



WORD / PICTURE TRAINING TECHNIQUE

This training technique is designed for people who have gone to camp more than three years. We are assuming that the first three years they were given the standard lecture format type of training with videos, etc, using the “RFKC 101” Counselor/Staff Manual as a text book. After three years of that, people are ready for something different. There are many teaching techniques to draw on the same material but in different ways.

This training technique allows the trainer to cover the material in a way that you get the audience to **dig into the material** and report back to you or the audience what they have found in the manual. You may be tempted to just let them talk from their experiences, but the point is to have them looking at and digging into the manual! Get them to find the answers in the manual first, and then let them throw out anything else that someone may have missed, or relevant stories that go along with the teaching involved.

Review the sections yourself and obtain some of your own answers to these ideas ahead of time, in case your audience comes up short for the answers. It will also allow you to focus on any “hot” issues you know your group needs to hear about.

Some answers have been prepared for these lessons that may assist you. They are listed under the title, Camp Director’s Notes. These notes are meant for examples of what to look for or ideas in case one of your groups is struggling. Do not just read the answers to the team, encourage them to do the work.

BASIC FORMAT

Show the picture with an associated word to the audience, i.e. use the word “*prepared*”. Use an overhead projector or power point. Each picture will have an element of humor, shock or intrigue to grab their attention. Read the basic caption under the photo and why that word is associated with that photo.

Now apply that word to the manual. How does that word, “*prepared*,” apply to Section 1, 2, 3 etc? Some words will be more applicable to some sections than others. But they all have some applicability.

EXPLORE THE MANUAL

Break up into smaller groups, looking at different sections of the manual. You may even have two different groups look at the same section. Have (Group 1) look at Section 1 and (Group 2) look at Section 2, and so on. Give the groups 10-15 minutes to review their section for ways that each “word / picture” is associated with that section.



Supplemental Counselor / Staff Training Materials

Word / Picture Training Technique -Set One

REVIEW THE INFO

Have each small group report to the larger group at least three areas in their section where that “word/picture” helps at camp and more importantly, WHY. (i.e. What does Section 1 mention about being *prepared*? How does knowing about Section 1 help us be more *prepared*?) Really push for at least three areas in their section, even if they have to stretch it a little. Some people will come up with 10 areas depending on the word and the section. (The Camp Director’s Notes section has at least four answers for each word and section.)

Discussion can follow or the items mentioned can be listed on a board or flip chart. Then discuss which ones are most important and what can be done to make sure the group is trained and “ready to go” regarding that “word/picture.”

NEXT

Put up the next “word/picture” and repeat the process for as long as time allows. This time, have (Group 1) look at Section 2, (Group 2) look at Section 3, etc. This way they are not just looking at the same section all day. Spread them out and look at all or most of the different sections.

Additional questions if time is available:

1. Ask the audience for areas where they personally need to apply that “word/picture”? (i.e. Where do they personally need to be more “prepared,” or be given more “protections,” or make more or better “observations”?)
2. Ask the audience: “In what areas have we not done well regarding this ‘word/picture’?” (i.e. Where have we not been “prepared,” or given “protection,” or made “observations”?)

CHANGE

One word can be used or as many as needed, depending on time available. If you find a better word or picture use it, create your own words or pictures. It’s the technique that affords the opportunity to look at the same material in a different way. Change the words, the pictures, or the text to fit your camp and your group.



Supplemental Counselor / Staff Training Materials

Word / Picture Training Technique -Set One

Camp Director's Notes:

Here are some items that your team should be able to find if they look at the sections of the RFKC 101 Manual. If they struggle to find some answers, help prompt them with these answers. Not every section will have as many answers as others, and there will often be many answers for things that are not in the manual.

WORD: PREPARED

Section 1. Introduction to RFKC

- Pg 1 Prepare for opportunities to be handed to you
- Pg 1 Prepare to do research of abuse in your county
- Pg 2 Prepare to follow through on plans God has put in your heart
- Pg 2 Prepare to mobilize others
- Pg 3 Prepare to do training
- Pg 3 Prepare to do camp for the "best" reasons
- Pg 4 Prepare to know and follow the mission statement
- Pg 5-24 Prepare to be part of a team, to know your part and fulfill your part
- Pg 25 Prepare to modify your 'language' or 'christianese'
- Pg 25 Prepare to be one part of God's overall plan to meet the campers' needs
- Pg 26 Prepare to be a faith-based "community camp" for "community kids" rather than a "church camp" for "church kids"
- Pg 27 Prepare to show God's love through deeds and not pressure campers with our typical language of evangelism
- Pg 27 Prepare to have a right relationship with Christ prior to camp
- Pg 28 Prepare for teachable moments

Prepared?



Section 2. Building Self Awareness

- Pg 1 Prepare to understand the qualities that you bring to camp
- Pg 1 Prepare to bring understanding and unconditional love
- Pg 2 Prepare for the "regressive pull" that kids can bring out in us
- Pg 3 Prepare to give what God has put inside of you; you don't need a PhD.
- Pg 3 Prepare to learn from training material and others, even if you have experience
- Pg 4 Prepare to give love and not try to fix all their problems
- Pg 5-7 Prepare to know your own issues and how they may help or hinder
- Pg 8 Prepare to know and honor boundaries that the Counselors/Staff or campers have set up
- Pg 9 Prepare to follow National RFKC curriculum and boundaries allowing for flexibility for the local camp



Supplemental Counselor / Staff Training Materials

Word / Picture Training Technique -Set One

Section 3. Building Awareness of Abuse and Neglect

- Pg 1 Prepare to see the camper's full potential, not as damaged goods
- Pg 1 Prepare to report cases of abuse, (if divulged by campers) as required by law
- Pg 2-10 Prepare to know the four types of abuse and how to identify them
- Pg 11 Prepare to understand the abusive family and not speak negatively about them

Section 4. Building Awareness of the Camper

- Pg 1 Prepare by understanding that abuse delays development and campers shouldn't be expected to act their age
- Pg 4 Prepare yourself to be someone a child can trust
- Pg 6 Prepare yourself for a camper that may be very different than you in your beliefs, finances, ethnicity or color
- Pg 11 Prepare yourself for the possibility of working with a mildly physically disabled child, if your camp allows for such disabilities
- Pg 12 Prepare yourself to believe in them
- Pg 15 Prepare for common problems and behaviors

Section 5. Understanding Behaviors and Camp Rules

- Pg 1 Prepare to listen
- Pg 2 Prepare yourself to be a Camp Counselor or staff person, not a trained, licensed therapist
- Pg 3 Prepare to deal with anger issues
- Pg 4 Prepare to meet your camper for the first time with "get acquainted" ideas
- Pg 7 Prepare to follow the rules
- Pg 11 Prepare to handle first aid issues, carry gloves for infection control

Section 6. Behavior Management Techniques

- Pg 1 Prepare to model appropriate behaviors
- Pg 1 Prepare to use behavior management techniques
- Pg 2 Prepare to give praise – PAFF's
- Pg 6 Prepare to use proper control when campers' behavior is not appropriate

Section 7. Team Development

- Pg 1 Prepare to call for help with a camper when needed. Prepare to give help when called upon
- Pg 1 Prepare yourself before camp with extra sleep, extra prayer; family and work issues should be taken care of as best you can



Supplemental Counselor / Staff Training Materials

Word / Picture Training Technique -Set One

- Pg 1 Prepare to know your teammates and their areas of concern
- Pg 2 Prepare to apologize to your campers or teammates if you blow it
- Pg 3 Prepare for the emotional changes that take place during the week
- Pg 4 Prepare to let the campers go home and into God's hands on Friday
- Pg 5 Prepare yourself that no matter how attached you may become, you will not make any promises to a camper about things after camp

Section 8. The Week at Camp

- Pg 1 Prepare to know and follow the camp schedule
- Pg 2 Prepare for camp with the right clothing and equipment for yourself
- Pg 7 Prepare to decorate your cabin or camp area
- Pg 5 Prepare yourself to talk to a camper about the Bible, finding their name and meaning
- Pg 9 Prepare to look for and use teachable moments

WORD: PROTECTION

Protection!

Section 1. Introduction to RFKC

- Pg 1 Protecting the children by having trained people to serve the kids
- Pg 2 Protecting the children by utilizing child protective services
- Pg 4 Protecting the children by creating a warm and friendly atmosphere
- Pg 5 Protecting the children by providing a Nurse for medications, a Child Placement Coordinator for special needs, a Psychologist for child and adult needs, etc.
- Pg 27 Protecting the children from over zealous evangelism; we offer the gospel message but we don't force it
- Pg 28 Protecting the children by creating an atmosphere of love, safety and respect



Section 2. Building Self Awareness

- Pg 1 Protecting the children by understanding who you are
- Pg 2 Protecting the children because camp personnel are the greatest asset and the greatest liability
- Pg 3 Protecting the children by educating yourself through the camp training process
- Pg 8 Protecting the children by understanding the types of boundaries they will put up
- Pg 9 Protecting RFKC, your church and the National office by following the rules



Supplemental Counselor / Staff Training Materials

Word / Picture Training Technique -Set One

Section 3. Building Awareness of Abuse and Neglect

- Pg 1 Protecting the children by reporting any new abuse seen or observed
- Pg 4 Protecting the children by not moving too suddenly around physically abused children
- Pg 5 Protecting the children by providing for their basic needs at camp
- Pg 7 Protecting the children by not overreacting to the child who has been sexually abused and may comment or act out
- Pg 11 Protecting the children by understanding the dynamics of the abusive family

Section 4. Building Awareness of the Camper

- Pg 1 Protecting the children from our expectations when we expect them to act their "age" when they may have developmental delays
- Pg 6 Protecting the children by understanding their differences and not expecting them to all be, look or act like each other or like us
- Pg 8 Protecting the children by not allowing other children to "stereotype" each other or put each other down
- Pg 12 Protecting the weaker children who are not resilient; they may be fragile emotionally and may need extra TLC.
- Pg 15 Protecting the children from "labels" we may put on them, such as "zoner," "aggressive," "troublemaker," etc.

Section 5. Understanding Behaviors and Camp Rules

- Pg 1 Protecting the children by offering "a cold cup of water"
- Pg 3 Protecting the children from anger issues (theirs and yours)
- Pg 4 Protecting the children who are weak or different and may get picked on
- Pg 7 Protecting the children by knowing, following and posting the rules, i.e. two-deep, open door policy, bed policy, camera policy, etc.
- Pg 8 Protecting the children and yourself from inappropriate touch
- Pg 10 Protecting the children and yourself by understanding medical issues, using fanny packs, latex gloves and being prepared for infection control

Section 6. Behavior Management Techniques

- Pg 1 Protecting the children by knowing and using good behavior management techniques
- Pg 1 Protecting the children's esteem by listening to them
- Pg 3 Protecting the children from poor self image by giving praise
- Pg 4 Protecting the children and yourself by setting limits before they are needed
- Pg 11 Protecting the children and yourself by knowing what tools are available to use for good or poor behavior

Section 7. Team Development

- Pg 1 Protecting the children by knowing yourself and drawing on the support you have at camp



Supplemental Counselor / Staff Training Materials

Word / Picture Training Technique -Set One

- Pg 1 Protecting yourself with prayer partners
- Pg 1 Protecting the Team by recognizing personality strengths and shortcomings, knowing your color, Red, Yellow, Green or Blue
- Pg 2 Protecting yourself and the group by being willing to say "I'm sorry"
- Pg 3 Protecting the children by understanding the daily changes that occur emotionally between you and the camper
- Pg 4 Protecting yourself by not giving away your personal information to the campers

Section 8. The Week at Camp

- Pg 2 Protecting yourself with proper clothing, sunscreen, bug spray etc.
- Pg 3 Protecting yourself and the camp process by keeping all sugar snacks away from the children
- Pg 4 Protecting the children by letting them know when you are leaving for a break, who's taking your place and when you'll be back
- Pg 6 Protecting the children from obscurity by using their name often

WORD: OBSERVATION

(Here are some possible answers. Depending on who has made the observation, answers will vary.)

Section 1. Introduction to RFKC

- Pg 1 I observed the need for pre-camp training
- Pg 4 I observed the building of positive memories in kids
- Pg 5 I observed that you actually need all these Counselors and Staff
- Pg 5 I observed God's love in action
- Pg 27 I observed teachable moments to share God's love
- Pg 28 I observed the power of God's love through prayer

Observation!



Section 2. Building Self Awareness

- Pg 1 I observed God strengthening me in my abilities to do my job
- Pg 2 I observed God's power and grace when I needed it
- Pg 3 I observed that training helped prepare me
- Pg 5-7 I observed that I needed to set aside my own past issues and concentrate on the kids' needs
- Pg 8 I observed proper boundaries in place or I observed the lack of boundaries in place

Section 3. Building Awareness of Abuse and Neglect

- Pg 1 I observed the positive/negative effects of treating kids as future stars or as damaged goods



Supplemental Counselor / Staff Training Materials

Word / Picture Training Technique -Set One

- Pg 2 I observed the evidence of physical abuse on a camper
- Pg 4 I observed that giving “space and gentleness” allowed a child to respond
- Pg 5 I observed the evidence of neglect, i.e. hoarding food, lack of clothing etc.
- Pg 6 I observed the behaviors of a child victimized by abuse
- Pg 7 I observed sexually acting out
- Pg 9 I observed evidence of emotional abuse

Section 4. Building Awareness of the Camper

- Pg 1 I observed the vast range of development in middle age 7-11
- Pg 3 I observed campers who couldn't trust
- Pg 6 I observed how differences among the campers did/did not affect the campers' ability to participate
- Pg 11 I observed how disabilities among the campers did/did not affect the campers' ability to participate
- Pg 12 I observed how some campers were resilient and some campers were not

Section 5. Understanding Behaviors and Camp Rules

- Pg 1 I observed campers sensing my emotions and then displaying the same emotions themselves
- Pg 1 I observed that listening to them did build their esteem and strengthen our relationship
- Pg 2 I observed their body language often spoke louder than their words
- Pg 3 I observed the need to acknowledge their feelings so they'd stop repeating themselves
- Pg 4 I observed the kids develop a social “pecking order”
- Pg 7 I observed the rule _____ was easy to follow and the rule _____ was difficult to follow
- Pg 8 I observed the power of human touch

Section 6. Behavior Management Techniques

- Pg 1 I observed the expression of joy on a kid's face when given P.A.F.F.'s or praise
- Pg 4 I observed irregular behaviors at meal times
- Pg 5 I observed that “telling” a child what to do was better than “asking” them to do it when they didn't have a choice
- Pg 6 I observed that using natural consequences was the best form of behavior management

Section 7. Team Development

- Pg 1 I observed great support given to Counselors given by _____
- Pg 1 I observed support by staff was more necessary than I thought it would be



Supplemental Counselor / Staff Training Materials

Word / Picture Training Technique -Set One

- Pg 4 I observed the power of the “Good Samaritan” at camp, offering aid to someone in need and then entrusting them to someone else
- Pg 5 I observed the heartfelt desire of the child to stay in contact with us

Section 8. The Week at Camp

- Pg 1 I observed that it was really helpful having a printed schedule for the kids
- Pg 4 I observed difficulty/ease in finding teachable moments
- Pg 5 I observed difficulty/ease in helping the kids find something in their Bibles
- Pg 7 I observed the power of achievement for a camper who created something at the activity center

WORD: MAJORS and MINORS

Majors & Minors

Section 1. Introduction to RFKC

- Pg 1 Major – Recognizing that kids need this camp
Minor – Knowing why the parents couldn’t do their job
- Pg 2 Major – Obeying God’s call to help
Minor – Questioning why He called you
- Pg 3 Major – The “best” reasons for volunteering for RFKC
Minor – The “good” reasons for volunteering for RFKC
- Pg 4 Major – Creating positive memories for kids
Minor – Creating positive memories for yourself
- Pg 25 Major – Planting spiritual seeds all week long
Minor – Focusing on the full conversion experience as the only measure of success



Section 2. Building Self Awareness

- Pg 1 Major – Bring love to the child
Minor – Camp activities
- Pg 2 Major – Showing patience and mercy when campers talk back
Minor – Teaching them to respect their elders
- Pg 3 Major – Being yourself, available to help a child
Minor – Your level of professional training to help a child
- Pg 3 Major - LOVE
Minor – Technique

Section 3. Building Awareness of Abuse and Neglect

- Pg 4 Major – Your understanding of how abuse affects a child
Minor – Knowing exactly how a child was abused



Supplemental Counselor / Staff Training Materials

Word / Picture Training Technique -Set One

- Pg 4 Major – Knowing that a child of physical abuse needs a lot of reassurance
Minor – Knowing why they need the reassurance
- Pg 5 Major - Knowing that a child of neglect may need extras, i.e. food or clothing
Minor – Trying to find out if they are taking advantage of our generosity
- Pg 6 Major - Knowing that a child of sexual abuse may be cautious about photography
Minor – Insisting that you get your counselor/camper picture taken
- Pg 9 Major - Knowing that a child of emotional abuse may blame everyone else for their troubles
Minor – Trying to get them to accept their own responsibilities for their actions

Section 4. Building Awareness of the Camper

- Pg 3 Major – Helping campers to take slow steps of trust, trust in someone
Minor – Getting them to trust you specifically
- Pg 6 Major – Acknowledging differences (race, color, ethnicity)
Minor – Avoiding the differences and hoping the kids won't notice or care
- Pg 11 Major – A child with a physical disability can still have a great week of camp doing what they can do
Minor – Concerns over what they can't do
- Pg 14 Major – Looking past the child's behavior to see what it represents
Minor – Specifically addressing the behaviors
- Pg 15 Major – Focus on the child and their potential
Minor – Focusing on their behaviors

Section 5. Understanding Behaviors and Camp Rules

- Pg 1 Major – Offering them a “cold cup of water,” (love, protection, attention, time)
Minor – What they can offer to us
- Pg 2 Major – Being there as a friend
Minor – Being there as a therapist
- Pg 3 Major – Connecting emotionally with a child
Minor – Connecting so much with a child that they are willing to give you a hug
- Pg 7 Major – Following the two-deep rule all the time
Minor – Getting a full night's rest

Section 6. Behavior Management Techniques

- Pg 1 Major – Planning for and using behavior management techniques
Minor – Using standard discipline as a default
- Pg 3 Major – Giving praise immediately after good behavior
Minor – Giving praise long after good behavior



Supplemental Counselor / Staff Training Materials

Word / Picture Training Technique -Set One

- Pg 4 Major – Providing nourishing food with basic table manners
Minor – Having an enjoyable, pleasant, nurturing, mealtime that teaches socially acceptable table etiquette
- Pg 11 Major – Using behavior management techniques that have been explained and followed consistently
Minor – Reacting spontaneously to behaviors as they come

Section 7. Team Development

- Pg 1-5 Major – Fulfilling any needed task or position that will help the camp
Minor – Fulfilling your most desired position
- Pg 1 Major – Realizing that camp will be stressful
Minor – Worrying about the stress of camp because that will create more stress
- Pg 4 Major - Being the “Good Samaritan” to the children for one week
Minor – The rare occasion when you can continue a relationship after camp
- Pg 4 Major – Praying that wherever the child will go back to will be a place of protection and love
Minor – Only praying for the child during the week of camp

Section 8. The Week at Camp

- Pg 3 Major – Bring lots of snacks (anti stress food)
Minor – Thinking about your diet at camp
- Pg 6 Major – Giving each child a t-shirt
Minor – Actually having them wear it, inside or out
- Pg 7 Major – Quality and quantity time at the activity center creating something
Minor – What they actually create
- Pg 7 Major – Doing something to add décor to your cabin – it shows you care
Minor – Turning your cabin into a Martha Stewart Taj Mahal

Prepared?



Are you prepared for camp?

This picture shows two different people, one is prepared and one isn't. The officer has on all the right equipment for attending a protest: helmet, respirator, shield, baton, utility belt, shin guards, and most importantly, sturdy leather boots! He has been trained, and probably practiced the art of crowd control, working with his fellow officers in chaotic situations. This officer is clearly prepared! Now let's look at the second man, the protester. He may have passion for his cause, he may believe it in his heart, and he may have a willing spirit, all of which is good. But the only thing this man is prepared for is a walk on the beach! He's wearing a T-shirt and swim trunks!!! He may have passion but he is not prepared! Passion is necessary and can not be replaced by anything else; but as important as passion is, it can only take you so far. You must also be prepared.

Passion + Preparation = Excellence

Protection!



Are you protected at camp?

Sport is serious business. You can make a lot of money and have a lot of fun, but you can also get hurt or possibly hurt someone else. Therefore you must be able to protect yourself. This photo shows two professional athletes who have been well-trained, conditioned, and who are, in fact, wearing their proper protection. This photo should act as clear evidence to every soccer mom in the nation as to the vital importance and the absolute necessity for you to emphatically require your child to wear shin guards! Look at the damage that could be done to this man's shins if he were not wearing his protection. He could wind up with a bruised shin!

Just think of the damage that could be done at camp if we are not using our protection? How can we protect the campers? How can we protect each other as adults? How can you protect your own church and RFKC, Inc. ?

Observation!



What have you observed at camp?

Strange looking boat? In this boat is a bedroom, bathroom, kitchen, living room and engine room. This boat is six and a half feet wide and 60 feet long, strange proportions for a boat. Why would someone purposely take time, money, energy and effort to build a boat that's six and half feet wide and 60 feet long? It doesn't make sense. If you were going to build a boat, would you build it to these dimensions? But there is a very specific reason for the dimensions of this boat. Observe the entire photo and tell me what you see?

This boat is on a canal in Europe. Just ahead of the boat is a lock with gates at each end used for raising or lowering boats. The gates are seven feet wide so the boats can't be more than six and a half feet wide. You see, this boat was made with clear purpose for specific reasons because of its location and application. You may not have understood its purpose until you observed not just the boat, but its surroundings.

After observing the gates in the lock you might say, "Now I know why the boat is the way it is." After attending camp and having made observations, are there any ways in which you can now say, "Now I know why the manual says what it says, because I have observed it at camp"? Study each section and see what you can find.

Majors & Minors



Don't Major in the Minors

This sign gives two clear warnings: one is a major, and one is a minor. They both have value and are important. But they are in the wrong order of importance. Sometimes in life we also put the emphasis of the minor things above the major things. We must always recognize the emphasis and importance of minor issues, concerns, policies, etc. We must not belittle or put down minor issues, just keep them in their proper level of importance.

Example: The camp photos are a major part of the camper's positive memories. The photo album is important and valuable, but it is minor compared to the photos inside. If we spend more time and money on the photo album than we do the photos inside, then we have put things in the wrong order of importance. Now look at the different sections of the manual and at the written and unwritten policies and practices that occur at camp. Are there areas where we have put the minors ahead of the majors? Remember, minors are important, we are not throwing them out; we just want them in the right order.