

## Outdoor Education Basics – Course #402

### Girl Scouts of Silver Sage Council

This course covers the following topics:

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| <ul style="list-style-type: none"><li>• Overview of Outdoor Education in Girl Scouts</li><li>• Outdoor Education Progression and Readiness</li><li>• Planning Outdoor Activities</li><li>• Clothing for the Outdoors</li><li>• Water Purification</li><li>• Outdoor Cooking</li><li>• Food Preparation and Storage</li></ul> | <ul style="list-style-type: none"><li>• Menu Planning</li><li>• Dishwashing Outdoors</li><li>• Minimal Impact Camping (Leave No Trace)</li><li>• Tents</li><li>• Planning and Supervision</li><li>• Equipment and Packing</li><li>• Site Selection</li><li>• Safety</li></ul> |
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Information that you will need to study for this course is in the following resources:

- **Outdoor Education in Girl Scouting**  
You can purchase this book from our Girl Scout store (in-person or online) or you might be able to obtain a copy from another volunteer in your troop or Service Unit.
- **Safety Activity Checkpoints**  
These are available on the website at: [www.girlscouts-ssc.org](http://www.girlscouts-ssc.org), **Volunteer Resources** menu item, **Safety Activity Checkpoints** page.
- **Outdoor Education Basics “Extras”**  
Extras are the content of this document.

Once you have completed your study of these materials, complete the **402 Quiz** and send the quiz to [customercare@girlscouts-ssc.org](mailto:customercare@girlscouts-ssc.org) so that we can record your completion of this course.

## Overview of Outdoor Education in Girl Scouts

Girl Scout camping is an experience that provides a creative, educational opportunity in group living in the out-of-doors. Its purpose is to utilize Girl Scout program, trained leadership, and the resources of the natural surroundings, to contribute to each camper's mental, physical, social, and spiritual growth.

### 🔗 What do Girls Learn? 🔗

As with everything we do in Girl Scouting, the outdoor/camp experience creates great opportunities to develop personal leadership strengths based on the Leadership Keys of the Girl Scout Leadership Experience...

#### Discover

- Girls discover something new about the world of the out-of-doors.
- Girls improve in at least one outdoor living skill.
- Girls learn the joy of preserving simple things.
- Girls gain new interests and skills.

#### Connect

- Girls have opportunities to increase their ability to relate to others in a new setting.
- Girls participate in making decisions as an individual and by participating in group decisions.
- Girls have opportunities to practice democratic living.

#### Take Action

- Girls develop a sense of responsibility for group living.
- Girls develop a sense of responsibility for minimal impact use of the wilderness.
- Girls develop an individual sense of responsibility for conserving the natural world.

## 🔗 Council Camp Properties 🔗

### **Camp Alice Pittenger (CAP)**

Nestled among the majestic pines near Ponderosa State Park, Camp Alice Pittenger is a cabin-style camp located on the shores of Payette Lake near McCall, Idaho. Water activities are the emphasis at CAP. Bunkhouse cabins, shower house, and a lodge with a kitchen and ample dining space. Canoeing, paddleboarding, swimming and water obstacle course.

### **Camp Ta-Man-A-Wis (TAM)**

TAM is located in the in the heart of the Caribou National Forest, near the Palisades Reservoir on the Snake River and include tent platforms or bunkhouse cabins, pop up tent camping sites, a shower house, and a lodge with a kitchen and ample dining space.

## 🔗 Types of Camping 🔗

### **Resident Camp**

At Resident Camp, Girl Scouts sign up as individual campers and are placed in “units” for the duration of the camp. Resident camping is council-sponsored, and the council provides the site, facilities, food service, staff, and all program activities.

### **Core Camp**

Core Camp is for troops or groups. At Core Camp, meals, site management, health services, and core program activities are provided. Core program at CAP includes water activities. Troops/groups have plenty of time to work on their own program activities.

### **Troop/Group Camp**

The Troop/group is entirely responsible for all aspects of the camping trip including site selection.

For more information about reserving our council properties for Troop/Group camp or other activities, visit: <http://girlscouts-ssc.org/camp/rentcamp/>

For more information about Resident and Core Camp schedules and programs, visit <http://girlscouts-ssc.org/camp/>

## Outdoor Education Progression and Readiness

Reading Assignments:  
 Outdoor Education Chapters 1  
 Outdoor Education Extras – pages 4 to 6

Before starting to plan your outdoor activities, it is important to consider the grade level of your girls and to assess your girls' level of comfort and capability. The table below offers some tips on how you might work with your girls to start them on a progression in outdoor education.

<b>Look Out</b>	Observe. Use senses to look for specific things.
<b>Walk Out</b>	Walk a planned neighborhood course. Make more detailed observations. Notice landmarks.
<b>Hike Out</b>	Walk out in an unfamiliar area and for a longer distance. Make more detailed observations. Draw simple maps. Require girls to pack simple outdoor clothing such as a hat, walking shoes, etc. Take a lunch.
<b>Cook Out (1)</b>	Girls cook outdoors using simple non-open-fire cooking methods in a backyard or other familiar location. Plan menus together, share cooking and cleaning duties.
<b>Cook Out (2)</b>	Girls cook outdoors using more advanced cooking methods and practice fire safety.
<b>Sleep Out (1)</b>	Girls sleep in a backyard or somewhere close to home for one night. Work on safety, tents, equipment, packing, etc.
<b>Sleep Out (2)</b>	Girls attend a Core Staff camping event where they sleep outdoors for 2 nights.
<b>Camp Out</b>	Girls are ready to go Troop/Group camping where they are responsible for all outdoor skills.

As girls build their confidence, progressive outdoor experiences can be planned farther and farther away from home or using more complex skills. And, as girls progress in their ability and age, they can participate to a greater degree in the planning of trips. Before you take your girls camping, be sure that you, or one of your adult helpers, have the necessary training and/or experience to teach them what they need to know to have a fun and safe camping experience.

## 🔗 Readiness Tips 🔗

Here are some readiness tips that you might find useful as you assess and start working toward planning your outdoor/camping trip.

### **Does the girl want to go and is she ready to be away from home or family?**

- Discuss previous experience with the girls. Know their comfort level away from home.
- Plan a sleepover or other overnight trip to evaluate the girl's readiness.
- Is she willing to separate from her best friends or parent?
- Plan activities where you must change partners so that everyone has a chance to work together.

### **Can she cope with unknown or new situations?**

- Will more attention be needed for specific individuals during changes or stressful times?
- Discuss with the other adults the situations that may arise with individual girls and how they will be handled within the group.

### **Can she manage with little or no privacy?**

- Discuss how to dress in a sleeping bag or other private techniques.
- Some girls may really need a private changing tent or changing area within a tent to make her comfortable in dressing situations.

### **Does she not always have to have her own way, and is she able to give in graciously?**

- Work in the troop setting to ensure fairness in decision making. Work on how to compromise in situations and how to find fair ways to resolve issues.

### **Can she take care of herself?**

- Can she get up when requested, does she need to be up earlier to ensure she has time to get ready for the day's events.
- Do you need to remind her to brush her teeth or hair?

### **What were her experiences on previous overnight trips?**

- Discuss with the girls what experiences they have had on overnight trips.
- What and where did they go? Were parents with them?
- Get a good feel for each individual girl's past experiences.
- Were they homesick? How did they handle the situation?

### **Can she pack and manage her personal gear and troop gear?**

- A great way to assess readiness is to give girls a short list of items to bring to the next meeting, such as hairbrush, pair of socks, pillow, marker, snack. Did they remember to bring all the items on the list? Did she remember to gather them and take them all home?

### **Does she follow basic rules consistently without argument, such as using the Buddy-System, not straying from the group, not talking to strangers?**

- This is a safety issue and must be addressed with every girl.

## Planning Outdoor Activities

### Reading Assignments:

Outdoor Education Chapters 2, 4, 5, 6, & 7  
Outdoor Education Extras – pages 6 to 9

### □ Eco-Scavenger Hunt

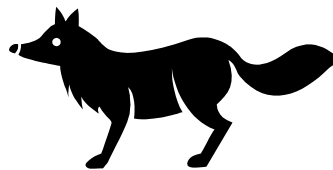
Here is an idea for an outdoor education program activity. Ask girls to find as many as they can without hurting the environment. Remind girls that some of these they will need to look at rather than pick up.

1. 6 colors of green
2. 3 kinds of dirt
3. something that flies
4. a feather



5. a bird call
6. a seed moved by wind
7. signs that an animal has been here
8. something an animal can eat

9. a seed moved by animals
10. an animal's home
11. a food chain
12. pollution



13. something red
14. people helping wildlife
15. people & wildlife living together
16. animal with a backbone

17. animal without a backbone
18. something people can eat
19. something that depends on water to live
20. something that changes color



## □ Hiking Hints

1. Always make a plan. Decide where you are going, how long you'll be gone, what you'll wear, what you'll take along and whether you'll carry a nose bag (meal in a bag) or cook out.
2. Always respect other people's property. Seek permission first if you must cross private property.
3. Carry and use a water bottle. Never drink untested water.
4. Wear clothing that fits well, is comfortable and suitable for the kind of activity and weather. Wear sturdy, broken-in, comfortable shoes. Never wear socks with holes. Wear a hat.
5. A first aid kit should be carried by one of the members.
6. Never step on anything you can step over, and never step over anything you can go around.
7. DON'T HURRY!! You may miss something wonderful!

### Hike Activity Ideas:

<b>Alphabet Hike</b>	Find a nature object beginning with each letter of the alphabet in order.
<b>Penny Hikes</b>	At each fork in the trail (or at the corner), flip a penny to determine which direction to travel.
<b>Hold the Front</b>	Hikers travel single file. File is occasionally stopped and first in line is asked to identify a tree or plant by the side of the road. If she fails, she goes to the end of the line and the next in line becomes the leader. The one remaining in front longest wins.
<b>I See</b>	On a hike with a small group, the leader stops at an object with the statement "I see." The girl behind the leader must guess what it is that is seen. If she doesn't guess, she goes to the end of the line and the leader tells what she saw. The next person gets to guess at the next "I see."
<b>Color Hike</b>	First child seeing certain things of a given color scores. Pebbles may be given for score keeping.
<b>Monogram Hike</b>	Find 3 or more nature objects beginning with the hiker's initials.
<b>Stop, Look, and Listen Hike</b>	Hike for 5 minutes or a designated number of steps. Stop for one minute and write down all the objects you see or hear.
<b>Curiosity Hike</b>	Find some odd or curious object such as bark, stone, stick, etc. By using your imagination, tell what animal, etc., the object represents.

## ☐ Kaper Charts

There is plenty of work to do on a camping trip! Planning the work democratically is a great learning experience for girls.

A “Kaper” (or duty) chart can be used for distributing the many necessary chores among the members of the group. In this way, everyone shares the work. Kaper charts are handy in other situations as well, such as for planning the tasks involved in meetings and events. Many design ideas exist, and girls get more out of it if they create it themselves.

### Sample Kaper Chart Design:

	Friday Dinner	Saturday Breakfast	Saturday Lunch	Saturday Dinner
Fire Builders				
Cooks				
Hoppers				
Spic & Spans				

<b>Fire Builders</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Gather wood</li> <li><input type="checkbox"/> Keep the fire water pail full</li> <li><input type="checkbox"/> Build the fire</li> <li><input type="checkbox"/> Put out the fire and clean up</li> </ul>	<b>Cooks</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prepare and cook the food</li> <li><input type="checkbox"/> Store unused food in containers</li> </ul>
<b>Hoppers</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Bring food to the cooks from storage</li> <li><input type="checkbox"/> Set tables</li> <li><input type="checkbox"/> Choose grace</li> <li><input type="checkbox"/> Make a centerpiece</li> <li><input type="checkbox"/> Clear tables when meal is done</li> </ul>	<b>Spic &amp; Spans</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Set up washing station</li> <li><input type="checkbox"/> Set up waste container for food scraps</li> <li><input type="checkbox"/> Wash dishes</li> <li><input type="checkbox"/> Clear and clean tables</li> <li><input type="checkbox"/> Put garbage in proper containers</li> </ul>



## Clothing & Personal Gear for the Outdoors

Reading Assignments:

Dressing for the Weather on page 32 of Outdoor Education

Study additional **Safety Activity Checkpoints** as necessary for your planned activities.

## Water Purification

Reading Assignments:

Water Purification on pages 36 and 37 of Outdoor Education

## Outdoor Cooking

Reading Assignments:

Cooking Outdoors on pages 48 to 58 of Outdoor Education  
Outdoor Cooking Safety Activity Checkpoints

## Dishwashing Outdoors

Reading Assignments:

Dishwashing at an Established Site on page 41 of Outdoor Education

## Food Preparation and Storage

Reading Assignments:

Outdoor Education Extras – pages 11 & 12

### In the Kitchen

- Wash hands, work area and utensils before preparing food.
- Thaw foods in the cooler.
- Marinate food in the cooler.
- Take along moist towelettes or washcloths.

### Heat and Eat

- Keep food cold until the grill or stove is hot.
- Cook thoroughly—meat & poultry should not be pink; juices should run clear & fish should flake with a fork.
- Be careful that raw meat, poultry or fish juices do not touch other food.
- Use a clean plate and utensils for serving cooked food.

### Planning Ahead

- Plan to take only the amounts of food you'll use.
- With an insulated cooler and ice, most foods are safe for short periods.
- If a cooler is not an option, take fruits, fresh vegetables, hard cheese, canned or dried meats or fish, peanut butter, breads, crackers, dry cereal.

### Come and Get It

- In hot weather (85°F and above), food should never sit out for more than 1 hour.
- Serve food quickly from the cooler and put it back inside the cooler fast.

### Packing it Up

- Always use an insulated cooler.
- Include a cold source in the cooler. Use block ice, frozen gel packs or frozen water or juice in plastic or paper containers.
- Start with cold food—pack directly from the refrigerator or freezer and pack in reverse-use order. First foods packed are to be used last.
- Securely overwrap or bag foods that may drip or leak, particularly raw meat, poultry or fish. This will prevent raw juices from touching ready-to-eat foods.
- Have one cooler for food, another for beverages and extra ice.
- Plan to keep hot foods hot with a thermos or insulated dish.

### Taking it Home

- Leftovers? Put perishables back into cooler immediately after eating.
- Perishable foods left out of refrigeration over 2 hours (or over 1 hour when it's 85°F and above) are not safe and should be discarded.

### On the Road

- Put cooler in passenger area of the car.
- At the camping or cookout site, keep the cooler in the shade, cover with a blanket and avoid repeated openings.
- Replenish the ice if it begins to melt.

## Menu Planning

NOTE: This course covers only non-fire and non-charcoal cooking methods.

Resources:

Outdoor Education Extras – pages 10 to 13

### Propane Cooking Menu Ideas

Breakfast	Lunch	Dinner
<ul style="list-style-type: none"> <li>○ Oatmeal</li> <li>○ Cream of Wheat</li> <li>○ Scrambled eggs</li> <li>○ Eggs in a Bag</li> <li>○ Pancakes</li> <li>○ French toast</li> <li>○ Pre-cooked bacon or sausage</li> </ul>	<ul style="list-style-type: none"> <li>○ Grilled cheese sandwiches</li> <li>○ Quesadilla's</li> <li>○ Canned soup</li> <li>○ Hot dogs</li> <li>○ Top Raman</li> <li>○ Chili Mac</li> </ul>	<ul style="list-style-type: none"> <li>○ Macaroni and cheese</li> <li>○ Spaghetti</li> <li>○ Hot dogs and hamburgers</li> <li>○ Chili</li> <li>○ Sloppy Joes</li> <li>○ Canned soup</li> <li>○ BBQ chicken</li> <li>○ Grilled cheese or Quesadilla's</li> <li>○ Tacos or nachos</li> </ul>

### No-Fire Cooking Menu Ideas

Breakfast	Lunch	Dinner
<ul style="list-style-type: none"> <li>○ Cold cereal</li> <li>○ Cereal bars</li> <li>○ Fruit</li> <li>○ Ready-made muffins</li> <li>○ Yogurt</li> <li>○ Hard-boiled eggs</li> <li>○ Bagels with cream cheese or peanut butter</li> </ul>	<ul style="list-style-type: none"> <li>○ Chicken salad</li> <li>○ Ham and cheese</li> <li>○ Peanut butter and jelly</li> <li>○ Tuna salad</li> <li>○ Fresh or canned fruit</li> <li>○ Chips</li> <li>○ Pudding</li> <li>○ Veggies and dip</li> <li>○ Yogurt or Jell-O</li> </ul>	<ul style="list-style-type: none"> <li>○ Salads w/ toppings</li> <li>○ Cold taco salads</li> <li>○ Cold fried chicken</li> <li>○ Potato or macaroni salad</li> <li>○ Build a hoagie</li> <li>○ Meats, cheese, and crackers</li> <li>○ Cold tuna pasta</li> </ul>

### Snacks and Drink Ideas

<ul style="list-style-type: none"> <li>○ Veggie's w/ dip</li> <li>○ Crackers</li> <li>○ Trail mix</li> <li>○ Fresh fruit</li> </ul>	<ul style="list-style-type: none"> <li>○ String cheese</li> <li>○ Popcorn</li> <li>○ Pretzels</li> <li>○ Peanut Butter</li> <li>○ Rice Crispy Treats</li> </ul>	<ul style="list-style-type: none"> <li>○ Boxed Juice</li> <li>○ Milk</li> <li>○ Water Mix-ins (e.g., crystal light)</li> </ul>	<ul style="list-style-type: none"> <li>○ Granola bars</li> <li>○ Fruit snacks</li> <li>○ Ants on a Log</li> <li>○ Raisins</li> </ul>
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## ☐ Sample Meal Plan ↻

**MEAL:** Dinner Friday Evening: Spaghetti with meat sauce

### Recipe and Notes:

Pre-cook the hamburger and freeze.

Sarah does not eat meat – so make sure a small amount of sauce is separate w/o meat.

### Food items:

✓ 2 lbs. Hamburger	✓ Butter (1 tub)
✓ Spaghetti Sauce (1 large Jar)	✓ Spaghetti noodles (1 large Bag)
✓ French Bread (2 loaves)	✓ Milk
✓ Salt and oil for noodles	✓ Parmesan cheese
✓ Salad (1 large bag)	✓ Cookies (2 boxes)
✓ Salad dressing (1 large bottle)	

### Items needed for cooking or eating:

✓ Large stock pot (noodles)	✓ Large serving spoons
✓ Strainer	✓ Bowl for salad
✓ Large stock pot (Meat and Sauce)	✓ Tongs for salad
✓ Bread knife	✓ Small stock pot (for Meatless Sauce)
✓ Ladle for meat sauce	✓ Forks and paper plates (divided)
✓ Cutting board	✓ Paper cups and napkins

### Meal Kapers:

**Cooking crew and job:**

**Clean-up crew and job:**

## MEAL PLAN WORKSHEET

MEAL: \_\_\_\_\_

Recipe and Notes:

Food items:

- |         |         |
|---------|---------|
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |

Items needed for cooking or eating:

- |         |         |
|---------|---------|
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |
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Meal Kapers:

Cooking crew and job:

Clean-up crew and job:

## Minimal Impact Camping (Leave No Trace)

Safety-Wise defines Minimal Impact Camping as: Camping in which no trace of activities is left. The physical landscape of the campsite is preserved as is the solitude and spirit of the wilderness.

### Reading Assignments:

Introducing Minimal Impact Outdoor Skills on page 60 of Outdoor Education  
Outdoor Education Extras – pages 14 & 15

### 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. Split larger parties into groups of 4 to 6.
- Repackage food to minimize waste.
- Use a map and compass to eliminate the use of rock piles, flagging or, marking paint to mark landmarks.

### 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 to show.

### 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" 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.

**Minimize Campfire Impacts:**

- Campfires can cause lasting impacts to the backcountry. Use a light-weight 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.

**Leave What You Find:**

- Preserve the past: examine, but do not touch cultural or historic structures or 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.

**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 during winter.

**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.

## Tents

### Resources:

Tents on pages 160 to 162 in Outdoor Education

- Gather your tents long before your trip so that you can have one or two tent-pitching sessions with your girls using the tents you will be taking.
- Practice in the privacy of your own backyard before you teach the girls and other adults.
- Be prepared to walk girls through patiently and clearly.

### Tell girls the “Tip” and ask them “Why?”

Tip	Why?
Do not play in tents.	Could damage and then where would you sleep?
Do not bring in food or other items with an odor.	Could attract wildlife.
No candles or flames in tents.	Fire danger.
When raining, do not touch sides of tent or use an aerosol inside.	Using a spray can in the tent or touching the sides of a tent during rain will cause the tent to allow water to seep in.
If raining, dig a moat around the tent.	To catch the water and keep it from accumulating under your tent. Fill the moat back in before you leave to leave no trace.
Open the zipper all the way before entering or exiting.	So that you do not accidentally strain and damage the zipper.
Pitch the tent on level ground, clear rocks, and keep away from the fire.	Safety, comfort, fire danger.
Clean out inside of tent before taking down.	Stuff left inside can damage the tent when rolled up and packed. Consideration for tent owner.



## Site Selection

Reading Assignments:  
Where to Go on pages 63 to 65 in Outdoor Education

## Equipment

Reading Assignments:  
Equipment for Outdoor Trips on pages 69 to 73 of Outdoor Education  
Safety Activity Checkpoints relating to any planned activities.

## Planning and Supervision

Reading Assignments:  
The First Overnight Trip on pages 61 to 67 of Outdoor Education

## Safety

Reading Assignments:  
Staying Safe in Chapter 5 of Outdoor Education  
Safety Activity Checkpoints relating to any planned activities.