

Hope's Haven

Staff Handbook



Hope's Haven

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CHAPTER ONE

THE CAMP'S OUTLOOK

* 1.1 A STUDY GUIDE FOR THE CAMP MENTOR

Welcome to one of the greatest jobs on earth! Some Mentors are experienced and well trained, but most, and possibly you, are nervous, inexperienced, and untrained. This handbook can help you to get ready to be a Camp Mentor. The fill-in section is not an examination, but a thought stimulator and a means for stating your viewpoint. We are praying for you as you prepare to be a camp Mentor for Hope's Haven.

* 1.2 A FIRM REQUIREMENT

We all want to do the best job we can for God's glory in working with the abused, so we need to be prepared. If this is your first year as a Mentor, please read this whole handbook. If you have served before, please re-read, at least, the sections marked with an asterisk (*) in the Table of Contents and on the pages themselves.

* 1.3 OUR PHILOSOPHY

Our philosophy includes a relationship-oriented program with one-on-one mentoring and a two to one camper to Mentor ratio. This allows us to teach the campers more meaningfully on how to succeed in life through encouraging such skills as responsibility, generosity, and proper social interaction. More importantly, the relationship-oriented program uses Scripture to teach their worth in God. We complete their exposure to Scripture by directing campers to the Bible to answer their questions. We surround the children with Christian love and examples, openly discussing issues heavy on their hearts and relying on the Holy Spirit to guide. Here is a little more detail.

First, since we are a Christian camp with a relationship-oriented program, we have many interactive activities that help to build trust between the camper and Mentor. A Mentor who plays with campers earns the right to have a camper share his heart and be a friend. Developing this relationship is more important than it may seem. Relationship is the key to helping a child in all areas of his life, such as trust, self-worth, and accepting God's friendship. Therefore, every activity is important, such as games, pool time, crafts, Bible study, and hiking.

A main objective is to challenge the camper to succeed. Why? Well, let's briefly examine an abused child. This precious person, living and breathing with feelings and deep concerns, suffers from low self-esteem, lack of confidence, fear of being rejected, self-hatred, fear of failure, and a low tolerance for frustration. These are reasons why many -- but not all -- are not very good students. They are afraid to try things, because they might fail again or be put down as they were in their abusive family.

On top of this, the abused child feels utter disgust and revulsion, not for the abuser, but for himself. He says, "I feel so dirty" or "Not even God could forgive me." The child feels the abuse was his own fault, that he caused it. If a marriage or family is broken up by the child's revelation of the abuse, then the siblings and/or parents blame the child for the ruining of the family.

That is why an emphasis must be made on teaching self-worth and responsibility. When a person has these, he can begin to love himself and accept and give love. This is also vitally important in being able to accept God's love and gift of salvation.

How do we try to accomplish this at camp? We ask that Mentors always be watchful for the “teaching moments.” For example, when making a craft, if the child looks apprehensive or unsure in doing it, the Mentor should ask for permission to show them “the trick,” before they have a failure.

There will be many activities that are new and challenging, but achievable, when the Mentor provides instruction and encouragement. The Mentor’s task is to be sure each camper understands everything that goes on and how to do them. If a camper feels he understands everything clearly, it is easier to give an activity his best shot.

In some activities, the challenge is non-threatening, because it is disguised as a fun game or an adventure, such as hiking in the woods. As campers try, we have to make sure they succeed. As they succeed, we need to notice and encourage them to master more and more confidence-building activities. We then have the privilege of seeing self-hatred minimized. By recognizing and congratulating his accomplishments and encouraging peer recognition, a child’s fear of rejection may lessen. Their desire to succeed in the next challenge becomes stronger, and the wall of frustration that once surrounded new activities diminishes. We then can rejoice when a child returns home who is willing to face life’s challenges.

Children have many questions which Mentors can answer. When a child goes home, though, he is left with only another person’s wisdom. The Bible, however, has something to say about every area of life, so we encourage our Mentors to give the campers God’s wisdom. The best way to do that is to show them some Scriptures that refer to their question. When a camper feels that he has a source where he can find answers and truth, he feels a firm foundation and obtains more self-confidence.

Another main goal of camp is to surround the campers with Christ’s love and with good Christian examples. Camp is a unique setting where campers can watch a Christian in action 24 hours a day. They can easily tell if we are real. Soon, they want the peace, love, and joy that their Mentor has.

Another goal is to discuss openly the issues that are heavy on the hearts of campers. These vary from fears to concerns to desires. We focus a great deal of teaching on how to make friends, on the effects of peer pressure, our worth in Jesus, boy-girl relationships, and more. We discuss these at campfire and during one-on-one mentoring times.

Our teaching is simple and basic: Salvation by faith, the power of prayer, faith without works is dead, and God works all things together for good. The program revolves around themes like “You are Special,” “You are Loved,” “You are Forgiven,” “You are Important,” and “You have a Mission.”

To conclude, we must add that only God can change a heart. In it all, we are dependent upon the leading of the Holy Spirit and on prayer. We have Mentor prayer time daily, when campers’ needs and problems are discussed and brought before the Lord. It constantly becomes evident that only God can tell us how to treat specifically a specific child at a specific time! Therefore, **basic to our philosophy is being yielded in our spirit to God’s leading.** Glory that we have an able God!

*** 1.4 FOUNDATIONS FOR MENTORING**

ENJOY THE CAMPERS -- The first foundation for good mentoring is that you enjoy the campers. We will talk a lot about loving the children, but there is a difference between loving and enjoying them. Enjoying them means getting in there, playing with them, and wanting to do what they like to do. This does not suggest, though, that you abandon being an adult. Campers do not want a buddy but a Mentor. While remaining thoroughly adult, you can enjoy youngsters and provide the mood that makes for a happy group.

SURRENDER SELF-INTEREST -- The second foundation for effective camp mentoring is the capacity to surrender self-interests. How many push-ups you can perform has little to do with mentoring. There is a

temptation to exploit campers as a captive audience. Camp is for campers! Giving up one's rights means that you continually manage yourself for the well-being of the children. Your only rights are those essential to maintaining health, mental, and spiritual equilibrium. Occasional islands of peace in the sea of camp turbulence will be provided, but only when campers are under the care of other staff persons.

PERSONAL ACCOUNTABILITY -- The Mentor must accept personal accountability. Come what may, you are responsible for fulfilling camp objectives in your campers. One of your personal accountability goals includes "fun." Camp must be fun for the camper, or else why come! Some say, "We don't send children to camp to have fun but for spiritual results." Although we understand what is meant, campers seem more taken up with having fun and the joy of the Lord. If camp is not fun, they will not want to come back. In addition, pleasant days create a spiritually receptive mood. Your task is to provide the best possible setting for each child to hear God speak.

LET CAMPERS DO FOR THEMSELVES -- Although you are responsible for the care of your campers and to help them to be successful at all they do, realize that there is a general rule that Mentors should never do anything that campers can do for themselves, either at work or play. It also follows that we should never do for children what we can teach them to do. Campers deserve every learning and growth experience that the camp can afford. Watching a camper grow in confidence as he masters new skills is one of our major goals and rewards.

COMMON SENSE -- Most mentoring is simply common sense: showing love, patience, humility, and being constantly open to the Spirit, traits that all effective youth workers must possess. Remember, your final accountability is to God -- come spiritually prepared, prayed out, and drenched in the Word. In this way, you will encounter the quiet workings of the Lord. Since God has called you, you can trust Him to equip you for the work.

You will hear this often, and it is true -- children are the reason for Christian camping! Your ministry as a Mentor must focus on the needs of the campers.

CHAPTER TWO

MENTORS AND CAMPERS

* 2.1 MENTOR RESPONSIBILITIES

Mentor responsibilities start with something you probably already guessed: Camp is not a vacation. Camp mentoring is a job and a ministry. Your time is never your own. It belongs to your campers. There will be constant demands on you, as mentoring is very strenuous and demands all your resources. We suggest that you start the week strong! Greet the campers with enthusiasm and love. Let them know that this is a fun place right off, and you will set their mood for the week.

We ask for you to participate in all activities with campers, from clean up, to devotions, to games. During group functions, such as a Bible story time, your presence is necessary to keep attentive campers. No matter if you know the story or skit backward and forward, you need to be present. There is little value in having a back row filled with socializing Mentors. Scatter among the campers and invite a chronic disturber to sit by you. Watch your camper's faces, and see to what they respond. Then, you can use these as points of contact during the one-on-one mentoring time that you have each day with your two campers.

Your assignment requires that you do all in your power to help the child learn as much from each activity as possible. Unplanned activities must be pre-approved. Holding a secret night party (which never remains secret) is unfair and causes jealousy. Whenever you come up with an idea of something to do that is not in the program, get permission from the camp director first. You can understand that any activity that is special, but excludes someone else, is adding hurt to someone who has already been hurt enough.

The Mentor also looks after the health, safety, and spiritual welfare of his or her two campers. Be an example of tidiness in appearance and with personal belongings. Use table manners, thank the kitchen staff as you get your food, encourage allowing other to go first, etc. Unkempt surroundings and slovenliness on the part of the Mentors bears the same fruits in the campers. Excitement for things they have never been able to try can change a child's life.

* 2.2 SPECIFIC RESPONSIBILITIES

1. Come spiritually prepared and physically rested.
2. Supervise campers, and be sure their needs are met.
3. Encourage growth in your campers, realizing that every camp activity is a learning opportunity.
4. Be part of all activities -- games, clean up, Bible stories, etc.
5. Do one-on-one mentoring with each of your campers.
6. Lead prepared Bible studies with your campers.
7. Sleep in the same cabin with campers.
8. Lead cabin devotions.
9. Work with and direct Guides.
10. Help fellow team counselors to supervise their campers as needed.
11. Make sure you and your assigned campers are on time for scheduled activities.
12. Be ready to share a 3-5 minute testimony.
13. Help to keep the campsite area clean.
14. Be enthusiastic and have fun!

2.3 HOW TO USE YOUR RESPONSIBILITY

Many have pointed out that a camper is exposed to more godly influence in one week at camp than through attending church regularly all year. We wish to point out the frightening responsibility assigned to Christian camping. Carelessness or neglect can result in great harm. The Mentors determine whether a camp succeeds or fails.

Here is the big responsibility: What you are, some of them may become. Conditions at camp are ideal for the Holy Spirit to work. You as the Mentor remain the camp's greatest force for Christ. Young people accept a Gospel that works, and camp provides the setting where faith can be demonstrated in front of their eyes. Can you see why we go through such an extensive Mentor qualifying procedure?

On the other hand, please do not let this handbook put doubts into your mind as to whether you measure up. It is amazing how we all rise to the occasion when we know what is at stake. That is why we have written this handbook. Be assured that we believe that you have been led to serve at camp. A lot of prayer and thought has gone into your being chosen, so rest in God.

* 2.4 MENTORING AIDS

I. LISTENING

The two organs most important in mentoring are the heart and the ear, and in this order: love and listening. Too many would-be Mentors seem to think that the brain and the tongue are the most important. The most dangerous animal most campers will ever encounter is the eager beaver, amateur psychologist Mentor. While on earth, Jesus loved people and listened to them. He asked questions, even though He knew the answers. He allowed people to discover their own need through His questions, so they could seek and find their own solution. When we have Jesus' compassion, we can listen to, accept a rough camper, and not be shocked. Compassion is not shocked, nor full of condemnation, but listens in order to understand. Of course, many situations require giving advice. Questioning and listening as Jesus did, though, should precede any advice. For example, when a camper asks if he should finish school, you can help him see the outcome in his life of finishing or not finishing school, and then offer your opinion if asked. Psychological pressure tactics, such as pressing the campers to take your advice or to accept the Lord, should not be used.

II. ASKING QUESTIONS

You have just asked the campers, "Okay, what does this Scripture we read mean?" Everyone has a scared or blank look. The urge you may have is to just ramble on and explain it to them. A better approach would be, "Well, let's take it apart phrase by phrase. What does this phrase say to you?" This way, the campers discover for themselves what the passage means. Since they have had to think and dig, they will remember it because the meaning is theirs, not something that was spoon-fed to them.

III. SHARE DEEPLY OF YOURSELF

As Mentors, we look forward to seeing campers open themselves up to us, so we can show them how to give their hurts and frustrations to God for Him to heal. To enable them to be open, we need to be open to them FIRST. Being open means being able to share anything beneficial to the campers that has happened in our lives. It is being vulnerable; it is sharing our hurts, and then explaining how God has healed us or worked things out for our good. Hearing real-life examples is not only more interesting to them, it is a powerful witness that enables the camper to open up.

IV. UNDERSTANDING

Abused children strive to act normal, and we find it easy to forget to whom we are ministering. While treating them as normal children and maintaining your adult authority, remember their background. Never lose your temper -- pray! Understand that every upsetting act of a child can be either a cry for attention or a testing to see if Christianity really works! Pray constantly for patience and endurance. It is usually when we think we cannot take any more that the camper gives up and the breakthrough comes. You passed their test.

V. CONFIDENTIALITY

We wish to save the families of our campers from any possibility of embarrassment or ridicule. Therefore, we ask that, when referring to your campers with people not in the camp family, please do not use their names, but use, and tell them that you are using, fictitious names. We cannot be sure that your campers are not neighbors or friends of someone with whom you are sharing.

If you have been accepted as a Mentor, we will already know that you are able to lead a child to the Lord. There are only a few observations we would like to share with you. First, God is just as interested in the hike as the missionary moment. Possibly as many campers have understood God's hand was reaching out to heal them when they were on a trail as during a talk! How many discovered God's greatness in a thunderstorm? How many have sensed God's love through a helping hand up a steep trail? Always keep this in mind. Use every opportunity to point campers to Christ, but avoid psychological pressure tactics. You do not have to hesitate to ask a camper concerning the state of his soul. Bring whatever evangelistic materials you like to use with you. We supply the children with a Bible and a camper handbook. (For more tips on leading a child to Christ, see Section 2.15.)

* 2.5 THE DO'S AND DON'TS

BASIC RULES FOR CAMPERS

1. Have fun.
2. Smile.
3. Veteran campers help guide the new campers.
4. Cabin areas are for boys ONLY or girls ONLY -- no exceptions.
5. Campers are not allowed to go to the Cabins during the day without their Mentors. Cabins are for sleeping and changing only.
6. Radios, digital music players, cell phones, electronic games, cigarettes, drugs, pocketknives, matches, and candy are not allowed. If a camper has these items, explain that they need to turn them in to the directors to keep during camp. Explain that they will be labeled, kept safe, and returned after camp.
7. Money should also be turned in to the director for safekeeping since there is nothing to spend money on at camp.
8. All prescribed medications must be dispensed and recorded by the camp medical staff. Give these to the director or camp medical staff.
9. Shoes or sandals with straps must be worn at all times. Flip flops can be worn at the pool.
10. Ensure the campers stay within the limits of camp at all times.
11. Boundaries are limited to the areas around camp that are within easy calling distance.
12. Everyone needs to wear their nametags, so we get to know each other's names.
13. Only musicians are to touch the sound equipment.
14. Fires are allowed only in the campfire ring with Mentors lighting them.
15. Inappropriate actions and bad language are discouraged through staff and past camper's reminders.
16. Courtesy and respect are expected to be shown to Mentors and other adults.
17. If a Mentor is having trouble dealing with a camper, he is to tell the camp director.
18. Physical fighting equals an automatic trip to see the camp director.

* 2.6 DISCIPLINE -- THE MISUNDERSTOOD WORD!

The concept to keep uppermost in our minds is that campers want and enjoy consistent and fair discipline. REALLY! While camper's actions may seem to be to the contrary, and while there will always be those who will try to test the disciplinary system, inwardly they are hoping that their efforts will be defeated. They desire to know that they are in a place where a "safe" environment is kept!

A dictatorial type of discipline, however, is not safe "feeling" and is out of place at a Christian camp. Here, discipline must be accompanied by love and caring. It must be noted, however, that love must involve firmness and even consequences. Look up right now what the Bible says about this in Hebrews 12:6-11. Our attitude should not be that we are "punishing a child" for breaking the rules but that we are teaching them to be a person who can get along in society. Stan White of Alpine Christian Conference Center says, "Discipline is not TO the child, but FOR the child."

What is discipline? Do we all have to have a unified approach to discipline? At camp, discipline is not looked upon as something negative. In *Help, I'm a Camp Counselor*, H. Norman Wright says, "Discipline is learning or a process by which people learn what is acceptable, desirable, or pleasant for all." We view discipline as something with a positive goal in mind -- the child's cooperation, for his own good. We may use different techniques to gain that cooperation, but disciplining at camp is never oppressive "don'ts" attended by threats or extra volume. A positive approach will promote willingness. Gaining their cooperation is the best approach even when disciplining them.

The best discipline has the element of consequences that fit the crime; that is, if a person throws food, he should have to clean it up. The best discipline also should come quickly and quietly away from bystanders and the matter then dropped. Discipline is given to produce cooperation and to ensure the welfare of the group. Campers see this kind of procedure as good, so do not be afraid to discipline or to stand your ground. Self-discipline or self-control should be encouraged and taught lovingly during a consequence. This takes communication coupled with time spent in talking things through.

As a camp working with abused children, we would ask that discipline be administered in love and patience. Remember that camp is all about growing and keeping relationships. You may feel desperate at times, but use your head and get help. Pray when frustrated. Disconnect from a flare up. Using someone who the camper admires is always a good strategy. Guides can usually get the campers involved by helping them want to cooperate. Cooperation is gained through restating established rules (gently say them two or three times if necessary), then working and playing with them to show them the routine. Be sure any rule you make is necessary. Never make a rule that will be impossible to obey or enforce, such as you must play the games. **Come alongside and encourage them to be part of the family, to try to think of the good of the group, or to get into the spirit and fun. Excite him or her over the new activities or things they can learn or be a part of.** Bribing, pleading, or offering privileges allows the camper to be in charge instead of the adult.

If cooperation is not produced by this type of motivation, talk it over with camp director. If it can wait, bring it up at Mentor prayer time, so it can be discussed and prayed over. Strategies will be devised in which the other Mentors and Guides can assist you. We want the campers to know that we are unified. They cannot get away with it, so they might as well just comply. **Physical punishment is never acceptable.**

Often times, attempts to discipline fail simply because we do not focus on the purpose of discipline. The root of the word is “disciple,” which refers to a follower who has a teacher. In this follower/teacher relationship, the follower is instructed in how to conduct himself, with the Mentor guiding the camper toward the established standard. Another reason discipline fails is when the teacher is not fair and consistent from day to day and person to person! Penalties must be levied impersonally. Your angry feelings are an indication of a perceived personal affront. The camper will feel that rather than impartial discipline for an infraction of a rule. The proper approach, then, to teach the child is to enforce impartially the standards with firmness, yet, with lots of love. A calm, decided approach is best but difficult if we have taken an offense personally. Take their behavior as a question not a challenge: Do you care for me? Will you treat me as everyone else has?

Imagine for a moment what it has been like for a child whose parents never administered caring discipline designed to help them develop a good character. What if they have a lot of anger and bitterness bottled up, and they want to test you to see if you really care?

Imagine that they have a bad reputation for being an uncontrollable bully. Consider how it would feel to this child to have a Mentor who says, “I don’t believe you are supposed to be uncontrollable, but it is just that no one has given you a chance. I believe you want to be a good person, and I’m going to help you.” What if that Mentor explains, “I am teaching you to obey, so you can feel like a real person who can get along with others; so you can feel mature and capable. I want to help you to not feel ashamed to stand in front of Jesus with a black-stained heart.” That Mentor will be able to motivate them to be more like Jesus. Instead of this child continuing to label himself as a troublemaker, he or she will see some light in their dark existence! It can happen just from the way they see that you view and treat them with love but resolve to help them stop the misbehavior. Think of how you would respond to the example and teaching of someone who first treated you with respect!

POOR CONDUCT IS FOSTERED BY:

Failing to start activities on time. Campers feel “cheated” out of game time, skit time, pool time, if these activities have to be shortened because Mentors or activities are not on time. Please, also remember that **order (kid control) is more difficult to obtain after a period of undirected activity.**

Lack of preparation. Comments like, “What shall we play?” or “I forgot to get props ready,” and the like, tell the campers we just haphazardly do things for them. Preparation says we care that they have a good time. A session that is allowed to “drag” with wasting time looking for a song or setting up a microphone kills the activity. In addition, each Mentor’s enthusiastic participation is necessary to keep things alive. All Mentors need to be at all activities early, or at least, on time, so that no team is without a Mentor.

When we have experienced discipline problems, it has usually not been the fault of the campers. Probably 75% of the difficulty is due to our failure to assume responsibility for proper discipline.

We purposely do not have many rules at camp except a few for safety and modesty. To repeat, when you find the need to make a few rules to run your team or campers smoothly, we ask that you be sure that each rule is necessary. Do not make a rule that you cannot enforce or that campers will not be expected to obey. For example, a Mentor might be tempted to make a rule that cabins will be orderly and clean 24 hours a day. In practice, this rule will not work. A practice that could work is that cabins are cleaned by 9 a.m. We aren’t teaching a set of rules. Our rules are a means to an end -- good conduct and a happy, self-ordered individual.

Our basic approach to getting a camper to comply is to ask if he/she knows what they should do in his situation, or ask if they know the rule. If they still do not comply, state the request calmly using their NAME. “Tom, it was asked that our team head over to do the dishes. Could you please do that?” Do not back down, if there is no response. Repeat the request once or twice again in a calm, caring voice, but in a voice that shows you expect compliance. You may add a reason for compliance or go over, touch them in some gentle but guiding way (like on the shoulder). If there is still no compliance, don’t hesitate. Immediately state, “I will need to impose a consequence.” If not all this works, bring him/her to the camp director.

Here is one last thought. We encourage you not to pray that you will have no discipline problems at camp, but rather **WHEN YOU DO HAVE** a discipline problem, that God will help you resolve it to His glory and the child’s upbuilding. We view discipline problems as **OPPORTUNITIES** to teach them how to resolve issues, and attain understanding. Discipline problems are not a pain, but a time when you can take a child aside and get the child’s full attention automatically. Discipline can be times when, instead of getting what they are used to (e.g. scolding), you do the unexpected and love them by giving them reasons to comply or get along. We can share how we love them and want them to do well in life.

This behavior is an important trait you want to teach them for their good. Discipline is a time of love and opportunity! If you feel unable to discipline children, you could ask at a Christian bookstore for a good book on the subject and read it before camp. Then, be sure to ask advice as needed at camp.

SPECIFIC TIPS FOR DISCIPLINE:

When you encounter a situation that requires intervention, stop and consider first whether you have all the details to make an accurate decision on how to proceed. It is better to ask for an explanation of behavior, why they did it. Then, you know if they were just defiant or getting desired attention from you or others. Have you asked the offender if he understands that he broke a rule? Maybe, it just looks like he broke a rule, but he was asked by another Mentor to do something. Maybe, someone else left him holding the “goods,” but he was innocent. It is always wise to ask questions calmly and not react to situations. (We all miss the mark on this at times. Surprise the child and apologize!) Inquiring shows respect and that you care to understand the situation and the person. Some children are so used to getting in trouble and even being

regularly misjudged, that they act defensive or act out of fear of consequences. They may be in your face, figuring you are going to treat them just like everyone has, but instead you ask questions calmly and get down to the truth. After encountering this reaction in you a few times, they calm down because you are calm, and for once, they feel like they are human. This has literally changed a child's perception of their world, their own image, and their entire lives!

Discipline should be just a part of the natural growing of relationships with an adult for a child. If in your role with a child, you are being caring, are praying for, and playing with them, then discipline will be a part of that caring interchange. Feel free to tell a camper that you are uncomfortable to have to call them on this, but you care too much to let them be sloppy or not grow in character. After the disciplining encounter, continue as before. **Be there** as a continuing friend and support, and tell them so.

Some campers almost need someone on them 24 hours a day. It is best with this type of child to "pick your battles." You won't be able to call them on everything without overwhelming them and yourself. It will damage the growth of a relationship.

Sometimes, if you cannot beat them, join them in the activity. Often, you will have a camper who is hard to handle at a Bible study time. Maybe, your other camper is slower than the unruly one or having a hard time at camp. Enlist the help of the unruly camper to help you reach or help your other camper. It is amazing to see a camper rise to the need, if it is presented sensitively.

If problems persist, again, bring this type of problem to the Mentor prayer time, so we can make a group plan on how to divide the discipline burden over several people so you can "love" on the child more. The camper will not have to deal with just you all the time. Consider the camper's emotional state. If after an emotional campfire time, a camper is upset and acting out, be extra patient to feel out the situation. Give them some slack, and if possible, you should deal with the issue in the morning. No one enjoys getting into trouble. It is worse if you are emotionally raw, or do not know why you were disciplined. Be sure to be clear about offenses and how the camper can avoid them next time. Do not beat around the bush. Say what needs to be said, or do not bring it up. They do not like having to read your mind. We do not want to put off a camper with our discipline but to restore and train. Looks and sighs are not communication, even if that has been their form of communication. These may anger the camper enough to put up walls.

A great way to settle an infraction is to let the camper come up with the consequences for their offense. You can suggest that you will give him/her 10 minutes to think about it and then get back together to finalize a consequence that "fits the crime." This way causes the camper to consider what they have done and to realize that action causes effect.

It is also better to ASK for compliance rather than to jump in demanding like an officer in the army. In an emergency, you may need to say, "Stop." Normally, though, avoid terms like "Don't," "No," or "Can't do that." You can say, "How about if we ...," "Can we do this together?" "Wouldn't it be better for us to...," "Let's go do this ...," or "I really appreciate the way Joe is jumping right in and helping with the cooking. Would you like to help, too?" Nagging kills, praise motivates.

Keep in mind that, no matter what you do, you will encounter discipline problems at camp. It is inevitable. Our job, though, is not to "fix" the kids in one week but to show them God's love. Love must be at the forefront of whatever discipline you give out. Handling discipline is not easy. Considering each child as having different needs, working together as a team, communicating and sharing with co-laborers, and doing a lot of praying, though, will turn out for a blessing on the child to whom we are ministering.

2.7 MEMOS FROM A CHILD

1. Don't be afraid to be firm with me. I prefer it; it makes me feel more secure.
2. Don't take too much notice of my small complaints. At times, they bring the attention I need.
3. Don't correct me in front of others if you can help it. I'll take much more notice, if you talk quietly with me in private.
4. Don't be upset when I say, "I hate you." It isn't you that I hate, but you being a symbol of authority.
5. Don't nag. If you do, I shall have to protect myself by appearing deaf.
6. Don't make rash promises. Remember that I feel very let down when promises are broken.
7. Don't forget that I cannot explain myself as well as I want to. That's why I'm not always accurate.
8. Don't tax my honesty too much. I am easily frightened into telling lies.
9. Don't be inconsistent. That completely confuses me and makes me lose faith in you.
10. Don't put me off when I ask questions. If you do, you will find that I stop asking, and seek my information elsewhere.
11. Don't tell me that my fears are silly. They are terribly real, and you can do much to reassure me if you try to understand.
12. Don't ever think it is beneath your dignity to apologize to me. An honest apology makes me feel surprisingly warm toward you.

* 2.8 FLASHLIGHTS OUT

You are no match for a cabin full of campers. You can't lick them, so join them! Make the first night fun, but agree to limit the volume, and for safety's sake, see that all campers remain in bed after lights are out. Extended devotions have a marvelous capacity to induce drowsiness, along with good, long stories. Never allow scary stories to be shared at bedtime. A proper cabin atmosphere relieves the dread of night. Many unrelated stimuli attack the campers mind: encounters during games, tensions from crafts when something went wrong, squabbles with another camper, lessons learned at Bible study time or talks, and even the surfacing of repressed memories. The sorting and absorbing of values await a reflective moment when the camper's mind and heart react. Often you will hear, "I was lying awake in bed thinking about what you said, and ..."

REMEMBER that God works all the time, not just after devotions. Concerns burn deeper into young hearts than many adults realize. As the Mentor, you will have the privilege of sharing sacred moments if you keep alert and sensitive to the children's moods. Maintain an open, approachable spirit throughout the day.

* 2.9 MENTOR COMMENTS

Mentor comments will not seem like such an important topic until you experience it yourself. Here are some real-life examples. The program director has taken time to think through and produce games that will benefit a learning experience. He starts to explain the game when a camper says, "Ah, no, let's do it this way." Then, the Mentor adds, "Yeah, that's a good idea, but how about if we do this..." The game director tries to continue the explanation, but "mutiny" has been condoned, and the game director's authority "legally" taken away from him by the Mentor's authority. Two other examples are the camp director says, "Time to get out

of the pool,” or “Let’s get ready for our hike.” A few campers normally say, “Ahh, come on, five more minutes.” When a Mentor goes along with the campers, it is a struggle to restore spontaneous cooperation. When instead a Mentor says, “Oh, yeah, let’s go. I can’t wait! Come with me, Johnny!” excitement and enthusiasm are instilled, and children really get the full benefit of the program.

This isn’t trying to say that Mentors’ comments are forbidden or not welcomed, but there is a proper place for them. Take notes, and sensitively lay out your observations to the person in charge of the area in which you are concerned. Try to find a time when you can be alone. This way we do not usurp each other’s authority and disrupt the fun and continuity of the program. We feel it is better to have things a little wrong than to lose unity.

REMEMBER: The Mentor is the key to open or close a camper’s spirit to participate with enthusiasm or with a begrudging heart.

*** 2.10 BUILDING RELATIONSHIPS**

FRIENDSHIPS built during crafts and play create the climate you need to touch the camper’s heart during devotions. Often, in the mysterious manner of God’s working, a child’s moment of discovery will come at a non-devotional time. Don’t restrict God’s spirit to your worship schedule!

Bear in mind that your mentoring ministry does not require mastery of every sport or craft! You may be a learner along with your campers, and sometimes, you must bow to their superior skill! Nothing pleases a camper more than helping his Mentor.

*** 2.11 THE HOMESICK**

Ridiculing the homesick is heartless and futile. Yielding to the camper’s wish to go home is rarely best either. Campers become homesick when they have not made friends at camp, have had a bad or embarrassing experience, or are possibly bored. Avoid a phone call home; the mother may be suffering from the child’s homesickness, and both will end up bawling! Suggest some area of unusual interest, stick close to them until you have made them comfortable with a new friend, etc. Assure the camper that homesickness happens to most people and that it usually goes away. Enlist the help of a woman staff member for a homesick boy, and try to resolve the problem before nightfall. A child crying at night can unnerve marginal cases.

*** 2.12 THE LOVESICK**

When you discover a lovesick child, be careful not to display amusement nor encourage their crush on someone. The emotions of a child must be honored, although any response that would encourage the love feelings is cruel. Never laugh at or betray the incident to others who might show ridicule. The crush will probably soon pass, but not the hurt if a confidence is betrayed. If the crush persists, refer the camper to a Mentor of the same sex or to the camp director. To preserve the dignity of a child who has a crush on a Mentor, point out that staff members like everyone equally.

Attraction to the opposite sex must be approached with a wholesome point of view. It is both normal and desirable for young people to discover an increasing interest in each other. Open courtship is not acceptable but warm friendships, wholesome affection, and companionship that does not dilute the spiritual atmosphere is OK. Mentors should pass the word when acceptable standards are violated. Openness and honesty with campers will accomplish more than rules. Helping young people to accept their God-given sexuality and integrate this life force into their Christian experience is one of camping’s great ministries.

* 2.13 COMPLETING PROJECTS

Really take note of this area. **Making sure that campers complete projects is more important than we realize.** The children we will minister to have had repeated failures and bad knocks. They need to see success, so they can believe in themselves. SO, DON'T LET THEM FAIL! Encourage the camper, show him how to complete the project -- without doing it for him. See him through; if time runs out, find time later in the day to complete the project. Craft time is one of the most important parts of the program. This is a precious opportunity to minister. Hopefully, you can understand that this is not the time for the Mentor to make a craft. Don't figure that it is just something to do and leave them to themselves. It is during this time that confidence in the Mentor's love is found as well as their own self-worth and self-confidence. This develops their ability to accept true love, both yours and God's!

* 2.14 CONTROVERSIAL DOCTRINES

We are a non-denominational ministry, working with children with different religious backgrounds or no background at all. Our goal is to lead children to the Lord and disciple them. Using tact and sensitivity are part of that goal. Teaching them truths never means offending them or imposing our views on them. We have learned that being an example and prefacing your remarks with, "This is what I believe the Bible says..." are good aims. Sayings like "you must" and "that's wrong" set up walls. Being right is not worth losing rapport or further contact and follow-up with the children. You need to remember children have parents and guardians who have allowed them to come to this Christian camp. Keep in mind that if you radically offend their parents' views, they will not let their children participate again. Parents are slow to change; yet, we witness to them, too, through their children.

Campers catch more than we realize and take it home. We aim to teach campers to respect and obey their parents and guardians, but campers also take our standards back home. When their parents do not measure up to a standard they saw at camp, the campers may let them know! Some parents may respond negatively, if the camper is overly enthusiastic. If the parent or foster parent feels unaccepted, judged, condemned, or pressured, the child may reel at the caretaker's squelching their enthusiasm. For instance, a caregiver could become angry, because she didn't go to a place like this when she was a kid.

Therefore, we have a special responsibility to teach the children tact and respect for their parents or caretakers, and to discuss the various ways others may react to the camper's enthusiasm for what they experienced and learned. We never have a right to give parents a fanatic child. When you teach campers the truth, you are also responsible to teach them various ways people may respond.

Please, avoid controversial doctrines unless campers ask you directly. You may be able to refer them to their pastor or priest. If they don't have anyone, you are on safer ground with tough doctrines if you preface comments with, "I believe the Bible says..." and do not be afraid to say, "I do not know, but I'll find out for you." Controversial doctrines include speaking in tongues and Catholic doctrines about saints and praying to Mary.

The important doctrines that we stress are God is loving and perfect; man is dead through sin and needs a Savior; Jesus died to save us; and we need to accept Him to be saved. Then, to grow as a Christian, we need to read God's inerrant word, fellowship with Christians, pray, and share Jesus with others.

* 2.15 SHARING THE GOSPEL

The main goal of Hope's Haven is to introduce abused and neglected children to the saving power of Jesus Christ. As a result, our camp program is very evangelical. As a camp Mentor, it is important that you take every opportunity to point your campers to Jesus. Be ready to share the Gospel, as you feel led. Here are some pointers to help you.

Before presenting the Gospel...

1. Pray that the Holy Spirit will give you the words to say and that He will lead the child to Christ.
2. Pray that you will be aware when a child is ready to respond to the Gospel.
3. Pray for the child's salvation.
4. Pray that your words will be God's words.

The Gospel message is...

1. Jesus died on the cross and rose again (1 Corinthians 15:3-4).
2. Like all people, I am a sinner and condemned to die (Romans 3:23 and Romans 6:23).
3. God sent His son to save me (John 3:16).
4. Because God loves me, He sent Jesus to die on the cross for me (Romans 5:8).
5. Trusting in Jesus is the only way I can be saved (Acts 16:31).

You do not have to be a Bible scholar or a professional evangelist to lead a child to Christ. Being saved yourself is the only qualification. Keep in mind, though, to use words that a child can understand. For example, define big or potentially confusing words. In addition, avoid obscure wording like the ones below:

Confusing invitations...

1. "Will you invite Jesus into your heart?" (Kids may take this literally. It also does not have anything to do with the Gospel.)
2. "Will you surrender your life to Christ?" (The focus is on a person's action not faith.)
3. "To become saved, are you willing to give up your sins?" (This sounds like you have to clean up your life before coming to the Lord.)

These two invitations below, however, are biblically correct:

Clear invitations...

1. "Will you believe that Jesus Christ died for your sins and rose from the grave?"
2. "Will you accept Jesus Christ and trust him as your personal Savior?"

As you spend time with campers, do not be so afraid of saying the wrong thing that you do not say anything at all. Pray for opportunities and pray that God will give you the words to say. He will answer those prayers according to His will. Do not be discouraged, though, if a child does not respond after hearing the Gospel. You are still sowing the seeds. Continue to share the message throughout camp as God leads you.

(+The information in this section is based on information from AWANA International.)

* 2.16 TO “WRAP IT UP” -- PRAYER

In finishing this section on Do's and Don'ts, we want to emphasize prayer again. Do you remember the question on the interview sheet? It read, “All the children in your group are enthusiastic about everything that is happening, except Joe. He is doing nothing but complaining, wants to go home, picks fights with the other campers, won't join activities, etc. What would you do?”

The most accurate answer to that question was, “I'd immediately pray for God's guidance.” It is hard to know what a child like this needs. We must be sensitive to God's leading. Most people will answer that they would ask the child, “What is wrong with you?” or “Share with me why you are upset.” This is never the right approach. The child usually doesn't know why he is acting up and our question makes him feel worse. If he does know what is wrong, he usually won't share it, because he would have to admit to either being lousy at making friends, or that he just messed up and had to throw his craft away secretly, etc. Our best approach is prayer, so that God can give us the words that will open up that person. We can pray that God will use us when we are sticking close to that child, helping him to make a friend, and making sure that he has successful experiences.

If we are yielded to God and if we pray about everything, life-changing events like this will happen daily at camp!

CHAPTER THREE

PROGRAM

*** 3.1 TYPICAL DAY AT CAMP**

The schedule we will follow each day will be provided for you. Be prepared for very full days from the time the campers wake up in the morning until they are sound asleep at night. We'll have family style meals, worship and singing times, games, swimming, boating, hiking, and much more.

This preface to our program has been written so you, our all-important and vital Mentor, will be encouraged to use the camp program to the fullest extent.

*** 3.2 CAMPER HANDBOOK**

A key to our program is the Camper Handbook that each child receives. It contains:

1. Daily Bible studies that make the daily memory verse and daily theme meaningful.
2. Suggested discussion questions for the Mentor and camper to use at one-on-one times and for cabin devotions.
3. "Get to know you" questions.
4. A section on current topics to discuss for one-on-one.
5. A section that can be used to lead your camper in a salvation prayer.

These handbooks, because they are used daily, are a valuable take-home resource for the camper. Memories are stored in them because of what he or she has learned through their use. A special autograph page is also in the back. Sign your name, and include a note of encouragement.

*** 3.3 MEALS**

In our philosophy, we emphasize that we want to surround the child with as many positive accomplishments as possible. This experience of learning to provide one's own nourishment is a vital skill and very rewarding. We also believe in having "family-oriented" meals, something that many of our campers rarely experience. In addition, campers will do a 'kitchen craft' where they will help prepare part of a meal or a snack.

Encourage prayer by different campers before meals and assign different campers to clean up the tables afterward. This activity encourages the sense of 'family' and unity in the camp.

* 3.4 GAME TIME

Another important part of camp is game time. Games give an opportunity for the Mentor to teach campers Christian sportsmanship, ethics, and teamwork, as well as providing a time to “let off steam” and build friendships. A Mentor is in a position to build a closer relationship because of games and is thereby more able to teach campers:

1. How to win without becoming proud and boastful -- victory not achieved by hard, honest play should be considered a disgrace;
2. How to lose without becoming hateful or defeatist -- competition has losers and winners. Losing after an honest effort is honorable.
3. How to be a team member -- to support each other with effort and encouragement;
4. How, as a loser, to recognize and honor the winners.

Order needs to be maintained throughout the game time, or the campers lose interest. The fun and momentum are then lost. The effects of both good and bad game time can be seen and felt throughout the remainder of the camp, so we must make games fair as well as fun times. Mentors especially need to remember that it’s just a game and be an example of Christian sportsmanship.

In addition, Mentors should be constantly watchful for their team: keep discipline, get excited for them, and encourage kids with, “You can do it!” Mentors need to be nearby for their team, so the team can do its best. Mentors also need to refrain from displaying anger, defeat, frustration, or disloyalty to either the game leader or to their team.

Mostly, we ask that Mentors make sure that their campers understand the game and rules. When a child has a fear of failure, he may listen only to the thoughts in his head that say, “Watch out, you’re going to fail again, you’re no good at games.” Our campers often miss the game instructions or have a brain dysfunction that makes it impossible for them to remember to do things in sequence. If you have made sure that your campers know the game well, though, and that they have your support, it will give them confidence to give the game their best shot! Games then can be a medium to build confidence in our campers for the challenges of life. Games are vital to camp; they build relationships and self-confidence!

* 3.5 MUSIC

Music is a very powerful tool that we can use for God’s glory and to build up campers. God can meet them in the privacy of their thoughts. We ask that all Mentors be involved in giving a good example in how to worship and in enjoying the fun of the silly songs. It’s all because of you, our Mentors, who rise to the need and expectations to present a superior worship time. Here are the basic guidelines that will make the difference:

1. Have fun, laugh, and help them really get into singing.
2. The worship songs calm them down after the “crazy songs” and allow them to get in the mood for the next activity, which is usually a lesson time.
3. Smile and have fun for the fast songs, and create a praise atmosphere during the slow ones.

* 3.6 SWIMMING POOL AND FUN ACTIVITIES

The camps we use offer a great variety of fun activities, and our campers will get to experience many of them. These may include a lake, climbing wall, pool, hiking, kayaking and more. You need to be with your campers at each of these activities and help them to succeed. Craft time is not your time to make a craft, but to keep a constant watchful eye on activities and to give encouraging words.

When you are on your free time, we strongly suggest that you rest, study the Bible, and have time alone with God. There is no other time for this in the day. Be respectful of other Mentors on free time, and don't be afraid to say, "I need time alone right now." Your refreshment time is a critical part of your ability to minister God's grace and love!

* 3.7 MEMORY VERSE

Every day, the campers and Mentors have a Scripture verse to memorize. It is the Mentor's job to teach this verse to their two campers. We believe in expecting the verses to be learned "word perfect," *if the camper is intellectually capable*. Then, when they go home, God's Word will remain within them. Very few campers are unable to learn these verses. It just takes working at it in the way the child best learns -- seeing and reading it over and over, putting it to a tune and singing it, clapping to it, or making hand motions to go along with the verse. Knowing that God's Word "will not return void," we feel these memory verses are very important each day.

The morning Bible study centers on the memory verse. The verse will be in your camper's handbook, along with other Bible lesson information. Besides helping your campers to memorize the verse, make sure they know what it means.

* 3.8 TESTIMONIES

Every night at our campfires, we have a testimony time. One or two of the Mentors or Guides stand before the group and share how God led them to salvation. You may be one of these people. We ask that your testimony be no longer than three minutes. This is vital or else you take the time that would be used for the campers to share their testimony. If you feel you may want to give your testimony, we ask that you prepare ahead of time. Write it out and include these three points:

How to Share Your Testimony!!!

What was your life like before you became a Christian? (Give one or two specific examples of things that happened in your life, such as "I was abused from the time I was five." A lot of detail is not needed nor is there time. The children will know what you mean.)

1. How did you actually become a Christian? (Tell when, where, and what you did to accept Jesus into your life. Tell them the prayer you prayed as best you remember. This way they will know what to say to God themselves. They might accept Jesus during your testimony!)
2. How did your life change after you became a Christian? (Give a specific example of how being a Christian made a difference in your life. Maybe, you mentioned you were lazy before becoming a Christian, so then, show how God has changed you.)

OTHER THOUGHTS

- Every testimony is different, but all are real!
- A child will listen to a testimony when they won't listen to preaching or Bible reading. As a matter of fact, we ask that you not use this time to preach but to share your story. One Scripture may be a good accent but no more than that. They hear the Bible on every turn of the day.
- There is no way someone can deny your testimony. There you are! It happened to you!
- There is power in your testimony (Rev. 12:11).
- Be specific, especially #2 above, so others will know how they can become a Christian.

* 3.9 GUIDES

What is a Guide? You've heard the term a few times now. As a Mentor, you will be working with Guides. Typically, Guides are 16 years to early 20's. They must have shown spiritual growth, a love of the Lord, and a desire to serve. The development of campers as Christian leaders is a major goal of this camp. Giving your leadership to them willingly may represent an extra burden for you, but we know in the end you will be as delighted as we are to be a part of their growth.

Guides are to be a support to you as well as receive training. Please, avoid the temptation to assign all of the more unpleasant jobs to the Guides or overloading them. The proper relationship finds the Mentor and Guide working side-by-side, sharing leadership under the Mentor's guidance. If the Guide is negating our efforts through improper behavior, however, take immediate corrective steps through consulting the camp director. Actually, some Guides feel that Mentors take care of campers and Guides take care of the Mentors!

*

3.10 VICTORY CIRCLE

Victory Circle is a time to give the campers a real boost in knowing how special they are. Each Mentor will share what they see that is special in each of their campers. BEFORE Victory Circle, PLEASE consider one of your camper's strong qualities. Then, the last hour of camp, each Mentor will share in one or two minutes, one strong quality with the group at Victory Circle. Surround the quality with your reasons, and several good examples of how the camper demonstrated this quality during the week. Focus on this quality and refrain from comments like, "I know when you put God first in your life, you really are going to be something." Instead, send them away with what they do that is good NOW, and how they really are special because of ... (the specifics you share).

In addition, you can write a note in the back of the camper handbook. Highlight his/her quality there also and perhaps the main points that you and your camper discussed that week. This should be written the day before the end of camp.

On the next five pages, you will find qualities and Scriptures you can choose from to share with your camper at Victory Circle. Remember to choose only one quality trait and take only one to two minutes per camper. For a difficult camper, there is always something they did that can be framed in a positive way, such as boldness or strength.

The veteran Mentors will be asked to share first, so you can get an idea of how to share.

CHARACTER TRAITS AND THEIR OPPOSITES

ACCEPTING	REJECTING	CHEERFUL	GLOOMY
ACHIEVEMENT	AIMLESS	CLEAR CONSCIENCE	SEARED CONSCIENCE
AFFECTION	DISLIKE	CLEMENCY	TYRANNY
ALERT	DISTRACTED	COMFORTER	PERSECUTOR
APPRECIATION	COMPLAINING	COMMITMENT	COMPROMISE
AVAILABLE	PREOCCUPIED	COMPASSIONATE	HEARTLESS
		COMPLIMENT	INSULT
BELIEVE	SCOFF	COMMUNICATION	SILENCE
BLESSED	CURSED	CONFESS	CONCEAL
BOLDNESS	FEARFUL	CONFIDENT	SKEPTICAL
		CONSIDERATE	THOUGHTLESS
CAREFUL	SLOPPY	CONSISTENT	VARIABLE
CARING	NASTY	CONTENT	COVET
CAUTIOUS	RECKLESS	COOPERATION	CONTENTION
CHARITY	MISERLY	CREATIVE	IMITATION
CHASTITY	IMMORALITY	COURAGEOUS	SARCASTIC

IDENTIFYING POSITIVE QUALITIES

If you're having a hard time finding a positive quality for your camper, then refer to the negative column and find their strongest negative quality. Often, a person actually has a great potential to be the opposite of a negative character quality they now have. The negative manifestation of a quality is a common phenomenon. We have the privilege of showing a child what they can become.

Accuracy versus Carelessness

Alertness versus Unawareness

Attentiveness versus Unapproachableness

Availability versus Dominance

Boldness versus Fearfulness

Cautiousness versus Impulsiveness

Compassion versus Indifference

Contentment versus Covetousness

Courage versus Cowardice

Creativity versus Underachievement

Decisiveness versus Double-mindedness

Deference versus Rudeness

Dependability versus Inconsistency

Determination versus Faintheartedness

Diligence versus Slothfulness

Discernment versus Imperceptiveness

Discretion versus Simple-mindedness

Endurance versus Giving Up

Enthusiasm versus Apathy

Fairness versus Partiality

Faith versus Presumption

Flexibility versus Resistance

Forgiveness versus Rejection

Generosity versus Stinginess

Gentleness versus Harshness

Gratefulness versus Pride

Hospitality versus Loneliness

Initiative versus Unresponsiveness

Joyfulness versus Withdrawal

Loyalty versus Unfaithfulness

Meekness versus Anger

Neatness versus Disorganization

Obedience versus Willfulness

Patience versus Restlessness

Persuasiveness versus Unreasonableness

Punctuality versus Tardiness

Resourcefulness versus Wastefulness

Responsibility versus Irresponsibility

Reverence versus Disrespect

Security versus Anxiety

Self-control versus Self-gratification

Sensitivity versus Callousness

Sincerity versus Hypocrisy

Thoroughness versus Incompleteness

Thriftiness versus Extravagance

Tolerance versus Prejudice

Truthfulness versus Deception

Virtue versus Defilement

Wisdom versus Natural Inclinations

Resourcefulness

versus Wastefulness

Wise use of that which others would normally overlook or discard.

"Whoever can be trusted with very little can also be trusted with much, and whoever is dishonest with very little will also be dishonest with much."
Luke 16:10

Initiative

versus Unresponsiveness

Recognizing and doing what needs to be done before I am asked to do it.

"Be not overcome by evil, but overcome evil with good."

Romans 12:21

Orderliness

versus Disorganized

Arranging my life and surroundings so that God has maximum freedom to achieve His goals through me.

"But everything should be done in a fitting and orderly way"

1 Corinthians 14:40

Diligence

versus Slothfulness

Visualizing each task as a special assignment from the Lord and using all my energies to accomplish it.

"Whatever you do, work at it with all your heart, as working for the Lord, not for human masters"

Colossians 3:23

Thoroughness

versus Incompleteness

Realizing that each of our tasks will be reviewed and rewarded by God.

"The heart of the discerning acquires knowledge, for the ears of the wise seek it out."
Proverbs 18:15

Thriftiness

versus Extravagance

Not letting myself or others spend that which is not necessary.

"So if you have not been trustworthy in handling worldly wealth, who will trust you with true riches?" Luke 16:11

Responsibility

versus Unreliability

Knowing and doing what both God and others are expecting from me.

"So then, each of us will give an account of ourselves to God."

Romans 14:12

Dependability

versus Inconsistency

Fulfilling what I consented to do even if it means unexpected sacrifice.

"Who despises a vile person but honors those who fear the LORD; who keeps an oath even when it hurts, and does not change their mind"

Psalms 15:4

Decisiveness

versus Double-mindedness

The ability to finalize difficult decisions based on the will of God.

"If any of you lacks wisdom, you should ask God, who gives generously to all without finding fault, and it will be given to you."
James 1:5

Discretion

versus Simple-mindedness

The ability to avoid words, actions and attitudes which, could result in undesirable consequences.

"The prudent see danger and take refuge, but the simple keep going and pay the penalty."
Proverbs 22:3

Obedience

versus willfulness

Fulfilling instructions so that God and the one I am serving will be fully satisfied.

"We demolish arguments and every pretension that sets itself up against the knowledge of God, and we take captive every thought to make it obedient to Christ."

2 Corinthians 10:5

Discernment

versus Judgment

The God-given ability to understand why things happen to me and others.

"But the LORD said to Samuel, Do not consider his appearance or his height, for I have rejected him. The LORD does not look at the things people look at. People look at the outward appearance, but the LORD looks at the heart."

1 Samuel 16:7

Wisdom

versus Natural inclinations

Seeing and responding to life situations from God's frame of reference.

"The fear of the LORD is the beginning of wisdom, and knowledge of the Holy One is understanding. Proverbs 9:10

Cautiousness

versus Rashness

Knowing how important right timing is in accomplishing right actions.

"Desire without knowledge is not good—how much more will hasty feet miss the way!" Proverbs 19:2

Boldness

versus Fearfulness

Confidence that what I have to say or do is true and right and just in the sight of God.

"Now, Lord, consider their threats and enable your servants to speak your word with great boldness." Acts 4:29

Self-control

versus Self-indulgence

Instant obedience to the initial promptings of God's Spirit.

"Those who belong to Christ Jesus have crucified the flesh with its passions and desires. Since we live by the Spirit, let us keep in step with the Spirit." Galatians 5:24-25

Determination

versus Faint-heartedness

Purposing to accomplish God's goals in God's time regardless of the opposition.

"I have fought the good fight, I have finished the race, I have kept the faith. Now there is in store for me the crown of righteousness, which the Lord, the righteous Judge, will award to me on that day—and not only to me, but also to all who have longed for his appearing." 2 Timothy 4:7-8

Persuasiveness

versus Argumentative

Using words which cause the listener's spirit to confirm that he is hearing the truth.

"And the Lord's servant must not be quarrelsome but must be kind to everyone, able to teach, not resentful." 2 Timothy 2:24

Humility

versus Pride

Seeing the contrast between God's holiness and my sinfulness.

"But he gives us more grace. That is why Scripture says: 'God opposes the proud but shows favor to the humble.'" James 4:6

Tolerance

versus Prejudice

Viewing every person as a valuable individual whom God created and loves.

"Blessed are the peacemakers: for they will be called the children of God." Matthew 5:9

Gentleness

versus Harshness

Showing personal care and concern in meeting the needs of others.

"Do nothing out of selfish ambition or vain conceit. Rather, in humility value others above yourselves, not looking to your own interests but each of you to the interests of the others."

Philippians 2:3-4

Compassion

versus Indifference

Investing whatever is necessary to heal the hurts of others.

"If anyone has material possessions and sees a brother or sister in need but has no pity on them, how can the love of God be in that person?"

I John 3:17

Forgiveness

versus Rejection

Clearing the record of those who have wronged me and allowing God to love them through me.

"Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you."

Ephesians 4:32

Generosity

versus Stinginess

Realizing that all I have belongs to God and using it for His purposes.

"Remember this: whoever sows sparingly will also reap sparingly, and whoever sows generously will also reap generously."

2 Corinthians 9:6

Respect

versus Rudeness

Limiting my freedom to speak and act in order not to offend others.

"It is better not to eat meat or drink wine or to do anything else that will cause your brother or sister to fall."

Romans 14:21

Loyalty

versus Unfaithfulness

Using difficult times to demonstrate my commitment to God and to those whom He has called me to serve.

"Greater love has no one than this, to lay down one's life for one's friends."

John 15:13

Endurance

versus Giving Up

The inward strength to withstand stress to accomplish God's best.

"Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up."

Galatians 6:9

Patience

versus Restlessness

Accepting a difficult situation from God without giving Him a deadline to remove it.

"Not only so, but we also glory in our sufferings, because we know that suffering produces perseverance; perseverance, character; and character, hope."

Romans 5:3-4

Sensitivity

versus Callousness

Knowing by the promptings of God's Spirit what words and actions will benefit the lives of others.

"Rejoice with those that rejoice; mourn with those that mourn."

Romans 12:15

Love

versus Selfishness

Giving to others' basic needs without having as my motive personal reward.

"If I give all I possess to the poor and give over my body to hardship that I may boast, but do not have love, I gain nothing."

1 Corinthians 13:3

Attentiveness

versus Unconcern

Showing the worth of a person by giving undivided attention to his words and emotions.

"We must pay the most careful attention, therefore, to what we have heard, so that we do not drift away."

Hebrews 2:1

Joyfulness

versus Self-Pity

The result of knowing that God is perfecting His life in others through me.

"A happy heart makes the face cheerful, but heartache crushes the spirit."

Proverbs 15:13

Gratefulness

versus Unthankfulness

Making known to God and others in what ways they have benefited my life.

"For who makes you different from anyone else? What do you have that you did not receive? And if you did receive it, why do you boast as though you did not?"

1 Corinthians 4:7

Enthusiasm

versus Apathy

Expressing with my spirit the joy of my soul.

"In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven."

Matthew 5:16

Availability

versus Self-Centeredness

Adjusting my personal responsibilities around the needs of those whom I am serving.

"I have no one else like him, who will show genuine concern for your welfare."

Philippians 2:20

Flexibility

versus Resistance

Not setting my affections on ideas or plans which could be changed by God or others.

"Set your mind on things above, not earthly things."

Colossians 3:2

CHAPTER FOUR

SAFETY

* 4.1 MEDICATIONS

About 75% of the campers will be on regular medications. The nurse will keep and dispense all medications (including yours) at a convenient time that fits the program and is close to the time of day medication is to be taken. If your camper informs you that they were skipped, consider the time element, and then let the nurse know.

* 4.2 INJURIES AND ILLNESSES

Enjoying camp depends largely on feeling well. As a Mentor, your camper's health is of prime concern. An illness takes many forms. Hurt feelings can be as painful as a stomachache, maybe more so. Few aches exceed the aches of the homesick or lovesick. Do not ignore any of these complaints, handle them within reason, but as importantly as the camper indicates.

Never ignore an injury or complaint of pain. Let the nurse or director determine the seriousness of the problem. We have the nurse accompany the campers to all activities and should be the only person to apply any antiseptic or band-aids. Infections start easily in the mountains, so all skin abrasions must be cared for with an antiseptic. You or another staff person should personally bring any campers who need to go to the nurse. Keep alert to symptoms of illness, such as nausea, dizziness, headaches, loss of appetite, flushed face, paleness, lethargy, and short temper. The nurse will usually isolate sick campers immediately, since illness may spread like wildfire.

Many staff members will usually be first aid and CPR trained. Severe bleeding must be stopped and breathing restored, but most other conditions can wait for the arrival of medical help. CPR certification can easily be obtained by a five to six-hour, one-day course. CPR certification is a good idea to learn whether or not you are a camp Mentor. As an active Christian, you are probably involved with people much of the time who might need your knowledge of CPR.

Unless there is a reason to move an injured person due to fire or other danger, leave them where they are in concern for possible neck or back injury. Keep them lying down, his head slightly lower than his body, and his feet elevated 12 to 18 inches. Keep him warm, but avoid overheating. Allow him to drink if conscious and there are no stomach injuries. People injured in diving accidents should be removed from the water on a rigid surface only, since improper handling can paralyze. Ask the lifeguard on duty where to locate it. Watch for shock in all accidents. (Please, see Section 4.3.3 for the signs of shock.)

Snakebites are extremely rare. If one does occur, treatment of any kind can wait up to one hour. Tourniquets are usually misapplied, if you have not had training. An important note: If you use an instrument to cut a snakebite, you are legally liable, and a malpractice suit can be charged against you and against the camp if a problem arises. Get the director and/or nurse as soon as possible.

Please review these health paragraphs a few times.

* 4.3 EMERGENCY PROCEDURES

A Mentor must always be alert for health problems, accidents, and emergencies. Remember that in an emergency, the camper's well-being is your first responsibility. Campers' welfare is placed before schedules, equipment, camp property, or your own hang-ups. Sometimes, you must calm fears and explain the event, so the whole group can have peace of mind. Take charge if the camp director is not around.

Begin immediately to cope with the situation. Guidelines are given, but you must be in control of yourself and of the situation. Your falling apart makes the situation far worse.

Do not try to do everything by yourself. If no other adult is present, send a capable camper for the camp director and nurse. Get help, advice, and support. **Implement the following procedures, only if the nurse is not immediately present to administer first aid.**

4.3.1 Emergency First Aid Procedures

The only real emergencies that need immediate attention are loss of consciousness, absence of a pulse, profuse bleeding, seizures, a shaking chill, difficulty or absence of breathing, ingestion of poison, and certain allergic reactions, such as to bee stings.

1. In an emergency, always check the area first before approaching someone who is injured. Make sure the area is safe for you, so you can give assistance.
2. Assess the situation. Are there electrical wires or a snake that caused the emergency?
3. Send another Mentor for the nurse and director who will call 911. Direct that the call needs to be made immediately, if any of the above listed serious emergencies is found. With all other injuries, once they arrive, the directors and nurse will take over to make the decisions for care.
4. Please, note that many staff members are CPR and first aid certified.
5. Give any necessary first aid.

4.3.2 First Aid For Injury

1. Keep victim lying down.
2. If victim is unconscious, loosen clothing around neck.
3. Reassure victim if they are conscious.
4. Assess breathing.
5. Check for pulse. Begin CPR, if certified to do so.
6. Apply direct pressure to a bleeding wound with any relatively clean cloth, and hold firmly.
7. If victim is not breathing, check mouth and throat to see if obstructed, and then apply mouth-to-mouth resuscitation if needed.
8. Avoid moving or exciting an injured person, if possible.
9. Do not move anyone when a neck or spine injury is suspected. Bring help to the victim. If transporting is necessary, use a backboard kept by the pool. Work under the supervision of a certified and skilled first aid trained person.
10. Do not be in a hurry to move or to get the victim up unless they are in further danger from fire or electric shock, for instance.
11. If moving is necessary, protect all parts of the body from the tension of lifting. An improvised stretcher can be made from a blanket, coat, or jackets, using poles to lift.

4.3.3 First Aid for Shock

1. Symptoms are vacant eyes; shallow, irregular breathing; nausea; cold, moist pale skin; fast, weak pulse.
2. Keep victim lying down.
3. Give victim water to drink, but only if they are fully conscious.
4. Keep victim cool.
5. Elevate victim's feet if pulse is rapid and weak.

4.3.4 First Aid for Heat Stroke

1. Symptoms are headache, dry skin, rapid pulse, possible dizziness, and nausea.
2. Remove from heat, and treat for shock. Cool the skin with wet towels.

4.3.5 First Aid for Heat Exhaustion

1. Symptoms are tiredness, headache, nausea, perspiration, weakness, paleness, lack of concentration, and clammy skin.
2. Remove from heat, and treat for shock. Cool the skin with wet towels.

4.3.6 First Aid for Insect Bites and Bee Stings

1. Apply ice to bite and observe victim for about 20 to 30 minutes for allergic reaction, which include difficulty breathing, swelling, redness in the face, rash, or hives.
2. If rash or hives develop, get emergency help immediately.

4.3.7 First Aid for Poisoning (ingestion of toxin)

1. **Call the poison control center at 1-800-222-1222**, and follow their instructions.
2. Do not induce vomiting unless told to do so by a doctor or poison control center. If the substance swallowed was caustic or corrosive, vomiting will re-expose damaged tissue to the irritant. Aspiration or swallowing the wrong way is always a risk when vomiting is induced and can be fatal.
3. Avoid moving or exciting an injured person, if possible.

* 4.4 OTHER EMERGENCY PROCEDURES

4.4.1 Disaster and Evacuation

1. A designated signal will sound (repeated honking of car horn or bell) to indicate a fire drill or actual emergency. Campers and staff should move immediately to a specified area.
2. Staff and Mentors should treat every fire or emergency as if it were a true emergency.
3. Mentors are to make sure that each camper under their care is accounted for. If anyone is missing, the director will send assigned, reliable staff on a search.
4. Each person should have shoes on. Everyone should be silent until further instruction is given or until dismissal.
5. An emergency may occur at any time. All staff should respond quickly and follow procedures as instructed, gathering all campers and staff in the designated area.

4.4.2 Lost Camper

1. Mentors should be aware of where their campers are at ALL TIMES. If a Mentor is leading an activity, such as crafts or hikes, they should count the number of campers at the beginning of the activity and then be sure they are all accounted for from time-to-time during the activity.
2. If a camper is believed to be lost, missing, or runaway, the Mentor should notify the camp director immediately. The director will organize a search. If a camper has not been found within two or three hours, the director will notify proper authorities.

4.4.3. Violence Outbreak

1. No matter how well you think you know a camper, if one threatens with a knife or other weapon, we will call the authorities. Do not attempt to talk a camper out of the act. First, concern yourself with removing any campers and other staff from the immediate danger, and making a perimeter that is safe. If a child loses control, you are not called upon to risk your life or others, but to get help from the proper authorities. Send someone to the director.
2. The director will decide if the authorities are to be called.
3. Do not try to be a hero like the one you see on spectacular TV show dramas. These are not reality. Protect yourself and others.

* 4.5 FIRE SAFETY

Since open fires are used for cookouts and campfires, staff and campers need to be aware of fire safety.

Campers are not allowed to light the fires. Only Mentors light fires. Campers are permitted to put additional wood on the fire, but Mentors must supervise to be sure the fire doesn't get too large.

An evening campfire should not be built larger than required for warmth and fellowship.

A shovel and a bucket or similar container of water should be kept near the cooking fire area, and a garden hose should be near the group campfire area. Extra fuel should be stacked well away from the fire.

Campers should not place blankets or clothing close by. A sturdy stick should be used to stir or move flaming logs, never a hand or foot!

The camp director will give directions on extinguishing the fire. Often, the leftover coals are used for the campfire. If you are instructed to extinguish the fire, campers should spread the logs with a stick until burning logs do not touch each other. Campers can sprinkle, not pour, on water. The embers should be sprinkled, stirred, and scattered again. The embers should not be removed from the cooking pit until it is determined that they are positively out. The fire is out when a Mentor's hand can be placed without discomfort on any part of the fire area.

CHAPTER FIVE

PERSONAL AND RELATIONSHIP GUIDELINES

2.1 SINGLE MALE-FEMALE RELATIONSHIP GUIDELINES

Campers gain much from watching good models. Relationships between Mentors can be the best tool we have in teaching proper attitudes and convictions. So, realize that if you are pursuing a relationship while at camp, you are also a role model. Believe it, they will be watching you with GREAT interest. The best guideline is to never indulge in any actions or activities that would be improper for a camper to do also. You wouldn't allow a midnight rendezvous between campers, no matter how innocent they say it is, so don't consider that you would be allowed this privilege. No matter how secretive you have been, the campers will find out and spread the news throughout the camp.

Maintaining or pursuing a relationship is fine as long as your main camp goal of MINISTERING is not DILUTED or NEGLECTED.

If you happen to come to camp with a boyfriend or girlfriend, you may have to be lovingly rude to each other. Remember, you didn't come to camp to be with him or her but with the children.

2.2 MARRIED COUPLES GUIDELINES

For you also, the secret rendezvous is a no-no. We really encourage, though, you to be a positive model for the campers. Most have never seen a Christian couple in action: Loving, caring, handling conflicts with God's help and patience, etc. They may never have seen a marriage that really works. If the above is you, show it off!

*** 5.3 ISSUES WITH OTHER STAFF**

In every family, your camp family NOT excluded, there will be issues with other members. During your week at camp, it is likely that another staff member will rub you the wrong way. When this happens, there are right and wrong ways to handle it. Right ways include taking time to cool off, praying for guidance, and talking to the program director or camp director about your concerns. Wrong ways include arguing with the person, losing your temper, making nasty remarks or talking under your breath, and spreading gossip about the person. Remember to choose your reaction carefully. The campers are always watching you and taking note of your Christian example. Show team unity.

*** 5.4 DRESS CODE**

We hope you will not be offended by our dress code. That is not its intention. Please, don't view it as trying to dictate orders. Some of the children to whom we will be ministering need to see the highest morals. As Mentors, the children will regard you very highly, looking up to you, and imitating much of what you do. If a child goes home and decides he can dress the way his Mentors did, and his foster or house parents disagree, we have just caused a family rift! In Acts 24:16, it says, "And so I exert myself always to have a clear conscience in my relations with God and men."

HOPE'S HAVEN DRESS POLICY

We are a Christian camp that wants to hold up high standards to campers who rarely get a chance to see that in their everyday world, so we ask that our staff, Mentors, and Guides rise to our policy. It is impossible to ask a camper to change their style of dressing, if a Guide or Mentor is not expected to do the same. We want all our male campers, Guides, staff, and Mentors to be able to be at camp and not have something to cause him to struggle with their thoughts. Camp should be a place of purity and holiness to which people can escape. It is wonderful when inner beauty is the focus at camp. The world always makes a camper not feel good enough because they aren't pretty or handsome enough or into the latest fad. We want them to see a Mentor who knows that true beauty comes from an inner beauty.

FEMALES

Bathing suits -- modest, without high cuts on thigh, neckline too low, or too thin a fabric. Two-piece suits that don't show the tummy are fine like the type with shorts and a top over it. We reserve the right to make comment.

Tops -- that are worn with bras, with one inch or wider straps, not skin tight, too low cut, and that cover the pants by at least five inches if the pants are low on the hip. No skin should show if you lift your arms.

Skirts -- 2 inches max above the knee.

Shorts -- 4 inches or longer below the "tush."

MALES

Shirts -- are to be worn during all activities except at the pool. If a Mentor, Guide, or staff member takes off a shirt on a hot day, then all the campers will want to do the same.

Pants -- that have a belt if needed so that underwear do not show or pants hang low.

BOTH

Closed shoes and socks must be worn for hiking. Sandals with straps can be worn at all other times. (Please, no flip-flops except during shower and pool times.) Body piercing is still not allowed for many foster and group home campers. Please, do not wear jewelry for pierced areas other than ears. In addition, any outfit that is a fad with over-liberal groups (like gothic) would not be a good example that would honor God.

We know you will understand. We want to have a very high reputation. You represent camp and can make our reputation even better. Thank you for your cooperation.

* 5.5 AFTER CAMP

In preparation for camp, we asked you to study Romans 12. After camp, we urge you to live Philippians 3 and to realize its deep meaning for you as a past camp Mentor. As a practical exercise, we also urge you to fill out the Mentor Self-Evaluation again. (See section 7.3.)

We wish to share with you about the "after-camp" dive. Oftentimes, you will have such a mountaintop experience with God that it is inevitable that you will have a spiritual dive after camp unless you plan against it. No matter how close you feel to God after camp, resist the temptation to let your prayer life go or to skip Bible study or church.

CHAPTER SIX

WORKING WITH THE ABUSED AND NEGLECTED

6.1 WHAT THEY ARE LIKE

Fear about working with the abused usually is triggered by concerns of their unruliness, whether one can reach them, or not knowing what to say.

While some abused children can be clingy and testy, they are not violent at camp. They are children whose self-worth and spirits have been broken. Many have developed skills to avoid more abuse, which means they treat adults with care. They strive to please and delightfully appreciate what middle-class kids expect. Once they trust you, they may crave your love and become clingy. They may make you prove your love by testing you by how you handle their behavior.

Here is a way to handle testing: First, be firm and with love say, “No, you will not skip out on dishes. I care for you, and I won’t let you cheat yourself with learning inappropriate behavior. I will only hurt you by that. Now get over here, you dear rebel camper of mine!”

In addition, you will find your campers will act basically normal, but at least 60% of them will have been sexually molested. The following are some insights of which to be aware.

6.2 CHARACTERISTICS OF ABUSED CHILDREN

- | | |
|--|---|
| <ul style="list-style-type: none"> • Underdeveloped physically, emotionally, or intellectually • Underweight • Enuretic (bed wetting) • Hyperactive • Withdrawn • Depressed • Frightened by adult contact (e.g. touching) | <ul style="list-style-type: none"> • Hungry for affection -- clingy • Inappropriate provocative dress • Poor social skills • Poor personal cleanliness habits • Frequent and severe mood changes • Poor peer relations • Eye contact -- watch every move/won’t look at you |
|--|---|

SOME FACTS

1. 75% of all reported sexual abuse of children is committed by someone the child knows and trusts.
2. Between 50% and 90% of all sexual assaults on children remain unreported.
3. Child abuse occurs across racial, religious, financial, cultural, intellectual, and educational boundaries.
4. Incest and abuse are among the primary reasons children run away from home.
5. Children RARELY lie about such a serious event.

* 6.3 WHY A CHILD GETS MOLESTED

Molesters Look for Easy Prey

All children are potential victims of sexual abuse! There is no stereotypical offender. Victims have been as young as two weeks old. Some researchers estimate that 10% of child sexual abuse victims are under the age

of five. Different studies have found the average age of victims to be between eight and 12 years, but adolescents are also very vulnerable. Victims are usually subjected to sexual abuse for an extended time period, ranging from weeks to an entire childhood.

Girls are the subjects of more reports of sexual abuse cases than boys are. In a recent study conducted by the New York Psychiatric Institute, however, sexual offenders confessed to committing eight times as many sexual crimes against boys as they did against girls. Boys hesitated to report abuse, fearing a threat to their masculinity or an admission of weakness at having been victimized.

Child molesters usually seek victims who can be controlled easily. They look for children who will respond to their rewards or threats and keep the secrecy pact. Particularly vulnerable children are those who:

- are afraid to say no to adults.
- are especially fearful of punishment.
- are especially fearful of being labeled “bad.”
- have unmet needs.
- long for love and affection.
- are physically or mentally handicapped.
- are left alone for long periods of time or have limited supervision.
- are not knowledgeable about sex.

Unfortunately, well-behaved, obedient, and respectful children are often easy prey for molesters. Many “good” children have been taught never to “talk back” to an adult, to be humble, to never make a fuss, and not to insist on having their own way.

How Does A Child Become Involved in an Exploitative Situation?

In a small percentage of cases, the perpetrator forces a child to engage in sex through intimidation and physical force. There is no emotional attachment to the child, and the child may even become the target of the perpetrator’s rage and cruelty. As previously noted, it is far more common for the exploitation to be nonviolent and continuous.

Dr. Suzanne Sgroi, a noted medical authority on child sexual abuse, has identified a predictable pattern of victimization.

Engagement phase:

Child sexual abuse is most often premeditated and prolonged. The abuse continues, because the perpetrator uses his position of power over the child as leverage. The perpetrator looks for opportunities to be alone with his intended victim, and he may spend a great deal of time laying the groundwork for access to the child. The perpetrator is usually very adept at gaining the child’s trust and is often trusted by the child’s parents.

Eventually, the child is left alone with a trusted adult who has a legitimate power position over him or her. He may compliment the child by telling her how special or how beautiful she is or how strong he is. Then, the perpetrator misuses his power by engaging the child in sexual activity in a non-threatening way, i.e., “Listen to this joke.” “Let’s play a game.” “Look at these pictures. I’ll bet your body is prettier than this girl’s.”

Rewards may be offered in exchange for sexual favors. The message he gives the child is that sexual activity is not only OK but fun and pleasant. The perpetrator may use the pretext of sex education as an excuse for his advances. Physical force is not usually employed in this phase, and the offender will often be dissuaded if a child resists. The child often senses that something is wrong, but usually does not have enough concept

of sexuality to anticipate to what the perpetrator is leading up. A child's natural curiosity about sex may allow them to become easily enticed, especially if they are uninformed about sexuality.

Sexual interaction phase:

Depending on the child's reaction to initial tests, the sexual activity will end or progress. The average length of sexual activity with a child is three years when the abuser is a relative, caretaker, or close family friend. Of course, abuse may be much shorter or longer depending on the variables of the individual situation. The abuse may begin with inappropriate touch or exposure and progress to intercourse or deviant sexual behavior. The child's cooperation should not be confused with consent.

Secrecy phase:

The perpetrator uses rewards and/or threats to keep the child quiet. He may try to instill guilt in the child by telling her how bad she is and how upset her parents will be if they find out. Particularly, when the abuser is close to the child, he may threaten that breaking the secrecy pact will lead to his imprisonment and a family break-up. Young kids may be frightened with horrible threats, such as "I'll kill your mother if you tell."

In some cases, the abuser may be gentle and nurturing during sexual acts. The child may even like the special attention and affection offered, and therefore, is willing to put up with the sexual abuse.

Disclosure phase:

All too often sexual abuse continues for an extended period, and the child suffers in silence. Some children will eventually disclose that they are being abused, however, accidentally or purposefully. Accidental disclosure usually results from injury, venereal disease, pregnancy, or discovery by another person. Purposeful disclosure often occurs at adolescence when the child seeks to establish other relationships and may be prohibited from doing so by a possessive perpetrator. In the case of intra-familial abuse, the child may disclose when a sibling is threatened. Disclosure may also occur if the abuse changes to a more objectionable form or becomes too frequent. Often, a child will exhibit behavioral clues that abuse is occurring, hoping that an alert adult will pick up on it.

Suppression phase:

Once disclosure has occurred, there is a strong tendency on the part of both the victim and the family to try to suppress the incident. This is especially true when the perpetrator is a family member or close friend. Many people seem to feel that life will be easier if they just pretend that it never happened. Tremendous pressure is often exerted on the victim to retract the allegations.

Why Don't Victims Tell About the Abuse?

One Christian woman's story illustrates several reasons why many children do not tell about sexual abuse.

A retired widower had befriended her at the age of 12. The kind neighbor encouraged her to visit him after school each day. He was always eager to hear what had happened during the day, and he provided soft drinks and chocolate bars in exchange for her company. At Christmas, he gave her a beautiful dress. The young girl enjoyed the attention and special treatment she received from her friend. Her unsuspecting Christian parents knew the man was lonely, and they were glad that their daughter was kind enough to offer him some companionship.

On one occasion, the man told the girl an off-color joke. She didn't understand the punch line, but she laughed anyway when her friend guffawed. The girl was surprised that her friend had told her such a joke, but continued to visit him nevertheless.

As time progressed, he began to tell her about another young girl of whom he was very fond. He very subtly tried to entrap the girl by making her envious of his affection for the other child. Eventually, he told her that he had sexual intercourse with the other little girl. The girl knew very well that sexual intimacy with a child was wrong, and she was shocked at the revelation. Still, she enjoyed the freedom and special treatment she received at the neighbor's home. She continued to visit him, never even considering that she herself could be in danger.

Little by little, the man engaged the child into conversations about sex, capitalizing on her natural curiosity about sexuality. Looking back, the woman was amazed at the length of time the man spent establishing her trust and testing her reactions.

Finally, the inevitable happened. He wanted to play a game in which she was to take a pillow off his lap to find a surprise. At this point, the girl knew what the surprise would be. Confused by feelings of guilt and curiosity at the same time, she reluctantly lifted the pillow. The sight of the neighbor's penis was too much. "You are a bad man, and I don't ever want to see you again!" she exclaimed. She slammed the door as she left to emphasize her anger.

Luckily, she had been assertive enough to put an end to the dangerous game. She remembers feeling insulted and disgusted. Yet, when she went home, she said nothing. Days passed. She would see the neighbor walking along the street and feel repulsed, but she never told anyone. The neighbor had never threatened the girl, and she does not remember feeling afraid of him. She knew what he had done was wrong. Her parents were usually supportive, and would probably have believed her, but she never told them about it. She vaguely recalls mentioning to her mother that she didn't want to go to the neighbor's house again. Why then, would an assertive, Christian girl with loving parents keep silent about what had happened?

"I felt that I was to blame for the neighbor's sexual advances," explained the girl. "I was afraid my parents would think I was bad for continuing to go to his house after the first time he told me a dirty joke. I had let it go too far because of my curiosity about sexuality. He had trapped me into the secrecy pact effortlessly, simply because I was a "good" girl, and "good" girls just don't get involved in such things! I carried the guilt with me for a long time, until I finally asked for Jesus' forgiveness. After that, I no longer felt guilty, but I still didn't speak up about it. "I also felt compassion for the neighbor," she continued. "He truly had been kind to me, and I didn't want to get him into trouble."

The reasons for the girl's silence are common feelings for victims who are sexually exploited by a known and trusted individual. They are:

- The victim feels he is to blame for the abuse.
- The victim fears that her parents will think she is "bad."
- The victim does not want to cause trouble for the offender.

Perhaps, when the girl told her mother that she did not want to go back to the neighbor's house, she was providing a clue. Her mother may have been busy at the time, however, and dismissed it, thinking her child had simply lost interest in visiting the elderly man.

Other reasons for silence:

- The victim may be physically, financially, or emotionally dependent on the abuser.
- The victim may be terrified of what the molester will do if she tells.
- The victim may have been doing something he should not have been doing when the abuse happened, and fears he will be punished. (For example, a child disobeyed his parents' warnings not to go to the park alone; then, was abused while in the park.)
- The victim may fear that he will not be believed. He may even try in veiled terms. Then, give up if adults do not question him further.
- When abuse is particularly traumatic, the victim may block it out of his mind.
- The victim may not know the proper words for expressing what happened, and adults do not notice it.
- In case of intra-familial abuse, the victim may fear that her family will break up if she tells.

6.4 THE EFFECTS OF ABUSE

First, the bad news!

If intercourse did not occur, the child will not become pregnant, will probably not suffer from physical injury, and hopefully, will not contract venereal disease. The child's boundaries of personal rights have been violated, however. The child may feel deep shame and confusion. When nothing is done about the offense, the message to the child is that he really isn't very important and that he deserved what happened to him. Added to this emotional scarring is the danger that the offender may abuse the child again. If not, the offender almost certainly will molest other children.

The severest effects of sexual abuse include depression; self-destructive behaviors, such as alcohol and drug abuse; attempted suicide; self-hate; and an inability to regain emotional stability. A majority of female drug addicts were incestuously abused.

Many victims of abuse continue to function, but suffer from low self-esteem and guilt, and have difficulty relating to others. Some victims seem to have two separate personalities, one they show the world, and the other a hidden, depressed state of fear, isolation, and anxiety. A "victim mentality" may emerge in the mind and developing personality of a young child, causing him to be easily victimized repeatedly during his childhood and even as an adult.

Long-term physical effects include colitis, ulcers, venereal disease, migraine headaches, severe backaches, and stomach disorders. A number of adults molested as children describe feeling as a "knot in the pit of their stomach" that never goes away, or "a lump in the throat" from "holding back a cry."

As adults, these victims often become victims of domestic violence and rape. Many seem to lack the general instinct for self-protection. One Chicago study of prostitutes revealed that 69% of these women had been introduced to sexuality by their fathers. Promiscuity was the best way they knew to obtain affection.

A large majority of offenders report that they themselves were sexually abused as children. Thus, the uninterrupted cycle often repeats itself. At least 70% of the prisoners in state penal institutions were abused in some way as children.

If the victim who receives no counseling or support manages to escape the worst effects, he will still probably feel betrayed by a non-caring, unresponsive society, and he may suffer from a loss of self-worth.

The memory frequently interferes with the victim's ability to reach sexual fulfillment and joy as an adult. Sexual pleasure and closeness become associated with the fear or guilt stemming from the childhood abuse.

Sexual abuse is a betrayal of the most fundamental tenet of an adult/child relationship, and the costs are often immeasurable. The psychological damage that occurs when a parent refuses to believe or talk with a child, though, can be worse than the incident itself.

There is some good news!

Victims can recover from even the most severe forms of sexual assault and escape the lifelong effects described above. When victims who disclose the abuse are believed and supported, they can view the abuse as a wrong that was committed against them without shouldering the blame. This is where our ministry to the abused is the MOST valuable. A Spirit-led Mentor administering this information can change the course of a precious life.

Victims can be validated through the knowledge that their parents loved them enough to believe them, advocate for them, and act on their behalf. When supported by his or her own father, a male or female victim of a male sexual offender will have a more positive attitude toward men than a victim who has no male model they can trust.

As our campers are rarely validated, here is where we can fill the huge gap. Unconditional love from the Mentor, mixed with finding all the good qualities in a camper and sharing those with him or her, opens the child up. Then, you can ask about their abuse and validate that the abuse was wrong and was not their fault.

*** 6.5 OUR PART**

We have the privilege of helping our campers emerge with a stronger confidence in their ability to handle difficult situations in life. They can learn how to seek Christians and Jesus to meet their needs. They will be more likely to seek assistance for problems in their future. In short, the negative experience can become a catalyst for the development of a greater self-confidence and a more positive outlook on life. This is very true. The campers, with our help and God's grace, can become fuller humans, becoming compassionate and grateful, and striving for good. Glory to God!

One delicate area that God may ask you to minister in is the life of a young potential abuser or sex offender. Most offenders report that they committed their first sex offense as a teenager, but, when found out, the offense was dismissed as "experimentation." A large majority of molesters have admitted that the onset of their deviant sexual interest began between the ages of 14 and 19. Those who have been abused usually grow up to be abusers, if there is no intervention.

Abusers regard the child as an object to meet their need for mastery and power. Offenders are usually inadequate individuals with poor impulse control. They cannot tolerate frustration, generally have low self-esteem, and are rather insensitive to the feelings and needs of others. They have often been socially isolated, with poor family ties. Since they have problems managing their aggression, it is critical that adolescents who show tendencies toward child sexual abuse be provided with immediate and intensive therapeutic treatment and counseling.

Another Counseling Perspective

Since most abused children have been caught in a guilt trap, many of our campers will be dealing with personal guilt, like the woman who shared a couple of pages back. They perceive their guilt as coming from God for getting involved and even maybe enjoying the attention or the sex. Although it was the abuser's fault, we must help a child face and clear his conscience before God on this. First, they must be shown that they have a right to feel angry. His or her need to be loved was violated and used. Anger and forgiveness of the violator can then be handled. Sometimes, only after facing guilt, anger, and adding forgiveness can a person freely turn to the Lord for salvation and healing.

Shame is another ingredient to deal with. Guilt says, "It was wrong," and we can then ask for forgiveness. Shame says, though, "I must be a really bad person, because I got into that." Shame has a destructive impact on our personality. When shame says, "I'm not OK," then the mind reasons, "If I'm not OK, nobody is going to love me for whom I am." The child then tries to be someone else, becoming a people-pleaser, over-achiever, or rebel. The third thought shame raises is, "Nobody is going to meet my needs. I'm worthless. I've got to make it on my own." The acting out of these conclusions takes many forms: Substance abuse, making rash and unhealthy decisions, inability to turn to God, etc.

All week long at camp, we can find and point out the special qualities of each child, which will help, but showing them that we are all filthy rags before Jesus and that none of us is worthy except by Him is central. We are all equal at the foot of the cross.

*** 6.6 HOW TO RESPOND TO THE ABUSED**

Here are some important suggestions:

First and most important for the child is to believe him when he or she confides in you. Rarely, rarely -- does a child lie about abuse, especially sexual abuse. They aren't usually informed on how to talk about such things.

When a child shares about his or her abuse, you may feel disgust, horror, rage, etc. The desire to do something may be strong. No matter how alarmed or upset you feel, force yourself to keep control of your own emotions as you listen to the child. (You may need support yourself, and you should seek help later.) The child is probably already under stress. He should not be made to feel he is causing problems for the person he has trusted enough to tell. Whatever the circumstances surrounding the incident, do not make the common mistake of placing the blame on the child! The adult offender is always responsible for his sinful behavior and his misuse of his position of power over the child.

Never make statements like, "Why did you let it go on so long?" or "Couldn't you stop them?" You are implying that the child had the ability to stop it. Most children never tell and feel powerless to stop abuse.

WHY KIDS DON'T REPORT ABUSE

1. Fear of loss of love from the molester.
2. Fear of losing the security of the family unit.
3. Fear that they won't be believed.
4. Fear that they will make other adults angry or unloving.
5. Fear of physical abuse, even if not threatened.
6. Fear of removal from their home.
7. Feelings of guilt and responsibility for not stopping it sooner.
8. Feelings that adults say and do only right, good things, even if confusing and uncomfortable.

9. Feelings that this is the only form of affection or love that they will receive.
10. Feelings that adults should never be questioned or refused.
11. Fear of harm to the abusing adult.

Abuse in a foster or group home is definitely not unheard of! You may have a child share about current abuse. When a child shares current or past abuse, listen carefully to what the child says as well as how he says it. As pointed out earlier, children will often drop hints to test an adult's reaction before revealing they have been abused. They may not fully understand that they were abused.

The abused child may never have had anyone tell them that they are believed. Assure him, if he was the one to reveal the abuse, that he did the right thing in telling, even if he had been told to keep it a secret. Praise him for his courage and honesty. Tell him that what happened was not his fault. Emphasize that the victim is not at fault. Often, a child has been led to believe that he or she provoked the attack. Under no circumstances is a child victim ever considered at fault. Regardless of the child's appearance, manner, dress, or behavior, the adult is responsible for his or her behavior. Moreover, if a child is behaving in a precociously seductive fashion, someone must have encouraged and rewarded such behavior.

If the child expresses feelings that disturb you, refrain from criticizing him. It is better for him to get the feelings out than to suppress them. Remain supportive and controlled. The child needs to be reassured that touching is usually good. Unless it seems to make him uncomfortable, gently hold his hand or put your arm around his shoulders. Confirm that not all people are abusers. Teach children that their bodies belong to themselves and that they are allowed to make their own decisions about them.

STRATEGIES TO PREPARE CHILDREN TO AVOID POTENTIAL ABUSE SITUATIONS

Victims of abuse are more likely to be abused again. If you can slip in some of these ideas, you will be arming them against future abuse.

1. Teach children that some parts of their bodies are private.
2. Help children identify different types of touching.
3. Teach children to say no to unwanted touches.
4. Explain that bad touches could come from someone the child knows.
5. Encourage open communication and discourage secrets.
6. Teach children how to tell.
 - a. Say no strongly to the perpetrator.
 - b. Leave the area quickly.
 - c. Tell someone what happened.
7. Encourage children to trust their own instincts.
8. Teach children about the positive aspects of sexuality.

What a privilege we have to influence young people's lives. As God leads, teach the child how to forgive the abuser, and how to find the Lord's forgiveness so they can forgive themselves. As a Mentor, you can show a child that they are as special as they really are.

* 6.7 SAFE TOUCH

While touch, hugs, and deep caring are important at Hope's Haven, we must always be aware of a child's reaction to it. Here are some thoughts.

We learn who we are by touch, starting as a baby. The message we get about our bodies is the message we get about ourselves. Imagine what an abused child receives. That is why today's kids feel so unloved, depressed, and worthless.

Touch from a Mentor should be honest; do not try to fake a sincere touch, and do not force yourself on a child. Ask the person permission to hug or touch if you sense tension. An unexpected hug or tickle can confuse a child. Behaviors such as a kiss, pat on the bottom, or wrestling are not acceptable forms of touch at camp. As a guideline, think of how a touch would look to others.

We also want to discuss the child who comes on sexually either verbally, in dress, manner, or touch. Be very cautious, but be lovingly frank in telling a child that you are uncomfortable by that. Show them what you feel comfortable with. Think of this as a teaching opportunity not to be missed. Discuss this problem with the director for more ideas. Basically, we want the appropriate person to discuss this problem with the child in a loving way. Some children have never learned how to relate in a caring way. They see all the love at camp and respond in the only way they have known. They may not be aware of how improper it is. We have the opportunity to teach them how to care, of what relationships consist, and to have properly what we are modeling.

In addition, a word about our conduct during one-on-ones. Always stay in sight of other people. Do not force a child to go too far away from the group. In addition, be aware of how close or distant a child wants you to be.

* 6.8 MANDATED REPORTING

Starting in 2015, volunteers who work with children are required by law to report suspected child abuse. All you need is reasonable suspicion to report! You are not civilly or criminally liable for any required report. No one can prosecute you for slander, etc. for reporting. Any person who fails to report an instance of suspected child abuse can be prosecuted in a court of law.

The definition of child abuse includes:

- Serious physical injury
- Serious mental injury
- Sexual abuse or exploitation
- Serious physical neglect
- Imminent risk

We don't share that to scare you, but to help you to make a sober decision about what you will do if this situation comes up. If a child discloses abuse to you, here are the steps to take:

CHILD ABUSE REPORTING

At a Hope's Haven event, if a camper reveals current or past abuse to a camp staff member, the following procedure is to be followed:

1. If a child discloses the abuse during a conversation at camp, assign the child to another staff member, and notify the camp directors immediately after the conversation is finished. If the camp directors are not available, notify the nurse who will provide the necessary forms. Follow up with the camp directors as soon as they are available. (If a child mentions it during campfire, the camp director or another designated person will make the report.)

2. Fill out a CY-47 form (Report of Suspected Child Abuse) with as many details as you can.
3. With the nurse or camp directors, review Pennsylvania's definition of child abuse and what it considers "recent" abuse to determine if the incident should be reported.
4. If the suspected abuse is deemed reportable, call ChildLine at **1-800-932-0313** with the nurse or camp directors, or make the report online at www.compass.state.pa.us/cwis. (If the abuse occurred in a different state, call the ChildLine in that state.) Make sure to tell ChildLine that the child is at camp, so they know that he/she is currently not being exposed to the suspected perpetrator.
5. After calling ChildLine, the camp director is to make a courtesy call to the child's caseworker or to the county Children and Youth agency in which the child lives.
6. Within 48 hours, the camp director must mail a copy of the CY-47 form to the county Children and Youth agency where child lives. (This step is not necessary if the report is made online.)

CHILD NEGLECT REPORTING

Mandated reporters are only required to report child abuse, not neglect (unless it is serious physical neglect). Cases of current child neglect, however, should be reported for the child's safety. At a Hope's Haven event, if a camper reveals current or past neglect to a camp staff member, the following procedure is to be followed.

1. If a child discloses the neglect during a conversation at camp, assign the child to another staff member, and notify the camp directors at your next available opportunity. (If a child mentions it during campfire, the camp director or another designated person will make the report.)
2. Fill out a CY-47 form (Report of Suspected Child Abuse) with as many details as you can.
3. With the nurse or camp directors, review Pennsylvania's definition of child neglect to determine if the incident should be reported.
4. If the suspected neglect is deemed reportable, the camp director will call the county Children and Youth agency in which the child lives before the end of camp. (If the suspected neglect could be considered "serious physical neglect," follow the reporting procedures for child abuse.)
5. The camp director will follow up with any paperwork that the agency requests.

CHAPTER SEVEN

ARE YOU READY?

7.1 DEALING WITH SOVEREIGNTY AND WHY THERE IS PAIN

Dealing with those who have suffered tragedies raises many questions in people's minds. To answer such questions takes the gentle ministry of the Holy Spirit and the yielding of one's spirit to let God be God and to let Him teach you. We have compiled some ideas to be a catalyst for thought and study.

SCRIPTURAL REASONS FOR SUFFERING, REFERENCES, AND EXAMPLES

- I. To bring us to God, to bring us closer to God, or to keep us close (we stay on our knees in trials) - II Cor. 7:9, 10; II Peter 3:9. What better reason could there be for Paul's trials except the following:
- II. To learn to trust and to pray -- John 11:6, 21; Rom. 4:21; feeding the 5,000 John 6:5, 6; God's testing of Abraham's faith by asking Isaac to be sacrificed; David as he ran from Saul.
- III. To disciple us -- Job 5:17; Psalm 119:67; Heb. 12:11; Israel through its various punishment.
- IV. To be an aid to other people -- Eph. 3:13 - Joseph and Esther saved their people from extinction. Job's story helps those who are trying to learn to endure trials. Stephen's story has inspired all of us. We have had Christian campers living in situations they've hated, but they were able to be at the right spot to lead others to the Lord.
- V. To break the spirit so a person will see his need for God or need to obey Him -- Deut. 4:30-31; Psalm 105:16-19; Naomi, Ruth's mother-in-law; Jonah; King Nebuchadnezzar made insane for seven years due to pride in Daniel 4.
- VI. To strip off worldly focus -- Deut. 8:2.
- VII. To learn thanksgiving -- Paul; Hannah was barren, but thankful when her womb was opened.
- VIII. To learn perseverance, character, patience, and strength -- Luke 6:48; James 1:2-17, 5:7; Is. 48:10; Mal. 3:3.
- IX. To be in the place where God needs you for a job -- The Jews persecuted Jeremiah as he warned them before the captivity, but he was needed in his place of leadership and witness. Joseph in Egypt.
- X. Because we live in a fallen world where pain and injustice is really the NORM. Suffering is not something strange, as our pampered culture believes. Reading through all of history, Scripture, and especially the Psalms, reveals the view that life is painful and unjust. But God is here to bring us through for His glory and our eventual good, even if that good doesn't come until eternity. I Thess. 3:3-4; I Peter 4:12-13; John 16:33; Noah; Elijah, Ahab, and Jezebel; Israel.
- XI. TO GIVE GLORY TO GOD! "Why was this man blind from birth?" John 9:3 gives the answer. When abuse is raised up in prayer, by God's grace, it gives him great glory.

- XII. It ends up being a blessing in disguise -- Job 23:10; Psalm 66:10; Rom. 2:9-10; 8:28. Joseph said, "You meant it for harm, God meant it for good." Gen. 45:5, 8; 50:20; Ruth; Hannah.

Besides these reasons, we need to understand God's view.

- I. Sovereignty - II Chron. 20:6; Romans 9:14-24. God could prevent all abuse, but He had a purpose in free will. Massively intervening in this era of a fallen world is not God's choice, and it is His choice. From Scripture, we must realize God foresaw all the evil that man would choose to do and included it in His plan.

Another balancing thought is that we are a fallen race, all destined for hell because each of us sins. God could have just ignored us and left us to our just reward. God chose to provide redemption freely to us, though, by the extreme suffering and death of His own Son.

- II. A final reward and deliverance will make up for the abuse, even though we don't deserve to be compensated, since our sin outweighs any reward. Rom. 8:17-18; II Cor. 4:17; Phil. 3:21; James 1:12, 5:11; Rev. 21:4; Psalm 30:5; John 14:2; Psalm 40:1; Is. 25:9.
- III. God's grace is sufficient to minister to those who suffer. Psalm 34:19; Is. 43:2; II Cor. 12:19.

*** 7.2 I'M READY**

Kids learn best from example. God's Word living in you will be the most powerful Bible teaching your campers will experience. GET READY! The rigors of camping suggest that you come well rested and toned up. Physical readiness includes appropriate clothing, footwear, etc. Check off each area you feel you are prepared for.

I'M SPIRITUALLY READY

- _____ My devotional life is in tune.
 _____ I remember camp and my campers in daily prayer.
 _____ I've chosen a Bible verse to live with through camp.

I'M PHYSICALLY READY

- _____ I have studied all materials supplied by camp.
 _____ I have arranged to arrive on time and leave camp only at the right hour.
 _____ I have collected all equipment, personal effects, appropriate clothing, and other materials I will need.

7.3 “MENTOR SELF-EVALUATION” BEFORE AND AFTER CAMP

	Yes	No	Unsure	Comments
Did you talk more than the camper did?				
What percent of the conversation was dominated by you?				
Was this person able to express what he wanted to?				
Did you keep your mind on what he was saying or did it wander?				
Were you able to understand what he said?				
Do you think he felt rejected by you?				
If you used Scripture, did you know what verse to use and where to find it?				
Was the verse used in proper context?				
Did you have him read the verse?				
If prayer was a part of this time, did he pray?				
Would he want to come back and talk with you again?				
Was he able to interrupt you?				
Were you a good listener?				
Do you feel that anything was accomplished?				
Did you push for the type of decision that you thought he should make?				
Did you seek a decision too soon?				
Did he feel free to say anything he wanted without fear of censure from you?				
Did you have a negative reaction to what he expressed?				
Did you feel anger or hostility toward him?				
If you did, can you determine why?				
If any conclusions were drawn, did he make them and have a choice in doing so?				
Do you think that he felt he was being understood?				
Did you question him during the conversation and use a variety of questions?				

CHAPTER EIGHT

CAMPER FOLLOW-UP

*** 8.1 MAINTAINING CONTACT WITH YOUR CAMPERS**

To maintain the safety of both the staff and the campers, we do not encourage any personal contact outside of camp except activities planned by Hope's Haven. Our goal is to provide one outing per camp group each year outside of the summer camp. This could be a fall hike, or a canoe outing, or a winter event. The entire staff will be invited to any planned events. If you would like to suggest or help plan an event, please contact us.

You are welcome to contact your camper in writing through the Hope's Haven office. We will be happy to forward any emails, cards, or letters. For mail and e-mail correspondence, use the Hope's Haven office contact information: PO Box 86, Williamstown, PA 1098, and info@hopeshavencamp.org – not your personal contact information.

It is against Hope's Haven's policy to "friend" campers or guardians on social media. We have a Facebook page in place to keep you informed of events and where you can place comments (upon approval). Search HopesHavenCamp.

These policies were developed to protect your identity and personal life from campers or guardians. If you have any questions or concerns regarding these policies, please contact the Hope's Haven office.

Please, remember in everything you do related to camp, that you are first of all an ambassador of Jesus Christ; secondly, that you represent this ministry; and lastly, that you have the opportunity to be the best example possible to campers and their families.

CHAPTER NINE

CONCLUSION

You may now profoundly realize the need for being prepared spiritually, for being prayed up, and for finding a prayer team for you each time you come to camp. Some of the material in this handbook may have given you some doubts and fears, or made you think twice about whether you are called to Hope's Haven or not. If so, we are not sorry. Your doubts and fears can show you how dependent on God you need to be in this ministry. We have found that no one can do this ministry without Him!

Despite the heavy responsibility you may now feel, God is bigger than any problem that may ever arise at camp. He is the One who has done all the work. You will be the new chosen vessel through which He works. We know you know this in your head, but after a camp session with these awesome children, you will know it in your heart for sure!

It is normal for you to have doubts and fears at this point. It is healthy. It will cause you to allow God to be the Lord of your ministry here. If you did not have concerns, we would wonder how seriously you have taken the information in this book.

We know you will never be able to remember all the material from this handbook, but keep it with you at camp, and refer to it as necessary. God will bring to remembrance the things you need to know when they are needed. In addition, know that Hope's Haven operates as a team effort. We discuss issues together that arise and help each other through tricky situations. Count on the veterans and the camp directors to assist you at any time. Do not go it alone and guess, but get assistance whenever needed.

We excitedly look forward to ministering together with you. Together, we will experience God's leading and tender ways with these special children. God lavishes His grace on abused children who need His touch. You can look forward to God moving as possibly you have never seen before. As you come spiritually prepared, you will see massive opportunities to minister to wounded hearts. God will work through you as the vessel. You will grow beyond your expectations. Look forward to being God's special instrument to a child!

We pray to the Father that He will bind us together as one as He, the Son, and the Holy Spirit are one!