



**GIRL SCOUTS – NORTH CAROLINA  
COASTAL PINES  
DAY CAMP PROGRAM AIDE  
WORKBOOK**

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## What is a Day Camp Program Aide?

A day camp Program Aide is a Cadette or Senior Girl Scout who has completed Program Aide Core Training and Day Camp Specialization Training. The goal of Program Aide projects is to give Cadette and Senior Girl Scouts the opportunity to:

- acquire and utilize leadership skills
- develop communication and teaching skills
- work with younger girls in the Girl Scout program
- enrich the program experience for younger Girl Scouts

Program Aides must be at least two years older than the girls with whom they will be working. And, at no time may a Program Aide be left alone with a group of girls, nor may they be counted in the adult/girl ratios required in *Safety-Wise* for the supervision of girls.

Working under the guidance of an adult, a Program Aide is responsible for teaching specific skills as determined by the needs of the group and her personal strengths. It is important when assigning Program Aides to day camp units to review their skill assessment.

### Day Camp Program Aide Rights and Responsibilities

- Program Aides need to have a clear understanding of which adult day camp staff, she is accountable to. The Program Aide needs to be prepared to follow the direction and guidance of that adult.
- Program Aides are not errand girls. They participate in the day camp program to share their knowledge and expertise. They are an important part of the leadership team and should be kept informed of developments, plans, and changes (as appropriate).
- Program Aides are not responsible for discipline, but serve as role models for appropriate behavior and personal discipline.
- Program Aides will have time during the day to be on break.
- Program Aides should be given an evaluation of her performance and a permanent record of her service hours.
- Program Aides should be treated with respect and appreciation for the dedication, care, and knowledge that she exhibits. In turn, each Program Aide is responsible for treating other staff and campers with respect, following all camp guidelines and rules, and reporting to assigned tasks on time.

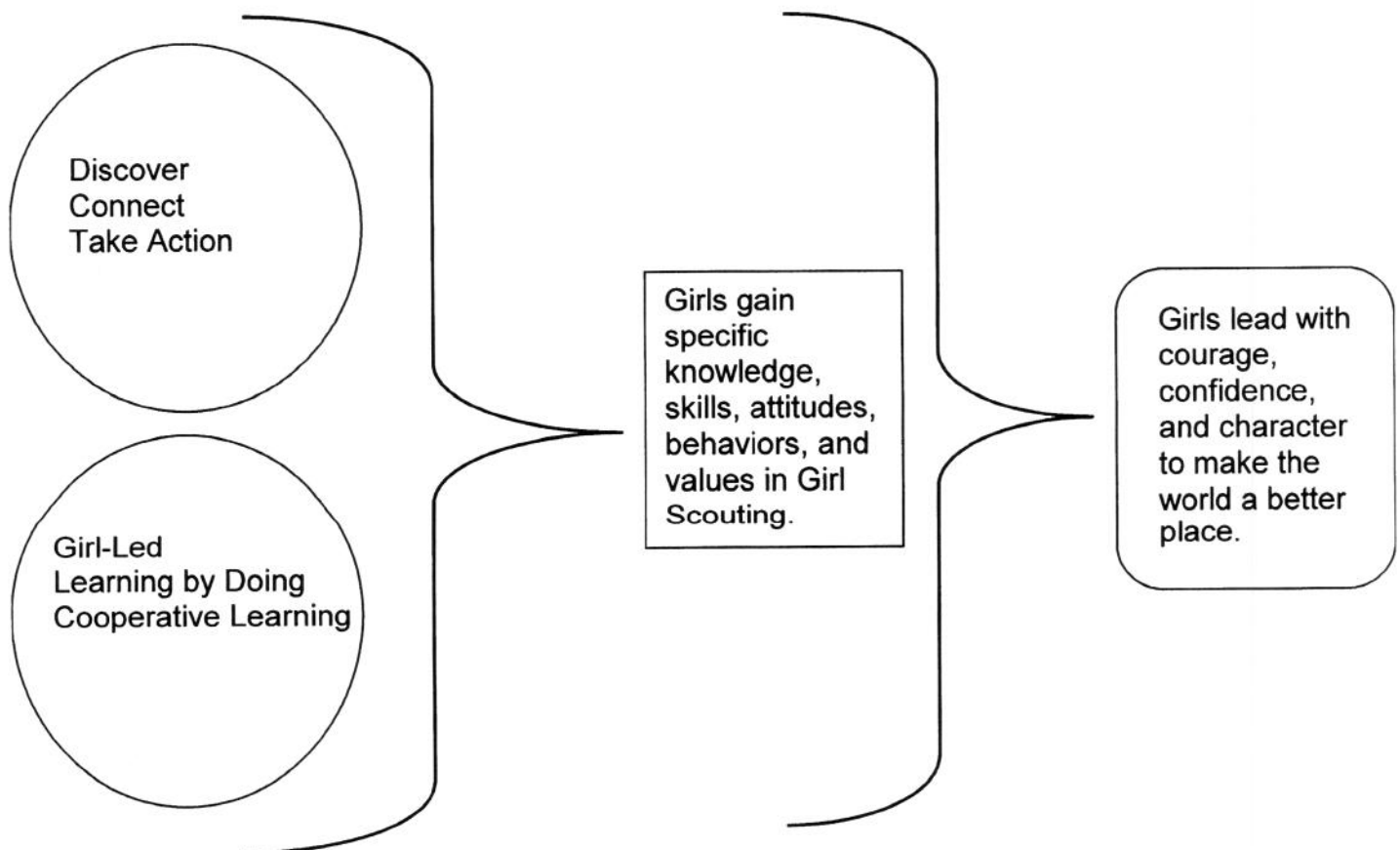
## THE GIRL SCOUT LEADERSHIP EXPERIENCE

All experiences in Girl Scouting should incorporate the Discover, Connect, and Take Action keys to leadership. Girl Scout experiences are also, as much as possible, girl-led and encourage learning by doing and cooperative learning. Together, these three processes promote the fun and friendship that have always been so integral to Girl Scouting.

**Discover:** Girls understand themselves and their values and use their knowledge and skills to explore the world.

**Connect:** Girls care about, inspire, and team with others locally and globally.

**Take Action:** Girls act to make the world a better place.



## Girl Scouts – North Carolina Coastal Pines

### GUIDE FOR STAFF

<u>ABSENTEE:</u>	If the staff member is unable to attend camp in all or any part of the encampment she should notify the Camp Director immediately.
<u>AGREEMENTS:</u>	Must be signed by all day camp volunteer staff members.
<u>CAMP FEES:</u>	Determined by each day camp committee.
<u>CLOTHING:</u>	Day Camp staff are not required to wear uniforms but urged to if they have Girl Scout camp uniforms. All staff wear sensible clothes and socks.
<u>EQUIPMENT:</u>	Requested from council by director. Must all be accounted for at the end of camp.
<u>INSURANCE:</u>	In order to be covered by our Mutual of Omaha Girl Scout Insurance, Day Camp Staff must be members of the Girl Scouts.
<u>NURSERY AGE CHILDREN:</u>	It is recommended that staff children placed in the child care unit should be toilet trained and willing to be away from mother.
<u>OVERNIGHTS:</u>	May be planned for Brownie, Junior, Cadette, and Senior Girl Scouts depending on the readiness of the campers.
<u>PARENT'S VISITS:</u>	Arranged by the camp director.
<u>RULES:</u>	Volunteer staff members observe all camp rules set by the Camp Director, staff, and Council.
<u>SAFETY-WISE:</u>	Standards for all activities taking place in day camp.
<u>SMOKING:</u>	To be done only in designated places on the camp site. The director will designate the appropriate places.
<u>STAFF MEETING:</u>	To be scheduled by the camp director as needed or requested.
<u>TRAINING:</u>	Offered by council and local directors. Attendance is required for certain courses.
<u>WASTE DISPOSAL:</u>	Arrangements are made by each director.
<u>WATER SUPPLY:</u>	Only tested and approved water is used. When leaving camp on a hike, take water with you or do without.
<u>WEATHER:</u>	There will be camp – rain or shine.

## GLOSSARY OF TERMS

<u>BROWNIE RING:</u>	A form of troop or unit government used by Brownie Girl Scouts. It is a circle in which each girl shares in planning, in problem-solving, and in decision-making with her troop.
<u>BUDDY SYSTEM:</u>	A safety practice in which girls are paired to keep watch over each other.
<u>CAMP COUNCIL:</u>	Elected camper representatives from each unit meeting with the camp director or her assistant to plan and make decisions for the whole camp.
<u>COLOR:</u>	A flag ceremony.
<u>COURT-OF-HONOR:</u>	Meeting of a unit's patrol leaders, scribe, and unit leader for training in leadership on the girl level, coordinating patrol plans and making decisions.
<u>GRACE:</u>	A blessing sung before campers are seated for a meal; found in Girl Scout songbooks.
<u>INTEREST GROUPS:</u>	Girls from more than one patrol or unit working on a chosen project or activity with the help of an adult or camp aide. Interest groups are used in the Brownie Unit, too.
<u>KAPER CHART:</u>	A rotating chart assigning housekeeping or cookout jobs to individual girls, patrols, or units.
<u>LATRINE:</u>	Outdoor restroom.
<u>NAMES OF UNITS: OR PATROLS:</u>	The unit and patrol may choose a name by which it will be known. It may be the name of birds, animals, stories, songs, qualities, episodes, places in history, site legends, or famous person the girls would like to be like. It should have a special meaning to those who choose it. The meaning may remain a secret or become the emblem for a crest, flag, etc.
<u>NOSEBAG LUNCH:</u>	Lunch in a paper bag.
<u>PATROLS:</u>	Small, permanent groups within Junior, Cadette, and Senior Girl Scout units (5 or 6 Junior Scouts; 6 to 8 older Girl Scouts) for the purpose of girl planning, decision making, and management.
<u>PATROL LEADERS AND ASSISTANT PATROL LEADERS:</u>	Patrol members elected by the girls in the patrol or unit to lead the patrol.
<u>QUIET SIGN:</u>	Traditional signal for quiet and attention. Raise the hand and close the lips. Others follow suit when they see anyone give the sign.

GOOP:

A mixture of liquid dish soap and dry cleaner (comet). Mix to goop consistency. Apply to outside of pots and pans before using. Makes cleaning a breeze.

REST HOUR or  
"ME TIME":

A quiet time, usually after lunch, when quiet activities are in order.

RETREAT:

Closing flag ceremony

SCOUTS' OWN:

An inspirational program prepared and presented by the girls to help Girl Scouts realize the meaning of being a Girl Scout; not to be confused with a religious service.

SCRIBE:

Girl elected by the unit or patrol to keep the log.

SITE:

The land on which camp is held.

SIT-UPON:

A waterproof square of material to go between the camper and the damp ground.

STANDARDS:

Recommended practices established by the Girl Scouts of the U.S.A. and the Council as guidelines for protecting people in camp and the quality of camp program.

UNIT:

A camp troop. It may be composed of one or more program age levels depending on the size of camp enrollment.

UNIT MEETING:

The meeting of all members of the unit to hear reports from the Court of Honor and Camp Council and make recommendations regarding them. Called the Brownie Ring in a Brownie Unit.



## **FIRST DAY AT CAMP**

### **THE FIRST DAY BEGINS WITH PRE-CAMP PLANNING.**

#### **GIRL'S EXPECTATIONS**

Promises have been made. Will they be kept? The girls will come to find out.

To find out what promises have been made:

- Read the day camp's flyer and the appropriate program age level handbook.
- Take pre-camp training.
- Talk with girls planning to attend camp and last year's campers.
- Read last year's evaluations.

#### **GOALS FOR THE FIRST DAY**

- To get acquainted with people, the site, routines, and the program opportunities.
- To make camp a happy, friendly place for everyone.
- To let girls know their wishes and hopes are being heard.

#### **UNIT STAFF PREPARATIONS**

- Look over the unit home. Plan possible arrangements: Brownie Ring, unit, and interest group meeting spots, patrol homes, supply storage, improvements to suggest to girls.
- Plan how the unit should look when campers arrive. Mark hazards and treasures.
- Visualize the first day, what needs to happen and what might happen.
- Outline tentative plans for the first two days. Include opportunities for choices by the unit and individual girls.
- Clear unit staff responsibilities for the first two days.
- Plan get acquainted activities, name tags, songs, games. Mix the familiar and the new, "Row, Row, Row Your Boat", "Three Blind Mice", and Girl Scout songs known to some and new to others.
- Prepare some program starters to sample girl's tastes and suggest things to do. Let campers try them. Here is an opportunity for each girl to make choices and become part of an interest group doing the chosen activities.

#### **EXAMPLES OF PROGRAM STARTERS:**

- Display of things to make, some to take home, and some for more comfortable camp living.
- Some things to do with nature: Nature Mystery, game, collection, or trail.
- Impromptu dramatics: A short choral reading to practice; a story or song to dramatize as it is being read or sung.
- Observation game: Trail signs to follow, a tracking and trailing game.
- A surprise: Treasure hunt, ceremony, legend or folk tale of the area or related to the unit name or theme; a concert by banjo, accordion, recorder, auto harp or mouth harp; a rhythm band or a parade.
- You may not use all the first day. But it's good to keep some tricks up your sleeve ready when needed. Keep things lively and active.
- Lots of talking is necessary to getting started. Divide it into short periods interspersed by activity. Do some talking to the total unit and some to small groups.



- Plan a tour of camp led by those who have been to the camp before. Show girls where to find everything they are expected to find on their own: drinking water, hand washing facilities, etc.
- Plan the first day in detail. Post the schedule on the unit bulletin board with a kaper chart for the day.
- Schedule essentials for the second day and list suggestions for the remaining time. During the first day, fill in the second day's schedule with girl's choices.
- Recognize that camp does not run by the clock. Schedules are approximate times. Plans are changeable.

### SAMPLE OPENING DAY SCHEDULE

- 9:30    Arrival at Day Camp - The camp director will set up a means for getting unit staff and campers together. She may plan a brief opening involving the total camp before groups go to their units.
- 9:50    In the Units
- . Show girls where to store their gear, lunches, cups, etc.
  - . Get acquainted activities to learn names and make friends.
  - . Explore the unit and choose a unit name if needed.
  - . Explain things the girls need to know in order to be comfortable and safe this first day.
  - . Program starters to collect girls' reactions and ideas.
  - . Start a list of things we might do using ideas from the campers and the staff
  - . Finish tomorrow's schedule.
  - . Explain camp government, the Brownie Ring or patrol system and camp council.
  - . Discuss elected girl leaders, unit camp council representative, patrol leaders and assistants - their duties and the kind of person needed to fill the job.
  - . Plan elections for tomorrow. Instruct girls to look for girls they want to elect as they get acquainted today.
  - . Set up patrols. Have patrol meetings to select a patrol home and name.
  - . There may be time to fix up patrol homes.
  - . Tour camp.
- 11:15    Plan an hour for eating lunch and resting. Sing Grace before eating.
- 12:15    Kapers
- . Plan quiet activity during rest hour, sketching, quiet games, story telling.
  - . This may be a good time for patrols to be together and think about nominations as they become better acquainted.
- 2:30    The camp director may plan an all-camp sing or special program to end the day. Schedule time to leave the unit so you will be on time.
- 2:55    Retreat (flag ceremony)

## WHAT NEW DAY CAMPERS NEED TO KNOW

### 1. How to be comfortable and safe in the unit---

How to dress for protection from sun, rain, bugs, brambles.  
Where to put personal gear.  
About sit-upons.  
Where to wash and get drinking water.  
How to dispose of garbage.  
Where latrines are and where to dispose of sanitary napkins.  
General housekeeping practices in camp.  
Where to meet the unit upon arriving at camp each day.  
Care and use of equipment and facilities.  
Where unit supplies and equipment are kept.  
What to bring to camp and when to bring a nosebag lunch.

### 2. Camper responsibilities and rules ---

Remember the Girl Scout Promise and Law.  
Make camp a happy, safe place for everyone.  
Care for herself and her equipment.  
Care for unit and camp equipment.  
Make camp attractive and clean.  
Protect plant and animal life on the site.  
Obey camp rules.

- a. Wear clothing that protects, including shoes and socks.
- b. Be where she is expected to be.
- c. Tell her counselor when she leaves the unit and when she will be back.
- d. Travel with a buddy - never alone.
- e. Walk carefully.
- f. Drink tested water only.
- g. Stay away from lakes, rivers and creeks unless accompanied by a qualified Life Saver.

### 3. Know the rest of camp ---

Central gathering spot for camp.  
Location of other units.  
First Aider and central first aid station.

### 4. Unit and all-camp management ---

Patrol system and how it works or the Brownie Ring.  
Kapers and kaper charts.  
Camp Council.  
Court of Honor.  
Fire Drill.  
Colors and retreat.

### 5. Program --- Plans for today; Plans for tomorrow; Possibilities for the session.

## LATRINE KAPER

A day camp latrine, although of cruder structure than your toilet facilities at home, serves the same purpose, is as clean, and must remain so. You are responsible for seeing that your girls understand this. Each camper shares in these kapers. One adult should supervise cleaning of latrine.

The following equipment must be at each latrine at all times:

- Outside:     If running water is not provided:
- Near the bottom of a plastic jug (Clorox or milk) make a hole and insert a golf tee or stick.
  - Fill jug with water.
  - Put soap in foot of hosiery and tie to handle of jug.
  - Tie jug where girls can reach cap.
  - Loosen cap and remove stick to start flow of water.
- Inside:       Toilet tissue  
                 Broom  
                 Scrub bucket  
                 Scrub brush  
                 Container of disinfectant (Lysol)

Latrine Kapers:     Latrine is to be "kapered" each afternoon just before closing hour.  
                             (Units rotate for this kaper).

1. Pick up scrap paper - place in trash cans
2. Sweep floor, seat, and walls.
3. Put cleaner into each latrine. Wash hands at once.
4. Pour small amount of water into scrub bucket, add disinfectant according to directions on container.  
(This is to be done by adult.)
5. Dip scrub brush into solution - scrub entire seat carefully.
6. Put equipment back into place neatly.
7. Check each item carefully. If replacements are necessary, notify site director by written note as to what is needed and location of latrine.
8. Disinfect.
9. Close latrine doors.
10. Wash hands.

## **UNIT CAMPING**

### **UNIT ASSIGNMENTS**

Units are camp troops set up for each session. The director assigns girls and staff to units using the guidelines on program age level, age range, and size established for troops. See "Day Camp Standards" for the ratio of adults to campers.

Each unit is a camp troop assigned an area on the camp site for a unit home. It should be situated so that the activities of others in camp or passing by do not interfere with the unit or patrols. It should be large enough for patrols to spread out and for each patrol to have a spot for a patrol home.

### **REST HOUR**

#### **A Change of Activity**

Rest hour is a necessary part of the camp program. It is an opportunity for a change of pace in the strenuous activity of the camp day. A period of relaxation prevents over-tiredness and heat exhaustion and permits the fullest enjoyment of other camp activities. Proper relaxation is important in keeping campers and counselors healthy and happy.

You may wish to call rest hour by another name. Suggested names include Siesta, Half-time, or "me" time.

The length of this period depends on many factors, such as weather, climate, activities of daily program, and needs of children involved. Usually an hour is planned for the noon meal and rest.

With thoughts in mind that the rest hour is a change of activity, not a lack of it, program for this hour should be planned. Activities might include quiet conversation, individual art projects, quiet games, story telling, napping, etc. Program plans will vary. Remember that relaxation is more important than tenseness created by a strict quiet hour.

Rest periods will be successful if they are handled right. The first day sets the precedent for the session. Habits of relaxation established early by counselors carry over as do examples. Recognize that maturity, imagination, and ingenuity are essential qualities here as elsewhere in the camp program.

## **HELPFUL HINTS FOR LEADERS WHO WANT TO HELP CHILDREN USE/EXPRESS THEIR GIFTS**

(Adapted from hints for "gifted" parents, by Gina Ginsberg, Gifted Child Society, Inc.)

1. They are children first. Only behavior appropriate for their age should be expected of them.
2. Don't compare any one child with other children. That places on one the responsibility to live up to an image, and for the other is no fun to come off second best. All children are unique and special in their very own ways.
3. Listen to the child. Other things may be demanding your attention, but LISTEN because the question may be important. If ignored, the curiosity to ask may disappear. The one thing we can all give children is our undivided attention... at least some of the time.
4. It is a great big wonderful world. Show it to your girls in the form of trips, books, interesting people, digs, symphonies, fire stations, museums, wiggly things, theater, daisy chains, and the magical chemistry that makes a cake rise.
5. Let her specialize early if she wants to. There are fringe benefits to living with dinosaurs; they may be learning to do research, knowing how to keep notes and records, and discovering the Dewey Decimal System together with Tyrannosaurus Rex.
6. Children don't have to be gainfully employed every waking minute. There should be time to daydream, to be silly and do baby things, and to lie still and contemplate the ceiling. Children are often creative, but it is difficult to be creative on schedule.
7. Praise the child for her efforts. Praise her for the wonderful things she does, and if her great experiment does not work out as hoped, praise her for trying. Inquiring minds must take intellectual risks, and risk-taking needs to be encouraged and supported.
8. Let her do for herself what she says she can, because she probably knows. If her judgment is faulty, that is learning, too. Children who are future leaders thrive on early responsibility.
9. Encourage originality. Help them to do their own thing and praise them for producing "the only one in the whole world" even if you do not know which end to paste "up" on the wall. Develop pride in original and creative work.
10. Remember that the fine line between encouraging and pushing may make the difference between a happy and productive youngster and an unfulfilled under-achieving child.
11. Help them with their skills. Help them plan their own projects and responsibilities in troop meetings, in camp, and in the community.
12. Realize that there are times to reach out a helping hand and times to get out of the way. Knowing the difference makes you a gifted leader.

## UNIT AND CAMP GOVERNMENT

It is easier for unit leaders to be dictators than to take the trouble to listen to girls. It is also possible for girls to be happy under a dictator: It is not possible to fulfill the Girl Scout objectives with a dictator.

Girl Scout day camps are divided into units based on ages, grades, interests, and camping experience. Each unit has an adult leader, assistant, and possibly camp aides, called Program Aides or PAs.

Within the unit, girls are divided into smaller groups of five to ten girls. These groups usually work, play, and learn together all week. With girls of fly-up age or older, the groups are called patrols.

In Brownie Girl Scout units, you may want to divide the girls into smaller groups (committees or patrols) for some purposes, and bring them together for others. The Brownie Girl Scout form of self-government is called the Brownie Ring.

The Brownie Ring is the circle Brownie Girl Scouts form to make decisions, sing, listen, and have fun. You have them all in one place, the leader can see all the happy (or sad) faces, and they learn to take turns talking.

Use the Brownie Ring for:

- get acquainted games
- sharing
- songs
- stories
- showing and telling abouts
- snacks
- decisions and choices (Ex: We will be taking a hike this morning. Would you rather go on a penny hike, an alphabet hike, or a bubble gum hike? Explain each, discuss, and vote.)

The day camp unit government system for Junior Girl Scouts and older girls is the patrol system. Each patrol meets daily to talk about, decide upon, and make choices and plans. Each patrol elects a leader, who then attends a Court of Honor meeting with a unit adult. At a Court of Honor meeting, the patrol leader expresses the decision, choice, preference, or thought of her patrol. After discussion, the Court of Honor decides for the whole unit. The patrol leader reports back to her patrol to explain the Court of Honor decision. The Court of Honor also selects a girl representative from the unit to be part of the Camp Council.

At a daily (or every other day) Camp Council meeting, the unit representative plus a unit adult, meets with the Camp Director, presents their unit's ideas for general camp events. All take part in the discussion and decisions, and then the unit representative brings the Camp Council decision back to the unit.

It is important at day camp that the smallest voice is heard and that each girl learns to help carry the group responsibility. The magnitude of the decision is not as important as the chance to learn how to make that decision and to practice democracy in action.



## **Checklist for the Day Camp Unit Site**

Before the first Day Camper arrives, check to see if you are ready:

### **SITE – Be familiar with the resources available to you**

- Tour of Campsite
  - Unit areas
  - Headquarters
  - First Aid Station
  - Water supply
  - Equipment depot
  - Garbage cans
  - Unique areas (beach, groves of trees, meadows, streams, etc.)
  - Hazardous areas to avoid

### **PROCEDURES – Do you know what to do for:**

- Fire or emergency evacuation
- Handling emergency situations
- Checking out equipment
- Ordering program supplies
- First aid
- Program planning
- Staff meetings
- Keeping attendance
- All camp activities
- Flag ceremonies
- Ordering food
- Checking in and out campers
- Closing out the day
- Evaluation

### **THAT FIRST DAY...**

- Plan to arrive early, get everything set up
- Get acquainted game
- Name tags
- Take attendance
- Activities to do
  - Songs
  - Active/quiet games
  - Crafts
  - Nature
  - Etc.
- Procedures – roles to discuss "Dos" and "Don'ts"
- Explore the site
- Plan for the week
- Form unit government
- Fire drill



## **A Unit Site Should Have A Place...**

...FOR INFORMATION – Bulletin board with kaper chart, groups, patrols, quotes, procedures, program starters.

...FOR SLEEPING – (if having an overnight) Health standards say there must be six feet between heads. Make sure campers and staff have the emergency jacket/flashlight/jeans where they can get them quickly – even at night.

...FOR FOOD PREPARATION – Clean table work space.

...FOR FIRE – Keep the fire pit clean and maintain an appropriate fire circle.

...FOR WOODPILE – Stacked according to size outside of the fire circle and away from the trees. Keep on hand to avoid collecting before every cookout. Keep it covered.

...FOR DISHWASHING – Try to arrange it so that dishwashing pans can be off the ground. Places are needed to set dishes down and to hang dunk bags after sterilizing. **PLEASE DO DISHES PROPERLY.**

...FOR STORAGE – Keep your unit equipment together, clean and dry, or keep jackets, lunches, handbooks, etc. all together to prevent losses.

...FOR TRASH AND GARBAGE – Make sure everyone knows where the trash can is and uses it. "Paper weeds" do not add anything to the unit! Remember to encourage recycling as much as possible.

...FOR HANDWASHING – Hang a large plastic bottle (bleach) and punch a hole near the bottom. Insert small cork or twig to plug hole. Encourage girls to be thrifty with water – DON'T WASTE IT! Place or hang paper towels nearby and keep them covered from rain.

...FOR A UNIT LOST AND FOUND

...FOR MEETING – A gathering place either for going to meals, etc. and also for the emergency meeting place.

...FOR BEING ALONE – Somewhere a camper may go, close by, and not have to be a part of the group; where they can talk to a counselor or buddy in private, or just be alone.

## PROGRAM POSSIBILITIES FOR CAMP

For a successful camp program, we suggest a continued project along with many short term projects, a variety of activities, a good balance between strenuous and quiet activities, and the leadership of activities shared equally by all unit staff.

### Possibilities for continued project:

Nature collections (even if you don't know all the names); outdoor safety; story telling; legends, folk tales, original stories; wild plants; rocks and minerals; camp craft; local history; survival skills; conservation; music and dancing; games; agriculture; badge work.

### Example of a continued project:

An outdoor good turn for your country. Do something about saving our natural resources; protecting what we have, and replenishing what we have used. Conservation is the Girl Scout's way of doing an outdoor good turn.

### Keep the following guides in mind in planning your good turn:

1. Have an interest in total conservation.
2. Understand the interdependence of nature.
3. A knowledge of nature brings about an interest.
4. Carry out a conservation project built around an interest of your girls and need of the camp.
5. Seek the help you need starting with the camp director.

### Suggested Activities:

1. Exploration, collection hikes for things which can be removed without damaging the site.
2. Posters on conservation.
3. Build comfortable homes for creatures confined for observation.
4. Release creature at spot they were picked up after everyone has seen them.
5. Use your camera to record.
6. Mark off plants to be protected.
7. Learn to identify things seen.
8. Plant seedlings and flowers.
9. Find examples of erosion. Correct.
10. Plan conservation at home.
11. Learn fire safety precaution.
12. Dispose of garbage properly.
13. Find evidences of destruction of natural resources. Plan how to avoid.
14. Learn about wildlife: habits, food, home, protection.
15. Study the balance of nature.
16. Find out about a watershed.
17. Build a bridge across a gully.
18. How is soil enriched?
19. Write poems, stories, plays about nature and conservation.
20. Make up music and songs from nature sounds.
21. Make prints and designs from nature.
22. Have a bird walk.
23. Make bird houses and feeding stations.
24. What does man make and use from nature.
25. Learn where and what to cut.

26. Find a tree stump and study the rings.
27. Study an ant colony.
28. Make an aquarium and study.
29. Make signs identifying trees on the site.
30. Make up games on nature conservation.
31. Learn local and state laws protecting our natural resources.
32. Learn about weather and climate.
33. Have a puppet show on conservation.

Camp Craft Possibilities:

1. Learn the basic camping skills.
2. Build an outdoor kitchen.
3. Learn to lash and build tables, soap dishes, shelves, etc.
4. Tin can craft: cups, pots, towel racks, etc.
5. Learn to pitch and strike tents (especially Junior, Cadette, and Senior Girl Scouts)
6. Practice safety precautions and first aid.
7. Learn fire precautions and safety measures, have a fire drill.
8. Practice good garbage disposal.
9. Knot tying.
10. Make trench candles and emergency cooking devices.
11. Make your own charcoal stove.
12. Learn to build a fire with dry wood; wet wood.
13. Build a fire and prepare a meal on it.
14. Plan and prepare a meal for a large group using a campfire.
15. Learn the care and use of tools at camp.
16. Lash a tool rack.
17. Practice sanitary dishwashing and meal preparation at camp.
18. Plan well balanced meals for nosebag lunches and cookouts.
19. Practice good manners in being friends, making introductions, eating.
20. Do an outdoor good turn for your country.

## **ARE YOU PLANNING AN OVERNIGHT?**

Decide where you will stay: On the day camp site? Elsewhere? When?

Will you need extra adult help? Recruit parents.

Plan your program. Will you have a Girl Scout's Own, campfire, hike? There should be extra rest time scheduled for the following day.

**PLAN YOUR FOOD.** Will each girl divide cost of extra meals, or can they bring portions of each meal? You will have 3 meals to consider (lunch from home, dinner, breakfast, lunch).

Have a cookout before the overnight so the girls can practice their skills.

Plan for a first aider, emergency telephone, closest doctor, car on site at night. Do the police or sheriffs department know that you'll be there?

Work in patrols as much as possible. Cook by patrols too.

Have girls develop lists of equipment they think they will need, then use the one below to be sure they are complete enough.

Practice using a Kaper Chart so all jobs are divided and all girls have an opportunity to do all jobs.

Practice basic camping skills, plus making a bed roll and pitching a tent.

Plan for food storage – will you need an ice chest to keep milk, meat, and butter cool?

Plan for time for taps and all-quiet. It is very important that campers get sufficient rest.

Girls must have a signed parent/guardian permission for the overnight.

### **SUGGESTED PERSONAL EQUIPMENT LIST:**

- |  |   |
|--|---|
| - Nosebag lunch (first day)  | - Comb  |
| - Bedroll or sleeping bag  | - Complete change of clothing                             |
| - Extra blanket  | (underwear, socks, long pants, shorts, shirt)             |
| - Ground cloth (plastic sheet, poncho, etc. to go under & over bed roll) | - Extra pair of shoes                                     |
| - Jackknife  | - Warm jacket   |
| - Flashlight with fresh batteries  | - Pajamas   |
| - Towel, washcloth, soap   | - Dunk bag with knife, fork, spoons, cup, plate, and bowl |
| - Toothbrush, paste  | - Bandana   |

### **UNIT OR PATROL EQUIPMENT:**

Kaper Chart, first aid kit, matches, pots or kettles as required for menu, handwashing set up, work gloves, shovel, yard rake, buckets for dishwashing, tent (optional), can opener, long forks, spoons, mixing bowls, scraper, sewing kit.

## COLLECTION OF NATURE PROJECTS

Unit Back Yard – With a stick fence, mark off one square yard at the edge of the unit. Try to find out about everything in it – plants, insects, birds, animals. What lives in that hole? What are those leaves? What is inside that rolled up leaf? What is growing and changing from day to day? Spread crumbs and see what happens to them.

Strawberry-Box Wild Garden – Seeds and tiny plants are everywhere. Line a strawberry box with wax paper or foil and pierce it in several places. Then fill box with woods earth. Water gently each day and see what comes up. Try to identify plants.

Insect Observation – Pierce many small holes in the tops of a few glass jars to hold insects temporarily. Give the inmates some of the materials you found them on – leaves, earth, bark, etc. Try putting two or more kinds of insects together. Study them to find out their habits. What do they eat? Where do they live? How many legs do they have? How do they use their legs? Do they spin webs? Do they fly? If you find eggs, watch for them to hatch.

Build a Weather Station and practice predicting the weather. Learn about cloud formations and what they might indicate.

Begin an Outdoor Museum with different kinds of collections. Include a bird cafeteria, a medicine chest (herbs), and a zoo.

Treasure Hunt – Make a list of things to see. Send two patrols off in opposite directions to see which can find them all first. Examples: plant growing in water, bird, hollow tree, tulip tree, bird's nest, flower, white stone, tall pine tree, beetle, spider web, etc. Make increasingly more difficult lists. As the girls gain knowledge have them make the lists.

Plant Race (Flower or Tree) – Two patrols hike in different directions to return at a given time. Each keeps a list of the plants seen. Longest list wins. Each member of the patrol must see each plant. The girls should describe a plant or bring back a leaf if they do not know its name.

Sleep Out and Star Gaze – See a few constellations that are in the sky year-round. Do you know that stars are of different colors? Have you ever seen the Milky Way?

Track Traps – Spread soft sand, raked clean, in a circle about a yard across. Place food scraps in the center after lunch. In the morning see what came to get them. Plaster cast of tracks may be made. A natural or artificial beach near the water, raked soft, is also a good place for a track trap. Sand may be spread near a hole in the ground to see what comes out at night.

## GAMES WITH NATURE

### FOOD WEB GAME

The food web game should be played with at least eight girls sitting in a circle. Each girl holds a piece of paper, 8½ x 11. One girl has a marker. The object of the game is for each girl to "become" a living component of a food web. The outdoor setting should inspire girls to think of different organisms. A marsh, for example, will yield a different food web than a forest or a mountain clearing. Each player writes the name of her organism on the paper. One of the players holds a ball of string. She holds onto the end of the string and tosses the ball to one of the other members who interacts with her. This continues until a web-like pattern is produced, connecting and interconnecting all of the plants and animals.

When the game reaches the point where a food web is created, ask the following questions: What would happen if a fire raged through this community of plants and animals? a pesticide were sprayed? or a disaster, such as a flood, affected a segment of the food web? Trace the path of the string to find out which community members would be affected.

### A SCAVENGER HUNT – WITHOUT COLLECTING

In this scavenger hunt, all the chosen objects should be natural. Nothing is actually collected. Awareness and observation skills will be practiced as girls look for and list things they found in the environment. This list should include items that make the hunt a thought-provoking as well as a fun project. Each player has a pencil and a copy of the list of objects to hunt for. The objects listed should be in the immediate area. Players work in pairs and should be prepared to return with observations, sketches, and notes about the items on the list.

Here's a suggested list:

- |   |   |
|---|---|
| 1. The softest thing you can find             | 11. A sign of erosion                                   |
| 2. A sun trap                                 | 12. The smallest thing you can see                      |
| 3. The oldest thing you can find              | 13. Something that has an odor                          |
| 4. Something that lives in water              | 14. An animal home                                      |
| 5. Something yellow                           | 15. Something natural that serves no purpose in nature. |
| 6. Something with six legs                    | 16. Something that always changes                       |
| 7. A tree shorter than everybody in the group | 17. Something that chirps                               |
| 8. Something a bird would eat                 | 18. An animal track                                     |
| 9. A partnership between algae and fungus     | 19. The youngest thing you can find                     |
| 10. Evidence of a woodpecker                  | 20. An animal without a backbone                        |

From: Outdoor Education in Girl Scouting, GSUSA, 1984.



## HAND ARTS – GEARED TO THE OUTDOORS

### COLLECTING SPIDER WEBS

You will need:

Dark colored construction paper  
Spray can of white paint  
Scissors  
Turpentine  
Old newspapers  
Rags or paper toweling for clean-up

How to:

Find a suitable web (no spiders please!)  
Spread newspaper behind the web to catch waste spray paint.  
Do not touch the web.  
Spray the web lightly on both sides.  
When all threads are coated, place the construction paper behind the web, bring it carefully against the whole web.  
Cut the guy lines at the edge of the paper – allow to dry.  
Use turpentine and rags to clean up the extra paint.

### NATURE PRINTS

Ink Prints:

You will need

Ink pad(s)  
Paper  
Newspaper or scrap paper – about the size of the ink pad(s)  
Small leaves and grasses

How to:

Place leaf on ink pad – veined side down.  
Place a piece of scrap paper over the leaf.  
Rub firmly with finger tips.  
Remove leaf from pad and place it inked side down on paper.  
Cover with another piece of paper and press gently but firmly.  
Be careful not to move the leaf.  
Let it dry.

Crayon Prints:

You will need:

Crayons  
Smooth paper  
Scissors  
Paste

How to:

Place paper over the leaf – veined side up.  
Rub crayon gently, but firmly over the leaf, stroking in one direction.  
Area around print may be decorated with other crayon colors or cut the print out and paste on the surface to be decorated.

Spatter or Spray Prints: You will need:

Poster paints or water colors  
Old tooth brushes  
Window screening or small household sieve  
Containers to mix paint



Paper – pins – old newspapers

How to: Press the leaves or grasses until they are smooth.  
Place paper on smooth surface.  
Cover area with newsprint.  
Arrange materials on the paper.  
Dip your brush in paint and shake off the excess paint.  
Hold screen over materials – about 2" away  
Move brush gently over screen until desired shading effect is obtained.  
Remember, this may take a little practice.

### **PLASTER CASTING OF A LEAF**

You will need: Plaster of Paris                      Water colors  
Shallow dish or cover                      Leaves or grasses or flowers  
Stirring stick                      Vaseline  
Paper clips

How to: Mix 1 cup Plaster of Paris with water to the consistency of heavy cream.  
Pour into dish.  
Press paper clip into edge of plaster – leave one end extending from the dish. This will be for handling the print and should be the top.  
Grease the materials to be used – use the veined side.  
Place greased side on the surface of the plaster – press lightly and evenly.  
Let dry – approximately 1½ hours – remove materials and allow the plaster to harden – approximately 24 hours.  
When completely dry – paint them with water colors.

### **GROWING A CRYSTAL GARDEN** – It's fun to watch it grow!

You will need: Nut-sized pieces of soft coal or broken brick  
4 Tbsp. salt – not iodized  
4 Tbsp. liquid bluing  
4 Tbsp. water  
1 Tbsp. household ammonia  
Medicine dropper  
Food coloring – or fabric dye  
6" dish

How to: Place coal or brick in center of dish -- not touching one another.  
Mix in this order: Salt - Bluing - Water - stirring as you go. Be sure salt is dissolved before you add ammonia.  
Pour over materials – add drops of color with the eye dropper.  
Note: Crumbles easily!

## DYEING

Put sufficient water in an enameled pot to cover cloth to be dyed. Add concentrated dye to water and bring to a boil. Place dry cloth in dye bath to desired shade (will lighten somewhat when dry), remove, wring out, and dry. To make dye fast, treat cotton, linen, or rayon cloth before dyeing with one-quarter cup washing soda to gallon of water. Boil cloth at least one hour, rinse well and dry before dyeing.

### Tie Dyeing

Tie dyeing is a technique of dyeing designs in cloth by tying off or knotting sections of the cloth before dipping the fabric into the dye. With practice, experimentation, and experience, unusual designs can be created turning ordinary white sheets and old dress shirts into attractive garments of fabric.

### Natural Dyes

Use to dye cotton, woolen, rayon, or linen materials. Not as reliable color or colorfast as commercial dyes, but much more fun!

#### **Materials**

onion skins  
raspberries  
beets  
strawberries  
mountain ash berries  
goldenrod (plant & flowers)  
pear leaves  
sumac leaves  
elderberry leaves  
rhubarb leaves  
blackberries  
dandelion roots  
walnut hulls  
sumac bark  
bayberries

#### **Color of Dye**

red or yellow  
dark red  
red violet  
red  
orange  
yellow  
dull yellow  
yellow brown  
green  
light green  
blue  
magenta  
rich dark brown  
brown  
yellow

Gather barks in spring and early summer, leaves at full growth, flowers at peak bloom, berries and seeds when ripe. Experiment in making dyes by soaking materials in water overnight, and then boiling for an hour or more for desired intensity. Strain well to remove all plant materials.

## HIKES AT CAMP

MONOGRAM HIKE:	Find three or more objects beginning with your initials.
PENNY HIKE:	Decide direction such as - Heads - go east, Tails - go west - flip penny to determine direction.
INCHER HIKE:	Collect as many objects as possible that are one inch high, wide, long, etc. Measure treasures on return and see who brought in the largest number of one inch things usually overlooked.
EVENING HIKE:	Find North by stars. Learn to recognize some constellations. Tell stories about them. Try flashlight signaling.
COOK-OUT HIKE:	Go hobo style with all equipment packed in large bandannas hanging from sticks.
PIONEER:	Go cross-country with map and compass.
TREES:	See how many different kinds of trees you can find, get descriptions of bark, seeds, leaves, shapes, height, etc.
INDIANS:	Practice walking like Indians as quietly as possible in single file.
COLORS:	Choose one or two colors, and list all things seen in these colors along the way.
SOUNDS:	Hear and identify all sounds possible along the way.
WATER:	Follow a stream or brook. Look for all sorts of water life such as a "skater", tadpoles, fish, etc.
INTERNATIONAL:	Identify trees, plants, and shrubs, and discover the country of their origin.
TREASURE HIKE:	A trail laid with a treasure at the end.
A.B.C. HIKE:	The unit is divided into groups which attempt to find natural objects beginning with each letter of the alphabet. The group finding the most wins.
CURIOSITY HIKE:	Find some odd or curious object such as bark, stone, stick, etc. By using imagination, tell what animal, etc. the object represents.
RAINBOW HIKE:	Find and list as many colors in nature as possible. Good especially after a rain. May be used as a contest.
SEALED ORDERS:	Group lays trail using notes that give directions of how to go and what to do on the way.

## YOUR "BOOTS" FOR A RAINY DAY

Rain can disrupt activities and dampen spirits as well as campers or it can provide an opportunity rather than an inconvenience. It all depends on how well prepared the staff is. The counselor who plans in advance can create an atmosphere of expectation and adventure for rainy days during the camp session.

A creative counselor can plan with her campers to make a rainy day one to look forward to rather than despise. Let each camper give suggestions by writing on a piece of paper the things she would like to do on a rainy day.

### OUT-OF-DOORS

1. Rain Hike – A special walk through the rain to look at a frog or turtle or spider web is fun. If the weather is warm campers dressed in swimming suits might hike to some favorite spot. Or, in cooler weather, hike in rain coats.
2. Scavenger Hunt – The list of things to be found can include things hard to find on a wet day or things easy to find on a wet day.

Examples: dry leaf, butterfly, snail, fishing worm, mushroom, prettiest stone, piece of drift wood, molted snake's skin, four leaf clover, large shell (mussel), etc.

First team back wins and the losing team(s) must put on stunts.

3. Building fires – Making a fire is a simple thing. In the rain it is a real problem. This may be used as a relay to see which group can gather their wood and get the fire going the quickest. Try to arrange to use the fires after they have built them. (Toast marshmallows if nothing else.)
4. Work projects – Work gangs particularly for older groups can be good rainy day projects. Cleaning up paths, putting in stepping stones or small bridges, and making gullies to prevent future erosion are all useful and worthwhile activities.
5. Rainfall Guess – In the same size bucket have each cabin catch rain from breakfast to dinner time. Let every camper make a guess as to the amount of rainfall, then check with the weather bureau for the correct answer.
6. Rowboat Emptying – Each patrol is assigned a rowboat and given the same size empty bucket. On a signal, campers empty water out of their boat, counting the number of full buckets. Two points are given for the speediest emptying, two points for the most buckets, and two points for coming within half a bucket of guessing the number of full buckets.
7. Fishing – Rainy days not only bring worms for bait to the ground but the novelty of fishing in the rain in ponchos or raincoats makes for a never-to-be-forgotten experience. You may even catch your supper!

## IN-DOORS

1. All kinds of story-telling. Illustrate the characters.
2. Paper Bag Puppets – Cut two holes in the sides of a paper bag for your little finger and thumb to protrude. These form the puppet's arms. Tie a string around the top of the bag, loosely, to form the head. Stuff lightly with paper. Draw the face on the bag and you can create any character you want. Present a puppet show and invite guests.
3. Dramatize Ballads and Stories – These may be spoken or sung while the group acts them out. The Girl Scout song books have many songs suitable for dramatization.  
"Dramatized Ballads" by Tobbit and White gives details for dramatizing twenty ballads. "Stories to Dramatize" by Ward is a collection of stories classified according to age groups.
4. Nosebag Dramatics – Collect items and put them into paper bags. Each group acts out a story with the items in their bag.
5. Camp Orchestra – Make an orchestra from materials found around camp – a broom sweeping the hearthstone, two stones for cymbals, a tin can for a drum, two wooden blocks, and combs covered with tissue paper, etc. Instruments could be cut from cardboard to illustrate the Orchestra Song or Shusti-Fidli.
6. Junior Olympic Program – This can be an indoor track meet or a "Salmagundi Party". Divide into teams and select a name or call. Accumulate equipment and directions for physical feats that can be done indoors.
7. Singing Games and Folk Dances – Check "Skip to My Lou", "Whirling Maiden", "On Your Toes", and "Promenade All".
8. All Arts and Crafts! – How about smoke leaf prints, shadow-graphs, or waterproofing matches?
9. Holiday Celebrations – A special holiday might be celebrated as a rainy day activity with all the holiday preparations leading up to a campfire program.
10. Individual or Small Group Activities – Such as: letter writing, finishing working on special projects, painting and drawing, reading, lashing, knots, discussions, instruction in life saving or first aid, checkers, cards, mental games, paper games.

## TEACHING AND PLAYING GAMES

Games are an integral part of the Girl Scout program. This program encourages participation in games for sound physical and mental development, for maintenance of a healthy existence, and for recreational enjoyment. Games provide fun, learning, creativity, and adventure. They relieve tensions and encourage relaxation. They enable girls to experience the joy of working in a group. They help girls learn not only to understand themselves better, but also to understand others. They provide an opportunity for girls to appreciate fair play and sportsmanship.

Since girls enjoy participating in games, it is important that you, as a leader, be prepared to play games that are familiar to the girls as well as to teach new ones. The following suggestions can help you develop your game leadership skills.

### **General Suggestions for Presenting Games to a Group**

#### **Selecting Games**

Be sure the games are appropriate for the age, experience and physical condition of the girls.

Begin with familiar games that are quickly learned. Then move on to more complex games.

Avoid games that offend other people's beliefs or customs.

Provide opportunities for girls to participate in a variety of games, e.g., get-acquainted games, nature games, action games, international games, relays, singing games and wide games.

Use Brownie and Junior Handbooks and Brownie and Junior Leaders' Guide for additional ideas on creating, teaching, and organizing games. Also, school or local libraries and bookstores usually have good and inexpensive collections of game books.

#### **Getting Ready**

Be interested and enthusiastic about the game yourself.

Know the game well before attempting to teach it. Identify the safety hazards, anticipate the difficulties, and adapt the game to the group and situation.

Establish lines and boundaries and have available any necessary equipment.

Devise a method(s) for organizing teams or formations quickly.

### **Get Set, Go!**

When starting the game, gather the group in a close formation so they can see and hear you well.

Give name of game and some interesting facts about it to help motivate interest.

Explain the game briefly, giving the basic rules. If needed, demonstrate the game with a small group of girls.

After explanations, allow the group to get into desired formation or team positions to start the activity.

Ask for questions before you start to play.

Decide on a starting signal such as "Ready, set, (pause), go!", or "On your mark, get set, go!"

If you choose to change rules during the game, only try one change at a time. Allow the group to help suggest rules as well. You might say to the group, "Let's try playing the game this way."

Stop the game when the enthusiasm is still high. Don't let it die.

Arrange for total participation. Devise a plan for rotation.

### **A Few Pointers for Game Leaders**

- Establish a happy atmosphere.
- Check mistakes as you go along.
- Encourage girls to participate and do their best.
- Be patient.
- Be fair in your judgments.
- Show respect for each girl.
- Encourage fair play and safety at all times.
- Be flexible and prepared to vary or change the game.
- Emphasize cooperation and playing for fun rather than winning.

Now, using the suggestions given, try your game leadership skills by presenting the following game to your troop/group. Also, provide opportunities for girls to develop their game leadership skills as well.



## **Wide Game**

A wide game is a special kind of Girl Scout game played by Girl Scouts and Girl Guides all over the world. It is called a wide game, because it covers a bigger area and lasts longer than other games.

### **Suggested Activities for Wide Games:**

1. Sketch and name four different flowers.
2. Build a teepee out of twigs.
3. Find a bug or insect – dead or alive.
4. Name and describe a poison plant, and act out what happens if you get it.
5. Bring back four different kinds of firewood.
6. Bring back four different kinds of leaves and name them.
7. Bandage an ankle or wrist of a victim – leave bandage on.
8. Bring back four nature things that are found only in this season of the year.
9. Identify three odors.
10. Build a log cabin fire around the teepee.
11. Tell the age of a log which you bring back and count in front of the leader.
12. Bring back one twig or leaf from a plant which provides us with food.
13. Sing a song about a sport or outdoor activity – one verse.  
EXAMPLE: Sailing, Sailing
14. Lay a trail, and explain it.
15. Name four insect pests that are annoying you or your family – bring one back.
16. Tie a square knot and clove hitch or any other standard knot.
17. Describe some of the signs which indicate that a storm is approaching.
18. Find three ghosts or skeletons of last year's growth of plants or trees.
19. Name four birds and their colors.

## SONG LEADERSHIP

TEACHING A SONG: Know the song you are teaching!

- Get their attention – start with a quiet group.
- Get the group's attention and introduce the song briefly. Tell some interesting bit about it or ask the group to listen for something special:
  - "who are the people in the story?"
  - "what kind of place does the song describe?"
  - "guess what country the song comes from?"
- While the girls listen, sing the song through as well as you can.
- If you have questions, give the group time to answer.
- Next, sing one song line at a time, asking the group to listen first and then echo.
- Repeat any lines the girls might have trouble with.
- Sing the whole song through. If the song is long teach only one or two verses the first time – pick up the remaining verses on another day.
- If the song has motions, teach the song first and then add the motions.
- **Do not let the song drag!!** Keep it snappy, light, and happy.
- For a large group, move around so that everyone can see; direct each entry of a round.
- Establish a happy, congenial atmosphere.
- Be enthusiastic and forget yourself. All your attention should be focused on the song and the group's reaction to it.
- Be patient under trying circumstances.
- Avoid rigidity of program. Be prepared to change plans.

## SINGING

Campers all over the world love to sing. We live in a small world in camp, and to make it a successful, happy, experience we should seek out ways in which we are fundamentally alike. Singing together creates a one-ness, a unity of spirit and purpose, a feeling of fellowship and relaxation, for rhythm is inherent in the human mind.

There is no use for us to sing, however, if nothing happens when we do. So many people have trouble in being articulate, yet feelings of friendship, quietude and other emotions can often be expressed through singing more effectively than in words or in silence.

We may create any kind of atmosphere we wish, by the type of music we sing. Music should be tuneful, melodic, should say something! When we sing "Oh What a Beautiful Morning, Oh, What a Beautiful Day" we say something.

A song leader's job then is to see that our camp songs say something! If they do, then singing is a serious business, an important business, as well as a pleasant business, and worth a recognized place on the camping program.

### SOME SUGGESTED SONGS

OUR CODE LETTERS:

DB - Ditty Bag OS - Our Songs  
ST - Sing Together SHSL - Sing High Sing Low

#### OPENING SONGS

God Has Created a New Day - DB 174  
Greeting Song - DB 77  
Scout Chant - ST 47  
Make New Friends - DB 33  
Sing Together - ST 115

#### HIKING SONGS

Foot Traveler - ST 76  
Gypsy Song - DB 122  
Hiking Song - OS 34  
Song of the Open Air - DB 84

#### FOLK SONGS

All Night, All Day - SHSL 4  
Apple Cheeked Rider, The - DB 118  
Erie Canal - DB 72  
Railroad Corral, The - DB 62  
Swiftly Flowing Labe - DB 61  
Tancuj - ST 89  
Vreneli (Prennely) - DB 23, SHSL 15  
Walking at Night - DB 21

#### ROUNDS

Clocks, The - DB 32  
Come, Follow - ST 39  
French Cathedrals - ST 113  
Johnny! Johnny! - ST 112  
Sing Together - ST 115

#### CAMPFIRE SONGS

Ashgrove - ST 69  
Gypsy Song - DB 122  
Louisiana Lullaby - ST 111  
Rise Up O Flame - ST 59  
Tancuj - ST 89  
Where'er You Walk - ST 68

#### SCOUTS' OWN AND SCOUT SONGS

Girl Scouts Together - ST 52  
Girl Scouts Are We - ST 48  
Hail to the Scouts - ST 54  
Our Chalet Song - ST 56  
Peace - DB 91  
Scout Chant - ST 47

#### GRACES

Alleluia - ST 60  
God Has Created a New Day - DB 174  
Hark to the Chimes - DB 172, ST 45  
The Wayfarer's Grace - DB 173

#### CLOSING SONGS

Fare Thee Well - ST 97  
Girl Scout's Goodbye Round - ST 46  
Goodnight - DB 86  
Sing Your Way Home  
Taps - ST 45