Unity After Camp Week

**Core Topics for Section 7.**

**Team building and team unity for the kids. Using Personality Indicators, materials provided or other.**

VIII. The Week at Camp

- A. Getting Ready for Camp
- B. Ownership
- C. What Happens at Camp?

**Core Topics for Section 8.**

**How to be prepared for camp. What to bring, dress code, schedule, and special events to know about. Who is doing what and who to turn to for help. What to do when camp is over.**

## **Leadership Focus for Section 7 “Team Unity”**

Section 7 has been retitled from “Team Building” to “Team Unity”. The following is a small section for those in leadership who will be **“Leading the Team in Unity”**.

Camp cannot be survived by a lone ranger. It is impossible. It is essential that each volunteer know that the Royal Family KIDS Camp team is incomplete without them. Successful teamwork requires yielding to God, serving others with joy, and seeking the camp's success even in the midst of personal sacrifice.

“I do not ask for these only, but also for those who will believe in me through their word, that they may all be one, just as you, Father, are in me, and I in you, that they also may be in us, so that the world may believe that you have sent me. The glory that you have given me I have given to them, that they may be one even as we are one, I in them and you in me, that they may become perfectly one, so that the world may know that you sent me and loved them even as you loved me.”

John 17:20-23 NIV

Unity fuels Godly impact in the world and at camp. Jesus considered teamwork so essential to the furthering of His mission that He prayed to the Father that after His death His followers would exhibit a unity fueled from God's power within us. This is the same kind of unity that Jesus had with the Father where He said, “I and the Father are one” and “I do nothing on my own but do the will of my Father who is in heaven.” Jesus knew that the fruit of supernatural unity is that those ministered unto would know that they are being loved with an agape love that is a direct reflection of God's love exhibited through the hands and actions of His followers. It is not an exaggeration to say that the effectiveness of camp is directly in proportion to this Spirit-ignited unity Jesus spoke about. The lasting impact of RFK Camp is not in the planning, the great activities or even in the physical camp, but in God's love exhibited through the volunteers and reflected directly to the campers. This is the kind of radical love that Jesus knew could heal the pain of the lost and broken-hearted. It is that kind of love that is exhibited in effective camps.

Successful teams require Leaders who actively participate in a Leadership Team.

RFK Camp Directors pass extensive background and reference checks and are trained before being offered the responsibility of leading their camp teams. Camp Directors have both the responsibility and the authority to lead volunteers in accomplishing the goals of RFK Camps. It is up to the director to create and launch the camp's leadership team and nurture the environment of an effective team.

Leadership is Biblical. Leadership is an imperative that is created, honored and supported throughout Biblical doctrine. God consistently uses humble, wise and effective leaders to lead His causes. Camp will not achieve its maximum impact in children's lives (and adults') without a leadership team that establishes well defined goals and actively prays for the success of the volunteer team.

The force of effective Biblical leadership typically flows from one or more of the following strengths:

1. Strength of Personality
2. Strength of Knowledge
3. Strength of Character

Camp Directors must first recognize their innate leadership style in order to capitalize on their strengths, and then seek others with complementary strengths to complete their leadership team.

1. **Strength of Personality** - Some Camp Directors may have strong, outgoing, charismatic personalities and will lead with a natural strength of personality. This may be exhibited in the Director being an effective speaker, trainer, fundraiser or recruiter. Force of personality is a wonderful asset, but a successful camp cannot be based on strength of personality alone.
2. **Strength of Knowledge** - All Camp Directors have completed Directors Training and will naturally operate with leadership based on their strength of knowledge and organization. The Director will have answers, or understand ways to get answers as a result of their training, their understanding of the Director's Manual and their interaction with the RFK headquarters staff. As questions are directed to the Camp Director, a wise Director will take the opportunity to communicate not only answers to questions, but also, to elaborate and emphasize the vision for the camp and how the answer ties to the outcome of a successful camp.
3. **Strength of Character** - Some Camp Directors may exhibit an overwhelming strength of character that overflows with a love for both the volunteers and the campers. A Director with strength of character deliberately and unapologetically chooses to embrace what is godly even if it may be unpopular. A person who leads from strength of character will keep the team focused on what is critically essential for an effective camp, while showing compassion to each individual.

Each Director's leadership mix is not as important as the Director actively assuming the leadership role, prayerfully seeking and developing a balanced leadership team and having specific camp outcomes in mind to guide their decisions. This does not mean that the Director needs to be the strongest at camp in each of these three areas of leadership traits. Indeed, the most cohesive teams are often a blend of people with these traits. An effective Director recognizes that effectiveness of camp ultimately depends upon God working through them. John Maxwell has developed 21 irrefutable 'laws' of leadership. Understanding the 21 irrefutable 'laws', providing a copy to your leaders, and evaluating the overall strength of your group will strengthen your team.

## **First Year Camps - Trainer Instructions**

It is not required that at training you read every word and every paragraph as you are training. The trainees sign a form indicating that they will read it!

Your job is to train on each section and subject matter. That may mean practically reading/reviewing portions of the manual your first year within the allowed time frame. Our goal is to train people on the topics of each section – i.e.

### **Example 1**

Section 1 – History: We believe it is important for people to know the history of RFK and how God’s hand has been with RFK over the last 25 plus years.

You can certainly cover the material in Section 1 with the PPT slides, especially the first 1-3 yrs. You can also use other resources for training on the history of RFK by using video clips, brochures, personal stories, camp stories, devotions or testimonies from National staff, etc. All of these can be ways to train on the history and background of RFK.

### **Example 2**

Training on Section 6 Behavior Management means we know your camp volunteers need to know a lot about managing behaviors. You can and should use the manual and PPT slides your first 1-3 years. After that, you can continue to use the manual for foundational material / knowledge, but you may also use other training resources to cover this topic. We have many great speakers on DVD who speak about the topic of Behavior Management. Other resources may be an outside speaker from social services or a foster parent training organization. It may be a Professional Psychologist OR Foster Parent that speaks about general or specific subjects. You may have a speaker on just a specific topic of Behavior Management such as ADHD kids, kids with anger problems or kids with sexual issues.

### **How much time for each Section?**

We would like to see each section covered for at least 20 minutes. Some years your training may only cover one section for 20 minutes, but the next section may need 90 minutes. That’s ok, put more time in on the sections that your camp needs.

### **Who performs the Training?**

Trainers should have both knowledge of the subject and ability to train.

1. Directors or those who went to the week-long Directors Training have the most knowledge of Royal Family and, therefore, should be doing a significant amount of the training the first year until others have gained the knowledge and “culture” of RFK.
2. Staff whom you’ve recruited have less knowledge their first year, but may be able to teach a section or two in an area of their knowledge or ability. Recruited staff typically teaches sections on their expertise, meaning the Nurse might teach on medical issues,



behavioral issues by a Social Worker, Psychologist or Teacher. The Coach or another outgoing person may teach Team Building.

3. Church members such as Pastors or Corporate / Business trainers may be people you know in your church congregation who have training abilities, but will have little knowledge of Royal Family KIDS. You can use these people, but you need to give them background, history and some cultural information about RFK so they can effectively train with perspective.
4. Subject Matter Experts (SME) outside your church may be used for very specific areas of training, such as Sections 3, 4 & 6, understanding abused kids and behaviors. These may be Social Workers for Social Services, Foster Parent Trainers from Foster Family Agencies, School Psychologist, Professional Counselors / Therapist or Foster Parents that you may know. These SME'S should be given limited areas of training, and you **MUST** interview or counsel with them ahead of time, as they are not people from your church and they are not going to know anything about Royal Family KIDS history, purpose and culture. They can bring a great benefit to your training because of the expertise, but you need to give them strict limits on the subject matter and time limits. If they are going to teach materials other than what is in the 101 manual, i.e. they may have specific training on ADHD kids, then you need to preview the material first. **Their subject material may not be appropriate for your training. Preview first!**

Camp training is not simply reviewing the manual. Camp training is about preparing people to fulfill the mission of RFK, which is to create life-changing memories for children of abuse. When you sit down and look at your training schedule, we want you to look broader than just the manual. The manual can and should be at the core of your training for all first year volunteers, but the manual is not the only source for your training session. The overall goal is to help prepare people to fulfill the mission of RFK.

## **Additional Resources**

- Sample Training Agendas
- Training Ideas Checklist
- Planning Form for RFK Training Agenda

**SAMPLE ONLY**  
**Instructor's CONTENTS**  
**with TIME GUIDELINES**

- I. Introduction to RFK, Inc. — *60 minutes*
  - A. Overview (*40 minutes*)
    - 1. RFK Beginnings
    - 2. Intro to Training and RFK Mission Statement
    - 3. Who's Who — Job Descriptions
  - B. Spiritual Foundation (*15 minutes*)
  - C. Questions that Can't Wait (*5 minutes*)
  
- II. Building Self-Awareness — *60 minutes*
  - A. Qualities to Bring With You to Camp (*15 minutes*)
  - B. Understanding One's Own Issues (*20 minutes*)
  - C. Boundary Issues (*20 minutes*)
  
- III. Building Awareness of Abuse & Neglect — *60 minutes*
  - A. Understanding Child Abuse and Neglect (*45 minutes*)
    - Physical Abuse
    - Neglect
    - Sexual Abuse
    - Emotional Abuse
  - B. Understanding Abusive Families (*15 minutes*)
  
- IV. Building Awareness of the Camper (*60 minutes*)
  - A. Understanding Child Development (*10 minutes*)
  - B. Understanding Camper Differences (*10 minutes*)
  - C. Understanding Child Resiliency (*10 minutes*)
  - D. Understanding Common Problems and Behaviors (*30 minutes*)
  
- V. Understanding Behaviors & Camp Rules (*60 minutes*)
  - A. Communication Skills (*20 minutes*)
    - 1. Listening
    - 2. Diffusing Anger
  - B. Sensitivity Skills (*20 minutes*)
    - 1. Social stages
    - 2. Greeting — Getting Acquainted With Your Camper
  - C. Safety Issues (*20 minutes*)
    - 1. Reporting Abuse
    - 2. Medical Issues
    - 3. Policies and Rules

Instructor's **TIME GUIDELINES** *(continued)*

VI. Behavior Management Techniques *(60 minutes)*

- A. Modeling Appropriate Behavior *(20 minutes)*
  - 1. Why Behavior Management
  - 2. Puffs and Praise
  - 3. Attitudes Towards Food and Mealtimes
  - 4. Setting Limits
- B. Handling Inappropriate Behavior *(20 minutes)*
  - 1. Natural and Logical Consequences
  - 2. Time Out, etc
- C. Tools to use *(20 minutes)*

VII. Team Development *(60 minutes)*

- A. Interpersonal Skills *(30 minutes)*
  - 1. Counselor Support
  - 2. How to say "I'm sorry"
- B. Understanding Group Dynamics *(30 minutes)*
  - Group Process Monday to Friday

VIII. The Week at Camp *(60 minutes)*

- A. What's Next *(20 minutes)*
  - 1. Schedule
  - 2. Dress Code
  - 3. Items to Bring
  - 4. Policies Review
- B. Ownership *(20 minutes)*
  - 1. Bibles
  - 2. What's in a Name
  - 3. T-shirts
- C. What Will We Do? *(15 minutes)*
  - 1. Activity Centers
  - 2. Room Decoration/Games/Books to bring.
- D. Other *(5 minutes)*

## RFK Camp Training Ideas Checklist

For camps older than 3 years, use this checklist to stimulate ideas when you are planning your next training. These are ideas, techniques and methods to help you find ways to cover the basic materials year after year. The basic material is in the Counselor Staff 101 Manual and/or the concepts therein, such as; rules & policies, behavior management, abuse awareness, self awareness, camper awareness, etc.

20 questions about camp	Write down your answers here, which will become your training agenda.
<p>1. What were the <b>biggest issues (1-3) from last year's camp?</b>          Were they resolved? What can you tell your team about them now?          Do you need to have time during training to discuss them as a group?</p>	
<p>2. If you did <b>Camp Evaluations</b>, a feed back survey or a debriefing time from last year's camp. How can you respond to the info. your team provided? (If people don't see some level of response to surveys, they stop filling them out.)</p>	
<p>3. <b>What's NEW</b> - new facility, new people, new curriculum, new guest speaker, merchandise, etc.</p>	

<p>4. <b>Introductions:</b> how are you going to introduce each other? Use the RFK Ice Breaker cards? How will you introduce team members who aren't going to camp, i.e. Prayer Partners, Reg. Coord., Welcome Home Coord., and Fundraisers, etc?</p>	
<p>5. <b>Curriculum &amp; Music:</b> how will you introduce them this year? How will you share this year's memory verse with the team?</p>	
<p>6. <b>Team Building</b> ideas? Ways to interact and grow together.</p>	
<p>7. <b>Experiential learning?</b>  <u>Feeling</u> the lesson not just <u>hearing/seeing</u> the lesson.          How can you take your team on an experience?</p>	
<p>8. <b>What's FUN?</b> How will you incorporate humor and fun into the training this year?</p>	

<p>9. What will make them <b>CRY or grip their heart for the kids?</b></p>	
<p>10. Do you need to have a <b>drama or skit</b> to emphasize a training point this year?</p>	
<p>11. What are ways to be <b>REAL and AUTHENTIC?</b> Your team needs to see that Camp Leadership authentically cares about campers; it can't be all business. They don't care how much you know, until they know how much you care. Tell your personal SOTO, the camper you can't forget, or the call that God gave you to lead in this camp.</p>	
<p>12. How can you <b>fill their TANK?</b> If they are on empty, emotionally, spiritually, physically, etc. what can you do to help identify and meet their needs? If they are on empty, then they won't be able to serve well.</p>	

<p>13. Will there be any <b>guest speakers</b> / personal testimonies from: Counselors or Staff, former Campers, Social Workers or Foster Parents? If they don't want to be a speaker, they may feel comfortable just being interviewed by you; ask them a series of questions.</p>	
<p>14. How can you <b>utilize veteran team members</b>? Can they teach a section? Do a drama or skit, prepare foods snacks, decorate, etc. You could have "helpful hints" time from the veterans to the newcomers, so it's not always coming from Camp Leadership.</p>	
<p>15. What are the <b>key deadlines and dates</b> you need to share with your team?</p>	
<p>16. <b>DVDs to show?</b> Things you have found or DVDs on the RFK order form.</p>	

<p>17. <b>News articles</b> to discuss about child abuse or survivor stories? <u>Local stories or statistics</u> to share about your community?</p>	
<p>18. How are you going to <b>decorate</b> for this year's theme? Use of training posters, pictures of the facility, kids having fun, etc. How will they decorate their cabins?</p>	
<p>19. What <b>food preparation</b> do you need? Lunch, snacks, drinks, etc.</p>	
<p>20. Review <b>existing resource</b> materials from RFK, Inc. order form or the Training Library on the web to spur new ideas.</p>	



## Planning Form for RFK Training Agenda

Section of the Manual by Topic	<b>Session One</b> (Usually all the New Volunteers)	Time	<b>Session Two</b> (Usually new and Veterans)	Time	<b>Sunday Afternoon</b> (All Volunteers)	Time	<b>Monday Morning</b> (All Volunteers)	Time
I. Intro to RFK								
II. Self Awareness (You)								
III. Awareness of Abuse								
IV. Awareness of Campers								
V. Behaviors & Rules								
VI. Behavior Mgt								
VII. Team Building								
VIII. Week at Camp								
<b>Other teaching topics</b>								
	Total Time for Session One		Total Time for Session Two		Total Time for Sunday afternoon		Total Time for Monday	

