



# Staff Guide

2024

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Dear Staff Member:

As a member of the 2024 Camp Yawgoog Staff, you have the unique opportunity to help shape the present and mold the future of the greatest Scout Camp in our country. Since 1916, Scouts from Rhode Island and all over our country have attended Yawgoog in search of the ultimate Scouting experience. Time and time again they have achieved their dream. Was it due to our outstanding facilities and exciting program? Perhaps, but I feel the main reason was the quality and dedication of the Staff. You, as a member of the Yawgoog Staff, join an elite group. I believe the difference between providing a summer Camp program and providing a lifetime of memories lies in the quality of the staff. Built on a solid foundation of tradition, the Yawgoog Staff has always and continues to deliver the excitement needed to fulfill a Scout's needs.

Since 1916, Yawgoog has helped shape the lives of senators, governors, captains of industry, war heroes, physicians, religious leaders, scholars, poets & artists, and solid citizens—the kind of person you would look up to as a mentor. During the 2024 season, you will have the opportunity to make a positive impact on the life of a Scout. You never know, that Scout may be a future President of the United States.

Make the most of your position this summer. Although it is a tremendous responsibility, I have the utmost faith that you will be able to deliver in the Yawgoog tradition.

Yours in Scouting,

Jonathan DiLuglio  
Reservation Director

# THE STAFF TRADITION

For over 100 years, the Yawgoog Staff has maintained a tradition of excellence designed to provide the finest Scout Camp program possible. This high standard has garnered a worldwide reputation for the Camp. More importantly, though, the undying dedication and enthusiasm of the Staff has touched the lives of hundreds of thousands of Scouts and Scouters. The pristine beauty of the Camp has not changed since 1916, and neither has the Staff mission. Our numbers have grown and the faces have changed; yet the fundamental challenges and rewards have remained the same. Indeed, the success of this summer rests on the ability of the 2024 Staff to uphold the high standards that built Yawgoog.

All Staff members are encouraged to continue to advance within the Scouting program and achieve the rank of Eagle Scout. Staff members should use time off to add a rank or earn merit badges. We also encourage Staff to pursue special interests and hobbies such as hiking, Indian lore, Lifeguard BSA and so forth. The Yawgoog Staff is the best opportunity there is for personal growth in a young man's life. Take advantage of it!

Regardless of individual position, every member of the Yawgoog Staff shares a unique responsibility to rise above the usual expectations and deliver the Yawgoog level of service that has brought so many smiles to our Scout Adventure land. Each Staff member becomes a role model; a giant in the eyes of the Scouts. As counselor, instructor, supervisor, and leader, remember to be a gentle giant. In other words, allow the Scout Oath, the Scout Law and the Outdoor Code to serve as your basic code of conduct.

## OUR MISSION

The mission of the Boy Scouts of America is to prepare young people to make ethical choices over their lifetimes by instilling in them the values of the Scout Oath and Law.

## OUR VISION

The BSA will prepare every eligible youth in America to become a responsible, participating citizen and leader who is guided by the Scout Oath and Scout Law.

### THE SCOUT LAW

*A Scout is:*  
*trustworthy*  
*loyal*  
*helpful*  
*friendly*  
*courteous*  
*kind*  
*obedient*  
*cheerful*  
*thrifty*  
*brave*  
*clean*  
*reverent*

### THE SCOUT OATH

*On my honor*  
*I will do my best*  
*to do my duty*  
*to God and my country and to*  
*obey the Scout Law;*  
*To help other people*  
*at all times;*  
*To keep myself:*  
*physically strong,*  
*mentally awake,*  
*and morally straight.*

### THE OUTDOOR CODE

*As an American,*  
*I will do my best to -*  
*be clean in my outdoor*  
*manners. be careful with fire.*  
*be considerate in the*  
*outdoors. and be*  
*conservation-minded.*

## WHY SCOUTING?

It is the purpose of the BOY SCOUTS OF AMERICA to provide for our Scouting youth an effective program designed to build desirable qualities of character, to train them in the responsibilities of participating citizenship, and to develop in them personal fitness, thus, to help in the development of American citizens who:

- Are physically, mentally, and emotionally fit
- Have a high degree of self-reliance as evidenced by such qualities as initiative, courage, and resourcefulness.
- Have personal and stable values firmly based on religious concepts
- Have the desire and the skill to help others
- Understand the principles of the American social, economic, and government system
- Are knowledgeable to fulfill the varied responsibilities of participating in and giving leadership to American society and in the forums of world

## WHY CAMPING?

The outdoor program is one method of Scouting. At camp, a Scout can swim, fish, row a boat, shoot a rifle, and do all kinds of things. To achieve the Aims of Scouting, however, there must be something more.

- In a culture in which often “anything goes”, we foster a specific set of ethical beliefs: The Scout Oath and Law.
- In a culture that says to gratify one’s every impulse, we show the value of responsibility and self-control.
- In a society in which young people often seem to count little, we show each youth that they matter and are important.
- In a culture that says, “Get Yours First”, we foster cooperation, teamwork, and service to others.
- In a society in which too much is often done for some young people, we value self-reliance, personal confidence, and leadership.
- In a world that grows more complex each minute, we offer proof that simple ways work and are desirable.
- In a society that does poorly on environmental protection, we teach that even a scrap of paper is offensive to nature.

***Scout camping is more than fun in the woods. It provides the place, the people, and the program that can achieve the purposes of Scouting.***

## SCOUTING IS LEARNING FROM EXPERIENCE

### HOW DO WE LEARN?

Adults work at jobs which they have learned to do. When we think about how they have mastered their work tasks or a hobby, we usually come up with an answer such as, “They learned it on the job” or “They just watched some guy do it and caught on” or “The company had a training program” or “They learned it from their parent/guardian”. Most of their real skills were learned in the real world. They learned practical skills on-the-job. They learned through experience.

## EXPERIMENTAL LEARNING

Experiential learning is the basic approach of most non-formal, out-of-school educational programs like Scouting.

A simple process can be followed when a need to do something exists:

1. THINK—What are reasonable ways to get this done?
2. PLAN—What are the alternatives, the strategies, the methods?
3. ACTION—Do it!
4. REFLECT—What happened? What are the results?

Regardless of what job you have or problem you must solve, the process is the same. Learning from experience is learning by doing and reflecting.

## REFLECTION

Reflection really includes two processes: Thinking about what occurred and making sense of it. Reflection helps to integrate the experience into life. This is how we learn from experience, and experience only teaches if we know how to listen.

Reflecting can be a silent, private “conversation” with oneself, or it may include others. It can even be a written process, or all of these. Scouting occurs in small groups, so the reflection with Scouting is a spoken, small group process led by a staff member. Leading group reflection is a skill, but one that can be learned easily.

In doing these activities, Scouts share experiences and reflect on them. These activities create opportunities for the mastery of knowledge and skills such as: Working together or cooperating and problem solving.

It doesn't just happen, however, and the Camp Counselor has an important role to play. Being a Camp Counselor is to be a teacher in a non-formal, community education program. As a leader of youth, your primary teaching method is experiential education. You will be helping them to learn what it means to be Scouts and how to be a Scout.

## CAMPER RELATIONS

### DEALING WITH CRITICISM

*It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes short again and again, because there is no effort without error and shortcoming; but who does actually strive to do the deeds; who knows great enthusiasms, the great devotions; who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who neither know victory nor defeat.*

- President Theodore Roosevelt

We actively solicit feedback from campers to help us evaluate our performance. Sometimes, however, a camper may choose to vent their criticism to you personally. If you encounter this phenomenon, do not get defensive or argumentative. Accept the criticism gracefully, then report the



matter to your supervisor so that it can be resolved. While sometimes criticism is valid and should be learned from, other times critics are off-base, but they still deserve the respect due to any guest.

As a staff member, you should help our camp to recover from any negative impressions. Consider using the LEARN model of customer relations:

<b>Listen</b>	Listen to the complaint with an open mind. Practice active listening.
<b>Empathize</b>	Ensure the complainant that you understand and value their feelings.
<b>Apologize action</b>	Apologize for the inconvenience, and, if appropriate, for the underlying
<b>React</b>	Demonstrate a resolve to make things better.
<b>Now</b>	Follow through immediately.

Past experiences suggest that you will also become upset this summer. Whether frustrated with campers or other members of the staff, do not be negative in front of campers. Especially do not criticize your fellow employees, our food, facility, camp, or council. Do not disparage other Scout camps. Negativity belittles you in the eyes of our campers. Many campers would not even be aware of the problems but for your criticism. You should do nothing to spoil their experience.

### **FAVORTISM**

Human nature suggests that we will find some of the people we meet more appealing than others. While we can expect this to happen, we should never allow our campers to discern who among them are favorites. Not only can it make trouble for the camper among their peers, it can also create problems for the counselor. No one wants to deal with accusations of favoritism. If you wish to pursue a friendly relationship with one of our campers, do so after their camping session ends.

It is also true that we will find some personalities naturally repulsive. These feelings should be even more carefully guarded. A camper who gets on your nerves probably also alienates most of their peers, so they may be the one most in need of understanding and sympathy. The bottom line is that you must treat all of our campers with respect.

### **FRIENDSHIP**

Experience suggests that staff members can have difficulty adjusting to campers who are friends outside of camp. They may know you from school or church, or may even be members of the same Scouting unit. The difficulty often arises from your friends' inability to recognize your authority as a member of the staff.

Communicate to your friends that they cannot expect preferential treatment due to your relationship, and make sure that you uphold the normal boundaries between campers and staff (especially concerning Staff Rows).

### **HERO WORSHIP OR CRUSHES**

Sometimes campers develop unexpectedly strong attachments to a given staff member. They may attempt to shadow them or shower them with unwanted attention. While this can cause embarrassment, at some level it could be taken as a compliment. These situations will normally resolve themselves if the staff member does nothing to encourage the behavior. In extreme cases, unit

leaders can be called upon to intervene. Remember that no staff member will ever be expected to endure outrageous treatment (such as stalking or sexual harassment) from campers.

## **PROHIBITED TRANSACTIONS**

As a staff member, you hold a position of trust and authority over our campers. You must never use that position for personal profit. Gambling is strictly prohibited. Staff members should not attempt to sell personal property to campers, either. Never let anyone think that you might be taking advantage of the Scouts we serve. Even creating the appearance of exploiting your position in this fashion can result in your dismissal.

Some staff members enjoy trading and collecting Scouting memorabilia (such as patches). While exchanges of this kind are not prohibited, you must exercise caution. Do not accept “unequal” trades (something of great value for something of no value). It is also a good idea to ensure that the Scout’s unit leader is aware of the exchange prior to its completion.

Staff members should generally refuse gifts offered by campers. Exceptions may be made for gifts that have minimal monetary value and are purely sentimental. For example, a Scout camper may draw a picture of you, or a troop may offer you one of their unit t-shirts. However, it would be unacceptable for you to allow a camper to purchase expensive items for you at the Trading Post. When in doubt about the propriety of accepting a gift, seek guidance from the Camp Director.

## **RECRUITING FOR STAFF**

During your interactions with campers you may encounter a few exemplary Scouts. Consider doing a service for camp by recruiting qualified candidates to apply for staff. You can do this by planting the suggestion, answering questions they may have, and even making referrals to the Camp Director. Today’s best campers could be tomorrow’s best staff members!

## **UNIT LEADERS**

Make it as easy as possible for unit leaders to conduct the program they need for their Scouts. Give leaders a better understanding of Scout methods of camping by proper demonstrations in our conduct and teaching. Unit leaders are a varied lot. Many will be well-trained and will therefore require little or no assistance (and may be able to show you a few tricks); others will require a great deal of patience and advice. Be sure to evaluate each situation individually and offer your fullest cooperation and the best of your ability where needed and requested. Never take over for a unit leader; never undermine them in front of others. Work through them and with them and the others leaders in achieving desired program results.

# **MENTAL HEALTH**

## **HOMESICKNESS**

Scouts who come to camp may feel a sense of homesickness, especially if they are away from home for the first time. Feelings of homesickness are usually greatest during unstructured time, when a camper has nothing to distract them. Some parents exacerbate this problem when their Scouts call home by stressing how much they miss them. Typically, unit leaders will deal with homesickness, though you may encounter its symptoms during program time.

Scouts may not want to admit their true feelings, instead masking them with reports of minor illness.

Understand that you should never attempt to diagnose any Scout as a “faker.” A mistake in judgment on this matter could be dangerous, and it is not a risk you should take. Let the Health Officer do their job.

Generally, our best strategy for overcoming homesickness is distraction. Get the Scout involved in camp activities! Ensure that these activities are of a kind that will yield a feeling of accomplishment and worth. Playing a competitive game and losing may leave a boy feeling more miserable than before. As time passes, continue to give the Scout some positive attention to reinforce that they are welcome at camp.

Additional Resources: <https://www.acacamps.org/article/camping-magazine/helping-homesick-camper>

## COUNSELING

Every member of our staff should share a concern for the well-being of their fellow Scouts. This concern will extend to any number of situations. You will help one another to deal with stress. You will share your experiences and help each other to grow from them. You may even occasionally need to help a struggling friend to “straighten out.” Counseling helps us do these things and more. These and similar situations are more common than you may realize, and informal counseling occurs on a daily basis.

Counseling opportunities generally fall into four categories: requested, developmental, disciplinary, and crisis. In the first case, someone will approach you to vent or seek advice. In the second instance, you will help a fellow staff-member to reflect on their performance and learn its lessons. In the third instance, a senior staff member may need to discipline a junior staff member for violating camp policies. As a staff member, you may find yourself participating in any of these three cases. The fourth instance, however, can be quite serious and ideally involves a counselor with professional training.

If you are unsure if someone is in crisis please do not hesitate to reach out to a member of the management team or Reservation Director immediately.

## RESILIENCY

*Trees that do not bend will not last the storm. – Ancient Proverb*

Staff members should work to foster *resiliency*, the mental trait that allows them to quickly recover or bounce back from adversity. Learn to recognize the following “thinking traps” and avoid depressing, self-destructive thoughts; you will be happier, healthier, and more successful as a result.

<b><i>Thinking Trap</i></b>	<b><i>Explanation</i></b>
Jumping to Conclusions	Making snap judgments while missing some critical information, often as a result of cognitive “short cuts” derived from past experiences <i>(Example: That student had their head down during class, they must have stayed up all night goofing off!)</i>
Me, Me, Me	Taking the blame for everything that goes wrong. Ignoring the contributions made by others (either peers or leaders) to the situation. <i>(Example: I forgot my lines in the campfire, the campers hated the whole show!)</i>

Them, Them, Them	Failing to recognize how your actions and decisions contributed to a bad situation Being quick to blame others (either peers or leaders) for everything that goes wrong. <i>(Example: I wasn't prepared for class because my director didn't deliver my supplies!)</i>
Always, Always, Always	Believing that you are powerless to influence life's outcomes Thinking that things will end poorly no matter what you do. <i>(Example: It doesn't matter what I try, the students aren't going to pay attention.)</i>
Everything, Everything, Everything	Believing that a single impression, such as an initial experience, is indicative of all subsequent events <i>(Example: Monday morning class was a little rough, they're going to be impossible to teach this week!)</i>
Mind Reading	Thinking you can predict how others will react, or thinking you know what others know. <i>(Example: I can't ask my director for help, he'll just yell at me for being irresponsible!)</i>

So which will you be when you hit an obstacle? Will you bounce or break?

## CONFLICT RESOLUTION

Though we strive to get along, conflict seems like an inevitable element of human relations. There are five basic strategies for resolving conflicts:

<b>Dealing with Conflict</b>	
Avoiding	In this mode, participants try to ignore the underlying tension and carry on as best they can. While this may seem to work for a time, no one's needs will be satisfied and the conflict will usually grow worse over time.
Accommodating	In this mode, one participant will sacrifice their own needs so that another person's needs will be met. This usually results in resentment and breeds future problems.
Competing	Participants view the conflict as a "zero-sum" game. Each insists on satisfying their own needs without regard to the other's.
Compromising	Participants agree to sacrifice some of their needs to satisfy some of the other's. By prioritizing those needs, participants can accept outcomes that provide most of what they considered the most important.
Collaborating	Participants work together to identify novel solutions to the conflict that can satisfy all of the competing needs.

As a staff, strive to reach collaborative resolutions. Failing that, seek compromise.

## **WORKING WITH ADULT LEADERS**

Whether it's your own troop or a unit traveling from a distant point, the Scouts are there because of one person. Because there's an Adult Leader or Camp Leader who keeps the show on the road during THE YEAR AND BRINGS THE TROOP TO CAMP. Adult Leaders vary as much as camp staff members do, and a great deal of flexibility is required for us to meet their needs.

Every year there are Adult Leaders who pose certain problems to the staff. In some cases, the Adult Leader's complaint or problem is clearly justified, and the staff member needs to hustle to set the situation right. In other cases, the Adult Leader seems to be difficult or unreasonable. But have you ever stopped to think that this Adult Leader:

- is brand new and really doesn't understand summer camp yet?
- has been doing this job for years and is just worn out and unsuccessful in finding somebody to take their place.
- is giving up vacation with their family because nobody else could bring the scouts to camp.
- is in poor health and a week of camping is really a strain.
- really needs the staff to help to pull the troop together but is too proud or embarrassed to ask.
- is seriously doubting the camp's and staff's ability to provide the needed service to the troop.

An Adult Leader's attitude toward camp will be directly reflected in the faces of the youth.

Some thoughts:

- Remember that your job exists in large part because of the Adult Leader.
- Don't wait for an Adult Leader to bring you a problem; ask how things are going. They'll appreciate your interest.
- If you can help solve a problem, offer to help if it's within your ability. If you can't, ask a staff member who can or refer the Adult Leader to that person.
- Avoid putting yourself or supervisor in a corner. Say "NO" only when it is against the rules and policies of the camp or plain impossible, not merely inconvenient and explain why.
- Avoid putting the Adult Leader in a corner. Enforce camp rules and policies but do so calmly and courteously. Never do anything that might embarrass an Adult Leader in front of any Scouts, staff, or other leaders.
- When in doubt, refer to the Camp Management team!

## **WORKING WITH SCOUTS**

As a member of the staff, your main job is to work with scouts. Successful work with scouts requires a variety of specific attitudes and skills. These attitudes and skills, though "natural" to a few people, can be learned, and are discussed below. You need to:

- Respect and like scouts
- Be prepared
- Provide structure and organization
- Praise and encourage good behavior
- Ignore or terminate bad behavior
- Have a sense of humor
- Set a positive example
- Kids come to camp to have FUN! Make it Possible.

Scouts are very perceptive. If you really don't like or respect them, it will creep into your work, and you will not be successful. You can still do valuable staff work, but it will have to be in a support area. If you're going to instruct a class, know what you are going to say and do. Will they sit or stand? Where? Are there enough axes or ropes to go around? What will you say? What are you trying to accomplish? What will the scouts be doing? How will they learn?

**KNOW WHAT YOU ARE GOING TO SAY AND DO. HAVE YOUR AREA, MATERIALS, AND LESSON READY. HAVE A PLAN "A" AND A PLAN "B". DO ALL THIS BEFORE THE SCOUTS ARRIVE.**

Once you begin the session, use structure. You have AUTOMATICALLY ELIMINATED 95% OF ALL DISCIPLINE PROBLEMS.

*Scouts learn by example. When a scout or group has learned something, or has been pleasant and cooperative, you should reward this. Warm verbal praise and encouragement is a powerful tool. If a scout is being disruptive, first try to ignore this behavior. Be on the lookout for good behavior and praise this. If this doesn't work, directly tell the troublemaker to stop and proceed with the session. If this doesn't work, separate the scout from the immediate problem. Remove the scout from the area only as a last resort; and make sure to tell your area director why. YOU ARE NOT ALLOWED TO STRIKE (AND ARE ADVISED NOT TO TOUCH) A DISRUPTIVE SCOUT.*

## **WORKING WITH OTHERS**

At summer camp, friendships are made that may last a lifetime; this is as true for staff as for campers. Some thoughts:

Friends are made....

...when each person pulls their own weight, united in a common cause.

...by recognizing and complimenting the worthwhile achievements of others.

...when we overlook the minor differences or weaknesses, we all have.

...when we help someone to overcome the major problems they may have.

...when we support one another.

We cause problems....

...when we don't do our job.

...when we criticize others in public or make negative criticism.

...when we make an issue of each other's minor differences.

...when we fail to help others with their problems.

...when we embarrass others or talk about them behind their backs.

It is not unusual for problems to arise between and among staff members. This is because we work under difficult conditions, are all different, and, most of all, because we are human.

Problems can be avoided or solved. Some thoughts:

...meeting your own needs (consistent with policies)

...accepting the situation and living with it

...discussing the problems with the person involved, your department head, Program Director, or Camp Director

## COMMUNICATING WITH PEOPLE WITH DISABILITIES

1. If you have a question about their disability, be polite and ask first if it is okay to ask your question.
2. Look at the person. Speak directly to the person rather than through a companion or sign language interpreter who may be present.
3. Always remember to identify yourself and anyone who with you when meeting someone with a visual disability. When talking in groups remember to identify the person to whom you are speaking. Ask if you can describe something to a person with a visual disability
4. Offer to shake hands. People with limited hand use or an artificial limb can usually shake hands, and offering your left hand is an acceptable greeting.
5. If you offer to help, wait until the offer is accepted. Then listen or ask for instructions as to what kind of help the person needs.
6. If you are talking to someone in a wheelchair try to sit down so they do not always have to look up at you.
7. Address people with disabilities by their first names, only when extending that same familiarity to all others. Never patronize people in wheelchairs by patting them on the head or shoulders.
8. Do not lean against or hang on someone's wheelchair. Remember that people with disabilities treat their chairs as extensions of their bodies. And so, do people with guide dogs and support dogs. Never distract a work animal from their job without the owner's permission.
9. Listen carefully when talking with people who have difficulty speaking and wait for them to finish. If necessary, ask short questions that require short answers, or a nod of the head. Never pretend to understand; instead, repeat what you have understood and allow the person to respond.
10. Tap a person who has a hearing disability on the shoulder or wave your hands to get their attention. Look directly at the person and speak clearly, slowly, and expressively to establish if the person can read lips. If so, try to face the light source and keep hand and food away from your mouth when speaking. If a person is wearing a hearing aid, don't assume that they can discriminate your speaking voice. Never shout at a person. Just speak in a normal tone of voice.
11. Don't be embarrassed if you happen to use common expressions such as "See you later" or "Did you hear about?" that seems to relate to a person's disability. People with disabilities are people first! Treat them as you would like others to treat you.
12. Relax

# **HEALTH AND SAFETY**

## **MEDICAL FORMS**

All Staff must have a physical exam before coming to Camp. Upon arrival and check-in at the Bucklin Memorial Lodge, all Staff must submit a BSA medical form through the Camp Doc platform. The physical must be signed by a physician (and a parent or guardian for Staff under the age of eighteen). All medical forms are reviewed and turned in prior to arrival at camp. The Camp Management reserves the right to restrict physical activity to any camper in consultation with the health lodge director.

## **SHOWERS**

Showers for both Scouts and Staff are located in each Camp near the dining hall. Only one person is to use a shower at a time. Showers are individual stalls and are available until staff taps at 11:00pm.

## **DRUGS, ALCOHOL, VAPING, AND E-CIGARETTES**

Alcohol, drugs, vaping and e-cigarettes have absolutely no place at Camp Yawgoog. There is to be no possession or use of alcoholic beverages or illegal drugs by Staff members on Yawgoog property. This policy is completely non-negotiable; violation will result in immediate dismissal from the Staff.

In compliance with state and federal law as well as BSA policy, there is positively no smoking allowed for Staff under the age of eighteen years old. The Key Staff will respond to the violation of this policy with formal evaluations and parental conferences. Non-compliance with this and/or any other Yawgoog policy can lead to dismissal from the Staff.

Staff members eighteen (21) and over are allowed to smoke on a restricted basis within Camp. They may not smoke around Yawgoog proper or when they are working with Scouts or under eighteen year-old Staff members. There is to be no smoking or vaping in any Camp structures including personal living quarters. Staff members twenty-one and over may smoke at times when they are not directly involved with the daily program. Smoking will only be permitted in places designated by the Key Staff.

## **DINING / FOOD SERVICE**

Dining and Food Service are an important part in the life of a staff member. Three meals a day are served out of the three dining halls on reservation. Staff will eat at the dining hall specific to their camp except under approved circumstances. Special dietary requests should be submitted as part of the health form. We provide dietary requests for over 500 people each year, and are happy to discuss your request ahead of time.

## **STATEMENT REGARDING COVID 19 PROTOCOLS**

The safety of our Scouts, volunteers, scouting families, and staff continue to be our first and foremost main concern. Anyone that is in the “High Risk” category should NOT work on staff without talking with their doctor first. All eligible staff members are encouraged to get fully vaccinated prior to your arrival at camp. Anyone with symptoms of COVID-19 or answering YES to the pre-screen questions should STAY AT HOME.

## **INSURANCE**

Worker’s Compensation insurance is carried on each “Paid” Staff Member by the Narragansett Council. This provides coverage for all injuries incurred by paid staff members while in camp and “On-Duty”. All injuries MUST be reported to the Health Office immediately and entered in the Health Lodge log. Any injuries incurred by a paid staff member while “Off-Duty” and/or outside of normal work hours or



outside of normal duties is not covered by the workers compensation insurance. All staff both paid and unpaid are covered by the BSA General Liability Insurance as well as the BSA Accident and Sickness Insurance.

## **MEDICATIONS**

Any staff member taking regularly prescribed medications **MUST** list them on their Camp Doc profile. Staff members under the age of 18 must have all prescribed medications administered by the camp health officer and secured in a locked storage container at the health lodge. For staff members age 18+, refrigerated medications and other medications can be checked-in with the health officer and secured at the health lodge if necessary. The health lodge may provide over the counter medicine only with the approval of a parent or guardian. Please list approved over the counter medications we can dispense on the Scouts BSA health form.

## **FIRST AID TREATMENT**

All first aid treatment, no matter how minor, **MUST** be reported to the Health Officer. Any minor treatment administered at the Unit level must be recorded on the Unit First Aid Log and turned in to the camp health officer before checking out of camp at the end of the week.

## **EMERGENCIES**

Emergency procedures will be discussed during staff training week. Please note: Emergencies and Incident Command are managed by senior camp staff and all off site communication should go through them.

# **GENERAL STAFF POLICIES**

## **CODE OF CONDUCT**

Our council's code of conduct is built on BSA values. As such, we acknowledge our responsibility to ensure its success—individually and collectively—by practicing and promoting the principles of the Scout Oath and the Scout Law. These values reflect how we want to operate, how we expect our employees to operate, and how we strive to be seen by others.

We pursue the mission of the Boy Scouts of America with honor, fairness, and integrity, ever mindful to uphold the values of the BSA in every action and decision. We are committed to act in good faith and to comply with the rule of law, the Bylaws, Rules and Regulations, and policies of both the council and the Boy Scouts of America.

Our code of conduct is not intended to cover every applicable law or provide answers to all questions that arise. Each employee must be able to rely upon personal common sense of right and wrong. Before undertaking any action on our behalf, an employee should consider carefully whether the conduct is in our best interest and complies with the spirit and letter of this code and the BSA Bylaws, policies, and Rules and Regulations, and if it is in compliance with the law.

An employee must not proceed with any action if it is not clearly in compliance with these criteria. In addition, if an employee believes that the actions of anyone in the workplace are unethical or expose us or our employees to liability or disrepute—or is unsure of what to do—the employee should report the

situation by contacting his or her manager, or the appropriate level of management to deal with the situation. This includes any disclosure of “confidential information” (as defined herein) to anyone who is not an employee or to an employee whose job duties do not require access to that confidential information.

Acting with integrity when conducting business is not an occasional requirement; we expect and demand that our employees act consistently with the highest ethical principles.

The code of conduct sets forth the fundamental principles, policies, and procedures that govern the conduct of employees. It does not create any rights for any employee. The code does not constitute an employment contract or an assurance of continued employment. We may modify or repeal the provisions of the code or adopt a new code whenever deemed appropriate, with or without notice. All employees must become familiar with the code and conduct themselves strictly in compliance with it and with the bylaws, policies, procedures, rules, and regulations pertaining to this code.

We are committed to providing a work environment that values diversity among its volunteers and employees. All human resources policies, guidelines, and activities are intended to create a respectful workplace where every individual has the opportunity to reach his or her highest potential.

The council is committed to equal employment opportunity and compliance with all applicable federal, state, and local laws that prohibit workplace discrimination and unlawful retaliation, such as those that prohibit discrimination on the basis of race, color, national origin, religion, age, sex (including pregnancy, childbirth, breastfeeding, or related medical condition), gender identity, sexual orientation, marital or familial status, genetic information, citizenship status, protected activity (such as opposition to or reporting of prohibited discrimination or harassment), or any other status or classification protected by applicable federal, state, and/or local laws. This policy of equal employment opportunity applies to all aspects of the employment relationship, including without limitation advertising, recruiting, hiring, training, evaluation, promotion, transfer, work assignments, compensation, benefits, disciplinary action, termination, or any other term, condition, or privilege of employment.

## **EMPLOYMENT AT WILL**

All employees of the council are employees at will and, as such, are free to resign employment at any time with or without advance notice. Similarly, the council may terminate the employment relationship of any individual with or without advance notice. This handbook is merely a guide to policies and procedures applicable to employees of the council. This handbook is not a contract of employment and does not alter your employment-at-will relationship with the council. Nothing in this Camp Staff employee handbook guarantees employment for any specific duration.

## **EQUAL EMPLOYMENT**

The council is committed to equal employment opportunity and compliance with all applicable federal, state, and local laws that prohibit workplace discrimination and unlawful retaliation, such as those that prohibit discrimination on the basis of race, color, national origin, religion, age, sex (including pregnancy, childbirth, breastfeeding, or related medical condition), gender identity, sexual orientation, gender identity, marital or familial status, genetic information, citizenship status, protected activity (such as opposition to or reporting of prohibited discrimination or harassment), or any other status or classification protected by applicable federal, state, and/or local laws. This policy of equal employment

opportunity applies to all aspects of the employment relationship, including without limitation advertising, recruiting, hiring, training, evaluation, promotion, transfer, work assignments, compensation, benefits, disciplinary action, termination, or any other term, condition, or privilege of employment.

### **NON-HARRASSMENT POLICY**

Pursuant to applicable law, it is the policy of the Narragansett Council that all employees shall have the opportunity to work in an atmosphere and environment free from any form of harassment or retaliation on the basis of any protected category, including, but not necessarily limited to, race, color, national origin, religion, age, sex (including pregnancy, childbirth, breastfeeding, or related medical condition), gender identity, sexual orientation, marital or familial status, genetic information, citizenship status, protected activity (such as opposition to or reporting of prohibited discrimination or harassment), or any other status or classification protected by applicable federal, state, and/or local laws. In keeping with that policy, the Narragansett Council and Camp Yawgoog will not tolerate harassment of any kind by or of any employees or applicants for employment.

“Harassment” is defined as verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his or her race, religion, color, age, gender, national origin, sex, sexual orientation, veteran status, or protected disability, or that of his or her relatives, friends, or associates, and that:

1. Has the purpose or effect of creating an intimidating, hostile, or offensive working environment
2. Has the purpose or effect of unreasonably interfering with an individual’s work performance
3. Otherwise adversely affects an individual’s employment opportunities

Examples of harassing conduct can include, but are not limited to, the following:

1. Use of epithets, slurs, negative stereotyping, or threatening, intimidating, or hostile acts that relate to race, color, religion, gender, sex, sexual orientation, national origin, age, or disability; and
2. Written or graphic material that denigrates or shows hostility or aversion toward an individual or group because of race, color, religion, gender, sex, sexual orientation, national origin, age, or disability and that is placed on walls, bulletin boards, or elsewhere on council premises, or circulated in the workplace or on computers, phones, etc.
3. Verbal or nonverbal innuendoes, Text or SMS messages/posts/photos/memes etc., that relate to or reflect negatively upon someone because of their race, color, religion, sex, sexual orientation, gender identity national origin, age, or disability.

Similarly, sexual harassment involves:

1. Making as a condition of employment unwelcome sexual advances, requests for sexual favors, or other offensive verbal or physical conduct directed toward an individual because of his or her sex
2. Making submission to or rejection of such conduct the basis for employment decisions
3. Creating an intimidating, offensive, or hostile work environment by such conduct

Conduct which could rise to the level of sexual harassment can include, but is not limited to:

1. Verbal—sexual innuendo, suggestive comments, insults, threats, jokes about gender-specific traits, or sexual propositions

2. Nonverbal—making suggestive or insulting noises, leering, whistling, or making obscene gestures
3. Physical—touching, pinching, brushing the body, coercing sexual intercourse, or assault

Such forms of harassment or retaliation may constitute discrimination under various state and federal laws and will not be tolerated by the Council. Any employee who is found to have engaged in such conduct will receive disciplinary action up to and including termination, depending upon the circumstances.

Any employee or staff member who feels that he or she has suffered any form of discrimination, harassment, or retaliation by anyone must immediately report the alleged conduct to his or her area/section director so that an investigation of the complaint can be undertaken. If an employee's or staff member's complaint concerns his or her area/section director, the employee does not have to report to his or her area/section director. Please review the Open Door Policy in this manual.

Reports will be treated as confidential to the extent possible without impeding the ability of the Council to conduct a thorough investigation. Any person employed by the Council who is found to have violated this policy will be subject to appropriate disciplinary action up to and including termination. Further, any staff member who engages in conduct that violates this policy, or whose conduct would violate this policy if allowed to continue, is subject to disciplinary action, up to and including termination. Retaliation or discrimination against an employee or staff member for reporting or complaining about harassment, discrimination, or retaliation is prohibited. Such misconduct will result in disciplinary action up to and including termination. Any staff member who knowingly makes a false report of harassment or discrimination will be subject to disciplinary action up to and including termination.

We trust that all staff members will act in a responsible and professional manner to establish a pleasant working environment free of discrimination and harassment.

All camp staff members are required annually to complete the Workplace Harassment Prevention for Employees on-line training.

### **OPEN DOOR POLICY**

The Narragansett Council and Camp Yawgoog is committed to maintaining a good working relationship with its employees and camp staff members. However, in any work environment, there will be occasions when problems and complaints arise. It is important that these problems and complaints be discussed so that a resolution can be reached. Most problems can be solved; but if they are not freely discussed, they can become more serious. Therefore, it is the responsibility of everyone to help maintain a good working atmosphere.

We have adopted the following procedure for handling suggestions, problems, and complaints:

1. Any staff member who has a suggestion, problem, or complaint should discuss the matter with his or her area/section director.
2. If the suggestion, problem, or complaint is not satisfactorily resolved by the immediate area/section director, or the problem or concern involves the area/section director, the staff member may meet with the Program Director or Camp Director who will listen to the suggestion, problem, or complaint and attempt to recommend a satisfactory solution.

3. If the suggestion, problem, or complaint has not been resolved, or if the nature of the problem is such that the staff member does not want to discuss it with area/section director or Program/Camp Director, he or she may discuss it with the Scout Executive.

Employees may bring issues to the Camp Director or Scout Executive at any time.

When a staff member uses this Open Door policy, he or she will receive a response. While the Council may not be able to provide the solution that the employee desires, it will listen to the staff member's concerns and have frank and open communication with the staff member regarding any issue he or she feels needs to be brought to the Council's attention.

Staff members are encouraged to use the above procedures. Every effort will be made to render a fair and just decision. Once the decision is made, an explanation will be given to the staff member who brought the suggestion, problem, or complaint.

### **WAGES, HOURS, AND WORKWEEK**

The Narragansett Council will deduct from employee's compensation for federal and state tax withholding, and FICA. Seasonal employees are paid twice a month, for the pay period of the first through the 15th and the 16<sup>th</sup> through the last day of the month. Pay day is one week after the pay period ends.

### **EMPLOYEE CONDUCT AND DISCIPLINE**

It is the policy of the council to expect all employees to abide by certain work rules of general conduct and performance at all times. Managers are expected to monitor and enforce these work rules on a consistent basis. Employees are subject to disciplinary action for any of the offenses listed below and for failing to perform their job duties in a satisfactory manner.

It is not possible to list all forms of behavior that are considered unacceptable in the workplace; however, conduct deemed to be unacceptable behavior may result in disciplinary action up to and including termination of employment. Management, in its sole discretion, reserves the right to determine when an employee's behavior is unacceptable and when and what disciplinary action is necessary under a given circumstance. Similarly, employees may be subject to discipline for poor performance and violation of other policies and procedures. The type of disciplinary action that may be imposed may vary depending on the facts and circumstances surrounding each case. Violations of any of the policies and procedures contained in this handbook may lead to disciplinary action up to and including termination of employment.

The type of disciplinary action that may be imposed may range from a verbal warning or written warning to suspension and/or termination of employment. Nothing in this handbook creates an obligation to follow any particular disciplinary procedure. Management retains the right and absolute discretion to discipline employees based on the facts of each case. Management may skip certain disciplinary steps or repeat certain disciplinary steps depending on particular facts of each situation.

## **PROHIBITED CONDUCT**

- Disclosing confidential information to outsiders as defined in the Council's confidentiality policy
- Gambling or fighting on council property
- Unethical conduct or conduct that creates a conflict of interest
- Stealing the council's property, a client's or customer's property, or the property of any employee; or misappropriation of council property or the property of other employees or client partners including any violation of supply discount policy; destruction of council property, or the property of any employee.
- Bringing or consuming alcohol or illegal drugs or use of marijuana on camp property
- Reporting to work under the influence of alcohol or illegal drugs; possession, sale, or use of marijuana or illegal drugs or chemicals, or consumption of alcohol
- Gross negligence or willful acts in the performance of duties resulting in damage to council property or injury to others
- Insubordination
- Violation of the council's sexual harassment policies
- Serious safety violations
- Use of threatening or violent behavior
- Failure to report personal injury resulting from an on-the-job work situation
- Excessive absenteeism or tardiness
- Viewing, downloading, distributing, or sending sexual or pornographic material is strictly prohibited and will result in discipline and/or discharge.
- Making maliciously false statements concerning another employee of the council or the BSA, or a Scouting volunteer

Management reserves the right to take any form of disciplinary action at any time. While the circumstance of a particular case may result in termination for a first offense, other cases may result in other forms of disciplinary action. This policy in no way implies any kind of contract or obligation to follow any particular disciplinary procedure. This policy does not alter the employment at-will relationship.

## **INTERNET SAFETY GUIDANCE**

- Keep online conversations with everyone in public places, not in email.
- Do not give anyone online your real last name, phone numbers at home or school, your parents' workplaces, or the name or location of your school or home address unless you have your parents' permission first. Never give your password to anyone but a parent or other adult in your family.
- If someone sends or shows you email or any type of direct message/wall post with sayings that make you feel uncomfortable, trust your instincts. You are right to be wary. Do not respond. Tell a parent or trusted adult what happened.
- If somebody tells you to keep what's going on between the two of you secret, tell a parent or guardian. Be careful to whom you talk. Anyone who starts talking about subjects that make you feel uncomfortable is an adult posing as a kid.

- Pay attention if someone tells you things that don't fit together. If one time an online "friend" says are 12, and another time says they are 14. That is a warning that this person is lying and may be an adult posing as a kid.
- Unless you talk to a parent about it first, never talk to anybody by phone if you know that person only online. If someone asks you to call—even if it's collect or a toll-free, 800 number—that's a warning. That person can get your phone number this way, either from a phone bill or from caller ID.
- Never agree to meet someone you have met only online at any place off-line, in the real world.
- Watch out if someone online starts talking about hacking or breaking into other people's or companies' computer systems; phreaking (the "ph" sounds like an "f"), the illegal use of long-distance services or cellular phones; or viruses (online programs that destroy or damage data when other people download these onto their computers).
- Promise your parent or an adult family member and yourself that you will honor any rules about how much time you are allowed to spend online and what you do and where you go while you are online.

### **TEXTING AND SOCIAL MEDIA**

Per Scouting's Barriers to Abuse, two-deep leadership and no one-on-one contact between adults and youth members includes digital communication. Youth staff members under the age of 18 and adult staff members age 18 and older cannot communicate with each other electronically unless another 21+ aged, registered adult is copied on the communication. This includes texting, social media, messenger apps and any other digital communication platforms. This policy reinforces the BSA's youth protection policies and Barriers to Abuse.

Always be fair and courteous to fellow camp staff employees, volunteers, and members when posting to social media. If you decide to post complaints or criticism, avoid using statements, photographs, video, or audio that reasonably could be viewed as malicious, obscene, threatening, intimidating, or that might constitute harassment or bullying. Examples of such conduct might include offensive posts meant to intentionally harm someone's reputation or posts that could contribute to a hostile work environment on the basis of race, sex, sexual orientation, disability, religion, or any other status protected by law or council and BSA policy.

### **VISITORS**

Visitors are not welcome to visit Staff members that are on duty. Any visitor must check in at the Reservation Office in the Bucklin Memorial Lodge and then must also check in at the respective Camp Office. They must have prior approval from the Camp Director. Visitors are allowed to visit Staff Row only with Camp Director approval. All visitors must be escorted at all times while on the Reservation. Visitors are welcome, with prior approval of the Key Staff, at the Saturday Night Show. All visitors must check out and leave Yawgoog **by 9:30 PM.**

### **STAFF TAPS**

Staff taps each night is at **11:00 PM sharp.** All staff should be in bed and quiet at this time. Taps is subject to change at the discretion of the Camp Director.

## MAIL

The following protocol must be followed when addressing all post to Staff:

Staff Member's Name	<i>Example:</i>	<i>George Bucklin</i>
Camp Name Staff Department		<i>Three Point Camp Director</i>
Yawgoog Scout Reservation		<i>Yawgoog Scout Reservation</i>
P.O. Box 61		<i>61 Camp Yawgoog Road</i>
Rockville, RI 02873 USA		<i>Rockville, RI 02873 USA</i>

## PHONE POLICY

Yawgoog's telephone number is 401.539.2311 and fax number is 401.539.0760.

Staff cannot receive phone calls but will receive messages. Mobile phones are not allowed in program, meals or service areas and their use is restricted to Staff free time.

Camp telephones are for official Camp business only.

The procedure for answering a Camp phone is to state your location and your surname.

*Example: "Medicine Bow Dining Hall - Smith"*

## LEAVES OF ABSENCE

Each Staff member is contracted from between 12<sup>th</sup> – 14<sup>th</sup> of June until 21<sup>st</sup> of August. Leaves of absence may only be granted for educational reasons and for a reasonable amount of time. Yawgoog will not penalize financially a Staff member for one (1) days of leave due to school commitments. Note: extra-curricular activities such as band camp and football practice are not valid reason for leave.

**The Reservation Director must approve all leaves.**

## PAYROLL

Staff members are paid in five installments during the summer: 30 June; 15 July; 30 July; 15 August; 30 August. Pay Days are generally the 15<sup>th</sup> and last day of the month. If payday falls on a weekend or holiday, then payday will be the preceding week day. Staff will be paid via direct deposit. All Staff should be aware that various expenses will occur during the summer. Staff should plan to arrive at Camp with spending money to cover such expenses.

## WATERFRONTS

The rules scouts must follow to participate in waterfront activities apply to the staff: medical form, swim tags, buddy system under the direct supervision of the approved lifeguards. There is no aquatic activity allowed for anyone between dusk and dawn.

## SWIMMING ATTIRE

We recommend that swimwear should be comfortable, functional, and appropriate for the specific aquatic activity. As always, we remind everyone that Scouting's Barriers to Abuse state, "Appropriate attire is required for all activities".

## LEAVE IT AT HOME

Staff are not allowed to bring personal equipment for use in Yawgoog program centers. This includes all shooting sports, challenge, and waterfront gear. All firearms and weapons are prohibited. Staff are not allowed to keep pets at Camp.



## **DAYS OFF**

All Staff members receive one day off during the week. For most program Staff, the day off will be from 3:00 PM Friday to 3:00 PM Saturday. The days off for all other Staff will be arranged during Staff Training & Development Week. Returning late from days off is not acceptable. Staff members should plan to be picked up and dropped off for their day off at the Ranger lot or the SB parking lot, not in the center of Camp. All Staff must follow usual policies and procedures of the Reservation if remaining in Camp on their day off.

## **STAFF EVALUATIONS**

All Staff are evaluated on a weekly basis by their Middle Manager and Key Staff Advisor. A final evaluation is given at the end of the summer. Evaluation is a continuing process designed to assist Staff members with: job performance; personal qualities and growth; service and leadership.

## **VEHICLES**

Staff who wish to keep a vehicle on the Reservation must:

- hold a valid driver's license.
- present current registration, inspection, and proof of insurance.
- complete a Staff Vehicle Registration Card.
- meet the BSA minimum age of eighteen years of age to transport anyone other than yourself on any BSA function or trip, including nights out.
- Be covered with \$100,000/\$300,000 public liability and \$50,000 property damage to transport other members of the BSA to and from the Reservation.
- obey the Reservation speed limit of 10 MPH.
- provide sufficient seatbelts for all passengers.

Vehicles cannot be lent to other Staff members. Only Key Staff may use personal vehicles in Camp. Three Point Staff park in the Bucklin Parking Lot; Medicine Bow Staff park on Boden Field or in the Sandy Beach Parking Lot; Sandy Beach Staff park in the Sandy Beach Parking Lot.

Only Staff members eighteen years of age or older who have been approved by the Rangers may drive a Camp vehicle. No one is to ride in the back-cargo area of any vehicle.

## **BICYCLES**

Staff members may bring bicycles to Camp; however, they may not be used on Camp property unless job-related. Key Staff Advisors will outline such situations. Bicycles may be used on Camp trails within Camp rules. Bicycles, which are brought to camp, must be in proper working order. There is no bike riding after dark and only one person may ride on a bike at a time. At all times, the rider must wear a helmet and must have both hands on the handlebars. Transportation of items must be done using a backpack. The speed limit within Camp property *is 10 MPH.*

## **MERIT BADGE COUNSELOR PROCEDURES**

In all program centers, it is the responsibility of the Director and Assistant Director to insure that Scouts meet all of the requirements for each Merit Badge before they are marked as passed. Those that can sign off on Merit Badges must be 18 years of age or older. Staff teaching Merit Badges do so under the watchful eye of the Director or Assistant Director.

## **WORK HOUR LIMITS FOR MINORS**

A Scout is Obedient. The Narragansett Council takes seriously its responsibility to comply with all laws

affecting the workplace including those regulating employment of minors. It is the responsibility of all staff members to ensure compliance. To that end, each staff member should familiarize themselves with the following work hours limitations. At no time shall any minor employee be required to exceed these limits. If a minor employee believes that he or she is being asked to work hours that exceed these limits, that employee should promptly contact the Reservation Director. Further information will be provided during staff training.

For employees age 14-15:

- No work before 7 a.m. or after 9 p.m.
- No work in excess of 8 hours per day
- No work in excess of 40 hours per week
- No work in excess of 6 days per week.

For employees age 16-17:

- No work before 6 a.m. or after 11 p.m.
- No work in excess of 9 hours per day
- No work in excess of 48 hours per week
- Employees must have at least 8 hours off between the end of a shift on one day and the start of work the next day

Staff that are under 18 and asked to work beyond the outlined measures should speak to their Camp Director or the Reservation Director.

Staff members are expected to conduct themselves appropriately, consistent with the Scout Oath and Law and the Camp Staff Code of Conduct, even during non-work hours.

Employees under the age of 18 should not participate in the overnight portion of Wilderness Survival merit badge.

The Narragansett Council takes seriously its responsibility to comply with all laws affecting the workplace including those regulating employment of minors under 18 years of age.

## **YOUTH PROTECTION AND MEMBERSHIP STANDARDS**

All persons involved in Scouting shall report to local authorities any good faith suspicion or belief that any child is or has been physically or sexually abused, physically or emotionally neglected, exposed to any form of violence or threat, or exposed to any form of sexual exploitation including the possession, manufacture, or distribution of child pornography, online solicitation, enticement, or showing of obscene material. This duty may not be delegated to any other person.

## NIGHTS' OUT POLICY

### A. 18 years of age and older:

1. Staff members eighteen (18) or older may have an occasional evening out of camp, not to exceed two nights out in any given week.
2. The privilege of leaving camp is granted by the Camp Director on the basis of the staff member's overall job performance. Circumstances in camp may affect nights out privileges (e.g. emergency mobilization, illness, inclement weather, special programs, other exigencies). The Staff member must also satisfy their Middle Manager that he/she has arranged proper coverage for any and all responsibilities that evening.
3. Each Camp must have at least ten (10) staff in camp at all times. Six (6) of which must be adults including either the CD or ACD.

### B. Under 18 years of age:

1. Staff members under the age of eighteen (18) may be allowed the privilege of one night every two weeks, not to exceed four during the summer. All nights out must be approved by the Staff member's Middle Manager & Camp Director.
2. Younger (under the age of 18 years) staff who are granted nights out must:
  - a. Have a signed parental consent form filed with their Camp Director.
  - b. Be accompanied by a mature Staff member eighteen (18) or older, approved by both the Staff member's Middle Manager and the Camp Director.

### C. Compliance

1. Staff members cannot leave the Reservation before 8:30 PM. All Staff leaving the Reservation must complete the Staff Travel Log in their respective Camp Office including destination and return time. All Staff must return to the Reservation no later than 11:45 PM, sign in at their Camp Office and proceed directly to their personal quarters.
2. All Staff must travel in a properly insured, Camp-approved vehicle with the appropriate number of seatbelts (1:1). All Staff must use seatbelts on and off the Reservation.
3. All Staff must adhere to their pre-approved destination as entered in the Staff Travel Log.
4. All Staff must conduct themselves in accordance with the Scout Oath and Law as well as with all the policies of Camp Yawgoog.
5. Any Staff member not complying with this policy will lose nights out or other privileges for the summer and may face termination from the Yawgoog Staff.

## STAFF UNIFORM

The Boy Scouts of America is a uniformed organization, which seeks to instill in its members certain goals, ideals and attitudes of conduct. A youth in uniform gains a sense of belonging not only to their patrol and troop, but also to one of the largest youth organizations in the world. When a Scout is in uniform, they have a constant reminder to live in accordance with the high standards of Scouting. They know their actions will reflect on all Scouting so they try to make the best impression possible. Thus, Yawgoog Staff must set the example of proper uniform at all times. Discounts are available to Staff, contact Marc Cardin at [marc.cardin@scouting.org](mailto:marc.cardin@scouting.org). There are four types of summer uniforms that can be worn at Camp Yawgoog, depending on the nature of the job, as explained below:

### **Class A Uniform:**

- Scout Shorts with an approved belt
- Short Sleeved Scout shirt with nametag and green shoulder loops
- Scout socks
- Staff cap
- Appropriate footwear

### **Class B Uniform:**

- Scout Shorts with an approved belt
- Khaki Yawgoog Staff polo shirt with nametag
- Scout socks
- Staff Cap
- Appropriate footwear

### **Class C Uniform:**

- Clean pants (no sweat pants) and a belt
- Clean, completely white t-shirt
- Appropriate footwear

### **Class D Uniform:**

- Bathing suits - The official "GUARD" suit
- Clean, Completely white t-shirt

**Swimming Attire** - Swimsuits should be comfortable, functional and appropriate to the activity. For males, swim trunks or board shorts are appropriate. Tight fitting swim briefs or swim bottoms short enough to allow exposure are not allowed. For females, bikinis are not allowed. Modest tankinis or one-piece swimsuits are appropriate.

**Kitchen Staff** - Class C uniform, when working in the kitchen. When performing other duties such as, working at the chicken BBQ or on night patrol, Class A is required.

**Aquatics & Ashaway Staff** - Class D uniform is worn. When eating in the dining hall and when performing in other areas, they will be in Class A or B uniform.

Please Note: An appropriate belt is either the official Boy Scout Belt or a black or brown leather belt. Other belts are unacceptable without the express consent of your camp director. Also, many staff wear T-shirts underneath their uniform shirts, these T-shirts should be solid in color (no stripes, tie-dye, etc.) and the sleeves may not protrude past the sleeves of the uniform shirt. Also note the importance of appropriate footwear for all staff members. Sandals and other open toed shoes are not recommended.

Class B uniform may be worn daily from Reveille until 5:00 PM. From then on, and all day on Sundays, the Class A uniform will be worn. The option of wearing Class A uniform at any time is always available for Staff. If you remain in Camp for your day off, any casual civilian attire is acceptable except at meals in the dining halls.

## STAFF UNDERSTANDINGS

1. Once your contract is signed (by a parent or guardian if you are under 18) you should regard it as a moral commitment. Yawgoog is counting on you to fill this specific position except for a bonafide emergency. Should circumstances arise that would affect your employment, contact the Scout Service Center immediately at 401.351.8700. ext. 0
2. The compensation/honorarium covers all pre-camp and post camp preparations in setting up and taking down Camp including training that may be necessary for successful performance of your job. The Camp reserves the right to cancel or amend this contract verbally due to:
  - a. Unsatisfactory performance or conduct not in accord with Scouting standards.
  - b. Camp needs altered during the season, including unforeseen circumstances, which make it necessary to discontinue all, or part of the Camp season.
  - c. Should your services be needed in another Camp or department.

If it is necessary to cancel or amend a contract, the Staff will be paid for time served.

3. Staff members are expected to set an example by the standards set in the Scout Oath and Law. This includes regular attendance at religious services, proper respect for the American flag, common courtesy, and attention to good grooming and clean living, including speech. There is no smoking in any camp building or structure, including tents. There is no smoking for staff members under the age of 21. Staff members 21 and over who smoke may only do so in designated areas—never in the presence of Scouts.
4. Staff members are required to conduct themselves in accordance with the Scout Oath and Law and the policies of Camp Yawgoog. These policies, consistent with the Oath and Law, stipulate that there are no alcoholic beverages or unauthorized drugs allowed. They also indicate the parameters regarding days off and nights out. These policies will be explained in detail during Staff Training and Development Week.
5. Staff members are required to wear the summer Official Scout Uniform and must have a sufficient supply to keep neat and clean at all times.
6. Each Staff member must have a complete physical examination using the BSA health form, signed by a physician. This health form must be presented upon arrival at Camp.
7. Any illness or medication must be stated on your health form. If, in the opinion of the Camp physician, knowledge of such illness or medication should be made available to appropriate members of the Key Staff, they will do so.
8. All Staff are expected to serve for the entire Camp season through 21<sup>st</sup> of August, 2024, as noted on the employment agreement. Family vacations, band camp, and athletics unfortunately cannot be allowed. Plan ahead.

*Your signature on your contract indicates that you understand and accept the above provisions along with the code of conduct.*

# TEACHING STRATEGIES

Most of you should have encountered the **EDGE** method of teaching through your Scouting activities. This method is an excellent way to teach. EDGE is an acronym that helps us to remember the four phases of the method.

**Explain** – Describe the skill you intend to teach.

**Demonstrate** – Show the skill the students will practice.

**Guide** – Allow students to practice what they’ve just witnessed. Offer advice to improve their practice.

**Enable** – Students in this phase have gained a proficiency that allows them to operate independently.

While this simple method should be suitable for summer camp purposes, many of you may be curious to learn more about instruction. Is there really one method that works in all cases? Do some students learn differently from others? How can an instructor accommodate different learning styles? We will attempt to answer some of these questions in the following pages.

## THEORIES OF LEARNING

By the time you became eligible to join our camp staff, you spent a significant amount of time on your formal education. Did you know that the average American student spends around 11,000 hours in classes before graduating from high school? Having spent so much time as a student, you surely encountered dozens of different teachers and experienced many different teaching styles. You undoubtedly enjoyed some more than others and found some to be more effective. Each of your classmates probably had their own favorites.

While this section of the staff guide will explain several different teaching strategies, your own experience and common sense should suggest that there is no single best way to teach.

Rather, the best teachers adapt their instructional style to accommodate each class (or even individual students).

What suits one particular troop or one kind of scout in one kind of place will not suit another within a mile of it, much less those scattered over the world and existing under totally different conditions. – *Baden-Powell*

Unfortunately, our sessions will be too short for you to really get to know your students. You’re probably wondering how you can adapt your teaching styles in such a short period. The good news is that an educational theory suggests that there are different types of students based on learning styles. Knowing these learning styles and incorporating activities that appeal to each will make your lessons far more effective and appealing to a larger number of potential students.

LEARNING STYLE	WHAT IT MEANS	EXAMPLE: TEACHING ABOUT POISON IVY
Visual Learner	Students learn best by reading or by watching and observing demonstrations.	Displaying several pictures or specimens.
Auditory Learner	Students learn best by listening to explanations and asking questions.	Verbally describing the appearance and habitat.
Tactile Learner	Students learn best by working with their hands.	Allowing students to handle a specimen (in plastic, of course) or a model and then draw pictures.

*For more information on this theory, please research the work of Alan Mumford.*

Consider the third column above. Would it be possible to teach a group of Scouts to identify poison ivy by using just one of those strategies? Would some Scouts still learn well? Obviously, some Scouts would. But don't you think the lesson would be more effective and interesting if you incorporated elements that appealed to all three learning styles?

By keeping this in mind, you should be able to avoid excessive lecturing in your lessons. After all, Scouts expect summer camp to be full of activity, and students will appreciate your effort to fulfill that expectation.

As a teacher, you must accept that your students will acquire new knowledge at different rates. Some will learn very quickly and soon reveal a thorough understanding of a subject. Others will struggle to remember even the most basic facts. Ideally, all students will eventually develop to an advanced level, but that may not be necessary to adequately complete the requirements of a badge.

Educational theory has attempted to explain the different degrees of cognitive ("thinking") ability.

Everyone typically begins at the first and most basic level before eventually advancing to higher levels. These levels are explained in the following chart, with the most basic level at the bottom. Professional educators will recognize this theory from its most popular expression, Bloom's Taxonomy.

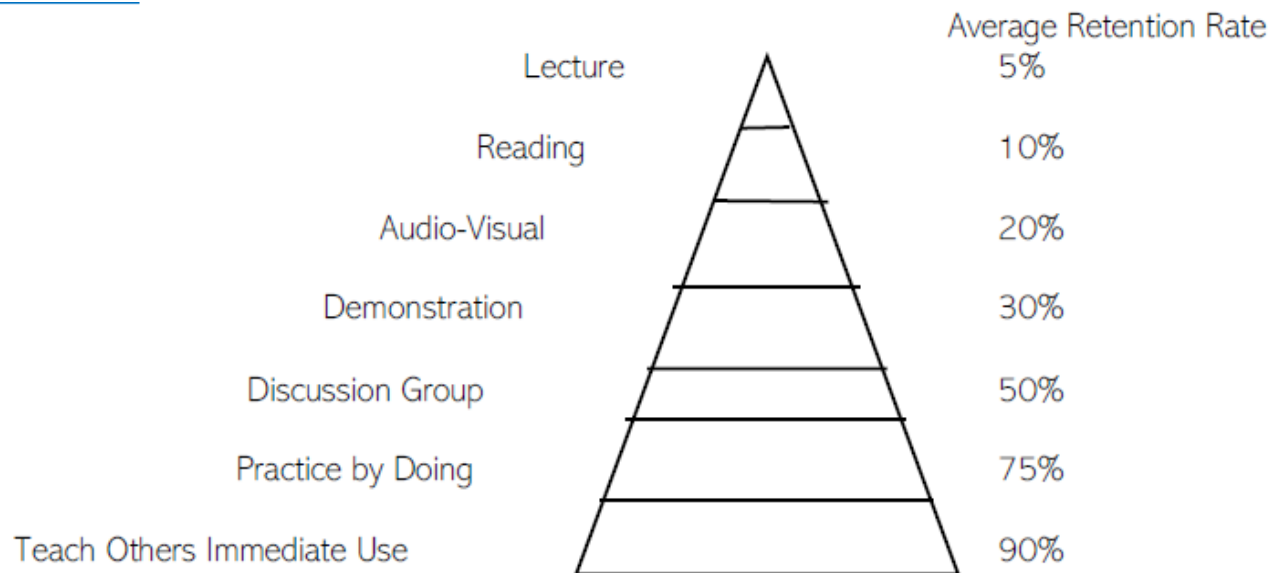
*For more information on this theory, please research the work of Benjamin Bloom or "Bloom's Taxonomy."*

LEVEL OF THINKING	EXAMPLES: NATURE MERIT BADGE
<b>Synthesis:</b> Combining seemingly unrelated knowledge to plan, produce, or create something new	Write an article or create a short skit advocating for or against government regulation of atmospheric carbon dioxide.
<b>Evaluation:</b> Judging the quality or value of information based on independent criteria	Should our country attempt to regulate the concentration of carbon dioxide in the atmosphere?
<b>Analysis:</b> Breaking complicated information into relevant parts, knowing how the parts relate to one another, and being able to reorganize those parts as needed	How might higher concentrations of carbon dioxide in the atmosphere affect a given ecosystem?
<b>Application:</b> Using knowledge to solve problems in new situations	How might higher concentrations of carbon dioxide in the atmosphere affect plant life?
<b>Comprehension:</b> Understanding facts and ideas, making comparisons, identifying main points	How do plants make sugar?
<b>Knowledge:</b> Remembering facts, terms, and basic concepts	What three things are necessary for photosynthesis?

Consider this model when you interact with your students. Most merit badge requirements do not ascend to the highest thinking levels – typically, explaining and demonstrating will suffice. But smarter, older, or more experienced students may be able to operate at those higher levels and will find your class more rewarding if you let them.

This is not to say that you should consider tampering with the requirements themselves – in fact, you are specifically prohibited from doing so! However, you will enjoy greater success as an instructor if you can differentiate your instruction for different students. If you have a very young or inexperienced class, drilling the basic concepts may take up a sizeable amount of time. A more advanced class, however, will master the basics very quickly. Rather than wasting time on repetitive drill, why not progress to something more enriching?

### LEARNING PYRAMID





## PLANNING LESSONS

While experienced instructors may feel comfortable improvising lessons, you should discipline yourself to plan ahead. This approach springs naturally from our Boy Scout motto: Be Prepared. Putting a plan on paper helps you in several ways.

You will preview the information you intend to share, and you will create a list of needed supplies. By planning ahead, you can often be more creative than when you're improvising on the fly. This will result in better learning experiences for your students. While it may seem overly formal and time-consuming to commit them to paper, you will be more organized. This will also make it easier for another staff member to substitute for you if you should be called out of class.

Students hoping to master a subject will probably need more than a single lesson to do so, particularly if trying to acquire a new skill such as knot-tying or diving. Incorporating practice time into your lesson can be very productive. After all, you will be able to observe your students and make corrections as needed. However, it is not unreasonable to expect your students to practice during their free time and return later to test.

While your students may protest, it is imperative that you uphold the standards of the Boy Scouts of America. If the merit badge requirement says a Scout should "do" or "demonstrate," that is the standard. Simply watching an instructor tie a knot in class is not the same as tying it for themselves.

Ideally, every lesson plan will include a few elements:

<b>Elements of a Lesson Plan</b>	<b>Explanation</b>
Essential Question	What do you want your students to be able to do at the end of your lesson?
Activating Strategy	How will you grab their attention and impress upon them the significance or relevance of your lesson? This may test prior knowledge. A few minutes spent piquing your students' interest at the beginning will pay off for the rest of the lesson.
Instructional Activities	How do you actually intend to teach your content? Generally, you should explain, then demonstrate, and then practice. Get the students involved. Students generally prefer activities to passive listening. Try to develop activities for students to work with collaborative partners (stronger students can help weaker ones to achieve).
Summarizing	Students, not the instructor, should summarize the content of the lesson. This allows you to check to see if they learned the lesson.
Assignment/Assessment	Will you require the students to do anything outside of class to prepare for the next lesson?

We understand the constraints under which our staff operates. In a perfect world, we would have unlimited amounts of time to prepare detailed lesson plans for every class that we teach. However, this world is far from perfect; even starting well before camp may not enable you to prepare such detailed plans before camp. You certainly won't have time to do so during Staff Week. Still, we ask you to do what you can. You can lighten the load by collaborating with other staff members in your department, or by acquiring ideas from last season's instructors.

A sample lesson plan and a blank template appear on the next pages.

# SAMPLE LESSON PLAN

COUNSELOR: *Virgil*

PROGRAM AREA:

*Campcraft*

CLASS:

*Orienteering*

LESSON:

*Map Symbols*

ESSENTIAL QUESTION:

*How and why do cartographers use map symbols?*

CORRESPONDING REQUIREMENTS:

*Requirement 4B*

NEEDED SUPPLIES/EQUIPMENT:

*1 map and set of flashcards for each Scout*

*1 large piece of corrugated cardboard*

*Box of push-pins*

ACTIVATING STRATEGY:

*Prepare an unlabeled poster showing at least 10 map symbols.*

*Prepare separate labels. Play a short game in which the contestants try to match each label to the proper symbol.*

INSTRUCTIONAL ACTIVITIES:

- 1. Discuss the importance and purpose of map symbols.*
- 2. Reveal and explain the correct answers to the matching game.*
- 3. Divide the class into pairs. Give each a list of 10 symbols and a map. Each buddy team attempts to be the first to correctly find their 10 symbols.*

SUMMARIZING:

*Each student should explain, in their own words, why cartographers use map symbols then draw their favorite one from memory.*

ASSIGNMENT/ASSESSMENT:

*Each student should read ahead about international control description symbols and prepare to explain why they are not identical to the traditional map symbols.*

# LESSON PLAN TEMPLATE

**COUNSELOR:**

**PROGRAM AREA:**

**CLASS:**

**LESSON:**

**ESSENTIAL QUESTION:**

**CORRESPONDING REQUIREMENTS:**

**NEEDED SUPPLIES/EQUIPMENT:**

**ACTIVATING STRATEGY:**

**INSTRUCTIONAL ACTIVITIES:**

**SUMMARIZING:**

**ASSIGNMENT/ASSESSMENT:**

## TEACHING AIDS

An enthusiastic counselor will undoubtedly want to research and find additional resources for their class. This is an excellent instinct and should be encouraged! Unfortunately, we are unable to purchase or otherwise provide all of the resources you may wish to use, so it becomes necessary to distinguish between teaching aids based on their instructional value.

The first category includes those resources without which lessons fail. Examples include ropes for Pioneering and maps for Orienteering. We will do our best to see that all such resources will be provided, but it is the responsibility of every counselor to conserve those resources and notify the Program Director before critical shortages develop.

The second category includes those resources which are not strictly necessary, but greatly improve lesson delivery. A white-board and dry-erase markers might fall into this category. We will attempt to satisfy all requests for these resources, but cannot guarantee fulfillment.

A third category includes those resources which are merely convenient for the counselor or student, but do not uniquely enhance the quality of instruction. Examples would include student worksheets, especially those that have appeared on a number of websites in recent years.

These worksheets consist of a series of questions for Scouts to answer after finding the appropriate information in their merit badge pamphlets. These are convenient for counselors, especially those too pressed for time to engage students in discussions, but should not replace personal instruction. After all, Scouts do not come to camp for the equivalent of “home study” courses! Remember that the merit badge requirements usually instruct a Scout to “explain,” “discuss,” “demonstrate,” or “do.” Those instructions are active for a reason!

Unfortunately, some Scouts will be tempted to simply copy answers from their classmates, especially if the worksheets are assigned for homework. This obviously diminishes the educational value of the exercise.

Furthermore, those worksheets often waste a great deal of paper. Some Scouts will never complete them; other Scouts will lose their copies and request extras. Consider also this fact: if, over 120 Scouts signed up for nearly 4900 merit badges and earned nearly 3400 of them. If each of those classes issued just one worksheet each day, our camp would have produced 24,500 photocopies. At 5 cents per copy, our copying expense would have been more than \$1200 dollars.

## TESTS

If you are considering the creation of a written test, proceed with caution. First, no merit badge requires a Scout to pass a written test, and Scouts should be informed that alternative testing options are available. This is especially true for the many Scouts with learning disabilities who may attend camp. Many of them receive educational accommodations in school and may struggle with a written test. Alternatives should be just as rigorous, of course.

Grading a test creates its own set of problems. Tests should not include information that is extraneous to the requirements, and since all requirements should be mastered, in theory the only “passing” grade should be 100%. Scouts also never “fail” a merit badge - some just earn it more quickly than others. Scouts who do not score well on a written test may be discouraged or embarrassed. This is not the positive experience we want them to remember from summer camp!

After all of these considerations, counselors must receive the prior permission of the Program Director before using a written test in their classes.

## ADDRESSING PROBLEM BEHAVIORS

You've probably heard that "boys will be boys." This bit of folk wisdom acknowledges that our culture has developed a certain degree of acceptance for rowdiness and playfulness in boys. While there is much to admire in the spirit and energy of youth, this natural enthusiasm can prove quite challenging to instructors if carried to extremes.

Camp staff instructors worried about managing problem behaviors in class should recognize that they enjoy several major advantages over traditional classroom teachers. First, the average camper probably has fewer behavioral issues than non-Scouts. After all, the Scouting program still stresses helpfulness, courtesy, and obedience! Second, the nature of our lessons lends itself to occupying our students' attention far more easily than more academic subjects. Third, supportive adults (either parents or unit leaders) are never far away. Finally, the limited duration of our program should make even the most troublesome students easier to bear.

Note, however, that your patience with problematic behavior is not our primary concern. Campers come to class with certain expectations that we must fulfill. One of the most basic expectations is to be able to participate in a class that is free from disruption. In some cases, that's not just a personal preference but an issue of safety.

Camp is relying on you to help deliver our promise of a quality experience, and this means you must be able to handle problem behaviors.

Strategies to handle these problems can be divided into two categories: preventive and reactive. As the old saying goes, an ounce of prevention is worth a pound of cure. Reacting to problems consumes valuable instructional time, so why not take steps to reduce the occurrence of those problems? While no strategy will be effective all of the time, preventing even a small percentage of potential problems validates the effort. Below you'll find a few strategies that have worked in the past.

### **PREVENTATIVE STRATEGIES** *An ounce of prevention is worth a pound of cure.*

CONCERN	SUGGESTED STRATEGIES
Students are easily distracted	Plan to teach your lesson in an area that reduces potential distractions. Instead of sitting by a trail or in view of another activity area, find a semi-secluded spot that will help to focus students' attention.
Students fall asleep	Include activities in your lesson plans that will require students to move. If the lesson doesn't lend itself to activities, be creative – take your class on a short field trip to wake them up.
Students lose interest in the material	Ensure that your lessons are age-appropriate. You wouldn't necessarily teach 11 year olds and 17 year olds the same way. Are you pitching your lesson over their heads or too simplistically? Visual aids and participatory demonstrations help to enliven every class.
Students do not prepare for class	Advertise the "homework" that should be completed for class by publishing notices in the camp newsletter. Unit leaders can fill the role of parents in encouraging their Scouts to finish assignments.
Students consistently arrive late	Try to determine if a schedule change should be recommended. Sometimes a Scout has done a poor job of planning their merit badge classes, and by switching between sections they may be able to reduce their travel time and still remain in their preferred classes. Other than that, your best bet is to give students a strong motive for wanting to be on time. Perhaps you can find time for a short game or other "warm-up" activity (that relates to your subject, of course) at the beginning of class.
Students won't respect your authority	Make sure that you consistently enforce simple disciplinary rules from your first meeting. If you ignore your own rules you will create a new norm for acceptable behavior and regret it later. Also, maintain a professional detachment from your students. There is a difference between being "friendly" and becoming a "friend."

## REACTIVE STRATEGIES

<b>REACTING TO PROBLEM BEHAVIORS</b>			
CONCERN	EXAMPLE	CORRECTIVE STRATEGIES	WHAT NOT TO DO
Challenging questions	The student believes they are an expert on the subject and frequently poses challenging questions for which you don't have answers.	<ol style="list-style-type: none"> <li>1. Admit when you don't know something. Promise to research it. Follow through.</li> <li>2. Take the student aside (without interrupting your lesson) to determine their true expertise.</li> <li>3. Recruit the student to act as your assistant in some way. Recognize their qualification and they may become part of the team.</li> </ol>	<p>Get into a competition to prove your superiority.</p> <p>Belittle the student and mock them.</p> <p>Bluff answers to questions when you aren't sure of the answer.</p>
Defiance	"I don't want to do this and you're not going to make me!"	This behavior is very rare at camp, as Scouts usually want to be involved. A student who chooses not to participate can be reported through staff channels to a unit leader. If their continued presence in the class causes a disruption, they can be dismissed early.	<p>Make it a battle of wills. Yell and scream. Break them so that he'll follow orders.</p> <p>Allow all of the students to ignore your instructions.</p>
Off-topic questions or comments	The student asks personal questions or tries to derail you with other subjects.	<ol style="list-style-type: none"> <li>1. First, try to ensure that the question is truly off-topic. Your student may be following a tangent you hadn't considered. While you need to keep your class on target, try not to quash genuine curiosity.</li> <li>2. Offer to address off-topic issues outside of class. If the question was sincere, the student will usually pursue it. If not, he won't.</li> </ol>	<p>Ignore all future questions from the student.</p> <p>Answer every question that is asked, then rush through your entire lesson in the last five minutes of class.</p>
Playing with an object  or  Talking during instruction	<p>The student won't stop playing with their pencil, notebook, canteen, or even rocks and dirt.</p> <p>Two boys constantly laugh and joke with each other while you're trying to teach.</p>	<ol style="list-style-type: none"> <li>1. Avoid long lectures whenever possible. If lecture is necessary, call on students to answer questions or act as demonstrators.</li> <li>2. Pair off the students in the class ("demonstration buddies") to separate the two.</li> <li>3. Stand closer to the pair. Proximity to the instructor helps to inhibit distracters.</li> <li>4. Appeal to your director. They may be able to speak to the student or their unit leader. They may also be able to sit in on the class to back up your authority.</li> </ol>	<p>Confiscate valuable personal property from campers. That'll never be misconstrued as stealing.</p> <p>Just kick them out of class. That'll teach them who's the boss.</p> <p>Join in their conversation. Everyone will enjoy that more than your lesson anyway, and the Scouts will think you're the coolest counselor EVER.</p>

It is important to remember that we serve our students even though we occupy a position of authority over them. This concept should temper our interactions even when we find it necessary to correct bad behavior. Our goal is to build up our Scouts, not tear them down. This leads to a general approach known as "positive correction."

POSITIVE CORRECTION		
STEP	ACTION	EXAMPLE FOR SCOUTCRAFT
1	Prior to correcting the student, begin with a positive comment about their past performance.	“Yesterday you were able to tie knots quicker than anyone. I know you can do just as well on lashings.”
2	Plainly state the problem.	“But you need to focus on my demonstration if you’re going to learn how to do it.”
3	Explain how you expect the student’s behavior to change.	“So stop trying to use your rope as a whip.”
4	Ask the student to repeat your expectation.	“What do I need you to do?”
5	Offer praise and other positive feedback for compliance.	“I can see you’re really paying attention. Good job!”

Adapted from *Safe Crisis Management*,  
JKM Training, Inc.

The benefits of positive correction should be obvious. We communicate our disapproval in a diplomatic fashion that is more likely to elicit a cooperative response. Contrarily, negativity would be more likely to escalate the confrontation or alienate the student.

# YOUTH PROTECTION GUIDELINES

The Yawgoog Staff bears an enormous responsibility to uphold the standards and policies of the Boy Scouts of America. A primary responsibility is the safety and welfare of every Scout and Leader in Camp. Child abuse is a serious subject that must be addressed. All Staff must know what steps to take if confronted with an apparent abuse incident.

Physical hazing, secret initiations, and inappropriate discipline are strictly prohibited. Violation of this policy will be met with swift and direct action. Physical contact and horseplay will not be tolerated between Staff and campers. The entire Staff will review youth protection during Staff Training & Development Week.

The procedure for reporting child abuse:

In every case, as soon as it is suspected that child abuse/neglect has occurred, a report must be given to the Reservation Director (oral and written) with the following information:

1. The names of the individuals involved, the location, and the time.
2. The general circumstances of what occurred.
3. The names of all persons who may be involved.
4. Any specific witnesses that may have been involved.

The Rhode Island Department of Children, Youth, and Families has mandated reporting of child physical abuse, sexual abuse, and/or neglect to the State within twenty-four (24) hours of the alleged incident. Failure to report may result in penalties. It is, therefore, imperative that all Staff be aware of known or suspected child abuse in its several forms and report immediately to the RD and to the DCYF.

Reports are taken at 1-800-RI-CHILD twenty-four hours a day, seven days a week. The Reservation Director, working in cooperation with the State of Rhode Island and the Officers of the Council, will then take the necessary action to alert anyone else who needs to be notified of what occurred, when it occurred, and supporting information, as outlined above.



# A Career on the Yawgoog Staff

## I. The Yawgoog Leadership Experience

- Junior Leadership development
- Personal preparation experience
- Yawgoog Spirit ignites  
Basic & Field Weeks  
Top Five Leader & Marvel Award

## II. The Apprentice

- First and second year Staff
- Horizontal movement
- Exploratory experience
- Emphasis on attitude, social and
- Individual and team responsibility
- Scouting knowledge  
Services, Kitchen, Program  
Merit Badge Counselor

## III. Specialization

- Third year and beyond
- Vertical movement
- Goals toward Middle Management
- Competent & Friendly  
Program Center Counselor  
Assistant Center Director

## IV. Middle Management

- Significant responsibility
- Emphasis on quality control
- Professional & Social Leadership
- “Reservation Perspective”  
Program Commissioner  
Provisional Scoutmaster  
Service & Program Center Director  
Assistant Camp Director

## V. The Key Staff

- Year-round leadership
- Policy & administration  
Reservation Director  
Assistant Reservation Director  
Camp Director  
Director of Food Service  
Business Manager

## VI. Professional & Technical

- Unique professional skills  
Ranger  
Chaplain  
Chef & Baker  
Medical Staff

*All Yawgoog Staff are encouraged to consider this outline carefully. While it is important to set personal goals for future advancement, it is equally important to enjoy a present position fully. The great success of Yawgoog is dependent on the dedication and enthusiasm of Staff on every level.*

# The History of Yawgoog

Camp Yawgoog of three large Camps on Yawgoog and Wincheck Ponds in Rockville, Rhode Island: Three Point, Medicine Bow and Sandy Beach. Yawgoog is owned by the Rhode Island Boy Scouts and operated by Narragansett Council, Boy Scouts of America.

In 1916, Scout Executive Donald North, after inspecting some 20 lakes in Rhode Island, recommended the deserted Joseph Palmer farm property on Yawgoog Pond as a permanent reservation for Scouting. The 150 acre piece of land was leased to Rhode Island Boy Scouts in 1916, tested and purchased in 1917. Yawgoog and Wincheck, according to local tradition, were the names of two Narragansett Indian Chiefs. The water rights to the pond, named for Chief Yawgoog, were purchased in 1953 from the Yawgoog Line and Twine Company.

In 1919, J. Harold Williams became the first Camp Chief and the first dining hall was erected. This building has since been made into the Main Reservation Trading Post. Three Point Lodge, renamed Sharpe Lodge after expansion during the Golden Jubilee, was constructed in 1924. The camp then operated in two divisions, the upper camp (currently Donald North Court) and the lower camp (along the shore). Phillips Island was purchased in 1926.

All the land around Yawgoog Pond was finally purchased through the efforts of T. Dawson Brown, Past President of the Rhode Island Boy Scouts. The whole area was dedicated as a "Scout Adventure Land Forever" on July 8, 1928, by Col. Edward Buxton. In the early thirties, the addition of Curtis Tract was given by Harry C. Curtis. In 1929, the old Upper Camp was moved to a new location and named Medicine Bow, after a famous Indian Bow made by Dan Lamb. Rathom Lodge was erected in honor of John Revelstoke Rathom, one of the founders of the Scouting Organization.

Forest fire swept through most of the Yawgoog property on May 4, 5 and 6, 1930. For several springs thereafter, the Scouts were busy planting pine seedlings, until a total of 30,000 had been planted. The Bucklin Memorial Group was dedicated July 4, 1931, as a memorial to the great benefactor of the Boy Scouts, Capt. George Bucklin.

Metcalf Lodge (Sandy Beach Dining Hall) was dedicated on August 25, 1939 in honor of U.S. Senator Jesse H. Metcalf. It was a gift of Mrs. Metcalf, who also presented Yawgoog with the enlarged water supply system. The Armington Health Lodge, was dedicated May 30, 1941, as a gift of the Armington Memorial Fresh Air Fund.

Two of the three existing religious centers were dedicated in 1950. The Cathedral for Protestant Worship has the beautiful steps of the Scout Law and the Gate of Reverence; St. John Bosco Chapel for the Roman Catholic services is a gem of rustic church architecture.

In 1960 and 1961, a great rebuilding and expansion of Yawgoog took place with money provided by the Golden Jubilee Fund. Dining Halls, kitchens, beaches, roads, fields, etc. Seven new sites were added. Yawgoog can now accommodate 1000 boys and leaders a week.

In the 1950's the AIT (Apprentice in Training) was established, which was the beginning of the CIT Corps. In 1965, the first Counselor-In- Training Corps was organized with the dedication of its originator, Al Mink. Today, the C.I.T. program is widely acknowledged to be one of the best of its kind in the United States.

One of the most important projects of the seventies included the harvesting of Yawgoog's thick growth of pine trees. Located primarily in Medicine Bow and the Smugglers' Cliffs area, these trees were the fruits

of the labor of Scouts who planted them as a good turn for Yawgoog after the great forest fire of May 1930. The process of harvesting and replanting will continue as part of Yawgoog's land management program. Yawgoog's land management program took an important step forward in 1977 when a batch of tender white spruce seedlings was planted in a newly cleared lot in Anthony Acres. This planting represented the beginning of Yawgoog's Christmas tree farm. The first Christmas trees were harvested in 1985.

In 1980, the Palmer Barn, a relic from the "old days," was re-activated as the Kelly Nature Barn. In 1983, the new Kelley Environmental Educational Center, or Nature Center, was erected and the Nature Barn was dismantled.

The Yawgoog Alumni Association, started in 1981 by "Gus" Anthony, has been responsible for many projects including: the new H.Cushman Anthony Stockade, renovating the J.H. Williams Amphitheater, funding the promotional video, the construction of the rappelling tower, and the reconstructing of new waterfront facilities at all three Camps, beginning in 1995 and completed in 1997. The YAA also funds Staff scholarships.

In 1984, the Temple of the Ten Commandments was constructed on the edge of Tim O'Neil Field. The Temple began a two phase enhancement process in 1997 with an extension of the worship center.

Located on Phillips Island, the King Phillips Wilderness Center was popular among Scouts during the mid-seventies. In the late 70's the Webelos Provisional program was introduced to Yawgoog. In 1997, Webelos moved to Feinstein Youth Camp. The Challenge Program began operating in 1980. It was one of the first "C.O.P.E." courses in the country, and is presently one of the most popular programs at Yawgoog. The latest Program offerings include kayaking, trap shooting, rappelling, and mountain biking. Traditional programs in aquatics, field sports, campcraft, and crafts continue to be an important part of the many great opportunities at Yawgoog.

Dedicated to preserving the great traditions and spirit of the past, striving to make the very best of the present, and planning carefully for the future, Yawgoog enters each new season in the same way that it began in 1916 -- full of fun, adventure, brotherhood, and good wholesome Scouting.

*To be continued. . .*

# Camp Three Point Songs

## Three Point Song & Cheer

We're all glad that we are here  
So for Three Point let's give a cheer  
We're all here to have some fun  
So in Scouting and Three Point we are one  
HEY, HEY, HEY  
BOOM-CHICKA-BOOM, BOOM-CHICKA-BOOM  
BOOM-CHICKA, BOOM-CHICKA, BOOM-BOOM  
WAH OH WAH, WAH OH WAH  
THREE POINT, THREE POINT - RAH, RAH, RAH, YEAH!  
POINT, POINT, LET'S HERE IT FOR THE POINT!  
POINT, POINT, POINT-POINT BANANA-NANA BO POINT  
FEE, FI FO POINT POINT, WHOOOH!  
CHOOH, CHOOH, CHOOH, WHOOOOH, WHOOOOH, YEAH!!

## Three Point Staff Song & Cheer

We are the boys from Three Point, you here so much about.  
People stop and stare at us whenever we go out.  
We're noted for our wisdom and the clever things we do.  
Most everybody likes us and we know you'll like us too, hey!

As we go marching, and the band begins to P - L - A - Y.  
You can here them shouting, Three Point's on its way. Hey!  
So take a point, and add another point, and then another point,  
Till you've got - Three Point!  
So come along, to our adventure land,  
Where fun and Scouting lead the way. HEY! HEY! HEY! That's it.

## Camp Three Point Scouting Song

When you come down to Three Point each and every day.  
You'll enjoy Scouting in the very best way;  
You can earn some Nature badges and go to Challenge, too,  
Swim in the water 'til your lips turn blue.  
"DA DA CHEER"  
Three Point's the best, of all the rest;  
Scouting's our thing, and we will SIIIIIIINNNNGGGGG!!!!  
'Cause THREE POINT is a camp at Yawgoog  
P-O-I-N-T ! ! ! ! (How's that???) O - Tay !

# Camp Medicine Bow Songs

## Medicine Bow Song & Cheer

Oh I'm a hayseed! My hair is seaweed!  
And my ears are made of leather and the flop in rainy weather.  
Gosh, oh Hemlock! I'm tough as a pine knot!  
For I come from Medicine Bow, can't you see?  
HEY! HEY! BOW FOR THE BOW! RAH! RAH!  
BOW FOR THE BOW! RAH! RAH!  
HOORAH! HOORAH! MEDICINE BOW!  
RAH! RAH! RAH! YEAH!!

## The Heart of Yawgoog

Medicine Bow's the Heart of Yawgoog,  
Where the spirit soar! SOAR! SOAR! SOAR!  
All the fun is down at Yawgoog,  
Where the Bow is at the fore! FORE! FORE! FORE!  
Our strength is in our friendship. Greatness is our lot.  
You can't match our fellowship. Scouting's in our hearts.  
We're at the Bow, always on the go, striving for the best  
Scouts at the Bow, with the staff will grow, with matchless zest. HEY!  
Fee Fi Fiddle ee i oh, Fee Fi Fiddle ee i oh oh oh oh, Fee Fi Fiddle ee i oh!  
Come on down to Medicine Bow! YEAH!

## Marching Song

Hi-Ho! Hi-Ho! We come from Medicine Bow!  
We are the best, we're better than the rest! Hi-Ho! Hi-Ho! Hi-Ho! Hi-Ho!

## Waterfront Instructors

We're the waterfront instructors, we're the lifeguards that you know!  
We are the people who will save your life.  
Even if we have to REACH! THROW! ROW! GO!  
Come and visit our department, if you want to have some fun!  
The waterfront is really great, we promise satisfaction.  
We are department number one! We are department number one! ...and Ashaway, too.

## Crafts Center Song

Crafts Center is the place to be! Leatherwork and Basketry! Metalwork not pottery!  
Indian Lore shows to see! Crafts Center is the place to be! We're all in the Queen's navy!  
Crafts Center is the Place to Be! HEY!

# Camp Sandy Beach Songs

## Camp Sandy Beach Song & Cheer

Pack up your duffle hustle up to Sandy  
Smile, Smile, Smile, "Have a Banana!!"  
Laughs are the style and the skies are blue  
That's the place for you, HEY!  
What's the use of wandering?  
There's none can reach the BEACH!  
So! Hustle up your duffle up  
Your fun will double up at SANDY BEACH, HEY!!

Ta-da-ta-da-ta-da-ta-da! Ti-boom! Ti-boom! Ti-boom! HEY!  
Sandy Beach! RAH! RAH! Sandy Beach! RAH! RAH!  
HOORAH! HOORAH! Sandy Beach! RAH! RAH! RAH! YEA!!!!

## Sandy Beach Staff Alma Mater

(to be sung with hands on hearts)

Down by the old Banana Tree, where you first met me!  
With your skin so yellow, and your face so mellow!  
It was then I knew, I could squeeze you too!  
*You were no big deal (Clap) !! But You had a-peel (Clap) !!*  
Down by the old Banana Tree (...down by the tree...)  
It has no pit! It has no core! Sandy Beach Staff has much more!  
Go BANANAS!!!!!!

## *Bonzai Beach Babies*

B-A-N-A-N-A-S Go Bananas!  
(Repeat 5 times starting out soft and getting louder each time)  
Count from 10 to 1 backwards  
BONZAI BEACH BABIES!!!

## The Staff of Sandy Beach

(to the tune of "The Adams Family")

CHORUS: ...that funky da-da and snap thing...  
From Campcraft down to B-P, the Waterfront especially,  
We run them all so smoothly, THE STAFF OF SANDY BEACH! CHORUS  
The kitchen's always spotless, our leaders' never cot-less,  
The time we need's a lot less, THE STAFF OF SANDY BEACH! CHORUS  
We handle bows and shotguns, the PCs plan all your fun,  
We are the best, 'cause we from THE STAFF OF SANDY BEACH! CHORUS

## *Yawgoog Trivia*

Taken from *The Yawgoog Story* and Other Reliable Sources

As a mere youth, Rhode Island Governor Bruce Sundlun fell through the ice at Yawgoog only to be rescued by future Senator John Chafee.

The Yawgoog Patch with ten segments was introduced in 1951. There are now almost as many segments as there are buildings in Camp.

Besides the hurricane of 1938, which did major damage to Camp, there were two other modest ones, "Connie" and "Dianne" in 1955. Then in 1985, there was "Gloria" which did \$5,000 damage. In 1991, Camp lived through "Bob" and then in 1996 we were hit with "Bertha". "Bob" darn near shut Yawgoog down for the final week of the season.

1957 saw the Workshop and Store House built at Yawgoog, thanks to the RI Boy Scouts.

Wincheck Indians started in 1922 and changed to Wincheck Lodge, Order of the Arrow in 1957.

Did you know that Slade's Gang built a marine railroad out of narrow gauge rails "borrowed" from an old mine at Lantern Hill in Connecticut. This was located at the Sailing Center and was originally used to haul our two 28' Navy Cutters, which were so popular.

Yawgoog has changed its name three times. Originally it was "Camp Yawgoog". When it included outposts Aquapaug, Kelgrant and Winnisucket, it was called "Yawgoog Scout Camps."

The CY (Camper of Yawgoog) Award System was started in 1922 with the Bronze, Gold and Silver CYs along with the Yawgoog 1 year, Yawgoog 2 year, and the Yawgoog Veteran (5 year).

Sharpe Lodge (Camp Three Point Dining Hall) was built in 1923. John Revelstoke Rathom Lodge (Camp Medicine Bow Dining Hall) was built in 1929. Jesse H. Metcalf Lodge (Camp Sandy Beach Dining Hall) was built in 1939. Most of the wood used in the construction of Metcalf Lodge was from our own lumber cut as a result of the 1938 hurricane.

Did you know that giving each week a name and a theme for program started in 1927?

A 35 gallon hand-pulled tank on wheels in 1924 was the start of the Yawgoog Fire Department.

1929 was the first year that saw electricity and a crank, inter-camp phone system in Camp.

The days of the "Great Fire" were 4 - 6 May 1930.

Believe it or not, Camp had its own barber shop for 23 years. "Clipper" Rudolph Derita of Federal Hill charged 25 cents. Scouts who couldn't afford it could shovel manure for six hours.