



**girl scouts**  
of minnesota  
and wisconsin  
river valleys



## **Troop Field Trip Packet** 2011–2012

## Troop Field Trip Packet: Purpose

This Troop 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.

## Troop Field Trip Packet: Resources Needed

In order to complete the activities in this Troop Field Trip Packet, you will need the following:

- Pen or pencil
- Volunteer Essentials* “Chapter 4: Safety-Wise” (Available in your new troop Welcome Kit or at GirlScoutsRV.org)
- Applicable Safety Activity Checkpoints (Available in your new troop Welcome Kit or at GirlScoutsRV.org)

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## Field Trips: Planning Trips with Girl Scouts

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 *Volunteer Essentials* “Chapter 4: Safety-Wise” and any applicable Safety Activity Checkpoints, along with the information and pertinent forms found on the River Valleys website. In addition, to support your travel experience, you may request a travel mentor to guide your troop through the planning process.

### **How do I access “Safety-Wise”?**

You will find “Safety-Wise” in an online resource called *Volunteer Essentials*. *Volunteer Essentials* is the River Valleys volunteer handbook. It includes basic policy and procedure information; health and safety guidelines; and information about Girl Scout basics, volunteer tips, Girl Scout activity resources and traditions and ideas for ways to engage girls. *Volunteer Essentials* is available for PDF download from GirlScoutsRV.org. *Volunteer Essentials* “Chapter 4: Safety-Wise” is our council’s key safety reference document, providing volunteers with basic program activity guidelines and assuring safe and quality experiences for girls. All chapters of *Volunteer Essentials* and 46 specific Safety Activity Checkpoints are available for PDF download on River Valleys’ website. Review *Volunteer Essentials* “Chapter 4: Safety-Wise” and any applicable Safety Activity Checkpoints before participating in any activity with girls.

### **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 travel mentor 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](mailto:lisa.lee@girlscoutsrv.org) for more information.

## Trip approvals

Many types of trips are available to Girl Scouts, including short field trips during regular meeting times, day trips, simple overnights, extended overnights, *destinations*, and international travel. 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

All trip planning forms may be found on River Valleys' website at **GirlScoutsRV.org**

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 (trips lasting more than three nights)
- International trips
- Regional group trips (two or more service units)
- Any and all trips involving special equipment and/or “activities not listed in the Safety Activity Checkpoints” and/or “activities with high risk”

## Progression

The Girl Scout program is built on progression. As girls increase their confidence and skills, they can carry out activities that require more planning, take place farther away from home, and utilize special skills and endurance.

Progression is built into the design of the Girl Scout Journey books for each grade level. By using these resources and the examples of the types of activities they contain, the leader can steer group planning to grade appropriate activities. Many skills learned in Girl Scouting become the foundation for later learning, recreation, and professional activities. Exposing girls to these activities in their early days in Girl Scouting will allow them to develop the skills for greater fun and challenge later on. For example:

- Learning to swim is the gateway to many activities on the water, from canoeing to water skiing.
- Learning the basic skills of sports is an ideal foundation for all physical activities.
- Learning to work with others to plan group activities can foster strong leadership skills.



## Check-In Activity: Girl Progression and Readiness

Complete the following activity to check your understanding of girl progression. Number these trips in the order they should occur to reflect the increased readiness and skills of girls as they progress.

**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 hours

\_\_\_\_\_ Overnight at a hotel and swimming

\_\_\_\_\_ Week-long trip to Chicago

\_\_\_\_\_ Trip to nearby zoo/2 hours

### **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.

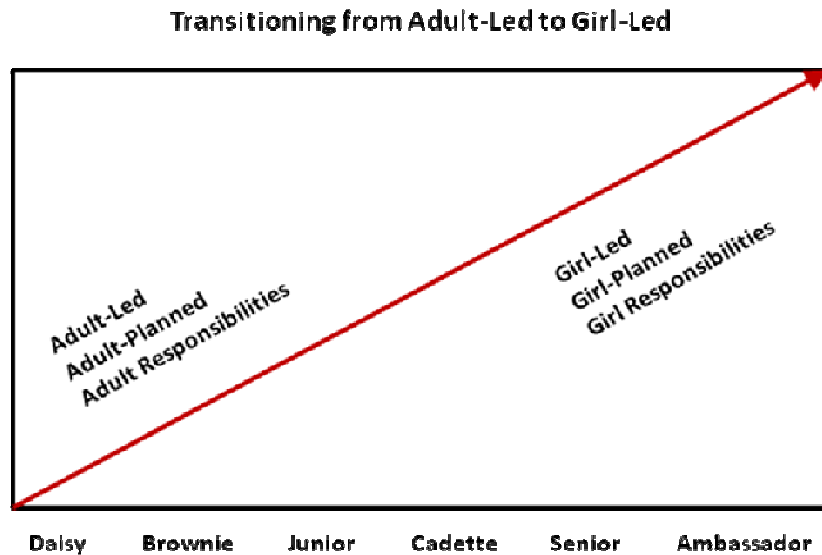
\_\_\_ If she has special dietary or health needs, she can prepare for or speak up about her own needs.

\_\_\_ 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.

## 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 Daisies, 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.

## Leader's Role in Planning

Steps	For Girl Scout Daisy Groups	For Girl Scout Brownie Groups
1. Do advance planning.	<ul style="list-style-type: none"> <li>Select activities from the Girl Scout Daisy Journeys.</li> <li>Evaluate ideas in relation to girls' interests and resources available.</li> </ul>	<ul style="list-style-type: none"> <li>Select activities from the Girl Scout Brownie Journeys that will give girls a sense of immediate achievement.</li> <li>Evaluate ideas in relation to season, meeting place, and resources.</li> <li>Weigh these ideas against what you know of the girls' previous experiences.</li> </ul>
2. Ask the girls.	<ul style="list-style-type: none"> <li>Give an example and then go around the circle, having each girl give one idea. Keep the focus on this meeting and the next.</li> </ul>	<ul style="list-style-type: none"> <li>As you go around the circle, have each girl give one idea. Then call on those girls who are bursting with more ideas. Provide opportunities for girls to browse through their <i>Girls Guide to Girl Scouting</i> binders.</li> </ul>
3. Sift ideas. Create a plan.	<ul style="list-style-type: none"> <li>Select ideas and make a concrete plan. Plan for safety.</li> <li>Break the activities into small steps.</li> <li>Create a chart of pictures showing the plan for the meeting.</li> </ul>	<ul style="list-style-type: none"> <li>Take the most obviously popular ideas. Combine some of the simpler ones.</li> <li>Pick up on something you can start immediately or at the next meeting.</li> <li>Put the other ideas in a Girl Scout Brownie "dream box" for future use.</li> <li>Complete the refining process and take the plan back to the group for reaction and approval.</li> </ul>
4. Alert other adults.	<ul style="list-style-type: none"> <li>Communicate to parents or guardians the plan of the group. Enlist their support and let them know what help you need.</li> <li>Listen to their reactions and adjust if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate to parents or guardians the plan of the group. Enlist their support and let them know what help you need.</li> <li>Listen to their reactions and make adjustments, if necessary.</li> </ul>
5. Use the plan.	<ul style="list-style-type: none"> <li>Help girls make the connection between their suggestions and the activity they are doing.</li> <li>Remind girls to refer to the chart to see what comes next.</li> </ul>	<ul style="list-style-type: none"> <li>Let girls know that the activities they are enjoying are the result of their planning.</li> <li>Use the plan as a basis of learning to make choices, to test ideas, and to deal with consequences.</li> </ul>
6. Review the plan.	<ul style="list-style-type: none"> <li>Remind girls of plans for the meeting and the next steps along the way.</li> </ul>	<ul style="list-style-type: none"> <li>Before going on to a new phase, remind the girls what they have planned and review it with them.</li> <li>Be ready with a quick change of activity for Girl Scout Brownies – their attention span is short. They do not always follow through on extended projects.</li> </ul>



## 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 in which ideas are shared and 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>Volunteer Essentials</i> “Chapter 4: Safety-Wise.” | <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"/> |

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

## 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 *Volunteer Essentials* "Chapter 4: Safety-Wise" and any applicable Safety Activity Checkpoints and River Valleys policies and procedures regarding activity safety, girl-adult ratios, 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" and any applicable Safety Activity Checkpoints. There are also sections in this booklet covering safety for fires and hiking.

#### 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 *Volunteer Essentials* "Chapter 4: Safety-Wise" and any applicable Safety Activity Checkpoints 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 and/or clinics.

**Signaling:** Who will be responsible for signaling for specific types of emergencies, 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 your route of travel with the emergency person along with a copy of the outing itinerary so that they can contact you or the girls' families 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 *Volunteer Essentials* “Chapter 4: Safety-Wise” and any applicable Safety Activity Checkpoints for more information on safety and crisis communication procedures.

**Contingency Plans:****Weather:**

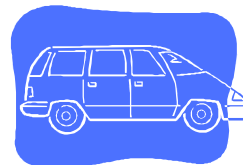
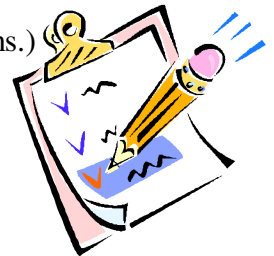
Plan some alternate activities that can be used in case of bad weather—rain, extreme heat, etc.

**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: Safety-Wise Trip Planning Checklist

- Review trip planning tips throughout *Volunteer Essentials* “Chapter 4: Safety-Wise” and in any applicable Safety Activity Checkpoints.
- Review River Valleys policies and procedures for trips.
- File trip plans according to River Valleys procedures. (See GirlScoutsRV.org for forms.)
- Check with River Valleys registrars for insurance limits needed by drivers.
- Obtain insurance information from drivers.
- If renting vehicles, check on the River Valleys website 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 eight 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: 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 a 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 percent 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 whether a person is missing. 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 of three 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, the type of signal to use, and what signal codes will 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 do’s 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.

**For additional girl safety  
tips and resources, see  
[www.GirlScouts.org](http://www.GirlScouts.org)**



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

Complete the following activity to check your awareness of GSUSA’s safety policies, as outlined in *Volunteer Essentials* “Chapter 4: Safety-Wise” and the Safety Activity Checkpoints. Use this Troop Field Trip Packet, “Safety-Wise” and any applicable Safety Activity Checkpoints (found online at GirlScoutsRV.org under Forms and Resources) to find the answers to the following questions.

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

1. In the “Using the Safety Activity Checkpoints” section of *Volunteer Essentials* “Chapter 4: Safety-Wise,” list three opportunities that Girl Scout activities should include.

(*VE/SW -- Volunteer Essentials/ Safety-Wise -- Chapter 4, page 11*)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

2. In the section Responsibilities of the Volunteer, which adult responsibility discusses the concept of inclusivity?

(*VE/SW Chapter 4, page 3*)

3. What key concept of Girl Scouting does the following phrase define: “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.”

(*VE/SW Chapter 4, page 7*)

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

(*Troop Field Trip Packet, page 7*)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

5. What are some money earning activities that are generally **not** appropriate for Girl Scouts?  
*(VE Chapter 5, page 3: Money-Earning Basics)*  
*(VE Chapter 5, page 7: Collaborating with sponsors and other organizations)*
  
6. How many adults must accompany a troop with 16 Girl Scout Brownies on a trip to the zoo?  
*(VE/SW Chapter 4, page 4)*  
 \_\_\_\_\_
  
7. Where do you find the checkpoints to review for a troop outing to a skating rink?  
*(GirlScoutsRV.org: “Forms and Resources,” then \_\_\_\_\_)*
  
8. Define the “buddy system.”  
*(Troop Field Trip Packet, page 15 )*
  
9. List three things that are part of the girls’ responsibility for safety.  
*(VE/SW Chapter 4, page 4)*
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  
10. Where can you find a sample permission slip form?  
*(GirlScoutsRV.org: “Forms and Resources,” then \_\_\_\_\_)*
  
11. List three activities that are **not** permitted as Girl Scout program activities.  
*(VE/SW Chapter 4, page 12)*
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  
12. Complete the sentence: “Make sure a general first-aid kit is available at your group meeting place, and...  
*(VE/SW Chapter 4, page 10)*  
 \_\_\_\_\_.”

## Outdoor Experiences: Leave No Trace

### The seven principles of Leave No Trace 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

These questions can help you keep the principles of Leave No Trace in mind when cooking outdoors:

### **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 and expectations of all supervising adults 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 *Volunteer Essentials* “Chapter 4: Safety-Wise” and in any applicable Safety Activity Checkpoints.
- They need to know the emergency procedures for the site as well as during travel to and from the site.
- They must act as responsible role models 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 will 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 of their parent (or special adult) with other girls.



## Check-In Activity ANSWERS: Girl Progression and Readiness

Number these trips in the order they should occur to reflect the increased readiness and skills of girls as they progress:

- 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 hours**
- 4 **Overnight at a hotel and swimming**
- 6 **Week-long trip to Chicago**
- 2 **Trip to nearby zoo/2 hours**



## Check-In Activity ANSWERS: 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 also creates 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.** Leadership skills are often learned when things do not go as planned. Looking for solutions to problems requires girls to consider new methods of accomplishing their goals.
6. **False.** Learning to accept decisions made through the democratic process is a great life lesson for girls. Learning to respect and value the ideas of others also helps girls become more inclusive and appreciative of diversity in their communities.
7. **True.** If our goal is to truly develop leadership in girls, the girls rather than their leader/advisor should eventually be directing the path of the group.
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 the best final decisions are determined.
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 the adults' shoulders.
10. **False.** When empowered by the support of caring adults, girls can make a huge impact on their communities. Adults are often inspired by the passion and determination of youth. They can be more than anxious to help if invited or requested.
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** to solutions to problems they care about, they can **take action** to make the world a better place.



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

1. In the section “Using the Safety Activity Checkpoints” section of *Volunteer Essentials* ”Chapter 4: Safety-Wise,” list three opportunities that Girl Scout activities should include.
  - All activities are girl-led
  - Girls have the chance to learn cooperatively
  - Girls learn by doing
2. Under Responsibilities of the Volunteer, which adult responsibility discusses inclusiveness?
  - #10 – Ensure that no girl is treated differently.
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?
  - Progression
  - Also see: VE Chapter 2, page 20: Progressive Experience
4. What are the six steps that leaders follow in planning?
  - Do advance planning
  - Ask the girls
  - Sift ideas - Create a plan
  - Alert other adults
  - Use the plan
  - Review the plan
5. What are some fund-raising activities that are generally **not** appropriate for Girl Scouts?
  - VE Chapter 5, page 3: Money-Earning Basics
  - VE Chapter 5, page 7: Collaborating with sponsors and other organizations
6. How many adults must accompany a troop with 16 Girl Scout Brownies on a trip to the zoo?
  - For events, travel, and camping two adults to every twelve Girl Scout Brownie, plus one adult to each additional six Girl Scout Brownie. Answer: three adults
7. Where do you find the checkpoints to review for a troop outing to a skating rink?
  - GirlScoutsRV.org: “Forms and Resources,” then “Health and Safety”
  - Safety Activity Checkpoints for Land Sports: Ice Skating
8. Define the “buddy system.”
  - The buddy system is a method of pairing up girls in twos or threes as a safety device. Though, “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.

9. List three things that are part of the girls' responsibility for safety.
- Assist you and other volunteers in safety planning
  - Listen to and follow your instructions and suggestions
  - Learn and practice safety skills
  - Learn to “think safety” at all times and to be prepared
  - Identify and evaluate an unsafe situation
  - Know how, when and where to get help when needed
10. What can you find a sample permission slip form?
- GirlScoutsRV.org: “Forms and Resources,” then “Health and Safety”
  - 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.
11. List three activities that are **not** permitted as Girl Scout program activities.  
(See VE/SW Chapter 4, page 12)
12. Complete the sentence: “Make sure a general first-aid kit is available at your group meeting place and ...  
“...accompanies girls on any activity (including transportation to and from the activity).”

## Sample Forms: Permission Forms

You will find the following forms at [GirlScoutsRV.org](http://GirlScoutsRV.org) under Forms and Resources/Activity Planning and Approval:

### **Parent/Guardian Permission Form**

Use to get parent/guardian authorization that girls may attend Girl Scout events.

### **Activity Approval Trip Form**

Submit four to eight weeks before overnight trips and day trips over 100 miles or 10 hours.

### **Girl Scout Trip Request to Plan Form**

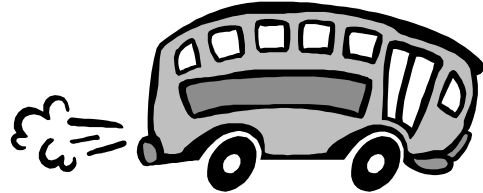
Use to get council approval for extended overnight trips, international trips and activities with high risk. Submit six months to three years prior to trip.

## 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 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.

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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