



BE SAFE, BE READY: Girl Planning

The online or independent studies

BE SAFE, BE READY: Girl Planning and

BE SAFE, BE READY: Outings and Overnights

constitute Level 1 of GSHNC's Outdoor Training, and are required to advance to higher levels of Outdoor Training.

Be Safe, Be Ready (BSBR) allows a Leader to take their Troop overnight to a site where girls sleep in enclosed facilities containing flush toilets. No fire building or outdoor cooking is allowed at this training level.

To read about further Outdoor Training levels and opportunities, please check the [Adult Development page](#) on our website.

How To Proceed With This Course

Girl Planning is composed of ten chapters. Read the material and then complete the quiz linked on the [Adult Development page](#) on our website. You must score at least an 80% on the quiz to pass this section.

When you attend higher levels of Outdoor Training (such as Fire Building and Outdoor Cooking), you will be asked for the dates of your successful completion of **Outings and Overnights** and **Girl Planning**.

And now you're ready to move on to the learning session. Enjoy!



Course Objectives:

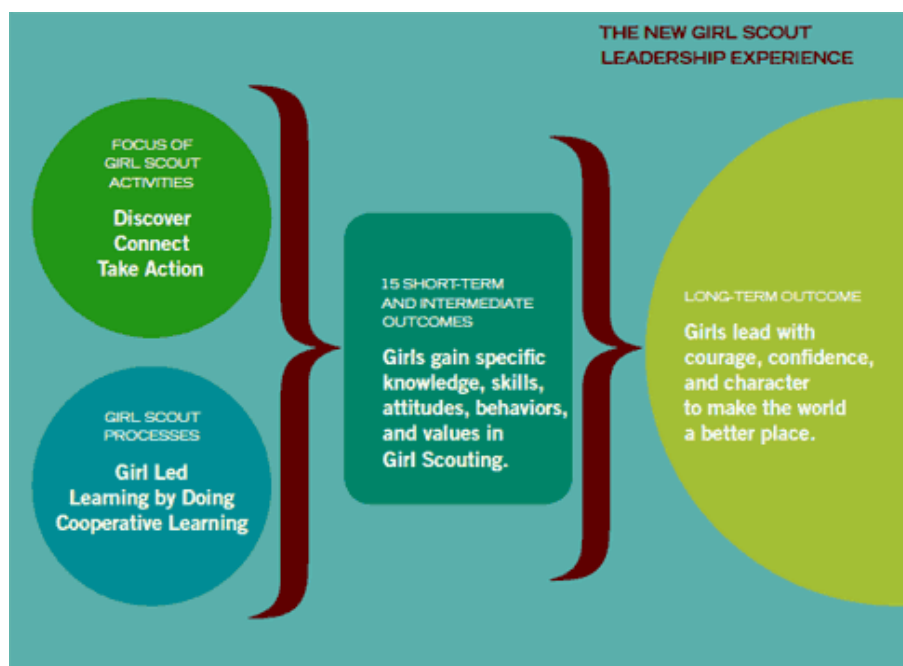
By the end of this course, the participant will be able to:

- ☐ describe how the GS processes are part of planning an outdoor activity
- ☐ show she/he can plan for progression
- ☐ identify and manage other adults who can help on outdoor activities
- ☐ describe ways to involve girls in planning
- ☐ describe the steps necessary for planning an outdoor activity

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The **Girl Leadership Experience** identifies three “**keys**” to leadership.

- **Discover:** Girls understand themselves and their values and use their knowledge and skills to explore the world.
- **Connect:** Girls care about, inspire, and team with others locally and globally.
- **Take Action:** Girls act to make the world a better place.

When used together, the three **processes** - **Girl Led, Learning by Doing** and **Cooperative Learning**, ensure the quality and promote the fun and friendship so integral to Girl Scouting.

When girls do activities that are intentionally based on the three keys to leadership and that use the three processes, they gain the benefits Girl Scouting promises, as described in the **15 Short-Term and Immediate Leadership Outcomes**. Examples of these outcomes are developing positive values, practical life skills, and critical thinking.

Long-Term Outcomes: Ultimately, girls demonstrate these leadership skills and values as they fulfill the Girl Scout mission.

Girl Scouting builds girls of courage, confidence, and character, who make the world a better place.

OUTDOOR ADVENTURE PLANNING: An Overview



Is it time to think about an overnight adventure? The secret to success is planning, planning and more planning! Young girls can make decisions, and as they grow, so can their voices in the planning and execution of their adventures.

When scheduling outdoor adventures, planning activities, and making group menus, leaders and girls must consider the needs, resources, safety and security practices, economic situation, and beliefs of all members. For example, some girls' diet may be limited by religious beliefs; their families may be unable to afford an expensive trip or equipment; their culture may require a male be present; or they may be only able to wear a swimsuit when no males are present...

What needs to be planned?

Some of the topics covered in this course include:

- How to involve girls in planning and carrying out the event
- Where to Go
- What to Do
- Menu Planning
- Dressing for the Out of Doors
- Personal and Group Equipment – how, what (and what not) to pack
- Budget for the event
- Kapers – jobs and who does them
- Program Activities for Girls
- Evaluating with Girls

Who does this planning?

The Girls do! It is easy for leaders to do it all, but the girls need the opportunity to develop the leadership skills that come with trip planning.

Girls will be more responsible and more receptive to getting things done when they have been the ones to plan the activities.

Girl planning is part of the Girl Scout Leadership Experience. Girls discover themselves and their values, connect with others, and take action to improve their communities and the world.

In order to accomplish our mission, it is important to focus on the Girl Scout Processes and how they fit into the Girl Scout Leadership Experience. The Processes are “Girl Led”, “Hands-on Learning” and “Cooperative Learning.”

Activities are

- Girl Led, which means the girls make choices, plan, and take charge (as is appropriate for their grade level).
- The girls participate in Hands-on Learning by actively participating and then evaluating what they have done.
- They use Cooperative Learning, working together toward a common goal, respecting each other and honoring differences.



The Processes may not look the same at each grade level. For instance, Daisies' and Brownies' "girl led" will be simpler than an Ambassador's.

How does the **Girl Led** process look different at each grade level? This answer is easy if you remember how progression is used in Girl Scouting. For example, a Daisy may choose between two activities. A Junior could, with a little help, lay out an activity plan. An Ambassador is capable of leading all of the planning and activity. At this older level, the adults' job is more of an advisor - keeping the girls safe.

How about **Learning by Doing** at each grade level? As girls grow in skills, so does what they can accomplish. An example is cooking. A Daisy could make a sandwich if all the ingredients were ready for her. A Cadette could plan and prepare a meal. An Ambassador could plan a menu, buy ingredients, and then cook it over an open fire.

Cooperative Learning? Girl Scout Daisies and Brownies learn to share and listen to each other. Cadettes are empowered to talk out their disagreements and come to a consensus. Girl Scout Seniors connect with a wider community, drawing it in to help reach their goals. And we know that it is always more fun to include someone else in what you are doing!

By using this model, you will find that the girls will gain specific knowledge, skills, attitudes, behaviors and values in Girl Scouting and in the long run will lead with courage, confidence, and character to make the world a better place.

Rewards

Teaching the girls planning strategies makes the **girls'** lives better by

- empowering them to make decisions
- creating more excitement and ownership in activities they plan
- giving them experience in working together to set and accomplish goals

Teaching the girls planning strategies makes the **leader's** life easier by

- reducing the time spent making plans
- giving you a sense of accomplishment as you see the girls take charge

In a nutshell, you're guiding the girls to be leaders themselves!

With your help, girls can plan:

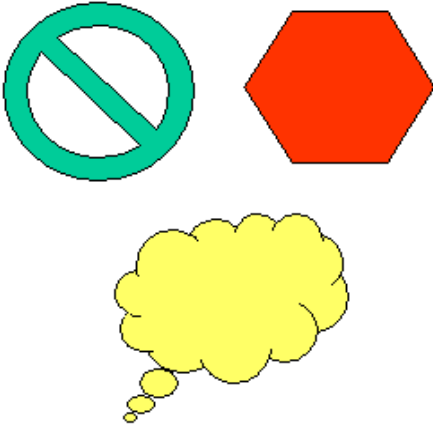
- When and where to go
- Who is going, chaperones (based on *Safety Activity Checkpoints*)
- What to do
- What to take, special equipment
- Schedule of activities
- Acceptable behavior
- What new skills they need to learn before the activity
- Meeting special needs (allergies, mobility issues, dietary needs and religious preferences)
- Cost/budget
- How will we get there - transportation. Will car seats be necessary?
- Are special instructors needed?
- Permission/ parental, paperwork and council approval (if necessary for your type of trip)
- Back up/emergency plans
- Meals

Tip: In the following chapters, you will find notes and suggestions to help you incorporate the three processes into all girl planning. Check your *How-To Guide* for Girl Scout Journeys for more tips on planning with girls.



Girls' Activities

Sometimes you're so close to a problem you can't see how it will ever be solved. This situation is so common, it even has its own cliché—"you can't see the forest for the trees." Here's a brainstorming game to help you see things differently and facilitate the problem solving process.



Show these shapes to your girls, and ask them to individually write down what they can see. You may find descriptions such as; three colored shapes, or a green circle with a diagonal line, a red hexagon and a yellow thought bubble etc.

Some may have made a small creative leap and seen the top left figure as a green "forbidden" road sign. Others may have taken bigger creative leaps and see a winking, bearded face or an imminent solar eclipse on a cloudy day. It doesn't matter if you can or can't see these more outlandish images – there's no right or wrong answer.

Looking at things in a fresh, new way can trigger a whole train-load of thoughts, and that's the essence of effective brainstorming.

Get the girls to look at the shapes again and see how they describe them differently, second time round.

Try It, You'll Learn It!

Find a badge or Journey activity that fit into the activity you're doing on your outing. Have the girls plan what skills they need to learn prior to the trip.

Whose Line Is It Anyway?

Just like the TV show, the principle of this brainstorming exercise is simple – improvisation. Collect 5 random props from home, the office or from the girls: for example, a belt, toy dog, post-it notes, lunch box, and paper clip. Leave these props in the middle of the room and encourage people to come up with different uses for the props; the belt could become a Japanese warrior's head-band or the toy dog is hidden from the group and is "dog-gone." You get the drift!

Give this exercise a time limit of 10-15 minutes and encourage all girls to take part. Even the shyest will have some creative use for the props! The wackier the better at this stage – remember you're aiming for quantity not quality.

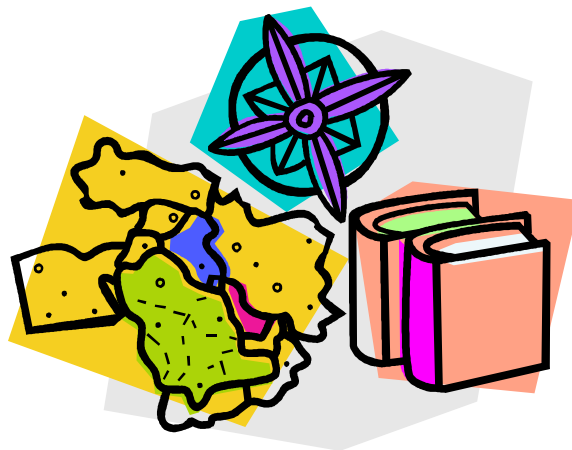
GOING PLACES: Where to Go?

There are many opportunities for travel beyond the troop/group meeting in Girl Scouts for girls of all ages. Having the opportunity to learn to plan trips and travel as a group is one of the basic experiences in Girl Scouting. In Girl Scouting, travel is about fun, exploration, and progressive experiences in appreciating the outdoors, new places and other cultures.

When traveling into a different part of the country, it is good for the girls to do some research about the place they are going first. In addition to viewing scenic attractions, cultural festivals, shopping, or exploring museums, girls may find their trip enriched by doing a Girl Scout activity while they're there, utilizing grade-level awards related to travel. In addition, many Girl Scout councils in major cities or areas of the country have "council's own" patches related to the unique attractions of their city or the area.

When planning a trip, keep these items in mind:

1. Let the girls plan and do.
2. Why are we going?
3. Where are we going?
4. What are we going to do while there?
5. When are we going?
6. What do we need to take?
7. Who is going?
8. Can we afford this trip? How will we pay for it?
9. What do we need to do beforehand?
10. What do we need to do afterwards?
11. Are there *Safety Activity Checkpoints* requirements to consider?



Planning for Appropriate Trip Progression



Girls love trips. Girl Scouts is a great place for **girls** to learn how to plan and take trips. Trips should be built on a progression of activities—that is, one activity leads to the next.

Girl Scout Daisies, for example, can begin with a discovery walk. As girls grow in their travel skills and experience and can better manage the planning process, they progress to longer trips.

Here are some examples of appropriate progression of events and trips:

Short trips to points of interest in the neighborhood (Daisies and older): A walk to the nearby garden or a short ride by car or public transportation to the firehouse or courthouse

Day trips (Brownies and older): An all-day visit to the point of historical or natural interest (bringing their own lunch) or a day-long trip to a nearby city (stopping at a restaurant for a meal)

Overnight trips (Brownies and older): One, possibly two nights away, first to somewhere close to home, and then to a state or national park, or a historic or nearby sightseeing city - staying in a hotel/motel or campground

Extended overnight trips (Juniors and older): Three or four nights camping or a stay in a hotel, motel, or hostel within a girl's home region (for example, the Southeast)

National trips (Cadettes and older): Travel anywhere in the country, often lasting a week or more

International trips (Cadettes, Seniors, and Ambassadors): Travel around the world, often requiring one or two years of preparation. When girls show an interest in traveling abroad, contact your council to get permission to plan the trip and download the Global Travel Toolkit, which is available on the [GSTravel page](#).

You can also explore options for Day and Overnight trips on the [Council calendar](#), or longer trips on the [Travel page](#) on our website!

Of course, local trips that last a day or less aren't only for Daisies. On the contrary, short, local outings are an opportunity for girls of all grade levels to spend time with other Girl Scouts for all sorts of reasons. Girls may volunteer as a group to work with Habitat for Humanity on successive Saturdays to help build a house for a family, or they may get together for a long bike ride on a greenway or bike trail and end with a picnic lunch. Take a look at Appendix A in this document for girl-appropriate trips within North Carolina.

As always, make sure to consult *Safety Activity Checkpoints* and the *Trip Training Requirements* chart (both of which can be found on the [Forms page](#) of our website) to make sure you are submitting all necessary paperwork and application(s) to the Council before taking your trip.

Girl Scouts USA Travel Destinations

Juliette Gordon Low Birthplace: Savannah, Ga.

Home of the founder of Girl Scouts of the USA, the Birthplace and Savannah can be a great travel opportunity for girls. Built in 1821, the house has been elegantly restored to reflect the time that Juliette Gordon Low lived there. This registered historic landmark is open to the public, and special tours are available for Girl Scout groups. Contact www.juliettegordonlowbirthplace.org or 912-233-4501 for more information. Call two weeks before your trip to confirm your reservation.



Girl Scout National Headquarters: New York, N.Y.

National Headquarters houses almost 400 staff working to serve over 100 Girl Scout councils and USA Girl Scouts Overseas and a membership of over 3.5 million. Besides busy offices, there are some great things to look for if you take a tour, including the National Historic Preservation Center and the GSUSA shop. Centrally located just two blocks from the Empire State Building and ten blocks from Rockefeller Center, National Headquarters is a highlight of any trip to New York. For more information, contact http://www.girlscouts.org/who_we_are/facts/visit_us.asp.

Q: How does planning a trip involve all three Girl Scout Processes?

A: Girl Led: girls select the when, where, and what, and make plans as they're able.

Learn by Doing: girls learn about budgeting, planning activities...

Cooperative Learning: girls work together toward the goal of taking the trip.

GOING PLACES: What to Do?

While many places you go will have planned or available activities for much of the day, others will not. Be prepared. Use badges, Journey activities, and the girls' interests to decide what to do. Have on hand some games and time-fillers. Prepare low-key evening activities.

Campfire Alternatives

The highlight of many an evening at camp is a campfire; however, you will need to have completed your Firebuilding and Outdoor Cooking training to build fires with the girls. There are alternatives that can provide a similar experience. These activities reinforce Leave No Trace teachings and could also come in handy in case of a fire ban...

Gather the girls in a circle around

- a battery lantern, perhaps sitting inside a small log cabin of sticks
- a candle
- a basin of water with floating candles



Your "campfire" can have a number of purposes: it's fun, it gives a chance to wrap up the day's activities and process what has happened during the day, and it is a time to wind down and get ready for bed.

Traditional campfire activities include:

- Skits. Choose a theme or let each girl or group of girls come up with their own skit
- Songs. Songbooks are available or look on the internet, or ask girls to sing songs they have learned at camp or in school
- Storytelling. You might want to avoid too many scary or ghost stories, though, right before bedtime
- Wishing. Wish upon a star, or a passed candle, or another special object
- Sharing. Share the high points of the day, the things you've learned, and what you're looking forward to tomorrow
- S'mores. Because what "campfire" is complete without them! Use a microwave oven.

Ceremonies and Girl Scouts' Own

Ceremonies are appropriate at any time, and girls love to plan and present them.

A Girl Scouts' Own is a special inspirational ceremony in Girl Scouting. It is set apart from the other activities of troop and camp life as a time for quiet and reverence.



Each Girl Scouts' Own is different, as it is planned and led by the girls, and centers around a theme they have chosen. It is also an opportunity for the girls to express their serious thoughts and deeper feelings.

It is not religious, nor does it take the place of religious worship, but it has a spiritual aspect to it as girls ponder the wonders of nature, the value of friendship, the guidance of the Girl Scout promise, the mystery of where the stream may flow...

Because a Girl Scouts' Own is an inspirational occasion, it should be carefully thought out and presented in an atmosphere of quietude. However, it may be an almost spontaneous interlude when all the girls of the troop reflect together on some shared experience. Any time, indoors or out, where Girl Scouts are gathered together is the right time and place.

A Girl Scouts' Own is a quiet, dignified type of ceremony and it is traditional for the participants to walk quietly to and from the place where the Girl Scouts' Own is held. The idea of walking quietly is to give each girl time to collect her thoughts and to reflect on those thoughts presented during the Scouts' Own. The location, wherever it may be, should be a pleasant place, a place with a pretty view of a lake, or a sunrise over the trees.

Choose a theme carefully, for the theme of the Girl Scouts' Own gives direction to the rest of the participants. Girls may choose themes such as the beauties of nature, unusual examples of honor, courage or kindness, the message of music or art, friendship, The Girl Scout Promise, "where does a river go?" or anything else that interests them.

After the theme is chosen, the girls should make a list of the different ways to tell or show the theme. They should choose an idea to open the Girl Scouts' Own, the other ideas the girls want to include, the order in which they will be presented, how to end the Girl Scouts' Own.

The girls should decide who will perform or lead each part and who will lead the girls to the place for the event and back again. The girls should be encouraged to use their imagination and available resources to develop their part of the Girl Scouts' Own.

The ceremony might include poetry reading, original poems, songs, short statements by individuals, legends--either traditional or original, quotations from famous people, music played by one or two girls or hummed by a group.

An effective Girl Scouts' Own has a central idea to give it unity, and thoughtful use of poetry, stories, legends, music, or pictures to bring this theme to life. But it is the spirit of an "uplifting of hearts" that really makes this ceremony a Girl Scouts' Own.

Q: Which of the Girl Scout Processes is most important to planning a Girl Scouts' Own?
A: Girl-Led. This ceremony is called a "Girl Scouts' Own" for that very reason.

Ceremony Planning Worksheet



Where will the ceremony be held? _____

When will the ceremony be held? _____

Who will attend the ceremony? _____

What is the theme of the ceremony? _____

How will you open the ceremony? _____

Who will direct the opening? _____

What will you include in the ceremony and who will direct each part?

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

How will you close the ceremony? _____

Who will direct the closing? _____

Do you need any materials for your ceremony? _____

SAMPLE GIRL SCOUTS' OWNS

Linking Friendship – Girl Scouts' Own

Items needed: A paper strip with tape on one end, or a piece of rope for each participant.

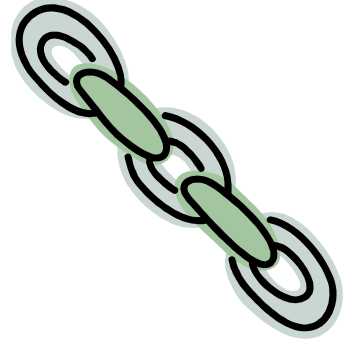
This simple ceremony is based on the Dutch Girl Guide's benediction:

"I am a link in the golden chain of Girl Scouting (or world friendship), and I must keep my link strong and bright."

Participants stand or sit in a circle, each with her own chain "link."

The leader can begin the ceremony by taping a girl's paper link to the link of another girl. If ropes are being used, the leader can make a square knot to tie two girls' ropes together.

As each link or rope is joined, the leader repeats the benediction above. Each girl participant could take a turn to add a link and recite a thought on friendship. When the circle is complete, it would be appropriate to sing a song, such as one about international friendship.



Personal Strengths - Girl Scouts' Own

Item needed: A candle, rope, and log.

People needed: One to three people to read.



FLAME: The flame is symbolic of your life. The flame will burn as long as you provide the fuel. The flame provides light and heat, necessities to all. But it must be kept under control or it can destroy. Your life is the flame; the fuel, your beliefs. Girl Scouting is your urge to explore life. You must keep the flame burning and under control so that you may continue to receive its benefits.



ROPE: The rope is a symbol of your strength. The hitch is a symbol of health. A rope must be cared for or it will weaken. A hitch of any type secures the rope, just as your health will secure your strength. Be alert to guard your strength and health. (The hitch may be tied in the rope as the person talks).



LOG: The log is a symbol of the great outdoors and the silent lessons taught by Mother Nature. Learn to respect nature and you will respect more of God's creation.

From *Ceremonies in Girl Scouting*, by GSUSA

Night Time Concerns

In keeping with the Girl Scout Motto - Be Prepared, take a look at the following nighttime concerns....

It will probably be dark by the time you finish your evening activities and some girls may be concerned about being away from home and outdoors in the dark. Part of the progression of getting ready to camp is learning to be away from home and in the dark; be ready to deal with night concerns such as:



- Night noises. Noises outside in the dark can sound more ominous than the same sounds heard at home. Before going to camp, you might want to spend time outdoors at a meeting, listening to and identifying night sounds such as insects, owls, and small animals in underbrush. When noises can be identified, they are less intimidating.
- What to do when waking in the night. Talk with the girls about what to do if they wake up in the night. They may need to go to the bathroom; in which case, they need to wake a buddy and go with them. Make sure everyone has shoes and socks ready for that late night walk to the bathhouse.
- Talk about the proper use of flashlights (not shining them in others' eyes!). Check out the "Flashlight Frolic" in Girls' Activities for After Dark in the Girl Planning handout.
- Girls will sleep better if they stay warm. Check that "sleeping systems" are adequate for expected temperatures. Are the girls' bags/bedrolls warm enough? You might want to bring along an extra blanket or two in case of colder than expected weather. Also, sleeping in fresh clothing and/or a hat will keep girls warmer. Even though weather may be cool, clothing can get sweaty during the day and stay damp--and cold--at night.
- Bugs are a fact of life in the outdoors. Keep them out of tents by making sure zippers and doors are kept closed. If possible, avoid being outdoors at dusk when insects are most active. Use child-appropriate insect repellent.
- Bedwetting. Hopefully parents will let you know if this is a problem, so you can discreetly check the bed in the morning and help air out the sleeping bag if needed. Opening sleeping bags during the day can help air them out - for all girls and then if one has gotten wet, no one is the wiser.
- Sleepwalking. Hopefully, once again, parents will let you know if this is a problem, and you will be able to place the girl near the adult tent or in a place that is safe.
- Homesickness. On a first trip away from parents, a girl may become homesick. Watch for signs of this and reassure her. As part of your trip preparation, consider having an overnight in a community building or home to familiarize girls with being "away." If a girl is not able to sleep away from home, she may not be ready to go camping (progression!).
- Fear of dark. This is another concern that can be helped through the process of progression in camping. Several activities in the course handout will help build comfort levels with the dark.
- As part of your progression activities, you could take night hike to help familiarize the girls to being in the dark, night noises, and using a flashlight.

Girls' Activities for After Dark

Shadow Play

Hang a white sheet across a line. Recruit several girls to sit behind the sheet with flashlights trained on it. One by one, the girls can act out some activity in their spotlights, throwing her shadow on the sheet behind her. Girls on the other side of the sheet try to guess who the actress is and what she is doing.



Story Time

This is the perfect time for a quiet bed time story. Stay away from scary stories unless you want to be up all night.

Night Sounds

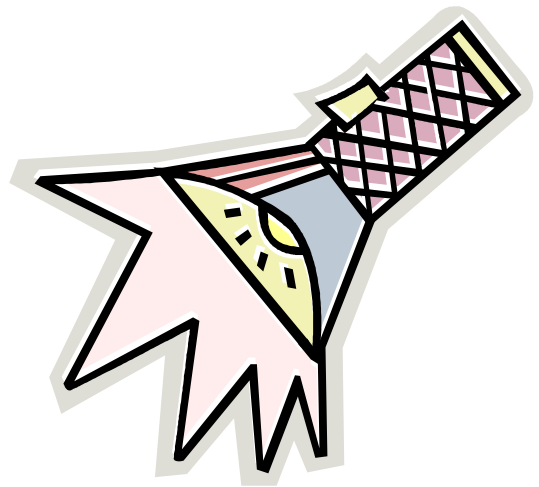
Be perfectly quiet for at least 60 seconds. What do you hear? Frogs sound scary to girls who've never heard them, turtles moving in the leaves sound like bears!

Flashlight Frolic

This is a fun game plus it keeps all those flashlights from being shined in your eyes -- or played with during quiet moments at campfires!

Each Girl Scout will need their own flashlight. Have one Leader stand in front of the group and ask the group to do everything she does -- here are a few suggestions:

1. "Put your flashlight in your right hand ..." (Leader does it)
2. "Turn your flashlight on!"
3. "Point your flashlight at the sky."
4. "Make BIG circles."
5. "Make little circles."
6. "Point your flashlight at your toes!"
7. "At your elbows!"
8. "Point it behind you!"
9. "Change your flashlight to your other hand"
10. "Point it out to the side."
11. "Make squares with it."
12. "Put your hand over your flashlight."
13. "Put it under your chin -- and grin."
14. "Point your flashlight at the sky."
15. "Write your name with it."
16. "Write MY name with it."
17. "Shine your flashlight at the campfire."
18. "Shine it in my (leader's) eyes!"
19. "Hold it in both hands."
20. "Make GIANT circles with it."
21. "Put your flashlight in your right hand."
22. "Turn your flashlight off."
23. "Put it on the ground beside you . . . and leave it there until you are excused!"



Make up your own movements. Keep it fast, with short instructions.

Girls' Activities for After Dark



These activities should be conducted away from lights. Their purpose is to help girls--and adults--become more comfortable with the dark. The first five activities form a nice series.

Eyes of Night

Before dark, set up for the Eyes of Night hike by tacking reflective eyes on bushes and trees. (Reflective tape cut into the attached shapes, then put on black paper) Gather supplies needed for activities and, if doing these activities as a series, ask participants to bring flashlight and bandana /blindfold.

When the campers are gathered, the leader asks "What kinds of animals might be in the woods tonight?" After a short discussion, she points out that animals' eyes reflect light. "Have you ever seen an opossum's eyes

reflecting in the headlights at night?" Explain that the group is going to look for eyes in the dark by slowly shining flashlights along the trail. Each pair will count how many eyes they see.

Leader asks buddy pairs to follow her down the trail with their flashlights, counting the eyes they see in the dark. Pairs should be spaced about a minute apart. Buddies should be quiet so as not to tip off others where to look.

When all have made it to the leader's gathering area, discuss how many eyes were seen and what animals they might have been. Would real animals have stayed to watch?

MATERIALS: *flashlights, reflective eyes and tacks (patterns in Appendix C, with height directions)*

Note: Spiders eyes glow back at you if you hold the flashlight above your eyes – and they do not run away until you start to look for them. You can hunt for spiders without preparing a special trail.

Blindfold Walk

A trust activity. Put blindfolds on participants. With hands on shoulders of person ahead, lead group down the trail a ways. (On a wide trail or road, the leader might stop occasionally and change the order of the line; this opens later discussion for how it felt to be at the front and at the end of the line, difference in leading and following...)

When the group reaches its destination, remove blindfolds and ask participants how they felt about being led in the dark. Did they feel helped or supported by the group? Did they feel safe? Did they get stretched out, run over, or find ways to work together?

MATERIALS: *blindfolds*

Sparkle

Pair participants so buddies are facing each other. Distribute a Wintergreen Life Saver to each person and ask them to hold it until you give them directions.

Now you are going to tell them to do something they should never do in public--chew with their mouths open! On the count of three, they pop the candy into their mouths and crunch, paying close attention to their buddy's mouth. (Sparks result from putting certain chemicals under pressure.)

MATERIALS: *Fresh, not-sugar free, Wintergreen Life Savers. (14 to a roll)*

Color at Night

Distribute a square of paper and a crayon to each participant. Explain that our eyes have specialized cells that help us see in low light (rods) and that help us see color (cones). Because of the low light at night our rods are working and our night vision is improving, but our cones cannot see color.

Direct participants to draw a picture on the paper. Can they guess what color crayon they have? Write the guess on the paper, too. Collect crayons, have them hold papers until they get back to light where they can check their artwork and color ESP.

Night Vision

Seat participants comfortably in a dark area. Ask them to lightly cover one eye with a hand and leave it covered until you tell them to remove it. Light a candle or small flashlight, and read a story of your choosing. It should last 4 or 5 minutes.

When the story is done blow out the candle and ask participants to look around with the open eye. Now close that eye and look around with the eye that has been covered. Which eye can see better? What does that mean about night vision?

(The covered eye will see better; it is accustomed to the dark. If you'll sit for a few minutes in the dark you'll be able to see a lot more than when you first came into the dark.)

MATERIALS: candle, matches or flashlight, storybook



Owl and Mice

Form players into circle. Ask for volunteer to be the owl. Owls use their hearing to help find food, so blindfold your volunteer and stand her in the center of the circle with a dark flashlight in her hand.

Scatter small scraps of white paper inside the circle. The mice--those making the circle--need to collect this "food" to survive. The danger though, is that the owl will hear them moving and shine her flashlight beam on them. A mouse caught in the light becomes the owl's dinner, and then must stand quietly outside the circle.

Play continues until all the food or all the mice are eaten.

MATERIALS: blindfold, scraps of paper, flashlight

MEAL PLANNING

Nutrition

Good nutrition and hydration (drinking plenty of fluids) are necessary for any outdoor activity. A well-nourished girl is more apt to be healthy, energetic, and strong. She will be more eager to participate in program activities.

Principles include eating more fruits, vegetables, and whole grains; reducing intake of saturated fat, trans fat, and cholesterol; limiting sweets and salt; controlling portion sizes and number of calories consumed. Remember: no single food group provides all nutrients your body needs. Also remember that if girls don't like a food item, they won't eat it—no matter how good it is for them!

Food plans must consider the weather conditions and activity level. Are you playing field games in July? You'll need plenty of fluids. A winter camping trip? You'll need hot foods and drinks and enough calories to keep you warm. Strenuous activity requires more calories than a slumber party. Include high-energy snacks such as dried fruit, nuts, cheese, and chocolate.

Food plans also must consider girls' allergies and health issues, religious requirements, and customs. Is your trip scheduled during a religious fast? Will you need to prepare food after sundown? Check with the girls' families about food allergies.

Drinking adequate amounts of fluids is vitally important year round. In order to stay well hydrated, each person should drink water with every meal and also frequently throughout the day. Drink water even when not thirsty. Limit drinks such as colas, tea, and coffee, which act as diuretics.

Who Plans?

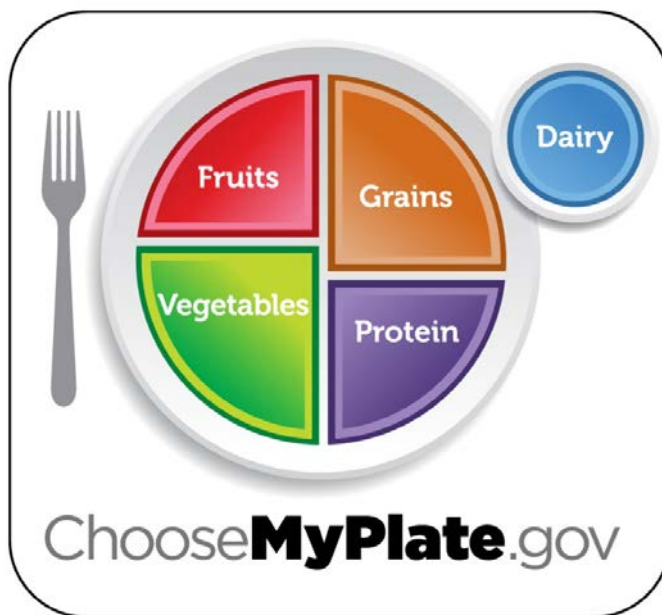
The girls, of course! Everyone included in an outing should take part in planning menus. As they cooperate to choose meals, they'll learn the principles of good nutrition, and they'll learn about making compromises.

Initially meals should be quick and require little to no preparation. Preparation may include washing fruit, peeling vegetables, putting food in serving dishes, or making powdered drinks. This will allow the girls to participate in the whole process. As the girls progress, so will the complexity of the meals.

Let the girls use MyPlate as a guide to plan nutritional meals. See that all menus are balanced and that all dietary concerns are addressed.

Using a meal planning worksheet (in course handout) with the food groups listed as prompts will help facilitate this process. The worksheet can also serve as a grocery list. Once all meals have been scheduled, the final shopping list can be compiled.

With adult guidance, the girls should begin to determine the quantities needed. They should accompany the adult to the grocery store and learn to read labels for servings per container.



Check out these links for helping girls think about good nutrition and having fun with fruits and veggies.

Take Your Child to the Supermarket Day

http://www.fruitsandveggiesmorematters.org/?page_id=1921

Supermarket activities to help you introduce fruits and vegetables to your kids. Just print and plan a trip to the store!

USDA site with coloring pages, games and activities

<http://www.choosemyplate.gov/children-over-five.html>

Love Your Veggies – lots of recipes

<http://www.loveyourveggies.com>

Dole Super Kids – lesson plans for good nutrition, and fun & games

<http://www.dole.com/superkids/>

Sunkist Kids – lesson plans for good nutrition, and fun & games

<http://www.sunkist.com/kids/pandt>

Washington Apples – lesson plans for good nutrition, and fun & games

<http://www.bestapples.com/kids/teachers/>



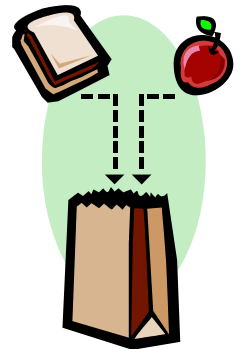
Q: Which of the three processes do you see most at work when girls plan a menu for a troop overnight?

A: Cooperative Learning. Girls respect each other's dietary needs and restrictions and work together to plan a nutritious meal for all.

Girls' Activities

Nosebag Lunch Relay

Discuss balanced meals/MyPlate or groups. Cut out pictures of food from the various food groups and some foods which would not be appropriate for a nosebag lunch. Spread the pictures on a table. Divide the troop/group into relay teams. Provide a lunch bag for each team. Have the girls come forward and fill a lunch bag with appropriate food. Check the bag of each team to be sure appropriate foods have been included.



Nutritious Meals Exercise

Display and talk about MyPlate. Using pictures cut from magazines or printed from the internet, place foods in the correct part of MyPlate. Print off a full page copy of the MyPlate at the [ChooseMyPlate website](http://www.choosemyplate.gov).

Snack for Meeting

As a snack for a troop meeting and to practice for an outing, prepare a walking salad (no-cook; portable). Provide an apple for each person. Core apples and fill with a mixture of peanut butter, raisins, and nuts. Eat as a crunchy snack.

Some-mores

Use a microwave oven. Provide marshmallows, graham crackers, and chocolate bars for each person. Place marshmallow and piece of chocolate on half a graham cracker. Cook in microwave about 5 seconds. Put other half of graham cracker on top and eat!

Jungle Breakfast

Plan a breakfast of packaged foods (juice boxes, cereal in bowls, oranges, apples, bananas, sweet rolls, boiled eggs, instant oatmeal, instant grits, hot chocolate...)

Before girls get up in the morning, hide the food in the trees or in "nests" on the ground. You might tie/tape string to items to hang them from branches. Girls search for their breakfast. Girls enjoy hiding foods for each other, too. One patrol might hide food one morning; another, the next. Or one patrol hides fruit; another, drinks and eggs...

Remember where things are hidden; do not leave anything behind for animals.

Meal Planning



Which meal? _____ How many people? _____

Menu

Main dish _____

Vegetables _____

Fruit _____

Bread _____ Dessert _____

Beverage _____

Grocery List

Item	Ingredients Needed	Quantity	Equipment

Basic Items:

- | | | |
|------------------------------------|---------------------------------------|---|
| <input type="checkbox"/> Salt | <input type="checkbox"/> Hand Soap | <input type="checkbox"/> Toilet Tissue |
| <input type="checkbox"/> Pepper | <input type="checkbox"/> Paper Towels | <input type="checkbox"/> Bleach/sanitizer |
| <input type="checkbox"/> Sugar | <input type="checkbox"/> Foil | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Dish Soap | <input type="checkbox"/> Spices | |

DRESSING FOR THE OUT OF DOORS

Wear the Right Clothing

- Check the weather forecast before you go.
- Bring appropriate clothing for all planned activities.
- Bring clothing for unexpected weather changes. Make sure all campers have a warm jacket or sweater and rain gear with them.
- Whenever possible, use clothes the girls already have.
- Check second-hand stores for warm garments.
- Check *Safety Activity Checkpoints* for more information on clothing for specific activities.



Think “Layers”

- A base layer, warm layer and waterproof layer are the basic clothing layers.
- Remember your head and hands—gloves and hats.
- Dress in layers rather than in a single heavy coat. Each layer must provide warmth and ventilation without hindering mobility.
- Put on or take off layers as your temperature changes. Sweat-soaked clothes lose insulation value.
- Pay attention to what the girls are wearing. They often ignore the warning signs of getting chilled until they are thoroughly cold and will then have a hard time getting warm again.

Choose the Right Fabrics

- Cotton can be worn in warm weather. However, it won't keep you warm if it gets wet.
- Warm layers should be of wool, fleece or a synthetic such as polypropylene. Many girls have fleece jackets and pants for sports activities.
- Nylon wind pants and jackets make a good outer layer.

Shirts and Pants

- Leave tank tops, halter tops, crop tops and short shorts at home. Exposed shoulders or midriffs can easily get sunburned or bitten by insects.
- Long sleeves and long pants will help protect you from insects, poison ivy, or brambles.
- Shorts can be worn in warm weather, but beware of sunburn.
- Clothing should be loose enough to allow easy movement.

Shoes and Socks

- To prevent cuts, scrapes, blisters and general discomfort, closed toe and heel shoes and socks must always be worn for outdoor activities. Check that socks do not have holes in them.
- Tennis shoes are appropriate for most outdoor activities.
- Flip-flops and sandals are not suitable for outdoor activities.
- Shoes should be broken in before going on long hikes.
- For an extended hike, wool or polypropylene socks are best.
- Keep feet clean, warm and dry. Happy feet help to make happy campers!



Rain Gear

- Each person should always have a waterproof layer with her. On cool days or when wind will evaporate moisture from the skin, hypothermia is a real concern. (Find out about hypothermia in your Outings and Overnights course handout.)
- An emergency waterproof layer can be a garbage bag with holes cut for the head and arms.

Hats

- In cool weather, pack a warm knit hat. Sleeping in it will even help keep your feet warm!
- During the summer, bring a hat with a brim. You'll appreciate the shade and the protection from sunburn. A scarf or hat also provides some protection from ticks.

Sleepwear

- Change all your clothing before going to bed. Put on clean dry socks and underwear.
- Plan to sleep warmly. It makes a difference in energy and attitude. Try to go to bed before you become chilled.

Odds and Ends

- Gloves or mittens are good for cool mornings.
- Sunglasses are recommended on sunny days.
- A bandanna is a very useful clothing item. Its uses range from handkerchief to pot holder to blindfold to belt.
- **Loose or floppy clothing is not to be worn around stoves or fires** or around any moving parts (such as playground equipment or bikes).
- Synthetic clothing is a danger around fires.



Girls' Activities

Clothing Collage

Clip pictures of a variety of clothing items from magazines or catalogs. Have the girls choose those that would be appropriate for a given activity or weather type. Some examples are: hot summer day hike, camping in the fall when overnight temperatures will be below freezing, spring cookout, etc. Create collages of appropriate and/or inappropriate clothing for various outdoor activities.

Test Fabric Types

Get two pairs of socks, one of cotton and one of wool. Dip the socks in water. Ask for two volunteers to put a wool sock on one hand and a cotton one on the other. Occupy about 5-10 minutes with a story or other activity that doesn't require use of hands.

After a few minutes ask each volunteer to compare how her hands feel. Is one hand warmer than the other? Which one? (The cotton should feel cold and clammy and wool the warmest.) This is especially effective on a breezy day.

What can we learn from this activity about fabric choices when we're going hiking/camping?

Fashionable Camp Clothing

Have a fashion show. Show the girls a selection of clothing items. Describe an outing and the expected weather. Let them model the right clothes for the day.

Dress Up and Decide

Fill two bags with clothing items from home. Tell the girls a scenario and then have two teams dress up. Ask the girls to review the outfits to see which is appropriate for their particular trip. Here's an example:

Scenario: You are going camping in November. It will be warm in the day and cold at night.

- Bag 1: Includes a tank top, flip flops, shorts, little tiny t-shirt, hat and anything else you want that won't fit the outing you're going on
- Bag 2: Includes a sweatshirt, long sleeved shirts, t-shirt, long pants, hat, rain gear, sneakers and warm socks

PERSONAL AND GROUP EQUIPMENT

One of the big decisions for any trip is what to take. What are your clothing needs? Sleeping needs? Packing needs? Cooking/cleaning needs? Shelter needs? First aid needs? And what are the items you DON'T need?

You'll want to consider with the girls what equipment is available on site, what sources are available for borrowing/buying/renting equipment and supplies?

You'll find suggestions to consider on all those topics below and find recommended packing lists in the course handout.



Clothing

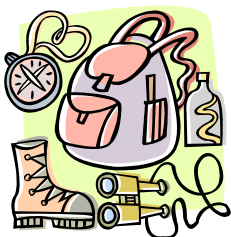
Select clothing based on the weather, location, and planned activities. Put clothing in plastic bags to keep clean clothes dry and wet/dirty clothes separate. Additional information is available in the section on Dressing for the Out of Doors.

Sleeping

To keep sleeping bags and bedrolls from unrolling as they're being transported, tuck them into a stuff bag of some sort. A large plastic bag or old pillow case will work if the sleeping bag didn't come with a stuff bag. If you're sleeping on the floor, will you want a closed-cell foam pad or air mattress for extra padding? An air mattress can be used but doesn't provide as much insulation and may get punctured.

Remember the different economic situations of your girls. Perhaps challenging all the girls to make and sleep in old-fashioned bedrolls would be a good alternative for the girl without a sleeping bag. (You can find a diagram of a bedroll further down in this document.)

Packing



Pack Lightly! Girls are expected to carry their personal gear from the vehicles to their destination. Girls should pack and be responsible for their own gear so that they know what they brought and where it is packed. Rain gear, sit-upon, mess kit and flashlight should be on top of the pack for easy retrieval.

Pack in a soft bag and seal plastic bottles of liquid in plastic bags in case of leaks. Label belongings so that everything finds its way back to its proper home.

Cooking/Cleaning

Consult menus to create the list of items needed to prepare and serve the planned food. Have the girls list everything they think is necessary (you can add to the list or, if you think something important is missing, challenge them by bringing only what is listed). Remember the small kitchen tools needed for preparation. Bring storage bags/containers for leftover food.

Girl Scouts always want to leave a place looking better than we find it, indoors or out. Include standard cleaning necessities for kitchen areas like dish detergent, towels, rubber spatulas for scraping plates, scouring pads, bleach or other sanitizing solution, and garbage bags.



Necessities for bathroom areas are hand soap, toilet paper, paper towels (although using a clean bandana or a small personal towel cuts down on the use of paper), trash bags, and cleansers.

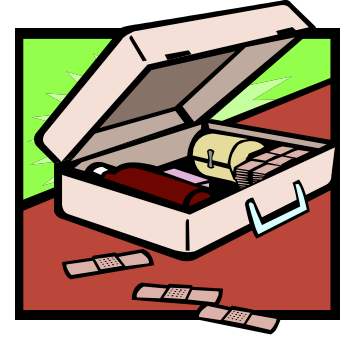
These standard cooking and cleaning supplies could be stored in a plastic tub, ready to go at a moment's notice. Think of it as a troop kitchen box.

Shelter

This course prepares you for taking girls to a facility with toilets and existing sleeping shelters. In later courses, you'll learn how to plan for tents, tarps, and other shelter concerns.

First Aid

Always carry your troop first aid kit with you. The *In Case of Emergency* independent study course has a thorough list of items to include. You'll learn about what should go in it in the first aid course.



What DON'T you need?

Ask the girls to decide on the appropriateness of these items:

- ☐ electronic games, tablets, iPods, mp3 players (all "PIDs"- personal isolation devices)
- ☐ cameras
- ☐ cell phones
- ☐ hair dryers
- ☐ valuables, jewelry
- ☐ items that would be ruined if wet

Do Not Bring

- ☐ items in glass containers
- ☐ perfumes (attract insects)
- ☐ chewing gum, candy, or other "personal foods" that may attract animals

Girls' Activities



What Did We Forget?

Give girls a partial list of items needed for the camping trip. Let the girls fill in the blanks. Talk about what would have happened if you'd gone on your trip without those items.

Do We Need It?

With the girls, review the items listed under "What Don't You Need?". Ask them how bringing mp3 players and other devices impacts their outdoor experience. Decide together which of the things listed should stay at home or come to camp.

Camp Cheap

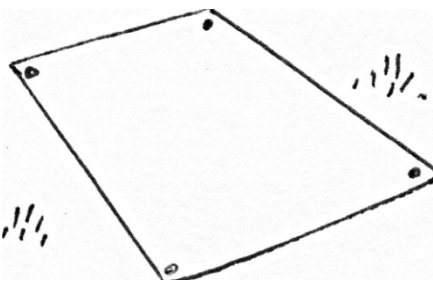
Challenge your girls to come up with ways to "camp cheap." Some girls in your group may be in different financial circumstances and may not be able to afford new equipment for a campout. There are ways to "camp cheap" without singling out a specific girl. For example, you could use an aluminum pie pan or plastic storage containers instead of an expensive mess kit. Other possibilities are bedrolls instead of sleeping bags and athletic gear to keep warm.

Make a Bedroll

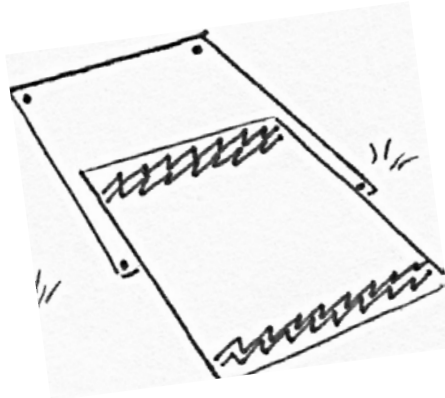
Try this useful skill from the past; you might even challenge the girls to sleep in bedrolls at the next overnight. (Directions on next page.) Slumber bags (think indoor sleeping bags with characters printed on them) aren't designed for colder, outdoor temperatures. A bedroll may be just the answer! Ask the girls if they can come up with ways to improvise or create other bits of gear and personal equipment for overnights.

Another option for making bedrolls is to make them for dolls. Provide scraps of fabric (blankets) and let girls layer them as they would a full-sized bedroll. The girls can pretend that the dolls are going on an overnight and move on to creating packing lists and program ideas.

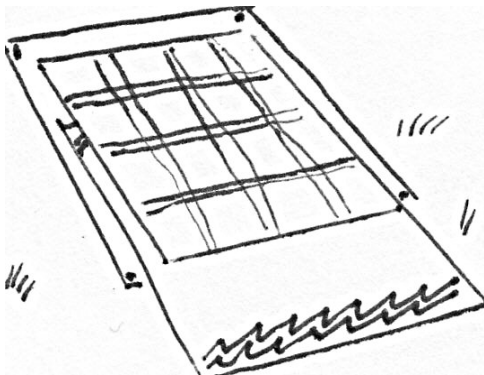
MAKING A BEDROLL



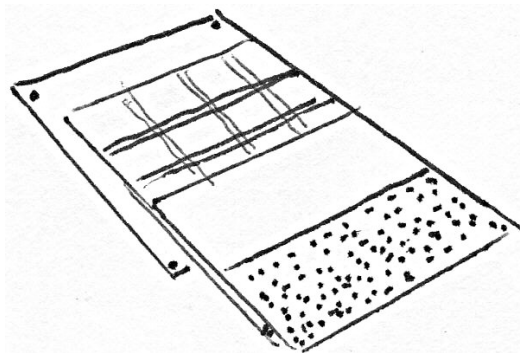
1. Place poncho or ground sheet flat on ground,



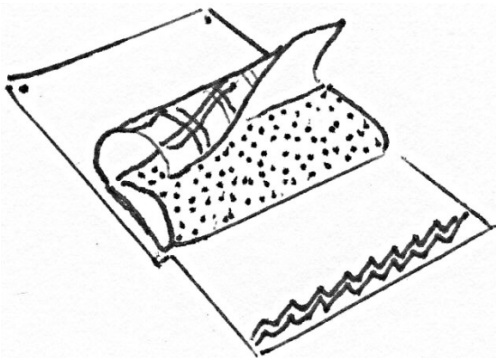
2. Place first blanket with one edge down center of poncho.



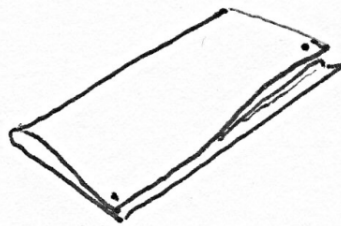
3. Place second blanket with one edge at middle of first blanket.



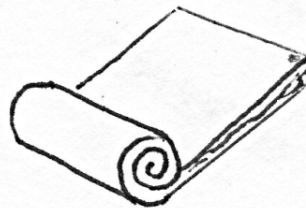
4. Alternate blankets in same way, until all are down. Fold sheet or sleeping blanket in half, and place in middle.



5. Starting with last blanket, fold blankets alternating in reverse order, until all are over middle. Pin at bottom if poncho does not snap together.



6. Fold poncho over. Snap together if there are snaps on bottom and side.



7. Roll from bottom and tie with rope.

SUGGESTED PERSONAL PACKING LIST

All items, except sleeping bag and pillow should be packed in a single duffel bag or backpack that each girl can carry.

- ☐ Permission slip and health information
- ☐ _____
- ☐ Closed toe and heel shoes
- ☐ Flip flops or sandals for shower ONLY
- ☐ Sturdy shoes or boots, as needed for hiking
- ☐ Socks, bring an extra pair
- ☐ Hat, as needed for sun protection
- ☐ Hat/gloves/scarf if necessary for warmth
- ☐ Jacket, sweater, or sweatshirt
- ☐ Rain gear
- ☐ Shorts/t-shirts
- ☐ Pajamas
- ☐ Underwear
- ☐ Long johns for cold weather
- ☐ Long pants/long sleeved shirts
- ☐ _____
- ☐ _____
- ☐ Toothbrush and toothpaste
- ☐ Towel, washcloth, soap
- ☐ Hairbrush or comb
- ☐ Insect repellent, not aerosol
- ☐ Sunscreen and chapstick
- ☐ Sunglasses
- ☐ Girl's medicines, prescription and over the counter medicines are to be in original containers and to be given to First Aider to be administered
- ☐ Sanitary items
- ☐ _____
- ☐ _____
- ☐ Knife, fork, spoon
- ☐ Mesh dunk bag to hold dishes
- ☐ Plate, bowl, cup or a mess kit
- ☐ _____
- ☐ Sleeping bag
- ☐ Pillow (optional)
- ☐ Air mattress/foam pad (optional)
- ☐ Water bottle
- ☐ Flashlight/extra batteries
- ☐ Large plastic bag
- ☐ _____
- ☐ _____



Leave at Home:



TROOP EQUIPMENT FOR AN OVERNIGHT

Program Equipment:

What activities have the girls planned?

Will the activities need special supplies?

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____



Cooking/Clean-up Supplies (review your plans to see which items you need)

- Note that some sites may require specific items for cleaning bathrooms or dishes.

- | | |
|---|--|
| <input type="checkbox"/> Cooking pots (including special items such as Dutch ovens, pie irons, roasting forks...) | <input type="checkbox"/> Dish pans (if needed for your site) |
| <input type="checkbox"/> Cooking utensils | <input type="checkbox"/> Bleach/sanitizing solution |
| <input type="checkbox"/> Containers for food storage | <input type="checkbox"/> Dish rags |
| <input type="checkbox"/> Skillet | <input type="checkbox"/> Dish soap |
| <input type="checkbox"/> Meat thermometer | <input type="checkbox"/> Toilet paper |
| <input type="checkbox"/> Hand cleaner/sanitizer | <input type="checkbox"/> Paper towels |
| <input type="checkbox"/> Can openers | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Counter/toilet cleansers | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Hot mitts | <input type="checkbox"/> _____ |

QUICK-CHECK PLANNING SHEET

Use this quick check sheet to ensure you haven't forgotten to plan anything for your camping trip.

- | | |
|--|---|
| <input type="checkbox"/> Description of outing | <input type="checkbox"/> Location and telephone numbers of police, fire department and rescue squad or ambulance. |
| <input type="checkbox"/> Destination | <input type="checkbox"/> Permission slips |
| <input type="checkbox"/> Date and time(s) | <input type="checkbox"/> Health information on all girls and adults |
| <input type="checkbox"/> Copy of reservations | <input type="checkbox"/> First aid kit |
| <input type="checkbox"/> Council approval (if required) and a copy of any necessary paperwork | <input type="checkbox"/> All prescription medicines are with the First Aider along with a journal to record when medications were administered or first aid given |
| <input type="checkbox"/> Costs (for each girl or for the troop) | <input type="checkbox"/> Type of transportation, drivers' information |
| <input type="checkbox"/> Copy of First Aid/CPR certification and any other relevant trainings | <input type="checkbox"/> Names of adults attending |
| <input type="checkbox"/> Name of First Aider | <input type="checkbox"/> Names of girls attending |
| <input type="checkbox"/> First Aider cell number | <input type="checkbox"/> Trained supervision (example: for swimming, must have certified lifeguard) |
| <input type="checkbox"/> Troop emergency contact person – home phone and cell phone number | <input type="checkbox"/> Schedule |
| <input type="checkbox"/> Council emergency contact person—phone number | <input type="checkbox"/> Program activities |
| <input type="checkbox"/> Emergency procedures (lost camper, weather emergency, accident) | <input type="checkbox"/> Food |
| <input type="checkbox"/> Safety considerations, checking <i>Safety Activity Checkpoints</i> and "Safety-Wise" section in <i>Volunteer Essentials</i> | <input type="checkbox"/> Troop equipment |
| | <input type="checkbox"/> Personal gear |

Chapter 7

BUDGETING

One skill a leader of any age must master is how to develop and work within a budget. To develop this skill in the girls, begin now. Involve them in considering the costs of these items for their event. Let the girls lead as they figure out event costs and work together to determine how to fund the event.

Some questions to ask are:

- Will girls need to pay for transportation to the site? What is the bus/train fare? Or will they reimburse drivers for gasoline?
- Is there a fee for site rental? How much? How do they find out the fee?
- Are there special supplies the troop must purchase? A first aid kit, dishpans, a tarp, craft supplies or something else? Can the items be borrowed? Rented?
- Are there charges for activities in which the girls will participate?
- What do the girls plan to eat and how much will the food cost? Will the girls bring some of the food from home?
- What about money for emergencies? It may be a good idea to bring some cash for an emergency taxi ride, equipment repair, or to purchase that forgotten food item.
- Will extra insurance be needed from your Girl Scout Council?



Girls can make calls or search online to find the costs of transportation, equipment, and site rental. If they aren't familiar with grocery costs, you might plan a trip to a grocery store to gather price information and comparison shopping.

Once the girls have figured the total cost for their overnight, they need to compare it to the money in their treasury and ask themselves some questions:

- Do we have enough money for the activity?
- Do we want to spend this much of our treasury on this one activity?
- What are ways we could cut the cost of this event?
- What are ways we could earn money to cover the cost of this event?
- What do *Volunteer Essentials Reference Guide* and our council say about appropriate ways to raise money?

This is the time for girls to revise the budget so that it becomes a more workable plan. They'll learn to make compromises and to think creatively with this fine-tuning.

Even Girl Scout Daisies can make simple decisions about how to spend their troop funds. As the girls grow, they take on more responsibility for budgeting and working within a budget. In this way, they develop both leadership and life skills—a goal for us in Girl Scouting.

BUDGET WORKSHEET FOR OVERNIGHT

Destination _____		Number of persons participating _____	
Suggested costs per person per meal: Snacks: \$1, Breakfast: \$3, Lunch: \$3, Dinner: \$5			
BUDGET ITEMS	PROJECTED COST	FINAL COST	NOTES
<u>EXPENSES</u>			
FOOD			
CLEANING SUPPLIES			
FIRST AID SUPPLIES			
PROGRAM SUPPLIES			
RENTAL FACILITIES			
TRANSPORTATION			
GAS AND TOLLS			
OTHER EXPENSES			
TOTAL EXPENSES			
<u>POSSIBLE INCOME SOURCES</u>			
TROOP FUNDS			
FINANCIAL ASSISTANCE			
GIRL CONTRIBUTIONS			
SPONSOR			
OTHER SOURCES			
TOTAL INCOME			
TOTAL EXPENSES --TOTAL INCOME = MONEY LEFTOVER FOR EMERGENCY EXPENSES			



Girls' Activities

The Activity Fair

Around the room, post signs that list activities the girls would enjoy with an arbitrary price. They might say: Go Camping: \$85, Eat Out/Cook Out: \$40, Make a Craft: \$15, or Learn New Games: \$0.

Buy or make some play money. You'll need \$5s, \$10s, and \$20s, totaling \$200.

Tell the girls their troop has been invited to an Activity Fair. They have \$200 in their troop account and may spend it any way they want. As a group, they decide how to spend their money. When they decide to "purchase" an activity, they collect the activity sign and pay you the money for the activity. Let them spend until they're broke.

Review what they've been able to purchase. Are there other activities they still want to do? How could they earn more money for those activities? Do some creative brainstorming. Then check *Volunteer Essentials* to see if the money making ideas are appropriate for Girl Scouts. Do the girls have ideas for how they could still do them?

Comparative Shopping

Create a shopping list of assorted grocery items, and include the number/size of the items. Divide the girls into teams and give each group a shopping list. Since you're taking the girls to a grocery store, be sure to review behavior expectations.

At the store give the teams an amount of time to find the best price for each of their items. Have them write that price on their list. At the end of the time period, let the teams add up the cost of their groceries. Add tax if you'd like. The team with the least expensive list wins.

KAPERS: Sharing the Work

In all Girl Scout camping activities, most of the housekeeping jobs are done by the girls. Girl Scouts call these jobs "Kapers." A kaper chart is a method to assign these jobs, by chance and in rotation, to individuals or groups. Kapers build ownership and teach responsibility and leadership.

Girls can be involved by deciding:

- What tasks need to be done
- Which tasks can be combined into work groups
- Type/size of work groups
- Type of rotation

A kaper chart serves several purposes:

- Relieves the leader of the need to tell the girls what to do or give individual instructions.
- Gives a girl the knowledge of all jobs so that she understands the importance of her job and how it fits into the whole experience.
- Helps a girl to see that, by rotation, she will get to do various jobs so that she is less likely to resent a "dull" job.
- Rotates the people who work together.

A kaper chart should be creative and graphic to make jobs more appealing. Post the chart in a prominent location.

Encourage your girls to try different methods of choosing who does which job. For example:

- Draw names from a hat
- Match jobs according to age, experience, or even what color they are wearing
- Assign patrols to be responsible

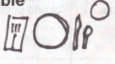


Kapers may rotate by meal, day, or trip. The important thing is each girl takes responsibility for a variety of tasks.

Q: Can you identify each process at work when using a Kaper chart?

A: Girl Led: girls decide which kapers to include, create the chart

Learn by Doing: girls perform the assigned kapers, appraise their work

Cooperative Learning: individual tasks help the troop to complete the work

KAPER CHART		
Set and Clear Table	Sat. Breakfast	Sat. Lunch
	Unicorns	Groovie Girls
Cooks	Troopers	Unicorns
		
Clean up	Groovie Girls	Troopers
		

Kaper Chart Job Description

Add or subtract from these tasks as needed



Cook

- Wash hands
- Prepare food
- Cook food
- Responsible for health and safety in cooking area
- Put away food after meal
- Soak pots and pans for clean up



Hostess

- Set and decorate tables
- Select and lead grace
- Seat guests
- Serve guests first
- Responsible for good table conversation and manners of her patrol
- Wash guest's dishes



Clean Up

- Heat dish water (if needed)
- Set up dishwashing area
- Wash cooking pots and pans
- Wash tables
- Sweep or pick up dropped food
- Dispose of dishwater according to camp policy

Girls' Activities

Try Different Kinds of Kaper Charts

Divide your troop into groups or patrols. Brainstorm creative ways to make kaper charts.

Each group makes a different type of Kaper Chart making sure to rotate jobs if applicable, choosing from the following:

- Meeting Kaper Chart
- Outdoor Cooking Kaper Chart
- Camping Trip Kaper Chart
- 2-night Camping Trip Kaper Chart
- Special Program Kaper Chart
- Ceremony Kaper Chart

Then have each group share the Kaper Chart they made and why they made it that way.

Kaper Chart Rotation Game

Assign each girl a job to pantomime. There can be more than one girl per job.

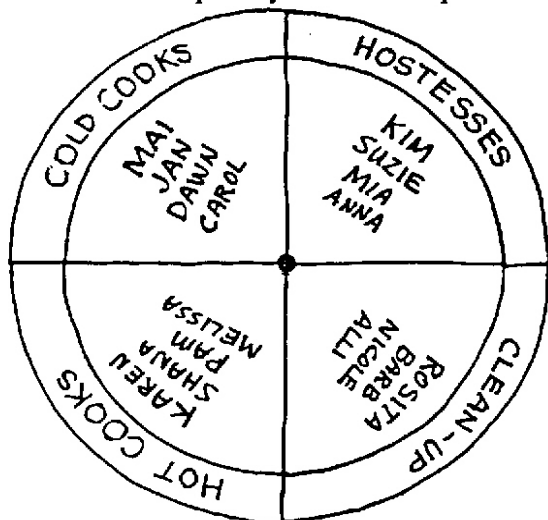
Choosing from the list below:

- Sweeping
- Dishwashing
- Fire building
- Cooking
- Setting tables
- Leading grace

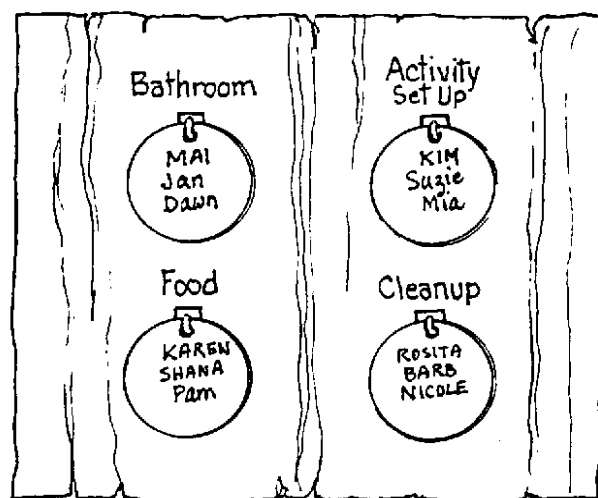
Have girls get into a circle. When you ring a bell, they act out their jobs. Ring the bell again, and they circle left and do the job of the person who was at that spot. Keep going until they are back to their original space.

Kaper Charts

A kaper chart is a Girl Scout way of organizing activities. Kaper charts are a visible reminder of the tasks that need to be done. Symbols or names for particular jobs are usually drawn from a container. The girls' names or their logos are put on the kaper chart. Charts are designed so that jobs are rotated and girls share all the responsibilities. Here are some sample ways to make a kaper chart:



Inner wheel turns.



Tags are moved around on board.

	Food Prep.	Cooks	Hostesses	Clean-up
Tues. Lunch				
Tues. Supper				

	Food Prep.	Cooks	Hostesses	Clean-up
Tues. Lunch	Amy Susan Cheryl Ann	Karen Barbie Michelle Jenny	Carrie Marie Elena Jo	Laura Kristin Joanna Shana
Tues. Supper	Laura Shana Karen Jenny	Kristin Amy Carrie Marie	Joanna Cheryl Michelle Barbie	Susan Ann Jo Elena

BE PREPARED FOR THE UNEXPECTED

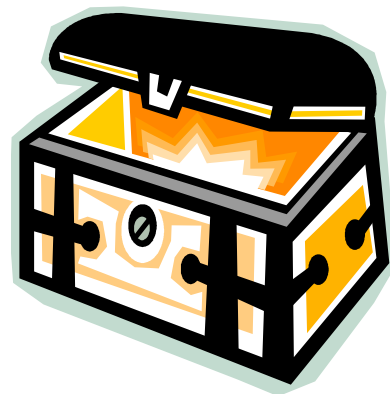
Girls and leaders may have planned the perfect trip. However, the afternoon hike may be cancelled because of a rain shower. Or an activity may be delayed due to unforeseen circumstances.

It is important that the troop leader has back-up activities available to help girls occupy their time in case the trip does not go quite as planned. Discuss the need for back-up activities with your girls during the planning stages of your trip and get their suggestions. Have some games selected that do not require equipment; refer to the handout for some suggested games.

Troop Box

The girls and leadership team may want to assemble a troop box. A tub containing a variety of games and activities becomes useful for rainy days or when things take a little longer than anticipated.

Here are some suggested items to include in your troop box: balls and other soft throw toys, bandanas for blindfolds, jump ropes, chalk, games, puzzles, activity books, and books of games for both inside and outside. You may also need specific materials such as rope for knot tying, compasses, or magnifying glasses during your event.



Help the girls create a bag of materials to use for crafts and other activities. The bag may be included in your troop box. Items such as plastic lace, lanyard hooks, split rings, crayons, markers, pencils, tempura paints and brushes, paper, construction paper, craft foam, scissors, glue, masking tape, stickers, beads, cord, yarn, newspaper, various sizes of paper bags, aluminum foil, materials for badge work related to the trip, and songbooks may be included.

A tub containing a variety of games and activities becomes useful for rainy days or when there is an unexpected bit of time to fill.



Girls' Games and Activities

The following hikes, games and activities require little equipment.

Some are for indoors, some for outdoors, and some can be played in either.

Rainy Day Games

Animal Sound Game: Girls are assigned animals and are told to make appropriate sounds of their animals. The object is to try to find others of their group (same animal) by listening to the sounds (eyes closed). You can divide the girls into as many groups as you want. Animal choices could include cow, sheep, chicken, cat, pig, dog, donkey, bird.

Balloon Relay: (A good get-acquainted game) Divide the group into teams. Give a partially inflated balloon to the head of the team. At the signal, the leader puts the balloon under her chin and passes it to the next person. No one may touch the balloons with her hands or arms.

The Boiler Burst: A variation of story hour, this game begins with a leader starting off by telling a story. Suddenly she finishes the story with "And then the boiler burst" and everyone in great excitement gets up and scrambles for a new seat. The storyteller takes the place of one of the group, and the girl who ended up without a place becomes the new storyteller. She begins another story, which in turn ends with "And then the boiler burst."

Chain Gang: This is a relay game so you need teams. Have the teams divide in half, one part going to one side of the room, and the other staying opposite their team. The first person on one side must walk (run, skip - whatever you decide with space available) to the other side and grab the first person in line by the hand. The person whose hand was grabbed leads back to the other side and grabs the next person's hand, who then leads back to the other side. You are making a chain that goes back and forth across the room. The fun is seeing who gets the whole team chained first and across the finish line.

Detective: The girls sit in circle. One girl, "It," goes out of the room. One girl remaining in the circle is chosen as the leader. The leader begins a body movement, and the rest in the circle imitate. "It" tries to guess who the leader is.

Feel It: Divide up into pairs or small teams. Give each group a cloth bag with six or eight items inside (small toys, rocks, buttons, etc.). Let each group feel and write down what they think is in the bag. The bags can be prepared ahead of time and put away until it rains.

Finger Puppets: Younger girls may enjoy making finger puppets of storybook characters and telling the stories to each other.

Mock TV Show: Hold a mock TV show complete with soap opera take-off, newscasts, athletic events, and a few commercials.

Ooh-Ahh: Start with everyone standing in a circle holding hands. Now the leader gives a quick squeeze to the hand of the person on her right. The squeeze gets passed along to the next person and goes around the circle. After the squeeze has gone around once, speed up the action and add sound. Squeeze and say "Ooh" and watch it go around the circle. Next add "Ahh" but send it in the opposite direction. Start any sound, gesture, or combination of them going around the circle.

Paper Dolls: Girls of all ages love paper dolls. Go to www.makingfriends.com. Print out dolls, hairstyles, and clothing. These are available in different colors or in outline form that the girls may color. The website has uniforms for Girl Scout Daisies, Girl Scout Brownies, Girl Scout Juniors, Girl Scout Cadettes and Girl Scout Seniors, and some Girl Guides for the paper doll "friends."

"Pictionary": Each team sits in a circle. Captain of each team comes to leader who gives her the name of animal, flower, bird, etc. The girl runs back to team and draws name given. As soon as the team thinks it recognizes the drawing, they call out the answer. First correct answer wins. A new team member comes forward, and the process is repeated.

Progressive Story: One person starts a story with a sentence or two and then each girl adds to it.

Role-Play: Role-play situations that teens may face when they go home. This might include dealing with problems. Girls will gain valuable insights and be better prepared to carry over lessons they have learned.

Soap Carving: Using large cakes of Ivory soap can give a girl her first taste of carving and can be done with a plastic knife. And if she ruins it, the soap need not be wasted. (Hint-open the Ivory soap and let it dry for a few days before carving.)

Trading Places: This is a circle game. Each participant (minus one) has a base - you can use either paper on the ground, chairs, or nothing (imagination). One person is in the middle and asks a "yes" or "no" question. For example: "Are you wearing glasses?" If the answer is yes, you must move to another place (but not next door). The person in the middle gets a spot, and the one left out has to ask the next question.

Hikes—for when the sun shines!



Colors: Choose one or two colors and find all things seen in those colors along the way. Describe and learn to identify some of the things seen.

Evening: Find north by the stars. Learn to recognize some constellations. Tell stories about them. Try flashlight signaling.

Holding the Front: Hikers travel in single file. The file is occasionally halted, and the first person in line is asked to identify a tree or plant by the side of the trail. If she fails, she is sent to the end of the line, and the next person becomes the first and is asked the next question. The object is to remain at the front for the longest time.

Silent Hike: Hike for half an hour without talking or making noise. Practice walking quietly. (The toe finds the quiet spot before putting weight on the heel.) Try to identify all the animal or bird sounds you hear. At the end of the silent hike, discuss what sounds you've heard. Discuss anything anyone noticed while they were being quiet. Do city sounds mask the sounds of nature?

Sounds: Listen for and identify as many sounds as possible as you walk. Compare town and country noises.

Trail and Map: Choose a destination. Divide into two groups, with each taking a different route. One group draws a sketch map of the route and the other lays trail signs. Reverse on way back and follow other group's route.

Trees: Notice the different kinds of flowers or seeds on trees. Can you describe the bark? Watch leaves unfold. Which open first, last? Learn to identify trees by their bark, leaves, or seeds.

Water: Follow a stream or creek. Look for different types of water life such as water "skaters," tadpoles, fish. Make and sail a tiny boat. Look for how they move in the water currents.

Winter: Look for tracks—rabbit, squirrel, dog or human. Sketch tree silhouettes. If there's snow, make a snow sculpture.

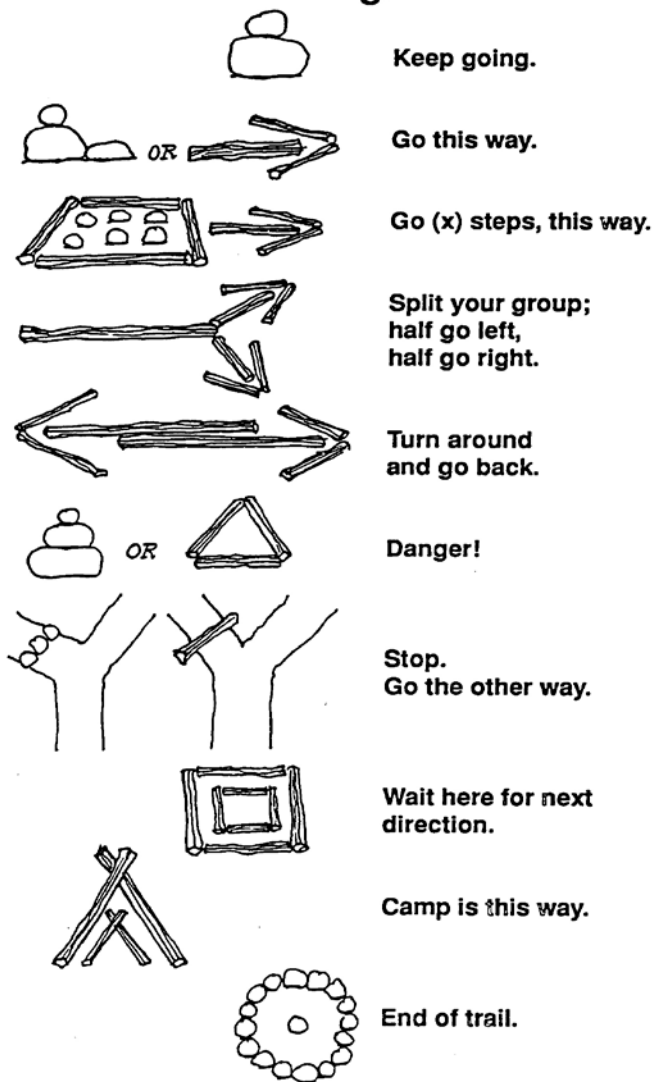
Lay a Trail: Trail signs are a traditional way of marking the route you want someone to follow. You make the signs out of available materials and leave them in the middle of the path.

When marking the trail, remember to back-track and remove any items you've added to the environment and replace any natural items that you've moved, such as branches or rocks.

To practice, divide the group into two. Have one group lay a trail for the other using the trail signs below. The second group tries to follow the trail finding as many signs as possible.

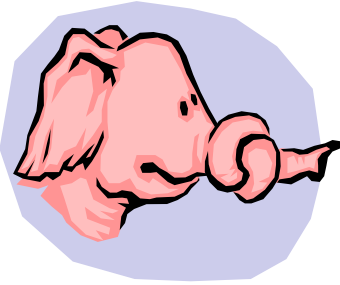


Trail signs:



Environmental Games and Activities

Collect It: Have a contest to see who can collect the most garbage in 5 to 10 minutes. Instruct the group to use care when picking up sharp, rusty, or unsanitary waste. You may wish to have participants bring light gloves for this activity or keep some in your troop box. Discuss what litter is and the effects of litter in general. Discuss the effects of litter in the wilderness.



How Smart is Your Smeller? Bring a selection of different objects, most with strong smells, both pleasant and unpleasant (for example, onion, honeysuckle, rose, garbage). Ask the group how animals find food. Explain that animals have a much keener sense of smell, and often better sight, than humans. This keen sense of smell attracts them to food and garbage left behind in the backcountry. To simulate this experience, tell the participants they are going to take the smell test. Have participants close their eyes. Hold the various smelly objects one at a time under each participant's nose. Have them identify each item. Repeat until all participants have had a chance to test each item. How many can they identify?

Hunt the Tree: The leader shows the girls a leaf and then they try to find the right kind of tree. Learn the name of the tree and something about it.

Outdoor Manners: Create an "outdoor good manners" coloring book.

Best Girl Scout: The group sits in a semi-circle. In turn, each person mentions something she can see or hear or smell or feel from where she is sitting - daisy, grass, robin singing, etc. No one can repeat what another has said. If she does repeat, or cannot think of anything, she moves out of the semi-circle. The one who stays in the game the longest is the Best Girl Scout.

Five Minute Crawl: Give each player a paper cup or paper bag. Arrange group in circle around you. Then ask each person to face about and walk in a straight line until told to stop. The children then face you and, at a signal, drop to their hands and knees and crawl towards you. They are to crawl in a reasonably straight line and take 5 minutes to reach you. They are to pick up one of every different thing they see: One blade of grass, one ant, one clover leaf, one dead leaf, one stick, etc. At the end of the time, they are grouped around you. Appoint three children official counters. Borrow someone's bag. Hold up one item so that everyone sees it and drop it in a box in front of the counters. This goes on until there is nothing left in the bag. Then you ask if anyone has found anything different still.

Nature Sounds: The group is given 5 minutes to see who can make the longest list of things heard in the woods during that time. It may be a crow, a cow, or a rooster in the distance; or a raindrop, the rustling leaves of an oak or the swish of a pine; the tapping of a woodpecker or the song of a brook. (This may also be used as a Quiet Game.)



Prove It: Players sit in a circle. The one starting the game says, "From where I am, I can see (for example) a pine tree." The next one says, "From where I am, I can see a pine tree and an oak." The next player repeats all that the previous players have said, in exactly the same order, and adds another tree or bird. It may be limited to what can actually see. If anyone doubts the statement, she may challenge the speaker. Anyone caught in a mistake drops out of the game.

Think outside the box, too!

Bamboo Poles: Consider taking two 6 to 7-foot bamboo poles with you camping. The girls can be creative—use the poles for games, tie bags of trash or belongings onto them for transport with a girl at each end, drape towels over them to make curtains for plays, and many more things.



Ask the girls if they have ideas of items that would be fun and creative and easy to take along.

Chapter10 EVALUATING WITH GIRLS

Girl Scouting is committed to building leaders through the Girl Scout Leadership Experience, where girls:

Discover + Connect + Take Action = Leadership.

This leadership experience encourages a lifestyle where girls: explore and *discover* their world (and all the positive and negative things it contains); *connect* with the people in their world, especially those who are different than they are; and *take action* in their community to make it a better place. It is very important that girls *take action/evaluate* after every activity/trip.

Taking a few minutes after activities to evaluate the experience enables girls to gain a fuller meaning and develop leadership skills for the future.

- After the trip, have the girls discuss and reflect on their trip. Follow-up activities may include dramatizations, stories, or art activities, such as paintings of what impressed them. They should send thank-you notes to anyone who helped make the trip possible or memorable, and they may include a painting or a poem they have written. They make plans for future trips, basing these plans on what they have learned, enjoyed, or need to practice.
- Evaluate the trip with the girls. Discuss what was fun and worthwhile, decide what the group would like to change or eliminate on future trips, and report back to the council with the group's evaluation.



Evaluation Hints

- Let the **girls** do most of the talking.
- Ask questions that require more than “yes” or “no” answers.
- Keep the discussion casual and fun.
- If you have gone to someone else's organized event, the girls may have many ideas of what the organizing group could or should have done differently, but return to what the girls could have done differently. For example - been better prepared, gotten more information up front, etc.

Helpful Evaluation Questions



- What did you notice during the activity? Did anything surprise you? Why?
- How did you feel when...? Why?
- Were you successful? Why/why not?
- What did you learn during the activity?
- How did you learn? (“by doing” is a possible answer)
- How is this like another experience you've had (school, sports, church, etc.)?
- What was the purpose of this event? There can be more than one purpose. “Fun” can be an appropriate answer from time to time. Was the purpose satisfied?
- What did you like best?
- What did you like least?
- What would you do differently if we were to do this again?
- How much did you, as girls, plan? Did you feel (the girls) led the activity?
- What are some ways you cooperated with the troop members during the activity?

Can you think of other questions to help girls evaluate? And can the girls think of any more questions?

For the adults involved in the activity, ask yourself:

- Can I identify Girl Scout processes that were used?
- Was the planning girl led?
- Did the girls help lead the activity itself?
- Was the experience hands-on?
- Did the girls work together during the activity?
- How could any of these areas be improved?

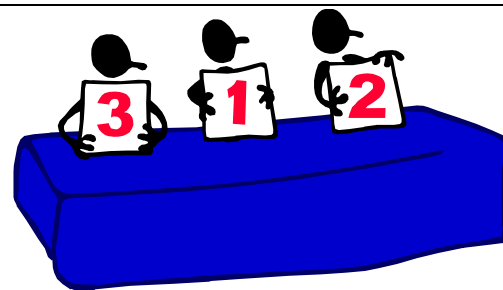
Q: Reflection and Evaluation are key components of which Girl Scout Process?

A: Learning by Doing

Girl's Activities

How Do You Rate It?

Evaluating doesn't have to be stuffy and boring. Try some of these methods with the girls!



1. Fold a paper into quarters. Number each quarter 1 through 4 with following ratings:

- 1 - never again;
- 2 - okay, fair;
- 3 - good; and
- 4 - excellent.

Have the girls write something specific from the trip in each quadrant. Younger girls may draw pictures.

2. Have the girls process on the way home from an activity/trip. What did you like the most? What did you like the least?

3. At a meeting, have the girls sit in a circle and just begin the discussion.

4. Give each girl a journal or have the girls make journals to use during the activity/trip.

5. For an activity (or several activities) list the "cost" in number of boxes of cookies that were sold to fund that activity.

Ask "Was the activity worth the number of boxes of cookies sold to fund it?"

The ratings can be something like:

- Yes, definitely worth the cookies sold;
- Fun, but not worth that many cookies sold; or
- No, I didn't like it

Appendix A GOING PLACES SUGGESTIONS

All sites are in North Carolina unless otherwise indicated.

Location	City	Website	Phone
Western			
Biltmore House	Asheville	www.biltmore.com	828-225-6713
Chimney Rock State Park	Chimney Rock	www.chimneyrockpark.com	828-625-9611
Cradle of Forestry	Brevard	www.cradleofforestry.com	800-660-0671
Great Smoky Mountains National Park	Cherokee	www.nps.gov/gsmr	828-497-1904
Great Smoky Mountains Railroad	Bryson City	www.gsmr.com	899-872-4681
Grandfather Mountain	Linville	www.grandfather.com	828-733-4337
Linville Caverns	Linville	www.linvillecaverns.com	800-419-0540
Nantahala Outdoor Center	Bryson City	www.noc.com	888-905-7238
Pisgah Center for Wildlife Education	Brevard	www.ncwildlife.org/fs_index_08_education.htm	828-877-4423
The Blowing Rock	Blowing Rock	www.theblowingrock.com	828-295-7111
Tweetsie Railroad	Blowing Rock	www.tweetsie.com	828-264-9061
Unto These Hills	Cherokee	www.cherokee-nc.com/index.php?page=9	866-554-4557
Waldensian Trail of Faith	Valdese	www.waldensiantrailoffaith.cor	828-879-3202
Central			
Carowinds	Charlotte	www.carowinds.com	704-588-2600
Catawba County Museum of History	Newton	www.catabahistory.org	828-465-0383
Catawba Science Museum	Hickory	www.catawbascience.org	828-322-8169
Charlotte Motor Speedway Tours	Charlotte	www.charlottemotorspeedway.com/tours	704-455-3204
Charlotte Nature Museum	Charlotte	www.charlottenaturemuseum.org	704-372-6261
Crowder's Mountain	Kings Mountain	www.crowdersmountain.com	704-853-5375
Daniel Stowe Botanical Gardens	Bellmont	www.dsbgo.org	704-820-1257
Discovery Place	Charlotte	www.discoveryplace.org	800-935-0553
Duke Power Energy Explorium	Huntersville	www.duke-energy.com/visitor-centers/energyexplorium.asp	704-875-5600
Forest City Owls (Summer collegiate baseball)	Forest City	www.forestcitybaseball.com	828-758-1671
Fort Defiance	Caldwell	www.fortdefiance.org	828-758-58-82
Fort Dobbs	Statesville	www.fortdobbs.org	704-873-5882
Gastonia Grizzlies (summer collegiate baseball)	Gastonia	www.gastoninagrizzlies.com	704-866-8622

Hiddenite Gems	Hiddenite	www.hiddenitegems.com	828-632-3394
Inner Peaks	Charlotte	www.innerpeaks.com	704-844-6677
Iredell County Outdoor Education Center	Mooresville	www.co.iredell.nc.us/departments/recreation/oec.aspx	704-878-3103
KidSenses	Rutherfordton	www.kidsenses.com	828-286-2120
Kings Mountain National Military Park	Blacksburg, SC	www.nps.gov/kimo	864-936-7931
Lazy 5 Ranch	Mooresville	www.lazy5ranch.com	704-663-5100
Lucile Miller Observatory	Maiden	www.catawbasky.org	704-735-7643
Museum of York County	Rock Hill, SC	www.yorkcounty.org	803-329-2121
Ray's Splash Planet	Charlotte	www.rasplashplanet.com	704-432-4729
Schiele Museum of Natural History and Planetarium	Gastonia	www.schielemuseum.org	704-391-3900
US National Whitewater Center	Charlotte	www.usnwc.org	704-391-3900
Eastern			
Natural Science Center of Greensboro	Greensboro	www.natsci.org	336-288-3769
North Carolina Theater for Young People	Greensboro	http://ncyp.uncg.edu/index.php	336-855-1266
North Carolina Zoo	Asheboro	www.nczoo.org	800-488-0444
Old Salem	Winston-Salem	www.oldsalem.org	888-653-7253
Piedmont Environmental Center	High Point	www.piedmontenvironmental.com/	336-883-8531
Reed Gold Mine	Midland	www.reedmine.com	704-721-4653
Summit Environmental Education Center	Haw River	www.ncparks.gov/Visit/parks/hari/harp_main.php	336-342-6181
Wet'n Wild Emerald Pointe Water Park	Greensboro	www.emeraldpointe.com	800-555-5900

Appendix B

GIRL SCOUT JARGON

Sometimes Girl Scouts forget they have their own “secret language.” You might stumble over some of these terms at first.

BRIDGE OF SILENCE: A designated point, after which no one may speak aloud; could actually be a bridge or could be two (or more) girls standing with their arms raised to form an arch to symbolize a bridge. Used to provide a silent environment for a serious occasion. (Examples - Girl Scouts’ Own, Flag Ceremony).

BUDDY SYSTEM: A safety practice in which girls are paired to keep watch over each other.

DUNK BAG: A mesh drawstring bag used for air drying dishes. (Example - a bag for washing nylons, onion bag, or two open weave dish washing cloths sewn together).

F.O.B.: Also called ‘Me Time’ and ‘Turtle Time,’ this is a quiet time during which Girl Scouts have their feet off the floor, “*feet on bed*, or, *flat on back*,” with everyone laying down resting or just taking a break.

GIRL SCOUTS’ OWN: A special ceremony created by a group around a theme. The purpose is for the girls and leaders to show how they feel about the theme. The ceremony may include readings, songs, poetry, drama and so forth.

GORP: “Good Old Raisins and Peanuts,” a trail mix snack. If you have girls with peanut allergies, try replacing with marshmallows, pineapple chunks, etc. (The word “gorp” actually dates back to at least 1913 and meant to “eat greedily!”)

IT/OTHER BAG: Two bags - one labeled IT; the second bag labeled OTHER; girls’ names are placed in the IT bag. As someone is needed to be IT for a game or to serve in a ceremony, etc. draw a name from the IT bag. Once she has been IT, place her name in the OTHER bag. After all names have been used and placed in the OTHER bag, return them to the IT bag and begin the process again.

KAPER CHART: A listing or chart of jobs to be done and who does them.

LALA: A nickname for a latrine or outdoor pit toilet.

MESS KIT: Non-breakable plate, cup, bowl, and utensils to be used as a place setting when eating meals.

NOSEBAG LUNCH: A bag lunch. (Term comes from the time when a bag of oats was placed over a horse’s nose to eat.) Commonly carried on hikes or outings.

QUIET SIGN: A raised hand. Girls know that this sign means to be quiet and raise her own hand.

SEALED ORDERS: A set of directions or instructions given in a sealed envelope (Example - as a pre-meeting activity to organize a Flag ceremony; or to plan a surprise for a leader on Leader Appreciation Day).

SIT-UPON: A waterproof cushion to sit on while attending meetings or outdoor activities.

SWAPS: Small items, usually hand-made, that Girl Scouts share or trade with each other.

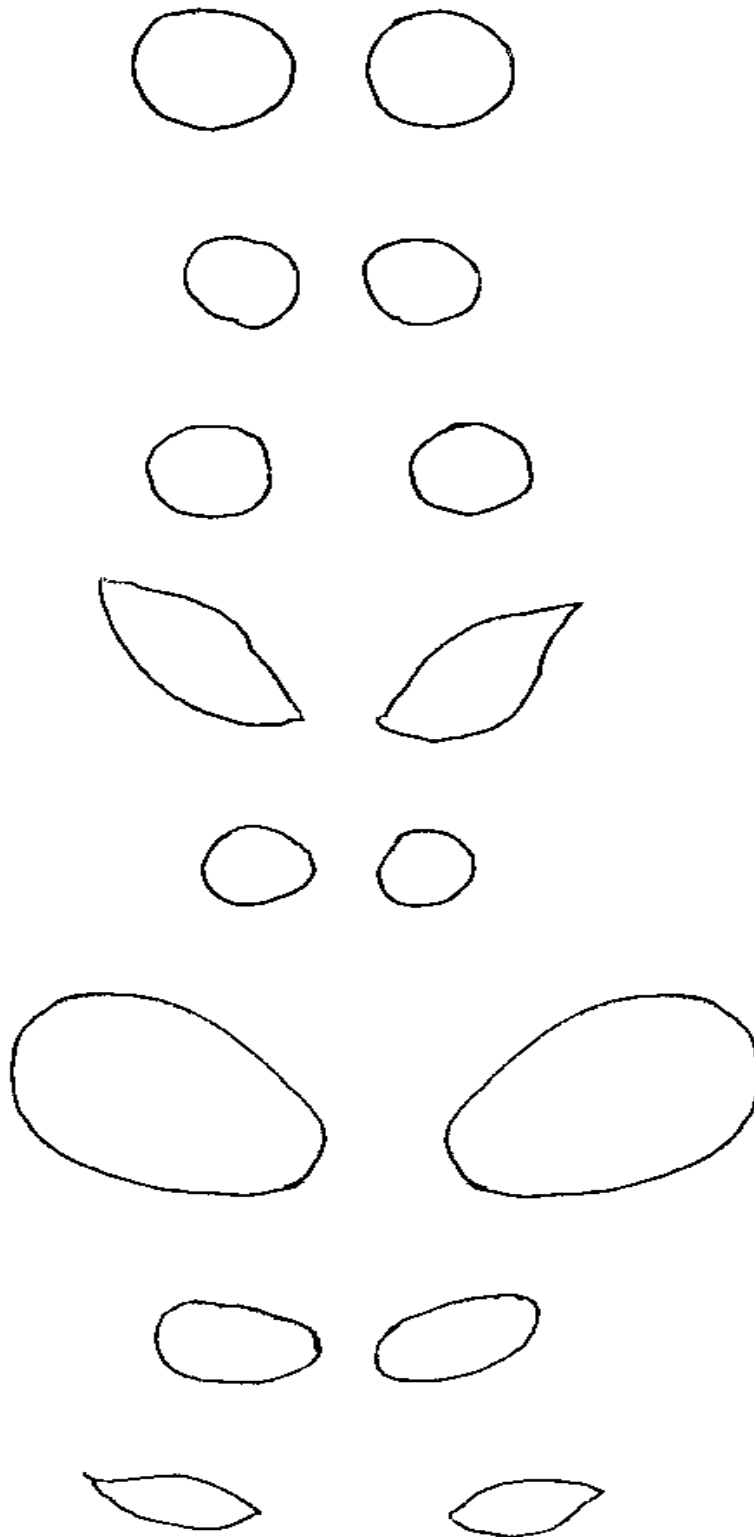
TAPS: Traditional song sung at the close of day or meeting.

WALKING SALAD: A stuffed apple (with peanut butter, raisins, nuts, cheese...); or carrot and celery sticks; something to eat while performing other tasks.

WIDE GAME: An activity with a purpose which takes place by going through a series of stations (either manned or unmanned) and completing the instructions at each station.



Appendix C
Eyes of Night Patterns



Owl- High in tree

Fox- 2' from ground

House cat- 6" to 1'
from ground

Skunk- 8" from
ground

Rabbit- 6" above
ground

Deer- 4-5' from
ground

Raccoon- 1 1/2 -2'
from ground

Possum- 1 1/2 -2'
from ground

REMINDER!

To receive credit for this course, you must:

Return to the 'Outdoor Trainings' section of the [Adult Development page](#) on our website and click on the Girl Planning Quiz – you must complete the quiz and receive at least an 80% to pass this section.

ADDITIONALLY, please make sure you study the PDF and complete the quiz for the Outings and Overnights portion of the Be Safe, Be Ready training as well. You must complete that quiz as well and receive at least an 80% on it, too, in order to receive credit for the full Be Safe, Be Ready training. Links to both the PDF and the quiz can be found on the [Adult Development page](#) on our website.

If you have questions, problems, or concerns, please contact Customer Care at 704-731-6500, or at customercare@hngirlscouts.org