

Fusion Camp Training Table of Contents

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CAMP POSITIONS

Position	Area	Age	Parent Consent	Liability Release	Background Check	Confidentiality Agreement	HIPAA	CPR Training	Blood-borne Pathogen Training	Child Abuse Training	Group Leader Interview	Non-Group Leader Interview	Reference/Parental Interviews
Ministry Director	Ministry Team	18+		✓	✓	✓	✓	✓	✓	✓	✓		
Associate Director	Ministry Team	18+		✓	✓	✓	✓	✓	✓	✓	✓		
Groups Coordinator	Ministry Team	18+		✓	✓	✓	✓		✓	✓	✓		✓
Groups Coach	Ministry Team	18+		✓	✓	✓	✓			✓	✓		✓
Group Leader	Ministry Team	18+		✓	✓				✓	✓	✓		✓
Group Leader	Ministry Team	Minor	✓						✓	✓	✓		✓
Activities Coordinator	Ministry Team	18+		✓	✓			✓	✓		✓		
Activities Team	Ministry Team	18+		✓	✓							✓	
Activities Team	Ministry Team	Minor	✓									✓	
Host	Ministry Team	18+		✓	✓							✓	
Social Media Coordinator	Ministry Team	18+		✓	✓							✓	

Position	Area	Age	Parent Consent	Liability Release	Background Check	Confidentiality Agreement	HIPAA	CPR Training	Blood-borne Pathogen Training	Child Abuse Training	Group Leader Interview	Non-Group Leader Interview	Reference/Parental Interviews
Service Programming Director	Service Programming	18+		✓	✓	✓	✓	✓	✓	✓	✓		
Music Coordinator	Service Programming	18+		✓	✓			✓	✓			✓	
Music Team	Service Programming	18+		✓	✓							✓	
Music Team	Service Programming	Minor	✓									✓	
Media Team	Service Programming	18+		✓	✓							✓	
Media Team	Service Programming	Minor	✓									✓	
Production	Service Programming	18+		✓	✓							✓	
Production	Service Programming	Minor	✓									✓	
Breakout/ Speaker	Service Programming	18+		✓	✓							✓	

Position	Area	Age	Parent Consent	Liability Release	Background Check	Confidentiality Agreement	HIPAA	CPR Training	Blood-borne Pathogen Training	Child Abuse Training	Group Leader Interview	Non-Group Leader Interview	Reference/Parental Interviews
Operations Director	Operations	18+		✓	✓	✓	✓	✓	✓	✓	✓		
Door Holder Coordinator	Operations	18+		✓	✓	✓	✓			✓	✓		
Door Holder	Operations	18+		✓	✓	✓		✓	✓	✓		✓	
Door Holder	Operations	Minor	✓			✓		✓	✓	✓		✓	
Greeting Team	Operations	18+		✓	✓							✓	
Greeting Team	Operations	Minor	✓									✓	
Check-in Team	Operations	18+		✓	✓	✓	✓			✓		✓	
Check-in Team	Operations	Minor	✓			✓	✓			✓		✓	
Medical Coordinator	Operations	18+		✓	✓	✓	✓			✓	✓		
Medical Team	Operations	18+		✓	✓	✓	✓	✓	✓	✓		✓	
Safety Coordinator	Operations	18+		✓	✓	✓	✓			✓	✓		
Safety Team	Operations	18+		✓	✓	✓	✓	✓	✓	✓		✓	
Prayer Coordinator	Operations	18+		✓	✓	✓						✓	
Prayer Team	Operations	18+		✓	✓	✓						✓	

HANDBOOK GUIDELINES

STUDENT BEHAVIOR

DISCIPLINE - BE POSITIVE - BUILD UP

Be Impartial; Be Fair

Give praise to each other. Spread responsibilities evenly.

Be Proactive, Not Reactive

Focus on the student's strong points. Frequently any "difficult" students in your group are students who are seeking attention. Try to find their strong points and focus on these. Talk with them. Help them to achieve. Talk to their leader.

Reprimand in Private (if possible)

You don't appreciate being "called out" in front of your peers—neither do your students.

Be Consistent

If behavior is considered unacceptable one day, this same behavior must be unacceptable every day.

Don't Delay

If a leader or staff meeting seems advisable, arrange one as soon as possible. Don't let discipline problems drag out.

Listen!

Be sure to listen to their side of any troublesome situation. Don't threaten anything you can't carry out. Better yet, don't threaten—instead, act!

Have a Routine

Have a routine in all group behavior—students respond better to a routine.

Don't Ridicule

Ridicule means to tear down the real worth of the individual in both his own eyes and in the eyes of the world. Recall how you felt when anyone ridiculed you or shamed you.

Don't Punish the Group

Never punish in the heat of anger. Don't punish the group for the misbehavior of one, but do use social peer pressure to encourage good behavior.

Never make your group do push-ups or jumping jacks or any physical labor as a form of punishment. This is a violation of Michigan state law.

Show a Sense of Humor

Let students know you are a good-natured, cheerful, and happy individual, capable of laughing with the students and at yourself.

Be Firm but Fair

Don't be afraid to stand your ground if behavior is not acceptable. Students will respect you for this.

Be Human

Recognize that we all have good days and bad days.

Be a Role Model

Put your best foot forward and your personal life on hold. With all of the new experiences that the students are having, you should have plenty to talk about without talking about boyfriends/girlfriends, sex, or your lifestyle.

When You and Your Students are Travelling

Make sure everyone goes to the restroom and gets a drink if needed. Be sure students have necessary clothing for their next destination. As you are traveling, keep your group together and please use the paths whenever possible. **Plan ahead.** If you grab it now, you won't have to walk back later to get it.

When Students are Asleep

Students must have adult supervision, especially at night. Do not leave the cabin. Keep the students quiet and calm so everyone gets a good night's sleep. Wake students at the proper time and motivate them. Michigan state law requires you to remain in the cabin, even if there are two cabin leaders.

When Students are Ill

If a student is ill during an activity, please do not hesitate to contact the Health Officer (also known throughout this document as a Medical Coordinator). If not in an activity, see if the Medical Coordinator is near you or call the Medical Coordinator. Do not allow the student to go back to his/her cabin without the Medical Coordinator's approval. Never allow any student to remain in the cabin alone.

When Students are Injured

If serious, do not try to move the student. Stay with him/her and send another Group Leader or two students to get a staff member and/or call the Medical Coordinator. If minor, take the student to an area that is easily accessible by golf cart and call the Medical Coordinator. Injuries require an incident report to be filled out—the Medical Coordinator will facilitate this.

When Students are Homesick

Talk to them, try to get them involved. Get their friends to try to cheer them up. Keep them busy. Don't let it go too long. Ask the Medical Coordinator for help. Talk with the Operations Director—they will decide what action to take. Never promise a call home or tell them that they can go home.

When Students Wet the Bed

Keep the situation low-key. The entire cabin will not become aware unless it is announced. Quietly talk to the student and get him/her to collect soiled clothing/bedding and put it on their bunk. Have them fold their entire sleeping bag/sheets in half so, when the Medical Coordinator comes to pick it up to wash it, they know which bunk it is. Let the Medical Coordinator know the next morning at breakfast what cabin you are in and that it is ready to be picked up. Talk with the student and ask him/her if they need to be awakened during the night to go to the bathroom.

When Students Throw Up

Keep the situation low-key. If you feel comfortable cleaning it up, please do so. If you are unable to do so, please try to cover with sawdust to cover smell and see the Medical Coordinator for clean-up help.

When Students Clean the Cabins (and other responsibilities)

Help the students and delegate responsibilities. Don't do all the tasks for the students, but make it fun and exciting for them. Make the Operations Director aware of any maintenance requests your housing might have. Please make sure that you tidy up your cabin daily.

When Students are Showering

When students are showering, they might need some extra guidance. Give them a set amount of time in which they can shower. Send the group leader to monitor in the shower area, while the co-leader stays behind within the cabin. During shower time, you will more than likely need to do some entertaining. Small games like mafia, ninja, or split/splat would be an excellent choice. Each cabin will have a specific shower time or number of showers to use during shower times. Please make sure you keep the shower area clean. It is your home for the week.

When Students Pack to Leave

Cabins will be inspected Friday morning—help the students, making sure all items in the cabin are cleaned. Flip mattresses to make sure nothing is caught underneath. Check in and around the cabins thoroughly. Supervise the sweeping and cleaning of the cabin. Help remove the luggage to the field or parking lot at the appropriate time. Leaders are responsible for cabins being clean on Friday morning. Your cabin will be inspected before you depart.

Personal Hygiene

Give guidance when needed, but allow for privacy. Girls are usually looking for this more than boys. Encourage daily showers—**all** students should shower at least every other day. The Michindoh Conference Center can provide towels and toothbrushes, if needed.

Role Model

Pay attention to all the kids—whether they're shy or outgoing. They idolize and/or can identify with you. Ask for help, give compliments, be proactive, see problems, and separate them if necessary.

Keep your cool in all situations—they follow your lead.

Start out strict and get easier (not the other way around). Follow all student rules yourself.

No ghost stories or pillow fights!

Clothing: be conservative. No sagging jeans or anything that could be gang related or promotes an unhealthy lifestyle.

Girls will be attracted to male cabin leaders and boys will be attracted to female cabin leaders—**do not** encourage this!
Don't give out phone numbers or email addresses to students.

Additional Information

Growth span is varied—girls are usually ahead.
Remember many students can't keep secrets.
Boys tend to fight and girls may be mean.
They will test you.

Remember, you are making a difference in the lives of these students by volunteering your time. Thank you for being on this adventure with us!

INITIAL LEADER TRAINING

Thank you for stepping up and committing to be a leader in CedarCreek Students!

We're inviting you to be an influencer at the most influential stage of life.

Middle school and high school are some of the most pivotal years of a student's development. A leader coming alongside a student during this stage of life can make all the difference in a student deciding to follow Jesus. Your influence matters!

In CedarCreek Students, we have four guiding values that we believe, if implemented, will help students move along the spiritual journey to Know God, Find Freedom, Discover their Purpose, and Make a Difference. The values are:

1. Irresistible Environment: We want to help create an irresistible environment where students have fun and want to bring their unchurched friends.
2. Consistent Small Group Experience: We want to provide a consistent Group Leader for every student to help them take their next step.
3. Leadership Development: We want to help leaders take the next step in their spiritual development, serving in ministry, and duplicating themselves.

4. Go Where They Are: We want every leader to actively engage in the lives of students inside and outside of church.

To allow us to live out these values, we have two main tracts for DreamTeam members in CedarCreek Students:

1. Guest Services
 - a. Guest Services volunteers assist in creating the irresistible environment that allows students to connect with leaders and with God.
 - b. Guest Services includes Set-up/Reset, Check-in, Safety, and Production Teams.
 - i. Due to the specific nature of what those teams do, they have specific training based on the team.
2. Group Leaders
 - a. Group Leaders are the backbone of CedarCreek Students. It is our hope that every student who comes through our doors would get plugged into a group with a consistent Group Leader, like yourself.
 - b. New Middle School Group Leaders are encouraged to start with a group of students and move through their entire middle school career with them.
 - c. New High School Group Leaders are encouraged to start with a group of 9th grade students and move up with that group through 12th grade.
 - i. We know that this is a big commitment, but the consistent influence of a Group Leader over the course of several years is what these students need through this stage of their lives.

How Can I be a Successful Group Leader?

There are five main pillars that will allow you to be a successful Group Leader. In fact, we ask that you would commit to live out these five pillars throughout your time as a Group Leader.

1. Be Present

- a. You build connections and create trust when you are a consistent voice in a student's life. What does this look like?
- b. Show Up Predictably
 - i. Showing up predictably starts with not missing Group.
 - ii. Be the person they can't wait to see every week.
- c. Show Up Mentally
 - i. Come prepared and be fully present.
- d. Show Up Randomly
 - i. Connecting with your group outside of Groups surprises your students and communicates that "You Matter."
 - ii. Texts or phone calls: As your students receive cell phones (if they don't have them already), be sure to set up a group text where you can check in with them.
 - iii. Outings: Outings create shared experiences and memories, which are vital to the health of relationships (more on this in the Appendix).
 - iv. Attend their extracurricular events and consider sending birthday cards, etc.

2. Create a Safe Place

- a. You create the atmosphere that makes students feel safe, comfortable and accepted. Your group trusts you!
- b. Model Honesty and Confidentiality
 - i. Although, if you are concerned about someone's safety, inform your CedarCreek Students Director of the issue immediately.

3. Partner with Parents

- a. You develop partnerships with parents as you work together to help their student grow in their faith. This happens when parents trust your influence and you respect the parents' role as the primary spiritual leader.
- b. Cue the Parents
 - i. Keep them informed with what their student is learning.
- c. Honor the Parents
 - i. Model an attitude of respect for parents.
- d. Reinforce the Family
 - i. Find ways to partner with the family.

4. Make It Personal

- a. You model what it means to follow Jesus. We want to encourage you in your personal growth and help support your personal next steps.
- b. Spend time with God consistently through Bible reading and prayer.
- c. Make regular church attendance a priority.
- d. Stay engaged in community with other believers in your own stage of life.

5. Move Them Out

- a. You ignite a passion for students to be a part of something bigger.
- b. Move them to “be the church.”
- c. The church is bigger than a building. How can you motivate your group to participate in God’s work outside these walls?
- d. Move them to “What’s Next.”
 - i. Your group will eventually move on. How can you help prepare them for the next transition?
For instance, some High School Group Leaders take a year off after their students graduate just to stay in touch with their group and help them along as they transition to college.

If you have questions about any of these five pillars or how to execute them, please, ask your CedarCreek Students Director so they can come alongside you and help you be successful!

Side note for success: Check your email regularly for updates and information specific to your campus’s Student Ministry.

SETTING PRIORITIES: PRAYER

One of the best ways you can train yourself to show up mentally is to take some time in prayer, not only throughout the week, but before you walk in each Saturday, Sunday, or Wednesday.

Total and complete dependence on God is vital to successful ministry. It's God's ministry and his gospel. Therefore, pray often. Prayer reminds us that the ministry of CedarCreek Students is in God's hands.

You want to accomplish a lot in your ministry, but you won't unless you first accomplish it in prayer.

Helpful Ways to Incorporate Prayer

- Develop a prayer team.
- Develop a personal prayer list.
- Pray with your co-leaders before Groups.
- Pray over your group room.

COACHES

Who Are They?

- Volunteers who have relational experience in leading students and adults
- Passionate about reaching students and developing leaders

How Do They Support You?

- Walk through an entire season of middle school or high school with a set of Group Leaders.
- Come alongside to help you ensure your Group always has a leader, even if you absolutely cannot make it to a Group.
- Lead the Coaches' Huddle meeting for Group Leaders to train, cast vision, and connect relationally.
- Available to walk through tough issues with Group Leaders.
- Attend retreats, special events, and trainings to assist staff and support leaders.

CO-LEADING BASICS

Be a Friend

Take time to get to know each other. Appreciate and value each other's differences.

Be a Fan

Celebrate each other. Fight for each other.

Be a Team

Communicate and keep each other in the loop. Co-lead; don't rotate.

THE "UP" PLAN **High School Specific**

Show Up: 9th Grade

The most important thing for freshmen is to show up and prioritize their relationship with Jesus. While the environment is a big factor in that decision, the relationship with you is what's going to make all the difference. Showing up in their world lays the foundation of trust that you're going to build over the next four years.

Open Up: 10th Grade

By sophomore year, we want students to start opening up. Once you've built the relationship, you've earned the influence to start speaking into areas of their lives that God wants to change. This process happens best through intentional conversations.

Grow Up: 11th Grade

By junior year, we want students to start taking responsibility for their faith. You've been working hard to feed them (by showing up and opening up), but now is the time for them to learn to feed themselves. This is the year you challenge them to grow up.

Step Up: 12th Grade

This is your last year, and your seniors will go one of two ways. They're either going to step up and lead or step back and disengage. You have a chance to engage them in something far greater than just showing up. This is the year that you want to inspire your students to lead the way at CedarCreek Students and wherever they go next.

Middle School Specific

Show Up: 6th Grade

The most important thing for 6th graders is to "show up" and invite their friends! While the environment is a big factor in that decision, the relationship with you is what's going to make all the difference.

Open Up: 7th Grade

By 7th Grade, we want students to start opening up. Once you've built the relationship, get vulnerable with the students and build trust to allow intentional conversations to happen.

Grow Up: 8th Grade

By 8th Grade, we want students to start taking responsibility for their faith. Help students take Next Steps (Baptism, Serving, GrowthTrack).

STUDENT PHASES



ONBOARDING BEST PRACTICES

We want to equip you to recruit the best Group Leaders and have the most beneficial onboarding experience. Our desire is for you to build genuine relationships with your leaders to create community amongst your team. Your kids and students will benefit from leaders who are committed, trained, and gifted to work with the next generation.

General Best Practices

- Your relationship with a potential leader starts at GrowthTrack, or perhaps before! Stay in relationship with them as they walk through the onboarding process. Utilize liaisons to assist.
- Once the Application and Background Check are completed, you will schedule an interview. This should be a formal sit-down experience, perhaps over coffee.
 - Per Ministry Safe's recommendation, it is best practice for interviews to be conducted by two people (one male and one female.) This allows for more than one perspective and gives a third-party witness if any challenges should arise. Some suggestions: Ask another staff member to join you or ask a Team Lead to join you.
 - When it's not possible to have two people conduct the interview, the staff member leading the interview should be the same gender as the potential leader. Work together with your Family Ministry Team to make this happen.
- The interview should be professional yet friendly. You are getting to know a hopeful teammate, not interrogating.
- Bring a computer or paper with you to note down the interview responses. Capture enough information that you can enter their answers into the digital onboarding process after the interview.
- Look for Direct Answers vs. Non-Answers
 - Direct Answers:
 - "No, I have not."
 - "No."
 - Non-Answers:
 - "To me the answer is no."
 - "What do you mean by that?"
 - "I don't appreciate you accusing me of that."
 - "I don't believe so."
- Every potential Group Leader needs to go through the onboarding process. Let them opt out if they want to. Don't chase them. It's ok to let potential leaders know our process and how serious we take it.

Screening Information

- Be aware of potential grooming behaviors and risk behaviors.
 - Gift-giving
 - Kid-magnet activities (Ex. video games)
 - Touchy: pushing physical boundaries, playful but inappropriate
 - Repeated alone time with the same child/student
 - Breaking rules and then justifying the behavior
- Background Checks
 - Less than 10% of abusers ever encounter the justice system. Just because a check is “clean” doesn’t mean they are safe to work with kids/students.
 - Red Flags on checks:
 - Offering alcohol/tobacco/porn
 - Contributing to delinquency
 - Exhibitionism (flashing)
 - Voyeurism (peeping tom)
 - Assault
 - Any crime that is sexual in nature
 - If a check comes back with a record, we need more information about the underlying charge. Ask the potential leader to bring a copy of the arrest record, in case the charges have been minimized, or any other additional context with them to the interview.
- Calling References
 - Use the questions provided
 - Look for poor or remote relationships with references (Ex. Much older people or much younger people, or “I don’t know them very well” or “I haven’t seen them in a while”)
 - No reference in “kid context” (Ex. On paper it looks like they would be great with kids, but no reference who knows them with a history of working with kids)
 - They didn’t identify a past employer or supervisor

- Male Characteristics of Offenders
 - Frequent activities with kids/students, usually with a specific age and gender
 - Sets up 1:1 interactions
 - Looks for “trusted” time alone
 - Unrealistic beliefs concerning students (Ex. pure/innocent—not even parents do that)
 - Unstable work history/frequent relocations
 - Abrupt or unexplained relocations (Ex. They are being questioned or a child has “aged” out of their preference)
 - Overqualified, but takes the job anyway
 - Doesn’t care about pay
 - No ambition or possibility of advancement (Ex. Just wants access)
 - Allows special privileges; gives gifts
 - Dating single moms
 - “Kid-magnet”—hobbies, toys, activities
 - Photographing/videoing kids/students (They are visual)
 - Describe kids/students as possessions (He belongs to me)
 - Rarely team players; maverick
 - Unwilling to accept the role as adult, identifies with students, “a big kid,” a peer-like involvement with kids/students, becoming an ally with kids/students against someone in authority (Ex. parent)
 - Limited social interaction with peers
 - Grooms gatekeepers and kids/students
 - Gains immediate insider status with adults (Ex. “Like a family member” in a very short period of time. Nobody can imagine how we lived without him.)
 - Failure to honor appropriate boundaries
 - Pushing back physical boundaries (Ex. tickling, wrestling)
 - Gains adult approval of borderline behavior
 - Offensive response when confronted with allegations (Ex. They have had this conversation multiple times. Staff is more likely to be uncomfortable and backs down.)
 - Paraphilic Behavior—crossing multiple sexual boundaries (Most common: flashing and peeping toms)

- Female Characteristics of Offenders—10% of prosecuted offenders
 - Type 1
 - Illogical thinking patterns
 - Poor school performance
 - May be unemployed/underemployed
 - Easily angered/impatient
 - Negative attitude
 - Socially isolated/may have married as a teen

- Raised in a strict, religious home
- Past abuse; critical father
- Married, but a bad or abusive marriage; older husband
- Seeking affection in the sexual relationship with child/student
- More likely to seduce than coerce a sexual act
- Blames the child/student
- Likely to claim that the child/student initiated behavior
- Caregiver services
- Type 2 (More like the men)
 - Married or unmarried
 - Well educated
 - Type A
 - Position of trust (teacher, coach, etc.)
 - Well liked/respected
 - Twice the age of the victim
 - Pursues a teen (male or female)

Risk Factors to Look For

- Abrupt relocations
- Narcissistic/maverick
- Animated around kids/students
- Pattern of work with age/sex of kids/students (There are logical reasons for this; ex. teaching degree)
- Poor peer relationships
- Kid/student magnet
- Unrealistic view of kids/students (Ex. pure)
- Gaps in employment or residence (Ex. They won't include a location where something happened. Ask if there is an unaccounted-for length of time. What are they trying to hide?)
- Unanswered questions (They often don't answer rather than lie. They avoid the question like a politician; rationalize the behavior.)
- Focus on personal needs (Ex. "I want to serve because I feel good when I'm around kids.")
- Non-answers to direct questions concerning abuse
- Paraphilia (flashing/peeping tom)
- Describes a child/student as a best friend
- Stair-step grooming offensives in background check (Ex. Red Flags)
- Vague about how they learned of the program
- Questions about overnight trips
- Wants the organization's "gear" quickly (Ex. Wants the t-shirts, hats, etc.)
- Excessive concern about being liked by kids/students

- Expresses concern or discomfort with the information we are asking (Ex. "I don't want to answer that question.")
- Describes physical interaction with kids/students
- Inconsistencies in information (Can they keep their stories straight?)
- History of abuse/neglect, especially if severe
- Military history (Cut them free rather than criminally prosecute)
- History of alcohol or drug abuse
- History of extreme depression
- Individual who lives outside of the service area
- Applied, but wasn't accepted by another program
- Job requires frequent travel out of the country (Ex. Males will use job to participate in sexual tourism)
- Extreme behaviors (Ex. Secretive, can only speak briefly, whispers on the phone)
- Impatient or anxious to get started (Ex. "How long will this process take? When will I be ready?" Calling repeatedly.)
- Repeated inquiries about the same question (Ex. "Do we have overnights?" Asking multiple people.)
- Inappropriate questions or comments

THREE HURTS

If a kid talks to you about the hurt in their life, it's because they trust you and they need an adult who is for them. There are three areas of hurt to be aware of when working with kids and students: being hurt, hurting themselves, and hurting others. When one of your students confides in you about any of these, it's your responsibility to report it to someone in a position of authority. You're likely not trained as a professional counselor, and that's okay! Leave the heavy lifting to those who are more prepared.* Often times, the best thing to do for a hurt child or student is to be a consistent presence and assure them they're not alone. Think of this as an ongoing dialogue and not a "one and done" conversation. Below you can find some things to say and not to say as you talk with your student about the three hurts.

*Check with your church or ministry leader about their specific policies and procedures for situations when you become aware a minor is experiencing one of the three hurts. As you establish guidelines with your Group, you might choose to frame their expectations by saying something like, “This is a place where we can talk about anything. What’s said in Group stays in Group, with this exception: someone is being hurt, hurting themselves, or hurting others.”

CONVERSATION GUIDE FOR SGLs

What to Say

- When a student is being hurt:
 - “You’re not alone. We’re going to walk through this together.”
 - “You’re not broken, and the situation isn’t hopeless.”
 - “Thank you for trusting me. Because I care about you, this is something I have to share with ___. I want you to know I’ll be with you every step of the way, and even though I have to involve some other adults, I’ll do everything I can to keep this from becoming public knowledge.”

Note: If the parent is the one doing the hurting, consult your ministry leader about what to do next.

- When a student is hurting themselves:
 - “You’re not alone in this. We’re going to walk through it together.”
 - “You’re not broken, and the situation isn’t hopeless.”
 - “Thank you for trusting me. I think it would be a really good idea to talk to ___ about what you’re feeling.”

Note: Give the kid or student a deadline for talking to their parent, counselor, or ministry leader. Offer to go with them. Let them know if the deadline comes and goes, you will talk to the person. If the child or student wants to talk to them alone, offer methods that make it more comfortable like writing a letter or an email. Be sure to follow up—ask them to text or call you after they talk to this person. It’s possible the kid or student will push back, but remember that, as an adult, one of the most loving things you can do is encourage them to do the right thing even when it’s hard.

- When a student is hurting others:
 - “Thank you for trusting me. Telling someone and admitting this is happening is the first step in growth.”
 - “I know you, and I know you’re more than this. This doesn’t change how I see you.”
 - “There’s always a why behind the things we do. I’d love to understand why you did this because that’s just as important as what you did. If you don’t know why you did it, you won’t be able to deal with the root issue. And left unresolved, you may find yourself hurting others again.”
 - “I think it would be a really good idea to talk to ____ about what you’re feeling.”

Note: Again, give them a deadline for talking to the person you suggested. Offer to go with them. Let them know if the deadline comes and goes, you will talk to the person.

What Not to Say

- Words that communicate you’re freaking out. Try to remain calm.
- Words that shame. Shame raises a barrier between you and the student confiding in you. Work to bridge the gap by offering your presence and a safe place.
- Words that condemn. Keep in mind the kid or student is not the sum of their behavior or the behavior that has been done to them. Try to see them as a person who has done something wrong or has had something wrong done to them—they themselves aren’t the wrong thing.