


girl scouts 
carolinas peaks
to piedmont



Mountain Peaks

this passport belongs to:

Welcome to your adventure!

Embark on a multi-year patch program that combines hiking, exploration and learning about nature and conservation.

Participants will gain outdoor safety skills and develop a deeper respect for the environment, fostering a love for nature and stewardship.

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Discover

**Complete both activities and place your stamp
or sticker on a square!**



Discover

Cadettes (6th grade)

Activity One:

Talk with your group about what to wear and what to take, how weather affects your clothing and liquid needed while outdoors. For half-day outings, show your group what you will wear and what you will take with you to be prepared for thirst, hunger and changes in the weather. Make a hiking snack with your group.

Activity Two:

With your group, list safety rules for outdoors and hikes. Talk about why these rules are important. Give each member of your group one or more of these safety rules to monitor. Decide what to do if someone breaks the rules.

Activity 1

Activity 2

Discover

Cadettes (7th & 8th grade)

Activity One:

Learn to tie the two knots so well that you can do it with your eyes closed or behind your back. Use a fisherman's knot to make a friendship bracelet for one of your hiking buddies.

Check out either of the links below:

<https://www.animatedknots.com/>

<https://www.animatedknots.com/scoutingknots#ScrollPoint>

Activity Two:

Go on a half-day hike. While hiking, look for birds, signs of the seasons and special natural treasures. Make a snack with your group. After finishing your hike, record your mileage in the back of your passport.

Activity 1

Activity 2

Discover

Seniors and Ambassadors

Activity One:

Explain the difference between a highway map and a topographical map and how each is used.

Activity 1



Activity 2



Activity Two:

Make a Road Snack - Planning a hike? Make sure to pack a snack that will keep your energy up on the trail. Choose a recipe that's easy to prepare, portable and nutritious. You want something that won't melt or spoil and can provide the energy boost you need to enjoy your adventure. Recipes on pages 9-11.





Discover Materials



G.O.R.P.

G.O.R.P. is short for “Good Old Raisins and Peanuts,” also known as the ever-so-popular snack, trail mix! This is a great snack to bring along on your hike to give girls energy and a combination of their favorite ingredients. While the name suggests it is made up of raisins and peanuts, it is up to the girls to determine what goes into theirs.

Materials Needed:

Some examples of ingredients are cereal, nuts, dried fruits, M&M’s, chocolate chips, granola, pretzels, sunflower seeds, goldfish crackers, mini marshmallows and more! You’ll need some sort of container or baggie to put the G.O.R.P. in.

Directions:

You can have the girls each add ingredients to a big bowl and then divide it into the baggies. Another great way to make it is to have each girl bring her favorite ingredient and then put them all on the table and have girls put some of each ingredient they would like into their bag. Put them in a container and have girls bring it on their hike for a great snack! Be sure to take into account any allergies girls may have to the ingredients.

No Bake Energy Bites

After hiking along the trail, sometimes a snack is exactly what you need for another burst of energy! Making energy bites to bring along is a great way to pack a fun snack that will help give the girls protein, as well as something to enjoy.

Materials Needed: (Makes 8 energy bites)

- 1 cup rolled oats
- 1/4 cup honey
- 1/4 cup candied chocolate chips
- 1/4 cup peanut or almond butter
- 1/2 teaspoon vanilla extract

Directions:

- Mix all ingredients in a bowl.
- Cover and refrigerate for 30 minutes.
- Remove from refrigerator and coat hands with butter or oil to prevent sticking while rolling them out.
- Spoon about 1 1/2 tablespoons of mixture into hand and roll into a compact ball.
- Repeat until all is gone.
- Store in refrigerator or freezer until later.

Dried Fruit

One of the delicious snacks you can bring on a hike is dried or dehydrated fruit – and it's quite easy to make dried fruit, too! The great part is you can choose from a variety of fruits and make it in just a few hours.

Materials Needed:

- Fruits – apples, peaches, grapes, pineapple, etc.
- Lemon juice
- Parchment paper
- Baking sheet

Directions:

- Heat oven to 225 degrees
- Line a baking sheet with parchment paper
- Slice fruit and place in lemon juice
- Place fruits on baking sheet spaced 1 inch apart
- Put in oven – it is finished when edges have dried but centers are still juicy – timing can be between 1.5 and 3 hours



Conservation

**Complete both activities and place your stamp
or sticker on a square!**



Conservation

Cadettes (6th grade)

Activity One: Fire Building

Learn what safety precautions to take before starting a fire. Be able to explain why hair should be tied up when working near fires. Discuss clothing worn near the fire and any necessary precautions needed. Be prepared to show these skills at a pretend fire and/or one started with an adult. Make an edible campfire.

Activity 1



Activity 2



Activity Two:

Leave No Trace: What Principle Am I?
Instructions on Pages 20-22.

Conservation

Cadettes (7th & 8th grade)

Activity One: Fire Building

Learn how to build a log cabin fire, light it and put it out safely. Learn how to use and light a propane stove or portable camp stove. Learn how to start a charcoal fire. It is recommended to use a charcoal chimney. Learn how to tell when the charcoal is ready for cooking and how to properly put it out.



Activity 1

Activity Two:

Leave No Trace: Leave No Trace Draw
Instructions on Pages 23-25.



Activity 2

Conservation

Seniors and Ambassadors

Activity One: Fire Building

Practice starting a campfire using non-traditional methods. Methods could include steel & flint, using a mirror/magnifying glass, or bow drill. Try at least two different methods.

Activity 1



Activity Two:

Leave No Trace: Ethics Game.
Instructions on Pages 26-27.

Activity 2





Conservation Materials



Conservation Materials:

Conservation Materials:

As Girl Scouts, we are committed to leaving a place better than we found it. Leave No Trace is an international program designed to help outdoor enthusiasts with decisions to reduce their impacts when they hike, camp, picnic, snowshoe, run, bike, hunt, paddle, ride horses, fish, ski or climb.

Leave No Trace is about making good decisions to protect the world around you - the world we all enjoy. Recreation can sometimes cause impacts (damage) to land, but by following these principles, we can enjoy our favorite places every time we visit. Become familiar with these 7 principles so you can keep them in mind during this patch program and other outdoor experiences. After reading them, try the activity for your skill level; they are from the PEAK Leave No Trace curriculum.

Leave No Trace Principles - Minimize Campfire Impacts:

Campfires can cause lasting impacts to the backcountry. Use a lightweight stove for cooking and enjoy a candle lantern for light. Where fires are permitted, use established fire rings, fire pans or mound fires. Keep fires small and only use sticks from the ground that can be broken by hand. Burn all wood and coal to ash, put out campfires completely, then scatter cool ashes.

Plan Ahead and Prepare:

Know the regulations and special concerns for the area you'll visit. Prepare for extreme weather, hazards and emergencies. Use a map and compass, and be sure to research where you will be going.

Travel and Camp on Durable Surfaces:

Durable surfaces include established trails and campsites, rock, gravel, dry grasses or snow; walk single file in the middle of the trail, even when wet or muddy. Protect riparian areas by camping at least 200 feet from lakes and streams. Good campsites are found, not made; use existing trails and campsites. Altering sites is not necessary.

Dispose of Waste Properly:

Pack it in, pack it out. Inspect your campsite and rest areas for trash or spilled foods. Pack out all trash, leftover food and litter. Deposit solid human waste in catholes dug 6 to 8 inches deep, at least 200 feet from water, camp and trails. Cover and disguise the cathole when finished. Pack out toilet paper and hygiene products.

Leave What You Find:

Preserve the past - examine but do not touch cultural or historic structures and artifacts. Leave rocks, plants and other natural objects as you find them. Do not build structures, furniture or dig trenches. Avoid introducing or transporting non-native species.

Respect Wildlife:

Observe wildlife from a distance. Do not follow or approach them. Never feed animals. Feeding wildlife damages their health, alters natural behaviors and exposes them to predators and other dangers. Protect wildlife and your food by storing rations and trash securely.

Be Considerate of Other Visitors:

Respect other visitors and protect the quality of their experience. Be courteous - yield to other users on the trail. Take breaks and camp away from trails and other visitors. Let nature's sounds prevail. Avoid loud voices and noises.



Conservation Activity

Cadettes (6th grade)

What Principle Am I?

After reviewing the principles, read the clues below and have girls guess which principle it is. When they think they know the principle, have them raise their hand, or make the activity more active by posting the principles around the room and have the girls move to the one they think best fits the clues.

What Principle Am I? Plan Ahead and Prepare

- I learned about the area I was going to before I went
- I am prepared with food, water or extra clothes
- I brought a hat and/or sunscreen
- I have a map, so I won't get lost
- I wore the right clothes for the activity and the weather

What Principle Am I? Travel and Camp on Durable Surfaces

- I walk around flowers or small trees
- I stay on the trail, even through mud
- I walk on ice or snow instead of plants
- I sit on large rocks instead of grassy meadows
- I don't wander off by myself

**What Principle Am I?
Dispose of Waste Properly**

- If I have to “go”, I do it away from water (100 big steps)
- If I pack it in, I pack it out
- I don’t leave any trash or litter, not even a crumb
- If my dog is with me, I pick up his poop

**What Principle Am I?
Leave What You Find**

- I treat living plants with respect
- I take pictures of flowers instead of picking them
- I don’t bring home anything I’ve found
- I leave things as I found them

**What Principle Am I?
Minimize Campfire Impacts**

- I use stoves for cooking
- I only use loose sticks from the ground
- I don’t burn trash or food
- I check with any rangers and read posted signs to see if its ok to have a fire

**What Principle Am I?
Respect Wildlife**

- I control my pet (if I brought one)
- I store my food and trash in a safe spot
- I never feed, follow, or chase wild animals

What Principle Am I? Respect Wildlife Cont.

- I know that human food is for humans only
- I don't do anything that makes an animal move or run away

What Principle Am I? Be Considerate of Other Visitors

- My time outdoors shouldn't bother anyone else
- I share trails with other hikers, bikers, etc.
- I step aside to let people on horses pass me
- I don't yell or make loud noises



Conservation Activity

Cadettes (7th & 8th grade)

Leave No Trace Draw

The Leave No Trace Draw is a game that focuses on four of the principles. Each participant draws a card that describes a situation and a choice. Those choices will determine the winner. Have all the participants form a line side by side. At their turn, the participant draws a card from a hat or sack and hands the card to the reader. Read the card and the choices (don't read the steps - it gives it away!) After a participant chooses an answer, provide the correct response. Then have the participant take the appropriate number of steps forward or back. Discuss the principle the card reflects. Each participant should draw two or three times as time permits. The "winner" is the one closest to the front.

Tip:

If you do not have enough cards for each girl to draw multiple times, alternatively you can read each card out loud and have all participants pick an answer. Once everyone has picked their answer, read the correct response and have all participants take the appropriate number of steps forward or back. After each turn, you can also have the group guess which Leave No Trace principle the card was referring to.

You're hiking among blooming wildflowers—your mom would love a bouquet.

What would you do?

Pull out your camera and take a photo to make a card for her later. (3 steps forward)

OR

Make sure you pick different colors for variety. (3 steps back)

You reach a fork in the trail, but the sign is down and debris makes it hard to see the path.

What would you do?

Consult your map, check your compass bearing, and get back on the right trail. (3 steps forward)

OR

Climb over and make your own trail. (3 steps back)

You started your hike in clear weather, but a storm comes in 20 minutes of rain.

What would you do?

Find a tree to stand under so you don't get soaked. (2 steps back)

OR

Pull out a rain shell and a hat you brought "just in case". (2 steps forward)

You and your friend find a perfect arrowhead. Your friend decides to keep it for a souvenir.

What would you do?

Look for one that you can take home too. (2 steps back)

OR

Bring out your camera and convince your friend to take a photo instead. (2 steps forward)

You find some interesting feathers for your homework project.

What would you do?

Grab a handful, but not all. (2 steps back)

OR

Leave them behind and make a quick drawing that you can use on your display later. (2 steps forward)

On a Saturday, you and your troop decide to go on a quick hike, and your troop leader lets you choose the location.

What would you do?

Look up some nearby trails using a guidebook from your house. (2 steps forward)

OR

Ask your parents to just drive to a nearby canyon and you'll figure it out once there. (2 steps back)

You and your group are resting in a meadow and start to get bored.

What would you do?

Begin to pull the grass and flowers out from the ground around you and braid it into a cool bracelet. (2 steps back)

OR

Start to play a hand game with a nearby friend. (2 steps forward)

You find a flat spot for your tent, but there are rocks, branches and leaves nearby.

What would you do?

Clear the area but replace the items when you break camp. (2 steps forward)

OR

Clear the area so the next person can also use the site. (2 steps back)

Conservation Activity

Seniors and Ambassadors

Ethics Game

Have participants think of one of their favorite outdoor places and what it means to them and have them share. What if their favorite place was ruined and they could no longer go there? In order to follow a set of ethics, you have to feel strongly about and have a connection to something, such as nature.

For the ethics game, girls will be offered two situations to choose from each round that break one of the 7 Leave No Trace Principles. Choose any two of the situations listed below to read aloud, and direct one group to go to your right and the other to your left. Have participants choose which scenario is worse in their opinion (ex. Those who choose Scenario A go to the right side of the room, Scenario B go to the left) and stand with that group. Have each group discuss why they chose that situation, then have a representative from each group share their perspective. Ask if anyone wants to switch which situation they find worse now that they heard the other group's reasoning. Repeat this for a few rounds. At the end, discuss how different people can have different reactions to various impacts that they may find outdoors; it's important to have an open dialogue and understand the reasons behind something, as well as ask questions and learn from each other.

Human waste along a trail or riverway	Livestock wading in a water source
Toilet paper flowers	Several fire rings in one area
Person picking wildflowers while hiking	People going off trail and cutting switchback
Cigarette butts along the trail	Soap bubbles in a lake
Names carved on trees	People feeding wildlife
Cultural area devoid of artifacts	Evidence of wilderness trespass by motorized vehicles
People getting close to wildlife for a photo	Pet waste on a trail
Dogs running loose	An unattended campfire
Litter on the side of the trail	Food remains in a campground area
Multiple trails through a single meadow	Create your own!
Bicyclists not yielding to hikers on trails	Create your own!
Fire scars on the ground	Create your own!



Animals

**Complete both activities and place your stamp
or sticker on a square!**



Animals

Cadettes (6th grade)

Activity One:

Identify 5 bugs and 5 mammals in your area using books, field guides, apps or the help of an adult. These can be bugs or animals that you find near your home or at your favorite park or trail. Learn the name of each one, where they live and what they eat. Draw a picture of each bug and animal you find.

Activity Two:

Learn how to avoid getting too close to wild animals in your area without disturbing the habitat. Learn how to react if you find yourself too close to a wild animal or other wildlife.

Activity 1



Activity 2



Animals

Cadettes (7th & 8th grade)

Activity One:

Learn to ID animal tracks, calls and signs for at least four wild animals in your area.

Activity Two:

Bat and Moth: Instructions on Page 34.

Activity 1



Activity 2



Animals

Seniors and Ambassadors

Activity One:

Predator and Prey: Instructions on pages 35-36

Activity Two:

Preserving Wildlife Tracks: Instructions on pages 36-37

Activity 1



Activity 2





Animal Materials



Bat and Moth

Cadettes (7th & 8th grade)

Bat and Moth

This game requires a blindfold and a large, flat area to play in. Everyone holds hands and stretches out as far as they can without letting go. These people form the playing boundaries for the game. From this circle, three people are chosen: one bat and two moths. These people come and stand in the center of the circle, and the remaining people close the holes in the circle.

The bat must attempt to catch the moths using echolocation – whenever the bat says “bat”, the moths must reply with “moth”. The bat uses this to try and track down the moths. The bat is blindfolded and starts using echolocation to try to catch the moths. The game ends once the moths are caught. Depending on the size of group, this game can have more moths, but for safety reasons, never more than one bat.

Predator and Prey

Seniors and Ambassadors

Predator and Prey

What you need:

- Predator and Prey board with clips and different colored poker chips
- Food/water stations set up in forest
- Food/water cards for each player

How to Play:

In this game, players take the roles of herbivores, omnivores or carnivores. Omnivores can eat herbivores, carnivores can eat both omnivores and herbivores, and herbivores can't eat anyone.

Players are randomly given an animal type, along with “life tags” (aka poker chips). Herbivores get 12, omnivores get 6 and carnivores get 4 life tags.

The players are sent out into the woods in intervals: herbivores are sent first, omnivores 5 minutes after that, and carnivores 5 minutes after that. All animals need to find the 6 food/water stations hidden throughout the forest and stamp their cards to prove that they were there.

In addition, omnivores need 3 prey tags, and carnivores need 6 prey tags. To get prey tags, they must “eat” other animals by tagging another animal.

When an animal is eaten by another, they must give up one of their life tags (which is now a prey tag for the player that has eaten them). If an animal runs out of life tags, they must go back to the start and get a new ring of life tags.

If a player has all six food and water stamps, has caught enough animals based on what type of animal they are, and has at least one life tag at the end of the game, then they survive.

It sounds like the carnivores have it easy, right? Not so fast! Halfway through the game, “environmental hazards” in the form of counselors are sent out.

These hazards can tag anyone they can find and take away a life tag. Also, in the last 5-10 minutes of the game, the human is sent out. The human can kill anyone they see from any distance (humans have guns).

However, humans can be good or bad. If they call someone over, they can either decide to take away a tag or give a tag to the animal. This is to represent that humans can either hurt or help animals and to hopefully show the kids that we need to be careful with our animals and our environment.

Preserving Wildlife Tracks

Seniors and Ambassadors

Animal tracks are not only beautiful in their own way, but they also communicate much about what type of animal made them, what the animal was doing as he moved and what the size of the animal was. Preserving wildlife tracks can be both exciting and informative.

What you need:

- Strips of waxed cardboard (cut from milk carton) to make a collar 2 1/2 inches wide by 12 to 15 inches long
- Plaster of Paris
- A mixing stick
- A jar for storing the plaster
- Two tin cans (one for water and one for mixing)
- Water
- Paper clips

Instructions:

1. Find a clear track in soft mud, wet ground or snow.
2. Gently brush away excess dirt, small stones or leaves. Do not remove debris that is compressed into the track.
3. Make a circular wall around the track using a cardboard or plastic strip. The strip should be approximately 1.5 inches wide. Use a paper clip to hold the strip into a circle. Press the strip into the soil deep enough so the plaster will not run under it.

Preserving Wildlife Tracks

Seniors and Ambassadors

Instructions Continued:

4. Make your plaster mixture. Mix Plaster of Paris with water according to the package directions. When in doubt, pour a cup of water in your bowl, then gradually add plaster (stirring constantly) until the mixture is thick and creamy.
5. Tap your mixing bowl on the ground, lightly, to remove any bubbles.
6. Pour the plaster into the frame. To protect the track, gently pour the plaster onto the surrounding ground and let it run inside the track - do not pour directly into the track.
7. Let the cast set until it is firm enough to relocate. This usually takes approximately 30 minutes.
8. Remove the cardboard frame carefully, once the plaster is set. Pick up the cast by digging out some of the mud beneath the cast and then lifting it up. Do not pry it up with a stick.
9. Wrap the cast in newspaper to protect it. Allow the cast to dry several days before painting or cleaning it.



Take Action

Choose one of the provided activities or create your own. Once completed, add your sticker or stamp to the box.



Take Action

Cadettes (6th grade)

Create a butterfly garden. Learn about the butterflies in your area and what plants attract them to your area.



Contact your local state park and ask what your group can do to contribute.

Take Action

Cadettes (7th & 8th grade)

Thanks to pollinators like bees, we have a variety of fruits, vegetables, flowers and plants. Without them, our plates and gardens would be dull and boring. Find out about bees and why they're so great for our environment. Build a bee hotel for your backyard.

Contact your local state park and ask what your group can do to contribute.

Take Action

Seniors and Ambassadors

Learn about the bats in your area and why they are important to the environment. Make bat houses and donate them to your local park.



Contact your local state park and ask what your group can do to contribute.

Congratulations

Great job! You've made it to the end of the level. Now, get ready to tackle the next challenge. To celebrate your achievement, you can order your exclusive Mountain Peaks patch from bit.ly/47NJQmP. Keep up the great work, and let's see what you can accomplish in the next level!

YOU ARE SO RAD!



Mileage Tracker

These next several pages are dedicated to tracking your hiking mileage. For each hike you take, make note of the date, location and number of miles you hike. Add the miles up for each page you fill out.

Check off your mileage achievements here!



1 mile

5 miles

10 miles

15 miles

20 miles



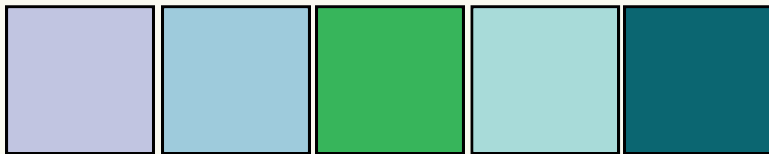
25 miles

50 miles

75 miles

100 miles

150 miles



200 miles

300 miles

400 miles

500 miles

1,000 miles

“To walk in nature is to witness a thousand miracles.”

-Mary Davis

Date:

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"I took a walk in the woods and
came out taller than trees."

-Henry David Thoreau

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