



FALL 2026 OUTDOOR SCHOOL



CHAPERONE RESPONSIBILITIES

Outdoor School is hosted at YMCA Camp DeBoer which is owned and operated by the Ashland Family YMCA.

Directions to YMCA Camp DeBoer

Physical Address: 13430 Dead Indian Memorial Road, Klamath Falls, OR 97601

EMERGENCY Contact: **YMCA Camp DeBoer Cell 541-951-0662**

From Ashland:

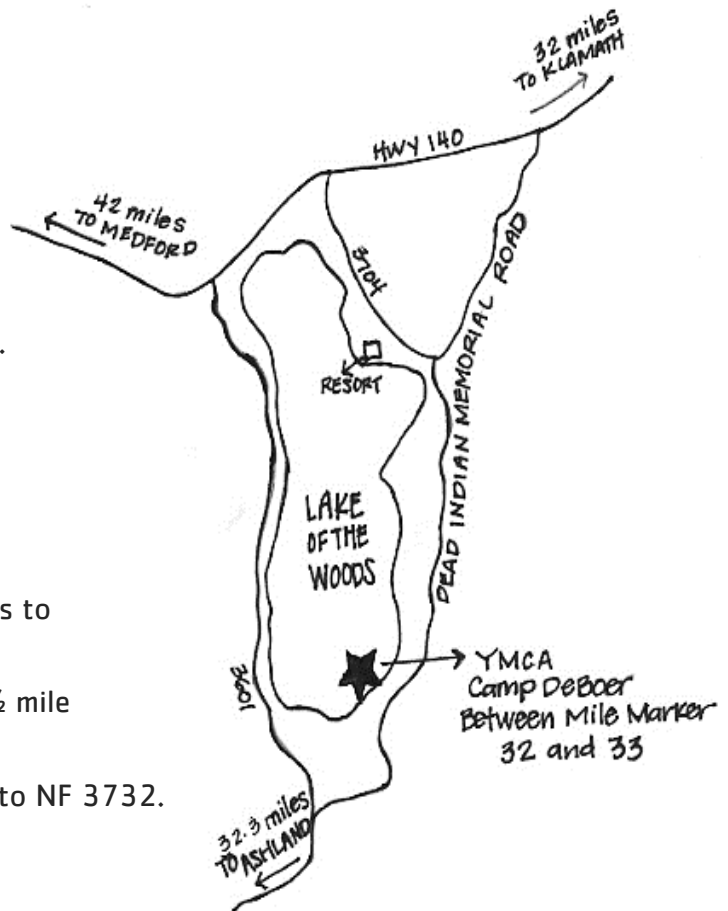
<https://goo.gl/maps/nkM5HxJJwaxugwL77>

- From I-5, heading south, take Exit 14.
- Turn LEFT onto OR 66 E/Ashland Street, .7 miles to Dead Indian Memorial Rd.
- Turn LEFT onto Dead Indian Memorial Road approx. 32.4 miles.
- YMCA Camp DeBoer will be on LEFT side of the road, with signage to mark your arrival. Please park in designated parking.

From Medford:

<https://goo.gl/maps/9X5kn5aWkipn4KkD8>

- Take Rogue Valley Expressway approx. 4 miles to Crater Lake Hwy 62.
- Turn LEFT onto Crater Lake Hwy 62 approx. ½ mile to OR-140 E.
- Turn RIGHT onto OR-140 E approx. 36 miles to NF 3732.
- Turn RIGHT onto NF 3732, 1.5 miles to Dead Indian Memorial Road.
- Turn RIGHT onto Dead Indian Memorial Rd, approx. 2 miles.
- YMCA Camp DeBoer will be on RIGHT side of the road, with signage to mark your arrival. Please park in designated parking.



From Klamath Falls:

<https://goo.gl/maps/WThdqw8rstEn6hFw6>

- Take Hwy US-97 approx. 2 miles to OR-140 W.
- Take OR-140 W approx. 31 miles to Dead Indian Memorial Road.
- Turn LEFT onto Dead Indian Memorial Road approx. 4 miles. YMCA Camp DeBoer will be on RIGHT side of the road, with signage to mark your arrival. Please park in designated parking.

Chaperone Survival Guide

Thank you so much for offering up your time and energy! Chaperones are an essential ingredient to a successful experience. We couldn't do this without you. Please know how much the entire staff appreciates you and is there to support you. The students are going to have a great time! Our motto is "communication is the key to success." Use any of the guidelines below if they are useful to you.

Required Numbers & Qualifications of Chaperones

- Each chaperone must be a mature individual who is able to calmly handle student disputes and other issues which may arise. A sense of humor and fun is also a great attribute!
- Chaperones should feel comfortable actively working with students to help them stay engaged during field studies. Plan to use our handout on "Talk Moves" as a tool to deepen students' curiosity about the topic rather than issuing punitive punishments or threats regarding their behavior. Avoid power struggles with students at all costs.
- Allow the field instructors to teach their field study. If you don't agree with a piece of information being presented, you may discuss this with Karin "Bandit" afterward. Please show our staff respect and avoid undermining them or challenging their knowledge. You are free to ask if you can add something to the conversation if you have expertise on the topic.
- No swearing or telling of inappropriate jokes or stories. Abide by the Camp DeBoer rules.
- Limit use of cell phone to breaks or photo taking (absolutely NO photos inside cabins). Adults will be modeling to students what taking a break from technology looks like this week.
- Each cabin **MUST** have TWO chaperones in the cabin at night: One must be at least 18 years of age and out of high school. Each cabin will have a walkie-talkie and a chaperone packet.
- Each of the Field Study Groups must have TWO chaperones to assist with and handle behavioral issues, assist with activities, take students to restroom or infirmary, etc.

Please note: because the required number of chaperones are essential at night, it is possible (with Outdoor Education Director approval) that an individual may return home to work during the day. Chaperones are encouraged to rotate through Field Study responsibilities, ensuring that everyone has a chance to participate and to take breaks.

Guidelines for Working with Students

Supervising students who are not your children can be new and challenging. We appreciate that you have your own good methods and want to build upon those with the following suggestions. These suggestions are in line with our own staff approach and will create consistency for the students.

Appropriate: Short side hugs, high-fives, handshakes, fist or elbow bumps; sitting together with air space between people; getting to know interests, talents, and family backgrounds.

Inappropriate: Full body hugs; wrestling, play fighting; punishments like push-ups or running; conversations, words, or jokes relating to sexual topics/orientation, their "boyfriend/girlfriend," violence, or substances; offensive comments regarding gender, race, appearance, or disability.

Homesickness happens! Students may be away from home for the first time this week. Homesickness can look different ways: students might cry, shut down, act tough, be uninterested in activities, have an upset stomach etc. Crying is contagious; talk to a crying child one-on-one away from others but

within eyesight of others. Staff will be in the lodge or available by radio at bedtime for support.

Behavior management: Students will be successful if they are able! Our job as leaders is to help give students the tools they need to be successful.

- **Physical tools:** a raincoat, a snack, etc.
- **Behavior/communication tools:** giving students the option to tell us if they need a break to cool off emotionally. Students' behavior is a way of communicating their emotions in an environment where they don't have a lot of control over what happens to them.

Rapport: Building rapport with students is your #1 tool for behavior management. Students are more likely to participate positively when they feel like they belong. "Build savings in your rapport bank" by first sharing genuine positive interactions with students. We as humans are more likely to remember negative things, so try to have more positive interactions than redirections, and build trust and positivity first before redirecting. Doing group activities together as a cabin:

- Makes everyone feel included,
- Gives students a positive way to engage and get out energy,
- Leaves less time for disruptive behaviors like gossiping, bullying, roughhousing, etc.

Flexing BICEPS:

B = Basic needs check. Check in with them individually to ensure they've eaten enough, had enough water, gotten enough sleep, etc.

I = "I need" statements. Tell students what you need from them, rather than what they need to do. For example, "I need voices off" instead of "You need to be quiet."

C = Choices. Provide students with two options, both of which are acceptable to you. For example, "You can wear your rain jacket or you can tie it around your waist." This fosters a sense of agency.

E = Enforceable statements. Tell students what you will do in response to their actions. For example, "I will explain the game once everyone is listening." This also works well as an "if/then" statement. For example, "If everyone lines up at the door, then we'll go to breakfast."

P = Positive phrasing. Tell students what you want them to do, rather than what you don't want them to do. For example, "Please walk" instead of "No running." This reinforces expectations and helps stop malicious compliance (e.g. skipping after being told not to run).

S = Support. Always ask for help if you need it! Reach out to Karin "Bandit" Onkka by phone.

Road to success: Maintain your good rapport with students by using the least amount of redirection necessary. Avoid escalating a situation by:

1. Giving "The Look."
2. Giving "The Look" again while shaking your head.
3. Saying "No, thank you."
4. Verbally redirecting using a BICEPS skill.
5. Following through with a minor consequence like standing next to them during an activity.
6. If you can, do a one-on-one Basic Needs Check and help them meet those needs. If you're leading an activity and can't step away, go directly to #7.
7. Call/radio Karin "Bandit" immediately if the situation has escalated beyond your control!

Responsibilities and Agreement

Borrow Barn/Move-In: When students move into their cabin, we would like you to make sure everybody has a few basic things. If they don't have them, we likely have extra sleeping bags, blankets, toothbrush/toothpaste, rubber boots, pillows, warm jackets, rain gear, etc. to loan. Fill out the Borrow Barn request form on the mini clipboard and drop it off in the bin outside "Bandit's" cabin.

Cabin Agreement: Ask "How do we want to live together as a cabin?" When you create a cabin agreement, this can help set the tone for the group and will help create a successful community environment. Make sure everyone agrees before adding an item to the list. Aim for positive phrasing. Have all the students sign their names on the bottom. If your group is having trouble coming up with ideas you can ask them: How clean should the cabin be kept? How do you want to be treated?

Adhering to the schedule: We will supply you and the teachers with a lanyard housing a daily schedule. Please ensure that the students are where they need to be at the appropriate times on the schedule! Daily schedule updates for your lanyard are available in the Teacher/Chaperone lounge.

Cabin Time: You are in charge during this time! Whether inside or out, during this time students are expected to be with their cabin group with the chaperone supervising the activity. There will be a cabin kit with games, books and supplies and, at times, rotating staff to help you and your cabin with activities. When leaving the cabin for meals, encourage the students to wash their hands.

Day 1: Help students come up cabin agreements and a "Cabin Call" for welcome campfire (first night). Fill out borrow barn requests and drop off to Bandit at Kokanee cabin.

Days 2/3: Help students create a skit/talent/song for closing campfire (last night).

Crowd control – helping to keep students on task. Chaperones and teachers are in charge of students at all times noted on the schedule. Camp DeBoer staff are employed for instruction, gentle redirection and activity leadership. Please review the Guidelines for Students in the General Information booklet and see how and when school staff (and possibly parents) will be involved in behavioral redirection.

Chaperones are on break during recess and recreation. Teacher and Chaperone huddle is 8:30am – 9:00am each morning. Meet a staff member on the leadership team in the teacher/chaperone lounge.

ODS staff should be called by their Outdoor School nicknames on their wood cookie name badges. This is a fun tradition for the students. Teachers and chaperones are welcome to have Outdoor School nicknames as well.

Child Protection – RULE OF THREE – Enforced at all times! To protect students and chaperones, it is imperative that **chaperones are NEVER alone with a student.** We will follow the RULE OF THREE at all times which is defined as two students and an adult, or two adults and a student. Three students on their own is not allowed.

Students need to be prepared for Field Studies: Each student needs to have a full water bottle, their woodcookie nametag around their neck, closed-toed shoes and a jacket or sweatshirt around their waist, prepared for any weather. A backpack or tote can be helpful. These items are absolutely necessary for the hike day (second to last day).

Fun days: Second-to-last breakfast is pajama breakfast and departure day is fun sock day!

☐ I, _____, have reviewed the above and agree to abide by all.

☐ HS Jr/Sr ☐ 18 years or older

Signature: _____

Date: _____

Talk Moves for Field Study

Goal: Students will make observations and ask questions that become increasingly more complex.

How you can help as a chaperone:

- Get students excited about what they are doing! (show your excitement!)
- Help students to think deeper by asking questions and helping them have conversations with others.
- Repeat instructions and help students stay on task.
- Give positive feedback to students who are working hard.

Use: I notice... I wonder... This reminds me of...

In addition to helping us think like scientists, you can use these prompts to help students get back on task, continue working, or who are stuck.

For example: "I notice you have added legs to your drawing. I wonder what else you can add?"

"This reminds me of _____, what does it remind you of?"

"I wonder if you can add three more observations to your notebook before we finish today?"

Types of questions you can prompt students to ask with a natural artifact:

Descriptive Questions: What size? What shape? What color? What texture?

Counting and Measurement Questions: How tall? Patterns? Comparisons?

Behavior Questions: What is it doing? Interactions with others? Do all of them do this?

Time Questions: How long will it take to...?

If you want students to:	Try:
Say more	Can you say more about that? Can you give me an example?
Listen carefully to each other	Who can repeat what _____ just said or put it in their own words?
Deepen their thinking	Why do you think that? How did you come to that conclusion? Do you think it always works that way? What if _____ ? Would it be the same? Why is that important?
Work together	Who can add on to the idea that _____ is building? Can anyone take that idea and push it a little further? Who thinks they can explain what _____ meant by that idea?

Activity	Where	What Does a Chaperone Do?
Wake up	Teacher/ Chaperone Lounge	Hot drinks available. Chaperones can take turns so that cabins are not left unattended. At the cabin, have students get dressed in warm clothes for the outdoor meeting that follows breakfast and get ready for the day.
MEALS: Breakfast 7:45am Lunch 12 noon Dinner 5:30pm	Lodge (outdoor picnic tables can also be used). First lunch may be in the pavilion.	Guide students to the lodge foyer and have them apply hand sanitizer or go to the bathroom to wash their hands. Have everyone find a chair and sit down, with a maximum of 8 to a table. There should be one adult per table. Have students turn off voices to listen for instructions from the classroom teacher(s). Same for staff announcements. Plan to go through the food line first with staff and other adults so that you can help with your table. Encourage students to use walking feet throughout the meal and to sit at the table when they are eating. Seconds can be had once everyone has fixed a plate. They are allowed to get up and get more water and clear their dishes to the dish window. After dining, students will clear all of their dishes and wipe down their table. They can play a board game if there is time. One cabin remains behind to quickly sweep the dining room floor.
Chaperone Huddle 8:30-9:00am	Meet in teacher/ chaperone lounge	Meet with a staff member on the leadership team to resolve any issues, concerns and get any questions answered.
Get ready for Field Study	Cabins, then meet at Amphitheater	Quickly ensure that students are wearing closed-toed shoes, have a jacket in hand, a full water bottle, and wood cookie nametag on them before leaving the cabin. They can line up at the door when they are ready. A backpack may be helpful. Walk the students to the amphitheater as soon as possible to get them into their Field Study groups.
Field Study	Lesson areas around campus	Supervise the students and help keep them on task. Support the field instructor. Use your "Talk Moves" worksheet to engage students who might be a little tired, distracted, or frustrated. Take 2 students at a time to the bathroom or infirmary.
Staff sends chaperones to cabins	Walk to your cabin	15 minutes prior to the end of a Field Study, staff will excuse you to go to your cabin. You'll wait there for the students to return. This eliminates the need to re-group everyone before heading to the cabin and ensures students are supervised at all times.
Cabin Time	Cabins	Students can use the first part of this time to change, then rest, read, play quiet games, and relax. There will be a kit in each cabin. Chaperones can use FOB which stands for "feet on bunks" to encourage individual chill time. Students are not allowed to share bunks or visit other cabins. Whether inside or out, one thing should be made clear: during this time students are expected to be with their cabin group with the chaperone(s) supervising the activity . If outside, give the group a set of boundaries where you can see and hear everyone. Create your cabin call for Welcome Campfire and skit/talent/song for Final Campfire. You will have a walkie-talkie in your cabin.
Gathering	Flagpole	Quietly guide your cabin into the circle/concentric circles. All adults should join the circle as well. Model appropriate listening and participation.
Recess/Rec	Various	This is your time off. Return to your cabin prior to the end of this activity.
Evening	Various	Guide your cabin to the activity or different rotation stations and supervise students.
Campfire	Fire circle	Guide your cabin to the campfire. Encourage and model positive participation. Pick up your lanyard schedule for the next day and leave your old schedule behind.
Bedtime	Cabins	Radio "Bandit" if you need anything at bedtime or throughout the night.

the **CAMP DEBOER** OUTDOOR SCHOOL

LAKE OF THE WOODS



MAP KEY



- Office
- Infirmary
- Dumpsters
- BH: Boathouse
- PAV: Pavilion
- CR: Classroom

Upper Village Cabins

- C1: Black-tailed Deer
- C2: Black Bear
- C3: Cougar
- C4: Coyote
- C5: Bobcat

Lower Village Cabins

- C6: Raccoon
- C7: Otter
- C8: Porcupine
- C9: Pika
- C10: Fisher