

This is not a church camp for
church kids,

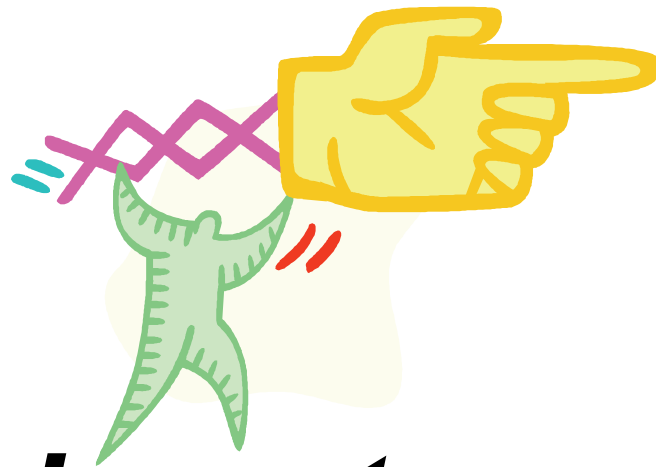
This is a community camp
for community kids.

To protect camper confidentiality, models are used in photograph.

How is this going to sound to
Social Services?



***We're not here to undo
what's been done . . .***



***We're here to set a new
direction for their future!***

*Camp is
for the
Camper!*



To protect their confidentiality, camper's face is blurred in photograph.

“Look *beyond*
the
behavior”

~Rebecca Cowan Johnson



*“Love is more
important
than
technique”*

~Doris Sanford



Follow the recipe!



**I planted,
Apollos
watered,
but God was
causing the growth.**

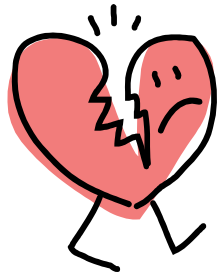


(Paul writing) I Corinthians 3:6 NAS

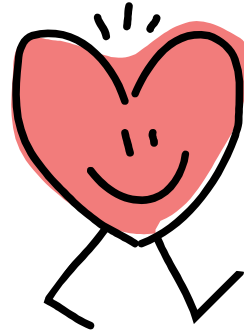


**Let Them
Make
Decisions**

They are not damaged
goods...



Speak to them expecting
great things...



Training Posters – Set One Notes

Enclosed are 10 training posters (TP) that can be used to enhance your RFKC training for Counselors and Staff (C/S). Use them all or just use the ones you like.

These posters should be displayed around the room before training begins as part of the room decorations and for enhanced learning.

Ideas for use

These posters list ideas, thoughts, or quotes. You can create your own posters that you believe would be beneficial to your camp. If your local camp has any common phrases or sayings, you may want to put them on a poster as a way of building your own camp culture and passing on camaraderie to new C/S.

Here are some ideas on how to fully utilize your posters.

- Do more than just read the posters.
- When an idea comes up that reminds you of the poster, then point out that poster to reinforce the idea. The idea may come from what you are covering in a section of the manual, or it may come from a question or comment from a C/S.
- For some of the posters you'll want to do the following:
 - Walk over to the poster and point to it. This gets everyone to turn their head and adjust in their seats; they're now anticipating something different.
 - Ask someone else to read the poster.
 - Ask the group what they think it means or, more importantly, how it would be applied at camp. You may get several good answers.
 - Finally, give your response; how would you apply it?

If some of the posters are vague or unclear, that's a good thing. Let people mill around at break time and try to figure them out. Don't give them all the answers at once; tell them you'll get to it, which makes it a bit more intriguing and interesting.

Example: Let's say you're covering section 6 on Behavior Management and ways to get kids to behave in the cabin at night. One of your Counselors comments, "I don't know if I can remember all this stuff, stuff about attachment problems and whether their meds lift them or suppress them. I love kids but I don't know if I can do all this." You might say, "That's why we're training you. We'll be there to help you. Your Dean or the Nurse can help back you up if you need help." Then walk over to the poster with the Doris Sanford quote that reads, "Love is more important than technique," and say "Read this quote ... Now









what does that mean? Even if you forget a few things, remember that love (how you treat the child) is more important than technique (how you do it)."

That's how we enhance the training with posters around the room. It's more than just reading them; it's utilizing them at the right time. Try to do this with at least 4-5 posters.

Here are some suggested notes:

<p>This is not a church camp for church kids,</p>  <p>this is a community camp for community kids.</p>	<p>The idea for this poster is that we want people to understand that this camp is different. When speaking to a community or social groups, we're trying to make a distinction between church camp and community camp. When training C/S, we want to set the tone that we can't expect these kids to act like church kids at church camp. We can do similar things to church camp, but we must recognize the distinctive differences: differences between how we operate and who the campers are.</p>
<p>How is this going to sound to Social Services?</p> 	<p>We need to remember that just about everything these kids hear and see at camp will be told to their Social Worker or Foster Parent. Things can often get misinterpreted in the transfer of information. Think carefully about what activities you plan and the subjects you talk about. What seems appropriate at camp may sound inappropriate in the social worker's office – when you're not present to "explain" what is said.</p>
<p>We're not here to undo what's been done . . .</p>  <p>We're here to set a new direction for their future</p>	<p>We are not there to be their therapist or psychologist. We can't go back and undue their troubled childhood. Don't get hung up on their past or on "your" past. Instead, spend time and energy trying to set a positive future. Who can they become? What college may they go to? What do they want to do for a living? Help them discover their future!</p>
<p>Camp is for the Camper!</p>	<p>It's not about us, it's about <u>them</u>. Camp is often a great week for the adults, but it can only be a great week as a <u>by-product</u> of the kids having a great week. We can not have a great week at the <u>expense</u> of the kids having a great week. Camp is for the Camper, they are our Royal Guests.</p>

<p>Look Beyond the Behavior...</p> 	<p>These kids have been through so much it will undoubtedly affect their behavior. They will often “act out” unreasonably. Our job is to help them have an incredible week of positive memories in spite of some of their behaviors. The only way we can do that is to occasionally “look beyond their behavior.” That doesn’t mean we let them trample all over us – they still need boundaries. If we truly knew all they have been through, we would have a lot more patience and understanding.</p>
<p>“Love is more important than technique.”</p>  <p>- Doris Sanford</p>	<p>We try to teach different types of behavior management techniques, but in the end the thing that will mean more to these kids than anything else is the amount of love and care we show them. We may not be trained in child psychology; but if we can love a child, then we can make a difference. Can you play catch, take a hike, or swim with a child? Then you are loving them through your time.</p>
<p>Follow the recipe! Follow the recipe!</p> 	<p>After years of trials and a few errors, we have discovered what works and what doesn’t. Our methods have proven themselves from state to state and county to county. Follow the recipe and you will get a known result. Follow the manual and you will get a known result.</p>
<p>I planted, Apollos watered, but God was causing the growth.</p> 	<p>At camp we may see campers come to a saving knowledge of Christ. Or we may simply plant or water those planted by another. We are there to simply do our part within God’s master plan for their lives. We can be a major spiritual impact in their lives, but understand that God will bring along others, as He causes the growth.</p>
<p>They are not damaged Goods...</p>  <p>Speak to them expecting great things.</p>	<p>If you see them as damaged goods you will relate to them as damaged goods. See the incredible potential that God has for each one of them; expect great things! They may remember you as one of very few people who really believed in them.</p>
<p>Let Them Make Decisions</p> 	<p>So much of their lives is controlled by someone else. Let them make as many decisions as possible during camp. Making decisions is empowering: it’s a learning experience; shows you trust them; it forces campers to work together and to negotiate. Let them decide.</p>