

# Camp Safety Training: Facilitator's Guide

## Child Sexual Abuse Prevention at Camp

### Discussion Questions

- What is self-reporting and why is it important?
- As a camp community, how can we make it easier and more comfortable to report rule breaking?
- How do we respond if a camper asks us for our email or wants to be friends on Facebook?
- What do we do if a camper develops a crush on us?

### Activity #1

**Name of activity:** Give Me Five

**Length of activity:** 10 minutes

By simply brainstorming the takeaways from the Child Sexual Abuse Prevention at Camp training together, you can both encourage reflection and discussion, and also get a sense of staff learning styles and retention. This will give you a sense of what learning will need to be reinforced.

#### Objectives:

1. Staff will be able to communicate why a focus on rule breaking and red flag behaviors helps prevent abuse.
2. Staff will reflect on specific, practical strategies for preventing, identifying and responding to abuse.

#### Materials:

Markers, sticky note pads and large chart paper or white board located in front of group.

#### Instructions:

1. Break into small groups. Write five takeaways together (five minutes) – one on each sticky note.
2. The facilitator can prompt the groups by asking what they remember, what specific actions they would now take differently, and what they think are the most important lessons. It's a good idea to also ask how the role of lifeguard and camp counselor, or staff member, are different.
3. Each group shares sticky notes with the whole group. Write or have someone scribe on sticky notes what the group comes up with.

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## Activity #2

**Name of activity:** You Make the Call

**Length of activity:** 15-30 minutes

Reporting rule breaking is one of the most important things we can do to prevent abuse. But it is also hard. By encouraging staff to practice identifying and reporting, we reinforce the idea that this is a normal part of their role at camp—and we encourage them to understand that reporting rule breaking is not the same thing as making an allegation of abuse.

### Objectives:

1. Staff will learn to identify rule-breaking behavior.
2. Staff will practice reporting self and reporting others.

### Materials:

Sheets of paper, enough for one or two for each group.

### Instructions:

1. Using the four rules: No alone time; No outside contact; No inappropriate touch; No favoritism or gift giving, create scenarios on slips of paper. You can also use the specific language in your own camp's code of conduct.
2. Break staff up into groups of six to eight and give each group one or two scenarios. See below for examples.
3. Give the group five minutes to come up with a skit based on the scenario. Ask each group to perform the skit.
4. At the end of each skit, call out, "You make the call. Is it rule-breaking or not?" Staff can answer either yes or no. Staff could shout it out or stand if rule breaking and remain seated if not.
5. Debrief by asking staff what could be done differently to avoid this situation. Or what their next move would be if they saw this, or it was happening to them?

### Possible scenarios:

- A staff member is having a one-on-one conversation off to the side, while everyone is on the recreational field.
- You are with a group of campers, and notice one of your campers is not there and neither is your co-staff. They both come out of the activity closet carrying cones and soccer balls.
- During your time off, you are with staff getting food at a nearby fast food restaurant. One of the staff members receives a call from a camper from the previous session. He is excited to hear from the camper and tries to get you to talk to him.
- While putting the youngest campers to bed at night, you notice one counselor tucking a camper in, rubbing her arm and kissing her on the forehead. The counselor says the camper didn't feel well and she was just trying to comfort her.

- You notice a camper showing a friendship bracelet to the other campers. The camper tells you her counselor gave it to her because she was her favorite kid.
- Campers are practicing for a skit and they ask a staff member to be in it. The play involves the staff member having to kiss the camper on the hand and profess her devotion to the camper.
- During check out you overhear parents asking a staff member if he could come for dinner as a thank you for taking care of their child.

**Note: The leadership team could also perform the skits for the staff. This also works well for policy and procedures in the manual.**

## Activity #3

**Name of activity:** Secrets

**Length of activity:** 15 minutes

Many times, campers may feel comfortable sharing things with their counselors that they may not share with anyone else. It can start by a camper asking a counselor “can you promise to keep a secret?” This exercise will help staff understand how to maintain trust with campers, while not promising to keep secrets that shouldn’t be kept.

### Objectives:

1. Staff will learn what steps to take if a camper discloses abuse.
2. Staff will practice and role play how they would put these steps into practice.

### Instructions:

1. Remind campers of your policy on secrets and promises, and explain to them why promising to keep secrets is dangerous:

*Never promise, at any time, that you can keep a secret. If a camper asks, state, “I can’t promise that I’ll keep a secret, but I would love to hear what you have to say.”*

2. Practice role-playing campers who ask you to keep a secret, and then disclose abuse. Encourage them to practice the following steps, and give them guidance on doing so:
  - **Listen:** “I am so glad you felt safe enough to share this information with me, however I want to be honest with you and tell you that if you share with me anything that is harmful to you or someone else or illegal, I will have to connect you with someone who has more experience in helping people who share this information.”
  - **Reassure:** Reassure the child, but don’t make promises you may not be able to keep, such as, “Everything will be okay now.” Say, “I am glad you told me. I believe you.” Do not promise confidentiality.
  - **Respond:** Explain what you need to do next and to whom you have to talk. This might be a good place to discuss your mandatory reporting laws in your state. Do not interrogate or ask leading questions. It could be detrimental to the case.
  - **Record:** Make some notes right away, recording actual words used, statements, observable things and non-verbal behavior.