



Maryland 4-H Youth Development Training Checklist for 4-H Camp Staff

The following checklist provides the **minimum** training guidelines for all 4-H camp staff. All topics **must** be covered **prior** to the 4-H camping event. You may choose to add additional topics based upon the needs of your volunteer staff, the nature of the 4-H youth who will be served by your camp and the types of programs/activities that will be provided during your camp.

Each staff member must have the required hours of training prior to service. For Leaders-in-Training (youth ages 13-15) – 25 hours, Counselors-in-Training (youth ages 16-17) and Adults & Counselors (18+) – 30 hours. Those staff members spending three or more weeks at camp in a given summer - 45 hours. Adults that have served in the same role for the past three years (without a break in service with the UME 4-H Youth Development Program) and can document knowledge and understanding of the required training topics may be able to accomplish this required training within 20 hours. This reduction in training hours policy would be at the discretion of the Camp Direction and must be applied consistently across the local program.

Regardless of the category of staff - Six or more hours of training for all staff members should be on-site training, conducted annually.

A majority of the training hours should be received through 4-H camp staff training; however, alternate delivery methods may also be used to supplement the in-person training –i.e. UME 4-H Youth Development Trainings, College Course Work, Other appropriate training from Youth Development Agencies, on-line trainings, and self-directed training modules. Alternative training methods would be approved by the Camp Director. Questions regarding appropriateness of training materials/methods should be forwarded to the State 4-H Environmental Sciences and Outdoor Education Specialist.

■ **Purpose and value of 4-H camping**

- Goals for the Maryland 4-H camping program
- How 4-H camping develops life skills in youth
- How 4-H camping provides positive youth development

■ **Purpose and value of training**

- Importance of training to prepare volunteer staff to serve at 4-H camp
- Expectations for training (25/30+ hours of training prior to camp)
- Opportunities for training at the local level, 4-H center level, etc.

■ **Job descriptions for 4-H camp volunteer staff**

- Provide written job description to all volunteers (LITs, teen leaders, adult volunteers)
- Review job descriptions and give volunteer opportunity to ask questions and seek clarity
- Have each volunteer to sign his/her job description

■ **Roles and expectations of 4-H camp volunteer staff**

- Define the different volunteer roles that are used in camp
- Identify the performance expectations for each role
- Review the Maryland 4-H Behavioral Expectations and other camp-related behavioral expectations

■ **Other roles and related expectations**

- Define other roles related to 4-H camp (i.e., extension staff assisting with 4-H camp, 4-H Camp Director, 4-H center summer 4-H camp staff, 4-H center volunteers, etc.)

■ **General personnel policies explained to each volunteer staff member**

- Time off, leaving camp, use of 4-H center property, sexual harassment, personal conduct

■ **Accountability and “chain of command” at 4-H camp**

■ **Expectations for youth supervision**

- Identify and discuss when, where, and how campers should be supervised during daytime and nighttime hours
- Specific expectations for lodge/cabin supervision during nighttime and daytime hours
- Discuss specifics of supervision during classes, special events, evening programs, etc.
- Identify and discuss times of day when supervision is most critical (i.e., during rest periods, between classes, after lights out, etc.)

■ **Limits of authority with and consequences of going beyond these limits**

■ **Understanding and working with campers**

- Basic needs of youth/Developmental characteristics of youth
- Managing youth behavior at camp
- Managing homesickness at camp
- Importance of **POSITIVE** Role Modeling

■ **Child maltreatment (*Abuse*)**

- Define “child maltreatment” and identify types of maltreatment
- Identify the indicators of child abuse
- Discuss how volunteers should respond to allegations and/or suspicions of child abuse
- Role of the volunteer in the reporting process

■ **Health and safety orientation**

- Risk management (Negligence/liability/duty of care)
- Above Suspicion Policy and one-on-one situations
- Basic first aid/Safety orientation
- 4-H camp medical policies and procedures and who responds to different medical situations
- 4-H camp emergency policies and procedures (What do you do in an emergency?)
- Blood-borne pathogens/universal precautions
- Procedures for the collection and administration of medication
- Identification of youth with special needs/procedures for addressing special needs

- **Sexual harassment towards staff, volunteers, and campers**
 - Define sexual harassment and identify types of sexual harassment
 - Identify what is appropriate and what is inappropriate in a 4-H camp setting
 - Discuss how volunteer staff should respond if they experience sexual harassment

- **Sensitive issues policy**
 - Define “sensitive issues” (e.g., dating, sex, tattoos, ghosts/occult, religion, etc.)
 - How sensitive issues arise in a 4-H camp setting and how to respond appropriately

- **Diversity and inclusion**
 - Camp is available to all youth
 - How to accept, respect, and respond to multi-cultural diversity in camp
 - Expectations for volunteer staff to provide an inclusive environment

- **Performance evaluation for 4-H camp volunteer staff**
 - Expectations for performance and how performance will be evaluated
 - Consequences of poor performance

- **4-H camp policies and procedures; camp center policies and procedures**

- **Role-play common 4-H camp situations**



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