



BE SAFE, BE READY: Outings and Overnights

The online or independent studies

BE SAFE, BE READY: Outings and Overnights and
BE SAFE, BE READY: Girl Planning

are required for the Overnight License.

The Overnight License allows a volunteer to take girls on an overnight to any indoor facility or to a campsite at one of our GSCP2P camps. No fires or outdoor cooking.

BE SAFE, BE READY: Outings and Overnights and
BE SAFE, BE READY: Girl Planning are prerequisites for the Cook Out and
Camp License skills classes,

Fire Building
Outdoor Cooking
Tenting

How To Proceed With This Course

You will need access to the *Safety Activity Checkpoints* and "Safety -Wise" in *Volunteer Essentials Reference Guide* at:

You will need to review the [Safety Activity Checkpoints Manual](#) as well as the Safety-Wise chapter in the [Volunteer Essentials Reference Guide](#).

Outings and Overnights is composed of nine chapters. Read the material and then answer the review questions at the back. An answer sheet is provided. Send your answer sheet to the nearest service center:

Attention: Adult Development Department

Asheville Service Center

37 College Place
Asheville, NC 28801

Gastonia Service Center

156 S. South Street, Suite 201
Gastonia, NC 28052

Hickory Service Center

208 Union Square NW, Suite 101
Hickory, NC 28601

You should receive notification of the results of your review within two weeks.

TROOP CAMPING AS A GIRL SCOUT LEADERSHIP EXPERIENCE

Like all Girl Scout experiences, camping, whether it is in a lodge or a tent, begins by focusing on the Girl Scout Leadership Experience where girls **discover** themselves and their values, **connect** by caring and teaming with others, and **take action** to improve themselves, their families, their communities and their world.

When girls become completely involved in every aspect of their camping trip, from planning to implementing, girls begin to gain a deeper knowledge of themselves, develop healthy relationships, connect with living the Girl Scout Law and have tons of FUN.

Creating a Quality Experience

It is not just about what girls do, but how they participate in activities that creates a quality Girl Scout experience. All Girl Scout activities are built on three processes – **Girl Led, Cooperative Learning, and Learning by Doing**. These processes ensure quality and promote fun and friendship so important in Girl Scouting. Take some time to understand these processes and how to use them when planning and conducting a camping trip.

GIRL-LED

Girl-led simply means that girls are playing an active part in figuring out the “what, where, when, how and why” of their activities.

For overnights and troop camping this means:

Girls will choose if they want to go camping, where they want to go camping, what they want to eat and what they will do on their camping trip.

Girls will decide the purpose of the camping trip. The focus may be on learning new camping skills or cooking methods, doing community service on a camping property, learning more about their outdoor environment or working on a badge.

LEARNING BY DOING

Girls gain a deeper meaning and feel more accomplished when they are engaged fully in doing an activity. Throughout the learning by doing process, it is important for girls to be able to connect these experiences to their lives and apply what they have learned to their future experiences.

For overnights and troop camping you want to:

Allow time to stop and reflect on their actions and think about the activities they’ve just done. *You can prompt discussions by asking questions like: What did you think about what we just did? What was the purpose of what we just did? What will you do differently next time?*

Step Back and Let Go

As girls practice new skills and become comfortable with planning, consider “fading facilitation,” a process in which your role decreases as the girls are more prepared to increase their role. The more they do, the more confident they become. Your success is actually measured by how much you let go and let them do!

Acknowledge girls' progress and celebrate small milestones to keep them encouraged. *The first time a girl lights a match is a small task, yet a milestone in her life.*

Practice outdoor progression by ensuring that each girl is ready for an activity so she can gradually build skills with confidence.

Nurture their curiosity and answer their "whys?" *"Why are skunks only out at night?" "Why can't I eat snacks in the tent?"*

COOPERATIVE LEARNING

Through cooperative learning, girls work together toward shared goals in an atmosphere of respect and collaboration that encourages the sharing of skills, knowledge, and learning. When girls work together and experience team work they experience a sense of belonging and commitment to the group.

For overnights and troop camping you want to:

Direct girls to help others, teach others, and not just focus on their own needs. *When rolling sleeping bags girls assist each other rather than focusing on their own needs.*

Encourage girls to share ideas and thoughts. *Have girls discuss what foods they like to eat, how their family prepares the meal at home and how they will prepare it at camp.*

Negotiate a common ground that includes everyone. Reaching consensus and seeking compromises are important life skills. *Negotiate the issue of not being in the same patrol as their best friend.*

Food For Thought

Instead of asking a girl who has special dietary needs to bring her own special meal, have the troop work cooperatively to create a meal plan that suits everyone's needs. Remind the girls to account for everyone's dietary needs, food likes and dislikes.

Through everything we do, we work toward one goal:



**Building girls of
courage, confidence,
and character,
who make the world
a better place.**

Chapter 1 WHY OUTDOOR?

The Value of Outdoor Adventures for Girl Scouts

The value of an outdoor experience in a girl's life is beyond measure. It is a time for creating memories that will last a lifetime. It has been an important component of Girl Scouting since the beginning of the organization. The outdoors provides the setting for girls to:

- stretch their minds and muscles;
- appreciate the uniqueness and beauty of the world in which they live;
- exercise leadership;
- learn a wide variety of new skills;
- be challenged as individuals and as groups working toward a common goal.



The outdoors offers many opportunities for girls to live in a community of caring adults who nurture girls in a different environment. Girls grow in areas such as self-confidence, independence, leadership, new skills and interests, comradeship, and decision-making ability.

Girls develop lifetime friendships; they live and participate in a community that recognizes differences; they discover the value of being in a safe, supportive environment. The outdoors and camping offer not only adventure and challenge—but they are FUN! They present a perfect setting in which to emphasize

- **Discover**—Girls develop a strong sense of self, gain practical and healthy life skills and strengthen their values
- **Connect**—Girls form caring relationships, promote cooperation and team building and embrace diversity
- **Take Action**—Girls feel empowered to make a difference, identify and solve problems they care about, and advocate for themselves and others

Camp and the outdoors are also a good place for reflecting on the Girl Scout Promise and Law.

Camping techniques and ethics have changed dramatically since Juliette Low first took girls on an overnight adventure along the Savannah River. In the early days of camping, the wilderness was conquered with little thought about human impact on the natural environment.



That way of thinking has changed! Later in this module, you will learn the principles of Leave No Trace camping—practical conservation techniques designed to minimize impact on the environment. LNT should become an important and integral part of all outdoor activities in Girl Scouting.

The Leader's "Secret Agenda"

Camping and outdoor activities present a whole new opportunity for learning for girls. Something as seemingly simple as playing a game or roasting marshmallows with friends can help shape a girl's life.

As adults in Girl Scouting, we want girls to learn more than just how to tie a knot or pitch a tent. We want our girls to grow with that knowledge, to gain confidence, to work with others, to see how her actions affect others and to make good decisions. That's a lot to expect from simply learning to tie a square knot, isn't it?

As a Girl Scout leader, your challenge is to take the activities the girls want to do and direct those activities to meet this "secret agenda" for girl growth. Try it...

For instance, your girls want to go wading... while they are wading why not do some fun aquatic activities to learn about protecting the environment?

Or your girls want to stay up all night... okay, grit your teeth, prepare for a sleepless night, and play team-building games or tackle a big service project or learn about the night sky and satellites...

Can you think of ways these activities help girls grow?

- Build a fire
- Go on a hike
- Roast marshmallows
- Sleep outside
- Catch frogs
- Pack clothing for the trip
- Cook over a fire
- Do "kapers"
- Sing together



More Fun

The *Safety Activity Checkpoints* include activity guidelines on swimming, biking, archery, water sports, horseback riding, skating, challenge courses, fishing, and more!

<http://www.girlscoutsp2p.org/volunteers/volunteer-reference-materials>

Too Much Adventure?

Sometimes we have to rein in our girls' rambunctious ideas, helping them to understand the limits of safety.

Girls are not allowed to

Use firearms unless 12 years or older and with council permission. Please see *Riflery Safety Activity Checkpoints* for more details at:

http://www.girlscoutsp2p.org/img/Safety_Activity_Checkpoints_Riflery.pdf

- Hunt
- Go on high-altitude climbs
- Ride all-terrain vehicles or motorbikes
- Operate motorized boats without council permission

It is necessary to check with the Girl Scout Council before considering activities that are not listed in "Safety-Wise" in *Volunteer Essentials Reference Guide* or the *Safety Activity Checkpoints* or other GSUSA resources.

Remember that safety information is updated on occasion.

The next chapter will guide you to use "Safety-Wise" in *Volunteer Essentials Reference Guide* and the *Safety Activity Checkpoints* in planning activities with girls.



Girls' Activities

My Dreams, Your Dreams

Leader: Prior to the meeting, make a list on poster board or newsprint of reasons you think Girl Scouts go camping. Be sure to include such things as developing self-potential, relating to others, developing values, and contributing to society. And don't forget "to have fun!"

Girls: At the meeting, use another piece of poster board or newsprint and ask the girls to list why they want to go camping.

All: Compare the lists and discuss. Think of things you can do while camping that will fulfill both sets of expectations.

What a Beautiful World!

Encourage girls to draw pictures of their favorite outdoor spot, then share the pictures with the group.

Ask questions to help determine why this outdoor spot is important to the girl.

Where is the spot and how did they find it?

What is their favorite thing to do in this spot?

Have they seen or heard or learned anything new about nature there?

Who shares the spot with them—human and animal?

How would they feel if they couldn't go to this spot?

How would they feel if the spot changed?

Let the other girls ask questions, too.





Chapter 2 BEING SAFETY-WISE

What are *Safety Activity Checkpoints*?

Why are they important to me?

How will they be useful to me in
planning girl activities?

“Safety-Wise” in *Volunteer Essentials Reference Guide* and the *Safety Activity Checkpoints* are our Girl Scout guide for planning safe activities with girls. As an adult volunteer, you will find these two documents to be some of your most valuable tools for responsible leadership.

Access these documents at

<http://www.girlscoutsp2p.org/volunteers/volunteer-reference-materials>

We are not able to cover ALL the activities you may want to do with your group, but in this chapter we have chosen a few areas to focus on. The following chapters will present critical information on adult supervision, emergency preparedness, and security and risk management.

To answer the questions at the end of this booklet, you’ll need to open the web page for the *Safety Activity Checkpoint* being discussed. For more general information see “Safety-Wise” in *Volunteer Essentials Reference Guide*. Have fun exploring!

Girls' Activities



You’re the Boss!

Older girls should choose an activity and tell YOU what skills you and they need to develop, what clothing and equipment considerations you need to make, and what supervision is needed. Make them the boss!

Q: *In what ways is this activity Girl Led?*

A: *The girls make all the decisions and plans !*

Chapter 3 ADULT SUPERVISION

Activities away from your regular meeting place, and especially for an outdoor overnight, need extra adult supervision. Remember to consult the girl/adult ratio chart when you leave your meeting place. How many adults will you need for YOUR troop?

Girl Scout Level	Grade	General Meetings: 2 Non-Related Adults (at Least One of Whom is Female) for Each Number of Girls below	Plus One Adult for Each Additional Girl up to and Including Number of Girls below	Events, Trips and Camping: 2 Non-Related Adults (at Least One of Whom is Female) for Each Number of Girls below	Plus One Adult for Each Additional Girl up to and Including Number of Girls below
Girl Scout DAISY	K-grade 1	12	6	6	4
Girl Scout BROWNIE	Grades 2-3	20	8	12	6
Girl Scout JUNIOR	Grades 4-5	25	10	16	8
Girl Scout CADETTE	Grades 6-8	25	12	20	10
Girl Scout SENIOR	Grades 9-10	30	15	24	12
Girl Scout AMBASSADOR	Grades 11-12	30	15	24	12

Here is an example: If you have a group meeting with 17 Daisies, you need three non-related adults (in other words, not your sister, spouse, parent or child), at least one of whom is female. (If this isn't making sense to you, follow the chart...you need two adults for 12 Daisies and one more adult for **up to** six more girls. You have 17, so you need three adults.)

Needed Course-work

Earn the **Overnight License**: Complete the two online Be Safe, Be Ready courses for your troop to enjoy slumber parties indoors, or overnights at any of our GSCP2P properties—but not build fires or cook outdoors. (Perfect for attending council-sponsored events.)

Earn the **Cook Out License** by completing the above courses and attending these skills sessions:

- Fire Building
- Outdoor Cooking

This license is what you need for troop camping at a council camp or cook outs close to home..

Earn a **Camp License** by completing the four classes listed above and attending our Tenting course. The camp License allows troops to have a full camping experience on or off of GSCP2P property.

You'll need a first-aider when camping; check other activities in *Safety Activity Checkpoints* to see if they call for a first-aider.

Trained adults should supervise the girls while at camp. At least one of these must be an adult female not related to the other adults.

There may be trips when fathers or male leaders are part of the group. It is not appropriate for males to sleep in the same space with girl members. They may participate only if separate sleeping quarters and bathrooms are available for their use.

It is not mandatory that an adult sleep in the tent or cabin with the girls. If an adult female does share the sleeping area, there should always be two unrelated adult females present.

All adults going on an outdoor activity or campout should be involved in the planning and be informed of their roles. Use your extra adults. Put them in charge of a group of girls. Make sure they know Girl Scout camping procedures.

Meet with all adults involved prior to the outing to inform them of rules and expectations.

A list of things adults should know includes:



- Rules on tobacco, alcohol, drugs, and behavior. (Never use illegal drugs. Don't consume alcohol, smoke or use foul language in the presence of girls. *Volunteer Essentials Reference Guide*)
- The event schedule; activities planned
- Specific responsibilities of adults
- Safety rules and the procedures for handling emergencies
- Transportation safety policies
- How she/he should relate to her/his own child
- What to bring - - what not to bring

Girls' Activity

Mother, May I?

Pretend that you are bringing an adult with you who will act as a chaperone on the overnight. What do you want her to know about:

- What she needs to bring?
- What do you want her to do at the overnight?
- How much time she should spend with you at the event?
- Where should she plan to sleep—beside you?
- Should she join in activities?
- What will she need to do for other girls?



EMERGENCY PREPARATION for OUTDOOR and OVERNIGHT EVENTS

Prepare for an emergency before you leave home by:

- ❑ Earning your Camping License and inviting parent helpers to earn one as well.
- ❑ Remembering your first-aid. For long hikes, backpacking, or long camping trips, an advanced first-aid. will be needed.
- ❑ Joining the fun of backpacking learning events to learn the ins and outs of taking girls on a bigger adventure.
- ❑ Planning what to do in case of illness or accident on the event and sharing plans with the other adults.
- ❑ Getting council permission.
- ❑ With parent permission, share serious health issues of girls with chaperones (peanut allergies, asthma, ...)
- ❑ Preparing the adults who will go with you by reviewing what to do in a crisis:



After serious injury, fatality or other crisis during a Girl Scout activity, do the following:

1. Secure safety of self and group. Stabilize injured.
2. Station a responsible person at the accident scene.
3. Call emergency care providers (911).
4. Report all emergencies to your local council in the following order:
 - a) Call local service center
 - b) Call council Chief Executive Officer
 - c) Call Board of Directors Chairman
5. **Refer all media inquiries** to the council CEO or Board of Directors Chair.

Do not speak to the press; the statement you can make is: "When the emergency has been resolved and facts are known, a statement will be made by the Girl Scout spokesperson."

Create travel packets for drivers and troop emergency contact person back at home:

Packets should contain the following contact information:

- ❑ Names, addresses, and emergency contact of everyone on the trip
- ❑ Girl Scout council emergency contact number along with the Council Crisis Card. Print from here: http://www.girlscoutsp2p.org/img/Crisis_Card.pdf
- ❑ Telephone number for the supervisor of the campground/park
- ❑ Telephone numbers for emergency care at your travel location (sheriff/police, ambulance)
- ❑ Two troop emergency contact persons' numbers (these people are available to call all the parents for you to let them know, for example, that you're going to be late getting home or if there is an emergency)

Medical/Health Information:

- ❑ Parent permission forms
- ❑ Health forms for everyone on the trip (to be referred to only in an emergency)

- ❑ Special information (or training) you need for dealing with girls' and accompanying adults' health issues (asthma, diabetes, seizures, medications, or other)
- ❑ First aid kit

Travel Information:

- ❑ Map of the site
- ❑ A map or directions of your travel route to and from the site
- ❑ Directions from your site to the nearest hospital/urgent care office
- ❑ An approximate timetable
- ❑ Vehicle identification for the vehicles transporting girls/accompanying the group

Each car transporting girls should carry the travel information listed above along with health information on the people traveling in the car.

Reporting Problems

Confidential Incident/Accident Report is used to record all actions taken concerning any incident, including a behavioral problem, that affects the health and safety of the girls and in the event of medical emergencies, serious accidents or fatalities. Print a copy from http://www.girlscoutsp2p.org/img/Incident_Accident_Report_Form.pdf

Girls' Activities

Do these activities before taking girls camping. You'll help your girls think about and prepare for emergencies.

Practice Drills

- ❑ Plan and practice what to do in case of **weather emergencies and natural disasters** (like wildfire or flooding).

For instance, practice a "lightning drill" in case you are caught in a storm while on the trail. Spread the girls out about 10' from each other. Have them squat down into a ball. If they have a sit-upon or day pack, use it for insulation between feet and the ground. Talk about ways the group can stay calm while sitting out a storm in this position. Maybe they have favorite songs to sing?

- ❑ In a nearby park, **practice emergency drills**. Discuss what to do when lost, and create a search plan. Then make a game of finding a "lost camper." Practice a fire drill. Choose a safe gathering spot in case of wildfire and surprise the girls with a fire drill during the day. Later, when you reach your campsite, locate safe gathering places and hold an emergency drill.
- ❑ After the drills, ask the girls to discuss what they did well and how they can respond quicker/more reliably/with more confidence when a real emergency arises.

Q: What process does this activity best demonstrate?

A: Learn by doing. It includes both an activity and follow-up reflection and evaluation.



SECURITY AND RISK MANAGEMENT

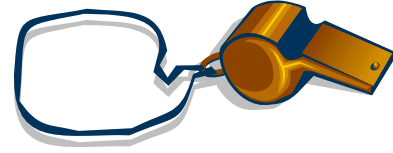
More and more in today's world, leaders need to consider not only how to keep the girls safe from accidents but also safe from other people.

Consider the items below to help ensure a safe trip.

- ❑ Girls should always use the buddy system (stay with a buddy at all times).
- ❑ Train the girls on how to react to a stranger in the site. Ask at your facility if they have a procedure for identifying and responding to strangers.
- ❑ Plan for proper adult supervision. Remember the girl/adult ratio when you leave your meeting place. In Chapter 3, you studied the chart which tells how many adults your troop needs on an outing or overnight.
- ❑ Train the extra adults! You let the girls know what is expected of them; do the same with the adults.
- ❑ If you are at a public facility or campsite, check with the supervisor or local law enforcement on the security history of the site. Would they stay there with girls?
- ❑ Before you go, inform law enforcement officials of where you plan to stay. Ask if they can increase patrols in the area.
- ❑ If at all possible, visit the site before you go with girls. Look for:
 - ❑ locking doors, fencing or other perimeter security
 - ❑ location of telephone and site manager's office
 - ❑ available lighting
 - ❑ availability of cell phone coverage at this site?
 - ❑ other public buildings nearby, and do they make you more or less comfortable with the site? (for example, would you feel safer knowing the sheriff's office or a bar was ¼ mile away?)
 - ❑ what other groups will use the site when you are there
- ❑ Later, when you have completed your skills courses and plan a camping trip with your girls, also check:
 - ❑ distance from tent sites to toilet facilities
 - ❑ whether tents can be pitched within sight of each other
 - ❑ how close tent sites are to roads or other boundaries
 - ❑ nearby parking so that you can safely store your equipment in your car
- ❑ Firearms are a danger to the girls. If you feel you need firearms for protection at the site, choose another site. Leave firearms at home. "Do not carry ammunition or firearms in the presence of girls unless given special permission by your council for group marksmanship activities." *Volunteer Essentials Reference Guide*.



- ❑ Leave pets at home. You'll want to focus on your Girl Scouts. Imagine how torn you'd be if something happened to your pet, but your responsibility was to your girls first.
- ❑ Develop an alarm system to signal your girls in an emergency.
- ❑ Design a plan to evacuate the girls if an emergency arises (flooding, tornado, or wildfire, for example). Do you have a central meeting place? Do you have enough cars? If not, how will you quickly arrange transportation?
- ❑ Establish clear limits for girls to roam within the property boundaries (for instance, within sight of the shelter...)
- ❑ If males accompany the group, they will need separate sleeping and toilet facilities.
- ❑ Girl Scout activities are for registered Girl Scouts. Bringing other children is inappropriate. Programs are developed for the members, and non-members are not covered by Girl Scout insurance. Extra insurance must be purchased. Contact your council.



In some instances, you may stay in a public facility such as a hotel, dormitory, or gymnasium. Some tips for hotel security and safety are:

- ❑ Keep room doors locked; develop a special code word that must be spoken before the door is opened.
- ❑ Share room numbers privately rather than by mentioning them in public.
- ❑ Plan for emergency evacuation. Locate emergency exits, fire alarms, and gathering spots. Keep a flashlight, key, wallet and ID on the bedside table.
- ❑ Ensure that inappropriate videos are not accessible through TVs in the girls' rooms.

NOTE: The Travel License is required for trips of more than three nights. You earn this license by doing specific learning activities with your troop. Access this course at

<http://www.girlscoutsp2p.org/img/Extend-Trp-Trip-2014.pdf>

Girls' Activities

Do these activities before taking girls camping.

Safety Skits

- Use impromptu skits to discuss and practice ways to stay safe:
 - Staying with a buddy (the buddy system)
 - What to do if there's a stranger in the area
 - What is okay to tell a stranger
 - Staying with the group
 - What to do if you get separated from the group
 - How to help yourself be "found"

Its Alarming!

- Develop an alarm system. An example is to give each girl a whistle to wear around her neck. (I know, you're rolling your eyes at the imagined racket! You might designate two full minutes for the girls to blow the whistles as soon as they get them. You know they want to, so roll with it!)



- Set up an emergency signal plan. For instance, two blasts from the leader may mean "it is time to gather together," while three blasts from anyone means "Emergency! Everyone come to the whistle!" Practice this a few times at your meeting, timing the girls' response time and rewarding them when they arrive promptly! Ask the girls to evaluate the signal plan. Are there ways they could improve it?

Q: Which of the processes does this activity demonstrate?

A: Learn by doing, when they realize how they can apply "safe practices" to non-Girl Scout events or as they create an alarm system, practice, and fine tune it. Cooperative Learning as they work together to create their emergency signal plan.

GIRL READINESS FOR OUTINGS AND OVERNIGHTS

Girl Scouts need to be prepared emotionally and physically, have proven competency in skills involved, and want to go troop camping. Use these readiness indicators as a checklist to determine if each girl in your troop is ready to go camping overnight:



Emotional Readiness

- Is not afraid to be away from home and parents overnight
- Wants to go
- Is willing to sleep, eat, play with all girls, not just with best friends.
- Can cope with strange place, darkness, woods and night noises, spiders, bugs, and worms
- Can manage with little or no privacy
- Doesn't always have to have own way
- Can function as a member of a group

Physical Readiness (accommodate girls with special needs)

- Does not tire quickly
- Is strong enough to carry own gear, bucket of water, pot of food, armload of wood.
- Has strength and coordination needed for planned activities

Has Necessary Skills and Knowledge

- Can plan a simple trip
- Can use a hand operated can opener, grater, peeler, paring knife
- Can read and follow a recipe and a kaper chart
- Can wash dishes, clean up, and store food properly
- Can build a fire and/or operate camp stove to be used
- Can dress properly for the weather
- Can sweep the floor and clean a toilet
- Knows how to operate a flashlight
- Demonstrates a concern for safety
- Can follow directions satisfactorily
- Has been on a series of day trips, cookouts, and sleep outs
- Can pack and keep up with gear and roll and tie or stuff a sleeping bag

Behavioral Expectations

Knowing what is expected ahead of time will help the girls to behave in an appropriate way. As a troop and with adult guidance, the girls should make their own behavior plan. This plan may include the following:

- Stay with the group; don't wander from camping area
- Use the buddy system
- If lost, stay where you are, and blow a whistle
- Avoid contact with strangers
- Report suspicious sounds, activities, or people to an adult
- Follow safety rules
- Do kapers on time
- Respect other campers' property
- Leave a place better than you found it
- Make no unkind remarks
- Be a friend to all

Handling Girls' Fears

You have used a progression of experiences to enhance the troop's readiness, prepared them with skills, and practiced those skills in your meeting. Some ways to deal with challenges for which the girls may not be ready:



- Create a safe, non-threatening environment.
- Recognize that girls come from different backgrounds.
- Set behavioral expectations (safety rules, no unkind remarks, all help)
- Let girls know what to expect (night noises, kapers, caring for own belongings, bathroom facilities)
- Plan activities to help girls get over their fears and build excitement for camping (for example: stargazing, night hikes, or a bug experience)
- Take troop to visit camp area prior to the trip, if possible.

Girls' Activities



The Clean Sweep Obstacle Course Relay

Make an obstacle course for each team to sweep around, under, and through. Scatter paper or, if outside, dry leaves along the course. Position one girl at the end of the course with a dustpan. The sweeper sweeps her leaves or paper into the dustpan, and the dustpan holder then runs to the trash can lined with a plastic grocery bag and empties the dustpan. There is another team member waiting at the trash can who takes the bag out of the can, ties it up, runs to a cardboard box labeled dumpster, and deposits the trash.

Another team member is waiting at the dumpster and, when the trash is deposited, she runs back to the starting place where there is a bucket of water, toilet brush and a squirt bottle of water. She squirts the water around the rim of the bucket, brushes the inside of the bucket then rings a bell. First team to ring the bell wins. (They have now learned to sweep the floor, empty the trash, and clean a toilet.)

Bug Detective Walk

Divide your troop into groups of 3 or 4. Give each group a magnifying glass, a notebook and pencil. Tell your girls that you are going on a hike to look for bugs; if they find a bug, they should stop, look at it through the magnifying glass, and record the number of legs, how many body sections it has, and whether it has antennae or wings.

Take a short walk around your meeting place or in a park. Make sure you define the boundaries of where the girls can go. After enough time has elapsed to observe a few bugs, blow a whistle for everyone to meet at a central place. Have insect identification books available for girls to look up their bugs. Then ask girls to share their observations.



Q: Which of the processes does this activity best demonstrate?

A: Cooperative Learning; Girls work in teams to help each other to find and identify insects.

PROGRESSION IN THE OUT-OF-DOORS

Whether you are planning a hike, cook out, camp out, or more, you need to prepare your troop for the best experience. Progression in the out-of-doors is the Girl Scout way of helping you get your troop ready.

Exploring Nature



Look Out

Your troop is just getting started to observe the out-of-doors. They do an activity that gets them looking out the window at nature.



Meet Out

Your troop steps out of your meeting place to observe the sights, sounds, and smells of nature.

They learn nature songs and games and learn about protecting and improving the world around them.



Move Out

The girls take a walk around the block to see what they can see. They do an activity to help them explore nature a short distance from their homes.



Explore Out

The girls are ready to plan a hike. They learn what to wear and take, make a snack, and how to stay safe out-of-doors. They plan and take a hike.

Getting Ready to Cook Out



Cook Out

You've learned about fire building, stove use, and cooking outdoors. The girls are ready to plan a cook out. They learn about fire safety, lighting a stove, building and putting out a fire, using knives, and preparing a meal. They plan and cook a meal outdoors.

Getting Ready for a Campout and More



Sleep Out

The girls are getting ready to sleep out. This is practice for going camping. They learn about camping gear and what to pack and eat. They plan an overnight close to home.



Camp Out

The girls are getting ready to camp out. They have done a sleep out. They learn about tents, knots, and fun programming. They plan and go on a camp out.



Travel Out

You will want more specialized and advanced courses for your girls to do more extensive outdoors travel such as backpacking.

Now you have a general idea of progression in the out of doors. Let's look at specific skills each grade level should master:

	Girl Scout Daisy	Girl Scout Brownie	Girl Scout Junior	Cadette, Senior and Ambassador
Walks and Hikes	Learn safety rules: stay together, use buddy system, say on walking path Learn what to wear Learn to recognize poison ivy and ticks Take a walk near meeting place Visit a nearby park or camp Know what to do if you are lost	Learn safety rules: buddy system and staying together Learn good outdoor manners Learn to dress for the weather Learn to recognize poison ivy and ticks Follow a trail at a park or camp (max 2 mi. round trip) Practice Leave No Trace (LNT) skills	Review safety rules Learn basic first aid Review what to wear Review plants and animals to avoid Take a half day hike carrying items for a meal Take an all day hike (max 8 mi. round trip)	Learn safety rules for extended hikes Know how to dress for weather Plan and go on an all day hike carrying items for two meals Backpack: Plan routes, meals, equipment

	Girl Scout Daisy	Girl Scout Brownie	Girl Scout Junior	Cadette, Senior and Ambassador
Find Your Way	Walk around a neighborhood Draw a large dimensional map of the neighborhood	Learn Trail Signs Practice laying and following trails Learn N, S, E, W on a compass	Learn and practice trail signs Find directions by sun and stars Learn your pace Make a simple sketch map Advanced Skills: Use compass to find degree leadings Use a compass to give directions Learn to read a road map	Use trail signs Practice finding directions from sun and stars Use a compass to find degree readings Orient and read a topographical map Learn to use a compass with a map to determine direction, distances and terrain. Try Orienteering or Geocaching
Eating Outdoors	Take a snack on a hike Keep up with your own dishes/dunk bag Help clean up after a cookout	Take a snack on a hike Take a "nosebag" lunch on a hike Make a one pot meal Learn to wash and sanitize dishes	Learn about nutritious meal planning Plan and cook simple meals: One pot, aluminum foil, box and Dutch ovens, stick Know how to wash and sanitize dishes and to dispose of dishwater	Plan, pack and cook meals that take more preparation or cooking time Take charge of a cook out Learn to make a box oven, buddy burner/vagabond stove Be proficient in many types of cooking Learn about backpacking foods Learn about survival foods
Fires and Fuels	Make an edible fire snack Learn safety around propane camp stoves	Learn fire safety rules Learn to light a match Learn and practice LNT firewood gathering Know how to choose a safe place to set up a camp stove	Review safety rules Learn to make fire starters Know how to light a match and safely use a propane stove Build and extinguish fire Build a charcoal fire	Wood fires: Build and use different types of fires Build, use, and extinguish charcoal fires Be able to teach fire and stove safety Learn to use backpacking stoves safely Build and use a LNT mound fire
Using Tools	Learn to use: Broom Hammer Scissors Flashlight	Learn first aid for cuts Learn to use: peeler, paring knife, shovel, flashlight Learn pocket knife safety with paper knife	Know how to use a can opener Pocket Knife: Use, clean, pass, sharpen, whittle a point	Pocket Knife: Review skills and whittle Learn to use saw, hatchet, axe
Gear and Shelter	Take care of coats, hats, mittens Sleep at home in a sleeping bag	Learn how to roll or stuff a sleeping bag Camp out in a building in town or at camp Help decide what personal things to take camping Camp out in a cabin/platform tent at Girl Scout camp	Help decide what troop equipment to take camping Camp at Girl Scout camp for 2 days	Learn how to pitch, strike and care for a small tent and a dining fly. Camp for three or more days at Girl Scout camp or other location Learn primitive camping skills or survival skills Try canoe camping
Knots	Learn to tie shoes	Know how to tie shoes Tie a square knot and a larks head knot	Learn to tie and use: Square knot Half hitch Bowline Tautline	Practicing tying and using knots Learn to coil a rope. Learn to lash camp furnishings

Girls' Activities

Map Our Course

Draw on large paper, chalk on the sidewalk, or in the dirt, a long, wiggly line—the “road on your map.”

Give the girls pictures of the eight stick figures used to illustrate the progression steps in this chapter. Number them in order and label with the progression step. (For example, 1. Look Out, 5. Cook Out, etc.) Ask girls what they think each one means, clarify.



Let the girls arrange the pictures along the road in order, spacing them along its length. These are the “towns” along your way. Ask girls to each stand on the “road” at their experience level. They might be in a town or on the road between towns. (Adults can play, too!)

Let those farthest up the road share some of their adventures. Would the others like to move up the road and enjoy similar adventures? What do they need to learn/do/practice to get to that spot on the road?

Begin planning your outdoor adventure now!

Save the Day!



Review simple first aid. Let the girls practice making slings and bandages for treating wounds, breaks and sprains.

You might create cards with “Serious Scenarios” on them. (Example: Jeannie fell playing tag and now her ankle hurts and she can’t walk on it. Perform appropriate first aid.) Draw one from a bag and challenge the girls to perform proper first aid.

There are many more hikes, rainy day and evening activities for girls included in the Be Safe, Be Ready: Girl Planning course. Use them to facilitate progression in outdoor skills.

INTRODUCTION TO LEAVE NO TRACE ETHICS

How many times have you been in a park or forest and seen garbage? Or been disturbed by noise from other campers or picnickers? Do things like this detract from your enjoyment of the outdoors?

As Girl Scouts, we want to leave a place looking better than we find it and don't want to disturb other people around us. These things are considered in Leave No Trace ethics.

Leave No Trace is a program of outdoor ethics. It teaches principles and skills that encourage outdoor enthusiasts to enjoy the outdoors without loving it to death. In 2006, GSUSA partnered with Leave No Trace to make these ethics part of Girl Scouting.

Leave No Trace consists of seven principles:

- Plan Ahead and Prepare
- Travel and Camp on Durable Surfaces
- Dispose of Waste Properly
- Leave What You Find
- Minimize Campfire Impact
- Respect Wildlife
- Be Considerate of Other Visitors



Plan Ahead and Prepare

Planning ahead is doing all those things that help you enjoy your outdoor activity, keep you out of trouble, and keep you off the 6:00 news! Some level of planning is needed for every activity. Planning helps ensure safety of the group, reduces the chances of needing rescue, prepares the girls for a fun outdoor experience, and prepares the girls to "leave no trace." Plus proper planning reduces the chances you'll make an impact when dealing with an emergency.

Preparations include but are not limited to:

- Making reservations
- Checking on facilities at the site
- Checking on restrictions or regulations for the site, including group size allowed
- Preparing the proper food, clothing, and equipment for the outing
- Getting permission slips and checking health forms
- Getting approval from your Membership Services Manager
- Checking weather forecasts
- Preparing an emergency plan

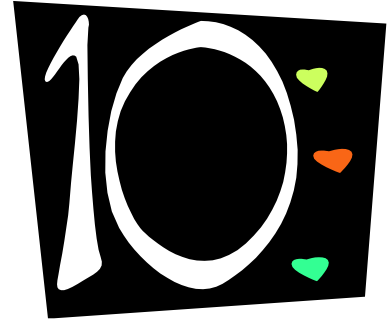
When planning an activity or choosing a location, consider the skill level of your girls (remember the Progression in Outdoor Activities). Select destinations that match the goals, skills, and abilities of the girls.

Check with the land manager for the area to which you will be going. He or she can answer your questions and may have helpful ideas about where to go or what to do. Ask about regulations, permits, reservations, group size or other restrictions, and any hazards.

Girls' Activities

Ten Essentials

Materials: selection of items one might take on a day hike.
Must include all the 10 essentials but should also include unnecessary items.



1. Have group split up into groups of 3-4. Let them look at the selection of items available for the day hike. Each group will list which items they feel should go on the hike.
2. Have each group call out an item they feel is necessary and why. Pack the daypack with that item. If the item is not needed, explain why.
3. Feel the weight of the pack at the end. Discuss how to lighten the load. Explain that more than 10 items might be needed in some circumstances.

Ten Essentials List (yes, there are more than 10 items. It's a handy name.)

- Flashlight
- Weather Protection (rain gear or large plastic sack, warm jacket, etc)
- First Aid kit
- Map and Compass
- Whistle
- Knife
- Food and Water
- Fire starter and Waterproof Matches or Lighter
- Bandanna
- Sunglasses and Sunscreen
- Toilet paper/tissues and trowel

Q: Which of the processes does this activity best demonstrate?

A: Cooperative Learning; the girls work together, listening to each other's opinions, as they create their team lists.

Travel and Camp on Durable Surfaces

Generally, Girl Scouts use established trails and campgrounds. The big exception is when backpacking, but that's another class.

What is a durable surface?

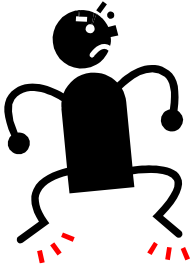
- Durability refers to the ability of the surface or vegetation to withstand wear or to remain in a stable condition.
- It can take as little as 12-15 days use in one year to damage a site and as much as 2-15 years to recover.
- Examples of durable surfaces include rock, sand, gravel, established trails, snow, dry grass, pine needles, dirt, and hardened areas (an area that is already impacted and will not suffer further damage).

Guidelines for traveling and camping:

- When hiking, stay on trails.
- Avoid taking shortcuts or cutting switchbacks because they cause erosion.
- It's best to go through a mud puddle rather than making a new trail on the edge.
- If you go off a trail, try to keep to durable surfaces such as rocks, sand, gravel, leaves, and pine straw.
- When camping, if there is a tent pad, use it. If not, look for a site for a location with a durable surface or a previously impacted (disturbed) area. Good surface choices include gravel, pine straw, dirt, leaves and short grass.
- Don't make a new site. Don't cut plants, move large rocks, or rake the site. Moving small branches and pine cones is okay. Replace anything you move.
- Unless sites are designated near the water or a trail, choose a location at least 200 feet from water sources and from any trails.
- Locate your camp kitchen either on the most durable surface or in an impacted area.
- Keep to footpaths or sidewalks when going to bathrooms, faucets, etc.



Girls' Activities



Stomp on the Surface

Materials: small resealable bags, each containing a sample of a different surface. Use materials such as gravel, wood chips, dry grass, moss, pine needles, mud, a Twinkie (to simulate a soft surface with a crust and also for fun).

1. Give one bag to each participant. Ask each one to step on the bag—not too vigorously so as not to break the bag.
2. Discuss the results—how did the surface look after being stepped on? How might camping or hiking on such a surface affect the surface? How will this activity help you to leave no trace?

Q: Which of the processes does this activity best demonstrate?

A: Learn by doing. The girls will experience what happens when they step on different surfaces. Their findings will tell them which surfaces are most durable/where to walk without causing damage to the environment.

Dispose of Waste Properly

You've probably heard the saying "Pack it In, Pack It Out" before. This applies even to day trips in the out-of-doors.

Cooking and Clean-up

- Repackage foods to reduce the number of containers and reduce waste.
- Taking only the food needed for an activity so you don't need to pack out or dispose of waste.
- Choose foods with limited packaging—bulk items in a single bag for instance.
- Bring reusable water bottles rather than purchased bottled water (cheaper too!).
- Carry out **all** garbage and food scraps, even orange skins and apple cores.
- When washing dishes, either dispose of water at the place designated by the campground or disperse it in a wide area at least 200 feet away from any water source. Make sure all food scraps are removed from the water before disposing of it.

Human Waste

- Properly dispose of human waste to avoid water contamination.
- Use toilets or outhouses if provided.
- On day hikes away from toilet facilities, take a trowel with you and dig a cathole (a small hole dug 6 inches deep in which feces are buried. Choose a location at least 200 feet away from water and trails).



- Pack out all toilet tissue and sanitary supplies. If sealed inside two sealable bags, these won't smell. They can then be disposed of properly when returning to the trailhead.
- Do not burn toilet paper. Not only is this ineffective, there is the very real risk of causing a wild fire.
- Holes do not need to be dug for urine, but toilet paper should still be carried out.

Girls' Activities

How Long Does it Last?

Collect samples of commonly found garbage such as a drink can, plastic bottle, paper, cigarette butt, apple core or banana skin, glass jar.

Ask the girls to guess how long it takes for the various items to disintegrate in nature.

Paper	2-4 weeks
Apple core or banana skin	3-5 weeks
Wool Cap	1 year
Cigarette butt	2-5 years
Disposable diaper	10-20 years
Plastic bottle	20-30 bottles
Tin can	80-100 years
Aluminum can	200-400 years
Plastic 6-pack holder	450 years
Glass jar	basically forever



Dig a Cathole

Before going on a day hike away from toilet facilities, practice digging a cathole with your troop.

Selecting a site:

Select a site at least 200 feet (60-70 adult paces) from water sources and trails. Select as inconspicuous a site as possible—on a hillside or behind a tree.

Try to find a place with deep organic soil, for example with lots of leaf mulch.

Digging a cathole:

Use a small trowel to dig a hole 6-8 inches deep (about the length of a trowel blade) and 4-6 inches in diameter. After use, fill the cathole with the original dirt and disguise it with the leaves and sticks you removed before digging it.

Leave What You Find

This principle can be a difficult one to apply for youngsters. Everyone wants to take home that special rock or to pick just one flower. However, if everyone picks a flower, pretty soon, there are none left for others to enjoy.

Ask the girls how they could remember this experience. (Take photos? Sketch?)

- Leaving natural objects of beauty or interest is especially important. Objects such as antlers add to the interest of the outdoors.
- Removing historical objects is illegal. Many old home sites exist in this area. While it is okay to explore them, avoid causing damage or removing any objects.
- Minimize site alterations. Don't construct furniture from branches or rocks.
- Avoid damaging trees by cutting branches or hammering in a nail.

The one exception to leaving what you find: Trash. Take home all you can find!

Girls' Activities

A Puzzling Find

Materials: three simple picture puzzles. Break the puzzles into their pieces. In a yard, sandlot, or playground, scatter all the pieces of one puzzle in a small area. In another location, scatter just two or three pieces, and in another location, leave just one piece

1. Ask participants how scientists know what dinosaurs looked like. (They find fossils and reconstruct the skeletons.) It is important for scientists to find the pieces in their original positions (relative to one another) so that they can see how the pieces fit back together. The same is true for cultural human-made artifacts.
2. Split your group into three teams and have one group at each location recover the pieces. Ask each group to try and reconstruct the puzzle or describe the picture based on the pieces they found.
3. Ask each group how easy it was to reconstruct the puzzle. Was it frustrating if some pieces were missing? Discuss the importance to scientists of finding fossils or artifacts where they were originally deposited. Discuss the impacts of intentional vandalism or theft of fossils or artifacts. Discuss the effects of unintentional impacts, i.e.; driving off-road, hobby collecting, campsite construction. Ask the group if they can think of other ways in which fossils and artifacts can be lost or damaged. Discuss ways in which these resources can be viewed and enjoyed on-site without damage. Remind the group that it is against the law to remove or destroy these resources.



Minimize Campfire Impacts

(NOTE: You will practice these in the outdoor skills courses; do not attempt building fires before you complete the Fire Building course.)

Fires and the outdoors go together. While no longer needed for cooking or warmth, a campfire is still very much part of Girl Scout camping. Even so, consider how to lessen the impact of any fires you have.

Cooking

- With the use of camp stoves, it is no longer necessary to have a fire for cooking. In fact, cooking on a stove is faster, cleaner, and more reliable than cooking on a fire; most camp cooking should be done on a stove.

Campfires

- When you have a campfire, use an existing fire ring.
- Bring your own firewood if allowed by the facility (some areas prohibit bringing wood due to risk of insect infestation). Most campgrounds are heavily used, and firewood may be difficult to find. Plan an alternative to campfires if wood is not available.
- Check for restrictions on fire building due to fire danger or air pollution concerns.
- Keep your fire small and allow it to burn completely to ash.
- Put fires out with water. Scatter the cold ashes or dispose of them in a metal trash can.
- Never throw trash of any kind in the fire. Foil and cans don't burn. Paper can cause embers that fly out of the fireplace. Burning plastics can emit toxic fumes.
- To minimize impact in an area without a fire ring, build a mound fire or use a fire pan.



Collecting Firewood

- If collecting firewood, use wood that is “dead, down, and dinky,” about 1 inch across or smaller.
- Both standing and fallen trees provide bird and animal shelter and should be left in place. Leave branches on trees.
- Gather wood over a wide area to avoid depleting the supply in the immediate campsite area. Afterwards, scatter any unused wood.

Instead of having a campfire every night, spend an evening without one. Listen to the noises, take a night hike, or look at the stars.

Girls' Activities

A Cold Dinner

Share this scenario with your troop.

1. Imagine you are camping in the mountains. The air is a bit chilly as your group begins preparation for the evening meal. You plan to build a fire to cook hot-dogs and heat up cans of chili. The fire will also take the chill out of the night air. As you begin to pile sticks inside the fire ring, a ranger approaches your group and informs you that there is a ban on fires due to dry weather. You will not be able to build a fire.
2. Write each question below on an index card. Let the girls draw cards and discuss how they'll solve the challenge. Sit back and listen!

What will you do about dinner?

How will you deal with the chilly air?

How will not having a fire change your night time activities?

How could you have avoided this problem?

Q: What parts of this activity are girl led?

A: Girls lead the discussion to solve the challenge



Building a Mound Fire

(Save this one for when you've completed the Fire Building class)

Try making a mound fire on a lawn or sidewalk. When done properly, you won't be able to see that you've had a fire there at all!

1. Collect mineral soil, sand or gravel (about enough to fill a 5-gallon bucket) from an already disturbed source. Mineral soil is soil without too much organic material like leaves and pine needles in it.
2. Lay a ground cloth or garbage sack on the ground. Spread the soil on it, piling it into a flat top mound at least 6 inches thick.
3. Build your fire on top of the dirt. Use small sticks and allow them to burn down to ashes rather than using water to put them out.
4. When the ashes are cold, spread them widely or put them in a metal trash can. Return the dirt to where you find it and disguise the site.



Respect Wildlife

“Look at that cute squirrel!” “Can I go pet the deer?” Or even better, “Take a photo of me next to the bear!” Have you heard any of those before?

When outdoors, your actions can disturb wildlife. In extreme cases, you can cause an animal to abandon its young or to attack you to protect its young. While most wildlife adapt to humans, it’s best to learn about wildlife through watching quietly.

- Observe animals through binoculars. If you notice an animal reacting to you, for instance, by looking up or moving away, you are too close and should move away yourself.
- Travel quietly and in small groups. Do not follow animals or force them to flee.
- Allow animals easy access to water by camping at least 200 feet from water sources.
- Feeding animals may sicken them.
- Animals sometimes carry diseases such as rabies. If you find a sick or injured animal, leave it alone. Notify a game warden or ranger.
- Make sure animals can’t get into your food. Animals that have become accustomed to humans can become nuisance animals and may have to be relocated or destroyed. In North Carolina, store food overnight in a closed car or provided food locker.
- If food storage rules are followed, bears are not a big problem when camping. If a bear does come into the campground, retreat and notify a ranger or the campground manager.

Girls' Activities

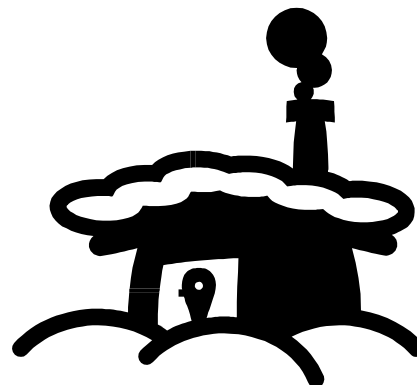
Role Reversal

Ask the girls to imagine that they have had a guest in their house who ate all the food, left trash on the floor and dirty dishes in the sink, walked on the carpet with dirty shoes, etc. How would they feel? What would they think about that guest?

Explain that, when we visit the outdoors, we have a responsibility to treat animals’ homes with respect.

Have each girl pick a favorite wild animal. Give girls a minute or two to describe how they (the animal) would feel if it were shown disrespect by humans, like that sloppy house guest. Have them verbalize what an animal would say if it could speak its mind. Examples: A bear that had all its berries eaten, a beaver that had its lodge destroyed.

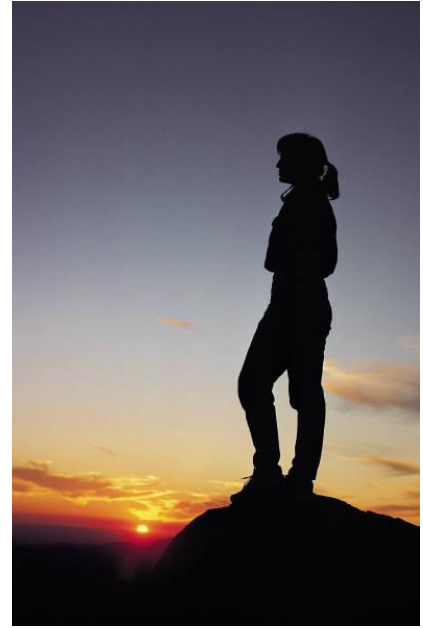
Then ask how humans could have behaved in a way that would have shown respect. How will they be respectful the next time they’re in a place where animals live?



Be Considerate of Other Visitors

Girl Scouts promise to be considerate. Not only are we there to enjoy the outdoors but so are other people. There are many ways that a group can minimize its social impact on an area:

- Travel in small groups, go in the off-season or during the week when possible, and avoid holiday weekends.
- Be courteous when you meet other groups on the trail. Yield the right of way to other hikers and to all horse riders.
- Take rest breaks off the main trail.
- Let nature's sounds prevail. Try not to be too noisy in campgrounds and maintain quiet hours so other campers can sleep.
- Leave radios and other music players at home.
- Choose colors that blend into the background. Bright colors attract the eye and may make an area seem more crowded.
- If you are concerned about being able to spot your girls in an emergency, have each one carry a red bandanna or carry a white or orange trash bag (which can double for emergency shelter/rain gear) rather than wear brightly colored shirts or jackets.
- Respect both public and private property. Leave gates as you found them. Don't leave any signs that you have passed through.
- Pick up trash when you see it.
- Be courteous when you meet other visitors.



Girls' Activities

Solitude Sit

The purpose of this activity is to increase personal awareness of solitude and quiet. If possible, have two sites available—one quiet with natural qualities and one in a busy area. You may have to do the activity at two different times. If you can only do the activity at one site, use a quiet place since most people are more familiar with civilized sites.

1. Have each participant sit quietly in the selected site. Have the girls record their impressions. What sights, sounds, smells and touches are there? What would you expect? What did you actually observe?
2. After experiencing each type of surrounding, ask participants:
 - How did your perception of solitude change in each area?
 - How were your expectations different from what you actually experienced?
 - Did anything seem out of place in either site?
 - From the point of view of solitude, how might a group of Girl Scouts affect each environment?

Q: How can you make Solitude Sit utilize all three processes?

A: One idea: have the girls work together to plan and carry out a Girl Scout's Own based upon information gathered from Solitude Sit.

Make Leave No Trace part of your outdoor experience, part of your attitude, and part of your life!

For more information on Leave No Trace, including free down-loadable teaching materials, go to www.lnt.org.

Books

Activity Guide, Teaching Leave No Trace Illustrations & activities to help share the Leave No Trace message

Soft Paths, 4th Edition A practical guide to minimum-impact recreation techniques and ethics.

101 Ways to Teach Leave No Trace Leave No Trace activities for all ages, organized under one of the seven principles or general outdoor ethics categories. Each activity will walk you through the necessary preparations, applicable audiences, and the required amount of time.

Skills and Ethics Booklets The Leave No Trace Skills & Ethics booklet series (each approximately 24 pages) offers techniques for specific regions or outdoor activities, although the general Leave No Trace principles are universal across all environments.

Outdoor Education in Girl Scouting--Updated May 2013 GSUSA information on camping and environmental skills and activities.

PEAK Pack and Teen Pack Packages of activities with all materials and directions included. The PEAK Pack is for younger girls, Teen Pack for teenagers.

Boy Scout Teaching Leave No Trace handbook

Plastic Reference Cards

The plastic reference cards list and explain the seven Leave No Trace principles. These waterproof 3" x 5" cards can be hung from jackets and backpacks. Different versions are available.

Chapter 9

TROOP CAMPING AT GSCP2P CAMPS



General Information

Your troop has decided that they want to camp. In Chapter 6, you learned how to assess your girls' readiness for troop camping; and in Chapter 7, you learned about progression and determining what type of troop camping experience is most appropriate for your troop.

GSCP2P has three camps,

- **Camp Ginger Cascades** near Lenoir, Caldwell County;
- **Keyauwee Program Center** in Sophia, Randolph County; and
- **Camp Pisgah** near Brevard, Transylvania County.

These camps offer a wide variety of opportunities for your troop to stay overnight. Each camp has a variety of activities available: archery, swimming, boating, challenge courses, and other activities.

With an **Overnight License** (2 online Be Safe, Be Readies), troops may stay in any of the P2P camps' accommodations:

screened cabins	platform tents	treehouses
winterized cabins/lodge	yurts	bunkhouses

The Overnight License is perfect for participating in council or service unit events/camporees where someone else builds fires and prepares food.

Then, increase your troop's opportunities and experiences by earning your **Cook Out License**. Add Fire Building and Outdoor Cooking skills courses to your Overnight License to prepare you to safely guide the girls in those activities. You'll find opportunities near home for cookouts or campfires in local parks and forests, and the Cook Out License will allow your girls a full camping experience at a council camp.

Set your sights higher! Top off the Cook Out License by attending the Tenting skills course to complete a full **Camp License**. With this certification your girls may camp anywhere! Pitch tents in your backyard, in a primitive unit at a P2P camp, or a public facility like a national park! You'll be ready for anything!

Which Way Should We Go?

So how do you determine which camp has yurts or cabins or bunkhouses? The following amenities sheets will answer many of your questions. Please note that the information on these sheets is subject to change; for the most current information, please consult www.camplikeagirl.org.

In addition, the Activity Request forms indicate the activities which are available at each camp. Boating, climbing walls, hiking, swimming, horseback riding, and more—the girls can choose their adventure! Find the Activity Request form for each camp at http://camplikeagirl.org/troop_camping/index.htm



Some activities require certified facilitators, while other activities are self-directed activities. Notice that these forms are not merely informational, but these forms must be submitted for requesting activities. Additional information such as maps of the camps and photographs are available at www.camplikeagirl.org.

When Should We Go?

Camps are available both weekends and weekdays; however most camps are closed on Mondays, except on school holidays.

Camps are available year round, although winter camping units are limited. The winter camping season is November 1 through April 1.

Reservation Procedures

Your troop has determined where they would like to stay and in which activities they would like to participate. Now what?

When?

Reservations may be made from three months to two weeks in advance. Reservations are handled on a first-come, first served basis, and the availability at campsites can change on a daily basis. Therefore, it is important to indicate second and third choices on the Troop Camp Reservation Request form.

How Much Will It Cost?

The following [amenities sheets](#) show the costs for available units. The unit prices are set based on the type of accommodation and the unit amenities at each camp facility. Please note that all weekend reservations are for the full weekend (3:00 p.m. Friday to 3:00 p.m. Sunday). Again, keep in mind that the prices are subject to change and for the most up-to-date information, please check www.camplikeagirl.org.

Troop Camp Reservation Request Form

Submit the completed Troop Camp Reservation Request form

http://www.camplikeagirl.org/troop_camping/Troop%20Camp%20Reservation%20Request.pdf with

- Full unit fee for your first choice campsite
- Activity request form
- All activity fees
- Any facilitator fees

How to Submit Troop Camp Reservation Request Form

You may:

- E-mail forms and credit card information to Camping Services Manager at outdoorcamping@girlscoutsp2p.org
- Fax forms and credit card information to 336-369-7476
- Send forms with check payable to GSCP2P or credit card information via regular mail to: Girl Scouts Carolinas Peaks to Piedmont (or GSCP2P), ATTN: Camping Services Manager, 8818 West Market Street, Colfax NC 27235.

The image shows a "TROOP CAMP RESERVATION REQUEST" form from Girl Scouts Carolinas Peaks to Piedmont. The form includes fields for Adult in charge, Address, City/State, Troop's County, Troop #, and a table for selecting camps and dates. It also has sections for Planned arrival time, Planned departure time, Certified Girl Scout Aider, and a REQUIRED SIGNATURE section at the bottom.

Please note that reservations will not be accepted by phone or without full payment.

Confirmation

You will receive a confirmation via regular mail when your reservation is processed.

The confirmation will include:

- Specifics about the camp, including a map, telephone number and e-mail for onsite staff.
- Physical address of the camp for use with mapping software or GPS
- Other important information for your trip

If you have not received a confirmation within two weeks of submitting your request, please e-mail Camping Services Manager at outdoorcamping@girlscoutsp2p.org or call 336-369-7427.

Cancellation and Refund Policy

A full refund will be made:

- If a troop cannot be placed in a unit due to lack of availability
- If camp is closed by council due to weather or other emergency situation

If a troop needs to cancel their camping trip for any reason, a camping certificate of equal value will be sent to them so that their trip may be rescheduled for a future date. This certificate is valid at any of our camps, not just at the camp of the original reservation.

Additional Information

Who Can Camp?

Non-Girl Scout children or siblings (also called, "Tag-a-Longs") are permitted on camping trips. If there is a possibility of a Tag-a-Long attending a trip, additional insurance must be purchased, at last two weeks in advance of the trip. To purchase additional insurance, please contact, outdoorcamping@girlscoutsp2p.org

Adult (18 years and older) males may accompany the troop during camp experiences. Accommodations must be made for separate sleeping areas, restrooms, and showers. In the "Numbers" section of the Troop Camp Reservation Request form, there is a space to indicate how many men will be participating in the troop camp experience with your troop.

If you have questions whether there will be males on site, please contact outdoorcamping@girlscoutsp2p.org.

Insurance

All registered Girl Scouts (girls and adults) are covered under the basic Girl Scout insurance. Please make certain that all girls and adults on the troop camping trip have registered prior to going to camp.

Troops staying three or more nights must purchase additional Girl Scout insurance. However, on three day federal holiday weekend, this additional insurance is not required.

Certifications



An adult with current CPR and first aid is required to accompany the troop for any day or overnight trips to a camp property. Take a copy of the CPR and first aid certifications with you on your trip.

In addition, take copies of certifications for any certified facilitators that your troop is providing for High-Risk Activities requiring certified facilitators.

Troop Camp Preparation

Make sure to carefully read the camp and unit descriptions when determining what needs to be packed. All sites provide basic cooking supplies, but troops will need to provide their own plates and utensils.

Have the outdoor trained adult to work with the girls to prepare them for the troop camping experience. This trained adult should help them understand what the unit and camp will look like and help them to learn how to pack appropriately.



Arrival and Departure Tips

At most council properties, a staff member will meet you when you arrive at camp and give you further instructions. If there is not a staff member available, you will receive further instructions in your confirmation.

It is extremely important to submit accurate arrival and departure times on your Troop Camp Reservation Request form. If your arrival time changes prior to your trip or if something happens to delay your arrival, you **MUST** call the camp directly to let the staff know of these changes.

Each troop is responsible for cleaning the unit and the areas they use. Prior to leaving the unit, a staff member will check the unit.

If a unit is damaged or left unclean, the troop will be billed for necessary repairs and clean-up.

Happy camping!

Camp Ginger Cascades

Unit Name	Type	Air Conditioning	Electricity	Heat	Troop House	Shelter	Fireplace	Flush toilet	Showers	Latrien	Refrigerator	Stove	Microwave	Beds	Mattresses on floor	Capacity	Cost per weekend	Minimum Training Required	Notes
Lady Slipper Troop House	Lodge	x	x	x				x	x		x	x	x	x		21	\$120	Overnight License	
Rocky Ridge A-D	Tree Houses (4)		x	x		x	x	x	x		x	x	x	x		16	\$80	Overnight License	
Rocky Ridge E-H	Tree Houses (4)		x	x		x	x	x	x		x	x	x	x		16	\$80	Overnight License	
Mushroom Mount 1-4	Cabins (4)		x	x		x	x	x	x		x	x	x	x		24	\$80	Overnight License	
Mushroom Mount 5-8	Cabins (4)		x	x		x	x	x	x		x	x	x	x		24	\$80	Overnight License	
Rainbow Ridge 1-4	Cabins (4)		x	x		x	x	x	x		x	x	x	x		24	\$80	Overnight License	
Rainbow Ridge 5-8	Cabins (4)		x	x		x	x	x	x		x	x	x	x		24	\$80	Overnight License	
Catawba Lodge at Hilltop	Lodge (2 rooms, 6 & 12)	x	x	x		x	x	x	x		x	x	x	x		18	\$140	Overnight License	
Catawba Lodge at Hilltop	Lodge (2 rooms, 7 & 12)	x	x	x		x	x	x	x		x	x	x	x		19	\$140	Overnight License	
Mary Leach Hollow	Primitive		x			x	x		x	x	x						\$30	Camp License	By the Cascades
Owl Hollow	Primitive																\$15	Camp License	Hook-ups for 8 hammocks
Dining Room																	\$150		
Arts and Crafts Room																	\$15		Must provide ALL supplies as the cabinets will be locked and unavailable

A First Aider is required on all Group Camping trips.

Overnight License is composed of

- Be Safe, Be Ready: Girl Planning (online)
- Be Safe, Be Ready: Outings and Overnights (online)
(License allows camping at council camps, no fires, no outdoor cooking, no primitive camping)

Cook Out License is earned by completing the above courses and these skills courses:

- Fire Building
- Outdoor Cooking
(License allows camping at council camps, including fires and outdoor cooking. No primitive camping)

Camp License is earned by completing the above courses and:

- Tenting
(License allows full camping experience at council and non-council sites)

Keyauwee Program Center

Unit Name	Type	Air Conditioning	Electricity	Heat	Troop House	Shelter	Fireplace	Flush toilet	Showers	Latrien	Refrigerator	Stove	Beds	Mattresses on floor	Capacity	Cost per weekend	Minimum Training Required	Notes
Wake Robin LEFT	Lodge	x	x	x			x	x	x		x	x		x	20	\$80	Overnight	
Wake Robin RIGHT	Lodge	x	x	x			x	x	x		x	x	x	x	20	\$90	Overnight	
Sally Williamson	Lodge	x	x	x			x	x	x		x	x		x	40	\$90	Overnight	
Cherokee	Lodge	x	x	x			x	x	x		x	x	x		20	\$120	Overnight	
Bunkhouse A	Cabin	x	x	x			x	x	x		x		x		16	\$100	Overnight	Bathrooms shared
Bunkhouse B	Cabin	x	x	x			x	x	x		x		x		16	\$100	Overnight	Bathrooms shared
Apache	Cabins (3)					x	x	x	x		x	x	x		12	\$50	Overnight	
Apache	Cabins (4)					x	x	x	x		x	x	x		16	\$60	Overnight	
Comanche	Cabins (6)				x		x	x	x		x		x		24	\$60	Overnight	
Chippewa 1-4	Cabins (4)					x	x		x	x	x	x	x		16	\$30	Overnight	
Chippewa 5-9	Cabins (5)					x	x		x	x	x	x	x		20	\$40	Overnight	
Caraway 1-4	Cabins(4)		x			x	x	x	x		x		x		16	\$80	Overnight	Connected by deck
Caraway 5-8	Cabins(4)		x			x	x	x	x		x		x		16	\$80	Overnight	
Savannah 1-4	Cabins (4)		x			x	x	x	x		x		x		16	\$80	Overnight	
Savannah 5-8	Cabins (4)		x			x	x	x	x		x		x		16	\$80	Overnight	
Creek 1-4	Tents (4)					x	x	x	x		x		x		16	\$60	Overnight	
Creek 5-8	Tents (4)					x	x	x	x		x		x		16	\$60	Overnight	
Pee Dee 1-4	Tents (4)					x	x	x	x		x		x		16	\$60	Overnight	
Pee Dee 5-8	Tents (4)					x	x	x	x		x		x		16	\$60	Overnight	
Concho 1-4	Tents (4)					x	x	x	x		x		x		16	\$60	Overnight	
Concho 5-8	Tents (4)					x	x	x	x		x		x		16	\$60	Overnight	
Saponi 1-4	Tents (4)					x	x	x	x		x		x		16	\$60	Overnight	
Saponi 5-8	Tents (4)					x	x	x	x		x		x		16	\$60	Overnight	
Dakota Shelter	Primitive		x			x	x	x								\$30	Camp	
Alamo Shelter	Primitive					x	x	x			x					\$30	Camp	
Dining Room																\$150		

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- (License allows full camping experience at council and non-council sites)

Camp Pisgah

Unit Name	Type	Air Conditioning	Electricity	Heat	Troop House	Shelter	Fireplace	Flush toilet	Showers	Latrine	Refrigerator	Stove	Beds	Mattresses on floor	Capacity	Cost per weekend	Minimum Training Required	Notes
Westfeldt Center	Lodge		x	x			x	x	x		x	x	x	x	24	\$90	Overnight License	
High Top	3 Yurts		x			x	x	x	x				x		32	\$100	Cook Out License	
Misty Mountain 1 & 2	Cabins (2)		x			x		x	x				x		16	\$80	Cook Out License	
Misty Mountain 3 & 4	Cabins (2)		x			x		x	x				x		16	\$80	Cook Out License	
Sleepy Hollow	Cabins (5)		x			x	x	x	x				x		25	\$80	Cook Out License	
Tree Houses 1-3	Cabins (3)		x			x		x	x				x		15	\$80	Cook Out License	
Tree Houses 4-6	Cabins (3)		x			x		x	x				x		15	\$80	Cook Out License	
Pioneer Ridge	Cabins (3)		x			x		x	x				x		18	\$80	Cook Out License	
	Cabins (3)		x			x		x	x				x		18	\$80	Cook Out License	
Whippoorwill Lodge	Lodge		x					x	x						12	\$20		Program use only
Dining Room																\$150		
The Ark	Small cabin		x					x	x				x		4			Not available for overnight use but may be used to house men
The Infirmary	Small cabin		x					x	x				x		0			Not available for overnight use but may be used to house men
The Cooks Cabin	Small cabin		x												0			Not available for overnight use but may be used to house men

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WHERE THE WILD THINGS ARE!

Poisonous Plants of Carolinas Peaks to Piedmont



Poison Ivy

Poison Ivy grows abundantly in western North Carolina. Help the girls learn to recognize it or follow the adage “Leaves of three, let it be!” Poison ivy may be a shrub or vine; beware of “hairy vines.” Touching poison ivy vines can also cause a reaction.

Poison oak is less common than poison ivy and grows as a small shrub in the East and South. Leaves are said to resemble oak leaves.

Poison Sumac, more common in the eastern half of North Carolina than in our council, prefers bogs and low-lying areas. Its leaves are compound, with 7 to 13 leaflets.

Prevention: Wear protective clothing, tuck pant legs in socks when hiking. The best preventive is to recognize the plant and avoid it.

Symptoms: Intense itching, rash with tiny red bumps that tend to run in lines. The rash usually begins 24-48 hours after exposure.

Care: If a child comes into contact with poison ivy, gently wash her skin within 5 to 10 minutes or cleanse with rubbing alcohol and flush with cold water. Have her wash under her fingernails. Also, wash contaminated clothing and equipment. Products such as Technu Poison Oak and Ivy Cleanser are designed to remove urushiol, the oil found in this plant that causes an allergic skin rash on contact. Rashes can be treated with cold cloths, oatmeal baths, or with the parent's permission, calamine lotion.



Poison Sumac

Poisonous Snakes of Carolina Peaks to Piedmont



Copperhead

Copperheads, timber rattlesnakes, and cottonmouths are the poisonous snakes of our area.

All three have triangular heads—a sure sign of a poisonous viper. Color may vary, especially in the rattlesnake, which can range from tan to black.

Prevention: Avoid sticking hands where your eyes can not see. Teach girls to respect all wildlife. Step slowly and calmly away from snakes. Never provoke a snake in any way.



Timber Rattlesnake

Symptoms: fang marks, pain, blurred vision, dizziness, fainting and excessive sweating.

Care: **Immediately take person to hospital.** Call ahead to alert hospital staff of the snake bite so they are prepared when you arrive. Remove any jewelry from wound area. Do

not cut and attempt to suck the venom out.



Cottonmouth

Poisonous Spiders of Carolina Peaks to Piedmont



The female **Black Widow** is shiny black, usually with a reddish hourglass shape on the underside of her spherical abdomen. Her body is about 1.5 inches long. The black widow spider is shy and nocturnal, and usually not aggressive.

Prevention: Don't put hands where you can't see.

Symptoms: A Black Widow bite can cause abdominal pain similar to appendicitis, pain to muscles or the soles of the feet, alternating salivation and dry-mouth, paralysis of the diaphragm, profuse sweating and swollen eyelids.

Care: If bitten, clean with soap and water. Apply a cool compress and keep the affected limb elevated to about heart level. **Seek medical assistance and/or call the Poison Center at 1-800-222-1222.**

The **Brown Recluse** spider has a well defined dark violin marking. Its leg span is about the size of a quarter. The Brown Recluse spider is not aggressive, and bites only when crushed, handled or disturbed.

Symptoms: Initially, the bite may feel like a pinprick or go unnoticed. Others feel a stinging sensation followed by intense pain. Infrequently, some victims experience general systemic reactions that may include restlessness, generalized itching, fever, chills, nausea, vomiting, or shock. In some cases, the bite of the Brown Recluse spider can result in a painful, deep wound that takes a long time to heal. With a severe reaction to the bite, the site can erupt into a "volcano lesion" (a hole in the flesh due to damaged, gangrenous tissue). The sunken, ulcerating sore may heal slowly up to 6 to 8 weeks. Full recovery may take several months and scarring may remain.



Care: **If bitten, seek medical attention** (contact your physician, hospital and/or poison control center). Apply an ice pack to the bite to relieve swelling and pain. Collect the spider (even a mangled specimen has diagnostic value), if possible, for positive identification by a spider expert. A plastic bag, small jar, or pill vial is useful, and no preservative is necessary, but rubbing alcohol helps to preserve the spider. Although fatalities are extremely rare, bites are most dangerous to young children, the elderly, and those in poor physical condition.

Insect Bites and Stings

A bite by a **Tick** could infect you with one of several diseases. Encourage all campers to do a thorough daily tick-check of themselves and each other.

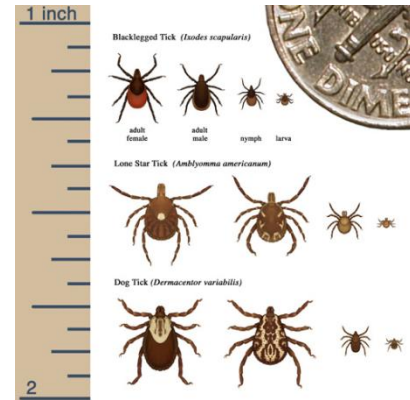
Prevention: Wear light colored clothes and long pants tucked into socks. A scarf or hat offers some head protection.

Symptoms: Seeing or feeling a tick on the skin or scalp. Remove a tick by pulling it slowly and smoothly away from the skin.

Care: Wash thoroughly and make note of the date. See a doctor if flu-like symptoms develop within 10-14 days.

Three common ticks' life stages are shown above—at twice life size! You can see how important it is to know your every freckle! The Blacklegged Tick, also known as the deer tick, the Lone Star Tick, and the Dog Tick are all found in North Carolina.

More common than any of the “dangers” above are **stings** from bees, yellow jackets, hornets... Girls with allergies to stings should bring medications. Allergies can develop over time, so always monitor someone who has been stung. Watch for trouble breathing or severe swelling. Cold cloths may help lessen the pain of a sting.



Critters in Camp! What to do?



Teach the girls to respect all wildlife. Do not touch any wildlife.

Teach girls to look first – **DO NOT** put their hands where their eyes can't see. Looking first reduces the chances of an unpleasant encounter with a bug, spider, or snake.

Be aware that in the fall months of the year bears are very common in camps in Western North Carolina. In many public campsites, the host will alert you if there have been any bear sightings and will give you specific instructions on how to handle this situation.

Rabies is a growing problem in North Carolina. Raccoons and bats are animals of the night; seeing them about in the daytime could indicate rabies or other illnesses. Any wild animal that seems tame or friendly is acting abnormally. Notify authorities.

Food is the number one thing that attracts animals to your camp. Follow your campsite's rules for food storage. Never leave food or garbage where wildlife can find it.

HEALTH ISSUES RELATED TO OUTDOOR ACTIVITY

First-Aiders

Many sports, outdoor, and water activities require the presence of a First-Aider. A First Aider is someone with current certification in first aid and CPR, such as you receive from the American Red Cross.

Higher-risk activities such as extended hiking, backpacking, travel camping and activities where medical help is more than 30 minutes away require a Level 2 First-Aider, a course that involves 8 or more hours of training.

The following health care providers may also serve as First-Aiders for Girl Scout groups at level 1 or level 2: physician, physician's assistant, nurse practitioner, registered nurse, licensed practical nurse, paramedic, military medic, or emergency medical technician, or dentist.

Always consult the *Safety Activity Checkpoints* to find what first aid coverage is needed for your activity.

Administering Medicines

- ☐ First-Aiders should be aware of allergies in the group.
- ☐ The First-Aider keeps and administers all over-the-counter and prescription medications (except medicines such as asthma inhalers which might be needed quickly).
- ☐ First-Aiders know to give children ONLY medicines approved in writing by their parents/guardians.
- ☐ Keep a written record of any medicine given, the time, and the reason it was given. A small notebook in your first aid kit will be handy for this record.
- ☐ For additional information for First Aiders, consult [In Case of Emergency](http://online.girlscoutsp2p-learning.org/In_case_of_Emergency_10-12.pdf).
http://online.girlscoutsp2p-learning.org/In_case_of_Emergency_10-12.pdf

Common First Aid Concerns in the Outdoors

Dehydration causes headaches, exhaustion, difficulty concentrating.

Prevention: Drink water. Take frequent breaks to “offer a toast” for something.

The girls will all take a drink and have fun at the same time.

Treatment: Drink water.

Heat Exhaustion or Heat Cramps cause complaints of headache, upset stomach, cramping, sweating, and cool moist skin.

Prevention: On hot days, take frequent rest breaks in the shade.

Treatment: Move to a cool place and sip cool water.

Heat Stroke shows a high body temperature and red, dry skin. Breathing may be shallow and rapid.

Prevention: On hot days, take frequent rest breaks in the shade.

Treatment: This serious emergency requires **immediate medical attention**.

Hypothermia is indicated by shivering, numbness, listlessness, decreasing pulse and breathing rate, and may become serious if not treated early.

Prevention: Be aware that hypothermia may occur even when the temperature is in the 50s or 60s, especially if the person is wet or the day is windy. Change out of wet clothes and enjoy warm drinks.

Treatment: Remove wet clothing and warm the body slowly.

Scratches and Abrasions may become infected if not cleaned thoroughly.

Prevention: Pay attention to surroundings; look for hazards. Dress appropriately and avoid running.

Treatment: Wash thoroughly with soap and water. Cover with clean dressing. With parental permission, you may use an antiseptic.

Blisters are sore, fluid filled pouches under the skin caused by continued rubbing by shoes, canoe paddles, or other camp tools. If not treated, they may break and become infected.

Prevention: Wear dry socks and shoes that are broken in and comfortable. Work gloves may help prevent blisters on the hands.

Treatment: Treat a blister as soon as you notice it beginning to hurt. You might put a “donut” of moleskin around the blister, coat it with Vaseline, cover it with an adhesive bandage or blister pad, or even apply duct tape! Because breaking the blister opens the skin to infection, it is better not to drain the fluid.

Sprains/Strains are indicated by pain, swelling, and bruising.

Prevention: Wear appropriate footgear. Look carefully. Be aware of hazards in the area. Continuous motion or heavy lifting may cause strains.

Treatment: Broken bones may appear to be sprains, so treat any sprain as you would a broken bone, which you can remember with the acronym RICE.

Rest—stop using the injured part

Immobilize—splint or wrap with elastic bandage.

Cool—cool injury to limit swelling

Elevate—unless it causes pain

Minor Burns are a special hazard when inexperienced girls work around a campfire or in the kitchen. Minor burns are indicated by hot, red skin, possibly with small blisters.

Prevention: Have kitchen mitts or gloves available. Limit the number of people in the kitchen/fire area. Train the girls in safe behavior around fire and hot foods.

Treatment: Cool the area immediately with clean, cool water. Cover loosely. Any serious burn should receive **medical treatment**.

Let's Review

Answer the following questions on the answer sheet provided. Return the answer sheet to Adult Learning Department to receive credit for your coursework.

Chapter 1, Why Outdoor?

- A. Camping has been an important part of the Girl Scout experience since the beginning of the organization.
True False
- B. Girl Scout camping today is much like it was when Juliette Low founded the organization.
True False
- C. Girl Scout camping teaches girls more than “hard skills.” They also learn self-confidence, teamwork, and leadership skills.
True False

Chapter 2, Being Safety-Wise

To find the answers consult

- **Safety Activity Checkpoints:**
<http://www.girlscoutsp2p.org/img/2013-2014-Safety-Activity-Checkpoints.pdf>
- **“Safety Wise” chapter in Volunteer Essentials Reference Guide**
<http://www.girlscoutsp2p.org/img/2015-Volunteer-Essentials.pdf>

4. When planning a trip, the leader should do which of the following:
- A. Communicate with council and parents
 - B. Plan appropriate clothing and supplies
 - C. Check the *Safety Activity Checkpoints* guidelines
 - D. Check with the council about council specific requirements
 - E. Make transportation plans
 - F. All of the above

The term “first-aider” refers to an adult who has taken Girl Scout council-approved first aid and CPR training.

5. What CPR training must the troop “first-aider” complete? (*Volunteer Essentials Reference Guide*)
- A. Adult CPR and level appropriate for the age group she/he works with
 - B. Child, Adult, and Infant CPR
 - C. Infant and Child CPR
6. What determines if a “Level 2 First-Aider” is needed? (Group Camping: *Safety Activity Checkpoints*)
- A. Girl Scout Daisies or Brownies are included in the event
 - B. Any activity which includes flame or fire
 - C. Any part of the activity is located 30 minutes or more from emergency medical services
7. Girls are allowed to use firearms. (Group Camping: *Safety Activity Checkpoints*)
- A. Never
 - B. Only if over the age of 12
 - C. Only if hunting
 - D. Only with council permission
 - E. B and D

8. Who should you connect with for details of GSCP2P camps and facilities used for overnight trips and camping? (Group Camping: *Safety Activity Checkpoints*)
- A. Girl Scout Council
 - A. Troop Leader
 - B. Troop Parents
9. When camping, a female leader is allowed to sleep in the same tent as the girls (Group Camping: *Safety Activity Checkpoints*)
- A. True
 - B. False
 - C. Only if there is another unrelated adult female in the tent
10. Adult males are allowed to go on overnight trips with the girls as long as they have separate sleeping and toilet facilities. (Group Camping: *Safety Activity Checkpoints*)
- True False
11. Girl Scout Daisies may participate in overnight camping. (Group Camping: *Safety Activity Checkpoints*)
- True. False
12. Before going on a hike, search and rescue procedures for missing persons should be written out. (Hiking: *Safety Activity Checkpoints*)
- True False

Chapter 3, Adult Supervision

13. When going camping with Brownies, the following ratio of adults to girls is required:
- A. Two adults for 12 Girl Scout Brownies and one more for up to every 6 additional girls
 - B. Two adults for 16 Girl Scout Brownies and one more for up to every 4 additional girls
 - C. Two adults for 8 Girl Scout Brownies and one more for up to every 8 additional girls
14. Mrs. B and Mrs. R are responsible for a group of six girls. They escorted the girls to a craft workshop at camporee but then wandered off to the telephone. When the workshop was finished, they were nowhere around. A way to prevent this situation from happening is:
- A. Inform your extra adult of her/his responsibilities prior to the trip
 - B. Make sure the extra adults have a cell phone
 - C. Either of the above
15. The girls developed a very thorough list of items to bring to camp. You wake up at camp to a downpour. Mr. J has no raingear. A way to prevent this situation from happening is:
- A. Give all adults a packing list
 - B. Include all adults who are accompanying the troop in the planning meetings
 - C. Make him raingear out of a garbage bag
 - D. A & B
16. You are ready to head home from your camping trip. Everyone is ready for tent-site inspection. When you get to the adults' tent site, you find cigarette butts all over the ground. A way to try to prevent this situation is to inform all your adults of rules and expectations before the trip.
- True False

17. While you have half the girls at the pool, Mrs. T has the other half starting dinner. While gathering firewood, Elsa is stung by a bee, and Mrs. T doesn't know what to do. A way to ensure that Elsa receives proper treatment is:
 - A. Make sure all adults coming know safety rules and the procedures for handling emergencies
 - B. Make sure all adults coming have a basic knowledge of first aid, are familiar with the first aid kit, and know where the health histories and first-aid kit are
 - C. Have first-aiders supervise the activities with the highest risk of injury and establish a way to contact a first-aiders when needed.
 - D. All of the above
18. Now that Mary's mother is along on the campout, Mary has suddenly become totally helpless. Her mother spends all her time tying Mary's shoes, washing Mary's dishes, making Mary's bed. A possible way to prevent this situation is to assign adults to a group of girls that does not include their own daughters.
True False
19. We have 20 Brownies in our troop. How many adults will we need for an event/trip/or camping?
 - A. 2 adults
 - B. 3 adults
 - C. 4 adults
 - D. 5 adults
20. Our troop has a girl whose father is very active and helpful to our troop. He would like to go camping with us, and I am not sure how to handle the situation. What is the proper procedure for him camping with our troop?
 - A. He may not attend the campout at all
 - B. He and his daughter must sleep in another room or tent
 - C. He must sleep in his own sleeping quarters and use separate bathroom facilities

Chapter 4, Emergency Preparation for Outdoor and Overnight Events

21. A troop emergency contact person is important only if you don't have all the parents' telephone numbers.
True False
22. The Girl Scout Council Emergency Contact card should be included in your travel packet.
True False
23. Each car should carry girls' health information so that it can be available if there is an emergency while traveling.
True False
24. Advanced First Aid is needed for campouts in your backyard.
True False
25. Should a serious accident occur, the only statement you should make to the press is: "When the emergency has been resolved and facts are known, a statement will be made by the Girl Scout spokesperson."
True False
26. The time to prepare for emergencies is before your trip.
True False
27. By having a cell phone with you, you won't need to get directions to the nearest hospital before your trip.
True False

Chapter 5, Security and Risk Management

28. The same girl/adult ratio applies to camping as to troop meetings.
True False
29. It is best to assess the safety issues of a site before you take girls there.
True False
30. The “buddy system” means always telling a buddy where you’re going.
True False
31. Firearms for protection are not allowed on GS camping trips.
True False
32. When staying in a hotel, post the names of the girl staying in each room on the hallway door.
True False

Chapter 6, Girl Readiness for Outings and Overnights

33. A girl is not ready to camp if she
A. has no concern for safety
B. has never spent the night away from home
C. has not learned the necessary skills
D. Any of the above
34. Leaders really can’t do anything to prepare girls for camping.
True False
35. Adults should make all the decisions about what girl behavior is appropriate.
True False
36. Experiencing night noises, being away from parents overnight, and learning about bugs prior to a camping trip can help girls to overcome some of their fears.
True False

Chapter 7, Progression in the Out-of-Doors

37. Progression in Girl Scouting is important because
A. It lets girls master simple skills before moving on to more challenging ones
B. It prepares girls for camping experiences by building thru steps so that girls can better overcome their fears
C. Girls are more likely to be successful when they’ve already developed needed skills
D. All of the above
38. Your girls are ready to plan and go on a hike after they have
A. Looked outside to discover the great outdoors
B. Met outside to experience the out-of-doors
C. Moved outside by taking a walk around the block near home
D. All of the above
39. Your girls are ready to cook a meal outside when
A. They have decided what to cook
B. They’ve watched you cook
C. You’ve completed the Outdoor Cooking class
D. You’ve completed Fire Building and Outdoor Cooking courses and taught the girls meal planning and outdoor cooking skills.

40. Your girls are ready to plan and go camping when
- A. You have earned your Camping License
 - B. They have developed the necessary skills
 - C. They have experienced a sleep-out
 - D. All of the above
41. A good time frame for preparing a new troop to go camping is
- A. 2 or 3 meetings
 - B. One Month
 - C. When you've spent enough time to go through all the steps in outdoor progression
 - D. As soon as you have completed this course
42. A good starter trip for my Girl Scout Daisies is to go on a nature walk near the troop's meeting place.
- True False

Chapter 8, Introduction to Leave No Trace Ethics

43. LNT is a program we can use to help the girls learn to enjoy the outdoors without loving it to death.
- True False
44. According to LNT principles, you should never have a campfire while camping.
- True False
45. Which of the following is part of Planning Ahead?
- A. Checking the weather forecast.
 - B. Calling the ranger to find out about programs planned at the park.
 - C. Getting permission slips for all the girls
 - D. Planning a menu for lunch
 - E. All of the above
46. Examples of durable surfaces include:
- A. Gravel
 - B. Boggy meadow
 - C. Dirt
 - D. A and C
47. Camping, dishwater disposal, and catholes should all be at least 500 feet from water or trails.
- True False
48. It's okay to bury toilet paper when you make a cathole.
- True False
49. When camping in North Carolina, store food overnight:
- A. In food lockers if provided
 - B. In tents
 - C. In the car with windows closed
 - D. A and C

Chapter 9, Troop Camping at GSCP2P Camps

50. For the most current information on prices and for additional information, you should consult this website:
- A. www.gscp2p-camping.org
 - B. www.camplikeagirl.org
 - C. www.gscp2p-outdoorcamping.org
 - D. www.outdoorcamping.org
51. In order to register for a unit at a GSCP2P camp, you should:
- A. Call the Camping Services Manager.
 - B. Register via E-Biz.
 - C. Submit the completed [Troop Camp Reservation Request](#) form with full unit fee for your first choice campsite, activity request form, all activity fees, and any facilitator fees.
 - D. Submit a copy of your Overnight License, Camping License, and applicable amenities sheet to www.camplikeagirl.org.
 - E. Any of the above is an acceptable method of registering for a unit.
52. Which of the following statements is **false**?
- A. Registered girl and adult Girl Scouts are covered by the basic Girl Scout insurance.
 - B. Additional Girl Scout insurance must be purchased if the troop is staying three or more nights.
 - C. Anyone, whether registered or not, who travels with a Girl Scout troop is covered by the basic Girl Scout insurance.
 - D. Additional Girl Scout insurance is not required for a three day federal holiday weekend.
53. Copies of current certifications, such as CPR, first aid, and those for any certified facilitators do not need to be taken with you to camp.
- True False

Testing Your Knowledge of the Girl Scout Leadership Experience

54. Which of the following is NOT one of the three processes that are a part of the GSLE?
- A. Girl Led
 - B. Adult Directed
 - C. Learning By Doing
 - D. Cooperative Learning
55. Learning by Doing is a two-part process which includes an activity or experience and :
- A. Time to receive instructions on how to do the activity
 - B. Time to connect and apply the experience to “real life”
 - C. Time to clean up
 - D. Time to make new friends
56. Which of the following activities would be a good example of Learning By Doing for Leave No Trace?
- A. Leader lecturing the group on LNT.
 - B. Having a guest speaker on LNT.
 - C. Girls cleaning up a campsite to look better than it was when they arrived.
 - D. Writing a paper on LNT.

57. A Junior Troop wants to go on a camping trip to the mountains. The leader provides them with brochures on state and national parks and AAA books and suggests they work in patrols to decide on a list of places and then come together as a troop. Once back in a total group, the patrol leaders lead the troop in the discussion to decide where to go. Which process does this MOST demonstrate?
- A. Girl Led
 - B. Adult Direct
 - C. Learning By Doing
 - D. Cooperative Learning
58. Which of the following activities would be a good example of Learning By Doing?
- A. Guessing how long it takes various trash items to disintegrate in nature
 - B. Deciding on an alarm system to use while outdoors
 - C. Practicing through drills of what to do in natural disasters (fire, flood, storm)
 - D. Letting an extra "adult" know expectations on an upcoming event
59. While camping in the mountains, the girls are gathering wood to build a fire to cook supper. The ranger approaches and tells the group that there is a ban on fires because of dry weather. Which process BEST describes the process the girls will use to solve this problem?
- A. Girl Led
 - B. Adult Directed
 - C. Learning By Doing
 - D. Cooperative Learning
60. Can an activity demonstrate more than one of the three process?
- A. YES
 - B. NO

BE SAFE, BE READY: OUTINGS AND OVERNIGHTS (2014)

ANSWER SHEET

Name _____ Service Area _____

Address _____ City _____ Zip Code _____

E-Mail Address _____ Phone Number _____

Chapter 1, Why Outdoor?

- 1. True False
- 2. True False
- 3. True False

Chapter 2, Being Safety-Wise

- 4. A B C D E F
- 5. A B C
- 6. A B C
- 7. A B C D E
- 8. A B C
- 9. A B C
- 10. True False
- 11. True False
- 12. True False

Chapter 3, Adult Supervision

- 13. A B C
- 14. A B C
- 15. A B C D
- 16. True False
- 17. A B C D
- 18. True False
- 19. A B C D
- 20. A B C

Chapter 4, Emergency Preparation

- 21. True False
- 22. True False
- 23. True False
- 24. True False
- 25. True False
- 26. True False
- 27. True False

Chapter 5, Security and Risk

Management

- 28. True False
- 29. True False
- 30. True False
- 31. True False
- 32. True False

Chapter 6, Girl Readiness

- 33. A B C D
- 34. True False
- 35. True False
- 36. True False

Chapter 7, Progression

- 37. A B C D
- 38. A B C D
- 39. A B C D
- 40. A B C D
- 41. A B C D
- 42. True False

Chapter 8, Leave No Trace Ethics

- 43. True False
- 44. True False
- 45. A B C D E
- 46. A B C D
- 47. True False
- 48. True False
- 49. A B C D

**Chapter 9, Troop Camping at GSCP2P
Camps**

- 50. A B C D
- 51. A B C D.....E
- 52. A B C D
- 53. True False

OVER, Please

Do you recognize the GSLE?

- 54. A B C D
- 55. A B C D
- 56. A B C D
- 57. A B C D
- 58. A B C D
- 59. A B C D
- 60. A B C D