



Girl Scouts – North Carolina Coastal Pines
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Our Own Council's Badge



Camp Mu-Sha-Ni

Junior Ranger Badge

*Special thanks from the Program Department to
Rachel Patterson who contributed her time and
energy in the development of this Our Own
Council's Camp Mu-Sha-Ni Junior Ranger badge.*

Camp Mu-Sha-Ni Junior Ranger Badge List of Activities

Camp Mu-Sha-Ni Lore

Learn the Legend of the Yellow Feather.

Camp Mu-Sha-Ni History

Learn the origin of the camp name and choose 1 activity:

Locate and draw the Camp Mu-Sha-Ni cactus.

Pitch, strike, fold, and store a tent.

Cook a meal at one of the encampment field cooking stations.

Devise a handwash station and use the pit latrines for a day.

Pack and carry your gear to the Chalfant Shelter.

Around Camp

Choose one hike:

Beaver Ponds

Fish Pond

Drowning Creek

Creek behind Yellow Feather unit

Camp Resources

Choose one activity:

Three activities from Linking Girls to the Land backpack

Canoeing or kayaking

Fishing

Three team building or fitness activities at the Chalfant Shelter

Put on a show/skit at the amphitheater stage

Nature Study of Camp Mu-Sha-Ni

Choose one activity:

Morning until evening study

Habitat search

Nature hunt

Sandhills Ecology

Choose one activity:

Research and prepare a poster about sandhills geology

Learn about Longleaf pines

Learn about periodic burns in the sandhills

Identify 10 plants and 5 animals and make information cards about each one.

Participate in a Weymouth Woods ranger program

Native Americans of the Area

Choose one activity:

Talk with camp ranger about the Native American artifacts that were found at camp. Design a tool, small piece of furniture, or other useful object made from natural materials, then make that object.

Learn about the culture of different Native American populations that interacted and traded together in the sandhills area. Trade swaps with other girls.

Visit the Camp Mu-Sha-Ni fish pond and try to catch a fish using a net.

Locate one or more traditional Native American recipes and incorporate them into one of your camp meals.

Find a traditional Native American game or sport and learn to play it.

Learn a dance, story, or song related to the Native Americans in North Carolina.

Regional History

Choose one activity:

Learn a Scottish dance or game.

Learn to use a hatchet and saw.

Write a letter about the railroad and the changes that it brought to a small sandhills town.

Invent and play a golf-type game.

Prepare a naturalist presentation for a hike at Camp Mu-Sha-Ni.

Service Project

Plan and complete a service project for the camp.

Camporee Campfire Fun

Write a legend, ghost story, or song set at Camp Mu-Sha-Ni.

**Girl Scouts – North Carolina Coastal Pines
Our Own Council’s
“Camp Mu-Sha-Ni Junior Ranger” Badge**

The National Park Service has developed Junior Ranger programs for elementary and middle school children that are specific to each national park to help the children learn about the ecology, history, and unique features of that park, to introduce them to hiking and exploring the park with their parents, and to acquaint them to the various ranger-led programs available through the park. Girl Scouts – North Carolina Coastal Pines’ Girl Scout Juniors who complete this badge will become more intimately acquainted with the history, ecology, hiking trails, and resources of Camp Mu-Sha-Ni and the sandhills area.

To earn this badge, girls must complete 6 of the following requirements.

1. Camp Mu-Sha-Ni Lore. Camp Mu-Sha-Ni has its own unique story. It was the site of the 1988 North Carolina State Girl Scout Cadette and Senior Camporee and has for many years hosted the annual Girl Scouts – North Carolina Coastal Pines council-wide Girl Scout Cadette and Senior Camporees. In 1978, the participants at the Camporee wrote a story, which now hangs in the Chalfant Shelter. Learn the Legend of the Yellow Feather and share your own experiences with your group while at the camp.

2. Mu-Sha-Ni History. Camp Mu-Sha-Ni has evolved considerably over the years. In 1988, when the state camporee was held there, Mu-Sha-Ni was known as the “primitive” campground. There were no platform tents, no flush toilets, no unit shelters, no designated units, and no fire rings. Only the Chalfant Shelter and the Neal Shelter had been built. The encampment field was covered with cactus, so you had to be careful where you sat or pitched your tent. Still hundreds of Girl Scouts camped there every year, honing their basic camping skills. As recently as 1999, a site map showed only the Yellow Feather unit. Touch a part of Camp Mu-Sha-Ni history by learning the origin of the camp name and by choosing one of the following activities:

- Locate an example of the now elusive Camp Mu-Sha-Ni cactus. Draw a color picture of the plant in its natural environment. (Do NOT pick or remove the cactus!) Where did you find the cactus? Can you identify it? Include your troop’s best picture in the camporee scrapbook.
- Pitch, clean, strike, fold, and store a tent in a wooded area near your campsite. You do not have to sleep in the tent, but spend at least 10 minutes sitting and laying in the tent. How is it different from the large platform tents? If you were camping in a tent that you had to pitch, what factors would you consider before pitching the tent? Would it be a comfortable place to spend the night? What would you do different to stay warm or cool? Can you stand in the tent to change clothes? How would you arrange your sleeping bags and gear? Where would you put your shoes?
- Cook a meal at one of the cooking stations on the perimeter of the encampment field. Plan your meal to be feasible with a ground fire. Pack all of your food, water, equipment, and supplies, and carry them to the cooking site. Once settled at the site, do not return to the convenience and comfort of your unit. Make sure that you take everything that you will need with you. Prepare, cook, and eat the meal at the cooking station. Clean up everything, including washing your dishes, before returning to your unit.
- Forego the comfort of the modern shower house for one day. Use the older latrines and devise a hand washing system that will provide the necessary sanitation at the site.
- At one time girls had to carry all of their gear to their campsite. How would you pack if you were camping behind the Chalfant Shelter and could not drive to your site? Would you omit a few items? Pack your personal gear and carry it from your unit to the area behind the Chalfant Shelter. Remember you will also need to carry it back to your unit. Evaluate your packing strategy. What, if anything, would you do different the next time?

3. Around Camp. Strap on your hiking boots and explore Camp Mu-Sha-Ni by completing one of these treks. Log the hike that you chose and what you saw while hiking. Look for signs of wildlife. Did you see any birds, animals, or fish? Did you see other signs of wildlife, such as animal tracks, scat, chewed branches, middens, or animal dwellings? Remember to practice good hiking manners and safety. Choose one hike:

- Beaver Ponds – Take the Pine Tree trail from the gate at the dam, behind the Chalfant Shelter, through the woods to a field with a bird condo and gourd wren houses. The trail to the beaver ponds continues a short distance along the side of the field to the ponds. The trail is marked with round metal disks bearing the symbol of a hiker. This trail is one mile each way (two miles round trip). Walk across the bridge and explore around the ponds a bit before returning.
- Fish Pond -- Take the Pine Tree trail from the gate at the dam, behind the Chalfant Shelter, through the woods to a field with a bird condo and gourd wren houses. The trail to the fish pond will fork to the left as you approach the field. Follow that fork to a second fork. At the second fork, bear right. The fish pond will be visible from the second fork. The trail is marked with round metal disks bearing the symbol of a hiker up to the field. From that point look for both the disks and wooden placards emblazoned with a green tree. This trail is one mile each way (two miles round trip). Walk around the pond and onto the pier. Behind the pond are bee houses. Near this area, the site manager, has found a number of Indian arrowheads.
- Drowning Creek – You will need rain boots, rather than hiking boots, for this hike. Take the service road near the Neal Shelter through the woods, past a barn, and through a meadow where longleaf pine seedlings abound, to the creek. The area before the creek is very swampy; the road may be swampy as well, depending on the amount of recent rainfall. After the meadow, there will be a three prong fork in the road. Continue on the path straight ahead. Drowning Creek is about 15 feet wide. It is one of the boundaries of the camp.
- Creek Behind Yellow Feather Unit – This is the shortest, but most challenging, hike. There is no trail; you will be making your own path cross-country. Use the camp map in the campsite manual for guidance. Remember to ask permission to cross someone else’s campsite, if you are not staying in Yellow Feather. Start behind the back tents and head away from the unit. Just keep going in a more or less straight line. When the ground starts to get mushy stop and listen. Do you hear the water? Follow that sound. The creek is small and meanders around roots. Walk up or down the creek a short distance. Can you see the different courses that it has taken over time? Why are brooks described as “babbling”? This creek is the result of runoff and drainage from the lake near the Chalfant Shelter.

4. Camp Resources. Become acquainted with some of the educational and recreational resources that the Girl Scouts – North Carolina Coastal Pines provides at Camp Mu-Sha-Ni by choosing one of these activities.

Remember to follow all *Safety-Wise* guidelines.

- Check out one of the “Linking Girls to the Land” backpacks and do at least 3 activities from the pack.
- Go canoeing or kayaking on the lake. Remember *Safety-Wise*.
- Check out the cane fishing poles, get worms from the ranger, and try to catch a fish at the fish pond. The Girl Scouts – North Carolina Coastal Pines practices catch and release fishing.
- Participate in at least 3 team building or fitness activities at the course behind the Chalfant Shelter.
- Check out the archery equipment and try your hand at this sport. Remember *Safety-Wise*.
- Put on a show/skit at the amphitheater stage.

5. Nature Study of Camp Mu-Sha-Ni. Camp Mu-Sha-Ni is rich in plant and animal communities. Become acquainted with the diversity of life (seen and unseen) by choosing one of the following activities.

- Select a distinctive area away from your unit. Walk quietly around this area in the morning, at mid-day, and in the evening. Stop occasionally and listen, observe changes in light, look for all signs of life. Record your observations at each visit. What changes do you notice from morning until evening?
- Home is where the habitat is. Many animals found at Camp Mu-Sha-Ni are elusive; you may never see a beaver, an osprey, or a pine barren tree frog, but they live in this region. As you hike around camp, search for signs of wildlife such as prints, food stores, scat, and nesting places. How many signs of wildlife can you identify? Did you find beaver prints by the beaver pond? What would nest in the hole in that old tree? Why are there so many gourds hanging around camp? Record each of your observations. What did you find? Where did you find it? What clues does it give you? What species is indicated? Make at least 15 different observations.
- Go on a nature hunt. Find and identify as many as possible of the following items. Record the location of each. Do not damage any living thing. Observe, draw, or photograph what you see.

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|---|--|
| 1. Bluebird house | 29. A wildflower |
| 2. Wren house | 30. A groundcover plant |
| 3. Bee hive | 31. A grass or reed |
| 4. Red Cockaded Woodpecker hole | 32. A tree that has had resin harvested |
| 5. Beaver dam | 33. A female longleaf pine cone |
| 6. A duck house | 34. A male longleaf pine cone |
| 7. Spider web with dew on it | 35. A pine cone that has been chewed to the
core by squirrels |
| 8. Deer print | 36. A squirrel's midden |
| 9. Deer scat | 37. A bird's nest with eggs in it |
| 10. Beaver print | 38. An area that has burned |
| 11. Bird print | 39. Sandy soil |
| 12. A mammal | 40. Clay soil |
| 13. A reptile | 41. An arrowhead |
| 14. An amphibian | 42. A fossil |
| 15. A fish | 43. A creek that runs through tree roots |
| 16. A bird that eats fish | 44. A plant that grows in a swamp |
| 17. A songbird | 45. An anthill |
| 18. A nocturnal bird | 46. Bracket fungus on an old log |
| 19. An insect | 47. Moss on a tree or rock |
| 20. Bugs chewing holes in a decaying | 48. The Big Dipper |
| 21. A cocoon | 49. The North Star |
| 22. A coniferous tree that is NOT a longleaf
pine | 50. A rock that floats |
| 23. A deciduous tree | |
| 24. A seedling, sapling, and mature tree of the
same species | |
| 25. A seed with wings | |
| 26. A plant that propagates itself with runners | |
| 27. A bush with berries | |
| 28. A vine with thorns | |

6. Sandhills Ecology. The sandhills region is characterized by a very unique ecology. Over time, the area grew from an ancient sea to longleaf pine forests. Human settlement and policies have had a great impact on the native plant and animal communities of the area. Choose one of the following activities to learn more about the ecology and natural history of this part of the state.

- **Sandhills Geology**
Millions of years ago, this region was covered by an ancient sea. Rivers and streams flowing eastward from the Piedmont deposited large quantities of clay, sand, and gravel along the margin of the sea. After the sea retreated, weathering and erosion formed the “sandhills” for which the area is named. Sandhills are a series of flat-topped, sandy ridges separated by broad, flat valleys. (Reference: www.ils.unc.edu/parkproject/visit/wewo/info.html) Research the formation of sandhills and why they provide the base of the region’s ecology. Then, make a poster depicting the sandhills geology.
- **Longleaf Pines**
The longleaf pine is the definitive plant of this region of North Carolina. It is the state tree, and has been commemorated in the North Carolina State Toast and in the Charles Kuralt/Loonis McGloohan production “North Carolina Is My Home.” It is a beautiful tree, sporting needles 14-18 inches long, a massive straight trunk, and female cones 6-10 inches in length. Take a walk around the meadow along the service road near the Neal Shelter where Longleaf pines can be found in many stages of growth around and through the open area. Discuss how this area will change as the pine trees grow, and why this tree is found in such abundance at Camp Mu-Sha-Ni, but not near your home.
- **Periodic Burns**
Long ago, longleaf pine forests adapted to periodic burning caused by lightning strikes. In fact, the continued survival of these communities depends upon fire. Fragmentation of the forests from land development coupled with modern-day firefighting practices have prohibited natural fires from running their course, allowing competing plant species to thrive and prohibiting longleaf regeneration. Today effective resource management of longleaf pine communities includes prescribed fires. The pine trees are not the only beneficiaries of prescribed burns. The red cockaded woodpecker benefits as the fires help to maintain a suitable habitat for this endangered species. Learn more about prescribed fires, benefits, and problems associated with this practice. (References: www.ils.unc.edu/parkproject/visit/wewo/info.html; “A Working Forest” in the Chalfant Shelter)
- **Biodiversity**
More than 1,000 species of plants and animals have been found in the sandhills region! As you walk around Camp Mu-Sha-Ni identify, 10 plants and 5 animals. Make a note card for each one that includes a description or picture, its habitat, its niche in the ecosystem, and one or two other interesting facts.
- **Weymouth Woods Ranger Program**
Weymouth Woods Nature Preserve, near Southern Pines, is dedicated to the conservation and preservation of sandhills ecology. Visit Weymouth Woods and participate in one of the ranger programs, or invite one of the rangers to visit Camp Mu-Sha-Ni to conduct an educational program.

7. Native Americans of the Area. Native Americans have lived in North Carolina for thousands of years, in every part of the state. Over time, the populations changed as people migrated, alliances were formed and broken, and English colonialism began. Recorded history of the Native peoples of the sandhills region begins about 1662, when Captain William Hilton attempted to colonize the Lower Cape Fear River Valley. Information about preceding periods comes from archeological evidence and oral history. In the seventeenth and eighteenth centuries, the sandhills region was the intersection of the Iroquoian, Algonkian, and Siouan territories. By the mid-1770's most of the native inhabitants had been driven west to the mountains or south toward Robeson County. Those that settled in the Robeson County area evolved into the Lumbee. Today, about 0.7% of the population of Moore County and 1.7% of the population of Richmond County (the area near Mu-Sha-Ni) are Native American. The Lumbee tribe, which resides primarily in Robeson County, is the largest Native American population in the state, the largest tribe east of the Mississippi, and the ninth largest in the nation. Seven other tribes have received state recognition in North Carolina: the Coharie, Cherokee, Haliwa-Saponi, Meherrin, Occaneechi-Saponi, Waccamaw-Siouan, and Indans of Person County. Learn more about the Native Americans of the sandhills area by completing one of these activities.

References: <http://www.doa.state.nc.us/doa/cia/facts.htm>,

<http://www.doa.state.nc.us/doa/cia/heritage.htm>, http://lumbeetribe.com/quick_facts/,

http://www.occaneechi-saponi.org/tribal_history.shtml, <http://home.att.net/~hbridges/sandhillsfamilies.htm>

- Archeology, Tools, and Furniture

Archeological evidence indicates that Indians lived in the sandhills area beginning in the Paleo-Indian period, possibly as early as 12,000 BC, and at least by 8,000 BC. Artifacts have been excavated from the Paleo-Indian, Archaic, and Woodland periods <http://home.att.net/~hbridges/sandhillsfamilies.htm>. The Camp Mu-Sha-Ni site manager has found a number of Indian arrowheads and a few other stone artifacts at camp. What use might the stone tools have served? What are the differences and similarities between the arrowheads? Are the differences significant or decorative? People who lived in this area in the 17th century and earlier did not have access to manufactured goods. They had to prepare their own food, clothing, shelter, tools, accessories, etc. Most of the Indians in North Carolina lived in small buildings made of wood and reeds. The frame of the house was made from wooden poles that were tied together. The walls and roof were made from reed mats or sheets of tree bark. Long tables or benches were usually the only furniture in the structure. Design a tool, small piece of furniture, or other useful object made from natural materials, and then make that object.

- Inter-tribal Interactions and Trade

Before the English arrived the sandhills area served as the intersection of the Iroquoian, Siouan, and Algonkian territories. Each population was divided into many tribes. The Iroquoian included the Seneca, the Cherokee, and the Tuscarora. The Siouan included the Waccamaw, Cheraw, and Catawba. The Algonkian included the Croatan. The region was important for travel, trade, and hunting for all populations. The east-west and north-south Indian and buffalo trails would eventually become the first colonial roads. From 1662-1690 the English, led by Captain William Hilton, attempted to colonize the Lower Cape Fear River Valley. But lack of money and continued confrontations with the Siouan Indians led to abandonment of those settlements by 1690. In the early 1700's the governor of North Carolina renewed efforts to push the Indians westward. The Tuscarora War was the seminal event in driving Indians from the sandhills toward less governable regions to the west and south. During that war, the Tuscarora fought both the English and the Siouan for use of the region between the Neuse and Cape Fear Rivers. By 1713, the Tuscarora were overpowered and dispersed. They migrated north to New York and Ontario. Between 1712 and 1776, North and South Carolina were involved in border disputes that left Robeson County largely ungovernable. This area became a refuge for the Cheraw and other Indian communities fleeing Europeans. The resulting migrations, interactions, intermarriages, and trade arrangements blurred the divisions between the groups and led to the modern-day tribes of the late 18th, 19th, and 20th centuries <http://home.att.net/~hbridges/sandhillsfamilies.htm>. Prepare a few simple

swaps representing anything that is of interest to you. Participate in an activity that allows you to learn about the culture of different North Carolina Native American populations that interacted in the sandhills area. Trade your swaps with other girls at the activity.

- **Fishing**
In the 16th and 17th centuries, the Indians in North Carolina fished using nets and spears. Visit the Camp Mu-Sha-Ni fish pond and try to catch a fish using a net. Compare this experience to fishing with a pole. Which is easier? What do you do differently to fish with a net? Remember to practice catch and release fishing.
- **Food**
American Indians planted gardens where they grew many of the vegetables that they ate. Some of the crops that they grew were beans, peas, melons, pumpkins, sunflowers, corn, and potatoes. Some of the foods that the Indians introduced to the settlers were chili, pumpkin, succotash, cornbread, popcorn, potatoes, corn, beans, peas, sunflower seeds, chicle, prunes, raisins, and jerky. The Indians cooked fish and meat over a grill made of reed or sticks, and they dried foods to preserve them. But, most of the cooking was done in clay pots. They would put the pot on the fire and boil vegetables, fruits, nuts, roots and meats – a one pot meal. Locate one or more traditional Native American recipes and incorporate them into one of your camp meals.
- **Games and Sports**
Indian life wasn't all work and no play. Early North Carolina Indians enjoyed many sports and games. Some of the sports bear a resemblance to sports of today such as basketball, lacrosse, and sledding. Find a traditional Native American game or sport and learn to play it.
- **Dances, Songs, Stories**
Songs, dances, stories, and oral history are important elements of any culture. Learn a dance, story, or song related to the Native Americans in North Carolina.

8. Regional History. Every region has its own distinct history. Learn more about the history of the sandhills area near Camp Mu-Sha-Ni by choosing one of the activities.

(References: www.ils.unc.edu/parkproject/visit/wewo/history.html www.sandhills.net/history1.html)

- **Scottish Highlanders**
Settlers first immigrated to the sandhills area in the mid-1700's. The first settlements were established in 1739 by the English and Lowland Scots along the banks of the Deep River, where the settlers found rich farmland. By the 1750's that area was sparsely, but evenly, settled. Farther south, cotton and indigo plantations were established along the Pee Dee River. The Highland Scots arrived in the sandhills in the 1770's, moving into the Aberdeen and Southern Pines areas. At that time, this area was known as the "pine barrens" because it was covered with extensive open forests of longleaf pines. The Highland Scots found a harder life due to the poor quality of the soil for farming. So, they turned to industry and their natural resources to make a living. The longleaf pine trees became their mainstay. Today many areas of North Carolina perpetuate the Highland culture with Scottish dancing clubs and Highland Games. Explore this culture by learning a Scottish dance or game.
- **Naval Stores Industries**
From the beginning of the 19th century until the Civil War, industry in the area near present day Mu-Sha-Ni grew and replaced agriculture. Farming and planting continued to be practiced in the northern and southern sandhills along the banks of the Deep and Pee Dee Rivers, but it was not practical or profitable in the Aberdeen area due to the poor soil. With industry came ethnic diversity as German, French, and Dutch merchants and loggers moved into the area. The longleaf pine trees were harvested for timber. The best trees were used as masts for Royal Navy ships. Resin was collected from living trees through elongated, inverted, V-shaped cuts in the tree trunks. The resin was processed to produce turpentine, tar, pitch, and rosin. Turpentine was used as a solvent and illuminant. Tar, pitch, and rosin were used to seal the hulls, decks, masts, ropes, and riggings of sailing vessels. Since the greatest market for these products was the Navy, they became known as "naval stores". By 1850, North

Carolina produced 1/3 of the world's supply of naval stores. Between 1849 and 1854, the 129 mile Plank Road was built, connecting Fayetteville on the Cape Fear River to Salem in the northern sandhills. Do NOT use any live, standing trees for this activity. Using down wood or firewood at your unit only, practice being a logger. Learn to use a hatchet and saw. Cut a long log into smaller segments, and then try to cut a small log length-wise to make planks. Look for the resin as you cut through the logs. What qualities does it have? Try to find a sample of resin in a recently broken log to get a look at fresh resin.

- **The Railroad**

The Civil War and the subsequent reconstruction disrupted business and the economy for a decade. Then in 1870, the railroad arrived. The railroad offered an easier means to transport goods and people. Logging and lumbering boomed. The railroads became central to every town and vital to every business. The town of Southern Pines was designed with the railroad running through the middle of town. The intent was that visitors would be able to arrive by rail and find lodging, dining, and shopping without walking more than a few blocks from the station. By 1898, there were 155 miles of railroads in Moore County, more than any other county in the state. The boom in businesses that depended on the longleaf pine had a down side, too. By 1900, most of the virgin growth pine stands had disappeared from the sandhills. Pretend that you are a girl growing up in Southern Pines 1 year after the railroad is complete there. Write a letter to your cousin on the frontier telling her about the railroad and the changes that it has brought to your small town.

- **A New Industry – Recreation**

The railroads made travel easier at the turn of the twentieth century. Northerners found the mild southern winters a welcome respite to the ice and snow of their home towns. Relatives could visit from other parts of the country without spending days or weeks on horseback. People could feasibly move to areas offering greater job opportunities. The flatness of the sandhills areas facilitated development and recreational activities, such as strolling and golf. With the decline in naval stores and the rise in travel, a new industry emerged – recreation. Southern Pines and Pinehurst became known for high quality golf courses and luxury resorts. During this period, a private family purchased a substantial track of land near Southern Pines and named it “Weymouth Estate”, because it reminded the family patriarch of the pine forests in Weymouth, England. Develop your own golf-type game and play a round while at Camp Mu-Sha-Ni.

- **Conservation**

In 1963, Katharine Boyd, the widow of the grandson of the man who purchased and protected Weymouth Estate, donated 403 acres of land to the North Carolina State Parks system to preserve in perpetuity. Weymouth Woods became the first natural area in the North Carolina parks system. Natural areas are not developed for recreational activities, such as camping or boating. Rather, they are preserved in their natural state for conservation and education. In 1977, additional land was acquired by the state, expanding the preserve to 525 acres. Select an undeveloped area at Camp Mu-Sha-Ni. Pretend that you are a naturalist leading a hike through that area. What would you tell your hikers about the flora, fauna, ecology, and history of the sandhills and that specific location? Practice your delivery until it is smooth. Then take your leaders or another group on your hike.

9. Service Project. Talk with the camp ranger prior to your outing about what type of service project the camp needs. Then, plan and complete a service project while at camp.

10. Campfire Fun. In 1978, a group of Cadette and Senior Girl Scouts wrote a legend about Camp Mu-Sha-Ni that has become a part of the camp lore and still hangs in the Chalfant Shelter today. Join in the fun by writing your own legend, ghost story, or song that is set at Camp Mu-Sha-Ni and incorporates some element of sandhills history and something that you have experienced at Camp Mu-Sha-Ni.

