

24 Hour Rental Curriculum

Spring, Summer and Fall

Daisies, Brownies, Juniors

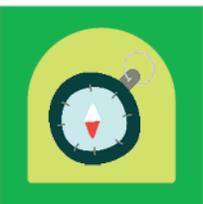
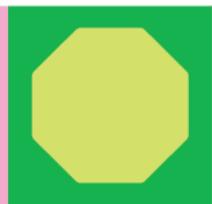


Table of Contents

24 Hour Schedule Outline	3
24 Hour Sample Schedule	4
Activity Block Ideas	5
Nature Activities	5
Theme Hikes	8
Badge and Journey Steps	10
Outdoor Skills	17
Night Activity Sessions	16
Starry Nights Patch Session Outline	19
Night Games	23
Night Activities	24
Night Hike Outline	25
Cookouts and Meals	27
Cookout Outline	27
Directions for Sanitation	29
Breakfast recipes	29
Lunch recipes	30
Dinner recipes.....	32
Dessert recipes.....	34
Songs	36
Fast Songs	36
Slow Songs	40
Graces	42
Games	43
Active Games	43
Sit Down Games	45
Team Building Games	46
Logic Games	47
No Prop Challenges.....	48
Debriefing Techniques	49

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.
- 8:00pm Night Activity Block. See night activity section for ideas.
- 9:00pm 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: Fire Building session

4:30pm Dinner Cookout: Spaghetti, Garlic Bread, Corn

7:00pm Activity Block: Leave No Trace – Outdoor Skills Patch

8:30pm Night Activity Block: Night Hike & Activities

9:00pm Bedtime

Day 2

7:00am Wake Up. Pack up personal gear.

7:30am Breakfast Cookout: French Toast, Sausage Patties, and Pears

9:00am Activity Block: Hike with Nature Activities –Shape Hike, Nature Scavenger Hunt, and Who Am I?

10:30am Activity Block: Badge/Patch Session – Work on badges that favor your surroundings (Bugs, Camper, Letterboxer, Animal Habitats, etc.)

12:00pm Lunch Cookout: Walking Tacos

1:30pm Activity Block: Team Building Games

2:15pm Debriefing Session. Artistic Debrief – draw a picture to describe your weekend.

2:30pm Kapers and Pack up Group Gear. Leave Camp.

Nature Activities

Elements

- Materials: Hat, bean bag or Frisbee. Form a circle. Select a person to go into the middle. The person in the middle call out of four words, EARTH, WATER, AIR or FIRE. The person in the middle throws the bean bag to someone in the circle. The person catching the bean bag must name something living in the element called out e.g. Earth- bear; Water- shark; Air- pigeon. If FIRE is called out the person catching it says nothing and returns it as soon as possible. You have 10 seconds to give an answer, and no repeats! If you can't answer, you go in the middle.
 - Variations: Select a continent before the game starts; all answers must come from that continent. Or, go through the alphabet for living nature names.

Giant Pick Up Sticks

- Collect all lengths of sticks. This game is played just like regular pick up sticks. Toss all the sticks into a pile. Each player tries to get a stick out of the pile without disturbing the positions of the other sticks. She continues removing sticks until she disturbs the pile. Then play passes to the next player. The first player with the most sticks at the end wins.

Nature Puppets

- Creating a puppet show from “found objects” stretches the imagination in many ways. Each camper begins by picking up a stick or a rock that can become a base for his puppet. Campers should continue to find rocks, sticks, pine needles, leaves, or anything else they will need to make their puppets come to life. Using a hot glue gun or glue, attach the items to the stick or rock. Allow each camper to devise a story around the theme of the lesson or activity and present her puppet show to the others. (101 Nature Activities for Kids, Jane Sanborn & Elizabeth Rundle)

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.

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)

Who Am I?

- Place a sign with the name of a plant, animal, or natural object on each camper's back. Then have everyone try to figure out what their individual signs are by asking questions of others. The questions should only be yes/no questions. When nearly everyone has determined what her sign says, the signs can be switched and the game repeated. (101 Nature Activities for Kids, Jane Sanborn & Elizabeth Rundle)

Theme Hikes

100- Inch Hike

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.

Alphabet Hike

- Assign one or more letters of the alphabet to the girls and let them find nature objects beginning with these letters.
 - Variation: The hike leader walks until she finds a nature object that begins with "A", when she identifies it to everyone she goes to the end of the line. The second person is the new leader and finds something that begins with "B", and so on.

Animal Hunt

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

Color Hike

- Each girl will pick a color before beginning the hike and while hiking she will take note of all the different places she sees that color. Share experiences with the group.

Crayon Rubbings

- Place a piece of paper on an object or a portion of one (telephone pole, sidewalk, tree, rock). While holding the paper in place, rub a crayon over the paper so that the texture of the object becomes evident. Can you find objects that have similar textures?
 - Collect several rubbings, done in one or several colors and make a collage.

Curiosity Hike

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

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.

Shape Hike

- Find and identify the shapes (square, round, triangular, etc.) of different things such as buildings, leaves, rocks, and trees.

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.

Story Hike

Use a story, such as "Inside Out", "Peter Pan", or "Treasure Island" to illustrate a hike. Lay a trail using phrases and places from the story. The group should be familiar with the story.

Brownie Badge and Journey Steps

Bugs: Step 3

- Watch three bugs. Look for three different bugs in your area. They could be an ant carrying food, a beetle chewing on a leaf, and a roly-poly (sow bug) on a porch. Identify the bugs and try to find out what they are doing and why.
- With an adult, find an ant trail. See what happens if you put a stick in the middle of the trail. What about a little water? What about food? See what you can find that distracts the ants (without hurting them, of course).

Bugs: Step 5

- Take a bug walk or bug hike. See how many kinds of bugs you can find along the way. Use a magnifying glass and look on the ground and up high in branches.

Brownie First Aid: Step 5

- Take a hike. Identify plants, animals, and insects to avoid, and discuss how to protect yourself from a sunburn. Talk about what to do if you have a bug bite, bee sting, sunburn, or poison oak or ivy rash.

Girl Scout Way: Step 1

- Learn three new Girl Scout songs. Ask an older Girl Scout or look in your Journeys for a song to learn and enjoy. Sing them with your friends, and talk about why you like each one.
- Learn a new singing game, an action song, and a hand-clapping song. These might include clapping your hands or stomping your feet in tie to songs like “The Hokey Pokey” or “If You’re Happy and You Know It.”
- Make up your own song based on nature. List to musical sounds in nature, like birds singing, frogs croaking, or rivers washing over stones. Use the sounds to create your own song, then sing it for your Brownie group or a family member.

Girl Scout Way: Step 4

- A better meeting place. Team up with your Brownie friends to think of three ways you could leave camp better than you found it. Choose one and do it.

Hiker: Step 1

- Ask an Expert. Invite a camp director/assistant or high adventure staff to talk to your group about local places to hike.
- Choose something to see. Do you have a favorite plant or animal you’d like to see? Is there a certain kind of tree you want to picnic under?

Hiker: Step 2

- Know the trail. Trace the trail you will hike on a new piece of paper. Then talk with your friends about where you might see hills, streams, trees, flowers, and animals. Sketch them on your map.

Hiker: Step 3

- Pick the right gear. Ask an older Girl Scout – What does she pack for a hike?

Hiker: Step 4

- GORP – Good Old Raisins and Peanuts taste great – and help keep your energy up! Pick your own ingredients. Try using nuts, dried fruit, chocolate chips, pretzels, or yogurt chips. Then mix it up in a big bowl and store in small Ziploc bags.

- Bring a “nose-bag lunch”! – these are named after the lunches horses carry around with them, hanging in a bag around their noses! Your bag can have whatever delicious lunch items you want, as long as they’re easy to carry.

Hiker: Step 5

- Have a scavenger hunt. Make a list of ten things you might find along your trail. It might be a smooth rock, a yellow leaf, an acorn, or a pinecone.
- Play “I Spy.” Start with the rainbow and find something in each color. Or try to find things that start with each letter of the alphabet!

Making Friends: Step 2

- Be a friend to someone you don’t know. Sometimes the friends people need most are the ones they didn’t know they had. Think of a group that could use your friendship—perhaps children at a hospital, soldiers overseas, or someone left out at your school, and do something nice for them.

Making Friends: Step 3

- Try a game or activity that’s new to both of you. With a friend, find something new you’d both like to do, and try it out together. We all learn in different ways, so ask for their help when you need it—and offer yours when they need it. Remember to compliment each other, too!

Making Friends: Step 4

- Practice being a good listener. Let a friend talk about how they feel. Listen for three minutes without interrupting. Then tell them what you heard them say. Then, switch!
- Find kind words. Words can hurt, so it’s important to use nice ones when you disagree. With your Brownie friends, make a list of words that make you feel good. Practice using the words to say kind things.

Making Games: Step 4

- You’re It. In TV tag, players name a tv show when they’re tagged. In Freeze Tag, they have to stand frozen in place when they’re tagged. Make your own version of Tag by adding a rule. Maybe players have to twirl three times and say a tongue twister when they’re tagged.

My Best Self: Step 2

- Try three different kinds of exercise, such as jumping rope, playing soccer, or doing yoga. Do each one for 20 minutes, and choose your favorites. How could you do it three times a week?

Painting: Step 2

- Paint an outdoor landscape with trees or flowers. Find a pretty spot with lots of colors and paint what you see.

Painting: Step 4

- Paint with something from nature. Use something with a design on it, like a leaf. Press it into paint and then onto your paper. Try different kinds of leaves.

Outdoor Adventurer: Step 1

- Try an outdoor challenge. How could you take something you like to do outside and make it a bit more adventurous? Invite a friend to climb a hill that’s taller than the ones you’ve climbed before. Or think up your own idea!

- Explore the night. After the sun sets, find out how the world outside changes. Grab a flashlight, team up with an adult, and go for a nighttime walk. Search for nighttime critters. Listen for sounds. Do you see the Big Dipper in the sky?

Outdoor Adventurer: Step 2

- Go on a nature hike. Go on a treasure hunt to collect leaves, pinecones, shells, acorns, and odd-shaped rocks. Follow tracks on a trail – were they left by humans or by other creatures? Or go bird watching and count how many different kinds of birds you see.
- Create a scent diary. Bring a notebook and draw, write, or tape the things that create the unusual, amazing, and mysterious scents you can find in the outdoors. Do you smell pine from a tree? Leaves or wildflowers? A campfire burning? How does the air smell after a rain?
- Sky watch. Learn about different kinds of clouds. Then go outside and look at the sky. What colors and shapes do you see? Are the clouds moving? Draw at least five of the different cloud shapes and colors you've seen.

Outdoor Adventurer: Step 3

- Play a survival game. Develop your senses by playing the Survival Tent Game or get stronger and faster playing Capture the Flag.
- Play a night game. Grab some friends and a flashlight, and head outdoors after the sun goes down! Try a nighttime scavenger hunt and check off things you might see or hear, like the North Star or crickets. Or play a game of flashlight tag.
- Play a water game. Experience fun ways to be around water and get wet. Fill small balloons with water and use them to play catch with a friend. Or do a water limbo dance. Or play a game like Marco Polo.

Outdoor Adventurer: Step 4

- Prepare a campfire.
- Tie an overhand knot and a square knot.
- Learn to roll a sleeping bag.

Outdoor Adventurer: Step 5

- Care for animals. How can you help other living things around you? You might put up a bird feeder or create a birdbath out of a recycled container. Or pile up lots of dead branches and leaves to give small animals a place to nest and hide.

Senses: Step 2

- List for 10 different sounds. If you're inside, listen for sounds outside. Draw pictures of what might be making those sounds. If you're outside, blindfold yourself and tell a friend what you hear. Once you've heard 10 sounds, trade places. Do you hear the same sounds as others?

Brownie Quest: Friendship Game

- Icebreaker/Getting to Know You Activity – Have girls line up in different orders: alphabetically, by birthday, by t-shirt color, etc. For an added challenge, have girls not be able to talk or have their eyes closed.

WOW: Loving the Great Outdoors

- This is basically just appreciating nature. Do a nature walk and ask them about what they observe, have them sit quietly and listen for the sounds of nature, ask them their favorite ways that they enjoy nature, be creative!

Junior Badge and Journey Steps

Animal Habitats: Step 1

- Make a skit or puppet show about the wild animals at a campground or on the trail. Include what to do if you encounter them so that both you and the animals stay safe!
- List wild animals around camp – survey the area with an adult and your Junior friends. Then pick three animals you saw and learn more about each one. Why do they live here? Do they interact with humans?

Animal Habitats: Step 2

- Explore an animal habitat around camp – figure out what the animals you see have in common. First, make a list of each one’s features. Circle the things the animals share, then trade ideas about why they have each feature with your friends. Some features you might list: type of fur or skin, paw, tail, and coloring; kind of legs, mouth, and ears.
- Make a habitat collage – scientists use habitats to group animals by things they all share. Cut out 15-20 pictures of wild animals from old magazines. Group the animals by habitat. Then group them by how they look, how they move, or how they bear their young. Did your groups change? Discuss the grouping with your Junior friends – and make up ways to group animals.

Animal Habitats: Step 3

- Check out baby-animal habitats – find out how different animal parents care for their babies and make “homes” for them. You could read about how emperor penguins hold a chick under a special flap in chilly Arctic temperatures, or how an orangutan mother builds new nests for her and her baby every day. Draw or paint a picture of your favorite animal pair.
- Make your own animal house – meerkats live in large underground burrows with several entrances. Beavers make dome-shaped homes called lodges with branches and mud-and they usually have an underwater entrance. Research these animal homes and try sketching your own meerkat burrow or building your own beaver lodge from sticks and mud. Share your “home” with others and explain how and why it works.
- Insulate your own “nest” – many animals use insulation to keep their homes cool in hot temperatures or warm in the cold. They may line a nest with feathers or burrow into snow or mud to hold in body heat. Try the experiment in the sidebar of the badge pullout.

Camper: Step 1

- Talk to an experienced camper. This might be a parent, a neighbor, or an older Girl Scout who has been camping in your area.

Camper: Step 2

- Tie useful knots – knots can be used to hang up gear, tie tent flaps, connect a boat to a dock, and for lots of cool crafts. Ask an older girl scout or other expert to teach you some basic knots, including the square knot, the clove hitch, and the bowline.

- Use a map and compass or a GPS – a compass is a tool that helps you find north, south, east, and west. A GPS is like a digital compass. Learn to adjust a map according to the difference between true and magnetic north, take a compass bearing from a map and follow it, and sight an object, walk to it, and return to your starting point. For a challenge, learn to find your pace as well.
- Build a campfire – know the safety precautions for setting up and putting out fires before you begin, as well as local rules about fires. Then learn how to build at least one kind of fire – and when to make it – from an older Girl Scout or camping expert.

Camper: Step 3

- Make a one-pot meal – find a recipe or combine two or three of your favorite ingredients to make a delicious stew.
- Cook in foil – when using a campfire as your stove, cooking with foil is a great way to keep food from falling into the fire. Lots of things can be cooked in foil – from corn to pizza to campfire chicken stew.
- Cook a meal on a stick – try grilled cheese in a hot dog bun, delicious roasted bananas to top pancakes, or sausages.

Camper: Step 4

- Have some Leave No Trace fun – make up a fun skit, game, or activity about one of the principles of Leave No Trace. Or create a special LNT ceremony.
- Try a new adventure. Perhaps a hike you’ve never done to a scenic overlook or waterfall? How about boating, snowshoeing, bird-watching, or horseback riding?

Camper: Step 5

- Gather around the campfire. If you can’t have a fire, place your flashlights in a circle. Tell your favorite stories, gaze at the stars, sing your favorite Girl Scout songs, and play games!
- Do a night watch – team up with an adult to choose a special spot outdoors. Arrange for one-hour shifts through the night, signing up in pairs. Let yourself become part of the outdoors at night by keeping silent. How is the night world different from the day? What happens to your senses? Record or log what you see and hear during your shift and have everyone report back over breakfast.
- Have fun with flashlights – you could play a game of flashlight tag. (First, make sure you discuss with an adult where it’s safe to play.) Or you might go on a night hike.

Drawing: Step 1

- Try black and white. Draw your still life three times: with black pen, black colored pencil, and charcoal or regular pencil.
- Use color. Draw your still life three times: with colored pens, colored pencils, and crayons or pastels.
- Mix and match. Draw your still life three times with any combination you’d like. You might mix in chalk or outline color with black for a new look.

Drawing: Step 3

- Draw an outdoor scene. First, draw a horizon line across your page. Then, imagine you’re standing right in front of your picture. Make the objects close to you look biggest, and draw objects smaller as they get closer to the horizon.

Geocacher: Step 1

- Invite a geocacher to talk to you about their adventures – Perhaps you can ask an older girl scout?

Geocacher: Step 2

- Find the GPS coordinates of three things – They could be a neighborhood stop sign, a mark on the sidewalk, and your favorite tree.
- Hide an item for a friend to find – Give them the GPS coordinates of the item, and help them if they get stuck. Then have them hide an item for you to find.
- Go on a photo hunt – Ask an adult to take photos of three things along a safe route – perhaps a mailbox, a flower, and a street sign. The adult should give you the photos in the order they appear along the route plus the coordinates for each. With your Girl Scout friends, go out and find the things in the photos!

Geocacher: Step 3

- Make something that represents Girl Scouts – Is there a symbol of something that your group did together? It might be a patch or a SWAP. Or you could create an object that inspires others to Take Action, like a list of recycling tips.
- Make a piece of jewelry – why not make a prize for someone to wear? Knot a friendship bracelet or work with charms to make a bangle.

Geocacher: Step 4 – Go on a geocaching adventure

- Make it a hiking adventure – get out of your community and into the wild. Track down a cache that is a little bit off the beaten trail. Maybe you can explore a new place you have always wanted to visit, and pack a picnic!
- Take a multi-cache adventure – They can be a little more work, but twice the fun. Could you bring a special snack to munch when you find each geocache?

Girl Scout Way: Step 1

- Find lift-the-spirit songs – what are good songs to keep little kids occupied on a rainy day? Put together a program for an occasion where singing would spread cheer. Then plan the occasion, and sing your songs.
- Pick songs for a ceremony or gathering – Get together with your group and plan music for a Girl Scout gathering – perhaps your next Scout's Own, a s'more fest around the campfire, or a hike where you need a get-moving spirit. Find songs that fit the gathering, set the mood, and keep everyone excited. Then practice them so you're ready to sing at the gathering!
- Make up a song to share a message – Many songwriters compose songs to share a message they feel is important. Try it! Make up a jingle or song about why you love Girl scouting, and share it with others. Perhaps your song will inspire other girls to become Girl Scouts too.

Girl Scout Way: Step 5

- Try a tradition from the past – find a woman in your community who was a Girl Scout when she was your age. Talk to her about her favorite traditions from her time, and share one with her. You might learn her favorite song, cook a recipe together, or re-create a special ceremony.

Flowers: Step 1

- Go on a flower hunt. Find your flower and five other kinds that you can name growing around camp. Don't pick them, but use a magnifying glass to get up close to see more. Record or sketch what you see in your botanist's notebook.

Jeweler: Step 2

- Make a pendant with a "caged" stone – A pendant is a large decoration you hang on a necklace. For a caged-stone pendant, see directions in the badge pull out.

Jeweler: Step 3 – Turn everyday objects into jewelry

- Make jewelry from nature – Go outside and find materials to make a necklace, bracelet, or ring. You could try shells, seeds, nuts, or even small twigs. For some items you might need an adult's help to make holes to your stuff together.

Agent of Change: The Power of One

- Discovering Yourself. You can add an active component to this so it doesn't seem all discussion based. Ideas: trace their bodies with chalk and have them fill it in with their powers. Create an abstract drawing that represents their strengths. Be creative! Sample questions: "What do you think about your powers and strengths?", "Why are they important?", "How do your powers or strengths reflect the values of the Girl Scout Law?", "Which value of the Law means the most to you?"

Agent of Change: Go, Team!

- Have a list of qualities and they circle the ones they want to see in a leader. Some examples: good communicator, is creative, wants to work with others, sees problems as things to fix rather than complain about, etc (more on 34).

aMuse: Go Loosey Goosey!

- This is good to get frustrations or extra energy out. 1) Stand with feet apart and shake/rattle/roll arms, legs, hips and head. Jump up and down. 2) Roar like lion, whinny like horse, make other animal sounds. 3) Go wild for a few seconds, then stop. 4) Breathe in and out slowly and calmly.

Get Moving: Stomp in a Rain Puddle

- This is all about the natural high that you get from doing things outdoors. We do this at camp all week! Brainstorm a list of outdoor activities and do some!

Get Moving: How Dark is your Night?

- Great for evening/nighttime programming! Go in a closet and experience complete darkness when you shut the door; compare to being outside at night and see any differences. Work on your night vision - try walking around in an area without your flashlight or any electric lighting for a bit and let your eyes adjust. Go on a night hike. Talk about depictions of stars in popular culture: songs about stars, Van Gogh's Starry Night, etc. Write a journal entry about night. Draw or collage what you want the night sky to look like. Find constellations in the sky. Talk about light pollution and the differences between being at camp and in the city

Outdoor Skills

See *GSU Outdoor Skills Patch* for more information.

Daisies – Coming Soon

Brownies

- Fire Building
 - Learn Fire Safety
 - How can you keep yourself safe around fires?
 - Learn to light matches
 - Matches can be dangerous when not lit correctly. Learn the safest way to light a match.
 - Build and start an A-frame fire
 - Now that you have learned fire safety and how to light a match, can you light a fire yourself?
- Knots
 - Learn overhand, square, and slip knots
 - These 3 knots are some of the best knots to know.
 - Learn an overhand on a bight and a figure 8 knot
 - Create a knot with a loop on the end to easily attach to other objects!
 - Play knot tying games and make knot dolls
 - How well do you know your knots? Test your knowledge in games and a craft.
- Leave No Trace
 - Learn about Leave No Trace and Outdoor Ethics
 - What does it really mean to take only pictures and leave only footprints?
 - Learn principle: Know Before You Go
 - It is important that before you leave for the outdoors you are ready to go for all situations.
 - Learn principle: Leave What You Find
 - We want to make sure that everyone can enjoy the outdoors. Learn more about leaving what you find.
- Navigation
 - Learn about trail maps
 - Trail maps are maps that are easy to read and are able to help you find your way.
 - Learn how to follow trail signs
 - What happens when you are hiking in an area without a clear trail? Trail signs help you find the right way.
 - Learn how to use a compass
 - Compasses have been used since the 11th century to help in navigation. Learn how to navigate in this traditional way.

Juniors

- Fire Building
 - Learn about the 3 different types of wood
 - Learn more about the kinds of wood we use to start great fires
 - Make an emergency fire starter
 - Sometimes fires aren't so easy to start. Learn how to make easy fire starters using everyday objects
 - Build and start 3 different kinds of fires
 - Learn about different fire building techniques. Can you build 3 different types of fires?
- Knots
 - Learn the water knot, double overhand, and bowline
 - Learn knots that can help with teambuilding, finishing ropes, and creating a large loop.
 - Learn the clove hitch, munter's hitch, and quick release knot
 - Hitches are helpful in attaching ropes to posts. Also learn how to tie up a horse safely.
 - Learn the figure 8 on a bight and with a follow through an monkey chain
 - Learn knots that are useful when you are ready for a rock climbing adventure.
- Leave No Trace
 - Review and learn principle: Be Careful with Fire
 - Fires are cool but can also be dangerous. Learn about how you can make your fires less impactful on our environment.
 - Learn principles: Choose the Right Path & Trash Your Trash
 - Learn where it is best to hike and camp and how to get rid of all your trash while in the outdoors.
 - Learn principles: Respect Wildlife & Be Kind to Other Visitors
 - There's lots of cool animals and people in the outdoors. Learn how to help everyone have the best time in the outdoors.
- Navigation
 - Create an orienteering course
 - Use your compass skills to create an orienteering course and challenge your friends to complete it.
 - How do maps, coordinates, and GPS systems work
 - Maps and GPS's are really cool, but how do they all work together to tell us where we are in the world?
 - Create a geocaching course
 - Using your new GPS skills create a course for you and your friends to follow.

Starry Nights – 1 Hour Session Outline

○ **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.
 - They should have some trouble with this due to the lights around the area.
 - 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”
 - Because of the lights. This is what is referred to as light pollution.
- “What is light pollution?”
 - 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.
 - For the average person, light pollution means that even on a clear, moonless night, only a few stars may be visible.
 - 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.
 - 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?”
 - Turn lights off when not in use. Especially outside lights.
 - Have outside lights shine down and use shields to prevent lighting up the sky.

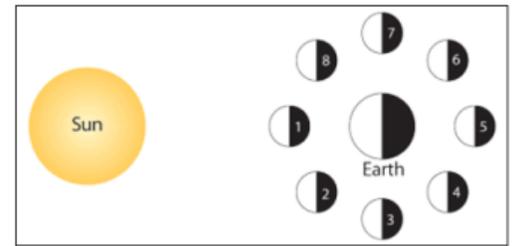
○ **Moon Phases – 10 minutes**

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?”



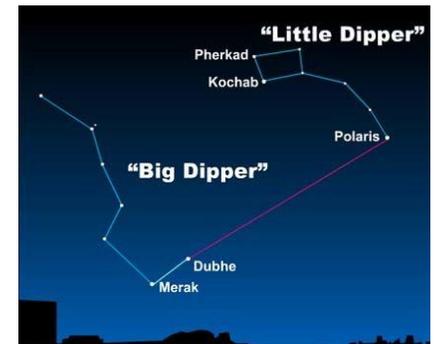
- The Moon has phases because it orbits Earth, which causes the portion we see illuminated by the sun to change.
- You can create a mockup of the relationship between Sun, Earth, and Moon using a flashlight (sun) and two people (moon and earth). Play with various alignments of the “moon” and “earth” to talk about what is seen.



- **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.
 - In order to find the North Star, we first find The Big Dipper. Trace the outline of the big dipper with the laser pointer.
 - 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.
 - This star is the North Star. It is also the beginning of the handle in the little dipper.
 - 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?
 - Polaris
- Why is Polaris referred to as the North Star?
 - 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?”
 - Whenever you are facing the North Star, you are facing north. Once you know which way North is, you can find the other directions.
 - Which way is South? West? East?
 - It can help orient a map correctly if you don’t have a compass.

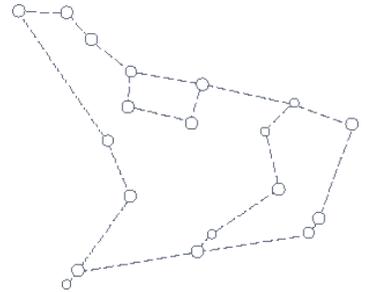


- **Constellations – 20 minutes**

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?”
 - Constellations!
- Great Job Girls. We are now going to learn about 3 constellations.
- The first is the Great Bear or Ursa Major.

- 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.



- 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.

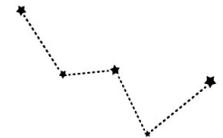
- Our third constellation is Cassiopeia

- 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.

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).

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.
 - a. 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.
 - a. 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.

- a. 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.
- o Continue hiking. See if girls can hike without a flashlight and let their night vision kick in as much as possible.
- o After the hike talk to girls about their experience. What was their favorite part? What feelings did they experience during the hike? Etc.

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.

<p>Hostesses Unpack and distribute food Set tables Serve food Clean up dining area</p>	<p>Fire Building Make and maintain fire Heat water for dishes Put out the fire Clean up fire area</p>
<p>Prep Crew 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</p>	<p>Cook Crew Assist with some prep work (as needed) Soap kettles/prep cookware Cook all food over the fire Clean cooking equipment</p>

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 handling 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.

Directions for Sanitation

Use 3 dishwashing buckets or bins for the three stations.

Have girls scrape plates as clean as possible.

1st 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.

2nd bucket: Clean rinse

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

3rd 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.

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.

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.

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.

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.

FIG 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.

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

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)

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.

Superman

GAMES

Active Games

Amoeba Tag

- One person starts as “it” when they tag someone, the person joins hands forming a group. Play until everyone has been tagged and is part of the amoeba. The last person to get tagged becomes “it” for the next round.

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 chasee is now the one being chased.

Giants/Wizards/Elves

- Similar to rock/paper/scissors tag. Giants overpower elves, elves trick the wizards, and wizards cast spells on giants. Group is divided into two. Each group picks a character to act out. The overpowering character chases the others. If tagged, people must go to the other group. Three lines are needed. One in the middle where the groups “toe the line.” The other two are home bases.

Knights and Dragons or Sun and Clouds

- Everyone individually chooses one person to be their Knight and one to be their Dragon. They will not disclose who they have chosen. When the game begins, they will need to position themselves so that their knight is between them and their dragon. This becomes a process where you are constantly moving since everyone has their own knight and dragon and sometimes this will cause issues with your individual mission. After several minutes, regroup and have the girls point to who they chose. Pick new knights and dragons and play again.
- Sun and Clouds variation: Pick a sun and a cloud. If the leader yells “Sunny Day” the sun should be between you and your cloud and if the leader yells “Rainy Day” the cloud should be between you and your sun.

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 players' hand is slapped, they are eliminated from the circle. If a players' 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!

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.

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.

Will you be my Ducky-Wucky?

- Everyone sits in a circle, one person starting in the middle is "it" and has to choose a girl to try and make smile or laugh by sitting in their lap and asking "will you be my ducky-wucky?" If the victim smiles, they lose and they are the new "it". If instead the girl can keep a straight face and say "no, I will not be your ducky-wucky," then the "it" person needs to move on to somebody else. The question can be asked in any manner (funny voices or making silly faces), however touching is off-limits.

Sit Down Games

Dollar, dollar

- Sit one person in the middle of a circle whose role will be to guess where the “dollar” is. Each person places their left hand on their left knee cupped to receive the “dollar”. With the other hand each person pretends to take the “dollar” from their own left cupped hand and place it in the cupped hand of the person to their right. All sing the song and do the movement in rhythm to the song. Have the person in the middle close their eyes while the rest sing the song through twice. The person in the middle then opens their eyes and guesses at where the “dollar” is all the while the rest continue the song and movement. If they guess wrong then the person who does have the “dollar” gets to be in the middle. If correct gets to stay in the middle. (You can give the guesser one, two or three guesses.)
- “Dollar” can be a quarter or small stone
- Warm-up: Your hand, your neighbor’s hand (repeat until hand pattern set)
- Song: Dollar dollar how I wonder, from the one hand to the other, is it fair or is it square to keep poor (person in middle’s name) standing there? (Repeat as needed.)

Down by the Banks

- Song: Down by the banks of the hanky panky, where the bull frogs jump from bank to banky with an eeps, ipes, soda pop, he missed the lily and he went ker-plop.

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.

Look Up, Look Down

- Everyone stands in a circle and looks down at another person’s feet. On a count of three, they will all look up at the person’s face. If two people are looking at each other, they both fall into a deep sleep dramatically or have to do a dance together. The last person standing is the winner!
- Also known as Screaming Toes or Laughing Toes (referring to what you do after you make eye contact)

Poor Kitty

- Sit in a circle. Pick someone to be the kitty and go in the middle. The kitty will go up to someone in the circle and meow at them. The objective is to make the person laugh. The person in the circle must pat the kitty on the head and say, “Poor kitty, poor”. The kitty must continue until she is successful in making someone laugh and that person will be the new kitty.
- Variation: the girl in the middle can pick any animal to imitate and the person in the circle must guess the appropriate animal as they pat them on the head.

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

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.

Help the Echidna

- Explain to the girls that your echidna is trying to become a better leader but that he needs their help. Ask each girl to name a trait that makes a good leader. Thank the girls on the echidna's behalf and tell them that aiding others in becoming a leader is a great way for each of them to be leaders. This activity can be a good introduction to a team building setting. Disclaimer: If you do not have an echidna on hand, find another plush animal to use in its place. Perhaps a moose or a horse will be more readily available.

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.

Line Up

- Get people to line up in order of "something" as fast as they can or without talking. Topics can include: height, birthday month, number of years as a Girl Scout, etc.
- You can also use this when you are teaching a subject. Ask them to stand on a spectrum of how much experience they have on a subject. This will help you alter your methods to what they already do or don't know.

Tanks

- Create a "battlefield" that has a variety of soft objects strewn about. These objects will be the ammo. Everyone finds a partner. One partner (the tank) will be blindfolded. The objective is to be the last tank standing and not get hit by any ammo. The seeing partners will stand in a line on the edge of the battlefield in order to direct their tank partner to one of the objects. They must also tell them which way

to aim and when to fire. Anyone hit by ammo is out. When the round is over, switch roles and play again. Debrief and see how it felt to see versus be directed and which strategies worked well.

Warm Fuzzies

- Explain to the girls that you like to keep a stash of warm fuzzies close at hand in the form of a koosh ball and that you need to recharge its power. In order to do so, the girls will pass the koosh ball to someone else in the circle and say something nice about that person. This game is good if there is discontent in the group, as a closing circle activity, or just as a general pick-me-up.

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).

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.)

DEBRIEFING TECHNIQUES

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.