Inquiries regarding this manual should be addressed to:
Volunteer Learning Department
Girl Scouts of Western Washington
PO Box 900961
Seattle, WA 98109
or by e-mail at a link found here - www.girlscoutsww.org

You will find the online resource page here:
http://www.girlscoutsww.org/for_volunteers/learning/resources

My Facilitators are:

If you would like to anonymously evaluate this course feel free to use the survey at:
http://www.girlscoutsww.org/for_volunteers/learning/evaluate

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GIRL SCOUTS OF WESTERN WASHINGTON
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Outdoor 2 –revised WB.doc
Girl Scout Leader’s Workbook – Outdoor 2: Planning an Overnight With Girls
© 2009 - Girl Scouts of Western Washington – Feb 2011
SECTION ONE: GETTING SETTLED

THE FOUNDATION OF GIRL SCOUTING

The Girl Scout Mission

The mission of Girl Scouts is to build girls of courage, confidence and character who make the world a better place.

The Girl Scout Promise, Law represent the ethical foundations of Girl Scouting.

Girl Scout Promise

On my honor, I will try:
To serve God, and my country,
To help people at all times
And to live by the Girl Scout Law.

The Girl Scout Law

I will do my best to be
honest and fair,
friendly and helpful,
considerate and caring,
courageous and strong, and
responsible for what I say and do,

and to

respect myself and others,
respect authority,
use resources wisely,
make the world a better place, and
be a sister to every Girl Scout.

Girl Scout camping is an experience that provides a creative, educational opportunity for group living in the outdoors. Its purpose is to utilize Girl Scout program, trained leadership, and the resources of the natural surroundings to contribute to each camper’s mental, physical, social and spiritual growth.”

Outdoor Education in Girl Scouting, pages 59 and 171.
THE GIRL SCOUT LEADERSHIP EXPERIENCE – THE PROGRAM ENGINE

WHAT
DISCOVER
CONNECT
TAKE ACTION

HOW
GIRL LED
LEARNING BY
DOING
COOPERATIVE
LEARNING

BENEFITS & INDICATORS
GIRLS GAIN
SPECIFIC
KNOWLEDGE,
SKILLS,
BEHAVIORS,
AND VALUES

WHO
GIRLS AND ADULTS
INVOLVED IN
PURPOSEFUL LEADERSHIP

COURAGE,
CONFIDENCE
AND
CHARACTER
TO MAKE THE
WORLD A
BETTER PLACE

THE GIRL SCOUT PROMISE

THE GIRL SCOUT LAW
DESIRED OUTCOMES FOR GIRLS IN GIRL SCOUTING

As girls participate in Girl Scout activities we want them to:

DISCOVER

★ **Girls develop a strong sense of self**
  Girls have confidence in themselves and their abilities, feel they are able to achieve their goals, and form positive gender, social and cultural identities.

★ **Girls develop positive values**
  Girls form their beliefs and values based on the Girl Scout Promise and Law, learn to consider ethical aspects of situations, and are committed to social justice, community service and action.

★ **Girls gain practical life skills**
  Girls gain skills that prepare them for a positive, healthy and independent future.

★ **Girls seek challenges in the world**
  Girls develop positive attitudes toward learning, seek opportunities for expanding their knowledge and skills, set challenging goals for themselves and take appropriate risks.

★ **Girls develop critical thinking**
  Girls learn to examine ideas from a variety of viewpoints and use critical thinking to explore implications of gender issues for their lives and their leadership development.

CONNECT

★ **Girls develop healthy relationships**
  Girls learn to form and maintain meaningful and caring relationships, communicate effectively, protect their rights in relationships, and know when to seek help from others.

★ **Girls promote cooperation and team building**
  Girls recognize the value of working together and learn to make decisions that benefit the whole group. They can build effective teams, learn to be accountable to their shared goals, and show recognition for others’ accomplishments and contributions.

(Continued on next page)
Girls can resolve conflicts
Girls learn to recognize and analyze different conflict situations and develop skills for constructive conflict resolution and conflict prevention.

★ Girls advance diversity in a multicultural world
Girls learn to think and act in a way that promotes an inclusive environment, respecting and valuing diverse backgrounds, viewpoints and life experiences.

★ Girls feel connected to their communities, locally and globally
Girls feel that they are part of a larger community and recognize the importance of building diverse, supportive social networks for their personal and leadership development.

TAKE ACTION

★ Girls can identify community needs
Girls learn to identify issues in their local and global communities and come up with realistic possibilities for action.

★ Girls are resourceful problem solvers
Girls can use their knowledge and skills to set up and implement creative and effective ‘action plans,’ locate tools and resources they need, and know when, where and how to enlist help from others.

★ Girls advocate for themselves and others
Girls develop the ability to speak out on their own behalf and seek opportunities to act and speak on behalf of others.

★ Girls educate and inspire others to act
Girls learn to effectively explain their ideas to others and motivate them to get involved in community service and action.

★ Girls feel empowered to make a difference
Girls feel empowered to use their leadership skills to effect change in their lives and their world, and that their contributions are valued in the larger community.
QUESTIONS FOR DISCUSSION

Which of these outcomes could best be the focus of an outdoor overnight experience?

What are some behaviors that girls might demonstrate indicating they are accomplishing some of these outcomes?

How might the three processes (1. Girl Lead, 2. Learning by Doing, and 3. Cooperative Learning) happen at your particular grade level when planning and carrying out an outdoor experience?)
### SECTION TWO: GIRL READINESS / GIRL BEHAVIOR

#### READINESS INDICATORS

The first night away from home on a Girl Scout overnight is a big step and a real adventure, especially for younger girls. A girl needs to be emotionally ready for this experience and should have a genuine desire to go - whether the girls are sleeping overnight in a backyard, joining a museum camp-in, staying in a lodge or cabin, or trying out tent camping. The skills that are necessary to make each girl’s experience more enjoyable can be developed through activities at the troop meeting and during progressive short trips with the troop. Some girls may also have skills gained while camping or traveling with the family. Consider these guidelines for a girl’s first overnight:

<table>
<thead>
<tr>
<th>Guidelines</th>
<th>Yes</th>
<th>No</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>★ She should want to go.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>★ She should not be afraid to be away from her home or family overnight.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>★ Her family should be prepared to let her go.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>★ She should be able to cope with new circumstance such as:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Meeting new people</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Visiting strange places</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Darkness, different night noises, insects, other small creatures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Sleeping in a strange bed or on a pad on the floor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>★ She can function as a member of a group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>★ She is willing to sleep, eat, and play with all girls, not just her best friends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>★ She can be flexible, not always have her own way</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>★ She can share her space and manage with little privacy</td>
<td></td>
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</tr>
</tbody>
</table>

CONTINUED ON NEXT PAGE
The following indicators can be used as a guide in determining whether or not a girl possesses the necessary skills and knowledge to enjoy an overnight experience and work cooperatively with other girls.

<table>
<thead>
<tr>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>★ She can participate in planning a simple trip; use a Kaper chart or similar assignment sheet; and follow written, verbal or illustrated instructions for food preparation</td>
</tr>
<tr>
<td>★ She can wash dishes, clean up the kitchen/cooking area, and store food properly</td>
</tr>
<tr>
<td>★ She has practiced packing and re-packing her luggage, rolling her bedroll or sleeping bag, using a flashlight, etc.</td>
</tr>
<tr>
<td>★ She has been on a series of day trips and has participated in preparing a meal.</td>
</tr>
</tbody>
</table>

### Readiness indicators

**Excerpts from *Outdoor Education in Girl Scouting***

The first night away from home on a Girl Scout overnight is a big step and real adventure, especially for younger girls. A girl needs to be emotionally ready for this experience and should have a genuine desire to go, whether girls are sleeping overnight indoors or outdoors, away from home.

The girls as a group must also be ready for an overnight experience. Their ability to work together, plan together, and play together, will help to make the experience a good one for everyone.

The leader of the group must also be ready to guide the planning process, to help everyone feel prepared for and excited about a new adventure.
YOUR READINESS

You must also be ready to guide the planning process, to help everyone feel prepared for and excited about a new adventure. This class is provided to help you prepare for your role.

There are also a number of resources to help guide the process. Handbooks for each age level provide many suggestions for activities. Suggested activities are in the Brownie Girl Scout Try-Its, Junior Girl Scout Badges, and Interest Projects for older girls.

They are designed to lead girls through progressive experiences. Girls and leaders can use them to guide their planning whether or not the girls complete and earn the awards. For further information see the chart on pages 10-13 in *Outdoor Education in Girl Scouting*. 
AM I READY FOR THIS ADVENTURE?

1. Do I want to go? ☺ ? ☹
2. I can be away from home overnight without contacting my family or friends during the time away. ☺ ? ☹
3. My family is ready to let me go. ☺ ? ☹
4. I can meet new people. ☺ ? ☹
5. I can visit strange places. ☺ ? ☹
6. I can manage without a nightlight. ☺ ? ☹
7. I can identify some of these night noises: owl, frogs, crickets, coyote, mosquitoes, snoring, fellow camper walking back from the bathroom (aka: biffy) ☺ ? ☹
8. I know what to do if there are spiders or other small animals. ☺ ? ☹
9. I can sleep on a pad on the floor. ☺ ? ☹
10. I can work & play with others (not just my best friend) ☺ ? ☹
11. I don’t have to have my own way. ☺ ? ☹
12. I can share my space and manage with little privacy. ☺ ? ☹
13. I can help plan for a simple trip. ☺ ? ☹
14. I can use a kaper chart and help with troop chores. ☺ ? ☹
15. I can follow directions (written, verbal or illustrated) ☺ ? ☹
16. I can clean up after myself in the kitchen and bathroom. ☺ ? ☹
17. With practice, I can roll a sleeping bag. ☺ ? ☹
18. I can use a flashlight courteously. ☺ ? ☹
INCLUDING ALL GIRLS

How might you deal with some of these diversity situations that could occur to ensure that all the girls in your troop can be included in the overnight experience?

★ A girl wets the bed at night.

★ A girl broke her leg and is on crutches.

★ A girl is permanently in a wheel chair.

★ A girl’s religion does not permit a flag salute.

★ A girl cannot eat gluten.

★ A girl refuses to eat what the troop planned.

★ A girl’s family thinks camp refers to refugees.

★ A girl’s family is unwilling to let their daughter go with non-family members.

★ A girl is uneasy sleeping / eating / dressing beside someone of a different race.
DEALING WITH DIFFERENCES IN A CAMP SETTING

It is important to be sensitive to the needs of all girls when planning a camping experience and to be aware of the differences and backgrounds of each individual girl.

You may have girls from different cultural backgrounds and religions as well as those who are differently-abled. You may also have girls from families with their own values and beliefs or girls whose past experiences have made an impact. Carrying out getting acquainted activities and exercises in the troop meetings will help to identify some of the differences. The game “Who Am I”, or activities listed in the handbooks are excellent choices. Remember, girls may not take the initiative to bring up any problems. You may need to talk to the girl privately or to the girl’s parents if you suspect any problems may arise.

The following is a list of some examples to be aware of:

- “Camp” may mean a refugee camp to an immigrant girl.
- Primitive outdoor life may be what her family came to America to escape.
- Self-reliance may not be a trait her family values in females.
- Family weekend activities such as: Japanese or Chinese school, Greek class, Jewish religious services, or weekend pow-wows for Native Americans may impact whether a girl may attend a weekend outing.

Some families or cultures have unexpected restrictions on such activities such as:

- Knot-tying
- Knife use
- Certain animal or plant food
- Certain foods or food combinations

A girl with a fear of the dark, or not sleeping behind a door, or silence in the woods, is not necessarily immature. She may have a bad experience somewhere else.

Skin color is not an indicator of values and preferences. You won’t want to assume that white girls are members of the mainstream culture.

CAN YOU THINK OF MORE?
SUPERVISION OF GIRLS

Adults accompanying a group should be chosen for their patience, flexibility, and good judgment. They need to understand their responsibilities during the trip.

The leader should explain the role of adults and her expectations before the trip, helping the adults:

★ To understand the plans the girls have made for the trip.
★ To understand the safety systems for the trip and the buddy system that the girls have learned.
★ If they are drivers, they need to know the Program Standards for transportation safety in Safety Wise.
★ They need to know the emergency procedures for the site as well as during travel to and from the site.
★ They need to know what equipment and clothing to bring and what the site will be like.
★ They need to know the rules in force at the site, the schedule and the expectations that the girls have set for themselves.

The leader needs to communicate with the other adults and encourage them to attend meetings when the group is preparing for the trip.

Supervision means….

★ Encouraging girls to try new things
★ Watching, guiding, directing
★ Intervening before injuries occur (safety is a primary concern)
★ Being knowledgeable about the activity and the potential for injury
★ Being a role model by your actions
★ Taking full responsibility for an activity or group of girls when asked
★ Providing effective discipline when needed (criticize the behavior, not the child)
★ Knowing where girls are at all times; counting heads
★ Being easily located by girls who need help
★ Helping girls understand how to do unfamiliar tasks while giving them real responsibility for finishing a job so that they see themselves as useful and competent
★ Providing praise for effort and achievement

If the adults have daughters in the group, they may want to discuss ways to encourage these girls to feel that they are part of the group, not different or special. Also realize that young girls sometimes find it hard to share the time and attention of their parents (or special adult) with other girls. Parents sometimes find it hard not to focus most of their attention on their daughters.
HELPING GIRLS DECIDE – DECISION MAKING TOOLS

Some effective ideas for getting girl input and helping girls to make decisions are:

**Brainstorm**

**Rules**

- No judging during brainstorming. No killer phrases.
- Don’t think about money, cost, time, or space.
- Aim for quantity – lots and lots
- Build upon each others’ ideas. Combine, add to...
- List every idea. Repetition is okay. Spelling doesn’t matter.

**After the brainstorm is over**

- Sort out ideas (circle together) according to:
  - a. Those immediately useable.
  - b. Those that may be useable.
  - c. Those not useable. Not good or bad.

**Make a Stand** - If you’re having trouble getting girls to participate in group discussions, or coming to decisions, “make a stand” can help. Everyone has to make up their minds and get physically involved – this tends to make people more chatty and alive.

- The stations can be places in the room or unit
- It can be circles to stand in or a chart to put stickers or chips onto
- Or A straight line stand
- As a discussion aid, label stations by ideas or topics
- As a young girl aid, label stations by: Yes, No, Undecided, or Agree, Disagree, Question

To reach consensus, you keep talking until everyone is happy and standing in the same place. Consensus means everyone agreeing rather than taking a majority vote with some people not getting their way. With consensus:

- Everyone wins - even if the agreement is that “everyone is unique, so we agree to disagree.

- There are no winners or losers because new alternatives are raised that include everyone.
Ways of Voting – Making choices helps girls grow

★ All in favor go to this side of the room. All against go to the other side. (Good to use if the girls don’t like to sit still.)

★ All in favor raise your hand. All against raise your hand. (This can be done with eyes open or closed.)

★ All in favor drop a blue square into the box. All against drop a red square. (or any two items of different colors)

★ Use pencil and paper. Write what you want, and drop in the box.

★ It Bag: Put the useable ideas in a bag. Draw them out.

★ Dream Box: A place to put ideas that didn’t get chosen so you can use them again another time.
SAMPLE BROWNIE CONTRACT

1. I will use the buddy system when leaving the unit or when going to the bathroom at night.

2. My buddy and I will tell an adult if we are leaving the unit and when we return.

3. I will do my jobs that are listed on the Kaper chart when asked in a happy, cheerful manner.

4. I will not go out on the unit dock without wearing a life jacket and having an adult present.

5. I will be responsible for packing and carrying my personal gear from the car to the unit and vice versa when leaving camp.

6. I will not take or use other girls’ possessions, unless I ask first.

7. I will try to leave the camp cleaner than it was.

8. I will not climb on or over cabin walls.

9. I will not run at camp, unless it is in a running game.

10. I will follow the driver’s rules when in the car.

Signed: ________________________ Girl

Signed: ________________________ Parent
## TRIP ACTION PLAN

**Girl Scouts of Western Washington**

**Trip Action Plan**

This form is a tool for girls and advisors when planning trips and should be developed and discussed with girls. A copy should be left with your trip Emergency Contact, and a copy brought on the trip with you. Girl and adult medical forms should be kept separately with the First Aid. Please refer to Safety-Wise for specific high-adventure activities. This form should be typed for ease of reading. Girl Scouts of Western Washington Emergency Answering Service: 800/303-0053.

### Lead Trip Advisor:
- **Phone:**
- **Email:**

### Activity/Trip:
- **Region/Location:**
- **Days & Date(s) of Activity:**
- **Distance from Emergency Medical Services:**
- **Level of First Aid Required:**

### Trip/Activity Description

Include a brief description of your trip. Please note if different activities will be done (ex. rock climbing, exploring cultural sites, etc.).

### Trip Itinerary [include lodging, transportation, and activities]

<table>
<thead>
<tr>
<th>Date</th>
<th>Approx. Time</th>
<th>Activity</th>
<th>Location/Vendor Name and Address</th>
<th>Contact Information</th>
</tr>
</thead>
</table>

### CERTIFICATIONS

<table>
<thead>
<tr>
<th>Name</th>
<th>Certifications/Girl Scout Workshops (First Aid/CPR, Travel Workshop, Lifeguard, etc.)</th>
<th>Date Completed</th>
<th>Expiration (if applicable)</th>
</tr>
</thead>
</table>

What is the Adult/Participant Ratio for your trip: _____ adult to _____ girls

Page 1 of 3
Non-Emergency Action Steps: Include steps for behavior problems, illness, and change of plans. See Global Travel Toolkit Appendix for an example of a behavior contract that should be established with the group prior to the trip.

Disobeying Behavior Agreement 1st Offense:

Disobeying Behavior Agreement 2nd Offense:

Not listening/being a "piti":

At-Home Emergency Contacts:
Girl Scouts of Western Washington Emergency Answering Service: 800/363-9963

<table>
<thead>
<tr>
<th>Name: (list in priority order)</th>
<th>Day Phone Number:</th>
<th>Evening Phone Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Traveling Resources and Agency Contacts: List contact phone numbers for the area where your trip will be. Indicate if numbers are 8am-8pm or available after-hours. Include embassy information, consulates, hospitals, etc.

<table>
<thead>
<tr>
<th>Agency</th>
<th>Telephone</th>
<th>Hours of Operation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Final Paperwork and Checklist:
☐ Trip Action Plan (this form) filled out completely.
☐ Paperwork signed by Participant or Parent/Guardian:
  o Notarized Authorization for Medical Treatment (for girls and adults)
  o Notarized Permission to Travel with Minor Form
  o Medical History Form (for girls and adults)
  o Copies of girl and adult passports scanned and emailed to Trip Advisor(s)

CC (leave a copy with): Emergency Contact_______
Other Trip Advisor(s)_______
WHAT WOULD YOU DO IF ....?

How will you deal with each of these situations or behaviors?

★ Samantha comes to you in tears and says, “Allison hates me!”

★ You notice that Amanda has not eaten today and says she doesn’t like anything.

★ Erin comes to you and says, “Emily and Sara are telling secrets and they won’t tell me.”

★ You notice what appear to be red welts on Lisa’s legs after she has changed into her swimsuit.

★ Lindsay tells you that someone took her jack knife that she borrowed from her brother.

★ On the ride out to camp you overhear one of the program aides tell another that she has been sneaking out of her home and going to parties.

★ An argument between Kelly and Katie goes from a verbal exchange to a fistfight.

★ As bedtime approaches Bonnie becomes more withdrawn and starts to cry and says she wants to go home.

★ Late Saturday night Alix complains that she has a stomachache.

★ The girls are excited and running around and it’s BEDTIME!

★ Maria is withdrawn and not participating in activities. You ask her why and she says that her father is in the hospital.

★ You are attending an encampment and one of the girls is hitting others for no apparent reason.

★ While getting things together to make s’mores, you notice that half of the candy bars are missing.

CONTINUED ON NEXT PAGE
★ Your troop has decided that they want to go on an overnight to a State campground. Your dilemma is that one of your girls is in a wheelchair and wants to go. She says she goes camping with her family and won't be any trouble.

★ You are on a camping trip with your troop for two nights at a public campground with access to a beach. Two girls disappear to the beach without your permission. You form search groups and find them.

★ You are on your first troop camping trip and it has rained your entire first day with no signs of stopping. You are prepared as a troop with the appropriate gear, food and shelter. Four members of one patrol are complaining and refusing to take part in any activities or do any of Kaper responsibilities. Morale is low and other girls are having to do the non-participants work.

★ You are at camp for an overnight. One of your girls falls and injures her arm. You think it could be broken, but you're not sure.
### RESPONSES FOR CAMPER SITUATIONS – GET THE RIGHT TOOLS FOR THE JOB

**Strategies that work with Children**

**- RESPONSE LEVEL ONE -**

<table>
<thead>
<tr>
<th>When to Use</th>
<th>Age Group</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camper not doing what’s expected/camper resisting chores, etc.</td>
<td>All - depending on the choice given</td>
<td>“You can make your bed alone, or I can help you”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When to Use:</th>
<th>Age group</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campers doing something they shouldn’t</td>
<td>All, depending on delivery</td>
<td>“No, you can’t race around in here, but you can help me build a tent.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When to use:</th>
<th>Age Group</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camper not doing what’s expected/camper resisting chores, etc.</td>
<td>Usually lower/middle camp</td>
<td>“If you can help me out…I’ll help you with your clean-up.” “If you help Doreen sweep ... we can make popcorn.” “If you can clean up in three minutes...we can play ball later.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When to Use</th>
<th>Age group</th>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camper resisting rule or threatening not to comply.</td>
<td>Especially effective with teens</td>
<td>1. State the expectation 2. Stay out of any arguments 3. Restate the expectations 4. Disengage</td>
</tr>
</tbody>
</table>

**GIVE CHOICES**
*(Especially choices within limits)*

**REDIRECT**
*(Substitute an acceptable choice for unacceptable one)*

**THIS FOR THAT**

**STATE YOUR EXPECTATIONS – DETACH**
<table>
<thead>
<tr>
<th><strong>SMOOTHING</strong></th>
<th><strong>USING WARNINGS ABOUT TIME OUTS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When to use:</strong></td>
<td>Camper misbehaving/testing limits</td>
</tr>
<tr>
<td>Age group;</td>
<td>Lower/middle</td>
</tr>
</tbody>
</table>
| Example: | "Are you telling me you need a time out?"

- RESPONSE LEVEL TWO -

<table>
<thead>
<tr>
<th><strong>TAKE CAMPERS ASIDE AND LISTEN/TALK</strong></th>
<th><strong>ALLOW CONSEQUENCES FOR FAILURE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When to use:</strong></td>
<td>Campers are testing the limits and the limits are not safety related.</td>
</tr>
<tr>
<td>Age group;</td>
<td>ALL</td>
</tr>
</tbody>
</table>
| Example: | "No, we can't have popcorn today, because you didn't get cleaned up on time. But let's try again tomorrow."

When to use: When a camper is having trouble cooperating. When resistant behavior continues.

Age group: ALL (Remember, younger kids have a shorter attention span.)
## HAVE A CHAT WITH THE ENTIRE GROUP

| When to use: | When campers as a group are having trouble cooperating/getting along. When resistant behavior on the part of the group persists.  
**Age group:** ALL (Remember younger kids have a shorter attention span)  
**Some pointers:**  
- Do a survey: “How many kids have noticed!”  
- Generalize: “Sometimes, when there is a new member…. Or “Sometimes, when we are coming up to a holiday …”  
- Ask for suggestions from the group  
- Challenge: “I am challenging the group to see if you can clean up in two minutes…” |

## USE A SPECIAL ACTIVITY TO PULL KIDS TOGETHER

| When to use: | When campers are not getting along or bunk spirit is low  
**Age group:** ALL  
**Example:** Have a Halloween party or paint a group mural or make a huge kite and fly it! |

## ASK A FRIEND OF A CHILD HOW TO GET THROUGH TO HER

| When to use: | When you are not getting through to a specific camper AND you have a good rapport with the group.  
**Age group:** ALL  
**Example:** “Hey, Jill, what can you tell me about Jane!” I like her and would like to know what I could do to help her be happier at camp. You’re her friend – any ideas?” |

## SECRET SIGNAL

| When to use: | When a child is having trouble with self-control or needs special reassurance.  
**Age group:** Lower/middle/some teens  
**Example:** Use a wink of an eye or thumbs up as a reminder. |
### USE TIME OUTS/COOL OFF PERIODS

<table>
<thead>
<tr>
<th>When to use:</th>
<th>When a camper or group is misbehaving, especially if too silly, angry, etc. ALL, though teens require more authority.</th>
</tr>
</thead>
</table>
| Age group; Some pointers: | - Be clear about what brought about the time out  
- Be clear about the behavior you are looking for (stated positively)  
- Give credit for a time out completed satisfactorily  
- Have the child (or group) restate the desired behavior  
- Give a “vote of confidence.” |

### - RESPONSE LEVEL THREE -

<table>
<thead>
<tr>
<th>When to use:</th>
<th>Before any other level three response, and when children defy authority on a continual basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age group;</td>
<td>ALL</td>
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</table>

- **RESPONSE LEVEL THREE** -

| When to use: | Before any other level three response, and when children defy authority on a continual basis |
| Age group; | ALL |
## SECTION THREE: PLANNING AND PREPARING
FOR AN OVERNIGHT EXPERIENCE WITH THE GIRLS
SCAVENGER HUNT

Where and what information will you find in your resources on:

- An outdoor overnight experience at a GSWW site

<table>
<thead>
<tr>
<th>Volunteer Essentials</th>
<th>GSWW Properties</th>
<th>Safety Activity Checkpoints</th>
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- Parent permission and transportation

<table>
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<tr>
<th>Volunteer Essentials</th>
<th>GSWW Properties</th>
<th>Safety Activity Checkpoints</th>
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- What to do in case of an emergency

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<th>Volunteer Essentials</th>
<th>GSWW Properties</th>
<th>Safety Activity Checkpoints</th>
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</table>

- Health & Safety

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<th>Volunteer Essentials</th>
<th>GSWW Properties</th>
<th>Safety Activity Checkpoints</th>
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</table>

- Waterfront use

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<thead>
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<th>Volunteer Essentials</th>
<th>GSWW Properties</th>
<th>Safety Activity Checkpoints</th>
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</table>
**IMAGINARY TROOP SCHEDULE AND MENU**

Brownie Troop 882288  
12 girls and 3 adults  
Spring Encampment at Camp Evergreen

**SCHEDULE**

**Arrive 10am Saturday**

- **10:15 - 12:00**  Settle in and tour camp  
- **12:15 - 1:00**  Lunch in the lodge  
- **1:15 - 4:30**  Afternoon program provided by Senior Troop 12125  
- **4:30 - 7:00**  Dinner within troops - cook and clean-up in unit  
- **7:00**  All-camp campfire  
- **8:00**  Return to unit; troop program  
- **9:30**  Lights out

**Sunday**

- **7:30 - 9:00**  Breakfast within troop - cook and clean-up unit  
- **9:15 - 11:00**  Troop program: work on _____________Try-It  
- **11:00 - 12:00**  Make sack lunch and clean unit  
- **12:15 - 1:00**  Eat sack lunch by the creek  
- **1:45**  Load cars to go home

**MENUS**

**Saturday snack:** ____________________________________________

**Saturday dinner**

★ Tacos (re-heat meat, shred cheese and lettuce, cut tomatoes)  
★ Fruit salad (cans of fruit cocktail, mix with vanilla yogurt and sliced bananas)  
★ Brownies with ice cream  
★ Milk

**Sunday breakfast**

★ Oatmeal with raisins and brown sugar, milk or cold cereal  
★ Muffins  
★ Cottage cheese crunch: mix chopped apple or mandarin orange sections with cottage cheese.  
★ Cocoa and orange juice

**Sunday Lunch - Sack lunch**
TROOP EQUIPMENT LIST

Troop equipment list: Each troop must provide

☑ Silverware
☑ Dish soap
☑ Dishes or mess kits
☑ Dish towels
☑ Clorox/bleach
☑ Paper towels
☑ Matches/fire starters
☑ Kindling
☑ Pot holders
☑ Measuring cups/spoons
☑ First Aid kit
☑ Battery powered lanterns
☑ Locked box for medications, if needed
☑ Dunk bags

*Dishes and cups should not be made of Styrofoam.

What else might be needed?
TIPS ON KEEPING WARM AND DRY

★ **Dress in layers.** Several lightweight layers are warmer than one heavy jacket. Body heat is trapped between the layers and provides insulation. Walking and working while bundled up can cause you to sweat. Evaporation of sweat will chill you. Layers offer the ability to “peel down” when you’re over-warm, avoiding that chill.

★ **Types of Fabric.** Cotton and denim are inadequate in cold, wet weather. Wool and fleece are better. Cotton, including the denim in jeans, draws (“wicks”) moisture from its surroundings and becomes damp and wet quickly. Cotton, when wet, is very cold. It draws heat away from the body and does not dry easily, making you cold quickly. Choose wool, fleece, or synthetic blends made for outdoors. When wearing jeans (cotton denim), add wool or outdoor synthetic fiber long underwear or leggings. Wear wool or fleece socks. Have the ability to add waterproof rain pants or “gaiters” if the trail or weather is wet.

★ **Rain Gear.** Be prepared for rain with adequate rain gear (poncho or rain suit) and waterproof boots. Have raingear for your head as well.

★ **Mittens or gloves.** Wool, fleece, & outdoor blends are best. Avoid cotton.

★ **Hats.** Bring two. One for day use in the weather & one woven-type kept dry for sleeping.

★ **Sleeping Bags.** Bring a good outdoor-rated sleeping bag. No indoor “slumber bags” since they are not warm enough. If the bag is not polyfill or down, put several cloth sleeping bags together, one inside the other. A “slumber bag” inside another sleeping bag can add insulation.

Put something under your sleeping bag. Whether you sleep on the ground or on a vinyl mattress in a cabin, what you sleep ON can chill you and draw warmth away from your body. A fleece or wool blanket (no cotton), foam pad, or even extra clothes can provide a barrier.

If you did not bring an insulated pad, sometimes it is better to put that extra blanket **under** the sleeping bag where the insulation is compressed, rather than on **top** where the insulation still has warm air spaces trapped.

Put something over your sleeping bag. Add a layer of insulation with a fleece or wool blanket (no cotton), or even your coat if it's dry. Do not roll out your
sleeping bag until you are ready to get into it, then roll it loosely again in the morning otherwise the nice dry fibers of your bag will attract moisture from the air during the day and feel chilly and damp by nightfall. If you have a down or Polarguard (polyfill) bag, unstuff it while you prepare for bed to let it fluff up.

* **Navigating the Dark** Use “glow sticks” as night lights in cabins and to mark the paths to the rest rooms. Be forewarned that these lights do attract bugs so if you choose to hang them in the cabins do so in a place where the insects will not startle the girls. Our camps don’t have street lights so the evenings will get quite dark

* **Take care of yourself** Eat a protein snack like peanuts, rather than a sugary snack like S’mores at bedtime. Protein produces heat over a longer period of time since it is slower to digest than sugar. A sugary snack can cause children with enuresis to “crash” and have a wet bed. Exercise before going to bed to help with the initial warm up of that chilly bag.

* **Preparing to Sleep.** Be sure to drink less just before bedtime, and remember to go to the bathroom before you change into those nice, dry P.J.’s, sweats, or long johns for bed. If you end up needing to visit the bathroom again at night, just GET UP and GO. You’ll get back to sleep quicker than if you lay there awake trying to “hold it.” Just keep your flashlight, coat, and boots handy and take a buddy.

Put on dry clothes (including underwear) just before going to bed. Everything has been sweated in or has been out in the weather all day; get it off. It’s cold to strip to the buff and redress from head to toe, but well worth it for the good sleep. Don’t forget your dry, woven-type sleeping hat, too, as 50 percent of your body heat is lost through your head!

Put the clothes you’ll be wearing the next day in your sleeping bag, or under the sleeping bag or above your pad. If you do this, your clothes will not only provide extra insulation while you sleep but be warm and ready for you to dress quickly and comfortably in the morning.
DEALING WITH CLOTHING RELATED PROBLEMS

What's a Potential Solution?

★ A girl does not have rain boots.

★ It's raining and a sleeve tore off a rain coat.

★ The grass and bushes are wet and jeans are soaked from the knees down.

★ One girl wet her sleeping bag.

★ It's early spring and one girl has cold hands, but no mittens or gloves.
SAMPLE PACKING LIST FOR PARENTS/GUARDIANS

It is important to have your daughter do her own packing. Encourage her to do the following: Put the flashlight and rain gear at the top of the bag. Pack an entire day’s clothing in a Ziploc bag. Pack the rest of the clothing in plastic bags, too. That way if it rains, she will still have dry clothing.

Place the sleeping bag and blanket inside a plastic bag for the same reason. If the sleeping bag is in a nylon stuff sack, line the sack with the plastic bag; this makes the plastic less likely to get torn and put the bagged blanket separately in the duffel. To make it easier to pack gear into cars, please use soft-sided suitcases or duffel bags.

PLEASE!!! No Electronic Games! No Candy! No iPods/MP3 Players!

No Cell Phones!

PACKING LIST

★ Sack lunch for Friday
★ Permission slip
★ 3 pairs of pants
★ 3 shirts
★ Sweatshirt/Sweater
★ Underwear—one pair per day plus one extra
★ Socks—two pair per day
★ Pajamas (sweats are great)
★ Long underwear (especially if your child gets cold when tired)
★ Warm jacket
★ Stocking hat
★ Gloves/mittens
★ Bandana
★ 2 pair shoes—no open toes
★ Rain gear
★ Rain boots
★ Sleeping bag – warm
★ Wool or fleece blanket
★ Nighttime buddy (small, please!)
★ 2 Glow sticks (reassuring when there are no street lights!)
★ Mess kit – plastic or metal plate, bowl, cup (must be able to stand hot water)
★ Silverware – nothing you wouldn’t mind losing
★ Water Bottle – non-leaking
★ Dunk bag – mesh bag large enough to hold dishes
★ Sit – upon
★ Mosquito repellant (if needed)
★ Personal items: Hairbrush, toothbrush, toothpaste, soap, towel, washcloth and rubber
★ Bands for hair
★ Daypack for hauling around stuff they may need at camp
★ Medications: All of these must be in original containers and given to leader/first aider regardless of whether they are over-the-counter or prescription.
SECTION FOUR: PLANNING WITH THE GIRLS

MENU PLANNING AND SHOPPING

Use the food pyramid to guide the planning of well balanced meals. Also consider religious preferences, dietary needs, and food allergies of individuals in the group. Different types of foods and beverages will be needed for extremely hot or cold weather and very active trips.

Reflect on food storage capabilities, distance food will be carried on or to the site, and the amount of time the group wants to spend in cooking and cleaning up or doing other program activities.

Food Guide Pyramid – A Guide to Daily Food Choices

<table>
<thead>
<tr>
<th></th>
<th>Breakfast</th>
<th>Lunch</th>
<th>Dinner</th>
<th>Snack</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td></td>
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<tr>
<td>Day 2</td>
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<tr>
<td>Day 3</td>
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</tr>
<tr>
<td>SHOPPING ORGANIZER</td>
<td></td>
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<td>--------------------</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>DATE OF CAMPING TRIP</strong></td>
<td><strong>LOCATION</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>PATROL/TROOP</strong></td>
<td><strong>PATROL/TROOP LEADER</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>NUMBER OF PEOPLE</strong></td>
<td><strong>SHOPPER</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MEAT AND DAIRY</strong></td>
<td><strong>PRODUCE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CANNED GOODS</strong></td>
<td><strong>BAKERY</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>PAPER SUPPLIES, SOAP, ETC.</strong></td>
<td><strong>STAPLES, SPICES, OTHER</strong></td>
<td></td>
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</tbody>
</table>
**BUDGETING FOR AN OVERNIGHT**

Dates: _______  Number of girls ____  Number of adults ____

<table>
<thead>
<tr>
<th>Budget items</th>
<th>Projected Cost</th>
<th>Final Cost</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenses:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Food, cleaning supplies</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>▪ First aid supplies</td>
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<td></td>
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<tr>
<td>▪ Program supplies</td>
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<td></td>
<td></td>
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<tr>
<td>▪ Rental of facilities</td>
<td></td>
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<tr>
<td>▪ Vehicle rental/charter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Gasoline, tolls, other travel expenses</td>
<td></td>
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</tbody>
</table>
### OVERNIGHT PLANNING WORKSHEETS

**Meeting 1**
- Discuss overnight with troop
- Decide ... what kind of place and activities interest the girls
- Discuss ... what to wear; dressing in layers
- Do --- Relay race dressing for particular activities or weather
- Make site reservations
- Submit necessary trip forms to council or service unit.
- Bring clothing samples for relay race.

**Meeting 2**
- Plan menu for overnight
- (Create shopping list)
- Considering menu and activities set up a budget for the trip.
- Demonstrate how to make a bedroll and roll a sleeping bag; let girls practice
- Alert girls’ parents/guardians of dates of upcoming trip.
- Ask for adult volunteer for shopping, drivers, chaperones, etc.

**Meeting 3**
- Plan the schedule for the overnight including activities
- Lean an active song
- Practice cooking on a stove and using kitchen tools to make a snack
- Send parent/guardian permission forms home with girls with details of the trip.

**Meeting 4**
- Practice safety skills, buddy system, looking for site hazards, fire drill.
- Practice simple first aid; check first aid kit.
- Review personal equipment list and show packing process
- Make copies and send equipment list home to parents/guardians

**Meeting 5**
- Discuss expectations and behavior for overnight
- Plan equipment needed
- Practice other skills needed
- Learn two quiet songs
- Discuss the kinds of activities they would like to do while on their overnight experience
- Permission forms due from parents or guardians and money needed to pay for the trip.
- Set transportation system for trip
- Call on adults willing to take girls shopping for food and packing for trip.
<table>
<thead>
<tr>
<th><strong>Meeting 6</strong></th>
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<th><strong>Meeting 6</strong></th>
</tr>
</thead>
</table>
| ★ Make a kaper chart  
★ Plan a Girl Scouts’ Own  
★ Review plans for the trip with everyone  
★ Answers all questions.  
★ Several/all girls bring gear as if packed for trip.  
★ Leader make suggestions for changes or additions | ★ Check arrangements with drivers, shoppers, chaperones, etc  
★ Get Ready to “Enjoy” |
### Meeting Planning Calendar

<table>
<thead>
<tr>
<th>Content/Activities</th>
<th>Leader activities</th>
</tr>
</thead>
<tbody>
<tr>
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</table>
SECTION FIVE : BASIC OUTDOOR SKILLS

SIMPLE KNOTS AND THEIR USES

A universal knot that unties easily when either free end is jerked. Be sure to use ropes of the same size and material.

**To Tie:** Pass the left over the right, then around and up. Pass the right end over the left, then around and up. Pull tight.

When would square knots best be used?

**To Tie:** Wrap the working end around the post and over the standing end to form an x. Again, wrap the working end around the post in the same direction but cross under the x.

When would a clove hitch best be used?
OUTDOOR COOKING SAFETY

Fire prevention
A fire extinguisher should be by every stove. A shovel, rake, a bucket of water or sand, and a blanket should be available at the fire circle. With backpacking stoves, try to have a kettle large enough to invert over the burner.
Learn about shovel and fire use and safety before going on a cookout.
Practice assembling and replacing parts on a stove before going on a trip. Only use parts approved by the manufacturer. Know the proper tools to use.
Never leave a stove or fire unattended.

Location
Place the stove on a level surface, ever on a wooden floor or porch. Clear a six foot fire ring around the fire.

Fuel
Store all fuel away from the stove and fire circle and pathways.
Only refuel a stove when it is cool. Fill or change canisters away from open flames. With liquid fuels, always carry the stove to an area away from the kitchen and use a funnel to transfer liquid fuels.
Never open a refillable fuel tank while the stove is ignited or warm, even if the tank is running low. Fill the tank before starting a meal.
Gather a supply of tinder, kindling, and fuel before you start to build the fire.

Extinguishing
Turn off the stove and put out the fire as soon as you are through using it.
Never dump water on a fire to put it out. Always sprinkle and spread. Sprinkle sand and spread in a cement or rock fireplace, never use water.
No playing with or around the fire or kitchen area.

Other
Only cooks and fire builders should be inside the kitchen/fire circle.
Build only the type and size of fire that suits your needs. Leave no trace principles encourage using an outdoor stove when available.
Before working near any open flame, long hair should be tied back, loose sleeves rolled up or fastened, and baggy clothes with loose bits changed. Remember plastic and synthetic fibers melt rather than burn. Wool, cotton and other natural fibers are the best choices for cooking clothes.
KITCHEN SAFETY

General Safety Rules

★ Only people actively involved in cooking should be in the kitchen.
★ Cooks should tie back long hair and secure loose clothing.
★ Cooks should know how to use a fire extinguisher, soda, and/or pans and lids if a fire happens.
★ No running or horseplay in the kitchen.
★ Hands should be washed and work surfaces cleaned between uses.
★ Sharp objects, e.g. knives, peelers, graters should not be dropped into the dishpan; they should be washed above the soapy water.

Kitchen Knives and Vegetable Peelers

★ Kitchen knives and vegetable peelers should be used within a Safety Circle whenever possible. Sometimes this is impossible to do in the space allotted around the counters and sinks in a kitchen. A Safety Circle is the area surrounding the person who is using a knife or peeler within an arm’s length of their body. The following rules should be practiced when using these utensils:

★ They should be carried blade down along the leg, cutting edge to the rear, when walking. If someone has to be passed who is within the Safety Circle, the person carrying the utensil should warn them that a sharp object is being moved.
★ Whenever possible, the cutting stroke should be away from the person’s body. Sometimes when using a paring knife to peel apples the cutting edge moves towards the body. Cut round items, such as apples and bagels in half, then lay the flat side down to finish chopping or slicing.
★ To pass a kitchen knife the blade is cupped in the hand on the dull side, cutting edge up and the handle extended to the other person. When the person receiving the knife says “thank you,” the blade is released; “thank you” lets you know that the receiver has a good grip on the handle.

To use a knife fingers are wrapped around the handle, the index finger should not be extended along the top of the blade. If a French (chef) knife is being used find the balance point of the knife by pinching the top of the blade near the handle between the thumb and index finger. Wrap the remaining fingers around the handle. This position permits better control and less stress on the hand when chopping with this blade.
★ Chopping with a French knife. The items to be cut should be controlled with the other hand. The hand should be cupped so the end joints of the fingertips and the thumb are...
controlling the items to be cut and the second joint of the index, middle, and ring fingers are at right angles to the cutting board. This way when the knife is used to chop it can be guided up and down this flat face and fingertips will be out of the way, the knife blade should not be raised above the second joint of any finger.

★ Knives and peelers should be washed between uses.

**Graters**

★ Use the following tips to prevent accidents with a grater:
★ Trim the item to be cut so a flat surface will be presented to the grater, e.g. trim the tips of carrots flat.
★ Again, the cutting stroke should be away from the body.
★ Grasp the item to be cut so fingers and the heel of the hand holding the item are away from the cutting surface.
★ Control excess movement of the grater with the other hand.

**Can Openers**

★ Place the can to be opened on a flat surface.
★ If the can opener is the type that can be operated with one hand, the other hand should hang on to the can to keep it stabilized.

**Hot Items**

★ Hot pads and mitts should be used to move hot pans, kettles and lids.
★ Hot items should be placed on level surfaces that cannot be damaged by heat.
★ If hot items must be carried in the kitchen area, the person carrying the item should repeat, “Hot, hot, hot,” as they are moving. Sometimes it is best to say, “Hot, hot, hot behind you,” to remind someone working at a counter not to backup while the hot item is behind them.

**Electric Mixers, Blenders and Food Processors**

★ Unplug the appliance when changing beaters and blades.
★ Turn the appliance off while scraping down the sides of the container with a spatula.
★ Use the safety pusher, not fingers, to direct items down the chute of the food processor.
★ Keep hands away from the moving parts while the appliance is operating.
SECTION SIX: MEAL TIME!

KAPER CHARTS – WHAT ARE THEY?

Kaper Charts are a fun method of teaching new skills, sharing the load, keeping everyone constructively busy, and preventing CHAOS by organizing activities while working on a common goal. All kapers are temporary jobs which may be assigned to either an individual or to a group. Because they rotate, they work is parceled out fairly and equitably. Everyone will get a turn.

HOW CAN THEY BE USED?

- Troop meeting jobs (e.g. snack helpers, clean-up, passing out materials, song leadership, etc.)
- Camping jobs (hostessing, cooks, clean-up, fire-tenders, etc.)
- Other major events (e.g. game workshop, teaching skills, etc.)

HOW MANY PEOPLE SHOULD IT REPRESENT?

Depending upon what type of kaper chart you are creating, it can be done for individuals, circles, existing patrols, or newly created teams/patrols of girls/adults (i.e. If your group is making a presentation to another troop, individual girls or teams of 2-3 girls may share doing one task depending upon how many girls you have and how many girls are in the other troop).

HOW DO YOU CREATE A KAPER CHART?

- Begin by deciding what the reason behind your chart will be (a troop meeting? Etc.)
- How many girls vs. how many tasks? (Need to combine smaller kapers together so they equal a larger one?)
- Plot out on a chart how kapers need to be done and rotate girls/groups through following a sequence
TYPES OF KAPER CHARTS

The Tree
When a function (such as a cook-out) is the reason for a kaper chart, use a tree format. Leaves, with a specific task listed on one side are pinned upside down. Girls then “pick” their leaf to find out which task they will need to do.

It Can = Job Jar = Kaper Can
Similar to the “Tree”, the “It Can” holds many individual pieces of paper, each with a separate task listed on it. Girls then pull their task out of the can.

The Pinwheel
The difference with this non-traditional Kaper chart is that the kapers are listed on the wheel. The pins/spokes (e.g. clothespins) radiating outward list the patrol names. The pins rotate around the wheel from meeting to meeting or function to function.

What other forms of Kaper Charts can you think of?
JOB DESCRIPTIONS FOR MEAL KAPERS

Cooks

★ Tie back hair, wash hands
★ Check menu and get out food and equipment
★ Build fire or start charcoal if they are being used (not in this case)
★ Sanitize work surfaces
★ Prepare food
★ Put away food items when done with them
★ Wipe up spills as you go, sanitize surfaces and knives when needed
★ Soak cooking pans if necessary

Hostesses

★ Wipe down tables
★ Wash hands
★ Set table
★ Put out salt, pepper, butter, etc.
★ Check with cooks to see if anything else needs to go on table
★ Lead “Thanks”
★ Serve food

Clean-up

★ Start dishwasher heating before sitting down to eat
★ Set up dishwashing:
  ★ Garbage can
  ★ Rubber spatula to scrape excess food from dishes
  ★ 3 wash tubs—1 hot, soapy water
  2 warm rinse water
  3 sanitize-1 tsp. bleach per 1 gallon cool water
★ Dish drainer
★ Put leftover food in coolers (check temperatures)
★ After personal dishes are washed, wash pots, pans and utensils. Let them air dry.
★ Put away dishes and cooking equipment
★ Wipe up tables, counters and stoves
★ Empty dishwashing pans, strain water before dumping.
★ Sweep kitchen and dining area
THANKS AND GIRL SCOUT TRADITION

Giving “thanks” for food and other gifts that surround us and provide for us is a value and a tradition in Girl Scouting. Most cultures, religions and ethnic groups have ways of saying “thank you” for those things that sustain us spiritually, emotionally and physically.

It is important to also remember that Girl Scout values and tradition also stress that inclusiveness of diversity is fundamental to what we do. With that in mind, when we choose “thanks” songs or “stories” we must be sensitive to the variety of beliefs that may be represented in the groups of girls we are supporting.

Some of the recommended “thanks” songs that keep that value in mind:

**Eagle**
The eagle is thankful for the mountains
The fish is thankful for the sea
We are thankful for the wind and the rain
And for what we’re about to receive.

**Bless Our Food**
Tune: Make New Friends (*) beginning point for a round
Bless our food * we share with friends today.
Grant us peace and love along the way.

**Promise and Law Thanks**
Tune: Goin’ To Leave Old Texas Now; words adapted by Susan Wichers

[]=echo
I'm goin' to share    [I'm goin' to share]
This meal with friends    [This meal with friends]
Continued on next page

**Orchard and Ocean**  [adapted]
Tune: Tell Me Why
Orchards and oceans, farms and fields
We are so thankful for all that they yield.
For earth and water, for flowers and seeds
We show our thanks in our words, thoughts and deeds.

**Madeline**
We love our bread, we love our butter,
Most of all we love each other.
*No tune - this is just spoken.

**Zippity do Dah**
Zippity do dah, zippity ay
My oh my what a wonderful day
Plenty of blessings, coming my way
Zippity do Dah, Zippity ay
Let’s give our thanks,    [Let’s give our  
'Fore this day ends.     ['fore this day   
ends.]
The Promise and Law     [The Promise  
and Law]  
Shows me the way        [Shows me the  
way]  
To be prepared          [To be prepared]  
Each and every day.    [For each and   
every day.]

**Girl Scout Way Thanks**
Tune: Auld Lang Syne
For all the bounty we receive,  
Let us offer thanks and praise.  
And be courageous, strong and  
fair,  
As we live the Girl Scout way.

**'NEATH THESE TALL GREEN TREES**

'Neath these tall green trees we stand,  
Asking blessing from thy hand.  
Thanks we give to thee above,  
For our health and strength and love.
FOOD SAFETY AND STORAGE

Hand Washing
★ Hands must be washed before food preparation using regular (not antibacterial) soap under running, warm water (100 degrees) for 15 seconds—a rendition of “Happy Birthday” or “Twinkle, Twinkle Little Star” approximates that.
★ Soap up and vigorously scrub all surfaces including between the fingers and a couple of inches above the wrist. A soft fingernail brush is a good addition to the troop camping kit.
★ Rinse with running, warm water and dry hands on a paper towel. To get warm running water in outdoor units, heat water, adjust temperature and place in an insulated jug or empty bleach bottle with a golf tee spigot (see illustration)—remove golf tee and loosen bottle lid so water will flow. Place these so the water either drains directly into the gray water disposal area or into a bucket for disposal.

Food Temperatures:
★ Refrigerators and ice chests must be colder than 40 degrees. An instant read thermometer is another good item to carry in the troop camping box.
★ If foods are precooked and frozen at home, they must be reheated to 165 degrees within one hour after their temperature has risen above 40 degrees. Raw Meats: hamburger must be heated to 155 degrees, poultry and stuffing to 165 degrees, pork to 150 degrees, beef lamb and seafood to 140 degrees.

Prevent Cross Contamination:
★ Wash all fruits and vegetables thoroughly in running water.
★ Sanitize food preparation and serving areas by wiping down with a mild bleach solution—1 tsp bleach per gallon of water. Wash and sanitize cutting boards and utensils between uses. If possible, use separate cutting boards for produce and meats. If that isn’t possible, cut fruits and vegetables first, followed by cheese, cooked meats and raw meats in that order, sanitizing between each use.
★ Store food in the ice chest or refrigerator with raw meats lowest or in a separate ice chest so that blood does not contaminate other foods.
PROPER DISWASHING PROCEDURES

Dishwashing in the Out-of-Doors

CLEANING UP THE COOKSITE

Maintaining a clean campsite and cooking area is a necessary discipline for all campers. Washing your utensils and food preparation surfaces will eliminate the very real threat of illness within your group. Proper clean-up is also ecological. It is your responsibility to leave the outdoor environment natural, beautiful, and unspoiled.

DISHWASHING:

1. Do not soap the outside of pots before using them over a fire. This practice adds too many phosphates to the environment. NOTE: Blackened pots retain heat better and thus may save on fuel. If you are planning a longer trip, you may wish to leave the pots black.

2. To keep food from sticking to inside of pans when cooking foods like atmeal, pasta, or stew, lightly wipe pan with cooking oil.

3. As soon as pot is empty, scrape or rinse out the pot to remove food residue. Warm water may be necessary to remove residue.

4. While eating, heat water for dishwashing.

5. Scrape dishes into the garbage. Grease should be poured into a can with a cover and put in the garbage. Garbage should be disposed of in a garbage can or packed out.

6. Use a sponge to wash dishes and food preparation surfaces since it is easier to keep clean than a dish rag. A metal scouring pad, or even sand, is helpful for removing sticking particles.

7. Under no circumstances should you ever wash your dishes in a lake or stream. Discard dishwater away from any water supply, preferably in a designated drain, on well-drained soil, or on rocks where it cannot run back into the water.

Continued on next page
8. Use the 3 Dish Pan Method for washing dishes. 
   Dishpan 1 - Wash dishes in warm soapy water. Use a biodegradable soap for dishwashing.
   Dishpan 2 - Rinse dishes in warm clear water.
   Dishpan 3 - Sanitize dishes by soaking in bleach water for 1 minute (use 1 tsp bleach per 1 gallon water).

9. Put clean dishes into dunk bag and hang to dry. Place cooking pots upside down on clean towel to dry.

10. Strain dishwater into sump hole through cheese cloth or mesh to remove food particles. Dispose of food particles in garbage. Do not pour dishwater in toilet or down latrine.
Dunk Bags

A dunk bag is an individual net or mesh bag that is used as a “knapsack” for eating utensils. Dunk bags are simple to make.

Materials needed:
A. Netting, meshing (like an onion bag), or dish rags
B. Thread
C. Needle
D. Shoelaces, cording, strong string, or yarn

Take netting or dishrags and sew them together. Weave string or yarn through top to form drawstring. It is called a dunk bag because after the dishes are washed, they can be placed in the dunk bag and dipped into the sterilizing solution.

Then the bag (with the dishes inside) can hang on the clothesline to dry. However dunking the bag means lots of drips and slow-drying in Western Washington. Clean dishes may be dropped in the dunk bay with tongs and then the bag is hung to dry.

Dunk bags are also available for purchase in the council store.
Module Evaluations – Please add Comments to Ratings if it helps to clarify.

1. Module One – Getting Settled
   Name at least one thing you found of value in this module.

   Rate on a scale of 1 to 5 (1 low, 5 high) the value of this module to you when you consider planning with your girls.
   1  2  3  4  5

2. Module Two – Girl Readiness/Girl Behavior
   Name at least one thing you found of value in this module.

   Rate on a scale of 1 to 5 (1 low, 5 high) the value of this module to you when you consider planning with your girls.
   1  2  3  4  5

3. Module Three – Planning and preparing for an overnight experience with girls
   Name at least one thing you found of value in this module.

   Rate on a scale of 1 to 5 (1 low, 5 high) the value of this module to you when you consider planning with your girls.
   1  2  3  4  5

4. Module Four – Basic outdoor skills
   Name at least one thing you found of value in this module.

   Rate on a scale of 1 to 5 (1 low, 5 high) the value of this module to you when you consider planning with your girls.
   1  2  3  4  5

5. Module Five – Meal time!
   Name at least one thing you found of value in this module.

   Rate on a scale of 1 to 5 (1 low, 5 high) the value of this module to you when you consider planning with your girls.
   1  2  3  4  5
Overall Course Evaluation

1. List three things you found most valuable about this course.
   1. 
   2. 
   3. 

2. Rate on a scale of 1 to 5 (1 low, 5 high) your comfort level:
   a. In planning an overnight event with your troop/group.
      1  2  3  4  5
   b. Using Safety-Wise, Camping On GSWW Properties, Outdoor Education in Girl Scouts, and
      other resources available to you.
      1  2  3  4  5
   c. Using the girl led process to plan/prepare for a camping weekend.
      1  2  3  4  5
   d. I know what forms need to be filled out before a trip.
      1  2  3  4  5

3. On a scale of 1-10 I would rate this training:
   1  2  3  4  5  6  7  8  9  10

4. Please indicate your assessment of the facilitators’ skills in presenting this course using a scale
   of 1 - 5. 5=Consistently, 4=Usually, 3=Somewhat, 2=Seldom, 1=Never, 0=No opinion

<table>
<thead>
<tr>
<th>Facilitator Name</th>
<th>Enthusiastic</th>
<th>Appeared to be prepared</th>
<th>Appeared to be knowledgeable in the subject matter</th>
<th>Provided an organized learning environment</th>
<th>Encouraged group involvement and participation</th>
<th>Flexible to group's needs</th>
<th>Used a variety of teaching methods (instructional strategies)</th>
<th>Worked well with co-trainer (if applicable)</th>
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5. What suggestions would you make to help us improve this course?