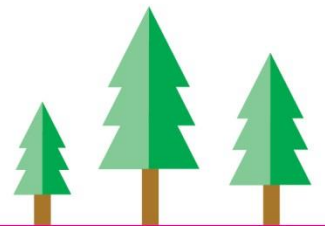
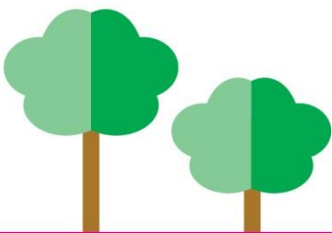




# 24 Hour Rental Curriculum

*Spring, Summer and Fall*

**Cadettes, Seniors, and Ambassadors**



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## 24 HOUR SCHEDULE OUTLINE

### Day 1

- 3:00pm Arrive at camp. Set up tents, move-in, tour the camp site.
- 3:30pm Activity Block. See activity section for ideas.  
*Recommended Activities: Fire Building, Nature Games, or Team Building Games.*
- 4:30pm Dinner Cookout. See meal section for ideas and how to run a cookout.
- 7:00pm Activity Block. See activity section for ideas.  
*Recommended Activities: Leave No Trace, Badge/Patch Session, or Nature Games.*
- 8:30pm Night Activity Block. See night activity section for ideas.
- 10:00pm Bedtime.

### Day 2

- 7:00am Wake Up. Pack up personal gear.
- 7:30am Breakfast Cookout. See meal section for ideas.
- 9:00am Activity Block. See activity section for ideas.  
*Recommended Activities: Hikes, Site-Specific Programming, or Navigation.*
- 10:30am Activity Block. See activity section for ideas.  
*Recommended Activities: Badge/Patch Session, Outdoor Skills, or Site-Specific Programming.*
- 12:00pm Lunch Cookout. See meal section for ideas.
- 1:30pm Activity Block. See activity section for ideas.  
*Recommended Activities: Team Building Activities, Outdoor Skills, or Badge/Patch Session.*
- 2:30pm Debriefing Session. See debriefing section for ideas.
- 2:45pm Kapers and Pack up Group Gear. Leave Camp.

## 24 HOUR SAMPLE SCHEDULE

### Day 1

- 3:00pm Arrive at camp. Set up tents, move-in, tour the camp site.
- 3:30pm Activity Block: 1 Team Building Game, Fire Building session
- 4:30pm Dinner Cookout: Foil Dinners
- 7:00pm Activity Block: Leave No Trace – Outdoor Skills Patch
- 8:30pm Night Activity Block: Night Hike & Activities
- 9:30pm Star Gazing
- 10:00pm Bedtime.

### Day 2

- 7:00am Wake Up. Pack up personal gear.
- 7:30am Breakfast Cookout: eggs in a bag, sausage links, bananas
- 9:00am Activity Block: Hike with Nature Activities – Sound Tapestry, Paint Chip Hike, and Nature Scavenger Hunt
- 10:30am Activity Block: Badge/Patch Session – Work on badges that favor your surroundings (trailblazer, trees, first aid, etc.)
- 12:00pm Lunch Cookout: Pie Iron Pizza
- 1:30pm Activity Block: Team Building Games
- 2:30pm Debriefing Session. Body Part Debrief.
- 2:45pm Kapers and Pack up Group Gear. Leave Camp.

## Nature Activities

## Judge Nature Says

- Every player chooses the name of an animal they would like to represent. One player is chosen to become JUDGE NATURE. Animals follow the instructions given by Judge Nature. If animals should happen to die during the game, they go to a designated area called "SOIL". There, they may be given a task by Judge Nature, such as 'hop on one leg for one minute', or 'do a somersault'. Judge Nature calls out one of the following instructions. (Feel free to add to this list!):
  1. "SURVIVAL OF THE FITTEST" -players run around a designated tree and touch Judge Nature. The first four players back remain alive -the others die.
  2. "DROUGHT" -Players run to an area designated as the water hole (perhaps around a different tree) and touch Judge Nature. The first three back live and the others die.
  3. "HUNTER COMING" "ATTENTION ALL GAME ANIMALS" -Those players have five to ten seconds to run and hide from the sight of Judge Nature. If they are seen, they are dead.
  4. "ILLEGAL HUNTER" -This hunter shoots every animal he sees, so all animals run and hide. If any are seen, they die.
  5. "FAMINE" -Among the remaining players, there must be some sort of animal that each player can feed from (in the natural environment). If there is none, that animal dies.
  6. "WINTER" -All hibernating animals live, while the others die. With younger players, it might be necessary to help them in the choosing of their animal, and to review some of the habits of the animals in the game, so that all understand each of the instructions, and their reaction to each instruction.

## Interconnection Lap Sit

- Give each player a card printed with the name of an animal or plant that is part of the ecosystem in your area. When everyone is ready, have each player find a join hands with an animal or plant on which he depends for survival. Keep identifying these connections until everyone is joined in a circle. Now, ask the group to perform a lap sit where each person puts her hands on the shoulders of the person standing in front of her, then everyone in the group lowers herself so that she is sitting on the lap of the person behind her in a self-supporting circle. All members of an ecosystem are important. If your players don't believe this fact, have one person representing an animal in the middle of the chain stand up. (101 Nature Activities for Kids, Jane Sanborn & Elizabeth Rundle)

## Migration Headache

- This game simulates the challenges that a population of birds migrating between their nesting grounds in the north and their wintering grounds in the south. At either end of the flight, or along the way, the birds (campers) will encounter various hazards. In a large open area, place a line of hula-hoops 3 feet or so apart in a line, and a corresponding number of hula-hoops in a line facing them about 100 feet away. Each hula-hoop is a nest, and can only hold 3 birds (Mommy, Daddy & baby bird). The campers gather at the "wintering grounds", each with one foot touching a hoop. The instructor stands at the opposite end of the playing area near the other line of hoops (the "nesting grounds"), and yells "Migrate!" All the "birds" have to run from their nests to the wintering grounds, and stand in a hoop – remembering that there can only be three birds to a hoop. Have a helper mark down how many birds made it successfully to the nesting grounds.
- Have the birds practice migrating back to the wintering grounds again, and again mark down how many birds survived the trip. At this point you can begin to introduce some of the factors which can affect bird survival. For example, remove two hoops from the nesting grounds and tell the group, "Oh no, developers came and drained a swampland for a new shopping center. MIGRATE!" This time when the birds run to the nesting grounds, not all of them will survive – "dead" birds are removed to the sidelines.

On the return to the wintering grounds, remove four hoops from that end and say, “Oh no! The bulldozers came and filled in a pond for a new parking lot. MIGRATE!” Continue this for a few rounds. Every once in a while you can replace a mat at either end, with a statement like, “Oh look, Ducks Unlimited has purchased a wetland for waterfowl preservation!” In these cases, the bird population can increase and some of those standing on the sidelines can return to the game. Repeat the migration runs about ten times so you can chart the results.

#### Nature Scavenger Hunt

- A list of things to find in the natural world—great if it is applicable to your camp’s theme, the activity you have been doing, or additional goals around connecting campers to the natural world in a directed way. Examples of things to look for: smooth, beautiful, oldest thing, something humans can’t live without, makes sound when wind blows.

#### Oh Deer!

- Divide into 2 teams – deer and resources. The teams will stand about 20 feet from each other and the deer will turn their backs on the resources. There will be 3 resources represented in this game – food (signified by a hand over the belly), water (signified by a hand over the mouth), and shelter (signified by a tent shape made by the hands above the head). Each resource will represent one of these 3 and each deer will choose a resource that they need for the round. The deer will then turn around and run to find a resource that match the symbol they are doing. If they find what they desire, they take the resource back with them who then becomes a new deer. If the deer can’t find the resource they selected or there is not enough, they die and become a resource. This is a Project Wild game so make sure to debrief and process the similarities to nature.
  - After a couple rounds, add in a twist! Maybe there is a drought so there will be no water amongst the resources. However some deer will still choose water and then be left without this resource to satisfy their need. You can also add in a predator – have one girl be a coyote and tag deer as they are racing for resources. These deer then die and become resources.

#### Park Ranger

- This game is quick and simple to learn! Especially when played with a large group of people, this game is a ton of fun! If the group is very large two Park Rangers can exist at once. To play this game you will need a fairly open area (ie: a lawn) and pre-set boundary lines. One player is chosen at random to be the “Park Ranger”. This player begins in the center of the lawn. All other players stand in a line (shoulder-to-shoulder) facing the Park Ranger. All of these players choose an animal. This animal becomes your identity and there is no need, though it is not forbidden, to tell anyone else what your animal is. The Park Ranger then says a characteristic that the other player’s animals may have (ex: “If your animal has a beak...feathers...four legs” etc.) If a player’s animal does have the feature mentioned they must run across the lawn without being tagged or going out of the boundaries. The Park Ranger tries to tag as many people as possible. If a player is tagged they become a “Tree”. Trees freeze where they are tagged and though they cannot move their feet they can sway and tag others as they run past. If a Tree tags you, you too become a tree. The last player who is not a tree wins and gets to be the Park Ranger for future rounds.

#### Sound Tapestry

- Each girl needs a piece of blank paper and a few colored pencils. Have each individual spread out and find a comfortable place to sit in the natural world. Ask everyone to sit quietly and listen for birds chirping, leaves blowing and other sounds in nature for 10 minutes. As they listen to each distinct sound, ask them to think about what that sound “looks” like. What color is it? Is it smooth, wavy, or rough? Is it loud or soft? Once they have an idea what the sound looks like, they can use their colored pencils to draw a diagram of each of the different sounds they hear. Afterwards, they can share their “tapestries” with the group.

## Special Spots

- What You Need: A consistent space/area where your campers can spread out and find a “special spot” of their very own for the whole session and/or activity block.
- How To Do It: A special spot is a place the campers will get to know better than anyone. Explain to the campers that they will be like giants in their special spots, so they will need to inspect them closely to discover what is going on in them. When they enter the special spots, they will be entering little communities that already existed before they arrived, so it is important not to do anything that would disturb or damage the spots. They should use all of their senses to get to know the spot. This is a great place for campers to journal, engage in reflective activities, sketch/draw, or just watch the clouds. They can be in this special spot, alone (but within earshot/eyeshot), for between 10-30 minutes.
- Why To Do It: Richard Louv, author of *Last Child in the Woods* believes children need “special places” of their own in the outdoors. These places allow children (and adults) to reflect and connect with themselves and the natural world in a more thoughtful way.

## Team Sense

- Four people act together as a team, and each member has only one sense (i.e., one person can smell, one person can taste, one person can hear, and one person can feel). Another participant acts as the leader. The sensory participants are blindfolded and the leader gives the team an object from nature, which each player experiences then describes to the rest of the team from her sensory perspective. The point of the game is to put all the team’s information together in order to identify the object. This can be a game for one team or a race between two or more teams. (101 Nature Activities for Kids, Jane Sanborn & Elizabeth Rundle)

## Web of Life

- Gather a large ball of string. Girls form a circle, while standing. Leader holding ball of wool starts: unravel the string a bit first, then holding on to the loose end, she says "I am the EARTH", then throws the string ball across the circle to a girl on other side. This girl then thinks of something in nature that depends on/connects to the previous thing; i.e. "I am the LAKE(S) that cover the Earth"; She then (unravels the string a bit first) throws the ball to someone across the circle - remembering to HOLD ON TO THE PIECE OF STRING that connects her to the first person. Play continues like this until everyone has had a turn/is connected, with each player, both by wool and by statements in turn (i.e. "I am the FISH that swims in the lake", "I am the MOSQUITO that feeds the fish", "I am the HUMAN that feeds the mosquito", I am the SUN that shines on the human...) The entire circle is now connected by a crisscrossed web of string. Girls should be reminded to keep their string tight throughout the game.
- Now leader says something like: "THERE HAS BEEN A TERRIBLE OIL SPILL" and tugs on her line of string, and sits down, saying "When you feel a pull on your line: sit down". What happens naturally, is that eventually all participants should be sitting down. Discussion can ensue, as to the interconnectedness of all things in nature, etc. During the game there will naturally be some dropping of the string ball; girls who throw the ball and forget to hang on to their end, etc... but that's what makes it fun too -someone has to climb in/under and retrieve the string from time to time. (101 Nature Activities for Kids, Jane Sanborn & Elizabeth Rundle)

## Theme Hikes

### 100- Inch Hike

- Give each camper a piece of string 100 inches long. Campers then carefully explore the area along the length of the string. Campers can look for: signs of animals, birds or insects; distinctive characteristics of plants; textures of the soil and sand; different colors, etc.

### Animal Hunt

- Find six animals that share your environment and discuss how and where they live.

### Blindfold Hike

- Divide girls into pairs, have one blindfold the other and lead her to things that are interesting to feel and then describe the sensation.

### Curiosity Hike

- Find some odd or curious object such as bark, stone, stick, etc. By using imagination tell what animal, etc. the object represents.

### Exploring or Adventure Hike

- A journey leading to many points of interest, the discovery of unusual things in the nooks and byways of the trail. The group may be divided, each taking a different route in the search of adventure. All may return to a final “stomping ground” and report their findings.

### Food Chain Hike

- Take notes on the food chains you see in action as you observe plants and animals that depend upon each other for food. Try for three to five links, then start over with a new chain. One chain, for example, could be: soil, grass, bug, sparrow, hawk.

### Onion Hike

- Have one counselor rub an onion cut in half on different trees to make a “sensory trail” through the woods. Camper’s then attempt to “stay on the trail” by using their sense of smell to locate the onion scented trees.

### Monogram Hike

- Try to find three or more nature objects beginning with your initials.

### Mystery Hike

- Leaders carefully chart two or three different routes from point of departure to the goal of the hike. Directions are carefully hidden at several points on the route, which tell, in turn, where the next directions will be found. The groups will finally arrive by different routes to the same place, where fire, food, and fun are provided.

### Paint Chip Hike

- Place paint chips face down. Have each camper blindly select one or two different paint chips from the pile. Give them some boundaries and then have them try and find a “perfect,” or as close as they can find, match with some item in the natural world.

### Penny Hike

- To help girls learn directions, flip a coin after pre-determining whether heads or tails will be east-west or north-south; have girls decide the correct direction.

### Silent Hike

- As the name suggests, participants on this hike should not speak. Instead they will focus on what they can hear as they progress along the trail. Process the different sounds and identify what they heard.
  - An alternative is to find an area where the group can spread out and sit apart from one another. Allow them 5-10 minutes to just sit and listen to the sounds of nature. If you have paper and pencils available, you can have them make a sound map. They can list the sounds, draw a picture of what it represents to them or map out the direction of the sound.



## Cadette Badge and Journey Steps

### Finding Common Ground: Step 1

- Difference of opinion. Even friends have different opinions—on foods, songs, movies, books, and games, to name a few! Find a friend who loves something that's not your favorite, and vice versa. Listen to her reasons and try her favorite thing—and have her to the same for your favorites. Then share at least two things you do like about each other's favorites.

### Finding Common Ground: Step 2

- Use one of the methods from the Decision Methods below. Get really familiar with one of the methods so you understand it thoroughly.
- Use two of the methods. Try the two your group is most eager to use.
- Try them all! Use each of the methods for different decisions throughout the activity. When you have your post-activity discussion, compare the methods. Did you have a favorite? Is everyone's favorite method the same?

#### *Decision Methods:*

- Majority Rules.
- Consensus or compromise.
- Pick at random. (Have everyone write her choice on a slip of paper. Put them in a hat, and choose one at random. You could also flip a coin.)

### Good Sportsmanship: Step 3

- Play three team-building games. Try three of the classic team-building games sports psychologist Colleen Hacker plays with the U.S. Women's National Soccer Team: Human Dragon, Wolves and Sheep, Human Knots, Scavenger Hunt, classic Trust, Triangle Tag, and others.

### Girl Scout Way: Step 4

- Clean up a hiking trail. Before you head out, talk with the camp ranger or another staffer about what work needs to be done. You might take before and after pictures to post on a Girl Scout website or in a newsletter.

### Night Owl: Step 2

- Visit a park, trail, lake, stream, or other natural environment. Use all five senses to notice what's different after dark.

### Night Owl: Step 4

- Examine the night sky. Take this chance to learn more about an astronomy topic that interests you. You might make a drawing of the Big Dipper and North Star twice in one evening three hours apart as Cadettes in 1963 did to earn their Star badge. Or you could look through a telescope at three or more heavenly objects, such as a star cluster, a galaxy, or a moon, as girls did to earn their Aerospace badge in 1980.

### Trailblazing: Step 2

- Build teamwork or endurance. Do three hikes, bike trips, or jogs of at least 30 minutes each with the friends you'll be hiking with. Try to practice on your own as well.

### Trailblazer: Step 5

- Tell a progressive story. One girl starts the story and tells it for a minute, then the story is picked up by the next girl until everyone has made up a part. You could even act out the story as you tell it, or tell your part in song!

### Trees: Step 2

- Be a naturalist in your neighborhood – Take a walk through your neighborhood and identify at least five different types of trees. Then make a “tree map” with each kind of tree and where it’s located. How did those trees get there? Were they natural or planted? Native or imported? Include notes in your map for a cool tree reference.
- Sketch and label the parts of a tree – Choose your favorite kind of tree and make an annotated sketch that shows layers and levels, from top leaves to bottom roots. Include how three kinds of plants or animals use your tree – perhaps for food, fuel, camouflage, medicine, or shade?

### Trees: Step 3

- Get tree crafty – Try your hand at leaf or bark jewelry; sculpture with acorns, pinecones, or recycled wood; a pressed-leaves book or a waxed-paper sheet collage book cover; leaf coasters; or a carved or decorated walking stick.
- Capture a tree on your canvas or the page – Paint, draw, sketch, photograph, or sculpt a leaf, tree, tree flower, forest, or tree landscape.

### Trees: Step 4

- Explore the connection between people and trees. Debate logging, clear-cutting, and deforestation – People cut down trees for a variety of reasons – think lumber, paper, and grazing land. There are pros and cons for both trees and humans here. What are they? Research each side so you understand the issues and then try arguing both sides – with a friend, fellow Girl Scout, or even a teacher or logging expert.

### aMaze: Take a Peace Break

- Have a relaxation evening! You can make zen gardens, do yoga, create a music playlist with songs that fill you with confidence, etc.

### Breathe: The Sound of Silence

- Take a silent hike. What kind of sounds can you hear? What did you observe? Take a journal with you to record your findings.

### Breathe: How about a Media-Manners Manual?

- Since electronics aren't encouraged at camp, this is a good time to talk about how it's good to step away from it all sometimes. Create an "etiquette manual" for cell phones and social media. Take some time to enjoy being away from it all. Examples: silently watch a campfire burn, cloud gaze, enjoy a hot beverage, meditate and imagine a beautiful place you'd like to go to, find a poem/quote/song that inspires you.

## Senior Badge Steps

### Adventurer: Step 2 (trips 2 nights or longer)

- If your adventure involves a new skill or fitness level, work on it together. This could be an entirely new skill, such as learning to spelunk or kayak, or it could be building endurance for a mountain-climbing or biking adventure.

### Adventurer: Step 4 (trips 2 nights or longer)

- Help the natural environment. If you'll be in a park or wilderness, work with area managers to find a service project to help the environment. You might maintain a trail or haul out trash. What are the needs of your location?

### First Aid: Step 3

- Learn how to use everyday objects to make splints. Practice making splints at a meeting – bring a variety of common materials that you might have with you when hiking/backpacking. With your friends, divide into pairs and go to separate stations. Practice using the materials to make different kinds of splints. When you're finished, share what was easy and difficult about the exercise.

### Game Visionary: Step 1

- Rock, paper, scissors tournament. Gather at least eight players to compete in a sudden-death championship. They'll probably know the deliriously simple, fun, and handy game Rock, Paper, Scissors. But you'll have something new in mind: a game that shares the same basic concept as the original, but adds a special twist. What about Airplane, Gorilla, Skyscraper, or Girl Scout, Raccoon, S'more?

### Game Visionary: Step 2

- Big-time bingo – Make a bingo card with objects, monuments, or concepts from the area where you'll play the game in each of the squares (the board is a 5x5 grid with a free space in the middle.) For instance, if you're playing at camp, some squares might be "woodpecker," "rainbow," and "rock that looks like a trefoil." Wander the area with at least two others, and in order for you to mark off a square, the other players must agree that you saw the thing in question. The first player with bingo or blackout wins!

### Game Visionary: Step 3

- It's still fun! – Take two or three favorite physical games you played as a child (think red light/green light, Simon says, musical chairs, hide-and-seek, etc.), and make them into great games for teens by adding rules, stunts, obstacles – whatever safe activities you can dream up.
- Relay race – come up with a few activities to make up a relay course. There could be a rope-climbing portion, a beanbag chase, a three-legged race, a Hula Hoop-off – you decide.

### Game Visionary: Step 5

- Super alphabet hunt – Make an area limit for the hunt, and ask participants to take a digital photograph of between 50 and 100 things they describe using a particular letter (or 10 things described with 5 or 10 different letters). The challenge is to first take a photo of the thing, and second to describe it using as many words as possible that start with the chosen letter. So b for "bird" would receive less points than b for "beautiful brown bird beside the barn." Once the time is up players must show their photos (on the camera or in a digital slide show) and share their captions – one point for every word that starts with the letter. Most points wins!
- Make your own items – In this hunt, players must create a series of at least 10 items within a given time limit, then bring them to a common place to share. The challenge is in creating the item (and sometimes figuring out how to define it). For instance, items could be a periodic table of Girl Scouts elements, a new species of bird, and "the stuff dreams are made of." Groups might bring a poster that looks like a version of the periodic table filled in with Girl Scout symbols, a stuffed bear dressed up with a paper beak and wire-and-paper wings, and a batch of dreamily delicious chocolate brownies.

### Sky: Step 1

- Focus on the night sky. Identify 10 constellations and 8 noticeable stars, 5 of which are magnitude 1 or brighter. Learn how to find the North Star from the Big Dipper, and then how to use the North Star to find north.

## Outdoor Skills

See *GSU Outdoor Skills Patch Handouts* at [www.gsutah.org/camp](http://www.gsutah.org/camp) for more information on how to complete these steps.

### Cadettes

- Fire Building
  - Learn and start 3 different fires for 3 different reasons
    - Fires can be used for heat, cooking, warmth, community, and many other reasons. How will your fires be used?
  - Start a fire using 2 non-traditional methods
    - Matches are the most common way to light fires. Can you light a fire with a battery and steel wool? How about flint and steel?
  - Start a fire in non-ideal conditions
    - It isn't always sunny days when you need a fire. Can you light a fire in the rain or snow?
- Knots
  - Learn the double fisherman's, trucker's hitch, and sheet bend
    - Knots can be great to join two pieces of rope together as well as tie things down you need to keep safe. Take time to learn these super helpful knots.
  - Learn the barrel hitch and how to tie a Swiss seat
    - Knots are very useful when you need to improvise in emergency situations. Will your knots pass the test?
  - Learn the monkey's fist and cobra stitch
    - Use your knot tying skills to make some unique pieces of jewelry.
- Leave No Trace
  - Review and tie the 7 LNT principles together
    - Take time to review all the 7 principles of Leave No Trace.
  - LNT in the frontcountry and at home
    - Leave No Trace isn't something that only exists in the backcountry. You can also do your part at home and on public trails.
  - Take a day hike and focus on Leave No Trace principles
    - Can you put the Leave No Trace principles you've learned to practice? Test your skills on the trail!
- Navigation
  - Learn how to read a topographic map
    - Topographic Maps are the main way people navigate through the backcountry. Take the time to learn a new skill.
  - Build landforms and create a topographic map
    - How well do you understand topographic maps? Build your own landforms and create a map based on your creation.
  - Follow a trail using your map and compass skills
    - Put your navigation skills to test. Can you use your map and compass to follow a trail?

## Seniors & Ambassadors

- Fire Building
  - Start a one match fire
    - You've learned all about fire building, are you able to use your skills to start a fire with only one match?
  - Teach younger Girl Scouts fire building
    - The best part about learning a new skill is teaching others. Use your knowledge to teach others!
  - Learn how to use a bow drill
    - The bow drill is an ancient form of a drilling tool commonly used to make friction fire. Travel back in time and see if you can start a fire using a bow drill.
- Knots
  - Learn to square, diagonal, and sheer lash
    - Lashing is a skill used to secure and fasten two items together using rope. Learn all the different types of lashing to create new masterpieces.
  - Lash together a floating campfire
    - Have you ever roasted s'mores in the middle of a lake before? Now is your chance to create your own platform for a floating campfire.
  - Lash together a table
    - Put your lashing skills to a test. Are you able to create a table that will hold weight?
- Leave No Trace
  - LNT on extended trips
    - Leave No Trace becomes harder on a trip that is 3 or more days. Look into what it would take to practice Leave No Trace on a long trip in the wilderness.
  - Create a LNT activity box
    - Help other girls in your community learn more about Leave No Trace through an activity box focused on the different principles.
  - Plan and host a LNT fair
    - Now that you know all about Leave No Trace, host an event to help teach others about the principles.
- Navigation
  - Write a trail plan using a topographic map
    - Now that you have learned how to follow a trail using a topographic map, can you write out your exact path of travel? Can you travel your route using only your trail plan?
  - Learn how to use natural items to help with navigation
    - Did you know there are lots of tips and tricks to help you when you are in a survival situations? Learn how to find North without a compass and how to tell how much daylight is left.
  - Learn how to do Triangulation
    - Triangulation is the process of finding three landmarks and finding where they intersect to help identify where you are on a map. Are you up for the challenge?

Starry Nights – 1 Hour Session Outline

o **Opening Activity & Light Pollution – 10 minutes**

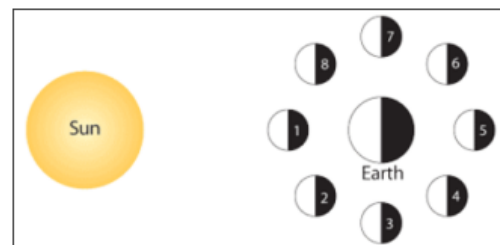
*Discover – Step E. Learn about light pollution and how it affects astronomy. Find an area around you that has high light pollution and an area of low light pollution.*

- Gather Girls outside in an area where there are lights.
- Say that tonight we are going to look at the stars. Invite the girls to look up at the sky and tell you what they observe.
  - o They should have some trouble with this due to the lights around the area.
  - o Ask girls if they are having trouble spotting things in the sky. Their answer should be yes.
- Ask: “Why is it hard to see the stars right now”
  - o Because of the lights. This is what is referred to as light pollution.
- “What is light pollution?”
  - o Light pollution is the brightening of the night sky caused by street lights and other man-made sources, which has a disruptive effect on natural cycles and inhibits the observation of stars and planets.
  - o For the average person, light pollution means that even on a clear, moonless night, only a few stars may be visible.
  - o Normally, about 2,500 individual stars are visible to the human eye without using any special equipment. But because of light pollution, you actually see just 200 to 300 from today’s suburbs, and fewer than a dozen from a typical city.
  - o Light pollution affects more than our view of the heavens. Research shows that lots of nighttime light can harm wildlife. Migrating birds sometimes fly over cities and become confused by the brightness, flying in circles until they drop from exhaustion. Sea turtles need dark beaches for nesting and won’t approach bright lights. Thousands of deer and animals are killed on the roads by vehicles in the evenings, because the glare of these cars blind them and are unable to run off the streets before they are knocked down.
- “How can we help with light pollution?”
  - o Turn lights off when not in use. Especially outside lights.
  - o Have outside lights shine down and use shields to prevent lighting up the sky.

o **Moon Phases – 10 minutes**

*Discover – Step G. Use your flip book to determine which phase the moon is in.*

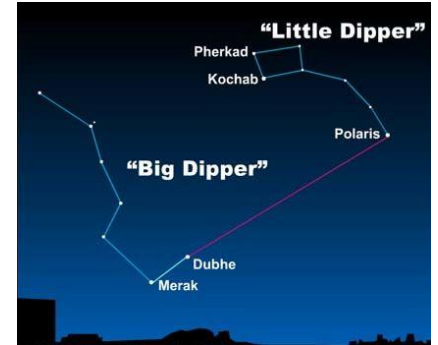
- Ask girls if they know what phase the moon is in.
- Ask girls “Why do you think it is in that phase?”
- “What are the next 2 phases the moon will go to?”
- “Why does the moon go through phases?”
  - o The Moon has phases because it orbits Earth, which causes the portion we see illuminated by the sun to change.
  - o You can create a mockup of the relationship between Sun, Earth, and Moon using a flashlight (sun) and two people (moon and earth). Play with various alignments of the “moon” and “earth” to talk about what is seen.



o **The North Star – 10 minutes**

*Connect – Step E. Find the North Star. What is the scientific name for the North Star? Why is it always pointing north? If you were lost in the wilderness, how could you use the North Star to help you? Draw and explain how you can find the North Star.*

- “Wow! You girls surely know a lot about the moon. Now let’s learn some about the stars.”
- Explain that you are going to find the North Star. Talk the girls through the process of finding the North Star.
  - o In order to find the North Star, we first find The Big Dipper. Trace the outline of the big dipper with the laser pointer.
  - o Then we follow the two stars that are on the non-handle side of the cup in a straight line to the star they point to.
  - o This star is the North Star. It is also the beginning of the handle in the little dipper.
  - o The North Star is not the brightest star in the nighttime sky, as is commonly believed. It’s only about 50th brightest. But you can find it easily, and, once you do, you’ll see it shining in the northern sky every night, from N. Hemisphere locations.

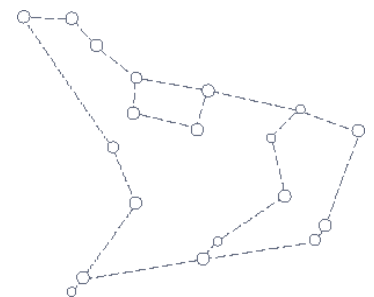


- Does anybody know what the scientific name for the North Star is?
  - o Polaris
- Why is Polaris referred to as the North Star?
  - o It’s located nearly at the north celestial pole, the point around which the entire northern sky turns. This means that all the other stars in the northern sky move around it.
- Ask: “If you were lost in the wilderness, how could you use the North Star to help you?”
  - o Whenever you are facing the North Star, you are facing north. Once you know which way North is, you can find the other directions.
  - o Which way is South? West? East?
  - o It can help orient a map correctly if you don’t have a compass.

o **Constellations – 20 minutes**

*Discover – Step A. Find the names of three constellations and research the names of those constellations. How do you think ancient people picked shapes out of the sky? How did they pick the names? Do you think the constellations really look like what they were named (for example the Great Bear, Orion-The Hunter, The Big Dipper)?*

- “Gee-Wiz you girls surely are star experts! Now we are going to go one step further. Do you know what stars form in the sky?”
  - o Constellations!
- Great Job Girls. We are now going to learn about 3 constellations.
- The first is the Great Bear or Ursa Major.
  - o In Latin Ursa Major means “greater she-bear.” In Greek Arktos is the word for bear, hence the name Arctic, which means bearish and describes the far northern parts of the earth where the Great Bear constellation dominates the heavens even more than in the northern hemisphere. A very large constellation, Ursa Major is best known for its famous asterism or star grouping, the Big Dipper.
  - o Trace out the constellation in the sky.





- The new way of viewing the Great Bear places the bowl of the dipper on the Bear's shoulder like a saddle and the tip of the handle forms the Bear's nose.
- "Do you girls think the constellation looks like a bear?"
- "How do you think ancient people picked the shape out of the sky?"
- The Story of the Great Bear and the Little Bear
  - To the ancient Greeks, Ursa Major represented Callisto, a follower of Artemis, virgin huntress and goddess of the crescent moon. Zeus, king of the gods, fell in love with Callisto and she gave birth to his child named Arcas. Some say Hera, wife of Zeus and queen of the gods, became intensely jealous and changed Callisto into a bear left to roam the forest. One day Arcas came upon the bear. Callisto stood on her hind legs to welcome her son. Thinking himself attacked, Arcas readied his bow. Zeus, who saw what was about to happen, turned Arcas into a small bear. Grabbing both bears by their tails, Zeus hurled them into the safety of the sky, where they still roam close together as Ursa Major and Ursa Minor.

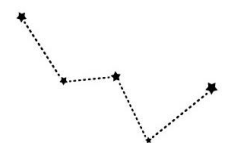
- Our second constellation is Orion.

- While the Orion constellation is named after the hunter in Greek mythology, it is anything but stealthy. Orion, which is located on the celestial equator, is one of the most prominent and recognizable constellations in the sky and can be seen throughout the world.
- Trace out the constellation in the sky.
- "Do you girls think the constellation looks like a hunter?"
- "How do you think ancient people picked the shape out of the sky?"
- The Story of Orion
  - There are several versions of the myth of Orion, but one of the more common iterations is that Orion proclaimed himself to be the greatest hunter in the world, much to the dismay of Hera, the wife of Zeus. She had a scorpion kill him, and Zeus put Orion into the sky as consolation.



- Our third constellation is Cassiopeia

- Cassiopeia constellation is located in the northern sky. It was named after Cassiopeia, the vain and boastful queen in Greek mythology. It is easily recognizable in the sky because of its distinctive W shape.
- Trace out the constellation in the sky.
- "Do you girls think the constellation looks like a queen?"
- "How do you think ancient people picked the shape out of the sky?"
- The Story of Cassiopeia
  - In mythology, Cassiopeia was the wife of King Cepheus (represented by the neighboring constellation Cepheus in the sky) of Ethiopia. Once, she boasted that she was more beautiful than the Nereids. The Nereids were the 50 sea nymphs fathered by the Titan Nereus. They were enraged by Cassiopeia's comments and appealed to Poseidon to punish Cassiopeia for her boastfulness. Poseidon was married to one of the nymphs, Amphitrite. The sea god obliged and sent Cetus, a sea monster, to ravage the coast of Cepheus' kingdom. Cepheus turned to an oracle for help and the oracle told him that, in order to appease Poseidon, he and Cassiopeia had to sacrifice their daughter Andromeda to the sea





monster. Reluctantly, they did so, leaving Andromeda chained to a rock for the monster to find. However, she was saved in the last minute by the Greek hero Perseus, who happened to be passing by, saw Andromeda and rescued her from the monster. Perseus and Andromeda were later married. At the wedding, one of her former suitors, named Phineus, appeared and claimed that he was the only one who had the right to marry Andromeda. There was a fight and Perseus, desperately outnumbered, used the head of Medusa, the monster he had recently slain, to defeat his opponents. One look at Medusa's head turned them all into stone. In the process, however, the king and queen were also killed because they did not look away from the monster's head in time. It was Poseidon who placed Cassiopeia and Cepheus in the sky. Cassiopeia, the myth goes, was condemned to circle the celestial pole forever, and spends half the year upside down in the sky as punishment for her vanity. She is usually depicted on her throne, still combing her hair.

○ **Star Observation – 10+ minutes**

- Give girls the opportunity to explore the night sky on their own.
- Have guides and star charts available for them to look at and pick out other constellations in the sky.

## Night Games

### Blind Eagle

- Play this game in a large field or meadow. Blindfold one player and stand in the middle of the field, holding a flashlight. One other player stands next to her and acts as her assistant. The other players form a large circle around the edge of the field, and, on a signal, begin to stalk toward the eagle as silently as possible. If the eagle hears anything, she aims her flashlight in the direction of the sound, snaps it on, and yells "Freeze!" All players stop. The eagle's assistant looks to see if there are any players standing in the ray of light. Those caught are out of the game. Remaining players continue staking forward. The first one to touch the eagle is the winner.

### Firefly

- Gather all the girls in one spot. Send three or four girls out into the play area with their flashlights. These are the "fireflies". These girls can either walk around the play area or stay in one spot, but either way they must flick their flashlight on-off, on-off, like a firefly. The rest of the girls must try and catch a firefly by stalking up to her. If one of the fireflies sees or hears a stalker, she may stop flashing her light for 30 seconds. Once all the fireflies have been captured, the game is repeated with new girls as fireflies.

### Hide and Go Beep

- When it's too dark to play hide and go seek, get out your personal radar for a game of Hide and Go Beep! Locate one another by sound: Hidden players must beep every 30 seconds or so. Just count to 30 and beep. Remember, locate a space where players won't trip or run into unseen objects.

### Mission Impossible

- Play in an area where "it" can be slightly elevated above other players. The beam of light on the incoming player eliminates the player from that round. Hiding behind hay bales, and other obstacles, players to make it back to the center before being tagged by the light beam. Usually 'it' needs to count to 60 or so to give players time to run away and hide.

### Owl / Prey.

- Discuss how owls use sound in locating prey. Have two people designated as owls. They stand facing each other on opposite sides of the trail with flashlights. The other people are mice and will try to sneak past (not running) the owls that are blindfolded. When they hear a mouse, owls flash their light on the

sound. If the “mouse” is hit by the flashlight beam, they have been caught. (You may have to act as the official for any decisions.) Discuss how different environmental conditions (rain, wind, snow, etc.) would affect the catch rate. Also, discuss the impact of noises from different ground cover (i.e. dry leaves versus hard-packed trail).

#### Sardines

- Have participants get into buddy pairs. They must always travel around with this buddy. ‘It’ goes and hides. Finders need to find ‘It’. When they find ‘It’, they need to hide QUIETLY with it and then other finders will join them. Pretty soon you will have a giggling group of sardines trying to hide from the last finders.

#### Star Charades

- In this variation of charades, one player pantomimes the name of a common constellation, star, or planet. Other players try to guess what the charade is. Possibilities include: the Big Dipper, the Little Dipper, Leo the lion, Draco the dragon, Taurus the bull, Orion the hunter, Gemini the twins, Pisces the fish, Aries the ram, the Milky Way, Jupiter, Mars, and many more. (101 Nature Activities for Kids, Jane Sanborn & Elizabeth Rundle)

### Night Activities

#### Are You “Scent” sible?

- Many animals, especially predators, have developed an acute sense of smell to help them locate prey. Predators that are active during the night such as wolves and coyotes depend heavily on smell to locate food or prey that may be too far away to see. At night, we may be able to recognize the smells of familiar natural features to help give us a sense of where we are. The refreshing smell of pine or the infamous scent of a skunk are just a few of the familiar scents you may encounter on your night hike.
- Encourage students to smell the night air and see if they can identify any scents. Be alert for the scent of animals such as skunk or even deer musk. Have them find and describe various smells around them such as soil, a rotting log, or different plants.
  - Explanation: The following explanation is from National Geographic, September 1986: Odors are volatile molecules. They float in the air. When you sniff, they rush through your nostrils, over spongy tissue that warms and humidifies the air, and up two narrow chambers where, just beneath the brain and behind the bridge of the nose, they land on a pair of mucus-bathed patches of skin the size of collar buttons. Here, in a process that’s still a mystery, the molecules bind to receptors on tiny hair-like cilia at the ends of the olfactory nerves, or neurons, which fire the message to the brain. The signal crosses a single neural connection, or synapse: at the olfactory bulbs. (Sensations of sight, sound, and touch reach the limbic lobe less directly, across more synapses.) The amount of brain tissue in humans devoted to smell is still very great. Although we don’t seem to be very aware of smells, they have a very privileged and intimate access to those parts of the brain where we really live. (Dr. Michael Shipley, a neurobiologist at the University of Cincinnati College of Medicine.)

#### Feel Your Way Around.

- Without our sense of sight, we often feel disoriented and have difficulty keeping a bearing of where we are. One way to compensate for the absence of sight is by using our sense of touch. If we can feel something with our hands or beneath our feet, it can be reassuring and provide us with a sense of where we are. Also, using our sense of touch can enhance our appreciation of the natural things around us. By feeling the texture of tree bark or a mossy rock, we can experience these natural objects in a way that is more intimate and insightful than simply looking at the object.
- Featured Tonight. Find a strange geological or biological feature (tree bending around another tree, rock, rotting log). Have the students approach it, touch it, and see if they can figure out what it is or why

it is as it is. This is a quick activity to get students to realize that they cannot always trust their eyesight, especially at night where they must use as many of the senses as possible for investigating around them.

### The Brightest Match in the Universe

- Tell the students that they are going to see the brightest match in the universe. Have them stand in a circle and cover one eye - it doesn't matter which one. (Tell them to cover it well so that no matter what, no light will enter that eye.) Students should leave the other eye open. Explain that you are going to light a match (or candle) and you want them to stare at the flame until you blow it out (10 - 15 seconds). Light the match. After you blow it out, have the students open and close each eye, switching from side to side. Ask students to describe any differences between what they can see with the eye that was covered and with the uncovered eye.
- Explanation: Looking with what had been their covered eye, things should appear clearer and brighter. This is due to a chemical called rhodopsin. Our eyes produce this chemical in low-light situations to improve our night vision. In fact, within five minutes of being in the dark, we can see 1000 times better than when we initially went into the dark. When our eyes are exposed to light, all of the rhodopsin we have been producing is instantly destroyed, making our night vision poor again. Our eyes will not be able to produce the rhodopsin again until we are out of the light. This is the reason that pirates wore patches – so when they would go into dark cellars they could switch the patch and see easily.

### Night Hike Outline

- Let the participants know that during some parts of the hike you may ask them to turn flashlights off or to be quiet. Remind them that camp is a safe space and even though the night may seem scary sometimes we'll make sure that you stay safe.
- Begin by hiking the trail, let the girls converse and use their flashlights for the next couple of minutes.
- About 5 minutes into your hike, stop the group. Let them know that for the next little bit, you really want them to focus on their hearing. When it is dark, it is harder for humans and animals to see so we rely more on our other senses – like hearing. Encourage girls to turn off flashlights, but they don't have to at this point – cutting down on the light around you will help increase your hearing. Girls can also partner walk with a buddy if they wish.
  - While hiking ask girls to identify 10 sounds that they can hear that they can't see
- Continue hiking along the trail. Stop about 10 minutes later. Ask girls to name some of the sounds they heard while hiking while talking about the sounds have the girls determine if they are natural (made by animals or plants) or un-natural (made by people). Point out some other sounds that the girls might have missed.
  - Fun Fact: Sound travels more easily through the cool, calm, moist night air. Also, we are more acutely aware of sounds as our attitudes and perceptions change due to the darkness.Have girls think about animals that are nocturnal (animals that are active at night). Name some animals (deer, fox, owls, etc.) – what is the shape of their ears? Large and they are able to be positioned in different directions. Have participants cup their hands around the back of their ears, with palms facing forward. Ask them to listen for sounds now or have a neighbor say something to them and listen to a response. They should be able to hear louder and notice things they didn't before.
- Continue hiking on the trail. About 5 minutes later stop the group again in as dark as space as you can find. Have everyone turn their flashlights off. Hand each person a small scrap of paper and a crayon with the paper torn off (darker crayons work better for this activity). Have them examine the crayon and determine its color. Ask them to write their answer on the piece of paper. Nine times out of ten they will

be wrong. Have participants keep their paper for the duration of the hike, but collect the crayons. At the end you will check to see who was right and who wasn't back at your campsite.

- Explanation: Colors are nearly impossible for humans to see at night. We have two types of cells in our eyes called rods and cones. Rods are light sensitive cells helpful with seeing at night and cones allow for seeing in color. Humans have many more cone (color) cells than rod (night vision) cells; therefore, our color vision is great (during the day) and our night vision is poor. The only other animals that can see colors nearly as well as humans are diurnal (active during the day) birds. How do we know this? Many female birds choose their mates by the bright coloration of the males. Owls on the other hand, have mostly rods in their eyes so their low-light vision is very good.
- Continue hiking. See if girls can hike without a flashlight and let their night vision kick in as much as possible.
- After the hike talk to girls about their experience. What was their favorite part? What feelings did they experience during the hike? Etc.

## Cookouts and Meals

### Cookout Outline

Before starting your cookout, gather all the materials you will need for your cookout: food, cookout supplies, and a bucket of water.

1. Have all girls involved in the gathering wood process. This allows you to get the most wood as quickly as possible.
  - Make it a game: see who can collect a handful of tinder the fastest, who can have the biggest stick pile in 73 seconds, etc.
  - Encourage girls to collect wood from further away. Wood collected within 5 feet of the fire circle is always most tempting. Go to a different area, or have girls pick up sticks while walking to the campsite.
  - Have an adult help girls keep wood in separate piles, it's really hard to find all the tinder that's piled under the rest of the sticks!
2. Divide girls out into having different tasks. If girls have set things they know they are responsible for, they are more likely to do them and not be disruptive.

<b>Hostesses</b> Unpack and distribute food Set tables Serve food Clean up dining area	<b>Fire Building</b> Make and maintain fire Heat water for dishes Put out the fire Clean up fire area
<b>Prep Crew</b> Clean and cut vegetables/fruits Butter bread Any additional prep for food that needs to be cooked Clean and put away any dishes used for prep	<b>Cook Crew</b> Assist with some prep work (as needed) Soap kettles/prep cookware Cook all food over the fire Clean cooking equipment

3. Distribute adults so all areas are well supervised, typically one with hostesses/prep crew and one with fire building/cook crew.
  - One adult must stay by the fire at all times.
  - One adult must be by girls using knives at all times.
4. The role of the adult should be guiding and not doing. If jobs are well explained and assigned, the adults can enjoy the experience more and the girls will have more of a feeling of doing it on their own.

### TIPS FOR A SUCCESSFUL COOKOUT

- 1) Plan cookouts WITH the girls, not FOR the girls. Get their input and have them help prepare and cook the meal.
- 2) Allow enough time for food preparation, eating and cleanup. Things will typically take longer than you expect. Remember, girls need to be taught HOW to do tasks.
- 3) Collect enough firewood to keep your fire going for cooking and dishwashing and keep it hot. Remember most ovens cook at at least 350 degrees. You will need lots of wood to maintain safe and fast cooking temps.
- 4) Work with the girls to ensure proper fire building and fire safety, tool safety and cooking skills.
- 5) Girls and adults should all wash their hands at the beginning and as needed. Gloves should be worn at all times while handing food.
- 6) Keep everyone involved. If everyone cannot be preparing some part of the meal, have another fun activity going on at the same time (craft, game, song) to keep extra girls and dirty hands out of the way.
- 7) Soap the outside of any pot to be used over the fire. (except cast iron.)
  - This will make dishwashing easier and keep the pots in better condition.
- 8) Prepare meals with an attempt to have everything ready to eat at the same time.
- 9) Don't forget to heat the water for dishwashing. Build your fire and put the dishwasher on before you sit down to eat.
- 10) Remember to return all supplies to the resource cabinet (dry) and dispose of all garbage and litter.

## Directions for Sanitation

Use 3 dishwashing buckets or bins for the three stations.

Have girls scrape plates as clean as possible.

1<sup>st</sup> bucket: Hot Soapy water

Heat water over fire, pour water into dish tub, add a little bit of cold water if needed, add soap to bucket, (a little goes a long way!) and a sponge. Girls scrub dishes clean.

2<sup>nd</sup> bucket: Clean rinse

Place warm water in bucket, girls dip dishes to remove soap and remaining food particles.

3<sup>rd</sup> bucket: Bleach Sanitation

Fill bucket with cold water and add a small amount of bleach, about a capful. Girls dip dishes into bleach water to sanitize.

Dry dishes before placing back into cookout boxes.

**\*\*Girls should not be allowed to handle straight bleach. An adult must dilute the bleach\*\***

## Breakfast Recipes

It is a good idea to have peanut butter & jelly and/or cereal and milk at every breakfast for girls to help supplement meals.

### Pancakes, Bacon, and Oranges

2 pancakes            2 strips bacon            1 orange

Add water to the pancake mix until it is about the right consistency (add slowly to prevent making it too watery.) It may be easier to dispense pancake mix if it is placed in a Ziploc bag with a corner cut out. Make sure to butter the skillet well and frequently to prevent sticking. Bacon Caution: Bacon produces a lot of grease that can easily catch on fire if flames reach around the skillet. Do not pour bacon grease into the fire. Have a separate container to pour bacon grease into during cooking.

### Toad-in-a-Hole, Hash browns, and Apples

1 slice of bread            1 egg            ¼ cup hash browns            1 apple

Have girls fold their piece of bread in half and take a bite out of the center of it. Butter both sides of the bread and place on the griddle to begin toasting. Crack egg into the hole in the center of the toast. The entrée is done when the egg has been cooked to the girl's liking.

### Eggs-in-a-Bag, Sausage Links, and Bananas

2 eggs            shredded cheese            various vegetables            2 sausage links            1 banana

Boil a pot of water over the fire. Cut up vegetables. Have girls crack eggs into individual Ziploc bags and add vegetables and cheese as desired. Girls seal their bags and write name on it in sharpie. Bags are placed into the pot of boiling water and cooked until omelet-like. Caution: bags will be very hot. Cook sausage links on a skillet or griddle until warm all the way through. Watch for grease that can easily catch fire from flames.

### **French Toast, Sausage Patties, and Pears**

1 slice of bread    1 egg    milk    cinnamon    2 sausage patties    1 pear

Mix eggs, milk, and cinnamon in a mixing bowl. Dip both sides of the bread in the mixture. Fry on a skillet or griddle until golden brown on both sides. Cook sausage patties on a skillet or griddle. Watch for grease that can easily catch fire from flames.

### **Bacon and Eggs in a Paper Bag**

2 strips bacon (thick)    1 egg    1 paper lunch bag

Cut bacon strips in two, place at the bottom of the paper bag, covering the bottom. It is important that you have thick strips of bacon as thin ones will stick and adhere to the paper bag when cooked. Crack egg and put in paper bag on top of the bacon. Fold lunch bag down three times and poke a hole through it with the stick, so that the bag is hanging on the end of the stick. Hold over the coals and watch the grease from the bacon protect the bag and cook the meal.

### **Jungle Breakfast**

Cereal in individual containers or Ziploc bags    individual milk cartons    Fruit    Yogurt

Jungle breakfast can be used as a quick breakfast or as part of a fun game. To have a jungle breakfast, hide the cereal, milk, fruit, and yogurt in various places. You can create a scavenger hunt, an orienteering course, or a series of clues to lead to the various pieces of breakfast. Make sure to keep the milk and yogurt on ice for food safety.

## **Lunch Recipes**

It is a good idea to have peanut butter & jelly at every lunch for girls to help supplement meals.

### **BBQ Pita Pockets – serves 8**

1 lb. thinly sliced beef or pork from the deli, cut in 1/2 inch strips  
2/3 cup barbecue sauce  
8 thin slices cheddar cheese from the deli, cut in half  
4 large pita bread rounds, split crosswise to form pockets  
alfalfa sprouts, tomato slices and/or sliced dill pickles

In a medium saucepan combine meat and barbecue sauce. Cook, covered, over medium heat till heated through, stirring occasionally. Place a cheese slice half inside each pita bread half. Spoon about 1/4 cup of the meat mixture into each pita bread half. Have each camper add the toppers they choose for a personalized pita dinner.

### **Cheesy Tomato Soup – serves 8-10**

2 cans cheese soup    2 cans tomato soup  
Saltine crackers    water or milk according to soup directions

Wisk together cheese and tomato soup with water/milk according to packaging. Heat and serve with crackers.



### **Cheesy Vegetable Chowder** – serves 8

4 cups vegetable broth	8 stalks celery (sliced)	2 medium potatoes (peeled and cubed)
4 carrots (sliced)	1 large onion (chopped)	2 cups whole kernel corn (frozen)
1 tsp black pepper	1/4 cup butter	3/4 cup all-purpose flour
2 cups milk	2 cups cheddar cheese (shredded)	

Add vegetables to the broth and bring to a low boil for about 20 minutes. While vegetables are cooking, melt butter in a skillet. Slowly add flour, stirring constantly. Add milk and stir until thoroughly mixed. Stir in cheese until completely melted. Add cheese sauce to vegetables. Stir. Cook at a medium low heat until vegetables are of desired tenderness.

### **Pie Iron Pizzas**

2 slices of bread    pizza sauce    mozzarella cheese, shredded pepperoni    vegetables

Line pie irons with tin foil. Butter the tin foil. Create a pizza sandwich using the sauce, cheese, pepperoni, and vegetables. Place pizza sandwich in pie iron and close. Place pie irons directly in coals, cooking on both sides. Open the pie iron to check the cooking. Pizzas are done once the cheese is melted.

### **Walking Tacos** – serves 6

1 lb. hamburger meat	taco seasoning	1 onion, chopped
lettuce, chopped	sour cream	cheddar cheese, shredded
salsa	Fritos or Doritos, 6 individual bags	

Brown hamburger meat and onions, drain grease. Add taco seasoning as directed on package. Add a scoop of taco meat to each bag of Fritos. Garnish with lettuce, cheese, sour cream and salsa.

## **Dinner Recipes**

It is a good idea to have peanut butter & jelly at every dinner for girls to help supplement meals.

### **BEEF PASTA** – serves 4-6

1-2 lbs. ground beef	1 jar spaghetti sauce	1/2 cup chopped carrots
1/2 cup chopped celery	1 onion, chopped	Parmesan cheese
1 box pasta (any kind)	salt and pepper, to taste	

In a pot, boil water and cook carrots, celery and pasta together for 5-7 minutes. Drain and set aside. In a skillet, brown ground beef with chopped onion. When done, drain grease. Add all ingredients (pasta, ground beef, carrots, celery, onion and spaghetti sauce) back into the pot and heat thoroughly. Salt and pepper to taste and top with Parmesan cheese. Serve with Italian bread and tossed salad.

### **EASY CHILI** – serves 6-8

1 to 1 1/2 pounds ground turkey or hamburger	1 medium onion, chopped
1 can Mexican flavored stewed tomatoes	1 can red kidney beans (or black beans)
1 can corn, drained	1-2 cans condensed tomato soup (to taste)
2 tsp. chili powder	1 tsp. cumin

Brown meat with onions. Add all other ingredients. Bring to a boil; then simmer for 10 minutes. Serve! For a vegetarian chili, use more beans (try black and kidney) instead of meat.



### **FIESTA MACARONI AND CHEESE – serves 4-6**

1 lb. ground beef                      1 can corn                      3/4 cup salsa  
1 box macaroni and cheese (plus required ingredients according to box)

Cook the ground beef and drain. Prepare the macaroni and cheese per instructions. Cook the corn and drain. Mix all together and add salsa.

### **Foil Dinners – serves 6**

1 lb. hamburger meat              Butter   Potatoes              Corn   Green Peppers              Onions              Shredded  
Cheese Mushrooms   Other vegetables as wanted

Fry hamburger in a skillet ensuring it is cooked all the way through (you may leave it slightly undercooked if adding back into the foil to return to the fire). Cut vegetables into pieces and keep in separate bowls. Hint: potatoes will take the longest to cook. Cutting them into very small pieces will help them to get cooked thoroughly. Have girls take one square of foil and butter well. Girls fill with ingredients of their choosing. Wrap and cook directly on coals.

### **PIG IN A BLANKET**

hot dogs                      biscuit dough                      cheddar cheese                      condiments

Put hot dog on a clean stick, wrap biscuit dough around hot dog. If wanted, add cheese slices around hot dog before wrapping with biscuit dough. Hold over fire and rotate until golden brown.

### **PIZZA CASSEROLE – serves 12**

2 lb. ground beef                      2 (8oz) cans pizza sauce                      4 cups macaroni, cooked  
2 Tbls. dried oregano, crushed              2 (4oz) cans sliced mushrooms              2 tsp. garlic salt  
1 1/3 cup milk                      4 cups shredded mozzarella cheese  
salami slices, optional                      cherry tomatoes, optional

In skillet, brown ground beef and drain. Stir in pizza sauce, undrained mushrooms, oregano and salt. Bring to a boil. Remove from heat. Combine pasta and milk. In each of two 2-quart casseroles, layer 1/4 of the meat sauce, then 1/4 of the pasta mixture, then 1/4 of the cheese. Repeat layers. Bake at 350 degrees (about 9 coals) for 25-30 minutes. Garnish with salami slices and cherry tomatoes if desired.

### **Spaghetti, Garlic Bread, Corn – serves 4**

1 lb Spaghetti              4 slices of Garlic Bread corn

Boil water and add spaghetti. Stir occasionally until spaghetti is fully cooked. Fry hamburger in a skillet until it is thoroughly cooked. Watch for grease that can easily catch fire from flames. Heat sauce over fire until warm. Heat garlic bread on a skillet or until toasted. Warm corn in a pot with water.

## **Desert Recipes**

### **BAKED APPLES**

apples              walnuts              butter              brown sugar

Core out the top half of an apple. Fill with brown sugar and nuts. Place pat of butter on top of sugar. Wrap in foil and place in coals, cored-side up, for about 15-20 minutes. Take out of coals, let cool, and enjoy.

## **Banana Boats**

Bananas                      Mini marshmallows                      Chocolate Chips

Leaving the banana in the peel, slice the banana long-ways ensuring the not to cut through the bottom peel. Stuff cut with chocolate chips and marshmallows. Wrap in foil and cook directly on coals.

## **Cake in an Orange** – serves 24

24 oranges                      Cake mix (whatever flavor you wish)                      Additional ingredients needed for cake mix

Cut top quarter of orange off and scoop out inside using a spoon. Mix cake mix with ingredients needed on box to create the correct consistency. Fill hollowed orange peel with cake mix about halfway. Replace top of orange, wrap in foil, set in coals. Desert is done when cake has formed.

## **Dump Cake**

Mix and match pie fillings and cake mixes for an all-time favorite campfire dessert.

Add pie filling (amount depending on size of oven) and cover with dry cake mix. Place in coals for about 30 minutes. Don't forget to line your Dutch oven and lid with several layers of aluminum foil for easy clean up. Note: Some campfire chefs swear that adding clear soda, like 7-Up or Sprite, over the cake mix, or adding pads or sprays of butter/margarine makes the cake better. This may be the case for making cakes/cobblers with canned fruit, but by using pie fillings, the extra moisture from the sauce bubbles up through the cake mix, giving the same results. If you want to be creative, experiment, and see which method you like best.

## **FRUIT SALAD** – serves 12

1 can pineapple chunks (keep juice)                      1 package vanilla instant pudding                      2 bananas (sliced)  
1 can mandarin oranges (drained)                      frozen strawberries, thawed and sliced

Open can of pineapple and drain the liquid into a bowl. Next add your package of pudding and mix with the juice. Now you can add your pineapple chunks, drained mandarin oranges, sliced bananas, and strawberries!

## **PEACH DELIGHT**

canned peach halves                      mini marshmallows  
brown sugar                      pecans

You can either make individual packets or a family packet, your choice. Take a can of peach halves and put into a foil packet. Add brown sugar and mini marshmallows. Pecans are optional. Wrap up your foil packet and place in hot coals until marshmallows are melted. You'll have a delicious syrup and melted marshmallows around your warm peach.

## **S'mores**

- Marshmallows, Chocolate, and Graham Crackers. You know the drill ☺

## Fast Songs

**Anne Marie**

Anne Marie, she loves Jean Pierre.  
It's written on the café sidewalks everywhere.  
Jean Pierre, he loves Anne Marie.  
It's written on a heart that he carved upon a tree.

Anne Marie, she said one day,  
"I love you very much, so let us run away!"  
Jean Pierre, he said, "Oui oui!"  
And went to tell his friends he was marrying Anne Marie.

They went out into the park,  
But they were getting hungry and it was getting dark.  
They went home before too late,  
For Anne Marie was seven, and Jean Pierre was eight.

**Percy the Polar Bear**

Way up in the land of ice and snow,  
Where the temperature drops to forty below,  
Who's the happiest one I know?  
Percy the pale faced polar bear.

Sleeps all day and then at night,  
Catches his fish by the pale moon light.  
Has no worries, has no cares,  
Percy the pale faced polar bear.

Then one day a hunter came,  
Caught poor Percy by the snout,  
Put him in a great big cage.  
Percy howled and he growled,  
But he couldn't get out.

Now he's living in a zoo,  
Funny thing is he likes that too,  
Cause he met his girlfriend Sue,  
And she loves  
Percy the pale faced polar bear. Who?  
Percy the pale faced polar bear

**Head and Shoulders Baby**

Head and Shoulders Baby 1, 2, 3  
Head and Shoulders Baby 1, 2, 3  
Head and Shoulders  
Head and Shoulders  
Head and Shoulders Baby 1, 2, 3  
\*Repeat inserting the following versus  
-Knees and Ankles  
-Pick the Apple  
-Scoop the Cotton  
-Round the World  
-Head and Shoulders, Knees and Ankles,  
Scoop the Cotton, Round the World, Baby  
1,2,3

**There was a Great Big Moose**

There was a great big moose!\*  
He liked to drink a lot of juice.\*  
There was a great big moose!\*  
He liked to drink a lot of juice.\*

Chorus:  
Singing whoa!\*  
Way-o, way-o, way-o, way-o!\*  
Way-o, way-o!\*  
Way-o, way-o, way-o, way-o!\*

The moose's name was Fred.\*  
He liked to drink his juice in bed.\*  
The moose's name was Fred.\*  
He liked to drink his juice in bed.\*  
\*Chorus\*

He drank his juice with care,\*  
But he spilled it in his hair!\*  
He drank his juice with care,\*  
But he spilled it in his hair!\*  
\*Chorus\*

Way up in Canada,\*  
There is a very sticky moose!\*  
Way up in Canada,\*  
There is a sticky moose named Fred!\*  
\*Chorus\*

### **Princess Pat**

The Princess Pat\*  
Lived in a tree\*  
She sailed across\*  
The seven seas\*  
She sailed across\*  
The channel too\*  
And she brought with her\*  
A rig-a-bam-boo\*

Chorus:

A rig-a-bam-boo\*  
Now what is that?\*  
It's a something made\*  
By the Princess Pat\*  
It's red and gold\*  
And purple too\*  
That's why it's called\*  
A rig-a-bam-boo\*

Now Captain Jack\*  
Had a mighty fine crew\*  
They sailed across\*  
The channel too\*  
His ship did sink\*  
And so will you\*  
If you don't take\*  
A rig-a-bam-boo\*  
\*Chorus\*

Now Princess Pat\*  
Saw Captain Jack\*  
She reeled him in\*  
And brought him back\*  
She saved his life\*  
And his mighty fine crew\*  
And with you know what?\*  
A rig-a-bam-boo\*  
\*Chorus\*

### **Bananas in the Sky**

There are no bananas in the sky, in the sky.  
There are no bananas in the sky, in the sky.  
There's a sun and a moon and a coconut cream  
pie,  
But there are no bananas in the sky, in the sky.

### **Sweet Cream Soda Pop**

Romeo and Juliet,  
On a balcony they sat.  
Scram you guys, I got a date.  
Shakespeare's coming at half past eight.

\*La de dah, my sweet cream soda pop.  
La de dah, my sweet cream soda pop.  
La de dah, my sweet cream soda pop.  
La de dah, dah, dah.\*

Henry Ford was a grand old man.  
Had four wheels and an old tin can.  
Put them together and the darn thing ran.  
Henry Ford was a grand old man.  
\*Chorus\*

Grandpa's beard is growing long.  
Growing longer day by day.  
Grandma chews it in her sleep.  
Thinks she's eating shredded wheat.  
\*Chorus\*

Pepsi-Cola came to town.  
Coca-Cola shot him down.  
Dr. Pepper fixed him up.  
Now we all drink 7-up.  
\*Chorus\*

### **Washerwoman**

Jungle positions: Huh!  
Down in the jungle where nobody goes,  
There's a wishy washy washerwoman washing her  
clothes.  
She goes ooh, ahh, ooh, ahh.  
That's how the washerwoman washes her clothes.  
Giddy aiii, ootchy cootchy, ootchy cootchy  
Giddy aiii, ootchy cootchy, ootchy cootchy  
That's how the washerwoman washes her clothes.  
Yeah!

## **Twinkie Song**

(To the tune of Do-Re-Mi)

Dough, the stuff that makes the twinkie  
Ray, the guy who makes the twinkies  
Me, the girl who eats the twinkie  
Far, a long long way for twinkies  
So, I think I'll have a twinkie  
La-la-la-la-la-la, twinkie  
Tea, no thanks I'll have a twinkie  
And that brings us back to dough  
Twinkie, twinkie, twinkie, dough

## **Tennessee Wiggle Walk**

I'm a bow-legged chicken, I'm a knock kneed hen  
Haven't been so happy since I don't know when  
I walk with a wiggle and a giggle and a squawk  
Doing the Tennessee wiggle walk.

Put your heels together and your knees apart  
Snap your fingers, ready and start  
Flap your elbows just for luck  
Then you wiggle and you waddle like a baby duck.

Come dance with me baby, keep your toes in time  
Haven't been so happy in a long, long time  
I walk with a wiggle and a giggle and a squawk  
Doing the Tennessee wiggle walk  
Doing the Tennessee wiggle walk

## **Donut Shop**

Well I walked around the corner,  
And I walked around the block,  
And I walked right into a donut shop,  
And I picked up a donut,  
And I wiped off the grease,  
And I handed the lady my five-cent piece.

Well she looked at the nickel,  
And she looked at me,  
And she said, "Hey honey, can't you plainly see?  
There's a hole in the nickel,  
There's a hole right through."  
"Well Lady there's a hole in the donut too.  
Thanks for the donut, bye bye!"

## **The Elegant Elephant**

Oh tell me have you seen?  
What's in the air tonight?  
It's something great and big  
It's riding on a bike  
It is an elephant  
It is so elegant  
It has a trunk in front  
And a tail behind

\*Repeat humming one more line at a time. Until all lines are being hummed with the actions.

## Slow Songs

### Moon on the Meadow

Moon on the meadow, bugs in our ears,  
Smoke in our eyes, wet wood and tears.  
Up on the meadow, water somewhere,  
We were the only ones there.

Wild horse slushing , Dry lakes and Peaks,  
Finding the love that everyone seeks,  
Hiking to rainbows, sunsets and stars,  
Just finding out who we are.

We will return there, some lucky day.  
Our hearts will guide us, they know the way.  
People in cities don't understand,  
Falling in love with the land.

Moon on the meadow, bugs in our ears,  
Smoke in our eyes, wet wood and tears.  
Up on the meadow, water somewhere,  
With you, my friend, I am there.

### Linger

Oo oo I want to linger  
Oo oo a little longer  
Oo oo a little longer here with you

Oo oo it's such a perfect night  
Oo oo it doesn't seem quite right  
Oo oo that this should be my last with you

Oo oo and come September  
Oo oo we will remember  
Oo oo our camping days and friendships true

Oo oo and as the years go by  
Oo oo I'll think of you and sigh  
Oo oo this is goodnight and not goodbye

### Always

For you are my friend and I'll walk with you always  
I'll stay by your side and I'll walk with you always  
Always, always, I'll walk with you always  
Always, always, I'll walk with you always

### On My Honor

\*On my honor, I will try.  
There's a duty to be done and I say aye.  
There's a reason here for a reason above.  
My honor is to try and my duty is to love.\*  
People don't need to know my name.  
If I've done any harm, then I'm to blame.  
If I've helped someone, then I've helped me.  
And I've opened up my eyes so I can see.

\*Chorus\*

I've tucked away a song or two.  
If you're feeling low, there's one for you.  
If you need a friend, then I will come.  
And there's many more where I come from.

\*Chorus\*

Come with me where the fire burns bright,  
We can see much better by the candle's light.  
And we'll find more meaning in a campfire's glow,  
Than we'd ever learn in a year or so.

\*Chorus\*

We've a promise to always keep.  
And we'll sing "Day is Done" before we sleep.  
We are Girl Scouts together and when we're gone,  
We'll still be trying and a-singing this song.

\*Chorus\*

### Spider's Web

*Fast version*

It's a web like a spider's web made of silver light  
and shadow  
Spun by the moon in my room at night  
It's a web made to catch a dream hold it fast til I  
awaken  
As if to tell me my dream is a view

*Slow version*

It's a webbbbbb like a spider's web  
Spun by the moon in my room at night  
It's a webbbbbb made to catch a dream  
As if to tell me my dream is a view

## On the Loose

\*On the loose to climb a mountain,  
On the loose where I am free.  
On the loose to live my life  
The way I think my life should be.  
For I've only got a moment,  
And a whole world yet to see.  
I'll be looking for tomorrow on the loose.\*  
Have you ever seen the sunrise  
Turn the sky completely red?  
Have you slept beneath the moon and stars,  
A pine bough for your bed?  
Have you sat and talked with friends,  
Though a word was never said?  
Then you're just like me and you've been on the  
loose.  
\*Chorus\*  
There's a trail that I'll be hiking  
Just to see where it might go.  
Many places yet to visit,  
Many people yet to know.

And in following my dreams,  
I will live and I will grow.  
On a trail that's waiting out there on the loose.  
\*Chorus\*  
As I sit and watch the sunset  
And the daylight slowly fade,  
I'll be thinking about tomorrow  
And the friendships we have made.  
I will value them for always  
And I hope you'll do the same,  
And forever we'll explore life on the loose.  
\*Chorus\*  
So in search of love and laughter,  
I'll be traveling 'cross this land.  
Never sure of where I'm going,  
For I haven't any plan.  
And in time when you are ready,  
Come and join me take my hand  
And together we'll share life out on the loose.  
\*Chorus\*

## Graces

### Back of the Bread

Back of the bread is the flour,  
And back of the flour is the mill,  
And back of the mill is the wind and the rain,  
And the farmer's will.

### Johnny Appleseed

Oh the Lord is good to me,  
And so I thank the Lord,  
For giving me the things I need,  
The sun and the rain and the appleseed,  
The Lord is good to me.

### ABC

A-B-C-D-E-F-G  
Thank you God for feeding me.

### Madeline

We love our bread,  
We love our butter,  
But most of all,  
We love each other.

### Addams' Family

Du-nu-nu-nu (snap snap)  
Du-nu-nu-nu (snap snap)  
Du-nu-nu-nu, Du-nu-nu-nu,  
Du-nu-nu-nu (snap snap)

We thank the Lord for giving.  
The things we need for living.  
The food, the fun, the friendship.  
The Girl Scout Family.

Du-nu-nu-nu (snap snap)  
Du-nu-nu-nu (snap snap)  
Du-nu-nu-nu, Du-nu-nu-nu,  
Du-nu-nu-nu (snap snap)

### Superman

We thank the Lord for giving us food.  
We thank the Lord for giving us food.  
For the friends we meet, and the food we eat.  
We thank the Lord for giving us food.

## Active Games

## Buddy tag

- Everyone needs a partner. All partners will link elbows and stand within a designated area with some space between each pair. One girl is the chaser and the other is being chased. If tagged, the roles switch. They can only run within the designated area. The girl being chased needs to link arms with someone in the circle in order to be free. However, the girl in the partnership that is not linked to the former chaser is now the one being chased.

## Thicket

- This game is very similar to hide and seek, and is best played in a woodland environment. One person is the seeker and has to keep one foot in the same spot during the entire game. They can move up and down and stretch their body out, but they cannot move that one foot! The seeker then closes her eyes and counts to 15 slowly. Everyone else goes and hides in a designated plot of area. The seeker opens her eyes and looks around. She calls out everyone she can see. If after a while the seeker finds all the hidiers she can see, but hasn't found them all, she closes her eyes again and counts to 5. The players hiding move 5 steps closer to the seeker and hide once more. The seeker opens her eyes and looks around again. This continues until all the hidiers have been found. The last one found is the new seeker. This game is from Project WILD, and should have a processing piece at the end. The game correlates to camouflage.

## Never Have I Ever

- One girl stands in the middle of the circle and says, "Never have I ever \_\_\_\_\_" and fills in the blank with something she has never done. For example, "Never have I ever been out of the country". Anyone in the circle who HAS been out of the country now needs to find a new place in the circle by switching places with someone else who has been out of the country. The girl in the middle will try to take one of these positions. Whoever is left without a place is now in the center.

## Ninja

- Players stand in a circle. Players take turns, going around the circle. The player who is up can make one quick motion in order to slap the hand of another player. The motion must last not much more than 1 second. The player freezes in the position he or she ends in. The player being assaulted must try, also with one quick move, to evade being hand-slapped. This move must also last not much more than 1 second and the player then freezes in whatever position he or she ends in. If a player's hand is slapped, they are eliminated from the circle. If a player's move is not swift and quick, they are eliminated from the circle.

## Rock, Paper, Scissors Battlefield

- Split a large group into two teams. Draw a line where the teams will meet and compete. Set boundaries of a playing field. Each time will decide if they will choose rock, paper, or scissors. They will approach the line and play each other at the common game. Whichever team wins then chases the other team, tagging as many people as they can before the other team gets safely over the boundary line. Everyone who was tagged joins the other team. Continue playing as long as you want or until one team wins!

## Ultimate Rock, Paper, Scissors

- Everyone finds someone else to play Rock, Paper, Scissors against. Whoever loses now becomes part of the winner's team and will follow them around cheering for them. Winners will find someone else to play against and again any losers and followers become part of this winner's team. It will end with a standoff of 2 teams and one winner with everyone cheering.



### Birdie wants a Perch

- Girls should pair off into partners. One girl will be the birdie, the other the perch. You might want to suggest that the person who is the birdie needs to either be somewhat smaller or the same size as the perch. All of the birdies make a circle and walk counter-clockwise. Meanwhile, all of the perches make a larger circle around the perches and walk clockwise. After a few seconds call out "Birdie wants a Perch!" and the partners must find each other and the birdie must get off the ground using the perch. (jump on the back, be carried, stand on shoes, etc). The last pair to get their birdie off the ground is out. Continue until there is only one pair left. If possible with your group, consider switching once or twice without warning and yell "Perch wants a Birdie!" (in this case, the perch must get off the ground using the birdie).

### Group Juggling

- Groups of five or more. Group passes a ball around, establishing a pattern (who they threw it to, and who threw it to them). When everyone has received the ball, start the pattern again, then add more balls. This is also a great "name game." Just add names every time you receive and throw the balls.

### All Aboard

- Materials: 2' by 2' board (bandana or T-shirt will substitute). The whole group must get on the board or bandana and stay on for a specified period of time (have girls sing a song). All participants must have at least one foot on the board/bandana, and no feet on the ground. No stacking of participants. Make up a story to add incentive (raft in shark-infested waters, the top of a mountain, etc.)

## Sit Down Games

### Frogger

- First have everyone sit in a circle. Choose one person to be the detective and have her leave the circle. Then pick a "frogger" from the remaining group. The frogger's role is to stick her tongue out at people without getting caught by the detective. Call the detective back and give her 3 guesses to find the frogger. If the frogger sticks her tongue at you while you are both making eye contact then you fall asleep dramatically. The game continues until the frogger sleeps everyone or the detective either triumphs or runs out of guesses.

### Rainmaker

- Everyone is in a circle. One camper closes her eyes or steps out of the room. A secret leader is chosen (the Rainmaker). Be sure to choose quietly so the "guesser" can't hear you. The Rainmaker begins an action such as snapping fingers, patting the tummy, or slapping knees, and everyone in the circle imitates this. The guesser returns and tries to figure out who the leader is within three guesses. As the guesser looks around, the Rainmaker should change the action without being detected.

## Team Building Activities

### Hula Hoops

- A classic team builder. Stand in a circle and have everyone hold hands. One girl will start with a hula hoop over her arm. The objective is to get the hula hoop all the way around the circle and back to its origin without letting go of one another's hands. Start with a simple round so they can get used to the process, but then add challenges. Time them, go in reverse order, stand in a different order, have 2 hula hoops going in different directions at the same time, etc.

### Human Knot

- Arrange group members in a circle, standing shoulder to shoulder. Tell everyone to put their right hand up in the air, and then grab the hand of someone across the circle from them. Everyone then puts their left hand up in the air and grabs the hand of a different person. Check to make sure that everyone is holding the hands of two different people and that they are not holding hands with someone directly

next to them. Tell group members to untangle themselves to make a circle without breaking the chain of hands. If group members break the chain they need to start over.

#### Peanut Butter Swamp

- If you have a large number of girls, you may want to break into smaller teams. The objective is to safely get the whole team across the swamp. If you are feeling particularly creative you can create a backstory as to why they are crossing the swamp. Create 2 lines about 20 feet apart – between the lines is the swamp. Give the team a number of papers or pieces of cloth that equals one less than the number of team members they have. Explain that these are marshmallows and they are the only safe way to cross the swamp. If anyone accidentally steps in the swamp, they have to start their task over. Marshmallows must be in contact with a human at all times or they are lost to the hungry swamp monster and they must continue only with the remaining marshmallows. Give them a few minutes to discuss strategy, and then impose talking or sight limits as you see fit. Another challenge you can add are sink pits (i.e. hula hoops) that the group has to travel around on their way across. Allow the team to be creative and think outside the box!

#### Circle Game

- Have a rope or chord that is tied into a circle. Challenge the girls to get everyone in the group inside the circle. Depending on your rope size, it could be all the way inside or at least have a foot inside.
- If your circle of rope is big enough for everyone to comfortably fit inside, challenge them to get back out without using their hands.

#### Magic Carpet

- Place a tarp on the floor. Have the group stand on the tarp (they should be only slightly packed on the tarp). Then, give them the challenge: turn the tarp over (flip it over) without anyone stepping off. (So no leaving the tarp, leaning on walls, etc.) Some groups may take longer than others, allow the group to take as long as it takes. If the group steps off the tarp or someone steps on the ground, start over again. It's a very do-able task!

#### Helium Hoops

- The beauty of this game is its simplicity. Present the group with a hula hoop. Tell them they must lower the hoop to the ground quickly and evenly. Each member must hold out a finger on each hand. Those fingers must maintain contact with the bottom of the hoop at all times. Hands must stay parallel with the ground and participants cannot hook the hoop/pole. The second the facilitator lets go of the hoop/pole it will start to rise and the participants will start blaming each other. Because it is so lightweight the participants keep trying to push up in order to maintain contact with it. With everyone having the same idea the hoop will rise upward like magic. It's really funny to see the reactions to this phenomenon. It's a great activity for going over communication and placing blame.

### Logic Games

#### Black Magic

- You need two counselors who know the secret to play this game. Start by telling your group that the other person is “psychic” and can identify an object that the first person is thinking of. Have the “psychic” leave the room. The group then picks an object in the room. Call the “psychic” back into the room. The first person then asks a series of yes or no questions. (Ex: Is it Beth’s glasses, Is it the clock on the wall, Is it the green paper, Is it cupcake’s black shoes...)The secret: the object you ask the psychic about before the real object is always black.

#### Crossed-Uncrossed

- You need two sticks. Have group sit in a circle. Pass the sticks and say “I pass these sticks crossed” or “I pass these sticks uncrossed.” You can pass the sticks however you want (overlapping, parallel, separately, etc.). The secret: it's not how the sticks are passed, it's how your legs/feet are when you

say the words. (Legs crossed = crossed, legs straight = uncrossed)As the sticks are being passed tell the girls whether or not they are doing it "right"

#### Green Glass Door

- Say "I'm going through the Green Glass Door and I'm bringing \_\_\_\_, but not \_\_\_\_). Give an example then have girls try and guess what they can and can't bring through the door. Tell girls if they are allowed to go through the door or not. The secret: Objects that can go through the door have double letters in them, those not allowed don't. (Ex: Trees/Leaves, Books/Pages, Green/Blue, Pool/Water).

#### My Peculiar Aunt

- Sit the girls in a circle. Tell them that they need to correctly identify what your "Peculiar Aunt" bought on her recent shopping trip. You can give them an example: "My peculiar aunt went shopping and she came home with some earrings." Have each girl try making up her own version of this story (e.g., "My peculiar aunt went shopping and she came home with some socks/shoes/glasses/ whatever"). After each girl has tried to guess what the aunt brought back, you can tell them if they're right or wrong.
- SECRET: For an answer to be right, the person telling the story must be wearing and touching the item being discussed. For example, while fiddling with your earring: "My peculiar aunt went shopping and she came home with some earrings."

#### Magic Writing

- In order for this game to work, you need to have at least one friend to work it with you who already knows the trick. Start the game by telling an elaborate story about how you and a friend grew up in an exotic country and became friends with a witch. Explain how the witch taught you how to do "magic writing". The friend now leaves the room and the girls choose a word for you to write. The friend re-enters the room.
- In order to "write" the word, the vowels are represented by bangs on the floor (e.g., A = 1, E = 2, I = 3, O = 4 and U = 5). Consonants are the first letter of the phrase that you say as you "write" on the floor with big exotic movements.
  - For example, if the word being guessed was "Guide", it would go like this:
    - "Going to start now"; some meaningless scribbles on the floor;
    - 4 bangs; more meaningless scribbles;
    - 3 bangs; more scribbles;
    - "Don't get confused with this bit"; more scribbles;
    - 2 bangs.
  - Mixing bangs and letters makes it a very confusing and challenging game!

#### This Can Has Five Sides

- The first person picks up the can and says "This can has 5 sides." Pass the can on to other people. They also need to make a statement about the number of sides the can has, and they can be either right or wrong.
- Right examples: "Two sides", "Now this can has six sides", "It has four sides".
- Wrong examples: "This can has one side", "This can has eight sides", "This can has four sides".
- SECRET: The number of "sides" the can has is the number of words in the accompanying sentence.

#### Picnic Game

- Sit in a circle. Say "I'm going on a picnic. You can come too, if you bring something good." Start with an example using yourself. (Ex: Chocolate "I'm going on a picnic and I'm bringing cookies"). Then have girls one at a time say what they're going to bring. Tell them if they are allowed to come or to try again. The secret: girls must bring things that start with the same letter as their camp name.

## No Prop Challenges

- Get in a line by birthday without using any sounds.
- In less than 4 minutes, create each letter of the alphabet, in order from A to Z, using your bodies to make the letters.
- Stack as many fists on top of each other without any player leaving the ground.
- As a group, link together in a circle making each link in between players different
- Say your names (each player saying their own) in order as fast as possible.
- Ask the group to form a circle. Explain that the object is to, without laughing, pass the word “ha” around the circle. Someone must begin. That participant begins by saying, “Ha.” The person to their right must repeat the “Ha” and add another “Ha.” The third person then repeats the “Ha’s” and adds another “Ha.” (Ha Ha Ha). This continues around, with each person adding a “Ha.” When someone laughs, you must start again. Start with the next person; don’t go back to the beginning of the circle. The game ends when all of the participants have repeated their “Ha’s” with their additions in the full circle. (Note: this is almost impossible, feel free to stop when everyone is laughing too hard to go on.)

From: Michelle Cummings, M.S. – Training Wheels

Debriefing is a term used in experiential education to describe a question and answer session with participants. Debriefing an experience helps participants connect lessons and activities they learned in your program to the outside world. It is a very important piece of programming and learning as a whole. If participants are not allowed to reflect on their experiences and relate them to the outside world, then a lot of the learning may be lost. So including debriefing is really valuable after powerful experiences in your program. And mixing up your debriefing activities will keep your participants engaged in what they are learning and allow you to create more teachable moments. There is no one set way to debrief or one perfect time to debrief. Using a variety of techniques and using activities that give participants the power to take the lead in the debriefing is the most engaging and effective way of viewing debriefing.

### Pair and Share

- With this technique, the facilitator first asks participants to find a partner. Once everyone has a partner the facilitator instructs the group to discuss a debriefing question together.
- When asking questions, try to ask 1-3 questions in the following categories, in order:
  - 1 – What happened?
  - 2 – Why is this important?
  - 3 – How can I use this information?

### Metaphoric Methods

- Metaphoric methods are amazing techniques that really let the props do the talking for you. They also give more ownership of the debriefing process to the participants themselves.
- Metaphor cards: Create a pile of various pictures found in magazines or from the internet. Spread the cards out before the group and have them pick a card that best represents an experience or a feeling that they had during the activity or at the end of the day. Go around the group and ask each participant to share why they picked the card they did and why that card represents them or an experience they have had.

### Frontloading

- In the simplest form, Frontloading refers to giving an example *before the experience* rather than afterwards. By giving the participants an example of the type of answer you are expecting, it makes the debriefing process much easier.
- Body Part Debrief: The basic concept for this activity is that you have different objects or pictures that are shaped like body parts. Each part can represent a metaphor related to that part. For example:
  - Eye
    - Could represent something new that you saw in yourself or someone else.
    - What vision do you have for yourself/the group?
  - Stomach
    - Could represent something that took guts for you to do.
    - What pushed you outside your comfort zone?
  - Brain
    - Could represent something new you learned about yourself, a teammate, or the group.
    - What did you learn through your experience?
  - Heart
    - Could represent a feeling that you experienced.
    - What things come from the heart?
  - Hand

- In what way did the group support you?
  - Could represent someone you would like to give a hand to for a job well done.
- Ear
  - Could represent something you listened to or a good idea you heard.
  - Could represent something that was hard to hear – did you receive constructive feedback or not-so-constructive feedback.

#### Action and Reflection

- Traditionally processing has involved sitting a group of participants down in a circle after an activity and having the facilitator ask participants questions regarding their reactions to experience. Though this activity can be effective, it can be tiresome for everyone involved if it is the only processing method used. A variation of this activity that will liven it up and give more control to the participants is listed below.
- Shuffle Left, Shuffle Right: Begin by asking the group to form one large circle. The facilitator offers the group the chance to have their say. This may be related to a particular question, or the previous activity, or be open to any viewpoint that a person in the group wishes to share. It is often helpful for the facilitator to go first, and demonstrate the style (and length) of the response. The activity begins with the group shuffling to the left. At some point, the facilitator says – “stop!” then gives their comment to the group. Next they say – shuffle right, and the entire group shuffles right, until someone else says – “stop!” and has their say.

#### Anchor Pieces

- Anchor pieces are small trinkets or mementos of your program that participants take home with them. The objects will anchor the learning and experiences they had back to your program.
- Community Puzzle: Each participant receives a piece to the puzzle that they can decorate in her own style. You can have them color on their puzzle piece to represent a ‘piece’ of learning that they are going to take away from the program, or how they are an essential ‘piece’ of the team.
- Later Letters: Later letters allow participants to receive a letter from themselves at a later date to remind them of their experience during the program. Ask each person to write a letter to themselves describing their experience from this program. After they have finished writing, have them put in in an envelope for you to give/send to them at a later time.

#### Artistic Methods

- Artistic Methods allow participants to have creative freedom to express their learning through different mediums. This could be through art projects, musical methods, or videography.