

CHAPERONE MANUAL
ENVIRONMENTAL



EDUCATION

Archdiocese of Seattle
CYO Camps
425-333-6135
www.cyo.camp

Almighty God envisioned a world of beauty and harmony, and He created it, making every part an expression of His freedom, wisdom and love (Gen 1:1-25).

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Dear Chaperones,

First off, THANK YOU! It means a lot to me and my staff that you have taken time out of your busy schedule to be a chaperone. I appreciate your desire to support your student and school. A chaperone has many responsibilities when participating in the Environmental Education program at Camp Hamilton. You will be in charge of a cabin group throughout the session and be assigned to an exploration group during the day. There will be many great opportunities for you to learn and participate right along with the students. You are encouraged to be involved and support them as they are participating in new activities.

In order to have a fun and successful Environmental Education experience, I have organized a packet full of helpful information about camp procedures and chaperone expectations. Please take time to carefully read through this manual prior to your experience to gain a better understanding of the unique role a chaperone has at EE. If you have any questions before the trip or during the trip feel free to contact myself or your classroom teacher.

I hope you find this program to be rewarding for your own child, all the students from your school and yourself.

Blessings,

Shaune Randles

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Camp Hamilton Facilities

Camp Hamilton is a 570 acre wilderness camp which includes 80-acre Lake Hannan and adjoining ponds. Two 1,400-foot Cascade foothills border the lake, protecting this unique wilderness area. All of our buildings (including cabins) are enclosed with heat and electricity except for a few outlying shelters used as dry space during inclement weather. There are four permanent cabin villages, called lodges, a multipurpose building with auxiliary kitchen, dining hall and gathering space, and a chapel. Additionally, there is a shower house, beach/swimming area, campfire amphitheater, half-acre garden, and various other buildings and structures.

Lodges (cabin villages)

Washougal - This village is a group of 5 cabins that sleep 8-10 people in each (depending on covid restrictions). There is a loft space for chaperones or campers. There are centrally located outhouses and spigots for washing up and brushing teeth.

Klickitat - This village is a group of 4 cabins that sleep 10-12 people in each and one central cabin that sleeps up to 15 people (depending on covid restrictions). There is a loft space for chaperones or campers. There are centrally located outhouses and spigots for washing up and brushing teeth.

Klamath - This village is a group of 4 cabins that sleep 9 people each and one central cabin that sleeps up to 12 people (depending on covid restrictions). There are centrally located outhouses and spigots for washing up and brushing teeth.

Wishkah - This village is a group of 4 cabins that sleep 8-10 people in each and one central cabin that sleeps up to 4 people (depending on covid restrictions). There is a centrally located shower house and bathroom. This is typically used for staff and teacher housing.

Shower House An enclosed, heated and lighted shower house has showers for students and chaperones as well as sinks and mirrors. It is located between Klickitat and Klamath lodges

Whitaker Longhouse - The longhouse serves as the location for our Wildlife Lesson as well as a resource room. It has an auxiliary kitchen sometimes used for crafts, and two bathrooms with flushing toilets.

Discovery Lodge (Disco) - This is the main gathering space for camp. The office, kitchen, and dining hall are all a part of Discovery Lodge. All the important things are here; flushing toilets, Wi-Fi, and a landline phone.

Sample Schedule

Monday	Tuesday	Wednesday
11:30pm Arrive and Opening Meeting/Prayer 1:15pm Program 1 2:45pm Program 2 4:15 Teacher-led program 5:45 Evening Prayer 6:00pm Dinner 7-8 Cabin time/showers 8-9 camp-wide game	8:00am Breakfast 9:00am Morning Prayer 9:15am Program 3 10:45am Program 4 12:15pm Lunch 1:15pm Program 5 2:45pm Program 6 4:15pm Teacher led program 5:45pm Evening Prayer 6:00pm Dinner 7-8 Cabin time/showers 8-9 camp-wide game	7:00am rise and shine and pack 8:20am Breakfast 9:40am Mass/liturgy 10:40 Closing activities and sack lunch 11:15 Load buses

Wednesday	Thursday	Friday
1:30pm Arrive and Opening Meeting /Prayer 2:45pm Program 1 /chaperone meeting 4:15 Teacher-led program. 5:45 Evening Prayer 6:00pm Dinner 7-8 Cabin time/showers 8-9 camp-wide game	8:00am Breakfast 9:00am Morning Prayer 9:15am Program 2 10:45am Program 3 12:15pm Lunch 1:15pm Program 4 2:45pm Program 5 4:15pm Teacher-led program 5:45pm Evening Prayer 6:00pm Dinner 7-8 Cabin time/showers 8-9 campfire	7:00am rise and shine and pack 8:20am Breakfast 9:20am Program 6 11:00 Mass/liturgy 12:00 Sack Lunch and closing activity with group 1:15 Load buses and depart

Arrival – Staff will direct vehicles and welcome campers. They will give directions about moving luggage into piles for delivery to lodges. Please make sure that everyone keeps a water bottle, layered clothing for changing weather, a backpack, and other items they need for the day's activities with them. Students will go to cabins after the day's programs.

Opening Meeting – Staff will welcome the group, everyone will pray together, and staff will share camp expectations and schedule. Afterwards, campers will gather in their explorer groups.

Chaperone meeting – Chaperones will meet to review this manual and ask questions. There will be time to take a short break before joining your group.

Meals – Mealtime is an important part of the day at camp! It is one of the few times when the entire camp population gathers together. All participants meet outside on the porch of Discovery Lodge and wait until a staff member lets them in. At camp we use unique and participatory graces that hang on banners in the dining area.

Students have the opportunity to learn the value of meal etiquette during their stay at camp. Students may need guidance on how to serve themselves with family style eating, passing to the left, passing dishes that are close to them, and portioning the food so that everyone gets some. We often can go back to the kitchen for seconds. As the adult at your table, please refrain from cleaning up the table until it is announced by a staff member. We do this to ensure the kitchen is ready to receive leftovers and dishes. Also, use this opportunity to involve students in the responsibilities of clean-up.

For breakfast, campers should come with everything they need for the day. There is no time to go back to cabins during program time.

Stewards – At each meal held in Discovery Lodge (breakfast and dinner), a cabin is assigned to help set tables; they are known as stewards for that meal. The cabins that are assigned to stewards are listed on the schedule (provided day 1). If assigned to breakfast stewards, cabins should arrive 15 minutes before breakfast. Dinner stewards should meet at Discovery Lodge 15 minutes before evening prayer. Kitchen staff will give directions on what to do.

Field Studies – Teacher Naturalists (TNs) lead Exploration groups, small learning groups, in field studies and recreation activities throughout the day. Chaperones are responsible for walking campers between program periods. The field studies take place rain or shine, so all participants will need to come to breakfast ready for the weather. For more information about the curriculum, check our website.

Snack – TNs distribute snacks on the trail around 3pm.

Morning and Evening Prayer – TNs will provide the structure for the reflection times for the entire camp community. Students will assist in making this time a meaningful opportunity for spiritual enrichment. Each reflection will be unique and may include songs, readings, stories, quiet time, and prayer.

School Led Programs– The late afternoon is spent with teachers on prayer planning, campfire prep, and other down-time fun.

Cabin Time – Chaperones supervise this semi-structured time under the leadership of the classroom teacher. Chaperones live in the cabins with the students and lead them as they get ready for the day and as they get ready for bed. Chaperones make sure that all the students are prepared for upcoming activities including wearing and bringing proper clothing, backpacks, water bottles, etc. At night, the chaperones sleep in the cabin with the students and facilitate their going to bed. Bedtime stories are encouraged; however, frightening stories are not conducive to the emotional safety of students and are not allowed under any circumstances.

Shower Times – Shower times are set on the schedule. Adults should not use the shower house any time that students are using it. There are “Adults Only” signs that should be placed on the side of the shower house that is being used by adults.

Liturgy – One formal liturgy is held on the last day. Under the leadership of the TNs, student Exploration groups contribute to the liturgy by providing music, decorations, readings, prayers, and offertory gifts. The visiting priests come from the schools that are attending EE.

Say-Hey-Sahalee! – This is the Camp Hamilton cheer. Instead of clapping, we shout the camp cheer when someone accomplishes something, or deserves our recognition. In CYO tradition this phrase means “good, good, very good.”

Departure – Everyone is packed and moved out of the cabins before breakfast the last day. Camp staff will be around cabin villages during that time to assist in organizing luggage and inspecting each cabin. Each cabin is responsible for cleanliness before departure. Staff will be there to pick up luggage in the morning. If your last day is Wed., campers will make a sack lunch before loading buses or cars. If your last day is Fri., campers will eat sack lunches with their explorer groups and do their final activity before heading home.

Responsibilities and Expectations of Chaperones

Essential Qualifications:

- Desire to spend time with, organize, and lead children you just met. Explorer groups are typically a mix of students from more than one school to help build community.
- Ability to calmly and kindly communicate with students, classroom teachers, director, staff and peers.
- Willingness to live and work in a rustic setting.
- Ability to walk long distances in the rain, mud, uneven surfaces, etc.
- Ability to facilitate a safe environment for students staying in an unfamiliar environment - use kind tones, listen, look out for bullying, treat all students with the same care.

Before Camp:

- Meet with the classroom teacher to learn procedures and expectations for camp.
- Create a virtue account at www.virtus.org to complete background check, and register and attend Protecting God's Children training.
- Complete appropriate Health History and Challenge Waiver forms.
- Read the Chaperone Manual and become familiar with its contents.

Camp Life Responsibilities:

- Supervise 8-10 cabin mates during their time at cabin time with assistance from classroom teachers, and other chaperones. Including getting them to and from their exploration programs.
- Help supervise your exploration group of 10-16 students, and get them to each of their activities throughout the day.
- Assume the responsibility for the health and welfare of your cabin group including daily personal hygiene and cabin living tasks.
- Serve as a table leader at all meals, stressing table manners, quiet conversation, getting to know one another, and appropriate behavior.
- Continually role model appropriate behavior.
- Assist Camp Hamilton staff with facilitating stewards (table setting, dishes, sweeping, etc.)
- Help lead teacher-led programs in the evening.
- Supervise campers in the cabin and overnight.
- Bring any concerns or struggles to the teachers.
- Keep your electronics put away unless you are away from campers or taking pictures (check with the teacher about photo policies for your school). The wifi is in Discovery Lodge and can be used by adults. It can be tempting to look at your phone during field study programs. We hope that you will find ways to stay engaged because it helps the students stay engaged.

Field Study Responsibilities:

- Help students with their behavior in exploration groups.
- Ensure that the group is on time and together as they travel between activities.
- Serve as a helper to the TNs, especially monitoring the group for distracting or inappropriate behavior, and helping the students redirect and engage with learning.

- Confer with the classroom teachers about any behavior or discipline problems that persist.
- Encourage students in learning, sharing, etc.
- Please remember that it is important for the students to make discoveries for themselves. Don't be afraid to say, "Hmmm, what do you think?" When a question or problem is posed, allow students to answer it before you do.
- Sit among the students in large group gatherings. When you are nearby, students can follow your example and enjoy your company.
- Follow all the directions yourself. For example, if the group leader asks for quiet, be quiet yourself.

Cabin Time:

Make sure to set expectations of conduct in your cabin. Help the students create community standards for their cabin. It will be their home for the session, and it is very important that everyone feels safe and comfortable here. It is a place to share rest and prepare for the next activity. Make sure the following norms are discussed and agreed upon in your first cabin gathering.

- No put-downs
- Respect
- Confidentiality
- Active listening when someone is speaking
- Visitors are only welcome outside of the cabin
- No looking into other cabin windows
- No food or drink in the cabins
- No raiding or pranks
- Turn lights off when you leave the cabin

Students must be supervised and within eyesight of an adult at all times (apart from obvious exceptions such as in bathrooms, showers, or while changing). This is your main responsibility as a chaperone.

Discipline Guidelines

Our philosophy at Camp Hamilton is one of growth directed through gentle leadership. This means:

- There will be a constant atmosphere of adult availability to students.
- Staff and Volunteers will listen to and speak respectfully with students.
- No physical, verbal, or mental abuse will be tolerated towards students, teachers, chaperones, or camp staff.

The thought of correcting someone else's children – especially if you've never met those children before – can feel awkward, or sometimes even intimidating. Chaperones need to overcome that concern, however, because you all are a vital part of keeping camp safe, both emotionally and physically. Remember, always reach out to teachers with any concerns or challenges. Keep in mind that virtually every child likes and

respects you for being a leader with clear boundaries than for being an easy pushover.

There are basically two definitions of discipline:

- To punish the offender for bad behavior.
- To train or educate in ways that correct and strengthen the offender.

At Camp Hamilton, we believe in the second definition, and hope that every situation that calls for discipline is seen as an opportunity to teach children about their own power to make positive choices in their lives. As a partner with the Archdiocesan Schools, we at Camp Hamilton want to be consistent with the schools' character education initiatives. It is important to us that the students will realize the following:

- Their choices affect both themselves and other people.
- Making a bad choice is not equivalent to being a bad person.
- Each of us has made a bad choice at one time or another.
- The key thing is to learn from the experience, and know what we will do differently the next time.

Chaperones are an extension of the partnership between Camp Hamilton and the schools. As such, you are our eyes and ears looking out for the students' safety as well as their preparation and ability to have a good learning experience. We ask that you pay particular attention to the following:

Preventative Measures

1. **Sleep:** Make sure students get sufficient rest (8-9 hours sleep at night).
2. **Diet:** Encourage students to eat three balanced meals; if a student is particularly picky or reluctant, ask the kitchen for extra ideas or options.
3. **Belonging:** Helping your group bond can give campers a sense of belonging, which makes them feel safe and less likely to act out. You can do this by making a group name, handshake or other in-group things, collaborating on a cabin/group agreement, safe sharing at night time, etc.
4. **Fitness:** Students will be very active at camp. Everyone has different fitness levels. Help all students feel included and capable.
5. **Listen Effectively:** Relating to others through empathetic listening is key to emotional safety.
6. **Self-image:** Learn and use the students' names and be excited to see them and talk with them.
7. **Acceptance:** Encourage total group activity and community building. Do not allow students to pick on each other or exclude others.

The purpose of these guidelines is to help set a standard of behavior to assist in modifying unacceptable behavior. The following are to help ensure that if any disciplinary action is needed, it is just and consistent.

1. Praise and encouragement of positive behavior should be given whenever possible and can often prevent discipline problems.
2. Discipline should be constructive or educational in nature and may include such

measures as distraction, separation from problem situations, and discussion about the situation.

3. Separation, when used as discipline, shall be brief and appropriate to the person's age and circumstances (less than 10 minutes).
4. Students shall always be within hearing distance of a staff member.
5. Students shall not be subjected to fear, mental abuse, or humiliation.
6. No student shall be punished, shamed, or talked about for toileting accidents. We do our best to keep others from knowing about it. We have extra sleeping bags and laundry facilities. If there is an issue in your cabin, let a staff member know as soon as possible, and we will help.
7. Verbal abuse or derogatory remarks about the person, their family, race, religion, or cultural background will not be permitted.
8. Meals may not be denied as a disciplinary measure.
9. Students are not allowed to punish or discipline one another.
10. Profanity is unnecessary and unacceptable. The use of profanity by students, volunteers and staff must not be ignored.
11. Any comments on behavior should be as specific as possible so the person knows exactly which behavior was inappropriate and why. Care must be taken to determine which comments should be made privately.
12. Never attempt to handle a situation that you know or suspect that you cannot deal with effectively. Ask for help.

When do you step in?

A simple rule to remember is that you need to intervene as soon as one person's actions start to distract, bother another person, or impede their emotional or physical safety.

When should I contact a teacher?

Please keep the classroom teacher aware of any discipline matters you are managing. Even if the situation has been cleared up, the more they know, the better they are able to help everyone out, and remain consistent. You don't have to solve problems alone, get help!

What methods should I use?

1. **Positive voice tone:** State your command in a positive voice tone as if you expect the student to listen. Your tone will often directly affect your campers' response and willingness to please.
2. **Be specific:** make your commands simple and clear so that campers know exactly what is expected. For example, "You need to walk down the aisle, and keep your hands to yourself." Rather than, "Settle down." Cues such as pointing can also be helpful.
3. **Tell the child what to do:** ...rather than what not to do. For example, "You need to sit quietly on the chair with all four legs on the floor," is more effective than, "Stop leaning back in your chair and fooling around."
4. **Praise small steps:** Praise the child as soon as they begin to mind even though you are going to require completion.
5. **Eye contact:** Being close to the student, looking directly into their eyes, and getting down on their level will increase the effectiveness of your commands and help ensure getting the student's attention.

6. **Praise:** Always praise compliance and let the student know specifically what they did that you liked.

Chaperone Code of Conduct

We, the volunteers and employees of CYO Camps, out of concern, love, and respect for the unique individuals entrusted into our care, recognize the following activities as intolerable:

1. **Hazing** – harassment by abusive treatment or ridicule.
2. **Ridicule** – whether humorous or hostile. No put-downs.
3. **Forced participation** – a child always has the right to decline an activity.
4. **Fear-** fear inducing stories, enhancing fear of the dark
5. **Aggressive behavior** – wrestling, rough housing, horse play, or any activity that involves touching in an aggressive rather than cooperative way.
6. **Subjection to nudity** – i.e. skinny dipping, streaking, flashing, or pantsing.
7. **Exposure to racist or sexist activities** – comments, activities, or humor.
8. **Invasion of privacy** (physical or emotional) – privacy will be respected in bathrooms and shower rooms. All sharing activities will respect a student's right to abstain or be different.
9. **Prolonged physical contact** – rough-housing, wrestling, back rubbing, or massage.
10. **Sexualization** – lewd talk, sexually explicit stories, songs, books, jokes, or attention to their sexuality.
11. **One-on-one time alone** – with a student and staff or chaperone. Always have 3 people present when there is a student/adult group.

This code is not the final word on the ethical treatment of children, nor does it represent a comprehensive list of ethical standards of care. CYO Camps seek to model mutually respectful, non-sexual, safe relationships.

Down Time Games

Got down time? Looking for some easy, fun entertaining games? Look no further!

Animal, Vegetable, or Mineral: Someone thinks of a person, animal, food, etc., and declare it to be in one of these categories. The rest of the group asks twenty yes-or-no questions to guess it.

Chain Names: Pick a category such as cities, states, kinds of fruit, etc. One student starts with a word from that category and the next person says a word that begins with the letter that was last in the previous word. For example, the first camper says "Seattle"; the next player has to think of a word that begins with "E", and so on.

Charades: Divide into two teams. Each team comes up with a list of subjects such as book title, movie, famous person, etc. Cut the subjects into strips and put them in a hat. Alternate members from each team and have them act out the subject they take from the hat. Keep score by how long it takes each team to guess. The team with the fastest

total time wins.

Doodles: The leader takes a piece of paper and draws a random line or shape on it. Pass the paper around the group, having each participant add something to develop a picture. Have students make up a story about the picture as it forms.

Funny Face: Divide the students into smaller groups or partners. Without touching each other or closing their eyes, everyone makes funny faces in an effort to make the other laugh. Anyone who laughs is eliminated for the round.

Guess the Leader: The students stand in a circle. A “guesser” is chosen and sent away from the group. Now a leader is chosen and the others are told that they must follow everything the leader does. The guesser returns to the room and goes to the center of the circle. The leader tries to avoid getting caught changing the actions of the group. The others do everything the leader does, and the leader changes actions whenever he/she thinks the guesser isn’t looking. When the guesser discovers who the leader is, the leader becomes the guesser.

I Spy: One player leaves the area while the leader puts an object in plain sight but in an unusual spot. All the other participants see the leader place it there. The first player then returns to the room and tries to spot the object. The game can be varied by hiding the object out of sight and the students guide the seeker to the object by saying “hot” or “cold” as the seeker gets closer or farther away.

Green Glass Door: This is a word game where only the leader knows the trick. The leader explains only certain things can pass through the green glass door and the students must figure out what. The leader starts the game by giving examples like the moon can go through, but the sun cannot. A tennis ball can pass through, but not a badminton racket. The trick is that things spelled with a double letter can pass through the door. Continue until the majority figures out the solution and shares their own thoughts.

Toe Tag: All the players pair up, lock hands, and try to tap the top of their partner’s feet with their own feet. Each player is trying to tap (be gentle!) on the partner’s foot while trying to avoid being tapped. When a player has been tapped three times, he or she is out of the game and the winning partner challenges another winner. The game continues until only one person is left.

Twenty Questions: One person in the group thinks of an object. Each person in turn asks twenty yes or no questions to guess the object. The person who guesses correctly chooses the next object.