



OVERNIGHT CAMP STAFF HANDBOOK

2022

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What is Avid4 Adventure?

Our Mission:

We empower kids to choose active outdoor lifestyles.

Our Big Hairy Audacious Goal (BHAG):

Avid4 Adventure will transform the way kids value the outdoors: increasing comfort, competence and participation: 50 camps, serve 50,000 kids per year, and encourage children to spend 50 days outdoors annually.

Our Brand Promises:

What can customers ALWAYS expect from us? We promise:

- We teach authentic outdoor adventures.
- We hire and train world-class staff.
- We improve kids' confidence through outdoor adventures.

Our Core Values:

The staff at Avid4 Adventure will always be our greatest asset, and we stick to our core values in all decision-making. We strive to Live Beyond Expectations by:

- **Live Fun:** We believe that being outdoors creates joy. We support kids, their families and our peers to adventure exuberantly out in the world.
- **Live Environmentally Connected:** We create environmental stewards. We walk our talk by minimizing the environmental impact of our programs, teaching Leave No Trace principles and environmental consciousness.
- **Live Truth:** First we listen. We notice other people's uniqueness, goodness and successes and speak of them. We express gratitude. We have meaningful conversations.
- **Live Smart(er):** We are committed to training and development. We track and advance campers' skills and support our staff to develop technical outdoor and business expertise.
- **Live Gratitude:** In times of success and through times of challenge, we remain grateful. We say "Thank you!" for things both large & small. We try to value all areas of our lives and bring a sense of gratitude to all aspects of work and play.
- **Live Empowered:** First we ask, "What would you do?" We are confidence builders. We trust others to make good decisions, give them opportunities to lead and encourage positive risk taking.
- **Live Balanced:** We bridge the passion we have for work with the passion we have for the outdoors, community, family and ourselves, deliberately allocating meaningful time for each.
- **Live Community:** We create connections. We work, play and volunteer together, inspiring growth through shared adventure.

Welcome:

Welcome aboard! Avid4 is committed to excellence in outdoor pursuits. The quality of our operation depends on our team. You are an integral part of our team. You have been chosen to be part of Avid4 Adventure because of your commitment to quality and safety.

Contact Information

Phone: 720-249-2412
Mailing: PO Box 287 Boulder, CO 80306
Headquarters: 1501 Empire Rd., Louisville CO 80027

Fax: 720-398-6204
Email: info@avid4.com

Avid4 Adventure Leadership Team Contact Information:

David Secunda	Founder	(303) 622-0019	David@avid4.com
Paul Dreyer	CEO	(720) 637-9924	Paul@Avid4.com
Sarah Pekala	COO	(720) 637-9927	Sarah@Avid4.com
Vanessa Olivieri	VP of Day Camps	(650) 434-7828	Vanessa@Avid4.com
Cyrus Allen	PNW Regional Manager	(458) 227-6176	Cyrus@avid4.com
Heather Mrozek Novak	CO Regional Manager	(720) 637-9911	Heather@Avid4.com
Ryne Willis	Midwest/East Coast Regional Manager	(720) 637-9925	Ryne@Avid4.com
Cynthia Podrouzek	CO Senior Regional Manager	(720) 637-9905	Cynthia@avid4.com
Nate Thoreson	CO Regional Manager	(720) 637-9923	Nate@Avid4.com
Cassidy Morris	CO Regional Manager	(720) 637-9932	Cassidy@Avid4.com
Al Wright	CA Regional Manager	(650) 434-7835	Al@avid4.com
Eric Rightor	Senior Manager of Resident Camps	(720) 637-9907	Eric@Avid4.com
Claire Dunlap	Camp Director, Windy Peak	(720) 637-9902	ClaireD@Avid4.com
Heather Davies	Director, Expeditions	(720) 637-9910	HeatherD@Avid4.com
Erik Davies	Customer Support Manager	(720) 637-9908	ErikD@Avid4.com
Keagan French	Staffing Manager	(720) 637-9914	Keagan@Avid4.com
Mike Arnold	Chief Marketing Officer (CMO)	(720) 637-9919	Mike@Avid4.com
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Megan McDevitt	Asst. Brand Manager	(720) 637-9918	Meganm@avid4.com
Tyler Keyes	Field Operations Supervisor	(720) 637-9928	Tyler@Avid4.com
Cody Akason	CO Warehouse Manager	(720) 637-9904	Cody@Avid4.com

Overnight Camp Directors Contact Information:

Eric Rightor	Snr. Manager of Resident Camps	(720) 637-9907	Eric@avid4.com
Heather Davies	Snr. Manager of Expeditions	(720) 637-9910	HeatherD@avid4.com
Garrett Schilling	Director, Mt. Evans	(262) 490-3233	Garrett@avid4.com
Claire Dunlap	Director, Windy Peak	(720) 637-9902	ClaireD@avid4.com
Aimee Gunn	Expeditions Manager/CO Director	(720) 637-9931	aimeeg@avid4.com
	CA Director, Expeditions		expeditionasca@avid4.com
	OR Director, Expeditions		expeditionesor@avid4.com
	WA Director, Expeditions		expeditionswa@avid4.com

The Avid4 Adventure Programs

Avid4 Adventure is licensed by the State of CO (CDHS):

Avid4 Adventure, Inc. is a licensed child care provider by the State of CO. In short, this license ensures the high standards set by the State of CO regarding the qualifications of our staff, implementation of best practices regarding health and wellness, and the safety and security of all of our sites. For more information regarding state licensure, contact your Camp Leadership.

Avid4 Adventure is accredited by the American Camp Association (ACA):

Avid4 Adventure, Inc. maintains active accreditation with the American Camp Association. Nationwide, Avid4 Adventure exceeds industry and state standards to ensure the safety of its participants and the quality of its programs. For more information regarding ACA Accreditation, contact your Camp Leadership or visit acacamps.org.

Resident Camps (CO)

Avid4 Adventure's Overnight Resident Camps at Windy Peak (Bailey, CO) and Mt. Evans (Evergreen, CO) are our outdoor adventure resident camps, offering campers grades 1st-11th incredible, immersive, independent experiences.

- 1st-2nd Grade
- 3rd-4th Grade
- 5th Grade
- 6th-8th Grade
- Teen Leader (9th-11th Grade)

Campers can truly enjoy summer in the beautiful Colorado outdoors while learning new activities, making new friends and developing independence away from home. All activities are age appropriate, rock climbing, mountain biking, hiking, kayaking, canoeing, stand-up paddleboarding, backcountry trips and much more! Avid4 's Leadership-in-Training Program for 9th-11th graders has great opportunities to combine skill development and leadership training through a tailored experiential education program filled with rewarding work, hands-on experience, and the chance to learn from great people. All of our programs give campers an amazing experience to join a supportive and safe community where they can be themselves and learn about all they can be.

Expeditions (CO, OR, CA, WA):

Avid4 Expedition Camps offer backcountry-based programs for campers looking for a more independent and focused experience. Our 1-week or 2-week Expedition Camps transport 5th-12th graders to some of the most stunning, secluded natural spaces in California, Colorado Oregon, and Washington for an authentic—and transformative—experience. Expedition campers sleep in tents every night and adventure every day, choosing to focus on a multi-sport, mountain biking, rock climbing, paddling, or backpacking experience. In addition to exploring their spectacular surroundings and logging lots of practice in their sport of choice, they learn lasting skills in everything from gear management and cooking outdoors to problem solving and teamwork. Perfect for kids and teens craving a genuine outdoor experience in a small-group setting, our eye-opening expeditions give campers the know-how and confidence they need for many adventures to come.

Day Camp (CO, CA, OR, WA, MN, IL, MA, ME):

The Summer Camp program offers 3-12 year olds Monday-Friday day camp sessions in which kids have a safety-focused opportunity to sample a different outdoor pursuit each day. All activities are age appropriate and include such options as rock climbing, mountain biking, hiking, and kayaking.. The Single Sport Camp program offers 7-12 year olds Monday-Friday day camp sessions in which kids have a safety-focused opportunity to pursue one outdoor pursuit for the entire week. Single Sport Camps are age-appropriate and include such options as rock climbing, mountain biking, whitewater kayaking, stand up paddle boarding, and survival skills. Some Pre-K Camp programs offer a half day of instruction in biking and paddling, while California and Wash Park Discovery offer a full day Pre-K option.

Emergency Phone Numbers & Contacts

Emergency: 911

Nurse Consultant, Mariah Fogarty-Sears (607) 227-9953
 Colorado Child Care Licensing (303) 866-5958 or (800) 799-5876

Child Abuse Reporting

Colorado Child Abuse Hotline (844) 264-5437
 El Dorado County Child Abuse Reporting (CA) (530)-642-7100
 Oregon Child Abuse Hotline (855) 503-7233
 Washington Child Abuse Hotline (866) 363-4276

Poison Control

Colorado (303) 739-1123
 CA, WA, & OR (800) 222-1222

Police

Boulder	(303) 441-3333	Mosca (Alamosa)	(719) 589-2548
Evergreen	(303) 441-3333	Pollock Pines, CA (Placerville)	(530) 642-5210
Bailey	(252) 235-3561	North Bonneville, WA	(509) 427-4050
Steamboat	(970) 879-1144	Woodland, WA	(360) 225-6965
Cheyenne	(307) 637-6500	Shelton, WA	(360) 426-4441
Conifer	(303) 838-5575	Bellevue, WA	(425) 452-6917
Salida	(719) 539-2596	Hood River, OR	(541) 386-2121
Buena Vista	(719) 395-8654	Carson, WA	(541) 427-4050
Estes Park	(970) 586-4000	Wenatachee, WA	(541) 386-2121
Glenwood Springs	(970) 384-6500	Anacortes, WA	(360) 293-4684
Fort Collins	(970) 221-6540	Hoodspport, WA	(360) 426-4441
Granby	(970) 887-3007	Portland, OR	(503) 823-0000
Gunnison	(970) 641-8200	Orinda, CA	(925) 254-6820
Leadville	(719) 486-1365	Silverton, CO	(970) 387-5531
Oak Creek	(414) 762-8200	Durango, CO	(970) 375-4700
Castle Rock	(303) 663-6100	Pagosa Springs, CO	(970) 731-2160

Sheriff

Boulder County	(303) 441-4444	Pollock Pines, CA (El Dorado)	(530) 621-5655
Evergreen (Jefferson County)	(303) 271-0211	Shelton (Mason County)	(360) 427-9670
Bailey (Park County)	(303) 838-4441	(Clark County)	(360) 397-2211
(Clear Creek County)	(303) 679-2376	(Cowlitz County)	(360) 577-3092
Steamboat (Routt County)	(970) 879-1090	Bellevue (King County)	(206) 296-3311
Cheyenne (Laramie County)	(307) 633-4700	Hood River (Hood River County)	(541) 386-2098
Conifer (Jefferson County)	(303) 271-0211	Carson (Skamania County)	(509) 427-9490
Salida (Chaffee County)	(719) 539-2596	Wenatachee (Chelan County)	(509) 667-6851
Buena Vista (Chaffee County)	(719) 539-2596	Anacortes (Skagit County)	(360) 416-1911
Estes Park (Larimer County)	(970) 577-2070	Hoodspport (Mason County)	(360) 426-4441
Eagle (Eagle County)	(970) 328-8500	Portland (Multnomah County)	(503)988-4300
Gunnison (Gunnison County)	(970) 641-1113	Orinda (Contra Costa County)	(925) 655-0000
Glenwood Springs (Garfield County)	(970) 945-0453	Silverton (San Juan County)	(970) 387-5531
Hot Sulphur Springs (Grand County)	(970) 725-3343	Durango (La Plata County)	(970) 385-2900
Lake City (Hindsale County)	(970) 944-2291	Pagosa Springs (Archuleta County)	(970) 264-8430
Laramie (Albany County)	(307) 755-3520	(Mineral County)	(719) 658-2600
Mosca (Alamosa)	(719) 589-2548		

Fire Department

Boulder	(303) 441-4354	Lake City Fire	(970) 944-2653
Evergreen	(303) 674-2323	Mosca	(719) 378-2339
Bailey (Park County)	(303) 838-5853	Pollock Pines, CA (Eldorado)	(530) 644-963
Steamboat	(970) 879-7170	Carson, WA	(509) 427-8698
Cheyenne	(307) 637-6320	Bellevue, WA	(425) 452-6892
Conifer (Elk Creek Fire)	(303) 816-9385	Hood River, OR	(541) 386-3939
Salida	(719) 539-2212	Carson, WA	(509) 427-8698
Buena Vista	(719) 395-8098	Wenatachee, WA	(509) 662-4734
Estes Park	(970) 577-0900	Anacortes, WA	(360) 293-1925
Greater Eagle	(970) 328-7244	Hoodspport, WA	(360) 877-9882
Glenwood Springs	(970) 384-6480	Portland, OR	(503) 823-3700
Granby (Grand Fire)	(970) 887-3380	Orinda, CA	(925) 258-4599
Gunnison Fire	(970) 641-8153	Silverton, CO	(970) 387-5023
Poudre Valley (Fort Collins)	(970) 416-2891	Durango, CO	(970) 382-6000
Yampa Town	(970) 638-4227	Pagosa Springs	(970) 731-419
Leadville	(719) 486-2990		

Hospitals

Boulder Community, 1100 Balsam	Boulder, CO	(303) 440-2273
High Country Healthcare, 400 North Park Ave, Suite 1A	Breckenridge, CO	(970) 547-9200
Avista, 100 Health Park Drive	Louisville, CO	(303) 673-1000
Exempla Good Samaritan (Kaiser), 2600 Campus Dr.	Lafayette, CO	(303) 689-4000
Conifer Medical Center	Conifer, CO	(303) 647-5300
St. Anthony Hospital, 11600 W 2 nd Pl.	Lakewood, CO	(720) 321-0000
Yampa Valley Medical Center, 1024 Central Park Drive	Steamboat, CO	(970) 879-1322
Steamboat Emergency Center	Steamboat, CO	(970) 846-6230
Vail Valley Medical Center, 180 S. Frontage Rd.	Vail, CO	(970) 476-2451
Cheyenne Regional Medical Center	Cheyenne, WY	(307) 634-2273
Iverson Memorial Hospital, 255 North 30 th St.	Laramie, WY	(307) 742-2141
Heart of the Rockies Regional Medical Center, 1000 Rush Dr.	Salida, CO	(719) 530-2200
Estes Park Medical Center, 555 Prospect Ave.	Estes Park, CO	(970) 586-2317
San Luis Valley Health, 106 Blanca Avenue	Alamosa, CO	(719) 589-2511
Marshall Medical Center, 1100 Marshall Way	Placerville, CA	(530) 622-1441
Lake City Area Medical Center, 700 Henson St.	Lake City, CO	(970) 944-2331
St. Vincent Hospital, 822 W. 4th St.	Leadville, CO	(719) 486-0230
Western Sierra Medical Center, 3070 Camino Heights Dr.	Camino, CA	(530) 647-9762
Poudre Valley Hospital, 1024 S. Lemay Ave.	Fort Collins, CO	(970) 495-7000
St. Anthony Summit Medical Center, 340 Peak One Dr.	Frisco, CO	(970) 668-3300
Valley View Hospital, 1906 Blake Ave.	Glenwood Springs, CO	(970) 945-6535
Middle Park Health, 1000 Granby Park Dr.	Granby, CO	(970) 887-5800
Gunnison Valley Health Hospital, 711 N Taylor St.	Gunnison, CO	(970) 641-1456
Sky Ridge Medical Center, 10101 Ridgeway Pkwy	Lone Tree, CO	(720) 225-1000
Skyline Health, 211 NE Skyline Dr.	White Salmon, WA	(509) 493-1101
Peace Health St. John Medical Center, 1615 Delaware St.	Longview, WA	(360) 414-2000
Providence Hood River Memorial Hospital, 810 12th St.	Hood River, OR	(541) 386-3911
Mason General Hospital, 901 Mountain View Dr.	Shelton, WA	(360) 426-1611
Kaiser Permanente Bellevue Medical Center, 11511 NE 10th St	Bellevue, WA	(425) 502-3000
North Shore Medical Group, 875 SW Rock Creek Dr.	Stevenson, WA	(509) 427-4212
Central Washington Hospital and Clinics, 1201 S Miller St	Wenatachee, WA	(509) 662-1511
Island Hospital, 1211 24th St.	Anacortes, WA	(360) 299-1300
Legacy Good Samaritan Medical Center, 1015 NW 22nd Ave	Portland, OR	(503) 413-7711
Alta Bates Summit Medical Center, 2450 Ashby Ave	Berkeley, CA	(510) 204-4444
Mercy Hospital, 1010 Three Springs Blvd.	Durango, CO	(970) 247-4311
Pagosa Springs Medical Center, 95 S Pagosa Blvd	Pagosa Springs, CO	(970) 731-3700

Health Department

Boulder County	(303) 441-1100	King County	(206) 477-8000
Jefferson County	(303) 232-6301	Hood River County	(541) 386-1115
Park County	(303) 816-5970	Skamania County	(509) 427-0713
Clear Creek County	(303) 679-2365	Chelan County	(509) 886-6400
County and City of Denver	(303) 602-3700	Skagit County	(360) 336-9380
Routt County	(970) 879-0108	Mason County	(360) 432-2010
Laramie County	(307) 633-4000	Multnomah County	(503) 988-3674
Chaffee County	(719) 539-2124	Contra Costa County	(925) 957-5400
Larimer County	(970) 619-4580	San Juan County	970-387-0242
Alamosa County	(719) 589-4848	La Plata County	(970) 247-5702
Eldorado County (CA)	(530) 573-3155	Archuleta County	(970) 264-1256
Washington County (OR)	(503) 846-4402		

Social Services

Boulder County Social Services (303) 441-3131
Jefferson County Social Services (303) 271-4357
Park County Social Services (303) 816-5939
Clear Creek Social Services (303) 679-2365
Denver County Social Services (720) 944-2960
Routt County Social Services (970) 879-1540
Laramie County (307) 777-7921
Chaffee County (719) 395-0344
Larimer County (970) 498-6300
Alamosa County (719) 589-2581
Eldorado County (CA) (530) 573-3200

Washington County (OR) (503) 846-4402
King County (206) 263-9105
Hood River County (541) 386-3199
Skamania County (509) 427-0713
Chelan County (509) 667-6225
Skagit County (877) 501-2233
Mason County (360) 432-2010
Multnomah County (971) 673-2550
Contra Costa County (510) 412-3000
La Plata County (970) 382-6150
Archuleta County (970) 264-2182

Search & Rescue

Rocky Mountain Rescue Group (Boulder) (303) 449-4141
Alpine Rescue Team (Clear Creek & Jefferson) (303) 526-2417
Routt County Search & Rescue (970) 879-7173
Laramie County Search & Rescue (970) 498-5314
Chaffee County Search & Rescue (719) 581-9271
Larimer County Search & Rescue (970) 498-5312
Alamosa Volunteer S&R (719) 589-6608
Placerville Sheriff & S&R (CA) (530) 621-5655
Crested Butte Search & Rescue (970) 349-5028
Portland Search & Rescue (503) 222-7678
King County Search and Rescue Association (425) 298-7495
Hood River County - Sheriff's Office (541) 386-2711
Skamania County Sheriff's Office Search and Rescue (509) 427-9490
Chelan County Search and Rescue (509) 663-9911
Skagit County Volunteer Search and Rescue (360) 416-1911
Mason County Search and Rescue (360) 426-4441
Multnomah County Sheriff Search and Rescue (503) 251-2501
Contra Costa Sheriff Search and Rescue (925) 646-2441
La Plata County Search and Rescue (970) 382-6275
Archuleta County - Archuleta Sheriff Office (970) 264-8434

Family Support Line

Alliance on Mental Illness (NAMI) (415) 444-0480
National Alameda County Family Justice Center (510) 267-8800
24 Mental Health Hotline (800) 746-8181

STAFF

Each team member of Avid4 Adventure has certain responsibilities. It is our responsibility to go out of our way to make Avid4 a powerful and safe experience for the participants, trustworthy for parents, and a great place to work. Good communication, solid judgment, & a desire to have fun are prerequisites at Avid4.

Your role may change from week to week, or even day to day. They are primarily responsible for the overall management of the activity and ensuring that each child acquires activity-specific skills each day. In addition, there is always a designated Group Instructor whose responsibility is focused on group facilitation and management. If you are working as an instructor team with a group for a week, these roles may switch daily depending on which instructor has the greatest levels of technical skills in a particular area. It must be noted that even during the course of a day, these responsibilities could be shared evenly between the instructional team.

Staff to Participant Ratios

The following are minimum staff to participant ratios for Avid4 Adventure programs. Additional staff may be assigned in cases of technical activities, special needs or behavioral issues.

Overnight Camp	Staff: Campers
5-7 Year Olds1:6
8-10 Year Olds1:8
11-13 Year Old1:10
14+ Year Olds1:12

There will be a minimum of two staff members present with all groups with a ratio of 1 instructor to 6 campers. For paddling activities with children ages 7+, there shall be at least one person present with Basic Water Rescue or similar certification. When participants are in boats in the water, there will be at least one instructor in the water at all times and that staff must have an emergency whistle with them in case of an emergency.

Staff **should not be alone with a child** in private or enclosed spaces (i.e. bathrooms, tents, cabins). This can be difficult as circumstances can arise quickly that put you alone with a camper. Examples include changing into swimwear, bathrooms, etc. If you are in an outdoor setting and a child needs a 'wilderness' bathroom break and needs to be accompanied, take another camper.

Hiring Policies

All Staff must be at least 18 years old and at least two years older than the minors with whom they are working. All staff must undergo the following in order to be hired by Avid4 Adventure:

- Staff Application & a Disclosure Statement regarding previous criminal activity
- In-person or phone interview by Avid4 Adventure leadership
- Verification of previous work history
- Reference check with at least 3 references

Once hired, staff must complete the following before employment begins:

- Basic CPR from a nationally recognized provider
- Community First Aid, WFA, WFR, or EMT certification by a recognized organization;
- Staff training and handbook proficiency
- Relevant criminal background checks
- Clear of the National Sex Offender Database
- Health History documentation stating staff is physically able to perform required job functions
- All staff that will drive participants must have a driving record free from Driving Under the Influence or Driving While Intoxicated violations, or any pattern of moving violations, within five years. Staff must have successfully completed Avid4's Vehicle Orientation & Driver Training in order to transport Avid4 participants. Each staff member is responsible for providing a copy of their current license, as well as an updated copy whenever a new license is issued.

Returning Staff / Year Round Staff must have the following verified before each year of employment:

- Clear of the National Sex Offender Database
- Driving record examined by our insurance company
- Updated health history documentation
- Voluntary disclosure statement
- Relevant criminal background checks

Staff Appearance Expectations

Employees are expected at all times to present a professional image to families and the public. Our policies were not designed to cramp anyone's style, but rather support excellence in service to the family who has just brought her child to their first camp or to a Leader-in-Training catching a glimpse into their first professional role. Acceptable personal appearance is an ongoing requirement of employment.

Please review our appearance standards. We strictly adhere to them. If you arrive at work and are not in accordance with a standard, you will be asked to change immediately. If you are in violation of a standard on three occasions, your employment will be terminated. **All employees must comply with the following personal appearance standards:**

Dress:

Employees are expected to dress in a manner that is normally acceptable in similar family-oriented, business establishments. Your clothing should be relaxed, yet professional, and free of personal or political statements. Employees shall not wear revealing attire.

- No tank tops for men or women are permitted; all shirts must have sleeves.
- Pants must be worn appropriately around the waist.
- Shirts, pants, and hats should be neat, clean, and without holes.
- At a minimum, short-sleeved shirts and shorts must always be worn at camp, even on water days.
- Staff must wear their staff shirt for days when families are present (i.e. pick-up, drop-off, special circumstance) and it should be clean and wrinkle-free
- Staff must wear closed toed footwear (even on water days) at all times during the program.

Hair:

Hair must be neat and clean. Facial hair must be neatly maintained and professional (at the discretion of Camp Director).

When in doubt, ask yourself, "Would my mother have wanted to drop me off at age 5 to this staff?" That answer should help guide your appearance decision-making.

EEO, Workplace & Sexual Harassment Policy and Reporting Procedures

Avid4 Adventure strives to maintain a work environment free of unlawful harassment. In doing so, Avid4 Adventure prohibits unlawful harassment because of age 40 and over, race, sex, color, religion, national origin, sexual orientation, disability, genetic information, or any other applicable status protected by state or local law.

We encourage all staff to report any issue relative to any violation of the Avid4 Adventure employment policies and workplace guidelines that are outlined in the Employee Manual, which may also include sexual harassment, workplace harassment/abuse, staff and camper safety, diversity, equity or inclusion concerns or any other concerns that you have experienced or witnessed.

Avid4 Adventure prohibits retaliation against an employee for filing a complaint under this policy or for assisting in a complaint investigation. If you perceive retaliation for making a complaint or your participation in the investigation, please follow the complaint procedure outlined below. The situation will be investigated. If Avid4 Adventure determines that an employee's behavior is in violation of this policy, disciplinary action will be taken, up to and including termination of employment.

If you believe there has been a violation of the EEO policy or harassment based on the protected classes outlined above, including sexual harassment, please use the following complaint procedure. Avid4 Adventure expects employees to make a timely complaint to enable Avid4 Adventure to investigate and correct any behavior that may be in violation of this policy.

Report the incident to your Camp Director who will investigate the matter and take corrective action. Your complaint will be kept as confidential as practicable. If you prefer not to go to either of these individuals with your complaint or if the complaint is in regard to one of the aforementioned individuals, you should report the incident through our anonymous Ethics Hotline below. This information can be found on the Staff Help Center (user name: jobs@avid4.com; password: Avid4staff!)

To report a complaint, you can:

1. Email: TellUs@avid4.com.
2. Phone: (720) 249-2412 extension 8355 (TELL)
3. Online form: <https://info.avid4.com/tell-us>. If you choose this format, your submission with the online form will be anonymous unless you add your contact information. We do not have a way to track your online submission unless you choose to share your information with us.

All submissions are kept highly confidential and only shared with a limited number of Avid4 Adventure leadership for review and determination of appropriate action:

- Paul Dreyer, CEO

Instructors

The Instructor is responsible for the care, coordination and safety of their group for the entire duration of the camper's experience. Instructors will lead certain activities for their campers and additionally, they assist Instructional staff (Activity Supervisors/Specialists, outsource providers, etc.) to the extent of their training and ability when their group is participating in an activity.

Responsibilities:

- Assist to the extent of training & ability when the group is in an instructional activity. Specifically, you are expected to be proficient in the following:
 - Climbing: belaying and tying a figure 8 knot; teaching both of these skills
 - Biking: basic bike technique; how to change a tire, adjust brakes and gears
 - Paddlesports: basic paddle strokes and rescue techniques
- Oversee participants during non-instructional, unstructured time, including during transportation, meals, tent/cabin time, free time, etc. Continuously monitor participants in your vicinity for safety issues or inappropriate behavior.
- **Eating:** Monitor intake of fats & proteins, encourage intake of both. Contact Camp Director if a student refuses to eat appropriate amounts.
- **Hand washing:** Before meals, and after bathroom, students will wash hands with camp soap. Antibacterial Hand Sanitizer may be used in areas of environmental concern.
- **Snack:** Snack should not begin within 1.5 hours of a meal. Staff should be aware of students with dietary restrictions and make sure they have snacks they can enjoy.
- **Tobacco and Drugs:** The use of tobacco and other drugs is strictly prohibited during hours of camp operation, for both participants and instructors.
- **Bullying:** Be aware of and address social concerns before bullying occurs. If students report bullying, interventions must ensue, and the camp director must be informed. A meeting should be scheduled with the parents and students of all parties involved. Know that in order to be able to work through an issue involving bullying, both the parent and the camper need to see you as a caring, confident leader. Talk with the camper about the rights of others and how their behaviors are affecting the other campers.
- **Restrooms:** Public restrooms must be checked & determined safe by a counselor before a student enters. Additionally, a counselor will wait outside the door until students exit.
- **Supervise Participants if using 3rd Party Vendors:** From time to time, Avid4 Adventure may use outside providers for activities such as white water rafting or horseback riding. If you are accompanying participants on this type of activity, your oversight responsibility continues. You shall continue to be the primary contact for health related matters and for camper behavior issues. In addition, if based on your experience you see actions that you feel are unsafe, you have authority to discontinue the activity for the group, or to attempt to take corrective action with the most senior representative from the vendor.
- **Phones:** Personal calls, texts, emails, etc. are absolutely not allowed during work hours. When off-site, you are expected to keep phones on, however, in the event that a Camp Director needs to reach you regarding a camper. Phones should not be out for any reason when you are driving campers in an Avid4 Adventure vehicle.

Campers in Public Places:

Most of our time is spent bringing campers to public places. As a group instructor, it is your duty to make sure campers are safe and accounted for at all times.

- Maintain ratios
- Use the buddy system
- Always have a plan for foreseeable risks and what comes next.
- Take head counts OFTEN, especially when moving from one activity to another.
- Have clear communication with your co-instructor regarding where you are going next and with which campers
- Do multiple environmental briefings
- To reduce the risk of a lost camper, let campers know that if they are separated from the group, they should stay where they are
- Set boundaries for campers
- Make sure campers ask before going to the bathroom and if it is far or out of an instructors view, bring a group and have one instructor go along.
- Campers will be briefed regarding behaviors in public places including: staying together as a group, being respectful to the general public, etc.

Instructor's Backpack

Required; may be divided among instructors

- Clean Mask
- First Aid Kit- It is important for each instructor to have their kit in possession at all times. Furthermore, it is the Instructor's responsibility to make sure that the kit is well-stocked with paperwork, medical supplies, writing utensils, etc.
- Campers' Medical Forms - These are critical to have with the group at all times when off-site.
 - At OC, we will supply you with a flash drive that has copies of all of their camper forms..
- 2 full squeeze bottles (for rinsing hands & irrigating wounds)
- Snacks for group
- Poop Kit with extra Ziplock bags
- Soap and Hand Sanitizer (hand-washing)
- Sunscreen
- Cell Phone (when going off-property)
- Camera (check that it works and has spare battery)
- Staff Handbook
- Activity Specific Gear (e.g., bike kit when biking, whistle when paddling). See activity outlines for details

Parent Conversations During Camp

At Avid4 Adventure, we pride ourselves on the high level of communication that we exhibit to parents. In fact, it is something that truly differentiates our staff from that of any other youth programs. So, please be particularly mindful of the following:

Tips for Engaging Parents

- **Make It Personal** - Talk about goals, fears, experience with core sports or being outside so you convey your investment in their camper.
- **Be Specific** - What do we mean by specific feedback?
 - Instead of: "Your kid did great this session," find specific, meaningful notes from the session to touch on and try to include something a parent can query their child about. "Ask your daughter about how she picked a goal on the climbing wall and made it there."
 - Touch on character development traits: i.e. making friends, building confidence, trying new thing
 - Behavior Issues: Relay important points and observations to your leadership to help convey an issue "Johnny seemed to have a tough time getting to one activity from another today, do you have advice on what works at home or school to motivate him?" Parents like to feel involved and they are certainly experts on their own children. Find out what works for them and relay this information so all parties are informed and can provide insight.
 - Be Careful Not to Over-Communicate. Ask yourself if your 'complaint' about a child is really something the parent needs to know. After a long day at work, is this something they want to hear from a camp instructor? If you are unsure of whether something needs to be communicated, please check with the Camp Leadership to ensure that you are communicating necessary information in a manner consistent with Avid's expectations
- **Utilize the Passport!** - The passport is a great tool to show progress, goals, and to invoke conversations. Use it!
 - "Here are the skills Brooks learned this week. At the back are some questions you can ask Brooks about her experience at camp."
- **Recommendations for the Future**
 - If they excelled in a certain sport or if you think they are ready for a bigger challenge, pass along some recommendations on the next adventure at Avid4 (or elsewhere, but start with Avid!)
 - "Brooks loved the backpacking trip and rock climbing and I think she would love our Expedition programs that feature those two activities. What do you think?"

Activity Supervisors / Specialists

Activity Supervisors (at Resident Camps) or Specialists (at Expeditions) are charged with overseeing safety and risk management for a particular instructional activity, such as top-rope climbing, mountain biking, or paddling. They have responsibility for safely conducting their activity, being aware of and responding to environmental risk factors, and inspecting and documenting any issues with activity-specific equipment before and after use. In addition to the aforementioned duties for the Instructor, Activity Supervisors are expected to:

- Lead the instruction for their given activity discipline.
- Assess the activity-specific skills of incoming staff and provide feedback.
- Update and improve curriculum and program ideas throughout the summer.
- Scout, approve, and provide paperwork for new course areas
- Occasional field observations and additional training for staff
- Oversee the maintenance and care of activity-specific gear
- Consult with their Leadership on the purchase of new gear
- Coordinate with the Camp Director regarding the overall management of a particular course, including logistics, participants and staff.

Team Supervisors

The job of our Team Supervisors is to build up, care for, connect with, and support the Instructors as much as possible. The goal of a Team Supervisor is not to put out all the fires and fix all the problems ourselves, but to empower the Instructors through encouragement, feedback, and support to be the best they can be. Our job is to help ease Instructors lives by being a positive and supportive influence who is willing to help out and support the Instructors in a multitude of ways.

- Daily check-ins with staff on their groups, activities, and general well-being.
- Ensure schedules are communicated and covered with proper supervision
- Check in with an assigned number of groups to build relationships and support camper needs.
- Spread good vibes to our staff with gratitude and goodies
- Provide all staff with positive and constructive feedback with open channels of communication throughout.
- Support camp operations, specifically the hygiene of the camp community.
- Create, lead, assist and participate in camp programming.

Medical Team

Our Medical Team (Resident Camp Only) feature fully-licensed registered nurses who provide medical care, expertise, and support to our camp communities. A camp nurse is not only a clinician, but also an educator, a counselor, and a parent resource who assume a leadership role in the camp setting. The camp setting is an environment that can provide unique challenges and each camp is a small community into itself, and camp nurses will learn the nature, characteristics and health needs of the community they serve.

Facilities Supervisors

The Facilities Supervisor(s) are the unsung heroes of our Resident Camp, as they are responsible for planning and coordinating the development, cleanliness, and maintenance of the camp's buildings, grounds, equipment, and other facilities consistent with the mission and established policies and procedures of the camp. It is there work that helps keep camp clean and up-to-speed so everyone can enjoy the magic of camp and it's important to recognize that their work is just as important as any other position. While their work largely behind the scenes, we want to make sure they are part of the camp community as much as anyone.

Dining Services Team

The Dining Services team are responsible for preparing delicious meals for all of our campers at Resident Camp. Comprised of chefs, assistant chefs, and kitchen assistants, they work as a well-oiled machine to deliver incredible food for all of camp. From ordering to cleaning, the Dining Services team works tirelessly to provide all the food we need, while also managing dietary restrictions of campers and staff, getting involved with fun programs like cookie raids, and supporting programs and dining hall themes with themed meals. We are excited to welcome Mountain Berry Culinary as our dining services partner, bringing their expertise, professionalism, and amazing food for all of Avid4 to enjoy.

Assistant Directors (Resident Camps)

At Resident Camp, our Assistant Directors are the day-to-day leadership of camp that oversee the core operations of camp. They are experienced camp staff that have intimate knowledge of the program and they seek to impart wisdom, leadership, and joy into camp. They work for their staff to share resources and curriculum to ensure they have what they need to do the best job possible. Here are the core areas:

Resident Camp

- AD of Family Relations - Delivers A+ parent communication, touch points, and customer experience.
- AD of Programs - Ensures that our Activity Supervisors are delivering an incredible program.
- AD of Happiness - Knows that a happy staff = happy kids, and therefore provides incredible support to both.
- AD of Operations - Manages the behind-the-scenes operations to ensure all of camp runs smooth.

Program Coordinators (Expeditions)

At Expeditions, our Program Coordinators are the every-day leadership support to our Expeditions in the field, responsible for staff and camper support, trip logistics, gear needs, and administrative tasks to ensure the success of their trips. The Program Coordinators are based out of the field, but will head into the field to provide hands-on support as needed.

Camp Director

The Camp Director is responsible for the overall risk management and success of all aspects of their Avid4 Adventure Overnight Camp program. From planning to execution to evaluation, the Camp Director supports the leadership, supervisors, and instructors to maximize Avid4's 3 Bottom Lines - Safety First, Stellar Programs, and Happy Staff.

- Create a high-functioning, professional relationship with our land partners and outsources.
- Be on the front line of support to families, staff, and campers at camp and manage any emergencies that may arise, etc.
- Help plan and execute a world-class staff training.
- Ensure all safety guidelines are met including state licensing and ACA accreditation.

Program Policies

Working as a Single Instructor

Working as a single instructor will require different considerations than working with one or two co-instructors. **Active supervision will remain our number one priority, even as a single instructor.**

- Staff should not be alone with campers in private or enclosed spaces (bathrooms, tents, changing rooms, etc.). This can be difficult as circumstances can arise quickly that put you alone with a camper. Examples include changing into swimwear, bathrooms, etc. Your small group of campers needs to stick together for the week. For example, if a camper needs to use the restroom, everyone takes a bathroom break.
- DO NOT put yourself in a compromising position. If you find yourself needing to be alone with a camper (e.g., a bathroom accident), communicate with fellow staff or, Camp Leadership first- before being in that position - to discuss what needs to happen. If possible, Camp Leadership may decide it is best to call the family. If you cannot reach the family, discuss next steps with Camp Leadership to ensure proper coverage and notification. Campers should NOT be participating in any of our adventure sports or cooking without an instructor physically present.
- Of course, you will need to take care of personal needs from time to time. Before going to the bathroom, be sure to set clear guidelines for the campers (e.g., physical boundaries, engaged in a discussion or game). You could even have them sing a song or find another way to supervise them through sound.
- Emergency Situations- **if life-threatening (Airway, Breathing, Circulation issue), CALL 911 first**, then call your CD immediately after 911. You will need to have dual roles of providing care and assessments to the patient as well as managing non-patient campers. The best way to do this is to stay calm and go slowly with your actions and your words. Do not have secondary victims.
- If you are injured yourself or unable to fully care for your campers, call your Camp Leadership immediately.
- Teach within your personal skill abilities (e.g., bike fully within your comfort zone to avoid instructor injuries). Teach to the common denominator of camper skill level. As a single instructor your risk tolerance should be lower than normal- as camper or staff injury will be much more difficult to manage on your own.
- Only perform first aid within your scope of training.
- If you are having trouble actively supervising a group because of a camper behavior management issue, use your Camp Leadership as support (via text or phone call). The Camp Leadership can be the parent liaison if needed
- One of the most important things instructors can do to support themselves across the summer is to practice good self care. If staff are happy and healthy, the potential job stressors decrease.

Photo & Video Policy

Instructors will have Avid4 Adventure-issued cameras to take daily photos of their group. If Campers bring their own cameras or phone with camera capabilities to programs, instructors will make best efforts to keep the camera safe, including not taking it on the water, however Avid4 Adventure is not responsible for camper electronics.

Instructors will **NOT** take any photographs or videos with their personal phones or cameras.

Personal Equipment Policy

Avid4 is not responsible for personal property which has been lost, stolen or damaged during the course of employment. It is the responsibility of employees to safeguard their own personal belongings and strongly recommended that staff do not bring any personal valuables not related directly to instruction or safety to camp.

Avid4 Adventure Equipment Policy

Instructors will be issued gear to be used for camp programming. Instructors will sign an acknowledgment of the gear they are in possession of and agree to uphold equipment cleaning, storage, and maintenance expectations.

Staff will have access to group gear located at basecamp, the Hub, or stored at recreation locations. Instructors should treat all gear with respect and coach this to campers. Please communicate any gear issues to Camp Leadership when you come across and with the proper documentation. With the exception of bikes and helmets, Avid4 requires that instructors use Avid4 Adventure provided gear.

Camper Security

The safety of our campers at Overnight Camp is our #1 priority and the transfer of care from families to camp is an important transition. Please read these carefully to ensure that we are following the proper protocol.

SIGNING IN - REGISTRATION DAY

- During Registration Day, families will officially sign-in and sign over the care of their child with the group instructor.
- Ask guardian if anyone other than a parent will be picking up at the end of the session. If someone else is picking up, confirm that they need to be listed in our system in CampDoc
 - Instructors should proactively write those names on the Sign In sheet (there is a spot under every camper name to add people).

SIGNING OUT - FAMILY DAY:

- Families will officially sign-out their camper from the group instructors, most likely at the Small Group Closing.
- Instructors must verify they are approved to pick-up the camper and check their identification before allowing to sign-out.

IMPORTANT NOTES

- Campers may only be released to parents, guardians, or people who are authorized to pick up campers by the parent or guardian. Authorized pick up individuals are denoted on their CampDoc Paperwork
- If a parent is picking up & does not have an ID on them, please ask them to retrieve it from their car. Empathize with them on this extra effort and coach to understanding this is about camper safety and required by law.
- If a person attempts to pick up a child but is **not listed**, the staff member **will NOT release the child** to that person and the parent/guardians will be contacted immediately by Camp Leadership to confirm and approve.
- Any person(s) attempting to pick up a child will be asked to provide photo ID.
 - **NO PU:** On your sign in sheets, there is a section for people NOT authorized to pick up a camper. It is indicated by "NO PU" above every camper name.
 - In the event an unauthorized person attempts to pick up a child, they will be asked to leave the facility. If the person does not leave the property, Camp Leadership will contact local law enforcement.
- If a camper is not signed out by 15 minutes after the Closing Circles, please contact a member of leadership to inform you still have a camper in your care and to contact the family to learn more. In the meantime, continue to engage the camper, play games, do activities, and congratulate them on bonus camp time!
- At Overnight Camp, if a camper is a no-show on the first day, the parents or guardians must be called by a staff member no later than one hour after the end of check in time. The Camp Director must be notified.

Activity Outlines

This document is a living, growing document and will evolve. Consider these outlines as a starting point. As a professional, you are expected to go above and beyond these baseline recommendations.

Safety is our most important objective. Careful selection of activities, location, and equipment, will help to reduce the inherent risks of our outdoor activities. Additionally, we choose the industry's leading manufacturers to provide high-quality and proper fitting equipment.

Fun, of course, is the second most important objective. Your positive attitude, depth of knowledge, and teambuilding drive the fun!

General Guidelines

- Staff must be trained and campers should be oriented at the start of each course to established safety regulations and emergency procedures in the general camp areas including:
 - Tour of the site
 - Fire and disaster procedures, including active shooter and lockdown
 - Camp & activity boundaries
 - Camp-wide emergency communication system
 - Cabin orientation & sanitary living practices
- Never let anyone use equipment or participate in activities without ACTIVE SUPERVISION.
- When deemed appropriate, specialized program areas should use signage or other means deemed relevant to control access to the area when an instructor is not present. When a specialized program area is not in use, program equipment should either be removed from the area or dismantled.
- Remove participants not following rules or disobeying instructions from element/activity.
- Have first aid kit and rescue equipment accessible during all activities and equipment for dealing with cold exposure available if appropriate.
- Wear required safety gear (helmets, PFDs etc.).
- Check participant previous experience and their ability to align to the current activity difficulty.
- Check that equipment fits participants according to manufacturer's guidelines for proper height and weight use, specifically with PFDs.
- Be familiar with land management rules and regulations. Always respect the rules of the land.
- Check participant medical and personal information. Here are a few clear participation disqualifying conditions:
 - Obvious pregnancy
 - Psychological or physical condition that could preclude safe participation in program
 - Lack of signed liability release form
 - Lack of signed Medical & Health History Form
- Cancel activity or change venue if the following weather conditions exist:
 - Climbing/Tree Climbing: winds are gusting up to 25 mph
 - If you see lightning or hear thunder, immediately exit the water and move participants to the safest area possible. Wait for 30 minutes to re-enter water after last seeing lightning or hearing thunder.
- Use the buddy system.
- Keep participants drinking water all day.
- Monitor food intake (especially younger kids).
- Wash hands before and after meals and snacks.
- Apply sunscreen multiple times throughout the day.
- Inspect equipment before each day of use. If you find problems, inform Course Director before participant use.

Avid4 Adventure Differentiators

Environmental Briefings

Environmental Briefings should be brief, frequent safety discussions that occur numerous times daily. Start the week by facilitating them heavily, then set the expectation that kids take over the facilitation by the end of the week. This is a key activity in building a kid's ability to perceive risks and to make a plan. It is the building block for judgment. These should occur with all age kids, but make them age appropriate.

Dynamics of Accidents Model



Sample Environmental Briefing for Mountain Biking:

- **Stop at a new environment:** For example, moving from single track to a road. It is important to have the briefing in or near the new environment.
- **Ask the kids:** "Hey kids. I notice we are going into a new environment as we move onto this road. What do you think are the hazards in this new place that we should think about?" Make this question age appropriate.
- **Acknowledge and Highlight:** Many thoughts will emerge. Make sure you acknowledge kids that share and highlight those environmental and human hazards that you think are most important. In this case, kids may say, "there are cars", or, "it's really sunny because we are out of the trees."
- **Ask KIDS to set rules:** "So given what you just said, should we set some rules to stay safe?" Work to pull the rules out of the kids instead of setting them yourself. Start with rules (which are typically few), then move to suggestions (see below).
- **Wrap up:** Summarize what you heard and add anything that wasn't brought up. The whole process should be 2-4 minutes.

Photos

With families sending their most prized possessions to our care at Overnight Camp, they relish the photos we take and post for them to see what their kids are up to during the summer. We will lead a training in-person to show how to make these as easy as possible and how the effort we take to make these great goes a long way. Here are a few pro-tips to keep in mind to the expectations we have for photos this summer.

- We aim to have 20-30 photos per group for each post
- 4-5 of these photos should be group shots
- All photos should be taken in 'landscape' mode.
- You will be responsible for:
 - Initial scan of all photos taken for the day and deleting the ones that are blurry, repeats, or otherwise unusable.
 - Delivering memory card of photos to appropriate Camp Leadership member.
 - Collect blank memory card to keep shooting.
 - Keeping camera charged and ready for each day.

Passports

Passports are booklets noting camper's achievements and skill levels in all camp activities. It allows them to track their progress and earn different pins (see below) to recognize their accomplishments. This is a great engagement tool and if used properly every day, it can be an incredible motivator for your campers to be engaged and driven in our activities. When available, every camper receives a passport; returning campers should use their previous passport but can get a new one if they forget when available. When Passports are not available, Camp Leadership will determine an alternative so campers can track their progress. Here is how it works:

- **Instructors should introduce the passports to the group at the beginning of the session & they should be a part of each end of day**, giving campers (if old enough) time to flip through and pick skills they would like to work towards.
- These are great to use at the beginning and end of programs, during free time, during the Daily Debrief, or right before bed. Whether it's to review skills learned or to get campers excited about what they could learn, these are awesome tools. For full-day programs, this is a great tool to use during lunch to focus and get excited for the afternoon.
- Single sport passports are to be used for single sport camps **AND SHOULD ALSO BE USED THROUGHOUT THE WEEK** when available. (Expeditions only)
- A group photograph is taped to the front of the passport, so we'll take a group photo towards the beginning of the session so it's ready before campers go home. When passports are not available, instructors will provide a photo with a written note on the back at the end of each camp session.
- Instructors will also write a letter to each camper in the back of each passport, so be sure to take notes and get ahead with writing these so you're not crunched at the end of the session!
- We will recognize campers with pins throughout the week and at the end of the session, so be sure to use these EVERY DAY and stay up to speed with them.

Pins

When available, pins are mini-awards that campers can earn for doing a variety of things around camp. From skill proficiency in rock climbing, to having the cleanest cabin, to pooping in the woods for the first time, pins are a great way to recognize campers. If you are excited about the pins and engage your campers through the passport throughout the session, they will be too. When pins are not available, we will acknowledge accomplishments in a different way.

Check out the Overnight Camp Passport for a list of all of the pins and how to earn them.

Skill & Youth Development

As campers progress and grow, youth development is as much a focus of Avid4 Adventure as technical skill development. As we often say, "Any camp can teach a kid how to belay, but only at Avid4 Adventure does our staff maintain the skills, experience, and judgment to teach a child how to feel good about themselves and the natural world around them."

Avid4 Adventure youth development focus changes as kids move through our programs:

- **Discovery (1st):** In these camps, games, initiatives, and activities are focused on campers trying as many new things as possible.
- **Confidence (2nd - 4th):** In these camps, campers explore areas at a deeper level and begin to develop lifelong passions. They develop a sense of risk-management through sound judgement along with relevant technical outdoor skills to safely participate in the outdoors themselves or with others.
- **Teamwork (5th - 8th):** By this age, campers gain confidence in their technical skills as they focus on building community, fostering relationships, shaping identity, honing their judgement, and learning effective communications skills.
- **Leadership (9th - 12th):** Our eldest campers spend significant time developing their own leadership styles as they learn effective ways to handle themselves and lead children in both outdoor endeavors and their everyday lives.

Sample Daily Schedule of Resident Camp

6:15am - 7:00am	Morning Clubs (Optional and unique programs for early risers)
7:00am - 7:10am	Rise and Shine
7:15am - 7:25am	Flag Raising
7:30am - 8:15am	Breakfast
8:15am - 8:45am	Prepare for the Day
9:00am - 11:45am	Morning Adventure Activity
12:00pm - 12:45pm	Lunch
12:45pm - 1:45pm	Rest & Relax
2:00pm - 4:45pm	Afternoon Adventure Activity
5:00pm - 5:45pm	Cabin Time (Daily debrief, Clean cabin & ake showers)
6:00pm - 6:45pm	Dinner
7:00pm - 8:15pm	Evening Activity
8:15pm - 8:30pm	Flag Lowering
8:45pm - 9:00pm	Prepare for the Night
9:00pm	Lights Out

Sample Daily Schedule of Expeditions

6:15am - 7:00am	Morning Clubs (Optional)
7:00am - 7:10am	Rise and Shine
7:15am - 8:15am	Breakfast
8:15am - 8:45am	Prepare for the Day
9:00am - 11:45am	Morning Adventure Activity
12:00pm - 1:00pm	Lunch
1:00pm - 4:45pm	Afternoon Adventure Activity
5:00pm - 5:45pm	Rest & Relax
6:00pm - 6:45pm	Dinner
7:00pm - 8:15pm	Evening Activity
8:45pm - 9:00pm	Prepare for the Night
9:00pm	Lights Out!

Avid4 Adventure Core Activities Outlines

Kayaking, Canoeing, & Stand-Up Paddle-boarding

Intro: Paddling refers to any of our water sports, including Kayaking, Canoeing, and Stand Up Paddleboarding. Teaching campers how to be safe while engaging in water sports is a valuable and thrilling day at camp. Whether campers have paddled extensively or are new to the sport, this day provides an opportunity to challenge boundaries and develop a child's love for the water.

Paddle Day Policies and Special Considerations:

Policy: Each group participating in paddlesport activities will have one person present with Basic Water Rescue certification or equivalent training. When participants are in boats in the water, there will be at least one instructor in/on the water as well. Assess weather and water conditions to identify possible hazards and determine appropriate activities. If a camper or visitor has impaired mobility, staff is expected to pay special attention and remain close to the participant around bodies of water.

Windy Conditions: *Wind will always be a factor on paddling days. Prepare for wind in order to ensure success!*

- Have at least one throw rope
- Paddle INTO the wind from your launch location so that your return trip is easier at the end of the paddle session (provided the wind does not shift)
- Raft canoes to paddle into a strong headwind. Kayaks and SUPs can be connected nose to tail to paddle in a line.
- Always give your group plenty of time to return to the launch. Returning early allows for games, rescue practice, or drying off.
- Encourage your kids to paddle with calm, smooth strokes in order to avoid fatigue. Remember that campers will follow your model!

EMERGENCY PROCEDURES

1. If you see lightning or hear thunder, immediately exit the water and move participants to the safest area possible. Wait for 30 minutes from last occurrence to re-enter water after last seeing lightning or hearing thunder. Safe areas can include vehicles, enclosed buildings, or forested areas. Should escaping to safe terrain be impossible, move to a "lightning drill" in which participants sit on their PFD's, hugging their knees with their arms, distributing the group as much as possible.
2. Should high winds come up quickly on a lake or pond, attempt to move back to your put-in spot. If this seems impossible or improbable, let the wind carry the group to the nearest shoreline and remove the boats. Use your cell phone or available phone to contact Team Supervisor or Camp Leadership to make arrangements for pick-up at the new location.
3. Should potential hypothermia or injury occur, treat as advised by your level of medical training.
4. Should a participant require a rescue while in the water:
 - a. Wear your PFD
 - b. Try to reach the participant from a dock or shoreline
 - c. Use a throw line or rescue tube to reach the participant
 - d. Paddle a canoe or kayak to the participant
 - e. Have an additional instructor contact the waterfront staff for assistance if possible

Environmental Briefing Considerations:

Environmental Hazards: lightning, wind, cold, sharp objects, drowning, fish hooks

Human Hazards: Paddle play, standing in boat, paddling beyond boundaries

Clothing and Footwear:

Each camper should have a full change of clothes, a towel, sun protection, and close toed shoes that can get wet. Campers should wear their closed-toed footwear at all times.

Overview: Paddling, whether canoeing, kayaking, or SUPing, requires good planning, active management, and a positive attitude. Moving gear and managing environmental considerations can be challenging on inclement days AND paddle days are often highly memorable for campers. As always, try to teach campers 2 new skills or games that they can share with their families and get ready for a full day of fun!

Leave No Trace Applications:

1. Trash Your Trash
 - a. What can go in the water?
 - b. Where do I urinate near the water (if no bathroom available)?
2. Be Respectful of Wildlife
3. Be Respectful of Other Visitors
4. Know Before You Go
 - a. What are the conditions like?
 - b. What is our plan for the day?

Packing List: Please note that the items below are IN ADDITION to the items listed under "Instructor's Backpack" .

Water Craft

- PFDs appropriate to your campers' size and instructor size
- Paddles (one extra if equipment allows)
- Whistles (one for each instructor)
- Throw Bags - one for each instructor
- Dry Bags/Boxes for electronics, medications, and/or lunches
- Sponges or other supplies for games
- Water Jug to fill water bottles on site
- Additional site specific safety equipment - check with CDs and return instructors

Equipment Check (before and after use): Fill out an Equipment Report Form and provide to Leadership about any item that needs attention:

- Boats
 - Drain plugs (may be open in flat water)
 - Seats (if using): check hardware and straps
 - Bow line for canoes
 - Bow and stern loops for kayaks
 - Throw bag(s): release and buckle
- Paddles: security and condition of blades and connectors
- PFDs: General condition and zipper pulls

Rules for the Day:

- No paddling without staff supervision
- At least one staff member in a canoe if participants are 6 & under
- Always wear approved PFDs!
- DO NOT swing, throw, dig, hit, or lean on paddles
- No swimming, diving, or jumping off docks
- Listen to instructor in and out of water
- Remain within boundaries and verbal command area

A Day in the Life of Paddle Day:

This is an example of a sample daily lesson plan to use as a guide for leading instruction of aquatics activities at Avid! This can be modified to fit your group to be more age appropriate, and mindful of time. The goal, as always, is the best possible experience for the campers!

0:00 – 0:10	Gather and account for all campers of the group. Explain the different sizes of PFDs and how to properly put them on. If older kids/returners are in the group: ask if any would like to demonstrate and lead how to fit PFDs.
0:10 – 0:20	Fit all campers for proper fitting PFDs. Have everyone grab a paddle. Head down to waterfront, put on sunblock, drink water.
0:20 – 0:35	Circle up campers for introduction of activity, safety talk (ice breaker if desired). Go over parts of paddle and different strokes. Can get kids to demo how to do strokes.

0:35 – 0:40	Environmental Briefing to aquatics activities. Unlock crafts and have everyone help bring to deck/shore.
0:40 – 0:50	Go over parts of the craft. If Kayaking/SUPing: explain/demo how to safely get into craft while on the water. If canoeing: instructors can break kids up to specific canoes. Set boundaries, go over any other rules for when out on the water.
0:50 – 1:30	Get in/on crafts and start paddling! Staff should be spread out for proper supervision and helping coach campers to improve their strokes and maintain behavior. Demo how to rescue. Kayak/Canoe: demo T-rescue. SUPs: demo how to rescue. Can always get kids to help demo.
1:30 – 1:50	Rescue practice.
1:50 – 2:30	Paddling fun! Play games and challenges.
2:30 – 3:00	Initiate Clean-Up <ul style="list-style-type: none"> • All boats brought to shore and stored properly • All paddles properly put away • All PFDs hung up and ready to dry • Make sure that all L&F is picked up and returned to the campers before leaving!

Additional Water Games & Drills (Kayak/Canoe):

- **Buoy slalom or obstacle course** - Can use boats, crocs or your own imaginations
- **Speed competition** - Forward, backward, sideways, etc.
- **Boat Shapes:** Make a line touching tips and tails. Additional challenge: make a star, make a square, make a circle with all boats included
- **Water yoga (SUP)**
- **Piano Keys** - Get kayaks/SUPs in a line, side by side (not nose to tail). Campers take turns trying to run across all noses of water craft. Team tries to ensure boats stay together.
- **Rock the Boat** - Campers pair together and get water crafts adjacent. While standing, campers rock their boats side to side to attempt to knock the other person off of their craft while staying standing on theirs.
- **Follow the Leader**
- **Spin using sweeps** - how many in a time limit
- Move laterally with brace or draw
- **Ball Games:** bow polo or toss over dock
- **Kayak Basketball:** use empty kayaks as hoops
- **Relay Races**
- **Flipping** - exit, stay with kayak or canoe
- Kayak walk around the bow and sterns of all boats
- Blindfolded Paddle
- Telephone
- Boat rafted together for lunch!
- **Draw stroke and Stinky Fish:** To play stinky fish, unleash a couple of sponges and declare them to be stinky fish. Try to flick the fish from your boat into another person's boat. You do NOT want a stinky fish to land in your boat. Set boundaries before beginning!
- **Boat Awareness and Captain, My Captain:** To play captain's coming, identify one instructor as the captain of the ship and everyone else as a shipmate. When the captain calls out a command, everyone on the ship must follow their orders. If you can't or don't follow orders, you will walk the plank. Basic commands: Stern (to the back), bow (to the front), port (to the left), starboard (to the right), hit the deck (lie/sit down), attention (stand and salute).
- **Rescues and partner practice:** T-rescues for kayaks/canoes, deep water re-mount on SUP (front or back re-mount), unresponsive paddler rescue (camper skill-level dependent).

Additional SUP Curriculum Ideas:

Paddles

- Paddle nomenclature and sizing
- How to hold/orient paddle while kneeling and standing
- Identify on and off side
- Technique for switching sides
- Vertical paddle shaft for forward paddling

Stance

- Prone
- Sitting
- Kneeling
- Neutral stance with variation/slight stagger
- Offset surf stance variations

Strokes

- Forward
- Reverse (backstroke)
- Sweeps (Forward/Reverse)
- Draw
- Bracing (Low/High, Sculling and Slap)
- Cross Forward
- Draw
- C-Stroke (draw to nose-forward, J-stroke exit and recovery)

Maneuvers & Games

- **Forward Paddling:** paddle race in small groups. See who can paddle straightest and fastest
- **Board Bump:** in a line (nose to tail) begin paddling at speed. Challenge campers to stop on a dime without bumping into the board ahead of them.
- **Crazy Eights:** paddle figure eights around two floating objects - if you have 2 kids that don't want to paddle, have them be the out-posts for the figure eight turnarounds
- **Landing:** at a low dock or bank, challenge campers to slowly land without bumping and without use of paddle
- **Pivot Turn:** with body near back of board, sweep stroke for a quick move. This is a game in itself
- **SUP Wheelies and Nose Walk:** Balance walk to the back of the board so the nose of the board is lifted out of the water. Then walk to the nose of the board so the back of the board is lifted. Challenge campers to go back and forth, see if they can paddle in one of those positions, etc.
- **Tow Relays:** teach towing technique and have campers tow one another in small teams, trying to be the fastest team in the group

Mountain Biking

Intro: Mountain Biking sees campers of every ability on bikes testing their abilities and learning critical decision-making skills. Biking is familiar to many families, which makes this day an excellent opportunity for campers to share their achievements with their families. As our highest risk core sport activity, it is essential that instructors are prepared to judge campers' abilities and ensure that lessons are appropriately suited to their group.

Special Considerations and Policies:

It is very important to assess group members' abilities and choose appropriate terrain and progressions to match those abilities. Usually this means separating the larger group into two smaller groups, or when absolutely necessary, three relatively small groups. Each group must have at least one instructor.

Environmental Briefing Considerations:

Environmental Hazards: sharp rocks, cold, rain, cars, sharp bike parts, roots

Human Hazards: other cyclists, loose clothing, not paying attention, biking off course, biking far beyond ability

Clothing and Footwear:

Each biker should have protective clothing depending on circumstances (rain, snow, wind, cold, sun, insects), proper fitting close toed shoes and socks, and a comfortable pack.

Overview: Mountain Biking strives to teach kids a progression of skills (2 new skills at least) and challenges instructors to teach to multiple skill levels. At Avid, we believe that campers at all riding levels can achieve success at camp - therefore, you may teach one camper in the group to ride a bike on two wheels and you may teach another camper how to do a bunny hop over a fallen log. In order to create your success, discuss plans with co-instructors and the Activity Supervisor to assess campers skill level early in the day and ensure that you're communicating well with your team throughout!

Leave No Trace Applications:

1. Respect Wildlife
2. Choose the Right Path: durable surfaces, ride through puddles, don't bike if too wet
3. Trash Your Trash
4. Be Prepared
5. Respect Other Visitors

Packing List: Please note that this is in addition to the items listed under "Instructor's Backpack":

- Bikes - properly fitted for each camper and instructors
- Helmets - properly fitted
- Bike repair kit
- Extra Tubes - at least one for each sized tire
- Large First Aid Kit
- Radios (one for each instructor)
- Cones/Ropes for designing courses (optional)
- Water jugs for refilling water bottles on site

Equipment Checklist (before and after each use):

- **Air:** check tire inflation
- **Brakes:** check front and back as bringing out and returning
- **Cables:** visually check condition
- **Danglers:** long shoe-laces and backpack straps
- **Everything else**
- **Gears:** shift through gears and leave on an easy gear
- **Tires:** check condition of the tires
- **Looseness (bearing adjustments) of headset**

Skills for the Day:

- Braking while descending
- Bike safely on trail with other people
- Campers learn to fit bike and helmet
- Campers assess safety of their equipment and the ABCs of bike maintenance

Rules for the Day:

- Always wear a buckled helmet when on the bike
- One staff in the front and one staff in the back of each group whenever possible
- Do not tailgate, collide, or ride out of control
- Observe traffic and bike path etiquette
- Do not ride on course without staff present
- Stay within the boundaries
- Space out on the trail so you have plenty of room to maneuver
- Bike within your own ability
- Staff should evaluate each camper for requisite skills/ability to decide with which group campers should ride
- Campers are expected to bring at least 2 water bottles on a biking trip

A Day in the Life of Mountain Biking Day:**Half Day Program**

This is an example of a sample daily lesson plan to use as guide for leading instruction of mountain biking activities at Overnight Camp for our youngest campers. This can be modified to fit your group to be more age appropriate, and mindful of time. The goal, as always, is the best possible experience for the campers!

0:00 – 0:05	Gather and account for all campers of the group at MTB storage
0:05 – 0:10	Intro chat with Lead Bike and staff on MTB, safety, assess potential nervous campers, and group goals for the day.
0:10 – 0:25	Briefly explain rules about safety gear and fit all campers for bikes, helmets, and pads Split into 3 small groups for pads, helmets, and gloves with an instructor at each station
0:25 – 0:40	Parts of Bike, Pre-Bike Check and Environmental Briefing (in small groups)
0:40 – 1:25	Ride briefly to a new(preferably shady) location and begin Ground School for MTB – Turning, Uphill and Downhill Travel, skill games. Stop and teach braking, shifting, and attack position on the way to ground school via environmental briefings.
1:25 – 1:35	Short Debrief, then into riding groups
1:35 – 1:40	Riding Group Environmental Briefing, go over directions, and ensure everyone is properly outfitted for the ride
1:40 – 2:40	Get Out and Ride!
2:40 – 2:55	Debrief of Ride with Staff and Initiate Clean-Up <ul style="list-style-type: none">• All bikes returned and stored properly; inspected for issues• All helmets and pads properly put away in correct bin• Make sure that all L&F is picked up and returned to the campers before leaving!
2:55 – 3:00	Celebration and Gratitude to Group and Departure!

Full – Day Program

This is an example of a sample daily lesson plan to use as guide for leading instruction of mountain biking activities at Overnight Camp for our older campers! This can be modified to fit your group to be more age appropriate, and mindful of time. The goal, as always, is the best possible experience for the campers.

0:00 – 0:05	Gather and account for all campers of the group at MTB storage
0:05 – 0:10	Intro chat with Lead Bike and staff on MTB, safety, assess potential nervous campers, and group goals for the day.
0:10 – 0:25	Briefly explain rules about safety gear and fit all campers for bikes, helmets, and pads (Split into 3 small groups for pads, helmets, and gloves with an instructor at each station)
0:25 – 0:40	Parts of Bike, Pre-Bike Check and Environmental Briefing (in small groups)
0:40 – 1:25	Ride briefly to a new(preferably shady) location and begin Ground School for MTB – Turning, Uphill and Downhill Travel, skill games. Stop and teach braking, shifting, and attack position on the way to ground school via environmental briefings.
1:25 – 1:30	Short Debrief
1:30 – 2:00	Bike Maintenance – Flat Tire, Adjustment Points, Chain, Derailleur, etc.
2:00 – 2:15	Fix A Flat Challenge!
2:15 – 2:20	Divide Into Riding Groups
2:20– 2:30	Riding Group Environmental Briefing, go over trails, and ensure everyone is properly outfitted for the ride.
2:30– 3:00	Get Out and Ride!
3:00 – 3:10	Debrief of Ride and Load Up for the Afternoon Ride <ul style="list-style-type: none">• All bikes returned and inspected for any issues• All helmets and pads stored with each camper’s bike• Make sure that all L&F is picked up and returned to the campers before leaving!
3:10 – 3:40	Load Out, Travel to Trailheads
3:40 – 4:10	LUNCH at trailhead
4:10 – 4:20	Afternoon Riding Groups - Environmental Briefing, Trail Info, Pre-Ride Check and Emergency Plan for Trail.
4:20 – 5:30	Get Out and Ride!
5:30 – 5:50	Load Out and Travel Back to Camp Van Ride Debrief of the Ride – Accomplishments, Improvements, Goals
5:50 – 6:00	Initiate Clean-Up <ul style="list-style-type: none">• All bikes returned and stored properly; inspected for issues• All helmets and pads properly put away in correct bin• Make sure that all L&F is picked up and returned to the campers before leaving!

List of Biking Activities

- **Braking:** stop on a dime
- **Shifting:** gear race
- **Ride A Line:** look up/look down
- **Slow Riding:** slow race!
- **Wheelies:** Over a log/onto an object
- **Bump down off an obstacle**
- **Jumping:** bunny hops, donkey kicks
- **Attack Position:** steep ascents/descents
- **Bike Circle:** No bump biking
- **Never Ever Progression**

Additional Biking Games:

- **Obstacle Course:** Use cones, ropes, noodles, chalk, etc. to build a bike course with the campers! Let the kids help out with building it! Some ideas for the course: using climbing rope to create a “snake pit” they have to roll over, use the chalk to draw a “lake” that the kids have to lift their feet off the ground and glide through, use the cones as “tree stumps” that the kids need to weave through, have one of the instructors pretend to be a “cheetah” chasing the kids for a section so they can work on going fast and getting speed! Think about framing this as a group initiative and how they can improve their time as a team.
- **Bike Wash:** Use a sprayer (for washing), sign (for drying their bike), and noodles (for scrubbing). Create a course where they take a big lap and enter the “Bike Wash”. Ask if they want the premium wash (spraying the kid and the bike!) or just the bike wash (just the bike). Use the noodles and scrub down their bike (make it fun!). Fan them dry with the sign! Have the kids take turns helping with parts of the bike wash. Can make this part of a bigger obstacle course or game!
- **Red Light/Green Light:** Start with instructors as the ‘traffic cop’, then let campers take turns. Practice stopping & going. Next add other colors (yellow=slow, orange=really slow, blue=freeze, etc etc). Let campers take turns being the Traffic Cop. Make up as many super silly colors/actions as you want!
- **Victory Lap:** Each camper gets to ride, hop, scoot or walk their bike around a circle while the group cheers (Go, Kiri, Go! Go, Kiri, Go! Etc etc). End on a high note!
- **Slow Race:** Use cones or something available to mark a starting line and a finish line. Have participants line up in groups of two and initiate slow race (last one to the finish line wins, a foot down disqualifies rider). Continue as to qualify until there is one champion. Be sure to keep others involved by cheering. Use this as a way to talk about how forward motion keeps the bike upright and anything else you can think of.
- **Slalom Relays:** use cones to set up a slalom course. Think about framing this as a group initiative and how they can improve their time as a team.
- **Parts of the Bike Relays:** Have participants break into two groups and line up away from the bike. Name a part of the bike and the first person to touch it wins a point for their team (you don’t necessarily have to keep track of points).

‘Never Evers’ - Teaching How to Ride for the 1st Time.

Some of our campers come to Avid4 without knowing how to ride a bike, or ‘never evers’. This program is intended for first-time riders or kids using training wheels or balance bikes, not those who can already ride. This program will teach aspiring cyclists the joys of self-sufficient biking. Our pint-sized pedalers will enjoy and need lots of individual attention and personalized coaching. Campers will be grouped by ability and met exactly where they are, working through the Avid4 biking progression from scooting to coasting to pedaling as they get comfortable on two wheels. This program will also include opportunities for fun and confidence building both off and on their bikes.

Never-Ever ‘Learn to Ride’ Progression:

1. Walk a bike around holding handlebars.
2. Scoot downhill sitting on seat. Look up!
 - a. This is the key. Spend a lot of time scooting.
 - b. Avoid holding the back of the seat in the “traditional” way.
3. Hold up feet as long as possible – coasting downhill.
4. Touch one pedal with either foot.
5. Touch pedals with both feet.
6. PEDAL! PEDAL! PEDAL!

Rock Climbing

Intro: Rock climbing days allow groups of campers to experience authentic climbing at an outdoor location. A Climbing Specialist will guide you and your multi-sport group upon arrival to the crag, at which they will have already set up climbs and/or rappels for your group. With a team of up to 1 Climbing Specialist + 2 Instructors, this day of activities allows for small group work with your team.

Special Considerations and Policies: Climbing Specialists will be responsible for setting climbs, making executive safety decisions, and supervising all multi-sport assistant climbing instructors. Instructors must pass the climbing checklist and belay test (during training week) before belaying campers while climbing.

Parents often perceive rock climbing to be Avid's riskiest core sport. According to our annually tabulated safety metrics, rock climbing is actually one of our safest activities with the least number of incidents each year. Speaking with confidence and clarity prior to climbing day AND sharing specific camper achievements after the activity can help inform parents' of the realities of the sport.

Policies:

- Top-rope activities will have emergency rescue gear available that is not used in the systems such as a rappel/belay device, extra locking carabiners, and material that can be used for a prusik type of knot.
- Check all tie-ins and belay devices before EVERY use.
- Minimum two climbing instructors always present; one climbing instructor for every six climbers or two climbing instructors for thirteen children
- Select a safe zone away from rock fall.
- **Challenge By Choice!** - No children should ever be forced to climb. Campers can be encouraged to participate in ways that do not force them to climb, like taking photos and assuming other no-climbing support roles (rope wrangler, motivator, back-up belayer, etc.)
- All critical links will either have two opposite and opposed carabiners or a locking carabiner. A critical link is any connection point that if it failed, the entire system would fail.
- The point through which the top rope runs will consist of either two locking carabiners reversed and opposed, OR three non-locking carabiners opposed and reversed.
- If participants are allowed to belay other participants, an instructor back up belay will be set up.
- When bouldering, Instructors will teach participants how to spot and practice spotting before starting the activity. Participants will NOT boulder above shoulder height of their spotter and will only boulder on problems specifically identified by Instructors. Helmets must be worn while bouldering.
- All climbing hardware dropped from 10 feet or higher on to a hard surface will be noted on the Equipment Report Form and retired.

EMERGENCY PROCEDURES

- If you see lightning or hear thunder, move participants to the safest area possible. If you are in a lightning danger area, wait for 30 minutes to begin climbing again after last seeing lightning or hearing thunder. Safe areas can include vehicles, enclosed buildings, valleys, or forested areas. Should escaping to safe terrain be impossible, move to a 'lightning drill' in which participants sit on their packs, hugging their knees with their arms, distributing the group as much as possible.
- Should an injury occur, treat as indicated by your level of medical training and call Camp Leadership.
- Should a participant freeze while ascending or descending:
 - Attempt to talk them down or up.
 - If this fails, use another belay line to ascend next to the participant. Clip into their harness with a runner and have belayers provide a slow descent.
 - If you are trained and confident in a belay line, Gri-gri solo ascent, or a Prusik belay line solo ascent, you may use these methods.
- If participants are to be rappelling in terrain that could potentially result in the need for an up-haul if clothing or hair becomes entangled, use a Releasable Rappel and a Munter Hitch with a Mule Knot. If you are not trained and confident with these techniques, DO NOT attempt a rappel in this type of terrain. Should a participant become entangled, tie off their belay line with a Mule Knot, then lower the rappel line. Once the system is freed, re-secure the rappel line and release the belay line Mule Knot and belay the participant to the ground.

Environmental Briefing Considerations:

Environmental Hazards: Sharp rocks, falling rocks, cold, rain, lightening

Human Hazards: not paying attention, not tied properly (harness or rope) out of bounds

Clothing and Footwear:

Each climber should have protective clothing depending on circumstances (rain, snow, wind, cold, sun, insects), proper fitting close toed shoes and socks, and a comfortable pack. Climbing shoes are *not* required.

Overview: Climbing day allows many campers to try a new sport for the very first time, overcome significant fears, and experiences a strong sense of empowerment. For instructors, climbing day is a practice in front-loading expectations, actively coaching and providing encouragement, and sharing in campers' excitement.

Leave No Trace Applications:

1. Respect Wildlife
2. Respect Other Visitors
3. Plan Ahead: Gear, Raingear, Clothes, Food and Water
4. Choose the Right Path
 - a. Climbing applications include:
 - i. Limit impact to base of climb, stay only on rocks and packed trail
 - ii. Do not damage trees, shrubs, etc. for building anchors
 - b. Additional durable surface application: limit/clean chalk marks on climbs

Packing List: Please note that this is in addition to the items listed under 'Instructor's Backpack' on page 17

- **Harnesses** - properly fitted for each camper and instructor
- **Helmets** - properly fitted for each camper and instructor
- **Water jug** for refilling water bottles on site
- **Tarp for shade** (optional and site dependant)
- **Shoes** (climbing intensives only)
- **Bouldering Pad** (if applicable)
- Check with Climbing Specialist that all technical gear is loaded and what needs to be carried. This may include dynamic rope, static lines, belay devices, lockers/non-lockers, prussic, sling, etc.

Equipment Check (before and after each use)

- Harnesses: condition, wear, and damage
- Helmets: condition, buckles, and shell
- Ropes: condition, irregularities, damage, etc.
- Hardware: standard rack
- Static lines

Skills for the Day:

- Campers challenge their comfort zones and try one new thing
- Campers can identify climbing safety gear
- Campers can properly fit climbing harnesses and helmets
- (Age dependent) Campers learn to belay with back-up belay

Rules for the Day:

- Helmets must be worn and secured when in the "Helmet Zone."
- Remove jewelry and secure loose clothing/long hair
- Remove loose items from pockets
- Stay on route and below the anchor
- Double-check harness before climbing, every time
- Double-check knot before climbing
- Follow all safety procedures
- Stay within the boundaries outlined by instructors
- Campers waiting to climb are supervised by staff 100% of the time

A Day in the Life of Rock Climbing Day:

Half – Day Program

0:00 – 0:05	Gather all campers of the group where Climbing equipment is stored.
0:05 – 0:15	Intro chat with Lead Climb on rock climbing, safety, and goals for the day.
0:15 – 0:30	Fit all campers for proper fitting helmets and harnesses. One staff running small group game while others are being fit for equipment. Ensure that all campers have an item to help carry up to the site (rope, gear, each other's stuff)
0:30 – 1:00	Travel to the Rock Climbing Site
1:00– 1:20	Equipment Lesson, Equipment Check, and Environmental Briefing (small groups)
1:20 – 2:20	Get Climbing! <ul style="list-style-type: none">• Engage more campers to help belayers (coiling rope, additional support, encouraging climber)<ul style="list-style-type: none">◦ Climber, Support, Coiler, On Deck• Extra staff running small games (skills challenge, slacklines, etc)• Use sound judgement and time management to teach campers belay skills.• Knot Tying• Bouldering (ensure that you have enough spotters, proper equipment, crash pads for protection, no higher than height)
2:20 – 2:50	Travel back to Camp
2:50 – 3:00	Debrief Climb with Staff and Return Equipment <ul style="list-style-type: none">• All equipment returned and stored properly; inspected for issues• All helmets and harnesses properly put away in correct bin• Make sure that all L&F is picked up and returned to the campers before leaving!
3:00 – 3:10	Celebration and Gratitude to Group and Departure!

Full – Day Program

0:00 – 0:05	Gather all campers of the group where Climbing equipment is stored.
0:05 – 0:15	Intro chat with Lead Climb on rock climbing, safety, and goals for the day.
0:15 – 0:30	Fit all campers for proper fitting helmets and harnesses. One staff running small group game while others are being fit for equipment. Ensure that all campers have an item to help carry up to the site (rope, gear, each other's stuff)
0:30 – 1:15	Travel to the Rock Climbing Site
1:15– 1:30	Equipment Lesson, Equipment Check, and Environmental Briefing (small groups)
1:30 – 3:00	Get Climbing! <ul style="list-style-type: none">• Engage more campers to help belayers (coiling rope, additional support, encouraging climber)<ul style="list-style-type: none">◦ Climber, Support, Coiler, On Deck• Extra staff running small games (skills challenge, slacklines, etc)• Use sound judgement and time management to teach campers belay skills.• Knot Tying• Bouldering (ensure that you have enough spotters, proper equipment, crash pads for protection, no higher than height)
3:00 – 3:30	Lunch
3:30 – 3:40	Staff Pump Up & Goals for the Afternoon

- 3:40 – 5:10 Get Climbing!
- Engage more campers to help belayers (coiling rope, additional support, encouraging climber) - see 'Camper Roles' below
 - Climber, Back-Up Belay, Wrangler, On Deck, Motivator
 - Extra staff running small games (skills challenge, slacklines, etc)
 - Use sound judgement and time management to teach campers belay skills
 - Opportunity to learn this in the afternoon with some campers getting tired.
 - Knot Tying
 - Bouldering (ensure that you have enough spotters, proper equipment, crash pads for protection, no higher than height)
- 5:10 – 5:50 Travel Back to Camp
- 5:50 – 6:10 Debrief Climb with Staff and Return Equipment
- All equipment returned and stored properly; inspected for issues
 - All helmets and harnesses properly put away in correct bin
 - Make sure that all L&F is picked up and returned to the campers before leaving!

Climbing Techniques and Skill Activities:

- Camper Roles:
 - **Backup Belay:** both hands loosely on rope, standing behind belayer, close attention paid to climber's progress
 - **Rope Wrangler:** coils rope after a climb, ensures rope is free and clear while climber is on the wall, manages tail of rope as climber progresses
 - **Climber:** on the wall, climbing. Practicing climbing commands and techniques
 - **Motivator:** points out different holds to climber, offers words of encouragement, supports the climber's accomplishments
- Equipment Education:
 - **Harnesses:** 3 loops, 3 buckles, fit snug
 - **Helmets:** why we use them to climb, how to fit.
 - **Shoes:** rubber grips, points of shoe, foot position
 - **Ropes:** teach figure eight knot, static vs. dynamic, importance of keeping clean
 - **Belay System:** function, safety, how to use
 - **Lowering:** explain body position while on wall. Explain how to lower as belayer
- Climbing Techniques and Moves
 - **Footwork:** smearing, edging, matching
 - Hand matching, mantling, hand jams (hand, fist, finger)
 - **Rappelling:** orientation of rope through device, go and stop, on belay at all times
- Challenges
 - Climb Blindfolded!
 - Introduction to gear and anchor building

Additional Climbing Games/Activities:

- **Ninja:** Good to get kids moving in a controlled environment (not running around @ the base of a crag). Players will stand in a circle and each player must strike a pose and freeze. Players take turns attacking their opponents by swiping at their arms or legs with 1 motion or "attack" per turn and must freeze in place once their attack is finished. Defending players may dodge if they think they will be hit, and must also freeze once the attack is finished. If a player is hit, the arm or leg that is hit is out and must be tucked away/lifted. If a player misses, they must stop moving immediately. When both arms and legs have been hit, the player is out and must stand back until there is one player left. The only player left is the winner. Variations are encouraged!
- **Green Glass Door:** Great for keeping kids engaged while they're waiting to climb. Any word that is spelled with a double letter can go through the green glass doors, but any word that *isn't* spelled with a double letter can't.
- **Picnic Riddle:** Similar to green glass door, players try to discover what can be taken on a hypothetical picnic. One player starts by thinking of a rule for things that can go on the picnic; the other players try to guess the rule. Examples of rules you can make: Only yellow things can go on the picnic (bananas, the sun, dandelions, etc.). Only things you can eat can go on the picnic (apples, oranges, pancakes). Only things that are spelled with five letters can go on the picnic (apple, grass, honey).

Hiking

Intro: Hiking is one of the most accessible outdoor sports for many of our campers. By framing this day with excitement and enthusiasm, campers may develop a life-long love of hiking. With lots of prepared games, riddles, and lessons instructors can encourage campers to embrace exploration through hiking.

Special Considerations: Hiking day is full of opportunities to teach about Leave No Trace, do team building activities, teach about navigation and engage with a natural environment. Behavior management is especially important with Hiking day. Remember to set the tone early, clarify expectations, and have one on one discussions as needed in order to keep campers focused and engaged with the activities.

Environmental Briefing Considerations:

Environmental Hazards: Cold, rain, heat, wind, lightening, animals, exposure, terrain

Human Hazards: Not paying attention, getting lost, dehydration

Clothing and Footwear:

Each hiker should have protective clothing depending on circumstances (rain, snow, wind, cold, sun, insects), proper fitting close toed shoes and socks, and a comfortable pack.

Overview: Today is all about encouraging campers to have fun and enjoy the journey that a hike provides. Hiking day is an opportunity for campers to engage with their environment, practice their skills of observation, and become closer with their group. Stay attuned to your group's energy, have lots of games in your back pocket, and encourage campers to think about how they can adapt this day of camp to their family's lives.

Leave No Trace Applications:

1. Respect Wildlife
2. Hike on Durable Surfaces
3. Trash Your Trash
4. Be Prepared
5. Respect Other Visitors

Initiatives: Hiking is a great time to try Initiatives with the full group. Flip to the 'Initiatives' section for ideas and items to pack with you. The items at your disposal may differ by program, so use what you have to support your program. Items could include:

- Blindfolds for team-building initiatives
- Ropes for initiatives
- Paper and markers/crayons for camps and drawing
- Plan/animal track guides
- Magnifying glasses

Ask your Camp Director for additional resources if needed.

Skills for the Day:

- *Learn 'Leave No Trace' Principles*
- *Basic map-making and observation skills*
- *Age dependent: silent walks, geology introduction, plant identification, first-aid simulations*

Rules for the Day:

- Follow all safety procedures.
- Stay within boundaries on trail and together.
- Minimum of two staff per hike. If group divides, a staff must be with each group and must be in visual, verbal, or electronic contact with the other group.
- Group instructors select hiking trails based on campers' physical conditions, the weather, the season, evacuation concerns, and communication issues.

A Day in the Life of Hiking Day

0:00 - 0:15	One instructor should be checking in with parents and signing in kids. One instructor should be leading a group game with all of the campers.
0:15 - 0:25	Intro to the Day <ul style="list-style-type: none">• Build up hiking day as an 'exploration,' which can be more exciting to campers than a 'hike'• Supplies needed: blank pieces of paper, colored pencils, nature books, compasses, hiking necklaces, and any group-gear that you want (bandanas, a ball, etc.)• Assign campers their roles for the day with the hiking necklaces
0:25 - 0:30	Bathroom break and load van
0:30 - 0:45	Get to the Trail Head
0:45 - 1:00	Start Hiking! <ul style="list-style-type: none">• Environmental briefing before you start! (hazards, risks, how the group can manage them)
1:00 - 1:10	Water Break & Snack: sanitize hands
1:10 - 1:35	Activity Introduction <ul style="list-style-type: none">• What does exploration mean?• Who are some great explorers in history?• What made them great, what did they create to share their discoveries?• When do we use maps? <p>Debrief by talking about their challenge for the day; begin to create a detailed map of their hike that they could then pass onto the next group so that the next group could follow in their footsteps exactly!</p> <p>What are the components of a good map? Key, directions (N, E, S, W), large features (roads, rivers, buildings etc), starting and ending points, mountains etc.</p> <ul style="list-style-type: none">• How can we tell which direction is N, E, S or W without a compass (sun, stars, moss in rocks and trees etc.); identify the directions by using the sun (sets in the west, rises in the east) <p>Introduce the resources that they will have to look up the names of trees, plants, animals, etc. Give them a chance to start their map, get the directions and starting to put features down.</p>
1:35 - 1:55	Continue exploring (hiking): Be really vocal about pointing out the different flowers, plants, ant hills, bird nests, etc. and reminding them to be thinking about what they are going to add to their map. Take frequent breaks (you can cover a lot of ground in 5 minute chunks) in order to do map work. Remember that hiking day is about the journey and not the destination!
1:55 - 2:15	Teach LNT <ol style="list-style-type: none">1. Know Before You Go2. Choose the Right Path3. Trash Your Trash4. Leave what you find5. Be careful with fire6. Respect wildlife7. Be kind to other visitors <p>Activity Introduction: the 4 Ds of LNT Teach Dead, Down, Detached, and Diameter. Act it out, have it written out, have examples, be creative.</p>

1. **Dead:** materials collected must be dead. We do not kill plants for the purpose of these activities
2. **Down:** materials must be fallen
3. **Detached:** materials must not be connected to a living plant
4. **Diameter:** materials should be no larger than about 2-3 inches (about the size of an adult wrist)

Play a fun game or activity! (see list of games and activities below):

2:15 - 3:15

Continue exploring (hiking): Be really vocal about pointing out the different flowers, plants, ant hills, bird nests, etc. and reminding them to be thinking about what they are going to add to their map. Take frequent breaks (you can cover a lot of ground in 5 minute chunks) in order to do map work. Remember that hiking day is about the journey and not the destination!

- As you explore, give time to look at insects, animals, flowers, plants, moss, etc.
- Encourage campers to create a hand signal for the group to get quiet when wildlife is spotted.
- Play games. See below for options

3:15 - 3:45

Mid-Point

Half Day - Ensure that you will be back for lunch if needed and return to camp

Full Day - Have lunch on the trail: wash hands, incorporate LNT into lunch, divide trash

- Ask campers about how they can incorporate LNT at home, about their most epic hiking adventures, their favorite places to be outside, etc.
- Discuss types of food that are best suited to outdoor activities.
- Discuss the impact of trash in the backcountry and how we can help.
 - Divide trash into compost, recycle, landfill
 - Our goal is to eventually eliminate our landfill bucket. For now, we're reducing as much as possible by re-using compost and recycling.
 - How does each one differ?
 - How can you do the same with your family?
- Ask campers to share riddles

Continued for Full-Day Hike

3:45 - 4:15

Continue Exploring, check on map progress!

4:15 - 4:45

Play A Game (Camouflage is a great one to get the energy up after lunch)

4:45 - 5:15

Continue exploring,

- Working on maps, telling riddles, etc. as you make your way back to camp.

5:15 - 5:30

Arrive back at camp and review your map.

5:30 - 5:45

End of day debrief at base camp. Optional debrief for Hiking Day:

- **Roses and Buds:** Rose = something that you loved about the day and/or something that developed for you today. Bud = something you're hoping to work on tomorrow/something you hope to learn tomorrow

5:45 - 6:00

Return all equipment and progress to the next program. Well done!

Hike Games/Activities:

- **Boat Races:** each camper can make a boat out of things found in nature, race them down a creek, then disassemble the boats with a conversation about LNT
- **Fairy and Gnome (or tiny animal) houses:** Create tiny living structures out of things found in nature and then disassemble after a 'home and garden tour' with a conversation about LNT.
- **Nature Art:** Create small works of art (individually or in a group) with elements found in nature. Do a gallery tour of each art installment, then disassemble with a conversation about LNT
- **Flying Squirrel!:** As you hike along, tell a story about flying squirrels discovered in the area. They're sneaky and fast and not everyone can spot them. You have been trained as a squirrel spotter and will warn the group when you see one by yelling 'flying squirrel!' When you call out, then all need to crouch down *immediately* in order to avoid getting hit.
- **Rump Bump:** (great for speeding a group's progress): The challenge for the group is to stay an arm's distance from the person ahead of them (no farther) but also to avoid running into the person ahead of them. The leader of the group begins to jog down the trail and campers must keep up! Suddenly, the leader stops and everyone tries to halt without running into the person in front of them. If anyone bumps, they get sent to the back of the line. Repeat, rotate leaders, and have fun!
- **Find an Object (blindfolded):** Pair campers together and have one partner wear a blindfold. The seeing camper guides their partner along the trail taking care to guide them over rocks, roots, and divots towards an object/location of their choice. Additional challenge: the seeing camper cannot touch their partner and can only guide with their voice.
- **Magic Counting Sticks:** four small sticks, arrange them anyway you want in the middle of a circle and say "there are 3 sticks" while holding three fingers out by the sticks, it does not matter how the sticks are arranged, it matters how many fingers you are holding down next to the sticks, do it until some kids get it. ebrief awareness of what is going on around you, not just the sticks.
- **Water Jug Game:** hold a water bottle in your hand, tell the group that they must try and say exactly what you say. Clear your throat (this is the important part) then say, while pointing at the parts of the bottle (or any object) "this is the top of the water bottle the side of the water bottle the bottom of the water bottle". It does not matter what order you say it in or what you are pointing to, the point is that they must clear their throat, before speaking again, awareness of more than just the obvious.
- **Camouflage:** Person who is "It" shouts "camouflage" at which point the campers scatter and hide. The leader counts to 20 out loud with their eyes closed. After the count is over, "It" begins looking around. If "It" recognizes anyone not completely hidden, they call out the name and location of the camper. If they have correctly identified the camper, then the camper is out, if not, the camper does not have to reveal their true identity, and is still in play. Once "It" can no longer identify anyone, they call out that they are closing their eyes and they will count to 10. The campers have this 10 seconds to try and reach the leader, or at least get closer while still being out of sight. Repeat until the first camper to touch the leader without being seen is the winner.
- **Tracker:** Tell your BEST 'raised by wolves' story and don't tell staff the solution right away. Keep them guessing! Let them earn their own tracking skills. If you don't know how to play... Ask your Director!
- **Silent Hike:** Only play this game with Group 4 campers and older. Great way to eat up time if the group is tired and/or moving slowly. Before you begin the activity, brief campers on what they should do if they feel they are lost (stay put, yell for an instructor). Send 1 instructor ahead of the group; have them walk for about 5 min and stop in an obvious place (make sure there are no junctions where campers could get lost). As they walk, each camper should be in view of the next. Send each camper down the trail 15-20 seconds apart. Once they start hiking, ask them to stay quiet and observe their surroundings. Separate close friends if possible (so they don't catch up to one another and talk the whole time). Send an instructor at the beginning and end of the group. Make sure to choose a stretch of trail with no junctions so campers don't get lost! When campers arrive at the end, have them choose a place to sit quietly in the surrounding area. They can sit, lie & look at clouds, etc (but keep everyone quiet to preserve the silent hike experience for all). End of debrief circle. Provide 2 options so that campers can partake in the silent hike OR can choose an equally meaningful role as a "welcome camper". "Welcome Campers" would go ahead with the first instructor and be waiting for the silent hikers to arrive at the end. Ask the group members which role they'd like to assume before setting up the hike.
- **Animal Track Identification:** Draw tracks in the sand and get them to identify what they might be.
- **Eye Spy:** One person picks something they can physically see where they are standing/walking. The other campers take turns guessing what the object is by posing questions that can be answered with a "yes" or a "no." Keep asking questions until 20 questions have been asked and answered or until they guess it!
- **The Floor Is Lava!:** Throughout the day the instructor calls out members of the group and tells them "The floor is lava!". The person (or people) who get called out must then somehow get their body off of the ground as fast as they can! Very fun game. Make sure they are being safe!

Leave No Trace Activities by Sport

The 'Leave No Trace' Principles

1. Know Before You Go
2. Choose the Right Path
3. Trash Your Trash
4. Leave What You Find
5. Be Careful With Fire
6. Respect Wildlife
7. Be Kind to Other Visitors

Kayaking

Game name: LNT Tag

Objective: At the end of this game campers will come away with a better understanding of invasive species and how we can best prevent the spread of invasive species in our waters.

Materials: boats, campers

Time: 20-25 min

Activity:

1. Split the group up into 2 teams.
2. One team chooses a body of water to represent (ex: Atlantic, Willamette River, etc.) and the other team picks an invasive species to represent (ex: Zebra Mussels (animal), New Zealand Mudsnails (animal), Yellow Flag Iris (aquatic plant), Hydrilla (aquatic plant)).
3. The 2 groups will separate (at least 10-15 feet between them) and give themselves enough space to start the game.
4. When the instructors say "Go!", the two teams will engage in a game of boat tag, where if a member of one team touches the bow of their boat to the stern of a boat belonging to the other team, the person who was tagged switches sides and becomes a member of the team that tagged them.
5. In order to identify which team you are on, each team will establish a phrase, slogan, sound, etc. they yell/make so people know whose team they are on.
6. Team that gets all the boats on their side wins.

Modifications

At any point in the game- the instructors can call out some phrase, everyone stops and has a chance to answer an LNT water related question. The boat that gets the answer correct either gets some special power (like star power in mario where the person who gets it right can tag any boat anywhere on their boat to switch them to their side for 15 seconds), or they can automatically pick someone from the other team to join their team. Feel free to come up with any other incentive as well!

- Example LNT water related questions:
 - Where would be a good place to go to the bathroom at this paddling location?
 - How many feet away from a water source should we go to the bathroom? (Answer: 200ft)
 - If we cooked a picnic lunch, can we wash our dishes in the water here?
 - Can I feed the fish my leftover PB&J?

Wrap up questions

- Why are invasive species a concern?
- What are ways we can prevent the spread of invasive species while boating? How about on land?
- What are some things we did today already that were a part of practicing LNT on water days? (PFD talk, sharing wind considerations, cleaning up after lunch, respecting other users, etc.)

Canoeing

Game Name: Would You Drink It?

Objective: Campers gain an appreciation for keeping drinking water free from pollutants. This game would be particularly effective at 'No Touch' reservoirs.

Materials: Staff will need a cup/water bottle/container, sunscreen, hand sani, soap, any other 'pollutants' readily available. Can be discussed without using a container, but fun for the visual effect.

Time: 5-10 minutes

Physical Set-up: This short activity is best done during group downtime (lunch or snack). Please be sure that whatever container is used is clearly set aside and no water is consumed from it until after washing.

Activity:

- 1) For older groups: discuss watersheds and how water moves from one body to another (rain>creeks>rivers>reservoirs/lakes/ocean). In CO, mention the continental divide and how all water east ends up in the Atlantic and all water west ends up in the Pacific.
 - a) Addition: build a 'mountain range' with dirt and other natural materials and pour water over it to visualize how water travels. Be sure to disperse materials after.
- 2) Ask the campers why water is important (drinking, eco systems, etc.).
- 3) With a clean container of water, ask campers if they would drink it? Why or why not?
 - a) Now add a small dollop of sunscreen to the bottle (if the bottle is clear shake it for color). Now ask campers if they would drink it?
 - b) Continue by adding additional pollutants (hand sani, soap, etc.) and each time ask the campers if they would drink it. Why or why not?

Wrap up questions:

- What other pollutants can you think of that could contaminate our waters?
- What are ways that we can personally work to protect our water sources? (ex: honoring the zero touch rules at drinking water reservoirs, putting on sunscreen at least 15 minutes before entering water so it can be absorbed by the skin, wash hands 200' from any body of water, etc.)

Stand Up Paddleboarding

Game name: The Leave No Trace Race

Objective: Campers engage in a fun team building group game that highlights LNT principle #4 (Leave what you find/take only pictures, leave only footprints)

Materials: Campers, 2 Large SUPs, paddles, a "beautiful" stick/rock/object for each team

Time: 20 min. Including introduction

Activity:

1. Split the group up into 2 teams and give them 2 large SUPs per team (depending on how many campers there are per team).
2. Provide each team with a "beautiful" stick/rock/object/etc. (Really HAMMMM it up). Have the team take a group photo with the object.
3. Teams have to pile onto their 2 boards with all their paddles, make a raft, and paddle to a drop off spot (chosen by the instructors) where they need to return the object to its rightful place so someone else can enjoy this "beautiful" thing! Once they've placed the object at the drop off spot, they need to pile back onto their boards and head back to the starting point. First team to successfully drop off their object and return to the starting line wins!

Modifications: If 1 large SUP per team is too small a craft, you could switch to 2 small SUPs that they have to keep together like a raft. Explorer adaptation could be making one big raft together with the campers and staff and returning one object and then heading back together. Everyone wins!

Wrap up questions:

- Why did we work so hard to return the "beautiful" objects instead of just taking them home?
- What would be a real life example of something that we should take a picture of instead of taking with us?

Biking

Game name: Bike Where Its Right

Objective: At the end of this game campers will come away with a clear understanding of trail etiquette related to multiple Leave No Trace principles; Travel on Durable Surfaces and Respect other Visitors

Materials: Normal biking set up

Time: 15 min

Before the game: This game should be played in a large flat area like a parking lot or field. Instructor will set out 4 cones in a square about 100 feet apart marking starting zones for 4 small groups

Activity:

1. Instructors start by Splitting the group into 4 small groups of 3-4 campers a piece. Instructors will assign each group one of the below identities but only tell that group. Group identities are a secret to other groups but instructors will tell the group what the possibilities are:
 - Watery Trail
 - Muddy Trail
 - Dry trail
 - Horse rider
 - Hikers
 - Big group of bikers
 - Small group of bikers
2. Instructors then give 1 minute for each group to decide how they want to act out their identities when they encounter another group. Groups can act out what they are and can make noises but cannot speak any actual words.
3. Group starts riding slowly together in any direction they want until they encounter another group. At that time both groups act out what they are.
4. Each group guesses what the other group is and if they should ride through or turn around. For example; if a group of encounters what they determine is a muddy trail based on how the other group acted it out, they turn around and ride the opposite direction until they meet another group.

Wrap up questions

- Why would you not want to ride through a watery or muddy trail?
- Who has the right of way between a biker and a hiker? Biker and horseback rider? Uphill vs downhill biker?
- What are some additional ways we can demonstrate respect for the trails and other users on the trail while we ride?

Climbing

Game name: Pick Up/Pack Out!

Objective: Campers challenge themselves to explore the climbing routes to find items left by the climbing specialist and pick them up so they can pack them out! Game that highlights LNT principles #3 (Dispose of waste properly/Pack it in, pack it out)

Materials: Campers, items to hide on the wall

Time: Throughout the day

Activity:

1. To set up the game, have the climbing specialist place different items (“trash”) on different holds along the climbing routes they’ve set up. This could be many different items or just a few that campers can return after they’ve found them.
2. Tell the campers that during setup, the climbing specialist accidentally dropped items along the route and they need help picking them up so we can pack them out.
3. Have campers retrieve all the items left on the wall.

Modifications: Climbers could also try and place these items in more challenging locations for the following climber to retrieve. For the younger climbers, make sure to hide the items in easier to access areas.

Wrap up questions:

What are some items you think you might find at a climbing staging area (wrappers, cans, animal waste, etc.)

Why are these areas so impacted?

What can we do to minimize our impact at a climbing staging area? What about on the climbing wall itself (gear, chalk, etc.)?

Why should we work to pick up the waste that we find (when it’s safe) and pack it out?

Hiking

Game Name: LNT Frenzy

Objective: Campers agree on 7 keywords to represent the LNT principles. By repeating these words over and over, campers remember all 7 LNT principles after the course of the game.

Materials: people

Time: 10 min. Including introduction

Before the game:

1. Share all 7 LNT principles with campers. If you have a whiteboard available, write them down.
2. As you share the principle, have campers come up with ONE word that represents the principle. For example, after hearing ‘Be respectful of other visitors,’ the group may decide that their word for Principle 7 is ‘Visitors.’
3. Let them know that these words are going to be SUPER important during the course of the game.

Activity:

1. This is a modification of a name game, in which there is one person in the middle of the circle that is trying to tag others that are standing around the outside of the circle.
2. Group gets into a circle, start shoulder to shoulder or toe to toe. (During explanation, have group stay close. When game play begins, have group take a small step back to widen the circle).
3. Have one camper volunteer to be in the middle. That camper can take their place in the center of the circle.

4. Give each camper a rule by counting off around the circle 1-7. Have each set of campers (i.e. all the 1s, all the 2s, etc.) say their LNT principle WORD out loud before starting the game. Ensure they all remember as best as possible.
5. Campers are trying to recite their LNT principle before getting tagged. In order to start the game, an instructor will call out a number like "Principle 3!", at which point all number 3s in the circle (if more than one) are going to call out the WORD that represents their principle, before calling out a new principle number. Numbers do not need to be called in order. While campers are reciting their word and calling out a new number, the person in the middle is trying to tag ONE of them before they're done talking.
6. If the person in the middle does not tag any speaking person before they are done, they need to re-attempt with the next speaker(s). Game continues until the person in the middle tags someone in the circle.
7. Once the person tags someone, that person rotates into the taggers position and game play resumes.

Modifications

- If a tagger cannot reach anyone in time, bring the circle in closer to reduce the amount of running space.
- You could also try making signals instead of using keywords, though this would be more difficult, as the tagger would have to see the signals before beginning to run. Other camper's hands may be distracting/misleading.

Wrap up questions:

- Why is there such a large emphasis on LNT in the outdoor community?
- What are some reasons why following LNT principles will become more and more important over time?

Other Fun Games

Try to take games and spin them some way so that they involve nature, Leave No Trace, the activity, etc. That way, even if the kid has played the game before, she or he is getting a unique Avid4 experience.

- "Instructor says..."
 - Elbow tag
- Throw a ball/Frisbee into team bucket
- Silly relay races
- Zookeeper
- Hide and Seek or better yet, Camouflage
- Tell stories
- Stopwatch activities... How fast can we?
 - Say our names in a circle?
 - High 5 in a circle?
 - Make animal noises in a circle? etc.
- Tag games
 - Everybody's it
 - Toilet tag
 - Amoeba Tag
- Screaming Walk: Set a starting line, and one at a time, students get to walk past the line for as far as they can keep yelling and walking at the same time. Once you're unable to scream anymore you stop there and see who can get the furthest.
- Goal jumping... have first kid do a running long jump, have next kid take off from where 1st kid landed, etc, etc... see how far they can jump as a team; challenge them to beat their jump and come up with a strategy.
- Rock bocce ball
- Rock, Scissors, Paper tournament
- Make animal homes
- Steal the Bacon
- "When the wind blows, I like to..."
- Frogger
- Avid 4 Telephone
- Tracker
- Pattern and Snapping games (Who is the chief?)
- Mingle, Mingle, Mingle

Initiatives

Initiatives are challenges that are about teamwork, self-discovery, communication, critical thinking and/or problem-solving. These usually require few materials to conduct and are great exercises to keep groups engaged or get groups to bond over a shared challenge. Below are sample initiatives, divided by age groups. Avid4 Adventure maintains a large collection of activities; please see your Camp Leadership for even more ideas.

Explore: 1st - 4th

- **Silent Sit**
Have kids sit in a circle with their backs facing the inside circle and shut their eyes. Give them 30 seconds to identify how many different noises they can hear. When time's up have them tell everyone what noises they heard and what they think it was. To add on to this activity you can have them sit for 30 more seconds and see if they can see what all the noises they heard were coming from.
- **Match Box**
Each child/pair gets a small container. The teams must then try and place as many different things in their container as possible in a set amount of time. Once time is up each team will show what they have in their container.
- **CopyCat**
Campers are given a spot to stay in, and the leader emphasizes everyone having personal space, and being aware of not touching others during the activity. Then the leader starts doing different movements, starting with stationary ones (ex: stomping feet, clapping, swinging arms). Once campers have the idea of being aware of their space, the leader starts to do more movement- oriented actions (ex: jumping, moving like a certain animal, etc.) Give campers the chance to be the "cat" if they want to try it.
- **When the Wind Blows**
Camper in the center of the circle says something that (s)he likes to do. If the campers on the outside of the circle also like the same activity, then they need to get up and find a new spot in the circle. The camper left without a spot in the circle then becomes the one in the middle.
- **Barn Yard**
Give each person an animal sound to make. Don't let other people hear what you are giving them. The group spreads out, closes their eyes and starts making the sounds loudly. They must find other members of their group before they can open up their eyes. This is also a nice way to break up the group into smaller groups.
- **Huckle Buckle Beanstalk**
Pick a smallish object. Hide it in plain sight, where nothing has to be moved to find it. The kids look for it, and when they find it, instead of picking it up or pointing to it, they sit down off to the side and say, "Huckle Buckle Beanstalk!" By leaving it there, everyone gets a chance to find it. If they need help, you can play the hotter/colder game. The first one to find it gets to hide it the next time.

Confidence: 4th - 5th grade

- **Big Knots**
Have everyone evenly spaced holding a throw rope. The goal is to tie a knot in the rope without letting go of the rope. Groups can start with simply overhand knots and work up to something really tricky, like a figure 8.
- **Minefield**
Draw boundaries with objects in the ground. One person is blind-folded and his partner is not. The seeing partner must verbally guide his blindfolded companion through the obstacles.
- **Helium Tent Pole**
Have the group stand facing each other. If you are using a tent pole have them stand in two lines, if you are using a hula-hoop stand in a circle facing in. Have them put out both hands with their index fingers out as if they were pointing at one another and then have them zipper their fingers. When they are ready, place a tent pole or hula hoop across everyone's fingers. Without grabbing (keep a straight finger, not a bent one) they must get the pole to the ground as a group. Usually one end of the pole, or the whole pole will rise up.

Teamwork: 6th-8th grade

- **Tarp Turnover**
Have all of the campers stand on one side of the tarp. The challenge for them is to flip the tarp over beneath them without anyone stepping off. This can be framed 1000 different ways, so be creative!
- **Ask for Help Maze**
Put all members of group blind-folded in a large triangle or other shape that you formed with old rope. Tell them, "There is a way out of the maze. If you need help, please raise your hand." Everyone who raises their hands gets pulled out of the maze by a staff member (under the rope) and gets to watch the others potentially struggle by refusing to ask for help.
- **Silent Circles**
Get everyone in a circle shoulder to shoulder. Next, have everyone take 3 big steps back, so now you are all in a well-spaced out circle. From this point, no one can talk. The goal is to get everyone back into the small circle by taking three big steps back in, BUT no one can take more than one step at a time, and no two people standing next to each other can take consecutive steps.

Leadership - 9th - 11th

- **Everybody Up**
Have everyone pair up. Each pair sits on the ground facing each other, toes opposed, knees bent and hands tightly clasped. Ask them to stand up from that position. As each group of 2 masters this, have them try groups of 3, 4 and more until all campers are involved as one group attempting to stand. As an alternative, have them sit back to back and attempt to stand.
- **Monster**
Group must cross a given area with only a certain number of hands and feet on the ground. Also, they should all be connected. For example, for a group of 10, it would generally be great to start with 6 feet and 6 hands on the ground to start, and if they accomplish that easily, do it again... but make it harder.
- **Blind Trust Walk**
Blindfold group except for a helper. Put the group in a line and lead the group to their next destination. You can also have the group break up into partners and one lead the other around.

JEDI (Justice, Equity, Diversity, and Inclusion) Conversations

Rock Climbing

JEDI Lunch Discussion Topic: Adaptive Climbing

Think for a moment about what your favorite aspect of climbing is. (Ask a few campers to share). It's fun, challenging, gives a feeling of accomplishment, lets you see the world from a new perspective, helps you feel strong and healthy, etc.

Now, think for a moment about how your body helps you accomplish these things while climbing. If you had a disability that affected the way your body could move, would you still want to climb?

- Climbers with disabilities have developed ways to adapt climbing so that they can also experience the fun, challenge, success and benefits that climbing brings to non-disabled people.
- For climbers with physical disabilities, some adaptive climbing gear that exists are: special prosthesis or limb protectors, adaptive harnesses that provide more stability or have a seat. Ascending devices can help people climb upwards with less effort.
- There are also organizations that focus on introducing people to adaptive climbing and provide gear, guides, instruction (just like Avid climbing camp does for our campers!)
- Some climbers have other means of support, like the climber Erik Weihenmayer who is blind and was the first blind person to climb Mt. Everest. He is from Boulder, and is a very talented rock climber as well as a mountaineer and whitewater paddler. Erik is also a teacher, and tries to live what he calls a "No Barriers Life."
- What are some barriers in your life that seem impossible to overcome? How might you use Erik Weihenmayer's idea of a "no barriers life" to see those in a different way?

Mtn Biking

JEDI Lunch Discussion Topic: Bicycling and Justice

- Bicycling can be tied to many justice movements happening in our society including racial justice, serving low income communities, gender equality, and environmental justice.
 - Can anyone think of specific examples of how bicycling can be a tool for justice and be connected to social justice movements?
 - With its health benefits, zero emissions, relative ease in access and ability to learn, and most importantly, low cost, the bicycle is a great mobility solution and tool for those who are underprivileged.
- Even though cycling CAN be a positive tool for social justice, the bicycling community and cycling affiliated groups and businesses have often neglected to meaningfully address social justice issues surrounding them.
 - Can anyone think of specific examples of how certain communities are neglected or not as well served by the cycling community and the outdoor community in general?
 - Bike lanes only in wealthy and well served parts of town (often meaning white parts of town)
 - Mountain Biking trails are often far away from population centers and require cars and specialized racks to transport equipment
 - Biking and the outdoor sport community in general not being an inviting place for women and people of color (not represented strongly in advertising, professional, harmful jokes and stereotypes about who does and doesn't like the outdoors and outdoor sports, etc.)
 - What are some ideas for ways we can all individually and collectively contribute to making biking and the outdoors as a whole more equitable for underserved communities?

Paddling

JEDI Lunch Topic: Who were the first paddlers?

- Canoes, kayaks, and SUPs all originated from indigenous peoples for hunting and travel.

- First kayaks were Inuit kayaks in the territory that is now Alaska. First canoes were wooden canoes from indigenous peoples in the territory that is now mainland America. The origins of SUP is surfing, which also was first known by indigenous peoples in current day Hawaii.
- Made of seal skin, sinew, and whale bone. Coated with blubber for waterproofing. First canoes were hollowed out logs or birch bark and tree limbs. Surfboards were carved out pieces of wood.
- Inuit is the proper name for peoples of that region, sometimes you may have heard “Eskimo” but that is the English name, meaning “people who ate fish”
- Discussion questions:
 - Do you see many native peoples in advertising for paddling gear? Why not?
 - Would you like to be called by someone else’s name for you based on what you ate?
 - How would you feel if you created something and other people took your idea and made a lot of money off of it without giving you credit?

Hiking

- What does exploration mean?
- Who are some great explorers in history?
 - **JEDI moment** (adjust to be age appropriate): Were these explorers truly ‘discovering’ land and places? Why or why not?
 - Oftentimes, the Explorers that we learn about are people of European descent that learned about lands already occupied by people native to the land. Can you think of an example?
 - Christopher Columbus discovered the West Indies and ‘America,’ but there were Native Americans and Native Islanders already inhabiting the lands.
 - In the same way, when we ‘discover’ new things on our adventures, we’re often ‘re-finding’ things that others know about and have lived with for a long time. Our discoveries are wonderful because they’re new to us, but that doesn’t always mean that they’re brand new to everyone. It’s important to respect what people already know about a place and integrate that into our understanding of the world.
- What characteristics did you think these explorers shared? What are some examples of things these explorers left behind that we still use or experience?
- When do we use maps?
- **OPTIONAL LUNCH DISCUSSION PROMPT (age dependent)** - We learned about LNT today, which helps us explore new places without making too big of an impact. What do you all know about native americans of this area? How did they live with the land and avoid causing long term problems in the environment? *Many campers will have learned about native americans in school and can share what they learned here. Build on what they know with any knowledge you have. Avoid speaking about what you do not know, specifically about particular native peoples, do encourage conversation and reflection.*

Behavior Management & Teambuilding

The foundation of the Avid4 experience is teamwork set in the framework of non-competitive outdoor sports. To foster unity and cooperation, we can use team building exercises. These exercises may be used to introduce participants, to begin or end the day, or to solve behavioral problems. You may also be able to adapt some of these exercises to do while doing an activity! Have fun out there!

Behavior Management

Setting clear expectations at the beginning of a camp session is a great way to minimize the need for behavior management throughout the week. At the beginning of each camp session, make sure you:

- Have a discussion about what rules you can have throughout the week in order to keep everyone safe and make sure everyone has fun (bring out the three R’s: Respect Others, Respect Yourself and Respect Nature). You can do this through a group discussion, creating a team flag, writing a team contract, etc.
 - **Introduce the Respect PONY:** Property, Others, Nature, Yourself

- Talk about consequences if rules are not followed:
 - **First** - Verbal Warning
 - **Second** - A Consequence will be given
 - **Third** - Camper will become an instructor's shadow for a given amount of time
 - If problems continue there will have to be a meeting with relevant participants.
- Make sure to be consistent and fair throughout the session with rules and consequences.
- Discipline may NEVER include depriving a camper of food, sleep, restroom privileges, placing a camper out of your supervision, subjecting a camper to any physical or emotional punishment (exercise, striking, shaming, threat).
- If additional outside assistance is required beyond that of your knowledge, contact your Team Supervisor or Camp Leadership to provide support and next steps.
 - Camp Directors may contact: Mental Health Partners at (303) 443-8500.

If behavior issues arise, remember not to take it personally and try immediately to resolve the issue. When dealing with a camper's behavior try to keep in your mind the following: **why is this happening, what can I do to make the situation better, what can the camper do to make the situation better?**

Why is this Happening?

Behavior issues arise within campers/groups for many reasons. There is never a clear way to know exactly what is going on when behavior issues arise. Remember, each camper has needs, and their behavior will give you clues as to what those needs are. Here is a list of common reasons behavior issues could arise at camp:

- Frustration or lack of challenge
- Fear or homesickness
- A need for attention
- Sickness or overly tired
- Testing limits
- Something going on at home

What can I do to make the situation better?

- Set clear expectations at the beginning of the day and for each activity
- Encourage and praise desirable behaviors
- Be excited and involved in your campers' experience. Take the time each day to learn something new about each camper.
- Find the delicate balance between structure and freedom (if the consequence isn't too severe, sometimes allow natural consequences to occur)
- Sometimes just being close to a camper that is having a hard time can stop potential problems from occurring
- Ask another instructor to take over if you can feel yourself getting too worked up
- Only deal out consequences you can actually follow through on; be consistent.
- Be sensitive to when it is appropriate to talk with a camper in private and when it should be a group meeting to resolve a problem
- Set a good example! Follow rules, be respectful, be friendly, treat campers and fellow instructors how you would like you campers to treat each other.
- Keep them busy! Have a handful of team building exercises ready to go for those moments when there is a lull in the day.

Overnight Camp Behavior Management Protocol

Overnight Camp presents some unique challenges when it comes to managing individual and group behavior at camp, and while many of the tactics we use at day camp are applicable, some of the circumstances of Overnight Camp - independence from parents, immersive group dynamics through session, extended duration of sessions - make the need for additional protocol for dealing with these situations when they arise. This guide will arm Overnight Camp staff with a clear, pointed process for how to deal with different behavioral issues.

I have split the different issues into three different levels to encompass the spectrum that can occur at OC.

MINOR

These are everyday concerns that happen often within the OC environment. Examples include (but not limited to) not listening to rules, not following the staff's directions, using inappropriate language or disrupting the activity affecting the experience of others.

Step 1 - Verbal Warning

Camper will be redirected by the staff and receive direct, open and clear feedback about what they did wrong, what the expectations are for participation, and counseling using the Love and Logic method to find out what led to the action, and outline appropriate behavior so they can avoid it going forward.

Communication - *No further communication needed*

Step 2 - Formal Warning and Time Away

If the behavior continues to be disruptive and the actions do not change, the camper will be removed from the activity by the staff and given a time away for 10min (staff and camper should keep track with watch) from the current activity, increasing if needed to do again. When the staff is next able to step away from the group to engage the camper, the staff will provide direct and open feedback on their actions and counsel them about the 'why' behind their actions, how their actions affected others, clarify the expectations for behavior further, and form a partnership to correct and recognize this behavior change.

Communication - *If the camper's behavior does not change after this intervention, the staff should inform their Leadership for information, advice, and support if needed.*

MODERATE

If a minor behavior infraction continues and escalates with the disruption of the group, or if a certain issue occurs of a higher severity, this action should be classified to the Moderate category. Examples include (but not limited to) repeated mocking of another camper or counselor, destruction of property or equipment of themselves or camp, or inappropriate sexual acts, self-harm speech, or emotional abuse to one's peers.

Step 3 - Consequence and/or Loss of Privilege

If the behavior continues to be disruptive and/or escalates, the staff member will reference back to the first warning, remind them of the expected behavior, and they will work with the camper to come up with an appropriate consequence (such as helping with camp chores, letting the camper take responsibility for a related task with the goal to emphasize correct behavior. If the disruptive behavior continues, the staff member should inform their respective leadership and they should have a conversation for additional support, as well as a consequence implemented by the leadership that differs from the original.

Communication - *The leadership should be immediately informed and consulted for direct support with the camper to help with counseling the camper to change behavior. The leadership and staff should discuss options to mitigate the behavior issue and consider contacting the parents to inform them and get their advice on the situation as well. The leadership should also inform the CD/AD of the situation to assist with any phone call and what is being done in case it escalates further.*

Step 4 - Camper Contract and Informing of Parents

If a pattern of inappropriate behavior continues and/or escalates, staff will work with the camper to set specific, appropriate behavior goals and outline through a ["Commitment to Improve" Camper Contract](#). Campers are informed that if the behavioral expectations are not met within a designated time frame, the next step is dismissal from camp. Parents/guardians are notified and the contract is shared. If possible, parents are given an opportunity to talk to their child before the student moves to the next stage of consequence. At this stage, the staff should consider the best course of action for the camper based on the individual circumstances with the goal of the camper understanding their actions and have an opportunity to change their behavior. With the approval of the Director, the staff team can implement the decision for the camper to be excluded from a camp activity/special event, from an out-of-camp trip, or even the multi-day expedition.

Communication - *The Director should be informed of this to assist with the phone call to parents and to communicate the severity of the issue with the camper.*

SEVERE

If a situation continues to escalate and the camper fails the 'Camper Contract', or there single action is so severe that it directly results in a negative experience for other campers and staff, this would classify as a Severe infraction. Examples of a single 'Severe' act include (but not limited to) physical abuse and bullying, serious threats to harm others or themselves, sexual acts, or possession of prohibited items.

Step 5 - Dismissal from Camp

For a 'Severe' infraction, the result of the action is dismissal from the camp program. The decision is ultimately left to the Camp Director to make and should, to the best of their ability, have a conversation for the feedback and buy-in of those involved to form a unified front for the final decision. Parents will then be contacted that the Camper Contract has been broken and that we are unable to have the camper in our program. All fees for camp are forfeit and the parents must pick up the camper immediately.

Communication - *Once the decision is made, the Director will contact the parents to explain the situation and inform them of the decision to remove the camper from camp. Leadership should directly support the needs of the staff to ensure a smooth transition.*

Conflict Resolution Tools

Conflict Management Ground Rules:

- Agree to solve problems (make sure campers know it is the behavior that is the problem, not them)
- Take turns talking
- No put downs
- Tell the Truth

"I" Message:

- I feel ____ when you ____ because _____

"Need" Message:

- I need you to _____
- Response
- I heard you say...

Win/Win Solution:

- Next time we could _____
- Shake hands
- Say thank you

“WOW” It Out:

W- What's up?

Give each camper a chance to say how they are feeling and how they saw the situation unfold.

O- Own up.

Each camper needs to take responsibility for what they didn't handle appropriately in the situation.

W- What's next?

Help campers figure out a plan on what they can do to ensure they will not have this problem again.

Missing Home & Homesickness

It takes a lot of courage to leave home and stay at Overnight Camp, especially if it's your first time and you're a child learning your way in the world. According to the ACA, over 90% of all boys and girls who spend a week at summer camp will experience a bout of homesickness for at least one day. Homesickness is natural and you will see it this summer, whether you work with the youngest campers or the oldest - it happens, so it is best to be prepared.

Everyone misses their home and there is a difference between missing home and homesickness. First, homesickness is NOT a real sickness - it's a good thing to miss home and means they come from a loving place.

Factors that might cause Missing Home to become Homesickness:

- Age - typically more prevalent with younger campers
- Experience Away From Home or Camping
- Lack of Preparation or Information about overnight camp
- Over-attachment between camper and parent
- Attachment to friends or pets back home; lack of friends or pets at camp
- Longing for "city life" and customary amusements – TV, video games, etc
- Lack of coping skills with negative emotions
- Being unaccustomed to being responsible for basic needs
- Lack of skill in camp activities
- Feeling like they have been sent to camp against their will
- Timidity – fear of the dark, fear of being alone
- Physical factors – indigestion, constipation, allergies, exhaustion
- Absence of someone to lean on
- Noticeable physical handicaps – stuttering, crossed eyes, etc

While not a real sickness per say, homesickness does have symptoms, so it's important to address the matter seriously and methodically cross off their concerns to make them feel better.

Symptoms of Homesickness

- Disengagement and withdrawn
- Lack of appetite
- Tiredness
- Difficulty sleeping
- Feeling sick
- Crying
- Lack of motivation
- Bullying

The Times It Happens

- The First 48 hours
- Before doing something that camper perceives as big (ie: trying something new, lots of miles on a hike, etc.)
- Down Time is Frown Time - when campers are out of activities or are by themselves is when it most frequently hits (rest hour, nighttime, during transitions, free time, during all camp audience activities).

Homesickness is Contagious!

This is important to recognize within your group and why you should manage this as best you can. So how do you deal with this?

The Three Things A Camper Needs

1. **Compassion** - They are liked as a person by the staff.
2. **Support** - They are comfortable asking for help.
3. **Friendship** - They have made a connection with friends and mentors

We can help with these!

Treating Homesickness

So what can you do with this tricky ailment? Read below:

- **Prevention:** Keep them busy- during cabin hours and before bed check in with everyone, organize a game or group conversation.
- **Have a one on one conversation:** Find spot near people, but not within earshot to prevent the spread of homesickness
- **Venting** - Let them have one good venting session to get it all out, but **immediately re-engage** in camp life once they start repeating themselves (they will)
- **Short Term Goals:** Get them focused on something exciting in the near future and make that a goal for them.
- Remind them that homesickness is normal and that you are always willing to listen.
- Find out something they enjoy doing at home and see if there is a way you can incorporate it at camp or within your cabin (playing catch, a special item like stuffed animals, or favorite hobby)
- Place them in a specific leadership role
- Set short attainable goals (field trip is in 2 days, Color Wars is around the corner, Tuesday is Taco night)
- Inform other staff members who might be working with the camper in activities Introduce them to an older camper who suffered from homesick issues in past years
- Have them write a letter home
- Remind them about the uniqueness of camp, usually they will admit that they like some of the activities
- Alert Admin and ask for help if needed

The Do's and Do Not's of Treating Homesickness

DO NOT

- Do not make promises you can't keep.
- Do not shame or publicly embarrass a homesick camper.
- Do not send the camper to the Support Staff, Assistant Camp Director, Nurse, or Camp Director right away - Show them you care and willing to be patient for them!
- Do not tell a camper they can call home. (Although this may happen later in the process)
- Do not tell a camper they can go home early. (This is an absolute last resort)

DO

- Let the camper know that everyone, even you, miss home – and that is a good thing!
- Reinforce the idea of “making it through” the session, which is an important personal accomplishment.
- Ignore hysterical behavior – it is for attention. Deal with them when it is over.
- Communicate to supervisors and/or leadership to discuss so they are "on the same page."
- Review the Personal History Form and Get to Know You Letters for more info.
- Find interests and activities that appeal to the camper and keep him or her busy.
- Make the camper feel important and needed by assigning him or her a special duty.
- Help them make friends! Find a buddy for the camper who can make a connection.
 - Or utilize existing friendships or staff they admire as a resource to help.
- Make sure the camper has something to do with a friend.
- Let your leadership know you have a potential homesick camper.

The Importance of Time

The hard thing about homesickness is that it can take a significant amount of time and energy. There is no clear answer as everyone is different, so it's important to be aware of the right times, the sensitive times, and how each individual responds.

Cases of homesickness can be aggressive and it can require lots of effort from counselors to help individual campers overcome this obstacle. One of the most rewarding experiences of being a counselor is to see a camper who had suffered from homesickness early in the session, leave camp at the end of the session crying because he wants to stay. You got this!

Transportation

Driver Qualifications

- 21 years old (minimum) to drive participants.
- Valid driver's license for a minimum of four years.
- Approved Motor Vehicle Record (MVR) by insurance company
- All field staff and contracted staff must have a driving record free from Driving Under the Influence or Driving While Intoxicated violations, or any pattern of moving violations within 5 years.
- Successful completion of an external (i.e., government) driving training or Avid4's Vehicle Orientation and Driver Training in order to transport Avid4 participants or staff.
- Drivers with a CA license must have a CDL in order to drive Avid4 vans in California.

Vehicle Orientation and Driver Training

Topics of this training may include, but are not limited to:

- Familiarity with the 15-passenger van
- Rollover prevention
- Proper loading and unloading
- Passenger pick up and drop off procedures
- Emergency maneuvers and safety procedures
- Trailer considerations
- Breakdown and vehicle incident procedures
- Participant behavioral or medical issues
- Refueling procedures for participants
- Written and practical exam

General Transportation Rules

- Private vehicles will not be used to transport participants except in the event of an emergency.
- Vehicles not intended for passenger transport (back of pick-up truck) will not be used for passenger transportation.
- Vans will not use roof racks or make any modifications that go against the recommendations of the vehicle manufacturer.

Participant Van Safety Rules & Transportation Orientation

- No riding in the front seat.
- Remain seated and wear a seat belt at all times.
- Do not stand or sit on the floor of a moving vehicle.
- Arms, legs, and heads will remain inside the vehicle at all times.
- Please keep voice volume as low as possible.
- Children under the age of 8 must be secured in a booster seat in the backseat, according to state law. Children under 4'9" must be secured by a booster seat. Children who are 8 years of age OR have reached 4'9" in height may be secured by a booster seat, but at a minimum must be secured by a safety belt.

Staff Van Safety Rules

- Vehicles will never be loaded with more than the allowable passenger limit.
- Minimum of two staff when transporting camp participants.
- Children will not be left unattended in the vehicle.
- Pick up and drop off participants at authorized locations.
- Brief all participants on safety rules and procedures before driving.
- Wear seat belts at all times when vehicle is in operation.
- Minimize distraction while the vehicle is in motion. Drivers are prohibited from use of cell phones, operating the radio or sound system, looking at maps, etc. while the vehicle is in motion. If the driver must use a cell phone, operate the radio, look at a map, etc. they will do so when the vehicle is safely pulled over and in park or have another adult in the van complete these tasks.
- Never load vehicle in excess of Gross Vehicle Weight Rating (on driver's door).
- Load participants from front seats to back seats. If vans are not full, participants will not sit in the very back seat when possible.
- Only approved & trained drivers may operate Avid4 vehicle.
- Do not operate Avid4 vehicles if alcohol was consumed within 8 hours of driving participants.
- No more than 2 hours continuous driving for one driver and no more than 8 hours as a team without a break.
- Observe and obey all state and local traffic laws.
- Operate headlights at all times when vehicle is in use.

- Do not exceed 55 mph while transporting participants.
- Update vehicle logbook before and after each use to track the purpose, mileage, and vehicle/trailer maintenance.

Daily Pre-Driving Checklist

Each day, before driving participants, drivers will:

- Position mirrors & seat.
- Check vehicle and trailer tire pressure & tire wear and tear.
- Van Front Tires = 49 psi. Rear Tires = 74 psi. Trailer Tires = 40 psi
- Clean windshield and windows if needed.
- Check horn, external lights, (headlights, brake, turning signals, and hazards).
- No obstructions under vehicle or trailer (if applicable).
- Check for current proof of insurance and registration.
- Vehicle logbook must be filled out before and after each van use.
- Ensure Emergency Contact Information & Medical and Health History Form for each participant.

Refueling Checklist

During each refueling, drivers will:

- Check oil, windshield washer fluid, and radiator fluid.
- Check van & trailer lug nuts.
- Clean windshield & windows if needed and check wipers for function and wear.

Driving & Trailer Considerations

- “Spotters” should be used whenever we are driving forward or backward with any dangers (i.e. anything that could make contact with the van) present.
- Because it is unrealistic to have a “spotter” when you are alone and driving the van, ANYTIME we are driving alone and needing to back up or pull forward with any dangers present, drivers should do a full walk around the vehicle before getting into the van to reverse or pull forward. A second person will assist driver when moving forward in tight spaces, backing up always, especially when using a trailer. (Back Up Buddy)
- Lock hitch, attach safety chains, check trailer lights, & ensure ball is secure before towing.
- If your trailer has an independent braking system, please follow your training to engage this system when needed.
- All items on trailer will be secure, loaded properly, and weight properly distributed.
- Do not exceed tongue weight recommended on trailer/vehicle.
- Use great care when parking & unloading trailer & ensure area is safe before unloading.

Loading, Unloading & Accounting for Passengers

- When loading and unloading at camp, only use designated parking space.
- Vehicle will be parked, parking brake on, and transmission in “park.”
- Engine **ON** while loading or unloading, driver must be in driver’s seat, hazard lights on.
- Engine **OFF**, or driver leaves seat, remove keys so a camper may not release brakes.
- Before departing, both staff are required to count heads & confirm counts with each other.
- Backing should be done before discharging passengers. Park so you can move forward.

Safety Equipment

Each Avid4 vehicle will have the following safety equipment:

- | | |
|---------------------------------|---------------------|
| • Spare Tire, jack & lug wrench | • Pressure Gauge |
| • Jumper Cables | • Flash Light |
| • Road Flares Or Reflectors | • Fire Extinguisher |
| • First Aid Kit | |

Risk Management

Although our risk management plan includes processes for the management of emergencies, our intent is to prevent them from happening in the first place. Avid4 strives to accomplish this through the early recognition of undue risks, and the avoidance of them through rules, procedures, and sound judgment.

The safety of every participant and staff member is the number one priority of Avid4, and this fundamental commitment is at the heart of all program operations and staff decisions. At the same time, some of the inherent risks that exist in Avid4's program environment are considered a necessary and valued aspect of our programs. Having reasonable, communicated and calculated risk present in Avid4 activities encourages personal responsibility, increases self-confidence, and provides a sense of accomplishment.

Forms & Incident Reporting

All Medical and Health History Forms are reviewed by the Camp Leadership or Nurse. This ensures that an experienced field staff member oversees the process. If further review is needed the forms are reviewed by the Camp Director. Further support may be obtained by consulting Avid4's Nurse Consultant or Physician Advisor. **All medical, screening, incident reporting, Health History form information, and risk management information will be treated as sensitive and confidential.**

Risks & Release Agreement

All participants or their legal guardians must have a signed Acknowledgment & Assumption of Risks and Release & Indemnity Agreement (Risks & Release Agreement) on file before participation in any Avid4 program. This form educates the participant as to the potential injuries, illnesses, environments, and other situations that may be encountered in the program.

Medical and Health History Form

Anyone participating in Avid4 programs are required to disclose pertinent medical information on their Risks & Release Agreement based on the description of activities provided. Anyone participating in Avid4 programs that are more than one consecutive day in length is required to fill-out and sign our more extensive Medical and Health History Form (CampDoc).

First Aid Form

Completed every time a staff member uses a 1st aid kit, renders aid, or administers medication. Every time.

CO Dept. of Human Services Child Care Division Critical Incident Form (only CO programs)

Must be filled out by Camp Director and submitted to the Colorado Department of Human Services Child Care Division for:

- Visits to Doctor, ER or Hospital,
- Allegation of physical, sexual, or emotional abuse or neglect that are reported to police or social services.
 - Written accounts will be gathered ASAP from witnesses, students, & staff involved.

Avid4 Incident Report Form

Must be filled out immediately by the most senior staff member at an incident and then submitted to the Camp Director (Overnight Camps) for review. They may recommend an external investigation and/or review by legal counsel. This form should be a factual summary with no judgments, speculation, analysis, or conclusions. This form should be filled out in the following situations:

- Illness or injury requiring evacuation
- Visit to a hospital
- Behavioral concerns resulting in camper being sent home
- Allegation of physical, sexual, or emotional abuse or neglect.
- Near Miss
- Death

Near-Misses

Near-misses constitute any event that could have resulted in injury or loss. It is important that all near-misses are reported first to a member of your Camp Leadership Team with whom you will fill out the above mentioned Incident Report in full. After completion, the Camp Director will forward the completed report to their respective supervisor who will review and record through our online reporting systems. Reporting near-misses can assist Avid4 in identifying potential hazards and mitigate risks associated with the hazard.

Reporting of Vehicle Accidents and Accountability

At Avid, we have a culture of candor, feedback, and community. If you get in a vehicle accident (of any kind), we want to know about it. You were hired at Avid, because we trust you and your judgment. We understand that accidents happen, and we will support you. And, vehicle safety is the most important risk that we manage, so we have a specific response to all vehicle incidents.

If a staff violates an Avid4 transportation policy or fails to report an accident, it is grounds for immediate termination. The decision whether to terminate will be made on a case-by-case basis with the Director of Risk Management, COO, and Camp Leadership. Decisions will be based on: previous violations, tenure, previous performance, response to violation, and other situational factors.

For 100% of policy violations, driving privileges will be revoked until a further review and determination can be made by the Director of Risk Management in accordance with an RM/CD. This review will be scheduled very soon after the incident. In addition, a Performance Improvement Plan (PIP) will be utilized by the CD & Regional Manager to document the situation and further develop staff. For any at-fault accidents (even if there was not a policy violation), driving privileges will be assessed and a PIP may be utilized.

Health Care Procedures

Treat emergencies in accordance with your training. Remember that “wilderness” protocols are used only when definitive medical care is going to be delayed by 30 minutes or more.

Illness and Injury Communication

For serious accidents, incidents and emergencies, all camp staff activates the emergency procedures outlined below (**see Emergency Procedures section for step by step directions**):

- For accidents that are not life threatening, but require medical attention, the Camp Leadership will notify a parent/guardian. If the parent/guardian(s) cannot be reached, designated persons on the injured child’s emergency notification card will be notified. If the staff cannot reach any of the emergency sources, the injured child’s physician will be contacted.
- Should a life-threatening accident occur, Avid4 staff will immediately contact 911. After emergency assistance has been requested, the parent/guardian will be notified of the situation by the Camp Director. If necessary, the child will be transported by ambulance to the nearest hospital or other medical center specified by parent. Avid4 maintains a parental consent form that gives permission for medical care in an emergency situation.
- Any incident/accident/illness requiring outside medical attention will be reported within 24 hours.

For minor injuries:

- Avid4 staff will handle the everyday bumps and bruises that occur. Parents are notified when they pick up their child of any minor incidents. In addition, parents are notified via phone call before the end of the camp day in the event of significant camper upset as result of minor incidents.

Food Handling & Water Precautions

Avid4 will provide snacks that require minimal or no refrigeration to participants during programs. At Overnight Camp, we will facilitate all meals for our campers following the CO state guidelines for commercial food service.

When Avid4 staff provides food, staff will adhere to these procedures:

- Staff will wear gloves if handling any food that will not be cooked before consumption.
- Water Coolers will be cleaned daily by draining and spraying with a bleach solution (50-100 PPM) and allowing it to evaporate. The spigot will be rinsed and sprayed with bleach solution as well.
- All drinking water will be obtained from tested or approved water supplies or be boiled, filtered, or chemically treated, as appropriate.
- Staff and participants with communicable diseases, diarrhea, burns, or open wounds will not prepare food.
- Staff and participants will keep fingernails trimmed and cleaned and wash hands with soap and water:
 - After using the bathroom
 - Before food preparation
 - After handling raw meat, poultry, and seafood
 - After putting hands in mouth or eating
 - After sneezing, blowing nose, or coughing into hands
 - After handling objects that may be contaminated
 - After touching open wounds or sores
 - After coming in contact with cleaning agents
 - Before reaching into any ice chest with group food

All surfaces and implements that will come in contact with food before and after preparation and serving will be cleaned with a bleach solution (50-100 PPM) if in the backcountry or follow state requirements in an industrial kitchen, including but not limited to:

- Knives
- Utensils
- Dishes & cups
- Cutting boards
- Tabletops
- Equipment

Bleach solution shall be stored in a container that is labeled with its contents and purpose.

Food such as meat, poultry, and seafood should be cooked to a temperature of at least 165°F to destroy disease-causing organisms.

Dishes & utensils will be washed after each use by:

- Disposing of food in trash containers
- Washing dishes in a tub of hot water and dish soap
- Rinsing dishes in a second tub of hot water
- Rinsing dishes in a third tub of cold water and bleach (50-100 parts per million)
- Air dried and protected from contamination between uses.
- Screening food particles from wastewater and disposing of food in trash containers
- Disposing of dishwater in a dump facility or sump hole if none is available

Excess packaging should be removed or put in zip lock bags before taking food into backcountry base camps to reduce waste.

Perishable food should be stored properly in coolers with ice or dry ice at a temperature of 40°F or colder to prevent spoilage.

Leftover food should be discarded in trash containers or refrigerated immediately.

All garbage and waste should be disposed of properly according to the regulations posted by land-management agencies to prevent and avoid animal disturbance.

Items with a scent will be gathered each evening and stored properly.

Procedures for Toilet Accidents

It is understandable that school-age children may have toilet accidents. In the event of an accident staff will:

1. Do everything possible to help protect the privacy of the child.
2. Have the child go to the bathroom to change into extra pair of clothes. Staff will give the child a plastic bag to place soiled garments in.
3. Once the child is changed into clean clothes they must wash hands with soap and water.
4. Staff will then wear rubber gloves to place the child's bag of soiled garments into a secondary plastic bag for storage until washed and available to return.
5. Staff will then clean any affected surfaces with the appropriate cleaner designated for bodily fluid clean-up per the directions on the bottle.
6. Once everything is cleaned staff will wash hands with soap and water.
7. After the camper is cared for and comfortable, the instructor will pass along to the respective Team Supervisor who, after multiple instances, will decide with leadership if there is a need to call home.

Procedures for Maintenance of 1st Aid Supplies

- All 1st Aid Kits will be checked for contents and re-supplied at the start of the season and between sessions by the instructors.
- Additional Medical Supplies for overnight programs will be purchased and maintained by the Camp Director or medical staff.
- Any medications expiring before the end of the following year will be discarded

First Aid Kit Inventory

Gauze

3 2"x2"
2 3"x3"
2 4"x4"
1 sterile eye pads (field kit)
1 5"x9" trauma pads (field kit)
1 triangle sling (field kit)

Other

First aid forms
Incident report forms
1 roll medical tape
3 pair exam gloves
1 roll gauze
1 tweezer
2 castille soap towlettes
1 Ace wrap (field kit)

Band-aids

10 minis
25 regular
5 butterfly closures (field kit)
3 thick 2X3 fabric
2 non-adherent pads

1 pair scissors
2 pens or pencils
1 small syringe
2 moleskin pads
1 safety pin
1 CPR guard
1 instant cold compress (field kit)

Specific Health Issues

General Illness:

- A child with any of the following symptoms: a fever of 101 degrees or higher, has diarrhea, vomiting, or has symptoms of a contagious disease must be sent home. The ill child may return to the program 24 hours after the last episode of fever, vomiting or diarrhea.
- If a child becomes ill during the day, he/she is immediately separated from the other children and a parent or other authorized person is notified. The medical staff and/or leadership will then create a plan with the family to either keep on-site and provide care, transport to a medical facility, or have the child picked up to return home.
- When children show signs of severe or communicable illness, they must be separated from other children, the parent(s) or guardian(s) notified, and a doctor or medical facility consulted as needed regarding treatment. When children have been diagnosed with a communicable illness such as coronavirus, hepatitis, measles/mumps, meningitis, diphtheria, rubella, salmonella, tuberculosis, giardia or shigella, the center must immediately notify the local or state department of health, staff members, and all parents and guardians of children in care. Maintain children's confidentiality.
- Staff members with a communicable illness must not be permitted to work or have contact with children or other staff if the illness could be readily transmitted during normal working activities.
- All illnesses must be recorded on a first aid form or the health log' located on CampDoc.

Heat Illness & Hydration

- Every child should carry at least one water bottle (preferably two) and staff should carry extra water for kids.
- Water should be consumed in small amounts, often and consistently.
- Students should be aware of the amount and color of their urine.
- On exceptionally hot days, suggest to instructors that they freeze half the water bottle full of water and fill with tap water before camp. There is a significant risk of heat illness when air temperature for the day is 80-100 degrees F or above.
- Children and staff should have access to liquids and should be regularly encouraged to drink water. Sufficient water should be supplied to ensure that one quart of water is provided per employee per hour for the entire shift.
- Children or employees suffering from a heat-related illness or in need of a preventative recovery period should be given immediate access to a shady area or seek shelter for no less than 5 minutes and the person and area should remain accessible at all times.
- Employees maintain the right to request access to shade for a recovery period at any time if they feel heat distress. No discipline or retaliation will be taken for an employee requesting recovery for symptoms of heat illness or for providing information to a supervisor about the health condition of a co-worker.
- It is the responsibility of the supervisor to ensure that if trees, buildings, or other permanent shade are not available, other forms of protective shade are available.

Hypothermia

Although unlikely during our operation in summer months, it is important to recognize the signs & symptoms of hypothermia.

- Hypothermia is the cooling of the core of the body to temperatures impairing brain and/or muscle function. Special care should be taken on days below 60 degrees and when staff and children may potentially become wet through either water activities or inclement weather.
- Early signs include shivering, an inability to complete fine motor tasks, and the "umbles": stumbling, mumbling, & fumbling.
- If at any time a staff or camper exhibits the above signs, change into dry clothes if applicable and retreat to shelter (e.g. van with heat on, gazebo, etc.).
- If participant or staff member are unable to warm to comfortable temperatures, call your Camp Director and consider returning back to your camps base location.

Wound & Abrasion Management

Irrigate with clean water using pressure syringe. Dress wounds. Do not apply ointments or creams (antibiotic etc.).

Poison Ivy and Oak

Avoid contact! Teach campers to identify the plant. Wash with copious amounts of cool water as soon after contact as possible. Instruct campers and parents to wash with copious amounts of cool water upon returning home

Vomiting

Get camper to restful place and position and monitor symptoms. Continue to hydrate and if vomiting becomes frequent then contact medical staff or leadership for next steps.

Fever

For overnight programs, hydrate, provide approved OTC, contact medical staff and or leadership and transport to medical facility if warranted.

Sunburn

Apply sunscreen first thing in the morning, at lunch, 20 minutes before entering water or direct sunlight, and throughout the day as deemed necessary. If sunburn is noticed, contact medical personnel and/or leadership to determine care plan and if family should be called. During water activities, shirts should be worn under PFD's. Sunhats and sunglasses should be worn.

General Exclusion Requirements

Children and staff must be excluded from schools and child care facilities when they have certain symptoms of illness, including if they are unable to participate or perform the functions required for their position.

Symptoms that require exclusion are listed in the attached document, [How Sick is Too Sick? When Children and Staff Should Stay Home from Child Care](#).

The Colorado Department of Public Health and Environment's Infectious Diseases in Child Care and School Settings (Infectious Disease Guide) will be used to determine exclusion for symptoms of illness not included in How Sick is Too Sick.

Excluding Children

Staff are responsible for observing children at drop off and throughout the day for signs of illness. If a child arrives at the facility or school with signs of illness that require exclusion they may not be accepted. If a child develops symptoms of illness that require exclusion during the time of care, the parent/guardian will be contacted to pick up the child. The child will be provided with a place to rest which is separate from the other children until the parent/guardian arrives. The child may return to child care or school based on the requirements in How Sick is Too Sick, the Infectious Disease Guide, or as directed by their health care provider or public health professional.

Information will be recorded on an illness log when children are sent home due to symptoms of illness that require exclusion. All items used to care for the child (cot, bedding etc.) will be cleaned and sanitized or cleaned and disinfected if contaminated by body fluids after the child leaves the child care or school. The date and time when the child returns to the child care facility or school will be recorded on the illness log.

Excluding Staff

The person in charge of staff is responsible for observing the staff for signs of illness throughout the day. Staff members have the responsibility of reporting, to the person in charge, any signs of infection or illness that may pose a hazard to the health of children and other staff. If a staff member is not well enough to work they may return based on the requirements in How Sick is Too Sick, the Infectious Disease Guide, or as directed by their health care provider or public health professional.

Outbreaks

When a school or child care facility has a child or staff member with an illness that is required to be reported to the health department, the health department will be contacted immediately. Outbreaks of illness must also be reported to the health department when there is a larger number than normal of children or staff ill with the same symptoms. For example, above normal seasonal absenteeism for a school or child care facility would be concerning and the health department will be contacted. The health department will also be contacted when there are two or more people that do not live together who are ill with symptoms including vomiting, diarrhea, or jaundice.

Food Handling Staff Exclusion Requirements

Special attention will be given to staff members that handle food because many illnesses can be spread through food from an infected person. Food handling activities include preparation of any food (i.e. washing, cutting, cooking, and portioning), the mixing and feeding of bottles, and feeding infants and toddler's solid foods. Food handling staff must notify the person in charge:

1. If they exhibit any of the following symptoms:
 - a. Vomiting;
 - b. Diarrhea;
 - c. Jaundice;
 - d. Sore throat with fever; or
 - e. Any open or draining wound that is not covered with a water proof bandage and is:

- i. On the hands or wrists*;
 - ii. On any exposed portions of the arms; or
 - iii. On other parts of the body.
- * In addition to water proof bandages covering wounds on hands and wrists, single service gloves must be worn at all times when handling food.

2. Has an illness diagnosed by a health care provider due to:

- a. Norovirus
- b. Hepatitis A virus
- c. Shigella
- d. Shiga Toxin Producing Escherichia Coli (e-coli)
- e. Typhoid fever (caused by Salmonella Typhi) or
- f. Salmonella

3. Has been exposed to, or is the suspected source of, a confirmed disease outbreak or living in the same household as someone who works or attends a setting where there is a confirmed outbreak. Staff will be allowed to return to work based on requirements in How Sick is Too Sick, the Infectious Disease Guide, as directed by the health department, or as directed by a health care provider, or public health professional.

Medication Administration

If a child requires the administration of routine medication(s), either prescription or non-prescription, during camp, parents must provide a signed Permission to Administer (PAM)n form available from CampDoc. This form requires a physician's signature.

In order for a camper to carry emergency medications (such as an inhaler or Epi-Pen), we require a Respiratory Issues Health Care Plan or Severe Allergic Reaction Health Care Plan to be submitted instead of the Medication Administration Permission form. These forms require both a physician and parent signature and should be submitted through the CampDoc system. If you have any issues or questions, please contact your Camp Leadership.

Medications must be kept in the original labeled bottle or container. Prescription medications must contain the original pharmacy label that lists:

- Child's name
- Prescribing practitioner's name
- Pharmacy name and telephone number
- Date the prescription was filled
- Expiration date of the medication
- Name of the medication
- Dosage
- How often to give the medication
- Length of time the medication is to be given

Over-the-counter medication must be kept in the original labeled container and be labeled with the child's first and last name. All medication administration is undertaken in compliance with the Nurse Practice Act.

Staff will carry camper medications in the field unless otherwise specified in writing on a Health Care Plan in the case of inhalers or Epi-Pens.

Medication that stays on-site, including inhalers and Epi-Pens (unless otherwise permitted with a signed authorization form), will be stored in a locked container or cabinet, accessible only to staff.

Medications may be administered according to the above protocols by staff who are certified in Medication Administration and delegated (CO only) by our nurse consultant.

All Medication Admin and any medication errors must be documented in the CampDoc. Medication errors must be verbally reported, in addition to recorded, to the medical staff or Camp Director.

Prevention of COVID-19 & Other Communicable Illnesses

COVID-19 is a pandemic and something that we need to take as seriously as possible. At Overnight Camp, our program involves a lot of large groups and close proximities, so we have tailored the programs to mitigate these risk areas to be able to run camp.

Organizationally, we will maintain a growth mindset, and we will edit this plan as new information is discovered and/or our external landscape changes. We recognize many things could change these plans prior to summer including updated guidance, testing availability, and additional access to vaccines.

With the ever-changing nature of the virus, we are constantly adjusting our approach to run safe and fun programs, so please refer to our [Staff Information](#) page for the latest on specific policies and demands. Your Camp Leadership will provide you with the latest information. Below are the general guidelines we will follow to keep camp safe from communicable illnesses:

Start of a New Session:

- Masks are worn at all times by staff, campers & parents.
- All campers will be asked to provide a proof of vaccination and/or a negative PCR test within the last 72 hours. This will be tracked and enforced upon a family's arrival to camp.
- Ask campers the COVID-19 screening questions listed on the **sign-in sheet**. If a camper answers YES to any of the screening questions, they cannot attend camp. Let your Camp Leadership know if a camper does answer YES to any screening questions.
- Sign campers in yourself on the sign-in sheet - parents should not touch the clipboard/pen.

Opening Day Orientation:

- Maintain 6 feet of distance between you and your campers and encourage them to do so throughout the session when possible.
- Review with campers:
 - How we wash our hands
 - How to sneeze into your elbow
 - Avoid touching eyes, nose, mouth
 - We'll wash our hands A LOT! If we are transitioning from one spot to another, we should be washing our hands.
 - We're not going to share equipment, personal items or food.
 - We're going to keep our belongings in their own bubble away from others' belongings. This will mean a cleaner, happier cabin or tent as well!
- All of the items above can be integrated into PONY:
 - Property - "Your stuff is your stuff! We're not going to share any of our gear."
 - Others - "We're going to try to keep some space between us today to keep our friends safe. There may be times when we are closer, and that's ok too."
 - Yourself - "We're going to wash our hands a lot today! We're going to wear masks when we are close to one another."

Every Day:

- All staff and campers should have a mask with them at all times.
- Instructors & Campers will wear a mask at **ALL** times except:
 - When outdoors as single activity group (away from the public or other activity groups)
 - When eating or drinking.
 - When actively paddling on the water. Masks must be accessible to put on once on shore.
- Conduct a health screening of your campers and staff using the paper tracking form provided.
- If you or anyone answers YES to any of the screening questions, contact your Camp Leadership immediately.
- Ensure that you have enough supply of soap and hand sanitizer to be used throughout the day.
- All activity and group gear should be sanitized after use daily.
- Ensure that you and your campers all have a mask with them.
- Have all campers and staff of the group wash their hands for at least 20 seconds using soap and water.
- Maintain physical distance (6' apart) whenever possible- circles, eating, getting gear on, etc.
- Sunscreen: Encourage campers to apply their own sunscreen; and of course, our younger campers will need help. When helping campers apply sunscreen, wash or sanitize your hands in between campers.

Van Transportation:

- Campers are to be assigned seats in the van for the entirety of the camp session.
- Campers are encouraged to bring their own, labeled booster seat if needed.
- All staff & campers will wear masks in the van.

If A Camper Gets Sick at Camp:

- They need to be isolated from the group (10 feet of distance, but still within sight)
- Call your Camp Leadership/Camp Nurse for support.
- Wear PPE when interacting with the sick child - mask (preferably double masking or N95), sunglasses, gloves, rain gear as a gown.
- Work with your camp leadership and co-instructors on the best course of action.

If There is a Positive Covid-19 Case at Camp:

- Avid4 Adventure has a detailed Action Plan for steps to take in different scenarios if Covid-19 appears at camp.
- If a camper or staff member is considered a “primary contact” (they are not sick, but had direct contact with someone who has tested positive), Avid4 will ask the affected staff member to self quarantine in accordance with current CDC guidelines and the affected camper not to attend camp.

Staff Safety

At Avid4 Adventure, the safety of the staff is equally as important as the safety of our participants. Please respect the following guidelines:

General:

- Slow down. There is never a need to run or rush through any particular job function.
- Always wear closed-toe footwear no matter what you are doing at work.
- If you are unsure how something works or what to do, PLEASE ask before acting.

Lifting and Carrying:

- Make sure to crouch with your knees before lifting.
- Do not attempt to lift more than 10% of your body weight without assistance.
- If you have any previous discomfort or injuries with your back, please do not lift heavy objects.
- Do not carry items above chest level.

Transporting Gear to Site:

- Climbing instructors are not expected to carry all of the ropes to a climbing site. It is recommended that climbing instructors load their packs with a rope or two, and they assign group instructors to deliver the remaining ropes to a site.



Vehicles and Trailers:

- Always use a “back-up buddy” when driving in reverse or forward at slow speeds.
- Make sure 2 staff members check hitch connections AND both chains before departing.
- If feeling tired when driving to or from a program, please pull off the road and call for help.
- Trailers vary in size, weight, ease to move, etc. It is recommended to use utmost care when moving trailers. Using vehicles to move trailers is always the best option. If you are ever unsure or unable to move a trailer, it is best practice to ask for help.
- Make best effort to only park trailers on level surface and never detach a trailer that is on a decline.

Hand Safety:

- Think through each job before you do it, and work carefully and deliberately.
- Be mindful of your hands when lowering heavy equipment, they could get pinched.
- When attaching or detaching trailers to vans, be mindful of finger and hand placement. Never place fingers between the ball and hitch, and always turn the van off while hitching/unhitching the trailer to eliminate the chance of the van moving and injuring hands.

Possible Spinal Cord Injuries (SCI) and the Focused Spinal Assessment (FSA)

The following information is great information, but **you must operate within the limits of your current medical certification**. We want to make this information available for regular access and learning, but Avid4 Adventure does NOT condone operating outside of your current medical training. Please consult your leadership if you have any questions.

List of Possible Spinal Cord Mechanisms of Injury (MOI)s related to Avid4 Adventure activities:

- An accident associated with altered mental status (your patient has a significant change in his/her responsiveness and cannot remember what happened – AND you did not see what happened).
- Falls from greater than 3 feet (1 meter) when the patient lands DIRECTLY onto his/her HEAD, BACK/SIDE, or BUTTOCKS.
- High-velocity impacts such as:
 - A climbing fall if the patient hits the ground after falling from greater than 10 feet.
 - A bike crash if the patient was (1) riding downhill **AND** (2) traveling at significant speed **AND** (3) did not apply his/her brakes before crashing.

ALL other accidents during Avid4 activities should be deemed NOT an MOI for a possible SCI.

MOST IMPORTANT Messages about SCIs:

- Spinal Cord Injuries are serious when they happen, but it is VERY difficult for someone to actually get a spinal cord injury.
- If someone did not experience an MOI for a spine injury, then the likelihood of he or she having a spine injury are extremely small (statistically zero).
- In almost every situation, a person with a spine injury will present with obvious signs of a spine injury (e.g. pain on their spine, weakness or numbness or tingling in their extremities, paralysis, or altered mental status).
- The Focused Spinal Assessment is an INCREDIBLY researched, reliable, redundant, and safe tool to use if someone does not present with signs of a spine injury AND has had an MOI for a spine injury.

Assessment and Treatment Plan:

ASSESSMENT (Problem List)	TREATMENT PLAN (check only ONE)
Based on the MOI, is this a possible spinal injury? Y / N	<input type="checkbox"/> There are no s/s of spine injury, so we have conducted a focused spinal assessment. We rechecked: (1) LOR - pt. is Awake & Oriented, (2) the pt. is sober, (3) the pt. is not distracted, (4) the pt. has appropriate CSMs in extremities, and (5) the pt. denies spinal pain or tenderness. <input type="checkbox"/> We will continue to manually immobilize the c-spine. <input type="checkbox"/> No treatment needed, not a spine MOI. <i>For all patients with an MOI for spine injury, continue to monitor.</i>

Emergency Protocols

Incident Response Guidelines

Within 911 response zones, front-country, or within phone communication

1. Attempt to stabilize the scene for you and other participants.
2. Quickly assess the patient, and if severity warrants, call 911.
3. Provide first aid.
4. Activate the Avid4 Emergency Communication System.
5. Transfer patient care to the next provider in the EMS system (parent, ambulance or ER). Patients may be transported to their Dr. or the ER in a camp vehicle only in minor medical situations.
6. Manage stress during and after the incident for other participants.
7. Fill out an Incident Report Form.

Outside 911 response zones, backcountry, or without phone communication

1. Attempt to stabilize the scene for you and other participants.
2. Thoroughly assess the patient.
3. Provide first aid.
4. Fill out a Patient Assessment Form.
5. Create an evacuation plan. Considering the following factors:
 - a. Condition and stability of the patient, nature and extent of injuries/illness
 - b. Time of day
 - c. Environmental conditions
 - d. Resources
 - e. Physical and emotional condition of other group members
6. Consider the following mediums:
 - a. Self/assisted evacuation – The patient can walk out on their own or with minimal assistance from the group. This is the preferred method.
 - b. Simple carry – Patient is strong enough to be assisted out by one or two group members.
 - c. Litter carry – Patient is too weak for a simple carry or needs to be immobilized. Litter carries will require a minimum of 6 – 10 people.
 - d. Aerial evacuation (see guidelines below) – There is an immediate threat to life or limb.
7. If a decision is made to send runners, see guidelines below.
8. Activate the Avid4 Emergency Communication System (and the EMS System if the evacuation plan dictates).
9. Transfer patient care to the next provider in EMS system (either ambulance or ER). Patient may be transported to Dr. or the ER in an Avid4 vehicle only in minor medical situations.
10. Manage stress during and after the incident for other participants.
11. Fill out an Incident Report Form.

Emergency Communication System

Field Staff Procedures

Field Staff & Camp Director Procedures

In the event of an illness or injury requiring evacuation, a visit to a hospital, near miss, death, or any allegation of physical, sexual, or emotional abuse or neglect, field staff will contact the following people/agencies in the following order:

1. Call 911 immediately for all serious medical situations within the 911 response area.
2. Contact the Camp Leadership via phone.
3. If the Camp Leadership cannot be contacted, call the local Regional Manager or Overnight Camp Director.
 - a. **CO Denver** (Wash Park, Denver, Central Park, Lowry): Heather Mrozek - (970) 443-8763
 - b. **CO North** (Boulder, North Boulder, VBP, Lafayette, Wheat Ridge): Nate Thoreson - (720) 569-0678
 - c. **CO South** (HR, Greenwood Village, Golden, Castle Rock, CO Springs): Cassidy Morris - (760) 914-2529
 - d. **CA** Al Wright - (323) 308-5104
 - e. **PNW** Cyrus Allen - (763) 242-9586
 - f. **Midwest/East Coast** Ryne Willis - (303) 885-2969
 - g. **Windy Peak Director:** Claire Dunlap - (270) 210-3398
 - h. **Mt. Evans Director:** XXX
 - i. **Expeditions Manager:** Aimee Gunn - (720) 637-9931
4. If the Regional Manager cannot be contacted, call the Senior RM's/CD's
 - a. **CO Day Camp** Cynthia Podrouzek - (814) 880-3875
 - b. **Resident Camps** Eric Rightor - (339) 225-2390
 - c. **Expeditions** Heather Davies - (231) 679-4453
5. For DAY CAMP and OVERNIGHT CAMPS, if the above cannot be contacted, call the VP of Day Camps or COO
 - a. Vanessa Olivieri (650) 483-5805 (VP of Day Camps- call for DAY CAMP incidents)
 - b. Sarah Pekala (828) 301-5131 (COO- call for OVERNIGHT CAMP incidents)
6. If the above cannot be contacted, call the CEO:
 - a. Paul Dreyer (303) 819-2629
7. IF NO ONE CAN BE REACHED, call the Owner:
 - a. David Secunda (303) 589-8975

Avid4 Adventure emergency line will simul-ring until picked up:

720-249-2412 x9

Overnight Camp Director, Regional Manager, VP of Day Camps, COO or Owner's Procedures

If a Senior Manager, VP of Day Camps, COO or CEO receives a call from a seasonal field staff regarding an illness or injury requiring evacuation, a hospital visit, near miss, death, or any allegation of physical, sexual, or emotional abuse or neglect, the Camp Leadership will contact the following people/agencies in the following order:

1. If incident occurred in a School Intensive Program or Event, confirm the most senior representative of the host organization has been contacted by the Course Director (School Principal/Headmaster, etc.). If not, the Program Director will do so.
2. If victim's Parents/Guardians or Emergency Contact(s) has not yet been notified, Program Director will do so. If the parent/guardian(s) cannot be reached, designated persons on the injured child's emergency notification card will be notified. If the staff cannot reach any of the emergency sources, the injured child's physician will be contacted and appropriate actions taken.
3. Attorney, Cathy Hansen-Stamp 303-232-7049 or 720-320-7329
4. Insurance representative
5. Board members
6. The parents of other participants on roster, if appropriate.
7. Other Avid4 staff, if appropriate.
8. In CO, notify the Colorado Department of Human Services Child Care Division in writing the next business day for visits to the hospital or ER or any allegation of physical, sexual, or emotional abuse or neglect that is reported to the police or social services. This reporting should be made using a Colorado Department of Human Services Child Care Division Critical Incident Form.

Specific Situation Response Guidelines

Vehicle Accident Procedures

IMPORTANT: Never admit liability or state responsibility for the accident to anyone.

1. Stop, make sure the scene is safe, make sure participants are supervised by an adult and not in danger of becoming victim of a secondary accident.
2. Call 911 if any injuries or other circumstances dictate
3. Render first aid if necessary.
4. Place reflectors or emergency flashers as appropriate. If vehicle must be moved, mark location from the back tire with chalk if possible.
5. Group uninjured passengers in an area safe from oncoming traffic to await instructions and/or new pick-up. Campers must be supervised by an adult at all times.
6. Stop, make sure the scene is safe, and make sure participants are supervised by an adult and not in danger of becoming victim of a secondary accident.
7. Activate the Avid4 Emergency Communication System.
8. Notify police and get a police report.
9. Exchange information (pictures are helpful) with other drivers involved in the accident, including:
 - a. Name
 - b. Address
 - c. Phone number
 - d. Email address
 - e. Driver's license number
 - f. Insurance company, policy number, phone number
 - g. Vehicle registration & license plate number
10. Identify witnesses and obtain their contact information.
11. If you have a camera or camera phone, photograph the scene.

Aerial Evacuation

If an aerial rescue is initiated, instructors in the field will follow the following procedures:

- Secure an appropriate landing site: open and level. Mark landing site with well secured flagging tape or other appropriate material to indicate wind direction.
- Have the patient ready to go upon helicopter arrival.
- Tuck in all loose straps and clothing before loading patient on to helicopter.
- Stay at least 75 – 100 feet away from the landing site and only approach the helicopter when signaled by the pilot or flight crew.
- Always approach helicopter from front so pilot can see you. Never approach from uphill side.
- Follow instructions from the pilot and flight crew.
- Attach copy of completed Patient Assessment Form to patient in obvious & secure location.

Outdoor Lost or Runaway Participant

If you determine a participant is lost, missing, or has runaway, initiate these procedures immediately:

1. Make sure the scene is secure and note the time.
2. Gather information:
 - Find out who is missing.
 - Get a description of what they were wearing and carrying.
 - Ask other participants about their whereabouts.
 - Where & when they were last seen?
 - What direction were they headed?
 - Hypothesize about where they are likely to be.
3. Give a shout:
 - Have everyone stand in a circle facing outward.
 - Have them create a megaphone with hands & shout "[Participant name] where are you?"
 - Stop and listen for at least 30 seconds. Repeat 4 more times.
4. Conduct a Hasty search:
 - If shouting does not generate response, adults pair up with one wristwatch per team.

- At least one adult should remain with other participants at all times.
- Teams will spend thirty minutes checking all obvious places around camp & in the immediate area looking for signs of the missing student (footprints, trash, clothing fibers, etc.).
- Teams should periodically shout participant's name(s) and listen for a response.
- They will then check nearby roads, trails, streams and lakes, lookout points, etc.

DO NOT SEARCH LONGER THAN 30 MINUTES.

After 30 minutes, hasty teams stop and gather at base camp to share information found.

If participant(s) is still not found, or if there are not enough adults to conduct a hasty search, staff should initiate the Emergency Communication System in this manual to alert administrators, family and to dispatch a professional search and rescue team to find the lost, missing, or runaway participants.

5. If a decision is made to send runners, Instructors will use the following procedures:

- Running party will have a minimum of three people of adequate age, physical & emotional state.
- They will be properly outfitted to deal with the conditions.
- They will carry detailed written instructions, a map, clearly marked with location of patient, a call list of emergency contact numbers, a copy of completed Patient Assessment Form, a written request for specific assistance needed, and written plans for what the running party should do after placing the emergency call. .

Urban Lost or Runaway Participant

As soon as you realize that you are missing a participant, initiate the following procedures:

1. Account for all other participants and note the time.

2. Gather information:

- Name of missing person
- Description of what they were wearing
- Ask other participants about their whereabouts.
- Where and when were they last seen?
- What direction were they headed?
- Hypothesize about where they are likely to be

3. Have rest of group or at least one instructor stay at last point seen.

4. Give a shout using missing person's name.

5. Conduct a hasty search:

- At least 1 adult should remain with other participants at all times.
- Enlist the help of other adults in the area to quickly search for the missing participant. Check the last visited areas as well as nearby likely spots. Have a plan to communicate via cell phone and/or to meet back at the last seen spot.
- Hasty teams should periodically shout the lost, missing, or runaway participant's name(s).

DO NOT SEARCH LONGER THAN 20 MINUTES.

At the end of the 20 minutes have hasty teams stop what they are doing and gather back at the last seen spot to share information found.

If the participant(s) is still not found, or if there are not enough adults to conduct a hasty search, initiate the Emergency Communication System in this manual to alert administrators, family and to notify authorities.

Child Abuse, Neglect, and Sexual Abuse Reporting

Staff has a legal obligation to report suspected participant abuse, neglect, or sexual abuse.

- If abuse is suspected, we recommend that you immediately report facts to the Camp Director. The final responsibility to assure that the report has been filed lies with you, thus make sure that the report is filed with the appropriate authorities.
- The Senior Manager will immediately contact the most senior representative of hosting organization (School Principal/Headmaster, Event Director, etc.), and the local Social Services office.
- If suspected abuse occurred on site of an Avid4 program, the report of suspected child abuse must be made to the county dept. of social services, police department, or other law enforcement agency in the community or county in which the site of the Avid4 program is located.
- If suspected child abuse did not occur at the site of an Avid4 program, the report must be made to the county department of social services in the county which the child resides or to local law enforcement agency in the

- community in which incident is believed to have occurred.
- If Avid4 Staff witness child neglect or abuse, or if an incident is in progress, they will contact local law enforcement agencies and the Dept. of Social Services immediately.
- It is possible that sometime during your employment a camper may tell you about abuse he or she is suffering at home or elsewhere. You will probably find this a very disturbing experience, but there are some steps that we must follow.
 - Listen to the child, be supportive, but do not start questioning or investigating the circumstances. This is best left to specially trained social workers.
 - As soon as you can, make written notes of what you were told or heard. Keep these in a secure locked place until you can pass them on to the authorities or senior staff at camp.
- For contact information, please refer to the 'Contacts' section at the beginning of this resource.

Unauthorized Intruders/Suspicious Persons/Active Shooters

Staff should use their best judgment when dealing with unauthorized intruders/suspicious persons. Below are some actions and strategies for staff to consider:

- Remain as calm as possible.
- Report unauthorized intruders/suspicious persons to the local authorities immediately and take protective action to ensure the safety of participants.
- Maintain a safe distance from unauthorized intruders/suspicious persons.
- If possible keep all participants and staff in a van, classroom, or other safe area that can be locked until the unauthorized intruder/suspicious person leaves.
- If using radio communication, refer to an intruder as "caribou" in order to decrease the ability for campers and/or the intruder to be aware of the communication.

A lockdown, shelter in place or active shooter on premises procedure will be implemented only if there is a serious risk of danger to staff, parents and campers. The general purpose of these procedures is to convert a building or room into a "Safe Room."

The decision to initiate building lockdown, shelter in place or active shooter on premises procedures may be at the discretion of the Camp Director, building administration or in response to a request by local law enforcement. Camp Directors should have two rooms that are pre-designated on different areas of the building in which they can lock the rooms.

- Camp Leadership gets all on campus campers and staff inside and informs the groups of the Level of Lockdown (below).
- Activate the Avid4 Emergency Communication System.
- Camp Directors will start outreach to field staff that are not currently at site to instruct them to remain offsite or to meet at that camp's emergency meeting location.
- Begin the protocols below for the applicable level of threat:

Level 1: Shelter in Place: this means that the threat is in the general geographic area but not imminent. Groups seek shelter in a building from an external threat.

- Campers are taken indoors and all exterior doors are locked.
- Campers stay in interior rooms and can continue games or other fun activities.

Level 2: Lockdown: this means the threat is immediately at the camp location and groups are restricted to the interior of the building and the building is secured.

- Move to designated safe rooms and lock doors.
- Move to interior walls, away from windows and doors.
- Everyone will drop to the floor out of the line of vision from the door & windows
- Pull window shades down if applicable.
- Turn room lights off.

Level 3: Active Shooter: an individual is actively engaged in killing or attempting to kill people at camp, confined space or other populated area.

- Evacuate if possible:
 - Have an escape route and plan in mind.
 - Leave belongings behind.
- Hide out:
 - See above protocol
 - Hide in an area out of the shooter's view
 - Lock doors and barricade entry with any available furniture.
- Take Action:
 - Only as a last resort and only when your life is in imminent danger.
 - Attempt to incapacitate the shooter.

Disaster Emergency Procedures

In the event of a disaster or national state of emergency such as an earthquake, wildfire, flood, tsunami, hurricane, tornado, act of terrorism, etc., parents, guardians, and staff will use the following disaster emergency procedures:

If disaster occurs while programming is in progress:

- Avid4 staff members will use their best judgment to protect the safety of participants.
- Staff and parents or guardians should listen to Emergency Broadcast System channels.
- The Camp Director will notify parents via email, phone or text message in regards to an emergency that requires early dismissal or an alternate pick up location.
- If the situation appears stable, Avid4 staff will take participants back to the program drop-off location and wait for a parent, guardian, or approved person to pick up the participant.
- If the meeting location is deemed to be unsafe, program staff will determine an alternative location and transport participants there. They will then make best efforts to notify parents and guardians of this change.
- Children with special needs or disabilities will have an instructor assigned to them at all times. The instructor will take the lead on evacuating those children, along with any medication or devices that the child requires. Special considerations for participants with disabilities in the event of an emergency situation should be discussed on a case-by-case basis with the Camp Director prior to the start of camp.
- If the situation appears stable, a parent, guardian, or approved person should go to a pre-determined Disaster Meeting Location as soon as possible to pick up their child.
- When the phone lines are clear, the Camp Director will call parents or guardians or emergency contacts for any remaining participants to coordinate pick-up.
- Camp Director will stay with participants until all are retrieved. Should participant pick-up be impossible or materially delayed, the Camp Director will make arrangements for appropriate participant care and make best efforts to notify parents or emergency contacts.
- All paper records will be guarded and kept with staff/Camp Director unless at risk of injury. All files will be backed up through our online systems for remote access if needed.
- During an emergency event determined by local law enforcement, fire department, or other emergency management agency, Avid4 will release children to parents and legal guardians of children in care or their designee when directed to do so by local authorities.

If disaster occurs before programming begins:

- Parents or guardians should listen to Emergency Broadcast System for more information.
- A member of the Avid leadership team will leave a recorded announcement on the main Avid4 phone line stating that a program has been canceled or delayed.
- When the phone lines are clear and Avid4 has not had contact with parents or guardians, the Camp Director will contact parents or guardians to let them know if programming will be cancelled, delayed, or rescheduled.

Specific Disaster Protocol

In all cases: Avid4 staff will take the sign-in sheet and attendance in order to make sure that all children are accounted for. Parents will be notified by telephone as to the location of campers and Avid4 staff will stay with campers until they can be picked-up. Avid4 will release campers only to the adult(s) for whom written authorization has been given. Authorized pick up individuals are denoted on the Medical & Health History form. In an emergency, the child may also be released to an adult for whom the child's parent or guardian has given verbal authorization. If the staff member who releases the child does not know the adult, identification must be required to assure that the adult is authorized to pick up the child.

In case of Building Fire: Staff members will evacuate children to an area well away from the building by recognizing the evacuation procedures posted by the doors.

In case of Wildfire: If there is wildfire or smoke is smelled, staff members should lead their groups away from the potentially dangerous area. Staff members should contact the Camp Director to communicate any change of plans and help assess situation. If necessary, activate the emergency communication system so that parents can be contacted if deemed appropriate.

In case of Flood: Staff members need to evacuate children to a high area well away from the flood area. Please follow standard emergency procedures to account for all participants, refer to your location report for immediate response, and contact your camp leadership when able for next steps.

In case of Tornado: Staff ensures that all campers are escorted to the designated tornado area. In the designated area, all will assume the protective position. As many people as possible should shelter against a wall or under heavy furniture. Once tornado has passed, staff will inspect the building for downed power lines and other hazards, and injuries. At least one staff member must stay in the designated area with participants until the “All Clear” is given.

In case of Hurricane or Extreme Weather: If extreme weather conditions exist to the degree that parents cannot pick up their children, Avid4 staff will continue to provide services and program operation until conditions make pick up possible.

In case of Earthquake: During an earthquake, campers will be instructed to move away from windows and large objects that could tilt over. They will then be instructed to drop, cover and hold on. This means that each camper should crouch low to the ground and curl into a ball under a sturdy desk or other strong structure that is not likely to collapse. The campers stay there until the earthquake ceases, then use the buddy system to exit the building.

If campers are outdoors at the time of an Earthquake: If campers and staff are outside in an earthquake, all should stay outside. Find an open area away from buildings, trees, streetlights, and power lines. Campers and staff should crouch down and cover their heads. Many injuries occur within 10 feet of the entrance to buildings. Bricks, roofing, and other materials can fall from buildings, injuring persons nearby. Trees, streetlights, and power lines may also fall, causing damage or injury.

In case of Tsunami: Tsunami protection starts with being aware of warning signs: There is an earthquake or the ground rumbles a lot. The sea suddenly pulls back and leaves bare sand, making the beach seem a lot larger. Animals may behave strangely - they may suddenly leave, gather in groups, or try to get into places they normally would not go. Warnings from the media if a tsunami warning system is in place in your country.

If staff or campers notice any of these warning signs, the group will leave the beach or low-lying areas and go to higher ground. *Keep away from the beach.* Avid staff and participants will be instructed not to go anywhere near the beach or into buildings near the beach. Leave the area immediately, even if just a small tsunami is observed. Tsunami waves grow bigger and continue to hit, so the next giant wave may be on the way. *Go to higher ground.* In event of Tsunami, staff will lead groups up a hill or to a higher area. *Leave all gear and personal items.* Life is more important than any equipment or supplies. Instructors should leave gear behind and get to safety in the event of true emergency

In case of Animal Encounter: Report the sighting of any atypical wildlife to the local Animal Control in your location. As soon as an animal is sighted, gather your campers together and encourage them to: stay together, stay calm, and back away from the animal slowly.

In case of Lightning: If struck by lightning, call 911 immediately & activate the Emergency Communication System. There is no truly safe place outdoors during a lightning storm. Lightning is as unpredictable as it is powerful, but we can manage the risk by reducing our exposure. Most injuries from lightning occur from a “splash,” whereby a lightning strikes an object and splashes to nearby objects, and “ground current,” whereby electrical current dissipates from the hit object. Some tips:

- Observe local weather patterns
 - Pick campsites with prevention in mind – uniform tree cover and/or low hills
- Know when to seek safe location
 - Monitor approaching storms – lightning can strike well ahead/behind storm fronts. Approx. 1 mile per 5 seconds.
 - Time visits to high risk areas with weather patterns
- Avoid dangerous locations

- E.g. places higher than surrounding terrain: peaks, ridges, isolated hills, isolated tall objects, open terrain, large bodies of water and saturated ground, shallow overhangs and caves, previous strike site, and conductors (pipes, wires, fences, wet rope, etc.)
- Seek uniform cover for approaching fronts where there is perceived risk
 - Uniform height trees and/or rolling hills
 - Insulate yourself from ground current & assume lightening position
 - Disperse a group by spacing several body lengths apart to reduce chances of multiple injuries.

Mt. Evans

- **In an emergency situation:** Instructors will bring campers to the meeting point at camp (Flag Pole) and wait for transport to a safe area if needed.
- **If camp is deemed unsafe:** Campers & staff will be transported to Elk Meadows Park 2855 Bergen Peak Dr, Evergreen, CO 80439;
- **In case of wildfire:** the Camp Director will contact Fire Dispatch, 303-674-3411 or at 911, evacuate campers & staff to a safe location. If necessary, activate the emergency communication system so that parents can be contacted if deemed appropriate.

Windy Peak

- **In an emergency situation:** Instructors will bring campers to the meeting point at camp (The Pond) and wait for transport to a safe area if needed.
- **If camp is deemed unsafe:** Campers & staff will be transported to Castle Rock Recreation Area at Lake Wellington, 21843 Stoney Pass Road, Bailey, CO 80421; (303) 838-5496; (Nancy Adams is the manager).
- **In case of wildfire:** the Camp Director will contact Fire Chief, Curt Rogers at 303-838-2270, evacuate campers & staff to a safe location. If necessary, activate the emergency communication system so that parents can be contacted if deemed appropriate.

Expeditions (CO, OR, CA, WA)

- **In an emergency situation:** Instructors will ensure that all campers are in a safe environment. If they are not, they will move the group to a safe environment. Once campers are safe, they will contact their Camp Director.
- **If camp is deemed unsafe:** Staff will contact their Camp Director to find an alternative location nearby or head back to the check-in location.
- **In case of wildfire:** the Camp Director will work with local Fire Department to establish what area nearby is safe that the group can relocate to. If no areas are safe nearby, the group will head back to the check-in location.

Backcountry Manual

Trailhead Class

This Guide: Will serve similar to a policy/procedure document, in which you must cover each point in order to satisfy our risk management plan.

Objective: For Campers to demonstrate an understanding of our risk management practices on trail. For Campers to display competency in risk response.

Time: 1 Hour

Where: At the trail head.

Materials: optional white board for visual learners.

Preparation: Read policy and procedures regarding Expedition Travel, Bears, and Snakes.

*Begin these lessons by gathering your crew for a “mock hike.”

Find an open field, or trail you can hike around on. This is to involve them experientially, combat boredom or “tuning out” - changing scenery also re-engages kiddos. Conversely, you could just start your hike and do this lesson underway. Either way, the first thing you’ll do is an Environmental Briefing. Then start hiking, and occasionally stop to address a teachable moment, or bring up a point in your lesson.

1. Expedition Travel
 - a. Stay in your group when hiking. A different way to say this would be, if you cannot see or hear us you are TOO FAR away - or if you can’t see the front or back of our group (hiking in a line) then you need to call a “red light.” (this foreshadows the Lost and Alone procedures found later in this doc.)
 - i. One instructor should always be at the front and back of the line. There is NO situation where a camper should be hiking behind the last Instructor.
 - ii. You can teach this by asking leading questions, “Could everyone see me while we were hiking? How far away were you from the person in front/behind you? Why do you think that’s important? etc.”
 - iii. You can also explain this as the 3 rules of our trip are, “stay together, stay together, and don’t get separated.” Have them repeat it back to you.
 - b. Outline the Red, Green, and Yellow lights. If you need to stop to pee, catch your breath, tie your shoe, adjust your backpack, “what light do you call?” If the group is hiking too quickly for you, ALL GOOD! Call a yellow light to slow the group. After you’ve assigned crew roles and explained them, you can delegate the responsibility of listening for “light calls” to your Leader Of the Day or Leader Of Designation.
 - i. Some kids don’t want to burden their group, understandably so. If you notice a camper unable to keep up the pace, sneakily put them towards the front of the line. *See “[Coaching for Slower Hikers](#)” for more info.
 - ii. Practice saying the different ‘lights’ and see what the campers do. Let them practice it! Play yellow light telephone! Have the camper in the back of the line say “yellow light” and the camper in front of them can pass it forward (just like the classic telephone game.) Communicating is good!
2. BSTB - Bears, Snakes, Tics, Bikes = Trail Hazards.
 - a. See “[Trail Hazards](#)” resource for procedures on teaching this portion.
 - b. If at MTE incorporate into BP Prep Class. If at WP teach whenever before leaving.

3. Lost and Alone - If at MTE, consider including this section during Backpack Prep.
 - a. While doing your “mock hike”, stop at an opening and pretend it’s your camp for the night. Ask campers, “what are the 3 rules of Expedition Travel?” (searching for the stay together answer.) Then tell campers, “Now that we’re at camp, we need to figure out where the bathroom is.” Explain how far you should go to pee or poo. Make this distance easily understandable, have campers point to how far they think 100ft is.
 - b. If you need to go to the bathroom or leave the group for any reason, always tell an Instructor where you are going - even in the middle of the night - and bring a buddy.
 - i. *Put your flashlight and compass/whistle in your camp shoes when you sleep, so you are reminded to take them with you. (this can be explained when you’re teaching them how to sleep warm and dry night 1.)
 - ii. *Turn on your tent mates flashlight and put it outside your tent (for a beacon) so you can easily see where your tent is. (also explain when it’s applicable)
 - c. When you realize you are lost, don’t move! Stay in that spot.
 - i. Take a deep breath and try to calm yourself
 - ii. You may be closer to camp than you think - yell in one direction, wait for 5 seconds and listen, yell in another direction wait for 5 seconds and listen, etc.
 - iii. Explain the above point experientially if you can. While group is sitting in your ‘pretend camp’ have one instructor walk off to take a pee and pretend to get lost. Ask campers how far he actually is away from us.
 - iv. If someone hasn’t responded, you can do the same “yelling” procedure but this time with your whistle. THREE LONG BLASTs, and then wait for a reply. Others will be looking for you, listening for your whistle.
 - v. Again, DON’T MOVE. We will come and find you.
4. Return To Backpacks - If you’ve chosen to mock hike, now return to your backpacks.
5. Map and Compass - If you are incorporating orienteering or any type of navigational curriculum into this expedition, now would be a great time to have your group gather round a map. If not, do this at the first or second break in your day.
 - a. Keep this lesson as basic as possible, only outline a few ‘key’ things.
 - i. The Key. Compass Rose. What do blue, brown, black lines mean?
 - b. If you need additional information for a orienteering progression, see the “Orienteering,” resource which hasn’t been created yet - but will be included in staff training.
6. 2nd to last step! Always the second to last step. You’ll know why when two minutes in campers have to stop. Have campers drink water, pee, TIE THEIR SHOES.
7. Last Frame - The first or last thing campers should hear, situation dependant, is a “frame” that will help construct their experience. Consider framing this hiking trip as more of an exploration than a hike. Incorporate some magic and use your instructor magic to inspire.
8. Is anyone Not Ready?
 - a. A great way to ask if everyone is ready to hike away!

Happy Trails!

24-48 Hour Plan

This Guide: Will serve as a checklist for Instructors to ensure risk management procedures and course quality concerns are being met. Please divide up who is teaching what and when prior to departing on your trip.

Objective: To ensure Instructors don’t forget to teach something important.

Preparation: Assign who is going to take the lead on teaching what and when.

Depending on the length of your trip, you may need to pack more of this into the first day. This list contains topics that we, as prudent professionals in the outdoor field, should be teaching our participants or talking about as an Instructor team.

- Lightning Drill** - Taught at the first snack break on your first day of trips before the first storm. Watch the clouds to make sure that you have ample time to ensure participants understand risk management procedures.
- Lost and Alone Procedures** - outlined in the [Trailhead Prep](#) doc
- Emergency/Rescue Procedures**- calls for help, whistles, buddy system

- ❑ **Hot Spots** - Explain what a “hot spot” is and how to manage it @ Lunch on the first day. (i.e. Liner socks, mole skin, boot fitting.)
- ❑ **Hygiene** - Hands, kitchen, butts, feet, and ‘mental’ hygiene.
- ❑ **Hypothermia & Hyperthermia** (sun & water regulation)
- ❑ **Water Purification** - Turns out this is a requirement to teach by ACA standards.
- ❑ **Camp Set Up** - This is a foundational skill of backcountry camping.
 - ❑ Look OUT, IN, and UP. Then designate kitchen and sleeping areas.
 - ❑ Game Trails, Ant Piles, Scat, Roots & Rocks, Widow Makers.
- ❑ **Pooping** (D’s of Dumping)
- ❑ **Kitchen Safety** - A general overview to be taught to the whole group prior to lighting the stoves. (What is the kitchen boundary? How many cooks in the kitchen?) A more in depth kitchen safety to be taught either as a whole group, or individually with one or two campers who are helping you cook.
- ❑ **LNT & Dinner Clean up**
- ❑ **Sleeping Warm and Dry** (How does this sleeping bag work? Where’s my backpack?)
- ❑ **End of day Debrief/Evening meeting** - It’s the end of the day, and you’ve probably taught so much already. Take 5-15 minutes depending on how tired or receptive your kiddos are to do a group reflection & appreciation & plan for tomorrow.
 - ❑ A “go around question” where each camper responds is a great way to ensure all voices are heard.
 - ❑ Sample: “What was one thing you did really good today? What was one thing you want to do better tomorrow?” or the timeless classic, “rose, bud, and thorn.”
- ❑ **Morning Routine**
 - ❑ WUPUCU
 - ❑ Wake Up, Pack Up, Circle Up; conditioning and warm-up as needed
 - ❑ Outline any group tasks that need to get done
 - ❑ Water, Food, LNT, Tent break down, Nav plan... etc.

FLOATERS - To be taught at your convenience before the 48 hour mark or before the information is needed by participants.

- Pooping (best to teach before 24 hours is up.)
- Steam Crossings
- Map & Compass

COMMUNICATION! We cannot stress enough how important staying on the same page and communicating with your co-instructor is. At the end of the day, if YOU are having fun, THEY are having fun. It’s so difficult to enjoy an expedition if your working relationship is dysfunctional. SO, take a few moments at the end of each day to catch up.

Guidelines: Create a safe space together where you can give constructive feedback candidly - remember, we’re talking about the behavior NOT the person. Make sure to listen, to laugh, to clarify, and to say thank you. Literally, co-instructor feedback is a GOLDEN NUGGET that should be cherished as a present. You may not always want to hear what they have to say, but their perspective is invaluable and should be respected as such.

Daily Instructor Check-In:

Group Culture & Cohesion

- Is anyone socially unaware? What are we doing about it?
- Are they getting enough relaxation/reflection time?
- Who wants to be different? Is everyone valued for something?
- Are they expressing their own opinions?
- What are we most effectively role modeling?
- Are they having fun?

Instructor Well-Being

- Are we getting our needs met? (Fun, Freedom, Power, Belonging.)
- How can I support you better?
- Are there any technical/interpersonal goals I can help you achieve?
- Is there anything you’re nervous about?
- What are you most psyched about?
- What’s our plan for tomorrow?

Backcountry Trail Hazards

Objective: For Campers to demonstrate an understanding of our risk management practices on trail. For Campers to display competency in risk response.

Time: 20 minutes.

Materials: Optional white board for visual learners.

Preparation: As best you can, make this like a skit, have one instructor pretend to be a bear, get a plastic snake, for older kids you can use a white board and pretend you are the coach for the Chicago Bears outlining a football play.

Trail Hazards... What are our MOST dangerous trail hazards? Some might argue dehydration or maybe over exposure to sun are the most dangerous because they are most probable - however are easily mitigable. Bears and Snakes are the most anticipated hazard by campers and parents, but it is important to note they are not likely.

TRIPPING - By probability and consequence, we would argue the MOST dangerous hazard is tripping over a rock, root, loose surface, etc. In order to mitigate this, there are a couple things you can do.

1. Make sure boots are tight and tied before hiking.
2. Make sure backpack is fit properly, so it doesn't sway campers off balance.
3. Show participants the difference between dragging their feet and hiking with purpose. (i.e. picking their feet up.)

SNAKES

Our prime concern in CO is the Western Rattlesnake.

If you see this snake at your camp, do not attempt to remove it. Instead, consider moving camps if it does not leave on its own. If you are unable to move camps, call the local park office. Question: Why do the majority of snake bites occur on hands? If you are hiking and see this snake (or any snake) on trail:



1. Let the group know there is a snake by saying, "snake."
2. STOP to see if the snake leaves. If snake leaves, note the direction of travel.
3. If snake does not leave, have one Instructor keep eyes on snake.
4. Slowly walk away from the snake, and find an alternate route. If possible, hike off trail around the snake, giving it a wide berth of 30ft.
5. If the snake is in the middle of your hiking line, the front half of the group should continue to a safe distance and wait for the remainder. The remaining group should follow step #1. Instructors should have eyes on Campers and THE SNAKE at all times.

TICKS

In tick habitat a few simple precautions may be taken. Wear trousers, long-sleeved shirts, hat, and boots. Wear light-colored clothing. Tuck pant legs into boots, shirts into pants, and keep sleeves buttoned. Use insect repellent on shoes, socks, and cuffs. Check often for ticks on clothing and skin. Change clothes when outing is over, checking for ticks.

1. Clean the area around the tick bite with rubbing alcohol.
2. Get your tweezers right down on your skin so you can grab as close as possible to the tick's head.
3. Pull up slow and firm...
4. Clean the bite area again, and your hands, with rubbing alcohol or soap and water.
5. Monitor for local/systemic infection or generalized flu-like symptoms.

BIKES/HORSES

Some of the locations we hike are also used by bikers and horses, and we want to be as respectful as possible to other outdoor recreators. As we know, bikers enjoy shredding the gnar and we should assume they are always tokyo drifting around the trails. It is the duty of the person leading the group (front of the line) to listen for bikers. Each group should be familiar with what to do when the lead hiker yells, "BIKE!" or "HORSE."

1. When the lead hiker hears a BIKE, they will yell back to the group, "BIKE."
2. When the group hears this, each individual will move swiftly to the downhill side of the trail.
3. This procedure is the same for horses, however the lead hiker does not need to yell "horse," because horses

usually don't gallop the trails or respond well to screams.

BEARS

Seeing a Bear in the wild is a rare and beautiful experience, if the Bear is far away, enjoy!

1. Campers should be instructed on procedures to follow if they encounter a bear on the first day. (#2-#4 should be sufficient information for campers.)
2. Keeping your distance and not surprising bears are some of the most important things you can do. Most bears will avoid humans if they hear them coming. Pay attention to your surroundings and make a special effort to be noticeable (sing songs or play a trail game) if you are in an area with known bear activity or a good food source, such as berry bushes.
3. If you see a bear and it is unaware of you and your group, the first line of defense should be to carefully move your crew away from the bear. Leave the area and change campsites if necessary. Never approach a bear in an effort to force it to leave the area.
4. If you encounter a bear that is aware of you and your group and does not leave on its own, identify yourself by talking calmly, "Hey Bear, I am your friend and a guardian of the forest," so the bear knows you are a human and not a prey animal. Help the bear recognize you as a human. Gather together in a horizontal line and wave arms (look big) to try and scare the bear away from the area. Never imitate bear sounds or make high pitched squeals.
5. Instructors should get bear spray READY and in hand BEFORE the bear approaches.
6. As a last resort, if the bear comes toward you or your team, use pepper spray to deter the bear. Do NOT approach a bear or go back to where you saw it in order to use pepper spray. If using pepper spray ensure the following precautions are taken:
 - a. Read directions on pepper spray before going into the field.
 - b. Always store bear spray in an easily accessible location on the outside of your backpack.
 - c. Get all students away from the bear.
 - d. Make sure wind will not blow spray back to you or students.
 - e. Remove safety and aim can at bears eyes. Spray at bear.
 - f. Store used canister in zip-lock case. Do not touch nozzle.
 - g. Avoid sprayed area (use flagging tape) for 24 hours.
 - h. Staff and campers may need to shower. Clothing may need to be washed.
7. Do NOT drop your pack as it can provide protection for your back and spine.
8. Do NOT run, but if the bear follows, stop and hold your ground. Bears can run as fast as a racehorse both uphill and down. Like dogs and all predators, they will chase fleeing animals. Do NOT climb a tree. Both grizzlies and black bears can climb trees.
9. Be especially cautious if you see a female and/or cubs; never place yourself between a mother and her cub, and never attempt to approach them. The chances of an attack escalate greatly if she perceives you as a danger to her cubs.

So there you have it. How are we mitigating these hazards? Education and preparation. If you feel unprepared to deal with these or any other hazards, please let your CD know.

Happy Trails!

Backpacking Games

Leave No Trace Activity:

Give each participant a piece of paper and a pencil. Have them make three columns with the titles, "Things in Nature", "What We Have in Common", "How It Helps Me". They must identify objects in nature and tell how they are similar to that object. Make sure campers consider less noticeable things such as air, soil, sun.

For example:

Tree. We both have an outer layer to protect us (bark/skin). A tree gives me oxygen.

Soil. We both contain minerals. Soil helps grow my food.

Ant. We both need shelter. They are fun to watch.

Discussion: Have participants share their connections. Help them to discover that this personal connection is where a commitment to land stewardship begins. Land stewardship is the goal of Leave No Trace.

Watching Wildlife: Find a high vantage point that is comfortable and has many different viewing possibilities. Discuss natural ways of camouflaging, such as shadows, natural colored clothing and the importance of silence. Bring binoculars if possible. Sit and watch for 15 minutes. Wildlife will only appear when they think you have gone away. Look just into the tree line, this is where most animals are also sitting and watching us. Be on the look out for animals large and small, from bears to caterpillars. After 15 minutes bring the group back together to discuss what you saw, as well as the daily schedule of these animals and where they were going, and finally what methods worked or didn't for spotting wildlife. Now how can we take this experience and apply it to life outside of this one experience???

Identifying Plants: Along your hike identify one plant that represents you at this moment in time. Don't pick it. Have the group come around to observe the plant. Is it a tree? Is it a flower? Is it a weed? Describe how it represents you. For example: "this Aspen represents me because I'm Colorado and I grow best when I'm part of a group." Or "This thorny rose bush represents me because I didn't get much sleep last night and I'm feeling sharp and jagged this morning, stay away." Make a point of identifying these plants as campers describe how they represent themselves. Keep in mind Leave No Trace Principles here as well: If we pick our plant then no one else can enjoy them in the future.

Draw a map: Halfway through your hike find a quiet place with a piece of paper and pencil. Have each camper draw a map of where they think they are. This can be a topographic map, a drawing of their surroundings, or a trail map. Bring the group back together after 15 minutes to share their creations. Discuss how everyone sees nature differently even though we are all in the same place. Discuss orienteering as well as how to use a compass. Now how can we take this experience and apply it to life outside of this one experience???

Silent Observations: Take a moment during every hike to take it all. Give each child a piece of paper to make written observations or sketches. A camping journal is an essential item to any daypack. Topics for journal entries include: what you saw, how you feel, what you can improve upon, what you excelled at, who were your friends, a funny moment, a letter to yourself, or a letter home....the possibilities are endless. (also see: "Debrief and Trail Topics")

Night Hike:

Leave camper headlamps in the tent, these activities are all done using our natural night vision. A counselor should take one strong headlamp or flashlight for emergencies only.

#1) Along the trail hand out something colorful like a crayon, marker, or piece of construction paper to each camper. Ask them to identify the color. After they have guessed the color go around with a dim light and reveal their true colors. Explain that at night humans only see black and white with many shades of grey, but no colors. The cones in your eyes simply do not work at such low light and the rods are the part of your pupil that detects color. The rods in the pupils detect grey and are working in overload at night.

Night Hike

#2) Form 2 parallel lines facing one another, about 3 feet apart. Have each camper stare straight across at another camper's nose without blinking. Eventually their face will disappear into the darkness surrounding their head. Discuss once again that the rods in your eyes are working in overload and become atrophied after a little while thus making their partner's face disappear into the surrounding blackness.

#3) Have the group sit in silence and listen for 5 minutes to their surroundings. Discuss what they heard afterwards. Discuss that bats rely heavily on listening at night to find their way and feed through echo-location. What other senses and methods might we use at night to navigate???

Blindfold Hike:

#1) On a fairly easy and open path blindfold all of your campers but one. Have every camper hold onto the same piece of rope or webbing about 3 feet apart with the non-blindfolded camper in the front. In this trust exercise the leader will hold the rope along with the rest of the group and continue down the path. Each participant will have to rely on their sense of touch to stay on the path, by holding onto the rope they will feel when to turn and at what pace to go. After 3 or 4 minutes have the leader move the back of the rope and become blindfolded. The next person in line is now the non-blindfolded leader. Bring the group back together after 20 minutes to discuss how this felt, how it built trust, and where else in life we might need to rely on another person to give us guidance and direction.

Blindfold Hike:

#2) On a fairly easy and open path have campers pair up with someone they've not spent much time with before. One of the campers will close their eyes or be blindfolded. The other camper will be their guide. The non-blindfolded camper can either speak words to get their partner further down the trail or use taps on the shoulders to get their partner to go the right direction. Bring the group back together after 20 minutes to discuss how this felt, how it built trust, and where else in life we might need to rely on another person to give us guidance and direction.

Art of the Mosey: On a section of trail roughly 0.5 miles long have one counselor at the end of the section and one at the beginning. Allow one child to begin the section every 3 to 4 minutes. Explain that the goal of this walk is to mosey along at their own pace, and investigate nature while remaining alone. They can literally stop to smell the roses if they like, or follow a beetle for some ways. This entire hike is about taking time to investigate nature along the trail. At the end, have them discuss what they saw and how they observed nature along the path. How fast did they walk? How did this pace help or not help them become more connected with their surroundings? How can a mosey influence our daily lives outside of camp???

Debrief and Trail Topics:

Highlights and Why?

Struggles and Why?

Who did you connect with today?

What part of the trail best represented you?

What part of nature best represented you?

What would you do differently if you could try it again and why?

How did you represent Avid values today? (living empowered, for your community, smarter, balanced, environmentally connected, beyond expectations, truthfully, and more fun)

How did you abide by Leave No Trace?

What are you looking forward to tomorrow?

Give someone else a compliment.

How did you support the team?

How did the team support you?

When were you a leader today and when were you a follower? Why?

What lessons did we learn today that will be helpful outside of camp?

Identifying Shelters:

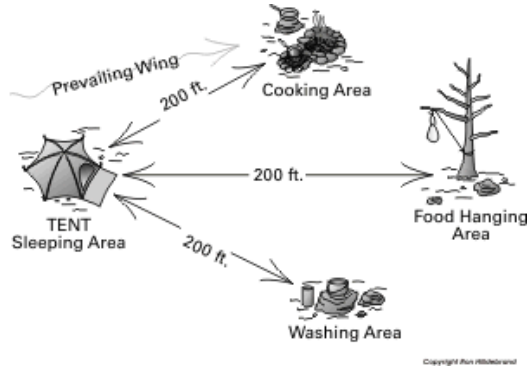
During your hike point out and discuss possible shelters. Use a wide range: Where deer bed, small gopher holes, bear and mountain dens. What makes these shelters successful???. How do our own tents act as a shelter? Is it as efficient as a den, is it agronomical? Build a shelter if possible then break it down to leave no trace.

Bear Bag Hanging

What Should Go In a Bear Bag:

1. All food - both group and personal
2. All hygiene products that have a smell (toothpaste, toothbrush, deodorant, used tampons, etc.)
3. Pots and pans, food scraps, etc.

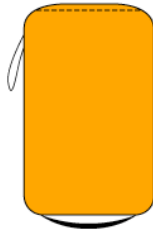
Where Should the Bear Bag Hang:



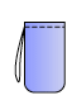
How to Hang a Bear Bag:

Hanging A Bear Bag

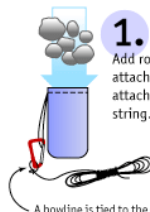
The PCT Method



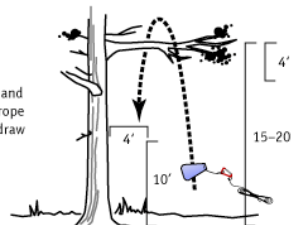
- EQUIPMENT**
- Bear Bag (9" x 20")
 - 40' Rope
 - Throw/Rope Bag
 - Carabiner
 - Small twig



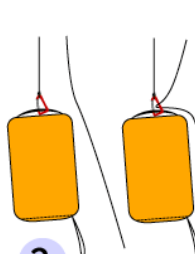
The PCT Method uses a toggle to keep the bear bag above the ground and away from the tree. By **not** tying the loose end to a tree (another common method), the bear (or other critter) cannot claw or chew through the rope to lower the bag.



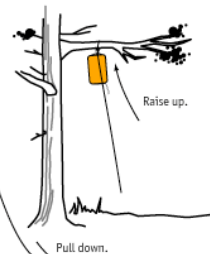
- 1.** Add rocks to throw bag and attach carabiner (with rope attached) to the bag's draw string.



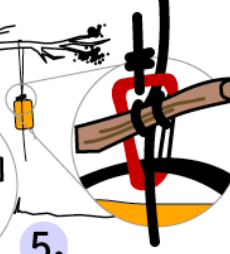
- 2.** Hold throw bag in hand and toss over branch that is 15-20' above the ground. When properly hung, the bear bag should hang at least 10' above the ground and 4-8' away from the branch and tree trunk.



- 3.** Unclip throw bag from carabiner. Clip carabiner to bear bag. Feed loose end of the rope through carabiner and pull loose end to raise the bear bag to the top of the tree branch.



- 4.** Reach as high as you can and tie a clove hitch around a small twig on the loose end of the rope, creating a toggle.



- 5.** Release the loose end of the rope. The bear bag will stop at the toggle. The loose end hangs above the ground suspending the bear bag at least 10' from the ground.

Bug Management

WHY: Inevitably you will go to a location that has a lot of mosquitos or no-see-ums. Bug Spray can only get you so far. This is not an issue if you're properly prepared.

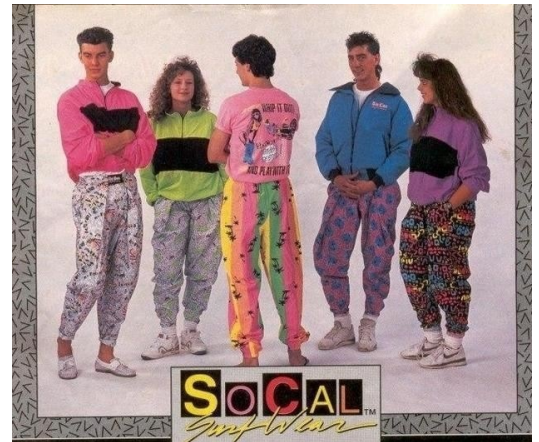
PRE-TRIP

1. Ensure campers have LIGHT, LOOSE, COMFY pants and long sleeve shirts.
2. Ensure campers have rain pants & jacket.
3. Ensure campers have THICK socks or 2 pairs of socks dedicated to bug hour.
4. Ensure campers have a bug head net & a hat.
 - a. (For no-see-ums, gloves are helpful.)
5. Ensure YOU have bug spray. Bug spray is most helpful for HANDS and no-see-ums.
6. Keep these items accessible, or in their own "bag."

7 Steps To Success:

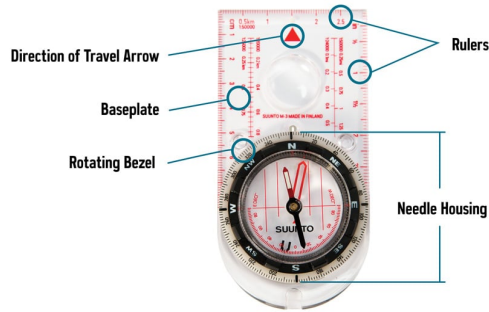
In order to beat the mosquito and no-see-um you must look like the Fresh Prince.

1. Wear the loosest clothing you can. The key is to cover every inch of your body with a layer of cloth or light synthetic. Think Patagonia Houdini or wind layer.
2. Tuck your pants into your thick socks. Tuck your gloves into your long sleeve shirt.
3. Put your brimmed hat on and mosquito head net over it.
4. If it's not 100 deg. outside, just put on your rain gear.
5. As a last resort, apply bug spray.
 - a. When on an extended expedition applying bug spray without the ability to take a shower is just wrong. Deet melts crocs.
6. TRAIN THIS SKILL. When the mosquitoes come out, stop action, get your bug-out gear on. Make sure every camper knows what to do when they are getting eaten.
7. TEACH them how to become impervious to the bugs. Teach your campers how to be better than the mosquito. You can survive through anything, but can you THRIVE?! Don't let the little mosquitos make a big damper on your trip - they are great defender of our wilderness areas.

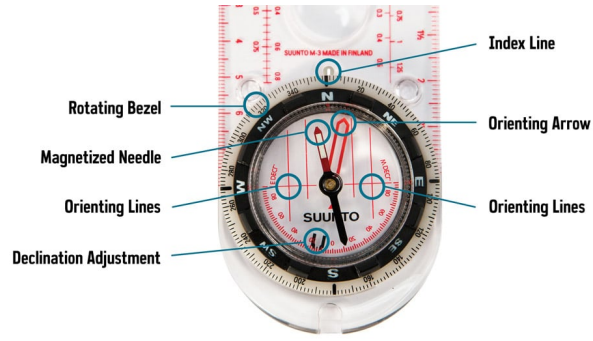


Using A Compass

Parts of a Compass:



COMPASS ANATOMY



NEEDLE HOUSING DETAIL

Baseplate: Clear, so you can see the map below it, it has at least one straight edge for taking bearings and transferring them to your map.

Ruler(s): Used with your map's scale to determine distances.

Direction-Of-Travel Arrow: Tells you which direction to point the compass when you're taking or following a bearing.

Index Line: Located directly above the bezel, it's also called a "read bearing here" mark.

Magnetized Needle: The end that always points to the magnetic pole is usually colored red or white.

Orienting Arrow: Used to orient the bezel, it has an outline shaped to exactly fit the magnetized end of the needle.

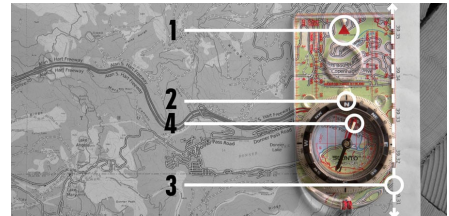
Orienting Lines: Parallel lines that rotate with the bezel; correctly aligning these with the north-south lines on a map aligns your orienting arrow with north.

Declination:

- Declination = difference between magnetic north and true north
- Only needs to be taken into account if a map and compass are being used together
- Declination is usually listed on the bottom left of a topo map. Turn the rotating bezel the designated degrees.

How to Orient Your Map:

1. Set your declination
2. Place your compass on the map with the direction of travel arrow pointing toward the top of the map.
3. Rotate the bezel so that N (north) is lined up with the direction of travel arrow.
4. Slide the baseplate until one of its straight edges aligns with either the left or right edge of your map. (The direction of travel arrow should still be pointing toward the top of the map.)
5. Then, while holding both map and compass steady, rotate your body until the end of the magnetic needle is within the outline of the orienting arrow.



How to Take a Bearing:

A "bearing" is a navigationally precise way to describe a direction. For example, instead of heading "northwest" to get to a campsite, you might follow a bearing of 315 degrees.

Bearings are always relative to a specific location. Following the same bearing from two different places will not get you to the same destination.

1. You can use a bearing to get to a location any time you know where you are on a map:
2. Set your compass on the map so that the straight side of the baseplate lines up between your current position (1a) and the map location for a destination like a campsite (1b).
3. Make sure the direction of travel arrow is pointing in the general direction of that campsite (in other words, it's not upside down).
4. Now rotate the bezel until the orienting lines on the compass are aligned with the north-south grid lines and/or the left and right edges of your map. (Be sure the north marker on the bezel is

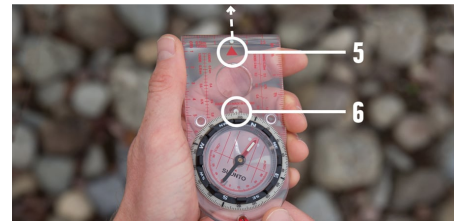


pointing north on the map, not south.)

5. Look at the index line to read the bearing you've just captured.

Now you can use the compass to follow that bearing to your destination:

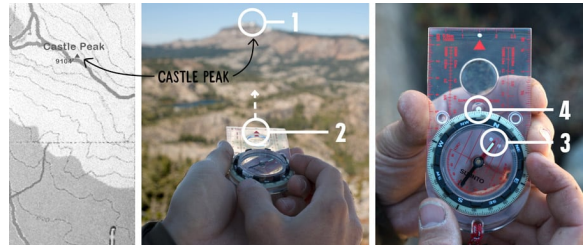
- Hold the compass with the direction of travel arrow pointing away from you.
- Rotate your body until the magnetized needle is inside the orienting arrow. The direction of travel arrow is now facing the bearing you captured and you can follow it to your destination



Taking a Bearing in the Field:

You can also use a bearing to find where you are on a map. You might want to know exactly where you are along a trail.

1. Start by finding a landmark that you can also identify on your map.
2. Hold your compass flat with the direction of travel arrow pointing away from you and directly at the landmark.
3. Now rotate the bezel until the magnetized needle is inside the orienting arrow.
4. Look at the index line to read the bearing you've just captured.



Transferring a Field Bearing to a Map:

Now you can transfer that bearing to your map to find your location:

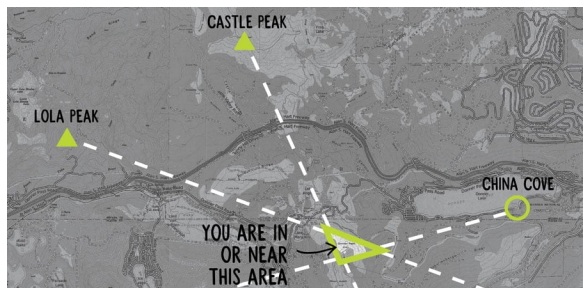
5. Lay your compass on the map and align one corner of the straight edge with the landmark.
6. Making sure that the direction of travel arrow remains pointed in the general direction of the landmark (6a), rotate the entire baseplate until the orienting lines are running north/south (6b) and the north marker on the bezel is pointing to north on the map (6c).
7. Now you can draw a line on the map along the straight edge of your compass (7a). The point where that line from the landmark crosses your trail is your location (7b).



Demonstration of Triangulation:

This process simply requires you to follow these same steps with a second and a third landmark, preferably ones that are at least 60 degrees away from your first landmark (and each other).

If the lines you draw meet at a single point, that's your location. Most of the time, though, the three lines will form a small triangle—your location will be somewhere in or near that small area. If the lines form a very large triangle, recheck your work because you have at least one significant error.



The D's of Dumping

Taking this normally private practice into the backcountry can be both intimidating and tricky for many campers (and staff!), so you can make this both fun and sanitary by following the D's of Dumping.

1. Desire or Decision - Do I Need To Go? Yes or No.
 - Items to have: Trowel, TP, Ziploc Bag, Hand Sanitizer
2. Distance - 200 Feet from water, camp or trail.
3. Dig - 6 inches deep, ideally as deep as the trowel. The trowel is NEVER used again after this step during your dump session.
4. Do the Dump
 - Lots of Styles (Squat, Telemark, Tree lean, Log drop, buddy lean, crab, break dancer)
 - Natural TP (leaves, sticks, rocks, snow, pine cones)
5. Disguise - Cover the hole, NEVER with the trowel.
6. Disinfect - Wash hands before returning to camp.
7. Debrief - Feel free to keep others updated on how your poops are going. RATE IT!
 - As an instructor, this is an important practice to both normalize pooping in the backcountry but also to check on how kids are feeling or dealing with. Everybody poops!

Backcountry Hygiene Talk (Split by Bio Needs)

Staying clean and comfortable in the backcountry is easier than we think. Proper rapport with your campers really helps to achieve this, and ideally you can build strong relationships while having these talks. Each group will talk about a similar topic, underwear and socks. This doesn't necessarily need to be the first topic you cover but consider the following as thoughts to guide your conversation.

At Avid4, we understand and respect a camper's right to identify with the gender they are. This discussion is around a camper's biological needs and these may differ from their identified gender, so show the utmost respect when approaching this conversation. Use your gender support plan and your leadership team for any help in approaching this conversation. When you are ready, have each Instructor call over their 'group' to have a split gender hygiene talk.

Underwear & Socks For Different Genders

How often do you change your underwear/socks back at home? How often do you shower back home? Out here in the backcountry, we don't have any laundry machines or showers. However, if we absolutely need to we can do "river showers/laundry." Ideally we don't have to do laundry, and can cycle our undies to stay fresh and clean down there (side note, if you aren't pressed for time and are hiking near a river, wash your faces & pits - self care is directly correlated with emotional health.) So you have 3-4 pairs of socks and undies, half of those will be used as your "hiking socks," that you will hike in all day and get super sweaty and smelly.

Then we get to camp... INTRODUCING "sacred undies" & "sacred socks!" These sacred items live in your sleeping bag. You change into them after the day is done and when you're not running around sweating anymore. This way, you always sleep in fresh and clean clothes.

Typical Male-Bio Concerns:

Monkey Butt: you can demonstrate this by having the kids walk like a penguin. Explain to them that if they continually hike, bike, sweat, and sleep in the same underwear or don't wipe well enough after #2 - they too could walk like a penguin but it will suck. This happens more than we think (to me personally pretty much every expedition I've been on) and the most important thing is to catch Monkey Butt before it bites you in the butt! At the first sign of monkey butt, have them find you so you can guide them through the next steps.

1. First, have them go dig a cat hole and do some extra wipes.
2. Give them a wet wipe to make it extra clean (make sure they dispose of it in a biohazard bag NOT the cat hole.)
3. Make sure they let their downstairs air dry.
4. IF THIS IS DURING THE DAY, and they still have some hiking to do = Give them some vaseline to rub down there to eliminate friction.
5. IF THIS IS AT NIGHT = Give them some goldbond to dry things out.
6. They can pour some extra Goldbond in their undies at night to soak up any sweat or moisture.

7. **WARNING** = Do not pour Goldbond down your trousers and hike. This will form a paste like substance and increase friction, which is not cool.

That's pretty much the biggest concern for dudes, we are a simple animal. Please don't forget to emphasize using as little toilet paper as possible to wipe to completion. Use the remainder of this time to build rapport, ways to empower others or maybe talk about the 5 star system of pooping.

Typical Female-Bio Concerns

Ok, so you're going on a backpacking trip. You'll be five days without a shower and only have 1 extra pair of undies. What are the essential female hygiene tips for staying clean and avoiding odors?

- **USE A PEE RAG!** The solution to this is simple. Use a pee rag! After peeing, use a bandana, a [small quick-dry towel](#) to wipe. In between going to the bathroom, hang your pee rag on the outside of your pack to be sterilized by the sun. Then at the end of the day (or as often as you feel necessary), rinse off the cloth and you'll be ready to go for the next day. You can even bring a bit of biodegradable soap to clean it. Just make sure if using soap, you follow [Leave No Trace guidelines](#) and wash it 200 feet away from a water source.
- **ONLY WEAR MOISTURE-WICKING UNDERWEAR** - Cotton underwear are a recipe for a yeast infection. Cotton traps moisture and heat, and after a long sweaty day on the trail, those cotton undies can be a breeding ground for yeast. Especially if you are prone to yeast infections to begin with, this can lead to a very itchy and uncomfortable trip. Instead choose moisture-wicking, quick-dry fabrics that breathe well. Bring an extra pair or two, so you have a dry pair to change into at the end of the day. In between wears, rinse out your undies, and let them hang dry off your pack while you are hiking.
- **MENSTRUATION IN THE BACKCOUNTRY:** Feminine hygiene products used while out on the trip (tampons/sanitary pads) should be packed out and not buried. Be sure to change out feminine hygiene products regularly and not keep in tampons past 8 hours. If you plan on using a reusable menstruation cup, consider if you will adequately be able to clean and sanitize the cup with each use. If you're expected to be getting your period while out on the trail make sure you have enough products to get you through the cycle and also a few additional small baggies to be able to pack out the waste. Pack additional wet wipes to be able to clean yourself appropriately after changing feminine hygiene products and toss them in the waste bag to pack out. Pro Tip - It can feel like a lot and quite messy out there sometimes. Bring some soap and water when you go out to clean up so you can keep things fresh and keep your hands clean as well - especially when wipes aren't going to be enough.
- **PACK ONE WIPE PER DAY** - Once per day, either after going #2 or before going to bed, I use one wet wipe for a complete refresh. They are chemical free and made with plant-based moisturizers & essential oils. Simply wipe as needed, store in the wrapper and put it in your ziplock trash baggie.
- **DON'T HOLD IT** - Stopping to pee when you are backpacking may seem like a pain, but holding it can cause much worse problems – like urinary tract infections. So when you feel that urge to go, stop and do your business.

Taken from, <https://bearfoottheory.com/backcountry-female-hygiene-tips/>



Leader of the Day

The Why:

An opportunity to practice leadership and problem solving.

The How:

On the first day, the instructors will be the LOD. After that, 1-2 campers (depending on the group size) will be selected to the LOD. Then at the nightly debrief, the group will unpack how the LOD(s) did through a feedback cycle (self feedback, peer feedback, instructor feedback). It is peretive that instructors continue to ensure that the environmental is emotional/mentally safe and encouraging for campers to really flourish during this activity.

Reminders for LODS:

- You are in charge! You get to make the calls!
- Sometimes people need to be told several times before they do what you've asked
- Finish tasks all the way through
- Think one step ahead!
- You have multiple people able and willing to help, they just need to be told what to do ☺

In The Morning:

- Wake up early
- Make sure Chef of the Day are appointed
- Collect bear bags
- Everyone carries their own bowl, spoon and toiletries
- Pack up
- Inform the group of the route/plan for the day
- On the trail and hiking!

During The Day:

- One LOD in the front, one LOD in the back
- Set an appropriate pace
- Water breaks (many)
- Packs off breaks (few)
- See something cool? Go check it out?

At Campsite:

- GROUP GEAR FIRST!
 - Tent set up
 - food collected
 - Pick a kitchen
 - Water treated
- Adventure time? Or BOB

Dinner Time:

- Make sure dinner gets started at a timely meeting
- Clean up
 - Break down stoves
 - Clean pots and pans used
 - Trash collected
 - Food & toiletries in bear hangs

Lightning Procedures

- When lightning threatens, staff will move campers to the safety of a substantial building or a roofed vehicle.
- Where no building or vehicle is available, campers will be instructed in lightning procedures prior to the need.

Procedures

1. At 5 miles (25 seconds between flash/boom), all outdoor activities should be suspended and groups should seek a lower-risk location immediately.
 - a. Avoid high ground. Get off peaks and ridges as soon as possible.
 - b. Avoid (or get off of) water.
 - c. Avoid wide open ground.
 - d. Avoid large trees.
 - e. Avoid shallow cave, overhangs.
 - f. Seek an area protected by a wide area of uniform trees (smaller the better.)
 - g. seek an enclosed structure, such as a hut.
2. At 2 miles (10 seconds between flash/boom), groups should commence lightning drill immediately.
3. Lightning drill
 - a. Spread the group out (20-40 feet between each person to avoid multiple injuries.)
 - b. Separate the Instructors, disperse to opposite ends of the group.
 - c. Squat on something non-conductive like a foam pad, backpack containing no metal.
 - d. Groups may exit lightning drill positions 15 minutes after the last 25 seconds flash/boom count.
4. Groups should remain in a lower-risk location & lightning drill for at least 20 minutes after the last audible thunder.



- a. If remaining in lightning drill directly threatens life or limb, discontinue and proceed to the nearest shelter or vehicle.
 - b. If evacuating to shelter or vehicle drastically increases exposure to lightning, use your best judgment.
5. All suspected lightning strike patients (would likely be ground current strike, so might be minor signs and symptoms) should be evacuated from the field.

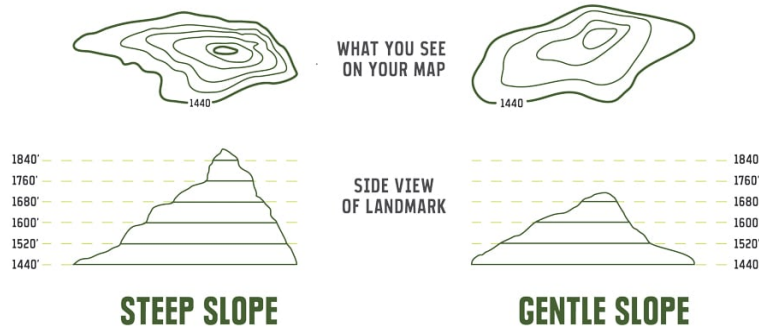
How To Read A Map

How Contour Lines Describe Terrain

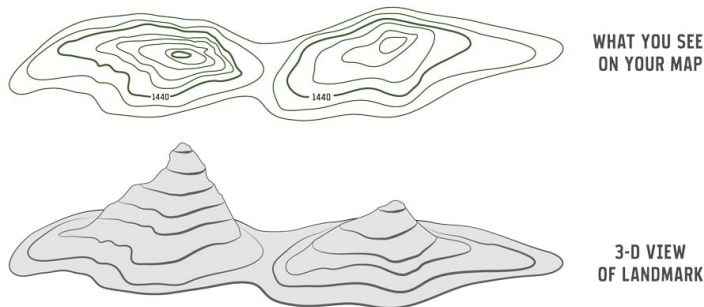
Contour lines indicate the steepness of terrain. Contour lines connect points that share the same elevation:

Close together = steep terrain

Far apart = gentle sloping terrain



Contour lines also indicate the shape of the terrain. Roughly concentric circles are probably showing you a peak, and areas between peaks are passes. Studying a topo map of a familiar area is a great way to learn how to match terrain features with the contour lines on a map.



Topographic example of contour intervals:

Index Contour Lines: Every fifth contour line is a thicker, "index" line. At some point along that line, its exact elevation is listed.

Contour Interval: The change in elevation from one contour line to the next is always the same within the same map. An 80-foot interval simply means that each contour line is 80 vertical feet away from the next closest line. You find the contour interval for your map in its legend.



Depression: Every once in a while, a circle indicates a depression rather than a peak. A circle with tick marks inside it indicates a depression, rather than a peak. You should also see elevations decreasing as you get near the depression.



River Crossings

Early season travel is often challenging due to the high volumes of rivers and streams caused by melting snow. Mountain travel requires the ability to judge moving water hazards and execute safe crossings. At Avid4, we should be vigilant about supervision and being as safe as possible when crossing moving water. Take your time to teach, learn, and assess the group before approaching a river crossing.

KEY POINTS RIVER FEATURES

- Study the river. Current - or the speed of the river - is determined by its volume, depth, and width. As a river widens, the current lessens. As the river gradient lessens, the current eases off. Narrow channels have faster water.
- An eddy is a slow spot in the current formed behind obstructions. It is possible to eddy hop or move from one eddy to another to avoid having to tackle the main current for extended periods of time.
- The deeper the water, the slower the current must be to wade. Visibility can also help you determine how deep a crossing will be. In general, visibility declines with depth. If you cannot see the bottom, chances are it is going to be too deep to wade.
- Springtime often raises the river to flood levels and increases the chance of logs and debris washing downstream. The likelihood of coming upon strainers or trees and logs lying partially on the bank and partially in water also increases in flood stage. Strainers trap objects which wash down with the current. A swimmer who gets caught in a strainer can be pulled under and held against the branches which extend down into the water.
- In the mountains, water levels rise as the day gets warmer and snow melts, and then drop back to their diurnal low between sundown and sunrise when melting slows. You can expect a mountain river fed by snowmelt to come up quickly when the weather gets warmer. Temperature increases also weaken snow bridges across rivers.
- Surface texture is another clue due to water depth. Deep water is glassy and masks the river bottom. Foaming rapids occur where the water is shallow, the gradient steep, or there are boulders and other obstacles along the river bottom.
- The river bottom plays an important part in deciding where to cross. The chance of getting a foot trapped or having a wader trip increases with the size of the rocks on the bottom. Sand often covers rocks and logs in slow moving water and makes crossing easier.
- Water plunging down a steep gradient is likely to be fast and rocks along the bottom. Listen for these potential ankle breakers washing down before stepping in to cross.
- For entrances and exits, look for river banks without undercuts, overhanging vegetation, or steep slopes. Consider what would happen if you fell and got swept downstream. Bad washout zones include waterfalls, strainers, rapids, and low-hung snow bridges.

SCOUTING

Take time to find a good place to wade. Examine the map to see how large or steep an area the river is draining. A river draining a southfacing alpine basin or glacier may have more flow than a shaded north-facing one. Maps can also give you clues about gradient, river width, tributary locations, and wooded areas. Use high ground to survey large sections of the river.

You may need to scout a long way up or downstream in search of a shallow, wide place where the current is manageable. Consider crossing the river's tributaries or feeder streams where the water volume will be less.

CROSSING TECHNIQUES

Your students need to understand the consequences of a slip. Can it result in a wet foot, lost equipment, a broken bone, or drowning? Ask your students what would happen if they fall. Less able group members may need help with their loads. Consider using the stronger people to shuttle packs across.

Crossing on logs, rocks, or using the high step technique preserves dry feet, but often requires balance, agility, and luck. Failure to execute these maneuvers properly is more likely to cause injuries than a carefully thought-out and executed wade.

Fallen trees and log jams can be used as bridges. Choose logs that are stable, broad and dry. Avoid crossing on thin, slippery, or inclined trees. Consider setting up a hand line to aid balance. Place the line at shoulder height and off to the side so that it does not interfere with packs or walking. Examine the consequences of falling off the log on the upstream side. The log may be a strainer.

Log jams are tempting foot bridges, but unless they consist of large, well-anchored logs which span the entire river, view them with suspicion. The entire lumber pile may be held in place by one or two key logs that may shift or release if someone

walks on it. These are especially dangerous when they are in the main current. If the jam shifts or moves, find another place to cross. A hiker who falls through these floaters can be pinned on the underlying structure by the current.

Before crossing a creek by rock hopping, rehearse your sequence of hops and steps in your mind. Try to connect dry, flat and closely spaced rocks. Have your students imagine the rocks are coated with ice, so they place their foot on them delicately. Smooth, continual movement often facilitates balance. We do not encourage boulder jumping and hopping. A stick, friend, or both can provide stability in a stream crossing with heavy packs on dry land, therefore, we should not promote leaps onto the slippery and rounded surfaces found on river boulders.

If you fall when rock hopping, you can bash yourself on rocks or even drown. Knee injuries may occur when the leading foot slips and the momentum of the leap continues to carry the knee forward onto the rock. Use a stick or a long fly rod case to provide balance while stepping from one stone to the next. This often reduces the need to leap, allowing more secure and balanced movements.

High stepping is when people walk rapidly through the river without getting water in their gaiters. If you use this method, the river bottom should be smooth and the distance short, since it is easy to trip.

WET CROSSINGS

Practice and familiarity with challenging wading conditions is important. Consider providing yourself additional points of contact, like a stout stick or the arm of another group member. Cross with your waist belt undone, to escape the pack faster if you fall. Redistribute loads to avoid top heaviness. Face upstream to lean into the current.

Avoid staring at the river; moving water can mesmerize you and interfere with your balance. Choose a line that angles downstream if you want to fight the current less.

RIVER SWIMMING FOR SURVIVAL

If you find yourself in the river and at the mercy of the current, ditch your pack immediately and start floating. Lay on your back with your feet out in front of you. This position allows you to see where you're going and lets your legs absorb shock. Avoid standing up in swift currents; foot entrapment can occur in as little as one to two feet of water. Wait until you are in a slow, shallow area next to the bank before standing.

Wade in boots to provide adequate ankle support. Remove your socks, insoles and gaiters, then lace the boots up tightly for support and security. For deep crossings, remove wind pants and long underwear so there is less drag against your legs. Clothing tends to balloon up with water, making it difficult to move.

Make sure your pack is tight with all loose items secured inside. Keep your hands free and avoid dangling things around your neck. Loose items will be the first to disappear if you fall in.

Consider practicing your crossing technique on dry land or in shallow, slow water. Keep your feet shoulder-width apart and avoid crossing them when you walk. Use your foot to feel for solid footing before weighting it and commit carefully to each step.

Have the largest, most experienced person or team test the current prior to committing the entire group. Test it without packs on. If the test group encounters trouble, consider wading elsewhere. Post spotters downstream during the test and the actual crossings to help swimmers out of the water. Place them along the river's edge in eddies, where the swimmers are likely to be carried.

If you are wearing plastic boots and plan to wade in just the shells, you'll need to keep your gaiters on. Gaiters help prevent the boot shells from washing off your feet. Sometimes it is helpful to wear socks to pad your feet and make the boots fit more securely.

HOW DEEP CAN YOU WADE SAFELY?

- Ankle to mid-calf depths usually can be waded by yourself with a stick or with one other person for support.
- Mid-calf to mid-thigh depths should be waded with two others for support. Crossings become noticeably harder in water above the knees.
- Mid-thigh to waist deep wading becomes even more difficult because any current tends to buoy up the waders, especially if the current hits backpacks. Seriously consider finding a better place to wade.
- Avoid moving water above waist deep. Find or build a dry crossing.

WADING TECHNIQUES

When crossing on your own, face the current and use a stick as the third point of a tripod.

- Move perpendicularly or diagonally across the current.
- Move one point at a time.
- Use the stick to probe for holes.
- Shuffle across in small steps. Keep the stick in front of you.
- Keep moving. Hanging out in the hard parts wastes energy and increases risks.

The team method uses two or three people to cross the river together in a line parallel to the current.

- Face the current. The first person wades with a stick. The other two grasp the person in front of them.
- The first person creates an eddy in which the second and third stand. While the first person breaks the current, the others keep it from pushing them over.
- Take small steps, move together. The group works as a tight unit until out of the river.

Another team method involves having two to four people cross together in a line across the current.

- Face upstream. Hold hands or grab the packs on either side of you.
- Take small steps, but try to maintain a steady speed.
- This method is not as stable as the team method described above, but it is fast in moderate conditions.

TEACHING CONSIDERATIONS

River crossings are one of the most hazardous activities in wilderness. It can be hard to instill a respect for the forces involved when a person has not felt the impact of water pushing against his legs while wearing a heavy pack. Make sure you know everyone's swimming ability before teaching river crossings. River crossing using the team method.

Even though this subject is strongly governed by common sense, do not assume your students automatically understand the seriousness of moving water. Start talking about river crossings as soon as you encounter a fordable stream. Get them used to having wet boots. John Gookin provides his students with lots of practice, in less tame water. He finds that people improve their skills and confidence after spending time crossing water that challenges their abilities. Alert spotters, as well as a safe washout zone, are mandatory for this activity.

Teach river scouting and crossing organization at the same time. Give your students the criteria for choosing a crossing, send them off to find an appropriate spot, and finish by discussing the merits of their recommendations. This is an appropriate time for the instructors to share their judgment with the group. Make it clear why a particular crossing and method are used or not used.

Model safe crossing techniques, especially for rocks and log crossings and remember what may be easy for you is often difficult for novices.

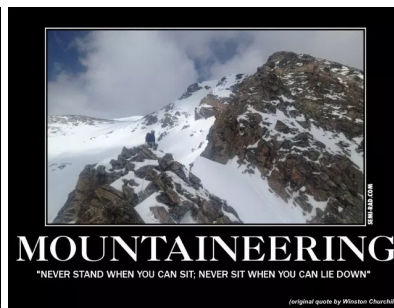
Let students know that the whole group must be comfortable with a crossing. Strict time schedules may lead students to rush, pressure them into a bad crossing, or prevent them from doing adequate scouting. Communicate expectations which promote wise student decisions.

In a low water year or late in the season, courses may not get a chance to wade rivers that are exciting and educational. Instructors have been able to teach crossing techniques and water safety by practicing wading at the outlets and inlets of lakes. Consider practice wades without packs if you believe the group needs more experience.

Coaching for Slow Hikers

Hiking is hard. Backpacking is really hard. However, these activities should be considered technical skills that can be coached and learned. Be patient, it takes time.

1. Identify the camper who is having the hardest time keeping up with the group.
 - a. Are there others struggling to keep up? Maybe you need to re-evaluate the pace you, as the leader, are setting. Remember, slow and steady wins the race.
2. Build rapport with this camper. Do not try and solve the problem immediately.
 - a. If you need assistance with this, see the "Rapport 101" resource.
3. Sneakily have that camper hike in the front or close to the head of the group.
 - a. It's normal for the person hiking in the front to subconsciously hike faster than they usually would. This is called "Leader Syndrome."
4. If the slower camper is still panting or struggling to breath/find their pace, put them in front of you at the head of the line, so you can coach them while they are hiking.
5. While y'all are hiking, coach the camper on the following:
 - a. Breath slower, in through your nose and out through your mouth.
 - b. You are letting your "pace control your breath, instead, let your breath control your pace." The second you get short of breath, don't stop, slow your pace.
 - c. Continue coaching their breathing if they are taking short quick breaths. "In through your nose, out through your mouth." You may need to give them consistent reminders to "slow down." Which you can whisper to them.
6. Ideally, you are walking as slow as you need to in order to hike for 25-30 mins without stopping - then taking a short 3 minute water break - then hiking 20 more mins - then taking a longer, "packs off," snack, potty, and water break.
 - a. Usually kiddos are getting tired because they are hiking too quickly for a short period of time and then getting a break when they exhaust themselves. Your pace should be sustainable for 20-30 mins without stopping.
7. If there is STILL an issue after a solid day of coaching, you may need to think back to "Equity vs. Equality." This camper may be carrying an inequitable amount of group gear.
 - a. Depending on your age group and perceived goals/needs of the individual, you can empower this camper to ask for help from their peers, and redistribute some of their gear. You should also ensure their pack and boots are fitting correctly - poorly fit packs feel heavier than they are.
8. Consider if this is a medivational (medical) or motivational issue. If you are looking to deepen your skill set check out the "Medivational vs. Motivation" resource.



Kitchen Procedures

Pre-Lighting Checklist

1. Select a kitchen site, away from your sleeping area, and any obvious walking pathway your group may gallop through your kitchen.
 - a. Kitchen site should be on flat level ground.
2. Obstacle removal: remove sticks, rocks, dry flammable material.
 - a. Anything you might step on that would knock over your pot+stove.
3. Create kitchen boundary: Use a rope or any material that looks like a boundary.
4. If applicable, set up your gas filling station at least 20ft away from stoves.
 - a. Store extra gas containers far away from kitchen area.
5. Organize your kitchen: make it look good, clean, organized.
 - a. All kitchen items should be within reach and not require you to step over a stove to access them.
 - b. Stoves should not be set up in a way that could create a domino effect, if one stove falls over it doesn't knock over the other.
6. Designate kitchen helpers, no more than 2 campers and 1 instructor need to be within the kitchen boundary at any time.

Stove-Lighting Checklist

1. Wash your hands
2. Secure any loose clothing, roll up sleeves.
3. Light stoves in squatting position, enabling you to move away quickly if needed.
 - a. This means, don't sit down while lighting stoves.
4. Keep a safe distance to ensure no fireballs singe some eyebrows.

Cooking In The Kitchen

1. Lead an environmental briefing about the kitchen! Super fun to do for something not as obvious as a cliff, river, or road. Eventually they'll come to the conclusion that pots could get knocked over, or stoves could blow up.
 - a. That is why we have everything organized, we don't step over stoves, and keep fuel far away from stoves.
2. Always utilize a pot grip while stirring the pots.
3. Never sit down within one body length of active stoves.
 - a. If you are tending the stoves, be in an active squatting position.
4. Keep watch of rogue campers attempting to frolic within your kitchen boundary.

Handling Fuel

- Fuel bottles should be red and clearly marked.
- Fill fuel bottles out of the campsite and on a flat surface. Never light the stove in the same spot it is filled.
- Lighting of stoves MUST ALWAYS BE SUPERVISED BY A STAFF MEMBER! Follow manufacturer's instructions.
- Never use a stove inside a tent or building.
- Never fill stoves near an open flame or inside a building. Never fill a hot stove.
- Do not reach over stoves when they are lit. Pots should be held with a holder or taken off the stove to stir.
- Loose hair should be tied back.
- Loose clothing should not be worn around stove.
- When in use, stoves should be on a level surface on the ground and shielded from the wind and foot traffic.
- Double bagging your gas bottles is a great way to ensure fuel will not leak into the food.

Tent Procedures

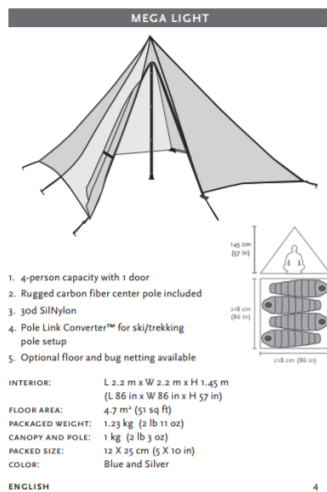
Campsite Selection Guidelines:

1. Find a flat area (always avoid sleeping with head downhill).
2. Look above area for widow makers (dead tree limbs) and below for depressions where water may pool with rain.
3. Walk area and remove sticks and rocks that might poke holes in tent bottoms. If available, place a ground cloth below the tent.
4. Make sure to stake tent down. If the potential for strong guidelines stake all guidelines, as well. DO NOT step on tent stakes to push them into the ground – stakes are made of aluminum and bend easily!

Tent Guidelines

1. Nothing is allowed in tents that will attract critters (i.e., food, toothpaste, etc.).
2. Bug repellent should not be applied in tents and care should be taken to not get any on outside of tents – it takes the waterproofing off the tent walls.
3. Campers should not walk on tent with shoes while setting up or taking down tent.
4. Shoes should not be worn inside tents.
5. All dirt, leaves, etc. should be cleaned out of tents before taking them down.
6. When taking down tents, make sure all stakes and poles are accounted for.

How to Set Up a Tarp Shelter (MegaMid):



USE, CARE AND MAINTENANCE

EASY PITCHING

To pitch the tarp shelters, stake out the corners, open the zipper, insert the pole(s) and extend until the canopy is taut. Adjust the outside stake locations to optimize tightness.

When using the Mega Bug or Beta Bug, set it up first with the poles, then throw the Mega Light or Beta Light over it as a canopy.

All Black Diamond tarp shelters are reinforced to work with sharp trekking pole tips. Make sure to carefully seat the tip into the grommet. Check to make **SURE** the tip is correctly seated after making any adjustments.

ADJUSTABLE HEIGHT

Tarp shelters are provided with 30 cm (12 in) cord loops on each stakeout point. The "normal" set-up uses these cords and provides a good balance of ventilation and storm-worthiness. They can be pitched higher in mild weather (may require some creativity with the pole), or lower (canopy edge at ground level) in stormy or buggy conditions. If the wind is from one direction, it sometimes works best to pitch the back of the shelter at ground level to windward, and the door at the 30 cm (12 in) height to the lee.

How to Set Up a Poled Tent:

1. Find an even piece of ground; be sure area is clear of debris. Assemble poles. Lay poles on tent forming an "X".
2. Insert pole tip into grommet on stake loop at one end of each pole. From opposite corner, ex pole and insert tip into grommet.
3. Attach center clips over both poles at center "X". Work around the tent attaching all clips to the poles.
4. Drape rain gly over tent body. Attach velcro loops on underside of fly to poles (at guy out). Attach grommet on rain gly corner webbing to pole tip at stake loops. Stake out tent vestibules and guy out as needed.



Water Filtration

- Water collected from natural sources and consumed by campers should be treated or filtered then treated.
- Water collected from pre-established sources like a water buffalo or potable water source does not need to be filtered or treated.

Filtration = Carbon or Fiberglass filters

Treatment = Aquamira, UV, Bleach, Iodine

Bleach treatment guidelines:

- 1 drop bleach per 2 liters of water.
 - 10 liter dromedary = 5 drops of bleach
 - 6 liter dromedary = 3 drops of bleach

Aquamira Instructions for use:

1. Start with a clean water bottle or container that has a lid.
2. Fill the bottle or container with water.
3. Remove the mixing cap from solution A.
4. Put 7 drops of solution A into the mixing cap.
5. Put 7 drops of solution B into the mixing cap.
6. Let the two solutions mix in the mixing cap for five minutes. The solution will go from clear to fluorescent yellow.
7. Pour the mixed solution into a quart or liter of water you collected in a bottle.
8. Put the lid on your water container and shake or stir it.
9. Wait 15 minutes for the chlorine dioxide solution to disinfect the water.
10. Drink!

For water that is super cloudy or very cold, double the dose to 14 drops each of solution A and solution B, and double the wait time for a total of 10 minutes before dropping the solution into your water. If water is extremely questionable, let the solution sit in your water for four hours before drinking.

- 7 drops of solution A & B per 1 liter of water
 - 10 liter dromedary = 70 drops of solution A & B
 - 6 liter dromedary = 42 drops of solution A & B
- Follow directions above carefully.

MRS Auto Flow Gravity Filter:

- Clean the cartridge, as needed in the field, by backflushing it every 8 liters (1x/day of use) to prevent silt build-up and extend the filter's lifespan.
- **BACKFLUSH FILTER CARTRIDGE:** [How To: Clean Backpacking Gear for CL, SUP's and Specialist](#)
 - 1. Collect at least ½ liter of filtered water in clean MSR recommended container.
 - 2. Remove the Inlet Hose from the barb of the Male Quick Disconnect.
 - 3. Hold or hang clean container above the Filter Cartridge and allow water to flow back through the filter and out of Male Quick Disconnect.
 - 4. Allow at least ½ liter to flow through Filter Cartridge to remove debris collected in the fibers. For long-term storage of the AutoFlow system.

Wildfire Protocol

Backpacking Supervisors and/or Camp Leadership should check for fire bans AND active wildfires prior to the departure of EVERY trip (resources: <https://inciweb.nwcg.gov/>). Any relevant active fire information or forecast should be part of the trip briefing with instructors.

Below are some guidelines for wildfires to be applied with the best judgment of the current circumstances:

General Guidelines:

- Have multiple evacuation routes in plan.
- Communicate, as needed, with the Leadership team at camp.
- Be vigilant in your situational awareness. Do not make assumptions. Consistently gather and analyze information from your surroundings and your group.

Smoke Present:

- Try to determine the direction the smoke is flowing.
- Smoke will likely descend from the upper atmosphere. It may “pool” in the bottoms of valleys at night.
- Visibility is the simplest gauge of significance.
 - Pick out several dark-colored landmarks at different distances. (Use a map.) If you see more than 10 miles the air quality is good, and you should watch for changing conditions. If you cannot see for more than 5 miles, the air quality is unhealthy and it’s a good idea to minimize or avoid outdoor activity. If you cannot see more than 1 mile, the air quality is hazardous.
 - If the atmosphere has a yellowish orange to red hue, breathing will be unhealthy and it might be time to leave.
 - No matter the visibility, listen to what your body’s telling you. If it feels bad to breathe, turn around.

In the Path of a Wildfire:

- Signs that you are close to a fire include: seeing a red/orange glow at night, hearing crackling sounds or seeing sparks or embers; falling embers means the fire is close, likely less than one mile away.
- If in the path of the wildfire:
 - Best place to be is “in the black” which is the area that has already been burned
 - Upwind & downhill on dirt roads or streambeds - fires move faster uphill.
 - Away from items that could be “fuel”- so:
 - large meadows or treeless areas
 - boulder fields
 - above treeline
 - water
 - DO NOT travel through passes or canyons.

**If you find yourself in an active wildfire area, if it is safe, make your way back to the van and contact your CD to make an alternative plan. If it is not safe to return to the van, evacuate to a nearby safe area and contact your CD to make an alternative plan. Group safety is your #1 priority!

Paycor Quick Reference Guide

Your User Name: _____

Password Hint: _____

Your Badge # _____ Your PIN (Default is 1234) _____

How to punch in/out (only staff that are paid hourly will need to punch in/out each day):

1. Go to <https://hcm.paycor.com/authentication/signin>
2. Enter in your user name & password and complete the multi-factor verification.
3. To punch in or out, click “Create Punch” on the home screen. It defaults to your home camp location. If you are working at a different location, click the department dropdown and select the correct option.
4. If you forget to clock in/out or If hours need to be adjusted, you will click the “Report a Missed Punch” link at the bottom of that section and record what the correct info should be. This will be reviewed by your Camp Director each week prior to payroll being processed.

How to view pay details (check stubs, W-2s):

1. Go to <https://hcm.paycor.com/authentication/signin>
2. Enter in your user name & password and complete the multi-factor verification.
3. All personal information pertaining to pay can be found under the Me dropdown on your dashboard.