# **CAMP RULES: COMPREHENSIVE**

(Note: The materials included in this Access Camp Pack were created and used for the first-ever Access camp in Peru. The camp was held March 15-17, 2012 in partnership with the RELO Andes team from the U.S. Embassy in Lima, Peace Corps Volunteers, and the host institution, the Binational Center in Chiclayo, Peru. Introductory notes from the camp organizer are included for each document to provide context and helpful hints along the way.)

CH coordinators/teachers, and PCV counselors are group leaders (for security reasons) and work closely with the head of the camp.

Counselors and staff should meet in the morning and at the end of the day to discuss any changes, problems, etc.

If there is a problem with a counselor, do not discuss it with him/her directly; speak to the person in charge of the camp.

If there are any problems with students, please report it immediately to the counselor. If a student has a question about an activity or some other question, please direct him/her to his/her counselor.

* During activities, students are expected to speak English with their team. It is the responsibility of the counselor to make sure this happens.
* Always know where your students are. If you see disruptive behavior, try to gently point out how the student can change his/her behavior. If the disruptive behavior continues, inform the staff so appropriate action may be taken. PCV counselors and CH coordinators/teachers should not take corrective action.
* CH coordinators/teachers, and PCV counselors will always be a part of group activities to promote the Ss’ interest and involvement. Explain/model the activity before beginning. If for some reason a student doesn’t want to participate (e.g., is afraid of heights, doesn’t want to get wet or swim) this is not a problem. Look for a different way for the student to participate in the activity, such as time keeper, counselor’s assistant, etc.
* At the end of the day, there will be a meeting with the CH coordinators/teachers, and PCV counselors to talk about the day’s activities. This is the time to express your opinions, comment on any incident, and make suggestions. These meetings are important not only to improve the camp but to also contribute to the continued progress of future camps.

# **CAMP-SPECIFIC RULES**

* Clear objectives should be set for the camp.
	+ Objectives should consider English pedagogy.
	+ The objectives should be shared with all teachers well in-advance.
	+ Short, very clear forms of objectives should be shared with the students at the beginning of the camp and should be posted in a visible location.
	+ The camp activities should be planned to meet these objectives.
* Establish a schedule of activities.
	+ Each activity leader should create a vocabulary list to introduce their activities and plan to begin the activity with a vocabulary session.
	+ All teachers should review and rehearse all activities before the camp.
	+ Have a list of back-up activities ready to go.
	+ A list of necessary materials should be made and the items should be bought well in advance. This requires all activity leaders to submit a detailed list of items and how many of each item that are needed.
* Team prizes, individual “star student” prizes, individual activity prizes, and spirit prizes should be decided, bought, and organized before the camp.
* Staff – have more than you think you need.
	+ Identify a first-aid staff member that can be on-site and have a car ready in case of emergency.
	+ Identify a lifeguard if there is swimming on-site.
	+ Identify a photographer and videographer to be on-site throughout the camp.
* Meet with families well in advance – they should know about the location, objectives, and primary points of contact for each partner. They should also receive permission forms and the list of things the students will need to bring to camp.
* Prepare a portfolio for each student to include: permission form to attend the camp, video and photo release form, emergency contact and medical information. All staff should know where portfolios are to be stored throughout the camp.
* Prepare name tags for staff and participants.
* Design and print t-shirts for staff and participants.
* Prepare certificates in advance for participants to receive at the end of camp (signed by key partners).
* Divide participants into groups (probably no more than 8 to a group) and assign each group team leaders – preferably 1 boy and 1 girl per team if the groups are co-ed.
* Prepare color signifiers for the groups (e.g. colored bracelets, bandanas, ribbons, etc.).
	+ If there will be a team competition throughout the camp, prepare the point system and poster for point-keeping.

**Camp Planning: Suggestions for Pre-, During, and Post-Camp**

**During Camp**

1. Establish four working groups, rotate roles every 3 hours or so (depending on agenda).
	1. Leading the Activity
	2. Logistics and Planning
	3. Maintenance
	4. Moment of Rest
2. The camp organizer should have no other role than supervising activities and making decisions as needed.
3. If a night watch is necessary, those watching at night should not lead activities during the day. (OR, each cabin or tent should have 1-2 counselors who spend the night with the campers.)
4. Everyone should have a copy of the schedule
	1. One master schedule should be posted and updated with any changes.
5. Camp orientation should include:
	1. Tour of camp and facilities
	2. Rules and regulations (student input encouraged; each counselor should sit down and come up with student-suggested rules; make a poster; compare group posters and make one final poster with all of the students’ suggestions.)
	3. Introduction to staff and camp objectives
6. Everyone has a watch (timekeeping)
	1. Leaders have a whistle
7. Use portable white boards to tie in vocabulary and expressions to each activity.
8. Staff meetings: Morning, Lunch, and Night
9. Create a “home base” including:
	1. Labeled Boxes for Supplies
		1. The boxes are placed in an accessible location
		2. The supplies are returned to these boxes after every use
		3. Each activity has a box with all the necessary supplies and a list of other supplies that can be reused from other activities
		4. Have a sunscreen and bug spray box for all to use
	2. A lost and found box
	3. The Master Schedule posted with changes
	4. The Point System poster
	5. Rules and Regulations poster
10. Have ¨just in case¨ petty cash available and someone who can travel to pick up unexpected supplies as needed.
11. Schedule plenty of time for group photos and a closing ceremony.

**Student Portfolios**

We recommend that for each camp participant, there is a folder of important documentation – a portfolio of permission forms and medical and emergency contact information. These portfolios should be in a secure location known to all staffers throughout the camp.

***Notes for the general permission form:***

This was the document presented to participants’ families during an orientation meeting at the host institution (in their native language). Note that we included medical and emergency contact information within this document; you may choose to have this information in a separate document.

We recommend thoughtful consideration of how the camp is introduced to the participants´ families. The families will likely have some serious concerns about sending their students to an overnight camp, particularly if it includes boys and girls. Prior to meeting the families, be sure to have thought out your plan for safety and security, know your staff, and perhaps even have staff the families are already familiar with do most of the presenting.

***Notes for the video and photo release form:***

This is the U.S. Department of State (DOS) permission form for using video and photo images of program participants. While this may seem unnecessary in your local environments, this is an absolutely critical document. For events like these, DOS relies on its ability to use video and photos for reporting. Without this form, DOS cannot make any video and photos taken public. In other words, it´s impossible for DOS to show the impact and value of the camp in order to encourage investment in similar future events. Include a signed copy of this form in each camp participant´s portfolio.

**Student Portfolio: General Permission Form**

Location and Date

Dear Families and Students:

We’re very pleased to inform you that your student has been invited to participate in the [first/second] annual Access/College Horizons Camp for the English Access Microscholarship Program to be held from [add dates]. This program is sponsored by the U.S. Department of State, in partnership with ICPNA and the Peace Corps, and will be held at location and address.

Note that students will participate in activities to strengthen their English, social skills, self-esteem, development and communication, leadership, sense of civic engagement, and nutrition, among others. All activities will be conducted under the supervision of members of [staff], Peace Corps Volunteers, and U.S. Embassy personnel.

Please review, complete, and sign the attached forms which authorize your student to participate in the camp.

The exact address of the camp is ADDRESS. Please bring students to STARTING ADDRESS no later than TIME. They will then load onto the buses to travel to camp. Students will return to the STARTING ADDRESS around TIME on DATE.

Thank you for your support of this exciting event, and please let us know if you have any questions.

Sincerely,

NAME

Title, Organization

**Necessary Items to Pack for Camp**

* A notebook and pen
* Clothes for three days (including pajamas, cool/casual clothes for during the day and warmer clothes for night)
* A bathing suit/swimming trunks (if there is a pool on-site)
* One sheet and blanket for sleeping (or sleeping bag)
* One pillow
* Athletic shoes and sandals
* Bathroom ítems (toothbrush and toothpaste, hairbrush, shampoo, soap)
* One towel
* Sun block and bug repellant
* Flashlight

Please note that students should not bring anything of great value (for example, MP3 players or laptops).

Staff members will collect cell phones at the beginning of the camp so that they will not be a distraction. The phones will be kept in a safe place. Students will have one opportunity each day to make calls to their families. In case of emergency, students will be allowed to contact their families and if you need to get in touch with the camp staff, please contact NAME and NUMBER.

**Student Portfolio: General Permission Form**

**Authorization to Participate in Access Camp**

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Full names of parent(s) or guardian(s))

With ID Numbers\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and ID Number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ respectively

Authorize my student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Full name)

to participate in Access/College Horizons Camp to be held DATES at LOCATION.

This authorization expresses my agreement that my student may participate in all activities scheduled to be held in at the time and place specified above.

Please note that special attention should be given to the following concerns (list any medications that need to be taken with supervision, diet restrictions, allergies, etc). \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In case of emergency, contact:

Parent/Guardians: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Telephone (primary): \_\_\_\_\_\_\_\_\_\_\_\_\_ Telephone (secondary): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student Portfolio: Video and Photo Release Form**

**MINOR PARTICIPANT NAME AND/OR LIKENESS RELEASE**

I hereby consent to and authorize the use of my name or likeness in connection with my participation in the United States Department of State (“DOS”)-sponsored exchange program \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (name of program).

I understand and give my consent that this use may include, but is not limited to, any photographic, video or other recording of my words, likeness, images and/or written materials.

DOS shall have the right to exhibit, reproduce, distribute, display or otherwise use my name and/or likeness in all media or technology now known or hereafter developed, and may assign such rights to third parties.

Please sign below to indicate your agreement to the foregoing.

ACCEPTED AND AGREED TO BY:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Student Signature Parent or Legal Guardian Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Printed Name (First, Middle, Last) Parent or Legal Guardian Printed Name

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Home City and Country

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent or Legal Guardian Telephone Number

**Camp Activity Schedule**

***Notes regarding activity schedule:***

This is the final version of the schedule of activities.

We based activities along the theme of the camp, a traditional camp experience with English language learning throughout. The template for the schedule was a model used by Peace Corps for one of its camps.

The camp organizer first emailed the staff providing them with ideas for activities and asking them to respond with which activities they would like to lead, how long they would take, and if they should be in small groups or as the entire group (the activity could be either one of the ideas provided or one of their own ideas). The organizer then plugged those activities into the master schedule. The schedule was then shared with the staff as a Google doc and the staff was asked to make changes, respond to questions and comments, and “fill in the blanks.” The organizer adjusted details until this final version was established.

Please note that while this is a good template, there were a substantial amount of changes made to its content throughout the camp. The main reasons for these changes were:

* We did not allow for enough shower time (our students were insistent on two showers a day).
* We did not allow for enough “in-between” time – it took at least fifteen minutes to wrap up one activity and then bring the participants together to organize them for the next activity.
* Meals were not always provided by the location at the time we requested, so we needed to adjust accordingly.
* Some activity leaders went over their allotted times.

So a few more tips:

* Overestimate the time it takes to conduct each activity and put in a cushion of at least 15 minutes between activities.
* Have a transition strategy – e.g., “all groups have to meet at a specific location in 5 minutes and the first team their gets points.” Keep it consistent throughout the camp so students and staff get used to it and less time is wasted during transitions.
* Have “filler” and “back-up” activities ready to go. For us, journal-writing and a soccer ball worked well.
* Mix it up – alternate between physically demanding, academic, and artsy activities.
* Have a master schedule posted at a spot designated as “home base” – the camp organizer should update it as changes are made. (Also at home base could be the lost and found, first aid supplies, camp rules, the point-tracking poster student portfolios, etc.)

**Access Camp 2012 – Chiclayo, Peru**

**FINAL Activity Action List**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Thursday, March 15** |  |  |  | Thursday March, 15 |  |
| **Time** | **Min** | **Activity** | **On Point** | **Comments** | **Materials** |
| 9:30 – 10:00 | 30 | **Meet at BNC Chiclayo, travel to El Tambo** | Caitlin, Claudia | Students will be finished with class at 9:40,then travel in buses to camp | Student enrollment list |
| 10:00 – 10:30 | 30 | **Ice Breaker: People BINGO** | Claudia |  | Bingo sheets, pens |
| 10:30 – 11:00 | 30 | **Welcome** | Caitlin, Mallory, Claudia |  |  |
|  | 10 | Purpose of Access Camp and intros of Volunteers |  | All volunteers need to be present | Paper, easel, and markers |
|  | 10 | Camp Information and Overview |  |  |  |
|  | 10 | Rules and Regs – with student input and explanation of point system |  |  |  |
| 11:00 – 11:15 |  | **Break and Snack** |  |  |  |
| 11:15 – 12:30 | 75 | **Team Building Activities** | Team Leaders |  |  |
|  | 5 | Group Introductions |  | Students will be broken up into 3 teams for the camp. Each team will have 2 leaders – to be assigned | Colored bandanas |
|  | 15 | Peak-a-who |  |  |  |
|  | 20 | Team name and Cheer Creation |  |  | Paper, pens |
|  | 15 | Small groups present back |  |  |  |
|  | 20 | Frozen T-Shirt Contest |  | . | Frozen t-shirts |
| 12:30 – 1:00 | 30 | **Obstacle Course** | Terrace  |  | Ropes, stakes, water balloons, sponges, buckets |
| 1:00 – 2:00 | 60 | **LUNCH** |  |  |  |
|  |  | Jar Guessing Game |  | Winner gets one point for their future team | empty water bottle, candies, little slips of paper, pens, a bag |
| **2:00 – 5:15** | 120  | **Stations**Station 1 – Jeopardy, Station 2 – Swimming, Station 3 – Arts and Crafts | Hallie (1), Mallory (2), Maki (3)  | The 3 teams will rotate between 3 stations (1 hr each) with a break in the middle  | 1 – computer and projector2 – whistle, ball3 – craft supplies |
|  | 60 | 1 – red2 – blue3 – green  |  |  |  |
|  | 60 | 1 – Green2 – red3 – blue  |  |  |  |
| 4:00 – 4:15 | 15 | **Break and Snack** |  |  |  |
|  | 60 | 1 – blue2 – green3 – red  |  |  |  |
| 5:15 – 6:00 | 45 | **Capture the Flags** | ? | 3 teams, 3 flags to capture! | 3 bandanas |
| 6:00 – 7:00 | 60 | **DINNER** |  |  |  |
| 7:00 – 8:00 |  | **US Diversity presentation** | Speare | Yay diversity! | projector, computer, electronic essentials |
| 8:00-9:30 | 60 | **Talent Show Intro**  | Terrace | Students are introduced to the talent show that will take place Saturday. They are given time to think about what they want to do and practice. | Sound system, Computer, small pieces of paper-pens |
| 9:30 – 10:00 | 30 | **Journal Writing** | Caitlin | Students will receive journals and write first entry. | Notebooks and Pens |
| 10:00 |  | **LIGHTS OUT** | Everyone |  |  |
|  |  |  |  |  |  |
| Friday, March 16 |  |  |  | Friday, March 16 |  |
| Time | Min | Activity | On Point | Comments | Materials |
| 7:00 |  | Wake Up | Team Leaders |  |  |
| 7:15-8:00 | 45 | Time to rotate through showers, write in journals | Team Leaders and Caitlin | Students are allowed 2 minute showers. Red will have inside showers, Blue poolside (showers optional) |  |
| 8:00-8:30 | 30 | BREAKFAST |  |  |  |
| 8:30 – 9:00 | 30 | Career Development – Goal Setting Activity 1 | Rob | This can be done with 1 large group. | Journals, Crayons |
| 9:00 - 10:00 | 60 | Career Development--Goal Setting Activity 2 | Mallory | Students will start in one large group, then break into smaller groups (will need more PCVs for smaller groups) | Handouts |
| 10:00 – 10:30 | 30 | Tug-of-War | Terrace |  | One large rope |
| 10:30 – 10:45 | 15 | BREAK and SNACK |  |  |  |
| 10:45 – 12:45 | 180 | Stations – Station 1, Frisbee game and Simon SaysStation 2 – SwimmingStation 3 – Campfire songs | Terrace, Mallory, Maki |  | 1 – Frisbee (Terrace´s)3 – song handouts |
|  | 60 | 1 – red2 – blue3 – green |  |  |  |
|  | 60 | 1 – Green2 – red3 – blue |  |  |  |
| 12:45 – 1:45 | 60 | LUNCH |  |  |  |
|  |  | Lunch Activity: Watermelon Eating Contest | Junior | Need volunteers to judge order of finishers | Watermelons |
| 1:45 – 2:45 | 60 | 1 – blue2 – green3 - red | Stations continued |  |  |
| 2:45 – 3:15 | 30 | Talent Show rehearsal time | Team Leaders |  |  |
| 3:15 – 3: 30 | 15 | BREAK and SNACK |  |  |  |
| 3:30 – 4:30 | 60 | Scavenger Hunt | Rob |  |  |
| 4:30 – 5:30 | 60 | Peace Corps Workshop | Junior and Caitlin | A mini-workshop about the Peace Corps and volunteering.. | Computer, projector, paper and easel |
| 5:30 – 6:00 | 30 | Showers, Games for everyone else |  | Green team rotates through showers. All those not showering can choose to participate in an outdoor game (volleyball, soccer, trampoline time, Frisbee)…or another activity! |  |
| 6:00 – 7:00 | 60 | DINNER |  |  |  |
|  |  | Ghost Story theater |  | Volunteers act out/tell ghost stories |  |
| 7:00 – 7:45 | 45 | Ghost Story Writing | Brenda , Team Leaders | Each group (which then may have to divide into smaller groups) works together to write a ghost story.  | Journals, pens |
| 7:45 – 9:30 | 75 | Bonfire Campfire songs Smores Ghost Stories | MakijuniorTeams |  |  |
| 9:30 - 10:00 |  | Journal Writing | Caitlin |  | Journals, pens |
| 10:00 |  | LIGHTS OUT | Everyone |  |  |
| Saturday, March 17 |  |  |  | Saturday, March 17 |  |
| Time | Min | Activity | On Point | Comments | Materials |
| 7:00 |  | Wake Up | Team Leaders |  |  |
| 7:15-8:00 | 45 | Time to rotate through showers, write in journals | Caitlin and Team Leaders | Students are allowed 2 minute showers. Red will have inside showers, Blue poolside (showers optional) | Journals, pens |
| 8:00-8:30 | 30 | BREAKFAST |  |  |  |
| 8:30-9:00 | 30 | Talent Show Rehearsals | Terrace |  |  |
| 9:00 – 10:30 | 90 | Spelling Bee Workshop | Joseph, Junior | Presentation and activities regarding spelling bees – first round (written) for our bee.  | Projector, laptop, chairs for all, paper and pens |
| 10:30 – 10:45 | 15 | Snack and Break |  |  |  |
| 10:45-11:30 | 45 | St. Patrick´s Day Mini-Workshop | Caitlin, Maki | A presentation about St. Patty´s Day and a corresponding craft/activity | Projector, laptop, green ribbons |
| 11:30 – 12:00 | 30 | Oral Spelling Bee | Joseph | Final round (oral) for winners of the first round. All those who didn´t make the final round will watch. | Cowbell! |
| 12:00-12:30 | 30 | Showers, Games for everyone else | Team Leaders | Green team rotates through showers. Everyone else can participate in an outdoor activity |  |
| 12:30-1:30 | 60 | LUNCH |  |  |  |
| 1:30-3:00 | 90 | Talent Show | Terrace |  | Sound system |
| 3:00 – 3:15 | 15 | Snack and Break |  |  |  |
| 3:15 – 3:30 |  | Final Journal | Caitlin |  |  |
| 3:30 – 4:30 | 45 | Camp Closing | Everyone! |  |  |
|  |  | Closing RemarksCertificate CeremonyAnnouncement of Winning TeamGroup photo |  | Student should be wearing shirts and team colors. There will be the winning team and perhaps other individual awards as appropriate (things that stood out to us over the 3 days)?! | Certificates, Prizes for winners, photographer |
| 4:30 | 30 | Pack up, head back to BNC |  | Parents to pick their kids up around 4:45 – 5:00 |  |

**Access Camp Inventory**

***Notes regarding the inventory:***

This is the final list of materials purchased for the camp. Prior to the camp, a list was created based on the activity schedule. Throughout the camp, we thought of many things along the way and had to buy them as-needed. (Note: proximity to stores and a vehicle on-site should be considered when selecting a location). Therefore, the recommendation is to start with the activity schedule, but also think about back-up plans and things you would need for any 24 hour/day activity such as a camp. We hope this list helps you think of some things you may not have thought of to avoid some emergency trips to the store!

**Access Camp Inventory**

Key:

Activity - Items used primarily during an activity

Food - For all meals, including snacks, that is not provided by the camp site

Logistics - Items used by teachers to run the camp

Prizes - Prizes for individuals, teams, and activities

Inventory:

Balloons

* Water Balloons
* Party Balloons

Bell (for spelling bee)

Bucket

Colored Pencils

Football

Frisbee

Glitter

Glue

Guitar

Magazines (old, for collages)

Pens

Rope

* Thick Rope
* Thin Rope

Sacks (Large)

Scissors

Sponges

Stakes

String

Tape

* Box
* Masking

Volleyball

Chocolate Milk

Cups (Plastic)

Fruit

Juice

Water (boxed w/tap)

Yogurt (individual sachets)

Crackers (not eaten)

Bags

* Trash Bags
* Small Bags with Handles

Boxes

Bug Spray

Candles

Computer

Easel

Firewood

**Access Camp Inventory**

Flash Light

First Aid Kit

* Alcohol
* Bandages
* Gauze
* Gloves
* Saline
* Soap

Markers

* Dry Erase Markers
* Paper Markers

Mats

Music

Name Tags

Napkins

Notebooks (small)

Paper (8.3” x 11.7”)

Pencils

Pencil Sharpener

Poster Board

Projector

Ribbon (blue, green, red to denote teams)

Sheet Paper (Large)

Speakers

Stapler

Staples

Stars (gold)

Sun Block

Tents (4 and 6 person)

Whistle

Candy

School Supply Kit #1

School Supply Kit #2

Cookies

Dictionary

**Access Camp Budget Template**

***Notes for the budget:***

The goal for this camp was to keep the budget to a cost per student less than $100 USD. Before purchasing anything, we made sure to ask our partners and staff members if they had any of the materials/supplies on our shopping list that we could borrow or if they knew of suppliers that could offer us a good deal. Our final cost per student was approximately $75 USD.

We began by visiting several locations, receiving cost estimates and negotiating along the way. To select the site we needed to weigh the cost/benefits of selecting a location with lodging on-site or purchasing tents. We decided on the tents and sleeping mats because the theme of the camp was to create a traditional camp experience, the location we preferred didn’t have lodging, and the tents were relatively inexpensive,.

Next we priced other necessities: food and water (both provided by the location and any additional snacks/drinks we may need) and staff and student transportation.

After the necessities were budgeted, we began to plan the itinerary. Staff members were asked to prepare low-budget activities and submit them for review. The projected activities budget was then determined (including photocopies). Additional materials were then priced such as bug spray, sunscreen, a first aid kit, etc. On top of these materials estimates, we budgeted miscellaneous funds for unexpected trips to the market.

Finally we priced the “luxury items” – in this case, primarily the t-shirts. It wasn’t difficult to find reasonable priced printing services. We also decided to add a few more snacks at this point when we realized we had a bit more money left to spend.

Always keep in mind that the cost per student decreases with more students – so it may be wise to combine classes or even plan joint camps with other providers. But of course, you’ll have to balance that with increased staffing, capacity, and purchasing demands.

**Access Camp Budget – Page 1**

|  |  |  |  |
| --- | --- | --- | --- |
| ACCESS CAMP EXPENSES |   |  US Dollars  |  Total US $  |
|   |   |   |   |
| Location |   |   |   |
|   | Rent |   |   |
|   | Food (per person/per day) |   |   |
|   | Swimming pool (per person/per day) |   |   |
|   | Tents and Sleeping Mats |   |  |
|   |   |   |   |
| T-SHIRTS | Per t-shirt X number of participants |   |   |
|   |   |   |   |
| TRANSPORTATION | Buses for students (beginning and end) |   |   |
|   | Daily Shuttles for Coordinators |   |   |
|   | One car and driver for entirety of camp |   |   |
|   | PCV (total of their individual taxis and buses to get to site) |   |   |
|   |   |   |   |
| MATERIALS | Based on inventory |   |   |
| SNACKS | In addition to camp meals provided by location: water, fruit, crackers, etc |   |  |
|  | GRAND TOTAL | USD |  |
|  | Number of Students | # |  |
|  | Cost Per student | Total cost/# of students |