

  
girl scouts  
of western ohio



# LODGE CAMP TRAINING MANUAL

for home study and classroom use

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In Partnership With:





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# Getting Started

Welcome to Lodge Camp Training!

If you are participating in a classroom session, you will learn from a facilitator and your fellow participants about taking girls on an overnight to one of our council camps. Prior to this training, you must read the Troop Trip Training manual. This is located on the council website under the volunteer tab.

If you are completing this as a home study course, read the Troop Trip Training manual first. Once you've been through this Lodge Camp Training Manual and the Handbook for Site Users guide, complete the review and evaluation at the end. Keep the review for your records and send the evaluation to your regional Girl Scout Center.

## Course Objectives

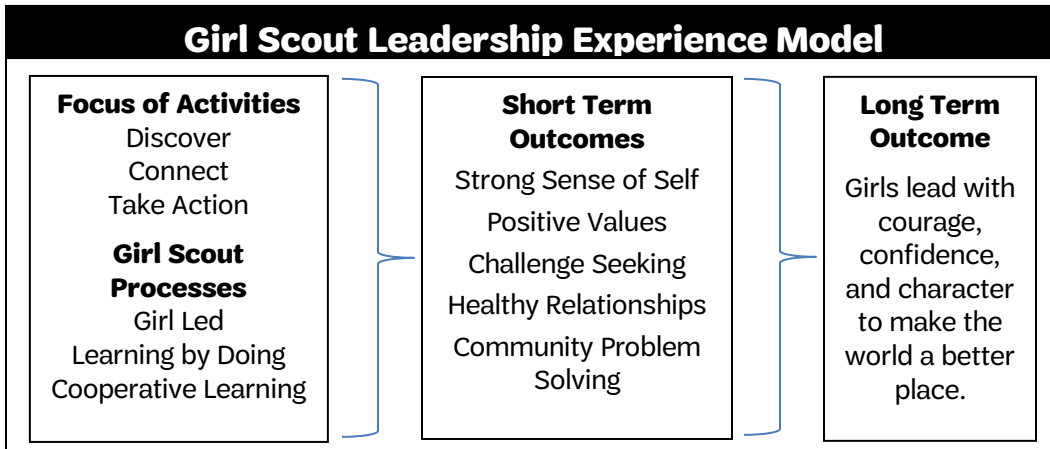
By the end of this session, you will be able to:

- Know the Council Goals and name at least two ways they can be achieved through a lodge camp experience.
- Name at least three benefits to girls when they have an outdoor experience during an overnight at camp.
- Describe how the Girl Scout processes are part of planning an outdoor activity.
- Describe ways to involve girls in planning.
- Know safety standards that apply to lodge camping activities.



# Council Goals for Lodge Camping

Lodge camping consists of an indoor overnight lodge camping experience at a council-owned lodge or cabin. As with any Girl Scout activity, it is important to be able to relate the lodge camping experience to the Council Goals and the Girl Scout Leadership Experience.



The Girl Scout Leadership Experience model describes how we accomplish our mission to develop girls of courage, confidence and character, who make the world a better place. When camping, girls develop their leadership potential through age-appropriate activities enabling them to discover their values, skills, and the world around them; connect with others in a multicultural environment, and take action to make a difference in their world. When these activities are girl lead, cooperate and hands-on, girls gain specific skills, attitudes, and behaviors that result in Girl Scouting achieving its mission.

## Outcomes and Indicators

**Strong Sense of Self – Girls have confidence in themselves and their abilities, and form positive identities.**

- Girls like me can be leaders
- Girls like me can do important things
- Girls like me can be good at many different things

**Positive Values – Girls act ethically, honestly and responsibly, and show concern for others.**

- I take responsibility for my actions when I make a mistake
- I do what is right, even when it is hard
- I tell the truth, even when it is not easy

**Challenge Seeking – Girls learn to take appropriate risks, try things even if they might fail, and learn from mistakes.**

- I try things even if I may not be good at them
- I don't give up, even when things are hard
- Even if I am afraid of making mistakes, I still try new things

**Healthy Relationships – Girls develop and maintain healthy relationships by communicating their feelings directly and resolving conflicts constructively.**

- If my friend makes me angry, I can talk to them about it
- When someone does a good job I tell them
- I listen to people even when I disagree with them

**Community Problem Solving – Girls desire to contribute to the world in purposeful and meaningful ways, learn how to identify problems in the community, and create “action plans” to solve them.**

- I want to make the world a better place to live in
- It's important for me to make a difference in my community
- I know what my community needs to become a better place

How do I know I am achieving these outcomes with girls? First, know what the outcomes are and build language and concepts into your activities so that girls comprehend what they are doing with what they are learning. For example, talk to your girls about how people may not be good at certain tasks and that's ok. What's more important is being open to and willing to try new things, even if they don't end up being good at it. Think through each outcome and indicator and decide how you will incorporate them into your activities.

### Three Girl Scout Processes – Importance for Outdoor Programming and Camping

Utilize the three Girl Scout processes! To achieve outcomes and have meaningful experiences, your troop must be girl led. Girls need to have an active role in making decisions, choosing their activities, having a say in what they do. Girls lose interest and drop out when they aren't offered the opportunity to give ideas and choose their areas of interest.

Your troop needs to learn to work together (cooperative learning)—to build a team and use each other's strengths to accomplish their tasks. This takes respect, being able to share ideas and everyone having a part in the plan.

Finally, girls learn by doing. Girls want to be active when they do things. Hands-on activities allow girls the opportunity to really dig in and be totally engaged in an activity. In order to learn from any activity, there should also be reflection at the end. What worked, what didn't? What to change next time? By utilizing the three Girl Scout processes, girls have richer experiences in activities they've been able to choose, that they do together with other girls and that are fun and hands-on with a little reflection at the end.

#### Girl Led – Girls take an active role in making decisions and choosing activities in their Girl Scout troops or groups.

**Indicators:**

- We help choose what activities we do
- We help plan the activities we do
- When we plan an activity, we share our opinions and ideas

How do you make this happen?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### Cooperative Learning – Girls work together in an atmosphere of respect and cooperation to complete projects and learn.

**Indicators:**

- We learn by working with other girls
- When we do a project, every girl has a way to help
- We learn when girls share their ideas

How do you make this happen?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### Learning by Doing (Experiential Learning) – Girls learn through hands-on activities that engage them in an ongoing cycle of action and reflection.

**Indicators:**

Action:

- When we do activities, we learn new things
- We get to try out our ideas and see how they work
- We learn by doing activities, not just listening

Reflection:

- We talk about what worked and what didn't work
- We figure out how to do it better next time
- We talk about what we liked and didn't like

How do you make this happen?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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# UNIT 1

## Planning, Progression, and Preparation







# Overnight and Camp Planning: An Overview



Is it time to think about an overnight adventure at camp? The secret to success is planning, planning and more planning! Young girls can make decisions, and as they grow, so can their voices in the planning and execution of their adventures.

When scheduling outdoor adventures, planning activities, and making group menus, leaders and girls must consider the needs, resources, safety and security practices, economic situation, and beliefs of all troop members.

What needs to be planned?

There are a lot of factors that go into the planning of an overnight including where to go, what equipment is needed, budgeting, kapers, activities and so much more.

Who does this planning?

The Girls do! It is easy for leaders to do it all, but the girls need the opportunity to develop the leadership skills that come with trip planning. Girls will be more responsible and more receptive to getting things done when they have been the ones to plan the activities.

Girl planning is part of the Girl Scout Leadership Experience. Girls discover themselves and their values, connect with others, and take action to improve their communities and the world.

In order to accomplish our mission, it is important to focus on the Girl Scout Processes and how they fit into the Girl Scout Leadership Experience. The Processes are “Girl Led,” “Learning by doing” and “Cooperative Learning.”

Activities are:

- Girl Led—girls make choices, plan, and take charge, appropriate for their grade level.
- Learn by doing—girls actively participating and then evaluating what they have done.
- Cooperative Learning—girls work together toward a common goal, respecting each other and honoring differences.

By using this model, you will find that the girls will gain specific knowledge, skills, attitudes, behaviors and values in Girl Scouting and in the long run will lead with courage, confidence, and character to make the world a better place.

Rewards

Teaching the girls planning strategies makes the girl’s life better by

- Empowering them to make decisions.
- Creating more excitement and ownership in activities they plan.
- Giving them experience in working together to set and accomplish goals.

Teaching the girls planning strategies makes the leader’s life easier by

- Reducing the time spent making plans
- Giving you a sense of accomplishment as you see the girls take charge

With your help, girls can plan:

- When and where to go
- Who is going, what adults are needed
- What to do
- What to take, special equipment
- Schedule of activities
- Acceptable behavior
- What new skills they need to learn before the activity
- Meeting special needs (allergies, dietary needs, etc.)
- Cost/budget
- Transportation
- Are special instructors needed
- Permissions and paperwork
- Back up/emergency plans
- Meals



## Progression in the Out-Of-Doors

Progression should happen in all activities of the troop. The following is an example of progression for a camping trip. As you look through the chart, you will see a “natural progression” of activities.

| Progression in the Out-of-Doors                                   |   |  |  |   |  |  |  |
|---|---|--|--|---|--|--|--|
| Step 1  | Step 2  | Step 3   | Step 4   | Step 5  | Step 6   | Step 7   | Step 8   |
| Look Out  | Meet Out  | Move Out                                       | Explore Out  | Cook Out  | Sleep Out  | Camp Out   | Pack Out   |
| Wonder what it's like<br>Learn what to wear<br>Learn good manners | Use senses to be aware of the out-of-doors<br><br>Learn importance of minimal impact to the environment | Visit outdoor spots<br><br>Record observations | Go on a hike and explore the outdoors<br><br>Learn trail signs, animal sounds and wildflowers<br><br>Take a snack to eat out | Cook a single item or go with no-cook foods (one pot meal or dessert) | Plan and have an overnight in a lodge, home, or backyard | Go on an overnight camping trip on a council site<br><br>Increase skills at each camp out<br><br>Learn ways to cook and clean outdoors | Plan a trip extending over several days<br><br>Pack minimal camping equipment<br><br>Help others learn about outdoor wonders and camping |

## Six Steps to Planning a Lodge Camp Experience

In Girl Scouts, the girls take the lead. They are involved in all aspects of planning, implementing, and evaluating their lodge camp experience. The adults help guide the girls for a successful experience. Below you will find outlined six steps to planning with girls for a great lodge camp experience.

| STEPS  | TO A LODGE   |
|--|--|
| <ul style="list-style-type: none"> <li>Think in advance.</li> </ul>  | <p>Consult appropriate Girl Scout Journey books and facilitator guides according to the interests of the girls in your troop. Look in <i>Volunteer Essentials</i> and <i>Safety Activity Checkpoints</i> for specifics on council lodges and safety standards. Consider facilities, time of year, cost, and purpose for the trip, the girls' experience level and the Council Goals.</p>   |
| <ul style="list-style-type: none"> <li>Get ideas from the girls. Share some of your research from Step 1 with the girls. Begin involving them in the planning by asking them some of these questions.</li> </ul> | <p>Have the girls look into their Girl Scout Badge and Journey books. Where do they want to go? What do they want to do? Break out into patrols and have girls brainstorm ideas for the trip. Come back together and compile a master list. Keep girls' schedules in mind.</p>   |
| <ul style="list-style-type: none"> <li>Sift through ideas and create a plan with the girls.</li> </ul>   | <p>Prioritize and come up with a plan for the trip. Assign different planning responsibilities to different patrols—meals, activities, permission forms and transportation, etc. Always have a back-up plan; for example, in case weather forces one activity to be cancelled.</p>   |
| <ul style="list-style-type: none"> <li>Inform parents/caregivers and other adults.</li> </ul>  | <p>Communicate with parents/caregivers and other adults working with the troop. Be specific in enlisting support—drivers, grocery shoppers, etc. Listen to them. They may point out schedule conflicts that you and the girls have missed. Distribute necessary paperwork (Permission Slips, High-Risk Activity Forms, etc.)</p>   |
| <ul style="list-style-type: none"> <li>Implement and evaluate. Remember to evaluate during the experience and not just at the end.</li> </ul>  | <p>Gather your adults, girls, supplies, and drivers and go! Help girls to see the advantages of their pre-planning as the trip progresses. Have a "Plan B" in mind, in the event that things don't go according to the original plan.</p>  |
| <ul style="list-style-type: none"> <li>Evaluate after the experience.</li> </ul>   | <p>Review the experience as it is happening and at your next troop meeting. During the activity, ask the girls open-ended questions about what they see, how they feel, what they like so far and so on. At the next meeting, continue to review by asking questions designed to make girls think. What went well? What was your favorite thing? What were the surprises? What could we do better next time? Are we ready to step up to tent camping? Do we want to try a different lodge or a different season of the year?</p> |

# Lodge Camp Personal Equipment List

One of the big decisions for any camping trip or overnight is what to take. What are your clothing needs, sleeping needs, packing needs? What are the things you don't need? Don't forget to base clothing needs on the weather, location and planned activities. Here are suggestions for personal equipment each person should take with them to camp:

## Bedding

Sleeping bag or bedroll  
Pillow

## Clothing

Scarf or hat  
Sleepwear  
One complete outfit for each day  
Extra socks  
Lightweight long-sleeved shirt or sweatshirt  
Lightweight jacket  
One extra pair of shoes  
Raincoat with hat or hood

## Toilet Articles

Soap  
Deodorant  
Toothpaste and brush  
Comb/brush  
Ties for long hair  
Tissues  
Towels, washcloth

## Miscellaneous

Sit-upon (the Girl Scout word for a pad or mat to sit on)  
Flashlight/batteries  
Girl Scout Journey books and facilitator guides  
Paper and pen

## Meals

Waterbottle  
Mess kit (plate, bowl, cup)  
Utensils (fork, knife, spoon)  
Cloth napkin or old kitchen/ hand towel/bandana

## Optional

Work gloves  
Camera  
Musical instrument  
Board game to share

## Do Not Bring

Food or snacks  
Umbrellas  
Radios  
Anything glass

## Special Circumstances

If medicine is needed for a girl, it must be given to the leader before leaving for camp. Medicines are to be dispensed by an adult. Written instructions signed by parents/caregivers are required, including giving the girl permission to carry her inhaler, for example.

If the weather is cold, pack extra sweatshirts, hats and mittens.

Pack for your activities. If you plan to go creek stomping, be sure to pack old shoes that will not be ruined by walking in water.

# Lodge Camp Troop Equipment List

In addition to personal items, you'll need to consider what equipment the troop as a whole needs to take with you to camp - what equipment is available on site, what sources are available for borrowing, buying or renting. The following items need to be brought with you to camp:

## Paperwork

*Site Users Guide*  
*Safety Activity Checkpoints* relevant to activity  
Girl Scout Journey book and facilitator guides  
Kaper charts  
Menus and recipes  
Permission slips\*  
Health Information and Release Form  
Emergency phone numbers

## Fire Ring or Fireplace

Matches  
Fire starters  
Long sticks for cooking

## Dishwashing

Liquid detergent  
Bleach  
Scouring pads  
Dishcloths and towels

## Other

First Aid Supplies  
Whistle  
Tissues  
Sanitary supplies  
Alarm clock  
Supplies for activities

## Bathroom

Paper bags  
Toilet paper  
Paper towels

## Cooking

Long-handled spoon  
Long-handled fork  
Tongs  
Spatula  
Pancake turner  
Paring knives  
Can/bottle opener  
Peeler  
Measuring spoons and cups  
Plastic pitchers  
Paper towels  
Oven mitts  
Clothesline and pins  
Aluminum foil  
Garbage bags  
Seasonings  
Ice  
(These items may or may not be supplied in lodge kitchens)

## Cleaning Supplies

The following cleaning supplies are provided at each camp:

- Floor Cleaner
- Surface Cleaner
- Glass Cleaner

### \*Permission Slips\*

Permission slips are required if you are meeting at a time or location different from your regular meeting place or if transportation is involved. Be certain that an emergency phone number is listed in case contact is necessary. An adult who can be reached by phone should have the names and phone numbers of all persons traveling with the group. This prevents the leader from having to make numerous phone calls. Permission slips must be signed by the custodial parent/caregiver.

# What is a Kaper?

“Success is where everyone is involved!” A kaper is the Girl Scout word for “chore” and a kaper chart is a system of rotating chores among girls in a troop. Troops often use a kaper chart to divide up the different duties and tasks of a troop meeting or troop event. A kaper chart is a girl-planning and cooperative learning tool that can help the leader teach responsibility, leadership skills, and encourage teamwork with the girls. The troop, with guidance from the leader, can decide what specific jobs are needed for each lodge camping experience. These jobs can then be divided between the girls. To start, have the troop discuss the following:

- What needs to be done?
- How will the different jobs be rotated?
- What kind of kaper chart do we want?

**What type of kapers (chores) do you think need to be done while at a Girl Scout Lodge? (Create your list here and compare to what is recommended on page 11).**

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## Sample Kaper Chart


There is no one way to make a kaper chart. Anything that clearly illustrates who is responsible for completing a specific task will work. A basic kaper chart may look similar to this example:

|                        | <b>INSERT PLACE:</b> |                 | <b>TROOP #:</b> |
|------------------------|----------------------|-----------------|-----------------|
| <b>Camping Date(s)</b> | <b>Cooking</b>       | <b>Clean-Up</b> | <b>Dishes</b>   |
| September 29           | Group 1              | Group 2         | Group 3         |
| September 30           | Group 2              | Group 1         | Group 2         |
| October 1              | Group 3              | Group 3         | Group 1         |

Give the girls in your troop the opportunity to help design their own kaper chart, or make a basic chart for them and allow them to decorate it. Girl Scouting is progressive and age-appropriate so regardless of whether your troops are Girl Scout Daisies or Cadettes, it is important to keep them as involved as possible even if it means letting Girl Scout Daisies color their kaper chart or guiding Girl Scout Cadettes to create their own. Remember, you know the girls best! Use the kaper chart experience as an opportunity to be creative and have fun!

## Kapers for Your Lodge Camp Experience

The following is a list of standard kapers that should be implemented as a part of your Girl Scout lodge camp experience. The entire troop should be participating in ensuring that the lodge is left better than when the troop arrived.

| Arrival Kapers  | Departure Kapers   | Meal Kapers  | Miscellaneous Kapers   |
|---|--|--|--|
| <b>General Lodge Areas:</b><br>Open windows (if applicable) | <b>General Lodge Areas:</b><br>Vacuum carpet (if applicable)   | <b>Cooks:</b><br>Meal Set-Up: setting tables, arranging tables/chairs, etc.  | <b>Fire wood collectors:</b><br>Fire builders  |
| <b>Kitchen:</b><br>Unpack kitchen supplies/ food            | Sweep Floors<br>Windows are closed and locked  | Dishwashers—pots and pans  | Activity leaders   |
| Wipe down as needed   | Lights turned off  | Everyone does their own personal dishes  | Clean up after activities  |
| <b>Bathrooms:</b><br>Put out toilet paper/paper towels      | <b>Kitchen:</b><br>Wipe down kitchen counters and shelves  | <p>One of the Girl Scout mottos is to leave a place better than when you arrived. Talk this motto over with the girls, asking, “What does it mean to you?” Why is this important? How does it relate to the Girl Scout Promise and Law?</p> <p>Encourage girls to take pride in their behavior and leave every place they go better for the next Girl Scout.</p> |  |
| <b>Sleeping Areas:</b><br>Flip mattresses down              | Clean all food out of refrigerator<br>Wipe down inside of refrigerator   |  |  |
| <b>Miscellaneous:</b><br>Gather firewood                    | Wipe down stove<br>Clean sinks<br>Sweep and mop floor  |  |  |
|   | Check stove/oven everything turned off<br>Lights turned off  |  |  |
|   | <b>Bathrooms:</b><br>Sweep and mop floors<br>Wipe down sinks<br>Clean toilets<br>Showers cleaned/turned off  |  |  |
|   | Put out toilet paper/paper towels<br>Clean mirrors   |  |  |
|   | Trash picked up and removed/new liner placed in can<br>Lights turned off   |  |  |
|   | <b>Sleeping Areas:</b><br>Sweep and mop floors<br>Check to ensure all personal items are removed<br>Lights turned off  |  |  |
|   | <b>Miscellaneous:</b><br>Take trash to dumpster (never leave trash in cans inside or outside of the lodge)<br>Check grounds of lodge, ensure they are clean<br>Firewood—stacked neatly |  |  |

# Girl Scout Manners in the Out-of-Doors

Girl Scouts are expected to be considerate and caring, not only to one another but also in relation to their environment. Teach your troop good out-of-door manners and respect. Discuss the following as you prepare for your lodge camp experience.

## Leave No Trace

Leave No Trace is a national and international program designed to assist outdoor enthusiasts with their decisions about how to reduce their impact when they hike, camp, picnic, snowshoe, run, bike, hunt, paddle, ride horses, fish, ski or climb. The program strives to educate all those who enjoy the outdoors about their effects on nature as well as techniques to prevent and minimize the "footprints" they leave behind. Leave No Trace is best understood as an educational and ethical program, not as a set of rules and regulations. Leave No Trace helps public land visitors to understand and practice minimum impact skills as they explore the natural resources in their community and beyond.

Here are some guidelines to keep in mind:

- We share the outdoors with wildlife that was there first. Please do not destroy their homes and habitats.
- Anything alive or growing should be left to live and grow. Remember picking flowers and plants takes away food and cover for the wildlife.
- Stay on designated paths while hiking so that small plants won't get crushed.
- Obtain permission to cross someone's private property.
- Take away everything you brought—leave no trace that you or your group was there. Restore the site to its natural condition.
- Only run in designated areas.
- Maintain appropriate voice and noise levels appropriate to the setting or situation.
- Establish general rules for acceptable group behaviors via partnership with the girls.

### Other ways to show respect for the environment and to conserve energy:

- Turn off lights and appliances when not in use.
- Turn the heat down or off when no one is in the room.
- Hang towels out to dry on a nice day.
- Use mess kits/plates and silverware from home and not plastic/Styrofoam.
- Pick up litter around camp.





# UNIT 2

## Safety at Camp





## Safety Rules for Girl Scouts at Camp

As Girl Scout activities keep pace with an ever-changing world, ensuring the health and safety of the girls is paramount. Safety is the responsibility of girls and adults alike. When Girl Scouts learn about safety, more activities are within their reach. As a Girl Scout adult you have the most contact with the girls, as well as the most impact on them. You influence the lives of girls in your troop. This influence includes safety and while safety cannot be guaranteed, unnecessary risk can be greatly reduced.

Below are some general safety rules to follow when camping in a lodge. This is also your opportunity to check your understanding and explore the Group Camping *Safety Activity Checkpoints*.

| Rule  | Reason |
|---|--------|
| Girls always use the buddy system.  |        |
| Girls don't leave the lodge without permission.                           |        |
| Everyone wears closed toe shoes until bedtime.                            |        |
| The troop takes a First-Aid kit and certified First-Aider on each trip.   |        |
| The First-Aid kit is checked before leaving to be sure it is stocked.     |        |
| Troops practice emergency evacuation drills at camp.                      |        |
| Weather radios and phones are available for emergencies.                  |        |
| Girls know that it's important to tell an adult if they are hurt or sick. |        |

## Emergency Preparation

An emergency contact person(s) should be available at home for the duration of your overnight. The emergency contact person should be an adult who is willing to be available during the entire camping trip to act as a contact person with families and/or campers in case of an emergency. The family of each camper should have the name and phone number of the emergency contact person.

The emergency contact person's packet should include the following checklist:

|   |   |
|---|---|
| Names and phone numbers of everyone attending | Phone number of police nearest camp               |
| Names and phone numbers of all drivers        | Schedule of activities off and on the site        |
| Camp phone number                             | Council emergency beeper number                   |
| Camp ranger's name and phone number           | Name of site you are using and directions to camp |

## Camp Emergency Procedures

Complete the chart below for your troop's upcoming overnight. These are procedures that you will want to go over with your troop at the beginning of your camping trip. Use your *Handbook for Site Users* to help fill out this chart. Also, note the specific locations designated for emergencies at the camp at which you will be staying.

### *What to do in case of.....?*

|                              |  |
|------------------------------|--|
| Fire                         |  |
| Storms                       |  |
| Tornado                      |  |
| Health/Accident<br>Emergency |  |
| Intruders at Camp            |  |
| Lost Campers                 |  |

### *Where is the nearest.....?*

|                           |  |
|---------------------------|--|
| *Phone                    |  |
| **Emergency Care Facility |  |
| **Hospital                |  |

\*While a few of our camps have easily accessible phones, you'll want to make sure there is a cell phone available to use for communication and/or emergencies.

\*\*You will receive this information along with your confirmation packet once you have reserved your site. This information is also posted in all camp units and buildings.



## Fire Safety and Fire Building

Lodge Camp Training is intended to prepare adults to facilitate a safe overnight experience for girls, during which they sleep indoors. Even though your sleeping indoors, the girls should choose to do some activities outdoors. Often times this may include a campfire. Adults completing Lodge Camp Training are permitted to build small campfires. This means you shouldn't need a hatchet or saw to build your fire.

Having a fire, either in the fireplace or an outside fire ring, will add to your lodge camping experience. It is important to follow some simple safety procedures when building and maintaining a fire either indoors or outside. The following are situations in which you may want a small campfire during your Lodge Camping experience:

- The lodge you are staying in has a fireplace.
- Your girls would like to sing songs and do skits by a campfire.
- The camp menu includes simple stick cooking like hot dogs and s'mores.

### Building Your Fire

The following are some helpful hints for gathering wood and building a safe fire:

- Use a fire ring. The fire ring is the designated area around the fire that campers should be aware of. Many council lodges have fire rings near them. When using a fire ring, be sure to follow additional safety guidelines (like no running, no ponchos, etc.)
- Always have a bucket of water close by.
- There are three types of wood for building a fire: **Tinder** (tiny sticks that start burning from a single match), **Kindling** (long narrow sticks about the thickness of your thumb), and **Fuel** (thick sticks and logs that keep the fire burning for a long time).
- Gather wood and stack away from fire circle according to the size of the wood.
- **Do not** pick up or burn wood with vines around it (could be poison ivy).
- Always use wooden matches—they are easier to hold, they stay lit longer, and are easier for the girls to use.
- Strike the match away from you. If the girls have not used matches, have an adult light the fire. If the girls in your troop are Girl Scout Brownies or older, you may teach the girls how to strike a match by having them practice at a safe distance from each other, in the fire ring, and with good adult supervision.

### Using the Indoor Fireplace

The following will help you have a safe fire in the fireplaces found in some of the council facilities:

- Clear the area around the fireplace of anything that may catch on fire.
- Always use the fire screen.
- Never overload the fireplace; remember an indoor fire is a **small** fire.
- When building the fire, place logs at the rear of the fireplace. This helps to avoid smoke in the lodge.
- Do not use charcoal in an indoor fireplace as it creates too much carbon monoxide.
- Do not use water to put out fires in indoor fireplaces (it may crack the surface and creates a big mess).
- Never leave the fire unattended and before leaving the room, **always** make sure the fire is out.
- Separate partially burned logs in the fireplace to help it burn out.
- If removing cold ashes from the fireplace, place outdoors in a nearby fire circle. Please do not dump ashes into a pile in the woods.



## Using an Outdoor Fire Ring

**Remember to consider the safety and readiness of your girls!**

Having a fire in the out-of-doors will provide the girls with a memorable experience and several program opportunities.

- Fill and place a fire bucket with water near the fire circle and out of the main walking area.
- Clean out all debris from the fire circle. Be sure benches and other materials are a safe distance from the fire.
- Only fire builders should be in the fire ring.
- Always tie back loose fitting clothes and long hair when around the fire.
- Never wear rain ponchos in the fire ring.
- Never walk on the rocks around the fire circle.
- Use fire starters if needed to start the fire. **Never** use liquid fire starter.
- Use water to extinguish an outdoor fire (sprinkle on and rake the coals until they are cool).
- Make sure an adult watches the fire at all times and make sure it is out before leaving the fire ring.
- Do not play with the fire.
- **Do not** burn paper or garbage in the fire.

## Stick Cooking While Lodge Camping

It is recommended that when lodge camping for the very first time and/or you or your girls have not had outdoor cooking training; girls do not do any outdoor cooking other than stick cooking. This is the most commonly used method of outdoor cooking. Stick cooking is an exciting way to involve each camper in the preparation of her own meal. It is a popular method of cooking that is quick and easy and requires very little cleanup.

Things to remember when stick cooking:

- The stick should also be reasonably long, as you will want to stand back from the fire when you are holding it.
- Once you find your perfect stick or sticks, wash them with some soap and water. If your stick begins to peel you will need to take your camping or pocket knife, and remove the outside of the stick so that you are down to the white part of the stick.
- Always use hot coals to cook foods on a stick rather than direct flames. Emphasize to your troop that safety should always come first. In the event of a piece of food catching fire, ensure they know what **not** to do, such as, wave their stick around wildly! Remind them to keep their sticks pointing downwards when not over the fire; all those hot, pointed sticks, and flaming marshmallows can be dangerous!

**For some fun recipes to try with your troop while stick cooking, see the links in the resource section.**

# Fire Starters and Match Safety

## Fire Starters

A homemade campfire starter will help you light up your campfire without a great deal of effort or frustration. Making a fire starter is not an exact science and the process allows you to recycle some materials that are lying around your home, such as old candles. Here is an easy fire starter that you can make with your girls to use on your camping trip.

### Candle Kisses

1. Take left over pieces of candlesticks, or break candlesticks into sections.
2. Wrap stubs/sections of candles in wax paper.
3. Twist the ends like a candy kiss.
4. Light the candle kiss by the twisted ends.

**Remember: Never use a liquid fire starter!**

## Match Safety

Because girls have a natural curiosity about fire, they might experiment with it when adults are not around to supervise. That's why it is important to teach children at an early age about fire safety, which includes match safety. Girl Scout camping trips are a perfect place to expose girls to this information in a safe environment.

Tips for using matches with girls:

- Ensure that the girls are old enough—Girl Scout Brownies and above.
- Have plenty of adults available to help guide the girls.
- Use only wooden matches.
- Have the girls create a safety circle around them, an arm's length away from all others.
- Demonstrate to the girls to strike the matches away from them.
- Demonstrate how to extinguish and discard a used match. (Blow it out—do not wave it around! Ensure that a match is completely out before you put it into the trash bin. You may want to run it under a faucet. Matches can also be disposed in the fire circle.)
- Explain to girls that matches are a tool used to create fire to heat our homes and cook our food—it is not a toy! Matches can be used to light a fireplace, campfire, or candles on a birthday cake. Fire is not magic; it is hot and can cause devastating consequences.

# Kitchen Safety Guidelines

Cooking is both rewarding and fun, but it does demand a certain degree of care and caution. As a leader it is important that your girls learn the basic kitchen skills, hygiene, and safety when preparing food while lodge camping. Keep in mind the readiness of your girls. Remember that some girls may have experience in the kitchen, while others do not. It is a good idea to do some preparation prior to lodge camping.

## Knife Safety

Teach girls the safe way to handle knives and to chop or cut a piece of food, prior to lodge camping.

- Always keep the blade pointed away from you.
- Never put your thumb or any other finger on the blade.
- Remember to use the safety circle, keeping arm's length away from other people while using a knife.

## Appropriate Kitchen Attire

Use common sense here! Encourage girls to wear short sleeves and an apron for protection. Always encourage girls to tie their hair back. Remind girls never to use a towel to move hot pans; oven mitts are safer.

## Sanitation and Food Handling

Encourage girls to wash hands before and after handling food, and after going to the latrine/ bathroom. Make sure girls understand the importance of cleaning work surfaces and utensils before and after use. Ensure that girls know they should thoroughly cook all meats, raw milk, poultry, eggs and foods containing eggs.

## Tips for Success in the Kitchen

Preparing meals for a large group can be overwhelming. Girls and adults should be involved in the planning, preparation, and clean-up of meals. This gives girls an opportunity to practice practical life skills and self-sufficiency.

- ✓ Divide girls into small groups or pairs to complete tasks.
- ✓ Determine a maximum number of people allowed in the kitchen at one time. A crowded kitchen is a dangerous kitchen.
- ✓ Supervise girls at all times. Never let a girl alone when she is cooking.
- ✓ Explain and show girls how to do kitchen tasks and how the equipment works. Don't assume girls will know what to do from watching their parents/caregivers in the kitchen.
- ✓ Understand fire safety. Ensure girls are aware of all fire exits. Explain how the fire extinguisher works, how to put out a grease fire and when to call 911.
- ✓ When cleaning up, be sure to use your kaper chart to make sure that each girl is actively involved. This may include scraping, washing, drying and putting away the dishes, etc. Remember, Girl Scouts leave the lodge cleaner than how they found it.
- ✓ Don't forget to have fun! Singing songs during kapers is a great way to make them more enjoyable. Don't forget that enthusiasm is contagious!



# Unit 3

## Site Orientation





# Site Orientation

## General Information

In addition to using this training manual, you will need to utilize the *Site Users Guide* as you begin your plans to camp overnight at one of our camp facilities. This guide will help assure that you and your troop have a safe and successful campout. Contents include:

- General Camp Information
- Role of the Camp Ranger
- Role of the troop
- Arrival procedures and times
- Equipment available at camp
- Site Rules and Policies
- Registration Guidelines
- Emergency Procedures
- Program and Progression

## Care of Facilities

Girl Scouts of Western Ohio's camps are your camps. You should instill in your troop the desire to take care of our facilities and treat them with love and respect. Please pay close attention to the following practices:

- Graffiti—we do not condone the act of writing on any wall, fixture or furniture at any of our camps. If you see graffiti, please let the camp ranger know so they can remove it. Please discuss with your girls why they shouldn't leave graffiti anywhere at camp.
- Destroying nature—we hope your troop enjoys the outdoors while at camp. Let your troop experience the outdoors, but please respect plants and animals by following the Leave No Trace principles.
- Moving bunk beds and mattresses—please leave bunk beds where they are located. It is dangerous to move beds and may cause splinters, lifting injuries and more. The mattresses should not be used in areas where they will be soiled, torn, and receive excessive abuse.



## Cleaning of Facilities

Camp will only be as clean as the last Girl Scout troop left it for you! Please know that it is your troop's responsibility to leave your facility cleaner than you found it. Laminated cleaning checklists are hung in each facility. As your girls begin to clean, work down through the tasks until you have completed them all. Dry erase markers are available to mark off each task as you go.

## Natural Hazards

Proper planning, preparation and awareness are necessary to avoid natural hazards. Prior to your overnight at camp, discuss the following topics with your troop so that the girls have an idea of what to expect when they are at camp. The following might be encountered anywhere, even in your own backyard or neighborhood. So remember, from walking through the school yard to hiking in the wilderness, be aware so you can avoid hazards and have fun!

## Animals

Never approach any animal, domestic or wild. Remember that you are a guest in their habitat. Never try to capture any animal—even if someone is bitten. Get a good physical description of the animal and where it was last seen and contact the proper authorities (ranger, property manager, local animal control or health department).

## Poison Ivy

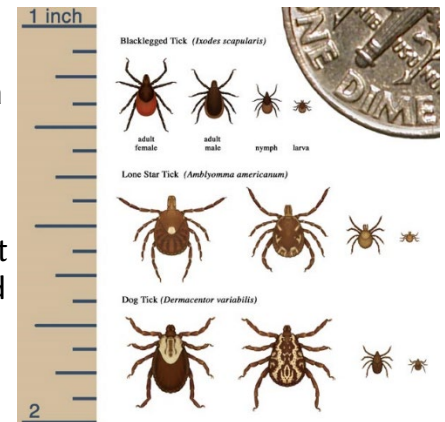
- Poison ivy grows as a low plant and may appear as a vine, bush or stalk-type plant. The leaves are in groups of three and often notched. See photo to the right!
- Touching any part of this plant, including firewood with dead poison ivy vines, may cause a rash.
- The oil in the plant causes the irritation, which may cause itching, red skin and blisters.
- If you have been in areas with poison ivy, wash with cold water and non-oily soap. (Fels-Naptha soap or Dawn dish soap, if available.)
- Turn clothes inside out, so when you wash them, you won't touch the poison ivy oil on the clothes.
- Do not scratch a poison ivy rash.
- Wear calf-length or knee-high socks.



## Ticks

Ticks are normally active from April through July. To avoid tick bites:

- Avoid weedy areas.
- Wear long pants and/or light colors so ticks can easily be seen when in weedy areas.
- Tuck pant-bottoms into sock-tops so ticks can't get in. Use non-aerosol insect repellents on clothing.
- Do frequent tick checks during the day when in the field, and at night before going to bed. (Ticks climb upward. Frequently, they go toward the head, near the hairline.)
- If a tick is found attached, it should be removed as quickly as possible. With tweezers, grasp tick behind the head and pull gently, but firmly, straight out until the tick releases its grip.
- Wash area with soap and water.
- Draw a circle with a pen around the bite and observe area for 48 hours, checking for a rash.
- Save the tick and give it to the child's parents/caregivers at the end of the camping trip. Complete an Incident/Accident Report and notify caregivers who may seek medical attention if they so desire.



## Mosquitoes

To avoid mosquito bites:

- Wear loose-fitting, light-colored clothing.
- Avoid use of perfumes, scented deodorants or scented hair products.
- Turn pails, buckets, or other containers upside down when not in use.
- Dump fire bucket and refill upon arrival to camp.
- Avoid dense vegetation where mosquitoes rest during the day.
- Carry and use non-aerosol insect repellent.
- Long-sleeved clothing and pants should be worn if one is sensitive to bites and hiking in the woods.



## Bees, Hornets and Wasps (Stinging Insects)

Bees, hornets and wasps are flying insects with a stinger that is used for self-defense. They usually make their nests under overhangs of buildings and inside tent awnings and supports. Avoid disturbing their nests and hitting or swatting these insects. Please notify the camp ranger if a nest is in your camp unit area and you cannot avoid disturbing it.

If a person is stung, find out immediately if the person is allergic and has medication. Watch for any allergic reactions, including swelling. Serious allergic reaction signs include swelling of the throat, decreased consciousness and difficulty breathing. If these signs develop, get the person to a hospital/doctor right away.

Remove the stinger immediately by scraping the stinger away with your fingernail. Never squeeze the stinger—squeezing releases more venom from the stinger. Wash the affected area well and put ice on it to reduce the swelling. Complete an Incident/Accident Report and notify parents/caregivers who may seek medical attention if they so desire.

## The Five Basic Steps That Children Should Know If They Become Lost

1. If you become lost, ***Hug A Tree!*** People (of all ages) who realize that they are lost usually get a little panicky. Find a tree and give it a big hug—you can even talk to it if you like! Stay with your tree until someone finds you.
2. ***Don't worry about being in trouble!*** Sometimes kids who are lost think that they are going to be in trouble for getting lost. The opposite is true! The adults will be relieved and happy to find you! Concentrate on staying positive—if you remember to “Hug-A-Tree” you will be okay!
3. ***Make yourself big.*** If you have been lost awhile and you hear a helicopter or plane flying near, get to some open space (near your tree) and lay down on the ground. Imagine that you are part of a search and rescue team and you are in a helicopter or airplane trying to find someone who is lost. Do you think it would be easier to see the top of their head or their whole body sprawled out on the ground? You can even use branches or rocks to spell out the word “Help” to make it easier for someone to find you.
4. ***There aren't any animals in the woods that are going to hurt you!*** If you hear something moving through the grass or branches, yell at it! If it's an animal, it will run away. If it's a searcher, you're found! Don't be afraid. (Fear of the dark and images of lions and tigers and bears can be terrifying and debilitating. Teach girls to be confident that nothing will hurt them if they are brave.)
5. **Keep in mind that if you are lost for long enough, hundreds of people will show up to help find you!** Search and rescue volunteers are committed people and will look endlessly for you—no matter what the weather or how dark it is. They might even have dogs with them to help follow your track. Don't be afraid if a stranger is calling your name or you see someone that is in a uniform. Remember, you are not in trouble! Speak right up and let a searcher know exactly where you are!



# Bed Bugs

Bed bugs have been a growing nuisance nationally over the past few years. Girl Scouts of Western Ohio strives to keep our campsites and properties healthy and free of infestations. The information below will help in understanding, preventing and treating bed bug infestations.

## *Overview of Bed Bugs*

Bed bugs are insects, which have piercing mouthparts that in most species are used for feeding on plants. Unfortunately, bugs mouthparts have been adapted to feed on human blood while inflicting very little pain (most never feel the bed bug feeding). The eggs are white and about 1 mm long. The nymphs look like adults but are smaller.

- Bed bugs are flat, wingless and about one-quarter of an inch long.
- Bed bugs don't care if a home is neat or messy, only that people—their food source—are near.
- They have six legs and are shiny reddish-brown. After feeding on human blood, they appear dark brown and swollen.
- They can be seen with the human eye, but are known to hide during the day.
- By feeding on infected people, bedbugs can be infected with some blood-borne diseases. However, there is no evidence that bed bugs can transmit these diseases to other people.
- Simply using chemical treatments will not remove the infestation.
- Bed bugs are great hidiers. Favorite locations are in the seams of mattresses, sofa seams, cracks in the bed frame and/or head board, under chairs, couches, beds and dust covers, under rugs, edges of carpets, drawers, baseboards and window casings, behind light switches, electrical outlet plates, cracks in plaster, televisions, radio clocks and phones, backpacks, sleeping bags, clothes, behind wallpaper, picture frames and other dark areas.



## **Preventing Infestations**

- Encourage campers to wash their clothes and bedding materials in 120° F (49° C) water and/or place them in a dryer set at high heat for twenty minutes *before* bringing them to camp.
- Have campers and adults store their items in plastic totes or garbage bags up off of the floor, away from beds and away from other campers items as much as possible.
- If an infestation is detected either during a camping trip or immediately following a camping trip at a Girl Scouts of Western Ohio camp, please contact the ranger of that camp immediately.

## Symptoms

It can be difficult to distinguish bed bug bites from other insect bites. Some people have no reaction at all to bed bug bites, while others experience an allergic reaction that can include severe itching, blisters or hives.



In general, the sites of bed bug bites are usually:

- Red, often with a darker red spot in the middle
- Itchy
- Arranged in a rough line or in a cluster
- Located on the face, neck, arms and hands

**If you suspect that someone in your camp group has been bitten by bed bugs, inform the ranger immediately.**

## Treatment of Individuals Bitten by Bed Bugs

Campers bitten by bed bugs should be treated at home. However, if there is a need to treat while on the trip, please gain caregiver permission before administering any treatment. Generally, the redness and itch associated with bed bug bites usually goes away on its own within a week or two. However, treatments to speed the recovery might include:

- A skin cream containing hydrocortisone.
- An oral antihistamine, such as diphenhydramine (Benadryl).
- If a skin infection develops from scratching bed bug bites, a doctor may prescribe an antibiotic treatment.

When to see a doctor—if your afflicted camper or adult experiences allergic reactions or severe skin reactions to their bed bug bites, they should see their doctor for professional diagnosis.

## Treating Infestations

Experts suggest the following nonchemical treatments for treating infestations:

- **Vacuuming.** A thorough vacuuming of cracks and crevices can physically remove bed bugs from an area, but vacuum cleaners can't reach all hiding places. Optimum results will be achieved by moving and scraping the end of the suction wand along infested areas such as seams and fabric folds of beds and sofas, and the perimeter edge of wall-to-wall carpets. Once you have vacuumed everything, immediately place the vacuum bag into a plastic bag, seal it tight and dispose of it in an outside trash container.
- **Hot water.** Washing clothes and other items in water at least 120° F (49° C) can kill bed bugs.
- **Clothes dryer.** Placing wet or dry items in a clothes dryer set at high heat for twenty minutes will kill bed bugs and their eggs.
- **Enclosed bags.** Items that cannot be put in a washer or dryer can sometimes be de-infested by wrapping in plastic and placing them outdoors in a hot, sunny location, for at least a day. If this method is attempted, packing fewer items per bag makes it harder for the bugs to find cooler places to hide. Monitoring with a thermometer is prudent, with a target internal temperature of at least 120° F (49° C).
- **Enclosed vehicle.** If it's summer, you can bag up infested items and leave them in a car parked in the sun with the windows rolled up for a day. The target temperature is at least 120° F (49° C).
- **Freezing.** Bedbugs are also vulnerable to temperatures below 32° F (0° C), but you would need to leave the items outdoors or in the freezer for a recommended five days.

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The information on this handout comes from the American Camp Association website.





# Unit 4

## Resources and Review





## **Group Camping**

**Council Approval:** Required

**Activity Permitted For:** D B J C S A

**Required:** At least one adult must be trained in camping as required by your council.



Camping, a great Girl Scout tradition, is one of the very first activities that Girl Scouts' founder Juliette Gordon Low encouraged for girls. The key to an enjoyable camping experience is being prepared-by packing just enough gear, supplies, and weather-appropriate clothing. Girl Scouts advocate for the Leave No Trace method of camping, which involves leaving a campground the way it exists in nature, free of garbage and human impact.

You can add to the experience with a camp kaper chart. Divide up cooking duties and get creative about preplanning outdoor meals. Be ready with camp entertainment. Before you go camping, read about camping stories, songs, activities, and games.

**Note:** When planning activities to do while camping, remember that girls are never allowed to hunt, go on high altitude climbs, or ride all-terrain vehicles or motor bikes.

For travel camping-camping as you travel-note the additional safety precautions listed.

### **Learn More:**

**American Camp Association**

**Go Camping America**

**Leave No Trace**

### **Camping with Daisies and Brownies**

A Daisy troop may participate in an occasional overnight camping experience. Daisies who have completed kindergarten may independently participate at day camp and in resident camp experiences lasting up to three nights. Daisies who have completed first grade may independently participate in resident camp experiences lasting four or more nights.

Travel camping is not recommended for Daisies and Brownies.

Know where to camp when camping with Daisies and Brownies, which includes Girl Scout camps; public, private, state, and national parks; and sites deemed appropriate by local and state authorities.

Connect with your Girl Scout council for site suggestions and for information on using a non-council-owned site. Search for campground locations at **Reserve America**.

### **Include Girls with Disabilities**

Communicate with girls of various abilities and/or their caregivers to assess any needs and accommodations. Learn more about adapting camping activities at **Disabled Sports USA**.

### ***Safety Activity Checkpoints***

Safe camping locations are Girl Scout camps; public, private, state, and national parks; and sites deemed appropriate by local and state authorities. Connect with your Girl Scout council for site suggestions and for information on using a non-council-owned site. The campsite should be able to provide evidence of \$1 million liability insurance and instructor certifications upon request.

**Verify leader/instructor knowledge, experience, judgment, and maturity. Ensure that at least one adult is trained or possesses knowledge, skills, and experience in the following areas:**

- Outdoor program activities and leadership
- Girls' emotional responses to trips, including homesickness
- Trip planning in a girl-led environment
- Safety management
- Program activities specific to the trip
- Group dynamics and management
- Outdoor cooking (if relevant)

**Ensure that supervision of girls and adults far travel camping include at least two adults who are additionally trained, or have documented experience, in the following areas:**

- Participation in similar trips
- Familiarity with the area in which the trip is conducted
- Physical fitness and skills necessary to support the group
- Chosen mode(s) of transportation
- Site orientation
- Emergency procedures
- Minor maintenance far equipment and vehicles, as appropriate

**If travel camping (using campsites as a means of accommodations), verify the following adult certifications and standards:**

- Far trips by small craft, one adult is currently certified as required by the safety activity checkpoints for the particular mode of transportation being used (canoe or kayak, for instance).
- Far trips that involve swimming, one adult who is present is currently certified in basic lifeguarding.
- Each driver of motorized transportation is at least 21 years old and holds a valid license appropriate to the vehicle.
- No adult drives more than six hours per day, with rest breaks every two hours.
- If a trailer is used, it is in compliance with all state, local, and federal regulations for the areas of travel. The assigned driver is experienced in pulling a trailer. No girls or adult leaders ride in the trailer.
- No caravanning (cars following closely together, with the lead vehicle in charge) is allowed. Each driver must have information about route and destination in addition to the cell phone numbers of other drivers.
- Ensure that girl and adult participants receive information about first-aid procedures, emergency and rescue procedures, environmental awareness, and program plans for mode of travel and geographic area, as well as operational procedures (water purification, food preparation, camping equipment, sanitation, and food storage procedures).

## **Sleeping Arrangements**

On trips where male volunteers are part of the group, it is not appropriate for them to sleep in the same space as girl members. Always support and maintain an all-girl atmosphere for sleeping quarters. Men may participate only when separate sleeping quarters and bathrooms are available for their use. In some circumstances, such public venues as a museum or mall overnight with hundreds of girls, this type of accommodation may not be possible. If this is the case; men do not supervise girls in the sleeping area of the event and the adult-volunteer-to-girl ratio is adjusted accordingly.

Always avoid having men sleep in the same space as girls and women. An exception is made for family members during events such as parent-daughter or family overnights where one family may sleep together in an area specifically designated to accommodate families. Also please note the following:

- Each participant has her own bed. Parent/caregiver permission must be obtained if girls are to share a bed.
- Girls and adults do not share a bed; however, some councils make exceptions for mothers and daughters.
- It is not mandatory that an adult sleep in the sleeping area (tent, cabin, or designated area) with the girls, but if an adult female does share the sleeping area, there should always be two unrelated adult females present.

If possible, men should have their own designated bathroom. If a unisex bathroom is used the door must have a working lock, or a system for notifying others that the bathroom is in use. This system should be reviewed and understood by all girls and adults.

Men should not have to walk through the girls' sleeping area to get to the bathroom. When camping in tents or single room cabins, men must stay in a tent or a cabin that's separate from the girls or women.

During family or "he and me" events (in which girls share sleeping accommodations with men), ensure the sleeping details are clearly explained in a parent/caregiver permission slip.

More than one family may use a tent or single-room cabin during these events only if both families agree.

In public venue overnights, such as museums or at malls, ask if there is a separate sleeping area and bathrooms for men. If no such area exists, designate an area out of the way or off to the side so that men are not sleeping alongside the girls.

For long-distance travel, men must have separate sleeping quarters and bathrooms away from girls. Each participant should have her own bed. If girls want to share a bed, they must obtain parent/caregiver permission. Girls and adults may not share a bed, however, though some councils may make exceptions for mothers and daughters.

Women are not required to sleep in the sleeping area (for example, a tent or cabin) with girls, but if a woman does share the sleeping area, two unrelated women must always be present.

For sites without electric lights and toilet facilities (otherwise known as primitive campsites):

- Choose and set up your campsite well before dark.
- Use a previously established campsite if available.
- Make sure the campsite is level, below tree line, and located at least 200 feet away from all water sources and.
- Avoid fragile mountain meadows and areas with wet soil.
- Avoid camping under dead tree limbs.
- Use existing fire rings if a fire is necessary.

- If a latrine is not available, use individual cat holes—holes for human waste that are at least 200 feet away from the trail and known water sources—to dispose of human waste. *Note:* Cat holes are not permitted in some areas, so follow local sanitary codes or alternative instructions in those areas.
- Wash dishes and do personal bathing at least 200 feet away from water sources.
- Store food in a secure location away from tents and out of reach of animals.
- Where necessary, use a bear-proof container to store food or, if allowed or appropriate, hang food at least ten (10) feet off the ground from a rope that's stretched between two trees. If the site is in bear country, check with local authorities for additional precautions.

## Safety Gear

- Clothing, including a rain jacket or poncho that can be layered and is appropriate for the weather
- Socks with sturdy shoes, hiking boots, or sneakers (no sandals, clogs, flip-flops, or bare feet)
- A sleeping bag that's rated for the anticipated temperature
- A flashlight and other battery-powered lights for indoor use (no candles, kerosene lamps, portable cook stoves, heaters, or other open-flame devices are to be used inside tents)
- A first-aid kit
- Insect repellent
- A hat or bandana
- A hat, gloves, and thermal underwear for cool temperatures
- Flame-resistant tents or tarp (no plastic tents)
- A map and either a compass or a GPS
- Mosquito netting, where necessary
- Cooking supplies (pots, pans, utensils, mess kit, dunk bag, etc.)
- A cooler for food storage
- Portable cook stoves and fuel whenever possible (to reduce the use of firewood)
- A flashlight or propane-fueled lantern (for outdoor use)
- A water purification kit

# Doubleknot Instructions



## To Use the Online Doubleknot Reservation System You Must:

- Be a member of Girl Scouts of Western Ohio
- Use a credit card
- Follow the Camp Reservation Schedule (below)

### Campers must use the online form if:

- Payment is by check or at a discounted rate (service units reserving more than 3 units—use the [Site Reservation Request Form](#) on the council website.)



### Camp Reservation Schedule:

Fall Property Use (Sept 1–Dec. 31): Opens May 1

Winter/Spring Property Use\* (Jan.1–May 31): Opens Sept. 1

Summer Property Use\* (June 1–Aug. 31): Opens March 1

*Price increase in effect for 2019.*



## Doubleknot Online Camp Reservations

Here are the steps:

1. Go to the [Doubleknot Camp Reservation link](#) on the council website.
2. Find the camp or program facility you would like to reserve from the options at the top of the page.
3. Choose the category or site you would like to reserve under “Category.”
4. Check availability using the calendar.
5. When you find the facility and site on the date that you want, click Reserve and follow prompts
6. Pay for your reservation
7. Print out your confirmation.

05-7792-02/2019



In Partnership With:







## Participant Release and High Risk Form

This form must be completed by all participants (girls and adults) and brought to the first day of camp or activity/program event. Please check all the activities that apply and sign the form on the back.

Participant's Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_ Troop # \_\_\_\_\_.

Name and Date of Session/Event: \_\_\_\_\_.

Does this participant have any physical and/or mental health conditions, problems and/or disabilities, which may require accommodation or affect her/his safety and ability to participate in the activity?

**YES NO** (circle one) If "yes" describe each:

The purpose of this form is to inform caregivers of the risk and to provide the opportunity for both their own evaluation of their participant's readiness for the activity and the reinforcement with their participant of the skills and behavior necessary to safely participate in the activity.

### TRANSPORTATION PERMISSION

My daughter has my permission to participate in off camp activities as described in the program activity description. My daughter may also be transported to medical facilities/appointments if the need arises. I understand that she will be transported in a camp vehicle designed for passengers.

### MEDICAL RELEASE/PERMISSION

My daughter is in good physical condition and has not had any serious illness or surgery since her last health examination. In case of an emergency, when I cannot be reached, I give permission for her to be treated by a qualified physician at the nearest hospital.

### HIGH RISK ACTIVITY RELEASE

I understand that if it is included in the description of my daughter's camp session or program event, she may be participating in activities on and off camp property that are considered high risk. I feel that my daughter is developmentally ready, both physically and emotionally, and possesses the skills needed to participate in the activities I have marked below. I have discussed with my daughter the importance of following safety guidelines, while participating in high risk activities.

**I understand the risks inherent in the below activities:** (Check all that apply during the program activity you or your daughter are attending, or that she has permission to participate in if given the opportunity. Then sign the bottom portion on the back of this form.)

Amusement Park Rides     Archery     Backpacking     Bicycle Riding     Canoeing/Kayaking

Caving     White Water Rafting     Other \_\_\_\_\_

\*Challenge Course and/or Climbing Wall (continue to the following section – initial each paragraph, then sign the bottom portion on the back of this form.)

\*The following section must be completed by and for each person (girl and/or adult) participating in Adventure Challenge Education (A.C.E.) programs, including but not limited to the low and high challenge course, climbing wall, zip line, rock climbing/rappelling and teambuilding activities.

Please read carefully before initialing and signing. Serious physical or psychological injury may result from your participation in this activity. Girl Scouts of Western Ohio does not guarantee your safety.

## WRITE INITIALS BELOW AFTER READING EACH SECTION

*Caregivers must also initial for minors*

/\_\_\_\_\_/ I understand that my participation in this activity is based on the "Challenge by Choice" philosophy. I recognize that the program is designed to use experiential, engaging and teaching techniques, but that my participation is purely voluntary. At all times, I will choose my level of participation in any activity. I have read the full value contract below, and agree to follow guidelines as presented.

- I understand the employees of the Girl Scouts of Western Ohio have received extensive training, and will work to protect the emotional and physical safety of myself and/or my child.
- I understand that climbing, high challenge course, low challenge course, ground initiatives, zip line and other activities in the program for which I and/or my child have enrolled, entail risk. I elect to participate, or allow my child to participate, in spite of these risks.
- Therefore, for myself/my child, I knowingly and voluntarily assume all risks involved in my participation, and do hereby release the Girl Scouts of Western Ohio, and its members, trustees, officers, employees, independent contractors and agents from any and all liability, damages, costs and expenses arising out of or relating to bodily or psychological injury, loss of life or personal property that may occur as a result of participating in this program.**
- I have read, understand and accept the terms and conditions stated herein and acknowledge that this agreement shall be effective and binding upon the parties during the entire period of participation in the said program.
- I grant the Girl Scouts of Western Ohio, and persons acting through them, the rights to use, reproduce, assign and/or distribute photographs, films, videotapes and sound recordings of myself or my child for use in materials they may create.

## FULL VALUE CONTRACT

The Full Value Contract is a set of agreements designed to help groups create a positive, creative and safe learning environment. While particular groups may choose to add to this list, the basic tenets of the Full Value Contract that all participants are expected to uphold include the following:

- BE SAFE:** Adhere to the safety guidelines so you are able to relax and feel comfortable.
- BE COMMITTED:** Be present mentally, physically, and emotionally to achieve the group's goals.
- BE RESPECTFUL:** Respect yourself and others, the instructors and the equipment.
- CHALLENGE BY CHOICE:** You select the level of challenges you are willing to experience.
- HAVE FUN:** You should balance fun and working to achieve goals.

*By signing below, all participants and caregivers acknowledge they have read, understand, and agree to the terms of this document. One form per participant must be filled out. At least one caregiver must sign.*

### SIGNER STATEMENT OF AWARENESS

I/We, the undersigned, have read and do understand the foregoing type of activity, the risks of participation and warnings. I/We further attest that all facts relating to the participants physical condition and age are true and accurate.

|                           |  |                     |
|---------------------------|--|---------------------|
| Signature of Participant  |  | Date                |
| Signature of Caregiver #1 | For _____<br>Name of Participant (Print) | Date                |
| Signature of Caregiver #2 | For _____<br>Name of Participant (Print) | Date                |
| Address in full: _____    |  | Home Phone #: _____ |
|                           |  | Bus. Phone #: _____ |



**Welcome to the properties of the Girl Scouts of Western Ohio.** We appreciate your use of our facilities, and hope that you will find your stay to be a pleasant one. Enclosed you will find some documents designed to help us make everyone's experiences as safe, fulfilling, and enjoyable as possible. Two of them need to be returned to us during your stay;

1. Facility Usage and Emergency Contacts Report: This document needs to be deposited into the Roster Drop Box when you arrive.
2. The Troop/Group Camp Activity Survey needs to be completed before leaving and deposited into the Roster Drop Box as you leave.

**Both of these forms should be deposited in the drop box before you exit camp.**

## **Facility Usage and Emergency Contacts Report**

**Upon arrival at camp or Girl Scout Center, place this document, with both sides completed, in the designated Roster Drop Box.**

Please answer the following questions:

What property are you using/renting? \_\_\_\_\_

Which lodge, campsite or room are you using? \_\_\_\_\_

Which lodge, campsite, or room are you using? \_\_\_\_\_

Is your group affiliated with the Girl Scouts?  Yes  No

If yes, please answer the following four additional questions along with the others.

Are you a Girl Scouts of Western Ohio group?  Yes  No

Troop # \_\_\_\_\_ Service Unit # or Name: \_\_\_\_\_

Function Type:  Troop  Service Unit  Training  Council Program Offering

If a council training or program offering, please list the name/or type:

\_\_\_\_\_

If no, your group's name is: \_\_\_\_\_

Date(s) at Camp or Girl Scout Center: \_\_\_\_\_

Is your function an overnight event or daytime only event?  Overnight  Daytime Only

Total Attendance: \_\_\_\_\_ Breakdown: Youth \_\_\_\_\_ Adults \_\_\_\_\_

(over)

888.350.5090 | [gsw.org](http://gsw.org)  
[customer care@gsw.org](mailto:customer care@gsw.org)



# Girl Scouts of Western Ohio Attendance Roster

| Participant Names | Emergency Contact | Phone(s) | Youth or Adult |
|-------------------|-------------------|----------|----------------|
| Group Leader:     |                   |          |                |
| Assistant Leader: |                   |          |                |
| Assistant Leader: |                   |          |                |
| Assistant Leader: |                   |          |                |
| Assistant Leader: |                   |          |                |
| 1.                |                   |          | Y / A          |
| 2.                |                   |          | Y / A          |
| 3.                |                   |          | Y / A          |
| 4.                |                   |          | Y / A          |
| 5.                |                   |          | Y / A          |
| 6.                |                   |          | Y / A          |
| 7.                |                   |          | Y / A          |
| 8.                |                   |          | Y / A          |
| 9.                |                   |          | Y / A          |
| 10.               |                   |          | Y / A          |
| 11.               |                   |          | Y / A          |
| 12.               |                   |          | Y / A          |
| 13.               |                   |          | Y / A          |
| 14.               |                   |          | Y / A          |
| 15.               |                   |          | Y / A          |
| 16.               |                   |          | Y / A          |
| 17.               |                   |          | Y / A          |
| 18.               |                   |          | Y / A          |
| 19.               |                   |          | Y / A          |
| 20.               |                   |          | Y / A          |
| 21.               |                   |          | Y / A          |
| 22.               |                   |          | Y / A          |
| 23.               |                   |          | Y / A          |
| 24.               |                   |          | Y / A          |
| 25.               |                   |          | Y / A          |

If more space is needed, please attach another sheet.

| Group Demographic Information                  |                                 |                |
|--|---------------------------------|----------------|
| <b>Registered As: (Girl Scout Groups Only)</b> | <b>Race Ethnicity:</b>          | <b>Number:</b> |
| _____ Daisies                                  | White/Caucasian                 |                |
| _____ Brownies                                 | Black/African American          |                |
| _____ Juniors                                  | Hispanic/Latino                 |                |
| _____ Cadettes                                 | Asian/Hawaiian/Pacific Islander |                |
| _____ Seniors                                  | American Indian                 |                |
| _____ Ambassadors                              | Alaskan Native                  |                |
|  | Other ( <i>specify</i> )        |                |

# Check your Knowledge on Lodge Camp Training

1. It is important to focus on the Girl Scout Processes when planning your overnight with your troop. They are:
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_
2. A \_\_\_\_\_ is the Girl Scout word for “chore” and a \_\_\_\_\_ chart is a system of rotating chores among girls in a troop.
3. TRUE or FALSE – Your troop must bring all your own cleaning supplies to clean your facility before you go home.
4. Leave No Trace is a national program designed to help people reduce their impact when doing outdoor activities. List 4 things that your troop can do to minimize the “footprint” you leave behind.
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_
  - d) \_\_\_\_\_
5. List 5 general safety rules to follow when camping in a lodge:
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_
  - d) \_\_\_\_\_
  - e) \_\_\_\_\_
6. Name the three types of wood used for building fires:
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_
7. How old should girls be before they learn to light a match?
  - a) Daisy
  - b) Brownie
  - c) Junior
  - d) Cadette

8. List 4 topics covered in the Handbook for Site Users:

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_

9. Name 4 natural hazards you might encounter while at camp:

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_

10. What are the 5 basic steps that children should know if they become lost?

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_

11. What are 2 ways to prevent bed bug infestations at camp?

- a) \_\_\_\_\_
- b) \_\_\_\_\_

12. The \_\_\_\_\_ form is used for permission to participate in council sponsored activities such as archery and canoeing.

# Check your Knowledge on Lodge Camp Training

## Answer Key

1. It is important to focus on the Girl Scout Processes when planning your overnight with your troop. They are:
  - a. Girl Led
  - b. Learn by doing
  - c. Cooperative learning
2. A **kaper** is the Girl Scout Word for “chore” a **kaper** chart is a system of rotating chores among girls in a troop.
3. **True** or false – Your troop must bring all you own cleaning supplies to clean your facility before you go home.
4. Leave No Trace is a national program designed to help people reduce their impact when doing outdoor activities. 4 things your troop can do to minimize the “footprint” you leave behind:
  - a. Don’t destroy animal homes or habitat, don’t pick flowers or plants.
  - b. Stay on designated paths while hiking.
  - c. Take away everything you brought, restore the site to its natural condition.
  - d. Maintain appropriate voice and noise levels for the setting or situation.
5. List 5 general safety rules to follow when camping in a lodge:
  - a. Always use the buddy system.
  - b. Don’t leave the lodge without permission.
  - c. Everyone wears closed toe shoes until bedtime.
  - d. The troop has a first aid kit and first-aider.
  - e. Practice emergency evacuation drills.
6. Name the three types of wood used for building fires:
  - a. Tinder
  - b. Kindling
  - c. Fuel
7. How old should girls be before they learn to light a match? **Brownie**
8. List 4 topics covered in the Handbook for Site Users:
  - a. General camp information.
  - b. Role of ranger and role of troop.
  - c. Arrival procedures, parking.
  - d. Site Rules and policies/Emergency procedures.
9. Name 4 natural hazards you might encounter while at camp:
  - a. Animals
  - b. Poison Ivy
  - c. Ticks or mosquitos
  - d. Bees, hornets, and wasps
10. What are the 5 basic steps that children should know if they become lost?
  - a. Hug a Tree.
  - b. Don’t worry about being in trouble.
  - c. Make yourself big.
  - d. There aren’t animals in the woods that are going to hurts you.
  - e. If you are lost for long, hundreds of people will show up to help find you.

# Check your Knowledge on Lodge Camp Training

## Answer Key (cont.)

11. What are 2 ways to prevent bed bug infestations at camp?
  - a. Wash clothes/bedding before going to camp or place them in a dryer on high heat for 20 minutes
  - b. Store items in a plastic garbage bag off the floor and away from other campers items.
12. The **High Risk Activity Permission** form is used for permission to participate in council sponsored activities such as archery and canoeing.



## LEARNING FACILITATORS EVALUATION

Training Topic/Event Name: \_\_\_\_\_

Facilitator(s) Name(s): \_\_\_\_\_

Date: \_\_\_\_\_

| How strongly do you agree with these statements regarding the facilitator(s): | Strongly Agree           | Agree                    | Neither Agree nor Disagree | Disagree                 | Strongly Disagree        | N/A                      |
|---|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|--------------------------|
| The facilitator interacted with attendees.                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The facilitator presented the information clearly.                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The facilitator addressed my questions and concerns.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The facilitator was well-prepared and engaging.                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Overall, how would you rate the facilitator(s)? (Please circle ONE): |   |   |   |   |   |   |   |   |   |                  |
|--|---|---|---|---|---|---|---|---|---|------------------|
| 0  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10               |
| <b>Poor</b>  |   |   |   |   |   |   |   |   |   | <b>Excellent</b> |

| Please respond to the following statements about the content from the training session(s): | Strongly Agree           | Agree                    | Neither Agree nor Disagree | Disagree                 | Strongly Disagree        | N/A                      |
|--|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|--------------------------|
| I gained access to new information, resources, or materials.                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| This training left me needing more information about this topic.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The atmosphere was conducive to learning.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The activities supported me in my learning.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| This training met my expectations.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I will benefit from this experience.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Overall, how would you rate this training session? (Please circle ONE): |   |   |   |   |   |   |   |   |   |                  |
|---|---|---|---|---|---|---|---|---|---|------------------|
| 0   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10               |
| <b>Poor</b>   |   |   |   |   |   |   |   |   |   | <b>Excellent</b> |

*Please fill out reverse side.*

413-002qcw/2018



*Please explain any "Strongly Disagree" and "Disagree" ratings on this evaluation form.*

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| Overall, how would you rate this learning event? (Please circle ONE.): |          |          |          |          |          |          |          |          |          |                  |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|------------------|
| <b>0</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> | <b>8</b> | <b>9</b> | <b>10</b>        |
| <b>Poor</b>  |          |          |          |          |          |          |          |          |          | <b>Excellent</b> |

Why did you rate this event as you did?

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What information did you find most valuable in this training?

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*What information do you feel was missing from this training? Please list any learning opportunities that are not offered that would be helpful:*

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Other Comments:

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