



Riverlea, LLC DBA

Camp Riverlea

8302 South Lowell Road
Bahama, NC 27503

Job Descriptions for Counselor Positions

Camp Riverlea is a day camp for children ages 5 to 12 that offers outdoors and arts activities to campers from the Durham area. We provide high-quality programs that emphasize personal growth, learning new skills, positive interpersonal relationships, and appreciation for the natural world.

On the first day of camp, counselors must be at least 16 years old, and a minimum of 80% of camp staff is at least 18 years old. Work hours are almost always Monday - Friday 8:45 am - 4:15 pm, with some evenings and one overnight per summer. Counselors are expected to work every weekday for all camp sessions; the staff orientation and training week before the first week of camp; through all three cookouts (staying for one of the two overnights); and at the open house the weekend before the first day of camp. Any and all schedule conflicts must be discussed in advance with the Program Director, and school-related absences will be excused.

Supervisors: Camp Director, Program Director, Assistant Program Director

All counselors have the following general responsibilities:

1. Collaborate with administration and co-counselors to ensure the safety and well-being of all campers, volunteers, and staff.
2. Build positive relationships with campers, modeling and reinforcing camp-appropriate and constructive behavior.
3. Create a fun, supportive, and nurturing environment for campers to grow as individuals and feel connected to a broader supportive camp community.
4. Fulfill regular staff duties such as participating in assemblies and special activities, volunteering to help with various camp tasks, daily cleaning, etc.
5. Always use appropriate behavior management techniques and reinforce positive behavior. Work with supervisors if serious discipline problems arise.
6. Maintain a safe, clean, well-stocked, and organized program area.
7. Promptly communicate any issues, needs, or concerns to a supervisor.

Desired qualifications:

1. Excellent professional communication, interpersonal, and teamwork skills, including conflict prevention, management, mitigation, and resolution.
2. Good character, sense of humor, leadership abilities, patience, persistence, and calmness.
3. Experience or strong interest in working with children ages 5 to 12.
4. Ability to accept supervision and guidance, work well with co-counselors, and mentor counselors-in-training.

5. Ability to plan and lead engaging and meaningful age-appropriate activities in the assigned department.
6. At least 16 years old at the start of camp.

Essential Functions:

1. Ability to communicate clearly and effectively with campers, volunteers, and staff.
2. Visual, auditory, physical, and cognitive abilities to recognize hazards, enforce camp safety regulations, and respond effectively in an emergency situation.
3. Strength, flexibility, and endurance to accompany campers throughout program areas and carefully observe and tend to campers in a fast-paced indoor/outdoor environment for the entire camp day.
4. Ability to appropriately interact with and manage behavior of self and children.
5. Ability to work well under pressure, to improvise, to think quickly, critically, and soundly as new circumstances or problems arise, including the ability to solve problems quickly, logically, thoughtfully, and completely, all while taking multiple perspectives into consideration.

Department Head responsibilities:

1. Document lesson plans to keep in department binder and turn in weekly schedule outline to Program Director each week.
2. Ensure that every counselor and Orc (counselor-in-training) has an active, meaningful role in the activities. This includes overseeing and delegating responsibilities.
3. Facilitate communication within your department to plan activities, solve problems, and continue to improve camp programming. This may include relaying constructive feedback from administrators to co-counselors.
4. Before camp sessions begin, order or request new materials as needed with approval of Program Director.
5. At the end of camp, prepare end-of-summer activity reports and generally oversee and manage closing responsibilities for your department. This includes leaving the department binder organized and with helpful referential materials.

Specific responsibilities by department:

Agriculture: Using the camp garden, orchard, and chickens, plan and lead activities that introduce campers to food production and basic gardening skills. Maintain the garden so it can continue to produce a variety of edible and useful plants throughout summer. The agriculture classes can include, but are not limited to, food preparation, nutrition, the worm bin and composting, plant ecology, insect ecology, harvesting, and garden maintenance.

Archery: Plan and implement a program to teach archery and its requisite skills of safety, practice, persistence, determination, patience, adjustment, etc. using the highest standards of safety and creativity. Use creativity in instruction to ensure that campers spend as much time shooting and as little time waiting as possible. The archery staff must keep archery equipment in good order and ensure range lines and safety barriers are clearly marked. They must also keep accurate records of each camper's scores and use individual progress to prepare archery certificates for the last days of each session. All archery counselors must hold current instructor certification, which should be coordinated with the Program Director.

Arts & Crafts: Design and implement a well-balanced, creative art program based on a conceptual approach to art education. Introduce each child to elements of line, shape, color, texture, and space. Campers are encouraged to develop self-esteem through exploring their creative potential; experiment with and develop skills using various media and techniques; develop self-evaluation skills and independence; and develop

tolerance and responsibility through care for and sharing of materials. Instruction can also take the form of small or whole group design challenges. Other responsibilities include organizing and distributing art projects for campers to take home at the end of each session, developing projects for hour-long time periods during rainy days for older campers, and planning projects that relate to the camp theme or complement the activities of other departments.

Athletics: Plan and implement a program of motor skills development classes focusing on throwing, catching, kicking and striking, general body awareness, and physical health. Lessons should facilitate cooperation, teamwork, and individual improvement rather than winning and losing. Additional responsibilities include the organization and oversight of the capture the flag game during the overnight program. Perhaps more so than counselors in other departments, athletics counselors need a repertoire of conflict mitigation and resolution skills for all ages.

Canoeing/Kayaking: Plan and implement a program to improve canoeing and kayaking skills, using creativity to expand the campers' experience on the water. Keep records of individual campers' canoeing and kayaking skill levels to prepare certificates for campers for the final days of each session. Maintain instructor certification, obtained through an organization recognized by the American Camp Association, which should be coordinated with the Program Director.

Challenges: Plan and implement activities that challenge the campers using non-prop and prop initiative icebreakers, games, and challenges, as well as the various elements of the low ropes course. Challenge counselors must be able to skillfully and carefully stretch each camper's comfort zone as well as facilitate group discussion and individual thinking to develop an understanding of the ways in which experiences in challenge activities are representative of other aspects of their personal life. Other responsibilities include working with department counselors to develop challenge-based rainy-day programs; working with general counselors and Orcs (counselors-in-training) to develop a repertoire of age-appropriate 'back pocket' games for them to use during down time; and working with the Program Director, Assistant Program Director, and Volunteer Manager to implement staff and volunteer orientation and training activities. Challenge counselors may need additional certification (First Aid, CPR, ropes course training), which should be coordinated with the Program Director.

General: Stay with assigned group of campers throughout the day, helping campers safely transition between activities, assisting department counselors in activities, and supervising campers in the changing rooms. Perhaps more so than department counselors, general counselors need conflict mitigation and resolution skills. General counselors must get to know each camper in the group and understand campers' needs while upholding camp and group rules. They must also work closely with co-counselors and Orcs (counselors-in-training) to maintain consistent expectations and positive discipline within the group.

Nature: Plan and implement lessons that involve campers in a meaningful and dynamic wilderness experience and convey appreciation for and connection to the natural world, including outdoor survival (shelter, water, fire, food) and awareness. Activities and topics can include survival challenges, observation and orienteering skill development, identification of plants and animals, ecosystem exploration, including the intersection of human and natural worlds, and examining natural diversity and pluralism.

Performances: Work with groups to develop a group performance (song, dance, skit, musical, improv, etc.) that can be performed in front of a camp audience. Lessons should engage children in the performing arts and requisite skills such as stage presence, projection, expression, motion, collaboration, role-taking, timing, etc. Lessons leading up to as well as the performances themselves should lead all campers to improve their

self-expression, to foster self-confidence in verbal and motor skills, to stimulate their imagination, and to practice making choices and overcoming obstacles. Youngest campers will need time to learn and practice camp songs, whereas older campers can be given more time to develop performances of their own creation according to their own interests and skills. Other specific responsibilities include leading staff and Strider overnight performances, leading rainy day performance assemblies, and planning projects that relate to the camp theme or complement activities of other departments.

Swimming: Plan and implement a program to improve each camper's swimming skills and strokes according to the Red Cross 7 levels of swimming and safety standards, making use of skills and strokes practice as well as creative games and activities. At the start of each session, swim staff must assess all campers on their swimming skills and assign to appropriate lesson groups and free-swim pool areas (which can change later in the session by passing a swim test). Compile camper progress records and prepare certificates for campers at the end of each session. Swim staff also help oversee the pre-summer staff swim check and supervise all other pool watchers during free swim periods and must have current lifeguard certification, which can be arranged with assistance from the Program Director.

Tennis: Plan and implement a program of tennis instruction that focuses on teaching basic tennis skills such as stance, footwork, serving, receiving the ball, ground strokes, and the rules and terminology of tennis. Use creativity in instruction to ensure that campers spend as much time playing and as little time waiting as possible. Oversee free play on tennis courts before morning assembly and during free swim. Assist in teaching golf classes so that campers get as much one-on-one instruction as possible.