SESSIONS AND ACTIVITIES

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- Archery
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CAMP PERKINS
Lutheran Outdoor Ministries
# ACTIVITIES & GRADE APPROPRIATENESS

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INTRODUCTION TO GAMES

Games are CELEBRATING, not warfare. They should bring people together rather than separate. With that in mind, please use the following list of criteria when selecting games to be played in a camp program:

- **Have I set it up safely?**
- **Does it have a point?**
- **If all else fails, can I keep it safe?**

**Competition:**

**Un-Skilled:**

**Adaptability:**

How to choose the right game: Because groups are different and situations are different, certain games are better than others. Here are some things to keep in mind when choosing for your group:

- The age of your group
- The size of the group
- Ability is also an important consideration. Do not use a game requiring abilities the participants don’t have or a game that is so simple it seems boring and juvenile.
- Space available
- The camp program. You should take into consideration the activities that precede and/or follow your games.
- Equipment is often important, but don’t become a slave to it! Use whatever is available and be creative.
- Youth thrive on variety. Use a variety of games that provide brand new ways of having fun and of developing “self.”

GAME PRESENTATION

- Get the group into a formation where everyone can hear you before explaining the game.
- Lose as little time as possible getting into the actual playing of the game.
- Give explanation clearly, briefly, and correctly.
- Demonstrate in slow motion.
- Never give out a ball or any other game item until they are ready to be used.
- Answer all questions, but only at the end of your explanation. Do not let campers trap you in “What If...” questions that are irrelevant.
- Be patient in pointing out mistakes. If possible, make this part of the fun. Call attention to mistakes, but not the individual making them.
• Encourage everyone to play, do not insist on them doing so. If they don’t want to play, they may have a valid reason. Remember, Challenge by Choice.

• When a game or activity does not “Take Hold” for some reason or other (mood, inability, lack of time to master it) move quickly from it to some other game or activity.

• Stop the game when the interest is at its height.

• Be firm, but kind when enforcing the rules.

• Be thorough but do not insist on meticulous perfection. At the same time do not tolerate the “anything goes” spirit.

• Enjoy the activity yourself.

• Practice “Caring Restraint” when appropriate.

GAMES FOR ALL OCCASIONS

Young Camper Games

Cat & Mouse: Objective - For the cats to capture the mouse.
4-5 players hold hands in a circle with arms up to form a trap. The cat (IT) starts with his back to the trap. The mice walk in and out of the trap. When the cat yells "snap" and turns around, the trap comes down and captures mice in the trap. Captured mice become part of a trap and a new mouse is chosen.

Red Light, Green Light: Objective - Not to get caught moving.
The group stands on a line 20 feet or so from leader. When the leader says "Green light" he/she turns their back toward group and the group advances as fast as possible. When leader says "Red light" and turns to face the group everyone must freeze. Whoever is caught moving must go back to the beginning.

Duck, Duck, Gray Duck (or Duck, Duck, Goose): Objective - To capture IT before IT sits. Players sit in a circle. IT walks around outside of circle tapping heads saying, "Pink Duck, Sleepy Duck . . . GREY DUCK!" Player tapped when IT says GRAY DUCK must chase IT around the circle before IT sits in the player's spot. Player then becomes IT.

Pass the Balloon (or any other object): Objective - Not get caught holding the balloon. Players sit in a circle with the leader in the middle. When the leader says "Go" (and covers eyes) the object is passed from player to player. When the leader says "Stop" and opens eyes the player holding the object has to stand up and say name (second time caught--stand, turn around, and say name; third time--stand, turn around, run around circle, say name, etc.)
Parachute Activities

Rules

- Do not step on parachute with shoes on.
- Do not use parachute where can be damaged by trees, rocks, fences, etc.

Opening Exercises

Ripples & Wave: Objective: Develop arm strength
Have campers stand around the parachute holding handles. On signal, the campers shake the chute by moving their arms up and down quickly. This exercise gives them a “feel” for the chute and develops arm strength.

Overhead Stretcher: Objective: Develop upper body strength & coordination.
With an overhand grip (palms down) each camper grasps the edge of the parachute. On signal, the class will raise the chute above their heads with arms straight and stretch back as far as possible. Pull the canopy away from its center using full effort. Hold for specified time period and repeat.

Saddle Stretcher:
Objective: Develop group participation and sportsmanship. With an underhand grip (palms down) campers grasp the edge of the parachute. On cue, students step back and pull parachute down towards knees in a coordinated effort. Pull hard, hold for specified period of time, and release.

Activities

Numbered Umbrella:
Campers count off by 4’s. Make umbrella with parachute by lifting it in the air and holding it there. As numbers are called the campers skip across to the other side underneath the umbrella. Variations include doing 2 jumping jacks in the center, crab walking to the opposite side, or hopping.

Umbrella:
On the count of three the campers lift the chute so that it makes a big umbrella. Leader calls out names of two campers who run and exchange places before parachute comes down.
**Igloo:** Campers lift parachute into an umbrella. On signal step inside and pull chute over the body to the ground. Hold the chute until air escapes and repeat.

**Pizza:** Hold the parachute with underhand grip. Sit on floor with legs extended under chute. Have class lean backward on cue forming a pizza shape.

**Floating Cloud:** On the leader’s queue, make an umbrella. On signal, ask the campers to release the chute at the same time, simultaneously. Each child remains in his/her own space until the chute rests on the ground.

**Mountains:** Using overhand grip, begin in a kneeling position. On signal lift the parachute as high as possible, and then bring it down to the ground quickly to collect air inside.

**Chute Ball:** Place a light beach ball on the edge of the parachute. Have the campers try to move it around the edge of the chute by alternately lifting and lowering the chute.

**Popcorn:** Place different size balls into the middle of the chute while the campers hold it tight at shoulder level. On signal, have the campers move the parachute as in ripples and waves to try to pop the “corn” off the chute. Continue until all balls have been “popped” off the parachute.

**Alligator:** Campers sit with legs under chute. One child is chosen as the alligator. The campers make waves in the chute while the alligator crawls around underneath. The alligator grabs the legs of someone who yells and goes underneath to also become an alligator. Play continues until everyone is caught.

**Lifeguard & Shark:** Campers sit with legs under chute. One child is chosen to be the shark and one or two campers are chosen to be the lifeguard(s). The campers make waves in the chute while the shark crawls around underneath. The shark grabs the legs of someone and begins to pull them under. The victim yells for the lifeguard who attempts to save the victim by pulling them back up.

**Cat and Mouse:** Campers make waves while a "mouse" crawls around underneath avoiding the "cat.” The cat crawls around on top (without shoes) trying to locate and tag the mouse with both hands.
Icebreakers

The Name Game: **Object - To remember names.** Have everyone think of a word that describes him/herself. The word’s first letter must also be the first letter of that camper’s first name. For example: Mary might say something like, “Miraculous Mary.” You can play another way by saying they have to come up with a word from nature. For example, Herman might say something like, “Herman the Hedgehog.”

Sock Bop: **Objective - To call out another person’s name before getting bopped.** IT stands in the center with a bopper (a sock with another sock stuffed in one end). A designated player starts the round by saying his name and then another player's name (i.e. "John-Mary", Mary then says "Mary-Sue"). IT tries to bop a named player before he/she can respond with their name and another's. If bopped, player becomes IT. (If the group is not well-acquainted with each other it is also helpful to make them point to the person when they say their name.) As a variation, when IT becomes a player they have to start the round before sitting down or they can be bopped and become IT again.

Who’s Your Neighbor? **Objective - To give the name of your neighbor before IT reaches 1003.** IT stands in the center and points to a person saying "Who's your neighbor?" and counting 1001, 1002, 1003. An incorrect or too slow of a response makes the player IT and IT takes a seat. Upon a correct response, IT can move on or ask "Do you like your neighbors?" On "YES", everyone but the player and the two neighbors switch seats with the leftover person being the new IT. On "No", IT says "Who do you want for your neighbors?" The player then names two other players or a characteristic (i.e. everyone wearing blue jeans), the players named, and IT, then attempt to get in the seats vacated by the neighbors (or any other open place.)

Are You Pat’s Pig (Duckie Wuckie) (blindfold needed) **Objective - IT must guess the player’s identity while blindfolded.** IT is blindfolded and spun around while the players find a seat. IT sits on a lap and asks "Are you Pat's pig?" (or any other animal which makes a noise). The player must make the sound and IT tries to guess the player’s identity. IT is allowed only three guesses, either on the same lap or on three separate laps.
Other Games

Bop-a-dee-bop-bop-bop: Objective - For IT to confuse players.
IT stands in the center and points to a person and says either “Bop-a-dee-bop-bop-bop,” or “Bop.” If IT says “Bop-a-dee-bop-bop-bop,” the player must say “Bop” before IT is done saying “Bop-a-dee-bop-bop-bop.” Any player taking longer than IT becomes IT. A correct response forces IT to move to another player. If IT says “Bop” the player must remain silent. If the player makes any noise at all, he/she becomes IT.

PHASE II:
After the group becomes good at this phase, the next phase may be added. This allows the game to become more difficult by adding animals or objects one at a time. For instance, the word “Cow” may be added. IT points to a player and says “Cow, 1,2,3,4,5,6,7,8,9,10.” That player and the players on either side of him/her (three total), must cooperate to make the animal. The player in the center must hold his/her hands out with his/her thumb pointing downward making the utters of a cow. The two players on either side must then milk the cow by grabbing a thumb (utter) and milking. Any player taking longer than the count to perform the correct action, or making a mistake becomes IT. A correct response from all three requires IT to move on. Note: if “Cow” is added, “Bop-a-dee-bop-bop-bop” and “Bop” can still be used. Other animals and objects may be added one at a time such as elephant, Jell-O, etc. Each has its own action that is made up. Use your imagination!

Applause: Objective - To figure out what the audience wants IT to do.
IT leaves the room while the group decides what simple act he should do. Upon returning, IT is greeted by applause. The level of applause indicates how close IT is to accomplishing the task.

Rhythm Game: Objective - To keep the rhythm going.
One chair is designated as #1 and the rest are numbered consecutively clockwise. Each person represents the number of the chair in which they are sitting. The goal is to get to #1. Rhythm begins (by #1): SLAP, SLAP, CLAP, CLAP, SNAP, SNAP, CONCENTRATION, CONCENTRATION, READY, BEGIN--Slap, clap, 1, 4; Slap, clap, 4, 7, etc. Whoever breaks the rhythm becomes last and the other players move.

Winkum: Objective - Not to lose the player sitting in your chair.
Half of the players sit on chairs in a circle with one extra empty chair. The other players stand behind one chair. The player standing behind the empty chair is IT. IT winks at a player who is seated to signal him/her to get up from his/her chair. The seated player tries to escape while the standing player tries to keep him/her by tapping him/her on the shoulders with both hands. All standing
players, except IT, must keep heads down and hands at their sides; looking only at their seated player.

**Find The Leader: Objective - IT tries to guess who the leader is.**
IT leaves the room while the group decides on a leader. When IT returns, the group follows the leader through some simple motions. IT tries to guess the leader. IT is allowed 1-3 guesses and can be IT only twice. The leader then becomes IT.

**Back Draw: Objective - To have the finished drawing look exactly like the original.**
Teams of five or more make lines facing a direction so each player has a back in front of them (except for the front person who has a marker and scratch paper). The end player is shown a simple picture and with their finger draws the outline on the back in front of them. This continues until it reaches the player in the front of the line. The front player then puts down on paper what they felt. Compare original.

**Electric Current: Objective - To send an impulse down and grab the designated objective before your opponents do.**
Two teams form two lines (sitting) facing opposite directions. Team members cross arms and hold hands to form one long chain. At the beginning of the line the leader flips a coin ("heads" means squeeze, "tails" means don't squeeze) for only the two players on the end. When a player's hand is squeezed they are to squeeze the next player's hand to represent electricity going through the whole line. The 2 players at the end grab for 1 ball when their hand is squeezed. The first team to grab the ball wins and rotates 1 player. If a player picks up the ball when "heads" were not flipped it is a false alarm and the other team rotates one player.
Active Games

**Poop Deck:** *Objective - To be the last one left in the ship.*
Divide a playing area into three sections of the same size (approx. 25’ in length by 10’ wide). These sections are called decks, as in the decks of a ship. Designate one deck as the Top Deck, the middle deck as the Main Deck, and the last deck as the Poop Deck. Have all the players gather into one of the decks (for instance in the Poop Deck). One person is designated as the “Captain” who stands at the side of the sections (decks) and calls out the name of a deck. All the players must run into the deck which the Captain called. The last player to enter the deck must sit out (similar to musical chairs). If, however, the Captain calls the deck which the players are standing in, every player that stepped out of the deck they were in must also sit out. Continue until there is only one player left. That player then becomes the Captain. P.S. Everybody poops…but that’s not the same as a poop deck!

**Broken Spoke:** *Objective - To not become the last to be seated.*
Players assemble in such a way that resembles the spokes of a bicycle wheel (sitting in five-seven straight lines facing the center of a circle with heads bowed and eyes closed). One person is IT and walks clockwise around the circle as fast or as slow as he/she wishes. IT then touches the last player’s head in one of the spokes. That whole spoke (line of people) must get up and run in the opposite direction (counter clockwise) of IT and sit back down where the spoke was broken (hence the name broken spoke). IT also runs around the circle (clockwise) and joins the spoke and sits down. The last player to be seated becomes IT.

**Everyone’s IT Tag:** *Objective - To be the last one tagged.*
All players are IT and can tag other players. Once someone is tagged, he/she must sit/kneel and is not permitted to run any longer. However, once tagged, he/she may extend their arms and tag other players. The last one to be tagged is the victor.

**Elbow Tag:** *Objective - For the runner to link up with another pair before getting tagged.*
Players divide into groups of two and link elbows. The pairs stand randomly around the playing area. IT chases the runner throughout the groups of pairs. The runner is safe when he/she links up to a pair. The other person of the pair not linked to the runner then becomes the runner. If IT tags the runner before he/she links up, he/she becomes IT.

**Drip, Drip, Splash:** Duck, duck, goose – except with water!
The Great Jungle Fire: The jungle is on fire, and the animals must keep themselves wet to avoid being burned. This is a relay race. You need a bucket of water and 1 cup per team. Set the water bucket and cup about 15-20 meters away from each team. Each team has the following animals: a Gorilla, a Bat, a Snake, and a Kangaroo. The first person to run must run like a gorilla, the second person like a bat and so on. Gorillas must run with their arms and legs held out awkwardly away from their body. Bats must flap their arms wildly. Leopards must run on all fours. Snakes must get on their elbows and knees. Kangaroos must hop. Once five people have run, the sixth person will start the list again as a gorilla, the seventh will be a bat and so on. Once they reach the water bucket, they must fill up the cup with water and throw it over themselves. Game ends when the teams have been through twice. The very last person must pick up the bucket and put it on their head.

Wet T-Shirt Relay: You will need one bucket per team filled with water and one XXL t-shirt per team. The first person dunks the t-shirt into the bucket of water, puts it on, then runs across the field and back, takes it off and gives it to the next person in line. The next person does the same thing until the whole group is done. Add more clothing for fun or for Water Olympics.

Some super-duper EXTRA things to make your camper’s week EXTRAordinary

- Tea party
- Night hike
- Laugh
- Have fun
- Super secret mission
- Pray with each camper one-on-one
- Teach and have TAWG time
- Play a waterfront game with campers
- Service project
- Play
- Tell your campers how special they are
- Have a theme clothing day (inside-out, backwards, super hero, etc...)
- Ask open-ended questions at meals (have you ever..., have you wanted to...what if...)
- Wear PJs to breakfast as a cabin
- Sing songs with your cabin as you walk places
- Bed time fairy or story teller

NOTES:
Archery

The importance of safety in archery cannot be overemphasized. All archery instructors should be properly trained before attempting to teach archery to others. Refer back to these rules until you feel comfortable with all rules and commands.

You will need the following equipment:

- Quiver with six arrows
- Bow: The parts of a bow are the handle, guide, string, and knocking point. The knocking point is directly behind the guide.
- Arrow: The parts of an arrow are the point, shaft, feathers, and knock. The odd colored feather is called the vain feather.

Follow these commands.
1. Straddle the firing line. The starting line is composed of the quivers. Make sure campers are pointing “toes toward trees.”
2. Set the table. Hold the bow horizontally.
3. Knock an arrow. Place an arrow at the knocking point. Make sure the vain feather is up.
4. Aim. Turn the bow upright. Draw the sting back with the tips of three fingers, two below the arrow and one above. Draw back, elbow to ear, keeping the arrow at eye level. Keep arm locked at the elbow.
5. Fire.
6. Empty your quiver. Shoot all arrows in quiver. When done, place bow on ground and wait for others to finish.
7. Retrieve your arrows. Only after this command is given, walk toward the target. Place one hand in a “C” position around the arrow. Twist and pull the arrow out. Retrieve any arrows in the woods. Place arrow points in the palm of your hand, make a fist, and walk back to the firing line.

Rules to tell campers include:

- Never cross the designated line until asked
- Never enter the line of fire until told
- Never dry fire a bow (pulling string without an arrow).
- Never point the arrow at anything other than the target.
- Never run while holding arrows.

Remember - SAFETY FIRST!
Aquatic Activities

Swimming

General Waterfront Rules
- Obey the lifeguard at all times.
- No swimming at any time without a lifeguard on duty.
- No night swimming.
- Stay inside the swim area boundaries marked by the ropes and buoys.
- No hanging on the ropes or buoys.
- The water must be at least 60°F for swimming.
- No horseplay, i.e. throwing clay, dunking, chicken fights, and excessive splashing.
- No clay on shore or on the docks.
- Never swim under the docks.
- Diving allowed when lake depth is at least 9 feet.
- Diving off jousting dock only. Front dives only.
- No flips or back dives.
- Non-Lifeguard staff/LIT’s at waterfront should be in the water with your group.

Swim Testing
Each person must pass the swim test before being allowed to swim in the deep end. The swim test consists of swimming across and back along the dividing buoy line in the deep end without touching. One lifeguard swims alongside campers. Counselors will swim with the kids. The results of the test will be reported to a designated staff member.

Lifeguard Policies and Procedures
- **YOUR NUMBER ONE PRIORITY IS SCANNING:** Watch the lake (scan your area) at all times. You must never, ever compromise on this priority.
  - 10/10 Scanning: Scan your entire area every 10 seconds, being able to reach anyone in 10 seconds
- Practice PREVENTIVE lifeguarding. Swim test all swimmers; enforce all rules. Always.
- Do not engage in any other activities (eating, drinking, talking, sleeping, etc.) that can detract from lifeguarding.
- Tolerate no horseplay or back talk from campers OR staff. They must obey the lifeguard at all times.
- The Head lifeguard in charge has control of the beach area, including staff. Staff must cooperate.
• Call “Buddy Check” at least every 7 minutes. Any problems or missing buddy: NO swimming until issue is resolved.
• Keep all watercraft out of swim area.
• Report serious problems to the Program Director.
• Keep waterfront area and lake clean and free of debris.
• Whistle Commands:
  o 1 or 2 short whistle blast—Look at the Lifeguard! Warning to swimmer that may be doing something unsafe or a Buddy Check
  o 1 long whistle blast (3-5 seconds) – Activates the EAP. Everyone out IMMEDIATELY!
• Disciplinary action
  o Warning
  o 5 minutes out of the water
  o Sit out of the rest of the session
• Rock scamper: rocks should be set on shore to be picked up by maintenance later
• Ratios: 1 lifeguard : 25 swimmers. If ratio is exceeded, everyone must clear the water until the number of swimmer decreases or another lifeguard comes on duty.
• Assign buddies prior to entering water, know how many buddy pairs there are.
• Exit the water immediately when lightning is seen or thunder heard.
• You must wait 30 minutes from the last lightning or thunder before reentering the water.

Lifeguards must carry/use
• Rescue Tube
• Whistle
• Watch
• Glare reducing sunglasses
• Secure sandals
• Sunscreen (SPF 15 or greater)

Equipment at the waterfront
1. Resuscitation Mask
2. Backboard
3. First aid kit and Radio
Buddy System

- The purpose of the “Buddy System” is to pair campers up to watch out for each other’s safety, whether in the water, walking on a trail or on an off camp trip.
- At the start of the swimming session, have everyone find a buddy for that session. They should stay near their buddy the whole session!
- A deep water swimmer can pair up with a shallow water swimmer, but they must stay in the shallow water and not cross the deep water line.
- When at the swim area, when a “Buddy Check” is called every 5 minutes – everyone will find their partner, pair up, and hold each other’s hand high. The lifeguard will then count the pairs and be certain that this number matches the known amount.
- If all swimmers are not accounted for – a proper search will follow immediately and should be coordinated by the head lifeguard.

Jousting

- PFD’s and helmets must be worn by all participants
- Participants must be instructed to jump away from the docks
- Only two people on the beam at a time

Watercrafts

- Activity will be led by a trained staff member.
- Ratios: 1 Lifeguard counselor or 1 Watercraft Safety Instructor : 10 multi-person watercraft or 12 single-person watercraft
- Lifeguard or Watercraft Safety Instructor will wear a PDF and have a throw rope on their single-person watercraft.
- PFD’s are to be worn and securely fastened at all times.
- Remove or secure all loose articles: glasses, jewelry, watches, etc.
- Stay out of the swimming area.
- Stay out of water 30 minutes after lightning or storming.
- No watercraft may be on the lake at night.
- Watercrafts may not leave Lake Perkins without permission from a Director.
Kayaking

- Age: going into sixth grade, unless permission is given by Director.
- All campers and staff must wear a PFD.
- Encourage campers to stay together as they are paddling.
- Stay Closer to shore when windy or when the water is very cold.
- Instruct campers on seat and foot rest adjustments.
- Inform campers about how the paddle works and paddle technique.
- Kayaks should be carried by two campers and should be pushed in the water when entering.
- Do not ever drag a kayak!

Stand Up Paddle Board

- Orientation and session will be led by a trained staff member.
- A PFD must be worn at all times.
- Watercraft Safety Instructor or Lifeguard to every 6 campers.
- Beware of weather conditions. No paddleboarding during lightening/thunder or 30 minutes after it was last seen/heard. Paddleboarding is not recommended in high wind conditions.

Getting on and off the board

It is important that the board is not stood on until it is in the water to prevent the fin from breaking. Once the board has been set in the water, set the paddle perpendicular on board and climb onto knees. Look to horizon, tuck toes, bring knees to chest, and place feet flat on board one at a time. Straddle the sweet spot of the board (located in the middle of the deck) with your feet.

When falling off the board, it is important to fall feet first, away from your board, and avoid landing on your paddle. Retrieve your board first, slide up the tail of the board on to your belly, and then use your hands to paddle and towards your paddle. Once you're standing again, get your paddle in the water to re-establish balance.

Strokes

Plant the blade fully in to the water before you start to pull. This gives the most momentum and also provides a 3rd point of contact which increases stability. Always assume the ready position when paddling to make strokes more effective and to prevent back injury: feet shoulder-width apart, knees bent, back straight, keep core tight.
Canoeing

- Everyone must wear a PFD at all times - no exceptions.
- No canoeing during lightning/thunder or 30 minutes after last seen/heard. Be aware of weather conditions.
- Four in a canoe is maximum capacity.
- No swamping the canoes unless authorized to do so.
- Never sit on the thwarts of a canoe. These are made to strengthen the canoe and can bend easily.
- Do not dig the blade of a paddle into the ground.

Parts of a Canoe
Bow .................... front
Stern..................... back
Starboard ............ right side
Port .................... left side
Keel .................... lengthwise center floor brace
Thwarts .............. cross braces
Air Pockets ........ on each end
Seats................... place you put your butt
Gunwales ........... sides of canoe

Strokes
Bow Strokes ...................Direction
Right “Bow” stroke.........left
Left “Bow” stroke...........right
Reverse stroke ..............reverse
Regular stroke...............forward
Right or Left “C” stroke .....strong right or left turn
Right or Left “J” stroke......strong right or left turn
Climbing Tower

WARNING:
Climbing is a sport where you may be seriously injured or die.

-- READ THIS BEFORE YOU USE THIS MANUAL --

This manual is provided only to accompany the Camp Perkins summer staff climbing instruction and is not in any way a complete guide. It does not certify the reader in any way, nor does it give you, the reader, authority to take CPLOM’s participants climbing. Any climbing done outside the camp program is done so at the risk of the individuals involved. The Program Director must approve any use of CPLOM’s climbing equipment.

Climbing is a sport that is inherently dangerous. You should not depend solely on information gleaned from this manual for your personal safety. Your safety depends on your own judgment based on competent instruction, experience, and a realistic assessment of your ability.

There is no substitute for personal instruction in climbing. You should engage an instructor to learn proper safety techniques. If you misinterpret a concept expressed in this manual, you may be seriously injured or killed as a result of the misunderstanding. Therefore, the information provided in this manual should be used only to supplement competent personal instruction from a climbing instructor.

Climbing Tower Equipment Terms / Equipment Defined

You are responsible for returning all equipment! The belayer is responsible that all individuals are properly secured and all equipment is properly used.

Rope: The rope is the lifeline of the climber. All ropes are dynamic Kernmantle (about 5,500 pounds tensile strength); all have a braided core with a woven nylon cover. Care of ropes, like all equipment, is extremely important.

- Protect the rope from touching the ground as dirt and sand act as abrasives and will wear at the core of the rope.
- Avoid stepping on the rope and unnecessary exposure to the sun. Inspect the rope when putting it back into the rope bag.
- Carefully pull the rope through your fingers and visually inspect for frays and soft spots.
- All ropes must be stored in their designated Rope Bag when not in use.
- If a rope becomes wet, hang it to dry thoroughly before putting in the rope bag. Do this in an area out of the sun and well ventilated.
- All use of ropes must be logged in designated Log Book. All ropes at Camp Perkins are retired after 200 hours of use or at the manufacturer’s recommendation, whichever comes first.

Harness: Harnesses are used to securely attach the climber to the belay. Care for harnesses is the same for rope and webbing. Never step on it or allow it to be come abused in any manner. Constantly check seams for ware and never use if questionable.

Helmet: Used for protection from falling objects and from hitting head on objects. They are fully adjustable and will fit children through adults. All participants must wear a helmet while participating in climbing.

Carabineer: A connector equipped with a spring-loaded snap gate; also called biners. They are rated in kilonewton (1 KN=224 lbs.). Always position them in opposition, gravity down, and locked. Always account for all carabiners. Never drop a carabiner. The hard landing will cause hairline cracks and although they cannot be seen, cracks weaken the carabineer. If a carabineer is dropped, damaged, or lost, it must be reported to the Program Director.

Belay Device: Object used to assist the belayer run the belay system by means of friction. They should be cared for like carabineers. Camp Perkins uses a slot style device and Petzl GriGri devices.

Belaying

The only people allowed to belay during a camp sponsored event are those trained in proper belay procedures as outlined. It must be emphasized that this section is not a lesson in belaying but only a reminder and resource guide for the trained facilitator.

When belaying, you are the participant’s life-line. Keep your brake hand on the rope at all times. To take up or let out slack, slide brake hand along the rope. When not letting out or taking up slack, always hold the rope in the locked off position. It is the locked off position of the rope which will prevent the participants from falling. A hardware belay device (ATC or GriGri) will be used at all times while belaying someone. Keep your eyes on the participants at all times and always be prepared for a fall. Camp Perkins utilizes the “Brake Under Slide” (BUS) method of belaying.
The following offers some redundant, but essential information:

- Only trained facilitators can belay or someone trained and designated by a facilitator trainer.
- Careful attachment of belay rope to harness followed by double checks when anyone is being belayed.
- Do not allow participants to out climb up belays thus creating dangerous slack.
- All belays, static and dynamic, will be set up as described in the manual.
- Transfer procedures must be performed before the “off-belay” command is given.
- Never allow “test falls.”
- Never proceed with a belay if you are confused or have forgotten proper hand movements.
- Never belay anyone you feel you cannot catch in a fall.
- Use anchor whenever belaying someone of equal or greater weight.
- Belay commands must always be used.

Pre-climb Safety Check

- **Harness**: Check for proper fit and snugness of harness and helmet by:
  - Looking and touching each buckle to make sure it is doubled backed (buckle, buckle, buckle)
  - Pushing down on waste belt to make sure it does not slide over hips (check)
  - Look at all connections and gently moving the helmet around (check)

- **Double Checking Harness Process**:
  - The trained facilitator teaches and supervises the harnessing.
  - After a participant has been fully equipped, they are to ask another participant to perform the check (buckle, buckle, buckle, check, check).
  - Finally, before attaching the climber to the belay, the belayer performs the check once again.
  - Belay through the harness belay loops.
  - Carabiner gates must be locked and “gravity down”
  - **ALL KNOTS.** This includes back ups, webbing, and belay ropes.
  - Check to see that the belay rope is not tangled.
  - Loose clothing and untied shoes. All shoes must be “closed toed shoes.”
  - Proceed through climbing commands

It is ultimately the responsibility of the trained belayer to make sure each and every participant whom they belay is properly harnessed.
Climbing Commands
Good and accurate communication between the climber and the belayer is crucial. The following standard protocol of communication removes any doubt as to what the leader and the belayer are doing, are expected to do, are asked to do, and are warned to do. It is described below:

Climbing Commands Between Climber and Belayer

“On Belay?” The question the climber asks before proceeding.

“Belay On!” The response the belayer gives after the climber has been completely checked and the belay system is set.

“Climbing!” What the climber says to indicate he is ready to start climbing

“Climb On!” The belayer’s response that he’s ready to belay the rope, proceeding to do so as the climber advances.

“Slack” A climber’s command to the belayer to let out some rope, give slack.

“Up Rope” A climber’s command to the belayer to take in the rope, pull up the slack.

“Tension” A climber’s command to the belayer to hold the climber on tension by holding the belay fast.

“Lower Me” A climber’s command to the belayer that the climber is ready to be lowered.

“Falling” The climber is falling – a statement of fact!

“Rope!” A rope is coming down; watch for it.

The climber is allowed to proceed with the climb only after the commands “On Belay?”, “Belay On!”, “Climbing!”, “Climb On!” have been given in their entirety. The climber is taken off belay only after command “Belay Off!” has been given. The belayer replies with “Off Belay!” only after the belay has been removed.
Knots used for Belaying Systems

Figure 8
The Figure 8 knot is used to tie the climber directly into the belay system. The knot must be dressed appropriately with a tail at least 1.5 times the length of the knot.
Belayer:__________  List date and checker name in each box

<table>
<thead>
<tr>
<th>Belay Check-off Sheet</th>
<th>Demonstrated proficiency</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Check</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting ropes</td>
<td></td>
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<td></td>
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<tr>
<td>Taking down ropes</td>
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<tr>
<td>Staff return equipment to bins/shelf</td>
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<tr>
<td>Harness - fit and adjustment</td>
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<tr>
<td>Carabiners - auto lock, screw lock</td>
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<tr>
<td>Figure 8 knot (tail &lt;12&quot;, &lt;6&quot; from harness, tie-in point)</td>
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<tr>
<td>Proper assembly of Gri Gri</td>
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<tr>
<td>Carabiner clip in- opposite and opposed</td>
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<tr>
<td>Attach Gri Gri to harness</td>
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<tr>
<td>Climber/Belayer check (both harnesses, knot, carabiner squeeze checks, rope)</td>
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<tr>
<td>Climbing Commands - meaning</td>
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<tr>
<td>Position relative to climber/wall</td>
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<tr>
<td>Brake hand never leaves the rope</td>
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<tr>
<td>Brake hand is always closest to GriGri</td>
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<tr>
<td>Brake, Under, Slide (BUS) Method</td>
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</tr>
<tr>
<td>Brake position</td>
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<tr>
<td>Full weight of climber on rope before opening brake, seated position</td>
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<tr>
<td>Lowering - use of GriGri brake (open wide, use brake hand)</td>
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<tr>
<td>Gentle &amp; smooth lower</td>
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<tr>
<td>Attention focused on climber</td>
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<tr>
<td>Use of anchor</td>
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<tr>
<td>Respect equipment (off ropes, avoid dropping or swinging equipment)</td>
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</tbody>
</table>
Hiking

• Plan Ahead and Prepare!

• Who to tell:
  o Summer Program Facilitators must know at least 24 hours in advance if you plan to take a hike. Requests for transportation should be made 48 hours ahead of time.
  o Summer Program Facilitators must know where you plan on going, who is going, and when you plan to be back. Do not stray from your itinerary.

• What to Take
  o Proper shoes, proper clothing, and an awareness of the abilities of your campers.
  o Any staff or camper medication needed in an emergency (epi-pen, inhaler...)
  o First Aid kit
  o Appropriate emergency items such as map and compass, rain gear, extra water, and food.
  o At least 2 staff members must go on a hike off-site

• Where to Go
  o Jamaica Beach – 15min walk, any age
  o Meadow – 15min walk, any age
  o Cabin Creek - All day, 8th grade and up. Limit 12 people.
  o Alturas Creek - 2 – 8 hours, (45 min from trailhead to river). Age dependent on length of hike. Limit 12 people when traveling pass the river.
  o Galena Summit – 3-6 hours, 8th grade and up.
  o Galena Bike Trail Hike – 2 – 4 hour hike up or down hill (depending on where you start), 6th grade and up.
  o Perkins Lake – 1 hour hike, water crossing, 5th grade and up.
  o Bike Loop – 45min to 1.5 hour, any age.

Any additional hikes:
Processing

**What?**
What happened? What took place? What did you observe? Who did what? What was the challenge? How did you react?

**So What?**
What meaning was in this experience? What did you learn? What did you learn about others? About yourself? What did you discover? What was the point?

**Now What?**
What would you do differently next time? What does this mean for you as a person? For your group? What will change after this? How will you change? What can you apply to your life?

**Useful Questions**
- On a scale of 1-10 or A-F or Steak to Spam, how would you rate this experience?
- What was it like to....?
- Was it easier or harder than you though?
- How well did the group function as a community?
- How safe was the activity? What did you risk?
- What was your level of participation and why?
- How well did the group communicate ideas and strategies?
- Who played what roles? Leader, Follower, Encourager, Supporter, Mouthpiece?
- If you could do this activity over, what would you do differently?
- What was the biggest frustration and how did you deal with it?
- What techniques or character qualities have you learned from watching others?
- Did you meet your goal? Did you succeed?
- Was anyone devalued (put down) on this activity?
- What is more important, the attempt? Or the result?
- How would you rate the trust level in this group?
- What are the characteristics of an effective team? An effective leader?
- What were the positive/negative things you observed about the group?
- What is the one thing that is preventing you from...
- What is the biggest weakness/strength in this group?
- How difficult is it for you to ask for help?
- What was the key to success in this activity?
• What did you learn about yourself?
• How did you challenge yourself today?

Philosophy behind why we do challenge course/group activities
• To increase an individual’s sense of confidence and self-esteem.
• To increase mutual support within a group.
• To develop abilities that contribute to group decision-making and leadership.
• To foster an appreciation and respect for the differences existing within the group.
• To develop an appreciation for developing problem solving skills.

3 Key Questions
1. Have I set it up safely?
   (Can the participants complete the activity safely without me having to step in?)

2. Does it have a point?
   (Is there any reason behind doing this?)

3. If all else fails, can I keep it safe?
   (If they cannot keep themselves safe, can I?)

Suggested Challenge Activities: