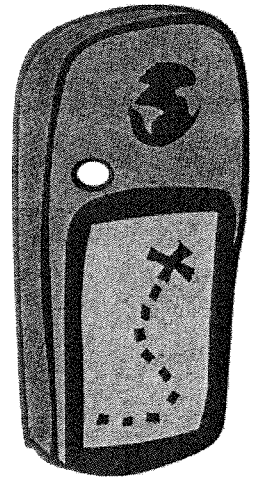
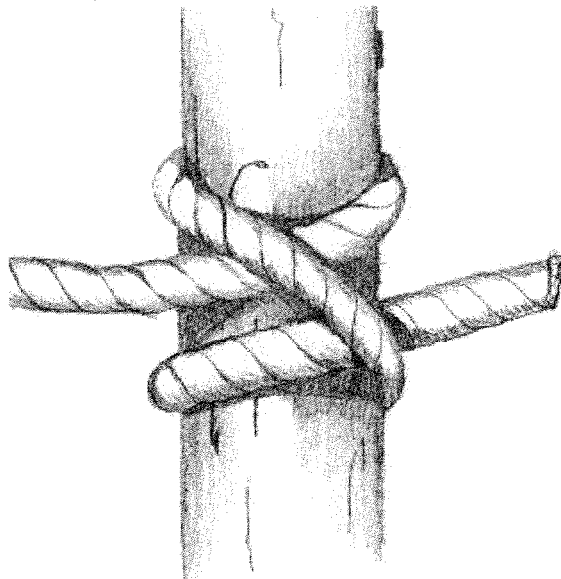
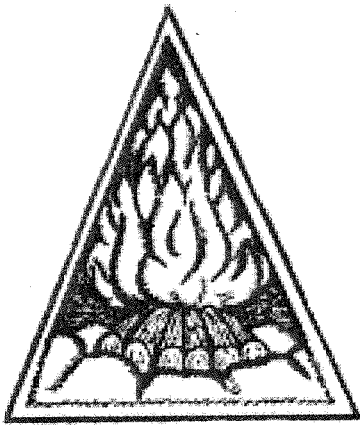


Camping Program & Activities





Camping Program & Activates

Purpose:

To introduce & teach a few of the many activities and camp skills that are a part of tent camping ; to enable you the Guider to share your knowledge and skills with the girls to enhance their tent camping experiences. Because Camping is meant to be FUN!

Goal per mini session:

1. Knots & Gadgets - To be familiar with and can tie the knots & lashings used for flags and basic gadgets.
2. Navigation - To be familiar with the parts of a compass, can take a bearing & have been introduced to geocaching.
3. Animal Tracks & Trail Signs – To be able to identify basic animal tracks & lay a trail using trail signs.
4. Campfire Planning & Wide Games – To be able to plan a campfire & learn some new wide games.
5. Knives & Axes – To be able to properly care for and use knives & axes.

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|--|---|

To be or KNOT to be a Camper....

To be or Knot to be a Spark traveling through the forest in search of the elusive big Mable Leaf.

To be or Knot to be the Brownie packing gear twice her own size for her first camp.

To be or Knot to be the Guide who sleeps in a leaky tent with her friends and is still laughing about it Monday.

To be or Knot to be the Pathfinder that burns everything she cooks, but is happy to eat her carrot sticks and potato chips for breakfast.

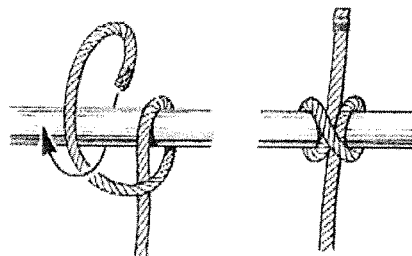
To be or Knot to be the Ranger sleeping under the stars that wakes up saturated with dew, but can watch the sunrise from her sleeping bag.

To be or Knot to be the Guider who cringes at the paperwork and organizational meetings before camp, but enjoys the girls' laughter coming from the tents at bedtime.

To be or Knot to be the Camping Adviser who helps plan the district camp with a theme of knots and ropes when she can't yet master a Bowline.

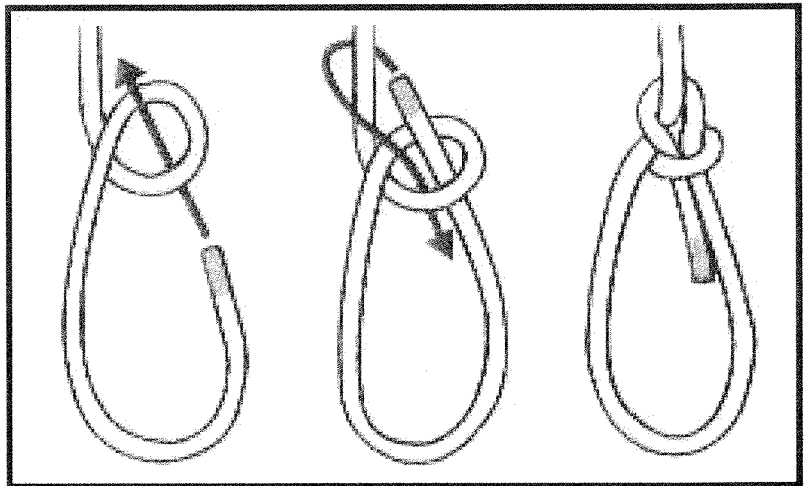
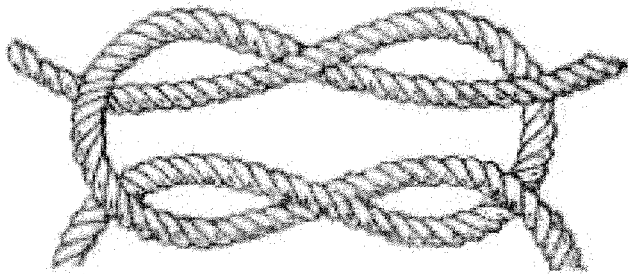
To be or Knot to be the Camp Trainer who hopes the rain stop falling long enough for the Guiders to learn how to get the biggest tarp up with the best knots and hitches so they can remain dry for the tent training session.

To be or Knot to be a Girl or a Guider having FUN at CAMP!



Clove Hitch

Knots & Gadgets

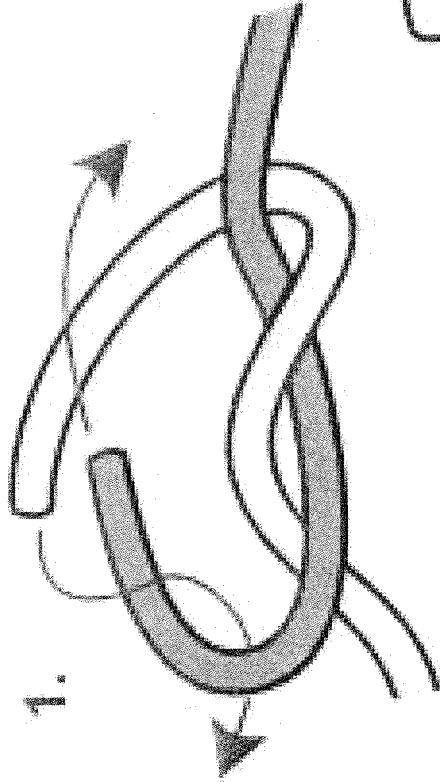




SQUARE KNOT

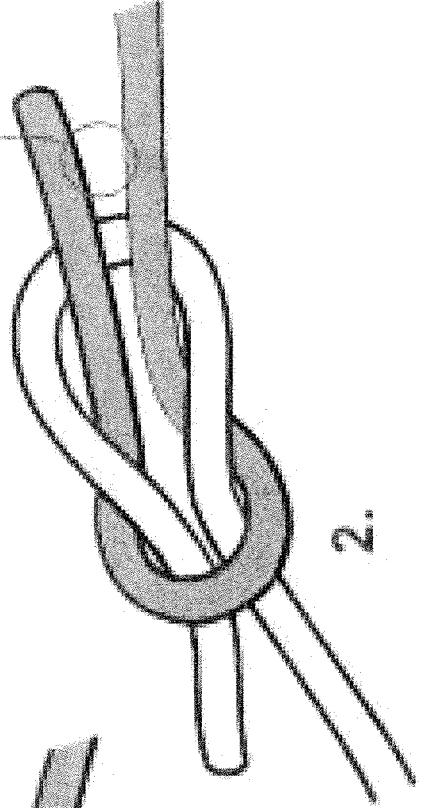
Watch out for this popular knot. It is included here as much as to warn you of its pitfalls as to show the proper way to tie it!

This is an easy to tie knot that is good for securing non-critical items. It should not be trusted to join two ropes together or to hold down something that absolutely has to stay put. This knot will "capsize" or jam under load and will also untie itself under movement.



Right over left and twist
then left over right and twist

Note: Both parts of rope
must exit knot together.

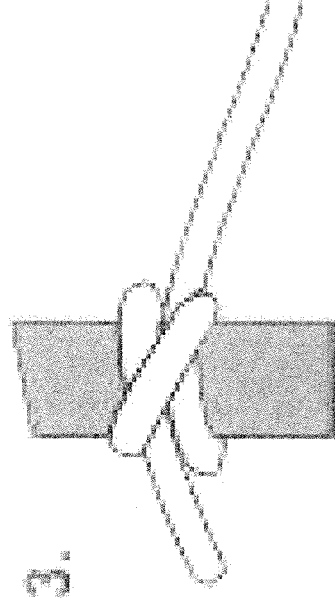
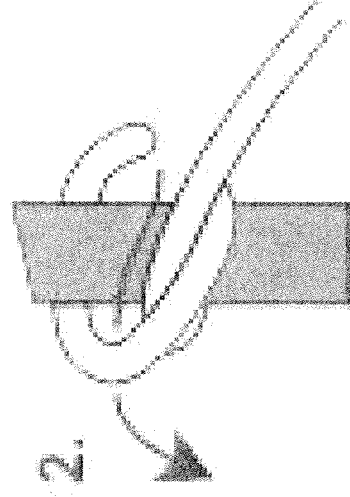
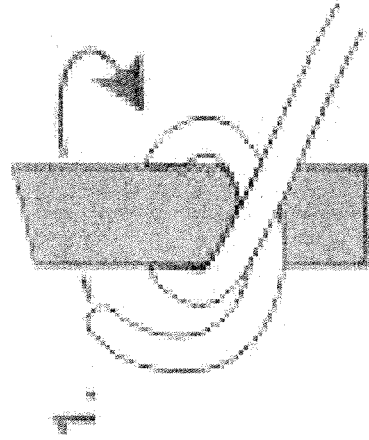


2.

CLOVE HITCH

A simple all purpose hitch. Easy to tie and untie it holds firmly but is not totally secure.

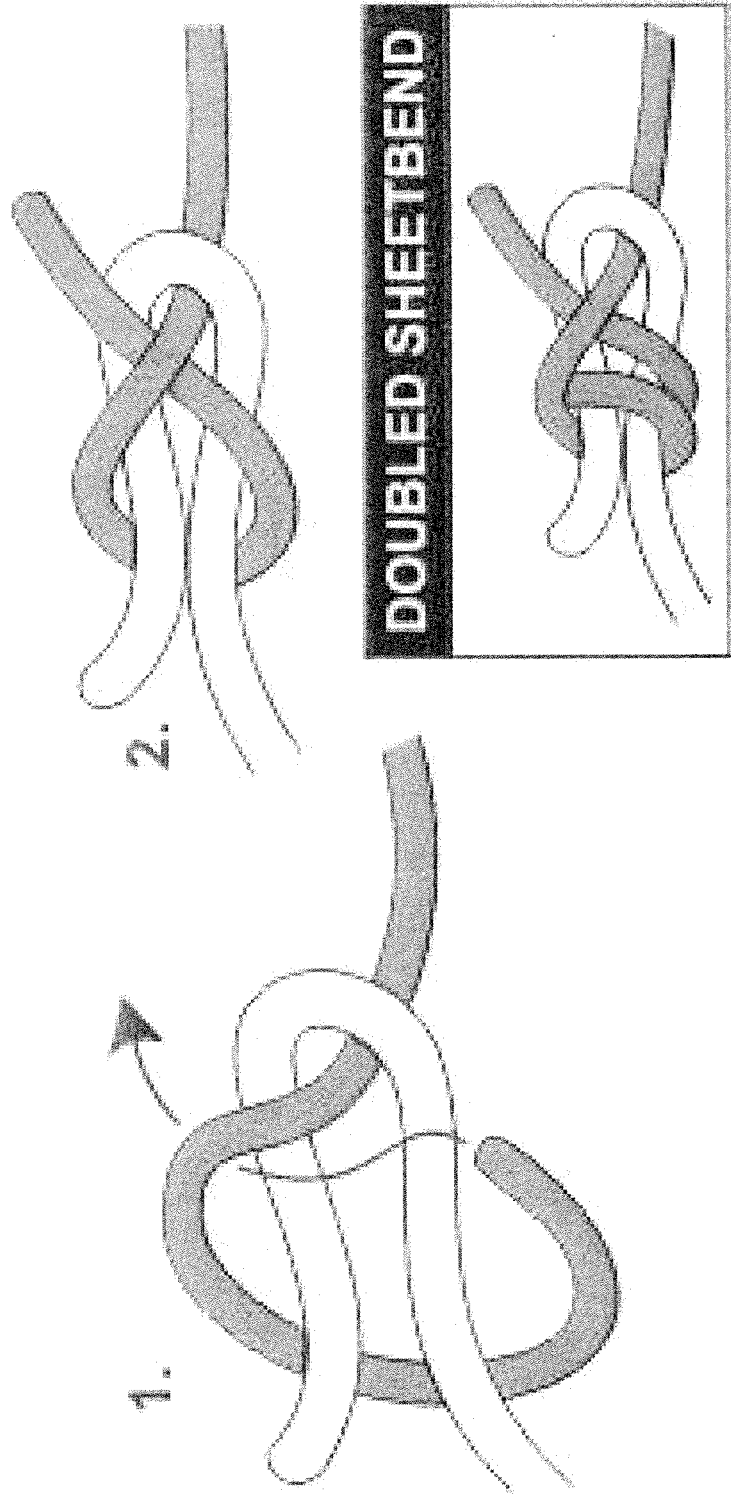
Make a turn around a post with the free end running underneath the standing part. Take a second turn around in the same direction and feed the free end through the eye of the second turn. Pull tight.



SHEET BEND

The Sheet Bend is a good knot for tying two lines together. Strong and easy to tie, it works particularly well joining lines of differing sizes.

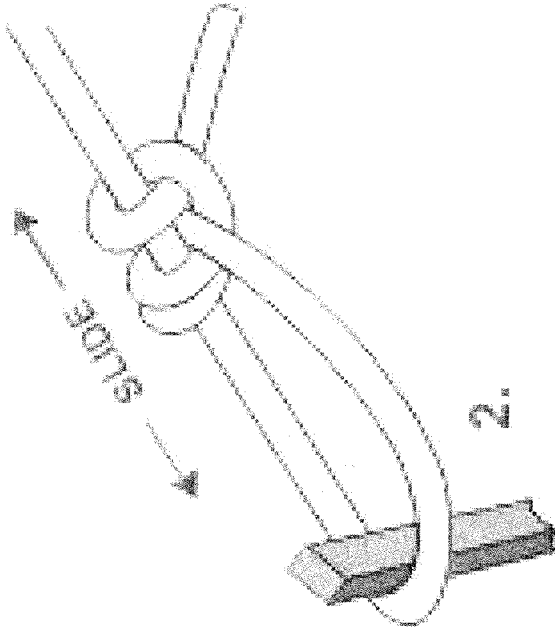
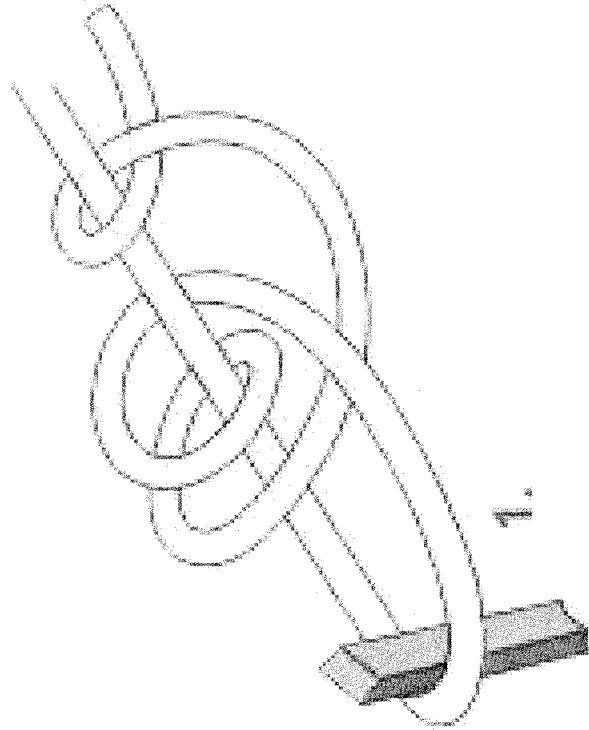
In it's doubled form, this knot will even hold in slippery nylon rope. Not for use by climbers though.



TAUTLINE HITCH

The Tautline Hitch is a favorite among campers. This knot is useful for adjusting the tension of tent guy lines and laundry lines, among other uses.

The knot can be slipped to tighten or loosen a line, then holds fast under load.



The Art of Lashing

by Bill Chisamore

Almost since its invention, rope has been used in the building or construction field. It's not hard to imagine the Egyptians using ropes to build sleds and scaffolding to create the pyramids. For thousands of years, many cultures have used ropes to build boats and ships. Of course, I'm talking about the art of lashing. Lashing is the technique of binding two or more materials together in order to build a structure. It can be something as simple as extending a pole to raise a flag, a tripod for cooking, or as complex as a tower or bridge.

How Much Rope is Needed?

When teaching lashing to new Scouts, I will inevitably get the response, "My rope is too short". This often comes from the belief that the important part of lashing is the turns that wrap around the spars and how many times it occurs. After all, if wrapping the cordage around the spars four times is good, then seven times is better, right? Not necessarily. You really only need three or four turns around the spars, since it is the "frapping" that binds and tightens the lashing together. (Confused about frapping? See Square Lashing, #3.)

What is the correct length of cordage? A general rule is that the cordage should be able to wrap around the spar

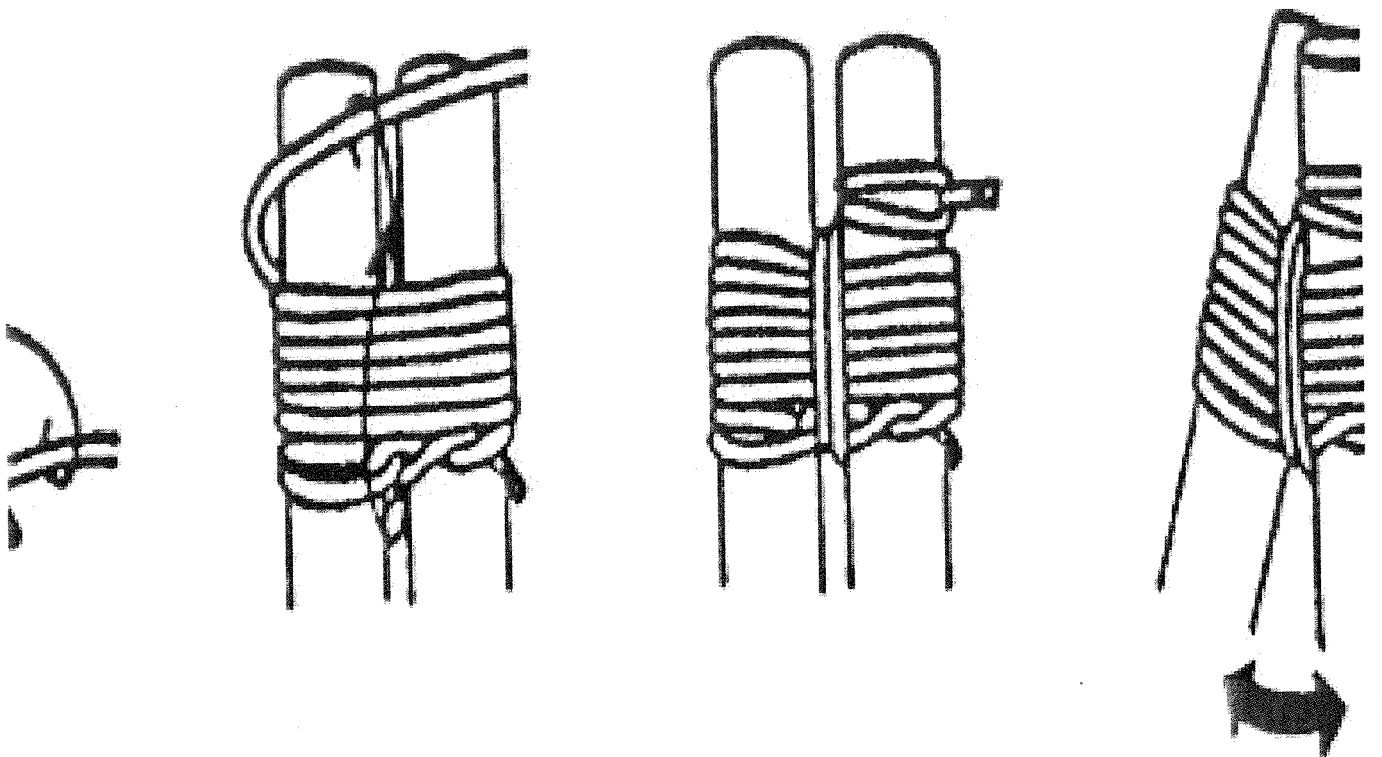
17 or 18 times. If the two spars to be lashed are of different diameters, use the larger of the two for measuring. If the two poles are the same diameter, use either one for measuring. In most cases, this is all the cordage you need. Duplicate this length for every point of lashing.

— Bill Chisamore was a Scouter with the 78th Ottawa Troop, works at the national office Scout Shop, and is a knot expert.

Square Lashing

This lashing is done when the two spars are at, or close to, 90 degrees to one another. This is used to tie a shaft between two trees, to make the back of a chair or pioneer kitchen or any other times you need a 90 degree bar.

1. Secure the cordage at the desired spot, where they cross, on one of the two spars with a clove hitch or a snug hitch.
2. Work the cordage over one spar and under the other one. Pull the cordage tight on each turn. Do this three times.
3. Now do the frapping. Frapping consists of working the cordage between the two spars, wrapping around the lashing itself. *Pull extremely tight on each turn.* Do this three or four times.
4. Tie off the end with another clove or snug hitch onto one of the spars.



Diagonal Lashing

Diagonal lashing is used when two spars cross at odd angles and have a tendency to spring apart. This can sometimes be found when creating pioneering structures.

1. Tie the cordage around both spars where they cross, using a timber hitch. (See diagram.)
2. Wrap the cordage around the spars three or four times, pulling tight each turn.
3. Change direction by coming around just one of the two poles. Then wrap the cordage around both spars three or four times in this direction.
4. Do the frapping, by bringing the cordage between the two spars then wrapping the cordage around the lashing three or four times, *pulling as tightly as possible*.
5. Secure the end of the cordage, with a clove or snug hitch onto one of the spars.

Sheer or Round Lashing

This technique can be used two ways. To bind spars together to extend their overall length as when creating a flag pole or to create an A frame.

1. Lay two spars side by side, overlapping the ends a good distance. The longer ultimate length you wish to achieve, the more you overlap the spars.
2. Secure the cordage with a clove or snug hitch, near one of the overlapping ends.
3. Wrap the cordage eight to ten times around both spars. Since there will be no gap between the two spars, frapping becomes almost impossible. *So pull the wrapping as tightly as possible.*
4. Secure the other end with a clove or snug hitch around both spars.
5. Repeat steps one to four near the other end of the overlapping spars.

A-Frame Style

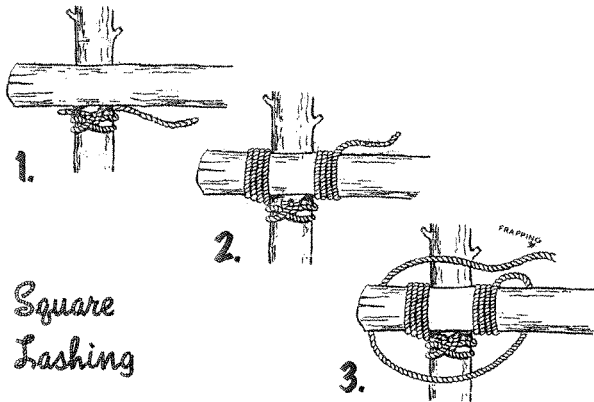
This is the most common type of lashing to use when building a support over a fire when the ends of the spars can be secured either in the ground or by rocks.

1. Lay two spars next to one another. At the pivot point, secure the cordage with a clove or snug hitch.
2. Wrap the cordage six to eight times around both spars. Do not pull the turns too tight.
3. Put one or two frapping rounds between the two spars. Again do not make these turns too tight.
4. Secure the end of your cordage with a clove or snug hitch to the spars.
5. Gently slide the two bottom ends of the spars apart, to form an A or an X, depending on where the pivot point is. Separating the spars will tighten up the lashing and hold the spars together. With practice, the right amount of tension in the lashing to be able to open the spars yet still hold them together can be achieved on the first try.

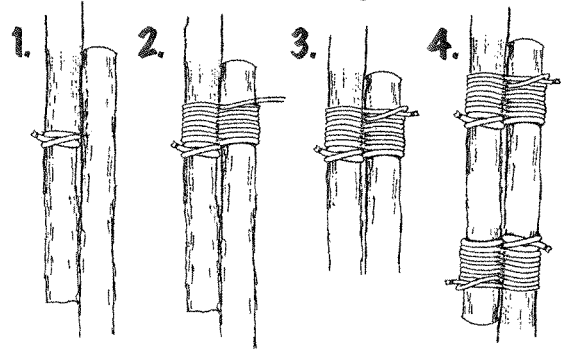
NOTE: A tripod is made in the same manner, except you use three spars and work the frapping between them. Gently pull the three spars apart to create a tripod. X

Did You Know?...

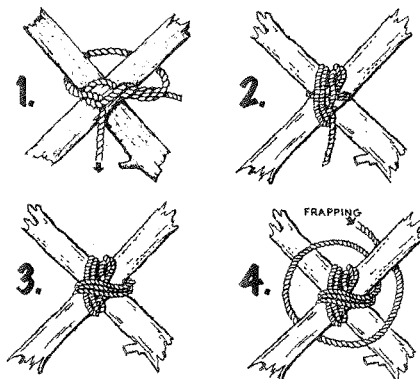
The earliest evidence of knot work is estimated to be about 8,000 years ago. It was a sheet bend – a knot we still use today. Because early cordage was made out of degradable material (tufts of grass, animal hides and sinew), almost no evidence of any early knot work remains. It is theorized that the use of knots could go back as far as 50,000 years.



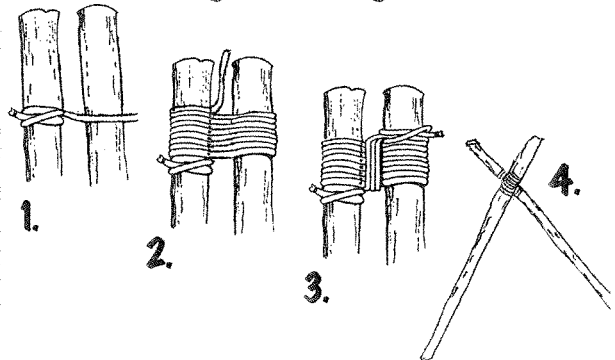
Sheer or Round Lashing



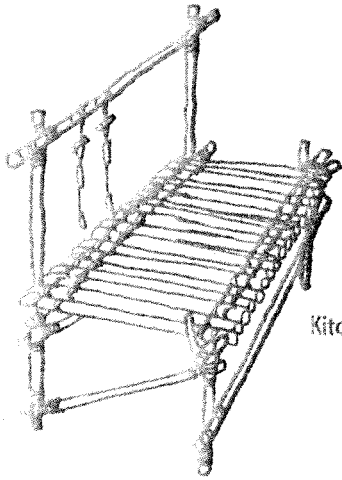
Diagonal Lashing



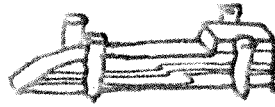
A-Frame Style Lashing



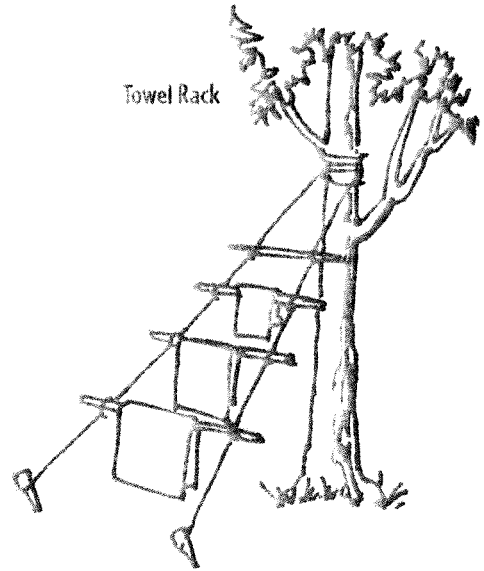
Try these gadgets... invent some more yourself!



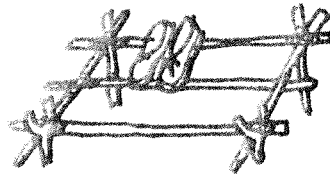
Kitchen Work Table



Shoe Scraper from Tent Peg



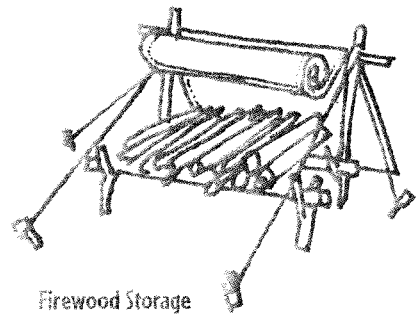
Towel Rack



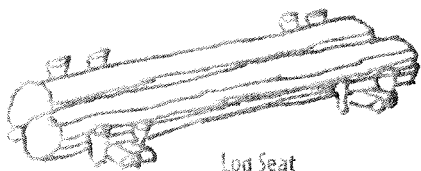
Luggage or Shoe Drying Racks



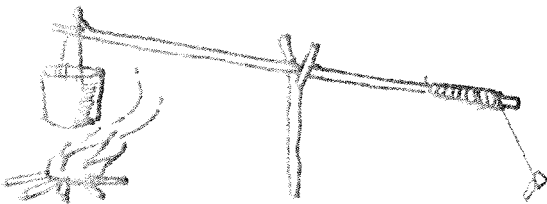
Fuzz Stick



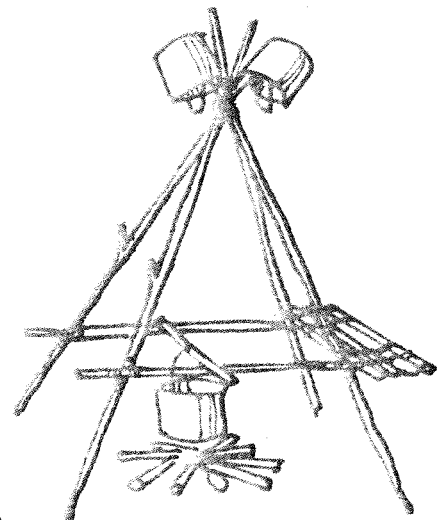
Firewood Storage



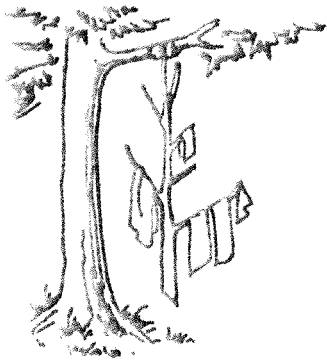
Log Seat



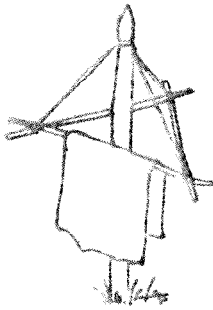
Adjustable Crane



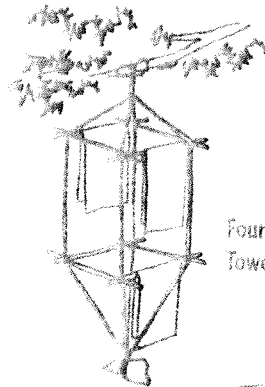
Chippewa Kitchen



Tree Limb Rack

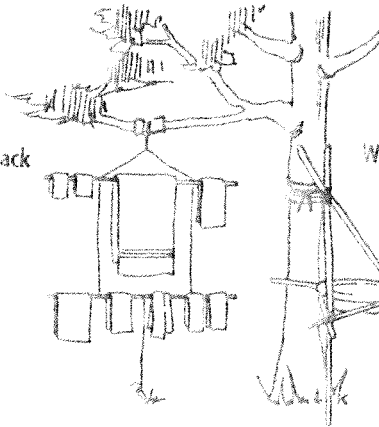


Swing Towel Rack



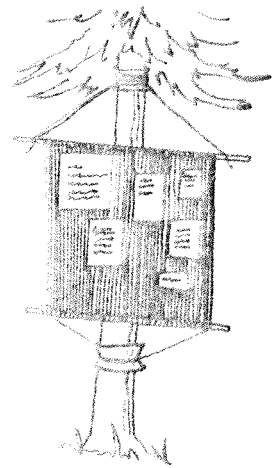
Four-sided Towel Rack

Stone



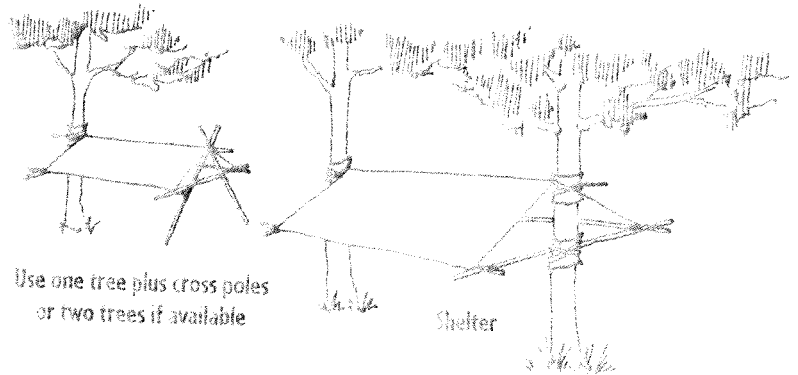
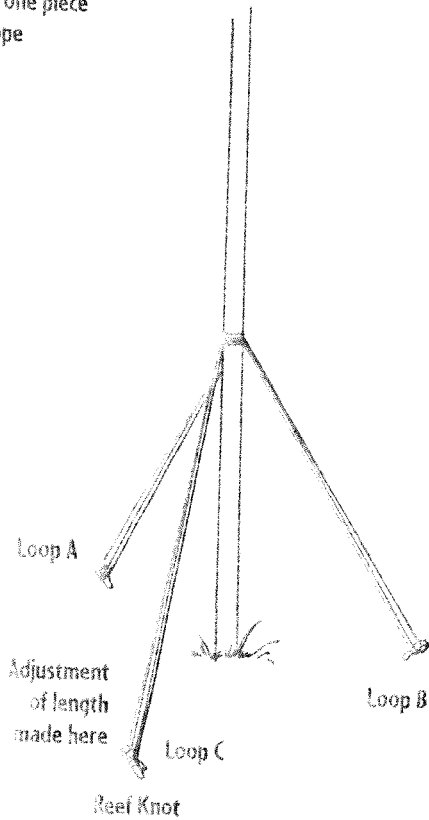
Hanger Towel Rack

Wash Stand



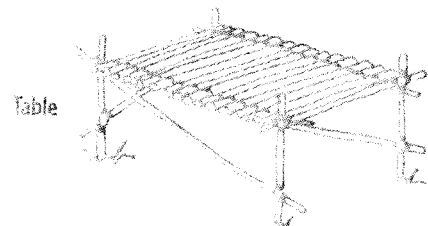
Bulletin Board

Guying the flagpole with one piece of rope



Use one tree plus cross poles or two trees if available

Shelter



Table

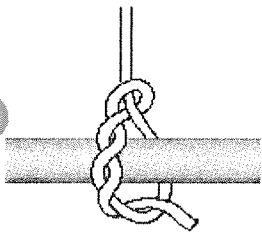
Catapult

Materials:

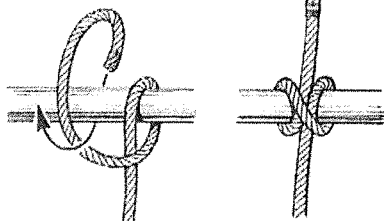
- 9 gadget poles
- 10 x 2m pieces of twine or rope
- 2 pulleys
- 2 log pieces of rope
- 1 basket

Instructions:

1. Start by diagonal lashing two poles together to form a "V" and then square lash a pole to the other two forming an "A" frame. Now square lash two poles on either side of the "A" frame below the bottom pole and sheer lash the other ends together.
2. Now square lash two poles about 1/3 of the way down from the top of on either side to the outside of the A frame to form the side legs and sheer lash the other ends of the poles together. Now hook the side legs under the bottom legs.
3. Now place a pole about 1/3 of the way down from the top of the A frame and square lash it to the A frame. Now halfway along that pole square lash a pole with 3/4 of the pole toward the back legs. Once down lash on a basket near the end of the pole.
4. Now tie on two pulleys onto the bottom pole of the A frame. Feed through two long pieces of rope through the pulleys and tie the ends to the short end of the pole with the basket on it. Now try out your catapult!



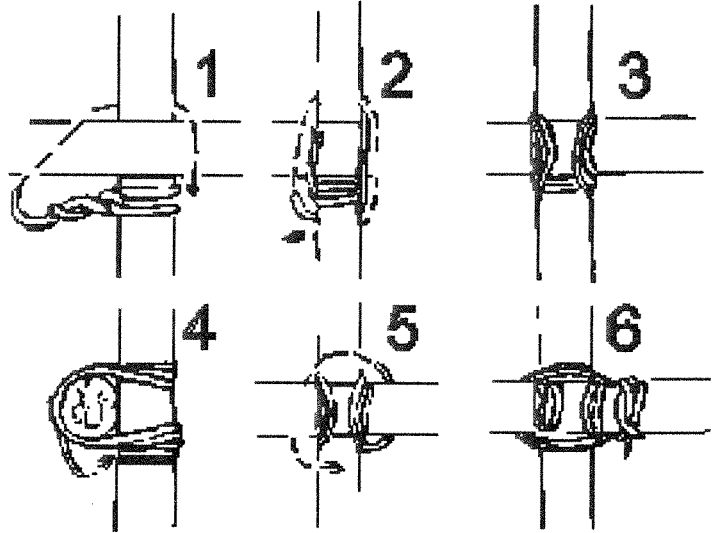
Timber Hitch



Clove Hitch

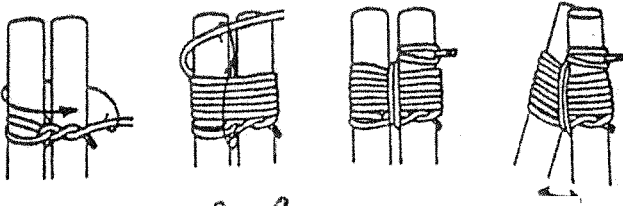
Square Lashing

- Starts and ends with a clove hitch



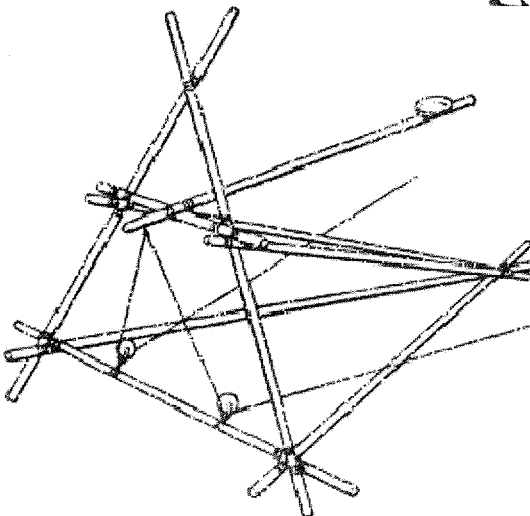
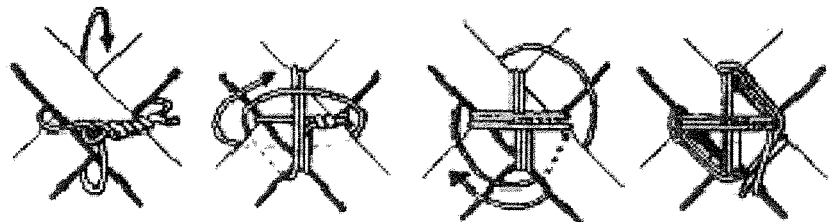
Sheer Lashing

- Starts and ends with a clove hitch



Diagonal Lashing

- Starts with a timber hitch and ends with a clove hitch



Knot Games & Crafts

Bean Game

After you have taught the reef knot you give everyone one bean. They then go in pairs and see who can tie the knot the fastest. The fastest one gets the other one's bean which now means they have two. Girls with two beans find each other and repeat tying the knot. The one who ties it the fastest gets the beans and therefore now has 4 beans. She goes to find another person with four beans and so on. For the girls who lose they just go and get another bean from the pot and start out again so no one really loses and everyone gets lots of practice with this one knot.

Chocolate Bar Game

Play this game after you've taught the girls a specific knot, for example, the sheepshank.

Equipment needed: apron, placemat, knife and fork, oven mitts and wrapped (many times with newspaper over and over again) a chocolate bar, and one dice.

Game: Put all the equipment in the centre of a circle. The girls are sitting around the equipment in a circle. The dice is passed around and everyone has a turn at throwing a 1. When you throw a 1 you get the rope and start tying the knot, meanwhile, the others are still throwing the dice. If you tie the knot successfully before someone else throws a 1 then you get to put on the oven mitts, your apron, put the chocolate bar on the placemat pick up the knife and fork and try to get into the chocolate bar. However once someone else has successfully tied the knot you have to hand over the equipment and become part of the circle again. Once the chocolate bar is opened, make the girls share it!

Save Yourself!

Give the girls the following situation: You have fallen over a cliff and your rescuers are here with a long rope. They throw it to you, but they can't come down and get you! Tie a bowline so that you can be rescued.

Human Cat's Cradle

Although this is not truly a knot game, it is a lot of fun! You'll need a large rope and ten people. First, have two girls with a smaller rope do the steps in the cat's cradle, and then mimic using the large rope and lots of girls as the "fingers". See how far through the string game you can get!

Knotty People

All knotty people are made with white rope, neon coloured string, brightly coloured pompoms (heads) and googly eyes. A glue gun was used to attach materials together. They can all be attached to a camp hat with safety pins.

Betty Bow

Materials:
10-12 cm rope
String

Pompom
Acorn cup
Yarn for hair
Googly eyes
Felt scraps

1. Whip each end of the rope to look like Betty's socks.
2. Fold the rope in half and tie a bowline knot.
3. Place the pompom on the rope (bent area).
4. Add the googly eyes and felt for mouth and acorn for hat.

Grandma Hitch

Materials:

Stick, 6cm long (popsicle stick, dowel, stick)
String
Pompom
Googly eyes

Cotton batting or grey hair

Flower stamen or sparkles for jewels

1. Tie two hitches around the stick. These represent arms.
2. Glue pompom to one end of stick.
3. Add googly eyes.
4. Add flower stamens for earrings.
5. Glue on cotton for hair.

Larry Lash

Materials:

2 sticks
Pompom
Acorn cup
Felt scraps
Googly eyes
String

1. Larry is constructed from sticks which are square lashed together.
2. Place the pompom between the sticks for head (v-shaped area).
3. Add the googly eyes and felt for mouth.
4. Place acorn cup on top of pompom for hat.

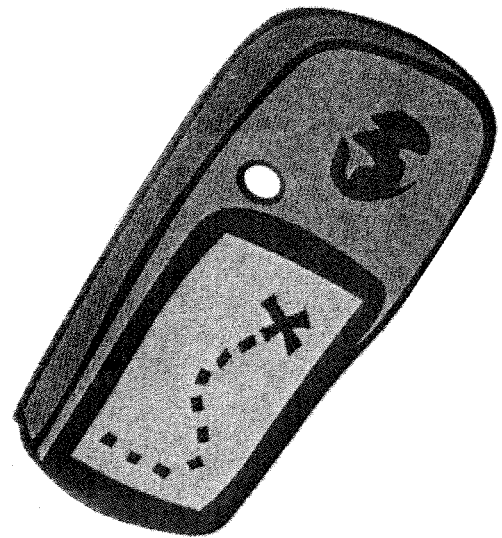
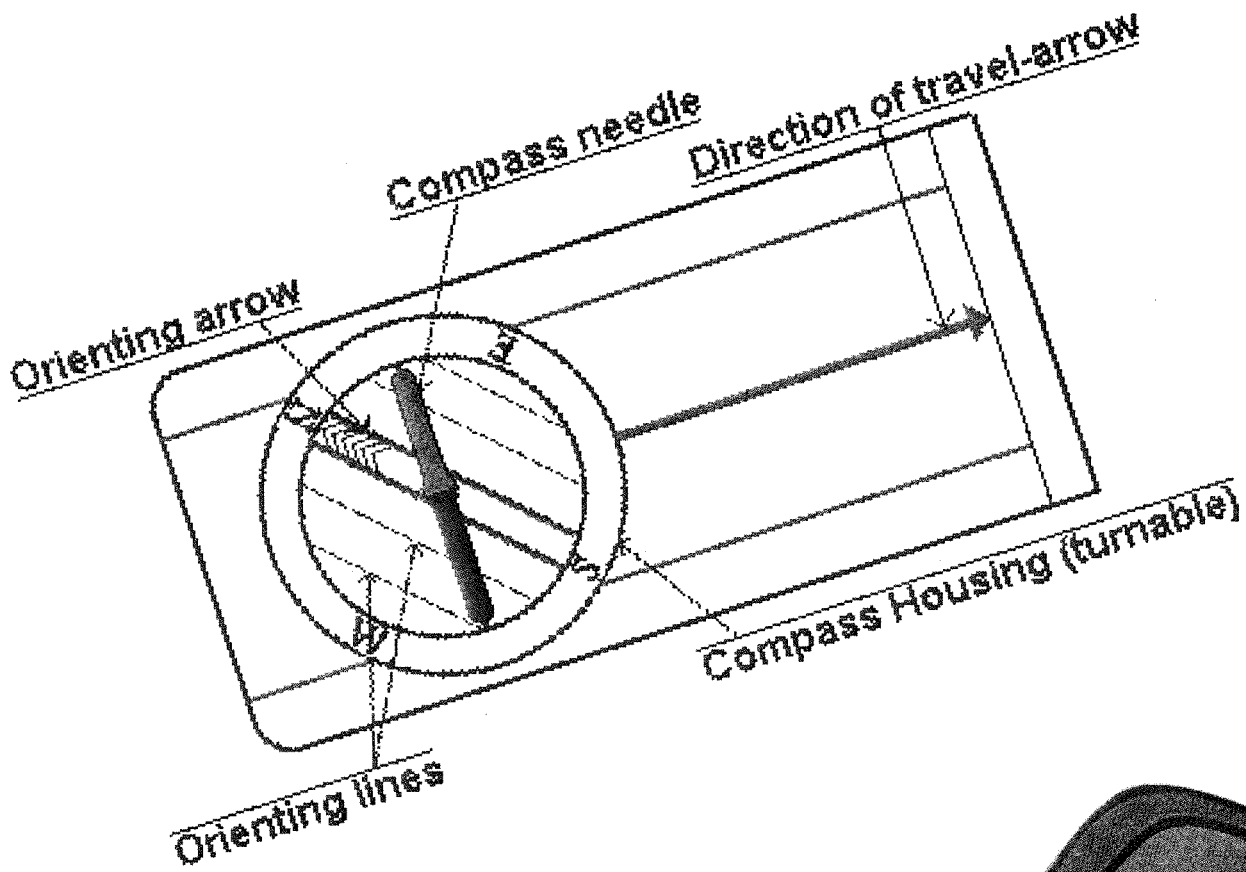
Trudy Tripod

Materials:

Acorn cup
Yarn for hair and ribbons
Pompom
3 sticks (sticks, popsicle or dowels)
Googly eyes
Felt scraps
String

1. Trudy is made from 3 sticks tied together using the tripod lashing.
2. Place pompom on top of tripod for head.
3. Braid some wool for hair, place on top of pompom.
4. Attach acorn for hat.
5. Glue on googly eyes and felt for mouth.

Navigation





Scout Skills Compass



INFORMATION SHEET

A compass is an instrument with a magnetised needle which points to (magnetic) north and is therefore used for determining direction. They come in different shapes and sizes and indeed, the use of suspended magnetic ore (which always comes to rest in a north-south direction) was used many centuries ago as a primitive form of compass. Today, in one form or another, compasses are used on land, at sea or in the air, to help people to specify direction.

Types of compass

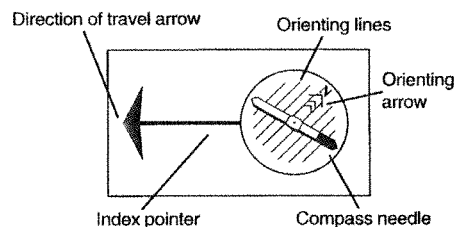
Air damped compass - This is the simplest and cheapest form of compass and does little more than indicate the approximate direction of magnetic north. It takes a long time to stabilise and the slightest movement makes the needle move. This compass should never be used for any sort of hike or expedition.

Simple map setting compass - It is a liquid filled compass with only magnetic north marked on it and can be clipped onto the side of a map. It is useful for positioning a map until whatever is in front of you in reality, is in front of you on the map. This can only be approximate as there is no allowance for magnetic variation, that is, the difference between magnetic north and grid (map) north. (This is explained in more detail later on).

Prismatic compass - This is a more expensive type of compass with a prism which enables a compass bearing to be taken while sighting your objective. It can be more accurate than other compasses but it is harder to use and therefore should only be used once the basic principles of map and compass work have been mastered.

Silva type compass - This consists of a magnetised needle suspended in an alcohol filled housing. The liquid helps to 'dampen' movement of the needle enabling it to be read more quickly than air damped compasses. The compass

housing has etched orienting lines and an orienting arrow, whilst the baseplate (on which the housing is mounted) has the direction of travel arrow and map scales etched onto it. This compass allows for bearings, an accurate method of determining direction, to be worked out and is therefore the compass of choice for hiking and expedition type activities.

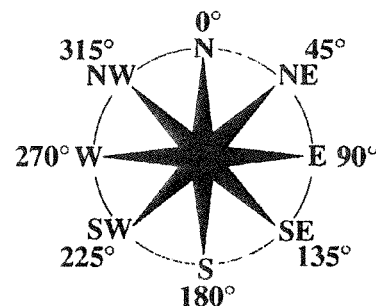


Why use a compass?

As you can see, it is possible to have a varying quality of compass depending upon what job it has to do and of course, ultimately, how much you pay for it!

Apart from determining the direction of north, a compass enables you to work out a compass bearing. This is the angle measured in the number of degrees between 0 and 360 which tells you the direction from one place to another. We call the direction north '0' and therefore, it follows that east is 90 degrees, south-west is 225 degrees and so on.

If we just used the points of the compass, (north, south, east, west and so on) we would only get



eight different directions (or possibly 16 or 32 at most if we further divided the compass points, for example, south-southwest or north by northeast and so on). By using bearings, we can have 360, which enables us to be much more accurate.

Once we have determined a direction (and bearing) in which to travel, it can then be checked at regular intervals to confirm that we are still going in the correct direction whether or not our destination can be seen.

When using a compass proficiently, it is necessary to be able to:

- Take a bearing - determine the angle between north and the direction of an object in terms of degrees;
- Walk on a bearing - use a bearing to get to a destination without necessarily using a map;
- Set a map - use a compass to correctly position a map in order to represent what can actually be seen.

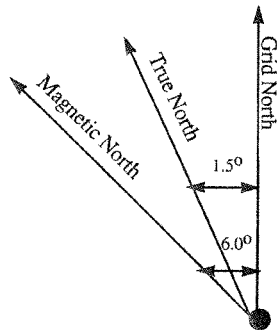
(Details on how to do these are covered in the Teach Yourself section.)

The three norths

When working with a map and compass, there are three different 'norths' to be considered! Fortunately, in the United Kingdom, for practical purposes, we only have to consider and work with two of them.

True north - Each day the Earth rotates about its axis once. The ends of the axis are the true North and true South poles.

Grid north - The grid lines, pointing to grid north, on Ordnance Survey maps divide Great Britain into 100 kilometre sections. They are then further sub-divided into one kilometre squares, east of an imaginary zero point in the Atlantic



Ocean, west of Cornwall. The majority of grid lines are 1.5 degrees west of true north and are therefore useful lines to refer to when taking bearings.

Magnetic north - A compass needle points to the magnetic north pole. Unfortunately, it is not in the same position as the true North pole. The magnetic north pole is currently located in the Baffin Island region of Canada, and from the United Kingdom, it is west of true north. The difference between grid north and magnetic north is known as the magnetic variation and its value can be found in the orientation panel or margin of an Ordnance Survey map.

As true north is only about 1.5 degrees off grid north, it is so small that it is normally disregarded and only grid north and magnetic north are used.

Magnetic variation

The magnetic variation, (the difference between magnetic north and true north), is caused by the North and South poles not being directly 'opposite' one another. The lines of the Earth's magnetic field do not run in a regular pattern as they are affected by other local magnetic forces and the magnetic pole is always on the move. Some of these lines of magnetic variation are east of true north and others west of true north. Between the east and west lines there is a line of zero magnetic variation where the compass does point to true north - this line is known as the agonic line currently running through eastern Canada, United States of America and South America.

However, not only does the magnetic variation change as you move across the Earth's surface, it also changes with time. In the United Kingdom, the magnetic variation in 1991 was about 6 degrees and decreasing at an approximate rate of 0.5 degrees every three years.

It is important to check the magnetic variation regularly, and this can be found on a map's orientation panel or margin. Remember also to check the year the map was printed, as a map that is 20 years or so old, could be up to 3 or 4 degrees out! In fact, the magnetic variation also varies from side to side and top to bottom on each and every map but these details can also be found on the map.

This magnetic variation is important when combining a map and compass as you need to convert bearings from 'map to field'. To convert grid bearings (which are indicated by a map) to magnetic bearings (as per the compass pointing to magnetic north), add the current variation by turning the compass housing anti-clockwise. For example, if the current variation was 6 degrees, a grid bearing of 122 degrees would become 128 degrees. This is what the dial should be set at. The reverse is true for converting a magnetic bearing to a grid bearing; that is, subtract the current variation.

For expeditions abroad however, some parts of the world will not only have a different value, but may also be east of true north, in which case, when converting from grid to magnetic bearings, the magnetic variation should be subtracted from the compass bearing.

Further information and resources

Ask other Leaders experienced in the use of the map and compass for advice and ideas. Do they know of opportunities for practising or learning how to use them?

There are also plenty of books available on this subject, both at a beginner's level, and more advanced.

Camping and Outdoor centres and other high street shops selling camping and hiking equipment may be able to offer advice.

TEACH YOURSELF

Understanding how to use a compass is like many other activities; it's easy when you know how! Practice is also the only way to get it right and remember it. Although this sheet can help you through the different stages, the only effective way to learn is to go out and use the compass for real. Ask experienced Leaders for advice and also take part in a hike or expedition to put the skills into practice.

Time

Up to one hour may be required to become familiar with the parts of a compass and the principles of how to use it, especially in conjunction with a map, but more time will be required in shorter sessions to put it into practice.

Equipment

A Silva (type) compass and an Ordnance Survey map of the area you are in.

Learning all about it

Before having a go, you will need to read the Information Sheet if you have not already done so.

Taking a bearing

1. Hold the compass flat in your hand with the direction of travel arrow pointing towards your destination or objective.
2. Turn the compass housing until the compass needle lines up over the orienting arrow. Ensure the north pole of the needle, usually red, is used.
3. Read off the magnetic bearing (that is, the number of degrees) from the mark on the compass housing indicated by the index pointer.
4. Keep the housing in that position and check your bearing at regular intervals by lining up the needle with the orienting arrow and walking in the direction indicated by the direction of travel arrow.

Walking on a bearing

This is used when you can initially see your objective or destination and don't need a map. It is important to work out a compass bearing before the situation changes. This might be due to the weather (rain, fog and so on), the terrain you are in (valley, hills and so on) or a delay resulting in darkness. Any of these factors may mean you can no longer see where you are aiming for and, therefore, you will need to rely on the compass bearing.

1. Turn the housing of the compass until the bearing you require is against the index pointer.
2. Turn the compass until the needle lies over the orienting arrow.
3. Pick out a landmark along your direction of travel line and walk towards it.
4. Check your bearing and your objective at regular intervals.

Setting a map with a compass

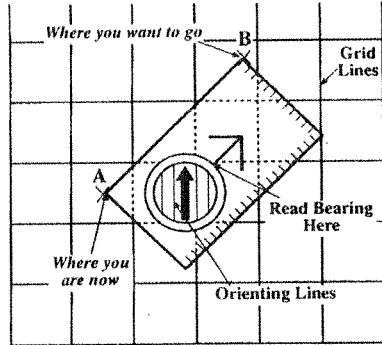
This is for when you are using a map in conjunction with a compass to reach a given destination, probably in unfamiliar territory.

1. Turn the compass housing until the magnetic variation for the area is shown against the index pointer.
2. Place the direction of travel arrow pointing along the vertical grid line with the direction of travel arrow pointing to the top of the map.
3. Turn the map with the compass in this position until the compass needle points to the north mark on the compass housing.
3. Your map is now 'set' and you should be able to recognise actual features from your map in front of you.

Combining map and compass

1. Place the compass on the map so that one long edge joins the start point and your destination, with the direction of travel arrow pointing towards the direction you wish to travel. (The direction of the map does not matter for this exercise).
2. Turn the compass housing until the orienting arrow points to the top of the map and the orienting lines are parallel to the grid lines.

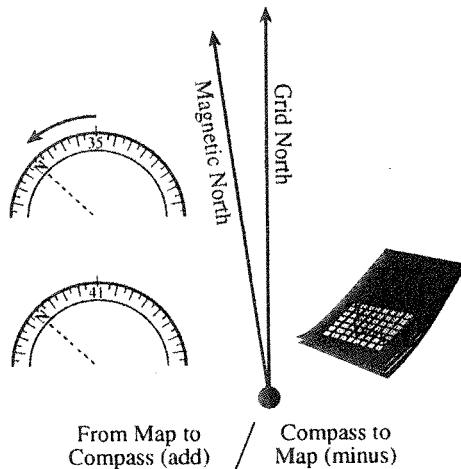
3. Take the compass off the map and read off the bearing at the index pointer and add (or subtract) the local magnetic variation.
4. Turn the whole compass so that the needle comes to rest over the orienting arrow, with the red part to the north.
5. Hold the compass in front of you, pick out a landmark along your line of travel and walk towards it.



Common errors

When first learning how to use a compass, there seem to be many things to take into consideration - here are a few things which often 'go wrong':

- Failing to add on the magnetic variation. If the magnetic variation is, for example, 6 degrees, and you forget to add it on, you will be 105 metres off course for every kilometre travelled in a straight line. This gets proportionally bigger over greater distances.



- Not having the direction of travel arrow pointing from your start to finish. If you make this mistake you will walk 180 degrees out from your intended route.

- Orienting arrow pointing to the bottom of the map. Again, you will walk (180 degrees out) in the opposite direction.
- Not taking account of the magnetic effects of iron and steel around you. For example, watches, steel buckles, cars, buried pipes, reinforced concrete, wire fences, railway lines and other compasses (and even magnetic rocks!) can influence your compass. That is, these items might attract the compass needle in preference to the magnetic north pole therefore giving you an inaccurate reading. If in doubt, try to move away from such objects.

Avoiding obstacles

Sometimes when using a map and compass you will come across obstacles such as a lake, wood and so on that cannot be crossed and you must get round them somehow. The problem is to avoid the obstacle without losing direction.

The obstacle may be by-passed by going round it by a series of right angles; walk at 90 degrees to your original route, count the number of paces until you clear the object. Turn 90 degrees again, so that you are not parallel with your original bearing and walk past the obstacle. Turn 90 degrees again and walk the same number of paces, then, finally, turn through 90 degrees to bring you back on your original course.

This may seem rather pedantic, but it does work providing the number of paces and turns are accurate. This can be vital if the weather takes a turn for the worse. An error of just 2 degrees over a journey of say, just six kilometres means that you will miss your target by 200 metres which if you find yourself fog-bound, and it's the only habitation for 20 miles around, might be fatal!

Can you do it?

When you feel confident about using a compass, check how you are doing and see which of the following you can tick off:

- Name the parts of a Silva compass
- Take a compass bearing
- Set a map using a compass
- Walk on a compass bearing
- Walk around obstacles maintaining the correct direction

- Explain the importance of magnetic variation
- Explain the difference between true north, magnetic north and grid north

So you want more?

Have a go at orienteering - this is using a map and compass over a given area in the form of a competition.

Learn how to take and use back bearings.

Learn how to draw a resection of map which would enable you to locate your position.

Your notes on this session

HOW TO TRAIN OTHERS

This section is designed to give some practical ideas about how you can help other people to understand how to use a compass. This might be Leaders or Scouts - either in an informal way on a Troop night or more formally on a skills workshop, training course or something similar.

Objectives

- I. By the end of the session, participants will be able to:
- II. Describe the different parts of a Silva type compass;
- III. Explain the difference between true north, magnetic north and grid north;
- IV. Demonstrate how to take a compass bearing;
- V. Demonstrate how to set a map using a compass bearing;
- VI. Demonstrate how to walk on a compass bearing.

Time

Allow up to one or two hours to explain the principles of how to use a compass and to have an initial go at putting it in to practice. Follow up sessions at a later date will be important to reinforce the learning.

Equipment

Silva type compasses, various Ordnance Survey maps including one or more of the local area.

Visual aid of a Silva type compass and its component parts. (The attached compass outline could be used as an overhead projector transparency - see final page.)

Equipment as per the training activities chosen.

Training methods

There is no substitute for letting participants get 'hands-on' experience but there will need to be some introduction and explanation. This and the activities and games will obviously need to be adapted according to whether it is adults or Scouts who are the participants. (Details on all

the aspects that should be covered can be found in the Information Sheet and Teach Yourself sections.)

Here is a typical session outline that you may wish to follow or adapt:

- Start with making a simple compass (see overleaf), and outline the purpose of a compass.
- Follow this by explaining the difference between magnetic, true and grid north, and the importance of magnetic variation.
- For Scouts it might be advisable to play a game or activity which checks their knowledge and understanding of the compass points.
- Outline the different parts of a Silva type compass; this can be either done by showing a visual aid or a large example of a compass or better still, having a go at constructing a paper version, as in the attached example.
- If possible, go outdoors at this stage, and using a map and compass, explain to, and encourage the participants to have a go at, setting a map, taking a bearing, walking on a bearing and combining a map and compass. It might be helpful if participants are in pairs for this activity so that they can help each other. Large groups might mean that not everyone has a go or learns effectively.
- Once the participants are happy with the principles of how to use a compass, have a go at some of the activities outlined below either individually or as a series of bases. You could also arrange a short hike, perhaps in unfamiliar territory, to reinforce what they have learned. It will also be helpful to follow up with some of these activities at a later date.

MAKE YOUR OWN COMPASS – METHOD 1

Equipment

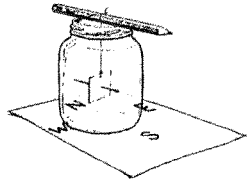
Sewing needle	Sheet of thin paper
Pencil	Sheet of A5 paper
Permanent magnet	15cm of cotton
Empty jam jar	Felt-tipped pen

What to do

- The needle is held down with one finger and stroked with one pole of a permanent magnet. It is important that the needle is

always stroked in the same direction. The more times the needle is stroked the more molecules are pulled into line and the stronger the magnet will become.

- Cut a two centimetre square of thin paper and push the magnetised needle through it.
- Make a small hole in the top of the paper and carefully tie a length of cotton through the hole.
- Tie the paper and needle to the pencil and rest it across the top of the jam jar. The jam jar prevents the wind and air currents moving the needle.
- Mark the A5 sheet of paper in felt-tipped pen with the points of the compass (N/E/S/W).



Sheet of thin paper
Sheet of A5 paper 15cm of cotton
Felt-tipped pen

Gently lift the jar and rest it until the north lies in the same direction as the pointed end of the magnetised needle. You now have a compass!

MAKE YOUR OWN COMPASS – METHOD TWO

Equipment

Needle - magnetised as in Method 1.
Piece of cork or polystyrene.
Saucer of water.
Piece of A5 paper.
Felt-tipped pen.

What to do

- Rest the magnetised needle on a small piece of floating cork or polystyrene in a saucer of water. The magnetised needle will turn the cork or polystyrene into 'an approximately north-south direction.
- Mark the A5 sheet of paper (using the felt-tipped pen) with the points of the compass.
- Gently lift the saucer onto the middle of the compass card. Turn the card until the north

lies in the same direction as the pointed end of the magnetised needle.

TRAINING ACTIVITIES

Compass Change

Equipment

None required.

In small groups, the participants form a circle facing inwards. Each participant represents a main compass point (N, NE, E, SE, and so on), except one person who is 'it'. This person stands in the centre of the circle. 'It' calls out two compass points. The participants representing these points then attempt to change places and 'it' tries to take the place of one of them. The participant then left without a place in the circle, becomes the next 'it'.

COMPASS POINT

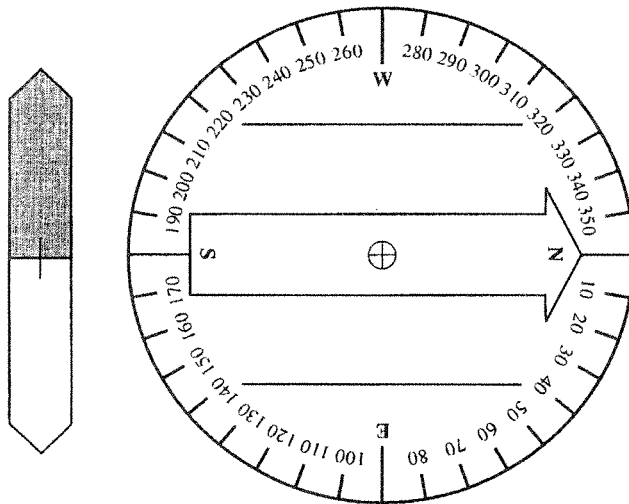
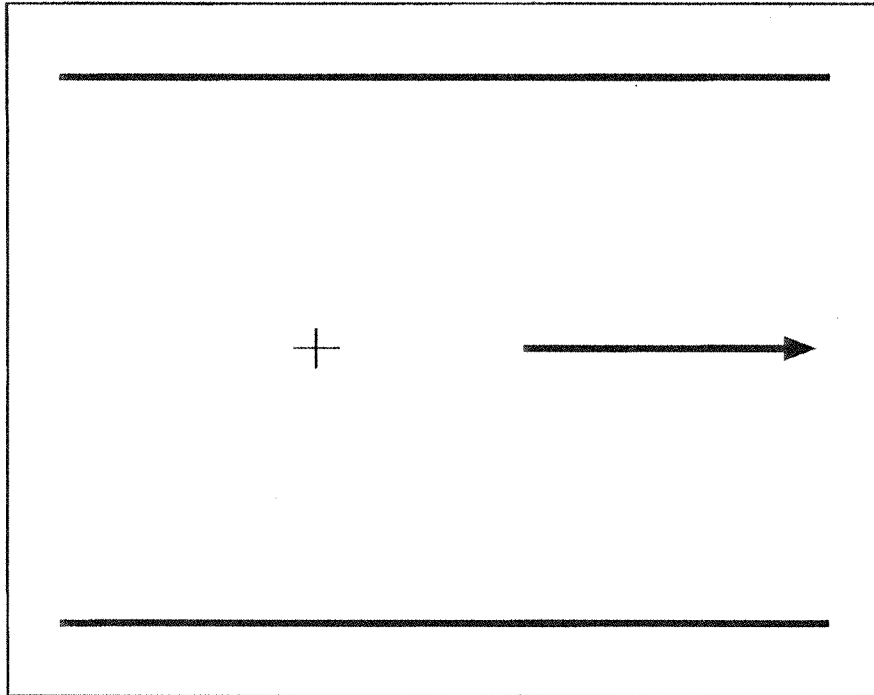
Equipment

None required.

The participants stand together in the middle of the room all facing the same direction

How to Use

- Photocopy this page
- Cut out the three parts
- Pinch or cut holes in the centre marked '+'.
• Fasten the parts together using a brass paper fastener or press stud.



Compass Drawings

These patterns come from a variety of sources; by following the directions you should end up with a picture! In all these patterns the top of the paper is North, the bottom is South, left hand side is East and right hand side is West.

For more drawing go to...

<http://dragon.sleepdeprived.ca/game/s/compass/compass.htm>

Trefoil

The start spot is at least 7 squares from the left and 7 from the right. Read down each column.

1NW 1N 1NE

1W 1NW 1E

1SW 1N 1SE

1W 1NE 1SW

1NW 1SE 1SE

1NE 1NE 1SW

1NW 1SE 1W

1NE 1S 1NW

1E 1SW 1W

1SE 1S 1SW

1E 1E

Toadstool

(go down the columns)

7N 2N 2S 7S

2SW 4NE 1SW 1SE

3W 6E 3W 4W

1NW 4SE 2NW 1NE

Sailboat

Start near top centre of page, read down the columns.

6S 6W

6E 2SE

6NW 10E

6SW 2NE

6E 6W

1S

Maple Leaf

Start near the bottom centre of the page.

Go North 7 squares

East 6 squares

North-West 1 square

North-East 4 squares

West 1 square

North 2 squares

West 2 squares

North 1 square

South-West 4 squares

North 8 squares

South-West 1 square

North-West 2 squares

South-West 2 squares

North-West 1 square

South 8 squares

North-West 4 squares

South 1 square.

Butterfly

Start 14 up and 16 from right.

Go South-West 1 square

South 5 squares

East 1 square

South-East 5 squares

East 2 squares

North-east 2 squares

North 4 squares

North-west 1 square

West 2 squares

North-East 1 square

East 1 square

North-East 2 squares

North 1 square

North-East 1 square

North 2 squares

North-West 2 squares

West 3 squares

South-West 1 square

West 1 square

South-West 2 squares

South 1 square

South-West 3 squares

North-West 1 square

West 1 square

North-West 2 squares

West 1 square

North-West 1 square

West 3 squares

South-West 1 square

South 3 squares

South-East 5 squares

Tree

Start 5 up and 20 from right.

Go East 7 squares

North-west 1 square

North 7 squares

East 1 square

North 1 square

North-East 1 square

East 1 square

South-East 1 square

East 3 squares

North-East 2 squares

North 2 squares

North-East 1 square

North 4 squares

North-West 2 squares

North 1 square

North-West 2 squares

West 1 square

North-West 1 square

West 3 squares

North-West 1 square

West 6 squares

South-West 2 squares

West 1 square

South-West 1 square

West 1 square

South-West 2 squares

South 1 square

South-West 1 square

South 1 square

South-West 1 square

South 1 square

East 1 square

South 2 squares

South-East 2 squares

East 4 squares

South-East 1 square

East 1 square

South-East 1 square

South 6 squares

South-West 1 square.

Creating Your Own Compass

If you don't have a compass, you can create your own in much the same way people did hundreds of years ago.

To create your own compass, you will need the following materials:

- A needle or some other wire-like piece of steel (a straightened paper clip, for example)
- Something small that floats such as a piece of cork, the bottom of a Styrofoam coffee cup, a piece of plastic or the cap from a milk jug
- A dish, preferably a pie plate, 9 to 12 inches (23 - 30 cm) in diameter, with about an inch (2.5 cm) of water in it

Steps:

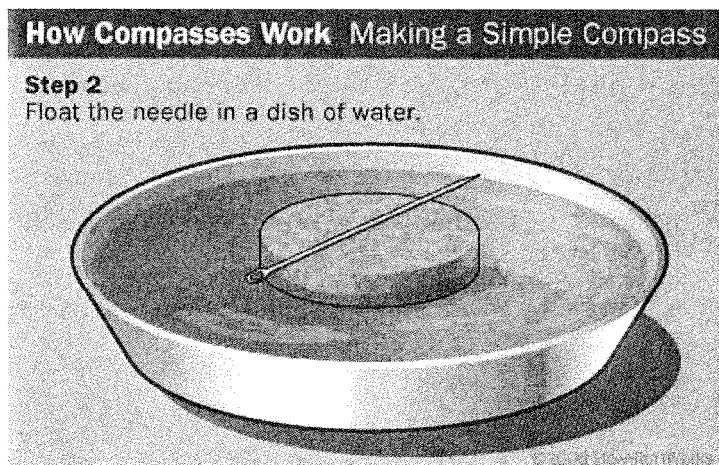
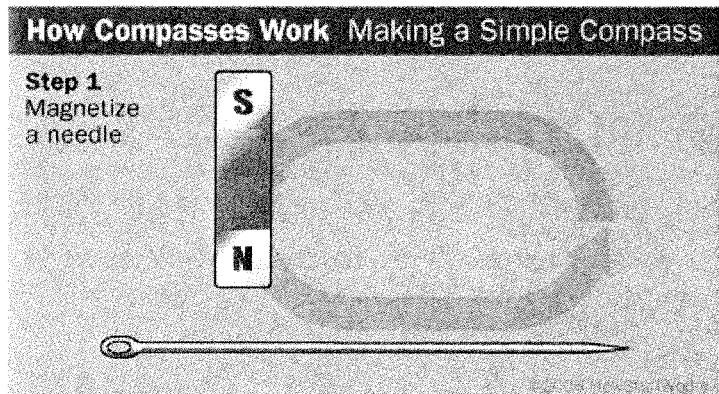
1) The first step is to **turn the needle into a magnet**. The easiest way to do this is with another magnet -- stroke the magnet along the needle 10 or 20 times as shown.

If you are having trouble finding a magnet around the house, two possible sources include a can opener and an electromagnet that you make yourself.

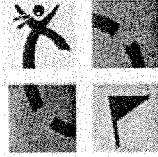
2) Place your float in the middle of your dish of water as shown. The "float on water" technique is an easy way to create a nearly frictionless bearing.

3) Center your magnetic needle on the float. It very slowly will point toward north. You have created a compass!

*Copied from the website
www.howstuffworks.com*



GEOCACHING



Geocaching is an outdoor treasure-hunting game in which the participants use a Global Positioning System (GPS) receiver or other navigational techniques to hide and seek containers (called "geocaches" or "caches") anywhere in the world. A typical cache is a small waterproof container containing a logbook and "treasure," usually toys or trinkets of little value. Today, well over 540,000 geocaches are registered on various websites devoted to the pastime. Geocaches are currently placed in over 100 countries around the world and on all seven continents, including Antarctica.

The History of Geocaching ...

- The Global Positioning System (GPS) originally known as the Navstar Global Positioning System was first launched in 1978 and was designed, built, and is operated by the U.S. Department of Defense.
- By the mid-1990s the system was fully operational with 24 satellites, and about the same time the first commercial GPS units became available on the market.
- The Department of Defense didn't want their technology used against them so they instated a process called Selective Availability, where they introduced some "noise" into satellite signals, which affected satellite signals and reduced their accuracy to only about 15 meters.
- May 1st, 2000 President Bill Clinton decided to turn off Selective Availability, which made commercial GPS units accurate up to about 3m.
- On May 3rd, 2000, Dave Ulmer, hid the first geocache in the woods near Beaver Creek, Oregon, near Portland (N 45 17.460 W 122 24.800) and posted it on an internet GPS users' group. It was a black bucket with a logbook, pencil, and various prizes.
- Mike Teague, the first person to find Ulmer's stash, began gathering the online posts of coordinates around the world and documenting them on his personal home page. The "GPS Stash Hunt" mailing list was created to discuss the emerging activity.
- The term Geocaching was first coined by Matt Stum on the "GPS Stash Hunt" mailing list on May 30, 2000.
- Jeremy Irish, a web developer for a Seattle company, after stumbling upon Mike Teague's web site in July decided to create a tool to improve the cache-hunting experience, and on September 2nd, 2000 www.Geocaching.com was launched
- Today there are 536,277 caches worldwide. The world has truly become a geocachers playing field!

Geocaching Etiquette...

The three main rules of geocaching, "Take something, Leave something and Write in the log book"!

Trading

Trade up, trade even, or don't trade at all. Small toys, fresh batteries, collectibles, these are typical items to find in a cache. No food, weapons, explosives or illegal substances.

Encountering Other Cachers

One of the greatest pleasures of caching is meeting other cachers on the trail. Take a minute to introduce yourself. Just don't point out where cache is hidden or give clues unless requested to do so. If "caught in the act" of finding a cache, offer to re-hide so they can enjoy the hunt too.

Maintenance

When you log a cache, be sure to report its condition to the owner. Better still, if the log is wet, drop in a replacement. Place contents that are in danger of getting wet in a zip-lock bag. If the cache is filled with moldy trade garbage, pack it out and wipe out the container. Be a friendly cacher and carry spare zip-lock bags, log book and pencils.

Re-hiding

Replace it as you found it, taking care to restore the hiding place to as close to its original state as you can determine.

Log Your find

Let the owner know you were there, whether you found it or not! There is nothing wrong with posting a DNF, and it may alert the owner to problems with the cache.

Be nice, share a story from your hunt, list your trades. If you have a problem with the cache, let the owner know in a separate email.

Muggles

Many caches request that you use stealth when searching. Letting a muggle see you might compromise the hide and result in a missing cache. A Muggle is simply a non-cacher, and may be curious as to what you are doing lurking in the bushes (certainly the police will take an interest). Be polite and feel free to explain Geocaching. Be an ambassador for the game!

Today there are many different types of caches and goodies that go inside them...

CACHE TYPES



Traditional Cache

This is the original cache type consisting, at a bare minimum, a container and a log book. Normally you'll find a tupperware container, ammo box, or bucket filled with goodies, or smaller container ("micro cache") too small to contain items except for a log book. The coordinates listed on the traditional cache page is the exact location for the cache. The general rule of thumb is, "If you take an item, leave an item, and write in the logbook." Some caches are themed, so make sure to read the description before going on a hunt.



Multi-Cache (offset Cache)

A multi-cache ("multiple") involves two or more locations, the final location being a physical container.



Letterbox Hybrid

A letterbox is another form of treasure hunting using clues instead of coordinates. In some cases, however, a letterbox has coordinates, and the owner has made it a letterbox and a geocache. To read more about letterboxing, visit the Letterboxing North America web site.



Event Cache

Occasionally, local geocachers and geocaching organizations designate a time and location to meet and discuss geocaching. After the event the caches are archived.



Cache In Trash Out Event

Cache In Trash Out is an activity intimately tied to geocaching. While out there on a cache hunt, we collect litter along the trails and properly dispose of it. Cache In Trash Out Events are much larger clean-up events that involve and benefit the larger community.



Mystery or puzzle caches

The "catch-all" of cache types, this form of cache can involve complicated puzzles you will first need to solve to determine the coordinates.



Earthcache

An Earthcache is a special place that people can visit to learn about a unique geoscience feature or aspect of our Earth. Earthcaches include a set of educational notes and the details about where to find the location (latitude and longitude).



Virtual Cache

A virtual cache is a cache that exists in a form of a location. Depending on the cache "hider," a virtual cache could be to answer a question about a location, an interesting spot, a task, etc. The reward for these caches is the location itself and sharing information about your visit.



Webcam Cache

These are caches that use existing web cameras placed by individuals or agencies that monitor various areas like parks or road conditions. The idea is to get yourself in front of the camera to log your visit.



Locationless (Reverse) Cache

Locationless caches could be considered the opposite of a traditional cache. Instead of finding a hidden container, you are given a task to locate a specific object and log its coordinates. A scavenger hunt of sorts, it involves collecting waypoints of various objects around the world.

Cache Goodies

Travel Bugs

What is a Travel Bug?

Simply put, a Travel Bug is a trackable tag that you attach to an item. This allows you to track your item on Geocaching.com. The item becomes a hitchhiker that is carried from cache to cache (or person to person) in the real world and you can follow its progress online.

What does a Travel Bug do?

It's really up to the owner of the bug to give it whatever task they desire. Or no task at all. The fun of a travel bug is inventing new goals for the Travel Bug to achieve. One Bug's goal may be to reach a specific country, or travel to 10 countries.

How do Travel Bugs work?

Each Travel Bug has its own unique tracking number stamped on it. This tracking number is used as proof by the user that they found the item. It also doubles as a way for the user to locate the personal web page for the travel bug.

Travel Bugs are tracked with the help of users who go online and "grab" them from caches, or receive them from users. The idea is by picking up and dropping off Travel Bugs on the web site you are mirroring the Bug's real world adventures. Each Travel Bug has its own "diary" that follows its movements.

Geocoins

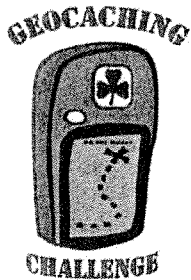
What is a Geocoin?

A geocoin is a special coin created by individuals or groups of geocachers as a kind of signature item or calling card. Like Travel Bugs, each geocoin is assigned a unique tracking ID which allows them to travel from geocache to geocache or to be passed amongst friends, picking up stories along the way.

How do Geocoins work?

Because each geocoin is assigned a unique tracking number its progress can be tracked online through logs which the finder posts. There are different types of logs which can be made on a geocoin's personal home page, whether for virtually picking up or dropping off the coin, or simply for "discovering" the coin. You'll have the opportunity to share your thoughts on the geocoin page and to upload any photos associated with it. In addition, by logging a geocoin your online collection will reflect that you found that particular coin.





BC GIRL GUIDES GEOCACHING CHALLENGE

Geocaching is an outdoor treasure-hunting game. Participants use a Global Positioning System (GPS) receivers or other navigational techniques to hide and seek containers called geocaches or caches.

A typical geocache is a small waterproof container holding a logbook and a treasure (i.e. usually inexpensive toys or trinkets). Today, over 540,000 geocaches are registered on websites. Geocaches can be found in over 100 countries and on all seven continents, including the Antarctica.

The **BC Girl Guide Geocaching challenge** is designed to get Guiders and girls to learn about GPS units in a fun way. To earn the geocaching challenge crest, complete all sections of the challenge for your branch. **Fill out the slip below and mail it to: Girl Guides of Canada - BC Geocaching Challenge, 1476 West 8th Avenue, Vancouver, BC, V6H 1E1.**

Challenge Requirements:

Branch	Section A	Section B
Sparks & Brownies	Learn about geocaching - When did it begin? - Where is the very first geocache located?	Go Geocaching... - Find a geocache in your neighborhood and log your find onto www.geocaching.com .
Guides & Pathfinders	Learn about geocaching and GPS units - When did it begin? - Who created the term geocaching? - Where is the very first geocache located? - How does GPS work?	Go Geocaching... - Find two geocaches (a micro and regular one) in your neighborhood. Log your find onto www.geocaching.com . - Create a geocache with your Unit and post it OR send out a travel bug or geocoin into the world and track its progress on www.geocaching.com .
Rangers & Adults	Learn about geocaching and GPS units - When did it begin? - What is Selective Availability and why was getting rid of it important to geocaching? - Where is the very first geocache located? - How do GPS's work?	Go Geocaching... - Find two geocaches (a micro and regular one) in your neighborhood. Log your find onto www.geocaching.com . - Create a geocache with your Unit and post it OR send out a travel bug or geocoin into the world and track its progress on www.geocaching.com . - Create a geocache hunt meeting for a local Spark, Brownie, Guide or Pathfinder Unit.



BC Girl Guides Geocaching Challenge

Please list the coordinates of the geocache(s) (i.e. N 49° 15.317 W 123° 14.669) you found and/or created, and the Travel Bug or Geocoin number (i.e. TB18N93) that you released on the slip.

Unit Name		Guider's Name	
Area		District	
E-mail Address		Contact Phone No.	
Geocache(s) Found		Geocache Created or TB/Geocoin Released	

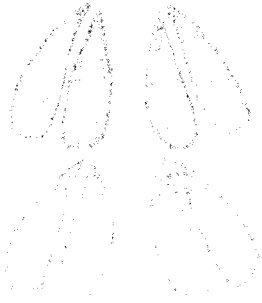
Animal Tracks & Trail Signs



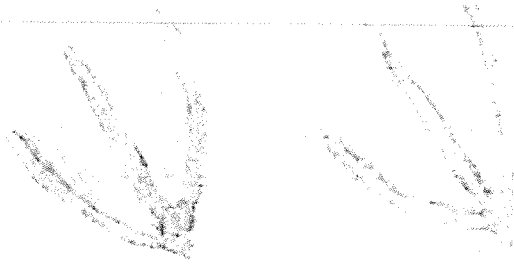
trail signs			
straight ahead	turn right	turn left	do not go this way
<p>rocks</p>			
<p>pebbles</p>			
<p>sticks</p>			
<p>long grass</p>			
	<p>number of paces in direction indicated</p>		<p>I have gone home.</p>



Match the Animal Track



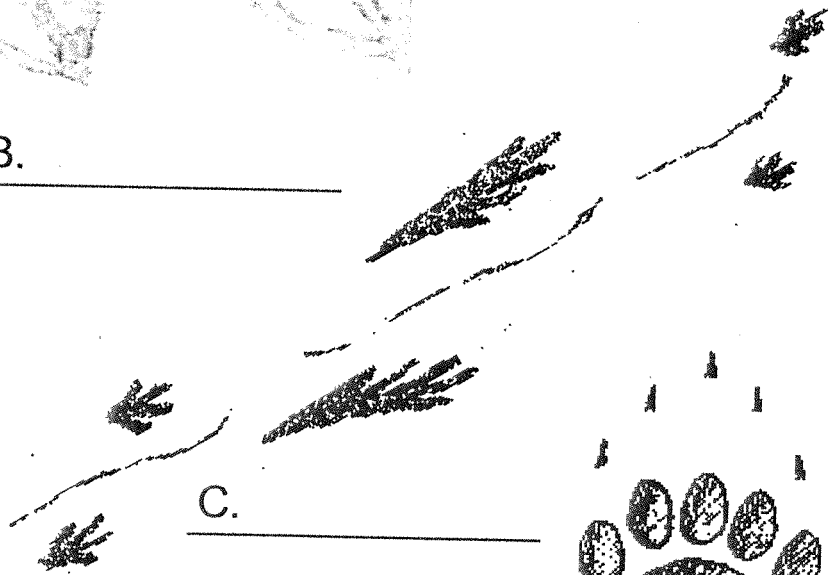
A. _____



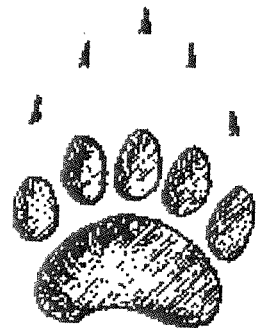
B. _____



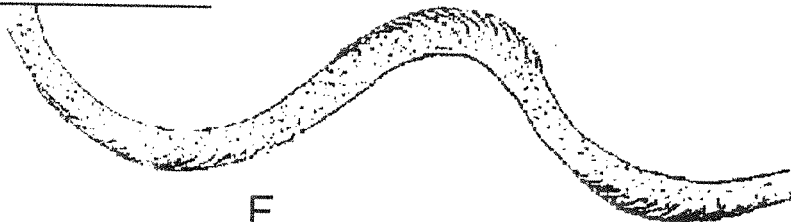
D. _____



C. _____



E. _____

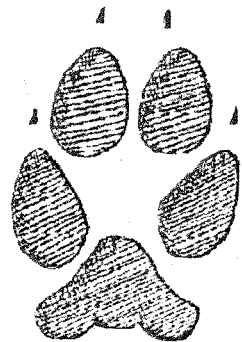


F. _____



G. _____

- | |
|--|
| <p>Mule Deer
 Duck
 Rattlesnake
 Skunk
 Lizard
 Least Chipmunk
 Coyote
 Bobcat</p> |
|--|



H. _____

Grouping & Identifying Animal Tracks

Groupings can include the following:

A = Hoof prints

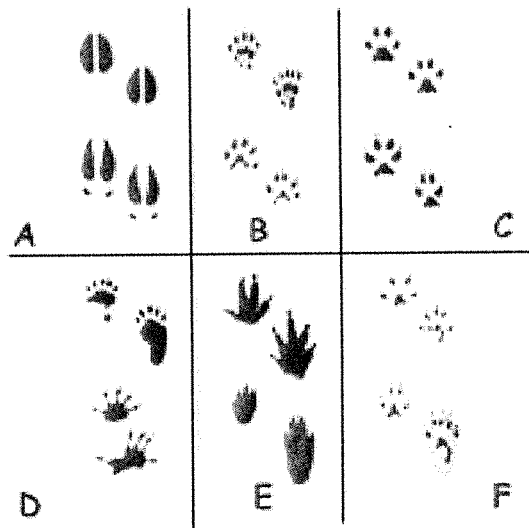
B = Tracks with 5 toes and pad

C = Tracks with four toes and pad

D = Footlike or handlike tracks

E = Rabbitlike tracks

F = Small tracks



Families:

Cat family: Rounded tracks with four toes on both front and back feet. Claws are retracted and don't show. They direct register, placing back paws in the frontprint. try following a house cat around and see what you can determine about their range and activities. Wild cats, of course, have a wide range from their home den.

Dog family: Four toes on front and rear prints, claws showing. They indirect register, with back feet falling behind front feet. Follow a pet dog and see what you can notice about its range and activity. Wild dogs tend to have scent piles to which they return, and more than one den.

Weasel family: Five toes in front and five in back, with claws usually showing. Skunk-like smell.

Raccoons, opossums and bears: Five toes in front and five in back, with claws usually showing.

Raccoon travels around water, oppsums ive in logs or stumps, and a bear travels widely and hibernates in dens. Basically the shape of the track pads pulled into longer patterns than the weasel, cat or dogs.

Rodent family: Four toes in front and five in rear, with some 5 and 5. These are gnawing vegetarians.

Hoofed mammals: Heart shaped

Track patterns:

Diagonal walkers - (cats, dogs and hoofed animals) Move opposite limbs together, right foreleg with left back leg.

Bounders - (most weasels except skunks, badgers and wolverines) Hop in steady series of jumps, forelegs first and back legs pulling right behind them

Gallopers - (most rodents and rabbits) These animals hunch down and bring hind legs in front of back legs.

Pacers - (wide bodied animals such as raccoons, oppsums, bears, beavers, porcupines, porcupines, wolverines, badgers and skuunks). They shuffle along, but move from pacing to bounding as they go faster.

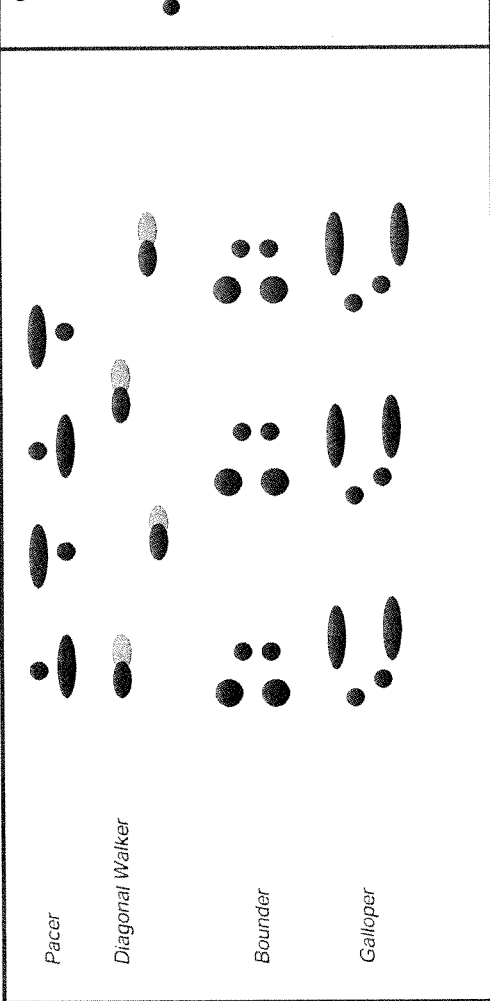
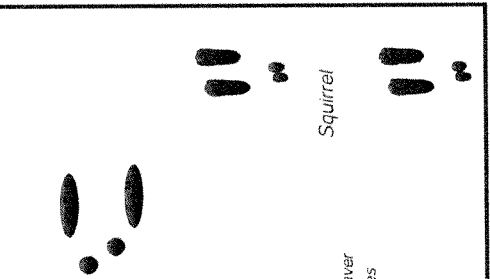
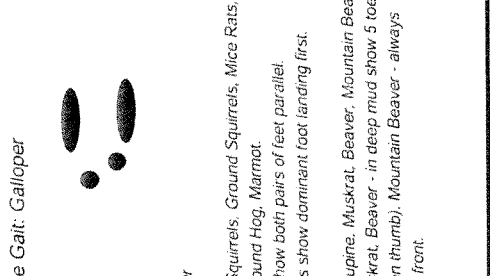
Resources:

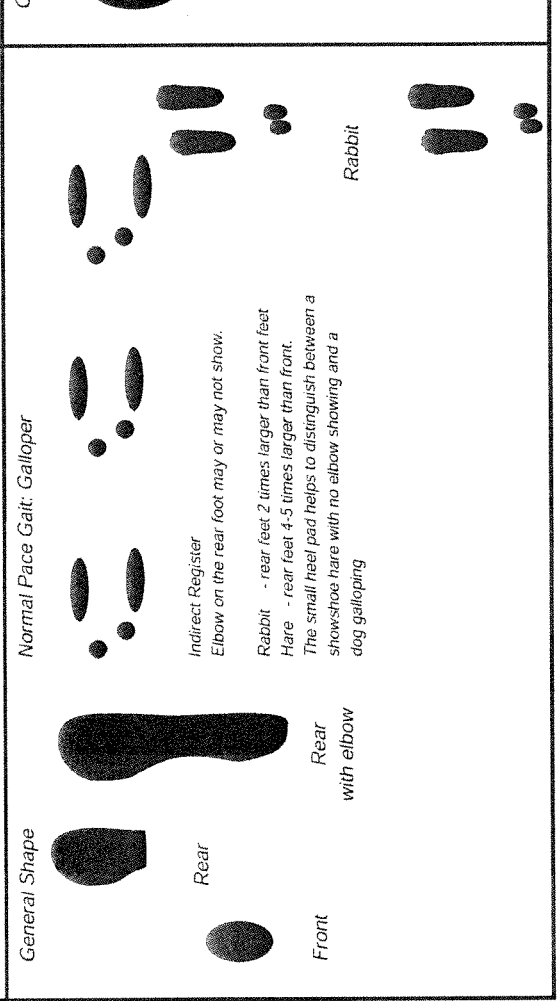
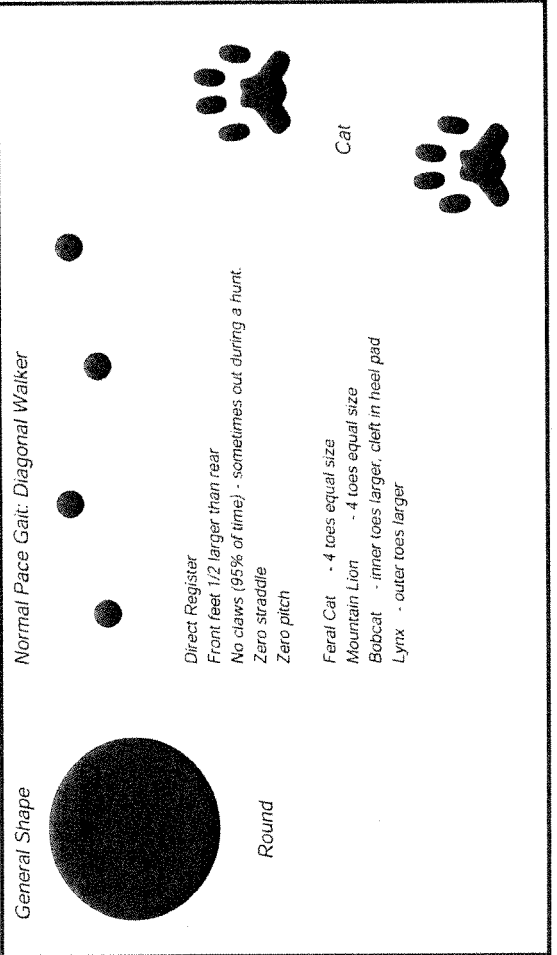
eNATURE: If you have mammal tracks to identify, you can go to eNature [enature.com]

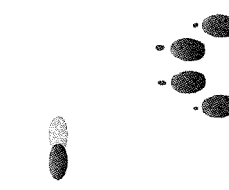
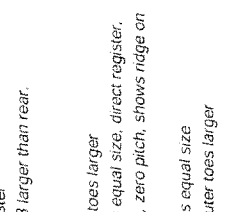

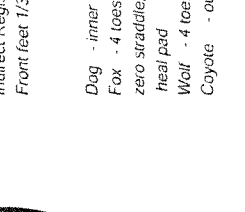
ANIMAL TRACKS (POCKET NATURALIST), Waterford Press

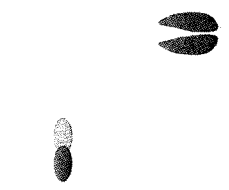
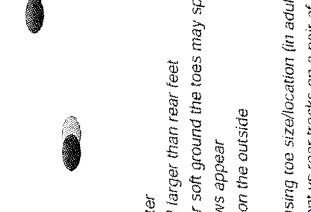
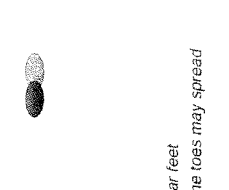
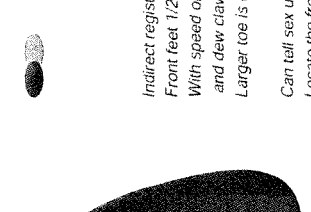
- Laminated pocket guide to Animal Tracks

ANIMAL TRACKS OF BRITISH COLUMBIA, Lone Pine Publishing

RODENTS	GAIT PATTERNS
<p>Shows - 4 toes front, 5 toes rear, claws</p> <p>Normal Pace Gait: Galloper</p> <p>Indirect Register</p> <p>Gallopers: Squirrels, Ground Squirrels, Mice Rats, Chipmunks, Ground Hog, Marmot. Tree dwellers show both pairs of feet parallel. Ground dwellers show dominant foot landing first.</p> <p>Pacers: Porcupine, Muskrat, Beaver, Mountain Beaver</p> <p>Porcupine, Muskrat, Beaver - in deep mud show 5 toes in front (a hidden thumb). Mountain Beaver - always shows 5 toes in front.</p> <p>Squirrel</p> 	<p>General Shape</p>  <p>Cross Pattern</p> 

CAT FAMILY	RABBITS & HARES
<p>Shows - 4 toes front, 4 toes rear, claws (rarely)</p> <p>Normal Pace Gait: Diagonal Walker</p> <p>Direct Register</p> <p>Front feet 1/2 larger than rear</p> <p>No claws (95% of time) - sometimes out during a hunt.</p> <p>Zero straddle</p> <p>Zero pitch</p> <p>Feral Cat - 4 toes equal size</p> <p>Mountain Lion - 4 toes equal size</p> <p>Bobcat - inner toes larger, cleft in heel pad</p> <p>Lynx - outer toes larger</p> <p>Cat</p> 	<p>Shows - 4 toes front, 4 toes rear</p> <p>Normal Pace Gait: Galloper</p> <p>Indirect Register</p> <p>Elbow on the rear foot may or may not show.</p> <p>Rabbit - rear feet 2 times larger than front feet</p> <p>Hare - rear feet 4-5 times larger than front.</p> <p>The small heel pad helps to distinguish between a showshoe hare with no elbow showing and a dog galloping</p> <p>Rabbit</p> 





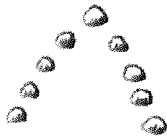

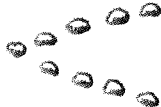

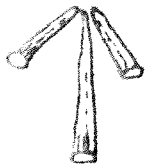
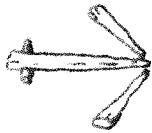
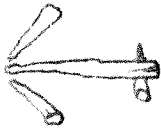




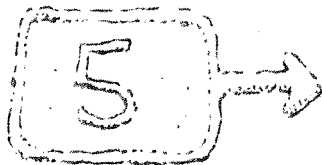

<p>DOG FAMILY</p>	<p>Shows - 4 toes front, 4 toes rear, claws</p> <p>Normal Pace Gait: Diagonal Walker</p>  <p>Indirect Register Front feet 1/3 larger than rear.</p> <p>Dog - inner toes larger Fox - 4 toes equal size, direct register, zero straddle, zero pitch, shows ridge on heel pad Wolf - 4 toes equal size Coyote - outer toes larger</p>  <p>Dog</p>
<p>WEASEL FAMILY</p>	<p>Shows - 5 toes front, 5 toes rear, claws</p> <p>Normal Pace Gait: Bounder</p>  <p>Indirect Register All are ball walkers (except skunk - see Others)</p> <p>Weasels, Mink, Fisher, Otter, Marten, Wolverine, Badger</p>  <p>Box Shape</p> <p>Badger</p>

<p>DEER FAMILY</p>	<p>Shows - 2 toes front, 2 toes rear</p> <p>Normal Pace Gait: Diagonal Walker</p>  <p>Indirect register Front feet 1/2 larger than rear feet With speed or soft ground the toes may spread and dew claws appear Larger toe is on the outside</p> <p>Can tell sex using toe size/location (in adults). Locate the front vs rear tracks on a pair of prints. Decide which toe is larger to determine whether it is a left or right pair. If the rear foot is in a wider stance then it is a female (wider pelvis). If the front foot is in a wider stance then it is a male (wider shoulder girdle). Immature animals show back foot directly behind front (bone growth not complete).</p>  <p>Heart Shaped</p> <p>Dew Claw</p> <p>Deer (toes open)</p>
<p>OTHERS</p>	<p>Shows - 5 toes front, 5 toes rear, claws</p> <p>Normal Pace Gait: Pacer</p>  <p>Indirect Register Raccoon, Opposum, Bear, Skunk (from Weasel family)</p>  <p>Fuzzy front edge with elliptical back - human looking</p> <p>Bear</p>

a marker every 10 steps. At the end of the trail they use the paper and pencil to write or draw a message and leave it under a rock. Show the other groups where the trail starts. Have the girls follow it until they find a message under a rock. In some cases the trail markers can be left for the birds or squirrels. Otherwise, have the last group pick them up as they follow the trail.

- North American natives used what they found in nature to make trail signs that would let others know which route they had

taken. Girl and adult hikers and campers should know basic trail signs. Have your campers learn those on the following chart and practise by setting up signs for each other around your campsite or as you go hiking. Don't forget the sign for "Gone home," which in a camper's case would mean "Gone back to camp."

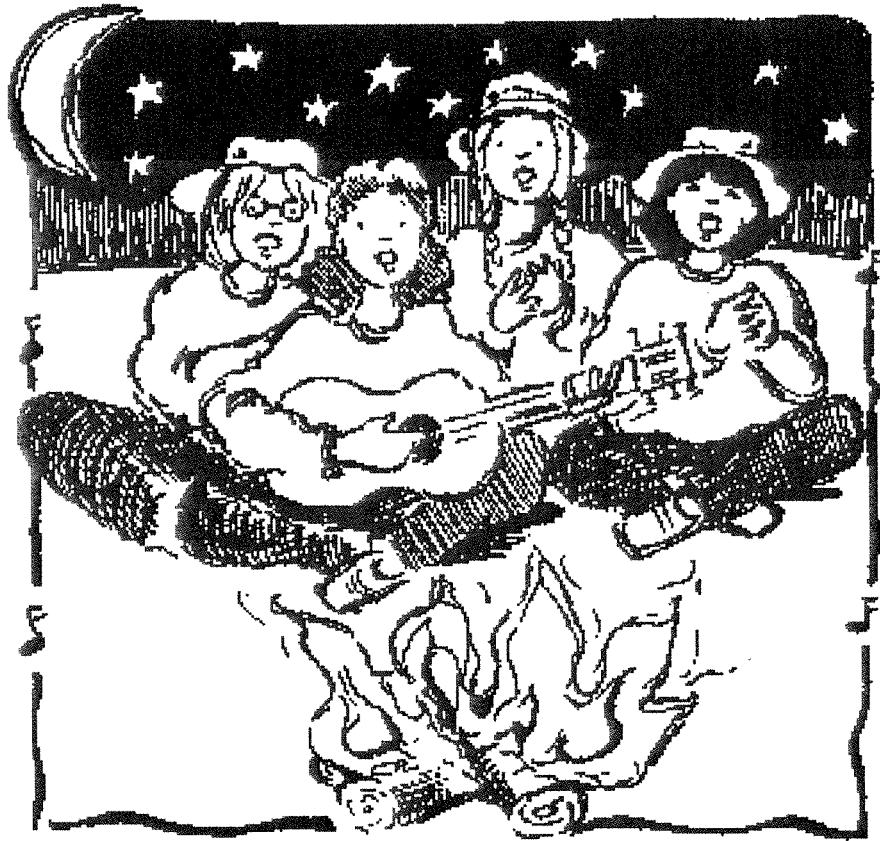
Trail Signs				
	STRAIGHT AHEAD	TURN RIGHT	TURN LEFT	DO NOT GO THIS WAY
Rocks				
Pebbles				
Sticks				
Long Grass				
Number of paces in direction indicated			Gone home	

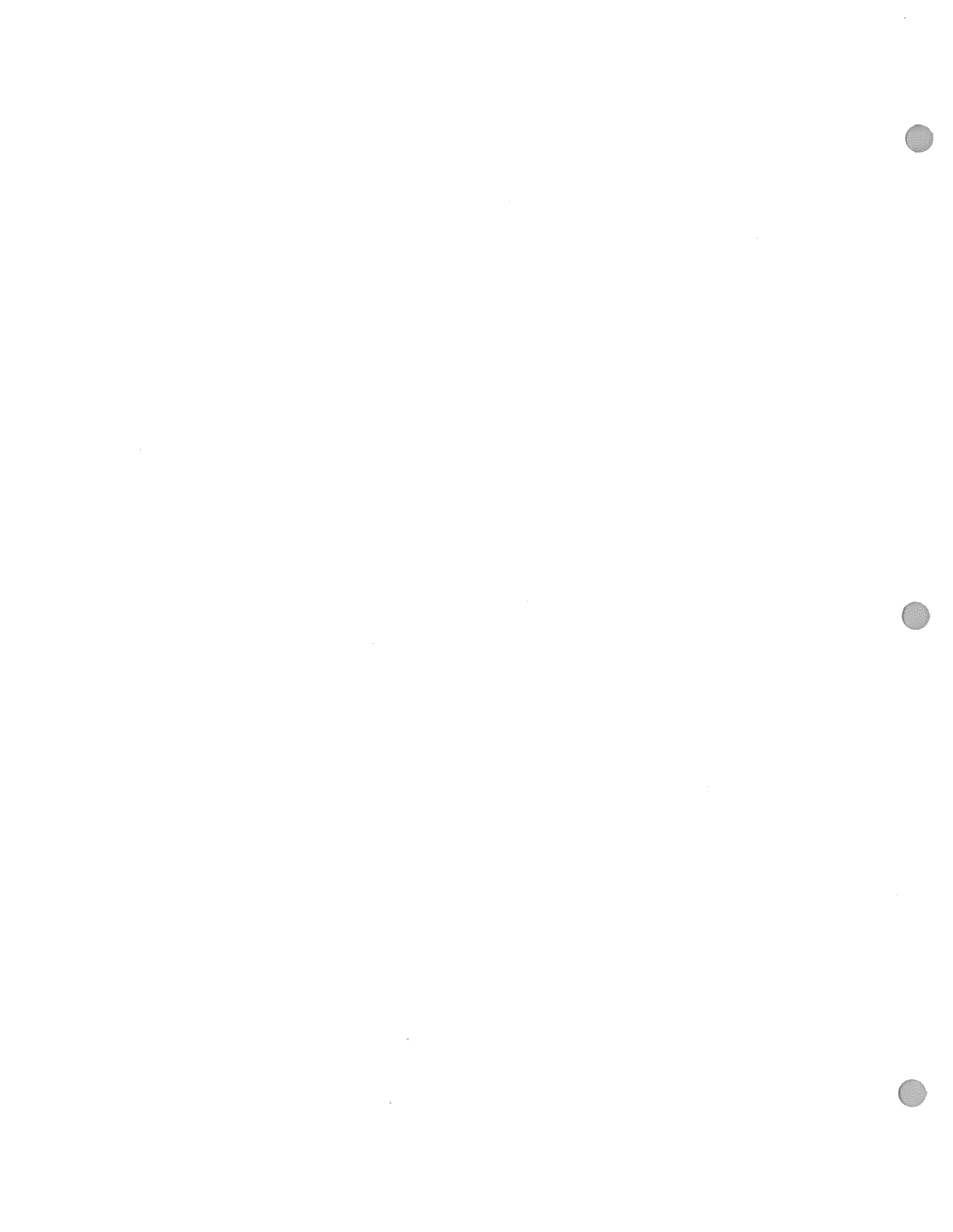
Nature Bingo

Make nature bingo cards for everyone. Let the girls carry them around for a day or more and check items off as they spot them.



Campfire & Games





Planning a Campfire

Source: Campfire Activities, Girl Guides of Canada, 1993, pages 6-8

A Campfire in the Guiding Tradition has a definite shape and structure. Keep in mind the way a fire itself will burn and plan your Campfire the same way: the fire is lit (opening song, poem, or reading), gradually the flames spread (unifying songs, rounds, part songs), it gathers momentum (Lighthearted/ fun/action songs), until finally it reaches its high point when the flames are snapping and crackling and burning their brightest (silly sing, games, yells, skits, creative stories). The fire at this point begins to burn down (joyful songs), until it is burning gently (quiet songs, rounds, part songs, spirituals, reflective songs). Finally, only the embers are left glowing as the fire and the day draw to a close (vesper and Taps). As well Campfire can have themes.

Opening – Opening song, though, short poem or reading on the theme.

Unifying – Well known song(s) (unison, rounds or part songs), everyone participates.

New Songs – If you wish to teach a new song place it early in the program before participants become tired. Make sure it is short and easy to learn.

Lighthearted – Rounds, part songs, action songs, or story songs that help develop the theme.

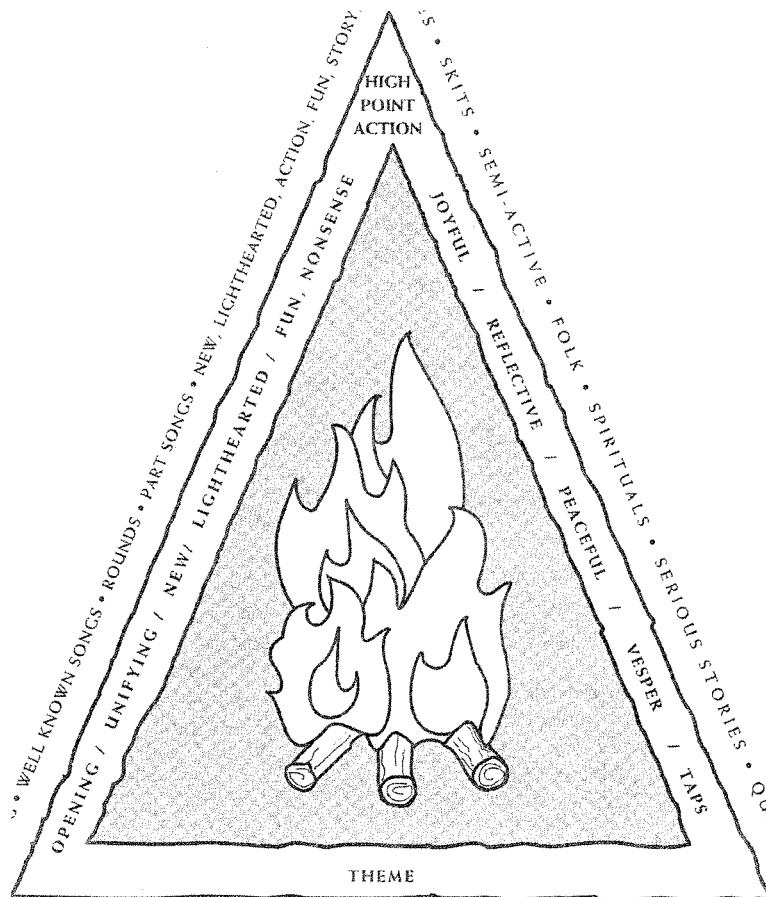
Fun and Nonsense - Lively, noisy active songs which could include rounds, part songs, unifying songs, or chants.

High Point - Games, yells, skits, creative stories.

Joyful – Songs which will help make the transition from high point to the reflective singing. These could include quieter fun songs, semi-active songs, some folk songs, rounds, part songs, and story songs.

Reflective – Thought-provoking, inspirational, peaceful songs which could be spirituals, unifying songs, rounds, part songs, a story with a message, a poem, or a reading.

Vesper – A final thought in the form of a song or short reading reflecting Guiding values.



Planning Your Campfire

1. Opening song _____
2. Opening thought/Poem _____
3. Unifying song _____
4. Well-known round _____
5. Canadian song _____
6. Part song _____
7. Song in another language _____
8. Action song _____
9. Silly song _____
10. Yell _____
11. Game _____
12. Skit _____
13. Quiet action song _____
14. Quiet round or part song _____
15. Quiet spiritual _____
16. Reflective song _____
17. Vesper _____
18. Taps _____

Campfire Activities

By Tammy Tromba

Dutch Shoe Game

(source: "Jubilee Songbook", *Girl Guides of Canada*, 1993.)

You must **pass** this **shoe** from me to **you**, to **you**,

You must **pass** this **shoe** and **do** just **what** I **do**.

Actions:

Girls sit in a circle; everyone needs to have a shoe in front of them. Each girl takes their shoe in their right hand and passes it to the right in rhythm (on each of the bolded, italicized words). On the first "do", everyone keeps the shoe they have and taps it on the floor to their right. On "what", the same shoe is tapped on the floor to the left. On the second "do", everyone passes their shoe to their right-hand neighbor. Repeat a number of times, getting faster and faster!

Two Truths and a Lie

This simple game is fun, funny, and helps everyone get to know each other. Even in groups where players know each other well, this game provides new insights into each other. A member of the group makes three statements about himself two must be true, while the third is not true. For instance, someone might say, "I speak Spanish, I've traveled in South America, and I have a pet boa constrictor" (when he actually doesn't speak Spanish). Other members of the group then decide which of his statements are true and which is false. Another person then makes three statements about herself and the game continues.

A what?

This seemingly complicated game is worth playing simply for the laughter it creates. Everyone sits in a circle. One player starts the game by handing the player on his left an object and saying, "This is a platypus." The second player asks, "A what?" and the first repeats, "A platypus." The second player, confusion temporarily cleared, hands the object to the player on his left and says, "This is a platypus." Now the confused third player asks, "A what?" The second player turns to the first and asks again, "A what?" "A platypus!" the first player says. The second player turns to the third and confirms, "A platypus!" In the meantime, the first player turns to the player on his right and says, "This is an aardvark." This player answers, "A what?" and the first player repeats, "An aardvark."

Both the platypus and aardvark exchanges continue around the circle in the directions they were started; the faster they go the more fun it is. Grand chaos is achieved when the two exchanges meet on the other side of the circle and no one knows what's what!

Fortunately & Unfortunately Game

One person starts telling a story and the person to their right add to the story by using a fortunately or unfortunately statement and the story builds as it goes around the circle.

Mutual storytelling

Mutual storytelling is a group story with actions. Anyone in the group can step into the story at any time by saying, "Wait, I was there" and carry on with the story line, adding actions as the story goes on. At first, staff may need to stimulate the actions with questions.

A camper begins, "Once upon a time there were three bears: a huge bear, a middle-sized bear, and a teeny-weeny bear."

A counselor may add, "Let's be the sizes of the bears. What did they look like and walk like?"

Another camper chimes in, "Wait, I was there. They were polar bears, and they slept standing up swaying to and fro with their arms crossed. They were snoring and growling in their sleep."

"Let me hear the growling and snoring. How were they standing?"

Someone else interrupts, "Wait, I was there! One day they were startled from their deep sleep by the sound of drums beating wildly and a tune playing that they all knew."

"What was that tune, can you sing some of it? Let's hear the drums!"

"Wait, I was there! . . ."

If the teller runs out of story, she asks, "Was anyone there?" The only guideline is that one storyteller can't undo or deny something another has spoken. The story can take off in any direction, and all campers can participate physically even if they aren't creating the story line. If a natural ending doesn't occur, you can stimulate one by suggesting that the campers end the story within the next three storytellers or within two minutes. Or offer an ending yourself, such as, "And they all lived happily ever after."

Paper Bag Skits

Version 1: Split your group into teams consisting of three to six members. Give each team a paper bag filled with assorted objects. (These can be almost anything, i.e. a wooden spoon, a screw, a bar of soap, a computer disk, etc.) The object of the game is to present a skit using all of the props provided. The props may be used as they would be in normal life, or they may be imaginatively employed. Give each group a topic to base their skit on. When all the skits have been planned and rehearsed they are performed for the amusement of all.

Version 2: Have three paper bags one full of characters, places, and items. Split the girls up into small groups and have each member draw from each of the bags a piece of paper, which tells them which characters, places, and items they have to include in their skit. Then have them create a skit using those characters, places, and items. When all the skits have been planned and rehearsed they are performed for the amusement of all.

Crossed Sticks Game

Pass two sticks around either crossed or uncrossed. After each girls pass them on tell them if they are correct or not and the girls have to figure it out. Answer: Crossed legs = crossed sticks & Uncrossed legs = uncrossed sticks

Silly Dancing Game

Every stands in a circle and the first person makes up a little dance and gives it a name. Then the whole group has to do the first person dance and then the next person has to make up their own and give it a name. Then the whole group has to do the first & second persons dances and then the next person has to make up their own dance and give it a name. This continues around the circle until everyone has had a turn and if a girl doesn't want to make up a dance they can say pass and it just moves on to the next girl.

Addition:

Once everyone has made up a dance in the circle a leader or girl goes into the middle of the circle and calls out the different dance names and everyone has to do that dance. If someone gets it wrong and dances the wrong dance their out. The person in the middle progressively calls out the dances faster and faster until there is only one winner.

Alternative Campfire Ideas...

Candy Campfire - Lay wood out like building an actual campfire and put mini kit kats and coffee crips on the wood to be the fire.

Paper bag Lanterns – Get normal or colored paper bags and put tea lights in the bottom of them and arrange in any pattern you wish.

Campfire Special Effects – Blow bubbles into smoke or sprinkle Coffeemate into fire it sparkles

Make Cool Campfire Colours- Make Coloured Flames for your Campfire!

Amaze Your Friends and Family with these cool campfire trick- You can create some really neat special effects with some common and not so common- household chemicals.

To add to fire- Use duct tape lay a piece of duct tape out- about a 3-4" strip- put a few spoonful of ONE chemical of your choice on the tape and fold over- making sure edges are sealed. **DO NOT MIX THESE CHEMICALS- EVER!!!!!!**
When ready to add to fire- just toss the whole packet in

Borax: Light yellow-Green Flame (but this at any supermarket in laundry section)

Copper Sulphate: makes a green flame in campfire. Buy in pool/spa chemical store or Fireplace store.

Salt Peter :(potassium nitrate).For a violet-purple flame.

Epsom salt (Magnesium Sulphate makes a bright white flame in campfires- buy pretty much anywhere.

Potassium Chloride: makes a deep purple flame in campfire. Sold as a water softener salt and starter fertilizer in most gardening sections.

Alum (thallium): a nice bright green flame in campfire. Used for pickling but can also buy cheap at drugstore- ask pharmacist.

Calcium Chloride: nice blue flame - is sold commercially as the product" Damp-Rid" to get rid of moisture.

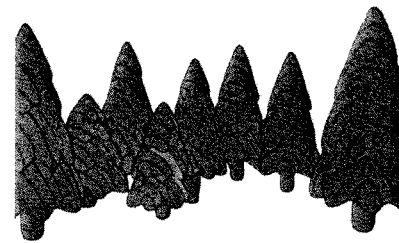
Table Salt (sodium chloride) makes an orange flame.

Boric Acid - deep red flame. Buy at any pharmacy.

Or you can buy the pre-packaged Coloured Campfire packets at your local outdoor store (i.e. Canadian Tire, 3 Vets)!

Wide Games

Wide Games' include any game requiring or making use of any large area of land. Provided you stick to a few simple rules they are very easy to set up, very popular and can take advantage of any suitable area. Areas that are particularly good are where it is easy to hide such as woodland or brush, but they can be played in large open fields, its just not so much fun!



Safety:

All wide games need you and all players to be aware of the size and type of playing area. This is mainly from the point of view of safety particularly if you are playing in area open to the general public, as the playing areas used can be anything from a small field to several square Km or more of woodland or forest. It helps when setting boundaries to take advantage of natural ones like paths, streams, edges of woods or fields. If necessary walk everybody around the boundary and/or spend a little time placing boundary markers that are within sight of each other (this could be anything from strips of bright cloth tied to a tree to custom made posts and lights) boundary markers are only really necessary if it is difficult to determine a boundary.

Wide Games can be broken down into Simple & Complex games. A few of each are included in this handout.

Simple Wide Games

Foxes & Hounds

Divide into two teams, the "foxes" with around 25% of the players and "hounds" with the other 75%.



Foxes are given either a whistle or a packet of flour, and a time limit is set (usually 10 minutes). Foxes are given a minute "head-start" and told explicitly to either lay flour every 20 seconds of their journey or blow the whistle every 20-30 seconds.

After the initial minute is up the

Hounds are let out to chase the foxes following their path and every fox tagged is out. The foxes win if any of them are still active after 10 minutes and the Hounds win if all have been caught.

Coastguards and Smugglers

This is one of the simplest wide games and the basis for many of the more complex wide games. It is effectively an embellished version of 'Tag'

Players are divided into two teams, a small team of "Coastguards" and everybody else becoming "Smugglers". The number of coastguards depends on the terrain. In open spaces smugglers need the advantage of manpower while in woodland, etc where there are a lot places to hide coastguards need it!

Coastguards establish a base which becomes the 'jail'.

Smugglers are given time to get away and hide.

Coastguards have to catch all the smugglers and play ends when this is done. In the event of this not occurring (as it

does frequently) points are made on the number of smugglers still remaining in jail at the end of a time limit. Smugglers once the game has started have the simple (or not so simple!) task of remaining uncaught. Once captured they can only be released from jail by being touched by a smuggler who is still free.

Coastguards can use what ever technique they want to try and capture smugglers, e.g. hunting as a pack, in pairs or singularly (Educational to find out which works best and why!). Capture is by touch (as in "Tag"). Once a coastguard has caught a smuggler the smuggler must go back to jail (players showing any resistance or cheating can be expelled from the game for not playing fair!).

Coastguards also have one trick they can use to stop 'jail breaks'... jailers, one or two coastguards left to hang around the jail. But its worth while either limiting the number of jailers and/or only allowing jailers within a certain distance of the jail. This game is best played in wooded areas or bracken heaths where stealth and the opportunity to hide is available. Very difficult to hide on a flat field with cut grass... but still possible!

Can I See You?

Materials: none required.

To Play: The ideal play area for this game is a small clearing. Pick one girl to stand in the middle of the clearing as the Observer. She shuts her eyes and counts to 30. Everyone else dashes off into the bushes to hide. The girls hiding must be able to see the girl in the clearing at all times. Once the Observer has counted to 30, she yells "stop!" Everyone must stay where they are. The Observer's job is to try and find everyone hiding around

the clearing without moving from her spot, although she can turn around in a full circle.

As a further complication to this game, you can have those who are hidden try to sneak up and tap the Observer on her shoulder without being seen or heard.

Memory Stalking

Equipment: Baggies with information or verses of a poem copied onto cards, string to tie the bags onto bushes, trees and grass, and ribbon or reflective tape.

Number of girls: teams of 4-6

Preparation: Each baggie must be prepared in advance with parts of something that the girls must memorize.

Number the parts of the things you want them to memorize. If it is a song or poem, then only put two lines or so per baggie. (If you have a theme, your parts could be related to that theme, for instance, Outdoor cooking #1. To prepare a fire pit for cooking, you must...) Then, and you need two people to do this easily, you put your first baggie within visual sighting distance of your starting spot, and you mark that spot with a piece of ribbon or tape and tie the baggie down with the string so that it doesn't blow away. Then, one person stays there and the other person takes the baggies and the ribbon to the next spot. Ideally the second spot should not be visible from the starting spot. Work in a large loop (an irregularly shaped loop) so that the girls are near the starting point when they have reached the end.

To Play: The teams of girls are sent out at long enough intervals that they can't just follow each other. They are to find the baggies which are numbered from 1 to whatever (usually 10 or 12) and the girls must know in advance how many they are looking for. They are to memorize the contents of the baggies in order as they go, and must leave the baggies and the marking ribbon for the next team. (You will have to go and get the things you put out for next time, if the last team picks it up, they will have an unfair advantage - or you could send someone with the last team to follow and pick up the baggies and ribbons when they have passed.)

The teams must find all the baggies, and recite all the instructions to you.

Card Challenge

Equipment : Pack of cards split red/black.

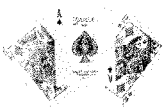
Aim : To collect as many cards as possible.

How to Play : Create Two teams (red and black)

(Four teams if using 2 packs of cards with different back colours)

Each team has a base at the opposite ends of the space you are playing in.

Each Team has their pack of cards which they must get from A to B. Only one card can be carried at a time. If a member of the other team challenges them a high card takes a lower card. Ace is high except against picture



cards. Joker is lowest except against picture cards when it wins.

Set time limit and boundary area and at the end of the game count the cards which got 'home'. (Complete a royal family = double score)



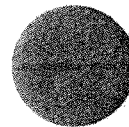
SPUD

Equipment: Soft Ball(s)

Instructions: Every player is assigned a number from 1 to the number of players. Players form a close circle with one scout in the center who has the ball. The player throws the ball straight up as high as he can and yells out a number. Everyone scatters except the scout whose number was called. He catches or picks up the ball. As soon as he has the ball, he yells "SPUD" and everyone must freeze. The player with the ball can then take up to 3 giant steps towards any scout he wants. He then throws the ball at the scout. The target scout and move all parts of his body to dodge the throw - except his feet. If the scout is hit, he gets S otherwise the thrower gets S. Everyone gets back in a circle and whichever scout received a letter gets to throw the ball up for the next round. When a player reaches S-P-U-D, he is out of the game. Or, after a set time, the scout with the least letters is the winner.

Dodgeball

Equipment: Soft Ball(s)



Instructions:

The object of the game is to eliminate all opposing players by getting them "OUT". This may be done by:

1. Hitting an opposing player with a ball below the shoulders.
2. Catching a ball thrown by your opponent before it touches the ground.
3. Player does not catch the ball thrown at them by an opponent.

During play, all players must remain within the boundary lines. If a player crosses the boundaries they are out. The game begins by placing the balls along the center line. Players then take a position behind their end line. Following a signal by the official, teams may approach the centerline to retrieve the balls. The first team to legally eliminate all opposing players will be declared the winner

Variation

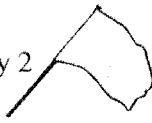
M*A*S*H

MASH

MASH is played exactly like Dodgeball, but each team secretly designates a team member to be the doctor, who can revive players by touching them on the shoulder. Once a player is out they must sit down where they are and wait to be revived. If the doctor is hit then no team members can be revived as there can not be new doctor.

Capture The Flag

Equipment: 2 flags/bandana or for night play 2 lanterns/glow-sticks



Instructions:

First you pick out two even teams. Once you have the teams you set boundaries for the game. The boundaries can be wherever you want them. What you should end up with is a large rectangle or square. Once you have decided on the boundaries, you should draw a line through the middle of your playing zone. This line divides the two sides. Each team should be able to choose where they want their flag and jail but they have to show the other team where they are and both teams have to agree on the placement of the flags and jails.

Once this is done, each team goes to their own side of the playing field. Once the game begins, the teams are free to

go at the others flag. If a team member is caught on the other teams side, (To be caught you must be "tagged" by a player on the opposite side on his own territory), he will be sent to jail. This player must sit in jail until either the game ends or he is freed by a member of his own team. To be freed, you have to be touched by a "free" member of his own team. The freed player gets a free walk to his own side of the playing field. The person freeing the player is on his own, he may still be tagged and put in jail. To win the game you must capture the other teams flag and return it to your own side with out being captured.

It is up to the team on how they want to place their members. When we play, we usually have two players guard the flag and one player be the jail guard. Two or more players stick around and help provide the defence. The rest go for the flag.

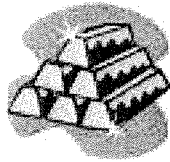
Complex Wide Games

Fools Gold

For 2 or more teams.

Equipment:

Life bands # (one colour per team)
15 potatoes per team (The Gold)



This game is essentially best when played in sand dunes at the beach (softer landing areas).

Simply split into teams and establish a base for each team equal distances apart from other teams (if more than 2), by placing the 15 potatoes (the gold) in a pile. Set up a no go zone round each set of potatoes about 2-3 meters, this is now a safe zone that only any opposing team member that can get there can enter.

State that only a limited number of people (4-6) can hover round the base as defenders.

Tie a piece of wool to the wrist of each player. (Do not allow players to tie onto their upper arm and then put on a sweater).

Blow a whistle so that people know that combat can commence. Players must then infiltrate the other team bases to steal their gold (potatoes). Players may only take one potato. However once out of the opposing base they

may pass it to another player or can take it back to their base themselves.

How to stop people: Before attacking anyone make sure you are wearing a life band. Only players with a band may remove other player's bands. To remove their life simply take it off their arm.... However the other player does not have to let you do so. This then causes the fun bit i.e. rugby tackles, jumping people. This may sound dangerous however if you ask for a little common sense this is not a problem.

Rules for safety:

No punching,

No scratching.... deliberate (ask players with rings, earrings etc to remove them)

No gouging,

No kicking or tripping using the legs

Always play in safe area.

"This game is good for a group with a wide age range as long as the little ones go for little ones and big players go for others their own size everyone has fun. If you add a rule that adults cannot collect potatoes... The advantage of the strength and power of the bigger players is balanced by the speed and agility of the little players...

Raiders

Equipment:

- *Life bands or other token (e.g. potato
- see Fools Gold)



Establish 3 bases some distance from each other and divide into 2 relatively equal teams the "Raiders" and the "Runners" (number of players in each team can vary if some players are particularly good). At one base leave a cache of life bands.

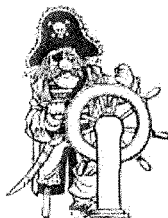
The Runners are given task of transferring the life-bands from one base to the other. They can only transfer the bands one per person at a time, but they can send Runners out without a life band as decoys. The second team, the Raiders, has the third base from which to operate from and have to intercept as many life bands as possible. Once a Raider has captured a band they must return and deliver it to their base before trying to get more. Runner when caught must give up their life bands if they have one. When they've lost it they return to collect another.

Game continues until all bands are no longer in play having been transferred or captured. Team with most bands at the end wins.

Raiders may not take bands directly from the Runners bases and it may be worth setting an exclusion zone around the base to prevent Raiders from simply standing at the base and tagging Runners as they pick up new life bands.

Variation ideas:

- Runners caught who do not have a life band on them can be captured and sent to the Raiders base for the remainder of the game.
- Runners held at the Raiders base could be released (Tag).
- Runners held at the Raiders base could be ransomed (So many life bands).



Raiders II (Enhanced Elves, Wizards & Giants)

Equipment: Life bands

A number of tokens marked Elf, Wizard or Giant. Split the group into two teams. Either create a base for each team or allow each team to find and make their own (A base can simply be a particular tree or landmark).

Teams go to their bases and each team member is given one life band and token of their choice (elf, wizard or giant). The token stops arguments as to who wins.

Giant beats Elf
Elf beats Wizard
Wizard beats Giant

Each team member then goes out to try and get a band off opposing team members, but the token players hold decides who wins each meeting according to the system above. If tokens are the same nothing happens and players go to find another of the opposite team. The winning player gets the other's life band and returns it to their base. The loser returns to their base to collect another life band and change tokens if they wish.

At the end of the game the winning team is one that has most life bands.



Spot the Dot (the wide game version)

This is a great game to be played the whole weekend:
Materials: a large number of construction paper "dots", markers, thumb tacks

To Play: This is another game which is best played over an entire weekend. The goal of the game is for the girls to find all the dots and decode the secret message. On each dot, write a clue as to the location of one of the other dots, as well as a letter from the secret message. Once you have clues for all your dots, try tracing the path that the girls will take to make sure that all the dots can be found

Place the dots all over your campsite. Over the weekend the girls will find the dots. The first girl to correctly decode the secret message wins!

Camp Game Ideas...

- Night Games

- **Lantern** - One person goes and hides a lantern (battery better than propane less breakable) and then hides about 10m away from it. The other players try and sneak up and touch the lantern while the person who hid the lantern tries to catch them by flashing her flashlight on them, but she can't leave her flashlight on for more than five seconds and she must either call their name or describe what they are wearing. If a person is caught then they have to go back to the outside perimeter and try again. The first person to touch the lantern wins and gets to be the next person to hide the lantern.
- **Capture the Flag** at night with glow necklaces and sticks for team identifications
- **Night Eyes** - reflective eyes hidden and the girl or team that finds the most wins. Also can be played as a treasure hunt with clues to the next location on the back of the eyes.
- **Blind Eagle** - Play this game in a large field or meadow. Blindfold one player and stand in the middle of the field, holding a flashlight. One other player stands next to her and acts as her assistant. The other players form a large circle around the edge of the field, and, on a signal, begin to stalk toward the eagle as silently as possible. If the eagle hears anything, she aims her flashlight in the direction of the sound, snaps it on, and yells "Freeze!" All players stop. The eagle's assistant looks to see if there are any players standing in the ray of light. Those caught are out of the game. Remaining players continue staking forward. The first one to touch the eagle is the winner.
- **Hide and Go Beep** - When it's too dark to play hide and go seek, get out your personal radar for a game of Hide and Go Beep! Locate one another by sound: Hidden players must beep every 30 seconds or so. Just count to 30 and beep. Remember, locate a space where players won't trip or run into unseen objects.

○

- Day Games

- Capture the Flag
- Scavenger Hunts (See Nature Hunt Handout)
- Themed Hikes
 - For lots of great ideas go to Becky's Guiding Resources <http://dragon.sleepdeprived.ca/camping/camping.htm>

For many more fun camp game ideas please check out Becky's Guiding Resources website <http://dragon.sleepdeprived.ca/index.htm> and Guide Zone [http://guidezone.e-guiding.com/!](http://guidezone.e-guiding.com/)



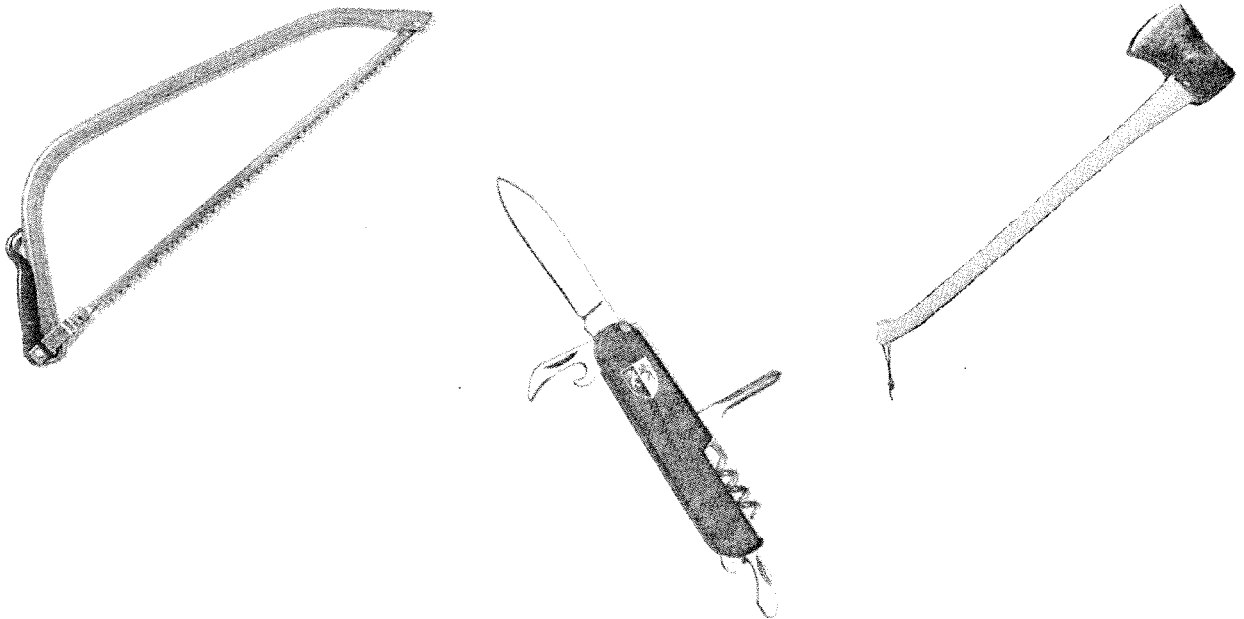
Knife, Saw and Axe Know - How

In camp the correct use of tools can make everything proceed more smoothly. It is important that everyone understands how and why to use the tools before they are let loose in camp however. The knife, axe and saw, while very useful tools, can be very dangerous and indeed deadly in the wrong hands.

Safety should always be paramount. No one should be allowed to handle these tools until they have proved themselves not only proficient in their use, but sensible and able to follow the safety regulations. Once mastered, the knife, axe and saw can be put to a variety of uses in camp. From simply chopping firewood to creating complex gadgets and large shelters they can help transform your campsite.

These sections aim to provide an introduction to the basics of the subject. It is vital that you do not practice anything here unless in the presence of someone with proven competence with these tools.

They are tools, not toys.





Pocket Knives

One of the items considered essential on any camping gear list is a knife. For practical purposes, it should be made of quality steel, able to hold a sharp edge and have a lockback blade no longer than your middle finger. A key ring for attaching a string or pocket sheath is also advisable.

Whatever kind of pocket knife you carry, you need to do two things: always keep it clean and sharp, and always handle it safely. Practicing knife safety will enhance your use and enjoyment of your knife as a valuable tool. Using a knife for purposes other than which it was intended invariably leads to the possibility of trouble or injury.

Here are some tips on knife handling safety:

- a pocket knife is a tool and not a toy
- keep your knife clean and sharp
- hold the knife firmly by the handle
- never press on the blade when cutting
- never use a knife to pry or as a screwdriver
- always cut away from your body - not toward
- close your knife before passing it to others, if you can't close it, sheath it
- don't throw a knife to anyone – hand it to them (handle first)
- when you're done using it, close it and put it away
- if you drop your knife, let it fall – don't attempt to catch it
- do not run with a knife
- do not point a knife at anyone
- do not use a locking folding knife if blade does not lock open.
(check that the lock is operational prior to each use)
- IF YOU GET CUT, SEEK FIRST AID IMMEDIATELY.

A knife can be an invaluable tool for camping. Find one that suits your needs and one that feels comfortable in your grip. It need not be expensive, but it should be quality. Keep it clean and sharp and it will give you a lifetime of service.

Knife Sharpening

Every knife needs sharpening from time to time. With the following instructions, you will be using the safest and most effective method of sharpening your knife.

A dull knife is a dangerous instrument; it will slide when you want it to cut, and then it will cut when it stops sliding, which is usually somewhere that you didn't want it to cut, like your hand. To avoid such mishaps, it's a good idea to learn to properly sharpen and hone your knife.

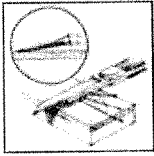
What not to do

Never sharpen your knife on a power-driven grinding wheel. This can burn the temper from your blade, which will make the edge brittle and possibly chip or crack. Sharpening your knife in this manner will cause the blade to dull more frequently.

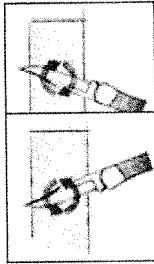
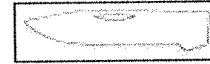
What to use

For best results, use a sharpening stone. For quick touch-ups on a blade that is not too dull, use a fine grit sharpening stone or honing stone. For a more thorough sharpening on a blade that is dull, use the coarse grit stone first, then go to the fine grit stone or stones. Some sharpening stones may be used dry or wet. When using them wet, follow the manufacturer's recommended lubricant, water or oil.

Sharpening straight blades (non-serrated)



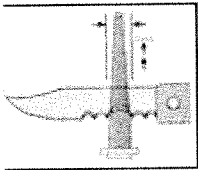
1. As mentioned above, start with the desired grit stone.
2. Establish a correct angle of 13 to 16 degrees
3. As mentioned above, start with the desired grit stone.
4. Establish a correct angle of 13 to 16 degrees (approximately the thickness of the top of your blade).
5. Keep the blade on the surface and use an easy, clockwise motion with the edge facing right.
6. Turn the blade over. Use an easy, counter-clockwise motion with the edge facing left. Try to spend the same amount of time on each side.
7. Repeat steps 3 and 4 until the edge grind appears uniform along the entire length and is even from side to side, and there are no dull spots visible on the edge when held to the light.
8. Clean each stone after every use and continue with the next finer stone, repeating steps 2 through 5.



Sharpening serrated blades



1. Do not use a flat sharpening stone. Use a taper sharpener that was designed specifically for serrated blades.
2. Find the correct spot on the taper that matches the size of the serration.
3. Keeping the same angle as the factory edge, push the sharpener up against the steel, rotating as you go. Sharpen only the "grind" side of the serration. Repeat this for all serrations.



Knife Care & Repair

Cleaning

After using your knife, it is a good practice to clean and dry your knife (the entire knife, not just the blade). Even though most blades are made with corrosion-resistant stainless steel, prolonged exposure to the elements can cause the steel's surface to oxidize. Folding knives should be kept clean of debris, particularly the locking device on lock-blade knives.

Chemical solvents such as Acetone, nail polish remover, MEK, alcohol or paint thinner may be used to clean your blade. Use care with these solvents, as some, such as acetone, nail polish remover, white gas, or brake fluid may damage some knife handles. Avoid harsh detergents that contain Chlorine (mostly powders, including some for washing dishes and clothes), which can accelerate corrosion of the blade steel. Avoid prolonged immersion in liquids (water, solvents, etc.). This can have a detrimental effect on not only the metal parts, but handles made of wood or other porous materials as well. Before using your knife on food items, wipe clean with alcohol, or wash with hot soapy water and rinse clean. Remember to re-clean and lubricate your knife after the food job is done.

Lubricating

Periodically, and always after cleaning, apply a small amount of lubricant to the working parts of the knife, particularly the pivot points of a folding knife. Then apply a thin film of lubricant to the entire surface of the blade. This will help prevent surface oxidation and corrosion from moisture.

Scout Skills

Use of Axes and Saws

info

Scout
Information
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INFORMATION SHEET

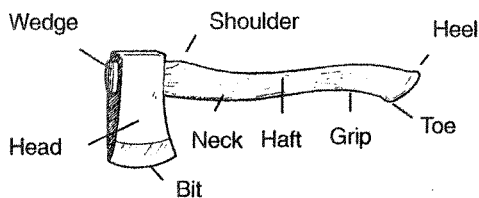
The axe is an essential tool for all camps where open fires are used. Like any tool, the axe or saw should only be used for its correct purpose, the safety guidelines followed, it should be properly cared for and should always be treated with respect.

Which axe?

Each axe or saw is designed to do a different job and should only be used for their intended purpose. It should never be used to do the job more suited to another type of axe, saw, knife, mallet, hammer and so on.

Hand-axe - For use with one hand, it is used to cut and trim small firewood, thin branches and twigs and should not be used on live wood. Any wood larger than three inches in diameter (about the size of your wrist) should be cut using a bow saw (see opposite).

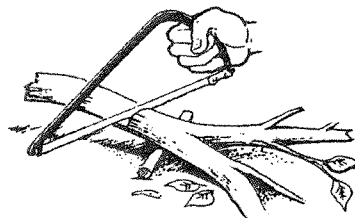
The main parts of the hand-axe are:



Hand-axes may have either wooden or metal hafts. Those with metal hafts are one-piece and have a rubber handle around the grip. All hand-axes should have an accompanying mask, which covers the blade and fits securely round the back of the head.

Felling axe - This is for use with both hands, is larger than the hand-axe and is used for felling upright, live trees. It is important that the correct size and weight of axe is chosen. It is difficult (and dangerous) to try and control one of an inappropriate size. No one should attempt to use a felling axe until they are competent with a hand-axe.

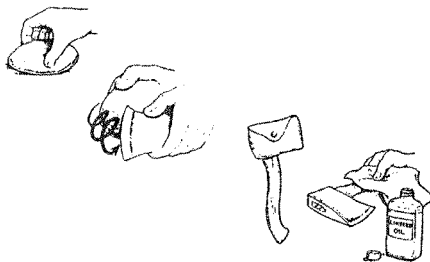
Bow Saw - Not strictly an axe of course, but often used in conjunction with axes for preparing firewood. You may come across a variation of the bow saw, for example, the bush or 'sandvic' saw. Bow saws are used for wood too large for using a hand-axe and are often safer and easier than the felling axe for cutting small timber. They should be greased to prevent them from rusting and, as blades are relatively cheap, it is advisable to replace the blades rather than attempting to sharpen them!



Care of the axe

- Mask the axe when not in use, using a correctly fitting mask and not by sticking it in the ground. An axe may be masked temporarily in the chopping block but make sure that the blade follows the grain of the wood, is secure in the wood, and that the haft is not overhanging the block and can trip anyone.
- In camp, keep all axes and saws dry. Never leave them out overnight. Fit the mask or sheath and keep them out of the way in a store tent (but not just inside where someone

- might kneel or step on them going into the tent!).
- Sharpen the axe with a round carborundum stone (available in different grades of coarseness). You should start with a coarse stone and then finish with a fine stone depending on how much sharpening the axe requires. (It should be used with oil.) Move the stone round in small circles on each side of the axe face. Keep your fingers away from the bit.
- Keep the axe head greased to prevent it rusting and oil a wooden handle regularly with linseed oil.
- Replace a damaged haft with a new one never attempt to repair it.



Safety guidelines

- To prevent the axe being snared in clothing you should not wear scarves, ties, lanyards or any loose clothing;
- Wear strong leather boots, rather than trainers or soft shoes;
- Clear the ground nearby and make sure there are no overhanging branches, ropes, people or other obstructions within three axe lengths of you (that is one outstretched arm and the length of three axes). Never ask anyone to hold the wood you are cutting;
- Inspect the axe before use. Never use it if the head and haft do not line up straight, if the haft is split, chipped or otherwise damaged or broken, or if the head is loose;
- Never use a blunt axe - it can slip or bounce off of wood yet can still penetrate flesh;
- Always use a chopping block below the wood to be chopped and don't let the axe go into the ground;
- Chop directly over the chopping block. The part to be cut should be resting on the block;

- Always stop when feeling tired. If you carry on, you are more likely to miss and cause a serious injury;
- Mask the axe when not in use;
- Carry the axe cradled upside down in your hand with your arm by your side. Make sure the axe bit is facing forward with your fingers out of the way so that if you fall the axe would go into the ground;
- Pass the axe to someone else by standing side by side, facing the same direction. Pass the head first.



Tricks of the trade

- Like any tool, if it is well looked after, it will do its job better and last longer!
- Always use an axe within the marked out chopping area. Don't take it along to the source of wood. A bow saw would be more effective here.
- Enforce the chopping area as a 'no go' area for anyone not properly trained or clothed.
- Chop enough wood to keep the fire wood pile stocked but do not over stock the pile.
- Always mask an axe or saw when not in use.

Further information

Learn to use the bow saw and the felling axe' competently. Compare the benefits of using each.

Learn to repair an axe (such as replacing the haft) from an experienced Quartermaster.

TEACH YOURSELF

For the purposes of this sheet we are specifically looking at the hand-axe as it is the most commonly used in Scouting, but many of the principles apply to other axes.

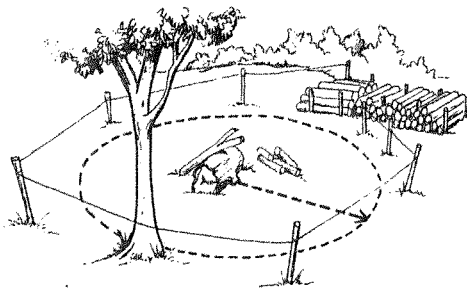
How to use the hand-axe

Before attempting to use a hand-axe, it is important to read the Information Sheet and familiarise yourself with the different parts of an axe and the safety guidelines.

Only use the hand-axe in a marked chopping area. Ideally this will be near to the fire area but separated from it by a woodpile containing prepared wood, graded into different sizes.

The chopping area must have:

- A radius of at least three axe lengths (that is the length of the user's outstretched arm, plus three axes);



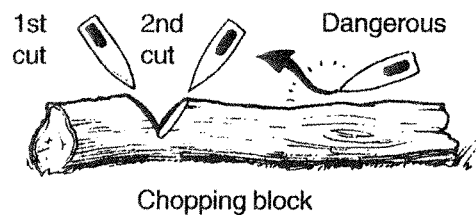
- No overhanging branches;
- Been fenced off and been marked clearly as a chopping area;
- Had the ground covered with plastic or hessian sheets;
- A chopping block - a log held in place by pegs at each corner and positioned in the middle of the chopping area.

Before commencing, you should check your clothing and make sure that it meets the safety guidelines as described in the Information Sheet. Then inspect the axe to make sure it is safe to use.

Campers should be warned not to enter the chopping area whilst others are using hand axes. Persons may enter the area only when properly clothed and if trained in the use of axes. Be especially careful of younger campers who might be particularly inquisitive!

Procedure

1. Crouch (or kneel on one knee) behind the chopping block.
2. Hold the wood to be chopped with one hand.
3. With the other hand grip the hand-axe on the lower part of the haft, on the 'grip'. Hold the axe firmly but not rigidly. Note: only hold the hand-axe with one hand.



4. Chop the wood by keeping the axe and the lower part of the arm straight and bending your arm at the elbow rather than the wrist or shoulder. Chop at 45 degree angles to the length of the wood making alternate left and right cuts to create a small 'V'. The 'V' will get wider as you cut through the wood, creating the chippings, until it is cut in half. Do not try to cut at right angles to the length of the wood; this will make the axe bounce.
5. Always watch the point at which you are aiming. Indeed, when practising, it is a good idea to put a chalk mark on the log and try to hit that.
6. Clear chippings away regularly and use them for kindling (that is, small pieces of wood suitable for starting a fire).

Sharpening an axe

Sharpen the axe with a round carborundum stone.

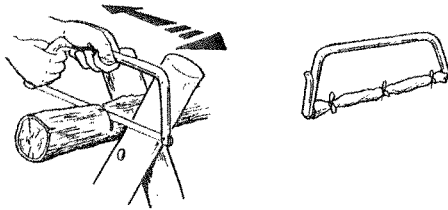
Hold the stone so that your fingers don't protrude onto the blade. If you put the stone flat on a table or other flat surface, then lift it with your fingers

and use the face which was on the table for sharpening, your fingers should always be clear of the blade!

Move the stone round in small circles on each side of the axe face. For extensive sharpening, lay the axe, bit upwards, against a grindstone and rotate the grindstone slowly towards the bit. It should become good practice to sharpen the axe after use and before storing.

Using a bow saw

1. Make sure that the wood is held firmly - if you must use your hand for this, keep it well away from the blade.



2. Start slowly, pulling the blade backward towards you until the blade is well into the wood. Then push and pull in a steady rhythm using the whole length of the blade.
3. Always mask the saw after use - either use a plastic 'clip-on' mask or tie a length of sacking around the blade.

Can you do it?

When you feel confident about the use of axes, check how you are doing and see which of the following you can tick off:

- Know when to use a hand-axe, felling axe and bow saw;
- Identify the main parts of a hand-axe;
- Demonstrate the safe use of a hand-axe;
- State the safety rules when using an axe;
- Demonstrate the correct method of sharpening an axe;
- Demonstrate the safe use of a bow saw.

So you want more?

Learn to set out a chopping area;
Learn how to care for and repair an axe;
Learn how to use a felling axe.

Your notes on this session

HOW TO TRAIN OTHERS

This section is designed to give some practical ideas about how you can help other people to understand how to use axes properly. Those people might be Leaders or Scouts either in an informal way on a Troop night or more formally on a skills workshop, training course or something similar.

Objectives

1. By the end of this session, participants will be able to:
2. Identify the main parts of a hand-axe;
3. Demonstrate the safe use of a hand-axe;
4. State the safety rules for using an axe;
5. Demonstrate the correct method for sharpening an axe.

Time

It is likely to take a minimum of 45 minutes to train someone in the practical and safety elements of using a hand-axe.

Equipment

A range of different hand axes.
Diagrams and charts showing the parts of an axe.
Games/jigsaws/word puzzles as required by the methods.
Range of carborundum stones.
Grindstone.
Different types of wood for cutting, including dry wood, green sticks and other types of wood available locally.
Properly laid out chopping area (see Information Sheet and Teach Yourself).

A written set of safety guidelines for each participant (optional).

Training method

As with any practical subject, adults and Scouts are likely to be bored by a long, theoretical session, particularly if held indoors. The safety rules and parts of the axe can be taught by demonstration and illustration by an experienced Scouter using a real axe. Indeed, it is recommended that the participants can see it being used properly before they have a go themselves. However, move onto the practical work as soon as possible as they will learn properly by actually having a go.

At the start of the session the trainer should explain what a hand axe is, and is not, used for. Reference might also be made to the felling axe and bow saw for comparison. This will help participants put the rest of the session into context. It is also important that before any participant is given a hand axe to use, they should be able to state the safety rules.

Participants should have the opportunity to practise on different woods, with different axes and to sharpen axes using different stones. Following the practical work, discuss the different uses of axes and saws.

Training activities

1. In pairs, without any prior training, participants are asked to list 'common sense' safety rules for using a hand axe. Ideas are corrected and/or amended in a supportive manner by the trainer.
2. Each participant is given a drawing of a hand axe and asked to label the different parts.
3. Various word puzzle games (for example crossword, wordsearch, hang man) can be used to cover or check the parts of an axe as well as the safety rules.
4. Small groups could be given a hand axe 'jigsaw' with each part of the jigsaw representing a different part of the axe.
5. Each participant should have the opportunity to complete the chopping of a piece of firewood. The trainer should give feedback on all the key points and the participant should be given the chance to correct their technique.

6. Ask participants to try chopping different types of wood, including dry wood, green stick and any other types available locally.
7. Each participant has a go at sharpening an axe using different sizes and/or grades of carborundum stones and a grindstone. Review the effects of different stones.
8. Examples of warped, damaged, rusted and blunt axes can be shown to discuss the importance of proper care for an axe.

So they want to know more?

Participants may wish to, or need to, learn how to:

- Set up a chopping area;
- Care for, and store, axes and saws;
- Repair damaged axes;
- Make leather masks;
- Use a bow saw, felling axe or whittling knife.

Hints and tips

Make sure that all participants are wearing appropriate clothing and footwear as outlined in the safety guidelines before undertaking the practical activities.

Stress the importance of masking an axe when not in use, of ensuring only trained Scouts and adults are allowed into the chopping area and of keeping the axe in the store tent except when needed.

The use of a bow saw can easily be adapted to this session but felling axes should not.

Checking their progress

Through observation, check whether each participant is demonstrating safe practice as well as competent use of the axe. Tell any participant whom you feel needs further support and/or practice before using an axe without supervision.

Sometime after the session, run a quiz to check the safety rules and parts of an axe can be recalled.

Ask participants whether they feel they are happy with their ability to:

1. Identify the main parts of a hand axe.
2. Demonstrate the safe use of a hand axe.
3. State the safety rules for using a hand axe.
4. Demonstrate the correct method of sharpening an axe.

Your notes on this session

GIRL GUIDES OF CANADA-GUIDES DU CANADA - BC COUNCIL
Progression of Camping Skills

SPARKS – *Go, Sparks, Go!*

Sparks should experience:

- helping with chores
- deciding what to wear on an outing and what to take
- a sleepover or
- a day camp or
- a residential camp (1 or 2 nights)



Sparks should be introduced to:

- the environment and how she helps to keep it clean
- the environment and what grows there and what lives there
- nature (hug a tree)

BROWNIES – *Can do it!*

Camping is fun and there is so much to do and learn!

Brownies should experience:

- helping with chores
- how to prepare for an outing or hike
- packing own gear
- a weekend residential camp (2 nights)



Brownies should be introduced to:

- map and compass
- setting up a campfire and striking a match
- basic first aid
- an overnight outdoor camp
- basic environmental conservation (recycling, etc.)
- nature (nature bingo, nature treasure hunt, etc.)
- knots (reef knot, etc.)

GUIDES – Guides on the Go!

Prepare, Experience, Respect, Protect

Guides should be able to do all of the skills listed under the Brownie program as well as:

Guides should experience:

- a camp skills training
- cooking in a variety of different ways (on a camp stove, a buddy burner, on a campfire, etc.)
- outdoor camping
- a district, area or provincially sponsored camp



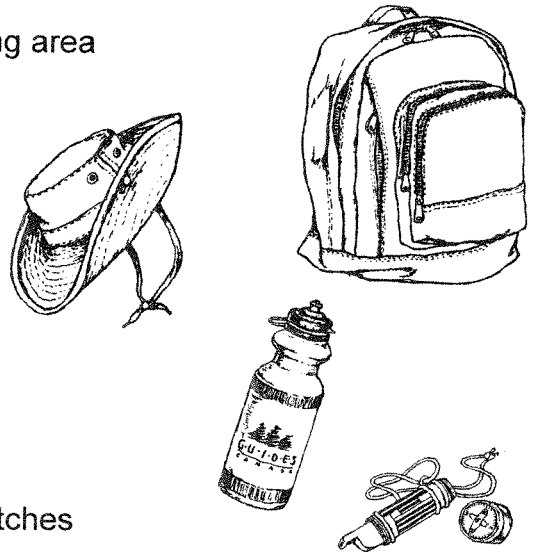
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Guides should have knowledge of:

- making and using a fire starter
- basic first aid
- camp and fire safety
- storing food safely
- washing dishes and clean-up of their cooking and eating area
- proper garbage and liquid disposal
- local fire rules
- their local environment (no tracing, 3 R's)

Guides should have the ability, with no help to:

- waterproof a bedroll
- pack and carry own gear
- put up a tent
- set up and start a campfire
- cook on a campfire
- plan a small program (game, craft, campfire etc.)
- light a stove and lantern
- tie a sheet bend, clove hitch, round turn and two half hitches
- mark and follow a trail
- make a simple camp gadget



Guides should have the ability, with help to:

- string up a tarp
- prepare an emergency shelter
- plan a menu and do the shopping
- read a compass and navigate an orienteering course
- practice basic first aid
- prepare a woodpile
- plan a hike

PATHFINDERS – *Listen, Learn, Lead, Live!*

Prepare and Prevent, Experience and Evaluate, Protect and Conserve, Challenge and Lead

Pathfinders should be able to do all of the skills listed under the Guide program as well as:



Pathfinders should experience:

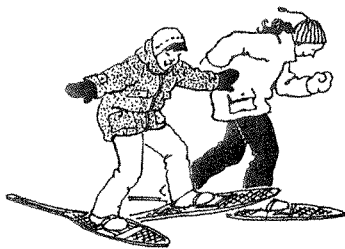
- an adventure camp (winter, kayaking, cycling, backpacking, etc.)
- an outdoor camp of five consecutive nights
- the application process for provincial, inter-provincial, national or international events

Pathfinders should have knowledge of:

- tent repairs
- different types of tents (dome, ridge pole, etc.)
- how to pitch a tent when the use of pegs is not possible
- storm lashing
- what camping equipment is needed (tent, rope, pegs, stove, lanterns, etc.)
- national, provincial, local and Girl Guide regulations
- their local environment (what lives, there, what grows there, what shouldn't be there.)
- emergency preparedness
- how to read the weather
- finding directions without a compass
- appropriate clothing for different outings (footgear, winter clothing, sleeping bags, backpacks, rain gear, etc.)

Pathfinders should have the ability to:

- plan and run a camp, providing leadership
- enforce good safety practices
- plan and carry out a program
- budget a camp
- make a more complicated camp gadget
- practice minimum impact camping
- return all camp gear clean, dry and in good condition
- use, sharpen and care for a knife, hatchet or axe
- use and care for a camping and a lightweight camping stove
- prepare and use a first aid kit



RANGERS

Rangers should be able to do all of the skills listed under the Pathfinder program as well as:

Rangers should have the ability to:

- plan and run their own camp with minimum input from Guiders
- plan and run their own event for younger girls with adequate adult supervision for ratio
- attend camp related trainings





BC Camping presents our new: BC Camping Challenge

The NEW BC Camping Challenge contains three categories; Culinary Capers, Camp Skills, and Outdoor Activities. To earn a slice of the Challenge Crest (badge shown is in three sections), the girls need to have an overnight camping experience and complete challenges from each section. Sparks can camp for one **or** two nights; Brownies, Guides, Pathfinders and Rangers all need to camp for two nights.

To complete a challenge and earn a seasonal slice of the crest, please carry out the minimum number of challenges from each of the three sections as follows:

- Sparks & Brownies:** Two from Culinary Capers and Camp Skills, one from Outdoor Activity
- Guides, Pathfinders and Rangers:** Three from Culinary Capers and Camp Skills, one from Outdoor Activity

When you are planning your camp, please refer to the BC progression in camping skills, and help the girls to acquire the skills for each level. Be sure to get the girls involved by asking them which challenges they want to do.

This new **Challenge begins October 17, 2008**. Take the girls to camp and have fun. When you've completed the requirements, send in your crest order. You can photocopy the form below, complete it and mail it to: **Girl Guides of Canada - New BC Camping Challenge**
1476 West 8th Avenue, Vancouver, BC, V6H 1E1

So consult the BC website for details: BC Camping Challenge details

-----*Cut here*-----

BC Camping Challenge Crest

Contact Guider Name: _____
Shipping address: _____



Phone Number: _____ Email: _____
Branch and Unit name _____
Date and Location of overnight _____

Crest Order: Fall # _____ Winter # _____ Spring# _____
Description of Activities: _____

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A SLICE OF FALL

*Sparks & Brownies: 2 from Culinary Capers & Camp Skills, 1 Outdoor Activity
Guides, Pathfinders, Rangers: 3 from Culinary Capers & Camp Skills, 1 Outdoor*

Culinary Capers:

- Help plan the camp menu
- Wash your own dishes
- Use a liquid disposal pit
- Cook a pizza using fresh or dried herbs as part of the ingredients
- Go on a trail hunt - Use trail signs to find supplies for s'mores, then make them
- Use a buddy burner
- Make an English muffin pizza
- Try making pizza kebobs
- Learn a new grace - Use the grace at three meals while you are at camp

Camp Skills:

- Pack your own bag - Remember to waterproof your clothes
- Make your bedroll, as is appropriate for your gear
- Make a cozy pillow cover to take to camp
- Sleep in a tent or a building.
- Sleep under the stars
- Clean and dry a tent or clean and dry a tarp
- Help with patrol duties
- Make a fire-starter
- Light a match
- Learn the BC hiking song
- Teach another level of girls how to tarp their tent
- Use a box oven
- Replace the mantle on a lantern

Outdoor Activities:

- Go on a nature walk
- Find a spider web and take a picture it or draw it
- Rake a pile of leaves and jump in it when done - compost leaves if possible
- Do a bark rubbing of two trees – What type of trees are they?
- Create a nature tic-tac-toe - Have another group of campers copy it
- Learn to make and follow a trail using sticks, rocks or grasses
- Learn about geocaching, and find or hide a cache

A SLICE OF WINTER

*Sparks & Brownies: 2 from Culinary Capers & Camp Skills, 1 Outdoor Activity
Guides, Pathfinders, Rangers: 3 from Culinary Capers & Camp Skills, 1 Outdoor*

Culinary Capers:

- Help plan the camp menu
- Help shop for the camp groceries
- Make a high energy treat at home, and share it with your fellow campers
- Make a breakfast pizza
- Try a new to you dried fruit
- Cook one meal on a campfire
- Make a friendship fruit salad
- Cook a complete one-pot meal at home, then freeze it - Reheat it at camp

Camp Skills:

- Help plan the camp menu
- Find out what the three sink dish washing method is - Use it to wash your own dishes
- Help with patrol duties
- Lay and light a campfire
- Learn about local fire regulations
- Clean and dry a tent
- Learn a new action song
- Try using a white gas stove
- Camp with girls from outside your district
- Learn the two knots used for flags – Use them to hoist the flag
- Learn how to hoist and fly a flag from a tree
- Make and use a cloth napkin at camp
- Clean a propane stove

Outdoor Activities:

- Go snowshoeing or tobogganing
- Build a snow man
- Go skating outdoors
- Make a plaster cast of an animal footprint
- Make a bird feeder and hang it up
- Play a Kim's game outside
- Play a compass game
- Using materials found at camp, create a new game

A SLICE OF SPRING

*Sparks & Brownies: 2 from Culinary Capers & Camp Skills, 1 Outdoor Activity
Guides, Pathfinders, Rangers: 3 from Culinary Capers & Camp Skills, 1 Outdoor*

Culinary Capers:

- Make a friendship fruit salad
- Make a boil in a bag meal
- Make a stuffed pizza
- Go on a trail hunt for your breakfast
- Cook a tin foil dinner
- Cook a meal using dehydrated foods
- Cook a banana boat

Camping Skills:

- Use a single burner stove
- Sing a new grace
- Sleep in an emergency shelter
- Learn how to storm lash your tent
- Help sort your district / unit camping equipment
- Lay and light a campfire
- Cook one meal on a campfire
- Teach another level of girls how to put up a tent
- Make a dogwood or stellar jay camp hat craft

Outdoor Activities:

- Draw or photograph a tree in blossom
- Take a walk in the rain, and sing a song about rain
- Take a picture of all the campers with a box of classic cookies
- Find and identify two wild flowers
- Play a wide game
- Make a birds nest craft on your nature walk
- Build and put up a bird or bat house at camp or in your community (get approval)
- Identify an edible plant and learn what it is used for
- Play a game of leap frog and sing a song about frogs
- Visit a fish hatchery

