



# ***Outdoor Activity Leadership Guide to Camping Residential and Tenting***



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# ***Let's Go Camping! - Residential***

## **Introduction**

Outdoor activities, especially camping, are often the highlight of Guiding for many girls. As a Guider, you can greatly enhance your girls' program by taking advantage of opportunities for outdoor adventures. You can explore and discover the wonders of nature, developing your own and your girls' appreciation of the world around us. You can impart technical skills that will allow girls to be comfortable and confident outdoors as they learn to protect and use natural resources wisely. Best of all, through camping and outdoor activities, you can watch your girls grow stronger and more independent, as they increase their confidence and resourcefulness.

Camping is a great way to teach girls valuable life skills, to give them confidence in their abilities, to provide a sense of community, and to develop a deep appreciation for nature. Whether you go for a day, a week or longer, Girl Guide camping gives girls an opportunity to grow, explore, and have fun—always under the guidance of caring, trained Guiders. Every girl should have an opportunity to camp! Children who go to camp become more independent, develop a sense of community and caring, and develop cooperative and collaborative problem solving skills.

One of the best parts of the Girl Guide experience is getting outside, exploring nature and enjoying the outdoors. The key to an enjoyable fun-filled experience is careful planning. A well thought out camp plan gives Guiders, girls, and parents confidence by knowing what will happen when, where and why. A good plan ensures you have the camping equipment, food, cooking utensils and program supplies you will need, as well as ensuring that safety and environmental impact have been taken into account.

## **Previous Experience, Training and Mentoring**

If you have previous camping experience as a Member of GGC or from camping with family or friends, you will have the basic skills and understanding of what is involved in planning and executing an outdoor activity and/or camp. By attending the *OAL Camping Training Modules* you will have the opportunity to not only enhance your skills in planning a camp but also hone these skills working with a Girl Guide Unit and team of adults in a camp environment.. This training will be invaluable in learning how to camp "Girl Guide Style". You may also want to consider working with an experienced Guider or Camping Adviser who could act as your mentor for your first few camps.

In any case, the *OAL Guide to Camping* resource will be a great help in planning your camp.

## ***Residential Camping - Leading***

Good leadership is the single, most important thing that you can have at camp. It is more important than good equipment and planning – everything else is secondary. Leadership is a major, often decisive element in why some camps succeed and others face considerable roadblocks. It's not about giving directions but rather liberating the group to do what's needed in the best way possible. When we lead, we encourage others to move toward common goals with a focus and competency they would not achieve on their own.

Effective leadership at camp or during an outdoor activity is essential. It includes:

- Using common sense and good judgment
- Being aware of personal strengths and weaknesses
- Having a belief in your own ability
- Believing in the abilities of those you are leading
- Having an eagerness to learn
- Having a sense of humour
- Being flexible
- Having a willingness to listen to others
- Being able to organize, coordinate and delegate

Effective leading involves being able to both interact and work with both the adult and girl members of the group.

### **Responsibility**

In the context of Guiding, being responsible for other peoples' children can sometimes feel like an overwhelming undertaking. We have many rules and procedures in place to provide the best experience possible for the children in our care. Further on in this guide are details about the various roles and responsibilities for camp staff that need to be in place for a camping trip. But in terms of leadership, the fundamental responsibilities of a leader in an outdoor camping environment are simply:

- Minimize risk.
- Minimize environmental impact.
- Maximize learning.
- Maximize fun.

A good leader keeps these core responsibilities in the back of her mind and uses them to guide her actions in planning, organizing and executing a successful camp.

### **Awareness**

The act of leading involves constant interaction with everyone and everything around you. Good leaders are tuned-in to the needs of the group, the cues from their surroundings, and to their own personal needs and wants. This is called situational awareness and involves three components: awareness of environment, awareness of group and awareness of self.

#### **Awareness of Environment**

A leader who is tuned into her environment is generally ready for whatever may come her way. It means paying attention to what's going on around you and being able to react to changing

conditions. It's really just a fancy way of saying, "Heads up" – watch where you're stepping, follow what's going on around you and remember where you're going.

### Awareness of Group

Being tuned-in to your group means that you are aware of the group's goals, their level of ability and that you are able to connect directly with individual members – usually by expressing empathy.

There are two types of goals to consider: personal and group. These apply to both adult and girl members of the group. Personal goals are individual in nature. A girl who wants to complete the requirements for a badge would be an example. Group goals are discussed and decided upon by the group together. Trying to reach a particular lookout on a day hike might be an example. Regardless of whether personal or group orientated, the more the leader is aware of the goals, the better she will be at assisting in making them achievable.

Knowing your group's ability level means being familiar with everyone's physical fitness level and past experience. Being aware of the range of abilities within the group will ensure the plan for the trip is appropriate and will help to meet everyone's goals.

### Awareness of Self

Being self-aware is perhaps one of the most challenging skills a leader needs to contend with. Knowing what affects your mood, how you react to stressful situations and why some of your reactions may not always be the most appropriate helps you become a great leader. A great leader is always aware of her:

- Motivations
- Fears
- Strengths/weaknesses
- Mood
- Influence on the group
- Self-care needs

One of the best ways of becoming more self-aware is to explore your leadership self by actively seeking out feedback. Try some of these ideas:

- Take a personality test online.
- Try role-playing different leadership styles.
- Actively ask for feedback on your leadership abilities or style.

Then ask yourself, what did I learn? How can I apply this to being a better leader?

## ***Leadership Styles***

There are many theories on leadership styles. For a camp, a straightforward way to think about leadership involves four types of leadership styles: directing, selling, participating and delegating. A good leader adjusts her style as needed, shifting between the leadership types depending on the situation.

### Directing Style – Getting the job done

Sometimes the leader needs to get things done quickly and adopts a directive approach. She might say something like, "Okay girls, I need you to place your bags in the corner of the building and then sit down in your patrols in the center of the room". The directing style is effective for

getting the group to do something quickly. The leader makes the decision and informs the participants. Tasks are broken down and assigned.

#### **Selling Style – It’s a good plan, don’t you think?**

In some situations the leader may want to have the group do something but wants to make sure everyone understands the tasks and is “on the same page”. She may say, “Girls, it’s time to start getting camp setup. I would like each patrol to take on their duties on the chore list. Does everyone remember what they should be doing? Here’s the schedule. Does anyone have any questions?” In the selling style the approach is still based on giving direction. However, the door is opened for interaction and feedback from the group. The leader ultimately decides but discusses with participants and answers questions. This style is effective at getting things done while at the same time getting group buy-in.

#### **Participating Style – So what will it be?**

When it is important for the group to be involved in the decision, the participating style of leadership is useful. In this case decisions are made jointly between the participants and the leader. A good example would be at the Unit meeting when the idea of going to camp is initially discussed. The Guider might start by saying “Girls, I think going to camp would be a lot of fun for our Unit. There are two options we could look into: a spring camp at “Camp It’s So Fun” or a summer camp at “Excellent Provincial Park”. What do you think?” This style is useful in getting the group to have a vested interest in the decision and direction of the group.

#### **Delegating Style – It’s the journey, not the destination**

Sometimes it is important for the group to work through the process of making a decision on their own. In the delegating style, the leader defines the limits that the group has to work with in making their decision. During an adventure camp the leader might say to her group of Pathfinders, “Tomorrow will be our chance to try and climb a mountain. We need to leave from the trailhead in this campground in time to be back at camp by 4:00 pm in the afternoon. Here are the maps and routes for the area. I want you as a group to decide on our route. Keep in mind we always need a backup plan in case the weather takes a turn for the worse.” This style tends to be quite time consuming but is very effective with groups of aspiring leaders.

### **Application of Leadership Styles**

Every leader has a natural tendency to embrace a particular style. Which do you most identify with? As an effective leader you should shift your approach to the style that will best help the group meet their goals at any given time. For example, when your group arrives at camp you might adopt the directing style. This will let the girls know what they need to do to get organized. Once the flurry of activity gets underway and when things look like they are under control you may shift to a more selling style by holding a short meeting to tell the girls the plan for the next couple of hours. After dinner is cleaned up you could switch to a participating style by asking the girls what they want to do for the evening. Or perhaps you’re more comfortable with something between selling and participating and decide to give the girls two options for the evening program.

The best leaders shift between styles as the situation dictates. Leaders that have the most trouble tend to stay in the style they are most comfortable with. The results are usually obvious – the group is not having fun or they are running wild because things are too unstructured.



## ***Remember Safe Guide***

Managing safety is a key leadership responsibility. Safe Guide is the document that outlines Girl Guides of Canada's procedures for safety. It is important for to be familiar with Safe Guide as it will help your plan and manage your camp. Review the camping activity guides, which will provide guidance specifically for camps. There are particular areas in the document that you should review before your camp planning activities begin. The following are some of the areas that specifically relate to Safe Guide.

### **Emergency Response Plan (ERP)**

Emergency response is a key consideration when planning activities with girls. The Emergency Response Plan is an essential tool in the resolution of an incident. It minimizes some of the time it takes to figure out what to do when dealing with an emergency. Working backwards from the ERP will allow you and the girls to identify ways by which you can AVOID incidents before they happen.

GGC provides you with the Emergency Response Guidelines in *Safe Guide*. You will also need to prepare an Emergency Response Plan form to cover details specific to your location and activity. Many GGC camps will provide you with this information when you book their site. Make sure you and your team are familiar with the plan!

### **Safe Guide Forms**

Be sure to complete all Safe Guide forms well ahead of your activity date to allow for volunteer Assessors to review and acknowledge or authorize your camp. Note the deadlines for the submission of forms in Safe Guide. Please be certain to use the most current version of the Safe Guide forms available on the Girl Guide website.

## ***Girl Leadership***

For all branches, camping and outdoor activities need to be organized as progressive learning. When a girl moves through Guiding she will continuously learn new skills and be able to take on more responsibility. Those who come in to the organization when they are older may need additional support or coaching to bring them to the same level as their peers. They also need the opportunity to learn skills in logical steps. In any case, girls will be happier when they have an orientation and opportunity to learn in a step by step process as well know what is expected of them and what they will learn from their outdoor or camping experience.

### **Communication Barriers**

Unfortunately, we're not always great at communicating. Think about all the times friends, family or Guiding Members have not understood what you were saying! Communication barriers include unfamiliar language or vocabulary, misinterpreted body language and the wrong choice of communication method as well as projecting values or beliefs on someone else, being emotional or not hearing properly. Being aware of these barriers can help you notice and take action to ensure your communication is clear and understood. If you sense that things are not going well, pause briefly to think about how you may be coming across and consider how you can adapt your approach.

## **Supporting Girls to Challenge Themselves**

Camping provides fun experiences that allow girls to cultivate enduring friendships and have opportunities to explore new things in a supportive environment. If you encourage girls to try new things, even if it's something they may think they might not like, they could uncover unexpected personal abilities, discover something new they really like and be challenged to grow out of their comfort zone.

## **Creating an Emotionally Safe Environment<sup>1</sup>**

As a Girl Guide volunteer, you'll be working with girls of all backgrounds, behaviours, skills, and abilities. No matter what a girl's grade level or background, however, it's your job to engage her in meaningful ways, help her grow in maturity and skills, and encourage her to feel safe and accepted.

### **Understanding healthy development in girls**

Just being attentive to what girls are experiencing, feeling pressured by, and enjoying, as they mature is a big help to girls. Take some time to understand the likes and needs of girls, then consider how you can dip into the "what and how" of creating quality experiences together.

### **Creating a safe space for girls**

A "safe space" is one in which girls feel as though they can be themselves, without explanation, judgment, or ridicule. Research shows that girls are looking for an emotionally safe environment, where confidentiality is respected and they can express themselves without fear. The environment you create, therefore, is key to developing the sort of group that girls want to be part of. The following sections share some tips on creating a warm, safe environment for girls:

### **Recognition and acceptance**

Girls look up to their leaders. They need to know you consider each of them an important person. They can survive a poor meeting place or an activity that flops, but they cannot endure being ignored or rejected. Recognize acts of trying as well as instances of clear success. Emphasize the positive qualities that make each girl worthy and unique. Be generous with praise and stingy with rebuke. Help girls find ways to show acceptance and support for one another.

### **Fairness**

Girls are sensitive to injustice. They forgive mistakes if they are sure you are trying to be fair. They look for fairness in the ways responsibilities are shared, in the handling of disagreements, and in the responses to performance and accomplishment. When possible, consult girls as to what they think is fair before decisions are made. Explain your reasoning and show why you did something. Be willing to apologize if it is needed. Try to see that the chances for feeling important, as well as the responsibilities, are equally divided. Help girls explore and decide for themselves the fair ways of solving problems, carrying out activities, and looking at behavior and accomplishments.

### **Trust**

Girls need your belief in them and your support when they try new things. They must be sure you will not betray a confidence. Show girls you trust them to think for themselves and use their own judgment. Help them make the important decisions in the group. Help them correct their

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<sup>1</sup> \*Adapted with permission, from Volunteer Essentials 2008, Girl Scouts of the USA New York

own mistakes. Help girls give and show trust toward one another. Help them see how trust can be built, lost, and strengthened.

### Effective Conflict Management

Conflicts and disagreements are an inevitable part of life, and when handled constructively can actually enhance communication and relationships. At the very least, Girl Guides need to practice self-control and diplomacy so that conflicts do not erupt into regrettable incidents. (Shouting, verbal abuse, or physical confrontations are never warranted and cannot be tolerated in the Girl Guide environment.)

When a conflict arises between girls or a girl and a volunteer, get those involved to sit down together and talk calmly and in a non-judgmental manner. (Each party may need some time—even a few days or a week—to calm down before being able to do this.) Although talking in this way can be uncomfortable and difficult, it does lay the groundwork for working well together in the future. Whatever you do, don't spread your complaint around to others—gossip does not help the situation and causes only embarrassment and anger. If a conflict persists, be sure you explain the matter to your volunteer support team. If the supervisor cannot resolve the issues satisfactorily (or if the problem involves the supervisor), the issue can be taken to the next level of supervision and, ultimately, contact your council if you need extra help.

### Importance of Group Communication

It's important to involve the girls in all aspects of camp, not just the camp planning. You can have periodic group meetings throughout the camp to review how the morning/afternoon/day went or to discuss what needs to be done and have everyone suggest ways to accomplish the tasks. For example, if an activity needs to be changed due to weather, you can have a group discussion to decide what other activity the group can do. This can help build leadership skills and facilitate a team dynamic.

### Open Communication

Girls want someone who will listen seriously to what they think, feel, and want to do. They like someone they can talk to about important things, including some things that might not seem important to adults. Listen to girls. Respond with words and actions. Speak your mind openly when you are happy or concerned about something, and encourage girls to do this, too. Leave the door open for girls to seek advice, share ideas and feelings, and propose plans or improvements. Help girls see how open communication can result in action, discovery, better understand of self and others, and a more comfortable climate for fun and accomplishment.

### Communicating with girls

When communicating with girls, consider the following tips:

- Listen: Listening to girls, as opposed to telling them what to think, feel, or do (no “you should”) is the first step in helping them take ownership of their program.
- Be honest: If you're not comfortable with a topic or activity, say so. No one expects you to be an expert on every topic. Ask for alternatives or seek out volunteers with the required expertise. Also be honest when you make a mistake. Owning up to mistakes — and apologizing for them — goes a long way with girls.
- Be open to real issues: For girls, important topics are things like relationships, peer pressure, school, money, drugs, and other serious issues. (You'll also have plenty of time to discuss less weighty subjects.) When you don't know, listen. Also seek help from your council if you need assistance or need more information than you currently have.
- Show respect: Girls often say that their best experiences were the ones where adults treated them as equal partners. Being spoken to as a young adult helps them grow.

- Offer options: Providing flexibility in meeting changing needs and interests shows that you respect the girls and their busy lives. But whatever option is chosen, girls at every grade level also want guidance and parameters.
- Stay current: Be aware of the TV shows girls watch, the movies they like, the books and magazines they read, and the music they listen to—not to pretend you have the same interests, but to show you're interested in their world.

### Listen and ask

As the preceding sections suggest, you can help most just by being an empathetic listener. That's right: Just by listening, you're helping! Sometimes, you may also find that by asking questions, you can help girls figure out how to get more information and guidance at school or at home. You don't have to solve their issues, but you can put them on the trail toward solving them.

### **Ages and Stages – Facilitating Age Appropriate Activities**

Incorporating fun, adventure and challenge makes outdoor activities memorable and keeps girls coming back for more. Adventure and challenge don't mean everyone's climbing mountains, it just means that individuals feel they they've tried something they've never done before or that they've had to push themselves harder than usual, leaving them with a sense of accomplishment. This could be as simple as striking a match, finding an anthill, putting up a tent or learning to use a map and compass.

### Progressive Learning

Progressive learning means starting with something familiar and gradually introducing new activities and skills to build on experience. For people inexperienced in the outdoors, the first step may be an afternoon at a local wilderness area. A sleepover will familiarize them with sleeping away from home with a group before going to a residential camp. Eventually, they will progress to learning about tents and cooking outdoors and campfires. The concept is that skills are acquired in progression in order to undertake more challenging activities. Progressive learning is important for safety as well as enjoyment and applies to adults as well as girls. Activities are designed to take into consideration both girls' and adults' skill level and find ways for them to develop new skills to take the next step. Helping girls reach a little further enables girls, in the words of our Mission, "to be confident, resourceful and courageous, and to make a difference in the world."

Typically, but not always, the age of the girl will give you an idea of her experiences with outdoor activities and camping. Throughout our program from Sparks on to Rangers we build the capacity for girls to plan and execute outdoor activities and camping excursions.

Be sensitive to the fact that some girls (or their parents) may not initially feel comfortable about overnight camping. This may be due to cultural backgrounds or physical, intellectual, and emotional/social readiness. Start with options such as day outings and close to home overnights. For Sparks and Brownies in particular, when planning a camp, offering the option for girls to come just for the day as well overnight is a way to introduce them to the camping experience.

Guides, Pathfinders and Rangers generally are drawn to tent camping rather than a residential setting. However, Guiders will need to be sensitive to the fact that some girls may not be comfortable with sleeping outdoors. Guiders should encourage Pathfinder and Ranger age girls to keep track of their camping experiences and their skill-building goals. GGC provides girls this

age great opportunities to attend exciting camps with international guests. To be eligible, they may need to list their previous camping experience.

### **Sparks**

At Spark age, girls are developing their physical, intellectual, and social/emotional abilities. It is important to be aware of this and plan accordingly. Remember even small simple tasks can be challenging. However, this does not mean that Sparks cannot sleep in tents or help in the preparation of their meals. It means that you will have to plan and ensure that the girls are prepared for their activity. Sparks are able to look after their personal things (e.g. sleeping bag) but they require a lot of supervision. A best practice for sleeping in tents is to ensure a girl has been in one (possibly with her family) before she sleeps in one at Spark Camp.

### **Brownies**

Brownies have an abundance of energy and a great sense of adventure. They especially enjoy active games. When explaining an activity, give step-by-step instructions and make sure you do not rush them through it. Brownies are establishing a sense of identity and will need strong supportive encouragement as they learn independence. Having a well-planned event will help Brownies accomplish tasks that they may have not done before and experiences they have not been exposed to. Brownies can take on more responsibility such as doing chores like cleaning washrooms and they can plan activities such as campfire.

### **Guides**

Guides approach challenges with enthusiasm. Their coordination and intellectual skills and abilities are more fully developed, so when planning activities, be sure to include both active and intellectually stimulating activities. Guides can be responsible for a good portion of the program activities, camp chores and cooking. They may have learned camping skills as Sparks and Brownies and they should have a good sense of what is expected of them. Guiders work along with girls and assist as appropriate. When Guides take on more responsibility in the planning and executing of a Guide camp, it prepares them for camping as Pathfinders and in working towards their Canada Cord.

### **Pathfinders**

A Pathfinder camp can be structured so that older girls take on a stronger leadership role. Girls in their first year of camping as a Pathfinder are participating and helping as team members. In their second year they are leading a specific program objective and in their third year they are leading a team at camp. As a Guider you are there to assist them as needed and offer advice if asked. Pathfinders can run a camp independently. They can handle budgeting, meal planning, grocery list and chore chart creation, as well as the overall program planning.

### **Rangers**

Rangers at camp focus on developing their skills and leadership in the outdoors. Most Rangers are capable of planning and executing a camp for themselves or for the other branches. Girls might choose a personal goal such as taking a wilderness first aid course or teaching camp planning to Guides. Rather than a single camp, Rangers may opt for a number of daylong outdoor activities at different seasons that focus on adventure. Your role as a Guider is to be there as a resource or support as needed.

## ***Residential Camping - Planning***

### ***Involving the Girls***

Take the time to do a thorough outdoor/camping idea sharing session with the girls. Find out what they would like their camping/outdoor experience to look like. Participation in the development of their camping experience will have a positive and long-lasting impact beyond the camp. Camp gives girls a place to make meaningful decisions and they will transfer these skills to other parts of their lives outside of the experience.

Engaging girls in the process of planning and leading a camp gives them ownership and accomplishment. It also helps them choose to participate when other activities come into conflict with a camp event (e.g. whether to do the soccer tournament or go to camp). Girls are involved in the planning and the decision-making in:

- the type and theme of the camp
- itinerary and chore responsibilities
- program, special events and free time activities
- menu planning

The level of participation, planning and decision-making will depend on the age of the girl and their previous camp experience. For example: Sparks may help choose between a few menu or theme options. Brownies may have more input and add a few ideas of their own. Guides with mentoring and previous camping experience are able to set more direction to the overall camp program and activities. Older girls can usually make most of the plans and often develop small committees for various stages of planning, shopping and the event itself.

The five Ws planning process is an example that you may use depending on the age of your girls. The five Ws are what, when, where, who and why. They can help to generate or focus your planning session. Start with open-ended questions, such as:

- **What** would you like to do? – go camping
- **When** would you like to go? – the weekend after Thanksgiving
- **Where** would you like to go? – to a Girl Guide camp
- **Who** could help with that? – Guiders and parents
- **Why** do you want to do it? – to go camping, to be outside, to develop and enhance friendships, and to work on camping badges and interest badges/challenges

Write down all ideas. Use a flip chart or white board if available – this will help the girls know they've been heard and help them visualize and create more ideas. All ideas are possibilities; all are to be considered. Once the idea sharing is complete identify some limitations and then help the girls recognize which ideas may not be possible. In most cases the girls will understand which activities are possible and what they are able to accomplish.

## ***Building the Team***

### **Identifying skills and qualifications required**

Everyone involved in the camp brings their skills and expertise to the group. Girls are experts in the types of activities they like to do and their past experiences will help them decide what they want to repeat or avoid. Guiders have planning expertise and can help girls navigate the challenges of planning a camp.

Rangers or Link are a potential source of support in terms of both their camping skills and experience in camp programming. They are often enthusiastic subject matter experts when it comes to camping. In addition, the Ranger program requirements include leadership at camps with younger girls and they may welcome the opportunity to support a camp of younger girls. Note: if they are under the provincial age of majority they cannot be considered supervisors.

Consult Safe Guide to ensure Guider and adult supervisor ratios are met. Note that additional first aiders may be necessary based on ratios set out in Safe Guide.

### **Camp Staff Roles and Responsibilities**

The following is a sample list of roles and responsibilities for camp staff. These are listed as specific roles, but there is flexibility in how they are handled or delegated. For example, the first aider may be handled by the alternate/assistant Responsible Guider.

#### **Responsible Guider (RG)**

- Responsible for the coordination and running of the camp and planning the program with girls and supervisors.
- Ensures Safe Guide procedures are incorporated into the camp planning.
- Ensures each supervisor knows and understands her responsibilities.
- Reserves campsite and arranges transportation if needed.
- Arranges pre-camp meetings with girls, Guiders and parents/guardians and supplies information.
- Ensures bills are paid and expenses recorded.

#### **Alternate/Assistant Responsible Guider**

- Helps run the program and assists the RG in any way she can.
- Has the knowledge and experience to take over if the RG gets called away from camp or becomes ill.
- Looks after designated program, crafts and games.
- Supervises patrol chores and tasks.

#### **First Aider**

- Must hold first aider qualifications as per Safe Guide.
- Monitors the well-being of all participants (girl and adults).
- Brings to the attention of the Responsible Guider any concerns or issues related to the health of the camp participants.
- Identifies herself at the beginning of camp as the first aider.
- Checks Health forms prior to camp for allergies, health conditions and any other issues that may affect a girl at camp. Brings to the attention of other Guiders all allergies, noting food allergies for those creating menus.

- Brings Health forms to camp and blank First Aid Treatment Records and ensures that they are kept confidential.
- Ensures there is a first-aid kit that is well stocked and in an accessible place.
- Girls' medications are collected as necessary and outlined in Safe Guide.
- Safely stores medications at camp.
- Ensures girls are supervised while taking medication for correct timing and dosage as provided by parents/guardians.
- Ensures medications and treatments given are recorded as outlined in Safe Guide.

#### Camp Cook and Kitchen Crew

- Cooking is a fun activity at camp and should be a shared responsibility among camp staff and girls. Depending on the type and size of the camp, the overall cooking responsibilities may fall to one camp cook, a patrol of girls or a larger team of adult kitchen staff. A typical residential Unit camp with 16-20 people usually has one camp cook in overall charge and possibly another adult helper.
- Plans the menus with the girls prior to camp.
- Arranges the purchasing/ordering and storing of food and supplies.
- Ensures that the kitchen chore schedule is included as part of the overall camp chore chart.
- Supervises the preparation and serving of meals and snacks.
- Supervises the washing, rinsing and disinfecting of dishes and their proper storage.
- Supervises the proper disposal of garbage, liquid waste and recycling.

#### Lifeguard or Waterfront Supervisors (activity dependent)

- If you are planning any kind of swimming, you will need waterfront personnel with specific qualifications. Consult the Water Planner in Safe Guide for details of qualifications and procedures.
- Ensures that all rules are followed regarding swimming and boating regulations.
- Review water safety with the swimmers.
- Ensures that swimming and boating tests are done.
- Should be easily identified by distinctive clothing.



## **Camp Planning Timeline**

Planning a camp takes time. Start your planning in your initial Unit meetings as part of your long- range plan for the year.

### **Camp Planning Timeline**

#### **4-9 months prior to camp**

- Decision to camp – based upon interest from both girls and leaders
- Establish your core team of adult supervisors (camp staff)
- Review Safe Guide to see what qualifications are required. Note first aider requirements
- Review Safe Guide - Outdoor Activity Guides (Camping - Residential or Camping – Tenting in an Established Campsite)
- Have a Unit camp planning session with the team including girls and camp staff
- Reserve a campsite

#### **12-16 weeks prior to camp**

- Parent helpers staying overnight need to get police records check and complete the Non-Member Volunteer form
- Hold camp planning session with girls and camp staff; work with girls to create expectations for behaviour at camp
- Determine residential program and activities; assign responsibilities for detailed planning
- Prepare a budget
- Find a source of and book any equipment
- Start work on emergency response plan
- Determine transportation
- Plan a theme

#### **4-12 weeks prior to camp**

- Visit campsite for orientation (if possible)
- Create a detailed daily itinerary
- Start to develop chore charts
- Design program activities and games and determine supplies needed
- Start purchasing program supplies
- Hold a parent information meeting

- Distribute a personal gear list and include and any specific information related to the site. (e.g. map with directions, arrival time, bedding needs for campsite, and/or program supplies for their patrol, etc.)
- Distribute Safe Guide forms to parents/guardians and develop an emergency contact list

#### **2-4 weeks prior to camp**

- Collect Safe Guide parent/guardian permission forms and camp fees from participants
- Submit appropriate Safe Guide forms
- Organize someone to be the home contact person
- Finalize program plan and itinerary based on numbers attending
- Create a menu and a shopping list based on numbers attending
- Send all Health forms to first aider and note any food concerns to camp cook
- Purchase and assemble supplies for activities
- Create patrols (if appropriate)

#### **1-week prior to camp**

- Forward emergency contact list to home contact person
  - Assemble camping equipment
  - Shop for groceries
  - Check for any fire bans in area
  - Check weather forecast for campsite area
- Check to see that site water is potable and tested

#### **Go Camping!**

- Have fun!!

#### **End of camp**

- Camp evaluation with participants (through discussion or evaluation forms)

- Do a complete equipment check and final check of campsite
- Thanks to camp staff, girls, and parents
- Make sure all expenses are paid out and complete actual expense record
- Archive forms as outlined in Safe Guide

#### Post camp

- Review evaluations to assist in planning your next camp
- Submit any incident reports

## **Campsites**

Start to think about camp(s) early in the Guiding year. Sites are sometimes booked well in advance so it is never too early to book. Your first step is to determine what facility or campsite will work best for the camp that the girls have in mind. Check with your district or area camping adviser or commissioner for a list of nearby sites. Some provinces list campsites on their provincial websites, as well.

Minimal impact camping is GGC's underlying approach to camping. This approach encourages each person to leave no trace of her outdoor or camping experience. This covers everything from the planning stages to the outdoor experience itself. The concept of minimal impact applies to any outdoor activity or camping environment.

The following is a list of different types of camping:

**Residential Camping** is a camping experience in which campers stay in a lodge or dormitory-style building at an established site. The girls and their Guiders plan activities, taking advantage of the resources available at the campsite.

**Tenting at an established campsite** is a camping experience in which campers stay in tents and the campsite has amenities such as toilets or outhouses, running water and possibly a shelter for cooking. Tents are set up in defined sites. Some sites may have platforms with tents. The site could be owned by GGC, or it could be a provincial or forestry campsite or something similar. The girls and their Guiders plan activities, taking advantage of the resources available at the campsite.

**Adventure Camping** is a camping experience for girls Pathfinder age and older in which campers set up tents at a wilderness site with minimal or no amenities or resources available at the campsite.

**Trip Camping** is a camping experience where the group camps at different sites, traveling from one site to another under their own power — for example, backpacking, cycling, canoeing, kayaking, or horseback riding. These trips are planned and carried out by experienced campers.

### **Campsite Selection and Amenities**

Deciding whether to go to a residential camping facility or a tenting campsite will depend on the experience, interest and ages of the girls. For example, first time campers may be more comfortable with a residential setting, saving the tent experience for when they have more experience. Sometimes your site or facility will be selected specifically based on your activities, the time of year or the resources you require or that the site provides. In any case, ensure the site has the amenities you need.

The following is a brief list of things to ask out about when you are booking a site:

- Washroom facilities and supplies provided for them
- Location of telephones or designated means of communication provided by the site and the possibility for cell phone coverage
- Availability of emergency medical services (EMS)
- Access to drinking water
- Kitchen and cooking facilities and cooking equipment
- Refrigeration and food storage
- Garbage and recycling requirements
- Options for open fires
- General equipment available for running programs
- Check in and out procedures
- Layout of the facility
- Directions on how to get to the facility
- Information on the surrounding area.

Many GGC camps provide camping equipment and sometimes kitchen and tenting equipment as well. Determine what equipment is available and what may need to be borrowed or purchased for use. Check with your local camping adviser or District Commissioner for information about your local Guiding campsites.

### **Site Orientation**

A pre-campsite orientation is an important step in planning a well-run camp. The orientation ensures that the leader can:

- Know what equipment and facilities are available and be able to plan accordingly
- Be aware of local hazards, natural, environmental (for example, unstable river banks, wildlife)
- Prepare the participants prior to camp and give them an idea of what to expect
- Determine whether a fire permit will be required or if the facility already has one
- Set site boundaries and plan for safety
- Be efficient in finding what you need, when you need it
- Pay attention to the needs of the girls without distraction (e.g. where to find things, how to get to places)
- Feel more secure in managing the camp

### ***Camp Itinerary and Program Planning***

An itinerary for the camp should be worked out with the girls and the camp staff in advance of the camp. In determining the daily schedule, keep in mind the age of the girls, their developmental level, abilities, strength, stamina. No matter what age the participants are, ensure that enough time is allocated to resting, for both for girls and adults. Rest is essential in keeping everyone energized and emotions balanced. This is especially important for younger girls. If you have a late-evening arrival, girls will be excited but will need to settle in for the night as soon as possible. Design a schedule that will help everyone settle and limit the number of evening sweet snacks and drinks.

Remember that flexibility is very important when it comes to scheduling! A camp is only successful if you make a plan and then keep flexible as you carry it out. Weather, sickness, social dynamics and facility changes are only a few of the challenges you may face that could

alter your schedule. By keeping the communication lines open with the girls and the camp staff, the camp will be a success even if everything on the schedule doesn't happen on time (or at all)!

Most camps, no matter the age group, include the following in their schedule:

- Arrival
- Fire drill
- Bedtime
- Wake-up time
- Special events such as camp opening, flag raising, campfire and camp closing
- Program activities
- Meals and snacks (including preparation and clean up)
- Time for announcements and updates on activities
- Time for rest and free time
- End of camp clean up
- Camp evaluation
- Departure

### **Program supplies, equipment and resources**

A well-planned program takes time to coordinate but is worth the effort. When developing your program think through each step of the activity to determine what supplies, equipment or resources you may need.

Camp program activities may include exploring your site, introductory or team-building games, nature walks, wide games, program and badge work, challenges, cooking, camp skills, scavenger hunts, arts and crafts, service projects (for example, service to the camp), sports such as hiking, orienteering, geocaching, archery, swimming, or seasonal activities (for example, snowshoeing) and special events. All of these activities can be tied into a camp theme.

### **Camp as a place to complete program, challenges and badges**

In planning and participating at camp, girls can accomplish many aspects of their program. Incorporate program and badge work into your camp by having girls vote on which badge(s) they would like to work on at camp and allocate time for this in the itinerary. Camping is not only an opportunity for outdoor program activities, but also provides a venue and focused time for working on other parts of the program. Badges give girls the opportunity to investigate different areas of knowledge and skills, and a chance to learn new things by participating in all types of activities that cover a multitude of interests.

### **Program Planning/Themes**

The program should be carefully planned, but also full of fun, adventure, surprise and challenge. The program depends on:

- Age of girls
- Experience
- Type of camp
- Length of camp
- Time of year
- Interests of girls
- Events or attractions in the area
- Badges or program items
- Activities available at the camp (for example, orienteering course, archery range)
- Cost and available funds

## Choosing and Developing a Camp Theme

Start with a brainstorming session with girls for ideas. Once you have found a theme that is interesting to everyone, here are some ways you can develop your theme into your camp program:

- Give special names to patrols or groups and leaders.
- Challenge patrols to create a special song or cheer.
- Design colourful chore charts that include drawings or pictures relating to theme; change the names of chores to relate to theme.
- Create theme-based challenges.
- Select crafts, dances, games that support the theme.
- Program activities related to the theme. Use the theme in the design of a program chart that you post at the camp.
- Design a theme-based menu. For example, change ordinary foods to fun names.
- Decorate walls with posters, pictures, maps or for a tent camp create banners or flags for each tent.
- Include the theme in the camp opening to set the atmosphere and to wrap up the camp.
- Hold a final party and campfire where everyone comes dressed up, tables are set with decorations, and have an awards presentation.
- Design a camp crest or camp hat or shirt.
- Write a camp newspaper.

## Theme Ideas

- International, World Centres
- Native Lore
- Nature/Environment
- Festivals/Holidays
- Seasons
- Pioneer/Heritage
- Sports/Olympics
- Zoo/Jungle/Circus/Animal
- Medieval/Pirate/Western
- Professions
- Time Period
- Newspaper/Magazine
- Future/ Space
- Survivor/Amazing Race/Fear Factor
- Magic/Fantasy/Fairytale
- Hawaii/Under the Sea
- CSI/Spy
- I Can Camp!
- Movies/Television shows
- Superstar/Hollywood
- Rock Band/Music
- Books/Comics

## Rainy Day Activities

Camp is fun whether it rains or shines. The key to having fun in the rain is planning, imagination and flexibility. Begin by ensuring everyone packs clothing and equipment so they can go outside, whatever the weather, for fun in the rain or cold. Be sure you always have a few rainy (or cold) day activities prepared for camp. Check out the Camping and Outdoors section of Member Zone for rainy day activities.

## Camp Chores

It is important to involve everyone in camp chores. Shared work brings shared memories and chores can be a fun and memorable experience if planned and explained correctly. A chore chart should be developed with the girls as part of the pre-camp planning process. Girls should

have the opportunity to rotate through all of the chores so that everyone gets a chance to learn each chore. Camp staff should be assigned to chores so that they can supervise the girls.

Camp chores typically include preparing and cooking meals, kitchen clean up and dish washing, collecting firewood, preparing campfire, cleaning washrooms or latrines, preparing activities and final clean up. Post the chore chart where everyone can see it. If outdoors, cover it in clear plastic to protect it from the elements.

### Sample Residential Camping - Patrol Chore List

<b>Chore/Task</b>	<b>Actions</b>	<b>Patrol</b>
Flag raising	Get flag Coordinate ceremony to raise or plan flag	Bluebirds
Breakfast	Review menu Prepare food	Forget-me-nots
Breakfast clean up	Wipe tables Wash pots and dishes Sweep floor	Roses
Lunch	Review menu Prepare food	Daisies
Supper	Review menu Prepare food	Robins
Supper clean up	Wipe tables Clean cooking dishes	Forget-me-nots
Washrooms	Wash and disinfect toilets Clean sinks Sweep and mop floor Add supplies as needed	Daisies
Garbage/recycling	Collect all garbage and recyclables for proper disposal	Bluebirds
Lowering of flag	Coordinate ceremony for lowering flag Put flag away	Bluebirds
Campfire	Gather wood Prepare water Plan campfire Extinguish fire	Roses

## Sample Residential Camping - Itinerary

<b>Day</b>	<b>Time</b>	<b>Activity</b>	
<b>Friday</b>	6:00 pm	Arrive and set up camp (put gear in sleeping area)	
	6:30	Bag lunch dinner or eat before you arrive	
	7:00	Camp opening, rules, chore charts, fire safety	
	7:30	Games	
	8:00	Campfire	
	8:30	Snack and get ready for bed	
	9:00	Lights out	
<b>Saturday</b>	7:00 am	Rise and shine!	
	7:15	Prepare and eat breakfast	
	8:00	Clean up, chores and tidy sleeping area	
	8:45	Raise flags	
	8:55	Learn about how to use a compass and play compass point game	
	9:30	Go outside and learn how to tell directions without a compass. Draw a map of the campsite using a compass. (from Which Way? interest badge)	
	10:30	Snack time	
	10:45	Learn about birds for Bird Watcher badge	
	12:00 pm	Prepare and eat lunch	
	1:00	Clean up and quiet time	
	1:30	Go on walk to identify birds	
	2:45	Snack	
	3:30	Make bird feeders	
	4:30	Start work on camp memory book	
	5:00	Prepare for dinners, cook and eat	
	6:00	Clean up and chores	
	6:30	Free time to explore site, add to camp memory books, do crafts and work on skits for campfire	
	7:00	Review trail signs – follow to the campfire pit	
	7:30	Campfire	
	8:00	Hot drinks, roast marshmallows over the fire at the lake	
	8:45	Prepare for bed	
9:15	Lights out		
<b>Sunday</b>	7:30 am	Rise and shine!	
	7:40	Pack up personal gear	
	8:00	Prepare and eat hot breakfast	
	9:15	Clean up and chores	
	9:45	Add to camp memory book	
	10:00	Activity (finish badge work)	
	11:30	Prepare and eat lunch	
	12:15	Final clean up	
	12:45	Closing, lower flags, hand out crests, thanks	
	1:00	Depart camp	

# Camp Budget

## Budgeting Tips

A budget is a necessary tool to help determine the cost of your camp. It is a guide to help you set camp fees and possible fundraising goals. Because budgets often need to be prepared before participants are confirmed it is advisable to estimate the number of projected participants one or two lower than your Unit total. You may need to address a budget shortfall and advise the parents of a possible fee increase at your pre-camp meeting if your participant numbers turn out to be lower than originally expected. Note that:

- Food costs will vary depending on the ages of girls and type of camp but a good rule of thumb is to budget \$12-15/day/person.
- Miscellaneous costs often occur and it is a good idea to add an estimate of \$1.00/person to your budget.
- Be sure to collect everyone's receipts right away and keep track of all expenses. Save and label all receipts and record expenses on the budget sheet. If you have extra money, it should be used for additional camp activity supplies.

## Camp Fees

The camp fee is calculated by dividing the total cost of the camp by the number of girls attending. Camp fees should cover the cost of the camp only.

- Fees should cover costs, but should not be set so high that the activity is inaccessible to the girls.
- If you are planning a camp that has higher activity costs such as a horseback riding camp or a kayaking camp, offer participants the chance to pay the camp fee in installments prior to camp. Creating a non-refundable deposit can help you plan better by having a committed number of participants.
- Remember to make the participants and parents aware if the camp is being subsidized in any way by the Unit or through cookie sales.

A sample camp budget template is provided below. This budget template is useful for both residential and tent camping.



## Sample Camp Budget Template

<b>Camp Date:</b>		
<b>Camp Location:</b>		
Number of girls		
Number of camp staff		
<b>Total number of participants:</b>		
	<b>Budget</b>	<b>Actual</b>
<b>Expenses:</b>	\$	
Facility rental	\$	
Equipment rental	\$	
Food costs (\$10-15/day/person)	\$	
Program supplies	\$	
Crests and badges	\$	
Craft supplies	\$	
Stove/fuel	\$	
Transportation	\$	
First aid supplies	\$	
Miscellaneous*	\$	
	\$	
<b>Total Expenses:</b>	\$	
<b>Income:</b>		
Camp fee	\$	
Unit subsidy	\$	
Other*	\$	
<b>Total Income:</b>	\$	
<b>Total Income vs. Expenses:</b> <i>Net profit (loss)</i>	\$	

\*List any miscellaneous expenses and sources of income so you will have them to refer to in the future.

# ***Personal Gear and Group Equipment***

## **Clothing (activity and weather appropriate)**

Wearing the proper clothing at camp is imperative to an enjoyable outdoor experience. “Be Prepared” for rain, cold, or heat, no matter the season. Layering of clothing means, layers can be removed if participants are starting to overheat and sweat. Depending on the time of year and the weather where you live, snowsuits and/ or rain gear will be essential, especially for tent camps. Rain gear should include both bottoms and tops and will act as a wind barrier.

Learning how to dress for weather and being comfortable in the outdoors will ensure everyone’s enjoyment and encourage girls to go camping again. Below is a personal gear list. As well, Safe Guide has an appendix on clothing for outdoor activities.

## **Bedding**

Appropriate bedding is also important to being comfortable at camp. In a residential setting with beds, campers may bring sheets and blankets if they don’t have a sleeping bag. However, when tenting, it is essential that campers have a good sleeping bag that is rated for the type of weather that they are going to sleep in and a thermal mat that will insulate them from the cold ground.

## **Dishes and Dish Bags**

At some camps, girls will need to bring their own dishes. These should be non-breakable and include a plate, cup, bowl and utensils. Each item should be labeled with the camper’s name or initials.

A dish bag is a drawstring mesh bag into which campers put their washed camp dishes and cutlery. It is also called a “dippy bag”, “ditty bag” or “mess bag.” (These bags are easy for Guide age and older to make at as a pre-camp activity.)

## **Packing Personal Gear**

Recommend that all the girls’ clothing and items be **labeled** with a waterproof marker. A good tip is to put each day’s outfit in a separate labeled bag. Toiletries should be also labeled and kept together in a waterproof bag. If you are planning outdoor activities at a time of year that may be cold or rainy, emphasize the importance of bringing appropriate outdoor clothing.

If you are planning a campfire, have the girls bring a sit-upon, which is a small insulated and waterproof seat that will help them stay warm. These can simply be several sheets of newspaper in a plastic grocery bag or be something more elaborate created as a pre-camp craft.

You may want to consider bringing extras such as toques, gloves, sweaters, blankets, sleeping bags or hot water bottles for warmth, sun hats and socks for cold, wet feet for girls who may not be equipped.

## Sample Residential Camping - Personal Gear List

This list is intended for a two-night camp. Add items or quantities for longer camps.

### Clothing

- Camp shirt
- Shorts
- T-shirts
- Pants/sweat pants
- 3 to 4 pairs of socks
- 3 pairs of underwear
- Pajamas (2)
- Hooded sweater
- Shoes or hiking boots
- Warm sweater
- Jacket
- Raincoat
- Rubber boots
- Swim suit and cap
- Sun hat with brim
- Plastic bag labeled “wet or dirty laundry”

For cold weather add:

- Snowsuit
- Scarf
- Warm hat that covers ears
- Mitts or gloves - 2 pairs
- Warm boots

### Equipment

- Warm sleeping bag in a waterproof bag (a labeled nylon sack, duffle bag or even a tote)
- Pillow
- Fitted sheet (depending on facility)
- Ground sheet (depending on facility)

### Toiletries

- Towel
- Face cloth
- Biodegradable soap
- Toothbrush
- Toothpaste
- Deodorant
- Brush/comb
- Hair ties

### Other

- Flashlight
- Water bottle
- Camp dishes in a mesh bag (plate, bowl, cup, knife, fork, spoon)
- Notebook and pencil
- Sit-upon
- Sunscreen
- Insect repellent
- Camp blanket
- Book
- Sun glasses

## Sample Residential Camping - Group Equipment List

This is a list of group equipment items that you may need during a residential camp depending on where you're going and what type of facility you're going to. Double-check the list of items that are supplied with your site including dish detergent, bleach, garbage bags, toilet paper, etc.

- Camp paperwork (itinerary, chore chart, Health forms, etc.)
- First aid kit
- First aid forms (Health forms, First Aid Treatment Records, Medication Plan and Administration Record)
- Dishwashing and kitchen clean-up supplies
- Soap
- Dish cloths
- Scrubbies
- Dish towels
- Bleach for dishwashing
- Spray bottle for bleach/water solution for sanitizing surfaces
- Camp Fire making supplies
- Work gloves
- Axe or hatchet
- Fire starters, newspaper
- Matches or lighter
- Wood, kindling
- Candles or lanterns
- Extra clothing (for those campers that forgot something or get wet)
- Extra bedding (just in case)
- Craft supplies (scissors, glue sticks, markers, paper, etc.)
- Games and activities and program material
- Song books
- Facility keys (if applicable)
- Camera
- Cell phone

## Sample First Aid Kit List

The following list of items is based on providing a reasonable amount of supplies for basic first aid treatment to a group of up to 12 people over a two to three day period. Items indicated with an (\*) are those that would require an increase in quantity if the number of participants exceeds 12 or the period of time is longer than three days. This list is the minimum recommended and should serve as a guide. Special circumstances will sometimes require modification.

1	EMT shears or bandage scissors
1	Tweezers
1	Thermometer (or disposable strips)
5	Alcohol wipes*
1	Pen light/flashlight
1	Emergency/rescue blanket*
4	Pairs of examination gloves (non latex)*
6	Triangular bandage*
12	Safety pins*
4	Abdominal pad or pressure dressing*
4	Sterile gauze roll 2 - 4"*
24	Adhesive bandages (assorted sizes)*
6	Non-stick gauze pads 2"x3"*
6	Gauze pads 4"x4"*
6	Gauze pads 3"x3"*
6	Gauze pads 2"x2"*
1	Bandage tape*
3	Burn dressings (min size 2"x3")*
6	Cotton tip applicators (sterile)*
12	Antiseptic wipes/pads*
3	Mole skin – blister care 3"x4"*
1	Pencil/pen
2	Plastic re- sealable bag
1	CPR face shield (with one- way valve)
1	Eye irrigation solution (min. 250 ml)
1	First aid booklet/book
	Sanitary supplies

### **A Note on Medications**

Participants who require medication to be administered during the course of a camp or who carry potentially life saving medication for a specific medical condition are required to provide a completed Medication Plan and Administration Record form along with the required medication(s).

Carrying medications “just in case” someone might require them is generally the domain of adventure camping and large GGC organized events. Safe Guide specifically outlines the requirements and circumstances where this is appropriate.

## ***Parent/Guardian Information Meeting***

As part of your camp planning complete the forms required by Safe Guide giving parents/guardians details of the activities at camp. Before an overnight camp, have a parent/guardian information meeting. This can be done in the last 15 minutes of a Unit meeting. This meeting gives you the opportunity to explain some of the details about your camp, your activities, required clothing and equipment, how to pack and prepare the girls, end of camp assistance, and to collect forms and fees. It also provides parents/guardians the chance to ask questions and clarify details. To engage older girls in the camp preparation, have girls present the agenda, activities, etc. to their parents/guardians.

### **Behaviour**

GGC has a Code of Conduct that is based on the Promise and Law. (The Code of Conduct is in an appendix of Safe Guide). Review with everyone the Code of Conduct as the basis for behaviour expectations. Ensure that any non-Member volunteers attending the camp know their responsibility in following the Code of Conduct. The girls could create and present their own set of camp behaviour expectations to the parents.

### **Itinerary Overview**

Review the itinerary and activities and describe the sleeping arrangements. Explain that girls will be given responsibility for chores at the camp and give examples of the chores.

### **Personal Gear and Equipment Lists**

Distribute the gear lists and review them. Use this opportunity to ensure that parents/guardians understand the importance of appropriate clothing and bedding.

### **Arrival/pick-up times/carpooling**

Be clear about expected arrival and pick-up times and discuss with the parent(s)/guardian(s) alternate plans in case they cannot pick up their daughter. Parents should be provided with maps and directions to the camp. Have them coordinate carpooling. Mark the gate to the location with signs or balloons.

### **End of Camp Assistance**

Prepare for the end of camp by including in this meeting a discussion of the clean up requirements and ask for volunteers to assist. For Spark and Brownie camps parents may be asked to come in early to help with camp end chores.

For tent camps, gear such as tents, tarps, and cooking equipment may need to be taken home by the girls to be cleaned and dried. You will need to review equipment care and packing.

# ***Residential Camping - Food and Nutrition***

## ***Developing a Menu Plan***

Plan the menu in advance with the girls. Sparks and Brownies can choose food that will be prepared by the camp staff (with the assistance of the girls), whereas Guide age girls and older can choose the food they are able to prepare and cook under supervision. Review the Health forms before planning, as it is essential to consider any allergies or dietary restrictions. Take into consideration campers' likes and dislikes, religious dietary restrictions and the cultural makeup of the group. (See the Special Dietary section below for additional information on allergies).

- When menu planning, follow [Canada's Food Guide](#), which can be found on the Government of Canada's web site. A good rule of thumb is a snack should have two food groups and a meal should have all four.
- Experienced Pathfinders can plan and shop for and cook their own food.
- Remember to consider the weather; for example, the need for hot foods, hot drinks and higher caloric intake in cold weather and lighter meals and extra fluids in hot weather.
- Try to plan meals that are not complicated and do not require a lot of prep time as cooking at camp should be fun and easy.
- Plan for flexibility in menus so that you can take into account the unexpected such as program taking longer than expected or weather changes.
- Plan for flexibility in cooking methods; for example, foil dinner on the campfire may have been planned, but due to a rainstorm, the meal can be cooked in a skillet on a camp stove.
- At camp, post the menu with the chore chart so that the girls know what meals they are responsible for and can plan accordingly.

## **Hydration**

Food and water are important in providing the energy for an active life in the outdoors. Ensure water is available at all meals and breaks. Encourage girls to carry a water bottle if they are going to be outside and active. If it is hot, water is better for quenching thirst than juice. In cold weather, taking in fluids is still important.

## Sample Camp Menu Planning Template

Below is an example that can be used as a guide to help plan meals. Pathfinders and Rangers who are able to do their own meal planning may also want to use it. Some groups have brunch on Sunday instead of breakfast and lunch.

<i>Meal</i>	<i>Menu Items</i>	<i>Equipment</i>	<i>Lead Person/Cook or Patrol</i>
Friday dinner			
Friday mug-up			
Saturday breakfast			
Saturday am snack			
Saturday lunch			
Saturday pm snack			
Saturday dinner			
Saturday mug-up			
Sunday breakfast			
Sunday lunch			

### ***Food Quantities and Cooking Tools***

Use your menu as the basis for your grocery and equipment list. In addition to groceries, think of the tools that you will need to cook or serve that meal. For example if you are having fried eggs, you will need a frying pan, an egg flipper, perhaps oil or butter, spices or ketchup.

Be sure to include additional supplies such as tin foil, spare containers, dish cloths and towels, scrub pads, dish soap, bleach, hand sanitizer, matches, napkins, paper towel, etc.

Plan your quantities carefully to ensure adequate nutrition with few leftovers. Food contributions from parents can help ease the budget. Some groups ask for muffins, cookies, casseroles, etc. from parents. Be sure to discuss allergies and dietary issues with parents in advance if food is being contributed from home.

Make sure you have the condiments you need for each meal. For example, include ketchup, mustard and relish if you are having hamburgers as well as salt and pepper for general flavouring. It is wise to plan meals so that you use the same condiments for more than one meal. This helps keep costs down. For example, the ketchup for hot dogs can also be served with macaroni and cheese.



When you develop your grocery list you will need to compile and total items that carry over from meal to meal. Here are some examples:

- Milk will be needed for breakfast cereal, for drinking with lunch one day and to make macaroni and cheese. You would need to calculate total quantities:
  - 150 ml (1/2 of a cup) per person for breakfast cereal x 15 people = 2.25 liters
  - 250 ml (one cup) per person for lunch x 15 = 3.75 liters
  - 125 ml for macaroni and cheese = 125 ml (per box)
  - For your grocery list you will put the total amount of 6.125 liters.
- For sandwiches for lunch and French toast for breakfast, you will need to calculate the number of slices of bread for sandwiches (15 people x 2 slices = 30) and for French toast (15 people x 1.5 slices = 22.5 slices, assuming not everyone has two pieces). You will need 53 slices of bread. Check how many slices are in a loaf to determine how many loaves you will need.

## Food Quantities and Servings Chart

Note that the quantities and servings will vary with the age of the campers.

<i><b>Food type</b></i>	<i><b>Quantity</b></i>	<i><b># of servings</b></i>
<b>Grain Products</b>		
Bread	Most loaves are 675 g (24 oz.)	22-24 (slices)
Cold cereal	510 g box (18 oz.)	15
Hot cereal	510 g (18 oz.)	15
Pasta	454 g (1 lb.) makes 2L (8 cups) cooked	8-10
Crackers	227 g (1/2 lb.)	25
Rice	454 g (1 lb) long grain rice	15-18
<b>Fruits and Veggies</b>		
Potatoes	5 kg (10 lb.)	20
Carrots (cooked)	1 kg (2.2 lb.)	10
Cabbage (raw)	1 kg (2.2 lb.)	14
Celery	1 large bunch	18
Cucumbers	4 medium	25
Lettuce	1 head	8-10 depending on use
Frozen vegetables	1 kg (2.2 lb.)	10-12
Watermelon	1 large	25
Apples, bananas, etc.	Depends on size	1 or ½ if doing slices
Fruit juices: <i>Bottled</i>	1.89 L	15
<i>Frozen Concentrate</i>	355 ml (12.5 fl. oz.) makes 1.7 L (62 fl. oz.)	12
Canned Fruit	540 ml (10 oz.)	5
<b>Milk Products</b>		
Milk	4 L (1 gal.)	16
Cheese block	450 g (1 lb.) 2 cups grated	9
Cheese slices	50 g (2 slices)	1
Ice Cream	4 L (1 gal.)	20
Butter	450 g (1 lb.)	Butters 2 loaves of bread
<b>Meat and Alternatives</b>		
Chicken	1 – 1.5 kg	4
Luncheon meat	500 g (12-16 slices)	6-8
Ground meat	500 g	4-5 depending on use
Bacon	450 g (1 lb.) 20-22 slices	10-12
Fish	500 g	2
Salmon, Tuna	198 g (7 oz.) tin	3-4
Eggs		1-2 per serving
Eggs, Scrambled	1 ½ per person	1
<b>Miscellaneous</b>		
Honey	500 ml (16 oz.)	18
Spreads, Jam, Jelly	1 kg (2.2 lb.)	25
Pancake Mix	1 kg (2.2 lb.)	20-25
Pancake Syrup	500 ml (16 oz.)	20
Condiments: <i>ketchup, mustard, etc.</i>	500 ml (16 oz.)	Allow 5-10ml per serving
Marshmallows	400 g bag	approx 60 pieces
Salad Dressing	500 ml (16 oz.)	24-32

## **Allergies and Dietary Restrictions**

Allergies to food can be a minor consideration for some and life threatening for others. Knowing what to expect and how to deal with food or other allergies will make a big difference in preventing someone from having a severe reaction.

Foods (and their derivatives) that most commonly cause adverse reactions include:

- Peanuts
- Tree nuts (almonds, walnuts, pecans, etc.)
- Sesame seeds
- Milk
- Eggs
- Fish, sea food (crustaceans and shellfish)
- Soy
- Gluten (found in wheat, rye, barley) Note that it is often an unexpected ingredient in many processed foods such as yogurt, canned soups, condiments etc.
- Sulphites

For those with severe food allergies, eating even the slightest trace of an allergic food can cause a potentially life-threatening or fatal reaction. Although not everyone with a food allergy is this sensitive, it's still important to be very careful and follow precautions. Reactions may occur by several means:

- Someone eats a food allergen such as a peanut product.
- Someone unwittingly eats a food that was not supposed to contain a food allergen (i.e., peanuts) but has been contaminated. For example, an unintended ingredient was added or has come in contact with the allergen during preparation, storage or serving.
- Someone touches something with traces of a food allergen and then puts their hands in their mouth or touches their eyes.

### **Cross-contamination**

For those with serious food allergies, cross-contamination is a hazard. Cross-contamination occurs when a safe food comes in contact with a food allergen. Here's an example of how it may happen:

1. Mary ate a peanut butter sandwich.
2. When she pushed away from the table a trace of peanut butter was transferred from her hand to the table.
3. Jane, who is severely allergic, sits at the same place and traces of the peanut butter are transferred to her hand.
4. Jane puts her hand to her face and immediately starts to have a severe allergic reaction.

### **Dietary Restrictions and Food preference**

Food is an essential part of any camp and meals that are tasty and enjoyed by everyone are a great morale booster. Meal preparation and consumption can be one of the most sociable ingredients of any camp if well planned. Be sure to take in to consideration everyone's allergies and likes and strong dislikes or religious or vegetarian dietary preferences when planning the camp menu. There is no point in preparing food that people won't or can't eat!

Early in your camp planning review your Health forms for food allergies. Check with girls and their parent/guardians. If someone has complex dietary restrictions, suggest that they provide some of their meals. For example, if they have a wheat or gluten allergy, ask their parents to provide their breakfast and/or lunch.

## ***Safe Food Handling and Storage***

### **Clean, Separate, Cook, Chill**

The four key messages in safe food handling and storage are: clean, separate, cook, chill.

#### *Clean:*

- Wash your hands before handling food and utensils. Use warm water and rub hands together for 30 seconds, paying special attention to between fingers and fingernails. Rinse thoroughly and dry on paper towels.
- Clean utensils, cutting boards, counters and knives carefully with soap and warm water for at least 20 seconds before and after handling raw meat and eggs. This helps avoid potential cross-contamination and can help prevent the spread of food borne illness.
- Clean and sanitize all cooking equipment, utensils and work surfaces with a mild bleach solution by:
  - Combining 5 mL (1 tsp) of bleach with 750 mL (3 cups) of water in a spray bottle.
  - Wipe surfaces clean and spray the bleach solution on the surface/utensil and let stand briefly.
  - Rinse with lots of clean water, and air dry.
- Disposable paper towels are the safest way to wipe kitchen surfaces. If you are using dishcloths or sponges, bring lots with you and change frequently (after each meal or daily) or wash them often in a sanitizing solution.

#### *Separate:*

Separate raw foods from food that is ready-to-eat. Raw foods can contaminate ready-to-eat food if they come in contact with each other or share surfaces that each has touched. Use a separate cutting board for meats.

#### *Cook:*

Cook meat to safe internal temperatures. Do not cook hamburger rare. Ensure there are no cold spots in microwaved food. When reheating food, bring it to a full boil.

#### *Chill:*

Chill food to reduce the risk of food borne illness. Cold temperatures slow down the growth of bacteria.

- Refrigerate food at 4°C (40°F) or colder
- Freeze food to at -18°C (0°F) or colder

### **Storage**

Store dry food in securely sealed containers to keep out critters. Never leave any food out in the open. If you are storing food outside, methods for storage may vary by geographic location. Nevertheless all food should be in containers that seal. You will need to use ice or cold packs in coolers for the storage of perishable items. If possible your food containers should be stored in a shady place or vehicle. If you are provided food storage lockers by the campsite, use them and follow the directions.

**Never store food in a sleeping area or a tent.  
Ensure that girls don't have left-over snacks in their pockets or bags.**

## ***Kitchen Clean up***

After each meal the dishes, pots and pans and camp kitchen will need to be cleaned. Here are some tips to help organize this chore:

- As a pre camp activity, girls can make mesh bags for their dishes or they might bring drawstring bags often used for washing delicate fabrics. Hang the dish bags on a line to air dry the dishes.
- If you need to heat water for dishwashing, do this while you are eating so it is ready when you have finished your meal.
- Depending on the number of campers you may want to have several dishwashing stations. Set up the dishwashing station during the meal preparation time. The soap, bleach and cold water can already be in the sinks and the hot water can be added at the end of the meal.
- A best practice is for cooking utensils and pots to be washed separately in the kitchen area and for the campers to wash their dishes in a common area with dishpans.
- When draining the dishpans, filter out the food particles and put these scraps in the garbage. This can be done with cheesecloth or a nylon stocking or by using a strainer.
- The kitchen should be cleaned and swept out after every meal. Surfaces should be washed and disinfected. In a tenting situation, this can be more challenging. Emphasize washing hands and surfaces and keeping dishcloths clean.

### **Dish washing**

Scrape plates before you start washing. This will keep the dish water clean longer. The three-sink method for dishwashing **MUST** be used to ensure proper sanitation:

- **Sink # 1** – Wash in hot water and detergent, starting with glasses and cutlery before plates. Change water frequently.
- **Sink # 2** – Rinse dishes in warm water. Change water frequently.
- **Sink # 3** – Sanitize by immersing chlorine solution (bleach) of not less than 1 tbsp (15ml) bleach to 1.5-gallon (6L) hot water at a temperature not lower than 75°F/24°C for 45 seconds.

Air-dry dishes in a rack or hang them in a mesh bag (nylon bag). Do not use dishtowels as they hold bacteria that may spread during the drying process.

### **Garbage/recycling/compost management**

Garbage should be separated for easy disposal. Check with your site's local recycling program. Most facilities will have their garbage disposal instructions posted. In your initial orientation of the site make yourself aware on how the facility handles garbage and pass this information on to the camp crew. Sometimes dry items can be saved and used for kindling to start a fire. Be prepared to take garbage/recycling home when camping, especially in the off-season or at a remote site. Check to see if the site you are at has a compost program; if so, teach the girls how to compost.

## ***Residential Camping - Camp Life***

This section of the OAL Guide to Camping is relevant for both residential and tent camping.

### **At Camp**

At camp, there should be time to daydream, to explore and to deepen friendships. This freedom is an essential element of camping; remember to keep it alive in your camps! There should be time for both adults and girls to enjoy their surroundings – to lie on the grass and watch the clouds above, or to explore a trail or learn about a flower. Don't over-program your itinerary. The activity of camping itself is enough. Take time to enjoy the outdoors!

Tasks that are easy for adults, who may have done them thousands of times, may seem gigantic to a child. The girl, for whom dish washing is an intolerable burden, may find the burden considerably eased when an adult offers to help. Having a conversation, singing or playing a game while doing a task will make working together fun – and creates an environment for getting to know each other better and building positive memories.

### **Keeping things in motion**

Keep things running smoothly by ensuring that you are staying two steps ahead of what's happening, and preparing for the next activity. For younger girls, have a selection of simple games on hand to do if they finish an activity early or are waiting for the next to begin.

Find time during breaks to touch base with everyone to see how they are doing and to keep them primed for what's next.

Ensure that camp staff and girls know their responsibilities and camp chores. Include special events that set the mood and provide opportunities for sharing and connection.

Ensure everyone is aware of the wake-up time set in the pre-camp planning. Do a quick reminder of upcoming activities for the day or next few hours so everyone knows what to expect.

The girls could have a "camp life" or "social" committee that could do some of the things listed above and could share their thoughts with the Guiders throughout the camp.

### **Camp Arrival, Set Up and Opening**

Arrange to have someone ready to greet the girls upon arrival and direct them to where they put their personal items. (e.g.. if in a building, direct the girls to the bunks, if tenting have the girls put their gear in a sheltered area until the tents are set up).

The following is a checklist of the initial activities in settling in to camp. Some of the items on this list may occur during the official camp opening. Older girls can share in these responsibilities.

**Sample camp set-up chore list:**

- Prepare sleeping arrangements; girls will set up their bunks or if tenting, pitch their tents
- Check washrooms or latrines, ensure they are stocked with soap or hand washing dispensers
- If tenting, set up a dish bag line; if you want, you may also set up or make luggage racks and a wash basin stand
- Have snacks available and an activity for when girls are finished with set up
- Hold a camp opening where everyone is introduced and welcomed
- Remind and discuss with the girls and camp staff the pre-determined and agreed upon expectations for the camp and everyone's responsibility in adhering to the code of conduct
- Post the camp expectations with the camp itinerary and chore list.
- Discuss camp rules and the buddy system
- Review the camp itinerary and where it is posted
- Review the chore chart and where it is posted
- Tour the camp site, set site boundaries and show everyone where to congregate in an emergency
- Identify the first aider who will collect medications for storage
- Hold a fire drill (see below for details)

**Girl Support**

When dealing with any girl support issues always ensure that the girl is reassured that we have all experienced these issues at one time or another. Be supportive and let her talk about how she is feeling.

**Bedwetting**

For younger girls, be prepared for the possibility of bedwetting. Parents should be encouraged to make the Guider aware if this is a known issue on the Health form. Ask the parents to send an extra sleeping bag and pajamas; it would be wise as well for the Guider to bring extra blankets, sleeping bags, sheets etc. just in case. Be discrete and avoid drawing attention to the issue. Select the most nurturing Guider to assist, reassure the girl that this happens to others, and give her privacy to get herself cleaned up. Talk to all girls about the possibility of bedwetting in advance and make sure they let you know if this happens. Bedwetting also sometimes happens in a camp setting when the girl doesn't want to get up in the middle of the night to go to an outside toilet. There is nothing worse than a wet sleeping bag rolled up in a tent in the hot sun!

**Menstruation**

Many girls may experience their first period at camp. Guiders - especially Guide and Pathfinder Guiders - need to be aware of this possibility and plan appropriately. It's important to include the parents/guardians in this planning because this is usually a topic with which the girls themselves are uncomfortable. When you combine the possibility of outdoor toilets and a first period, you've got a situation that could potentially cause a lot of mental and emotional angst. Bring a small supply of sanitary supplies to support the unexpected arrival of a period.

## **Homesickness**

If a girl is homesick, her symptoms may include nausea, headaches, poor appetite, crying and asking to go home. Homesickness affects every age group, even adults. To ease the distress, talk to her, reassure her that everyone has had times when they miss home, invite her to talk about home and her family and tell her about a time when you were homesick. Encourage her to participate, let her see the fun she will have, help her form a bond with another camper. The best antidote is keeping busy. Ask parents not to call unless important as this can provoke homesickness.

## **Personal hygiene**

Give the girls an opportunity to wash regularly. Biodegradable soap should be included on your kit list. Many residential campsites have hot running water available to the girls. Showers may not be available daily, so be sure to discuss this with girls beforehand so they are prepared and know what the options are.

If your campsite does not have hot running water, you will need to ensure that hot water is provided for the girls for washing. If you are in a tent setting, the area for washing should have some privacy.

Soap and toothpaste may attract insects, if in a tenting setting without washing facilities, a “spit pit” should be dug a minimum of 100 feet from the main area of the camp site where girls brush their teeth and empty their washing basins.

Hand sanitizer is encouraged, but does not replace the need for regular hand washing.

## **Disclosure**

The security of the camp setting could give girls the confidence to disclose information they might not otherwise talk about. If a girl’s disclosure leads you to suspect child abuse, you have a legal responsibility to report it to local child protection agencies. GGC has Girl Protection Procedures to support you in this. Our Girl Protection Procedures are found on Member Zone or contact [membership@girlguides.ca](mailto:membership@girlguides.ca)

## **Activities**

Camp is a great place to complete program, challenges and badges. Camp activities may be done as a large group, or in a round-robin activity station format in smaller groups. Activities such as arts and crafts, introductory/team building games and wide games work better in larger groups, while activities such as camp skills and archery often work better in smaller groups. Craft activities can work with either size group depending on the craft.

## **Campfire**

Hold outdoors where possible and ensure that the girls are dressed warmly and have sit-upons to keep them comfortable for the entire time. Refer to the Camping and Outdoors section of Member Zone for detailed information on how to build a campfire and how to design a campfire program.



## **End of Camp Clean-up Chores**

Everyone is tired at the end of camp so be sure to have a good plan in place to share the clean up requirements. Carefully plan the end of camp by scheduling time for packing and clean up and for paying attention to the small details that sometimes delay your departure if they are not dealt with properly.

Most facilities have a clean up and check out procedures list and many facilities will have a caretaker that will walk through and ensure that the list has been completed. Specialized tasks related to wrapping up camp may be included at the bottom of the regular chore list or you may find it easier to set up a special “end of camp” chore list.

Try to schedule end of camp clean up so it is completed before the parents arrive or have parents arrive early to help out with clean up. Items that have been packed up can be moved to a common area for ease in pick-up. As well, this makes cleaning areas such as the bunkrooms and washrooms easier. The final location cleaned should be the common pick up area. This area may also be the location of your final lunch, and reflections on the camp. If having lunch, plan one that will be easy to prepare.

Girls are responsible for their personal items (clean up and packing). For the younger girls you may have to assist them in ensuring that they have packed up all their things and they are able to carry them to the common pick up area. Camp crew will need to make a final sweep of the camp area to ensure all possessions are taken home and that the area is clean.

### ***Sample end of camp clean-up chore list:***

- Clean kitchen and washroom areas
- Wipe down bunks
- Sweep out building or tents
- Wash floors
- Take down tents\*\*
- Clean and put all equipment away
- Remove or put away all garbage and recycling
- Ensure all windows and buildings are locked
- Turn off all taps (possibly turn off water)
- Clean up grounds and clean out fire pit/fire place
- Replenish wood

Be sure to discuss clean up requirements at your pre-camp meeting and ask for volunteers to assist. For Spark and Brownie camps consider asking parents to come in early to help with end of camp clean-up chores.

For tent camps gear such as tents, tarps, and cooking equipment may need to be taken home by the camp staff and girls to be cleaned and dried. Be sure to review equipment care and packing.

\*\*Never pack away wet tents, tarps or equipment as it will create mildew and deteriorate the gear. If the tents/tarps and equipment belong to the campsite, there should be a procedure posted for wet tents. Generally, they are put in a common area hung up or spread out to dry.

## **Camp Closing and Thank You's**

Camp closing is often a time to take a moment and reflect on the great memories of the camp and to hand out crests or badges earned during the camp. It's also important to remember to thank all of the people who made the camp possible and successful – this includes not only girls and camp staff, but special volunteers and parents who assisted as well.

## **Safety Sense**

Every one at camp is responsible for safety. Safe Guide is Girl Guides of Canada's source for safety procedures and practices. Each camp requires an Emergency Response Plan. Review the plan with camp staff and post it in a prominent place such as by the telephone.

### **Fire Drill**

It is strongly recommended that a fire drill be held within 24 hours of arriving at camp. However, if arriving late for a one-night stay or if the weather is uncooperative, an orientation will suffice.

Include in your fire drill (or orientation):

- a walk through to the fire exits
- a specified meeting place away from the main camp area
- a review of the buddy system
- a review of important information
  - first priority is to get out
  - walk, don't run
  - help the less able

Note that fire drills and fire safety are part of many of the girls' programs.

Your fire drill should also include some fire prevention instruction according to camp circumstances, such as:

- wetting ground around open fires if in a dry grassy area
- awareness of wind conditions and their effect on the spread of fire
- proper storage of combustible materials (such as fuel, fire-starter or firewood)
- location and use of fire extinguishers
- where and how to telephone the fire department

### **Fire Safety**

- Girls should be given an orientation to fire safety, especially if they are cooking with fires
- Girls should be aware of where the fire extinguishers are, and know where to store combustible materials
- When near a fire girls should have their hair tied back
- Oven mitts and tongs should be part of the kitchen kit list
- Pots should always be placed on a level surface when cooking
- Ensure that girls do not play with the sticks in the fire
- Always keep baking soda on hand when cooking as it can be used to extinguish a cooking fire in an emergency
- Be sure to have a bucket of water and sand on hand when building, cooking over or enjoying an open fire

### **Site Safety**

Girl Guides of Canada takes the safety and security of all Girl Guide Members very seriously. Certain rules are effective in helping to maintain security. A parent or designated guardian must check in all girl Members arriving at or leaving from camp. A sign-in and sign-out sheet is very effective. Each camp should have visual methods of identifying individuals who belong; for example, coloured hats, t-shirts, name tags, wrist bands. Safe Guide refers to suggested procedures to address possible intrusion of unauthorized persons in your campsite.

Girls are to always use the buddy system. Girls are responsible for knowing where their buddy is. See Safe Guide for more information on using the buddy system.

## **Sun Sense**

When outdoors in the sun promote **slip, slap, slop** – slip on a t-shirt, slap on a hat, and slop on sunscreen. Instruct girls to bring short-sleeved t-shirts or lightweight long-sleeved shirts to avoid burns. During the peak hours of sun, girls should be in shady areas if possible.

## **Outside Toilets**

If you are using an outhouse or port-a-potty, ensure that you clean them with disinfectant (such as Dettol 25ml/litre of water). At each washroom building or outhouse provide a hand washing station, with a bottle of soapy water and another of rinse water for hand washing. Replenish these bottles daily or more often if necessary. In addition provide hand sanitizer as a follow up to hand washing.

## ***Evaluating***

### **Girl Evaluations**

The girls are an excellent gauge for what went right and what went wrong with your outdoor or camping activity. Take all things into consideration and make notes for the next time. While some activities in theory should work, once they are put into practice they may not be as easily facilitated as first thought.

Evaluations can be as easy as using a thumbs up, thumbs down approach. For younger girls, go through the activities asking girls to indicate if they enjoyed the activities with thumbs up for yes and thumbs down for no. For Guide age girls you can use a written evaluation where they check yes or no beside activities and then ask them to write their favourite thing about the camp. For Pathfinders and Rangers who have planned and run activities, the evaluation may be focused on what worked and what should be changed for next time. It can be an open discussion with notes recorded for later review when planning the next camp.

### **Guider Self-evaluation of Camp**

1. What goals did you **set** for yourself?
2. Which goals did you accomplish? Which goals were you proudest of at the end of camp?
3. Which were the toughest aspects of this program?
4. Which were the most enjoyable?
5. Which were the least enjoyable?
6. Which were the easiest chores for you to accomplish? Why?
7. Which chores did you continually postpone? Why?
8. Were you a good delegator?
9. Could you have delegated some of the chores in that you kept postponing? Which ones and why?
10. What leadership skills did you use?
11. What would you do differently next time?
12. Will you go camping again? Why?
13. As the Responsible Guider, did you **take** the responsibility of preparing and training the staff and campers for this camp?

## ***After camp***

Keep the camping memories alive and generate momentum for your next camping adventure. This also may help you recruit other girls to participate and retain the Members that you already have. Some ideas for this are:

- Use the photos from camp to make a picture memory CD for the girls; this can even be a project for the Unit, with the girls choosing their photos to put in; be aware of possible photo release management issues
- Have the girls create a memory album of pictures and to write a camp memory, have them on display at advancement for parents to see
- Create a Unit scrapbook of camp memories to be kept with the Unit and reviewed by the girls for years to come
- Have a camp reunion activity (this works well if there were girls attending from different Units or districts)

## ***Let's Go Tenting!***

There's very little that can compare to the adventure of tenting and outdoor activities. Tent camping supports Members' love of getting outside and enjoying nature. For girls and adults alike, this is often the principal reason they joined in the first place. What makes Guiding outdoors even more fun is the leadership, expertise, teamwork and experience we can provide to campers of all ages. We don't just "take them to the woods," we give them the skills and knowledge to thrive in the outdoors and to do it in harmony with nature, protecting the beautiful environment that is our natural heritage. We also give them opportunities to practice their skills in exciting ways and to take part in entertaining and educational activities that will teach them more and more about our natural world.

This section of the Guide to Camping expands on the information for residential camping. It explains details specific to tent camping. For example, the planning checklist is a briefer but more specific list of things to do in preparation of a tent camp. Be sure to refer to the residential camping section for information on:

- Leadership
- Camp itinerary and program planning
- Budgeting
- Menu planning
- Food quantities
- Camp life

## ***Tent Camping – Planning and Packing***

### ***Tent Camping – Planning***

The planning checklist in the residential camping section of this document is still relevant. Below is a briefer but more specific list of things to do in preparation of a tent camp.

- Book campsite
- Book camping equipment (tents, tarps, stoves, lanterns)
- Book staff - does the camp you're planning require any specialized skills sets or qualifications?
- Plan with the girls things like the menu, the grocery list, the itinerary, any specific badges or program work to complete, the required camp equipment and have them shop if appropriate
- Budget - be sure to include special items needed for tent camping (e.g. stove fuel, charcoal)
- Prepare - take time at a Unit meeting to teach the girls how to put up tents and how to use stoves (e.g. you could practice making a hot drink on a camp stove)
- Discuss appropriate clothing for tenting (hold a prepared/unprepared camper fashion show)
- Schedule a parent meeting (review the kit list with parents and girls, food restrictions, transportation)
- Complete all Safe Guide paperwork
- Have a great time at camp!

### **Preparing Girls for Tenting**

As with all camps, girls will need to spend time beforehand learning about what to expect at camp. If you have experienced campers, these girls can play an important role in orienting new girls. Here are a few essential pointers that everyone will need to remember:

- Animal proof tents by having no food or toiletries in tents.
- Spit in spit pits or buckets when brushing teeth.
- At weekend camps, showers are not usually available and travel wipes (not hand sanitizer wipes) can be used for personal cleanliness.
- A bandana or hair elastic should be kept handy (in a pocket or toiletries bag) to tie back hair when cooking or at a campfire.
- Lip balm and hand sanitizer can be kept in a pocket for easy access.
- Explain how used sanitary supplies are to be disposed of.
- If there are no permanent toilets or outhouses, you must be prepared to dig your own. (These holes are often called cat holes). For minimum impact (leave no trace) on the environment, you will need to have a container to put used toilet paper. This can be burned in the fire or packed out in the garbage.

### **Tent Camping Itinerary**

When planning your itinerary for tent camping, here are tips on what needs to be taken into consideration:

- Allow extra time for meals when girls are learning to cook outside. Cooking, eating and cleaning up their own meals often takes two to three hours per meal.

- Time will be needed each morning to tidy and stow gear and adjust tents. A best practice is to loosely roll up their bedroll and waterproof.
- Include activities that involve interacting with the nature such as hikes, nature walks and outdoor games.
- As with a residential camp, include special events and ceremonies in your itinerary (e.g. flag raising, giving thanks, reflections, campfire).
- On your camp itinerary, highlight the sessions on program and badge work. Then if you need to delete activities you will remember to complete these items first.

### Sample Tent Camping – Camp Itinerary

<i>Day</i>	<i>Time</i>	<i>Activity</i>
<b>Friday</b>	6:00 pm	Arrive and set up camp (tents, store gear, outdoor kitchen)
	7:15	Bag lunch dinner
	7:30	Camp opening, camp rules, go over chore chart, discuss fire safety
	7:45	Work on gadgets, complete chores
	8:45	Campfire
	9:45	Mug up - Hot drink and get ready for bed
	10:30	Lights out
<b>Saturday</b>	7:00 am	Rise and shine!
	7:15	Prepare and eat cold breakfast
	8:00	Clean up, chores and site check
	8:45	Raise flags
	8:55	Finish gadgets
	9:30	Wide games (scavenger hunt)
	10:30	Gather snack and hike items
	10:40	Nature hike with conservation officer
	12:00 pm	Back to camp to prepare lunch (cooking over buddy burners or using a map and compass to find the components of lunch)
	2:00	Clean up and free time
	2:45	Craft
	3:30	Snack
	3:45	Wide Game (Sardines or Kim's Game)
	4:45	Start charcoal for dinner
	5:00	Prepare foil dinners, cook and eat
	6:30	Clean up and chores
	7:00	Free time to explore site, finish gadgets and crafts and work on skits for campfire
	8:00	Trail signs – review and follow to the lake
	8:30	Campfire by the lake
	9:30	Mug up - Hot drinks, roast marshmallows over the fire at the lake
	10:15	Stargazing and return to site
	11:00	Prepare for bed and lights out

<b>Sunday</b>	7:30 am	Rise and shine!
	7:40	Pack up personal gear
	8:00	Prepare and eat hot breakfast
	9:15	Clean up and chores
	9:45	Take down and pack away tents and tarps
	10:45	Activity – Stalking game
	11:30	Prepare and eat lunch
	12:15	Final clean up, take apart gadgets and site inspection
	12:45	Closing, lower flags, hand out crests, thanks
	1:00	Depart camp

### Patrol Chore Lists

Girls often need supervision and assistance completing their chores. Be sure to rotate camp staff through the chore chart along with the girls. As well, typically cooking is not included as one of the listed chores as all patrols cook. A dish-washing station is set up for use by all groups to do their dishes.

If you have more than four patrols add more activities such as campsite service projects or free time. Don't forget special "chores" such as planning and leading campfire or raising and lowering flags.

**Dishes:** may include heating water for the group dishwashing, setting up dishpans, washing group-cooking equipment, wiping down tables and food prep areas; start setting up dish stations during the food prep time, heat water during meal time.

**Latrines:** may include sweeping out latrines, checking on toilet paper supply, emptying garbage, sanitizing latrine as per site instructions, refilling hand washing water or soap.

**Water/Site Clean up:** may include refilling water for group cooking, putting equipment away, cleaning out fire pits, doing a litter chase.

### Sample Tent Camping – Patrol Chore List

	<i>Dishes</i>	<i>Latrines</i>	<i>Water/ Site Clean Up</i>
<b>Friday night</b>	Patrol 1	Patrol 2	Patrol 3
<b>Saturday morning</b>	Patrol 2	Patrol 3	Patrol 1
<b>Saturday lunch</b>	Patrol 3	Patrol 1	Patrol 2
<b>Saturday dinner</b>	Patrol 1	Patrol 2	Patrol 3
<b>Saturday mug up</b>	Patrol 2	Patrol 3	Patrol 1
<b>Sunday morning</b>	Patrol 3	Patrol 1	Patrol 2
<b>Sunday lunch</b>	Patrol 1	Patrol 2	Patrol 3
<b>Sunday final clean up</b>	Patrol 2	Patrol 3	Patrol 1



## ***Tent Camping - Packing***

Sleeping outside is different than sleeping in a residential camp setting. Weather and the camp's facilities and amenities play a much bigger role in the event itself. Campers will need different gear (personal clothing and equipment) for tent camping than they do for residential camping. Important factors to consider for gear are the weight, water repellency, quick dry ability, and heat insulating factors.

### **Tent Camping – Packing Personal Gear**

When tenting, girls should pack all belongings in a waterproof bag. There are many ways of doing this. An easy method is to line duffle bags with plastic garbage bags and pack clothes in re-sealable plastic bags. Double bagging is an insurance policy for keeping clothes and bedding dry. Here are some other packing tips:

- Pack clothes in individual plastic bags labeled by day.
- Roll sleeping clothes in sleeping bag.
- Bring plastic bags to isolate wet items.
- Personal gear should be clearly labeled and packed in duffle bags, stuff sacks, totes or backpacks (never garbage bags which will rip and become useless!)
- Remind girls to think twice about bringing optional items to camp that they might be upset about breaking or losing (such as cell phones or iPods).

### **Tent Camping – Packing Sleeping Gear**

In preparing girls for tenting, you may need to educate them and their parents on appropriate sleeping gear that will keep girls warm when tenting. When tent camping, girls need to bring:

- a good sleeping bag (and pillow)
- a sleeping pad that creates a layer of insulation from the cold ground and does not absorb moisture or cot
- a ground sheet to keep sleeping mat and sleeping bag dry.

Sleeping bags have a temperature rating. However, most people find bags to be colder than their rated temperatures. This means that a sleeping bag that was fine for the residential camp may not be warm enough for an outdoor tent camp. If the weather is going to be cool suggest bringing an extra blanket or two.

Insulated sleeping pads are made of closed cell foam that doesn't absorb moisture. Regular foam will soak moisture from the ground like a sponge and make a cold damp sleeping surface. As sleeping bags tend to slide around on sleeping mats, a good tip is to put a fleece blanket between the sleeping pad and sleeping bag. This extra layer underneath can also add warmth on cold nights. Note that air mattresses are not a good choice as the ground below chills the air inside of them and this chills the sleeper. Collapsible portable cots are more comfortable than sleeping on the ground but take up more space and can be heavy. Because the air between the ground and the cot will be cool at night, storing gear underneath the cot can act as a barrier as well as save space.

A ground sheet (heavy gage plastic sheet or emergency blanket) keeps the mat and sleeping bag dry. In tents with waterproof floors, this adds an additional element of protection.

## Packing and waterproofing sleeping gear

Sleeping gear should be packed in a large waterproof bedroll or a bed sack (a giant waterproof stuff sack for bedding). If you're making a bedroll, start by laying out on the ground the ground sheet or tarp, in the middle of the ground sheet place the sleeping pad, sleeping bag, pillow and blanket. Fold the sides of the ground sheet or tarp over the sleeping pad, bag and pillow. Roll everything together in the tarp and tie it tightly so that it's completely waterproof.

## Sample Tent Camping - Personal Gear List

This list is intended for a two-night camp. Add items or quantities for longer camps.

### Clothing

- Camp shirt
- Shorts
- T-shirts
- Pants/sweat pants
- Socks, 1 pair per day + 1 extra
- Underwear
- Pajamas (1 warm pair)
- Hooded sweater
- Warm sweater
- Jacket
- Raincoat, rain pants
- Rubber boots, hiking boots or extra shoes
- Swim suit and beach towel
- Sun hat with brim
- Plastic bag labeled "wet or dirty laundry"

For cold weather add:

- Snowsuit
- Scarf
- Warm hat that covers ears
- Mitts or gloves - 2 pairs
- Warm boots

### Toiletries

- Towel
  - Face cloth
- In a bag:
- Soap and shampoo
  - Tooth brush
  - Tooth paste
  - Deodorant
  - Brush/comb
  - Hair ties
  - Sanitary supplies
  - Tissues

### Other

- Flashlight or headlamp, extra batteries/bulb
- Water bottle
- Camp dishes in a mesh bag (plate, bowl, cup, knife, fork, spoon)
- Notebook and pencil
- Sit-upon
- Sunscreen
- Sun glasses
- Insect repellent (non-aerosol)
- Camp blanket

### Optional

- Book
- Camera
- Compass
- Program related gear

### Equipment

- Warm sleeping bag in bed sack or bedroll and extra blanket
- Pillow and pillow case
- Insulated sleeping pad
- Ground sheet
- Rope or bungee cords for sleeping bags

## Sample Tent Camping - Group Equipment List

- Tent gear for girls and leaders (tents, ground sheets, tarps, rope, pegs/stakes, hammer/mallet)
- 2 Lanterns (and extra mantels or batteries)
- 1 Flashlight
- 1 Cooking table
- 2 Side tables
- 1 Screened shelter
- Coolers (large)
- Extra large zip-lock storage bags
- Garbage bags
- 1 Rubbermaid tote/bin (dry goods storage)
- Sun shower(s) if no shower facilities
- Hand wash station (plus biodegradable soap, water, sanitizer, paper towels)
- 3 Dishpans for dishwashing (plus dish soap, bleach, sponge)
- 2 Stoves (propane or white gas)
- 1 Box oven (or Coleman oven)
- 1 Bag charcoal (easy-light kind)
- Buddy burner supplies or pre-made buddy burners
- Patrol boxes (one for each patrol): 2 pans, 2 griddles, 2 pots, 1 stockpot, 3 bowls, cutting boards, 2 potholders, grater, colander, coffee pot, marshmallow roasters, utensils box (including: 3 knives, 2 spatulas, 3 big spoons, 2 tong, 1 ladle, 2 flippers, measuring cups, measuring spoons, can opener, whisk)
- Kitchen kit: coffee, salt, pepper, foil, paper towels, kitchen towel, wipes, non-stick cooking spray or oil, plates, eating utensils, cups, bowls, dish bags, empty coffee can, 2 tablecloths, napkins, rubber gloves, garbage bags, food handling gloves, zip-lock bags
- Work gloves
- Wood
- Kindling
- Axe or hatchet
- Shovel
- Buckets (for hauling water or for fire)
- Fire starters
- Matches and/or lighter
- Candles
- First aid kit (See first aid kit list in Residential Camping section)
- Camp paperwork (itinerary, chore chart, health forms, etc.)
- Program material
- Song books
- Facility keys (if applicable)
- Camera
- Cell phone

# Tent Camping – Tents and Tarps

## Tents

A good tent is an investment that, with care, should last many years. Care needs to be taken when putting up, taking down, and storing tents, and of course, when they are in use.

- Large, heavier patrol tents that sleep four to six people are good for drive up camping.
- Lightweight, two or three person tents work best for wilderness camps, expeditions and snow camps.

## Tent Parts

Although tents may vary in shape and size, they are comprised of many common features:

- **Guy lines** - are nylon ropes tied to fastener rings on the outside tent walls and anchored to the ground with a tent stake. Badly tensioned lines cause a tent to sag and, when raining, pockets of water form which may then drip into the tent. These lines also help to keep the tent down in high winds.
- Fly - This is an outer covering layer to the tent. For lightweight tents, the inner tent is a very light, breathable layer, and so needs this waterproof layer to protect it from wind and rain. The fly is, therefore, made from a heavier material than the inner.
- Groundsheet - This is made of a heavy waterproof material that is put onto the ground underneath the tent. It stops damp and water from getting into the tent from the ground and also provides protection from sharp rocks and stones directly against the bottom of the tent. Many lightweight tents come with a groundsheet that is cut to the shape of the tent, called a footprint. If a tent does not come with a footprint, a tarp or heavyweight plastic works well underneath the tent.
- Vestibule – Some tents have a vestibule, a covered area extending in front of the door to the tent. This is very useful in keeping shoes/boots and gear such as backpacks out of the tent.
- **Tent liner** – Some tents have a built in ground sheet style liner, while some tents have no floor at all. When camping in a platform tent use a tarp as a liner. The tarp will provide a barrier for cold and water.

## Tent Care

- Try not to let anything or anyone rub against the inside of a tent in the rain, as water will seep through the fabric.
- Never walk over the fabric of a tent when pitching or taking it down as this will not only potentially damage the material but it will also affect the waterproofing.
- Guy lines need to be checked for wear and tear caused by friction.
- Do not wear shoes inside a tent.
- Ensure that a tent is completely dry before storing it. Any dampness will cause the material and guy lines to rot.

## Tent Striking

In general, a tent is 'struck' or taken down in the reverse way to which it was put up. Some useful tips to consider:

- Sweep out the inside of the tent before taking it down.
- When removing tent pegs, gently pull the pegs backwards and forwards to loosen them.
- Remove the fly from the tent and turn it upside down to dry off the underside. Remove grass and dirt before storing.
- After removing tent pegs from the ground, scrape the dirt and soil from them and dry them off.
- Each tent is different but usually folds into two or three sections and then is rolled before putting into the tent bag. For moving camps, it is a great idea to have a stuff sack for the tent to assist with breaking camp quickly.
- Try not to pack up a wet or damp tent. However, if it cannot be avoided, make certain that it is unpacked and thoroughly dried as soon as possible. Wet and damp fabric, guy lines and loops are soon affected by mould and mildew.

## Tent Tips

Always practice pitching and striking a tent before camp. Check through the tent bag in advance of the camp to ensure that all of the parts are together. Imagine the frustration – you're at camp, it's wet, windy and dark, you're unfamiliar with how to put up this particular tent, the girls are losing patience, you finally figure it out, and then you realize one of the poles is missing!

- Even the best-pitched tent will sag eventually! Ensure that the guy lines are tightened periodically to prevent this. However, guy lines should not be too tight as this can also put unnecessary strain on the tent fabric. The guy line tension should be equal all round and sufficient to stop the tent flapping about too much in the wind.
- Guy lines on Canvas tents are often rope. They need to be loosened and tightened according to the weather. Rope shrinks in wet weather so you may need to loosen at night for the dew and in rain; tighten in the morning or after the rain
- Close doors before putting in the tent pegs to peg out the tent - this way the tent will look like it is supposed to, and won't put additional pressure on the door when it comes time to close it up
- Tying up guy lines before putting the tent away makes it easier to put up next time as it prevents them from tangling
- Pegs should go into the ground at an angle of 45 degrees (angled away from the tent)
- Tent seams can leak unless they have been sealed with special sealers. Ensure that seams in the tent you are going to use have been adequately sealed.

## Tent Location

- Take a few minutes to look around the area that you will be tenting in. Imagine yourself sleeping on the ground and be sure to find a suitable piece of ground that is flat, not sloping with no sharp objects or rocks sticking out.
- The tenting area should be at least 100 metres away from any running water sources.
- The tenting area should not be near where you will be doing your cooking, having your campfire, or digging a cat hole/pit toilet or spit pit.

## ***Tarps***

Tarps are one of the most versatile pieces of equipment you can bring to camp.

They can be used:

- to keep people and equipment dry while setting up camp
- to cover a kitchen area
- as a wind break
- as a shelter from the sun
- as a ground sheet
- as a sail when canoeing/kayaking
- as an emergency blanket/wrap for someone who is hypothermic
- to move an injured person

Tarps come in all shapes, sizes and materials. Durability, water impermeability, and grommets are important features when choosing a tarp. Tarps can be made of clear polyethylene, woven blue polyethylene, rip stop nylon, or silk. More expensive tarps have reinforced seams, more grommets, are lighter weight and take less space.

Make sure the tarp is an adequate size for the group.

1 person 1.5 x 2.5m

2 people 2.5 x 3m

3-4 people 3x4m

5-7 people 4.5 x 5m

### **Tarp Tips**

- Pre-trip check: Check the tarp for water resistance and tears. Ensure there are enough guy lines/rope of sufficient length to put up the tarp.
- 
- If the tarp grommet rips, wrap the tarp around a stick or stone and anchor the guy line/rope at this point.

## ***Tent Camping – Kitchens and Cooking***

The biggest error in cooking at camp is not allowing enough time for it. Cooking at camp takes longer than cooking at home. Girls who are inexperienced (and adults who may not have been to camp before) will take longer to prepare meals. Also, the quantity of food being prepared means it takes more time. In between camps, try out some of the recipes that you might like to make at camp. Not only will this give you an estimated preparation time frame, but it will also give you confidence so you know what to expect. Remember cooking outside takes 2-3 hours from start to finish.

Many of the principles of setting up a kitchen and cooking at camp are the same as in the residential section. This section deals with cooking in an outdoor setting in more detail.

### ***Camp Kitchen Set Up***

Some campsites have fully stocked kitchens equipped with all of the cooking equipment, dishes, cutlery and utensils that you will need for your camp, and may even provide patrol boxes containing cooking equipment for patrol cooking. Familiarize yourself with the amenities of the campsite to ensure you have all the kitchen items that you will need to make cooking life easier

### **Patrol Boxes**

When girls are cooking in small groups or patrols, set up boxes (usually referred to as “patrol boxes”) for each group or patrol, stocked with cooking equipment and basic food supplies such as sugar, tea bags, a small bottle of cooking oil, salt and pepper, can opener, plastic wrap, food storage bags, etc. For groups that camp regularly, make a list of items that would go in each box to use as a checklist to re-stock each box for the next camp.

### **Things to Consider in Setting up the Kitchen**

Here are some tips and things to consider:

- Location of your kitchen shelter (macey shelter) or area covered by a tarpaulin (tarp).
- Kind of surfaces you will have to prepare, cook, eat, and do dishes.
- Equipment for your meals including large pots, frying pans, knives, cutting boards, etc.
- Remember extra cooking equipment (for example, separate frying pan and flipper to avoid pork, eggs or other cross contamination issues).
- How and where to set up dishpans.
- Whether to set up patrol boxes and/or stocking them.
- How food will be stored to keep it dry, cold and critter proof.
- Setting up a hand washing station and general sanitation and food handling.
- Where you will get fresh water sources and dispose of grey (waste) water.

## **Food Storage**

For a weekend trip, consider bringing one cooler per meal, for example, two breakfast coolers, one lunch cooler, one dinner cooler and one snack cooler. Label coolers by meal. If you are doing patrol cooking, another option is to bring one cooler for each patrol.

Bungee cords are useful to keep critters out of the coolers. Seal ice for the coolers in extra large zip-lock lock storage bags. This keeps food from floating in water as the ice melts.

## **Cooking Tips**

- When cooking with pots over an open fire, rub dish soap over the bottom and sides of the pot before placing it on the fire, as this will allow for easier cleaning. Wash your pots last as they will likely be the dirtiest.
- When girls are cooking give them hot chocolate to sip at breakfast or veggies and dip at dinner to keep their energy up while they get the instructions for cooking their meals.
- Have extra food/beverages on hand for very hot or cold days (e.g. chicken noodle soup, drink crystals).
- Use the three sink (dishpans) method for dishes.
- Set up a clothesline to hang dishes in mesh dish bags to dry.
- Compost and recycling of garbage.

## ***Cooking at Camp with the Girls***

Two different approaches to meal preparation and organization of chores are central cooking and patrol or tent team cooking. Central cooking is usually for Spark, Brownies and younger Guides, or for girls who are learning special outdoor skills and don't have time to cook. Older girls can cook in small groups, Patrols or Tent Teams.

### **Central Unit Cooking**

At some camps, especially when the camp involves inexperienced or younger girls, the camp cook and the cook patrol prepare meals for the whole group. In this case it is important to be sure that the girls actually do have a hand in the cooking. Girls love to cook, and feel proud when they have "done it themselves."

### **Patrol or Tent Team Cooking**

Using this method, each patrol/tent team does its own cooking, using an open fire or a camp stove. The girls in these groups take turns being responsible for different aspects of preparation. The camp cook makes sure the girls know how to prepare the meal. It is a good idea to give instructions to all the girls at the same time when they come to collect their food. Written menus, recipe suggestions and cooking tips are helpful.



## **Camp Cooking Equipment and Methods**

### **Stoves (one or two burner) and Lanterns**

Operate and maintain according to the manufacturer's instructions. Common practices include:

- Letting hot stoves and lanterns cool before changing cylinders of compressed gases or refilling
- Refilling stoves and lanterns in a location that is a safe distance from any open flame, including other stoves or campfires
- Placing the stove on a level, secure surface before operating
- Ensuring all girls are supervised while using camp stoves and lanterns

**Never refuel (liquid fuels, charcoal, propane, etc.) ignite, or operate a stove, heater, or lantern in a tent or an enclosed space.**

### **Tips for Building a Fires**

- Select a safe location to build your fire away from combustibles (e.g., firewood, paper or dry grass, pine needles) that could be ignited by sparks from the fire. Fire pits are often provided at established campsites.
- Begin small and light the fire with your back to the wind.
- Give the flames something to climb.
- Lay the wood on the fire in a particular order – don't just throw it on randomly.
- The secret is to take your time in building the central part using really small dry tinder and kindling that lights easily.
  - **TINDER** is a small twig, not thicker than a match. It burns as soon as a match touches it. It snaps and breaks but does not bend. Use dry pine needles, small twigs, wood shavings or dried weeds for tinder.
  - **KINDLING** is dry wood, thin as a pencil and up to as thick as your thumb. Kindling should snap rather than bend.
- Add larger pieces of wood as the fire gets going and to fuel the fire and keep it going.

### **Fire Starters**

Use cardboard egg cartons, fill with dryer lint, sawdust or wood shavings, pour melted paraffin/candle wax into each egg cup. Tear cup section off and light cardboard to use as fire starter. Other fire starter ideas include cotton balls dipped in Vaseline and pinecones dipped in paraffin/candle wax.

## **Buddy Burners**

A buddy burner is a self-contained cooking source made from simple, readily available household items. These easy-to-make, portable stove/cooking surfaces can be made by the girls at a Unit meeting in advance of your hike or camp. Grilled cheese sandwiches are the most widely known and favorite things to make on a Buddy Burner.

**MATERIALS:** plain cardboard, empty tuna can (or other small tin can), paraffin wax or candle wax, birthday candle, large coffee tin, can opener or tin punch.

### **Buddy Burner**

1. Cut the cardboard strips to a width a little wider than the tuna can is deep.
2. Roll the strips up so they will fit in the can. This will be the wick for the burner.
3. Melt the wax in a can in a pot of hot water. Fill the tuna can with wax, while the wax is soft, put the cardboard in the wax and let it harden.
4. Place a candle in the centre of the tin in the centre of the rolled up cardboard.

### **Buddy Burner Stove Top**

1. Use the large coffee tin or similar as the stovetop for the buddy burner. Using a can opener, punch several holes in the side of the can near the top and several near the bottom. This will create a chimney effect to feed air to the fire.
2. Light the birthday candle in the buddy burner (smaller tin) and place the larger tin over the top. This should only be done outdoors.
3. The buddy burner is now ready for cooking. It should last a couple of hours. Use a pie tin as a frying pan or aluminum foil or cook directly on the stove top surface. You may want to put another can over the top of the burner to create an oven effect.

## **Box Ovens**

**MATERIALS:** cardboard box (such as copy paper or liquor boxes work well), aluminum foil, duct tape, cooling rack/grill/wire or hangers, four empty soda cans filled with rocks, aluminum pie plate/aluminum rectangular tray, charcoal briquettes. Box ovens can be made ahead and used over and over again. Some of the favorite things to bake in a box oven include individual pineapple upside cakes in little foil pans or larger cakes in 8x8 foil pans.

1. Completely line the inside of the box with aluminum foil (reflective side out). Use duct tape to adhere the tin foil.
2. Wrap the box so not much tape is exposed to the inside of the box (because the adhesive will melt). Ensure that there is absolutely NO exposed cardboard inside the box. The inside of the box must be completely covered with aluminum foil otherwise the box will ignite.
3. Cut a door in the front of the box to pass baking trays in and out of.
4. Put steel rods or hangers through the middle of the box to forming a rack to place baking trays, or use a grill or cooling rack on top of soda cans filled with rocks.
5. Using 1 piece of charcoal per approximately 30 degrees of desired cooking temperature, place the charcoal in the aluminum pie plate, light and wait for the charcoal to form coals.
6. Place the aluminum pie plate or rectangular tray in the bottom with the lit charcoal briquettes. Now you have a hot oven ready to bake. Experiment and enjoy!

## ***Outdoor Cooking – Menus and Recipes***

Inexperienced campers will appreciate basic camp recipes and cooking directions. These recipes are based for four to six people (the size of a Patrol) and can be printed, laminated and handed out to the patrols.

### **Sample Patrol Cooking - Recipes and Directions**

#### **Saturday breakfast**

To be cooked over a camp stove

Hot oatmeal – 1 package per girl

Heat water on stove and mix one cup of water with one package of oatmeal. Dried fruit, sugar or syrup as oatmeal toppings

Muffins – 2 per girl

If you want to heat your muffins wrap them in foil, put them on a foil plate and put the foil plate on top of the pot that is heating the water

Fruit – Apples or bananas – 1 per girl

Juice, Milk, Hot chocolate and Water

#### **Saturday lunch**

To be cooked over a camp stove

Kraft Dinner – 2 packages per patrol. Put 6 cups of water and a pinch of salt in a pot and heat over the stove until boiling. Add the noodles and cook for 8 to 10 minutes, stirring occasionally. Drain the water and add 2/3 cup of margarine, 2/3 cup of milk and the cheese packages to the noodles. Stir together and serve.

Carrot and celery sticks

Juice, Milk or Water

#### **Saturday dinner**

Skewers to be cooked over charcoal briquettes in a barbecue pit, rice to be cooked over a camp stove

Shish-ka-bobs – 2 skewers per girl approx.

Pre-soak wooden skewers, cut up skewer items

2-4 steak or chicken cubes, 2 pineapple chunks, 2 red pepper wedges, 1 mushroom, 1 cherry tomato, 2 onion wedges per skewer. Put meats on one skewer and veggies on another. Meats will take longer to cook than veggies so put them on first.

Instant Rice – Heat ½ cup of water per girl in a pot with a sprinkle of salt and a teaspoon of margarine. When the water is boiling add ¼ cup of rice per girl and cook for 5 minutes. Stir. Remove the pot from heat and let stand for 5 minutes with the lid on.

Garlic Bread – Prepare and heat on barbecue grill for 5 – 7 minutes

Juice, Milk or Water

### **Sunday breakfast or brunch**

To be cooked over a camp stove

Bacon – 2 slices per girl. Light stove and put bacon in frying pan. Carefully cook the bacon watching for splatters. Flip the bacon to cook both sides. Once the bacon is cooked, remove and place on a plate with a piece of paper towel underneath to absorb the grease. Turn the stove off. Drain the remaining grease from the frying pan into a metal tin.

French Toast – 2 slices per girl. Crack 1 egg/person into a bowl and beat. Add 1/4 cup of milk, ½ tsp. of vanilla and a pinch of cinnamon per person. Stir together until everything is thoroughly mixed. Turn the stove on. Put the frying pan on the burner and add a bit of margarine or butter to the pan. Dip both sides of the bread into the egg mixture and put in to the pan. Do not leave the bread soaking in the egg mixture! Flip the French toast after a minute or two to cook the other side. Enjoy with maple syrup or jam.

Orange slices

Juice, Milk, Hot Chocolate and Water

## ***Tent Camping – Activities and Program***

This is hands-on time where campers actually practice some of the key skills that go in to making camp fun as well as relax and explore. There are a great many activity and program ideas to include at camp. Here are just a few. Refer to supporting resource and activity documents in the Camping and Outdoors section of Member Zone and the GGC Program books for ideas and guidelines as well.

### ***Camp Skills and Outdoor Program***

#### **Camp Skills Activities**

- Knots
- Gadgets
- Axes, hatchets and knives
- Trail signs
- Flags

#### **Knots**

Being able to work with rope efficiently and effectively is an essential camp skill. Introduce girls to knots, hitches and lashings before going to camp and have them practice them while at camp. Even if they don't use them at one camp, they will eventually need them all at some point as they continue camping and enjoying the outdoors.

#### **Gadgets**

Camp gadgets include furniture, utensils and almost anything that can be easily made with wood, from a roasting stick to a dining table. All that is required is a little knowledge about wood, a few basic knots, hitches and lashings and a bit of imagination. Your girls can make smaller gadgets during meeting time, as well as at camp. See the Member Zone Camping and Outdoors section for resources that will assist you in teaching the girls how to make gadgets.

#### **Axes, hatchets and knives**

If axes or hatchets are to be used at camp, strict safety rules should be enforced:

- Stand square and firm on the ground. Always wear strong boots or close-toed shoes, not sandals or flip-flops. Keep your feet apart.
- Clear the area around you. The ground should be clear of any branches, etc. There should be no spectators closer than a three-metre radius around you.
- Ensure there are no overhanging branches in which the axe could snare itself.
- Check that the axe head is firmly attached before starting.
- Always use a chopping block and chop the wood over the block. Always keep your eye on the job.
- Never use an axe when tired; this is when accidents occur.
- Keep the head of the axe buried in the chopping block when not in use.
- Place a sheath over the axe blade whenever it is not in use. Carry an axe at your side with one hand, the blade turned out from your body. If you stumble, toss the axe away from you as you fall. Never carry an axe over your shoulder.

A good pocketknife or multi-tool can be invaluable tool when used correctly under the right circumstances. All knives must be kept clean and sharp – a blunt knife will not cut properly, so it can't be controlled easily, making it a dangerous tool

- Always cut away from the body and keep the blade clean and sharp.
- When not in use a knife should be closed and put in its belt holder or in your pocket.
- Close the blades before you pass a knife to someone else.

### Trail Signs

Trail signs are a fun activity for a camp. These were used by trackers in days gone by before cell phone, satellite phones or GPS to help keep in touch or track of each other. Give your group the opportunity to learn the signs. They can divide into groups and practice setting up a course for each other around your campsite or while hiking. Trail signs can also be part of a scavenger hunt or treasure hunt, directing girls to the treasure. See the Member Zone Camping and Outdoors section for resources that will assist you in teaching the girls about trail signs.

### Flags

Flag-raising ceremonies are a tradition in Guiding. Flags in GGC are known as 'colours'. The flag is raised and lowered by a colour party in the morning and evening. The colour party duties can be part of the duty roster. As a special event, plan a sunrise ceremony that includes "O Canada" and a reading for the day. The flag is usually lowered at a set time every night (generally sunset). After the flag is lowered, the group is quiet for a moment and reflects on the events of the day. See the Member Zone Camping and Outdoors section for resources that will assist you in teaching the girls about raising the flag on a pole.

### Outdoor Program Activities

- Stalking – is a variation on hide and seek where participants sneak up on each other without being noticed.
- Geocaching – is a type of scavenger hunt using GPS technology to find a cache. Check the Internet for websites about geocaching.
- Orienteering – uses maps and compass to negotiate a pre-set route. Some campsites have orienteering courses and provide compasses.
- Wide games – are outdoor games requiring or making use of any large space, such as a small wood, meadow or field. They can be as simple as hide and seek or capture the flag or may be more complex and include orienting skills or problem solving to move through a series of activity stations.
- Hiking – can be a simple walk on a trail or include exploring a wetland, woodland or hill.
- Archery – some campsites have archery facilities. Ask the booking agent if a pre-camp orientation is required.

### Environmental and Nature Awareness Activities

Camp is a great place to relax, discover and feel a part of nature. Always include exploring natural areas whether as casual free time or in as a guided activity as part of your camp. Nature activities can be done as a group together, or they can be organized as a round robin. See the Member Zone Camping and Outdoors section for resources that will assist you in teaching the girls how to explore nature.

There are organizations that provide trained presenters who offer outdoor safety and environmental awareness programs. Here are a few examples. You will need to contact them directly for information on workshops and sessions.

- **"Hug-A-Tree and Survive"** is a children's program offered through the RCMP. It is a Search and Rescue (SAR) prevention program aimed at children from kindergarten to Grade 6. The main purpose of this program is to teach them:
  - how not to become lost in the woods
  - what to do if they do become lost
  - how not to come to harm
  - how they can help searchers find them
- **The Canadian Wildlife Federation** has created a series of WILD Education programs to promote the conservation of natural heritage:
  - Project WILD
  - Fish Ways
  - WILD School / Habitat Projects
  - Ocean Education / Blue School
  - Focus on Forests
  - Below Zero
- **Lost in the Woods** is a program based on the "Hug-a-Tree" program
- **Project WET** is a program provided through a network of coordinators and water educators.

## **Conclusion**

Outdoor activities and camping experiences with Girl Guides of Canada create memories that will last girls and Guiders a lifetime. They offer the girls an experience and adventure that is unique and unlike other activities they participate in. Girls learn to work with each other and develop an understanding of what it means to be responsible for another person's well being. The girls have an opportunity to challenge themselves and develop their leadership skills. Thank you for giving girls this important and wonderful opportunity.

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GGC Program Network  
GGC Training Network  
GGC Resources – Explore Camping, We Can Camp and Campfire Activities  
GSUSA – Volunteer Essentials





Girl Guides of Canada Guides du Canada

## ***Appendix - Outdoor Activity Leadership Program Overview***



## Outdoor Activity Leadership Program Overview

Getting outside, enjoying nature, and challenging ourselves are some of the best parts of the Guiding experience and are a central part of the Girl Guide philosophy and program. The Outdoor Activity Leadership program is designed to empower Guiders to undertake meaningful outdoor activities with girls in a variety of settings.

The OAL program begins with training Guiders in how to plan outings such as walks to the park with Sparks, extends through residential and tent camping with Brownies and Guides and on to the development and execution of Pathfinder, Ranger or Trex adventurous camps such as tripping expeditions or winter camping.

The OAL Program trainings are divided into two streams:

### Foundation stream

- Getting Outside
- Residential Camping

### Enrichment stream

- Tent Camping
- Adventure Camping

Below is information on the structure of the program including the target audience, program purpose and pre-requisites, training modules, completion criteria, resources, and recognition. There is also information on equivalency and frequently asked questions (FAQ).

## Overview of OAL Program Foundation Streams

OAL Foundation Stream	Getting Outside	Residential Camping
<b>Audience and Purpose</b>	<p>For Spark and Brownie Guiders to plan outdoor games, nature walks or activities for a Unit meeting, an afternoon outing at a nature reserve, or for a day camp, etc.</p> <p>For Guide and Pathfinder Guiders to plan longer day events, hikes with cooking, experiential learning games, camp skills days, etc.</p> <p>This module covers clothing, equipment and food as well as activities.</p>	<p>For new leaders or inexperienced campers (usually Spark or Brownie Guiders) to acquire the skills and knowledge needed to take girls on a one or two night residential camping experience, and to ensure that they have the skills and confidence to deliver a fun, safe, age appropriate camp.</p> <p>Ideally, this stream will be delivered together with the enrichment Tent Camping training.</p>
<b>Modules and Length</b>	<ul style="list-style-type: none"> <li>▪ Getting Outside</li> </ul> <p>Approx. 2 to 2.5 hours</p>	<ul style="list-style-type: none"> <li>▪ Leading</li> <li>▪ Planning</li> <li>▪ Food and Nutrition</li> <li>▪ Camp Life</li> </ul> <p>Approx. 8 hrs.</p>
<b>Resources</b>	<p>Girl program books and Guider manuals</p> <p>Online activities in the Camping and Outdoors section of Member Zone</p> <p>Safe Guide Activity Guide: Activities in the Outdoors</p>	<p><i>OAL Guide to Camping</i></p> <p>Online activities in the Camping and Outdoors section in Member Zone</p> <p>Safe Guide Activity Guide: Camping Residential</p>
<b>Recognition – Green Pin</b>	<p>Earned by completing four modules in the OAL Foundation streams, two of which must be</p> <ul style="list-style-type: none"> <li>▪ Residential Camping - Planning</li> <li>▪ Residential Camping - Food and Nutrition</li> </ul>	



### Overview of OAL Program Enrichment Streams

OAL Enrichment Stream	Tent Camping	Adventure Camping
<b>Audience and Purpose</b>	<p>For Guiders who have completed residential camping training or have the skills and knowledge needed to take girls on a two night camp experience, and would like to expand their skills to a tent setting at an established site that has amenities such as toilets, running water and possibly cooking shelters.</p> <p>Ideally, this enrichment stream will be delivered together with Residential Camping training.</p>	<p>Typically for Pathfinder, Ranger and Trex Guiders with prior tent camping experience wishing to develop skills, knowledge and capacity in adventure camping (backpacking, canoeing, kayaking, horse packing, winter camping, etc.).</p> <p>Ideally, this enrichment stream will be delivered over three days of a longer weekend.</p>
<b>Modules and Length</b>	<ul style="list-style-type: none"> <li>▪ Planning and Packing</li> <li>▪ Tents and Tarps</li> <li>▪ Kitchens and Cooking</li> <li>▪ Activities and Program</li> <li>▪ Overnight in a tent</li> </ul> <p>This training is approx. 11-15 hrs. and must be delivered in an overnight tenting setting.</p>	<p><b>Pre-requisite:</b> Completed OAL Tent camping training or have equivalent experience</p> <ul style="list-style-type: none"> <li>▪ Trip Design and Structure</li> <li>▪ Risk Assessment and Management</li> <li>▪ Leadership Styles and Group Dynamics</li> <li>▪ Navigation</li> <li>▪ Adventure Camping Gear</li> <li>▪ Adventure Camping Food</li> <li>▪ Campsite Management</li> <li>▪ Expeditions</li> </ul> <p>This training includes 21 hours of modular knowledge sessions and at least 5 nights of expedition tripping.</p>
<b>Resources</b>	<p><i>OAL Guide to Camping – Let’s Go Tenting</i> section</p> <p>Online activities in the Camping and Outdoors section of Member Zone</p> <p>Safe Guide Activity Guide: Tent Camping in an Established Campsite</p>	<p><i>OAL Guide to Adventure Camping</i></p> <p>Online activities in the Camping and Outdoors section of Member Zone</p>
<b>Recognition</b>	<p>Earned by completing all modules in this stream.</p> <ul style="list-style-type: none"> <li>- Yellow Pin</li> </ul>	<p>Earned by completing all modules in this stream.</p> <ul style="list-style-type: none"> <li>- Dark green pin</li> </ul>



### ***OAL Go camping pin – recognition for camping with girls***

Pre-requisite: Completion of or equivalency in OAL residential, tent or adventure camping modules.

Purpose: To recognize Guiders for giving girls the experience of an overnight residential, tenting or adventure camping experience

Requirements: Residential, tent or adventure camping:

- Four nights as an adult supervisor at a girl residential, tent or adventure camp. These do not need to be consecutive.
- Two of the nights must be as the Responsible Guider who coordinates the leading, planning and execution of the camp, including Safe Guide procedures.

#### **Frequently Asked Question – Go camping pin**

##### **1. How can I get equivalency for the OAL Go camping pin?**

- A Guider cannot be granted equivalency for the OAL Go camping pin. In order to earn the OAL Go camping pin, a Guider must coordinate the leading, planning and execution of the camp, including Safe Guide procedures.

##### **2. If, as a non-member I helped out at an overnight Girl Guide camp, does this count towards my OAL Go camping pin?**

- Yes, up to two of the nights may count if your camp was in the last two years.

##### **3. Can the nights that I spend at camp for my tenting or adventure training count towards one of the nights for my OAL Go camping pin?**

- No. These trainings are adult-only training sessions. The OAL Go camping pin is given to Guiders who plan and take girls to camp.

##### **4. Can the OAL Go camping pin only be earned by planning an overnight tent camp?**

- No. Guiders who fulfill the requirements and take Girls camping in a residential, tent or adventure camping setting may earn the OAL Go camping pin.

##### **5. Can I earn two OAL Go camping pins – one for taking the girls to a residential camp, one for taking girls to a tenting or adventure camp?**

- No. Guiders can only earn one OAL Go camping pin for either a residential, tenting or adventure camp.

#### ***Equivalency for Residential or Tent Camping Training Modules***

Equivalency is determined in a conversation between the Guider and a camping adviser or trainer with a camping background, in which they review the learning objectives of the modules to determine how previous experience will be credited towards the OAL modules.

- A reference should be provided to confirm experience and skills.



## ***Equivalency for Adventure Camping Training***

As those who complete this training are eligible to act as a Trip Assist on a Safe Guide Red level trip, they must demonstrate their skills, knowledge and competencies.

### **Equivalency for Knowledge Sessions (Modules 1-7)**

Equivalency for the knowledge modules is determined in a conversation between the Guider and an Expedition Leader or an Adventure Facilitator. Together they review the learning objectives of the modules to determine how previous experience will be credited towards the OAL adventure modules. A reference should be provided to confirm knowledge, skills and experience.

### **Equivalency for Expeditions (Module 8)**

Equivalency can be granted for a maximum of three of the five expedition nights and is assessed by an Expedition Leader. To gain equivalency and complete the program participants must:

- Complete at least one two-night moving trip with an OAL Expedition Leader who works with them to demonstrate and complete all aspects of their Participant Skills Checklist.
- Provide a trip history log (OAL Adventure Camping Trip Experience Log or similar) prior to the expedition and review it with the Expedition Leader.
- Provide a reference that can confirm their knowledge, skills and experience.

At the end of the expedition, the Expedition Leader will determine whether further experience is necessary to complete the adventure training program.

## **Frequently Asked Questions – Adventure Camping Training**

### **1. If I start the knowledge session modules and then I go on an expedition before I complete the series, does that trip count towards Module 8?**

- Yes. However, you must ensure that you demonstrate the skills on the Participant Skills Checklist by the end of all of your expedition trips. During your expeditions you will need to put the training you have received into practice.

### **2. Can I count different types of trips towards my expedition nights or do I have to do all five nights of one type of camping?**

- Yes. Though you must do a minimum of two different adventure camping trips to complete your expedition nights, they can be different activities. For example you could do two nights of canoe tripping, two nights of backpacking and one night of overnight cycle touring.

### **3. What qualifications do Guiders need to be an Adventure Facilitator or Expedition Leader?**

- Members who take on the roles of Adventure Facilitator or Expedition Leader must meet the following criteria:

Adventure facilitators – Safe Guide Red level Trip Assists with recent relevant experience

Expedition leaders – Safe Guide Red level Trip Leads

- They must also:
  - Complete the OAL Adventure Participant Skills Checklist and OAL Adventure Camping Trip Experience Log (or similar)
  - Provide adventure camping references
  - Participate in an orientation to the OAL Adventure Training program
  - Be listed in iMIS as an Adventure Facilitator or Expedition Leader.

If you have any questions, about the OAL Program, please send them to [training@girlguides.ca](mailto:training@girlguides.ca) . The FAQ will be updated periodically. Please check back to the Camping and Outdoor section of Member Zone for updates.