



Girl Scouts®

Minnesota and Wisconsin
River Valleys

Troop Field Trip Packet 2009 -2010

Purpose: This Field Trip Packet will give you tools that will assist you as you guide girls on how to plan and carry out an offsite activity (beyond the regular troop meeting), including Girl Scout program and principles of safety, inclusivity, progression of skills, girl leadership, and girl planning.

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Field Trips: Planning Trips with Girl Scouts

A Girl Scout trip is an opportunity for girls to have fun, to experience adventure, and to enrich the ongoing Girl Scout program. Sometimes a trip is the culmination of a progression of activities that the girls are already engaged in. *Safety-Wise 2000, page 44*

Traveling with your troop is a progressive experience. It may begin with a field trip across town, progress to an overnight event, and then lead to an extended trip of several nights in another state or country. Girl planning is an essential part of any travel experience. Girls of all ages have ideas of places they want to go and through the progression of experience and skills, they can research, plan, budget, earn money, and put together an itinerary for the trip. We refer you to the guidelines established in *Safety Wise* along with the information and pertinent forms in our *River Valleys Council Reference Guide*. In addition, to support your travel experience, you may request a travel mentor to guide your troop through the planning process.

Travel Mentor

A travel mentor provides support to troops with planning and implementing travel plans and ensures that troops utilize girl planning. As stated in the position description, the purpose of the position is “to guide troops throughout the trip planning process, ensuring that travel plans meet the needs of the girls/volunteers.”

Troops can request a travel mentor. They are then matched up with a volunteer who has experience traveling in that area, region, country, etc. The mentor relationship is unique in each situation; the mentor works with the troop as needed throughout the process of planning.

If someone is interested in sharing her/his knowledge/skills through the travel mentor position, please refer them to the travel mentor position description on our website. She/he may e-mail lisa.lee@girlscoutsrv.org for more information.

Trip Approvals

There is a wide variety of different trips available to Girl Scouts. Types of trips include meeting time, day, simple overnight, extended overnight, *destinations*, and international. Certain types of trips require additional service unit or council approval, but all trips do require a parent/guardian permission slip.

Requires no approval:

- Trips during the usual troop meeting time
- Day trips less than 100 miles

Requires service unit level approval:

- Day trips over 100 miles
- Day trips over 10 hours
- Simple overnight trips

Requires council level approval:

- Extended overnight trips (three nights or more)
- International trips
- Regional group trips (two or more service units)
- destinations
- Any and all trips involving special equipment and/or “activities not listed in the activity checkpoints” and/or “activities with high risk”



All trip planning forms may be found on River Valleys' website at www.girlscoutsrv.org

The Planning Process

Learning how to plan a trip is a progressive experience for a Girl Scout, one that starts with a simple outing. Girl Scout Daisys, for example, might begin with a discovery walk. Even older girls should start with simple trips if they have never traveled.

When the girls understand the planning process, they can progress to longer trips. Whether the trip is a day hike or a cross-country trek, the basic steps are essentially the same. The details grow as the trip becomes more complex or when the composition of the group changes, but the process is the same.

Each group that plans a trip starts with the same questions:

- Where are we going?
- Why are we going?
- When are we going?
- How will we get there?
- How much will it cost?
- How will we earn the money necessary?
- How should we get ready?
- Will everyone be able to go?
- Where is emergency help available?
- What safety factors must we consider?
- What will we do along the way?
- What will we do when we get there?
- What will we do when we return home?

The girls should answer all of these questions when planning their trip. Through the planning process, girls will learn how to develop overall plans, make arrangements, budget and handle money, and accept responsibility for personal conduct and safety. Afterward, they should evaluate the experience and share it with others.

- See *Safety-Wise*, chapter 5, for more information on trip planning with girls.
- See *Safety-Wise*, page 138, for a sample Parent/Guardian Permission Form.



Check-In Activity: Girl Planning

Complete the following activity to check your understanding of girl planning.

Note: Answers are included at the end of this packet.

- | | True | False |
|--|--------------------------|--------------------------|
| 1. Girls of any age can learn to make decisions. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Adults need to step in and redirect girl decisions if there is a possibility that the girls may not accomplish their goal or plan. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Girls cannot deal with disappointment. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Girl planning takes longer if all girls are invited into the decision making process. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Leadership skills are learned only when the girl-led activity goes exactly as planned. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Girls cannot accept decisions made by a group unless it includes activities they personally want to do. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The goal of every adult in Girl Scouting should be to become less of a <u>leader</u> and more of an <u>advisor</u> who supports and safeguards the activities planned by girls. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. “Brainstorming” is a process where ideas are shared with all options are considered and respected, even though some may be less practical or realistic than others. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Adult Girl Scout leaders/advisors should not interfere when girls plan activities that are outside of the guidelines outlined in <i>Safety-Wise</i> . | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Girls are unable to problem solve and determine how their actions can implement change in their communities. | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. If girls are allowed to plan all of their activities within Girl Scouting, they will only do things that are recreational. | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Girl planning challenges girls to look to themselves and to each other to make decisions so that they can grow to become active participants within their communities. | <input type="checkbox"/> | <input type="checkbox"/> |



Check-In Activity: Girl Progression and Readiness

Complete the following activity to check your understanding of girl progression. Number these in the order to reflect the age & skill level of girls. #1 would be the first type of trip girls would begin with. **Note:** Answers are included at the end of this packet.

- _____ **Weekend at Wisconsin Dells**
- _____ **Tour Post Office / 2 blocks away**
- _____ **10-Day trip to Europe**
- _____ **Tour the Children's Museum / 4 hrs.**
- _____ **Overnight at a hotel and swimming**
- _____ **Week long trip to Chicago**
- _____ **Trip to nearby Zoo / 2 hours long**

Personal Skills That Indicate a Girl's Readiness to Go Outside of the Meeting:

Girls become ready to venture beyond the troop meeting at different times and at different stages. You can use the following checklist to see if a girl is ready to venture outside of the troop meeting. If a girl cannot do the following things, you will need to think about how you will teach her these skills before going on a field trip.

- ___ She can check off items on an equipment list.
- ___ She is willing to compromise and doesn't always need her own way.
- ___ She has learned appropriate clothes to wear for the weather.
- ___ She can follow bedtime routines in a group setting.
- ___ She can roll or stuff her own sleeping bag, if sleeping overnight.
- ___ She is able to read the kaper chart and do her personal share of the jobs.
- ___ She knows safety rules about staying with the group.
- ___ She has used the buddy system routinely at troop meetings.
- ___ If she has special dietary or health needs, she can prepare for or speak up about her own needs.
- ___ She can take care of her personal needs on her own: brush hair and teeth, etc.
- ___ She can pack her things and open and shut her duffel bag.

Field Trips: Sample Budget Form

You may use this example of a field trip budget form to help you plan your trip with the girls.

Activity Planned	Cost / person	# of Girls	# of Adults	Activity Cost
Total cost of Activities				\$ -
Transportation Costs	Cost / person	# of Girls	# of Adults	Transp. Cost
Total cost of Transportation				\$ -
Food : Meals & Snacks	Cost / person	# of Girls	# of Adults	Food Cost
Total cost of Food				\$ -
Miscellaneous Expenses				Misc. Expense Cost
Total Miscellaneous Expense				\$ -
Total Cost of Trip				\$ -
Troop Contribution				
Unfunded balance needed				\$ -
Cost required per girl/family contribution				



Check-In Activity: *Safety-Wise* Scavenger Hunt

Complete the following activity to check your awareness of GSUSA’s safety policy, as outlined in *Safety-Wise*. Use your *Safety-Wise* book (2000) and *Safety-Wise* Update compilation document (2009) to find the answers to the following questions. The update compilation may be found on River Valleys’ website, under Forms and Documents.

Note: Answers are included at the end of this packet.

1. List three opportunities that Girl Scout activities should include. (Girl Scout Program Standard 2)

1. _____

2. _____

3. _____

2. Which program standard discusses pluralism and diversity of groups?

3. “As girls increase their confidence and skills, they can carry out activities that require more planning, take place further away from home, and utilize special skills and endurance.” This defines which key concept of Girl Scouts?

4. What are the six steps that leaders follow in planning?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

5. Where can you find information on what money earning activities are generally **not** appropriate for Girl Scouts?

6. On what page are the Safe Passenger Pledge and Safe Driver Pledge cards? Page _____
7. How many adults must accompany a troop with 16 Girl Scout Brownies on a trip to the zoo? _____
8. Where do you find the checkpoints to review for a troop outing to a skating rink?
9. Define the “buddy system.”
10. List three things that are part of the girls’ responsibility for safety.
 1. _____
 2. _____
 3. _____
11. What page has a sample permission slip form? Page _____
12. List three activities that are **not** permitted as Girl Scout program activities.
 1. _____
 2. _____
 3. _____
13. Complete the sentence: “A general first-aid kit should be available at the meeting place and...
_____.
14. The Universal Checkpoints apply to what activities?
15. What is the definition of an “extended trip?”

Field Trips: *Safety-Wise* Trip Planning Checklist

- Review trip planning tips throughout *Safety-Wise*.
- Review River Valleys' policies and procedures for trips.
- File trip plans according to River Valleys' procedures.
- Check with River Valleys' registrars for insurance limits needed by drivers.
- Obtain insurance information from drivers.
- If renting vehicles, check on River Valleys' website and in the *Council Reference Guide* for procedures.
- Talk with all drivers about safe driving tips. In addition, discuss your expectations and the girls' expectations for the trip.
- Establish realistic schedules for the trips and safe places to stop for breaks along the way.
- Plan rest stops at least every two hours.
- Review River Valleys' emergency procedures.
- Give important passenger information to each driver.
- Recruit an adequate number of adults to supervise girls and to relieve drivers on long trips.
- Discuss the trip thoroughly with the girls and agree on the ground rules.
- Establish that girls must not ride in the back of pickups or other trucks.
- Plan the route to the destination, obtain maps, and have toll money readily available, if needed.
- Prearrange meeting places for vehicles on the trip. There should be no driving in caravans or convoy formation.
- Plan to drive in daylight hours.
- Check cars for the number of factory-installed seat belts. There must be a seat belt for every rider.
- Minnesota children under age 8 or shorter than 4 feet 9 inches tall must be in a child safety seat or booster seat.
- When using a cellular phone in an emergency, pull completely off the road and stop, set the emergency parking brake, and turn on flashers before dialing.
- Ask drivers to check all lights, signals, tires, windshield wipers, horns, and fluid levels.
- Plan to drive with the headlights on.
- Do not start a trip if bad weather will impair visibility and reduce safety.
- Place a first-aid kit in each vehicle. Include participants' health forms.



Field Trips: Planning for Safety

The most important factor in having a safe and successful outing is good planning. Let girls do as much of the planning as possible; when girls have been included in planning, they will take the responsibility for enforcing the safety procedures. The leader needs to guide the group to ensure that the plans are appropriate to the girls' experience and skill level. Part of the planning process is to learn and practice the basic skills that girls will need to carry out the trip.

When taking girls on a day outing or using a troop house, the troop leader and First-Aider are both responsible for:

1. **Knowing council emergency procedures and safety standards and discussing them with the girls so they know and understand the safety guidelines.**
2. **Doing pre-trip planning with the girls.**
3. **Familiarizing yourselves with the site.**

Check River Valleys' and *Safety-Wise* standards and procedures regarding activity safety, girl/adult ratio, permission slips, health forms, leader training, and special leadership. Follow them in your pre-trip planning.

Consider the following:

Activity Safety:

As you plan each activity, think about the safety issues associated with the activity. Always check *Safety-Wise*. There are also sections in this booklet covering safety for fires and hiking.

Adult/girl ratio:

Two adults for the first:

- 5 Girl Scout Daisys
- 12 Girl Scout Brownies
- 16 Girl Scout Juniors
- 20 Girl Scout Cadettes
- 24 Girl Scout Seniors

Plus one adult for each additional:

- 3 Girl Scout Daisys
- 6 Girl Scout Brownies
- 8 Girl Scout Juniors
- 10 Girl Scout Cadettes
- 12 Girl Scout Seniors

First-Aider:

A qualified first-aider is required for all camping activities. A qualified first-aider is someone with current First Aid/CPR or equivalent training.

Activity supervision:

The guidelines for some activities such as swimming or archery require supervision by an adult with special training. Check *Safety-Wise* for the leadership requirements needed for activities that you plan.

At a troop meeting, have girls talk about and/or practice likely situations for the outing.

Help the girls develop an emergency plan for:

Fire: Consider whether you are in a wooded area or inside a building.

Weather: Consider whether you are in a wooded area or inside a building. An emergency weather radio will allow troop leaders/group coordinators to receive up-to-the-minute weather forecasts. Think about what to do during heavy rains and/or high winds, a tornado, or when there's lightening, flooding, or during winter storms.

Personal injury or a lost individual: The troop leaders, first aider, girls, and other adults need to know their roles and responsibilities, in the event of a lost or injured person. Try to be familiar with the area you'll be visiting. Know the location and phone number for police, fire, medical personnel, hospitals/clinics.

Signaling: Who will be responsible for signaling for and specific type of emergency, and what signal will be used (i.e., whistle, car horn, bell, etc.)?

Contact person: Determine who the emergency contact person will be who stays at home.

- Leave a list of names, phone numbers, and other vital information of all people going.
- Let the emergency person know how to contact you and where you'll be.
- Leave a route of travel with the emergency person, along with a copy of the outing itinerary so that they can contact you or the parents in an emergency.

Consider progression in planning for the outing. Do all participants have sufficient and appropriate experience for the outing? Don't attempt something for which girls are not prepared.

Familiarize everyone with the site:

A few girls and adults can be assigned to locate specific things. Get together as a group and discuss the following information so everyone has a clear understanding of the safety guidelines for the outing.

- The rules posted in the building must be followed.
- The phone and local emergency phone numbers.
- The location of the fire extinguisher(s) and/or smoke detector(s).
- The emergency evacuation routes and/or the shelter you may need for each type of potential situation you discussed in your pre-planning.
- Review with girls the emergency plan and signals to be used. Make sure everyone understands the basic rules you talked about in pre-planning that will be followed while on this trip.
- Have a practice emergency drill using actual evacuation routes and shelters.
- Use of the buddy system. It is a very effective way of insuring the safety of troop members. It should be used on all outings.

Tips for a Safer Outing/Overnight:

- In any type of natural situation (weather), always have a portable radio at hand (with new and extra batteries) to listen for instructions.
- Put flashlights on each girl's packing list and candles on the troop packing list, and make sure girls know where they are at all times while on your outing.
- In case of a flood, an adult should turn off all electrical appliances. If asked to do so, an adult should evaluate buildings and/or the area.
 - Keep the girls calm. Encourage them to worry about their safety, not their personal belongings.
 - If driving, watch for fallen wires and/or flood waters. Take a detour as necessary or as directed even though it may be out of the way.

Field Trips: Emergencies

Weather radio:

Make sure a weather radio is provided to give you advanced warning of severe weather. If none is provided, be sure to bring your own.

Emergency Plan:

Develop emergency and security plans for the site at which you will be staying. The plans should be written and posted at the site.

Emergency Drill:

Have an emergency drill when you get to the site so that the girls are familiar with the plan and the site.

See *Safety-Wise*, pages 32-34, for more information on safety procedures.

Contingency Plans:

Weather:

Plan some alternate activities that can be used in case of bad weather – rain, extreme heat, etc.

Time Fillers:

Have some simple activities like songs, games, crafts, etc. that the girls can do if they get bored during free time or a lull in the outing.

Field Trips: Dressing for the Outdoors

The key to being dressed for any kind of weather in the outdoors is..... *LAYERING*

Layering is the single most important rule to remember when preparing for an outdoor adventure. If it is cold, layers of clothing will add air space which will help retain body heat. If it gets warm you can remove layers. There are three basic stages in layering.

1. The inner layer is a **moisture management layer**, wicking moisture away from your body. Moisture trapped next to your body can make you feel chilled. Your next-to body layer should be material other than cotton. Silk, wool, and synthetic wicking fabrics are a good choice.
2. The middle layer is your **insulating layer**. The insulating layer keeps you warm by holding in body heat. Fibers such as wool, polyester fleece, and down are all excellent insulators.
3. Your outer layer is for **wind and water protection**. It must be breathable or well vented to keep perspiration from collecting and chilling your body. Choose your outer layer based on your activity and expected weather.

Tips for Selecting the Right Clothes for an Activity

- ❖ Wear clothing that allows for freedom of movement during strenuous activity.
- ❖ Wear a hat in the winter to retain as much as 40% of your body heat; wear one in the summer to protect against the sun.
- ❖ Avoid clothes that dangle or flap, especially around campfires or stoves. Do not wear flammable clothing, like a plastic raincoat, around a fire.
- ❖ Be prepared by choosing waterproof rain gear. Also wear it on cold days or when the wind will evaporate moisture from your skin.
- ❖ Choose clothing that covers the arms and legs for protection from insects, ticks, poisonous plants, and sun.
- ❖ For summer, choose materials like cotton that will breathe, but in winter wear wool or polypropylene.

Field Trips: The Buddy System

The buddy system is far more than just the obvious pairing of girls. It is one of the most effective methods of protecting girls while they are outdoors or away from the regular troop meeting place. It also offers a quick way for a leader to determine if there is a missing person. The buddy plan does not relieve the leader of responsibility for knowing where every member of the troop or group is, but it does permit everyone to share the responsibility. For the plan to be effective, all members need to understand how it works and how it is adapted for each outing or trip. The leader needs to involve everyone in the buddy plan before and throughout the outing. Under the buddy system, the troop is divided into teams of two. Each girl is responsible for:

- Staying with her buddy at all times;
- Warning her buddy of danger;
- Giving her buddy immediate assistance if it is safe to do so; and
- Calling for help or going for help when necessary.

Before the Trip:

In many troops the girls choose their own buddies. This is not always wise and may lead to hurt feelings or the ostracism of one or more of the girls. There is less potential for trouble if buddy assignments are arbitrary (assigned by the leader in alphabetical order of first or last name, by birthday, etc.) or random (by drawing lots or playing a game). If there is an odd number of girls, then one group should be “truddies.” If one girl is particularly unpopular then random buddy assignments are particularly important. Under no circumstances should the leader appoint herself (or volunteer her daughter) to be an unpopular girl’s buddy; that will only increase her sense of isolation and the group’s hostility toward her.

Pre-trip Planning:

Skits, quiz games, flash card games, opinion polls, and discussions are all ways of making pre-trip planning interesting and fun for girls. Using a variety of these approaches, the leader should help the girls:

- know what safety and security problems they may encounter at the chosen site or on the way to it, other people they may meet at the site or on the way, what special activities are planned and what risks those activities involve, and special skills they may need to take part in those activities;
- know how to deal with hazards and potential problems (e.g., how to respond when meeting different groups or individuals, in what situations to give help to their buddy and when not to try, when to call for help or go for help, and the importance of taking buddy checks seriously and responding promptly);
- develop safety and security procedures for buddy teams to follow if they become separated from the group or discover they are truly lost, what type of signal to use, and signal code to activate “buddy check,” “help,” “we are lost;” and
- decide on the best basis for choosing buddies, taking the site and activities into consideration (on cookouts, buddies may be chosen from the same kaper group; for activities such as swimming, they should be chosen from the same ability level) before dividing into groups for random or arbitrary buddy assignment.

At the Start of Each Trip:

- Have girls and adults choose their buddies according to the procedure decided on before the trip. If there is an odd number, one team should be “truddies.”
- Conduct a quick review to remind everybody of hazards, special dos and don’ts, signaling plan, code, etc. Ask each girl to contribute to the review.
- Establish where adults can be found, where to go for help, etc.

During the Trip or Activity:

- The leader or adult in charge of the activity conducts periodic buddy checks.
- When the buddy check signal is given, each person finds her buddy, clasps her hand, and holds it up. The adult will be able to spot any unattached person immediately and, by counting the teams, be sure no team is missing.
- Frequent buddy checks during swimming period are especially important.

Fringe Benefits of the Buddy System:

- The buddy system is a natural way for loners to be drawn into the troop or group and for girls to establish new friendships, especially when team combinations change periodically.
- The buddy system allows the leader to provide real-life situations in which girls are encouraged to use their powers of observation, initiative, and skills. It gives a girl a realistic framework in which to carry out the basic teachings of Girl Scouting – doing good turns, helping other people, being a sister to other Girl Scouts, and living by the Promise and Law. A leader who uses the plan indicates to girls that she considers them to be trustworthy and dependable.
- The buddy system serves as a motivation to each girl to improve her skills and to show herself worthy of the leader’s trust and her buddy’s trust.
- The buddy system is simple to use, helps protect the group, is meaningful to girls, and improves with constant use. Don’t underestimate it.

Use the buddy system wisely and often!

Be sure to document emergency contact information for each girl – names and numbers of people who could be reached in the event of an emergency.



Leave No Trace Principles

There seven principles of Leave No Trace. They are:

- * Plan ahead and prepare
- * Travel and camp on durable surfaces
- * Dispose of waste properly
- * Leave what you find
- * Minimize campfire impacts
- * Respect wildlife
- * Be considerate of other visitors

(Kid-friendly version)

- * Know before you go
- * Choose the right path
- * Trash your trash
- * Leave what you find
- * Be careful with fire
- * Respect wildlife
- * Be kind to other visitors

There are some things we can do to help preserve the environment for our own and others' use:

- When hiking, stay with your group. Stay on the trail! Walk single file on narrow trails; if you meet another group, go around quickly and quietly.
- Protect the vegetation and soil. Do not pick anything. You can look, draw pictures, or take photographs.
- Pack out your trash. *If you bring it in - take it out!*
- Pick up litter as you find it (unless it poses a hazard). Leave the campsite cleaner than you found it.
- Don't feed the animals.
- Repackage supplies at home into recyclable or reusable containers. Look for ways to minimize the amount of gear and packaging you take along.
- Keep campfires small. Use only down, dead wood for fires and gather only what you need. Use an existing fire ring when available.
 - Put fires out carefully and completely.
 - Keep partly burned wood in the fire ring for the next fire.
 - Use charcoal for your fire whenever possible.
- Sprinkle your dishwater over a wide area or use it to put the fire out.
- Keep water sources clean.
 - Dispose of dishwater, cleaning water, and the like at least 200 feet from water sources (ponds, streams, lakes, etc.).

Leave No Trace: Questions to Consider...

The following questions are helpful in thinking about these basics with regards to outdoor cooking.

Plan ahead and prepare:

- Is the location right for what you plan to do?
- Are you packing clothing and equipment that is appropriate for the environment?
- Do you need a permit or reservation?
- How can you reduce packaging and fuel requirements for cooking?
- How are you going to store or hang food away from animals?
- Have you divided the group into small cooking groups?

Travel and camp on durable surfaces:

- Have you asked about trail conditions and committed yourself to staying on established trails?
- Including avoiding trail shortcuts and following switchbacks?
- Do you know to stay with your group?

Dispose of waste properly:

- Do you have sufficient garbage bags for packing out all disposable items? This includes food wrappings, food scraps, waste paper, toilet paper, and sanitary products.
- Are you taking biodegradable soap?
- Did you bring an extra bag to carry out litter?
- Do you know the proper way to dispose of dishwater at a campsite? How far away from water sources?

Leave what you find:

- Do you know not to pick the flowers?
- Have you considered ways to record your experience and feelings by packing a journal, camera, or art supplies?

Minimize campfire impacts:

- Do you plan to cook with stoves?
- Do you have enough fuel for each cooking group?
- Have you checked whether fires are permitted?
- Do you know how to choose a fire site to minimize damage, as well as how to protect the area from fire?
- Do you know how to properly extinguish a campfire?

Respect wildlife:

- Do you know ways to make sure that you do not feed any wildlife?
- Do you know of ways to observe wildlife from a distance?

Be considerate of other visitors:

- Are you planning to leave electronics at home? Let nature's sound prevail.
- Have you talked about your goals for the trip?
- Are you allowing time for reflective experiences?
- Have you discussed what other people are seeking from a wilderness experience and how to minimize your impact on their experiences?

Field Trips: Supervision of Girls on a Trip – What is it?

Adults accompanying a group should be chosen for their patience, flexibility, and good judgment.

They need to understand their responsibilities during the trip.

- The group leader should explain the role of the supervising adult and their expectations before the trip.
- They should understand the plans the girls have made for the trip.
- They should understand the safety systems for the trip and the buddy system that the girls have learned.
- If they are drivers, they need to know the transportation safety standards in *Safety-Wise*.
- They need to know the emergency procedures for the site as well as during travel to and from the site.
- Act as responsible role model by not smoking, drinking, or taking illegal drugs while on the trip.

The group leader needs to communicate with the other adults and encourage them to attend meetings when the troop is preparing for the trip. They should know what equipment and clothing to bring and what the site would be like. They need to know the rules in force at the site and the schedule and expectations that the girls have set for themselves.

Supervision means. . .

- Encouraging girls to try new things
- Watching, guiding, motivating
- Intervening before injuries occur (safety is a primary concern)
- Being knowledgeable about the activity to be supervised and the potential for injury
- Being a role model by your actions
- Taking full responsibility for an activity or group of girls when asked
- Providing effective discipline when needed (criticize the behavior, not the child)
- Knowing where girls are at all times
- Being easily located by girls who need help
- Helping girls understand how to do unfamiliar tasks while giving them real responsibility for finishing a job so that they see themselves as useful and competent
- Providing praise for effort and achievement
- Helping girls who need it with tasks such as combing hair, and reminders to wash hands, change to clean clothes when needed, etc.

If the adults have daughters in the group, they may want to discuss ways to encourage these girls to feel that they are part of the group, not different or special. Also realize that young girls sometimes find it hard to share the time and attention their parent (or special adult) with other girls.



ANSWERS: Check-In Activity: Girl Planning

1. **True.** Decision making is a skill that is learned and can be taught to girls of all ages.
2. **False.** Girls learn when things do not go as planned. Planning, budgeting, and time management are life skills. Adults need to patiently step back to encourage girls to take on leadership roles.
3. **False.** Learning to deal with disappointment prepares girls for the real world. It is also a perfect environment for girls to develop problem solving skills.
4. **True.** It will take longer but adults must allow time for girls to process multiple options, however, setting reasonable time parameters is helpful, at times.
5. **False.** Often times leadership skills are learned because things did not go as planned. When looking for solutions to problems, girls are forced to consider new methods of accomplishing their goals.
6. **False.** Learning to accept decisions made within the democratic process is a great life lesson for girls. It is valuable for girls to learn the importance of respecting the ideas of others to become open to diversity and inclusiveness in their communities.
7. **True.** If our goal is to truly develop leadership in girls, the girls should be eventually be directing the path of the group as opposed to the leader/advisor.
8. **True.** Brainstorming is a process and all ideas need to be respected and considered as possible solutions. It is from these many options that final decisions are made.
9. **False.** The role of adult volunteers is always to assure that Girl Scout activities are within the guidelines of *Safety-Wise*. The safety of girls rests on their shoulders.
10. **False.** When empowered by the support of caring adults, girls can make a huge impact on their communities. Adults can be inspired by the passion and determination of youth. Often they are more than anxious to help if an interest is demonstrated.
11. **False.** Research confirms that girls want to help others but they need caring adults to direct their efforts and welcome their enthusiasm.
12. **True.** When girls **discover** who they are and **connect** on how they find solutions, they can **take action** to make the world a better place.



ANSWERS: Check-In Activity: Girl Progression and Readiness

Number these in the order to reflect the age and skill level of girls. #1 is the first type of trip girls would begin with:

- 5 **Weekend at Wisconsin Dells**
- 1 **Tour Post Office / 2 blocks away**
- 7 **10-Day trip to Europe**
- 3 **Tour the Children's Museum / 4 hrs.**
- 4 **Overnight at a hotel & swimming**
- 6 **Week long trip to Chicago**
- 2 **Trip to nearby Zoo / 2 hours long**



ANSWERS: Check-In Activity: *Safety Wise Scavenger Hunt*

1. List three opportunities that Girl Scout activities should include. (Girl Scout Program Standard 2)
 - (Page 64)
 - Cooperative learning experiences
 - Experiential learning
 - Individual and group participation
 - Development of values
 - Decision-making
 - Skill building
 - Exploration of roles and contributions of women past, present, and future
 - Respect for and understanding and appreciation of cultural, religious, ethnic, and racial diversity
2. Which program standard discusses pluralism and diversity of groups?
 - Page 71 Standard 19 Pluralism and Diversity of Groups
3. “As girls increase their confidence and skills, they can carry out activities that require more planning, take place further away from home, and utilize special skills and endurance.” This defines which key concept of Girl Scouts?
 - Page 23 Progression
4. What are the six steps that leaders follow in planning?
 - Page 24
 - Do advance planning
 - Ask the girls
 - Sift ideas. Create a plan.
 - Alert other adults.
 - Use the plan.
 - Review the plan.
5. Where can you find information on what fund-raising activities are generally **not** appropriate for Girl Scouts?
 - Page 74-75 troop money-earning
 - Page 76 Fund-Raising for other Organizations
6. On what page are the Safe Passenger Pledge and Safe Driver Pledge cards?
 - Page 55-56
7. How many adults must accompany a troop with 16 Girl Scout Brownies on a trip to the zoo?
 - Page 69 (also look at updated grade level ratios in the Safety-wise Updates 03/09)
 - For events, trip, and group camping, two adults to every 12 Girl Scout Brownie, plus one adult to each additional 6 Girl Scout Brownie. Answer: 3 adults

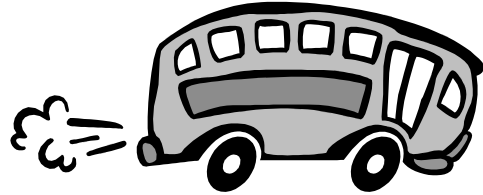
8. Where do you find the checkpoints to review for a troop outing to a skating rink?
 - Page 104-105 Ice Skating
9. Define the “buddy system.”
 - Page 152 “A safety practice in which two or three girls are grouped to keep watch over each other. In an activity (for example, swimming, hiking), the girls grouped together should be of equal ability.”
10. List three things that are part of the girls’ responsibility for safety.
 - Page 10
 - Assist the leader in planning for safety.
 - Listen to and follow instructions and suggestions.
 - Learn and practice safety skills.
 - Learn to “Think Safety” at all times and to “Be Prepared.”
 - Identify and evaluate situations where a safety risk is involved.
 - Know how, when, and where to get help when needed.
11. What page has a sample permission slip form?
 - Page 137-138. (You may also use the camp permission form, which contains space to include more detailed information. This form is found on River Valleys’ website, under Camp.)
12. List three activities that are **not** permitted as Girl Scout program activities.
 - Page 80
13. Complete the sentence: “A general first-aid kit should be available at the meeting place and...
 - Page 38 “...accompany the girls on any activity, including transportation to and from and event.”
14. The Universal Checkpoints apply to what activities?
 - Page 81
 - “These checkpoints apply to every activity you do with girls in your role as a Girl Scout leader, volunteer, or staff member.”
15. What is the definition of an “extended trip?”
 - Page 153 “A trip lasting more than three nights (requires a health examination in addition to a health history, council approval, and additional insurance coverage).”

Sample Form: Girl Scout Agreement

Note: This form may be used as an example. Have girls create their own, as this will help them to “own” the agreement.

The Girl Scout Law

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



As a Girl Scout, I promise to follow the Girl Scout Law during our trip. This includes these listed rules:

1. I will try to be considerate and caring to all of my sister Girl Scouts.
2. I will not damage or harm the places, animals, or the environment that I am visiting.
3. I will show respect to the people I meet on our trip.
4. I will keep track of my personal belongings and respect those of others.
5. I will treat all equipment provided for my use with care. I understand that my family will be required to pay for anything I break.
6. I will follow safety rules and will honor all additional rules set by the adults in charge.
7. I agree to be helpful and understand it is part of being a Girl Scout to help clean up.
8. I understand that if I do not act appropriately nor respect adults in charge, my family will be contacted and they will be responsible for transporting me home.

Girl Scout Signature

Date

I understand and agree with the above responsibilities expected of my Girl Scout.

Parent or Guardian Signature

Date

Sample Form: Adult Girl Scout Volunteer Agreement

Note: This form may be used as an example. Have girls create their own form for the adult volunteers, as this will help them to “own” the agreement.

I understand that as a leader/assistant leader/volunteer assistant of a Girl Scout troop, I play an essential role in the success of this troop and that my attitudes, behavior, and responsibilities as a role model are critical to the success of the troop and the well-being of the girls.

I, therefore, agree to do the following:

- Treat every girl and adult with respect.
- Be sensitive to the needs of each girl participant.
- Respect the places and the people with whom I come in contact in my role as a Girl Scout adult.
- Use and follow agreed-upon safety policies and procedures.
- Understand that the misuse of drugs and alcohol will not be tolerated and the use of any during Girl Scout activities will result in expulsion from the troop.
- I will not smoke around the girls.
- I understand that if I am dismissed due to a serious misconduct, it will be immediate. I will have the option of filing a grievance complaint with the council.

Signature

Date