

# EXPLORE OUTDOORS

**Look Out**

**Share past experiences in the outdoors.**

Talk about favorite outdoor places and why they're special.

Wonder what else can be seen in the outdoors.

**Meet Out**

**Step outside to look, listen, feel, and smell.**

Share what was observed.

Learn more about what was discovered.

**Move Out**

**Plan and take a short walk outside.**

Discuss being prepared for the weather.

Do activities to explore nature.

Plan and carry out an indoor sleepover.

**Explore Out**

**Plan and take a short and easy hike.**

Discuss what to take in a day pack.

Dress for the weather.

Plan a healthy snack or lunch.

Learn how to stay safe in the outdoors.

**Cook Out**

**Plan and cook a simple meal outdoors.**

Make a list of gear and food supplies needed.

Learn and practice skills needed to cook a meal.

Review outdoor cooking safety.

Practice hand and dish sanitation.

Create a Kaper Chart for the cookout.

**Sleep Out**

**Plan and carry out an overnight in a cabin/backyard.**

Discuss what to pack for the sleep out.

Learn to use and care for camping gear.

Learn and practice new outdoor skills.

Plan a menu with a new cooking skill.

Discuss campsite organization.

Plan time for fun activities.

**Camp Out**

**Plan and take a 1- to 2-night camping trip.**

Take more responsibility for planning.

Learn and practice a new outdoor skill.

Learn a new outdoor cooking skill.

Plan a food budget, then buy and pack food.

Practice campsite set up.

Plan an agenda that includes fun activities.

Explore/protect the surrounding environment.

**Adventure Out**

**Plan and take an outdoor trip for several days.**

Learn and practice a new outdoor skill.

Learn a new outdoor cooking skill.

Develop first-aid skills and use safety check points.

Budget, schedule, and make arrangements.

Participate in an environmental service project.

Teach and inspire others about the outdoors.

Imagine new experiences to be had outdoors.

Practice all Leave No Trace principles.

**LEAVE NO TRACE PRINCIPLES:**

- Plan Ahead & Prepare
- Leave What You Find
- Respect Wildlife
- Minimize Campfire Impacts
- Travel & Camp on Durable Surfaces
- Be Considerate of Other Visitors
- Dispose of Waste Properly

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# LOOK OUT

## TALK ABOUT THE OUTDOORS

### BRING THE OUTSIDE IN

Often weather, early darkness in the evening, or other obstacles can make it difficult to get outside. This activity can also be done in a backyard or just outside the meeting door.

#### PREPARATION

Gather different items from outdoors such as leaves, rocks, flowering plants, herbal plants, dirt, pine cones, bugs, etc. or gather pictures of different scenes or items from nature.

#### ACTIVITIES

- » Place the items in the center of a circle of girls or allow the girls to explore what is around them to identify favorite objects.
- » Invite each girl to choose an item that reminds her of a good memory of a time she enjoyed outdoors and tell her story to the rest of the group.
- » Encourage the girls to invent a story that tells of an experience she'd like to have while discovering more about a nature object she has chosen.

Choose some of the activities the girls of which the girls expressed the most excitement and plan to discover them when you meet out or move out of doors.

### KIM'S GAME FOR NATURE AWARENESS

Scouts and Girl Guides all over the world play this game. It is a game of practicing observation. Lord Baden Powell was a friend of Rudyard Kipling. The name of this game came from Rudyard Kipling's 1901 novel Kim. The hero, Kim, plays the game during his training as a spy. This version uses items found in nature. This version uses items found in nature.

#### SUPPLIES

At least ten small things from nature, A scarf or bandana, Pencil and paper for each person

#### VERSION 1:

1. Put ten things on a table. Cover them with a cloth.
2. Show the players the ten things for one minute and cover them back up with the cloth.
3. Ask the players to write down what they saw. See if they can list all ten things.

#### VERSION 2:

1. Each girl collects something natural and puts it on the table.
2. Repeat as with steps 2 & 3 above

#### VERSION 3 (FOR ALL AGES)

1. Put ten things from the environment on the table
2. Show players the ten things for one minute and cover with the scarf
3. Ask girls to cover their eyes or turn around and not peek! Remove one item from the table. Have them turn around and see if they can identify what is missing. Repeat.

### LOOK OUT

#### Share past experiences in the outdoors.

Talk about favorite outdoor places and why they're special.

Wonder that else can be seen in the outdoors.

# MEET OUT

**NOTE: Be sure to have a first aid kit and a Troop First Aider before going outdoors**

## FOCUSING SENSES

### TOUCH

What are the textures of the outdoors.

Explore the textures of different types of soil. Gather different types of soil in small containers. Example: dry garden soil, potting soil, sand, clay, gravel

### SUPPLIES

Containers for soil (re-use empty pint size dairy containers), large spoons or small garden shovels, screen/sifter, water

- » Explore the textures of each and describe what each feels like
- » Discuss how are the soils similar or different
- » Add some water and allow it to drain through the different types of soil
- » Explore how water changes the texture.
- » Finish by making a mud pie

In a garden or a backyard, find an area where the soil can be examined

### SUPPLIES

small garden shovel

- » In different areas of the same location, feel the soil and describe the temperature based on where it is (in the sun, under a pile of leaves)
- » With permission, dig a small hole about 4 inches deep and discuss how the soil in the bottom of the hole feels in comparison to the top (moisture, temperature, texture)
- » Look through the soil from the hole for any unusual objects such as bugs, plant material, rocks
- » Discuss what kinds of creatures live in the soil
- » Replace the dirt where you found it

Gather nature objects for a feel and guess activity

### SUPPLIES

paper bags, random nature objects such as leaves, rocks, pinecones, feathers

- » Gather 2 of each object and make 2 bags that match: without looking, put a hand in each bag and try to match the objects
- » Gather nature objects in a bag: without looking, reach into the bag, choose an object and before pulling it out identify what it is
- » Get into pairs and give one a bag of nature objects that are different from each other: sitting back to back, take turns choosing an object from the bag and describing it to the partner until the object has been guessed

Invite each girl to find a rock and “get to know it”

- » Observe its shape, color, textures
- » Using colored pencils or crayons -draw a picture of your rock

## MEET OUT

**Step outside to look, listen, feel, and smell.**

Share what was observed.

Learn more about what was discovered.

- » Gather all the rocks and put them in the center of a circle: find “your” rock
- » Put all the rocks in a bag: by using your sense of touch only, find “your” rock

## **SMELL**

What do you smell outdoors?

Gather some fresh herbs such as mint, basil, oregano, thyme, parsley, cilantro, etc.

- » Describe how the plants are similar or different in appearance (stems, leaves, shapes of leaves, color)
- » For each herb take a leaf, crush it, smell it, taste it, describe it
- » Discuss favorite smells and favorite tastes
- » Plant a small herb garden in cups and watch them grow
- » Cook a simple dish with fresh herbs

Choose scents either from an essential oils or baking flavorings such as vanilla or lemon

- » Identify what each scent is by the sense of smell only
- » Use one of the scents and make a trail of scent by marking trees in a wooded area with the scent: dab a tree with a scent-moistened cotton ball at nose level and mark a trail---then have someone else follow the trail by smell only
- » Discover and discuss what animals rely on scent to find their way

Inhale deeply outdoors. What do you smell?

- » Try smelling flowers, leaves, soil or tree bark

## **SIGHT**

What do you see outdoors?

- » Look through a cardboard tube to help you focus on a single object or area.
- » Lie on your back and look up. What do you see? Lie on your stomach and look down.
- » Look for colors, patterns, textures or shapes
- » Look for shapes – squares, circles, triangles, hearts.
- » Draw a picture of something that you see in your nature journal
- » Choose a tree to explore and describe how it feels, smells, looks like, what can be heard if listening to it with an ear to the tree
- » Place a white sheet under a tree and come back a few hours later: what has fallen on the sheet (bugs, twigs, etc.)

## **SOUND**

Discover the sounds of the out of doors

- » For 30 seconds in quiet, listen for sounds: describe what was heard, what made the sound (man-made or natural) and what direction it came from
- » Share – what sounds did you like and what sounds did you dislike? Why?

Learn about common birds in the area, focus on 2 specific birds and listen to recordings of some of their songs: go outside and try to identify those birds by their sound and then by sight

# GET READY TO MOVE OUT

**Note: Troop Leaders – complete Troop Camp Certification Level 1**

## BE PREPARED FOR THE WEATHER

Learn about weather and discuss with girls how weather impacts them and the environment.

### ACTIVITY IDEAS

- » Discuss the different weather that girls may experience outside.
- » Paint or draw pictures of the weather.
- » Keep a weather diary.
- » Ask the girls to describe how different weather conditions make them feel.
- » Ask girls to share how they feel own by giving a “weather report” that describes their feelings.

Learn how to stay safe in different weather conditions:

- » Rain
- » Lightning
- » Heat
- » Cold

## LEARN HOW TO DRESS FOR THE WEATHER

### DRESS-UP AND DECIDE

Bring a box or bag of clothing items from home. Have girls dress up in a variety of outfits and then model the outfit for the other girls.

Have girls review the outfits to decide which outfit is appropriate for the weather conditions you state.

- » Here are some examples:
  - It will be warm in the day and cold at night.
  - It will be cool in the morning and hot.
  - The sky is cloudy and it might rain.
  - The day is cold and it might snow.
- » Clothing suggestions:
  - tank top, flip flops, shorts, little tiny t-shirt, hat, sunglasses, sweatshirt, long sleeved shirts, t shirt, long pants, raingear, sneakers, warm socks, gloves, etc.

### CLOTHING COLLAGE

Clip pictures of a variety of clothing items from magazines or catalogs. Have the girls choose those that would be appropriate for a given activity or weather type. Some examples are: hot summer day hike; camping in the fall when overnight temperatures will be below freezing, spring cookout, etc.

### TEST FABRIC TYPES

Get three pairs of socks, one each of cotton, wool, and nylon. Have three volunteers put the socks on their hands, then dip one hand in water. After a few minutes, ask each to compare how the wet and dry hands feel, in terms of temperature. This is especially effective on a breezy day. The cotton should feel cold and clammy and wool the warmest. Try synthetic fabrics as well.

## MAKE A NATURE EXPLORER KIT

Finding out about nature is all about using your eyes. The more carefully you look at things, the more you will find out. It helps to make notes of everything you see. You will also need to collect things, so that you can compare them. Here are the basic things you will need for your nature explorations.

- » Nature journal
- » String
- » Small magnifying glass
- » Pencil
- » Pencil sharpener
- » Colored pencils
- » Charcoal or large crayons for rubbings
- » Paint brush
- » Dish or cup



Paper Bag Nature Journals  
[www.simplyrachelbyrachel.com/2015/04/14/nature-journals-for-kids/](http://www.simplyrachelbyrachel.com/2015/04/14/nature-journals-for-kids/)

## MAKE A NATURE JOURNAL

Get ready for exploring outdoors by making your own field journal. Decorate a small journal or composition book to be your “Field Journal” or if you want to get more creative, be a bookmaker and make your own journal using paper bags or by following the instructions on the following pages to make your own book.

See “Meet Out” for nature journal activities

## MAKE YOUR OWN FIELD JOURNAL

From [www.kidsgardening.org](http://www.kidsgardening.org)

Field journals can be ideal tools for prompting children to document, reflect on, and otherwise extend their nature experiences. And when kids create the books from scratch themselves, they are even more inspired to dig in.

As ever-changing environments, habitats naturally spark curiosity. Young scientists, writers, and artists see their journals as “safe” places to capture observations and data, muse and speculate, replay experiences, and put forth ideas and opinions, learning blossoms.

### MATERIALS (THE FIRST 6 ITEMS ARE PER BOOK)

- » 1 sheet 8 $\frac{5}{8}$ " x 13 $\frac{1}{4}$ " cover weight, cardstock or heavier paper (Check with local printing companies for donations.) Grain should be parallel with shorter dimension to make it easier to fold.
- » 8 sheets 8 $\frac{1}{2}$ " by 11" paper (any combination of lined, unlined, or graph paper; use longer sheets if you want to have fold-out pages)





- » 32" waxed linen thread or other strong narrow twine or heavyweight thread. (lightweight hemp jewelry cord works well.)
- » 4" piece of same thread or twine
- » A two-hole button (or a large one-hole bead with a smaller bead that a needle and thread can pass through)
- » A scrap of decorative paper to glue onto outside cover (e.g., marbled paper, paste paper, wallpaper). This decorative element is important for students to make their books unique.

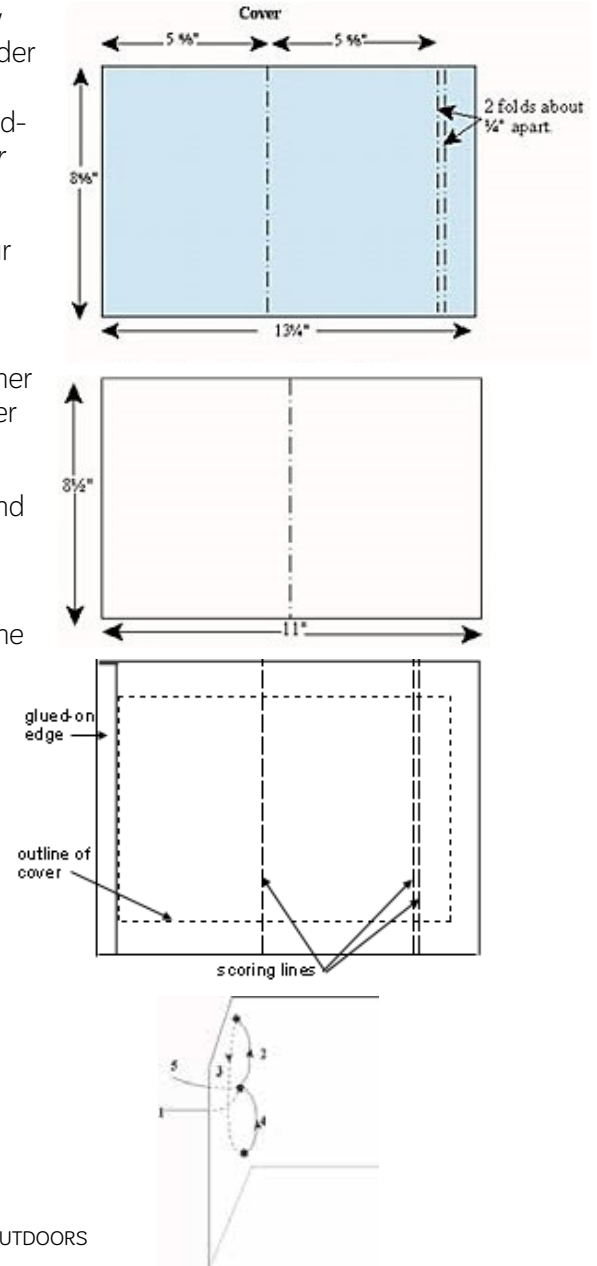
### SUPPLIES

- » Cork-back metal ruler or knitting needle for scoring lines
- » Awls (or plastic-handled needle tool) for poking holes
- » Straight darning or upholstery needles with eyes large enough to fit thread, and not much larger than width of needle. Stick them through yellow pieces of felt to help prevent them from getting lost.
- » Scissors
- » Glue sticks (for adding decorative paper to covers)

### BOOKMAKING INSTRUCTIONS

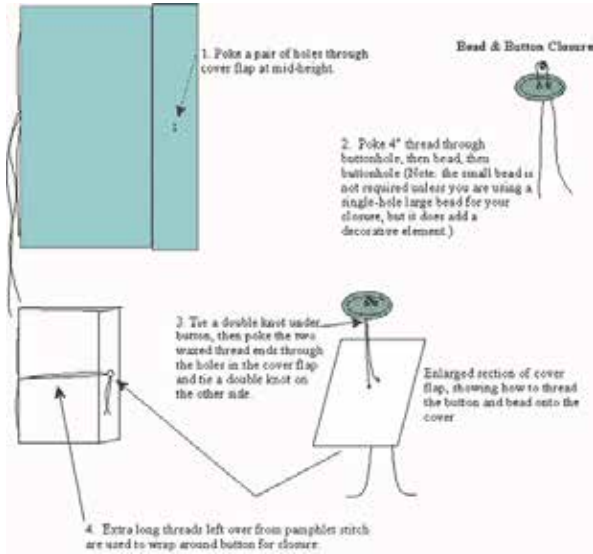
1. Fold the book cover. These should have pre-scored lines to show where to make the folds for children in grades K-3, or even for older if time is limited). The covers are 13¼" by 8½" to accommodate standard sized 8½" by 11" paper folded in half, with room for a fold-over cover flap. *If you plan to pre-score many covers for younger children, create a "scoring template."*
2. Decorate the covers with decorative crafting paper or create your own decorative bark or leaf print paper. *(Tip – fold before decorating)*
3. Fold 6 to 8 sheets of paper in half. Carefully match corner to corner and top to bottom before creasing them (below, right). Fold paper in half.
4. "Jog up" the pages and snug them (centered) inside the cover, and then clip them together with paper clips.
5. Poke a center hole through the spine and two more holes, each roughly an inch in from either end. "Guesstimate" where to put the holes; younger children may need help with this.
6. Sew the books with a 3-hole pamphlet stitch. (It is a traditional stitch for binding single-section pamphlets or books). Sew from the outside in, beginning at the center hole, and leaving at least 8" or 9" of extra thread (which will later wrap around button) outside the hole.

Moving up and out one end, skip the center hole and come back in through the other end. Finally, bring the needle out through the center hole again (you should have a long enough thread to match the length of thread you left when you began sewing). After making sure that the two ends of the thread are on either side of the long stitch, tie them together in a double knot, and trim the ends to the same length (8" or 9").





7. Sew on the buttons.



## KEEPING A NATURE JOURNAL

Make notes in your nature journal of everything you see and draw things as often as you can. Label each find in your journal and write down where you found everything.

First – Be sure to follow the “Country Code”

- » When collecting things, only take what you need and make sure you leave plenty of specimens behind. Leave things in the wild as you found them.
- » Do not drop litter anywhere.
- » Never disturb nesting birds or steal birds’ eggs.
- » Be gentle with any creatures that you catch. Set them free when you have finished a project
- » Wildflowers are protected. Draw pictures, do not pick them

### FACTS FIRST

Start each entry in your journal with the date. Then you could say what the weather has been like and where you have been.

### LEAVES AND FEATHERS

Your journal is a good place to keep leaves or feathers that you find (First you must press them) When they are flat and dry, glue them into your journal.

### FINDS

Glue or tape interesting finds, like feathers in your journal. Write down where you found them and label them if you know what they are called.

### SKETCHES

Try to draw birds, plants and animals that you see.

#### TO DRAW A BIRD

Draw two circles – one for the head and one for the body. Add the tail, beak, legs and a wing, then fill in the colors and details or special markings.



## NATURE JOURNAL FIELD TRIPS

*“To know a tree, go to a tree.” –Matsuo Basho*

### NATURE OBSERVATIONS

- » Take some writing materials (pen/pencil, journal/diary) and venture into nature. It could be somewhere in the woods, on a hill, near a creek, on a mountain, in a park, or maybe even just in your backyard.
- » Look around you. What do you find that is beautiful? What do you find that is not beautiful?
- » Close your eyes and listen (if your location permits) to the sounds of nature. Listen to the wind, the birds, the bugs, the grass growing...anything.
- » Take a deep breath in and sense your surroundings. Can you smell the trees? Water? Soil?
- » Take some time before writing anything to really feel your surroundings and become one with nature.
- » Think of some key words that come to mind when you observe your surroundings and write them down or draw some pictures.
- » Concentrate on these words or images and how your surroundings make you feel.

## OUTDOOR ART

Art in the outdoors is a great way to experience the outdoors. Earn an [outdoor art badge](#) or try some of the following activities. Girls might want to add their art to journals, display it or use it to make a card or gift for someone special.

### LEAF PRINT PAPER

#### SUPPLIES

- » Paper or cardstock
- » Assorted leaves (leaves with large veins work best)
- » Tempera paint
- » Brushes

1. Paint the back side of a leaf (do not use a lot of paint)
2. Press the painted leaf onto the paper.
3. Repeat until the desired pattern is formed
4. Let dry



### BARK PRINT PAPER

#### SUPPLIES

- » Thick wax crayons with paper removed
- » Construction paper
- » Masking tape

1. Choose a tree with a fairly smooth bark, with no moss or lichen growing on it. Tape a piece of paper firmly to the tree.
2. Using the flat side of a wax crayon, rub firmly up and down the paper. Keep doing this until the paper is covered with the pattern of the bark.
3. Remove the tape and paper from the tree.
4. Write the name of the tree on the back of the paper if you know what it is called.



## TRY NATURE POETRY

### A DESCRIPTIVE POEM

Choose a flower, tree, rock or even a pine cone and sit beside it for a while. Make some observations.

- » What does it smell like?
- » Is it smooth, fuzzy, prickly?
- » What about its color? Is it dark or bright?
- » Are the petals smooth or velvety?
- » What do the different parts remind you of?
- » Use your observations to write a poem.
- » Poems do not need to rhyme.



#### WILDFLOWER

Everything was calm  
even the blossom  
with its mouth open

– Rebecca Loutensock, Age 8



#### LADIES – TRESSES

It's white and lacy  
like the bottom of a gown.  
The stem is the color of the sky  
on the night of a hurricane.  
The blossom bows its head  
as a bird whistles in the wind.  
And the buds come out, slowly,  
as if they hear their first directions.

– Cynthia Summers, Age 10

You might also draw a picture of the object to go with the poem. Note the date and place that you were when you wrote your poem.

### WRITE A POEM ABOUT WEATHER

Think about how clouds, rainbows, snow, hail, fog, lightning and other weather phenomena often look like other things, then write about them as if they are these things.

Transform your subject into:

1. An animal
2. A tree or flower
3. A tool
4. A person
5. A musical instrument

Now combine these statements into a poem.  
You don't have to put them in this order.



#### RAIN IS A TALL THIN GIRL

Rain is the petals  
falling off a daisy.  
It is a Siamese cat  
walking in the fields.  
It sounds like the high  
key on a piano.  
It is a tall thin girl.  
Rain is a hammer  
hitting the ground hard.

– Elizabeth Bradley, Age 7

# MOVE OUT

## PLAN AND TAKE A SHORT WALK OUTSIDE

### GO ON A THEME WALK. (*Outdoor Education in Girl Scouting*)

- » Look for animals or plants that begin with each letter of the alphabet
- » Look for certain shapes, colors or sounds
- » Try to spot animal habitats in the neighborhood (ant hills, bird nests, etc.)

### DRAW A MAP OF THE NEIGHBORHOOD.

Highlight natural items that you found on your walk.

### FIVE SENSES ADVENTURE HUNT (*Senses badge for Brownies*)

Go outside and find 10 tiny things

#### EXAMPLE LIST

- » Something that is your favorite color
- » A seed
- » An anthill or bug home
- » Something shiny
- » Something round
- » Something holey
- » Something that moves
- » A flower
- » A cool rock
- » Something colorful

## DO ACTIVITIES TO EXPLORE NATURE

### GROUP HUG FOR A TREE

Find a large tree or a group of several trees. Form a circle around the tree and hug in as close to the tree as possible. Look up into the branches, smell the bark. Listen to the tree. (*Leaves rustling in the breeze, branches creaking. Sometimes during the year it is possible to hear the sap flowing.*) Look around and observe the environment of the tree.

Engage the girls in discussion:

- » How does a tree create oxygen?
- » What can they see, feel, hear and smell?
- » Why we are grateful for trees?
- » What animals make trees their home?

### NATURE CIRCLE

#### GATHER

- » Two yards of string or rope
- » Nature journal or notebook.
- » Pencil

## MOVE OUT

### Plan and take a short walk outside.

Discuss being prepared for the weather.

Do activities to explore nature.

Plan and carry out an indoor sleepover.

Find an area of the ground to observe. Outline the area by placing a string on the ground in a circle. Sit quietly and observe what is in the circle.

- » What kind of soil?
- » Are there any stones?
- » What kind of plants do you see?
- » What creatures are in the circle?
- » What do you hear and feel?

Record what you notice in a nature journal. Describe with words or drawings what was seen, heard and felt.

## **A BUG’S EYE VIEW – “MINI TRAIL”**

### **MATERIALS (FOR EACH GIRL):**

- » a 3-6 foot long piece of string for each girl. (the older the girl, the longer the string might be.)
- » 6-8 small pieces of paper (approximately 2” x 2”)
- » 6-8 toothpicks
- » a pencil
- » Optional: Magnifying lens

1. Have the girls choose a small area on the ground to create a bug’s eye view mini trail. It can be in grass, dirt, under trees.
2. Each girl lays out her string to form a mini trail.
3. Once the trail is laid down, straddle the trail or get down on your hands and knees and slowly follow the trail without stepping on it. Make observations along the way. Make signs to mark interesting features along the trail. Mark the interesting features on the small pieces of paper (one item of interest per “sign”) and make trail markers using the toothpicks. Post the marker along the trail.
4. Allow approximately 15-20 minutes for girls to mark their trails.
5. When all of the trails are completed, the girls take turns being trail guides for one another as they take a bug’s eye view hike on each trail.

## **WHEEL EXPLORATION**

Have everyone lie on their backs in a circle in a field or on the playground with their heads to the center. Everyone should be touching.

- » Activities in this position can include cloud watching (observing the shapes they form), watching leaves fall, bird watching, etc.
- » This can also be used as a quiet time for simple observation of sounds. Stay quiet for a minute and count how many different sounds are heard.
- » Having the girls lie on their stomachs in the grass for another type of wheel exploration. This can be used for observing details or having a sharing circle after a hike.

## **TRUST WALK**

The girls divide into pairs. One member of the pair is blindfolded and the other will be her guide. The guide must seek interesting sensory sensations (smell, sound and touch sensations). There should be little verbal communication.

The guide has her partner:

- » feel things like moss, pine needles, or rough bark and smell things like flowers.

- » feel the sun on her face and then lead her to a shaded spot for comparison.
- » listen for birds chirping, grasses rustling, or water moving in a stream.

NOTE: Encourage safe behavior during this activity by assuring each guide that the roles will be reversed and they will have to rely on their partner to keep them safe. Allow each session to last approximately ten to fifteen minutes.

### **NATURE WALK** *(short and close to home)*

1. Pick a place
2. Do some research
3. Choose a topic (or just explore)
  - Birds
  - Insects (**Brownie Bugs Badge**)
  - Trees (**Cadette Trees Badge**)
  - Flowers (**Junior Flowers Badge**)
  - Etc.
4. Dress appropriately
5. Gather equipment
  - Nature explorer kit
  - Nature journals
6. Pack snacks and water
7. Go have fun!
8. Reflect on the way home

## **PLAN AND CARRY OUT A SIMPLE INDOOR SLEEPOVER**

### **KEEPING GIRLS ENGAGED**

Help girls plan a simple overnight. Combine the overnight with outdoor activities and if girls are ready, perhaps a short hike. Keeping their grade level abilities in mind, encourage girls to take active leadership roles in organizing the details of the activity, planning menus and establishing group agreements for living and onsite activities. One of the key processes in Girl Scouting that builds leadership skills for girls is that activities are girl led.

Partner with girls to help them take the lead. The girls can plan:

- » when and where to go
- » what to do; what to take
- » what to eat and how to purchase, store, and prepare it
- » kaper charts to spread the work evenly
- » what behavior is acceptable (talking all night?)
- » how to pack, carry, and keep up with their own gear
- » what new skills they need to learn (cooking, cleanup—or spending a night away from home!)

### **BEHAVIORAL EXPECTATIONS**

Knowing what is expected ahead of time will help the girls behave in an appropriate way. With adult guidance, the girls should make their own group agreements as a troop. These may include the following:

- » Stay with the group, don't wander away
- » Use the buddy system

- » If lost, stay where you are, and blow a whistle
- » Avoid contact with strangers
- » Report suspicious sounds, activities, or people to an adult
- » Follow safety rules
- » Do kapers on time
- » Respect others' property
- » Leave a place better than you found it
- » Make no unkind remarks
- » Be a friend to all
- » Use the Girl Scout Law to guide the formation of their agreement

Remember this is a guideline! These standards are intended to ensure that each girl will feel capable and comfortable while on the sleepover and will have an enjoyable experience.

## EXPLORE OUT

### PLAN AND TAKE A SHORT AND EASY HIKE.

- » Hikes can include walks near the troop meeting, a field trip to a neighborhood park, following trails in camp or a planned day hike.
- » Use progression when planning hikes with girls, and follow the Girl Scout motto "Be prepared."
- » Always practice good outdoor manners: respect private property, enjoy nature in its setting (don't pick flowers or disturb animals), and pack out anything you brought in.

*(TIP: If girls are ready, combine your short hike with your indoor overnight.)*

### KNOW BEFORE YOU GO

#### TROOP LEADERS ARE PREPARED

- » Activity Leaders have completed Troop Camp Certification Level 1
- » A Troop First Aider is present
- » Activity Leaders have read the Hiking Safety Activity Checkpoint

#### GIRLS ARE PREPARED

*Information on how to prepare girls is provided in TCC Level 1*

- » Girls have followed progression and experienced the outdoors (Look Out, Meet Out, Move Out)
- » Girls have learned what to take in a day pack
- » Girls have learned how to dress for the weather and the activity
- » Girls are able to plan a healthy snack or lunch
- » Girls have learned and practiced how to stay safe in the outdoors

#### PLAN AHEAD AND PREPARE

- » Know the regulations and special concerns for the area you'll visit.
- » Prepare for extreme weather, hazards, and emergencies.
- » Schedule your trip to avoid times of high use.

### EXPLORE OUT

#### Plan and take a short and easy hike.

Discuss what to take in a day pack.

Dress for the weather.

Plan a healthy snack or lunch.

Learn how to stay safe in the outdoors.



- » Visit in small groups when possible. Consider splitting larger groups into smaller groups.
- » Repackage food to minimize waste.
- » Use a map and compass

More information and activities are available from Leave No Trace – Center for Outdoor Ethics. Learn more at: <https://lnt.org/learn/7-principles#sthash.TO6Bbgyx.dpuf>

## TRY A HIKE WITH A THEME

- » **TRAIL SIGNS:** Learn common trail signs. Divide into 2 teams. Have each team lay a trail for the other to follow using trail signs (see *Brownie Hiker Badge* or *Outdoor Education in Girl Scouting*). The group that follows the trail should dismantle the trail signs and remove the rocks and sticks from the trail.
- » **RAINY DAY HIKE:** Go hiking on a rainy day. Girls must be equipped with raincoats, hats and boots.
- » **INCH HIKE:** Look for things that are under an inch high or wide or around.
- » **PENNY HIKE:** Toss a penny; heads, line goes right, tails, line goes left.
- » **BABY HIKE:** How many types of babies can you find? (Buds on trees, baby ducks, insects, etc.)
- » **RAINBOW HIKE:** find items in nature that match each color of the rainbow.
- » **ALPHABET HIKE:** As you hike, find items in nature that start with each letter of the alphabet, begin by looking for something that begins with the letter “A”, then “B”, etc.
- » **MONOGRAM HIKE:** Find three or more nature objects beginning with your initials.
- » **CLUE HIKE:** Start with one clue, such as “go to the oak tree by the creek”. Have a clue there saying “pick up the rock across the trail”. Have a clue under the rock saying “if the tree at the fork is pine, turn left, an oak, turn right”, etc. Lay out the clue trail in advance or have teams lay out clue hikes for other teams to follow.
- » **CHAIN HIKE:** Form a buddy line. On a signal every few minutes the girls on the left move up one place to a new partner. The girl in front steps aside and goes to the end of the line. This encourages girls to get to know one another. The group may be given a question (what is your favorite food, animal, sport, etc.)
- » **SOUND AND SMELL HIKE:** At various points along the hike, have campers stop and put on a blindfold. Ask campers to be silent and try to identify the sounds and smells around them.
- » **STATION HIKE:** Plan a hike with station stops. At each station there is an activity to complete - learn a song, write a poem, decide what to do in a first aid scenario, make a leaf print, study an erosion problem, etc.
- » **COMPASS HIKE:** Divide into 2 or more groups. Each group will spend time making a compass trail. Care must be taken to record accurate compass readings and paces from one reading to the next. At the end of the trail leave a marker such as a bandanna or small rock cairn. Later, groups exchange trail readings (can be drawn from leader’s hat). On a signal, each group starts on the “compass hike”. The group which comes closest to the article at the end of the trail is the winner (closest is based on paces from the article).
- » **FLASHLIGHT HIKE:** Trail should be set with reflectors or reflecting tape. Group follows the trail by finding the reflectors with their flashlights. Collect the reflectors as you go if the trail is not permanent.



# RESOURCES

## PLACES TO GET OUTSIDE

- » Your own backyard
- » Local parks and zoos
- » [More Stuff to Do](#) (Outdoor) on our council website
- » [Arizona Cactus-Pine Girl Scout camps](#)

## A FEW NATURAL PLACES TO VISIT:

- » [Maricopa County Parks & Recreation](#)
- » [Mohave County Parks](#)
- » [Coconino Parks & Recreation](#)
- » [Navajo Nation Parks & Recreation](#)
- » [Yavapai County Parks](#)
- » Nature Conservancy
  - Hassayampa River Preserve – Wickenburg
  - Hart Prairie – Flagstaff
- » [Desert Botanical Gardens – Phoenix](#)
- » [South Mountain Environmental Education Center](#)
- » Nina Mason Pulliam [Rio Salado Audubon Center](#) – Phoenix
- » [Riparian Institute](#) – Gilbert
- » [Arizona State Parks](#)
- » [National Forests](#)

## EXPLORING NATURE - ONLINE RESOURCES

- » [GSUSA Outdoor](#)
- » [Children and Nature](#)
- » [National Wildlife Federation](#)
- » [Go Explore Nature](#)
- » [Nature Explore](#)
- » [Exploring Nature Educational Resource](#)
- » [Nature Works Everywhere](#) (Nature Conservancy Program)
- » [Get Outside](#) – Audubon
- » [Growing Up Wild](#)
- » [Destination Nature](#)

## COUNCIL'S OWN PATCHES

- » [All About Arizona's Birds](#) (*Daisy-Ambassador*)
- » [Biosphere Adventure](#) (*Junior-Ambassador*)
- » [Canyonland Trails](#)
  - Part 1 (*Junior-Ambassador*)
  - Part 2 – 15 patch rockers for different trails (*Cadette-Ambassador*)
- » [Getting to Know the Desert](#) (*Brownie-Ambassador*)
- » [Kartchner Caverns](#) (*Brownie-Senior/Ambassador*)

- » [Red Rock Trails](#) (Brownie–Senior/Ambassador)
- » [South Mountain Trails](#) (Brownie–Senior/Ambassador)
- » [Water Conservation](#) (Daisy–Ambassador)

## OTHER

- » [National Park Girl Scout Ranger Program](#)

