

Camp Aide

Trainer Guide



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Welcome

Thank you for being a Camp Aide Trainer. As a Camp Aide Trainer, you will share your experience and skills with Cadette, Senior, and Ambassador Girl Scouts to prepare them to work with younger Girl Scouts in a camp setting.

To be a Girl Scouts Western Pennsylvania Camp Aide Trainer, adults must be cleared and approved volunteers and have completed Let's Go Camping 1 and 2 Training. It is recommended to also have a current First Aid/CPR/AED certification. If you are not able to serve as a first aider, please note that you will be required to always have a volunteer with a current First Aid/CPR/AED Certification present at your training.

By agreeing to be a Camp Aide Trainer, you commit to holding at least one 4-5 hour in-person training session per year that follows the Girl Scouts Western Pennsylvania Camp Aide Training materials and expectations, as well as aligns with the Girl Scout Leadership Experience standards. Please note that the 4-5 hour recommendation is for 15 girls. Training may take longer with additional Girl Scouts.



Girl Leadership

The path from helper to role model starts here! Level by level, Girl Scouts will grow the confidence and planning skills to lead younger kids through activities, badges, and patches. Girl Scouts share their skills and inspire younger kids with hands-on leadership.

Key Elements of the Camp Aide Program

A Girl Scout Camp Aide is a Cadette, Senior, or Ambassador Girl Scout whose responsibilities and role fall somewhere between those of a youth Girl Scout camper and an adult volunteer. They have a love of camping and the outdoors and want to help younger Girl Scouts have great camp experiences.

Girl Scout Steps to Become a Camp Aide

1. Complete a pre-requisite.

- Complete an age-level appropriate Teaching Leadership Award (Junior Aide, Program Aide, VIT, CIT, WIT).

OR

- Complete the Girl Scouts Western Pennsylvania Teaching Leadership Award training.

2. Attend a Camp Aide training.

- Some specific day camps offer this training. Please check with the day camp director to determine when it will be offered.

OR

- Attend a Girl Scouts Western Pennsylvania Camp Aide training (listed on the [Event Search/Calendar](#)).

3. Assist at a day camp, service unit camporee, or overnight.

- Camp Aides should be involved in some portion of the camp planning in addition to being an extra set of hands and leading activities, songs, graces, and other activities.

Upon completion of a council-sponsored Camp Aide training, Camp Aides will receive a certificate and a custom Camp Aide patch.

Camp Aide Guidelines

A Camp Aide will:

- Assist during a service unit camporee, overnight, or day camp.
- Plan and deliver Girl Scout programming to Daisies, Brownies, and Juniors. This includes activities such as leading songs, games, and craft projects, as well as assisting with badge and patch programs in a camp setting.
- Supplement regular camp/overnight leadership, but not be a substitute for the required volunteer-to-girl ratio.
- Assist with record keeping—taking attendance, activity tracking, and badges earned.
- Be on time for the meeting or camp event they have agreed to help with.
- Arrange for their own transportation to and from the meeting/event.
- Check in with the leader in charge to discuss expectations.
- Make realistic commitments to younger Girl Scouts and the adult in charge and keep those commitments.
- Maintain their role as a Camp Aide by being an exceptional role model for younger Girl Scouts.
- Treat the leader and other Girl Scouts with kindness and respect.
- During and after the event, evaluate the experience with the leader in charge.
- Use Safety Activity Checkpoints when planning activities.
- Demonstrate the skills learned in Camp Aide training appropriately and safely at all times.

A Camp Aide may not:

- Assume adult responsibilities—this means being left alone with younger Girl Scouts or serving as the first aider/lifeguard.
- Drive other Girl Scouts.
- Serve as an adult in the volunteer-to-girl ratio.
- Camp Aides are not to be solely responsible for supervision at camp or during an overnight.
- Participate in activities or events away from their regular meeting place without their caregivers' signed permission slip.

Camp Aide Trainer

Included in the Camp Aide Trainer Guide are skills that must be included at each Camp Aide training, along with activity suggestions and objectives for each skill. The specific activity and order in which they fall during the training are up to you. Please ensure that all required topics are covered and objectives are met.

Don't forget, throughout the training, we are modeling for the girls how to use the Girl Scout processes of Girl-Led, Learning-by-Doing, and Cooperative Learning. Be aware of the processes being used and ensure that you deliver the material in a way that allows the girls to recognize them.

Camp Aide training must include the following mastery of skills:

- Fire Safety
- Fire Building
- Fire Cooking
- Knot Tying
- Flag Ceremonies
- Pocket Knife Skills
- Songs/Graces
- SWAPS
- Kapers
- GSLE and Safety
- Working with Younger Girl Scouts and Age-Level Development
- Communication/Inclusion
- Activity Planning

You may add more specific training elements to your training that align with your camp or overnight event, but the above **MUST** be included.

Planning Your Camp Aide Training

When planning your training, be sure to find a location that has access to a fire pit/place. Free locations are suggested.

If your training requires a Trip and High Adventure Application, please be sure to follow council procedures. Examples of high adventure activities include overnights, swimming, and archery.

Trainings should follow Girl to Adult Ratio as outlined in Safety Activity Checkpoints.

Option 1: Council-Sponsored Camp Aide Training

- Council-sponsored Camp Aide training will be listed on the Girl Scouts Western Pennsylvania [Event Search/Calendar](#) and will be available to all Cadette, Senior, and Ambassador Girl Scouts in western Pennsylvania.
- Training will be facilitated by Girl Scouts Western Pennsylvania staff or registered volunteers who are Let's Go Camping 1 and 2 trained and First Aid/CPR/AED certified.
- If a reservation fee is required, please contact the council before reserving the location. You will need to provide the council with a detailed receipt for reimbursement.
- Council staff will provide a roster after the registration close date, as well as certificates and custom fun patches for each girl registrant.

- The training cost will be \$25 per Girl Scout and \$5 per adult.
- Volunteer-run, council-sponsored training will be reimbursed for food and supplies up to \$12 per girl (see chart below). Reimbursement will require submission of receipts within 10 days after the training through the [Camp Aide Facilitator Wrap Up Form](#).
 - » Suggested pricing guide for reimbursement:
 - Food = \$5-\$6 per Girl Scout
 - Supplies as listed in this training guide = \$4-\$5 per Girl Scout
- To submit training for activity listing, please complete the [Camp Aide Training Event Request Form](#) 4-6 weeks in advance of your training date. To complete this form, you will need to know the date, time, location, address, and capacities for each training session.

Option 2: Facilitate Camp Aide Training on Your Own

Training will be facilitated by a registered volunteer who is Let's Go Camping 1 and 2 trained and First Aid/CPR/AED certified.

- Training will not be listed on the Girl Scouts Western Pennsylvania Event Search/Calendar, and you will be responsible for managing registration.
- Girl Scouts will not receive a Girl Scouts Western Pennsylvania Camp Aide Certificate and custom fun patch.
- The cost of training will be the responsibility of the trainer.

After Your Camp Aide Training

As you wrap up your Camp Aide training, please complete the [Camp Aide Facilitator Wrap Up Form](#) to let council know how it went and submit your roster and receipt (if applicable).

- Please mail any unused Camp Aide patches or certificates to the Edinboro office at 5681 Rt. 6N, Edinboro, PA 16412.

Please contact the Girl Scouts Western Pennsylvania Girl Program team if you have any questions or concerns about Camp Aide training before, during, or after your event.

Suggested Camp Aide Training Format

You may re-arrange the order of the activities to meet your training needs, but you must ensure that all topics are completed.

Several activities in the Teaching Leadership Award Workbook are referenced and may be used. A copy of the Teaching Leadership Workbook can be found in the Appendix as well as other activity handouts.

Although not on the schedule of events, don't forget to include graces before meals and to incorporate songs into your training.

TOPIC	TIME	MATERIALS NEEDED
Arrival Activity and Icebreaker	10 minutes	1 large safety pin for each girl 10 colored pony beads for each girl Name tag for each girl Markers 2 pieces of chart paper
Opening Flag Ceremony	20 minutes	Flag and flagpole Caller instructions *Page 54 of the Leadership workbook
GSLE and Safety	15 minutes	See pages 10-12 of the Teaching Leadership Award Workbook.*
Safety Scenarios	20 minutes	Safety scenario cards* page 1-2 of the Appendix Optional: UV beads Bracelet-making supplies Rolled gauze/compression bandage Adhesive bandages Soap/water Additional supplies as needed
Leave No Trace	15 minutes	Event and solution cards* Appendix pg 3-5 Ethics situation cards* Appendix pg 6-8
Fire Building and Safety	60 minutes	Cotton ball Petroleum jelly Example of other fire starters Matches/lighter Camp OH NO! Etiquette Cards* Appendix pg 9
Fire Cooking	60 minutes	Supplies for the meal that will be lunch
Working with Younger Girl Scouts and Age-Level Development	30 minutes	Refer to pages 13-15 of the Teaching Leadership Award Workbook* for an age-level specific characteristic.

Tie-Dyeing or Other Fun Activity	45 minutes	Supplies for activity
Communication and Inclusion	10 minutes	Have Girl Scouts refer to pages 17-18 of the Teaching Leadership Award Workbook.
Knot Tying and Knife Safety	30-45 minutes	Knot-tying cards* Embroidery floss or other knot-tying material, such as shoelaces, rope, or bungee cord Knife Safety Pledge (in Teaching Leadership Award Workbook)* Pocket Knife Test handout* Paper knife template* Red lipstick Ivory or Dove soap bars—at least one for each Girl Scout Craft stick and/or pocketknife
Closing Ceremony	20 minutes	Camp Aid Survey and Agreement Camp Aide Certificates & fun patch** Flag and flagpole Caller instructions **Provided for council-sponsored trainings

*These activity handouts are available in the Appendix /Leadership Workbook

**Items are provided by the Girl Program team. After you submit your event request form, you will be contacted for details on where to mail these items. [

TOPIC: Arrival Activity/Ice Breaker**TIME: 10 minutes (after arrival)****Objective:**

Girl Scouts will:

- Experience an arrival activity while they wait for everyone to arrive.
- Learn the training agenda.

Materials:

- 1 large safety pin for each Girl Scout
- 10 colored pony beads for each Girl Scout
- Name tag for each Girl Scout
- Markers
- 2 pieces of chart paper

Activity:*Before Training*

Have markers and blank name tags laid out. Chart paper should be on the wall and labeled:

- What is your prior experience working with younger children?
- Your favorite hobby or interest

As Girl Scouts Arrive

Ask them to fill out a name tag to wear for the entire training and to write their answer to the two questions on the chart paper.

Once All Girl Scouts Arrived

Please give a brief introduction of yourself and have each Girl Scout introduce themselves, along with the answer they provided to one of the opening questions.

Logistics

Remind Girl Scouts that they should put their phones away during training activities and that they will have time to check them throughout the training. Hand out the Teaching Leadership Award Workbook.

Workshop Overview

Hand out large safety pins for each Camp Aide candidate and ask them to attach them to their shirt or bag. Let them know that for each skill they learn, they will be given a colored bead to be placed on their pin. Please give an overview of the skills they will learn.

- Opening Flag Ceremony
- Leave No Trace
- Fire Building, Safety, and Cooking
- GSLE and Safety
- Working with Younger Girl Scouts and Age Level Development
- Communication and Inclusion
- Fun Activity
- Safety Scenarios
- Knot Tying and Knife Safety
- Closing Ceremony

TOPIC: Flag Ceremony Review**TIME: 20 minutes****Objective:**

Girl Scouts will:

- Learn the purpose of a flag ceremony and how to perform one.

Materials:

- Flag and flagpole
- Caller instructions

Activity:

- Gather Girl Scouts around the flag. Refer to the Flag Ceremony section of the Teaching Leadership Award Workbook and discuss the roles of a flag ceremony and how to fold a flag.
- Have Girl Scouts practice folding a flag.
- Go over flag ceremony calls and have the Girl Scouts perform an opening flag ceremony.

**TOPIC: GSLE and Safety****TIME: 15 minutes****Objective:**

Girl Scouts will:

- Learn about the GSLE and Safety Activity Checkpoints.

Materials:

- Teaching Leadership Award Workbook—pages 10-12

Activity:

- Discuss what the GSLE is with Girl Scouts and have them share a way that they have experienced one of the elements through their Girl Scout years.
- Go over page 12 of the Teaching Leadership Award Workbook, and if internet access is available, have Girl Scouts (individually or in small groups) research a select activity frequently done at camp and report out on the safety concerns they should consider.

TOPIC: Safety Scenarios**TIME: 20 minutes****Objective:**

Girl Scouts will:

- Learn basic safety and minor first aid.

Materials:

- Safety scenario cards found on pages 1-2 of the Appendix
- *Optional:* UV beads, bracelet-making supplies
- *Optional:* Rolled gauze/compression bandage, adhesive bandages, soap/water
- Additional supplies as needed

Activity:

Discuss safety and first aid outdoors.

Topics must include, but are not limited to:

- Sun Safety
- Dehydration
- Soft Tissue Injury
- Cut and Scrape

Use the safety scenario cards to teach and role-play various safety topics.

Optional Activity:

Make bracelets with UV beads to remind Camp Aides to stay safe in the sun.

Optional Activity:

Role play—allow girls to practice treating one another for common soft tissue injuries, cuts, and scrapes, and helping one another when they are dehydrated.



Objective:

Girl Scouts will:

- Learn and review Leave No Trace principles and be able to describe what outdoor ethics are and their importance in making the world a better place.

Materials:

- Event and solution cards
 - Ethics situation cards
- *Found on pages 3-6 of the Appendix

Activity:

Review the Seven Principles of Leave No Trace with Camp Aide candidates, referring to their Teaching Leadership Award Workbook.

Will You Make It? Game

Briefly discuss trail hikes with the girls. Have they been hiking? Do they have a favorite place where they like to go hiking? Also, ask if they've ever experienced a problem (i.e., unexpected weather, packed too much, muddy trail, etc.) while on a trip.

Distribute event and solution cards to the Girl Scouts, one for each, so that everyone can find their corresponding event or solution card to form a pair. Once all cards have been paired, have each group share their event and solution, and have an open discussion about other solutions or personal experiences.

Leave No Trace Ethics Game

Line Camp Aide candidates up into a straight line.

Ask the girls to think of one of their favorite outdoor places and what makes it important to them. Share some of your favorite places and ask the group to share a few of theirs, as well. Next, ask, "What if your favorite place was ruined?" and "What are ethics (what you do when no one is looking)?" Mention that to have outdoor ethics, people have a connection to nature.

Tell the girls they're going to have two situations to choose from each round. They will pick the situation that offends or disturbs them the most, or pick "which is worse."

Read two situations and direct the group to go to your right if they think the first situation is worse or to your left if the second situation is worse (ex, go to the right for cigarette butts along the trail and go to the left for livestock wading in a water source).

Repeat this for a few rounds, setting aside the situation card that most people chose.

Have a brief discussion on how everyone will have their own "worst of the worst," but the point is to leave nature as it is and follow the Seven Principles of Leave No Trace.

Objective:

Girl Scouts will:

- Get acquainted with fire pit safety.
- Learn the dos and don'ts of fire building.

Materials:

- Access to a fire pit
- Camp OhNo! fire handout *Appendix pages 9-17

Activity:

Start by asking the Camp Aide candidates if any of them have ever built a campfire or started a fire from scratch. Did they have to do anything before using the fire pit or starting the fire? There are a few essential things you must check before using a fire pit, as well as important "fireside manners" that the girls must follow to ensure a safe fire experience.

Break the Girl Scouts into groups of 3-4 and pass out the Camp OhNo! fire etiquette pictures. Ask the Girl Scouts to identify/circle all the things that the campers in the pictures are doing right (black marker) or what needs improvement (red marker). Come back together as a group to share what they identified in their group.

Discuss the Fire Safety Do's and Don'ts in the resource section of the Teaching Leadership Award Workbook.

Fire Safety Dos

- **Do** tie your long hair back or wear a bandana.
- **Do** totally extinguish your fire when you are done.
- **Do** stay out of the fire if you aren't cooking.
- **Do** check wind and weather conditions prior to starting a fire.
- **Do** check for firefighting equipment on-site (shovel, rake, bucket full of water).
- **Do** check for overhanging branches.
- **Do** clear the area of leaves and combustibles.

Fire Safety Don'ts

- **Don't** reach over the fire.
- **Don't** leave the fire unattended.
- **Don't** run around the fire.
- **Don't** start a fire alone.
- **Don't** wave a stick to put out a flame.
- **Don't** leave matches near the fire.
- **Don't** wear dangling clothing.
- **Don't** wear nylon fabrics around the fire.
- **Don't** start a fire within 15 feet of your tent.



TOPIC: Fire Building**TIME: 40 minutes****Objective:**

Girl Scouts will:

- Be able to make their own fire starters.
- Learn different types of fuel.
- Learn different ways to build a fire for different purposes.

Materials:

- Cotton ball
- Petroleum jelly
- Example of other fire starters
- Matches/lighter
- Access to fire pit

Activity:

Let the Girl Scouts know that next they will be building a fire, and they should refer to their Teaching Leadership Award Workbook for information on types of fuel, fires, and safety.

Reminders

- They will always need to have an adult who is trained in Let's Go Camping 2 present when building a fire.
- Follow the Leave No Trace principles.
- Gather all materials before you start your fire.
- This includes a bucket of water, rakes, and a shovel.
- Fires should only be built inside a fire circle.
- Only bring the amount of wood needed to start the fire. All other firewood should stay outside the fire circle.

Fire Starters

Explain what a fire starter is: a hand-held flammable material that can easily be lit and burns slowly enough to light the tinder and kindling.

Ask the Girl Scouts to think of any materials that can be found around the house that would normally be thrown away to use as a fire starter. Have them turn to the person next to them to discuss. Good examples are dryer lint, old newspapers, paper milk cartons, broken crayons, egg cartons, paper towel rolls, and candle stubs.

Have Girl Scouts create a fire starter by dipping a cotton ball in petroleum jelly. You can substitute this style fire starter for your preferred fire starter.

Tinder, Kindling, and Fuel

Have examples of each type of fuel so the Girl Scouts can see what they are looking for. Provide a brief description of what each type is used for.

- **Tinder** is wood shavings or thin sticks around the size of wooden pencil lead, used to ignite quickly.
- **Kindling** is small sticks no bigger than the width of your thumb and small enough that the heat from the tinder can light the kindling.
- **Fuel** wood is normally dry logs that sustain the fire over longer periods of time.

Fire Building continued

Refer to the resource section of the Teaching Leadership Award Workbook for more information.

The first mistake in fire building is adding big chunks of wood too quickly. Using the tinder and kindling approach to work your way up to bigger fuel logs ensures the fire starter and smaller pieces of wood don't get snuffed out by larger pieces of wood.

Using the buddy system, let the Girl Scouts go out into the campsite and gather a handful of tinder and kindling each. Remember to mention Leave No Trace and that none of the supplies should be torn directly from living trees, as this damages the campsite. Additionally, green sticks are not suitable fuel for fires.

Fire Building

While the Girl Scouts are gathering their fuel, gather your own fuel and build an example teepee, log cabin, and a-frame fire structures. When the Girl Scouts return from their search, show them the different styles.

- Teepee is the classic fire structure type and is good for a quick, hot fire. They burn quickly and will need fuel often.
- Log cabin (crisscross) fires burn for a long time and make good coals. They are best for cooking.

Have Camp Aide candidates choose one fire structure style to build together and start a fire. Remind them they will be cooking their own food if they need a prompt for which structure to use.

TOPIC: Fire Cooking

TIME: 60 minutes

Objective:

Girl Scouts will:

- Cook in the fire for their meal.

Materials:

- Supplies for a meal (try to keep the cost around \$5-6/person for food)

Activity:

Before Training

Decide what lunch will be and what supplies will be available.* Refer to the resource section of the Teaching Leadership Award Workbook to determine the type of fire cooking that best suits your training needs.

*For council-sponsored training, the Girl Program team will supply you with a list of any food allergens or dietary restrictions at the close of the training registration.

During Training

Have Girl Scouts use the fire they just built to cook their lunch. This is an excellent time for Girl Scouts to share and learn some songs. Don't forget to say Grace before they eat!

If you need assistance deciding on food selection, please reach out to the Girl Program team.

TOPIC: Working with Younger Girl Scouts and Age-Level Development	TIME: 30 minutes
<p>Objective: Girl Scouts will:</p> <ul style="list-style-type: none"> • Learn about age-level characteristics and tips for working with younger Girl Scouts. 	
<p>Materials:</p> <ul style="list-style-type: none"> • Teaching Leadership Award Workbook pages 14-16 	
<p>Activity: As Girl Scouts eat their lunch, discuss the Age Level Characteristics on page 15 of the Teaching Leadership Award Workbook. You could make notecards with the development statements and have Girl Scouts come up with activities that are age-appropriate. They can even use the planning pages in the Teaching Leadership Award Workbook on pages 23-25.</p> <p>Wrap up this unit by going over the tips for working with younger Girl Scouts on pages 14 and 16 of the Teaching Leadership Award Workbook.</p>	

TOPIC: Fun Activity	TIME: 45 minutes
<p>Objective: Girl Scouts will:</p> <ul style="list-style-type: none"> • Girl Scouts will have a VIP moment with other Girl Scouts to celebrate their Camp Aide achievement. 	
<p>Materials:</p> <ul style="list-style-type: none"> • This will vary by activity. 	
<p>Activity: Choose a fun activity for Girl Scouts to bond with one another. Ideas include, but are not limited to:</p> <ul style="list-style-type: none"> • Tie-dyeing • Archery* • Splashpad/swimming* <p>*Please be sure that the appropriate certifications are on file for any facilitators and lifeguards. If you have questions on what can be done for this activity, please contact the Girl Program team.</p>	

TOPIC: Communication and Inclusion	TIME: 10 minutes
<p>Objective: Girl Scouts will:</p> <ul style="list-style-type: none"> • Learn about inclusion and communication tips. 	
<p>Materials:</p> <ul style="list-style-type: none"> • Teaching Leadership Award Workbook pages 17-18 	
<p>Activity: Refer to pages 17-18 of the Teaching Leadership Award Workbook.</p> <p>Discuss the communication tips, then select 2-3 Girl Scouts to demonstrate communication skills. Using the map at the bottom of page 17, give each Girl Scout a location, and have them describe how to get there. See how many Girl Scouts can correctly guess the location. An alternative activity is a game of “Telephone” to see if the message stays the same.</p> <p>Then, using page 18, discuss inclusion and have Girl Scouts practice person-first language.</p>	

TOPIC: Knot Tying	TIME: 20 minutes
<p>Objective: Girl Scouts will:</p> <ul style="list-style-type: none"> • Learn basic knots and practice them. 	
<p>Materials:</p> <ul style="list-style-type: none"> • Knot-tying cards • Embroidery floss or other knot-tying material, such as shoelaces, rope, or bungee cord 	
<p>Activity: Refer to the resource section of the Teaching Leadership Award Workbook for the different types of knots and how to tie them.</p> <p>Hand out knot-tying cards.</p> <p>Have Girl Scouts practice the knots and go over common uses.</p> <p>A suggested activity would be to have Girl Scouts practice the knot-tying skills by making friendship bracelets.</p>	

TOPIC: Knife Safety**TIME: 20 minutes****Objective:**

Girl Scouts will:

- Learn basic knife safety and take the Knife Safety Pledge

Materials:

- Knife Safety Pledge*
- Pocket Knife Test handout*
- Paper knife template*
- Red lipstick
- Ivory or Dove soap bars—at least one for each Girl Scout
- Craft stick and/or pocketknife

*found on page 36-38 in Teaching Leadership Award Workbook

Activity:

Knowing how to handle and use knives is an important skill to learn. Knives are an important and versatile tool for camping, cooking, and even crafting. For the most up-to-date safety standards when using a knife, check out Safety Activity Checkpoints.

Refer to the Knife Safety section of the Teaching Leadership Award Workbook resources and discuss how to open and close a knife, how to care for a knife, knife etiquette, knife uses, and what the knife safety circle is.

Girl Scouts sign the Knife Safety Pledge in their Teaching Leadership Award Workbook.

Paper Knife Activity:

Have Girl Scouts make a paper knife and smudge the “blade” with red lipstick. Girl Scouts can practice opening and closing a paper knife. If they get red on their hands, they need more practice. Refer to the Teaching Leadership Award Workbook for instruction.

Soap Carving:

We recommend doing this activity outside when possible.

While passing out bars of soap, go over some helpful tips:

- Simple patterns are best to start if you are new to soap carvings.
- Start your shape by using the point of the craft stick to draw the basic shape on one side of your bar of soap.
- As you get closer to the shape you want, you can begin taking smaller shavings off and using the point of your stick to add detail.
- Always cut away from yourself.

TOPIC: Closing Ceremony**TIME: 20 minutes****Objective:**

Girl Scouts will:

- Perform a Closing Flag Ceremony and receive their awards.

Materials:

- Camp Aid Survey and Agreement
- Camp Aide Certificates & fun patch*
- Flag and flagpole
- Caller instructions

*Provided for council-sponsored trainings

Activity:

Hand out the Camp Aide Survey and Agreement and ask them to complete both sides.

Head outside or wherever your flag is and hand out Camp Aide Certificates and patches. Use this as a time to celebrate their accomplishments!

Refer to the resource section of the Teaching Leadership Award Workbook and have Girl Scouts perform a closing flag ceremony.



Camp Aide Facilitator Guide

Appexdix

The following pages include activty handouts and activities referenced in the training.

Safety Scenario Cards

The following pages include safety scenerios cards that can be used to role play various safety topics for the option activity on page 12 of the trainer guide

Sun Safety

Sign of sunburn/injury

- Inflamed skin
- Skin that feels warm to the touch
- Pain, tenderness and itching
- Headache, fever, nausea, and fatigue
- Small blisters

Ways to stay safe in the sun

- Wear sunscreen
- Drink water
- Wear sunglasses
- Dress in light clothing
- Take breaks in the shade

How would you treat someone who has sunburn or heat stroke?

Dehydration

Signs of dehydration

- Extreme thirst
- Headache
- Using the restroom less than usual
- Sluggishness and fatigue

Ways to stay hydrated when outdoors

- Drink plenty of water
- Avoid sugary drinks and/or caffeine
- Cool down in the shade
- Eat foods with high water content

How would you treat someone who is dehydrated?

Soft Tissue Injuries

Soft tissue injuries are injuries like sprains, strains, and rolled ankles

Signs of soft tissue injuries

- Pain in and around the area
- Swelling
- Injury is warm to the touch
- Inability to bear weight

Ways to treat a soft tissue injury

- **Rest:** Rest the injured area
- **Ice:** Reduce swelling with ice
- **Compress:** Wrap the joint by using an ace bandage
- **Elevate:** Prop the injury up

How would you treat someone with a soft tissue injury?

Cuts and Scrapes

Signs of cut and scrapes

- Bleeding
- Redness and swelling around the wound
- Pain or irritation at the skin surface

Ways to treat cut and scrapes

- Clean around the wound with soap and water
- Press on the cut to stop the bleeding
- Apply an antibiotic ointment to the wound after it has stopped bleeding and is clean and dry

How would you treat someone with a large cut on their body?

Event and Solution Cards

Use the following Ethic Situation cards for the Leave No Trace activity. These can be printed and cut for the following activity on page 13

Distribute event and solution cards to the Girl Scouts, one for each, so that everyone can find their corresponding event or solution card to form a pair. Once all cards have been paired, have each group share their event and solution, and have an open discussion about other solutions or personal experiences.

Event Card

Blisters! You have a nasty blister and can no longer carry your pack. You are not even sure that you can walk to your campsite.

Solution Card

An adhesive, felt-like material acts like a second skin and can be applied to the feet or other areas of human skin to prevent rubbing. Always carry this with you and break in new footwear BEFORE a trip.

Event Card

Lightening! A storm is quickly blowing into your area. From your vantage point high on the trail you can see a lot of lightening. You estimate you have about five minutes before the storm reaches you.

Solution Card

Before your trip, you researched lightning safety. You remember that lightning is attracted to the highest point and that water and metal conduct an electrical charge. You take off your metal-frame pack, stay away from water and the tallest tree, choose a low spot to crouch in on your jacket and stay 20 feet from your fellow hikers.

Event Card

Pack weight! Your pack did not feel heavy when you left, but now you can hardly move. You're so tired you would just as soon sit down and not walk another step.

Solution Card

The weight of your pack should generally be no more than 1/4 of your body weight. Weigh your pack before you leave and leave some items behind if necessary. Some things like food and cooking supplies can be shared by several people in the group.

Event Card

Fire restrictions! You were planning on cooking with a small fire, but when you get to the trailhead you discover fire restrictions are in place. Those dehydrated meals aren't going to taste very good...

Solution Card

Call ahead to the area you're going and find out about restrictions and regulations. Bring a backpacking stove for cooking or bring food that doesn't require cooking.

Event Card

Bear country! You are traveling in bear country and planned on hanging your food to keep it and the bears safe; unfortunately, there aren't any suitable trees. You hang your food on a branch that's too close to the tree and your food gets eaten.

Solution Card

Bear canisters are a great solution to food storage issues, no need to hang them from a tree, simply place them 200 feet from camp in a spot where it won't roll away.

Event Card

Pack your poop! You're backpacking in canyon country when you run into a ranger who tells you there are regulations regarding packing out waste. You aren't prepared and must pack out your poop in a grocery bag. Don't forget about all the low hanging branches ready to tear at your pack!

Solution Card

Call ahead to the area you're going and find out about restrictions and regulations. There are a few options for packing out waste - wag bags, poop tube, etc. Be sure to dispose of it properly once you are out of the wilderness.

Leave No Trace Ethics Game

Following the directions on page 13 of the Trainer Guide.

Line Girl Scouts up into a straight line.

Read two corresponding situations and direct the group to go to your right if they think the first solution is worse, or to your left if the second solution is worse.

Repeat a few rounds and have a discussion on how everyone will have their own “worst of the worst”, but the point is to leave nature as it is and follow the Seven Principles of Leave No Trace.

HUMAN WASTE
PILES ALONG A
TRAIL OR RIVERWAY

FOOD REMAINS IN A
CAMPGROUND AREA

USING FLOWERS AS
TOILET PAPER

CULTURAL AREA
DEVOID OF
ARTIFACTS

PERSON PICKING
WILDFLOWERS
WHILE HIKING

PET WASTE ON A
TRAIL

CIGARETTE BUTTS
ALONG THE TRAIL

AN UNATTENDED
CAMPFIRE

NAMES CARVED ON
TREES

SEVERAL FIRE RINGS
IN ONE AREA

EVIDENCE OF
WILDERNESS
TRESPASS BY MOTOR
VEHICLES

PEOPLE GOING OFF
TRAIL AND CUTTING
SWITCHBACKS

PEOPLE GETTING
CLOSE TO WILDLIFE
FOR A PHOTO

SOAP BUBBLES IN A
LAKE

DOGS RUNNING
LOOSE

PEOPLE FEEDING
WILDLIFE

LITTER ON THE SIDE
OF THE TRAIL

FIRE SCARS ON THE
GROUND

MULTIPLE TRAILS
THROUGH A SINGLE
MEADOW

LIVESTOCK WADING
IN A WATER SOURCE

BICYCLISTS NOT
YIELDING TO HIKERS
ON TRAILS

DIGGING A TRENCH
ALONG A TRAIL

START A FIRE
DURING A DRY
PERIOD IN THE
FOREST

DUMPING DISH
WATER INTO A
STREAM

Camp Oh NO! Fire Etiquette

Use the following Fire Safety cards for the activity on page 14 of the Trainer Guide

Break the Girl Scouts into groups of 3-4 and pass out the Camp OhNo Fire etiquette pictures. Ask the Girl Scouts to identify/circle all the things that the campers in the picture are doing right (black marker) and what needs improvement (red marker). Come back together as a group to share what has been identified.

Fire Safety

Keep the Campfire Safe!

Do you guys like my new nylon jacket?



Fire Safety

Keep the Campfire Safe!





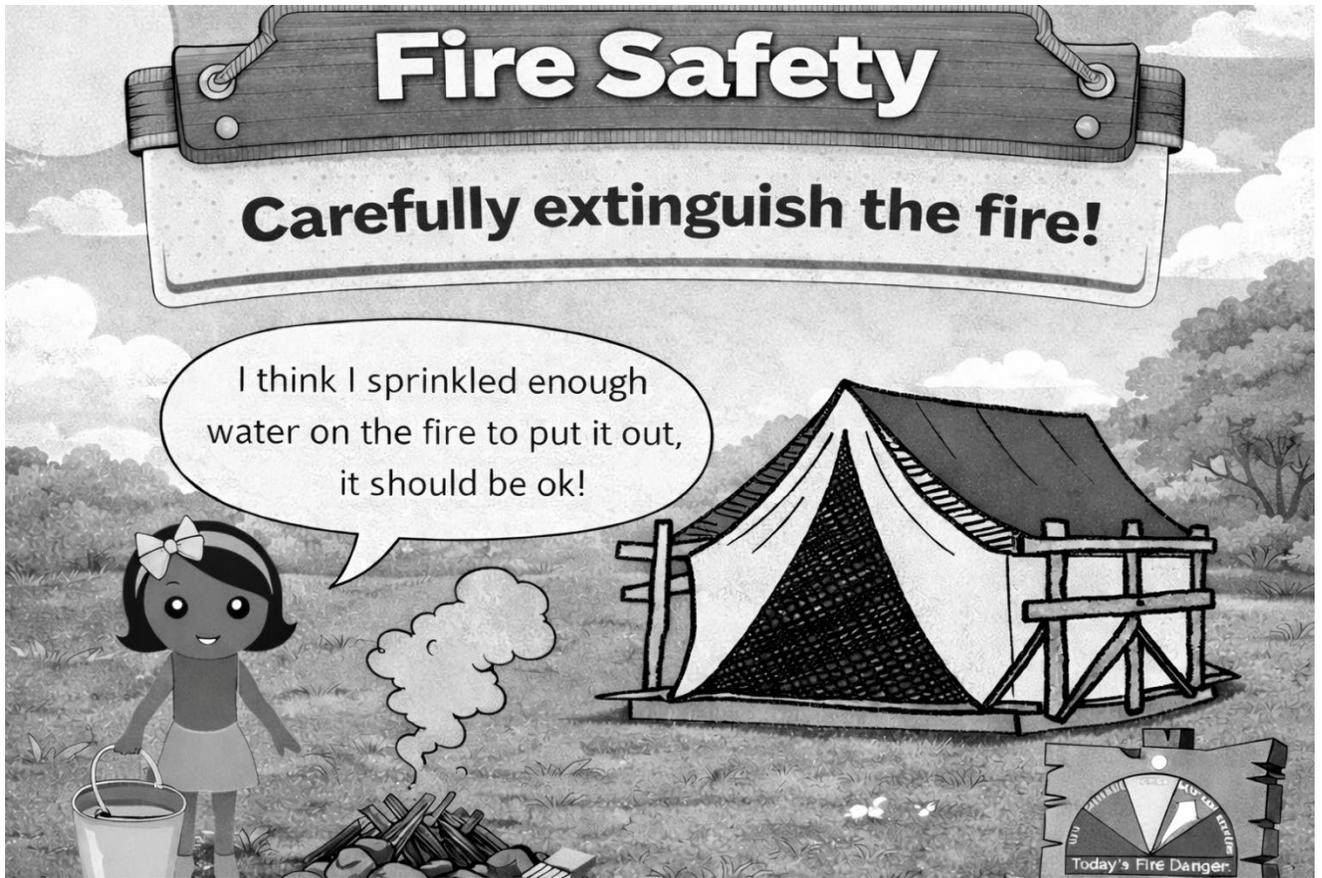




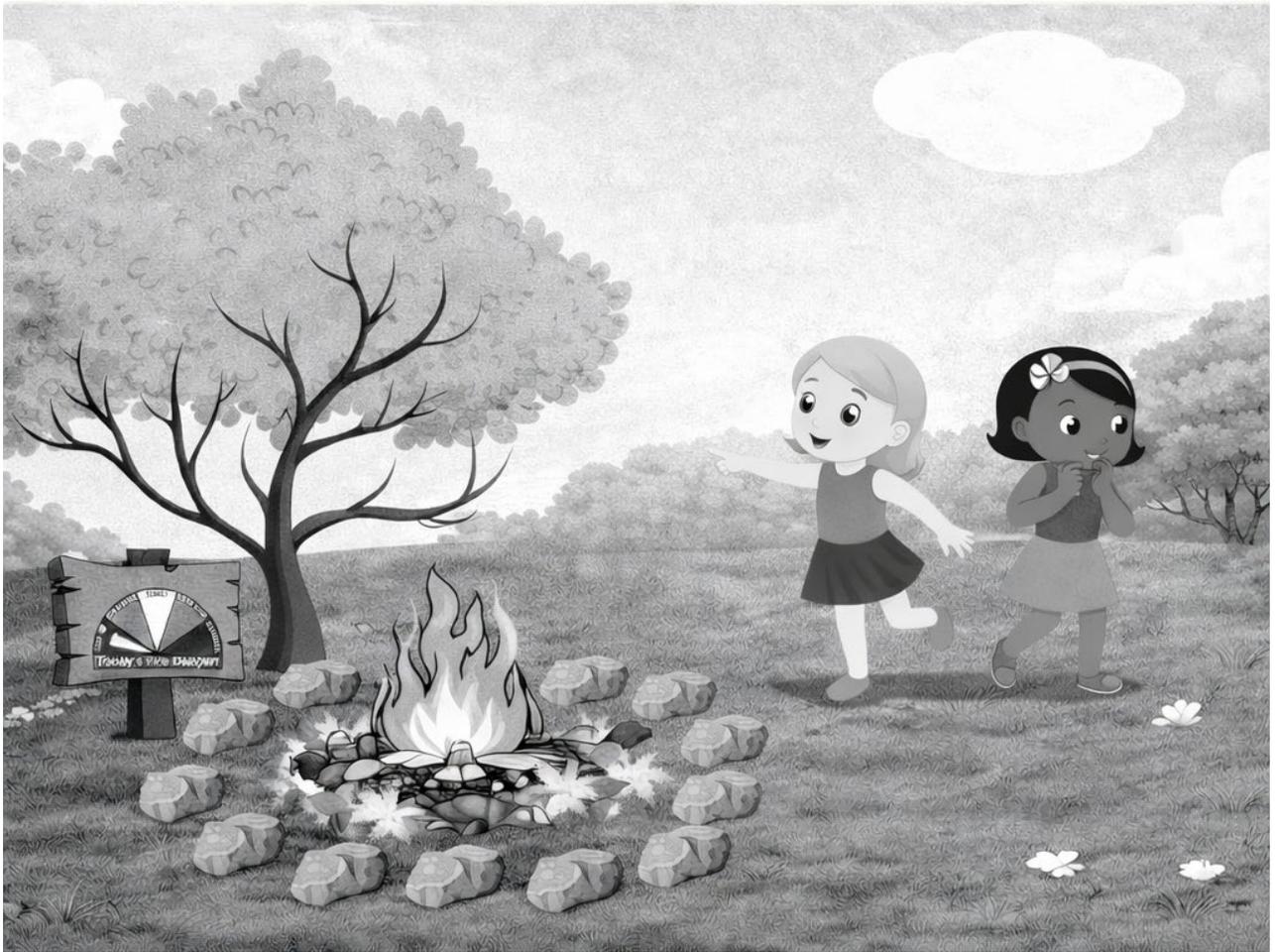
Fire Safety

Carefully extinguish the fire!

I think I sprinkled enough water on the fire to put it out, it should be ok!







Teaching Leadership Workbook for Girl Scouts

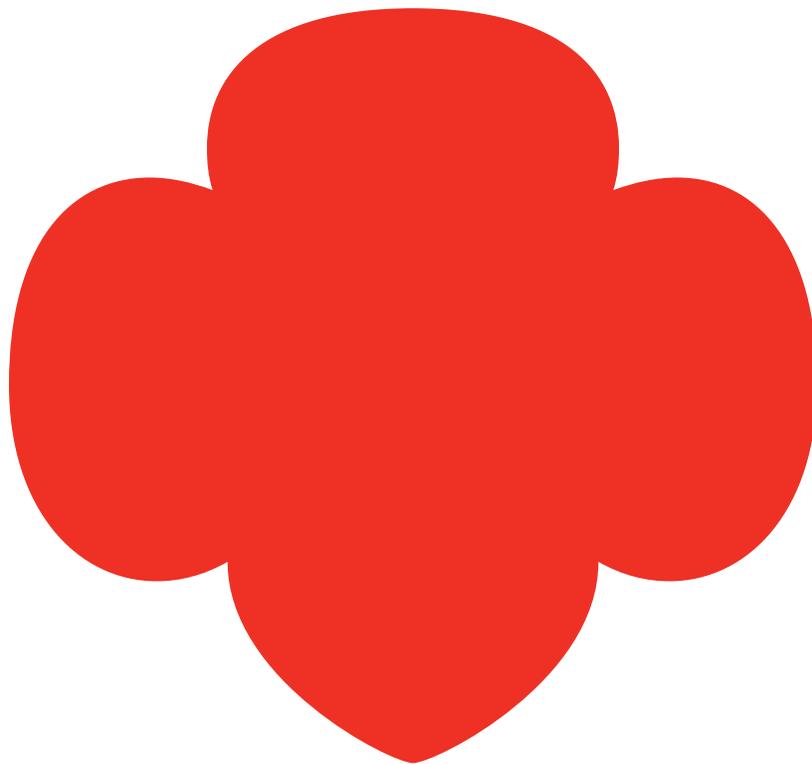


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Mission Statement

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

Girl Scout Promise

On my honor, I will try:
To serve God and my country,
To help people at all times,
And to live by the Girl Scout Law.

Girl Scout Law

I will do my best to be
honest and fair,
friendly and helpful,
considerate and caring,
courageous and strong, and
responsible for what I say and do,
and to
respect myself and others,
respect authority,
use resources wisely,
make the world a better place, and
be a sister to every Girl Scout.

Teaching Leadership Overview

Your path from helper to role model starts here! Level by level, you'll grow the confidence and planning skills to lead younger Girl Scouts through activities, program events, and more.

When you share your skills and inspire younger girls with hands-on leadership you can earn one of the Girl Scouts Teaching Leadership Awards.

Junior Aide: Junior Girl Scouts discover their leadership style by planning and leading a fun, inclusive activity for younger Girl Scouts.

Program Aide: Cadettes grow their leadership skills by planning and leading multiple activities, including a full meeting while practicing being a role model and engaging different age groups along the way.

Volunteer in Training: Seniors and Ambassadors take charge by leading two full meetings and creating meaningful experiences that help younger children learn, grow, and feel included, while making a lasting impact as a mentor and leader.

Counselor in Training: Seniors and Ambassadors team up with other teens to learn how to connect with campers, shadow and support camp staff, and take the lead on songs, games, and group activities. They'll build real leadership skills, make a lasting impact, and become the role model younger campers look up to—all while having a blast at camp! *CIT I and II is offered through our summer camps at Girl Scouts Western Pennsylvania.

Earning one of the above Leadership Awards for your program level opens the door to the Highest Awards. Once you earn a leadership award, you fulfill the prerequisite and are ready to start your Bronze, Silver, or Gold Award.

Complete the [Teaching Leadership Award Details Form](#) to let council know of the great work you've accomplished.



In addition to these national Leadership Awards, the Girl Scout Western Pennsylvania **Camp Aide** is a council-level award for Cadette, Senior, and Ambassador Girl Scouts who have a love of camp and the outdoors and want to help younger Girl Scouts have great camp experiences.

Learn more about all of these Teaching Leadership awards at gswpa.org/teachingleadership.



Teaching Award Guidelines

As a role model, you will:

- plan and deliver Girl Scout programming to younger children—Girl Scouts or other young children. This includes leading activities, songs, games, and crafts, and assisting with badge work, etc.
- assist during a service unit event, council-sponsored event, overnight camp, or day camp.
- supplement regular troop leadership but not be the substitute for the required girl-to-volunteer ratio.
- assist with record keeping—taking attendance, activity tracking, badges earned, etc. Don't forget to keep a record of your volunteer hours.
- assist with product sales as needed.
- help plan end-of-year activities and bridging ceremonies.
- arrange a time to meet with the adult you are partnering with to clarify everyone's needs and expectations.
- ensure that you are on time for the meeting or event for which you have agreed to assist.
- arrange for your own transportation to and from the meeting/event.
- check in with the leader in charge to discuss expectations.
- make realistic commitments to younger Girl Scouts and the leader in charge and keep your commitments.
- maintain your role as a leader by being an exceptional role model for younger Girl Scouts.
- treat the leader and other Girl Scouts with kindness and respect.
- evaluate the experience with the leader.
- use *Safety Activity Checkpoints* when planning activities.
- demonstrate the skills learned through the Teaching Leadership Awards appropriately and safely at all times.

A Girl Scout may not:

- assume adult responsibilities. This means being left alone with younger Girl Scouts.
- drive other Girl Scouts.
- serve as an adult in the girl-to-adult ratio. Camp Aides are not to be solely responsible for supervision at camp or during an overnight.
- participate in activities or events away from your regular meeting place without your caregiver's signed permission slip.
- administer first aid or serve as a lifeguard.

The Leader in Me

Your strengths and talents are your tools for leadership. They are what give character to your voice. They are directly tied to your passions, and your passion is what propels you to do great things. One of the greatest gifts you have as a leader is your ability to inspire others, including your family, friends, and community.

List the things that motivate you into action below. It can be people, activities, or places.

Now, list the qualities you like to see in a leader.

Think about what leadership qualities you have. Using the image below, list five leadership qualities you believe you have (one for each finger) on the left hand. Then, on the corresponding finger on the right hand, write how each of these qualities can help you when working with girls. In the middle of the hands, list 2-4 qualities that you would like to improve.



Defining Leadership

Leaders aren't just in charge of what they are leading, they are people that guide and motivate others. That could be teaching songs, working on badges, and being a role model to younger Girl Scouts. Sometimes this may mean asking questions and demonstrating skills rather than just doing something for the Daisies, Brownies, and Junior Girl Scouts you are working with.

You may have heard that someone is a “born leader.” Everyone can learn leadership skills to improve their natural leadership gifts—and the more you practice leadership skills, the better leader you will be.

Here are five leadership qualities leaders in Girl Scouts need to have:

Be a role model—A role model sets an example for others to follow. This includes modeling good behavior and can be one of the simplest ways to lead. You can model good behavior by:

- helping the group control put-downs, ridicule, gossip, and other demeaning behaviors,
- acknowledging ideas and efforts by thanking people in front of the group,
- explaining the reason for rules so younger Girl Scouts know why they are in place,
- keeping a positive attitude,
- showing enthusiasm and interest in activities, and
- waiting to speak until others are finished.

Be a good teammate—This isn't just for your troop mates, but also for the adults you are working with.

- Work as a team by sharing responsibilities.
- Do your best to notice when things need done and show initiative by offering to help before being asked.
- Offer suggestions or corrections in a respectful way.
- Accept suggestions and ideas from others as a positive form of personal growth.

Think ahead and plan—You will be leading activities. You will want to arrive to your meeting or event prepared.

- Think ahead of what your next activity might be. It's a good idea to have an agenda made prior to your meeting.
- Keep the pace moving— don't give younger girls a chance to get bored.
- Have more activities ready than your time allows. That way, if something takes less time than planned, you can fill the gaps.
- Girls Scouts need to be adaptive to situations—be ready to switch activities if it's not going well.

Leading activities—The core of earning a Teaching Leadership Award is leading activities and meetings. You can lead activities successfully by:

- projecting your voice so all can hear,
- speaking distinctly,
- making eye contact when talking to someone or a group,
- considering getting on the same level when talking to younger Girl Scouts by sitting in a chair or kneeling to their height,
- breaking instruction into steps,
- demonstrating skills in addition to describing them,
- asking questions of the audience to check for understanding, and
- encouraging younger Girls Scouts to keep trying and recognizing their efforts.

Include everyone—As a leader, you want your audience to feel welcome and involved and to participate. You can ensure this can happen with these tips:

- Use an icebreaker to get to know the kids in your group and do your best to use their names.
- Ask Daisies, Brownies, and Juniors to share their ideas.
- If you identify a younger Girl Scout who is shy, ask them easy questions with no wrong answers to help build confidence.
- Keep your eyes open to notice when some Girl Scouts are not involved and invite them to join.
- Don't play favorites and be sure to give attention to all Girl Scouts.
- Chat or play games between activities. This is a great time to teach songs!
- Assign partners instead of letting Girl Scouts pick. This will eliminate anyone feeling left out. Here are some creative ways to get kids in groups:

Ask each person to find a partner. One person sits, the other person stands. All sitters are in a group and all standers are in a group.

Split up according to sock color, number of siblings, or favorite ice cream. The number of choices should match the number of groups you need.

Use colored pieces of paper or stickers; groups should gather by matching their color or sticker.

Pass out shuffled playing cards. Gather by suit or number.

Line up by shoe size, birthday, or alphabetically. You can make it even tougher by adding a "no talking" rule.

Mix small pieces of paper with various actions written on them. Each girl should randomly draw one. Papers could say "wink at me," "scratch my back," or "give me a high five." Girls should perform this action to form groups with the girls performing the same action. Instead of actions, you could also try songs!

Leadership Styles

There are many different leadership styles. Different styles work in different situations. A team will be stronger with a variety of different leadership styles.

Take the quiz below to help you find out what leadership style you are more inclined to follow. Circle the responses below that reflect your first reaction, then using the guide below, add up the corresponding questions to see which leadership style is your strongest. Remember, there are no right or wrong answers.

As a leader, I tend to:	Always	Often	Sometimes	Never
1. Make my own decisions.	4	3	2	1
2. Tell others what to do.	4	3	2	1
3. Suggest a decision to others.	4	3	2	1
4. Persuade others to do things my way.	4	3	2	1
5. Participate just like any other person.	4	3	2	1
6. Provide resources to others.	4	3	2	1
7. Gather others' feedback before deciding.	4	3	2	1
8. Rely on my own judgement.	4	3	2	1
9. Make sure the majority rules.	4	3	2	1
10. Turn decisions over to others.	4	3	2	1
11. Ask others to brainstorm choices.	4	3	2	1
12. Share my own ideas.	4	3	2	1

Now, add up your scores from the questions listed below. The leadership style with the highest total is the one that comes most naturally to you. Remember, there is no “best” leadership style. Good leaders learn about all styles and think about when each one might work best in different situations.

Autocratic (Authoritarian): Questions 1, 2, 4, and 8 _____

Participative (Democratic): Questions 3, 7, 9, and 11 _____

Delegative (Free Rein): Questions 5, 6, 10, and 12 _____

Situational: Questions 1, 4, 5, and 10 _____

Use your results to better understand your leadership strengths and how you can grow as a leader.

Authoritarian Leadership (Autocratic)

Authoritarian leaders, sometimes referred to as autocratic leaders, offer clear directions about what needs to be done and how to do it. The leader makes decisions quickly and expects the group to follow the plan.

This style works well when time is limited or when the leader has a lot of experience. It helps keep everyone focused and organized.

Participative Leadership (Democratic)

Participative leadership, also known as democratic leadership, is a style where the leader encourages everyone to share ideas and be part of the discussion. The leader listens to group members and values their opinions but makes the final decision.

This approach helps people feel included and often leads to more creative ideas and stronger teamwork.

Situational Leadership

Situational leadership is a flexible style where the leader changes how they lead based on the situation and the needs of the group.

The leader thinks about the task, the skills of the group members, and what support is needed.

This helps the group succeed in different situations and teaches leaders to be adaptable and supportive.

Delegative (Free Rein) Leadership

Delegative leadership is a style where the leader trusts group members to make decisions and work independently. Instead of giving a lot of directions, the leader allows the group to use their skills and ideas to get the job done.

This leadership style works best when team members are responsible, knowledgeable, and motivated, and it helps build confidence, independence, and creativity.

Girl Scout Leadership Experience

The Girl Scout Leadership Experience (GSLE) is the engine that drives all that we do in Girl Scouting. Did you know that something as simple as planning a snack for the next troop meeting has meaning behind it? In this section, you will be introduced to the GSLE and what it means so that you can identify it in action. The Girl Scout Leadership Experience is behind what girls do and how they do it.

In Girl Scouts, girls will:



Highest Awards Bronze. Silver. Gold.

These awards represent the highest honors a Girl Scout can earn. All three awards give girls the chance to do big things while working on an issue they care about. Whether they want to plant a community garden and inspire others to eat healthy for their Bronze Award, advocate for animal rights for their Silver Award, or build a career network that encourages girls to become scientists and engineers for their Gold Award, they'll inspire others (and you!).



Badges

What have your girls always wanted to do? Make their own movie, go geocaching, plant a garden? Great news! They can learn to do all these things and more while earning Girl Scout badges. Badges are worn on the front of the vest or sash.

The Volunteer Toolkit and *Girl's Guide to Scouting* are your resources for the requirements to earning badges.



Patches

Think of patches like collecting memories in Girl Scouts. They're often a part of the fun activities you can do in Girl Scouts without the requirements of badges. Patches are always worn on the back of the vest or sash.

Discover, Connect, and Take Action

Girl Scouts discover themselves and develop confidence by building on skills and learning new things, who they are, what they care about, and what they can do. An example of this can be Daisies learning to count money and talking about what they want to spend their cookie proceeds on as a troop. Brownies learn to read a map when visiting a zoo, and Juniors learn that they can influence their friends and family to get them to recycle through a skit or poster series.

Girl Scouts connect by learning social skills and connecting with their community. It starts with Daisies learning how to get along with others and older Girl Scouts connecting with mentors during their Silver and Gold Awards.

Take Action is developing a project based on interests and values to make the world a better place. This is sometimes called Service Learning.

How do we get Girl Scouts to Discover, Connect, and Take Action?



Everything Girl Scouts do in Girl Scouting is informed by the Girl Scout Leadership Experience. Girls participate in a variety of activities that they might not otherwise experience. They grow supportive relationships with troopmates, fellow campers, older role models, and caring troop leaders. Girls stay engaged with girl-led activities and opportunities to learn by doing through badges and awards.

No matter what specific activity you are doing, it's based on: What girls do: Discover, Connect, and Take Action and How they do it: Girl Led, Cooperative Learning, and Learning by Doing.

So, through everything we do—STEM, healthy living, camp, etc.—we create the Girl Scout Leadership Experience.

Working with Adult Volunteers

If you want to take responsibility for part of an activity, ask! If you don't ask, your adult leader may not realize you want to do it.

If you make a commitment, follow through! Be sure to come prepared and you will impress the socks off the leaders!

You may be asked to do things you don't want to do. Remember that being a leader means doing the fun stuff and sometimes the not-so-fun stuff.

It's a learning experience. If your adult leader gives you suggestions to improve, receive their comments with a positive attitude and consider how you might implement them.

Ask for help! Your adult leader is a great source of information on how to work with younger girls.

Sometimes adults can be hesitant to accept ideas or suggestions from ANYONE. Try starting the conversation with one of the following:

- Would it be alright if...?
- How about if we...?
- Would it help if I...?

You are allowed to make mistakes!



Understand that the leader has a busy schedule.

Be on time.

Be responsible for your own calendar. Be accurate when scheduling your time.

Be flexible. Activities do not always go according to plan.

Remember to evaluate with adults. This is an important part of learning!

Working with Younger Girl Scouts

Working with younger Girl Scouts can be so much fun, but can also be a little tricky, especially if you don't have a lot of experience. Here are some tips that will make sure things will run smoothly.

- **Be cheerful:** The more excitement you have about the program and activity, the more excited the younger girls will be.
- **Set a good example:** Make sure to model the behavior you want. Participate fully. If you ask the Girl Scouts to sit on the floor, join the group.
- **Be proud:** Have pride in what you do and the difference you are making.
- **Watch your nonverbal cues.**
- **Be consistent:** Always try to make sure your behavior is consistent. Treat all girls the same and avoid favoritism or singling out.
- **Don't delay:** Make sure to be prepared and ready to go. Downtime and transitions are usually when there are the most opportunities for problems to arise.
- **Focus on strong points:** Take notice of the strengths of the group/individuals. The more you can tailor your activity to a specific group, the more successful it will be.
- **Set clear expectations:** Set clear group norms for the first session. Girl Scouts need to know what to expect and what the consequences are.
- **Don't argue:** Being argumentative won't accomplish anything. If the expectations have already been made clear, there will be no need to argue.
- **Be human:** Don't make mountains out of molehills. Understand everyone makes mistakes, whether it is a supervising adult, peers, or younger Girl Scouts.
- **Teach with questions:** It mentally engages children and lets you know what their knowledge base is.
- **Use names:** "The greatest music to a person's ear is the sound of their own name."
- **Phrase things in positive terms.**

As you plan activities with younger Girl Scouts, use the chart on the next page to keep things age-appropriate and fun!



	Daisy	Brownie	Junior
Age	5-7 years old	7-8 years old	9-11 years old
Attention Span	5-10 minutes	10-15 minutes	15-30 minutes
Fine Motor Skills	Somewhat clumsy, not fully developed	Wide variety	Pretty well developed
Group Skills	Seeks adult approval	Developing group skills, but needs individual attention	Developing group skills
Physical	<ul style="list-style-type: none"> • Learns by using senses • Potty trained, but may have accidents 	<ul style="list-style-type: none"> • Able to work longer • Eye-hand coordination activities are developing • Ready for more physical activities 	<ul style="list-style-type: none"> • Beginning stages of puberty • Changes in muscles, organs, and appearance • Differences in individual abilities appear
Intellectual	<ul style="list-style-type: none"> • Short attention span • Center their ideas around themselves • Asks “why” a lot 	<ul style="list-style-type: none"> • Attention span increasing, but still short • Differentiates between fact and fantasy • More able to see another’s viewpoint 	<ul style="list-style-type: none"> • Increased ability to use ideas and imagine, plan, and solve problems • Ability to follow through to complete tasks • Seeks more challenging projects
Social	<ul style="list-style-type: none"> • Mainly concerned with themselves • May need adults to help make friends • Seeks adult approval 	<ul style="list-style-type: none"> • Seeks approval from other children • Wants to assume responsibility • Learns to get along without always demanding own desires 	<ul style="list-style-type: none"> • Independent • More interested in approval of peers than adults
Emotional	<ul style="list-style-type: none"> • Easily hurt by criticism • Friendly and helpful • Have occasional tantrums 	<ul style="list-style-type: none"> • Needs lots of praise and encouragement • Sometimes silly, sometimes serious • Shows emotions freely 	<ul style="list-style-type: none"> • Changes mood frequently • Can restrain their emotions • Consider the feelings of others

Safety

When working with younger Girl Scouts, everyone must be aware of safety. What does this mean to Girl Scouts working toward leadership awards?

- Always be aware of your surroundings. Report any unsafe facilities, equipment, or gear to the adult volunteer(s).
- Your attention should always be on the Girl Scouts in your care. Be watchful of unsafe behaviors like bullying, inattentiveness, and distractions.
- When planning an activity, check the [Safety Activity Checkpoints](#) to make sure you are following all of the safety guidelines. Your adult volunteer can help you access this.
- Model safe behaviors. If you are following the safety rules, younger Girl Scouts will follow your example.
- Girl Scout may not administer first aid. You should find an adult who can assist you.
- If you are planning an outdoor activity, always check the weather on the day of the activity and make adjustments as needed.
- Use the buddy system. This is the best way to ensure no one is separated from the group or unable to get help.



Communications

Giving clear instructions is so important whether you are working with younger Girl Scouts or adult leaders. We've all been part of activities when we were left unsure of what to do next. Here are some pro tips:

- Tone of voice is very influential.
- Move closer to your audience instead of shouting.
- Give clear directions and be specific.
- Give children one step at a time with a demonstration.
- Be patient.
- Be prepared if you are leading an activity. Make sure you have tested it beforehand.
- Offer choices when you can.
- Give time to transition between activities.
- Speak directly to the younger Girl Scouts.
- Bend or stoop so that you are near their eye level.
- Maintain eye contact.
- Listen.
- Ask questions to make sure your audience understands your directions.
- Let them learn by doing.
- Allow Girl Scouts to sit out of an activity.
- Don't compare Girl Scouts.
- Keep it positive!



If your younger Girl Scouts are having trouble repeating the directions, try saying it a different way, or slow the directions down into parts. You can also:

- Give calming reassurance that the task is difficult.
- Offer to help, but don't do it for them.
- Offer another method to accomplish the task.

Sometimes things can get tough. But establishing rules of conduct can help eliminate issues before they arise.

Group Dynamic

- Quiet sign
- Talking sign
- Quiet object
- Clap backs or phrases
- Sometimes just waiting works

Individual Behavior

- Sit next to them
- Use nonverbal cues
- Ignore annoying behavior
- Give positive rewards
- Have them sit out

Conflict Resolution

- "I feel" statements
- Focus on current conflict
- Encourage ownership of mistakes
- Have them help with solution
- Give praise for resolving conflicts

Try to avoid:



- Chatting with other Girl Scouts or adults in the meeting areas if it's not related to your work. Your focus should be on the younger Girl Scouts.
- Disrupting the activities of the children when working on projects or activities.
- Discussing a younger Girl Scout in her presence or the presence of any other children. Don't belittle a child, no matter what the behavior has been.

Don't use words like: good, bad, naughty, nice, shame.

Instead, remember to:

- Correct behavior in private.
- Don't argue.
- Reinforce desirable behaviors.
- Clearly state privileges as well as rules.
- Tolerate some unacceptable behaviors.
- Consider if a change in activity is needed.
- Clarify consequences of unacceptable behavior.
- Clarify benefits of acceptable behavior.
- Use time-out procedures.
- Don't use punishments.
- Use non-verbal cues.
- Ask for help when needed.

Inclusion

What is inclusion? It's a philosophy—a belief that ALL people have a right to belong! Inclusion doesn't just happen on its own. It happens when we commit to the philosophy and make an effort to support inclusion for all people.

Inclusion is:

- all volunteers in Girl Scouts taking responsibility for all girls,
- girls learning side-by-side even though they have different goals,
- done on an individual basis,
- providing as many special education services as possible within the structure of the Girl Scout Program,
- providing resources and support for both volunteers and girls,
- a place for all children, and
- meeting Girl Scouts where they are.

Inclusion is NOT:

- providing services to small groups of children in isolation,
- all Girl Scouts having to learn the same thing, at the same time, in the same way,
- placing all Girl Scouts with disabilities in one group,
- providing a special aide for every Girl Scout,
- a lesser Girl Scout experience for some,
- dumping Girl Scouts with disabilities into groups without support, or
- a concept that applies only to Girl Scouts with disabilities.

Girl Scouts can help ensure inclusion by:

- making sure all Girl Scouts can participate in activities,
- watching out for the “odd” girl out,
- playing games where everyone can win or girls can win as a team,
- talking openly about differences,
- reminding everyone to “Be a sister to every Girl Scout,”
- paying attention to barriers that might exist for individual Girl Scouts and finding out how to remove or overcome those barriers, and
- using person-first language.

Always let a person with a disability speak for herself. If a Girl Scout is not able to speak for herself, either she or her personal assistant will let you know that. If you want to know about her disability, ask her, not the person standing next to her. And, if she doesn't want to talk about her disability, honor her wish and don't keep asking.

How to Teach Something You Know to Others Who Don't Know

Preparing To Do It

- Practice it yourself to refresh your memory. Consider the grade level you're teaching. Is this too hard? How about the size of the group? Will you need to ask a friend or the leader to help?
- Practice in front of your peers, parents, siblings—anyone who will listen. Get feedback and change your presentation as needed.
- Gather all the equipment you will need and make a list. Don't forget to think about any special safety precautions, such as a first-aid kit or rubber bands to keep long hair out of the way.

Doing It

- Get the attention of the group. Smile and act like you are excited about what you are about to teach.
- Explain what it is that you are going to do—the name, history, why they're learning it, etc. If it involves a finished product, show them a sample.
- Ask how many people already know how to do it. You might want to buddy these girls up with girls who are unsure of themselves.
- Demonstrate. Go all the way through it, while others watch and listen.
- Go slow. Sing a song line by line or play a game, do a craft, or learn a skill step by step.
- Let the group practice the whole thing or work on the project.
- Watch the interest of the group. Circulate if it's a project. If the group is tired or has taken longer than anticipated to learn it, it's okay to take a break and come back to it later.
- Reviews and practice can be done later. If it's a project, be sure to leave time to clean up.

Tips for Teaching a Song:

- Be familiar with the song so you don't need to use a song sheet or book.
- Sing the song through first. Sing the words phrase by phrase and have the group repeat.
- Sing the song together three times.
- If the song has several verses, teach one verse at a time.
- Begin with simple songs and move on to more difficult ones.

Tips for Teaching a Skill:

- Collect and prepare any equipment in advance.
- Have enough equipment for everyone.
- Display a simple outline of instructions.
- Be able to do the skill well yourself.
- Tell them how, then let them try.

Tips for Leading a Craft:

Giving clear instructions is so important whether you are working with younger Girl Scouts or adult leaders. We've all been part of activities when we were left unsure of what to do next. Here are some pro tips:

Plan it step by step.

Lay out the materials.

Example—make one.

Add extra time.

Save time to clean-up.

Evaluate the activity and the leadership.

Freedom to create

Understanding of effort

Nothing but encouragement

- Give instructions clearly and simply, allowing children to ask questions.
- Be sure materials can be reached by all participants.
- Protect clothing and the work area with newspaper during messy crafts.
- Pick girls to help you pass out supplies and materials and stress good behavior in the selection process.
- Try to establish a traffic pattern. If children need to get up to get supplies or wash out brushes, this helps to avoid spills and confusion.
- Encourage originality. Make it easy to get involved.
- Insist on the proper care and use of tools and safety supplies.
- Be sure to show equal appreciation and concern for all members of the activity group.
- Keep the activity informal by encouraging a relaxed atmosphere.
- Encourage the children to take their time and complete the work. Suggest how they might use any extra time to enhance their work
- Learn the difference between guiding or assisting and taking over.

Other things to think about when planning:

How will supplies be distributed and shared?

How will yarn and other materials be shared?

Measure ahead of time?

Have girls hold material one at a time while you cut.

How will paint/glue be shared?

How will you protect chairs, tables, and clothing?

What will you do while paint/glue dries?

What will early finishers do?

Finding Activities

- If you are working on a Badge or a patch, ask the adult volunteer for the Volunteer Toolkit (VTK) plans or the patch program.
- Use your resources, like troop leaders, teachers, the Volunteer Resource Library, and of course, the internet!

Always Have Something Under Your Hat

Remember to be flexible. Sometimes plans get goofed up, schedules might lose their structure, days that were supposed to be sunny might get rained on, or the younger Girl Scouts might not like what you planned. That's all okay! Be prepared with a list of your favorite games, songs, and other activities you really enjoy that you can lead. Check out the examples below and **don't forget the resources at the back of this book for more ideas.**



- Sing-a-longs
- Make up new words to old songs
- Extra arts and craft projects
- Riddles, ice breakers, and would-you-rather questions
- Puzzles, logic games
- Do a good deed for another group
- Read or tell stories
- Put on skits, plays, or puppet shows
- Make up dances, songs, or games
- Practice flag folding
- Just talk

Girl Scouts I'd like to work with:	Name of Journey, badges, or activities I'd like to lead:

Activity Planning Chart

Who (Target Audience)	
What	
Where	
When	
Timeline to Prepare	
Safety Considerations	
Supplies Needed	
Steps of Activity	
Who will lead each part?	
Debrief Participants	
Feedback from Partners	

Activity Planning Worksheet

Plan and lead one activity

Share what you love with the group.

Activity:

.....
.....

Materials needed:

-
-
-
-

Backup activity ideas

If someone finds the activity too hard:

.....
.....

If someone finds it too easy:

.....
.....

Steps:

1.
2.
3.
4.
5.
6.
7.
8.

Teaching ideas

Girl-led:

.....
.....

Learning by doing:

.....
.....

Cooperative learning:

.....
.....

Meeting notes:

Make general notes about anything you noticed. What went well? How did you handle any challenges? What ideas do you have for the next meeting?

.....
.....
.....

Activity Reflection Worksheet

Reflect and prepare

Use what you've learned to get ready.

Meeting focus:

Meeting goal(s):

.....

.....

Activity brainstorm: What activities would help the group reach the goal(s)?

.....

.....

Meeting agenda:

Start time	End time	Activity	Materials
.....	Opening activity:
.....	Main activity:
.....	Main activity:
.....	Main activity:
.....	Closing reflection:

Girl Scout Leadership Experience: *How will you incorporate the three processes of the GSLE?*

.....

.....

Other success strategies: *What will you do if something unexpected happens, for example if the group is distracted or an activity runs short?*

.....

.....

Resources

Girl Scout Traditions

Traditions connect Girl Scouts from around the world.

- **The Girl Scout Sign** or salute is shown by raising the middle three fingers of the right hand while holding down the little finger with your thumb. The sign is used when reciting the Girl Scout Promise and Law
- **The Girl Scout Handshake** is the way some Girl Scout friends greet each other. Shake hands with your left hand while making the Girl Scout sign with your right hand.
- **The Friendship Circle** represents the unbroken chain of friendship between Girl Scouts and Girl Guides around the world. They are often formed at the end of meetings, events, or at a campsite. Everyone forms a large circle, and each Girl Scout crosses her right arm over her left, holding the hands of the Girl Scouts standing on either side of her.
- **The Friendship Squeeze** is usually done immediately following the singing of Taps. Girl Scouts should hum Taps until the squeeze is complete. It should act as a reminder to girls of their link to all of the other Girl Scouts.



How to perform a Friendship Squeeze:

Girl Scouts should form a Friendship Circle. The leader starts the friendship squeeze by gently squeezing the hand of the person next to her. One by one, each girl passes on the squeeze until it travels around the full circle and reaches the leader. Then, the leader raises her hands into the air above her head with them still crossed and holding her neighbors' hands. All the other Girl Scouts in the circle do the same and then turn to the outside so that now uncrossed hands are behind their backs.

- **The Girl Scout Motto** is “Be prepared.” A Girl Scout tries to be ready for any situation and to be able to help those in need.
- **The Girl Scout Slogan** is “Do a good turn daily.” In the early days of Girl Scouting, Girl Scouts tied a knot into their neckerchiefs. They could not untie the knot until a good deed was accomplished. Today, the slogan is a reminder of the many ways Girl Scouts can contribute to the lives of others.

Girl Scout Ceremonies

Ceremonies help Girl Scouts celebrate special moments and accomplishments throughout the year.

- **Flag Ceremonies** can be part of any activity that honors the American Flag. Be sure to observe flag etiquette during a flag ceremony.
- **Investiture Ceremonies** welcome new members into the Girl Scout family for the first time. An investiture ceremony is typically held in the fall or at the beginning of the Girl Scout year.
- **Opening Ceremonies** kick off regular Girl Scout meetings and make them feel special.
- **Rededication Ceremonies** are an opportunity for Girl Scouts, their families, and volunteers to renew their commitment to the Girl Scout Promise and Law. Rededication ceremonies can be held each year a Girl Scout renews their commitment to the Girl Scout Promise and Law.
- **Bridging Ceremonies** mark a Girl Scout's move from one level to another.
- **Fly Up Ceremonies** are bridging ceremonies for Girl Scouts Brownies bridging to Girl Scout Juniors. Girl Scouts receive the Girl Scout pin along with their Brownie wings.



Important Girl Scout Dates

October 31—Girl Scouts founder Juliette Gordon Low's birthday

February 22—World Thinking Day

March 12—Girl Scout Birthday—commemorates the day in 1912 when Juliette Gordon Low officially registered the organization's first 18 members in Savannah, Georgia. We celebrate this day during Girl Scout Week.

April 22—Girl Scout Leader's Day—honors all volunteers who serve as leaders and mentors in Girl Scouts.

SWAPS

SWAPS (Special Whatchamacallits Affectionately Pinned Somewhere) is a long tradition of exchanging keepsakes. SWAPS should tell something about the giver or their group or a particular activity or event.

SWAP Safety and Etiquette

- Never pin your SWAPS onto the other girl. Allow her to do that herself.
- Never refuse to exchange SWAPS with another person.
- Avoid using glass or sharp objects in SWAPS.
- Follow all *Safety Activity Checkpoints* guidelines.
- Avoid using food products.
- If you see a girl with few SWAPS or nothing to trade, you should offer to give her a SWAPS.

Tips for SWAPS

- Think about the kind of SWAPS you would like to receive from someone else.
- Try not to spend a lot of money—use your resources wisely!
- Be creative and make it fun.
- Plan ahead so there is time to make SWAPS.
- If you have received a lot of SWAPS, you can create a SWAPS board, blanket, quilt, memory box, or shadow box.



Girl Scout Songs

Tips for Leading Songs

- Learn the song before teaching it.
- Not everyone can carry a tune and that is perfectly fine.
- If some people don't get it, that is okay.
- If it's a longer song or complicated, start with the chorus. This way, if the rest of the group doesn't know all the verses or words, they'll know the chorus.

How to Lead Songs

Sing it, say it, sing it together.

- Sing the song the whole way through.
- Say the song line by line and have the group repeat it.
- Sing the song together.

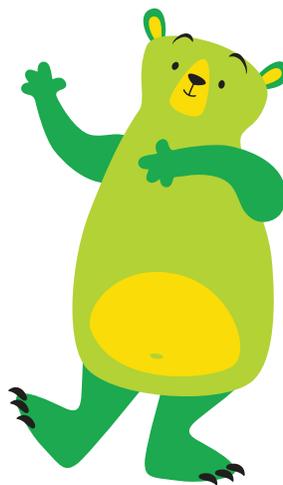


Repeat after me.

- Sing one line of the song at a time while having the group repeat it back.
- Once you've gone through the song line by line, sing it again as a whole.

Types of Songs

- Simple Songs
- Girl Scout Songs
- Rounds
- Graces
- Patriotic Songs
- Quiet Songs
- Motion Songs



MAKE NEW FRIENDS

Make new friends, but keep the old,
One is silver and the other gold.
A circle's round, it has no end,
That's how long I want to be your friend.

WE ARE THE GIRL SCOUTS

We are the Girl Scouts
The mighty, mighty Girl Scouts
And everywhere we go
People want to know
Who we are....so we tell them

BOOM CHICKA BOOM

I said a Boom Chicka Boom
I said Boom Chicka Boom
I said a Boom-Chicka-Rocka-Chicka-
Rocka-Chicka-Boom!
Uh-huh!
Oh yeah!
One more time _____ style.

Janitor Style:

I said a Broom Sweep-a Broom
I said a Broom Sweep-a Broom
I said a Broom Sweep-a Mop-a Sweep-a
Mop-a Sweep-a Broom

Barnyard Style:

I said a moo chicka moo
I said a moo chicka moo
I said a moo chicka watch your step,
don't track it in the room

Race Car Style:

I said a vroom shifta vroom
I said a vroom shifta vroom
I said a vroom shifta grind-a shifta
grin-a shifta vroom

LITTLE RED CABOOSE

Little red caboose, chug, chug, chug
Little red caboose, chug, chug, chug,
Little red caboose behind the
train, train, train, train
Smokestack on its
back, back, back, back.
Coming down the
track, track, track, track.
Little red caboose behind the train
Woot Woot

LINGER

Mmm, I want to linger
Mmm, a little longer
Mmm, a little longer here with you.

Mmm, it's such a perfect night
Mmm, it doesn't seem quite right,
Mmm, that this should be our last
with you.

Mmm, and come September
Mmm, we will remember,
Mmm, our camping days
and friendships true.

Mmm, and as the years go by,
Mmm, I'll think of you and sigh,
Mmm, this is "good night"
and not "good-bye."

ALIVE ALERT AWAKE

I'm alive alert awake enthusiastic
I'm alive alert awake enthusiastic
I'm alive alert awake
I'm awake alert alive
I'm alive alert awake enthusiastic



THE PRINCESS PAT

The princess pat (the princess pat)
Lived in a tree (lived in a tree)
She sailed across (she sailed across)
The seven Seas (the seven seas)
She sailed across (she sailed across)
The channel two (the channel two)
And she took with her (and she took with her)
A rick-a-bamboo (a rick-a-bamboo)
A rick-a-bamboo (a rick-a-bamboo)

Now what is that? (now what is that?)
It's something made (it's something made)
By the princess pat (by the princess pat)
It's red and gold (it's red and gold)
And purple too (and purple too)
That's why it's called (that's why it's called)
A rick-a-bamboo (a rick-a-bamboo)
A rick-a-bamboo (a rick-a-bamboo)

Now Captain Jack (now captain Jack)
Had a mighty fine crew (had a mighty fine crew)
He sailed across (he sailed across)
The channel two (the channel two)
But his ship sank (but his ship sank)
And yours will too (and yours will too)
If you don't take (if you don't take)
A rick-a-bamboo (a rick-a-bamboo)
A rick-a-bamboo (a rick-a-bamboo)

Now what is that? (now what is that?)
It's something made (it's something made)
By the princess pat (by the princess pat)
It's red and gold (it's red and gold)
And purple too (and purple too)
That's why it's called (that's why it's called)
A rick-a-bamboo (a rick-a-bamboo)
A rick-a-bamboo (a rick-a-bamboo)

HERMIE THE WORMIE

Sittin' on the fence post,
Chewin' my bubble gum. (chewing noises)
Playin' with my yo-yo, (woo-woo)
And along came Hermie the wormie.
And he was this big. (Show size with fingers)
And I said "Hermie, what happened?"
"I ate my breakfast."

Repeat chorus (hand size gets bigger)
"I ate my lunch."
Repeat chorus (hand size gets bigger)
"I ate my dinner."
Repeat chorus (hand size gets bigger)
"I ate my dessert."
Repeat (finger size is really small)
"I burped!"

TAPS

Day is done, gone the sun,
From the lake, from the hill,
From the sky.
All is well, safely rest,
God is nigh.

MRS. O'LEARY

Late last night, when we were all in bed,
Mrs. O'Leary put a lantern in the shed, and
when the cow kicked it over,
she blinked her eyes and said,
"It'll be a hot time in the old town tonight!"
Fire! Fire! Fire!
Pour on water! Pour on water!
Save my children! Save my children!
Jump lady jump!

Each underlined word should be skipped (one by one) during each additional round.

Girl Scout Games and Ice Breakers

Tips for Leading Games

- Choose a game appropriate for age, experience, physicality, location, and equipment.
- Obtain equipment.
- Understand the rules yourself.
- Eliminate hazards.
- Establish boundaries.
- Have a method of forming teams.

How to Lead a Game

- State the name of the game and its purpose.
- Describe basic rules and demonstrate if necessary.
- Ask questions to the participants.
- Define start and finish lines and have the group agree on rules.
- Play the game.
- Rest and reconfigure, if necessary.
- Stop playing while the group's enthusiasm is still high.

Types of Games

- **Quiet Games**
 - ◆ Pencil and paper games
 - ◆ Guessing and mystery games
 - ◆ Puzzles and teasers
 - ◆ Nature quizzes
 - ◆ Sit-down games
- **Active Games**
 - ◆ May be mildly active or very active
 - ◆ Circle games
 - ◆ Tag and chasing games
 - ◆ Relays
 - ◆ Games with equipment
- **Singing and Rhythmic Games**
 - ◆ Simple dances
 - ◆ Partner games
 - ◆ Campfire games
- **Nature Games**
 - ◆ Trails
 - ◆ Treasure hunts
 - ◆ Wide games



SPIDER WEB

Materials: Ball of yarn

- Take a ball of yarn and tie a loop at the loose end (to hold onto). Have girls gather in a circle. One girl holds onto the loop and states her name and one thing about herself then tosses the ball (still holding on to the loop) to the person across from them.
- The girl who catches it states her name and something about herself. She holds a piece of the yarn and tosses the ball to another girl. This continues until everyone has a piece of yarn.
- This activity is a great ice breaker where the girls say their names and something about them. But you can also turn it into more of a game or activity. You can have the girls each tell part of a story and then toss the ball of yarn.



SALLY WALKER

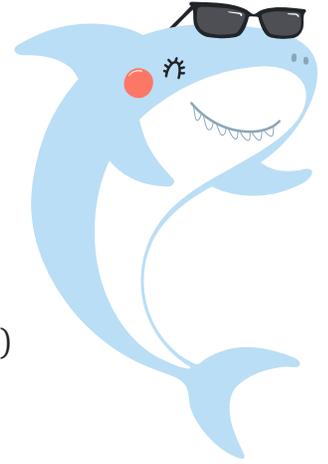
Everybody stands in a circle, with one girl in the middle as Sally. Everyone sings the song. As they sing, Sally skips or walks around the inside of the circle.

Little Sally Walker, walking down the street
 She didn't know what to do so she stopped in front of me
 Saying, "Go, girl, do your thing, do your thing" and SWITCH
 Saying "Go, girl, do your thing, do your thing" and STOP.

Song	Action
Little Sally Walker, walking down the street She didn't know what to do	Sally walks around the inside of the circle.
So she stopped in front of me	Sally stops in front of one of one girl (new Sally).
Sayin' "Go, girl, do your thing, do your thing"	Sally does something (like dance, clap, turn in place, mime).
And SWITCH	The two girls switch places.
Sayin' "Go, girl, do your thing, do your thing"	New Sally repeats the motion original Sally had done.
And STOP	Everybody freezes for a second.
Little Sally Walker...	New Sally becomes Sally and starts walking or skipping around the inside of the circle.

SHARKS AND MINNOWS

- Identify who will be the shark. Everyone else is the minnows.
- The shark stands in the middle of the play area and says “Fishy, fishy, come out and play.” The minnows slowly walk toward the shark.
- At any time, the shark can yell “SHARK ATTACK!” at which point the minnows must run to the opposite boundary line without being tagged.
- If a minnow is tagged, they become a shark.
- When there are only one or two minnows left, they become the shark(s) in the next round.
- Additional options: If you get tagged, you become seaweed and you cannot move your feet but can still tag minnows and turn them into sharks.



THE GREAT WIND BLOWS

- Have girls stand in a circle with one person in the center.
- The person in the middle will say “the great wind blows for anyone who...” and state something that is true about themselves (has a brother, favorite color is green, plays soccer).
- Any other player for whom this statement is also true crosses through the middle of the circle and trades places with someone else.
- The last person to find a new spot is now in the middle.

BULLFROG GAME

- Players form a circle with their hands outstretched sideways with their palms facing up.
- The right hand should be on top of their neighbor’s left hand (continuous around the circle).
- One person starts the chant, and a slap is passed around the circle along the chant.
- Every time the song is sung, the girl whose hand is slapped on “Kerplop” is out. The song repeats until there is only one girl left.
- Chant: Down by the banks of hanky panky where the bullfrog jumps from bank to banky with an eeps, ipes, opes, oops—one missed the lilypad and went KERPLOP.



KIM'S GAME

Supplies: 10-15 small familiar items and a dish towel or cloth to cover items

How to play:

- Place the collection of items on a table.
- Have each person look at the selection of items.
- Cover the items.
- Have each person write down as many items as they can remember.
- After an allotted time, remove the cover.
- Whoever had the most items listed wins.

Alternative version:

- Have someone look at the items for a set amount of time.
- Have them close their eyes.
- Remove an item or two.
- See if they can remember what item was removed.

BEAR, SALMON, MOSQUITO

This game works with the same principle as Rock, Paper, Scissors

1. Learn the motions:
 - a. Bear - stand really tall with arms overhead.
 - b. Salmon - put hands next to face and flap them like gills.
 - c. Mosquito - crouch down and flap arms like wings, making a buzzing sound.
2. Learn how they work:
 - a. Bear beats Salmon because bears eat salmon.
 - b. Salmon beats Mosquito because salmon eat mosquitoes.
 - c. Mosquito beats bear because mosquitoes sting bears.
3. Divide the group into two teams.
4. Designate a middle line and two ends.
5. Have groups stand about three steps away from the middle line.

How to play:

- Each team must decide what they are going to be (bear, salmon, mosquito).
- When both teams are ready, have them line up and face away from each other.
- When you count to three, both teams must do their motion (in unison) at the other team.
- Whichever team does the "stronger" motion wins.
- The losing team must turn and run to their end line and the winning team must chase them and try to tag them.
- Anyone who gets tagged joins the other team.
- Repeat until one team has all the players.

Knife Safety

Knowing how to handle and use knives is an important skill to learn. Knives are an important and versatile tool for camping, cooking, and even crafting.

For the most up-to-date safety standards when using a knife, check out Girl Scouts of the USA's *Safety Activity Checkpoints*. The 2022-23 version states that Daisy Girl Scouts can only learn basic knife safety with cardboard/wood knives.

You may help Girl Scouts use a pocket knife/jackknife, but only in the presence of a trained adult. Adults must have Let's Go Camping 2 training to use a knife around Girl Scouts or allow Girl Scouts to use knives in their presence.

Using a Knife

Opening & Closing Knives

- Always use both hands to open a folding knife.
- Keep fingers on the sides of the knife.
- When closing, keep fingers to the side and refrain from wrapping fingers around the handle into which the blade will be inserted.
- Always open and close a knife slowly and intentionally.
- Keep the knife closed when not in use or when being carried.
- Close the knife before passing it to someone.

Caring for Knives

- Keep knives dry and off the ground.
- Keep knives away from dirt and sand.
- Keep knives away from open flames and extreme heat.
- Do not use your knife to pry things open, hammer, or chop on wood.
- Use your knife appropriately to cut, scrape, or whittle wood, food, or rope. Do not use knives on rocks or metal.
- Carefully clean your knife when you're done using it.

Knife Etiquette

- Knives should not be used to deface or disfigure any property, plant, or animals.
- Knives are not toys and should not be shown, waved, or thrown in jest or in a threatening manner.

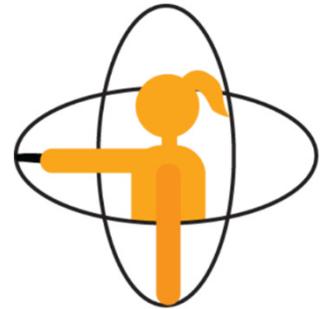
Knife Use

- Maintain a "knife safety circle" (see section below).
- Hold a knife by its handle. Do not place your thumb or finger on the blade.
- Use only a sharp knife—dull knives are dangerous.
- Keep a firm grip on the handle.
- When scraping or whittling, use "pushing" strokes away from your body rather than toward your body.
- Do not throw your knife.
- Before walking or running, always put your knife down or close it and put it away.

- Close a knife before passing it to someone.
 - ◆ If the knife does not close, hold the dull edge of the blade with the sharp edge facing the ground.
 - ◆ Offer the handle to the intended receiver.
 - ◆ The receiver should acknowledge that she or he has received it and has a grip on it by saying “Thank you.”

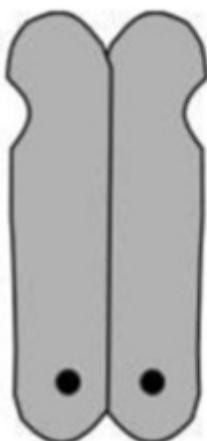
Knife Safety Circle

- Create a knife safety circle by moving at least an arm’s length away from all other people before opening or using a knife.
- If someone walks into your safety circle while using a knife, kindly ask them to step away from you or safely close your knife and wait until they leave your circle.



Directions for Making a Paper Knife

1. Cut the handle and blade shapes as shown. The handle is all one piece. The shapes don’t have to be exact. Make them the size of a real pocket knife if possible. It is ideal to use cardstock or cardboard to make the knife.
2. Punch holes in the cardboard where indicated by the black dots. Fold the handle along the center line.
3. Insert the blade into the handle, aligning the hole in the blade with the holes in the handle. Remember to orient the blade so that it is facing the same direction as it would in an actual knife.
4. Use a brass fastener to attach the blade to the handle.



Handle



Blade

Girl Scout Pocket Knife/Jackknife Safety Pledge

Carrying a pocket knife/jackknife is an honor and a responsibility. I have participated in a specific training/workshop on pocket knife/jackknife handling and safety, and I will always agree to the following guidelines to ensure the safety of myself and those around me at all times:

1. I will respect my pocket knife/jackknife at all times, and use it as a designated tool.
2. I will always keep my pocket knife/jackknife closed and stored when not in use.
3. I will not use my pocket knife/jackknife when there is a chance that someone could be hurt.
4. I promise to never throw or toss my pocket knife/jackknife.
5. I will always use my pocket knife/jackknife safely and in the manner I was instructed to do so.

Girl Scout Signature/Date

Responsible Adult Signature/Date

Knot Tying

Knot tying is not only fun but can be helpful in your everyday life. Knots can be used for many reasons such as tying your shoes, securing items, sailing on a boat, or making jewelry.

Basic Knot-Tying Terminology

- **Bight:** Any bend in between the ends of the rope which does not cross over itself
- **Crossing Point:** The point where the rope crosses over itself.
- **Load:** Refers to the weight of the object you tie onto or carry.
- **Loop:** Like a bight but the ends cross over creating a closed circle.
- **Overhand Loop:** When the running end lies over the top of the standing part.
- **Underhand Loop:** When the standing part lies over the top of the running part.
- **Running End/Working End:** The part of the rope used to tie the knot.
- **Standing End:** The part of the rope other than the running end.
- **Turn:** A single wrap of the rope around an object.

Different Types of Knots

There are many types of knots, and each knot has a different use. Learning the types of knots will help you learn how to use each knot for its intended purpose.

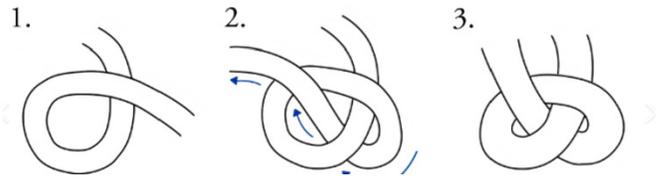
Stopper Knots	Loops	Hitches	Bends	Lashing
Can add weight to the rope, stop the rope from slipping through a hole, or stop a rope from fraying.	Make loops by tying the rope to itself to create an enclosed circle.	Used to secure objects to rope.	Used to join two or more lengths of rope together. Can help repair broken rope or create a longer rope.	Used to join objects together.

Basic Knots to Know

OVERHAND KNOT

This is one of the basic knots. Overhand knots are difficult to untie once tightened.

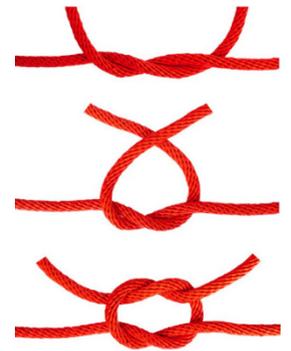
1. Make an underhand loop by taking the running end of the rope and passing it under the standing end.
2. Pass the running end through the loop from front to back.
3. Pull both ends to tighten it.



SQUARE KNOT (also known as Double Knot or Reef Knot)

This knot is often used to join two similar-sized ropes together so they will not slip. It tightens under strain but can be untied.

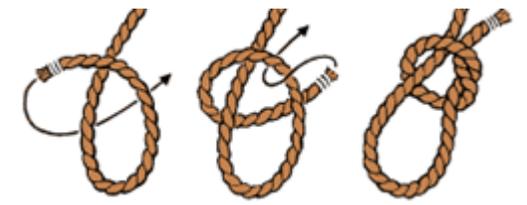
1. Start with one end of the rope in each hand.
2. Pass the end in your right hand over and under the end in your left hand.
3. Pass the end in your left hand over and under the end in your right hand.
4. Pull both ends at the same time to tighten.



SLIP KNOT

This knot is a Stopper Knot which is easily undone by pulling the tail.

1. Make a loop towards the end of a rope.
2. Prepare a bight in the short end of the rope.
3. Tuck the bight through the loop and tighten.



BOWLINE KNOT

This knot forms a secure loop that is easy to tie and untie. A verse to be said while tying: “Up through the rabbit hole; around the big tree; down through the rabbit hole and off goes he.”

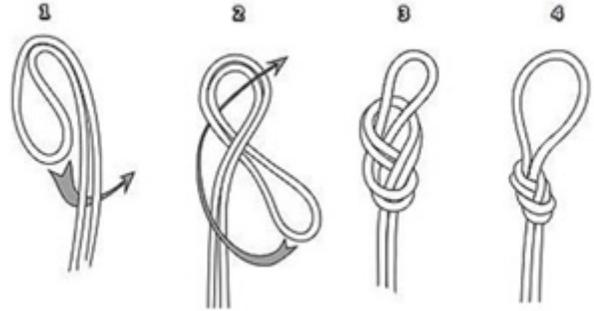
1. Make a loop near the end of the rope. This will act as the rabbit’s hole and the standing line will act as the tree.
2. Bring the end of the rope, which acts as the rabbit, back up through the hole, around the tree, right to left, then back down the hole.



THE FIGURE EIGHT LOOP

The Figure Eight Loop, also called the Flemish Loop, is used to create a loop in the middle or at the end of the rope. It is more stable and can hold heavier loads than a Bowline Knot.

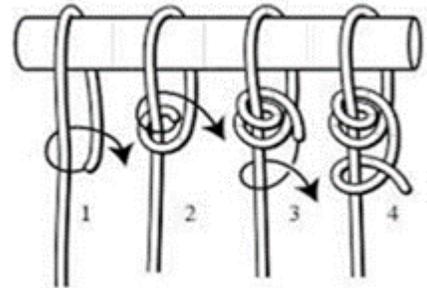
1. Either make a loop in the middle of your rope or fold the end of your rope over so you have the rope doubled up.
2. Pass the doubled-up rope over, then behind the rest of the rope, forming a loop.
3. Bring the doubled-up rope through its own loop so that it resembles a figure eight.
4. Pull to tighten.



TAUT LINE HITCH

This knot allows you to adjust the tightness of the line and holds it securely.

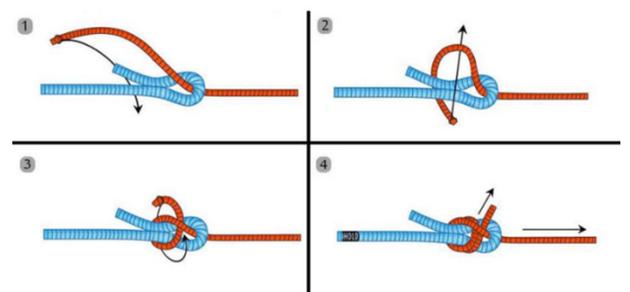
1. Wrap the rope around a post or other object several feet from the free end.
2. Coil the free end twice around the standing line, working back toward the post.
3. Make one additional coil around the standing line on the outside of the coils you just made.
4. Tighten the knot and slide it on the standing line to adjust the tension.



SHEET BEND

This bend is used to tie together two pieces of rope of different sizes or thicknesses.

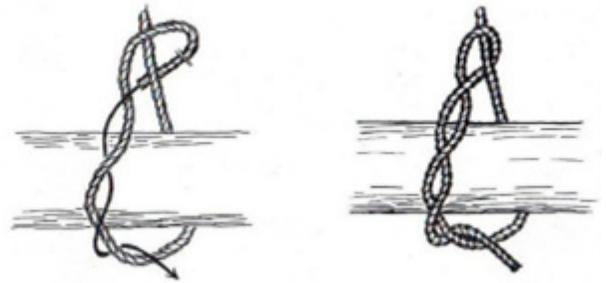
1. Take one rope, which we'll call Rope 1, and fold it on itself to form a loop, also called a bight.
2. Bring Rope 2 through this loop, and wrap Rope 2 around the two running strands of rope.
3. Pass Rope 2 under itself without going through the loop, and pull it tight.
4. Repeat steps 3 and 4 to make a Double-Sheet Bend.



TIMBER HITCH

The start to all types of Lashings is the Timber Hitch Knot.

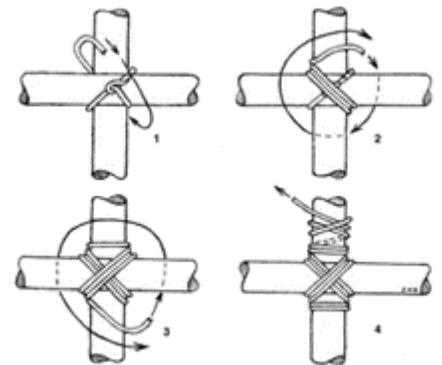
1. Make a loop around a stick.
2. Bring the long end of the string around the back of the short end.
3. Twist the long end of the string in and out of the loop as many times as you can. You should allow enough rope to be able to make three or four twists.
4. Now tighten the knot by gently pulling on the short end until the knot snugly fits around the stick.



DIAGONAL LASHING

Diagonal Lashing is used to keep sticks from being pulled apart.

1. Tie the rope to one stick with a timber hitch.
2. Wrap the rope diagonally around both sticks.
3. Bring the rope around the upright stick, then wrap it around the sticks in the opposite diagonal.
4. Bring the rope around the front and back of the sticks in a circular shape three times.
5. Wrap the rope around the upright stick and secure it with a clove hitch.



Fire Safety & Building

As a leader, you should always have an adult who is trained in Let's Go Camping 2 or Outdoor Skills present when building a fire.

Fire Safety DOs:

- Do tie your long hair back or wear a bandana.
- Do totally extinguish your fire when you are done.
- Do stay out of the fire circle if you aren't cooking.
- Do check wind and weather conditions prior to starting a fire.
- Do check for firefighting equipment on-site (shovel, rake, bucket full of water).
- Do check for overhanging branches.
- Do clear the area of leaves and combustibles.

Fire Safety DON'Ts:

- Don't reach over the fire.
- Don't leave the fire unattended.
- Don't run around the fire.
- Don't start a fire alone.
- Don't wave a stick to put out a flame.
- Don't leave matches near the fire.
- Don't wear dangling clothing.
- Don't wear nylon fabrics around the fire.
- Don't start a fire within 15 feet of your tent.

Fire Building

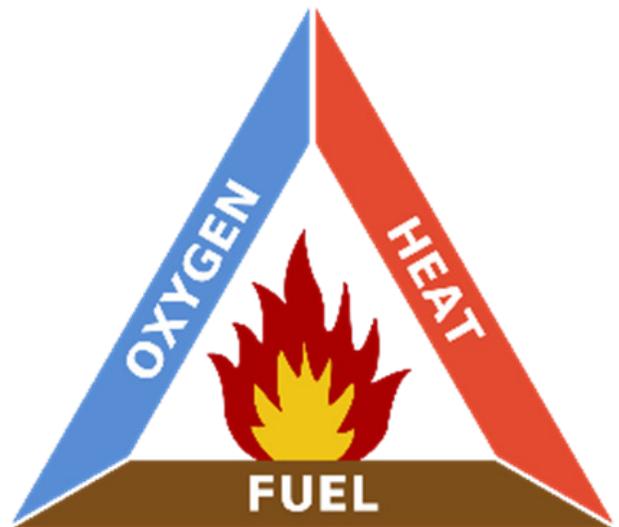
Make sure to follow *Leave No Trace* principles when building a fire.

Before you can build a fire, you need to make sure you have all the needed items. Be sure to have your fire safety materials (bucket of water, rake, shovel, etc.) and all firewood needed to keep your fire going.

Set up your fire within the Fire Circle. The fire circle is the area where you will build your fire. This may be a ring within a brick or rock wall or another safe area.

Only bring the amount of wood needed to start your fire. Leave all other firewood outside of the fire circle.

Oxygen, heat, and fuel are the three things that a fire needs. When you take away one of the items, you will not have a fire, or the fire will go out.



Fire Starters

A fire starter is a hand-held flammable material that can be lit easily and burns slowly enough to light tinder and kindling.

Cotton Jelly

Materials:

- Cotton balls
- Petroleum jelly

Instructions:

1. Dip the cotton ball in petroleum jelly.
2. Use a match or lighter to catch the cotton ball on fire.

Egg/Cupcake Fire Starters

Materials:

- Cardboard egg carton or cupcake liners and muffin tin
- Sawdust, wood shavings, or shredded paper
- Wax (could be the ends of old candles)

Instructions:

1. Fill each egg holder or cupcake liner about halfway with sawdust, wood shavings, or shredded paper.
2. Melt wax in a double boiler, then pour melted wax into each compartment until each space is full.
3. If using a cardboard egg carton, once the wax has cooled, cut the carton so that each egg holder is separate.

Trench Candles

Materials:

- Newspaper
- String
- Scissors
- Wax

Instructions:

1. Roll about 10 sheets of newspaper tightly.
2. Tie string around the roll at 3-inch intervals, leaving 6 inches of string at each tie.
3. Cut the newspaper between each tie.
4. Push one end of each newspaper bundle out slightly so that one end looks like a cone.
5. Melt wax in a double boiler.
6. Hold on to the end of the string and dip the newspaper bundle in the wax.
7. Remove from wax and allow to dry.

Types of Wood

There are two types of wood: Hardwood and Softwood.

Hardwood is slow-burning and hot, creates good coals, and is heavy and dense. Oak, maple, and cherry are examples of hardwood.

Softwood burns fast and doesn't create good coals but is good for tinder and kindling because it ignites quickly and is lightweight. Spruce, pine, and fir are examples of softwood.

When picking firewood, you should always use dry, dead wood. If the wood snaps, it's dry. Green or rotten wood will not burn and causes smoke.

As you gather firewood, you should separate your firewood by size. The sizes are broken down into categories called **Tinder, Kindling, and Fuel**.

Tinder

- Smaller than a match
 - » Twigs
 - » Shaving
- Burns quickly
- Best to start a fire



Kindling

- Larger than a pencil to size of thumb
- Large enough to hold heat for awhile



Fuel

- Starting at the size of your wrist
- Catches and burns more slowly and longer



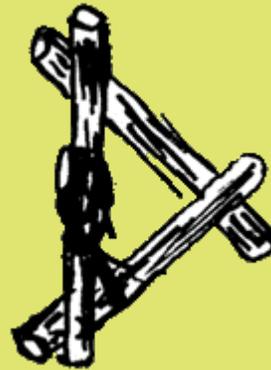
Fire Structures

When building a fire, you can use one of these structures or another that you prefer.

A-Frame Fire

(also known as the Foundation Fire for all other fire structures)

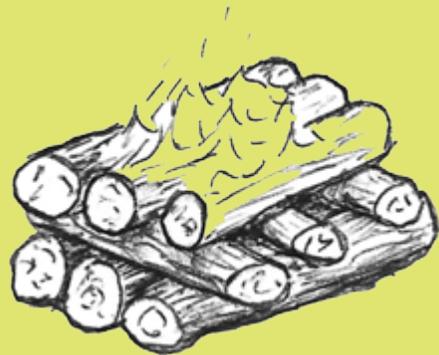
1. Lay two pieces of kindling and place them on the ground in a V-shape with the open part facing the breeze for a draft.
2. Lay the third piece of wood across the first two to form an A.
3. Put the Tinder and a Fire Starter along the crossbar (the third piece you laid down).
4. Light a match and hold it under the crossbar to ignite the Tinder and Fire Starter.
5. Once the Tinder is going well, start adding Kindling and then Fuel.



Crisscross Fire

This fire burns for a long time and makes good coals. It is best for cooking.

1. Lay Fuel over the Foundation Fire with each layer in the opposite direction.
2. Usually, two or three layers are sufficient.
3. Make sure there is enough of a gap between the logs for the air to flow.



Tepee Fire

This is the classic campfire look. This fire type is good if you want to create a hot fire quickly.

1. Lean Fuel against the Kindling of your Foundation Fire to form a tepee shape.
2. Fuel will burn quickly, so be prepared to add more as it burns.
3. As the outside logs burn, they will fall into the center of the pile.



Putting Out The Fire

When ready to put out the fire, spread out the remaining logs or coals in your Fire Circle. Stir the ashes and sprinkle them with water. Continue stirring and sprinkling until there are no red embers in the fire circle.

Do not just pour the water into the fire pit as it may splash hot water or ash and cause injuries.

Outdoor Cooking

If you can cook it in a kitchen, you can cook it on the fire! When preparing to cook outdoors, make sure you keep food stored safely and clean up your cook space.

Types of Outdoor Cooking:

Stick Cooking

- This is the most common way to cook food over the fire.
- Marshmallows and hotdogs are great stick-cooking foods.



Foil Cooking

- This is an easy method to cook over the fire without having to carry or clean pots and pans.
- It is best to use heavy-duty foil.
- Cook over coals, not flames, with foil packets.
- Stir-fry and banana boats are great in foil packets.



Pie Iron Cooking

- Line the inside of the pie iron cooker with foil or oil before cooking.
- Add food, shut the lock, and toast the contents over the fire.
- Grilled cheese, mini-pizzas, and fruit turnovers are great in pie irons.



Dutch Oven

- This is a large metal box, usually cast iron or aluminum, that acts as an oven.
- It is heated by being placed on, under, or next to hot coals.
- Cast iron Dutch ovens require special care for cleaning and maintaining.
- Soup, pasta, and baked breads are great in Dutch ovens.



Buddy Burner & Vagabond Stove

- DIY camp stove made before a camping trip
- Can cook directly on Vagabond Stove or with a pot/pan
- Scrambled eggs, grilled cheese, or quesadillas are great on a Vagabond Stove.



How to make a Buddy Burner & Vagabond Stove

Materials:

- Empty large metal can (tuna can or cat/dog food can)
- Corrugated cardboard
- Scissors
- Melted wax
- Empty #10 metal coffee can (large size)
- Tin cutter
- Can opener with pointed end

Steps to make Buddy Burner:

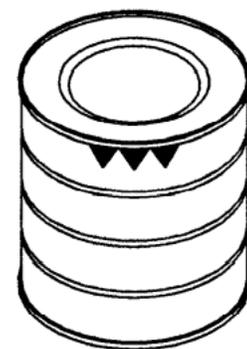
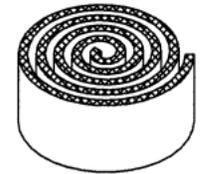
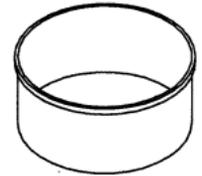
1. Remove the label from the can and wash thoroughly.
2. Cut the cardboard 1/4" wider than the depth of the can.
3. Roll the cardboard strip into a coil that fits loosely into the can—it must fill the entire can.
4. Pour the hot wax into the can until it is full. Set aside to harden.

Steps to make Vagabond Stove:

1. Set the can with the closed end up.
2. Face the can so the seam is on the left or right.
3. Use the can opener to punch 3 holes at the top edge of the can.
4. Turn the can upside down so the open end is facing up.
5. At the open end, use tin cutters to cut 2" or 3" up the side of the can. Make the cuts about 3" apart.
6. Gently bend the flat upward. This allows a natural draft for air flow.

How to use Buddy Burner and Vagabond Stove:

1. Light the cardboard in the Buddy Burner.
2. Place the Vagabond Stove over the Buddy Burner.
3. Use the top of the Vagabond Stove to cook with a pot or pan.



Campfire Recipes

Pie Iron Pizzas

Ingredients

- 14 oz can of pizza sauce
- 12 oz bag of shredded mozzarella cheese
- 6 oz bag of pepperoni slices
- 1 can of refrigerated pizza dough
- Non-stick spray



Directions

1. Unroll pizza dough and divide into four rectangles.
2. Spray the inside of the pie irons with non-stick spray.
3. Lay the rectangle of dough so that half is in the pie iron and half is not.
4. Fill with pizza sauce, cheese, and pepperoni.
5. Fold the other half of the dough over your toppings and close the pie iron.
6. Cook over the fire for 5-10 minutes.

Foil Packet Hamburger Meal

Ingredients

- 1 lb ground beef
- 16 oz can of green beans (drained)
- 1 large potato, thinly sliced
- 1 can of cream of mushroom soup

Directions

1. Shape beef into 4 small loaves.
2. Place each patty onto a large square of aluminum foil.
3. Layer green beans, potato, and soup.
4. Seal foil and cook on coals for 30-40 minutes, turning once.



Campfire Recipes

Dutch Oven Apple Crisp

Ingredients

Apple mixture:

- 10 cups apples, peeled and sliced
- 1/4 cup lemon juice
- 1 tablespoon lemon zest
- 3/4 cup sugar

Topping:

- 1 1/2 cups brown sugar
- 1 1/2 cups oats
- 1 1/4 cups flour
- 3/4 cup butter
- 2 tablespoons lemon zest
- 1 tablespoon cinnamon
- 1 teaspoon nutmeg (optional)



Directions

1. Spread apple mixture in bottom of Dutch oven.
2. Top with topping.
3. Bake for 25-30 minutes using 8 coals under and 16 on lid.
4. Continue cooking until apples are cooked and topping is brown.
5. Serve warm with ice cream or whipped cream.

Foil Packet Banana Boats

Ingredients

- 1 banana
- 2 tablespoons milk chocolate (from bar chocolate chips)
- 8 mini marshmallows
- 1 graham cracker



Directions

1. Take banana with its peel still on and cut it down the middle. Cut all the way through the banana but keep the bottom of the banana peel intact.
2. Pull the top of the peel and banana apart.
3. Stuff the chocolate and mini marshmallows into the center of the banana.
4. Wrap the banana in foil and place on campfire until the fillings have melted and the banana is warm (5-10 minutes).
5. Unwrap the banana, and scoop the fillings out with a graham cracker.

Leave No Trace

Leave No Trace was developed to help reduce the impact humans have on our natural environment. As Girl Scouts, you uphold the Girl Scout Law which includes using resources wisely and making the world a better place. Knowing and following the seven *Leave No Trace* principles will help you uphold the Girl Scout Law and protect the environment.

The Seven Leave No Trace Principles

1. Plan ahead and prepare.
2. Travel and camp on durable surfaces.
3. Dispose of waste properly.
4. Leave what you find.
5. Minimize campfire impacts.
6. Respect wildlife.
7. Be considerate of other visitors.

© *Leave No Trace, Int.org*

The principles are based not only on respect for nature and other visitors but are also based on and supported by scientific research.

You can learn more about how to practice *Leave No Trace* at Int.org.



Helping Younger Girls Understand Leave No Trace

In a leadership role, you may help younger Girl Scouts learn the importance of protecting our environment and being a friend to nature. Here are some tips to help younger Girl Scouts understand *Leave No Trace*.

Don't expect them to know all seven of the principles.

- Focus on the principles that you will encounter at your event/meeting.
- If the Girl Scouts are not following the *Leave No Trace* principles, remind them of what the principles are and why they are important.
- It will take time for younger Girl Scouts to learn and follow the seven *Leave No Trace* principles and that is okay!

How can you incorporate the seven *Leave No Trace* principles when working with younger Girl Scouts?

Plan ahead and prepare:

Travel and camp on durable surfaces:

Dispose of waste properly:

Leave what you find:

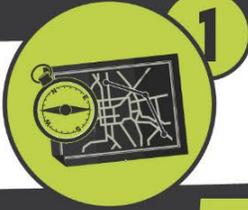
Minimize campfire impacts:

Respect wildlife:

Be considerate of other visitors:

THE LEAVE NO TRACE SEVEN PRINCIPLES

1 PLAN AHEAD AND PREPARE



Know the regulations and special concerns for the area you'll visit. Prepare for extreme weather, hazards, and emergencies. Schedule your trip to avoid times of high use. Visit in small groups when possible. Consider splitting larger groups into smaller groups. Repackage food to minimize waste. Use a map and compass to eliminate the use of marking paint, rock cairns or flagging.

2 TRAVEL AND CAMP ON DURABLE SURFACES



Durable surfaces include established trails and campsites, rock, gravel, dry grasses or snow. Protect riparian areas by camping at least 200 feet from lakes and streams. Good campsites are found, not made. Altering a site is not necessary. In popular areas: Concentrate use on existing trails and campsites. Walk single file in the middle of the trail, even when wet or muddy. Keep campsites small. Focus activity in areas where vegetation is absent. In pristine areas: Disperse use to prevent the creation of campsites and trails. Avoid places where impacts are just beginning.

3 DISPOSE OF WASTE PROPERLY



Pack it in, pack it out. Inspect your campsite and rest areas for trash or spilled foods. Pack out all trash, leftover food and litter. Deposit solid human waste in catholes dug 6 to 8 inches deep, at least 200 feet from water, camp and trails. Cover and disguise the cathole when finished. Pack out toilet paper and hygiene products. To wash yourself or your dishes, carry water 200 feet away from streams or lakes and use small amounts of biodegradable soap. Scatter strained dishwater.

4 LEAVE WHAT YOU FIND



Preserve the past: examine, but do not touch cultural or historic structures and artifacts. Leave rocks, plants and other natural objects as you find them. Avoid introducing or transporting non-native species. Do not build structures, furniture, or dig trenches.

5 MINIMIZE CAMPFIRE IMPACTS



Campfires can cause lasting impacts to the backcountry. Use a lightweight stove for cooking and enjoy a candle lantern for light. Where fires are permitted, use established fire rings, fire pans, or mound fires. Keep fires small. Only use sticks from the ground that can be broken by hand. Burn all wood and coals to ash, put out campfires completely, then scatter cool ashes.

6 RESPECT WILDLIFE



Observe wildlife from a distance. Do not follow or approach them. Never feed animals. Feeding wildlife damages their health, alters natural behaviors, and exposes them to predators and other dangers. Protect wildlife and your food by storing rations and trash securely. Control pets at all times, or leave them at home. Avoid wildlife during sensitive times: mating, nesting, raising young, or winter.

7 BE CONSIDERATE OF OTHER VISITORS



Respect other visitors and protect the quality of their experience. Be courteous. Yield to other users on the trail. Step to the downhill side of the trail when encountering pack stock. Take breaks and camp away from trails and other visitors. Let nature's sounds prevail. Avoid loud voices and noises.

Flag Ceremony

A flag ceremony is a time to honor the American flag. The American flag is a symbol of our country and the hopes, dreams, and people it consists of. In a leader role, you may be asked to lead a Flag Ceremony or be part of the ceremony.

This section is a brief overview of a Flag Ceremony. For additional information on Flag Ceremonies use the *Girl Scout Western Pennsylvania Flag Ceremony Guide* on our website.



Roles of a Flag Ceremony

The color bearer (or flag bearer) is the person who carries the flag. There is one color bearer for each flag used in the ceremony.

The color guard is a team that guards the flags. Any even number of guards may be used, but usually four or six girls are sufficient.

The Girl Scout in charge (or caller) is a designated Girl Scout who announces or calls each part of the ceremony.

Folding the Flag

- Watch the West Point Band demonstrate how to fold an American flag at bit.ly/3iELLTP.
- The color guard should open the flag fully with the blue field nearest the flag pole.
- The flag is folded in half lengthwise (twice, if necessary). The blue field should be on the outside of the fold.
- The color guard(s) farthest from the flag pole begin folding the flag into a triangle until the flag is completely folded.
- The first color guard(s) then presents the folded flag to the bearer.

Things to Remember

- Flag sashes and white gloves are available for the color guard to wear.
- Silence is to be maintained during the ceremony.
- Girls in formation salute while the flag is being raised/lowered by placing their hands over their hearts.
- The Pledge of Allegiance, songs, poems, etc. are after the flag has been raised or before it has been lowered.
- A Flag Ceremony is a time to be respectful of the American flag.

Raising the Flag (colors)

- Observers make whatever formation is decided upon.
- Caller shouts: “Girl Scouts, attention!”
 - » This signals that the flag ceremony is about to begin. Everyone should stand silently and at attention.
- Caller shouts: “Color guard, advance!”
 - » This signals to the color bearer and color guard to advance with the flags (if using a flag pole) or pick up the flags (if using flags on a staff). The color bearer leads the color guard in pairs to the foot of a flag pole/the front of the formation.
- Caller shouts: “Color guard, post the colors!”
 - » This signals the color bearer to either place the flag’s staff in a stand or attach the flag’s grommets to a rope on the flagpole. To safely raise the flag on a flagpole, the color bearer passes the flag to the pair of guards directly behind her, who hold the flag while she fastens the clips and grommets to the flag. Once the flag is securely fastened, the bearer quickly hoists the flag to the top of the flag pole.
 - » While the flag is being raised, observers can salute or simply stand at attention. After the flag is raised, the color guard assumes their original positions facing the flag in two lines with the bearer in the lead.
- Caller shouts: “Color guard, honor your flag!”
 - » This signals the color guard and bearer to salute the flag.
- Caller shouts: “Please join us in saying the Pledge of Allegiance!”
 - » This signals everyone to say the Pledge of Allegiance. Once the pledge is said, this is the time to sing a song or recite a poem or quotation. Many will say the Girl Scout Promise. After all songs, poems, and quotations are said, announcements can be made.
- Caller shouts: “Color guard, dismissed!”
 - » This signals the color guard to leave in formation.
- Caller shouts: “Girl Scouts, dismissed!”
 - » This signals that Girl Scouts may leave in formation or be at ease where they have been standing.



Lowering the Flag (colors in retreat)

Lowering the flag starts the same as raising the flag with observers standing in formation, being brought to attention, and the color guard being called to advance. However, when lowering the flag, the color bearers won't have any flags when approaching the flagpole or flag stands.

Songs, poems, quotes, and announcements are made before the flag is lowered.

- Observers make whatever formation is decided upon.
- Caller shouts: "Girl Scouts, attention!"
 - » Once Girl Scouts are at attention, songs, poems, quotations, and announcements are made. Often, groups sing Taps or Make New Friends.
- Caller shouts: "Color guard, advance!"
 - » The color guard will not have flags when advancing but should remain information.
- Caller shouts: "Color guard, honor your flag!"
 - » The color guard and color bearer salute the flag.
- Caller shouts: "Color guard, retire the colors!"
 - » This prompts the color bearer to either remove the flag from its stand or lower the flag. To safely lower the flag on a flag pole, the color bearer steps forward first, and the first pair of color guards take positions to the right and left of the flag pole. The bearer slowly but continuously lowers the flag until the guards can hold the bottom corner. The guards catch and hold the flag while the beare run hooks the clips and grommets. The guards then take the flag, step towards the center of the formation until they have enough room, and fold it into its original triangular shape.
- Caller shouts: "Color guard dismissed!"
 - » This prompts the color guard to leave in formation.
- Caller shouts: "Girl Scouts, dismissed!"
 - » This prompts the girls to leave in formation or be at ease where they have beenstanding.

