GIRL SCOUTS OF KANSAS HEARTLAND

OUTDOOR LEADERSHIP 100

Self-Directed Study Guide
OUTDOOR LEADERSHIP BASICS - 100
Self-Directed Study Course

Welcome to Girl Scouts of Kansas Heartland’s Outdoor Basics - 100 Home Study. Whether you are a seasoned outdoor lover, a person transferring from another council, or a brand new volunteer, we hope that you will find some new ways of looking at enriching girls’ experiences in the outdoors and will want to extend your outdoor education.

Purpose of the Training:
Girl Scouts of the USA (GSUSA) requires training of adults who are responsible for girls at camp whether it is for the day, for an overnight, or for an extended trip. Successful completion of this course will allow you to begin the outdoor experience. You may take troops or groups out for the day to go hike, have a picnic, and get a taste of outdoor fun. (You will NOT be approved for building fires or teaching girls about handling camp tools until you have completed Outdoor Basics 101.)
Many of today’s girls have little if any experience in being outdoors for more than a few minutes at a time. They are not ready to deal with temperatures that may be uncomfortable with little crawly creatures they may encounter, with a toilet that does not flush and with taking care of themselves in simple ways. Taking the girls (and often their parents) out for the day for the first few times is an excellent way to address some of these new experiences in a very non-threatening setting. A good daylong adventure leaves the group begging for more. We often speak of progression within the Girl Scout program. Starting girls out with a day-long adventure before tackling an overnight is a prime example of what we see as progression in outdoor program.

Materials You Need:
- Outdoor Leadership Basics -100 – Ideas and General information for planning your first outdoor adventures with Girl Scouts
- Volunteer Essentials, http://bit.ly/2jVhi2T this guide, an online resource, along with its Quick Start and appendices is the main resource for all volunteers and has a chapter dedicated to general safety guidelines (Chapter 4)
- Safety Activity Checkpoints, http://bit.ly/1FTZesD an online resource for specific safety practices on all activities, including outdoor activities that Girl Scouts everywhere must follow.
- Outdoor Education in Girl Scouts is a GSUSA resource book.
- Council resource centers and local libraries
- Grade level program books such as Journeys and badge books
- Web sites such as Leave No Trace https://lnt.org/
- Other useful websites are listed throughout this publication.

When you complete this course, the Outdoor Leadership Basics-100 packet is yours to keep, so feel free to mark it up as you go along. The online resources are available anywhere there is internet access and can be printed off in their entirety or in just the sections needed.
OUTDOOR EDUCATION COURSES
Upon successful completion of the Outdoor Leadership Basics - 100 volunteers will be eligible to take the courses that will qualify you to participate in fire building and outdoor cooking, and to take girls camping.

Outdoor Leadership 101:
**Tent Camping, Cooking and Fires... in your backyard or within your community or indoor camping on Girl Scout owned property**
By completing this course volunteers will be qualified to plan and have backyard campouts, host and attend day camps, and have a camping adventure within their own community or stay at any Girl Scouts of Kansas Heartland Camp property (with the exception of semi-primitive camp sites).
Volunteers will also be able to lead cookouts and have campfires. This course is required for any outdoor cooking or fire building. For example – If you are having an event at a local park with girls and “just want to toast marshmallows for s’mores,” you must have an Outdoor Leadership 101 (or equivalent) trained adult present. This course is a four-hour, hands-on participation course where you will experience the demonstration of outdoor cooking methods and fire building as well as the procedures for pitching, striking and caring for tents. **NOTE: There may be additional training that you may need in order to use certain Girl Scout properties. Please check with the specific camp’s regional office. Prerequisites – Outdoor Leadership Basics-100**

Outdoor Leadership 201: **Outdoor Semi-Primitive Camping** – This overnight course is required for any overnight camping in outdoor facilities (tents, A-frames, rustic cabins, etc.) outside your community. Semi-Primitive camping includes any camping area that does not have one or all of the following: outside city limits; no potable water; primitive or no toilet facilities; no shelter in the immediate area. Additional outdoor skills and activities that can be added to the girl program are included in this workshop. **Outdoor Leadership 201 may be held in conjunction with 101. Prerequisites – Outdoor Leadership -100 Home-study and Outdoor Leadership 101 (Outdoor Leadership 201 is also a required course for the Junior 3-Part Campout and for Outdoor Program Aide Training.)**

Outdoor 301 – **Advanced Outdoor Camping Skills** – This course will give you more hands-on skills learning different methods of Cooking, Knots and Lashing, Compass and Trail Signs, GPS, outdoor activities, fire building techniques; songs and more. **Prerequisites – Outdoor Leadership-100, 101 and 201**
GIRL SCOUT PHILOSOPHY ON OUTDOOR EDUCATION
In Girl Scouting, outdoor education is accomplished using girl planning and girl/adult partnership.
Outdoor experiences afford every girl an opportunity to:

- Explore nature
- Learn new skills
- Progress from one skill level to another
- Be challenged to grow in new ways
- Develop independence, leadership and team work
- Teach others what she knows
- Improve self-esteem
- Gain cross-cultural understanding and make new friends
- Develop values to guide her actions and provide foundation for sound
decision-making
- Contribute to society
- Be safe and have fun

THE GIRL SCOUT LEADERSHIP EXPERIENCE
Leadership development is the core of the Girl Scout movement and is the thread that is woven through everything a girl experiences in Girl Scouts.

Based on the Girl Scout Leadership Experience, to become leaders, girls need to:

- Discover - Understand their values, and use their knowledge and skills to explore the world
- Connect - Care about, inspire, and team with others
- Take Action - Act to make the world a better place

How girls do this (the processes) creates an environment of fun and friendship, determines the quality of the experience and makes Girl Scouting unique, thus furthering the development of their leadership skills

- Girl-Led - Girls lead the planning and decision-making as much as possible
- Learning By Doing - Girls have hands on learning experiences
- Cooperative Learning - Girls work together toward shared goals

Through this model, the mission of Girl Scouting comes to life: Girl Scouting builds girls of courage, confidence and character, who make the world a better place.

Leadership development is the core of the movement and is the aspect that connects every experience a girl has in Girl Scouts. (*Leader Magazine, Winter 2006*)
OUTDOOR PROGRESSION CHART

Progression in the Outdoors:
From Look Out to Pack Out

- **Look Out**
  - Talk about the outdoors at a troop meeting.
  - Talk about outdoor opportunities.
  - Learn what to wear and manners when in the outdoors.
  - Learn about the outdoor world.
  - Look, listen, touch, and smell the outdoors.
  - Enjoy nature games and songs.
  - Learn about ways to protect the environment.

- **Move Out**
  - Take your trip outdoors or to a council-sponsored program at camp.
  - Observe the outdoor world.
  - Take a snack to eat in the outdoors.
  - Take a hike and start exploring your natural surroundings.

- **Explore Out**
  - Plan a day trip with your troop. Work with girls to figure out all the details.
  - Go with a purpose.
  - Plan a meal. Decide what you want to eat and what supplies you will need.
  - Decide how you will cook the food.
  - Learn to safely build, light, and put out a fire.
  - Learn about food preparation, dishwashing, and food disposal when in the outdoors.

- **Cook Out**
  - Take your troop on an overnight adventure.
  - Prepare for an overnight.
  - Create a packing list: what to eat, what to wear, equipment and supplies to bring.
  - Know safety rules and first aid.
  - Choose a safe place to camp and sleep.
  - Know the area and your surroundings.

- **Camp Out**
  - Go on a long-distance outing or multiple day trip (older girls).
  - Use all the skills you have learned so far.
  - Determine trip costs; prepare a budget and keep financial records.
  - Plan meals, routes, transportation and activities.
  - Determine personal and group equipment and supplies needed.
  - Select, set-up, and dismantle campsite.
  - Help others learn about the outdoors.

- **Pack Out**
  - Go home with a purpose.
  - Evaluate trip: goals achieved.
  - Clean up the campsite.
  - Take inventory of supplies and equipment.
  - Reorganize supplies for next trip.

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FORMS

Please take a few minutes to look over the forms and familiarize yourself with when the forms are needed and what information is required.
- Activity permission form.
- Travel checklist.
- Travel application.

EQUIPMENT & FACILITIES
Council owned facilities for camping and overnights are available in several areas of our council’s jurisdiction. For information on these properties, usage guidelines, and various items available for check-out and use please contact your local office or call the toll free customer service number 888-686-MINT. If you used any equipment on your adventure (e.g. knapsacks, first aid kit, etc.), use the next meeting to clean up and restock. It helps the girls learn where things are kept, and is a great way to model being prepared.
WHY TAKE GIRLS OUTDOORS
What a great place to put the Girl Scout Promise and Law into action! Girls learn teamwork and sisterhood. They are challenged to take new risks and as they meet those, they grow in self-esteem. They learn life science first-hand, so much better than out of a book! There are opportunities for each girl to take care of herself, to help others, to live in harmony with nature, and to appreciate and wonder about the world beyond the familiar walls of home and school.

SAFETY WHEN GOING OUTDOORS...
Keeping Ourselves Safe: Girl Scouts in town
- On sidewalks, break up into twos and threes, but don’t spread out and block the way.
- At crosswalks, wait together for a light and cross together without straggling.
- Along a roadway walk on the left, facing traffic, in twos, forming a single line if there is oncoming traffic.
- Have an adult at the front and at the end of the group.
- On buses and trains keep together, and be considerate of others.
- When riding bicycles, know and obey traffic regulations.
- Do not pick up trash, especially medical refuse, without gloves.
- Broken glass should be placed in a trash container.

Keeping Our Environment Safe: Girl Scouts outdoors
- Be sure to leave gates open or closed as you find them.
- Get permission to go on private property.
- Do not pick fruits, vegetables, or flowers on private property without permission.
- Stick to paths across farmlands or go around fields when no paths exist.
- Keep to trails in woods, leaving trail signs and markers as you find them.
- Don’t strip bark from trees or carve your initials in trees or any wooden structure.
- Encourage appreciation of nature, without desire for possession.
- Spare the wild flowers. Let them live in your heart, not die in your hand.
- Respect the home of any living thing.
- Keep lakes and streams clean and safe.
- Leave your campsite clean and in better condition than you found it.
- Do unto others’ property as you would have them do unto yours.

BUDDY SYSTEM
The buddy system is far more than just the obvious pairing of girls. It is one of the most effective methods of protecting girls while they are outdoors or away from the regular troop meeting place. It also offers a quick way for a volunteer to determine is there is a missing person. The buddy plan does not relieve the volunteer of responsibility for knowing where every member of the troop or group is, but it does permit everyone to share the responsibility. For the plan to be effective, all members need to understand how it works and how it is adapted for each outing or trip. The volunteer needs to involve everyone in the buddy plan before and throughout the outing. Under the buddy system, the troop is divided into teams of two. Each girl is responsible for:
- Staying with her buddy at all times;
- Warning her buddy of danger;
  Giving her buddy immediate assistance if it is safe to do so; and
  Calling for help or going for help when necessary.
DRESSING APPROPRIATELY
Faced with varying outdoor weather conditions, girls must be able to dress appropriately, select and care for outdoor clothing, and be prepared for sudden changes in temperature. Dressing appropriately can ensure well-being in cold or hot weather. It is important that girls be familiar with layering, the basic principle of outdoor attire. Layering involves wearing a number of loose fitting garments rather than one or two heavy garments. Each layer must provide warmth and ventilation without hindering mobility or adding weight. Layering helps the body regulate temperature in warm or cold weather and can help prevent hypothermia (lowered body temperature) or heat exhaustion. For warm weather, cotton t-shirts are great choices. Tops with spaghetti straps, halters, crop tops, and other clothing items which cover less skin than a t-shirt are NOT good choices for camp wear. Cool weather demands other fabric considerations. Cotton absorbs moisture so well and holds the wetness. Then, due to evaporation, the wearer feels cooler. Cotton also compacts when damp and thus does not keep tiny air spaces for insulation. These features make cotton clothing a risky choice for cool weather. Sturdy shoes such as hiking boots or tennis shoes worn with socks are appropriate for the campsite or trail. Flip-flops are good choices for the shower or pool only! For rainy days at camp, water repellant jackets and ponchos are usual choices. Umbrellas are seldom seen at camp!

MEAL PLANNING IN THE OUTDOORS:
Outdoor meal planning is based on the increasing skill level of the girls.

☑️ Basic – Planning simple meals that do not require cooking (fireless foods).
☐ Experienced – Cooking only one item for the meal (soup or dessert) is the next step in progression.
☐ Advanced – Cooking all of the items on the menu is the most difficult and time-consuming meal for the girls to prepare.

Cooking in the outdoors is done in a progressive manner based on the comfort, interest, knowledge, and skill level of the girls. Meals can be cooked using various utensils or pots using a variety of heat sources. Some meals can be cooked entirely in one pot. For others you might use a stick, aluminum foil, a box oven or a Dutch oven. (Outdoor 101 and 201 – Tent Camping, Outdoor Cooking, Fires and Semi-Primitive Camping will teach you how!) Some cooking methods require a wood fire, propane or charcoal, and others require no cooking at all. Each camping trip offers girls the opportunity to try different cooking methods and types of fuel. Cooking methods and food preparation time should be chosen to balance and support the planned program activities and environmental impact. As girls gain experience, they can do more and the outdoor-trained adult should do less.

KAPER CHARTS
A kaper is a short-term job. A kaper chart is a handy tool used for Girl Scout meetings and activities. In troop activities, it can be used to clarify which individual, pair, small group, or patrol is responsible for completing a specific job. Jobs can be rotated among the patrols so that everyone has a chance to do each of the different jobs. Girl Scouts always inclusive; kaper charts are a simple way to meet that objective.
Sample Kaper Charts

<table>
<thead>
<tr>
<th>Group/Patrol</th>
<th>1st Week</th>
<th>2nd Week</th>
<th>3rd Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Songbirds</td>
<td>Games</td>
<td>Songs</td>
<td>Clean-up</td>
</tr>
<tr>
<td>Little Oaks</td>
<td>Songs</td>
<td>Clean-up</td>
<td>Treats</td>
</tr>
<tr>
<td>Chipmunks</td>
<td>Clean-up</td>
<td>Scouts' Own</td>
<td>Games</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time of Day</th>
<th>Table Setters &amp; Recyclers</th>
<th>Cooks</th>
<th>Dishwashers</th>
<th>Fire Builders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BREAKFAST</td>
<td>Allison</td>
<td>Angela</td>
<td>Amanda</td>
<td>Donna</td>
</tr>
<tr>
<td></td>
<td>Jamie</td>
<td>Kim</td>
<td>Christine</td>
<td>Fran</td>
</tr>
<tr>
<td></td>
<td>Rebecca</td>
<td>Robin</td>
<td>Stephanie</td>
<td>Georgia</td>
</tr>
<tr>
<td>Saturday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LUNCH</td>
<td>Donna</td>
<td>Allison</td>
<td>Angela</td>
<td>Amanda</td>
</tr>
<tr>
<td></td>
<td>Fran</td>
<td>Jamie</td>
<td>Kim</td>
<td>Christine</td>
</tr>
<tr>
<td></td>
<td>Georgia</td>
<td>Rebecca</td>
<td>Robin</td>
<td>Stephanie</td>
</tr>
<tr>
<td>Saturday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DINNER</td>
<td>Amanda</td>
<td>Donna</td>
<td>Allison</td>
<td>Angela</td>
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<tr>
<td></td>
<td>Christine</td>
<td>Fran</td>
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<td></td>
<td>Stephanie</td>
<td>Georgia</td>
<td>Rebecca</td>
<td>Robin</td>
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<tr>
<td>Sunday</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>BREAKFAST</td>
<td>Angela</td>
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<td>Georgia</td>
<td>Rebecca</td>
</tr>
</tbody>
</table>

Kaper Chart Description Samples:
1. **Cooks & Meal Clean-up Responsibilities**
   - Prepare food and drink.
   - Cleans and cares for the cooking pans and utensils.

2. **Fire builders' Responsibilities (Fire building is taught in Outdoor Leadership 101)**
   - Straighten and sort wood into piles of tender, kindling and fuel.
   - Fills the bucket with water and makes sure there is a rake and shovel at the fire ring.
   - Rakes leaves, etc. out of fire ring/circle area.
   - Build, lights and tends fire(s). Never leaves any fire unattended.
   - Sprinkles water on a wood fire, making sure it is cold to the touch; or removes charcoal from the stove or outdoor grill and places it gently in the bucket of water.
   - Cleans fire area and fire buckets when finished;
   - Puts all equipment away.
3. Hostesses, Site Clean-up, Recyclers Responsibilities
- Provides containers for trash, cans, garbage, recycling and empties containers as needed.
- Cleans eating area and campsite before and after meal.
- Makes table centerpiece(s).
- Serves food.
- Plans and leads grace.
- Heats dishwasher.
- Sets up dishwashing station.
- Disposes of dishwasher.

4. Watermaids & Latrine Clean-up Responsibilities
- Fills hand washing water containers as needed.
- Cleans latrines/restrooms as needed.
- Restocks toilet paper, soap and paper bags.

Some troops clean the latrines and restrooms as a group.

HEALTH AND SANITATION
The camp site should be cleaned when you arrive and again when you leave. Latrine/Restroom duty can be added into the Kaper Chart or everyone can do it as a group. It should NEVER be used as punishment.

1. Latrines and Restrooms:
- Restroom and latrine areas should be cleaned at least once and sometimes twice each day, depending upon the number of campers present.
- Sweep and mop floors using 1 cap of bleach in a gallon of water.
- Scrub toilet lids and seats with a toilet brush or disinfectant wipes.
- Sweep or mop excess bleach water out of restroom or latrine.
- Clean sink area with disinfectant solution.
- NOTHING goes down latrines and toilets but human waste and toilet paper.
- Place a small paper bag in each latrine for wrapped sanitary waste. DO NOT DROP INTO LATRINE!
- At departure, repeat cleaning, be sure to collect all trash and remove all paper products from latrines and outdoor sink areas.

2. Hand Washing: Hand washing stations are needed in the cooking area and at the latrine/restrooms. Each station should include a water container, a roll of paper towels, a trash bag and soap.
3. **Dishwashing:** These practices are of primary importance, as germs are spread through improperly handled dishes.

- Scrape dishes thoroughly into a garbage bag before washing dishes.
- Wash dishes in hot soapy water – minimum 101 degrees F.
- Rinse in clean hot water – minimum 101 degrees F.
- After rinsing, place plates, silver and cups in dip bag and dip in “sanitize” tub. Tub may contain boiling water or cool water with no more than 1 cap Clorox per gallon. Too much Clorox may cause chlorine poisoning.

Dishes and cutlery will dry quickly without toweling. Leave in the dip bag and hang up to air dry. When dry, store away from dust.

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4. **Cleaning Kitchen Areas:**

- Sweep thoroughly.
- Wash and sanitize counters, food preparation areas, tables and benches with Clorox water.
- Store food in animal-safe way. See site-specific directions as needed.
- Put up clothesline for dip bags in safe place. For visibility attach or mark the clothesline with bright cloth strips. Do not attach clotheslines to buildings/camp structures.
- Set up separate trash and recycling areas.
- At departure, repeat cleaning, making sure all food is removed, dispose of trash as required at site.
- Take recycling home or to camp recycling area if there is one.
5. Cleaning Fire Circle Area:

☐ When leaving your area, make sure to pile up leftover wood next to fire ring.

**LEAVE NO TRACE PRINCIPLES**

There seven principles of Leave No Trace. They are: (Kid-friendly version)

1. Plan ahead and prepare - Know before you go
2. Travel and camp on durable surfaces - Choose the right path
3. Dispose of waste properly - Trash your trash
4. Leave what you find - Leave what you find
5. Minimize campfire impacts - Be careful with fire
6. Respect wildlife
7. Be considerate of other visitors - Be kind to other visitors

**There are some things we can do to help preserve the environment for our own and others' use:**

☐ When hiking, stay with your group. Stay on the trail! Walk single file on narrow trails; if you meet another group, go around quickly and quietly.
☐ Protect the vegetation and soil. Do not pick anything. You can look, draw pictures, or take photographs.
☐ Pack out your trash. If you bring it in - take it out!
☐ Pick up litter as you find it (unless it poses a hazard). Leave the campsite cleaner than you found it.
☐ Don’t feed the animals.
☐ Repackage supplies at home into recyclable or reusable containers. Look for ways to minimize the amount of gear and packaging you take along.
☐ Keep campfires small. Use only down, dead wood for fires and gather only what you need. Use an existing firering when available.
☐ Put fires out carefully and completely.
☐ Keep partly burned wood in the fire ring for the next fire.
☐ Use charcoal for your fire whenever possible.
☐ Sprinkle your dishwasher over a wide area or use it to put the fire out.
☐ Keep water sources clean.
☐ Dispose of dishwater, cleaning water, and the like at least 200 feet from water sources (ponds, streams, lakes, etc.)

**WHEN YOU RETURN**

It’s always a good idea to “debrief” with your group after any event or outing. Find out what they liked best, what they liked least, and what they’d do differently next time. Do they have ideas about their next adventure, or an activity they’d like to try? The best time to find out is when their latest experience is fresh in mind! You can talk in a circle, capture their thoughts on a flip chart, or pass out individual evaluation forms.

**EVALUATING THE EXPERIENCE**

An evaluation or survey is used in finding ways to support/improve the next outing, not to criticize the activity. Make sure that the evaluation clearly asks the questions that you need to know.
Evaluation can include:
What we did:

1. Did you enjoy what you did?
2. Do you want to do it again?
3. What did you like best?
4. Would you change anything? If so, what?
5. What would you like to do next time?

**FIRST AID AND SAFETY**

**VOLUNTEER ESSENTIALS AND SAFETY ACTIVITY CHECKPOINTS**
Please read Chapter 4 in the online Volunteer Essentials and the Safety Activity Checkpoints, these are your resources for safety guidelines and requirements. Always check them first whenever planning Girl Scout activities. Some activities, such as overnights and campouts, require that an adult certified in First Aid and CPR be present.

**MAKING A FIRST AID KIT**
Working and playing in the out-of-doors is fun! It's even more fun if you are prepared for minor emergencies by having your own first aid kit on hand! Many containers could be used to house a first aid kit. Things to consider when you’re planning:

- Is the container waterproof in case of rain or dew or spilled water?
- Is the container large enough to hold everything we’d like?
- Is the container easy to carry?
- Can the container be marked on to clearly show it is a first aid kit?
- Is the container durable? Can it withstand rough use?

Here is a suggested list of items to include.

**CONTENTS OF A FIRST AID KIT**

- Band Aids, assorted paper cup
- Bandage, roller gauze plastic bags, self-closing
- Bandages, triangular pocket mask for CPR
- Calamine lotion rubbing alcohol, wipes
- Distilled water
- Safety pins
- Flashlight
- Sanitary Napkins
- Gauze pads, scissors
- Gloves, disposable latex
- Splints (sticks)
- Ice pack, chemical table salt
- Index card, for insect ID Tape, adhesive
- Matches, waterproof
- Tape, transparent
- Moleskin
- Thermometer, oral
- Needles, tweezers
- Paper and pencil tongue depressors
- Notebook to record all treatment and medication given
- Accident /Incident Report Form
- Emergency phone number list, GS Council emergency numbers,
- First Aid reference book
AND REMEMBER......
Always check and restock the FIRST AID kit contents before you go on any outing.
- Know the phone numbers of the nearest hospital wherever you go
- No girl or adult with a fever should be allowed to go or remain on outing.
- All medications should be in the original container, labeled with name and instructions, and given to the volunteer.
- Should first aid need to be administered to the girl, parents should be notified regarding the care provided. If care is deemed to be minor, then a note may be sent home with the camper at the end of the day.

**In Case of Serious Injury**
- Do stay calm.
- Do communicate positive action steps taken to respond to the situation.
- Do provide updates to key contacts.
- Do document the incident accurately.
- Do Not speculate or second guess.
- Do Not talk off the record or make off-the-cuff comments to any media.
- Do Not make hasty remarks or use negative language.
- Do Not let media or anyone else pressure you or put yourself in a position to be quoted.

**SIMPLE FIRST AID FOR MINOR INJURIES**

**Abrasion-scratches-cuts** - Wash with soap and water. Cover with sterilized dressing or band-aid.

**Bites, stings & animal bites** - Call a doctor. **Insect bites**: Clean with soap and water. Use cool water and a wet cloth to reduce swelling. Apply calamine lotion. Watch for signs of shock or allergic reactions. Collect specimen, if possible, and tape to white index card for identification purposes.

**Blisters - foot irritation** - Wash with soap and water and apply moleskin **before** blister forms, if possible. If blister forms, **DO NOT OPEN**. Wash area and cover with sterile dressing.

**Minor burns and sunburn** - Apply cold compress and submerge in cold water (Do not use ice) until pain subsides. Apply loose, moist, sterile dressing and bandage.

**Dehydration** - Give plenty of fluids, preferably water.

**Eye injuries** - If a person is hit in the eye, cover eye with a cold, clean cloth. See doctor.

**Foreign object**: For small object, rinse with cool water to flush out. If object is sticking in eyeball, **DO NOT** attempt to remove it. Put cup over object, bandage **BOTH** eyes and seek medical help immediately.

**Chemicals in eye**: Immediately rinse with cool water from running faucet or cup for 15-30 minutes. Turn head to the side with injured eye on bottom. Run water across eye starting closest to nose. Cover the eyes with a clean dry cloth. Seek medical help immediately.
**Painting symptoms** - Have person lie down with feet elevated or sit with head between knees. Loosen tight clothing. Wipe face with cool water. Call a doctor if person does not revive quickly.

**Nosebleed** - Have the person sit forward on a chair with head slightly bent. Pinch lower part of nose for at least five minutes to stop the bleeding. Encourage her to rest and not to blow nose. Apply cold pack to the back of the neck to slow bleeding.

**Poisoning** - (internal)-Call nearest poison control center or a doctor immediately. Save containers and vomit.

**Poison oak** - Poison oak is a western form of poison ivy. Its leaflets are shiny, in groups of three and are definitely oak-leaf shaped. It usually grows as a shrub, but loses its leaves in winter. It can cause a painful rash when the leaves are green to red, or when the plant has no leaves at all. Wash area of contact with soap and cold water. Wipe areas with alcohol. If mild rash appears, apply calamine lotion. See doctor if rash is severe. **DO NOT** use “Caladril” which contains Benadryl to which some people may be allergic.

**Splinters** - Gently wash area. Remove splinter with tweezers, needle, or fingertips. Be careful not to push splinter deeper under skin.

**Sprains and suspected fractures** - Apply splint and **elevate**. Apply cold pack in a thin towel to protect skin. Do not allow person to walk on injured ankle or leg. Watch for shock. See a doctor.

**BE ALERT! PLANT AND ANIMAL IDENTIFICATION**

There are a few plants and animals you need to avoid at camp. Touching these plants or being bitten by these animals could be harmful to you.

- **Poison Ivy**
  All parts of this plant produce an oil that can cause you to have an itching rash. It can be found in shrub, small tree, or vine form.

- **Poison Sumac**
  This plant grows as a shrub or small tree in swampy lands. It has greenish or yellowish flowers and white or gray berries. Other kinds of sumac are not harmful.

- **Stinging Nettle**
  Just as its name says, this plant stings you if you touch it. Cold water will relieve some of the pain.
Burning any of these plants could potentially be harmful to people who are allergic.

The bite of these two spiders is poisonous. See a doctor if you are bitten by either one.

Brown Recluse Spider
A brown recluse spider has a fiddle-like design on its back. It is about the size of a quarter, but may be smaller.

Black Widow Spider
With a red hourglass on the bottom of its very black abdomen, the black widow spider is easy to identify.

WEATHER EMERGENCIES
Weather emergencies may occur at any time in Kansas, and in order to lead your group effectively, you must “Be Prepared.” An emergency weather radio will allow troop leaders/group coordinators to receive up-to-the-minute weather forecasts. Think about what to do during heavy rains and/or high winds, a tornado, or when there's lightning, flooding, or during winter storms. At first sight of lightning, bring the girls in and stay in until 30 minutes after the last lightning strike.

KNIFE SAFETY
To Open and Close a Pocket Knife
To open a pocketknife, hold in left hand, put right thumbnail into nail slot. Pull blade out while pushing against hinge with little finger of left hand. Continue to hold on to handle and blade until blade snaps into open position. To close pocketknife, hold handle with left hand with fingers safely on the sides. Push against back of blade with fingers of right hand, swinging handle up to meet blade. Let knife snap shut; "kick" at base of blade keeps edge from touching inside of handle.

Ways to Use a Knife
For course cutting, grasp handle with whole hand. Cut at a slant. Always cut away from you. You can cut brush with a pocket knife if you bend the stem until grain is strained, then cut close to the ground with a slanting cut. Trim a branch by cutting twigs from thick end toward end. Push knife against twigs, or pull twigs against blade.

Pocket Knife Safety Circle
To establish a safety circle, grasp a closed pocketknife in your hand, extend your arm and with the closed knife straight in front of you, rotate body to either side while continuing to extend the closed knife-arm. No one or thing should be in the imaginary
circle you have created. Also check your overhead clearance as this is part of your safety circle.

**To Pass an Open Knife**
The person handing should hold knife by the dull edge of the blade, passing the handle to the other person. In this way the handler has control of the edge of the knife. The person passing the knife does not let go until the receiver responds “Thank you” which signifies that the receiver now has a firm grasp of the knife.

**Making Your Own Paper Knives**
Make both paper knives to use when practicing. Decorate your knife any way you like. A good way to remember which is the sharp side of the blade is to put dark red lipstick on the sharp side of the blade. If you’re improperly handling your knife the lipstick will come off on your hands.

For both knives: Print the page below. Cut out the patterns. Use your paper pattern to trace patterns onto poster board. For Jack Knife: Cut out and punch holes where indicated. Put the knife blade between the two casings and insert a brass fastener through each hole. You can use a bread twist tie if you do not have a fastener.

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**HIKING**

**HIKING**
There are many ways to enjoy the outdoors. A hike can vary in length and purpose from something far less than an hour to an all day event depending on the age and readiness of the participants. Whether hiking in town or country, Girl Scouts are concerned with personal enjoyment of the outdoors, with personal safety of others, and with the protection of the environment. Girl Scout hikers follow Girl Scout program and camping standards.
BASIC RULES FOR ALL HIKERS

PLAN YOUR TRIP IN ADVANCE

- When planning an activity or choosing a location, consider the skill level of your girls. (Remember the concepts of Progression and Readiness?) Select destinations that match the goals, skills, and abilities of the girls.
- Know where you are going, and how long it takes to get there. Use a map, plan your route, be sure the distances between rest stops are realistic and within your abilities.
- Check the weather predictions.
- Wear and take clothing suitable to the place and to the weather. Wear socks without holes, sturdy shoes, dress in layers, and have a hat for protection. New shoes can cause blisters, so be sure to “break-in” new shoes before hiking in them.
- Have a prearranged plan – what to do if separated from the group; where to meet, prearranged signals - Who will be responsible for signaling for and specific type of emergency, and what signal will be used (i.e., whistle, car horn, bell, etc.)?
- File your trip plan with troop committee, family, etc. Follow all Safety-Wise guidelines for safe hiking.
- Plan personal and group gear; pack so your hands can be free. Wear things on your belt, use a knapsack, and have a jacket with large pockets.
- Plan food and drink suitable to the place and the weather. Plan to carry back all garbage and trash.
- Check and refill first aid kit. Take it and a first aider.

BEFORE THE HIKE, TALK ABOUT:

- Proper dressing: socks without holes, sturdy shoes, dressing in layers, hat for protection.
- The buddy system - have girls stay with their buddies at all times.
- Walk single file or in twos, stay on sidewalk, roadside or trail.
- Stay with the group - one leader will be in the front and one will bring up the rear.
- Respect for the environment, watching where they put their feet, their fingers, and their fannies (don’t scare them by telling them about snakes - just stress keeping their eyes open). Protect living things – look, but leave for others to enjoy.
- Avoiding poison ivy, uprooting or walking on plants, teasing or feeding wild animals, and littering.
- Leave the trail better than they found it.
- Leaving a space between themselves and the person in front of them (prevents branches from whipping in faces).
- Establishing signals which will instantly stop everyone. Saying FREEZE is pretty effective.

WHILE ON THE HIKE:

- Hike in small groups.
- On sidewalks, keep to the right.
- On roadsides keep to the left, face oncoming traffic.
- Leave fence and road gates as you found them.
- Obey all signs and traffic signals.
- Cross roads/streets at marked crossings; cross as a group.
- Give vehicular traffic the right of way
- Remember that a series of brief stops is better than one long stop.
- Teach a hiking song, (“I Saw a Bear” or “Sippin’ Cider” would be good).
- Stress protection of the environment and community service. If a limb needs to be removed, trail cleared, litter picked up, do so. Clean as you go - praise those who notice these things first - it'll encourage others to look ahead.
- After dark, wear white or reflective clothing and/or use flashlights when walking on roadways.
- Get permission before hiking on private land.
- Be courteous to all persons.
- Be responsible for your own safety, for the safety of your buddy and of the group.

**AFTER THE HIKE:**
- As they finish, ask the girls what they liked - what they didn’t; maybe what they learned (one new thing).
- Thank them for going along and find something nice to say about the group.

**TEACHING GIRLS WHAT TO DO IF THEY ARE SEPARATED FROM THE GROUP**
- Stop: Sit down. Don’t panic.
- Think: What was your last known location? What do you have for supplies?
- Observe: What do you hear? What landmarks do you see? How much daylight is left? What’s available around you that you might use?
- Plan: Plan what to do. Do not move unless you know where you are, where you are going, and there’s enough daylight to get there.
- Use an emergency locating signal – blow your whistle 3 times in a row, using short blasts. Continue to do this as long as you can.
- Don’t hide! Tell the girls to Hug-A-Tree. Pick a tree to be “friends” with. Talk to it. Remember that parents (and leaders) won’t be angry.
- Wear bright colors. Make yourself big so you’ll be found.
- Make a large sign on the ground.
- Whistle (or yell if you don’t have a whistle) at all noises. If it’s an animal, it will runaway. If it’s a person, they can find you. (A whistle will last far longer than your voice.)
- Footprint each girl with aluminum foil. It will help professional trackers locate a lost child.

**WHAT TO TAKE**

**TEN ESSENTIALS and then some...**
Many years ago the mountaineers came up with the idea of the "Ten Essentials". These are the basic things that EVERYONE should always bring with them. The kind and number of items that you should bring will change depending on the type of outing,
location, and activities involved, and the level of experience in the outdoor program. The idea of the "Ten Essentials" is to teach the girls to "Be Prepared". The following is a list of some things you may want to include on your list.

- Water in 1 qt or 2 liter plastic bottles
- Flashlight with extra batteries and bulbs
- Extra clothing, including rain gear
- Hat/cap with visor
- Extra food
- First Aid kit - moleskin and Band-Aids
- Knife
- Whistle
- Toilet paper and "unnecessary bag" (potty bag)
- Insect repellent
- Sun screen and sun glasses
- Matches and candles
- Map and compass, if you know how to use them
- Emergency blanket (space blanket)
- Glasses if you wear contacts
- Boots
- Duct tape

Have them carry these items in a daypack or fanny pack. Then you can tell them to get their "Essentials" without calling out a list of what to bring, because they will know.

HIKE IDEAS

Incher Hike - Collect as many objects as possible that are one inch around, long, etc. Measure treasures on return.
Baby Hike - Use in early spring to find the first signs of spring (baby birds, buds, etc.).
Picture Hike - Find the most interesting pictures on the block - tree, garden, public building, etc.
Penny Hike - Decide direction such as - Heads, east or west – Tails, north or south and flip penny to determine direction. May be used with picture hike.
Monogram Hike - Find all the nature objects beginning with each girl's initials along the way.
ABC Hike - Divide into groups and find natural objects beginning with each letter of the alphabet.
Bird Walk - Group writes down the characteristics of each bird they see along the way to identify back at site.
Tracking and Trailing - A variety of trail signs can be used to indicate a trail others can follow.
Compass Hike - Trails laid and followed by means of a compass.
Treasure Hike - A trail laid with a treasure at the end.
Rainbow - Find and list as many colors in nature as possible. Good at any time, but especially after a rain.

QUESTIONS FOR SHARPENING THE SENSES

What to ask on a hike

1. How many animal or insect homes can you find? (rabbit log, bird nest, gopher hole, cave, ant hill)

2. How many tracks, signs or traces of animals can you find? (horse track, raccoon footprint, deer track or leavings, rabbit scat)
4. How many signs of home-making can you find? (spider weaving a web, bird building a nest, ants excavating a hill)
5. How many plants can you find one inch high or less?
6. How many signs of man can you find? (rubbish, fences, telephone poles, roads)
7. What can you find under dead wood? (dead bark, rocks)
8. What can you find in a stream or lake? (use a net, strainer or handkerchief)
9. How many forms of life would not be here if it weren’t for the constant water supply?
10. Find the following: a tree that has thorns, one that is dead, one that is dying, and one that has dancing leaves.
11. What signs can you find that once there was nothing green living in this area? (fossils or sea shells)
12. How many different textures can you find? (smooth leaves, rough bark, sharp leaf edges)
13. How many smells can you find in your immediate area? (crushed leaves, wild flowers, sage, mint, damp places)
14. How many sounds do you hear in one minute? (wind in trees, rustle of leaves, running water, crickets, bird songs, mosquitoes)
15. How many colors can you find? (blue sky, green leaves, colorful flowers)
16. Can you find any pitfalls for the unwary? (spider web, stinkbug, stinging insects, beetles, poison ivy, sharp thorns)
17. Can you find any signs of accidents or untimely ends? (tree burned, branch broken, dead insects)
18. How many discards can you find? (insect shells, snake skins)
19. What do you see moving? (birds, clouds)
20. What means for planting seeds can you see or do you already know? (squirrels, acorns, birds, grass and flower seeds)
21. How many parasites can you find? (living at the expense of another such as mistletoe, fungi)
22. How many evidences of erosion, soil misuse, or old fires are there?

**FINDING YOUR WAY:**

**Maps**
Finding your way is important whether in a strange city or in a wilderness area. Learn about a place before you visit, and brush up your skills on determining direction, following a map, and staying oriented. MapQuest, [www.mapquest.com](http://www.mapquest.com) and Google Maps, [www.maps.google.com](http://www.maps.google.com) are great resources for directions when putting together detailed troop trip itineraries. The United States Geologic Survey (USGS) are experts on map making. Visit their educational web site to find more about maps. Here are links to a few great resources provided by USGS: [http://egsc.usgs.gov/isp/pubs/teachers-packets/mapadventures/](http://egsc.usgs.gov/isp/pubs/teachers-packets/mapadventures/) [http://egsc.usgs.gov/isp/pubs/teachers-packets/ma...
Trail Signs
Girls can have fun learning the basic skills of laying and following trail signs. See the Outdoor Education in Girl Scouting, or check online for trail signs.

Compass Skills
When you’re ready to involve compass skills, visit The United States Orienteering Federation at http://www.us.orienteering.org/ and check out their “Education” tab.

Letterboxing and Geocaching are also fun activities for a troop or group! Check out http://www.letterboxing.org/ and https://www.geocaching.com/play

• Visit your local Girl Scout office to check out compasses and GPS units.

Read “Compass and Map Skills” in the Outdoor Education in Girl Scouting. Girls can also learn to use sky to locate “North Star” and other constellations. This skill may apply to earned awards.

NON-CAMPING OVERNIGHT TRIP

Many troops have their first overnight experience in hotels or motels, or at sleeping activities held in museums or malls. These types of excursions require some different pre-planning than camping trips.

1. Safety
• Know your girls. Can they be depended upon to follow instructions and guidelines? Are they mature enough for the situations they might encounter?
• Make sure all adults (and preferably girls, too) know locations of nearest exits.
• Consider practicing an emergency evacuation if the route or destination isn’t obvious.
• Designate a safe outside meeting place in case of emergency evacuation.
• Hotels and motels with interior hallways (with the exterior building doors accessed with room keys) are preferred over those with exterior room doors.
• No swimming unless there is a lifeguard and watchers per Safety-Wise.
• Suites for multiple occupants (i.e., an adult plus several girls) might be preferred over single rooms for two.
• Is the area of hotel safe at night? View the address on Google Streetview before making reservations.
• Is appropriate food service near-by? "Free breakfast" offered by hotel could range from juice and sweet rolls to hot cereals, eggs, and waffles.

2. Privacy
• Girls cannot share a room with males (fathers or siblings) other than her own family. Check if events such as zoo sleep-ins have separate sleeping and restroom facilities for males.
• Check if facilities such as hostels have only one big dorm room to share with all clients, or if there is a smaller room available just for your group.
• Courtesy
• No running or loud voices in the hallways, especially evenings and early mornings.
• Keep the TV volume low.
• Respect the published quiet hours at events such as museum or zoo sleep-ins.

**PLANNING AN OVERNIGHT**

**Get the group together to make decisions:**

- WHERE are we going?
- WHEN are we going?
- WHO is going? Adults and girls..... Which ones?
- WHAT is to be done ahead of time?
- Permission slips
- Food planning/snacks
- Transportation (parents)
- WHAT general activities will each patrol/group be responsible for?
- Badge/patch work; something different; wide game (skills, trails, etc.) Flagceremony; Nature trail Scavenger hunt; Scouts' Own Hike (with a purpose); Ecology project Crafts
- WHAT to do in case of weather change?
- WHAT skills do we need to practice or learn?
- WHAT equipment will be needed?

**Who will be responsible for:**

- Kaper chart: who will make it?
- First aid kit: who will check to see it is complete before each trip?
- Permission slips: hand out and collect them when complete.
- Equipment list: personal gear needed by each girl, labeled, packed well.
- Plan menus/snacks: list all meals, balanced? Suitable to place and activities?
- Check with leader.
- Shop: consult adult going along for time and place.
- Cooking utensils: what is needed for meals planned? How to store them?
- Transportation: which parents can drive? How many can they legally carry?
- Tools: depends on site. Make sure they’re labeled.
- Activities assigned to girls/groups are responsible for planning, bringing necessary equipment or books.

**Follow up:**

- Do your girls/group have all the skills necessary?
- What supplies, materials, or equipment do they still need?
- Did you get all your planning done? Will another meeting be necessary?
- Does everyone know her responsibilities? Do they need reminders?
**OVERNIGHT CONCERNS**

**Homesickness**

<table>
<thead>
<tr>
<th>General symptoms:</th>
<th>Reasons:</th>
<th>What can be done?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrawal from group</td>
<td>Hasn’t been made to feel at home</td>
<td>Make girl welcome</td>
</tr>
<tr>
<td>Moping, gloomy</td>
<td>No one has shown real interest</td>
<td>Be reassuring, gentle and firm</td>
</tr>
<tr>
<td>Sitting</td>
<td>Program isn’t interesting enough</td>
<td>Get her back to the current activities as much as possible</td>
</tr>
<tr>
<td>Crying</td>
<td>Parent’s overemphasis on being away</td>
<td>Look for and correct, if possible, other things that could be wrong</td>
</tr>
<tr>
<td></td>
<td>Emotion status isn’t up</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Little self-confidence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical ailment</td>
<td></td>
</tr>
</tbody>
</table>

**Misbehavior**

**Reasons**

- Resentment of authority
- Wants recognition
- Over-abundance of vitality
- Too much planned
- Certain handicaps
- Trying to get too buddy-buddy with adults

**What can be done?**

- Assume attitude of accomplishment
- Reinforce positive behavior
- Be friendly, firm and fair
- Help her feel like she belongs

**BED-WETTING What can be done?**

This can be very embarrassing to the girl. Quite often while out camping or on a non-camping overnight, even girls who haven’t wet the bed since toddler age will have an accident. Stay calm. As soon as the sun has dried the dew, everyone “airs” her sleeping bag on the dry ground while doing tent clean-up. A girl tells you in a voice that everyone can hear, “Susie’s sleeping bag is wet.” Calmly explain that during the night everyone produces moisture, some more than others. Susie must have produced more than the usual that night. THE MAIN IDEA IS NOT TO EMBARRASS THE GIRL!

**NIGHT SOUNDS**

Night sounds aren’t so bad once you see what’s making them. Prepare girls by going on a short night hike to listen & identify sounds.

**GREAT IDEAS FOR TROOP SLEEPOVERS**

By Laurie Rozakis, Ph.D.

Reprinted from Leader Magazine (Spring 2002)

You know that troop sleepovers provide great opportunities for girls to have fun, build troop unity, and earn age-level awards. A troop sleepover creates lifelong memories, too. But what do you do with ten energetic Girl Scouts all night long? Plenty!

**BROWNIE GIRL SCOUTS** can camp indoors at troop houses. Play a compass game, learn Girl Scout hiking songs, and make some “gorp.” When the stars twinkle, bundle up...
for a night hike. Check the air temperature, catch a few fireflies, and see what wonders flashlights reveal. Snack on make-it-yourself sandwiches and pretzels. This sleepover may spark an interest in outdoor camping adventures, too. No troop houses in your area? Brownie Girl Scout troops can sleep over at many museums and science centers. In a museum, the staff will have many activities that will help girls earn Try-Its. Visit exhibits, make potato stampers, form dough shapes and weave color patterns with paper strips. In a science center, they can dig for fossils, grow crystals, experiment with static electricity, try some chemistry magic and conduct a magnet hunt. Shake it out every hour with dance exercise and don’t forget to order in pizza!

**Junior Girl Scouts** of Troop 2171, from GS Council of the Nation’s Capital (Washington, D.C.), followed a young humpback whale they nicknamed Norman last January during a two-day visit to the Virginia Marine Science Museum in Virginia Beach. Nights were spent at condos in Williamsburg, VA, swimming in an indoor pool and stargazing from the condo decks. Daylight hours included a boat trip to observe Norman and conduct hands-on science experiments. Not yet into the outdoors? Junior Girl Scouts can sleep over in a gym, athletic club, or roller rink and spend the night working on health and fitness. Have girls test their strength, flexibility and endurance as they skate, jump rope or cycle.

**Cadette Girl Scouts** will flock to an all-night behind-the-scene look at a mall. Invite health care professionals to talk about body image and health as the girls tour the stores. This is a great chance to help girls acquire skills for life, including earning and managing money, becoming a responsible consumer and preparing for a satisfying career. Hold a scavenger hunt; do lip synching, stage a dance show and the night will fly by!

**Senior Girl Scouts** can explore community night jobs by touring a bakery, police station, post office and newspaper. Bunk out in a community house of worship or recreation center. Senior Girl Scouts can also hold a sleepover in a local college dorm to get a taste of campus life. In addition to visiting the library and student center, girls can learn about careers and communication skills.

**Tips for Troop Sleepovers**
By Laurie Rozakis, Ph.D.
Reprinted from Leader Magazine (Spring 2002)
1. Plan enough activities to keep the girls occupied, but don’t pack every minute. Allow for some rest time during the night.
2. Make sure the girls are involved in the planning process, which can be as educational and enjoyable as the sleepover itself.
3. Mix educational activities with play time. Games, songs and finger plays are loads of fun during sleepovers – especially for Cadette and Senior Girl Scouts! They bring back fond memories while building Girl Scout unity.
4. Popular sleepover sites such as museums, science centers and camp grounds fill up early. Get applications in as soon as the notices appear in Girl Scout publications or you hear about them through the grapevine.
5. Make sure that the site you’ve selected can legally accommodate your troop. Just because another troop held an overnight there in the past doesn’t mean that it’s okay.
6. Read site instructions carefully, because sites often have specific rules about luggage, food, number of adults permitted and so on.
7. Check your Girl Scout handbooks to take advantage of award requirements. Many sleepover activities can fulfill parts of, or entire, award requirements.
8. Take as many adults as the program allows. More adults give the girls flexibility to break into small groups for varied activities. Check Safety-Wise (Standard 13, page 69) for proper girl/adult ratios.
9. Consider using Girl Scout bandanas or T-shirts to help keep track of your group.
10. Think ahead and remember to plan for breakfast! Few places provide it.

CONCLUSION

Congratulations on completing your first Girl Scout outdoor leadership course. In order to receive credit for the course and to be eligible to take the next course in the series, please complete and return the assessment below to the Girl Scout office in your area. Upon receiving your assessment, you will be eligible to take Outdoor Leadership 101.
ASSESSMENT FOR OUTDOOR LEADERSHIP BASICS – 100

1) The Girl Scout outdoor education philosophy allows girls to
   a) Develop independence, leadership and team work
   b) Explore nature
   c) Learn new skills
   d) Teach others what she knows
   e) All of the above

2) Adults on a Girl Scout outdoor experience are there to take care of the chores so the girls can have fun. **True or False**

3) Why is the Progression in Outdoor Activities important?  

4) Information on council owned camp properties or items available for checkout is obtained using which of these resources? Circle all correct answers.
   a) The local council office or toll free number
   b) Chamber of Commerce
   c) Safety-Activity Checkpoints
   d) Journey book

5) The adults responsible at camp must be approved volunteers, at least one of whom has completed the appropriate levels of outdoor leadership courses. **True or False**

6) How much Clorox do you use in the last step of the dishwashing method described in this course?  
   a) 1 bottle cap full
   b) ¼ cup
   c) 1 cup

7) In order to build a fire to roast a marshmallow, I must take the Outdoor Leadership 101 course. **True or False**

8) Meals and activities should be planned using a Kaper Chart. **True or False**

9) A first aid kit is only necessary when having an overnight. **True or False**

11) Over the course of this year, describe what experiences you can offer girls to prepare them for more advanced outdoor opportunities? Use the back side of this page.

12) What is the first thing a girl should do if they get separated from the group?  
   a) cry
   b) cover yourself with dirt and hide in the bushes
   c) Stop, sit down, don’t panic

13) If girls have never camped overnight before, what activities could help prepare them for their first campout? Circle all that apply.
   a) an afternoon hike on the nature trail
   b) listening to a recording of night sounds in nature
   c) talking with girls about safety
   d) watching an episode of Crocodile Hunter on TV

14) Information on council-owned properties is found in which of the following resources? Select all correct answers.
   a) www.kansasgirlscouts.org
   b) Volunteer Essentials
   c) Safety Activity Checkpoints
   d) Journey book