



Volunteer Day Camp Unit Leader Guide



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Day Camp Director Volunteer Position Description

Girl Scouting is a comprehensive, non-formal educational program accessible to all girls grades Kindergarten through 12. Through Girl Scouting, a girl can develop her self-potential and values, learn to relate to others, and contribute to society. Mission: Girl Scouting builds girls of courage, confidence, and character, who make the world a better place.

PURPOSE OF POSITION

To develop, administer and maintain the Girl Scout program in a day camp setting through the recruitment, supervision, training, and support of adult volunteers.

QUALIFICATIONS:

- Be an appointed volunteer, at least 21 years of age, and a registered member of Girl Scouts of the USA.
- Successful completion of a criminal background check.
- Be willing to take initial and ongoing training related to the position.
- Understand and be able to apply the Girl Scout Leadership Experience and accept the Girl Scout Promise and Law.
- Be willing to carry out the position and exhibit behavior consistent with the framework of policies, procedures and standards of Girl Scouts of Western Ohio and Girl Scouts of the U.S.A. (Refer to the *Blue Book of Basic Documents, Volunteer Essentials and Safety Activity Checkpoints*.)
- Be willing to work in ways that will encourage participation in Girl Scouting by all girls and adults.
- Have at least one summer of experience working in a day camp setting.
- Have understanding and skills in:
 - Effective communication
 - Human relations
 - Problem solving and conflict resolution
 - Project management
 - Leadership skills
 - Teamwork and group dynamics

TERM OF APPOINTMENT: One year, including option for reappointment after annual performance evaluation. Appointment by the program manager and accountable to the program manager.

SUPPORTED BY: Program Manager

ACCOUNTABILITIES:

Incumbent is accountable for, but not limited to:

Effectively working with day camp volunteers by:

- Recruiting and supervising necessary volunteer day camp volunteers: program director, business director and health supervisor.
- Recruiting unit personnel in order to provide prescribed ratios for a safe and active camp.
- Distributing and reviewing job descriptions with day camp volunteer team and unit personnel.
- Planning and conducting day camp volunteer meetings and training.
- Providing appropriate recognition to all volunteers, including program assistants.
- Ensuring that all volunteers are currently registered adult Girl Scouts who have a completed and approved volunteer application on file at the Girl Scout office and have completed a background check.
- Leading day camp volunteers in the development of the budget and submit to program manager.
- Preparing content for and distributing day camp flyers/registration forms; assigning adults and campers to units.

Supporting implementation of day camp by:

- Designing the day camp site plan. Determining the details of camp operations, assuring that council and national program and safety guidelines are met; that day camp program objectives are met.
- Ensuring that girls are being guided in planning, implementing and evaluating by implementing girl-led, cooperative learning and learning by doing activities appropriate to their abilities, interests and needs and resulting in progress toward the 15 program outcomes.
- Securing site and water approval (water sample, where necessary).
- Supervising the on-site camp opening, operation and closing.
- Ensuring the standards, guidelines and procedures of health and safety as set forth in *Safety Activity Checkpoints* and by Girl Scouts of Western Ohio as being followed by all day camp volunteers.

Supporting evaluation and camp closing procedures by:

- Implementing an evaluation process with, all campers, all adults and program assistants that include using council provided evaluations.
- Meeting with day camp team to evaluate day camp session.
- Completing required records and reports. Submit them to the Girl Scout Center by the end of August.
- Attending evaluation session with program manager.

Day Camp Business Director

Volunteer Position Description

Girl Scouting is a comprehensive, non-formal educational program accessible to all girls grades Kindergarten through 12. Through Girl Scouting, a girl can develop her self-potential and values, learn to relate to others and contribute to society. Mission: Girl Scouting builds girls of courage, confidence, and character, who make the world a better place.

PURPOSE OF POSITION

To be responsible for all records, reports, equipment and supplies regarding camp finances.

QUALIFICATIONS:

- Be an appointed volunteer, at least 18 years of age and a registered member of Girl Scouts of the USA.
- Successful completion of a criminal background check.
- Be willing to take initial and ongoing training related to the position.
- Understand and be able to apply the Girl Scout Leadership Experience and accept the Girl Scout Promise and Law.
- Be willing to carry out the position and exhibit behavior consistent with the framework of policies, procedures and standards of Girl Scouts of Western Ohio and Girl Scouts of the USA. (Refer to the *Blue Book of Basic Documents, Volunteer Essentials and Safety Activity Checkpoints*.)
- Be willing to work in ways that will encourage participation in Girl Scouting by all girls and adults.
- Be in good financial standing with Girl Scouts of Western Ohio.
- Have understanding and skills in:
 - Effective communication
 - Human relations
 - Problem solving and conflict resolution
 - Money and records management
 - Teamwork and group dynamics (girl and adult)

TERM OF APPOINTMENT:

One year, including option for reappointment after annual performance evaluation. Appointed by the day camp director and accountable to the day camp director.

ACCOUNTABILITIES:

Incumbent is accountable for, but not limited to:

Effectively work with day camp volunteers by:

- Attending day camp volunteer meetings.
- Ensuring compliance with all Girl Scouts of Western Ohio's financial procedures for day camps.
- Assisting to develop budget and fee for camp.
- Assisting to plan and conduct unit training.
- Working with camp director and program director to purchase supplies.

Support implementation of day camp:

- Managing all receipts, attendance and other necessary reports.
- Managing record of supplies used for future camp reference.
- Receiving, recording, receipting and depositing registrations and fees.
- Promoting document and processing financial assistance requests.
- Paying all day camp related bills.
- Adhering to the standards, guidelines and procedures of health and safety for activities as set forth in *Safety Activity Checkpoints* and by Girl Scouts of Western Ohio.

Support evaluation and camp closing procedures by:

- Immediately completing and giving records, financial reports, receipts and checkbook to the day camp director.
- Meeting with day camp volunteers to evaluate the session.
- Carrying out other jobs as delegated by the day camp director.

SUPPORTED BY: Day camp director and program manager.

Day Camp Program Director Volunteer Position Description

Girl Scouting is a comprehensive, non-formal educational program accessible to all girls grades Kindergarten through 12. Through Girl Scouting, a girl can develop her self-potential and values, learn to relate to others and contribute to society. Mission: Girl Scouting builds girls of courage, confidence, and character, who make the world a better place.

PURPOSE OF POSITION

To coordinate all camp activities and oversee the content and quality of unit programming, ensuring that Girl Scout Leadership Experience processes are used.

QUALIFICATIONS:

- Be an appointed volunteer, at least 18 years of age and a registered member of Girl Scouts of the USA.
- Successful completion of a criminal background check.
- Be willing to take initial and ongoing training related to the position.
- Understand and be able to apply the Girl Scout Leadership Experience and accept the Girl Scout Promise and Law.
- Be willing to carry out the position and exhibit behavior consistent with the framework of policies, procedures and standards of Girl Scouts of Western Ohio and Girl Scouts of the USA (Refer to the *Blue Book of Basic Documents, Volunteer Essentials and Safety Activity Checkpoints*.)
- Be willing to work in ways that will encourage participation in Girl Scouting by all girls and adults.
- Have at least one summer of experience working in a day camp setting.
- Have an ability to give advice and suggestions for program or know where help can be obtained.
- Have understanding and skills in:
 - o Effective communication
 - o Human relations
 - o Problem solving and conflict resolution
 - o Project management
 - o Leadership skills
 - o Teamwork and group dynamics

TERM OF APPOINTMENT: One year, including option for reappointment after annual performance evaluation. Appointed by the day camp director and accountable to the day camp director.

ACCOUNTABILITIES:

Incumbent is accountable for, but not limited to:

Effectively working with day camp volunteers by:

- Attending day camp volunteer meetings.
- Helping develop objectives to accomplish day camp goals in keeping with the Girl Scout Leadership Experience, policies and procedures.
- Recruiting program consultants and resource persons to assist in the delivery of program activities at camp.
- Coordinating the borrowing of equipment and the purchase of supplies.
- Helping assign adults, program assistants and campersto units.
- Helping develop budget and set fee for camp.
- Planning and conduct unit volunteer training.

Supporting implementation of day camp by:

- Providing or designating supervision for the program assistants.
- Supervising the unit program by providing program assistance, guiding program decisions, reviewing unit scheduling and making suggestions as needed.
- Ensuring all activity supplies are available when and where needed.
- Assisting day camp director in the daily opening and closing of camp.
- Ensuring that girls are being guided in planning, implementing and evaluating by implementing girl-led, cooperative learning and learning by doing activities appropriate to their abilities, interests and needs and resulting in progress toward the 15 program outcomes.
- Carrying out other jobs as delegated by the day camp director
- Adhering to the standards, guidelines and procedures of health and safety for activities as set forth in *Safety Activity Checkpoints*, and by Girl Scouts of Western Ohio.

Supporting evaluation and camp closing procedures by:

- Distributing and collecting council provided girl evaluations.
- Meeting with day camp volunteers to evaluate the day camp.
- Completing required reports and submitting to day camp director.

SUPPORTED BY: Day camp director, day camp business director and program manager.

Day Camp Health Supervisor Volunteer Position Description

Girl Scouting is a comprehensive, non-formal educational program accessible to all girls grades Kindergarten through 12. Through Girl Scouting, a girl can develop her self-potential and values, learn to relate to others and contribute to society. Mission: Girl Scouting builds girls of courage, confidence, and character, who make the world a better place.

PURPOSE OF POSITION

To ensure the safety of campers, administer first aid as needed and manager emergency situations.

QUALIFICATIONS:

- Be an appointed volunteer, at least 21 years of age and a registered member of Girl Scouts of the USA.
- Successful completion of a criminal background check.
- Be willing to take initial and ongoing training related to the position.
- Understand and be able to apply the Girl Scout Leadership Experience and accept the Girl Scout Promise and Law.
- Be willing to carry out the position and exhibit behavior consistent with the framework of policies, procedures and standards of Girl Scouts of Western Ohio and Girl Scouts of the USA. (Refer to the *Blue Book of Basic Documents and Volunteer Essentials and Safety Activity Checkpoints*.)
- Be willing to work in ways that will encourage participation in Girl Scouting by all girls and adults.
- Current in CPR and First Aid certifications.
- Have understanding and skills in:
 - Effective communication
 - Human relations
 - Problem solving and conflict resolution
 - Discretion in confidential matters
 - Teamwork and group dynamics (girl and adult)

TERM OF APPOINTMENT:

One year, including option for reappointment after annual performance evaluation. Appointment by the day camp director and accountable to the day camp director.

ACCOUNTABILITIES:

Incumbent is accountable for, but not limited to:

Effectively working with day camp volunteers by:

- Attending day camp meetings, as required.

Supporting implementation of day camp by:

- Maintaining accurate records and reports, as required.
- Requesting/ordering necessary health supplies
- Securing all campers' Medical History Forms during camp and return to camp director after camp.
- Maintaining a first aid log.
- Maintaining the designated first aid station during camp.
- Adhering to the standards, guidelines and procedures of health and safety for activities as set forth in *Safety Activity Checkpoints* and by Girl Scouts of Western Ohio.
- Carrying out other tasks as delegated by the day camp director and/or program director.

Supporting evaluation and camp closing procedures by:

- Submitting Medical History Forms to camp director.
- Completing and submitting evaluation forms and other necessary documents.

SUPPORTED BY: Day camp director, day camp business director and day camp program director.

Day Camp Unit Leader

Volunteer Position Description

Girl Scouting is a comprehensive, non-formal educational program accessible to all girls grades Kindergarten through 12. Through Girl Scouting, a girl can develop her self-potential and values, learn to relate to others and contribute to society. Mission: Girl Scouting builds girls of courage, confidence, and character, who make the world a better place.

PURPOSE OF POSITION

To administer unit programming by working with unit assistants and campers.

QUALIFICATIONS:

- Be an appointed volunteer, at least 18 years of age, and a registered member of Girl Scouts of the USA.
- Successful completion of a criminal background check.
- Be willing to take initial and ongoing training related to the position.
- Understand and be able to apply the Girl Scout Leadership Experience and accept the Girl Scout Promise and Law.
- Be willing to carry out the position and exhibit behavior consistent with the framework of policies, procedures and standards of Girl Scouts of Western Ohio and Girl Scouts of the USA. (Refer to the *Blue Book of Basic Documents and Volunteer Essentials and Safety Activity Checkpoints*.)
- Be willing to work in ways that will encourage participation in Girl Scouting by all girls and adults.
- Have understanding and skills in:
 - o Effective communication
 - o Human relations
 - o Problem solving and conflict resolution
 - o Teamwork and group dynamics (girl and adult)

TERM OF APPOINTMENT:

One year, including option for reappointment after annual performance evaluation. Appointment by the day camp director and accountable to the day camp director.

ACCOUNTABILITIES:

Incumbent is accountable for, but not limited to:

Effectively working with the day camp volunteers by:

- Attending unit leader meetings, as required.
- Supervising and working with unit assistants to administer unit activities.
- Requesting program assistance or resource volunteers as needed.

Supporting implementation of day camp by:

- Adhering to the standards, guidelines and procedures of health and safety for activities as set forth in *Safety Activity Checkpoints*, and by Girl Scouts of Western Ohio.
- Ensuring that girls are being guided in planning, implementing, and evaluating by implementing girl-led, cooperative learning and learning by doing activities appropriate to their abilities, interests and needs, and resulting in progress toward the 5 program outcomes.
- Ensuring unit campers are contacted before the session.
- Maintaining accurate records and reports, as required.
- Coordinating unit activities with the entire camp.
- Carrying out other tasks as delegated by the day camp director and/or program director.

Supporting evaluation and camp closing procedures by:

- Facilitating and submitting an evaluation at the end of the day camp season.

SUPPORTED BY: Day camp director, day camp business director and day camp program director.

Day Camp Unit Assistant

Volunteer Position Description

Girl Scouting is a comprehensive, non-formal educational program accessible to all girls grades Kindergarten through 12. Through Girl Scouting, a girl can develop her self-potential and values, learn to relate to others and contribute to society. Mission: Girl Scouting builds girls of courage, confidence, and character, who make the world a better place.

PURPOSE OF POSITION

To help administer the unit programming by working with the unit leader and campers

QUALIFICATIONS:

- Be an appointed volunteer, at least 18 years of age and a registered member of Girl Scouts of the USA.
- Successful completion of a criminal background check.
- Be willing to take initial and ongoing training related to the position.
- Understand and be able to apply the Girl Scout Leadership Experience and accept the Girl Scout Promise and Law.
- Be willing to carry out the position and exhibit behavior consistent with the framework of policies, procedures, and standards of Girl Scouts of Western Ohio and Girl Scouts of the USA. (Refer to the *Blue Book of Basic Documents, Volunteer Essentials and Safety Activity Checkpoints*.)
- Be willing to work in ways that will encourage participation in Girl Scouting by all girls and adults.
- Have at least one summer of experience working in a day camp setting.
- Have understanding and skills in:
 - o Effective communication
 - o Human relations
 - o Problem solving and conflict resolution
 - o Project management
 - o Leadership skills

ACCOUNTABILITIES:

Incumbent is accountable for, but not limited to:

Effectively working with day camp volunteers by:

- Attending meetings, as required.
- Carrying out responsibilities as delegated by the unit leader.
- Assuming responsibility for the unit when the unit leader is not present.

Supporting implementation of day camp by:

- Sharing responsibility for the effective operation and supervision of the unit.
- Adhering to the standards, guidelines and procedures of health and safety for activities as set forth in *Safety Activity Checkpoints* and by Girl Scouts of Western Ohio.
- Carrying out other tasks as delegated by the day camp director and/or program director.
- Ensuring that girls are being guided in planning, implementing and evaluating by implementing girl-led, cooperative learning and learning by doing activities appropriate to their abilities, interests and needs, and resulting in progress toward the 5 program outcomes.

Supporting evaluation and camp closing procedures by:

- Assisting girls in completing evaluations.
- Completing and submitting any additional evaluation forms to camp director.

TERM OF APPOINTMENT: One year, including option for reappointment after annual performance evaluation. Appointed by the day camp director and accountable to the day camp director and the day camp program director.

SUPPORTED BY: Day camp director, day camp program director and unit leader.

Girl Scout Leadership Experience



Introduction

As a Girl Scouts of Western Ohio volunteer, exciting experiences await you as you plan and carry out a volunteer day camp experience for girls in your area. With your assistance, girls of all ages will discover many new things about our world and your enthusiasm for Girl Scouts will help create a sense of wonder and excitement among the girls. Challenging experiences are often part of camp. As a leader, your example in handling difficult situations and making necessary adjustments will provide important learning experiences for the girls to follow. Your dedication and adventure will be powerful influences in their lives. Preparation is a vital part of the volunteer day camp experience. Your own preparation will be the key for girls to accomplish the goals and objectives set forth by the volunteer day camp. This guide will provide you with the necessary information and resources to plan and implement a successful volunteer day camp opportunity for girls.

Day Camp Objectives

- Develop an appreciation for, understanding of and a sense of responsibility to the natural environment through skill building and hands-on activities.
- Develop skills in choosing, planning, implementing and evaluating activities appropriate for their age, experience and interest.
- Develop communication skills, consideration of others, group cooperation and understanding and appreciation of individual differences through interaction beyond the troop.

Girl Scout Mission

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

Girl Scout Outcomes

- Strong Sense of Self
- Positive Values
- Healthy Relationships
- Challenge Seeking
- Community Problem Solving

Goal Setting

Goal setting is an important part of Girl Scouting. In order to ensure that every activity is intentional and works to achieve our Girl Scout outcomes, it is important to set goals for your day camp unit.

- What are the overall goals for your day camp as determined by the directors?
- How will your unit work to achieve those goals?
- How do your goals relate back to the Girl Scout Outcomes?
- Do your goals include a mix of the program processes girl-led, experiential learning and cooperative learning?

Program Processes

Girl-Led

The Girl-led process is a very special and unique part of Girl Scouting. It is one of the basic threads running throughout the Girl Scout Leadership Experience. Girl-led activities provide opportunities for girls to do their own planning and make their own decisions while benefiting from adult guidance.

To learn the necessary skills needed to be strong leaders, girls need to be partners in decision-making from the very beginning, whether choosing from a list of activities as a new Girl Scout Brownie or making sure the food and equipment order is filled out by older Girl Scout Juniors. Your goal should be to act increasingly as a facilitator, enabling girls to experience more opportunities for planning, decision making, leadership, and yes, even failure.

If campers are to have a hand in the working of the program, volunteers must be prepared to spend more than a few minutes talking things over in groups. It doesn't take much time for the unit leader to announce what is going to happen, but it doesn't mean anything in the growth of the campers. Time must be allowed for a unit to plan its activities and afterward, to discuss what was fun and what might have been done to make it even better.

Experiential Learning

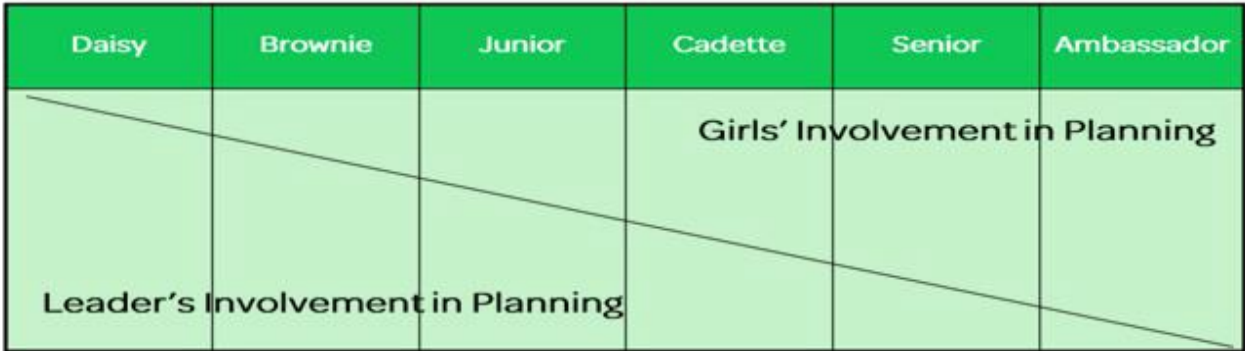
Experiential learning is a hands-on learning process that engages girls in continuous cycles of action and reflection that result in deeper understanding of concepts and mastery of practical skills. As girls participate in meaningful activities and then reflect on them, they get to explore their own questions, discover answers, gain new skills, and share ideas and observations with others. Throughout the process, it's important for girls to be able to connect their experiences to their lives and apply what they have learned to their future experiences.

Cooperative Learning

Through cooperative learning, girls work together toward shared goals in an atmosphere of respect and collaboration that encourages the sharing of skills, knowledge, and learning. Working together in all-girl environments also encourages girls to feel powerful, and emotionally and physically safe and it allows them to experience a sense of belonging even in the most diverse groups.

Progression

As girls grow in Girl Scouts, so do their experiences. That means that as girls grow, their role and the leader's role in planning grows too. As girls gain experience, know-how and new skills, they can begin to take on an increasing share of the group's management. It is the responsibility of the adult working with the girls to ensure that progression takes place—allowing girls to fully achieve the Girl Scout Outcomes by introducing the girls to new skills and experiences through each activity. Progression is a delicate balance between security and challenge. The chart illustrates progression and how the roles of both the leader and the girls shift as the girls grow older and become more involved in the planning process.



Tools for Girl-Led Planning

- Brainstorming allows for many ideas to be given in an allotted period of time and gives everyone the opportunity to contribute ideas.
- Kaper Charts—a chart dividing duties among girls.
- Secret Orders—separate “secret” duties given to different patrols.
- Group Government—ways of organizing girls, often into smaller groups or patrols.

Brainstorming

- Pick one topic to brainstorm about. *We are going to brainstorm ideas on what to fix for lunch.*
- Set a time limit. *We want to get as many ideas as we can in the next five minutes.*
- Only one person may speak at a time!
- No discussion or comments about the ideas may be made during brainstorming.
- Have everyone save comments about any of the ideas given while brainstorming until later! *“I don’t want to do that!”, “We can’t afford that!” or “I hate camping!” etc.*
- Record ideas on a poster board or newsprint so everyone can see them.

The Next Steps

1. Group similar ideas together.
2. Clarify ideas listed that may be confusing. *Does everyone understand the choices listed?*
3. Open the floor for discussion, setting a reasonable time limit.
 - *Are there any ideas that could have a safety-factor?*
 - *Do the choices fit into the group’s budget?*
 - *Will cooking options be a problem for some choices?*
4. Ask the girls to vote for their two to three favorite ideas.
5. Continue discussion about the top choices.
6. Have the group vote a second time, one vote per girl, for final choice.

Girl-Led Tools

- Use visuals to help young girls make choices: Example: *Cut out pictures of meal options and place on index cards. Place a cup behind each item. Give each girl a small marker, such as a plastic bingo marker and tell them to put it in the cup of the activity that they want to do!*

Additional Tips:

- Keep directions simple and direct!
- Leaders should be prepared with two to three suggestions to get started.
- Limit Brownie Ring to 10–15 minutes—It’s difficult for younger girls to sit still for long periods of time.
- Explain the rules of brainstorming and use this process to come up with group activities, food choices, service project ideas, badges to complete as well as other activities.

Unit Operations



First Day Preparation

Day Camp scheduling should be flexible and may vary by camp and by unit. Girls are learning by planning and doing, so each unit will be different. The age of the girls, their interests and projects, camp specialists and all camp activities will affect the schedule. The important thing on the first day is that everyone enjoys it, relax in the out-of-doors, and find out what they would like to do. It is good to have three times as many ideas as can be used. First day plans should be made ahead of time for each unit by the unit leader and assistants. Do not be disappointed if the girls have different or better ideas— encourage their ideas!

Welcome: Make sure you have a process in place to check in girls. Have something to identify yourself and your unit and have name tags ready to get to know the girls.

Opening Ceremony: Join in the flag ceremony for the entire camp. This will give the girls an idea of how to do it when it is their turn. The day camp director will introduce herself and volunteers and take care of any housekeeping.

Settling In: You'll want to discuss camp details such as kapers, rules and consequences, the buddy system, emergency procedures and patrols with the girls. Girls are much happier when they know what is expected of them. Take some time to get acquainted. Play an ice-breaker game, sing a song or just get to know each other.

Quiet Time: Allow some time after lunch to relax and either do a quiet game or some planning for future activities.

Closing Ceremony: The whole camp will gather at the flagpole to retreat colors and head for home. Make sure the girls turn in their name tags and understand the dismissal procedures.

Schedules

Camp is run differently each day. Some schedule all activities for the units and rotate the girls through each activity. For this method of running program activities, your unit's schedule will already be completed and given to you. However, other day camps allow each unit to schedule their own activities throughout the week. Whichever method your day camp uses, it is important to have a written schedule that your unit will follow. The form below will allow your unit to effectively plan for the week ahead and schedule activities. Make sure you keep scheduling and activities girl-led to ensure they are doing the things they want! We recommend that your schedule is broken into 15-minute increments. Most activities last between a half hour and a full hour, and you will need to include travel time. Remember the younger the girl the more time you will need to allow for travel.

(3 hour) Example Twilight Camp Unit Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
6:00-6:15	Welcome/Opening Ceremony				
6:15-6:30					
6:30-6:45	Activity 1				
6:45-7:00					
7:00-7:15	Travel				
7:15-7:30	Activity 2				
7:30-7:45					
7:45-8:00	Snack/Quiet Time/Travel				
8:00-8:15					
8:15-8:30	Activity 3				
8:30-8:45					
8:45-9:00	Closing				

(6 hour) Example Day Camp Unit Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:15	Welcome/Opening Ceremony				
9:15-9:30					
9:30-9:45	Activity 1				
9:45-10:00					
10:00-10:15	Travel				
10:15-10:30	Activity 2				
10:30-10:45					
10:45-11:00	Travel				
11:00-11:15	Activity 3				
11:15-11:30					
11:30-11:45	Lunch				
11:45-12:00					
12:00-12:15	Quiet Time				
12:15-12:30					
12:30-12:45					
12:45-1:00					
1:00-1:15	Travel				
1:15-1:30	Activity 4				
1:30-1:45					
1:45-2:00	Travel				
2:00-2:15	Activity 5				
2:15-2:30					
2:30-2:45	Closing				
2:45-3:00					

Kaper Charts

One of your handiest working tools in planning is the kaper chart. It is a device for making the jobs or operating the unit (on the girl level) equally divided, and more fun to do! In using a kaper chart, the work is rotated by the day, so each day the job is different. Kaper charts are used in individual units and also for total camp jobs. It is important to have the jobs clearly defined and stated as to specific details of who does what.

Patrols

Decisions can also be made in patrols if the group is large. You might want to try having each patrol pick a meal or an activity for a day. (Younger Girl Scout Brownie groups may or may not be ready for small group decisions.) Patrols are also discussed later in use with kaper charts.

Steps to Forming Patrols

1. Decide on the number patrols needed for the group.

- The number of patrols and the number of girls in each patrol is based on the group size.
Example: 15 girls in the unit = 3 patrols; 5 girls each

2. There are many ways to separate girls into Patrols. Here are some creative ways to try:

- Put each girl's name on a popsicle stick or piece of paper and draw from a can.
- Have girls pick a granola bar or snack flavored differently for the number of patrols needed.
- Have girls pick an M & M or Skittle and separate by color chosen.
- Apply stickers to name tags and have them choose one. Don't tell them what the stickers mean prior.
- Use a deck of cards and pick number of cards according to the number of girls evenly divided between hearts, clubs, spades and diamonds.

3. Picking patrol names

- You can predetermine names such as animal names, names according to the stickers, etc.
- Let the girls pick a name once they have been divided into patrols. They can choose their names and a second choice (in case of multiple groups picking the same name).
- Let the girls decide how to choose names.

4. Write down the results for those who forget.

- You can use the bottom of the kaper chart; list each patrol group name on top with each member's name written under.
- Use stickers or special color on name tag to represent Patrol.

Chocolate Chip	Peanut Butter	S'mores	Crunch
Asia	Tiffany	Emily	Sarah
Teagan	Brittany	Imani	Chloe
Stephanie	Kayla	Madison	Aliyah

Finances

Part of running a successful day camp unit is ensuring you have the supplies needed to do so. Day camps have a few options regarding how supplies/money is distributed. Make sure you understand how your day camp does this before purchasing anything.

Option 1:

One way for day camps to distribute supplies/money involves allocating a specific amount of money to each unit for the week. This amount is often created by designating a per girl amount (i.e., \$2/girl per day). Day camps will either have unit volunteers purchase the supplies and then reimburse them (receipts must be provided) or provide each unit with an expense check. Either way—proof of purchase (receipts) is required for any reimbursement.

Option 2:

Another option is for the program director to purchase all the supplies needed for all activities and food. The supplies are divided up and given to each unit to use. This process is often used when a camp utilizes stations, and girls rotate stations and share supplies at these stations.

Option 3:

Your day camp may have developed its own approved processes over the years. Your day camp director, business director and program director will be able to guide you through their process if this option is used.

Unit Forms**Rosters**

Your day camp administration team will give you a roster for your unit prior to beginning day camp. This roster will include the names of the adults, program aides and girls that are in your unit. The number of adults in your unit must follow regulated girl/adult ratios as outlined in *Volunteer Essentials*. Program aides are not adults and do not count in your required ratio for adults.

Attendance

Attendance should be taken in your unit everyday as girls arrive and as needed throughout the day when girls move from activity to activity to ensure they are all present.

Evaluations

It is important that we have a standard, consistent way to measure our day camps to see how they align with the Girl Scout Leadership Experience. To do this, you will be provided with evaluations at the end of the week for the girls to complete. Once completed, they are turned into your day camp director who will in turn submit them to council.

Tips for Facilitating Evaluations

- **Do not wait until the last minute to pass out evaluations to girls.** This can lead to girls feeling rushed or not having enough time to complete the evaluation.
- Break it in half. Have the girls do the first half of the evaluation and then come back later and finish the rest.
- Make a game out of evaluating. This works especially well with younger girls.

Explain the importance of giving feedback—this allows the camp to keep the things girls love about camp, and to improve on the things they don't.

Safety Guidelines



Transportation Procedures

Review arrival and departure procedures. Include traffic flow, release of campers to parents or other adults. If using buses—cover adult/child ratio, bus safety procedures and role of the adults.

Transportation

1. Review girl drop-off and pick-up procedures for possible traffic problems.
2. Arrange for traffic directors and/or signs if needed for safety.

Buses

1. Check bus companies and drivers for proper license and insurance coverage.
2. All contracts must be signed by the director of regional services at your regional Girl Scout Center.
3. Follow the seating capacity as designated by the bus company and as dictated in *Volunteer Essentials*
4. There should be someone on the bus trained to follow written accident procedures which include caring for the injured, supervising the uninjured, whom to notify in an emergency, identifying witnesses and gathering information.
5. All passengers should receive a safety orientation prior to being transported which includes remaining seated, wearing seat belts, keeping noise level low and keeping arms inside the vehicle.
6. For more information, please review *Volunteer Essentials*.

Safety Standards

Girl/Adult Ratios

Girl Scouts adult-to-girl ratios show the *minimum* number of adults needed to supervise a specific number of girls. These supervision ratios were devised to ensure the safety and health of girls. Please see below for girl/adult ratios related to camps and overnights.

	Events, travel and camping: Two unrelated adults (at least one of whom is female) for each number of girls	Events, travel and camping: Plus one adult for each additional number of girls
Girl Scout Daisies (Grades K-1)	6	4
Girl Scout Brownies (Grades 2-3)	12	6
Girl Scout Juniors (Grades 4-5)	16	8
Girl Scout Cadettes (Grades 6-8)	20	10
Girl Scout Seniors (Grades 9-10)	24	12
Girl Scout Ambassadors (Grades 11-12)	24	12

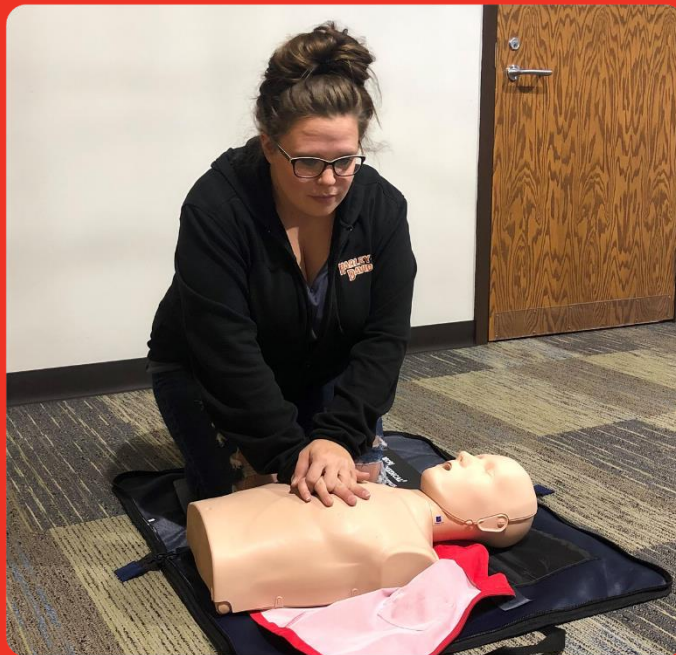
Safety Activity Checkpoints

When preparing for any activity with girls, always begin with the Girl Scout *Safety Activity Checkpoints* written about that particular activity, which you can find on the Girl Scouts of Western Ohio homepage under the Volunteer Resources Tab.

In keeping with the three processes of the Girl Scout Leadership Experience, be sure that all activities are girl-led, taking into account the age and abilities of the girls. Older girls can take the bulk of the responsibility for carefully planning and executing activities, while younger girls will require more of your guidance, but should still be involved in making decisions about their activities. Also, give the girls the chance to learn cooperatively, by having girls teach each other new skills they may need for activities, rather than hearing all that from you. And let girls learn by doing, by using hands-on activities and learning.



Health and First Aid



Emergency Procedures

Every day camp has a responsibility for the safe supervision of its campers. Day camp safety factors are listed in this guide. For more detailed information, consult *Safety Activity Check Points* and *Volunteer Essentials*.

You will follow safety procedures listed in this section; however, you should also refer to, and follow, the developed emergency plan specific to your camp. In all emergencies, you must first address the immediate safety needs. This could include calling emergency services (911). After the immediate safety need is addressed, please contact your program manager to report the emergency and secure additional assistance. If the program manager is not available, please speak with the program team leader or another team leader. Do not leave a message on voicemail. **Use the emergency number after hours and on weekends to report a serious accident or emergency to a council representative.**

Emergency Number:

513.619.1398

*Emergency use only. Use this number, after hours and on weekends, to report a serious accident or emergency to a council representative.

Emergency Procedures

According to *Volunteer Essentials*, the following is the volunteer's responsibility during an emergency:

- Secure services of trained medical professional or first aider on site and give priority to providing all possible care to victim(s).
- Permit no disturbance to victim(s) or surroundings.
- Retain a responsible adult at the scene.
- Secure doctor, ambulance and/or police. (You are responsible until police assume responsibility.)
- Parent/caregiver notification:
 - Report nature of emergency
 - Condition of victim
 - Secure parent/caregiver wishes regarding:
 - ✓ medical treatment
 - ✓ hospitalization transportation
 - ✓ personnel attendance
- Council notification—after notifying parents/caregivers and emergency authorities, council staff must be notified of any serious accident or injury. Please use the emergency numbers to contact your program manager. If someone in your region receives no response, please contact the

director of regional services of an adjacent region using the numbers listed in *Volunteer Essentials*.

- Exercise care that any statement made orally, or in writing, reflects only the facts of the incident.
- Statements should only be made to the family, the authorities, medical personnel and the appropriate paid staff members. (The communications manager handles all media releases.)
- Only designated paid staff or council representatives may speak for the council.

File an Incident/Accident Report Form Within 24 Hours of an Injury

Please give this report to your program manager immediately or submit via this link:

<https://www.gsw.org/en/for-volunteers/forms-and-documents/incident-accident-report-form.html>

or fax all reports and records to Girl Scouts of Western Ohio, in care of the director of regional services.

- Cincinnati Fax: 513.489.1417 please fax attention Volunteer HR

Council Representative Responsibilities After Emergency Notification

After emergency notification, a council representative will provide a written, detailed description of the circumstances of the emergency, including names and contact information of person(s) involved and personal insurance information if applicable.

Information for report and follow-up (exact descriptions and records):

- Insurance representative
- Attorney or another appropriate official
- Girl Scouts of the USA
- Records need to be retained seven (7) years or until person involved has reached legal age.

Fire Drill

Signal: Car horn or bull horn beeping continuously and/or a runner designated by director. Upon hearing signal:

- Line campers up single file. One volunteer should thoroughly check the unit or area, extinguishing campfires, etc., while the other(s) are lining up the campers. The unit leader, or designated person in each unit, should get the unit's first-aid kit, if possible. Units need to be cleared in five minutes.
- Without talking, walk single file to the designated area by the camp director.
- At the location, each unit will meet at a designated spot with the unit leader. Attendance must be taken and all campers accounted for. Await further instructions.
- A volunteer designated by the director will check all units to make sure the fire signal has been heard.
- When everything is reported safe, the units will be allowed to return to their activities.

Severe Rainstorms and Tornadoes

When weather begins to look threatening:

- Persons in charge of camp will monitor radio reports, phones and be in contact with the park's/camp's office and/or fire department.
- Units will be checked and kept informed by the administrative volunteers.

Signal: Car horn or airhorn will beep 10 times...pause...10 times...pause...continuing pattern and/or arunner designed by the director.

Upon hearing the signal:

- A warning has been issued and each unit should seek cover.
 - Unit volunteers place campers in low protective area designated by the camp director. Have campers protect their face and head.
 - Unit volunteers should place campers in kneeling position. Campers should then be instructed to place their heads down and put their hands/arms over their head for protection. Attendance must be taken and all campers in unit accounted for.
- Keep campers calm by setting a good example.
- Await further instructions from administrative volunteers.
- When warning is lifted, units will be notified and allowed to return to their activities.

Lightning

These safety rules will help save your life when lightning threatens:

- **Stay indoors and don't venture outside unless absolutely necessary.**
- **Indoors:**
 - Stay away from open doors and windows, fireplaces, radiators, stoves, metal pipes, sinks and plug-in electrical equipment like radios, television sets, lamps and refrigerators.
 - Do not use plug-in electrical equipment during an electrical storm.
 - Do not use the telephone—lightning may strike telephone lines outside.
- **Outdoors:**
 - If on a level, treeless prairie, squat on the balls of your feet. Do not go into small sheds or shelters in exposed locations. Lightning usually strikes the tallest object in its range.
 - In a forested area, avoid high ground, isolated trees, the edge of woods and wire fences. Do not pitch a tent under an isolated tree or under the tallest tree in the vicinity.
 - Get out of the water and off small boats.
- **Stay in your vehicle if you are traveling, they offer excellent lightning protection.**

Persons struck by lightning receive a severe electric shock, or burns, or both. Proper first aid (i.e., Rescue Breathing and/or CPR) can sometimes revive lightning victims. Persons struck by lightning carry no electrical charge and can be handled safely.

Natural Disasters

Make sure you are aware of the site's emergency procedures for each emergency situation and:

- Refer to the Girl Scouts of Western Ohio guidelines in previous sections.
- Be sure all volunteers are aware of the location for safety equipment and first-aid supplies.
- Maintain safety through education and training.
- Practice storm/emergency drills within 24 hours upon arrival to include information on:
 - Tornado and High Winds
 - Fire
 - Lightning

Lost Camper Search and Rescue

To determine that a camper is indeed missing:

- Do a buddy check with the group.
- Check immediate area to make sure the camper is not hiking, or just wandering.
- The unit volunteers will notify the unit leader. Have this information: name, clothes last worn and if personal items are missing from unit.
- The unit leader will report the incident by following the emergency phone procedures.
- The director, or designated persons, will assign areas of camp to be searched.
- If unable to locate missing camper within 30 minutes of reporting incident, the director will call the local 911, council emergency numbers (on page 21) and parent/caregiver.

Information for Police Department.

- | | | | |
|---|---------------------|------------------------|-----------------------------|
| A. Child's name | B. Age | C. Height | D. Weight |
| E. Clothing last worn | F. Caregiver's name | G. Caregiver's address | H. Caregiver's phone number |
| I. Emergency contact J. Information on any personal items missing from the unit | | | |

The Emergency Rescue Team will organize further search of grounds and immediate area and start search by vehicle in surrounding area.

Pool Emergencies

Incident/accident reports should be filled out at all times.

- Victim will be removed from pool by pool volunteers —first-aid procedures started.
- Call 911.
- First-aid person will continue caring for victim.
- One volunteer to be posted at property entrance and direct EMS to pool. Keep roads cleared in anticipation of arrival of rescue service (EMS) vehicles.
- Director should contact parents/caregivers and program manager.
- If decision to transport by EMS, director or designee will stay with victim.
- Unit volunteers should remove all campers from area to keep them calm; begin other activities.
- If serious accident or fatality, contact the regional emergency number.

Serious Accident or Death

The person in charge at the scene:

- Give priority attention to providing all possible care for the injured person or persons. Provide for supervision of uninjured.
- Call 911 to secure emergency personnel.
- Notify camp director and camp first aider.
- In the event of a fatality, always notify emergency personnel. Assign a responsible adult to stay at the scene. See that no disturbance of victim or surroundings is permitted until police have assumed authority.
- Designate an adult to be responsible for campers who are not injured. Move campers to a safe area away from accident scene.
- Make no statement orally, or in writing, which could be interpreted as an assumption or rejection of responsibility for the accident until all facts are known.
- Contact the regional office to report emergency and secure additional assistance. Manager will notify parents/caregivers.

Intruders/Unidentified Persons

- Ask person to stop.
- If they stop, ask them why they are here. Tell the visitor before proceeding through camp, they need to check-in at camp headquarters. If they don't stop, contact the camp director and give them the person's description and direction of travel.
- Remember the person's description: name (if given), approximate age, height, weight, clothing, unusual scars and hair and eye color. If in a vehicle: get plate number and make of vehicle.
- **Never try to physically restrain or stop someone who will not stop.** Contact the camp director or their designee at that time for assistance.
- The camp director, or their designee, will contact the local police for assistance. Then, the person who is in charge will notify each unit. All campers and volunteers will be accounted for in the program, or by unit, whichever case may apply.

Active Shooter in Camp

- Remain calm and dial 911, alerting police to the active shooter's location.
 - If you cannot speak, leave the line open and allow the dispatcher to listen.
- Evacuate-if there is an accessible path.
- Hide-find a place to hide where an active shooter is less likely to find you.
 - Area should be out of shooter's view, behind object that shots do not penetrate such as a wall.
 - Area does not restrict movement for escape.
 - Lock the door and blockade with objects such as furniture, chairs, or anything to create distance and obstruction of entry.

If evacuation and hiding out are not possible:

- Take action against the active shooter as a last resort, and only when your life is in imminent danger.
- Attempt to disrupt and/or incapacitate the active shooter by:
 1. Acting as aggressively as possible against him/her.
 2. Yelling, throwing items and improvising weapons.
 3. Committing to your actions.

Health and Safety

- Any accident or illness should be reported to the first aider and/or day camp director immediately and an accident report filled out.
- All medication is housed, and administered, by the first aider, except with special permission, or on trips outside immediate camp and unit area. Inhalers and EpiPens should be kept with unit leaders.
- Each girl should have a buddy. No girl should leave her unit for any reason without permission. She should always be accompanied by her buddy.
- Good campers learn cleanliness. Be sure there is access to hand washing facilities.
- Teach the girls about poison ivy. Have them wash thoroughly with yellow soap (such as Fels Naptha) after any activity where they might have come in contact with the vines.

The first-aid person has a big job which involves responsibilities related to health and safety of the whole camp. Emergency treatment is available at all times, but campers needing medication or routine treatment should report to camp headquarters at the established medication hours. Minor first aid can be given and recorded in the troop site and checked during medication hours, if necessary. Be sure to check on the healing progress of cuts, blisters, etc., which you treat. Record all treatments in the health log.

Use your judgment in determining when to send a camper to the first aider. Often a stomachache or headache are symptoms of dehydration, homesickness or overtiredness and can be treated with lots of

water or a little special attention, followed by group activity or by resting quietly for a while.

Persistent stomachaches, headaches or pains may be symptoms of something more serious and should be checked out.

No camper should ever be sent to headquarters by herself. She should always have a buddy.

Ticks

Check your skin and clothes for ticks every day.

- Take a shower as soon as you can after coming indoors.
- Remove ticks from your clothes before going indoors. To kill ticks that you may have missed, wash your clothes with hot water and dry them using high heat for at least one hour.
- Perform daily tick checks after being outdoors, even in your own yard. Inspect all parts of your body carefully including your armpits, scalp, and groin. Remove ticks immediately using fine-tipped tweezers.
- If a tick is attached to your skin for less than 24 hours, your chance of getting Lyme disease is extremely small. But just to be safe, monitor your health closely after a tick bite and be alert for any signs and symptoms of tick-borne illness.
- Report any incidents of ticks/tick removal to the day camp first-aider.

Safe Tick Removal

Early tick removal may reduce the risk of infection of some tick-borne diseases. Follow the steps below to safely remove ticks from animals and humans.

- Use fine-tipped tweezers and protect bare hands with a tissue or gloves to avoid contact with tick fluids.
- Grab the tick close to the skin. Do not twist or jerk the tick, as this may cause the mouth parts to break off and remain in the skin.
- Gently pull straight up until all parts of the tick are removed.
- After removing the tick, wash your hands with soap and water or waterless alcohol-based hand sanitizer. Clean the tick bite with an antiseptic such as iodine scrub, rubbing alcohol, or soap and water.
- Contact your healthcare provider if you develop fever, headache, fatigue or rash.

Bedbug Prevention

- Check all belongings for any signs of bedbugs prior to visiting camp.
- Look for any live bugs that may be on beds/cots, linens, clothing or luggage while at the camp.
- Look for bites on exposed skin of the body that have multiple bites in a row. Bites do look different on different people.
- If found on clothes, wash in normal wash and dry cycle to kill bedbugs.
- If found on luggage or items that cannot be washed, place in a tight sealing plastic bag to prevent spread of bugs until article can be vacuumed or cleaned.
- If live bugs are found, please contact the day camp director immediately (day camp director should notify volunteers).
- After leaving camp, and before you enter your vehicle and home, inspect all belongings (including clothes, luggage, purses, coats, etc.) and your person for bedbugs.
- Remember, if found on clothing, remove clothing, put it in a tight sealed bag and wash and dry in normal cycles.
- If you have questions on bed bug prevention, please contact your county public health department.

Wound Care

- Ask camper to stay calm and, if conscious, to apply direct pressure to her/his own wound. Supply patient with a towel or something available.
- Continue talking to patient while putting on gloves located in the first-aid kit.
- If blood is spurting, also wear goggles and mask.
- Perform first aid as necessary only after taking precautions.
- If first aid involves the removal of a splinter with a needle, it must be performed in the health center where the used needle shall be disposed of in a sharps container.

Clean Up

- After completing first aid, clean up area where blood has been spilled.
- Dispose of all blood-soaked materials, paper towels, etc. in zip-lock bag from the first-aid kit.
- Wash hands and skin thoroughly with soap and water or an antiseptic towelette.
- Take zip-lock bag to health center for disposal with other contaminated articles.
- While in the health center, pick up replacement gloves, masks, zip-lock bags and antiseptic towelettes and put them in the first-aid kit from which they were removed.
- Blood-soaked laundry will be placed in a red biohazardous waste bag and be disposed of with other medical wastes.

Exposure

Exposure may result when performing the following tasks:

- Performing first aid
- Cleanup of blood from an accident
- Performing CPR
- Disposal of infectious materials

Any exposure to blood or body fluids which occurs in this facility, whether involving a camper or another employee, must be reported to the camp director.

Universal Precautions

Since blood can carry all types of infectious diseases even when a person does not feel or look ill, knowledge of universal precautions is essential for anyone that might come into contact with blood or other body fluids. Each day camp needs to have a Universal Precautions Kits. The Center for Disease Control has recommended the following guidelines to prevent cross contamination from bloodborne pathogens.

- All health care workers should use appropriate barrier precautions to prevent skin and mucous-membrane exposure when contact with blood or body fluids of any person is anticipated.
- Gloves should be worn for touching blood and body fluids, mucous membranes or non-intact skin of all persons; for handling items or surfaces soiled with blood or body fluids, and for the performing of vein puncture and other vascular access procedures. Gloves should be changed after contact with each person.
- Hands and other skin surfaces should be washed immediately and thoroughly if contaminated with blood or other body fluids.
- Masks and protective eye wear or face shields should be worn during procedures that are likely to generate droplets of blood or other body fluids.
- Gowns or aprons should be worn during procedures that are likely to generate splashes of blood or other body fluids.
- Needles should not be re-capped, purposely bent or broken by hand, removed from disposable syringes, or otherwise manipulated by hand. After use, disposable syringes and needles, scalpel

blades and other sharp items should be placed in puncture-resistant containers for disposal. The containers should be located as practical to use area. Large bore reusable needles should be placed in a puncture-resistant container for transport to the reprocessing area.

- Although saliva has not been implicated in HIV transmission, mouth pieces, resuscitation bags or other ventilation devices should be available for use in areas in which the need for resuscitation is predictable.
- Health care workers who have executed lesions or weeping dermatitis should refrain from all direct care and from handling equipment until the condition resolves.
- Pregnant health care workers are not known to be a greater risk of contracting HIV infection than non-pregnant workers, however, if a pregnant worker develops HIV infection, the infant is at risk from prenatal transmission. Pregnant health care workers should strictly adhere to precautions.

Heat Exposure

During the summer, it is particularly important to make sure that you take the proper precautions as you plan your summer camp. Keeping water and shade readily available, taking frequent breaks and using sunscreen can prevent many heat related illnesses.

Heat exhaustion is a more severe heat illness that can occur when someone in a hot climate or environment hasn't been drinking enough fluids.

Symptoms may include

- Dehydration
- Fatigue
- Weakness
- Clammy skin
- Headache
- Nausea and/or vomiting
- Hyperventilation (rapid breathing)
- Irritability

What to Do

- Bring the individual indoors or into the shade.
- Loosen or remove clothing.
- Encourage eating and drinking.
- Use damp (but not cold) cloths to help cool or take a cool bath or shower.
- Call your doctor for further advice. If you're too exhausted or ill to eat or drink, intravenous (IV) fluids may be necessary.

If left untreated, heat exhaustion may escalate into heatstroke, which can be fatal.

The most severe form of heat illness, heatstroke is a life-threatening medical emergency. The body loses its ability to regulate its own temperature. Body temperature can soar to 106° F (41.1° C) or even higher, leading to brain damage or even death if it isn't treated quickly. Prompt medical treatment is required to bring the body temperature under control.

Factors that increase the risk for heatstroke include overdressing and extreme physical exertion in hot weather with inadequate fluid intake.

What to Do

Call for emergency medical help if the individual has been outside in the sun exercising for a long time and shows one or more of these symptoms of heatstroke.

- Flushed, hot, dry skin with no sweating
- Temperature of 105° F (40.6° C) or higher
- Severe, throbbing headache
- Weakness, dizziness or confusion
- Sluggishness or fatigue
- Seizure
- Decreased responsiveness
- Loss of consciousness

Dehydration

The best way to prevent dehydration is to make sure that everyone gets plenty of fluids when they're out in the heat and especially when they are physically active—they should consume more fluids than they lose.

It's important that everyone drink often during hot weather. Those who participate in strenuous activities should drink some extra fluid before the activity begins. They should also drink at regular intervals (every 20 to 30 minutes) during the course of the activity and after it ends. Ideally, major outdoor and strenuous camp activities should be scheduled for the early morning or late afternoon to avoid the hottest part of the day.

Thirst is not a good early sign of dehydration. By the time someone feels thirsty, he or she may already be dehydrated. Thirst can be quenched before the necessary body fluids have been replaced. That's why campers should start drinking before thirst develops and consume additional fluids even after thirst is quenched.

If the camper has fever, diarrhea, vomiting or is sweating a lot on a hot day or during intense physical activity, watch for signs of dehydration, which can include:

- Dry or sticky mouth
- Few or no tears when crying
- Eyes that look sunken into the head
- Haven't used the bathroom in a while
- Dry, cool skin
- Lethargy or irritability
- Fatigue or dizziness

The goal in treating dehydration is to replace fluids in order to restore the levels of body fluids to normal. As with prevention, the approach may differ depending on the age of the individual and the condition causing the dehydration.

An older child who's mildly dehydrated due to overexertion will probably be thirsty and should be allowed to drink as much as he or she wants. Plain water is the best option for the first hour or two. After this, the child might need drinks containing sugar and electrolytes (Gatorade, Pedialyte) or regular food. Also, the child should rest in a cool, shaded environment until the lost fluid has been replaced.

Training

All volunteers will be given training annually on exposure control as it pertains to their job classification.

The day camp will maintain records documenting the participation of volunteers in the required training. These records will contain the following:

- Date of training session
- Contents or summary of training material

- Name and qualifications of person conducting the training
- Name and job title of all volunteers attending the session

The exposure control training must contain at least the following:

- A copy of the regulations and an explanation of their contents.
- A general explanation of the diseases concerned and their modes of transmission.
- An explanation of the exposure control plan and its availability.
- Methods for recognizing tasks that may involve exposure to blood and body fluids.
- Methods to prevent or risk exposure.
- Information on protective equipment (types, uses, location, removal, handling, disposal.)
- Explanation of the basis for selection of personal protective equipment.
- Actions to take in an emergency involving blood or infectious materials.
- Procedures if exposure incidents occur (reporting, medical follow-up).
- Post-exposure evaluation and follow-up provided to employee following exposure.
- Interactive question and answer period with the instructor.

Medical Records

This camp will maintain medical records for each camper and volunteers. These records should include the following:

- Name
- Records of illnesses, injuries and exposures while a volunteer
- Copy of post-exposure evaluation including examinations, test results and follow-up procedures.

Confidentiality:

In order to promote exposure reporting, protect volunteers and to adhere to the standards of ethical business conduct, it is the policy of this camp to maintain confidentiality of medical records. Camp Director will shred all personal information after camp and council will store the first aider health log in long-term storage.

SUMMER CAMP RISK IDENTIFICATION CHECKLIST

Site

- ☐ Check trails, steps and bridges for any unsafe conditions.
- ☐ Check for unsafe trees or stumps in area.
- ☐ Beware of rodents, snakes and stinging/biting insects that may be found in the area.
- ☐ Check for water sources and take safety precautions. (i.e.–river, lake, creek)
- ☐ Check for potholes in trails or roads.
- ☐ Check fire circles and cooking areas for any hazards.
- ☐ Discuss concerns with facility or park management.

Equipment

- ☐ Store all chemicals according to state, local and manufacturer's guidelines. Flammable liquids need to be kept in controlled cabinet with locks.
- ☐ Check cooking equipment for any defects.
- ☐ Maintain emergency equipment and first-aid supplies.

Personnel

- ☐ Make sure the following items are covered during your volunteer training and they understand the guidelines and procedures:
 - Abuse: physical/sexual
 - Stress management
 - Self-esteem
 - Endangering a camper's life
 - Theft/Vandalism/Arson
 - Aiding to the delinquency of a minor
 - Substance abuse
 - Illness or death, AIDS
 - Blood borne Pathogens; Exposure Control Plan
- ☐ Background checks on all volunteers are performed.
- ☐ Skill training and required certifications are taken in all activities requiring a certified facilitator.
- ☐ Provide volunteers with proper protective equipment and tools to perform duties.

Natural Disasters

- ☐ Make sure you are aware of the facilities emergency procedures for each emergency situation and see the Girl Scouts of Western Ohio guidelines in previous sections.
- ☐ Be sure all volunteers are aware of the location for safety equipment and first-aid supplies.
- ☐ Maintain safety through education.
- ☐ Practice storm/emergency drills within 24 hours upon arrival to include information on:
 - Tornado and High Winds
 - Fire
 - Lightening



Child Abuse Awareness and Mandatory Reporting



Girl Scouts of Western Ohio expects all volunteers to adhere to the following standards regarding reporting suspected child abuse and conduct when in contact with girls.

Paid and volunteer members are expected to recognize the signs and symptoms of child abuse, neglect or sexual harassment and report incidents immediately to the day camp director and then to the local county children's agency. Once an incident has been reported to the appropriate agency, it is the day camp director's responsibility to also inform the program and partnerships manager or program and partnerships team leader for their region. All Girl Scouts of Western Ohio volunteers are mandatory reporters and are required under Ohio State Law (see below) to report any suspicious of child abuse to the proper authorities.

Volunteers are prohibited from harassing or threatening harm to a child's health or well-being which occurs through sexual abuse or exploitation, non-accidental physical touching, mental harassment or injury or maltreatment in any form.

Mandatory Reporting Law

(A)(1)(a) No person described in division (A)(1)(b) of this section who is acting in an official or professional capacity and knows or suspects that a child under eighteen years of age or a mentally retarded, developmentally disabled, or physically impaired child under twenty-one years of age has suffered or faces a threat of suffering any physical or mental wound, injury, disability, or condition of a nature that reasonably indicates abuse or neglect of the child, shall fail to immediately report that knowledge or suspicion to the public children services agency or a municipal or county peace officer in the county in which the child resides or in which the abuse or neglect is occurring or has occurred.

Types and Definitions of Child Abuse

Type of Abuse	Definition	Physical Indicators	Behavioral Indicators
Neglect	The lack of care or attention to a child by a parent or caregiver that endangers a child's health or welfare, including failure to provide food, clothing or shelter, lack of medical care, education, or supervision. It is considered negligence when the lack of care is due to the faults or habits of the person responsible for the child's welfare or when adults refuse to provide the care and attention, they are able to do so.	<ul style="list-style-type: none"> • Consistent hunger • Chronic un-cleanliness • Poor hygiene • Body odor • Inappropriate dress • Consistent lack of supervision • Unattended physical problems or medical abandonment 	<ul style="list-style-type: none"> • Exhibits constant fatigue • Begging or stealing food • Chronic hunger • Delinquency • Substance abuse • Assumes role of parent • Reports no caretaker in home • Excessive school tardiness or absence • Stays at school for extended periods
Emotional Abuse	The excessive verbal assaults on a continuous basis including: put downs, threats, sarcasm, screaming, blaming, or ignoring. Emotional or mental abuse includes an injury to the intellectual or psychological capacity, or the emotional condition of a child as evidenced by an observable and substantial impairment of their ability to function within their normal range or performance or behavior.	<ul style="list-style-type: none"> • Few visible clues • Obesity or anorexia • Hives • Rashes • Speech delays • Failure to thrive 	<ul style="list-style-type: none"> • Sucking • Biting • Rocking • Anti-social behavior • Developmental lags • Attempted suicide

Type of Abuse	Definition	Physical Indicators	Behavioral Indicators
Physical Abuse	Any act which results in a non-accidental physical injury (intentional, deliberate assault such as burning, cutting, twisting of limbs, hitting, biting, poking or shaking). Physical abuse also includes any permanent or temporary disfigurement or impairment of the body.	<ul style="list-style-type: none"> • Bruises • Welts • Lacerations • Abrasions • Burns • Skeletal injuries • Head injuries 	<ul style="list-style-type: none"> • Fearful of physical contact • Poor relationships • Exhibits behavioral extremes • Afraid to go home • Reports injury by parents or caretaker • Inconsistent explanation not consistent with injury
Sexual Abuse	Any act between a child and another person. Children are not considered consenting participants. Sexual assault happens when one person uses threats or bribes to engage the other in sexual activity or when one of the persons exploits the other. Exploitation occurs when someone uses a situation to their own advantage without regard for the other person. Sexual assault includes, but is not limited to rape, oral sex, anal intercourse, incest, fondling or obscene remarks. Sexual exploitation includes but is not limited to taking pornographic pictures or movies of minors, obscene phone calls or flashing.	<ul style="list-style-type: none"> • Usually there is no outward sign • May have torn, stained or bloody underclothing, difficulty walking or sitting • Sexually transmitted diseases • Pregnancy 	<ul style="list-style-type: none"> • Child relates incidents of touching or other behavior that makes the child feel embarrassed, confused or unsafe • Behaves in an abnormally seductive manner with friends or adults • Bed-wetting • Nightmares • Poor peer relationships • Withdrawn, fantasy or infantile behavior • Eating disorders • Fear or reluctance towards a caretaker, family member or friend • Reports of sexual assault

Reporting Procedures

- Suspected or observed child abuse must be reported. The reporting volunteer will contact the child services agency to report the situation and inform the day camp director that the report was made. All mandatory reporting is confidential, please do not share the details of the report with other day camp volunteers.
- The day camp director will contact the program and partnerships team leader at the Girl Scout Center to notify them that a report was made and complete an incident/accident report (do not include confidential details) and file it with the Girl Scout Center within 24 hours.
- Day camp volunteers should not do their own investigations of alleged abuse.
- Failure to report child abuse is immediate grounds for removal from position.

When do I report?

You should **immediately report** any suspicion of abuse or neglect of any child under 18 years of age, or any physically or mentally handicapped child under 21 (according to state law).

Physical proof or other forms of validation are not required. It is the responsibility of the local (county) children's services agency, through its investigation, to determine if abuse or neglect is in fact occurring.

What if I am unsure?

If you are unsure, contact the local children's services agency to describe the situation.

How do I report?

Reports can be made by telephone or in person, and the individual making the report can do so anonymously. Any report is confidential. A report can be made immediately by telephone to the local children's services intake phone numbers for the counties served by Girl Scouts of Western Ohio Council.

To report Ohio abuse or neglect: 855.642.4453

What information should I

give? Reports should include:

1. The names and addresses of the child and her/his parents/guardians or person(s) having custody of such child, if known.
2. The child's age and the nature and extent of the child's injuries, abuse or neglect, including any evidence of previous injuries, abuse or neglect.
3. Other information which might help in establishing the cause of the injury, abuse or neglect.
4. Record the name of the intake worker who takes the report and note the date that the report is made.

Is this confidential? Yes. Do not share this information with anyone other than the local children's agency, your manager or director of regional services within Girl Scouts of Western Ohio or her designee.

What happens next? Any volunteer leader participating in good faith in the making of the report, or any volunteer leader participating in a judicial proceeding resulting from the report, by statute is immune from civil or criminal liability that might otherwise be incurred or imposed as a result of such actions. Any report made under this section of the statute is confidential, and any volunteer leader or paid staff who permits or encourages the unauthorized dissemination of the report's contents is guilty of a misdemeanor in the fourth-degree.

How To Handle Disclosure of Abuse

How you respond when a child discloses possible abuse or maltreatment is very important.

Children will find it difficult to tell someone about abuse or neglect that is occurring to them. Often children will wait a long time before disclosing. Additionally, they may start to tell someone and, if the person reacts with disgust or doesn't believe them; they will stop disclosing events and won't confide in anyone until they feel brave enough or until some major event happens. Because of this, it is important to respond in a calm, supportive and appropriate manner.

Suggestions regarding responding to a disclosure of abuse include:

- Say to the child, "Thank you for telling me." Treatment begins at this moment!
- Be on the same eye level as the child; be tactful and have no physical barriers between you and the child.
- Assess the child's safety needs and the urgency of the situation.
- Find out what the child wants from you. (You cannot agree to remain silent on the issue.)
- Validate the child's feelings.
- Believe the child and be supportive. ("I believe you.")
- Assure the child that you care, you are still her friend, and she is not to blame ("You did nothing wrong.")
- Let the child know what you will do. ("I will get help for you.")
- Be calm and do not react with disgust.
- Tell the child you're glad she told you.
- Tell the child you will try to get her some help.
- Tell the child you will have to tell someone whose job it is to help kids with these kinds of problems.
- Don't interrogate or interview the child.
- Do not project or assume anything; let the child tell her own story; leave out your own assumptions.
- Do not talk about the disclosures to other children or volunteers, bring it directly to the camp director or assistant camp director.

Action by the local children's services agency

The local (county) children's services agency immediately investigates each report referred to it and determines the circumstances surrounding the injury, abuse or neglect, the cause thereof and the person or persons responsible.

LEGAL REFERENCE: O.R.C. 2151.421 and I.C. 31-6-4-3(A) (1) through 31-6-4-3(A) (5)

Grade Level Characteristics and Behavior Management



Inclusive Environment

In addition to ensuring a safe environment with trained volunteers to coordinate the many activities of day camp, we must also ensure that each girl is valued regardless of the economic, social, physical, psychological, or intellectual capabilities she has. This responsibility is not as easily defined as health and safety requirements, nor as obvious as age-level appropriate craft projects. But, it is vitally important that we strive toward this goal, for then we are helping build girls of courage, confidence, and character, who make the world a better place.

To meet this responsibility, we can increase our awareness of opportunities to value differences. Opportunities may be present when:

- Girls are actively planning an activity such as a meal or a hike. Encourage "brainstorming," acceptance of all suggestions, discourage negative comment as being "limiting."
- Rotating duties; kapers, planning for Scout's Own, skits, songs, graces, choices for games and other activities. Encourage those who come up with creative solutions or ideas.
- Being a facilitator in situations that call for problem-solving efforts. Lead the girls in ways to solve the problem, but do not do it for them. Encourage input from all girls. Discourage negative comments as "limiting."
- Asking questions about appropriate behaviors for a particular activity or event. Our past experiences are not the same; by asking what is appropriate, you are encouraging sharing of ideas and learning about differences to take place. Then everyone knows the expectations and has participated in the choosing of appropriate behaviors.
- Discussing family traditions. Holiday and family traditions are part of our socialization process. But they are unique to each family, because each family is unique. We are usually unaware or unconscious of this fact and act as if each family is just like ours. As a result, we remain unaware of the diversity of the family and holiday traditions other people observe. Ask questions about traditions that girls in your group observe, don't try to make them fit into your "cookie mold" of traditions. List them all, then let the girls choose which ones they would like to observe. Encourage their exploration of other ethnic traditions.
- We make an effort to be aware that family size, education level, jobs, economic status, ethnic heritage, geographic location, health status of members and intelligence are a few of the factors that influence each person's behavior. They are also unique to each person. To promote understanding and valuing of differences we can ask ourselves, "What may have been the experience of that person to cause her to choose to act in that way?" Then gently ask questions that build rapport and acceptance.

This is a task that is ongoing for each of us personally and as part of a group. If we do not learn to value differences, we lose the appreciation of the uniqueness of the individual. We also lose the contributions each will make when encouraged in a safe environment. A whole is the sum total of its parts—that's the excitement of diversity!

Grade Level Characteristics

Consider ways to use these characteristics to guide the planning and implementing of activities for girls of these program levels that will develop positive skills and talents.

Girl Scout Daisies and Brownies

- Have a high energy level
- Love to play
- Like games using individual competition
- Like simple games and songs
- Have a deep interest in heroes and tall tales
- Seek approval of adults—imitate those to gain approval



- Like to collect things
- Work attentively for only short periods of time
- Like magic, fantasy and stories
- Not concerned with personal appearance
- Full of questions
- Need affection, help in skills, help in cooperation; help to develop an appreciation of others



Girl Scout Juniors

- Interested in team games
- Coordination is more developed
- Crave excitement and physical motion
- Peer interest is strong
- Seek approval of peers
- Mental development is rapid
- Emotionally they are still learning
- Confidence in self increasing
- Interest topics broaden
- Can be interested in the welfare of the group
- Work hard on exciting jobs
- Need opportunities to explore, experiment, create, plan and carry out responsibilities; to continue to develop respect for girls their own age.



Girl Scout Cadettes and Seniors

- Maturing (physically and mentally)
- Tremendous appetite
- Peer group loyalty is very strong
- Great enthusiasm in interest areas
- Stepping on threshold of adulthood
- See themselves through the eyes of their friends
- Begin to wonder what life is all about
- Need opportunities for making own decisions, winning approval of friends and use of skills.



Behavior Management

Behavior Management Policy

The Girl Scout philosophy of behavior management builds on a child's need to develop a sense of self-worth. In order to promote this, the program for camp has been carefully planned to foster positive behavior while at camp. To accomplish this:

- Children are involved in rule setting and help determine the consequences of misbehavior.
- The site and activities are set up to promote positive interaction among children.
- Volunteers encourage children to learn how to solve problems and settle differences among themselves.

All disciplinary efforts are based on this philosophy.

When a child's behavior creates a risk for the emotional or physical health and safety of another child or the volunteer, the following procedures shall be followed:

1. The child is separated from the problem activity or situation.
2. A volunteer listens to the child and discusses the consequences of further misbehavior.
3. Repeated misbehavior will be handled by a telephone conversation or conference with the child's parents/caregivers.
4. The parent/caregiver, child and volunteers agree to a plan that will improve behavior or face the possibility of termination from the program.

Camp Discipline

Goals of Camp Discipline

- To ensure the safety and well-being of all campers.
- To ensure that all campers benefit from the outdoor learning experience.
- To ensure that every camper has the opportunity to complete program opportunities available and suitable to their level.
- To enable all campers to manage their social behavior.
- To create a framework for cooperative effort between campers and volunteers.

Camper Responsibilities

- Relating effectively with adults and peers.
- Complying with camp procedures and practices.

Volunteer Responsibilities

- Creating and implementing a program for outdoor education and recreation which maximizes the opportunity for campers to achieve success.
- Working cooperatively with campers to facilitate their success in outdoor education and recreation.
- Ensuring that camp rules are frequently reviewed with, and clearly understood by, the campers.
- Demonstrating consistency and reliability in implementing the behavior expectation code and discipline code.
- Respecting and protecting the rights of all campers at camp.

Techniques For Correcting Inappropriate Behavior

Before taking action, consider

- Is the behavior really unacceptable?
- Is the behavior typical age-related behavior (annoying to adults)?
- Is the behavior attention getting (for the group's or your attention)?

If so, it may be more effective to ignore the behavior. If the behavior cannot be ignored, try using non-verbal methods such as:

- Meaningful eye contact
- Shaking the head "no" while looking at the camper
- Move closer to the camper

If these cues do not work in guiding the person to make a change in behavior, ask in a firm and courteous manner, for the specific change of behavior. Give the camper time to stop the unacceptable behavior. If there is still no change in behavior, restate the expectation and the reason. A camper who continues to behave inappropriately may be removed from the activity. Ask what she wanted to happen in acting inappropriately, and if there was another way to get her needs met. Ask if you can help her practice the new behavior. Stress that each individual has a choice in how she behaves, and we are all responsible for our own thoughts, words, attitudes, and actions. Reassure the camper that you are displeased with her behavior, not with her as a person.

After the discussion is over, the camper should rejoin the group when she is ready. No further reference need be made to the incident.

The resource for this information is: *Camping Magazine*, July–August 1993, American Camping Association. "Dealing With Discipline" by Nancy Halliday, Ph.D., CCD.

Developing A Positive Atmosphere

- Learn all the girls' names.
- Have girls take an active role in setting troop rules and troop standards.
- Spend time with girls during the meetings.
- Talk with "bent knees"
- Be warm, accepting and involved with the girls.
- Set and enforce consistent rules and limits.
- Praise success, don't criticize failure. Criticize her perseverance effort or action, not her ability. For example, you can encourage a girl by saying, "I'm really impressed at how you are sticking with this, even though it is hard for you. That is a sign of real strength."
- Use non-coercive discipline (e.g., withdraw privileges rather than force to do something the child does not want to do) and explain why certain behaviors are wrong.
- Stress fun and downplay competition in games to enhance self-esteem.
- Emphasize learning over performance. Focus on learning and having fun.
- Help girls set challenging but realistic goals.
- Recognize and praise improvement relative to past performance.

Consider:

- Your expectations about girls' success or failure. Your expectations can help shape their performance.
- Physical differences between girls. Try to have girls of similar sizes play together.
- Different levels of physical talents. Help girls find physical activities at which they can succeed, so they can feel physically competent.

Preventing Problem Behavior

Here are some tips that will help to prevent problem behaviors in campers.

- Be prepared
- Reinforce positive behavior—praise your campers for a job well done.
- Establish guidelines/ground rules
 - Involve the girls
 - Communicate consequences for breaking the ground rules.
 - Follow them yourself
 - Be fair
- Be a role model
- Be patient
- Be consistent

Managing the Problem Situation

- The consequence should be appropriate for the misbehavior and be a logical consequence of the misbehavior if possible.
- Keep the child's capabilities in mind when administering consequences. For example, don't tell a girl who has trouble sitting still that she must sit still for 10 minutes as a consequence of misbehavior. Come up with a consequence that she is capable of doing instead.
- Be fair; don't let your anger or frustration run away with you.
- Make sure to follow through on threatened consequences, or you will be teaching girls that you cannot be taken seriously.
- Don't make empty threats. Don't threaten to do anything on which you cannot follow through.
- Always give the kids the chance to "gain back." Give them a chance to show you that they have learned from their mistakes and can choose to do the right thing instead of the wrong thing.
- Don't always give attention to negative behavior. Praise girls for positive behavior.

Problem Behavior

Possible Consequence

Talking at inappropriate times



Remind the girl of the Girl Scout Law and that we need to show respect and consideration for one another. One way we do this is to listen while others are talking.

Not participating in a game.



Have the girl sit with the group or give her a different role such as boundary judge.

Excitedly runs off in front of a group.



Stop the group and have her come back and rejoin the group with a leader before the group continues.

Running in the meeting area.



Have the girl walk back and re-walk to where she is going.

Tips and techniques for effective behavior management remember:

It is not normal for a child to behave all of the time.

There is positive discipline and negative discipline. The goal, as a camp volunteer is to manage the behavior of the girls to help achieve the goals of camp. Approaching behavior situations with an understanding of positive discipline and negative discipline will help you make better decisions.



In positive discipline

- The outlook is for the camper
- The purpose is for correction, maturity and growth
- The focus is to the future and correction of behavior
- The attitude is of love and concern
- The resulting emotion is security



In negative discipline

- The outlook is to the camper (an eye for an eye)
- The purpose is for inflicting a penalty for offenses committed
- The focus is on past misdeeds
- The attitude is hostility and frustration
- The resulting emotion is fear and guilt

Managing Your Own Reactions

Do not feel you must react instantly to a situation if you are not sure what to do or if you realize you are angry and may overreact. Take a minute or two to collect your thoughts and tell the girl. "I'll get back to you in a minute. I am going to take a time-out from this situation."

It is also ok to walk away briefly if you are really angry. Make sure another adult is nearby. Find another adult and ask her to supervise your group while you cool down.

Remember that while it is easier to administer punishment, it is harder to administer thoughtful consequences for undesirable behavior. The use of good consequences is much more beneficial to the girl and the troop (and it is required of you).

Start fresh every day; avoid having consequences carry over to the next day. Be aware of and resist building up resentment toward a "problem" child.

Giving Constructive Feedback

- Be descriptive. State the purpose of your feedback and, if possible, describe specifically what you observed.
- Speak for yourself. What did you see? What are you feeling?
- Talk about yourself. I feel.... because.
- Allow the person to respond. Be comfortable with silence. Ask them open ended questions if they are not responding, such as, "How do you see this situation?" "From your point of view, what happened?"
- Work together to solve the problem—or ask the other person if they have suggestions.
- Summarize the conversation.

Outdoor Skills



Housekeeping and Sanitation

Latrine/Restroom Cleaning

Cleaning latrines/restrooms is a necessary part of ensuring sanitary facilities. It is one of the daily living tasks for which girls may assist with. Latrines/restrooms should be cleaned each day. Knowing they are cleaned daily will make everyone more comfortable in using them.

Check with your day camp director for supplies you need to bring and which ones the day camp provides. Soap, bleach, toilet paper, brown bags, a long-handled brush, broom and basket are needed for latrine/restroom cleaning.

Mandatory: Disposable gloves must be worn while cleaning the latrine/restroom.

Important: Due to the potential exposure to germs and the use of bleach, the task of cleaning latrines should be assigned to experienced campers when possible. Younger, less experienced campers can start with simpler tasks and progress to cleaning latrines, as they better understand cleaning and safety procedures.

HOW TO CLEAN A LATRINE

1. Wear waterproof gloves.
2. Sweep walls and floor of each stall with a broom.
3. Scrub the seat with a brush in a mixture of water and chlorine bleach (1/4 cup of bleach per gallon of water). Then put a small amount of the mixture on the floor and sweep.
4. Leave the lid up only long enough to air dry.
5. Replenish toilet paper, place plastic bags in latrine for trash or replace used plastic bag with a new one.
6. Do not sweep in front of the latrine—this causes erosion.
7. Dispose of the water down a drain—not into the latrine or wooded area.

PUBLIC RESTROOMS

Day camps using public parks/sites should follow the following guidelines:

- Day camp volunteers should check any public restrooms prior to any campers entering the facility.
- If the restroom is large and is being used by the public at the same time—station an adult inside while girls are using the facility.
- Do Not Clean—find out what the cleaning schedule is at the park/site.

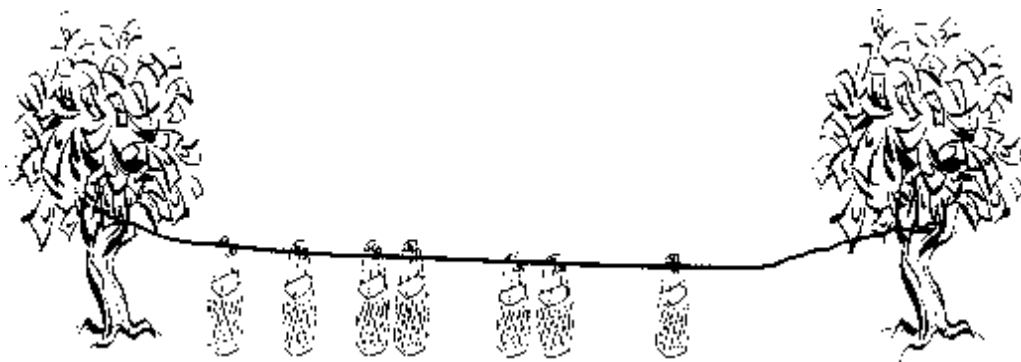
Dishwashing the Girl Scout Way

Each girl scrapes her leftover food from her plate into a garbage can. Using her paper napkin, she wipes her plate as clean as possible.

Each girl washes her own dishes in warm, soapy water and then puts the dishes in her dunk bag.

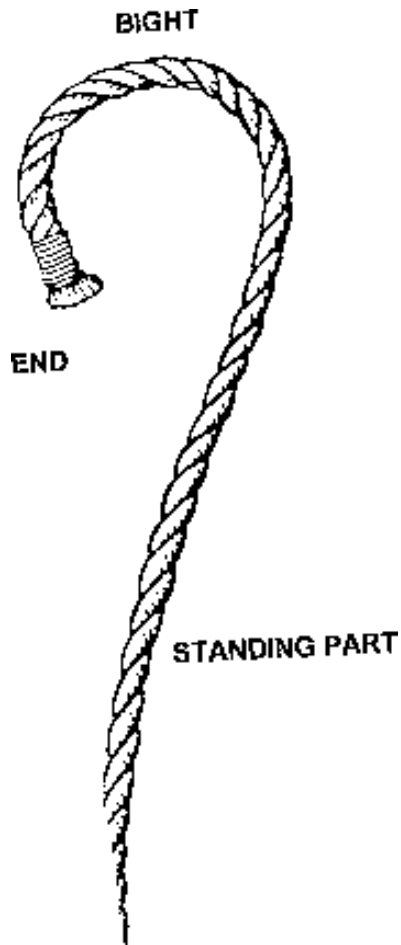
The girls “dunk” their bag of dishes in very hot rinse water. *(Remember: Put the water on the heat before you sit to eat!)*

Sanitize by putting a tablespoon of regular (not ultra) bleach for each gallon of water (75°–120°F degrees) in the final rinse. The girls “dunk” their bag one last time.



The Dunk Bag is then hung on a line to dry.

Useful Knots



Bowline

The bowline forms a loop that doesn't slip.



LOOP OR EYE



OVERHAND KNOT
(also Half-Hitch)

Make a hole in front of the tree.

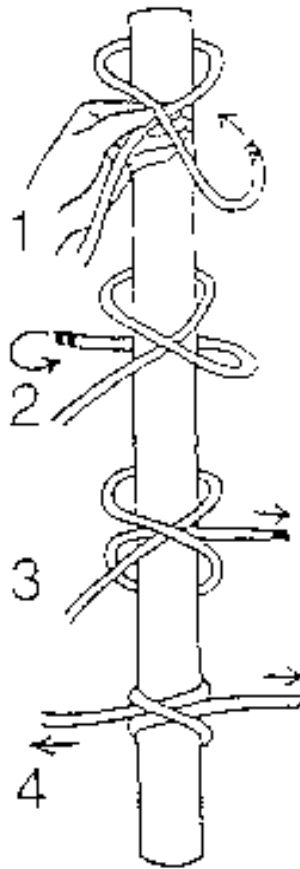
Up through the hole comes a little bunny.

Around the tree he sees a fox, down back through the hole, she's home free.

Square Knot

Right end, twisted over left, then this left end, twisted over right makes a knot that's square and tight; or right over left, and left over right, makes this knot tidy and tight.

CLOVE HITCH



“The snake goes around the pole, goes over himself then under himself.”

Outdoor Cooking

If you teach fire and cooking safety, go over each recipe ahead of time and have only one patrol cooking; **the girls can do it!** Preparing the meal is a memorable day camp activity. It allows the camper to strengthen many important skills and build their self-confidence. On Monday, take time to teach the girls the rules of fire and cooking safety. Help them choose menus for the week that fit within the unit budget and are appropriate for their level of experience. On the day of the meal, be sure to start early.

Yes, it may take longer. Yes, it may flop. Yes, the adult already knows how to do it and wants to help. **But** it is the girls' camp. No one will starve. The girls will not learn to cook if they are not permitted to do it.

One leader should work with the cooks and the other leader should be with the fire builders while the program aids work with the hostesses and hoppers, away from the fire.

P.S. Remember to soap the pots (except cast iron)—on the outside!!

Know Fire Safety

- Don't burn Styrofoam (toxic fumes)
- No hanging hair
- No nylon clothing or jackets
- No loose clothing
- Use designated fire area and fire bucket
- No aerosol cans
- No paper on open fire
- Don't leave butane lighter in direct sunlight
- Only fire builders and cooks in fire ring



Store all fire-fighting equipment (a bucket of water) within 20 feet of any open fire. Never leave a fire unattended; someone must be present at all times. When the fire has died down, sprinkle (do not pour) water on the embers until cold and wet.

Edible Fire

An edible fire is a great way to teach girls how to build a fire using edible items.

Supplies: Pretzel rods, pretzel sticks, Chow Mein noodles, mini marshmallows, red hots, mini-Tootsie Rolls or taffy, small cups with water or juice and something on which to build a fire.

Place wax paper down for cleared area. Make a fire ring using mini marshmallows. Construct a triangle using three pretzel sticks (kindling). Place the third stick on top of the two legs to form the crossbar of the A. Lay a handful of chow mein noodles (tinder) upright against the top stick. A Tootsie Roll (fire starter) may be used in place of tinder. After pretending to light the fire, flames (red hots) will glow. Once the kindling is burning, add pretzel rods (fuel). Use just enough fuel for cooking needs. Always have water cup (fire bucket) handy before lighting fire.

Wood Fires

A good fire is ...

- Built in a safe place which helps to control it.
- Just large enough to serve the need and to make thrifty use of wood.
- Kept under control and is watched at all times.
- Put out when no longer needed.

Fixing A Fire Ring

Where to build: on sand, rocks or dirt. (Never at the base of a tree or near a tree so that heat would kill the roots.) The ground should be cleared of leaves (grass, sticks, etc.), down to solid dirt and over a large enough area, unless a stone fireplace is used. This is especially important in the woods. Have a 10' fire ring. Clear all leaves and twigs to prevent fire from smoldering underground. Be sure nothing is overhead (tree branches or wires). Keep away from paths that people may be using. Be sure fire bucket is in ring before fire is lit.

What You Will Need:

The Fire Bucket!

A very important piece of fire building equipment

Tiny Tinder

Matchstick size twigs

Kindling

Pencil size sticks

Fuel

Logs, large sticks

A good woodpile is a convenience, as well as a safety device. Stack wood so that tinder, kindling and fuel are in separate piles for convenience. Place woodpile near fireplace for convenience, but far enough away so you do not have to walk into it to get around the fire and far enough away from the wind so sparks cannot fly into it.

Types of Fires

A-Frame

Tinder leaned against top stick to create a light draft from underneath.

As the tinder catches, gently lay on larger pieces.

Log Cabin Fire

As the basic A begins to burn, lay kindling in crisscross fashion over it, using two large logs for a base.

Teepee Fire

Start with basic A. As it catches, begin leaning kindling size sticks together to form a teepee over the flame.

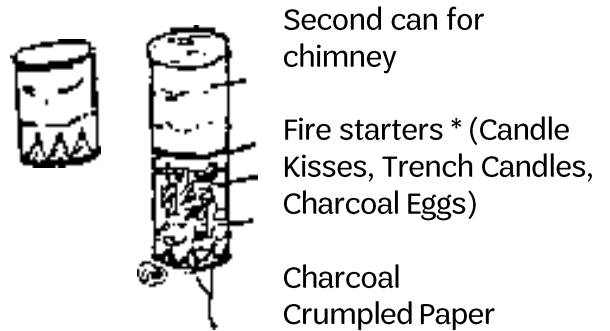
Putting Out a Fire

Put it out as soon as you are through cooking, or whatever you are doing with the fire.

1. Let fire die down, if possible.
2. Stir coals and sprinkle with water then stir again. Repeat until there are no live coals—under the logs or in the middle.
3. If you have no water, put sand or dirt on coals and stir thoroughly.

Charcoal Chimney

1. Punch out holes at open edge of large can.
2. Remove bottom of can.
3. Use another can with top and bottom removed for
4. When the coals are hot (white) carefully remove the with tongs and place in fire bucket to cool down.



Fire Starters

Candle Kisses

- Wrap stubs of candles or dryer lint in wax paper.
- Twist the ends like a Tootsie Roll.

Light paper through holes at the bottom.

Use a small stone to prop up bottom edge of can on the side the wind is coming.

“Egg” Fire Starters

Fill cardboard egg cartons with sawdust, charcoal or wood shavings. Pour melted paraffin or candle ends into each compartment. When cool, break off each “egg” as needed.

Trench Candles

- Roll a sheet of newspaper into a long, tight roll.
- Tie the roll with string about every 2–3 inches.
- Cut the roll between ties.
- Holding one of the sections, pull the inner paper out, extending the roll.
- Dip each trench candle into melted wax.
- Hang by string to dry.

Important Reminder: Wax should be melted in a double boiler and used only with adult supervision.

Other Fire Information

- Wood fires are better for boiling; charcoal fires take longer, so plan ahead.
- All charcoal is not alike. The less expensive brands are also “cheap.” They may not catch as quickly or burn as hot. The easy-light kind doesn’t burn very long or hot. Use hard wood charcoal. Each briquette is approximately 40° of heat.
- You can save and reuse charcoal that is left. Use tongs to put hot coals in a metal, covered can. Or put coals in water for 15 minutes, then lay out to dry.

Different Cooking Methods

Vagabond Stove

- A Vagabond stove can be made from a #10 tin can.
- Use a punch opener and a roll-type can opener.
- The open end of the tin can will be the bottom of the stove.
- Using the punch opener, pierce five holes at the top of the can on the side opposite these punches, put five punches on the open end.
- If bottoms have coatings, don't use to cook on.

Buddy Burners

- Cut a strip of corrugated cardboard the height of a tuna can, about 12" long.
- Coil cardboard and place into the tuna can.
- Pour melted wax into the can almost to the top of cardboard.
- As wax hardens, form the cardboard into an even coil.
- To ignite, lay lighted match on cardboard. Use under the vagabond stove.
- To put out fire, using hot pads, turn vagabond stove upside down on top of buddy burner.

Camp Box Oven

You will need the following materials: one corrugated cardboard box, with lid attached (liquor boxes are good because they are heavy.) If the lid is in two (2) pieces, tape together making sure that tape is outside of box, four heavy-duty coat hangers; heavy-duty aluminum foil; one old metal pie pan; white hot pieces of charcoal. Each piece of charcoal = 35° to 40°. Use 12 pieces of charcoal for 350° oven.

1. Cover the inside and outside of your box completely with three layers of heavy-duty aluminum foil, including lid. Duct tape can be used *only on the outside* to hold foil.
2. Use an ice pick to poke four holes from the inside out (so you don't tear inner lining) about 2/3 of the way up on both sides of box. Put the four coat hangers through for rack and bend ends over, taping with duct tape.
3. Place inverted pie tin on bottom of oven.
4. Place coals on inverted pie tin.
5. Allow oven to preheat.
6. Place pan of item to be cooked on the rack.
7. Close lid but leave gap to let fire breathe.
8. Let your mouth start watering!
9. Cook about the time given in the directions.
10. Heat can be regulated by number of coals.

Dutch Oven

A Dutch oven is a heavy, deep-dish metal pot with a heavy metal lid. The best ones to use for outdoor cooking have an upturned flange around the lid to hold the hot coals on top of the oven. The pot itself has three short metal legs on the bottom so heat can get between the pot and the ground. Dutch ovens come in both cast iron and aluminum.

Before you start to cook, check to see if the Dutch oven has been seasoned. The oven should be tacky and oily, including the lid. *If it hasn't been seasoned, do so before first use!*

Teaching Tips for Cooking with Kids

Cooking and preparing recipes provides girls with the opportunity to practice and learn teamwork and cooperation, communication, reading and math skills, and a sense of responsibility. Here are a few tips to keep in mind when preparing food with your group:

1. Washing Hands and Personal Hygiene

- Always wash hands before handling food. Adults should demonstrate proper hand washing with warm water and soap. Thoroughly scrub all surfaces of the hands for the duration of the “A-B-C song” or to the count of 20. Rinse and dry with a paper towel.
- Girls should remove all rings and bracelets before washing hands, roll up their sleeves and tie back long hair before handling food.

2. Keeping Food Safe

- Provide a clean work surface for handling food. A clean, plastic tablecloth from the dollar store can also be used to cover the work area.
- Have an adequate supply of paper towels on hand for spills.
- Wash hands frequently while preparing food.

3. Safety

- Make a list of safety rules and discuss with group.
- Girls should always have adult supervision while cooking, fire building, and when using knives.
- Be cautious of hot materials, even after they have been turned off or taken from the heat source.
- Keep the work area clean of debris that could cause a fall.
- Keep a fire bucket filled with water near fire source.

4. Using Knives

- Demonstrate the proper use of knives by cutting towards the table and holding fingers away from the sharp edge of the knife.
- Work with girls individually when handling sharp knives, by initially holding the knife with them, keeping fingers out of harm's way, and emphasizing the importance of cutting slowly and safely. Have only one sharp knife in use at a time.
- Younger girls may find it safer to use serrated dinner knives when cutting some fruits or vegetables.
- Secure the cutting board with a damp towel.

5. Organizing Cooking Projects

- Review and read through materials needed, ingredients and directions before starting a recipe.
- When measuring ingredients, use a tray to catch spills. Use large mixing bowls. Organize an assembly line of ingredients of separate bowls and plates for salads, burritos, pitas or other dishes.

Menu Planning

In order to plan the “right” menu, girls will need to find the answers to the following questions for each meal:

- What is the purpose of the outing?
- How much time will we have for cooking this meal?
- Will we be cooking indoors or out?
- Will we be using familiar cooking techniques, or do we want to try out a new method?
- What kind of stove and type of fuel or fire will we be using?
- What kind and how much cooking equipment will we need?
- Will each patrol cook for itself, or will one patrol cook for all?
- Are there any concerns about spoilage, weight, cost or season of the year that have to be considered?
- What food preferences or dietary restrictions need to be considered?

With the answers to all these questions in your hand, your girls are ready to plan their menus. They will find these menu planning tips helpful:

- Include some no-cook foods in every meal to save time and to be sure girls won't go hungry if there is a cooking failure.
- Plan some extra—for snacks or “filler-uppers.”
- For meals that are to be cooked, concentrate one-pot meals, keep ingredients simple and equipment at the minimum.

To involve all of the girls in menu planning, have them work in patrols or committees. If cooking is to be done in patrols, have each patrol plan its own food. This variety will be stimulating and the fun of sampling another patrol's food will add to the adventure.

Daily Menu Choice	Meat	Vegetable	Fruit	Bread	Milk	Dessert	Snack
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Example Walking tacos Watermelon Cookies	Hamburger	Lettuce, tomatoes, salsa	Watermelon	Taco chips	Cheese	No bake cookies	Pretzels

Food Handling Procedures

- Use only clean and sanitized utensils and equipment during food preparation.
- Clean and sanitize food contact surfaces (counters, cutting boards, knives or anything that contacts raw food during preparation) after each use. Surfaces should be sanitized with a bleach solution between times of use.
- Minimize the time that potentially hazardous food remains in the temperature danger zone of 40 degrees F to 140 degrees F.

Progression In Outdoor Meals and Cooking

As with any group activity you do with your girls, progression is important in camping to prepare them for the experience and allow the girls to develop the necessary skills and readiness they will need.

The no-cook meal is the place to begin with girls. Sack lunches are great for the meeting held outdoors or on hikes.

From sack lunches, it is an easy step for girls to plan other no-cook meals that require more preparation. Fruit, vegetable or meat salads; do-it-yourself sandwich bars; instant puddings and beverages are all possibilities. (Once inexperienced cooks have mastered the art of peeling, slicing, spreading, cutting, chopping, mixing, measuring, they are ready to try cooking.)

The first cooking experience out-of-doors will be more successful if the menu calls for cooking or heating a single item to go with other no-cook foods.

Remember, the first few cookouts are learning experiences, and fire building may demand more time and attention than the actual cooking or heating process. Each of these cookouts should utilize previously learned skills and offer an opportunity to learn a new skill.

The most progressive steps are to cook the main part of the meal, then cook more than one item per meal. One-pot meals, box ovens, foil cooking and Dutch ovens are best. Girl Scout Brownies lack the coordination and patience for stick cooking (even a marshmallow fork becomes a dangerous weapon in their hands), and they may lack the patience and skills called for in most other types of outdoor cookery.

Activities



Ceremonies

Discuss planning ceremonies with girls:

- Have girls do planning
- Be sensitive to others' backgrounds
- Have a purpose

Campfire

A campfire ceremony can be anything the girls would like it to be. They can do skits, songs, stories, have a snack, it can be very serious or very light.

In general, a campfire ceremony should start with the more active things and wind down to more quiet things. Avoid anything scary. This will, I hope, help the girls be ready to go to bed.

A nice ending is the Friendship Circle and singing taps.

Girl Scouts' Own

A Girl Scout's Own can be best described as an inspirational program planned by the girls to express their deepest feelings or any ideas or values that have meaning for them. This ceremony is not a performance but a way for the girls to show each other how they feel about a chosen subject. It is important that the girls choose the theme, and plan and carry out their original ceremony.

The steps in planning a Girl Scout's Own:

1. Choose a theme.
2. Find a symbol to express that theme.
3. Select poems, songs, prose or dramatics to express the theme.
4. Decide on the order of comments, readings or songs.
5. Decide who will perform each section.
6. Rehearse—not always necessary.
7. Do the Girl Scout's Own.

Flag Ceremony

Discuss with the girls:

- The parts of the ceremony
- How to handle the flag
- The variations (songs, poems)

Team Building Games

The Camp Director will specify the appropriate location and what activities are permitted on the campsite.

Games and sports are an important part of any educational program for girls. They have long been an integral part of the Girl Scout program and have become increasingly popular with girls. Sports and games can provide challenge, satisfaction and wholesome fun for all girls—the skilled and unskilled, the able and the disabled. They provide an opportunity for girls to learn sports and games skills, develop physical fitness and lifetime leisure skills, achieve individual goals and experience what it means to be a team member. Sports and games also help girls learn how to deal with mental and emotional stress and overall, to develop an appreciation for their own personal well-being.

As a leader or other adult working with girls, you can be instrumental in providing opportunities for girls to participate in sports and games in an outdoor setting. To do this effectively, you must be aware of the girls' physical capabilities and have some knowledge of the sports and games appropriate for the various age levels.

The following material provides general information about sports and games skills that are most suitable for Girl Scout Brownies through Seniors. However, keep in mind that a girl's readiness for a particular sport or game is not necessarily dependent upon age, but on skill level, physical condition, physical maturation and experience. Therefore, this information basically provides a framework for progression within the Girl Scout Leadership Experience.

Purpose of Team-Building Games

1. To help girls and leaders get acquainted easily and enjoy being together.
2. To meet some of the needs of the whole group and of individuals. For example, games can give girls a chance:
 - To be active and noisy after long hours in school.
 - To learn teamwork and fair play.
 - To learn to win or lose good-naturedly.
 - To be both leaders and followers.
 - To present new information or skills in an attractive way.
 - To review or practice some skills enjoyably.
 - To help girls understand and appreciate both similar and different games of Girl Scouts and Girl Guides in other countries.
3. Providing sports and games activities for girls, you can contribute to the fun, challenge, skill development and success the girls will experience in the out-of-doors.
4. To help girls develop an appreciation for themselves, others, and the world around them, this will assist in shaping their futures.

How To Prepare to Teach the Games

1. Choose games to teach according to:
 - The ages, interests and abilities of the girls.
 - The special purpose you want each game to serve.
 - The size and kind of play space available.
2. Know the games so well that you don't have to refer often to a book or notes while you are teaching.
3. Start with simple or familiar games and work up to new ones that are harder. Plan also to alternate exciting and quiet games.
4. Collect any necessary equipment.

How To Teach Games

1. Get the girls' attention and have them get into formation for playing the game.
2. Explain or show the game briefly and let them play right away.
3. If the game is at all complicated, show them one part at a time, letting them try each part immediately.
4. Let them have fun with the game before you check on mistakes but stop when necessary to make the rules or action clear.
5. As soon as the girls are able, let them carry on the game themselves. Help them only if questions or arguments arise which they can't settle satisfactorily.
6. Stop the game after a reasonable time even if some girls beg to continue. If they play it too long the first day, they lose the fun of coming back to it again.
7. In competitive games, encourage the girls to play for the fun of the game and for their team, and to applaud or otherwise recognize the winning team.
8. The above directions apply to singing games, with these additional suggestions:
 - Sing the song first, **without action** and the girls **listening**, for one part of the game at a time.
 - Then sing a line at a time, and have the girls sing back to you like an echo.
 - Then sing and show the accompanying action, one part at a time.
 - Have the girls sing and try the action, asking them to sing softly until they are sure of the melody.
 - Once they are enjoying the swing of the game, correct any mistakes.

How To Evaluate and Debrief

Team building games are designed to create an opportunity for experiential learning for the girls. As a leader, you need to help the girls through the experiential learning process by helping them make meaning of their experiences. Girls can gain real life skills through games that can be applied to their daily lives. Evaluation does not just happen at the end of a game. Evaluation is an ongoing process as the program activities are implemented and allows you to monitor what you are doing and observing what is happening with the group.

Debriefing generally happens at the end of each activity to allow girls to extract meaning from the game. This is the most important part of the game!

Questions you can ask your group to get them thinking about the process instead of just the game:

- “What?”
 - What did you do during the activity?
 - What were your observations?
- “So what?”
 - What did you learn?
 - How did you feel?
- “Now What?”
 - Do you think you can apply anything we talked about to real life situations?

Game Ideas

Battle Of the Bubble

Two teams stand on opposite sides of a clothesline. The first girl on one team blows a bubble with a bubble pipe. She then proceeds to try to blow it across the clothesline, while the girl opposite her on the other team tries to prevent it. If the bubble crosses the line, the girl tries to blow it back across. Each time the bubble crosses the clothesline, the team scores a point. Play continues until each pair of girls gets a chance to play. Each play ends when the bubble bursts (even if it never makes it across the clothesline at all).

Brown Bag Play

Divide the group into groups of four or five. Give each group a bag filled with different objects and tell them that they have 15 minutes to prepare a skit, involving the contents. Each bag contains different items so that each group will develop a different story line. Examples of items: a toothbrush, comb, eraser, candy, nail file, thread, button or book. A variation of this game would be to give each group the same items and ask them to prepare a skit. It's fun to see how many different stories the girls can come up with, using the same item.

Catch The Dragon's Tail

You need a good-sized area for this game. Line up about 8–10 girls, one behind the other. Everyone puts their arms around the waist of the person in front of them. The last person in line tucks a handkerchief in their back pocket or in a belt. At a signal, the dragon begins chasing its own tail, the object being for the person at the head of the line to snatch the handkerchief. When the head finally captures the tail, they become the new tail and the second person in line becomes the new head.

Can You Stand Up?

Divide the girls into pairs and have them sit back-to-back on the ground and lock elbows. The game starts when the girls try to stand up. It is a good lesson in teamwork. The first pair standing is the winners. For variation, have three or four girls sit back-to-back and try to stand. Also, set a time limit for those who are very good at this game. They could race against the clock.

Find The Leader—Detective—Frogger

Everyone sits in a circle. Someone is chosen to be “it.” That person leaves the area. When she's gone, the group quietly selects a leader. The leader starts the action by clapping her hands, patting her head, or winking her eye. The group imitates whatever the leader does. “It” returns and tries to guess who the leader is. She has a chance to spot the leader each time the action changes. This game can be played for a long time. Stop the game at the high point of fun so that everyone will want to play it again.

Variation— Frogger—the leader sticks out her tongue and the others in the circle lie down as they were caught by the frog. “It” has three chances to guess who the frogger is. If she guesses correctly the frogger becomes “it.” Another variation—have the leader start different rhythms, by clapping hands, legs, etc.

Human Croquet

This game is effective with a large group of girls. Choose nine girls to act as “arches.” Divide the rest of the girls into equal teams. The “arches” are set in the exact position as the wires in a croquet game. At the word go, the first two girls in each relay team run—one girl to the left, the other to the right, through the legs of the “arches.” They head for the middle “arch,” go through it, and then take off again—the same girl to the left and to the right. They continue around the course until they reach their team and tag the next person. If a girl misses an arch or goes through the arches in the wrong order, she must run the course again. The object is for all members of a team to get through the course first.

Human Knots

Five to ten girls stand in a circle. Each holds her right hand out into the middle of the circle and grabs a hold of another’s hand (it cannot be either of those standing beside her). Then each holds out their left hand and grab hold of another’s (it cannot be the hand of either person beside her, or the person whose right hand she is already holding). The group must work together to untie the knot without releasing hands.

Leaf Relay

Gather a leaf off the ground of each species of tree. Let the girls learn the names of each tree. Have two teams line up, facing each other. Lay the leaves on the ground between the two teams. Have the team count off numbers, starting at opposite ends. Leader calls off the name of a tree and a number. The girls with that number run to the center and grab the leaf. A point is given for the first girl to grab the correct leaf.

Nature Game

Place 20 nature objects on the ground. Teams study objects for three minutes, trying to memorize them. Then each team sets out to duplicate the objects by finding the same things. The team that finds the most duplicates in 20 minutes wins the game.

Passwords

The girls line up, one behind the other. The last girl in the line decides on a word. With her index finger, she “writes” the first letter of the word on the back of the girl immediately in front of her and so on until the front of the line is reached. Each letter of the word is passed the same way. After all the letters of the word have been passed to the front, the girl in the front of the line tells all what the word was. Variation is to draw a simple picture and pass it up. For example, a smiley face, a house, the sun and so forth.

People To People

Getting people together is the objective. Pair up and stand in a circle, facing one player in the center, who is the leader. The leader sets a beat by clapping or snapping her fingers and chanting “people to people.” We’re not going to let her do a solo, so we join in the chant too. The leader then substitutes the name of a body part for the word people in the chant, keeping the same rhythm, of course. “Back to back,” she might say, and as we repeat the chant, we let our bodies follow the directions and assume, with our partners, whatever imaginative position the leader’s chant has suggested. Examples; “hip to hip,” we bump hips, “knees to knees,” we face each other and touch knees. Matching body part to body part we continue until the leader shouts “people to people!” Then everyone scampers about and finds a new partner, including the leader. The person missing a partner now becomes the leader.

Rain

Form a circle and choose a leader. The leader starts the action by rubbing her thumb and fingers together. One girl after another picks up the action. The leader then rubs her knees and finally kicks her legs up and down on the ground. The leader never changes the action until everyone in the circle is doing what she is doing. This is a nice change of pace game to schedule between relay or competition games.

Sardines

The group divides into pairs and one pair is chosen to be the “hiders.” The “hiders” are given two minutes in which to hide within a predetermined area. After two minutes, each pair of “finders” set out to find the “hiders,” without drawing the attention of any other “finders.” When a set of “finders” find the “hiders,” they join them in their hiding place, being careful to not be found themselves. This continues until all have found each other. The first “finders” to find the “hiders” become the “hiders” for the next game.

Sticky Popcorn

The game leader tells the girls that they are popcorn kernels. They start out by “popping” or jumping about slowly. As the heat is increased (the game leader calls out, “hotter”), they hop faster. This is a sticky popcorn; when girls bump into each other, they stick together and continue to hop. They can continue to grow into a giant popcorn ball.

Winnie The Pooh

Girls stand in a circle with one girl blindfolded; sitting on a chair in the middle with a “Honey Jar.” The girls in the circle chant, “It’s very, very funny; I know I had some honey.” Circle is holding hands as they go around following actions of a chosen leader. She can have them march, dance, hop, go backwards, tip toe, etc. When the leader **stops**, they chant, “Someone’s coming to steal your honey.” At this point; Winnie protects her honey pot without touching the pot and tries to reach out to touch the person chosen by the leader to steal her pot. If she steals the honey pot, everyone claps and she becomes Pooh.

Activities That Take 10 Minutes Or Less

Ten minutes until the next activity? Here are some ideas to keep those 600 seconds fun and exciting!

- Learn a new Girl Scout song—sing ones you love
- Go on a timed trash hunt, see who picks up the most trash
- Try forecasting the weather
- Find shapes in the clouds, weather signs
- Continual story—one person starts and then each person adds a little more to the story
- I spy
- Telephone
- 20 questions
- Charades
- Circle Sharing—talk with campers about a topic: interesting places, traditions, etc.
- Follow the leader
- Human Machine—one person begins doing an action and one at a time, each camper adds on doing a different action to become part of a machine.
- Relay game
- Go on a scavenger hunt
- Praise Circle—have one person sit in the middle of a circle and have each girl say something positive about her and then the next person goes into the middle, etc.
- Clapping games—Down by the banks of the hanky panky, Concentration or other such games.
- Giggle Gertie—throw a handkerchief or towel into the air, while it is in the air the girls laugh as hard and loud as they can. When it hits the ground, everyone has to be quiet. First person to speak becomes the thrower.
- Ha, Ha—have girl #1 lay on the ground, girl #2 then lays her head on her stomach, and so on. Girl #1 then says Ha, girl #2 says Ha, Ha, girl #3 says Ha, Ha, Ha, etc. The object is for the girls to only say their HA as many times as they are allowed. Beware this is a laughter-inducing activity.

Glossary of Definitions

Beaver Buckets	Buckets used for washing dishes.
Buddy System	System of having girls do things in pairs. This is a safety precaution. No girl should ever leave her unit alone.
Camp Council	Group of girl representatives chosen from each unit. They work with the directors to plan and evaluate “all camp” activities.
Dip Bag	A mesh bag to put dishes in so they may be cleaned in buckets.
Fire Ring	Ring six feet in diameter outlined with rocks within which a fire is built.
Flag Ceremony	Raising of the flag at the beginning of the day and lowering it at the end of the day.
Girl Scouts Own	Special, girl-planned, inspirational ceremony/occasion with a theme. An opportunity for girls to express their deepest feelings about their Girl Scout ideals. It is not a religious ceremony.
Grace	Thanks for food before eating, usually sung.
Kaper	A temporary job or responsibility.
Kaper Chart	A chart showing each girl, or each patrol what its job is in any given project. It provides for rotation of jobs.
Kitchen Sink	Hand washing equipment in the unit and at the latrine.
Latrine	Outdoor restroom.
Little House	Camp headquarters. Storage room for equipment.
Lunch Line	Rope strung between trees on which lunches are hung.
Nosebag	A lunch, which does not need cooking, and is carried in a paper bag or bandanna.
Patrols	Small groups of girls within a unit.
Program Assistants (PAs)	Cadette and older age Girl Scouts who assist with activities in camp. PAs complete training either prior to camp or at camp.
Quiet Sign	A way of getting silence, made by raising the right hand. As others see a raised hand, they raise theirs and become quiet.
Safety Circle	Imaginary ring around a person using a knife or tool that must not be entered.
Sit-Upon	A lightweight pad or mat to sit upon when the ground is damp or dusty.
Unit Basket	Basket used to carry daily supplies.
Unit Site	Your unit’s own special place in camp.