

Royal Ambassador - Challenger Camp Director's Manual



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Introduction

Camping opportunities continue to provide an element of discovery, adventure and challenge in the lives of campers. On average the campers will spend five thousand, seven hundred and sixty minutes (four days) in camp participating in the camping program. Ask any experienced camp director to share what insights they have about how to make the camping experience a success for the campers. They will share with you that good planning, preparations and leadership were essential in developing a program which ministers to the needs of the campers while achieving the desired goals for the camp and minimizing the potential problems that could arise.

This manual has been compiled as a resource to assist the individuals who have the responsibility for developing, organizing, and administering a Royal Ambassador or Challenger Camping Program. The suggestions contained within this manual serve only as a catalyst as you seek to develop a camping program that is directed towards the lives of the campers. The only way to achieve this goal is to begin praying, asking God to provide the wisdom and understanding necessary to organize the resources that are available in order to transform the lives of the campers rather than entertaining the masses. Developing a Royal Ambassador or Challenger Camping Program usually requires a yearly commitment from the leadership in order to achieve success, and strong programs will have key leaders who continue to make this commitment. Most of the work in producing a camping program is done well in advance, before the campers arrive, allowing the leadership to direct the camp program and enjoy many of the blessings and opportunities that camp offers.

While interviewing a seasoned Camp Director, he shared with me that he would never allow two brothers to stay in the same dorm at camp again because they came to camp fighting and continued to fight with one another all week long. I realized that he was talking about my brother and me. Little did I know then that God would allow me the opportunity to share in the leadership of successive Camps. I would not trade away any of the experiences that God has allowed me to have over the years and the relationships that I have developed with leaders and campers alike. My prayer for you is that God will give you wisdom and understanding as you develop patience and endurance while working together with other leadership in ministering to the campers.

This manual is dedicated to the great cloud of witnesses who have gone on before us directing summer camp programs. This manual is also dedicated to the present and future Royal Ambassador and Challenger Camp Directors who have made the personal commitment of investing time, resources and sacrifices that are necessary in order to accomplish the goal of ministering to the needs of the campers. Blessed is the person who invests in a tree in which they may never see the fruits. You may never know when you might meet a former camper who is an imitator of your faith. (Hebrews 13:7)

Developing a Camping Program

A Royal Ambassador or Challenger camping program may be defined as an experience in which a boy or young man may discover, explore and develop an awareness and responsibility of God's creation in his Christian life. Royal Ambassador and Challenger camping is committed to the total growth of boys through:

- Structured camping experiences that challenge boys and young men to discover their importance and inter-relation with the created universe.
- Programming that encourages boys and young men to enlarge their self-esteem while learning the dignity of others.
- Incorporating mission-ministry, education and practice into the organization of our schedule.
- Encouraging boys and young men to enjoy and test their physical, mental and spiritual development.
- Supporting and complimenting the local church Royal Ambassador or Challenger program

Royal Ambassador and Challenger camping is an effort to implement all aspects of the Royal Ambassador pledge and the Challenger program. There are three different approaches to camping.

Types of Camping:

Day Camping

Day camping is a sustained learning experience for the campers which is conducted during the daytime under the supervision of trained leadership that is sponsored by a local church at a selected site which is conveniently located. The campers participate in activities that are conducted within the seclusion of the natural resources in order to provide an outdoor living experience. The campers sleep and eat their morning and evening meals at home with the exception of an overnight campout. The key to a successful day camp is a carefully selected and well-trained staff that possesses maturity of judgement and knowledge of outdoor living skills.

Resident Camping

Resident camping provides the camper with the opportunity to participate with other campers similar in age through a structured program of activities that are conducted at one central location. The campers usually spend five days, four nights at an associational camping facility under the sponsorship of a local church. The campers are lead by adequately trained counselors and participate in events that are lead by activity leaders.

Wilderness Camping

Wilderness camping provides the camper with the opportunity to experience the out-of-doors under the supervision of highly trained leadership. This type of camping experience is usually conducted in remote wilderness locations in a small group atmosphere with a minimum of two leaders. The campers prepare their own meals and shelter while striving to attain a common goal in addition to developing outdoor living skills.

Types of Programming:

“Program is everything that happens to a camper from the time the camp leadership assumes responsibility for the camper to the time that responsibility shifts back to the parents.”¹ There are two basic approaches to programming philosophy and a blended approach.

Centralized

The centralized type of programming is often used in the traditional assembly or conference camp. The program is designed around a fixed schedule with activities and meal times regulated for efficient handling of large groups of people. The program centers around program and activity leaders who are trained in their field of expertise. The campers center around counselors who are usually selected by the local churches and provide unity of leadership and maintain discipline. The campers and counselors both participate in the activities together unless the counselor has the responsibility to lead the activity such as bible studies or evening devotionals. The centralized schedule is usually fast paced with the campers involved as participants or spectators. The centralized camp facilities will accommodate more campers per acre than a de-centralized camp facility. Centralized camping usually tends to be less expensive per camper and can accommodate less qualified counselors.

De-Centralized

The de-centralized type of programming centers around well-trained counselors who involve the campers in planing and conducting the program activities and worship experiences. Since the key to this type of program centers around the counselor it is important to select individuals who are committed Christians that are sensitive to the leadership of the Holy Spirit in addition to the needs of the campers. Provide a strong counselor training program in order to continue developing well-trained counselors. Each cabin group will develop its own program and schedule. The campers usually enjoy a more relaxed style of living in addition to informal worship experiences. There is a greater emphasis for the campers to develop their own devotional life in addition to involvement in

Bible studies, personal evangelism and developing character. Program costs are usually higher per camper since the variety of programming. This type of programming is great for small groups to develop unique and specialized programs that involve the campers in nature studies and ecological training.

Blended Approach

Most camp directors tend to utilize a blended approach when designing their camping program. They will seek to harmonize the strengths that the centralized programming structure offers with the freedom of allowing the campers to become involved in selecting the type of activities that they wish to participate in, thereby creating partial ownership within the program. Striving to maintain a proper balance along this continuum is one of the dilemmas that are inherent with programming. A good rule of thumb is never to allow the campers to de-centralize beyond the capabilities of the leadership. Moses was the first recorded camp director to struggle with this issue. (Exodus 18)

So how do you determine which type of programming philosophy to develop, or the type of camping program? There are several factors which will influence your decision making process.

Determining the Needs of the Campers:

Wise camp directors will seek to gain a greater understanding of the spiritual, social, emotional, and physical needs of their campers in addition to planning activities that are appropriate for each of the age groups in order to maintain the interest of the boys and young men. For a more in-depth study in this area refer to Leading Royal Ambassadors: The Classic Method, Chapter Four: *Understanding and Working with Royal Ambassadors* or Leading Challengers, Chapter Three: *Why Should I Begin Challengers*.

Resources Available:

Accessing the available resources will contribute in determining the type of program. Leadership is one of the greatest resources within a camping program. Understanding the limitations of the camping facilities. What are the capacities for each of the facilities? Are there going to be other groups utilizing the same camping facilities during the same time frame? Are there any natural resources available and assessable? How much time is available? Do you have an established budget? What special considerations are necessary, special programs permits or special insurance policies for off-camp activities.

Establishing Goals for the Camp:

Established goals will allow the camp director to evaluate potential program activities and establish a schedule. Several years ago the International Council of Religious Education² identified these objectives for the church camp:

- To provide an experience of Christian living through which campers come to a better understanding of Christian principles and teachings as revealed in the Bible.
- To provide an experience of living in the out-of-doors, and to gain new knowledge of its resources, and develop skills in using them.
- To give campers a new perspective through the experience of being away from home.
- To help campers in their understanding of God and His purposes as they make discoveries about His work in nature.
- To provide time for contemplation not always possible in other parts of the program of the church.
- To let campers learn to worship God in new ways in the out-of-doors.
- To aid campers, through small-group experiences within the total camp group, to develop self-reliance and responsibility as cooperative citizens of Christian community.
- To enable campers to have a wholesome and happy time.
- To relate Christian growth in camp to life at home and in the church.
- To aid in the process of developing genuine Christian fellowship based upon respect for individual worth.

The following are current goals that have been established at other camps.

(Blended Approach - Resident Camp)

The purpose of this camp is to provide each camper with the opportunity to receive Christ as Savior. To grow in a closer relationship with Jesus Christ through participation in worship services, Bible studies, and other challenging activities. To learn new skills, and to join others in Christian fellowship and recreation.

(De-Centralized - Wilderness Camp)

Wilderness Backpacking Trip – This trip is for young men who would like to participate in a four-day backpacking trip in a remote wilderness location. Prerequisite is two years attendance at LTC. Physical conditioning is highly advised. All food and transportation will be provided for the trip. Backpacking and trip leading instructions will be given while traveling to the destination and on the trail. Unit will be lead by specially trained instructors and instructor trainees.

Budgeting and Finances:

Every camp has to operate with finances to accomplish its goals by providing activities that are designed to minister to the needs of the campers. Here are a few helpful suggestions that might help in this area of programming. Attempt to use a committee approach while drafting the camp's budget, this allows for greater input from key leadership and develops ownership in the camp program. Attempt to channel all finances through the camp's office since this will provide the greatest amount of record keeping and accountability. By having accurate records of income and expenditures it will decrease the appearance of mismanagement and provides a useful document from which to begin planing the budget for next year's camp. Adopt an open records policy and share this information with interested persons, this is a good means for educating others to the needs of the camp program. Don't hesitate in soliciting materials that are needed for the camp program. When faced with needs for the camp, don't forget to pray about this request. God has answered many a prayer.

Scheduling:

This is the tool that is used to organize the camp program. There are several guiding principles that assist you as you develop your camping schedule. When evaluating other camp schedules seek to determine the total number of campers it will accommodate and how each activity effects the entire camp. Attempt to design your schedule as simple as possible in an effort to minimize confusion. List starting times for each activity and allow the activity leaders or counselors to dismiss the campers with enough time to reach their next activity. Seek not to over schedule the campers with too many activities, however a busy boy is a better boy. Try to be sympathetic to needs of your activity leaders by not over loading their portion of the schedule with too many campers for the activity or having them speak repeatedly to large groups and loss their voice. To accommodate larger groups seek to increase your equipment inventory.

Suggested Group Sizes:

- Swimming - check pool capacity with camp manager/administrator
- Missionary - 25 campers per group
- Bible Studies - 25 campers per group
- Archery - Three campers per bow - Two bows to a target
- Arts & Crafts - 25 campers per group
- Campcraft - 20 campers per group working by doubles
- Canoeing - Two campers per canoe - twenty campers per session
- Nature Study - 25 campers per group
- Riflery - Three campers per rifle
- Special Event - Capacity of space with logistical considerations

**Upwardbound Camp
(Centralized Program - 40 campers maximum)**

Monday Schedule

- 10:00 a.m. Counselor Registration and Orientation
- 11:00 a.m. Camper Registration
- 11:30 a.m. Get Acquainted Time
- 12:00 p.m. Lunch
- 1:00 p.m. The Adventure Begins!
- 3:30 p.m. Snack Time
- 4:00 p.m. Scavenger Hunt
- 5:00 p.m. **Follow Evening Schedule**

Friday Schedule

- 7:00 a.m. Rise and Shine
- 7:30 a.m. Breakfast
- 8:00 a.m. Flag Raising
- 8:15 a.m. Sealed Orders
- 8:30 a.m. Cabin Cleanup - Pack Suitcases and Load Up
- 9:00 a.m. Bible Studies
- 9:45 a.m. Snack Time
- 10:00 a.m. Group Photo
- 10:30 a.m. Award Ceremony
- 12:00 p.m. Lunch

Upwardbound Camp

Tuesday - Thursday Schedule

7:00 a.m. Rise and Shine
7:30 a.m. Breakfast
8:00 a.m. Flag Raising
8:15 a.m. Sealed Orders
8:30 a.m. Cabin Cleanup
9:00 a.m. Bible Studies
9:45 a.m. Snack Time
10:00 a.m. Activity Time #1
11:00 a.m. Activity Time #2
1:00 p.m. Lunch
1:30 p.m. Activity Time #3
3:30 p.m. Snack Time
4:00 p.m. Activity Time #4

Evening Schedule

5:00 p.m. Cleanup for Evening Meal
5:30 p.m. Flag Lowering / Mail and Announcements
6:00 p.m. Supper
6:30 p.m. Shower Time and Free Time
7:00 p.m. Great Adventure Activity
8:30 p.m. Snack Time
9:00 p.m. Worship
10:00 p.m. Get Ready for Bed
10:30 p.m. Cabin Devotions & Lights Out

Upwardbound Camp Activity Schedule

**Royal Ambassador Camp
(Blended Program - 350 campers)**

Monday Schedule

- 11:00 am. Registration Begins (Get cabin assignments, unpack and eat sack lunch)
- 12:30 pm. Everyone to the Worship Center
- 1:30 pm. Get Acquainted Time
- 2:00 pm. Dorm 1, Dorm 2, Dorm 3, Dorm 4 to Swimming Pool
Dorm 5, Dorm 6, Dorm 7, Dorm 8, Dorm 9 to Activity Shack
- 3:30 pm. Dorm 1, Dorm 2, Dorm 3, Dorm 4 to Activity Shack
Dorm 5, Dorm 6, Dorm 7, Dorm 8, Dorm 9 to Swimming Pool
- 4:45 pm. Follow Evening Schedule

Friday Schedule

- 7:00 am. Rise and Shine
- 7:30 am. Flag Raising
- 7:45 am. Breakfast
- 8:15 am. Morning Devotional
- 8:30 am. Cabin Cleanup
- 9:00 am. Activity Time #1
- 9:45 am. Snack Shack
- 10:00 am. Activity Time #2
- 11:00 am. Activity Time #3
- 11:45 am. Award Ceremony (Worship Center)
- 12:15 pm. Lunch

Camp over for another year!

Royal Ambassador Camp

Tuesday - Thursday Schedule

7:00 am.	Rise and Shine
7:30 am.	Flag Raising
7:45 am.	Breakfast
8:15 am.	Morning Devotional
8:30 am.	Cabin Cleanup
9:00 am.	Activity Time #1
9:45 am.	Snack Shack
10:00 am.	Activity Time #2
11:00 am.	Activity Time #3
11:45 pm.	Lunch
12:45 pm.	Activity Time #4
1:45 pm.	Activity Time #5
2:30 pm.	Snack Shack & Gift Shop
3:00 pm.	Activity Time #6
4:00 pm.	Activity Time #7

Evening Schedule

4:45 pm.	Cleanup for Evening Meal
5:15 pm.	Flag Lowering / Mail and Announcements
5:30 pm.	Supper
6:30 pm.	Free Time & Shower Time
7:00 pm.	Worship
8:00 pm.	Snack Shack
8:30 pm.	Great Adventure Activity
10:00 pm.	Cabin Devotions & Lights Out

Royal Ambassador Camp

Activity List

Activity Time

#1	#2	#3	#4	#5	#6	#7

Listed below are the activities offered during the week at each of the activity times. Numbers in parentheses indicate the maximum numbers of campers that can be scheduled at that same activity during that particular activity time. Please choose the activities that your group would like to participate in during the week, then finalize your selections by registering your group activities with the camp director in the gym after 10:00 p.m. on Monday night. Thank you for reading and following these procedures.

Activity Times #1, #2, & #3

Missions Time (100) – 4 Groups of (25)
Bible Study (150) – 6 Groups of (25)
Flex Time
Fishing
Rest Time

Activity Time #4 & #5

Lad Swimming (75)
Arts & Crafts (30)
Sling Shots (30)
Lad Riflery (30)
Crusader Riflery (30)
Archery (30)
Camp Craft (20)
Flex Time
Fishing
Rest Time

Activity Time #6 & #7

Crusader Swim (75)
Arts & Crafts (30)
Sling Shots (30)
Lad Riflery (30)
Crusader Riflery (30)
Archery (30)
Camp Craft (20)
Flex Time
Fishing
Rest Time

Leadership Training Camp
(De-Centralized Program - Size of camp limited by unit leadership)

Sunday:

Afternoon	Register, Set up Camp
6:00 p.m.	Supper
7:00 p.m.	Unit Orientation - Men's Units
7:00 p.m.	State Challenger Staff Orientation (Training Room)
9:00 p.m.	Campwide Opening Assembly - Spiritual Markers & Vigil
10:30 p.m.	Unit Fellowship - Devotion

Monday - Friday:

5:30 a.m.	Gather Groceries (Great Day in the Morning)
6:00 a.m.	Begin Breakfast
7:15 a.m.	Flag Raising
7:30 a.m.	Christian Life Time
8:15 a.m.	Campcraft Training
12:00 p.m.	Lunch
1:00 p.m.	Elective I
3:00 p.m.	Break
3:30 p.m.	Elective II
5:30 p.m.	Supper
6:30 p.m.	Flex Time
7:30 p.m.	State & Associational Staffer Training
8:30 p.m.	R.A. Leadership Training
9:30 p.m.	Campwide Campfire
10:30 p.m.	Unit Fellowship - Devotion
11:00 p.m.	Bedtime

Saturday:

6:30 a.m.	Breakfast (Central Kitchen)
7:15 a.m.	Flag Raising
8:00 a.m.	Break Camp - Clean Up Camp Sites
10:00 a.m.	Awards and Closing Prayer

Thursday:

7:30 p.m.	Staffer Evaluation (Unit Leaders & Elective Instructors) Staffer Activity Time
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Leadership

Leadership is bestowed upon an individual by the acknowledgment and recognition of others. It is a character trait that can be developed over time through lengths of service. Often times the person who is chosen to be the leader of a group is an individual who has developed qualities that the followers find desirable in a leader. Some of the desired characteristics that leaders should possess when working in a camping program include;

- Accepted Jesus Christ as Savior and Lord - Member of a local church.

- Possess mature judgment and decision making capabilities

- Works well with children and adults

- Pleasant personality

- Possess a desire to serve

- Some organizational skills

- Knowledge of leading in the area of responsibility

Most all of the positions of leadership within a camping program are volunteer positions. Volunteers need challenges and opportunities to succeed in order to achieve the status of a leader. God has created each individual with unique characteristics and special abilities to accomplish His purpose of reconciling the world unto Himself and invites us to remain committed to service by utilizing our leadership abilities. Within in any organization there will be both the structured and informal leadership roles that should seek to strive to work together in attaining the common goals. The success and quality of the camp program will be determined by the quality and training of the leadership. The camper's lives will be greatly influenced through close association with the leadership of the camp as they interact in a Christian community. For a more in-depth study of leadership styles refer to Leading Royal Ambassadors: The Classic Method, Chapter Three *Leadership Fundamentals* or Leading Challengers, Chapter Four *How Do I Lead Challengers?*

Leadership Roles:

Camp Administrator/Manager - Charged with the responsibility of buildings, lands, food services, etc., he is usually hired by a board of directors representative of the associations from which the camp receives a great deal of financial support. Policies that govern the use of all physical facilities of a designated camp are established by the board and are enforced by the camp administrator/manager.

Royal Ambassador Camp Director - Responsible for everything that happens at the camp planned for the benefit of the camper, they are the developer and administrator of the camp program. They oversee all pre-camp planning and coordinates resources. The term camp director is used to differentiate this person from the camp administrator/manager.

Activity Coordinator - Responsibilities include enlistment and training of leadership in the area of planned activities and skilled learning (campcraft skills, canoeing, archery, riflery, etc.) He will work in conjunction with the camp director in coordinating fall and spring training dates. He will take advantage of the training programs that are offered through the state office as well as regional leadership training opportunities. His primary responsibility is to see that the leadership resources are trained and ready for the program development during camp and to oversee that the daily schedule of events functions as closely as possible to the camp program plans.

Worship Leader - Responsibilities include enlistment of camp pastor, worship leader, and Bible study leaders. They will coordinate all of the planned services and Bible studies at camp including morning devotional activities, and campfire services.

Missions Coordinator - Responsibilities include enlistment of camp missionary speaker and to help them in setting up their displays in addition to coordinating the resources for the camp missions activity, and oversee the collection of the missions offering at camp.

Food Services Coordinator - Responsibilities include providing menu and food services to any group that needs it outside the dining hall. Example - food preparation may be required for trail lunches, overnight camp-out meals (supper & breakfast) or week long menus. He is responsible for developing the menus as needed in cooperation with the camp director and camp administrator/manager. He will then administrate all food service as needed during the week. This position may not be required in all camps.

Activity Leaders - Responsibilities include planning and coordinating one of the camp program activities such as riflery, archery, sling shots, campcraft (outdoor living skills) canoeing, arts & crafts, nature studies. Activity leaders will strive to receive training related to the activity that they will conduct and ensure that the resources are adequately maintained. Activity leaders will work in conjunction with trained state staffers in conducting the activity during the camp program.

State Staffers - Regional state staffers are a select group of High School age young men who have a good background in Royal Ambassadors and receive training in order to assist camps in conducting a camping program, mission projects, mission education activities. For more information concerning the state staffer program consult the Appendix section and contact Texas Baptist Men at (214) 828-5354.

Camp Counselors - The term camp counselor is used to denote the volunteer position and does not infer a professional position. The counselor is one of the most important leadership roles in the camping ministry organization. The commitment that the volunteer counselor possesses allows them to make significant contributions towards the camping ministry by the direct relationship that they have with the camper and how this influences the total program for the camper. The local church selects their counselors.

Counselor Training Program:

The responsibility that the counselor assumes with the camper largely determines the success or failure of the camping program for the camper. Long after the embers have faded from the campfire, the camper will remember their relationship that they have developed with their counselor. This opportunity for developing a meaningful relationship with the camper allows the counselor to model the Christian lifestyle and demonstrate the ethical and spiritual values that they possess. Many times the camper is searching for the meaning to life and turns to the counselor for answers and direction that they can provide.

Recognizing the significant contributions that the counselor makes towards a successful camping ministry the director of that organization places an importance in enlisting and training qualified counselors. The process of enlisting and training qualified counselors is a major concern to many camp directors. The continual demand for a quality program and able leadership in the camping ministry has many camp directors directing their attention to the matter of establishing a quality-training program for the counselors. "Neither the quality nor the content of a camp program will extend beyond the limits of the camp leadership."³ This underscores the importance for the camp directors to invest their time and resources in implementing a training program for the volunteer counselors to improve the quality program and leadership in the camping ministry.

Qualifications for the Camp Counselor:

One of the first considerations in improving the quality of leadership in the camping ministry is the minimal qualifications that are desired for the volunteer counselors. These qualifications allows the director to establish the minimal standards desired of the counselors in order to reach the goals for the camp, and allows the counselor to evaluate their abilities to perform their responsibilities at camp. Many of the counselors who attend the associational camps are selected by the churches to attend with their group. By listing the minimal qualifications desired of the counselor in order to reach the goals of the camp, the director can be an influence in the church's selection of their counselor.

Comparing the list of qualifications that others have written on this subject, there emerge some similarities between each of the list. The first major qualification for the counselor in a Christian camp is that of a personal relationship with Jesus Christ. Have they had a conversion experience and are they confident in their salvation history? Is their relationship with Christ manifested in their daily life? Second, is there evidence in maturity of judgment in the counselor. The American Camping Association recommends at least two years of age level difference between the camper and counselor as a rule, and others list the minimal age requirement for the counselor as eighteen. Although the age requirement is not a good indicator of the counselor's ability in maturity of judgment,

developmentally it is assumed that the counselor will have acquired the necessary background of information to render capable decisions concerning the safety of the campers by the time they are eighteen years old.

Another consideration in the qualifications for the counselor of the resident camp is their physical ability. Are they capable of sustaining the energy level required of them during camp? Can they overcome any obstacles and participate with their campers during the daily schedule? Some other qualifications that need to be considered in the counselor are their educational training. Have they received the necessary training that will allow them to work well with their campers? Do they understand the camper's developmental characteristics? Have they received first aid training to be able to deal with an emergency situation? Do they possess the necessary qualifications and skills required to safely conduct a special activity at camp? Another qualification desired in the counselor is that of personal hygiene. This consideration will emphasize the importance of maintaining the health standards for the campers.

There are some other desired characteristics of the counselor that need to be considered. One of which is that they possess a genuine concern and like for people. Do they enjoy meeting new people and being around them? Camping and counseling is a very people oriented business. Another is that they are emotionally mature and that they are emotionally stable. They will be in the spotlight as the counselor, not as the person needing counseling. Another important characteristic is that they possess a healthy acceptance of others, they accept persons for who they are without trying to change them to conform to their expected desires. A good characteristic for a counselor to possess is sensitivity to the needs and emotions of the campers to whom they will be ministering. Along with this quality the counselor needs to instill the sense of openness and availability to the campers that they can be approached without rejection. One of the greatest characteristics for the Christian counselor is that of spiritual maturity, reflected in their life is a personal relationship with Christ.

Job Description for the Camp Counselor:

“There are job descriptions whose standards suggest a counselor with the wisdom of Solomon, the patience of Job, the eating habits of John the Baptist, the musical and athletic skills of David, the elocution of Apollos, the aggressiveness of Peter, and the theological understanding of Paul!”⁴ Not very many people could measure up to a job description that imaginative, but there are certain details that need to be included in the counselor's description. The first of which would be a complete list of the duties and responsibilities expected of the counselor. The time commitment required of the counselor to fulfill their responsibilities. A list of activities that they will participate in with their campers. The person whom they will report to as their supervisor. And any special policies or regulations that apply to the counselor. This job description should be used to allow potential counselors to understand their responsibilities in the camping ministry during the recruitment process. In addition to the responsibilities required of

the counselor there should be included some of the rewards and satisfactions that accompany the position of being a camp counselor.

Outlining a Training Program for the Camp Counselor:

Once the volunteer counselor has been recruited for the position of camp counselor, the emphasis is then placed on training the individual to become prepared for the opportunities that the camping ministry offers. This enlistment process for the volunteer counselor should be done well in advance of camp to allow ample time for training. As with the goal of any training program, the emphasis of the training is not to increase the quantity of counselors, but the quality of counselors. Many counselors have survived the week of camp without much success on their part without training. The counselor needs the training to become mentally, emotionally, and spiritually prepared in order to achieve success at camp. This commitment to receiving adequate training requires ample time in order to thoroughly cover the recommended training materials. "Counselor preparation involves time and effort on the part of the camp or church, but it will help to ensure a successful camp. Counselor selection should be completed well in advance of the camp so that adequate time is available for preparation."⁵ This training for the volunteer counselor can be accomplished by using several different methods in order to capitalize on the time restraints that each individual has. We will examine several different methods that are used in combination with each other to accomplish the purpose of training the volunteer camp counselor.

Pre-Arrival Training:

Soon after the counselor has been enlisted the training begins. To utilize the maximum time available, the director can use several methods to accomplish the purpose of orienting the counselor to the philosophy and goals of the camp ministry. One of the ways in which to accomplish this may be through the use of correspondence with the church. In the initial stages of getting out the information concerning camp, the director could emphasize the importance of a well-trained qualified staff needed at camp.

The purpose of the pre-arrival training is to acquaint the potential counselor with the camp philosophy and goals for the camp. Also to underscore to importance of receiving additional training for the responsibilities included with the position. Included in this pre-arrival packet of information there would be information concerning the pre-camp training sessions and materials to be used. The counselor candidate could take advantage of training opportunities such as First Aid and CPR training through the American Red Cross. Other training opportunities such as child development classes or psychology may be offered at local colleges or universities. The counselor could read several books on the subject of becoming a successful camp counselor.

Once the counselor has committed to the position, the director sends the pre-camp information packet to the counselor that contains the counselor's notebook for the

counselor to become familiar with before arriving at the pre-camp training session. In addition to the counselor's notebook would be included a job description listing responsibilities, schedule of the camp, and other information that pertains to the counselor's responsibilities.

Pre-Camp Training:

The purpose of the pre-camp training is to take advantage of the time to make the final preparations for camp. Usually a weekend counselor's retreat is planned to orientate the counselors to the facilities, discuss the programming to take place during the camp, become familiar with the schedule for the week, and to pray earnestly that God would use them in order to influence His children in a positive way. This becomes a time of ministry bonding and staff relation development. It also provides the opportunity to unify the camp's philosophy and goals for the week of camp. Some of the suggested topics for the weekend retreat are:

1. Camp Theme Interpretation
2. Overview of Bible Study Materials
3. Counseling Children
4. Leading Devotionals
5. Overview of Camp Schedule
6. Counselor Secrets - Styles of Leadership, Discipline, Cabin Clean Up, Scheduling Activities, Games, Campcraft Skills
7. Rainy Day Activities
8. Challenges at Camp - Lost Items, Home Sickness, Cabin Unity, Avoiding Injuries
9. Prayer Time for the camp.

In-Camp Training:

Due to the limitations of conducting a week long camp, and the responsibilities that the counselors have, there are some limitations to the types of training that can be offered. It is hoped that each of the counselors that have arrived at camp have already taken advantage of the training opportunities offered, if not then it turns into an on the job learning experience. Some of the ways to compensate for this occurrence of on the job training would be to pair the inexperienced counselor with a trained counselor. This type of training is known as a "Timothy and Paul" relationship or counselor-in-training approach. The goal of this type of training would be to allow the junior counselor to learn from the experienced counselor how to successfully accomplish the goals of camp. The counselor-in-training program was designed by the American Camping Association to be used to train high school age candidates to become prepared to assume the responsibilities of being a counselor in subsequent years.

Directing a Camping Program (Adventure Program):

Leadership is the most important aspect of any organization and developing quality leaders to staff a program which oversees the safety of the participants is one of the primary responsibilities which the director of a camping program will be concerned with. An exploration into the roles of the leadership positions within the program will be made and the desired qualities which directors look for in an activity leader. Included is an outline for selecting and developing a quality staff to oversee the operation of the adventure program and the ways in which a director can accomplish this objective.

The director who invests their time in carefully selecting and developing quality staff to provide the leadership for the adventure program will increase the probability of attaining success with goals and objectives outlined for the program while minimizing the number of incidents which may result from inadequate leadership.

Adventure Programs

The popularity with adventure programs continues to increase as participants' share their experiences of outdoor pursuits with others who are seeking to escape the bounds of their daily schedules and engage in an adventure programming. There are a great number of reasons why people engage in outdoor pursuits and sometimes they are known only by the individual who participates in the activity. There are some general commonalities that are inherent within the participants that attracts them to these programs and the agencies that seek to provide adventure programming as part of their curriculum.

Currently there exist a great number of outdoor adventure activities from which an individual can select from to become involved with others who possess knowledge and expertise related to that particular field and are willing to share their experiences with those who wish to participate in that activity. What makes an outdoor activity an adventure to an individual participant is the fact that these experiences are new to them and they have an active interest in exploring these new dimensions. A list of outdoor adventure activities is included in the Appendix section. Agencies wishing to offer similar activities as part of their curriculum can explore the many programs to gain insights to the strengths and weakness in the programs that currently exist.

Individual Benefits in Adventure Programming

The benefits that a person receives as a result of participating with others in these outdoor adventure activities are unlimited. Persons look forward to being able to participate in new experiences and exciting activities that peak their interest. They gain a deeper understanding of themselves and experience personal growth as they face challenges they have not experienced before and learn how to overcome them. They escape the pressures and stresses of their daily lives to develop a greater sense of self-

confidence and improved self-image as they achieve personal success by obtaining the goals and objectives they have established. Persons are brought together in a common bond as they participate in activities which are designed to break down cross-cultural barriers and instill a sense of unity in purpose and trust as they learn to cooperate together to achieve the group's goals and objectives. They leave behind their familiar accommodations which they have grown accustomed to and are exposed to the natural environment where they interact with nature in all its fullness and experience a heightened sense of awareness of a Creator who created them and every thing around them.

Agency Goals and Objectives

A number of agencies currently exist which seek to capitalize on these intrinsic qualities that people experience through these activities and offer adventure programs that are designed to meet the needs of individuals and introduce them to the agency's philosophy and message. Christian organizations are developing programs that are designed to challenge the individual participants through outdoor pursuits to capitalize upon the teachable moments that are presented to introduce basic spiritual applications that are relevant to the individual. One of the ways to accomplish this goal is to select leaders who have an intimate personal relationship with Jesus Christ and model the principles of the Christian lifestyle and are willing to share the gospel with those who participate.

Risk Management

These programs which are offered by Christian agencies need to be carefully planned out and organized by the director of the agency due to the perceived dangers and the emphasis which is placed on ensuring the safety of the participants. Outdoor adventure activities include all pursuits that relate directly to a particular outdoor environment and require a certain amount of risk. The degree of risk that the participants are exposed to in a program varies on a continuum scale from a low degree of risk to a high degree of risk dependant on the activity itself, the ability of the participant and the leadership which oversees that particular adventure activity. No two programs are identical due to the varied personality and background of the leadership and the countless variables that affect the program.

Program Development and Management

The director of the outdoor pursuit program can minimize the amount of actual risk that the participants are subjected to by designing a program that is closely suited to the abilities and desires of the participants. A director can customize an adventure program (camping program) by using the following method. 1.) Estimate the future needs of the target audience. 2.) Establish policies and procedures that are in accordance with the agency's goals and objectives. 3.) Schedule the resources necessary for the

program and establish a budget for the anticipated expenditures and income for the program. 4.) Incorporate into the program plan a blueprint for the operation of the program, the formal structure of authority, the staff's responsibilities which have been delegated to oversee the operation of the program and the establishment of performance and safety standards to ensure the safety of the participants.

The most critical aspect of these programs is the leadership component. Without well-qualified leaders, such activities and programs become dangerous to the participant, a threat to the existence of the sponsoring agency, and pose a real danger to the integrity of the natural environment where the activity takes place. Growing concern about tort liability and the environmental impact of these programs makes it essential that sponsoring agencies be highly selective when recruiting and hiring outdoor leaders.⁶

The importance of the leadership positions within the adventure programs by the agency that offers outdoor pursuits as part of their curriculum is one of the primary concerns of the director. In order adequately manage the risk factors associated with adventure programming and ensure the safety of the participants the provider of these programs need to maintain the necessary emphasis to provide proven leadership to oversee the operation of these programs.

Leadership Roles in Adventure Programming

"Leadership is an important social phenomenon that occurs wherever people interact and form groups. Although there are a number of possible definitions, leadership is most often defined as the exertion of influence with others."⁷ Within the outdoor adventure programs there are two primary leaders which have a significant influence in the program. The director who has been contracted by the agency to develop and promote the program and the activity leader who deals directly with the participants in the program. Both of these leadership positions are an essential element within a service-related industry that deals with the public relations aspects of the program and are representatives of the agency.

The Role of the Director

The director of the adventure program provides a wide range of services in order to facilitate the development and operation of the services that the agency provides to the patrons within the organization. Some of the administrative, managerial functions that this person provides includes the development of the program, staff recruitment and supervision, selection and maintenance of the equipment and supplies, budgeting of the financial resources, promotion of the program and serves as the primary person in public relation issues. In general they are the conceptualizer of the agency's goals and purpose, and are accountable to the governing body that controls the organization. The director works with and through people to accomplish the goals of the program by facilitating the resources necessary in order to accomplish the objectives outlined. The director of the program does not necessarily have to possess a degree of competency in the activity, but they should be adequately knowledgeable with the aspects of the activity since they are ultimately responsible to the agency for the development and implementation of the program. The director's primary responsibility is in the area of facilitation of the resources that will enable the program.

The director needs to possess certain management skills related to leading others for the accomplishment of the goals and objectives that the agency has adopted. They should be able to utilize effective decision making skills to quickly identify problem areas which need to be addressed, evaluate the possible solutions, and determine the best course of action to facilitate the program. The director should employ effective communication skills by assuring that they have the attention of the activity leader, communicate clearly, receive an acknowledgment from the activity leader and clarify any misconceptions that might exist.

The Role of the Activity Leader

The activity leader provides the animation within the adventure program where by the participant in the activity is able to proceed smoothly through the event under the leadership and supervision that they provide. One of the primary concerns for the activity leader is to ensure the safety of the patrons who participate in the outdoor adventure pursuit. Since the activity leader interacts with the participants of the program and they contribute an influence upon the lasting impressions that the participants' form concerning the success and competency of the program. It is important that they possess an adequate level of leadership skills and techniques related to working with people in outdoor activities.

Desired Qualities in Activity Leaders

Some of the desired characteristics and qualifications that a director looks for in the potential leader of outdoor activities are:

- Very knowledgeable with the subject and possesses a degree of competency related to the skills of the activity.
- Certified by an accredited agency which teaches leadership skills and techniques related to the activity.
- Possess a charismatic and pleasant personality that portrays a positive attitude most of the time.
- Demonstrate maturity in judgement and consistently make decisions that minimize the amount of risk that the participants are exposed to in the adventure program.
- Acquainted with the natural environment and understand the apprehensions and fears which others may experience in the outdoors.
- Possess an effective communication skill that conveys clear instructions and expectations of the requirements and safety concerns for the participants.
- Able to motivate people's interest to experience new activities and participate with others in the outdoor adventure pursuits.

Selection and Development of Staff

Selecting quality leadership to staff the outdoor adventure programs is just one of the major concerns that a director faces in the development of the program. A large number of adventure programs utilize the services of part time employees or volunteers to staff the leadership positions during the seasonal activities which these programs offer. Even though these positions of leadership may only last for one particular outing or activity, it is important that the director clearly communicates the expectations of the activity leader and the responsibilities that they have been delegated.

Importance of the Job Description

By listing the minimal qualifications and characteristics that a director desires in an activity leader it provides an opportunity for an individual candidate to evaluate their own abilities and leadership skills needed for the activity. The job description provides an opportunity to list the responsibilities for the activity event in addition to the desired characteristics and qualifications for the leadership position. The job description should include a summary of the position, including the leadership responsibilities which have been delegated, list the person to whom they are accountable to and how often they are to report to them, the length of service for their position, and the benefits and personal development opportunities which are included with the position of responsibility.

A sample job description for an activity leader is included in the Appendix section. Providing a model or example of what an ideal leader's qualifications and characteristics for a particular program could serve as a standard of measurement whereby the individual would be able to evaluate themselves and identify specific areas they would like to target for additional training or skills practice. An example of the ideal wilderness trip leader is included in the Appendix section.

Orientation Training Session

After the leadership candidate has been selected the director should provide an orientation training session in order to acquaint them with the agency's philosophy and policies related to their leadership role and the importance of their performance as a leader and a representative of the program. The administrator should establish performance standards for the leadership position, and outline the method that will be used to measure and evaluate their performance in meeting the goals and objectives that have been established. The Common Practices in Adventure Programming manual includes many of the accepted performance standards recognized by most agencies and the means of measuring and evaluating the activity leader's abilities.

In-Service Training Sessions

Additional in service training sessions should be scheduled periodically in order to clear up any misconceptions concerning the expectations of responsibilities associated with the leadership positions. These in-service training sessions provide the opportunity for the leaders to receive training related to the outdoor activities that they provide for the patrons who participate in adventure programs. Leadership is the key ingredient to developing a successful program and determines the outcome and results of any organization. Directors need to invest the time to carefully select leaders that possess the potential for leading outdoor adventure activities and seek to develop their leadership abilities as a valuable asset to the agency.

Leadership Training Camp is conducted the first week in June each year and provides an excellent opportunity for potential leaders to receive knowledge and skills related to leading outdoor adventure activities. Additional means of gaining knowledge and skills development is through similar agencies or courses that may be offered at local colleges in addition to books that deal with the subject of leading outdoor pursuits. For more information on where to receive training consult the resource section of this manual. To receive additional information concerning training courses offered at the Leadership Training Camp contact Texas Baptist Men at (214) 828-5354.

Risk Management and Camp Safety

Camp Safety is everyone's concern and one of the primary goals in programming. Risk is the amount of exposure that an individual faces which may result in possible injury or loss, and management is the skillful direction of means and resources to accomplish a goal. Risk Management is therefore the wise use of the means and resources that are available to the director in order to minimize the amount of risk that persons are exposed to that could result in a possible injury or loss.

Risk management is an integrated approach to dealing with the uncertainty of loss. It includes areas such as health and safety as well as business and financial concerns. A full Risk Management Plan will involve input from legal, financial, and insurance counsel, your camp board or owners, and other professionals providing advice on the camp's operation.⁸

The suggestions outlined within this manual are written to serve as a catalyst in the development of a more comprehensive risk management plan for your camping program. An outline identifying some of the potential hazards that are within the camp will be explored in addition to some of the methods that can be employed to manage the potential risk, including accident prevention techniques and emergency procedures.

Identification of Potential Hazards

Potential hazards are those objective dangers that persons may encounter at the camp that is either a natural hazard such as the river, cliffs, lakes, and animals, or artificial hazards such as walkways, roads, buildings, and others that are labeled as an attractive nuisance like swimming pools and repelling towers. The level of risk is determined by a person's subjective estimate of the danger that is associated with the hazard. There are three main types of risk takers, those who are perfectly aware of the hazards, those that are only partially aware of the hazards, and those who are ignorant of the hazards and assume complete safety. Types two and three are those who are most likely to be involved in an accident.

Most accidents are attributed to two primary causes. Unsafe behavior that accounts for eighty-five percent of the accidents and an unsafe environment that resulted in an accident. Of all the principles related to risk management, 'risk identification' is probably the most significant in that directors can educate patrons about potential hazards, take precautions to eliminate them or place barriers around them, and enforce the accident prevention policies that are implemented.

Methods for Risk Management

After an examination of the camp has been made in order to identify potential hazards the administration can evaluate each risk area to determine the probability of an injury or loss that might occur as a result of the hazard, and the possible severity of the accident. The administration can determine whether to reduce the amount of exposure to a potential risk by erecting a barrier, or eliminate the potential hazard with adequate maintenance procedures, or retain the full amount of the risk and seek to control the possibility of accidents through policies and procedures or accident prevention techniques, in addition to transferring the amount of risk exposure to an insurance firm.

The camp's facilities "should be thoroughly inspected at least twice a year, with routine repair and maintenance performed as needed."⁹ Documentation concerning the conditions of the facilities as well as the qualified persons that conducted the periodic inspections should remain on file in addition to reports that outline repairs and preventive maintenance schedules conducted by the maintenance staff. An independent agency conducting the periodic inspections could provide an objective assessment of the condition of the facilities and potential risk that need to be addressed.

In providing a facility, the landlord has the responsibility to inspect the facility and to maintain it in a reasonably safe condition. The landlord may also have the responsibility to instruct group leaders about information know to the professional (the center administrator) that may be unknown to the lay person (group leader). Examples include appropriate ratios for supervision of persons or activities, qualifications of supervisors, need for certain types of health information, provision of health care, safety regulations, or emergency procedures specific to the site.¹⁰

This information can be provided to the group leaders in the form of a written job description for their position that outlines their responsibility for supervision of campers and the emphasis on safety concerns. Examples of these job descriptions are included in the Appendix section. Additional ways of informing the group leaders of their responsibilities may include selected readings or specific training related to their positions.

Accident Prevention Techniques

Seeking to take a pro-active approach in controlling the amount of risk exposure that an individual may have in relationship to identified hazards within the camp, there are several techniques that could be implemented to insure an on going risk management program. The first of which is a safety program that highlights existing hazards, both natural and artificial, and ways to manage them effectively while providing safety awareness both for the staff and the patrons. Another approach is to provide an ongoing preventive maintenance program that schedules periodic inspections of the property and

facilities, recording the apparent condition of each and the scheduled maintenance actions along with the date and disposition of the repairs to the facilities.

The best accident prevention technique though is establishing accountability for maintaining an adequate level supervision of the campers by the sponsoring group since eighty five percent of most accidents happen as a result of unsafe behavior, usually around the resident's dorm. When accidents do occur at camp it is important that they are documented as soon as possible. "It is particularly vital that reports be made of all accidents and that uniform information be recorded each time an accident occurs."¹¹

Emergency Procedures

Outlining each potential emergency and the procedures to follow in the event of its occurrence not only increases the awareness of its possibility, but it provides continuity and clarity for the staff in being able to effectively handle the emergency. In developing the emergency plans it is important to establish the nature of the emergency and what resources are needed to adequately handle the emergency such as fire, rescue, police. Identify who will meet the dispatch equipment and personnel at the entrance of the camp and direct them to the scene of the emergency. Respond to the emergency and render action or first aid provided it is safe for the staff to approach the area. Secure the area and implement traffic controls to allow for vehicle access and clear others away from the site. Continue to monitor the situation until the emergency is over. Then document what has occurred, identifying potential witnesses, pictures or diagrams of the emergency, and notification to administration. "We must not only prepare for and be aware of potential tragedy in our camps, but remind ourselves through drills, review of procedures, etc. that it could be a reality that strikes quickly and unexpectedly."¹² Developing a comprehensive risk management plan for the encampment would provide an adequate level of documentation concerning many of the common sense actions that are currently being provided by responsible persons within the encampment. The risk management plan would also implement corrective measures in order to reduce the potential exposure to risk and avoidance of hazards. This plan would increase the awareness of the groups that are scheduled as to the potential hazards and procedures for dealing with emergencies, along with increasing the accountability in maintaining an adequate level of supervision of campers and unsafe behavior. An example of Emergency Action Procedures is included in the Appendix section.

Administrative Concerns for Camp

So how do you get the ball rolling in directing a camp? Most camp directors begin planning next year's camp as they are evaluating this year's camp. And when do you schedule to evaluate this year's camp? As soon as you're rested and recovered from this camp. It is best to have a date on the calendar to evaluate the camp with the camp administrator/manager, program committee and key leadership before camp begins and tentatively no later than one month from the conclusion of camp so that everyone can discuss the positive and negative aspects of the camp while it is still fresh on your minds. In the Appendix section there are sample evaluation sheets, a twelve-month countdown calendar, and a pre-camp inspection form to assist you in the planning stages.

Communications

Effective communications will aid in achieving success with the camp program. These are but a few suggestions to assist you. Make sure that everyone knows how to reach someone in authority at all times, you never know when a situation will arise in the middle of the night so the counselors need to know where the director and camp nurse sleep. If you as the director have to leave camp have a designated assistant director or co-director that is able to handle questions. Attempt to keep announcements to a minimum especially during large group times - if you do have to make an announcement during camp try putting it in writing and distribute it to the counselors - this will greatly diminish some of the confusion which results from verbal announcements.

The camp committee - camp director and camp administrator/manager need to have a conscience on allowing campers access to the telephone. Personally I have no objections to the campers calling home as long as they have their counselors' permission but I make sure that the counselors are with the campers at the phone. One camp director described the chain of events when the sheriff's department showed up in force after repeated "911" calls were received from a public telephone on the camp grounds stating that there was an axe murderer loose on the camp grounds. When they gathered the campers together in the chapel the sheriff began describing the importance of the public emergency response system and the number of calls that they respond to each year. After several minutes one camper jumped up and confessed to wrongdoing and began naming other names that began a cascade of finger pointing. After gathering a substantial group of campers together that confessed to making calls and dismissing those who professed innocence, the sheriff made an agreement with the campers that they would not make any more false calls, needless to say that there were no more false calls.

Promoting Camp

The best planning and programming will not ensure that campers will come to camp unless you utilize promotional techniques. The best method of promotion is word of mouth, which means a satisfied customer (camper) which places the emphasis back on planning, and programming. Listed below are some promotional ideas that can help.

Mail-outs are the most commonly used form of promoting camp. In order to achieve success with this method you need a current database and it is recommended that you utilize at least three separate mailings beginning four months away from camp, one month apart with the last going out one month before camp. Bulk mailings require at least two hundred pieces or the cost increases and usually takes three weeks for delivery.

Alternate promotional ideals include:

Have the campers write themselves a letter at camp, then mail it to them two months before the next camp.

Sneak-a-peak boxes - have the campers decorate a cardboard box and place photos from camp inside. Place boxes in high traffic areas inviting others to peak inside. Alternate method hang a brown paper sack upside down in the center of a room with photos inside.

Signs - posters - brochures, phone calls, e-mails to leaders and campers, campers' testimonies, state, associational and church news letters - Sunday School announcements - community newspapers - handbills - businesses - pulpit announcements - skits, drama, and puppets - mobiles - banners - videos - t-shirts - hats and visors - slide shows.

The Registration Process

Some camps utilize pre-registration with success, this helps in determining the amount of supplies are necessary - other camps struggle with this issue and workout consignment agreements with vendors concerning supplies because most men wait until the last minute before sending in paper work or not at all. The challenge at camp is to make the registration process of receiving the camper's paperwork, medications and money while assigning them a home away from home and providing them a program book with schedule of events while answering questions as streamlined as possible. Some camps are utilizing computers to render aid in this endeavor. To expedite these processes only allow the counselors in the registration area and allow them to register the entire group from one church. Use an assembly line approach method with each station only concerned with one aspect of the registration process. You as the director can seek to answer the counselor's questions before they approach the registration tables. Have

scheduled activities in place so that the counselor can drop their boys off at the activity, register them and return to pick them up from the activity and head for the dorm to unload and settle in for the week. If the counselor stands in line longer than a half hour during the registration process, then strive to streamline the process even more - the goal is keep them moving and they remain happy campers.

The first day of camp always presents the greatest amount of confusion as the campers are attempting to settle in and orient themselves to the program schedule. Offering counselor training and having designated lead counselors that are familiar with the camp schedule and program located in each dorm as other church groups arrive helps to minimize some of the possible confusion. Offering the lead counselors an earlier registration time is one positive reward for attending the counselor training session that you conducted two weeks prior to camp.

Camping Problems

Just remember that there are no problems at camp, just situations and opportunities for ministry. One of the opportunities that you will have to be prepared for at camp include dealing with homesick children - strangely enough it is often the older campers who develop home sickness first - most younger campers are caught up in the excitement of camp until the parents show up to check on them or the money gets lost. Try to determine the reason that the camper has developed homesickness by becoming a sympathetic listener. Is the camper concerned with insecurity issues that developed in communal living conditions or is the Holy Spirit possibly convicting them? Help the camper to define their problem and seek find a solution to deal with the issue in light of James 1:2-4. Attempt to involve the camper back into the camp program or encourage them to write letters to friends and family members that are on their heart.

One method for preventing lost or stolen money is to encourage the church counselors to receive the spending money from the parents in an envelope with their name written on it as a means of a banking system. This allows the counselor to keep up with the valuables and dispense the intake of sugar. Visitors at camp present a distraction to the camping program and also a security concern since perpetrators presents a possible treat to the physical and mental well being of the campers. Over-protective parents may persist in calling or arrive at camp to check on their son. Encourage the counselors to keep the parents informed while minimizing visitors from coming to camp.

One of the primary roles of the camp counselor is to maintain discipline with their group of campers by ensuring that they comply with the safety policies of the camp. True discipline comes from within as we strive to remain in the bounds of the accepted norm but some campers tend to push the boundaries in order to paint outside the lines. Thus counselors tend to utilize external motivators to enact compliance with their campers. Most everyone would agree that the days of corporal punishment are no longer accepted so the counselors tend to look toward the director for guidance and suggestions.

Have the campers sign an agreement that they promise to obey the rules on their registration form before they come to camp. This document and the Royal Ambassador pledge have solved a lot of opportunities. Counselors have a wide variety of personalities and leadership styles so the methods are going to vary from group to group. I have seen campers marching like ducks behind their leader and enjoying the activity and counselors who are very relaxed, yet each group maintains the same level of discipline. When counselors encounter situations with their campers I encourage them to seek to resolve it together - often the camper has the best solution if given the chance to voice their opinion.

As a director you will have to decide when you are willing to intervene in discipline matters. External discipline should closely match the offense - such as campers who leave their plates on the table in the cafeteria instead of returning them to the dishwashing area may be asked to return and clean-up their area of the cafeteria and miss out on some of their next scheduled activity. Strict disciplinarians present an opportunity for ministry in grace when at camp with eight boys for the week. I once intervened on behalf of the boys when the counselor was insisting that the campers miss-out on supper because the campers continued to talk after lights-out. Five minutes of swim time has a powerful effect. There are times when it is in the interest of the camp that a camper be sent back home - the first camper I had to send home was a counselor. Before utilizing this solution to a problem attempt to resolve the issue with all means that are available since you will never know the outcome of the problem or the effects of your decision.

If a camper has an uncooperative attitude seek to determine why the camper presents a problem. Are their needs and interest going unmet? Have they been sent to camp against their wishes? Attempt to help the camper understand that their membership in the group is important and that there are some personal sacrifices that are necessary for the benefit of the group but that there is also rewards from participating with the group. Personality conflicts will develop at camp since the leaders have differences in leadership styles and tolerance levels. One way to diminish these conflicts is to understand the counselors leadership styles and assign similar counselors to the same cabin since they will work together in ministering to the campers. Have extra camping facilities available in the event the counselor's leadership styles conflict with each other and causes conflicts among the campers, allow one group to relocate to another cabin during the week. Remember no opportunity is too small to pray about. Usually when I get to know the camper on a first name basis, I have been praying more than normal on their behalf.

Traditions can be both a blessing and a curse, they can instill team spirit and unite the campers together or they can linger on like the ghost of Christmas past - be careful in selecting traditions for your camp, sometimes they will out live you. Mail call is another activity that has a double edge, campers like receiving mail from home but sometimes it brings about homesickness when they ponder on the note they received from mom or the note that they did not receive. Horseplay is a situation every director will face - there are appropriate times for fun and games at camp but sensitivity and respect for the rights of others outweigh the laughs of the few, remember that the campers can be more than imitators of the leader's faith.

Program Activities

Listed in this section are various programming activities that can be utilized in a camping program and an explanation for each of the activities. Campers are creatures of habit but enjoy participating in new and exciting activities.

Camp Assembly - When the 'total' camp comes together for assembly, certain questions must be considered.

1. Why the assembly . . .
2. Is it really necessary . . .
3. Does it meet a need . . .
4. Does it relate to the campers . . .
5. Is it a positive, exciting assembly . . .
6. Does it keep the boy awake or put him to sleep . . .

At the first camp assembly the campers have the opportunity to meet the entire program staff for the first time, in order to make the acquaintance time exciting try:

Have each program staff person overdress their part for the week; Riflery leader as a hunter; Archery leader like an Indian; Swimming wearing mask and flippers; Missionary from their country.

Have all program people come to the platform and simultaneously tell in 25 words or less what they will be teaching the campers during the week. Ten people talking at once can be exciting. Have them walk around the room, stopping and talking to different campers about what they will be learning. Bring them back to the stage and introduce each of them again, one at a time.

Have each person bring an example from their teaching area and speak for one minute. Example a canoe instructor could bring a paddle and demonstrate a type of stroke that the campers will learn.

Have the staff competing in a bubble gum blowing contest while each person introduces themselves, telling what they will be doing.

Other camp assemblies might include having a special speaker such as a game warden, highway patrolmen, or doctor. Or groups of individuals such as the fire department, electrical power company, police department. Most of these groups have safety awareness demonstrations that they would be glad to present to a group of campers if contacted in advanced. Try having a representative from a wildlife preserve bring live tigers into the auditorium - be ready to clean up the mess, or an accomplished archer demonstrate their shooting abilities in the auditorium - this was impressive and scary.

Worship Services - There are many different types of worship experiences but the goal is the same to spend times praising God and to be attentive to the messages that are presented in the worship environment. Each camp's worship leaders will determine when to have a call for decisions. Our primary role is to plant seeds and allow the Holy Spirit to bring about change in the camper's lives.

Formal worship experiences held in the camp's chapel or auditorium. The use of special music, short dramas, dramatic readings, monologues, choral readings, puppets, or chalk talks can improve and help to hold the short attention span of the children and present the message.

Morning Watch is a time to arise and spend time in devotional thoughts.

Vespers services are held as the sun is setting, a time when the campers are quiet and attentive to the speaker while viewing the sun setting.

Campfire services are conducted at night by dramatizing a current or Biblical story in order to convey a spiritual truth to the campers. This is a good way to close the day's activities and involves the campers in God's creation to invoke a worshipful experience under the stars. Special planning and preparations are needed in order to accomplish effective campfire services - for more information consult the section Leading Campfire Services in the Appendix section.

Bible Studies - Creatively written on the camper's level of understanding centered on a camp theme compliment the worship services. These Bible studies should seek to involve the learners to discover God's truths concerning our relationship with Him. Quality leadership is essential in developing good Bible study times with the campers.

Missions - An opportunity for the campers to meet a Missionary who can related their personal experiences and relationship with God. Attempt to make this experience interactive with the campers to keep them from losing interest. Campers can participate in missions activities, projects, and create simple items from other countries. Ways to involve the campers in missions is through awareness, prayer, giving, and hands-on involvement.

Sealed Orders or Secret Orders - (morning devotional) This Counselor-boy quiet time with God is an opportunity for each adult leader to sit down with their group in some quiet spot and seek the presence of the Lord. Most all groups will be doing this at the same time to minimize the camp noise and distractions. The counselor should be at the place they select for their group before the scheduled time, ready to begin-not just starting out because this will disturb other groups. Have the counselors remain in the quiet place for the full time, quietly praying or sharing if they finish early.

Each camper should be given their seal orders and allowed to read them quietly. If they have difficulty in reading the counselor could read them to the campers quietly. The counselor needs to be prepared by reviewing the enclosed sealed orders. After finishing with a devotional thought, they may wish to reflect in prayer the thoughts for the day with the Lord, and dedicate the day's activities to His control and direction.

Cabin Devotions - As the day comes to an end, and the activities are over. It's good to reflect on today's events. Cabin Devotions should set the tone for lights out. So this time of reflection should be quite, peaceful and short. Select one Counselor per dorm side to lead in this time of sharing. You may want to choose a passage of scripture that may be appropriate, or an ideal to meditate on. This is not a time for preaching to the campers.

Some helpful ideals that are useful is to have your campers ready for bed before you begin. You may want to use a small flashlight or candle to set the mood of the campers. A bright light isn't conducive to the quite atmosphere of cabin devotions. Keep the group sitting up, not lying on their beds. They may sit in a circle on the floor, or on several beds facing each other. (The circle formation says to each member, "You belong".)

After closing in prayer, the lights should go out and campers encouraged to go quietly to bed. No parties or rough housing should follow the devotional. The day should close with thoughts of the Lord on the campers' minds.

Getting Acquainted Time - Allows for all members of each cabin to meet each other on the first day of camp since each group arrives at camp at different times. It also allows the counselors the opportunity to discuss the camp's rules for the week.

Flag Raising and Lowering - Allows the entire camp to assemble to raise and lower the flags, say the pledges to our flags, read the Missionary prayer calendar and scripture for the day, pray for our Missionaries and give thanks for the meals. Good time to distribute written announcements and any mail received. Some camps dismiss groups for the meals depending upon arrival order at the flagpole. Seek to involve the campers in this activity and allow the group that lead in the colors to be first in the meal dismissal.

Cabin Clean Up - Cabins will be inspected daily to insure that the campers are maintaining personal hygiene and keeping up with their personal items. The cabins will be judged by the following standard that is listed below, graded on a scale from 1 - 10. Cabins also can receive extra points up to ten by doing special things around the cabin that demonstrates camp spirit. Awards can be presented to groups that participate in cabin clean up each day. Be careful about presenting an award to the dirtiest cabin since it present an opportunity to receive a special award, some cabins will be competing for the dirty sock award and miss the goal of keeping themselves clean and healthy.

Items to be checked:

1. All beds made neatly.
2. Clothes should be inside suitcase or hanging up.
3. Floors in dorms and assembly rooms swept clean.
4. No trash left in or around the building.
5. Toilets flushed and cleaned.
6. Sinks cleaned. All paper, soap, towels, toilet articles removed or stored neatly.
7. Shoes placed neatly near or under bunks.
8. Towels and wash clothes picked up or hung on towel racks at the head of the beds.
9. All dirty clothes picked up and placed in suitcases.
10. Wet clothes are to be hung out in the afternoons and clothes left out overnight but must be brought in and put away each morning. (This is to help the boys remember to keep up with their things they would otherwise leave out all week and then forget they brought to camp.)

Some camps use the cabin clean-up grade to determine which cabin gets to go first at meal times. The competition gets very competitive and a cabin with a score of 98 might be last in the chow line. Some counselors have a hard time explaining this to the campers and the cabin judges are viewed as heroes or villains depending on which cabin their from, not to mention the moral dilemma of counselors seeking to bribe the judges for extra points. Set a standard for cabin clean up and all cabins that achieve that standard receive the same prize.

Meals - One of the highlights of the day or an opportunity for ministry. The quality of the food service can be measured by the perception of the first camper multiplied by the remaining campers. It is important to maintain proper nutrition for the campers, which emphasizes the importance of the food services coordinator. Most camps have all of their meals within the confines of the camp's dining hall - why not allow the campers to cook their own meals over an open fire late one evening, it works great. The campers are involved and they won't grumble at the cook. Ensure proper food preparation and health care concerns - the camp administrator/manager and food services personnel can assist in accomplishing your goals.

Snack Shack - Canteen - Gift Shops - Program time when campers are allowed to make decisions by selecting refreshments and Holy trinkets. How else are they going to spend that money that is burning a hole in their pocket. The director can decide when the best times for the concessions area to be open.

Transition Times - A period in the schedule when the campers are allowed to return to the dorms and clean-up between activities or before the evening meal. Be sensitive to the counselor who has to march their group from the swimming pool, change clothes and return to the flagpole in a relatively short period of time.

Personal Hygiene Time - Shower Time - Not all campers are quick change artist and this time will allow the counselor to emphasize the importance of remaining clean and healthy to their campers. This is a good time for the campers to shower and change clothes before coming to the evening worship service.

Rest Time - The campers won't admit that they need this activity but the counselors will. It can be used in the afternoon schedule as a transition period

Flex Time - The term free time implies "I can do what I want" but flex time is a scheduled activity where the counselor can lead their group in small group games or activities. Too much free time makes the campers restless and presents opportunities for ministry.

Educational Activities - Activities that are designed to bring the camper in contact with science or technology and allow them to participate through involvement. The Texas Parks and Wildlife department has a curriculum program entitled Project Wild that is great for educating campers. For further information consult the resource section.

Discovery Skills - Beginning campcraft skills for Lads grades 1-3 that concentrate on developing an awareness of God's creation and the Lad's responsibility for safety and conservation practices.

Campcraft Skills - A progressive curriculum centered around the Brotherhood campcraft program which allows the campers to develop confidence and their camping abilities through practice. Camp opportunities may range from having the campers rotate between campcraft stations with skills demonstration and practice to allowing them to participate in an overnight camp-out.

Swimming - Water Front Activities - Campers and Counselors both enjoy this activity. The director might consider having separate swim times for Lads, Crusaders, and Challengers due to the age differences and physical characteristics. Try having Water-Olympics - have you ever wrestled with a greased watermelon, it gets messy, be sure to check with the camp/administrator first.

Boating - Canoeing - Camps that have waterfront facilities and the personnel to conduct these activities offer the campers a chance to develop teamwork concepts and the enjoyment of navigating a craft on open water. This is a challenge for beginning campers. More experienced campers might have the opportunity to participate in river canoeing or white water kayaking.

Calisthenics - Exercise - An energetic activity that can be incorporated into the camping program and allow the campers to work towards completing their athletic patch.

Fishing - Remains a popular camping activity. Logistic of fishing supplies can be overwhelming, you might consider renting rod & reel setups from fishing supply distributor. See the resource section for more information.

Shooting Skills - Marksmanship - Allows campers the opportunity to improve hand-eye coordination and competing to improve their marksmanship skills. Special arrangements and facilities in place to ensure safety in addition to trained adult leadership. Directors might consider setting standards for marksmanship, thus allowing all campers to receive recognition rather than the best six shooters.

Marksmanship	40 - 50 points	1 st place ribbon	Or 30 - 50	1 st place
Standard	30 - 40 points	2 nd place ribbon	15 - 30	2 nd place
	20 - 30 points	3 rd place ribbon	0 - 15	3 rd place
	10 - 20 points	4 th place ribbon		
	5 - 10 points	5 th place ribbon		
	0 - 5 points	6 th place ribbon		

Sling Shots - great activity for Lads

Archery - better suited for campers 4th grade and above

Air Rifles - safe ranges can be set up at most camps

22 Rifles - special facilities need to be establish by the encampment

Shot Guns - Skeet shooting - activity for older campers

Arts & Crafts - Another popular activity conducted at camp. Campers enjoy utilizing their creative abilities through hands-on application. Another form of crafts is nature crafts where the camper creates crafts utilizing only materials from nature.

Adventure Recreation - Activities that challenge the group to develop interpersonal relationships and trust in one another as they seek to utilize their resources to overcome barriers and develop confidence.

Backpacking - Day Hikes - Allows the camper to deepen their outdoor living skills and explore the natural wonders under their own power and develop navigational skills.

Wilderness Camping - Activity for older campers under the supervision of trained leadership to utilize a method of trip camping in the pursuit of reaching a common goal.

Caving - Spelunking - Some camps allow older campers the opportunity to participate in exploring caves under the leadership of trained personnel.

Sports and Games - Sports have defined rules and fixed numbers concerning participants. Games can be modified and the rules adapted to meet needs and allow as many participants as possible. Both activities are utilized in camping programs. Having a resource of games available is strongly encouraged especially during rainy day activities.

Bouldering - Rock Climbing - An adventuresome activity for campers. Bouldering is an activity where campers are allowed the opportunity to climb on, around, and over successive large boulders in order to develop climbing confidence and abilities. Rock climbing involves technical apparatuses in order to ensure the safety of the participants. Any boulder larger than a house should be climbed with safety equipment. Indoor climbing walls are popular and some are portable - contact a local climbing club as a possible resource.

Repelling- High Ropes Courses - Several camps have constructed repelling towers and High Ropes Courses and incorporated these activities into their camping program. Trained personnel are essential in conducting this activity. These activities have been labeled as an attractive nescience and requires written polices and effective communication.

Rainy Day Activities - Rainy day activities are the backup plans that are developed in the event that the scheduled activities have to be modified or canceled for a particular reason. The director designates who is responsible for leading these activities with the campers, often times it reverts back to the camp counselors or activity leaders to have alternate plans ready.

Camp Awards - Camp awards are those special recognitions that are given during camp. Campers are highly motivated by recognition and sense of competition. In order to avoid leaving campers out from receiving recognition try establishing a standard system with different levels of awards. In order to keep from having a long drawn out awards service on the last day of camp encourage the activity leaders to distribute the awards to the campers as they participate on the next to the last day of camp. Distribute those few special awards for outstanding achievement on the last day of camp - this method works well if you have an established standard and requires a little more in programming cost.

Some of the possible camp awards might include:

- Activity Ribbons
- Trophies - Medals
- Feathers
- Cabin Clean Up (Ribbons - Mops - Rubber Gloves)
- R.A. Knives
- Bibles
- Hand made Crafts
- Honor Camper Patches
- Campcraft Patches
- Special Recognition Awards - Certificates
- Outstanding Performance - Broken arrows, broken clothes pins, burnt strings.

Camping Resources

This section is a collection of camping resources and ideas to assist in locating resources.

Camping Organizations:

For additional ideas and activities consult other camping organizations or agencies and ask for a Catalog of publications.

American Camping Association

5000 State Road 67 North
Martinsville, IN 46151
(800) 428-2267 (CAMP)
www.aca-camps.org
(publishes *Camping* magazine)

Christian Camping International

P.O. Box 646
Wheaton, IL 60189
(719) 260-9400
www.gospelcom.net/cci
(publishes *Journal of Christian Camping*)

Y.M.C.A.

101 North Wacker Dr.
Chicago, IL 60606
(800) 872-9622 (USA-YMCA)
www.ymcausa.org

Camp Fire Boys and Girls

2700 Meacham Blvd.
Fort Worth, TX 76137-4699
(817) 831-2111
www.campfire.org

Boy Scouts of America

4917 Briarhaven Rd
Fort Worth, TX 76109
(817) 763-0717
www.bsa.scouting.org

Girl Scouts Inc.

4901 Briarhaven Rd.
Fort Worth, TX 76109
(817) 737-7272
www.girlscouts.org

Gospel Publishing House (Royal Rangers)

1445 Boonville Ave.
Springfield, MO 65802-1894
(800) 641-4310

Books:

For additional ideals and activities.
Lifeway Christian Resource Center
Local Bookstores – Half Price Book Stores – Garage Sales
Public Library, Local College Library
Southwestern Baptist Theological Seminary – Roberts Library

Topics:

Camping – Campcraft – Outdoor Living Skills – Outdoor Life – Outdoor Lore
Recreation – Adventure Recreation – Games & Skits – Devotional Ideals
Crafts – Nature Crafts – Nature – Campfire Stories – Activity Ideas

Camping Resources

Training Resources:

Canoeing:	American Red Cross	www.redcross.org
	American Canoeing Association	www.aca-paddler.org
Riflery:	National Rifle Association	www.nra.org
	Local Rifle Clubs - Ranges	
	Law Enforcement Agencies	
Archery:	National Archery Association	www.usaarchery.org
	National Field Archery Society	www.clark-1.demon.co.uk/nfas/
Campcraft:	Texas Baptist Men	www.baptistmen.org
	Leadership Training Camp is offered each year the first week of June. All of the above training resources are offered at Leadership Training Camp with additional training offered in Bible study and Mission activities. Contact Texas Baptist Men at (214) 828-5354 for additional information.	

Program Ideas:

Lad - Crusader - Challenger magazines, resource materials, leader guides

Texas Parks & Wildlife - (Project Wild, Game Wardens – Outdoor Annual)

4200 Smith School Rd

Austin, TX 78744

(512) 389-4800

www.tpwd.state.tx.us

Local Fire Department – Law Enforcement – Public Utility Companies

All of these agencies offer free public safety training and awareness demonstrations.

Camping Resources

Venders: Sometimes you can work with venders on a consignment basis. When dealing with venders let them know who you are and what you are going to be doing with their products. Often times you can Christian them down on the price or even get it free. The greater the quantity the better the price.

Leather:	Tandy Leather Co. 8117 Hwy 80 West Fort Worth, TX 76116 (817) 244-6404	Leather Factory 3831 E. Loop 820 South Fort Worth, TX 76119 (817) 496-4874
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(Craft projects, power bands)

Patches:	Great Notions O.O.W. (500 min) 2472 Manana #101 Dallas, TX 75220 (214) 352-6940	Norma's Embroidery Rt. 4, Box 234-14 Trinity, TX 75862 (409) 594-3003
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RagPickers 3908 Mansfield Hwy Fort Worth, TX 76119 (817) 531-3011	Texas Patch Co. 5201 West Freeway Fort Worth, TX 76107 (817) 732-7515
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Pricing on patches is determined by quantity ordered, size and shape of patch and depends upon your artwork – the number of stitches required (50% – 100%). The better your artwork the better the patch. Most companies will allow you to select your background color, up to seven colors of stitching and another color for the edging – thus you could have up to nine colors on the patch, going beyond these limitations requires additional expenses per patch. In an effort to save monies learn to speak their language. Use standard rayon threads – stay away from the metallic threads. Select your colors from the Mandra color charts. Plastic backing is cheaper than glue backing – no backing is required but patches without backing tend to shrink and curl. Ask how each change effects the cost of the patch – at what quantities is there a price break.

Ribbons:	Costal Awards Ribbons 2212 Broadway San Antonio, TX 78215 (210) 223-4366	Sonntag 9144 King Arthur Dallas, TX 75229 (800) 783-1283 or (214) 637-4700
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Camping Resources

T-Shirts: There are a vast number of local vendors that offer silk screening services. Consult your camp administrator for suggestions on vendors.

Pricing on T-Shirts is determined by quantity needed, the type of t-shirt selected and the artwork to be printed. Choices on type of t-shirts are a (50%-50%) blend or (100%) cotton. The 50-50 blend shirts are cheaper and lighter in weight but most people prefer the 100% cotton. Darker color shirts cost more money but they conceal dirt better. The type of ink and number of color separations required for the artwork determines the printing charges. Each color separation adds an additional screen charge to the order. Seek to select colors that show up well on the color of shirt selected. The smallest t-shirt ordered will determine the size of your artwork on all shirts. To save money order sizes of shirts by the dozen. Ask this question of the vendor, "Do you print the shirts at your location?" The closer to the source the better the cost.

Shirt sizes: Adult – S, M, L, XL, XXL, XXXL, XXXXL (cost increase per X)
Youth – S (6-8), M (10-12), L (14-16)
(A Youth L and Adult S are the same size - the Adult S is longer)
(Most campers range from Youth M (10-12) to adult sizes)

Caps:	Otto International 1005 Ave. G East Arlington, TX 76011 (817) 633-3336 (800) 398-6886	Cobra Caps 3625 Miller Park Dr. Garland, TX 75042 (972) 487-6495 (800) 500-2627 (Cobra)
	Full Line 1297 North Post Oak #150-190 Houston, TX 77055 (800) 385-5463 (800) FUL-LINE	Nissin Caps 640 107 th Street Arlington, TX 76011 (817) 633-6685 (800) 647-7467

Clothing and Apparel companies only like to deal with other companies. Provide them with a company name then your name and address. They will be glad to send you their product catalog.

Camping Resources

Equipment: Ask local church members for old equipment.
(Be willing to accept trash with the treasures – make decisions later.)
Garage Sales sometimes have suitable equipment.

Sporting Goods Stores:

Academy	Mountain Sports
Oshmans	Backwoods
Wal-Mart	Texas Outdoors
Army & Navy	Second Hand Sports

Mail Order:

Campmor	R.E.I. (Recreation Equipment Inc.)
P.O. Box 700-E	P.O. Box 1938
Saddle River, NJ 07458-077	Sumner, WA 98390-0800
(800) 230-2153 Orders	(800) 426-4840
	(512) 343-5550 (Austin, TX)
www.campmor.com	www.rei.com

L.L. Bean
542 Congress
Portland, ME 04101
(207) 772-5100
www.llbean.com

Dealers: Zebco Fishing Supplies - (Rental on Rods & Reels)

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