Welcome to the Outdoor Journey for Seniors!

This document is a step-by-step guide for completing the Senior Outdoor Journey—it includes detailed meeting outlines and all related resources. The Senior Outdoor Journey consists of three badges: Adventurer, First Aid, and Adventure Camper. It also includes a Take Action project and award. You’ll find that the Senior Outdoor Journey is rich and robust because it covers a lot of essential skills that girls need in order to be successful in their outdoor pursuits.

To complete the Journey, girls will complete these meetings in the following order:

- **Adventurer badge** (2 meetings)
- **First Aid badge** (2 meetings)
- **Adventure Camper badge** (2 meetings)
- **Take Action** (3 meetings)

In the descriptions for each meeting, you will find callouts to “meeting aids.” These meeting aids are grouped together, in the order in which they will appear, at the back of this document. The content found in this package can be downloaded and is identical to what is now available on the Volunteer Toolkit, which means it is written to the intended audience of an adult volunteer. We hope you will find everything you need to facilitate these programs—and just as importantly, we hope your Senior Girl Scouts will find them exciting, challenging, and fun.

**Questions?** Please don’t hesitate to reach out to the Girl Experience team at GSUSA at girlexperience@girlscouts.org.
Adventurer 1

OVERVIEW

Notes to Volunteers:

About the Senior Outdoor Journey:
The Senior Outdoor Journey consists of three badges: Adventurer, First Aid, Adventure Camper, and three Take Action meetings. To complete the Journey, have girls complete the meetings in the following order:

- Adventurer badge (2 meetings)
- First Aid badge (2 meetings)
- Adventure Camper badge (2 meetings)
- Take Action (3 meetings)

Adventurer Requirements: There are two meetings for Seniors to earn their Adventurer badge. Meeting 1 can be held in a meeting room or outdoors. Meeting 2 is designed to be held at an outdoor location where girls will complete their adventure.

Add an Extra Meeting: The meetings are each designed for 90 minutes. It’s perfectly OK to add a meeting to your Outdoor Journey plan if you feel girls need more time completing the badge requirements.

Prepare to Take Girls Outside:
To earn the Adventurer badge, Seniors must set out and complete a multi-day trip with an adventurous activity. Get support from your council and GSUSA for information about best practices for Girl Scouts in the outdoors:

- Check Safety Activity Checkpoints guidelines before planning any camping trip or outdoor activity.
- Explore Venture Out! http://gsuniversity.girlscouts.org/resource/venture-out/, an online resource that provides guidance to volunteers less familiar with taking girls outdoors.
- Read the book Outdoor Education in Girl Scouting for helpful tips.
- Read Girl Scout Readiness in Camping in Meeting Aids to get progressive camping tips, from first-time campers to girls who are more experienced campers.
- Check out the Outdoor Progression Chart here. https://www.girlscouts.org/content/dam/girlscouts-gsusa/forms-and-documents/for-adults/volunteer/GSUSA_OutdoorProgression.pdf
- Read Explaining Leave No Trace in Meeting Aids: An important part of preparing girls for the outdoors is to help them understand and embrace the seven basic principles of Leave No Trace.
- Go to the Leave No Trace website https://lnt.org/teach/leave-no-trace-every-kid to find teaching resources and fun nature camping activities.
Adventurer 1

Make the Most of the Outdoor Journey

Use the Talking Points (But Make Them Your Own): In each session, you'll find suggested talking points under the heading “SAY.” Some volunteers, especially new ones, find it helpful to follow the script. Others use the talking points as a guide and deliver the information in their own words. Either way is just fine.

Leave Time for the Closing: If girls are having fun doing an activity, you may be tempted to skip the Closing Ceremony so they can keep going, but the Closing Ceremony is absolutely key to their learning. One of the most important components of any activity is allowing time for the girls to reflect on what they have learned. Research shows that when we use reflection with girls, their learning and enjoyment in activities goes up, so use reflection after activities like a hike or your campout. Ask them about how they felt during the activity. What did they learn? How will they use what they have learned? Did any of the activities ignite a passion that could be used for a Take Action project?

Use Girl Scouts’ Three Processes: Girl-led, learning by doing, cooperative learning: these three processes are the key to making sure girls have fun in Girl Scouts and keep coming back. Make sure the meetings are “girl-ed” to help create an experience where girls can make choices and have their voices heard. “Learning by doing” and “cooperative learning” are built into this Journey, thanks to the hands-on activities and tips.

Read “Think-Pair-Share” in Meeting Aids: Find out how to make sure all girls are heard when making team decisions.

Complete the Surveys: Be sure to complete the surveys in the Volunteer Toolkit about your experiences. Your input is important! The data collected is used to enhance the program.

If You Have a Multi-Level Troop: Read Tips for Working with Multi-Level Groups for Older Girls in Meeting Aids to get hands-on tips for how to deal with younger girl/older girl scenarios.

Prepare Ahead

• Create and print out the following questionnaire for Activity 1: As Girls Arrive, one for each Senior:

  Adventure Quiz
  o How would you describe your adventurous spirit (1 = not at all adventurous and 10 = the scarier the better)?
  o What adventurous activities have you tried in the past?
  o What did you like most about them?
  o What parts made you the most anxious or nervous?
  o What adventure do you want to try and why?
  o What adventurer do you admire the most and why?

• Print Leave No Trace for Older Girls handout from Meeting Aids, one for each Senior, for Activity 3: Leave No Trace.

• Female adventurers biographies: Before the meeting, email girls to research and find at least three women adventurers or explorers. Have them print out any photographs and information about the
women to bring to the meeting.

- Gather snack items for Activity 5: Marshmallow Tower. Check in advance for any food allergies girls might have.

- For Activity 6: DIY Survival Kit: Gather materials so girls can make their own survival kit, including enough of each of these items for each girl:
  - Nylon cord (paracord)
  - Matches
  - Birthday candles
  - Buttons
  - Finger lights
  - Index cards
  - Safety pins
  - Dental floss
  - Ibuprofen
  - Cotton ball
  - Alcohol wipes
  - Adhesive bandages
  - Foil
  - Duct tape
  - Key rings (optional)

- For Activity 6: DIY Survival Kit: Send an email out in advance to parents asking that girls bring an old, empty pill bottle to use. Be sure to mention that parents should scrape off all labels and dispose of any medications properly.

- For Closing Ceremony, create a list of camp kapers on a dry-erase board or poster board prior to the meeting.

Get Help from Your Family and Friends Network

Your Friends and Family Network can include:

- Girls’ parents, aunts, uncles, older siblings, etc.
- Other volunteers who have offered to help with the meeting

Ask your network to help:

- Bring art supplies and camping gear for meetings
- Bring camping supplies and gear for the campout
- Help plan the menu for the camping trip and do the shopping in advance
Adventurer 1

- Bring a camera, smartphone, or video camera to document the meetings and campout
- Assist with camping activities in meetings
- Volunteer to go on troop camp outs

Award Connection
Seniors will not earn a badge in this meeting. They will earn their Adventurer badge at the end of Meeting 2.

Note: You can buy the Adventurer badge, one for each Senior, from your council shop or on the Girl Scout website.

Meeting Length
90 minutes
- The times given for each activity may be different depending on how many Seniors are in your troop, so adjust accordingly.
- Give Seniors 10- and 5-minute warnings before they need to wrap up the last activity so you'll have time for the Closing Ceremony.
- Some activities might require more time, so add an extra meeting if you need to.

MATERIALS LIST

Activity 1: As Girls Arrive: Adventure Quiz
- Printout of Adventure Quiz, one for each Senior
- Pens, pencils

Activity 2: Opening Ceremony: Let the Adventure Begin
- Flag
- Girls’ Adventure Quiz from Activity 1
- Female adventurers biographies girls created before meeting

Activity 3: Leave No Trace
- Leave No Trace handout, one for each Senior

Activity 4: Teamwork Test
- None

Activity 5: Snack Break: Marshmallow Tower
- Marshmallows
Adventurer 1

- Pretzel sticks
- Pretzel rods

Activity 6: DIY Survival Kit
- Empty pill bottles, one for each Senior
- Survival kit materials (one for each girl):
  - Nylon cord (paracord)
  - Matches
  - Birthday candles
  - Buttons
  - Finger lights
  - Index cards
  - Safety pins
  - Dental floss
  - Ibuprofen
  - Cotton ball
  - Alcohol wipes
  - Adhesive bandages
  - Foil
  - Duct tape
  - Key rings (optional)

Activity 7: Closing Ceremony: Camp Kapers
- Whiteboard or large poster board with list of camp kapers

DETAILED ACTIVITY PLAN

(Note to volunteers: You can hold this meeting in a meeting room or outdoors.)

Activity 1: As Girls Arrive: Adventure Quiz

Time Allotment
5 minutes

Materials
- Printout of Adventure Quiz, one for each Senior
Adventurer 1

- Pens, pencils

Steps
Welcome Seniors and have them fill out the Adventure Quiz.

SAY:
Take a minute to fill out the quiz to figure out what adventures appeal to you and why.

Activity 2: Opening Ceremony: Let the Adventure Begin

Time Allotment
15 minutes

Materials
- Flag
- Girls’ Adventure Quiz from Activity 1
- Female adventurers biographies girls created before meeting

Steps
- Recite the Pledge of Allegiance and the Promise and Law.
- Seniors share their own adventure experiences and talk about any concerns or what they are excited about trying.
- Seniors perform a skit to act out.

SAY:
You’ll be earning your Adventurer badge, which means you will go on a multi-day trip and have high-adventure experiences.

When you came in, you all took a quiz about some past experiences, and your adventurous spirit.

Who thinks that they are adventurous? If you rated yourself above a 5, raise your hand.

Does anyone want to share what makes them adventurous or what draws them to exciting experiences?

What about those who may not be adventurous? Why do you think you aren’t?

Share where girls will be going, the adventures they’ll do, and get reactions to the trip.

SAY:
You researched some women adventurers. Pick your favorite and, in one sentence, tell us who she is and in another sentence, the reason you think she’s cool.
Adventurer 1

For example:

Who she is:
Amelia Earhart was the first female aviator to fly solo across the Atlantic Ocean.

Why you like her:
I plan to fly a plane one day and am inspired by her story.

Activity 3: Leave No Trace

Time Allotment:
10 minutes

Materials:
- Leave No Trace for Older Girls handout, one for each Senior

Steps:
- Have girls talk about ways they will protect nature while in the outdoors.

SAY:
Let’s go over the Leave No Trace principles, which you’ll be using on your Adventurer trip.

I’ll name the principle; you share what you think it means.

Plan Ahead.
(Answer: Plan ahead so you leave nothing behind and protect nature. For example: You will store your food in containers and protect it from wildlife. You will find out about your campsite in advance: for example, where will you trash your trash? Get water? Build a fire? Go on a hike?)

Travel and Camp on Durable Surfaces.
(Answer: Walk only on paths and hard, compact surfaces. Be careful not to step on plants and flowers. Stay on established trails. Camp at established campsites whenever possible.)

Dispose of Waste Properly.
(Answer: Pack out what you carry in including all trash, toilet paper, leftover food, and litter.)

Leave What You Find.
(Answer: Leave nature as it is, which means leave rocks, plants and other natural objects as you find them. Don’t build structures, dig ditches, or cut healthy trees or bushes.

Minimize Campfire Impacts.
(Answer: Campfires are a special part of a Girl Scout’s outdoor experience. If you do build a campfire, keep
Adventurer 1

it small and make sure it doesn’t harm any plants or wildlife. Use an established fire ring, if available. Keep your fire small, and put it out properly.

_Respect Wildlife._

(Answer: Don’t approach, feed, or follow any animals—watch them from a distance.)

_Be Considerate of Other Visitors._

(Answer: Respect other visitors so they have a good experience in the outdoors, too. Yield to other users on the trail, camp away from trails and other visitors, keep your voice and noise level down.)

**Activity 4: Teamwork Test**

**Time Allotment**

20 minutes

**Materials**

- None

**Steps**

- Girls play a team-building game to test their ability to work as a group.

_SAY:_

_A big part of any adventure campout is being able to work well together as a group._

As a group, your goals for this trip are to be safe and have a fun adventure. You’ll practice collaboration, communication, and teamwork, which are leadership skills you’ll use throughout your lifetime.

_When you’re on your adventure trip, you’ll need to divide tasks and functions._

_Do this team-building exercise to see how in sync your group is:_

*Without saying anything, get into a line, in order, according to your birthday. So, January 1st would be on one end, and December 31st would be on the other.*

The point is for girls to organize themselves without talking.

When they line up, ask for birthdates to see if girls are in the right order.

Then try it again with height and shoe size.

**Activity 5: Snack Break: Marshmallow Tower**

**Time Allotment**

15 minutes
Adventurer 1

Materials
- Marshmallows
- Pretzel sticks
- Pretzel rods
- Timer

Steps
Seniors work on teamwork and snack along the way.

SAY:
*Let's see how you work as a team to solve problems together.*

*Break into two teams.*

*Using only marshmallows and pretzel sticks, build a tower as high as you can in 5 minutes. Work together to try different configurations and see what works best.*

*Feel free to also snack on your building supplies!*

After 5 minutes, take another 10 minutes and plan a menu for the Adventure trip.

Have girls come up with simple meals for breakfast-lunch-dinner and snacks for the number of days they need.

**Activity 6: DIY Survival Kit**

**Time Allotment**
25 minutes

**Materials**
- Empty pill bottles, one for each Senior
- Survival kit materials (one for each girl):
  - Nylon cord (paracord)
  - Matches
  - Birthday candles
  - Buttons
  - Finger lights
  - Index cards
  - Safety pins
Adventurer 1

- Dental floss
- Ibuprofen
- Cotton ball
- Alcohol wipes
- Adhesive bandages
- Foil
- Duct tape
- Key rings (optional)

Steps
- Seniors talk about what type of gear they will need and create a gear checklist.
- Seniors also discuss emergency situations that could arise.
- Seniors build a portable survival kit.

SAY:
Now that you have an adventure in mind, what type of special equipment will you need?

What kind of items will you need in case of an emergency?
(Have girls think through emergency scenarios and how they’d handle them.)

One way to handle emergencies, especially if we are in a remote or hard-to-reach area, is to be prepared with a survival kit. It should be something that is small, easy to carry, and holds essentials in real emergency situations.

You will make an emergency kit today using the supplies here.

Use teamwork strategy to find a way to fit everything you need in a small pill bottle.

What are some of the ways in which you might use the items here in an emergency?

Answers:
- Nylon cord or paracord = can hold a lot of weight if someone or something needs to be lifted
- Matches = to start a fire
- Birthday candles = help light objects, wax can help
- Finger lights = help light the way
- Index cards = can be used for a note or as kindling
- Safety pins = used as a fishing hook or to hold something together
- Dental floss = fishing line
- Ibuprofen = ease the pain
Adventurer 1

- Cotton ball = absorbent, can also be firestarter
- Alcohol wipes = for cuts
- Adhesive bandages = for cuts and scrapes
- Foil = to collect rainwater
- Duct tape = to hold something together or wound care
- Key rings (optional) = to clip it to your jacket or pants

Note to volunteer: Everything should fit inside the pill bottle except the nylon cord, which is wound around the outside and knotted. The index card, adhesive bandages, and foil should be folded as small as you can. The duct tape should be ripped off the roll, split in half lengthwise, folded so the sticky sides are stuck together, and then wrapped around your finger.

Activity 7: Closing Ceremony: Camp Kapers

Time Allotment
10 minutes

Materials
- Whiteboard or large poster board with list of kapers

Steps
- Seniors sit in a circle, volunteer for camp kapers.

SAY:
I’ll read some campsite chores and write down your name next to ones you want to do. You can volunteer for more than one thing!

Make snacks.
Prepare meals.
Clean up cooking area.
Fire builder.
Fire extinguisher.
Set table for meals.
Clean up after meals.
Fill pots for dishwashing.
Clean and dry dishes.
Help set up sleeping bags or tents.
Adventurer 1

Help take down sleeping bags or tents.
Pack up kitchen area before you leave.
Clean up campsite area before you leave.
Set up washing area with water and buckets.

Can you think of more kapers?

Now that you know where your adventure will take you, what is one thing you are most looking forward to?

End the meeting with a Friendship Squeeze.
Adventurer 2

OVERVIEW

Notes to Volunteers:

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Make the Most of the Outdoor Journey

Use the Talking Points (But Make Them Your Own): In each session, you’ll find suggested talking points under the heading “SAY.” Some volunteers, especially new ones, find it helpful to follow the script. Others use the talking points as a guide and deliver the information in their own words. Either way is just fine.

Leave Time for the Closing: If girls are having fun doing an activity, you may be tempted to skip the Closing Ceremony so they can keep going, but the Closing Ceremony is absolutely key to their learning. One of the most important components of any activity is allowing time for the girls to reflect on what they have learned. Research shows that when we use reflection with girls, their learning and enjoyment in activities

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Adventurer 2

goes up, so use reflection after activities like a hike or your campout. Ask them about how they felt during the activity. What did they learn? How will they use what they have learned? Did any of the activities ignite a passion that could be used for a Take Action project?

Use Girl Scouts’ Three Processes: Girl-led, learning by doing, cooperative learning: these three processes are the key to making sure girls have fun in Girl Scouts and keep coming back. Make sure the meetings are “girl-led” to help create an experience where girls can make choices and have their voices heard. “Learning by doing” and “cooperative learning” are built into this Journey, thanks to the hands-on activities and tips.

Read “Think-Pair-Share” in Meeting Aids: Find out how to make sure all girls are heard when making team decisions.

Complete the Surveys: Be sure to complete the surveys in the Volunteer Toolkit about your experiences. Your input is important! The data collected is used to enhance the program.

Prepare Ahead

- Prepare a kaper chart on a poster board for Activity 2: Opening Ceremony. Insert girls’ names with chores they volunteered for in Meeting 1.
- Print Leave No Trace for Older Girls handout from Meeting Aids, one for each Senior—for Activity 2: Opening Ceremony.
- Print Camp Checklist handout from Meeting Aids, one for each Senior for Activity 2: Opening Ceremony.
- For Activity 3: Leave No Trace Toss, write these phrases questions on a deflated beach ball using a permanent marker. (Some answers are in parenthesis to make sure girls get it right, but leave the answers off the beach ball.)
  - Why might you want to keep your dog on a leash in a park?
  - Name one land management agency.
  - How old do you have to be to follow Leave No Trace practices? (any age)
  - Take only pictures, leave only _________. (footprints)
  - What are two alternative ways to remember a pretty flower (other than picking it)?
  - Be ________ to other visitors! (kind)
  - If there is a puddle on the trail should you walk through it or around it off trail? (through it)
  - Name one way you can minimize your campfire impacts.
  - What is your most memorable outdoor experience?
  - If wildlife begins to change its behaviors you are probably too _________. (close)
  - Pack it in, pack it _______. (out)
  - _________ before you go! (know)
  - What is an alternative to a campfire when camping? (portable stoves for cooking, lanterns for light)
Adventurer 2

- Name two Leave No Trace principles.
- What are two things you should always bring with you on a hike?
- True or false: It is illegal to take cultural artifacts from public lands. (true)
- True or false: You should wash your dishes directly in a stream. (false)
- The best campsites are found not ________? (made)
- What is one way you can respect wildlife?
- When should you leave a campfire unattended? (never!)
- Act out the Leave No Trace principle: Be considerate of other visitors.
- Describe your favorite outdoor place.
- How long does it take for a banana peel to decompose? (up to 2 years)
- When crossing a meadow off-trail should you spread out or travel single file? (spread out)
- It’s bad to feed wildlife because ________.
- Why is it important to stay on designated trails?

- Create 3–4 cards—one for each Senior group—for Activity 4: Selfie Scavenger Hunt. The cards should have 4–5 places to get a selfie such as:
  - Selfie with trash where it shouldn't be
  - Selfie with section of the trail that needs maintaining
  - Selfie with a durable surface
  - Selfie with a hiker or camper hazard
  - Selfie where something is not minimizing impact
  - Selfie with beautiful scenery you’d like to protect

Get Help from Your Family and Friends Network

Your Friends and Family Network can include:

- Girls’ parents, aunts, uncles, older siblings, etc.
- Other volunteers who have offered to help with the meeting

Ask your network to help:

- Bring art supplies and camping gear for meetings
- Bring camping supplies and gear for the camp out
- Help plan the menu for camping trip and do the shopping in advance
- Bring a camera, smartphone, or video camera to document the meetings and campout
- Assist with camping activities in meetings
- Volunteer to go on troop campouts
Adventurer 2

Award Connection
Seniors will earn their Adventurer badge at the end of Meeting 2.

Note: You can buy the Adventurer badge, one for each Senior, from your council shop or on the Girl Scout website.

Meeting Length
90 minutes

• The times given for each activity may be different depending on how many Seniors are in your troop, so adjust accordingly.

• Give Seniors 10- and 5-minute warnings before they need to wrap up the last activity so you’ll have time for the Closing Ceremony.

• Some activities might require more time, so add an extra meeting if you need to.

MATERIALS LIST

Activity 1: As Girls Arrive: Leave It Better than You Found It

• Paper

• Pens, pencils

Activity 2: Opening Ceremony: Setting Up Camp

• Flag

• Leave No Trace for Older Girls handout, one for each Senior

• Printout of Campsite Checklist, one for each Senior

• Camp kapers poster board

Activity 3: Leave No Trace Toss

• Leave No Trace Beach Ball

Activity 4: Selfie Scavenger Hunt

• Leave It Better Than You Found It ideas from Activity 1

• Scavenger hunt card

• Smartphone camera, one for each group

Activity 5: Adventure Power Up

• Variety of trail mix items

• Small bags
Adventurer 2

Activity 6: Adventure Awaits
  • Cameras
  • (Optional camp craft or to do when girls are back home)
    o Mason jar lids
    o Hot glue and gun
    o Magnets
    o Portable digital camera photo developer

Activity 7: Closing Ceremony: Adventurer Badge Award
  • Adventurer badge, one for each Senior

DETAILED ACTIVITY PLAN
(Note to volunteers: This meeting is designed to be held while girls are camping out.)

Activity 1: As Girls Arrive: Leave It Better Than You Found It

Time Allotment
5 minutes

Materials
  • Paper
  • Pens, pencils

SAY:
When you arrived, you set up the campsite. Look around your site, or even go on a short walk nearby, and come up with three ideas for how you could help the environment.

Activity 2: Opening Ceremony: Setting Up Camp

Time Allotment
15 minutes

Materials
  • Flag
  • Leave No Trace for Older Girls handout, one for each Senior
  • Printout of Campsite Checklist, one for each Senior
  • Camp kapers poster board
Adventurer 2

Steps

- Recite the Pledge of Allegiance and the Promise and Law.
- Go over camp safety and kaper chart.
- Remind Seniors about Leave No Trace principles.

SAY:

*When you arrived at camp, you set it up. Go over the checklist to see how you did.*

*Is the area for your campsite flat and dry?*

*Is this a previously used campsite?*

*Were the sticks and stones cleared away?*

*Did you set up a separate area for cooking, hand washing, and dishwashing?*

For your cooking area:

*Can animals get at your food?*

*Are your coolers stashed in animal-proof containers?*

*Are there two trees nearby where you can tie a rope between them to hang things?*

For your sleeping area:

*Are the tents spread out so there isn't too much traffic in one area?*

*Are the openings to your tents facing each other?* (Suggest that girls arrange tents in a circle so all openings face each other.)

For your fire building area:

*Are you using a fire ring that is already at the campsite?*

*What kind of sticks are you using to build your fire?* (Remind girls that the wood they collect must be dead, fallen wood from the ground, not off live trees.)

*Are there any trees or plants near your fire ring?*

*What size fire will you make?* (Remind girls that smaller fires are better for the environment.)

*How will you extinguish your fire?* (Remind girls they will need a shovel and bucket of water nearby.)

Have girls discuss solutions for anything that needs changing.

SAY:

*When you leave a campsite, what do you do with your trash?* (Answer: Take it out with you or dispose of it...
Adventurer 2

in approved trash bins on the campgrounds.)

*When you leave a campsite, what should it look like? (Answer: As good as or better than you found it.)*

Give Seniors a *Leave No Trace for Older Girls* handout.

**SAY:**

*Have any of you practiced Leave No Trace since you arrived at camp? Explain how.*

Have girls share any Leave No Trace principles they practiced or plan to practice.

**SAY:**

*Your own safety is equally important.*

*What’s the buddy system? (Answer: You’re paired with another Senior so you can keep watch over each other.)*

*Protect yourself from weather. (Answer: Wear sunscreen and/or a hat when it’s sunny and hot, and a raincoat or jacket when it’s cold or rainy.)*

*Be careful around a campfire. (Answer: Wear closed-toe shoes. Don’t walk over a fire. When you are tending a fire, make sure to tie your hair back or wear a bandana on your head.)*

*Protect your food from wildlife. (Answer: Store food away from tents and out of reach of animals. If necessary, hang food from a rope stretched between two trees and make sure all food is packed in closed containers.)*

Go over the kaper chart and read the kapers each Senior has volunteered to do.

**Activity 3: Leave No Trace Toss**

**Time Allotment**

15 minutes

**Materials**

- Leave No Trace beach ball

**Steps**

- Play Leave No Trace beach ball toss game.

**SAY:**

*Let’s see how well you know Leave No Trace.*

*Stand in a circle and toss the beach ball around. On the third toss, whoever catches it, read what it says*
Adventurer 2

*closest to either one of your thumbs.*

*Read it out loud to the group.*

After the ball toss, ask girls how they would teach these principles to younger girls or other campers.

**Activity 4: Selfie Scavenger Hunt**

**Time Allotment**

20 minutes

**Materials**

- Leave It Better Than You Found It ideas from Activity 1
- Scavenger hunt card
- Smartphone camera, one for each group

**Steps**

Girls break into groups and take a hike to find areas where they could make a difference. Along the hike, they take selfies with things or areas they find.

**SAY:**

*Even though you’re here for an adventure, you’ll want to leave the area better than you found it so others can also experience an adventure here.*

*Break into groups, and have fun with a selfie scavenger hunt while you look for areas that could use some improving.*

*Meet back at camp in 15 minutes and share the best photos you found.*

*When you get home, you can send the photos and an explanation to an area manager, or perhaps work on a Take Action project to help.*

**(Note to volunteers: You could ask local managers or rangers to accompany the groups to give them more information about the area.)*

**Activity 5: Adventure Power Up**

**Time Allotment**

15 min

**Materials**

- Variety of trail mix items including granola, chocolate chips, dried fruit
Adventurer 2

- Small bags

Steps
Seniors make their own trail mix to bring on their adventure.

SAY:
*Make your own trail mix based on your own likes, and what you think will fuel you up for your adventure.*

*While you are assembling your snack, discuss what you are most excited about and what you might be most nervous about. Are there strategies you use to calm your nerves?*

Activity 6: Adventure Awaits

Time Allotment
15 minutes

Materials
- Cameras
- (Optional for camp craft or to do when girls are back home)
  - Mason jar lids
  - Hot glue and gun
  - Magnets
  - Portable digital camera photo developer

Steps
Seniors go on their adventure, taking photos along the way of things that inspired them while on the trip. (Optional: After the trip, if in a remote area: Make fridge magnets to remember the epic adventure.)

SAY:
*While on your adventure, remember to document what you see that inspires you. It can be something like a scenic shot, your friends having fun, or wildlife. Or, it can be something afterward or before the adventure itself.*

*Each girl should take at least two photos of something that inspires her. When you get back, you can print the images and create magnets.*

To create the magnets:
Using the ring of the Mason jar, trace the outer edge of the jar on your photo and cut. Hot glue the photo inside the ring, and then attach small magnets to the back of the lid with hot glue.
Adventurer 2

Activity 7: Closing Ceremony: Adventurer Badge Award

Time Allotment
5 minutes

Materials
• Adventurer badge, one for each Senior

Steps
Seniors sit in a circle and get their Adventurer badges.

SAY:
What’s been the best part about your Adventurer experience?
How were you most challenged on your adventure?
What would you tell others about this adventure?
What would you do differently next time?
What did you learn about yourself through the adventure?

Give each Senior an Adventurer badge.

End the meeting with a Friendship Squeeze.
First Aid 1

OVERVIEW

Notes to Volunteers:

About the Senior Outdoor Journey:
The Senior Outdoor Journey consists of three badges: Adventurer, First Aid, Adventure Camper, and three Take Action meetings. To complete the Journey, have girls complete the meetings in the following order:

- Adventurer badge (2 meetings)
- First Aid badge (2 meetings)
- Adventure Camper badge (2 meetings)
- Take Action (3 meetings)

First Aid Requirements: There are two meetings for Seniors to earn their First Aid badge.

- Girls must be CPR certified before earning this badge. (Note to volunteers: For girls who are not CPR certified, you can hold an extra meeting for girls to learn CPR from a qualified instructor or your group can attend a CPR training class together.)
- In order to qualify for other certification, such as for lifeguard or wilderness first aid, girls will need to complete a first aid certification course by a GSUSA-approved provider.

Add an Extra Meeting: The meetings are each designed for 90 minutes. It’s perfectly OK to add a meeting to your Outdoor Journey plan if you feel girls need more time completing the badge requirements.

Prepare to Take Girls Outside:
To earn the First Aid badge, it is recommended that Seniors go outside for many of the activities. Get support from your council and GSUSA for information about best practices for Girl Scouts in the outdoors:

- Check Safety Activity Checkpoints guidelines before planning any outdoor activity. The First Aid requirements are updated to include new procedures and the type of supplies and equipment available.
- Explore Venture Out! http://gsuniversity.girlscouts.org/resource/venture-out/, an online resource that provides guidance to volunteers less familiar with taking girls outdoors.
- Read the book Outdoor Education in Girl Scouting for helpful tips.
- Read Explaining Leave No Trace in Meeting Aids: An important part of preparing girls for the outdoors is to help them understand and embrace the seven basic principles of Leave No Trace.

Make the Most of the Outdoor Journey

Use the Talking Points (But Make Them Your Own): In each session, you’ll find suggested talking points under the heading “SAY.” Some volunteers, especially new ones, find it helpful to follow the script. Others use the talking points as a guide and deliver the information in their own words. Either way is just fine.
First Aid 1

**Leave Time for the Closing:** If girls are having fun doing an activity, you may be tempted to skip the Closing Ceremony so they can keep going, but the Closing Ceremony is absolutely key to their learning. One of the most important components of any activity is allowing time for the girls to reflect on what they have learned. Research shows that when we use reflection with girls, their learning and enjoyment in activities goes up, so use reflection after activities like a hike or your campout. Ask them about how they felt during the activity. What did they learn? How will they use what they have learned? Did any of the activities ignite a passion that could be used for a Take Action project?

**Use Girl Scouts’ Three Processes:** Girl-led, learning by doing, cooperative learning: these three processes are the key to making sure girls have fun in Girl Scouts and keep coming back. Make sure the meetings are “girl-led” to help create an experience where girls can make choices and have their voices heard. “Learning by doing” and “cooperative learning” are built into this Journey, thanks to the hands-on activities and tips.

**Read “Think-Pair-Share” in Meeting Aids:** Find out how to make sure all girls are heard when making team decisions.

**Complete the Surveys:** Be sure to complete the surveys in the Volunteer Toolkit about your experiences. Your input is important! The data collected is used to enhance the program.

**If You Have a Multi-Level Troop:** Read Tips for Working with Multi-Level Groups for Older Girls in Meeting Aids to get hands-on tips for how to deal with younger girl/older girl scenarios.

**Prepare Ahead**
- Recruit extra volunteers or older girls to accompany you during outdoor activities.
- Recruit volunteers who are experienced with first aid procedures.
- Make sure the girls are CPR certified before embarking on this badge.
- Have enough first aid supplies for Activity 6.

**Get Help from Your Family and Friends Network**

**Note to Volunteers:** Ask a first responder—such as a firefighter, ambulance worker, or police officer—to come and share their experience with the girls. Or you can have a doctor or nurse come and talk about the hospital experience. If you can’t find a guest speaker to attend the meeting, it might help to at least interview a professional ahead of time and get their perspective to share with the girls. Your Friends and Family Network can include:
- Girls’ parents, aunts, uncles, older siblings, etc.
- Other volunteers who have offered to help with the meeting.
- Volunteers who are experienced with first aid procedures

**Ask your network to help:**
- Bring first aid supplies and gear
First Aid 1

- Bring a camera, smartphone, or video camera to document the meeting
- Volunteer to assist with first-aid activities

Award Connection
Seniors will not earn a badge in this meeting. They will earn their First Aid badge at the end of Meeting 2.

Note: You can buy the First Aid badge, one for each Senior, from your council shop or on the Girl Scout website.

Meeting Length
90 minutes

- The times given for each activity may be different depending on how many Seniors are in your troop, so adjust accordingly.
- Give Seniors 10- and 5-minute warnings before they need to wrap up the last activity so you’ll have time for the Closing Ceremony.
- Some activities might require more time, so add an extra meeting if you need to.

MATERIALS LIST

Activity 1: As Girls Arrive: Inside ER
- Poster board or whiteboard
- Markers, pens

Activity 2: Opening Ceremony: Triage and First Aid
- Poster board or whiteboard from first activity
- Flag

Activity 3: Head Injuries
- Computers for girls to do research, or first-aid and emergency medical books for research

Activity 4: Neck Injuries
- Computers for girls to do research, or first-aid and emergency medical books for research

Activity 5: Calm and First Aid
- Healthy snacks
- Calming tea or smoothie

Activity 6: Packing a First-Aid Kit
- Small bag or container for girls to place items
First Aid 1

- First aid items:
  - Sanitizing hand wipes or hand sanitizer
  - Adhesive bandages
  - Scissors
  - Gauze pad
  - Roll of adhesive tape
  - Alcohol
  - Cotton swabs
  - Tweezers
  - Thermometer
  - Aspirin
  - Antibiotic ointment
  - Ice pack
  - Plastic medical gloves
  - Emergency blanket
  - Pens or markers
  - Index cards for each girl

Activity 7: Closing Ceremony:
- None

DETAILED ACTIVITY PLAN

(Note to volunteers: You can begin this meeting in a meeting room, but will have to go outside at night for part of the activities.)

Activity 1: As Girls Arrive: Inside ER

Time Allotment
5 minutes

Materials
- Poster board or whiteboard
- Markers, pens
First Aid 1

Steps
Welcome Seniors and have them write all the possible emergency room conditions that they can come up with.

SAY:
An emergency room doctor sees every possible condition that patients might have, from burns to illness. Their job is to make an on-the-spot diagnosis, often life-saving ones. On the poster board, write down any condition you can think of that an emergency room physician might be faced with.

Activity 2: Opening Ceremony: Triage and First Aid

Time Allotment
15 minutes

Materials
- Poster board or whiteboard from first activity
- Flag

Steps
Gather girls in a circle and welcome them to the First Aid meeting. Girls recite the Pledge of Allegiance and the Promise and Law. Have them describe a time they needed medical attention or had to give medical attention to someone else.

SAY:
As a Girl Scout Senior, you are on the go between home, school, and your activities. You never know when you’ll find yourself in the middle of an emergency. Would you know what to do?

Have any of you ever needed medical attention or had to give medical attention to someone else? Please share your story!

By earning this badge, you’ll learn to tell the difference between minor and major injuries.

Triage is the process of sorting patients based on the severity of their injuries. It’s what emergency room doctors have to do every day.

In what type of situation do you think triage is performed?

Answer: In a situation where several people are injured, such as a train wreck or boating accident.

Share some of the conditions you came up with for emergency room doctors.

Some conditions might be:
- Car accident injuries
First Aid 1

- Sports injuries
- Burns
- Appendicitis
- Broken bones, cuts from falls
- Heart attack, chest pain
- Breathing problems: asthma, pneumonia
- Loss of vision or hearing
- Unconsciousness
- Drug overdose
- Food poisoning
- Allergic reaction from insect bite, food, medications
- High fever

Have girls share emergency room conditions and talk about whether they think they're minor or major and which ones require immediate attention.

SAY:

When you witness an emergency, does anyone know the steps to take?

First you check to make sure the area is safe before rushing to someone’s aid. Then you call 911. Then offer care to the injured person.

Activity 3: Head Injuries

Time Allotment

20 minutes

Materials

- Computers for girls to do research, or first-aid and emergency medical books for research

Steps

Girls research and role-play to find out how to handle head injuries and not complicate or make an injury worse.

SAY:

Head injuries require special care and can complicate CPR or rescue breathing.

Break into 3 groups—each group will research how to assist a specific head injury victim and then role-play what you learned for the group.
First Aid 1

Group 1: The head injury is from a blow to the head by an object but it did not break the skull. Your patient is unconscious.

Group 2: The head injury is from a blow to the head by an object that penetrated the skull and entered the brain. (Could be from a car accident or gunshot wound.)

Group 3: The head injury is a concussion from being shaken, a sports accident, or a fall.

Have girls role-play the situation and what they would do.

SAY:

Learning to recognize a serious head injury and give basic first aid can save someone’s life.

What’s the first step?
(Answer: Call 911. Make sure the scene is safe.)

What are some signs to get medical help right away after a head injury?
(Possible answers: If she becomes sleepy, behaves abnormally, has a severe headache or stiff neck, if her pupils are unequal sizes, if she's unable to move an arm or leg, if she loses consciousness, or vomits.)

What are some things you can do?

Possible answers:
- Check the person’s breathing and see if she needs CPR.
- Stop any bleeding by pressing a clean cloth firmly on the wound.
- Do not move the person’s head unless she’s vomiting, even then only do so with a medical professional’s guidance.
- Apply ice packs to swollen areas.
- If it’s a concussion, make sure the person is monitored for at least 24 hours. She will need to be awakened every two hours to make sure she responds normally.

What are some things you shouldn’t do?

Possible answers:

Do not . . .
- Wash a deep head wound with a lot of blood.
- Remove any objects sticking out of a wound.
- Move the person unless necessary.
- Shake the person if she seems dazed.
- Remove a helmet if you think there is a serious head injury.
Activity 4: Neck Injuries

Time Allotment
20 minutes

Materials
- Computers for girls to do research, or first-aid and emergency medical books for research

Steps
Girls research and role-play to find out how to handle neck injuries and not complicate or make an injury worse.

SAY:
Just like head injuries, neck injuries require special care.

Break into 2 groups and research how to assist a neck injury victim and then role-play what you learned for the group.

Group 1: The neck injury is from falling off a hiking trail. The patient ran into a tree. Her neck and back are in odd positions.

Group 2: The neck injury is from a car accident. The driver has extreme neck pain and stiffness from whiplash. She can't raise her head from a pillow.

Group 3: The neck injury is from a skiing or kayaking accident and the girl is still in the water.

Have girls role-play the situation and what they would do.

SAY:
Just like a head injury, learning to recognize a serious neck injury and give basic first aid can save someone’s life.

What's the first step?
(Answer: Call 911. Make sure the scene is safe.)

What are some signs to get medical help right away after a neck injury?
(Possible answers: If she’s in severe pain, if she can't move her head or neck, if she has numbness or weakness or loss of movement in arms and legs, if she has any unusual feeling or sensations.)

What are some things you can do?
Possible answers:
- Tell the patient to lie still and not move her neck or head until help arrives.
- Keep the person warm with blankets or covering.
First Aid 1

- Make sure head, neck and spine are in a neutral position, if possible, for example by placing towels at either side of the head.
- If the girl is still in the water, do not move her. Try to find a board or something to put underneath her to stabilize her body and make sure she doesn’t move. Be aware of the potential for hypothermia.

What are some things you shouldn’t do?

Possible answers: Do not:
- Move the person unless necessary.
- Shake the person if she seems dazed.
- Remove a helmet if you think there is a serious head injury.
- Roll a person alone or without professional medical assistance.

Activity 5: Snack Break: Calm and First Aid

Time Allotment
10 minutes

Materials
- Healthy snacks
- Calming tea or smoothie

Steps
As the girls take a break, talk about emergencies and first aid, and the importance of staying calm.

SAY:
A big part of handling emergencies is to try and stay calm. Giving first aid can be scary for the person who is trying to help, as well as the patient.

What are some ways that you stay calm in emergency situations?
Girls might say:
- Take a deep breath.
- Pause if you are feeling panicky or confused.
- Find a first-aid kit, if possible.

Why is it important to stay calm?
Girls might say:
- To help figure out what the emergency situation is.
- To be able to be able to plan your next step.
First Aid 1

Also remember that emergency situations may change so you may need to keep assessing it. Always make sure the scene is safe.

For example, if you're in around a fire or near a flood, you may need to find shelter. If you're near a car accident, stay out of the road. If you're near something that could combust, leave the area immediately. Watch for debris hiding under things that have fallen. Be aware of everything happening around you.

Activity 6: Packing a First-Aid Kit

Time Allotment
15 Minutes

Materials:

- First aid items:
  - Sanitizing hand wipes or hand sanitizer
  - Adhesive bandages
  - Scissors
  - Gauze pad
  - Roll of adhesive tape
  - Alcohol
  - Cotton swabs
  - Tweezers
  - Thermometer
  - Aspirin
  - Antibiotic ointment
  - Ice pack
  - Plastic medical gloves
  - Emergency blanket
  - Pens or markers
  - Index cards for each girl

Steps

Spread all the first aid items out on a table and have girls identify items for a first-aid kit.

SAY:

When you go on a camping trip, you'll be asked to bring a first-aid kit. You might also want one for your backpack, at home, or at school to be ready if someone (or you!) needs first aid.

Part of giving good first aid is being prepared with the right items to treat a minor injury.
First Aid 1

What should you have in your portable first-aid kit?

Have girls take turns to pick items off the table one by one, say what it is, how it would be used, and add it to the first-aid kit.

Which of these items would you bring on a camping trip? (All!) Are there things you would add? Like a flashlight to see in the dark? Something for bug or snake bites? Water? (Always!)

Which of these items would you like to carry in your backpack?

Activity 7: Closing Ceremony: First Aid Take Action

Time Allotment
5 Minutes

Materials
• None

Steps
Girls brainstorm Take Action ideas and careers for First Aid skills.

SAY:
Knowing CPR and earning the First Aid badge are great steps towards helping people. Did any of the activities or research you’ve done so far spark an idea for a Take Action project?

Keep a list of any ideas girls might have.

SAY:
If you’ve enjoyed learning about first aid so far, what kind of career do you think you might want to explore?

Girls might say:
• Military doctor
• Emergency medical technician
• Emergency room doctor
• Pharmacist
• CPR instructor
• Nurse

Next meeting we’ll be going outdoors to do a mock emergency drill so make sure to wear clothes for outdoors—and sunscreen, too!

End the meeting with a friendship squeeze.
First Aid 2

OVERVIEW

Notes to Volunteers:

First Aid Requirements: There are two meetings for Seniors to earn their First Aid badge.

- Girls must be CPR certified before earning this badge. (Note to volunteers: For girls who are not CPR certified, you can hold an extra meeting for girls to learn CPR from a qualified instructor or your group can attend a CPR training class together.)
- In order to qualify for other certification, such as for lifeguard or wilderness first aid, girls will need to complete a first aid certification course by a GSUSA-approved provider.

Add an Extra Meeting: The meetings are each designed for 90 minutes. It's perfectly OK to add a meeting to your Outdoor Journey plan if you feel girls need more time completing the badge requirements.

Prepare to Take Girls Outside:
To earn the First Aid badge, it is recommended that Seniors go outside for many of the activities. Get support from your council and GSUSA for information about best practices for Girl Scouts in the outdoors:

- Check Safety Activity Checkpoints guidelines before planning any outdoor activity. The First Aid requirements are updated to include new procedures and the type of supplies and equipment available.
- Explore Venture Out! http://gsuniversity.girlscouts.org/resource/venture-out/, an online resource that provides guidance to volunteers less familiar with taking girls outdoors.
- Read the book Outdoor Education in Girl Scouting for helpful tips.
- Read Explaining Leave No Trace in Meeting Aids: An important part of preparing girls for the outdoors is to help them understand and embrace the seven basic principles of Leave No Trace.

Make the Most of the Outdoor Journey

Use the Talking Points (But Make Them Your Own): In each session, you'll find suggested talking points under the heading “SAY.” Some volunteers, especially new ones, find it helpful to follow the script. Others use the talking points as a guide and deliver the information in their own words. Either way is just fine.

Leave Time for the Closing: If girls are having fun doing an activity, you may be tempted to skip the Closing Ceremony so they can keep going, but the Closing Ceremony is absolutely key to their learning. One of the most important components of any activity is allowing time for the girls to reflect on what they have learned. Research shows that when we use reflection with girls, their learning and enjoyment in activities goes up, so use reflection after activities like a hike or your campout. Ask them about how they felt during the activity. What did they learn? How will they use what they have learned? Did any of the activities ignite a passion that could be used for a Take Action project?

Use Girl Scouts’ Three Processes: Girl-led, learning by doing, cooperative learning: these three processes are the key to making sure girls have fun in Girl Scouts and keep coming back. Make sure the meetings are
First Aid 2

“girl-led” to help create an experience where girls can make choices and have their voices heard. “Learning by doing” and “cooperative learning” are built into this Journey, thanks to the hands-on activities and tips.

Read “Think-Pair-Share” in Meeting Aids: Find out how to make sure all girls are heard when making team decisions.

Complete the Surveys: Be sure to complete the surveys in the Volunteer Toolkit about your experiences. Your input is important! The data collected is used to enhance the program.

If You Have a Multi-Level Troop: Read Tips for Working with Multi-Level Groups for Older Girls in Meeting Aids to get hands-on tips for how to deal with younger girl/older girl scenarios.

Prepare Ahead

- Recruit extra volunteers or older girls to accompany you during outdoor activities.
- Recruit volunteers who are experienced with first aid procedures.
- Collect household items girls can use to make slings, splints, and crutches: ski poles, kayak paddles, climbing rope, sleeping bags, life jackets, umbrella, baseball bat, sticks, old blankets, rags, pillows
- Purchase First Aid badges, one for each Senior.

Get Help from Your Family and Friends Network

Note to Volunteers: Ask a first responder, such as a firefighter, ambulance worker or police officer to come and share their experience with the girls. Or you can have a doctor or nurse come and talk about the hospital experience. If you can’t find a guest speaker to attend the meeting, it might help to at least interview a professional ahead of time and get their perspective to share with the girls.

Your Friends and Family Network can include:

- Girls’ parents, aunts, uncles, older siblings, etc.
- Other volunteers who have offered to help with the meeting
- Volunteers who are experienced with first aid procedures

Ask your network to help:

- Bring first aid supplies and gear
- Bring a camera, smartphone, or video camera to document the meeting
- Volunteer to assist with first aid activities

Award Connection

Seniors will earn their First Aid badge in this meeting.

Note: You can buy the First Aid badge, one for each Senior, from your council shop or on the Girl Scout website.
First Aid 2

Meeting Length
90 minutes
- The times given for each activity may be different depending on how many Seniors are in your troop, so adjust accordingly.
- Give Seniors 10- and 5-minute warnings before they need to wrap up the last activity so you’ll have time for the Closing Ceremony.
- Some activities might require more time so add an extra meeting if you need to.

MATERIALS LIST

Activity 1: As Girls Arrive: Gather Splint and Crutches Material
- Collected items girls can use to make splints and crutches

Activity 2: Opening Ceremony: First Aid in the Outdoors
- Flag

Activity 3: Slings, Splints and Crutches
- Tape (duct tape or bandage tape)
- Gauze
- Memory foam pads
- Old blankets, towels, rags, bandanas, socks
- Scissors
- Materials girls collected from Activity 1, including items brought to meeting

Activity 4: Mock Outdoor Emergency Drill
- First-aid kits
- Materials from Activity 3

Activity 5: Calm and First Aid
- Healthy snacks
- Calming tea or smoothie

Activity 6: Drug and Alcohol Poisoning
- Computers for girls to do research, or first-aid and emergency medical books for research
First Aid 2

Activity 7: Closing Ceremony: First Aid Badge Awards
- First Aid badges, one for each Senior

DETAILED ACTIVITY PLAN

(Note to volunteers: This meeting takes place in an outdoor setting. Do it in a park or backyard that has an area with plants and trees.)

Activity 1: As Girls Arrive: Gather Sling, Splint, Crutches Material

Time Allotment
5 minutes

Materials
- Collected items girls can use to make slings, splints and crutches

Steps
Welcome Seniors and have them collect sticks of wood from the outdoors to help make splints and crutches. (Make sure they only take wood that has fallen and return it where they found it after the activity.)

SAY:
Check out the items here to make slings, splints, and crutches and look around outdoors to find more things you can use, such as sticks and pieces of wood. But make sure to only take wood that has fallen—never take anything off a tree or plant.

Activity 2: Opening Ceremony: First Aid in the Outdoors

Time Allotment
5 minutes

Materials
- Flag

Steps
Recite the Pledge of Allegiance and the Promise and Law and talk about the meeting plan.

SAY:
You might have to deal with accidents and injuries in the outdoors, especially when you’re on a hike or campout. Falls from hiking can cause sprains and breaks. Poisonous plants can cause rashes. Accidental
burns from a campfire. Has anyone experienced an injury while on an outdoor trip?

In our next activity, you’ll team up to make DIY slings, splints or crutches.

Activity 3: Slings, Splints and Crutches

Time Allotment
30 minutes

Materials
• Tape (duct tape or bandage tape)
• Gauze
• Memory foam pads
• Old blankets, towels, rags, bandanas, socks
• Scissors
• Materials girls collected from Activity 1, including items brought to meeting

Steps
Girls team up to make DIY slings, splints or crutches.

SAY:
In a fall, you might injure your leg, ankles, arms, or wrists. The first thing you need to do is get the injured area immobilized and supported.

A good rule of thumb is to immobilize the next joint up from the injury. Let’s say the foot is broken, then splint up the ankle. If the ankle is sprained, splint up the knee. If it’s a knee injury, splint up the hip.

You’ll need enough padding to stabilize the injury and to add pressure to keep it from swelling, so use whatever padding material you can find.

Have girls break into teams and assign each team to role-play an injury that would need a sling, splint or crutch. Then have them begin working.

SAY:
For your splint, make sure to start with a stiff splint material. Tape or tie material around it, but not so tight you cut off circulation.

For a crutch, try to create a fork at the top, either with rope or tape. Try to make your crutch about 4 feet in length.

For a sling, look around for cloth materials you can use to tie a sling to support a broken arm.
First Aid 2

Have girls share their work with the group.

Activity 4: Mock Outdoor Emergency Drill

- First-aid kits
- Materials from Activity 3

Time Allotment
20 Minutes

Steps
Girls break up into two teams: people who need medical treatment and emergency responders to role-play an emergency drill.

SAY:
*Come up with a scenario of something that might happen in the outdoors. Then break into two teams. One of you will be the victims and the other, the emergency responders.*

*We can do more than one scenario and switch teams.*

Ideas for scenarios:
- Campers come back from a hike with rashes from poison ivy, poison oak, and bee stings.
- It’s extremely hot weather and some campers have fainted or are dehydrated.
- Hikers are in a high elevation and have headaches, shortness of breath, nausea, and are dizzy.
- Five hikers have fallen down a steep slide on a trail and have strained ligaments and cuts.
- Three campers have suffered burns from a campfire.
- A camper cuts herself on a hatchet or cutting knife, it’s not deep but she’s bleeding.

Activity 5: Snack Break: Calm and First Aid

Time Allotment
10 minutes

Materials
- Healthy snacks
- Calming tea or smoothie

Steps
As the girls take a break, talk about emergencies and first aid, and the importance of staying calm.
First Aid 2

SAY:
You learned last meeting how a big part of handling emergencies is to try and stay calm. Giving first aid can be scary for the person who is trying to help, as well as the patient.

What are some ways that you stayed calm in the mock emergency drills you just did?

Girls might say:
- Take a deep breath.
- Pause if you are feeling panicky or confused.
- Find a first-aid kit, if possible.

Why is it important to stay calm?

Girls might say:
- To help figure out what the emergency situation is.
- To be able to be able to plan your next step.

Activity 6: Drug and Alcohol Poisoning

Time Allotment
15 Minutes

Materials:
- Computers for girls to do research, or first-aid and emergency medical books for research

Steps
Girls research and share different drug and alcohol poisoning scenarios and find out what to do.

SAY:
If someone has overdosed on drugs or had so much to drink that they’re suffering from alcohol poisoning, that person’s life could be in danger.

It’s important to recognize the warning signs and know how to care for the person until help arrives.

Break girls into two teams: one will research alcohol poisoning, the other drug overdose. Give each group 10 minutes.

Have them find out:
- What are the symptoms for a drug overdose and alcohol poisoning?
- What kind of first aid can you give someone who has overdosed on drugs or has alcohol poisoning?

Have each group present their findings to each other.
Activity 7: Closing Ceremony: First Aid Badge Awards

Time Allotment
5 Minutes

Materials
- First Aid badges, one for each Senior

Steps
Girls get their First Aid badges.

SAY:
What did you learn from this badge?
What will you take away with you and use in your everyday life?
What are some of the things you would tell a younger girl about first aid?

End the meeting by giving each girl her First Aid badge. Have girls do a high-five, cheer, or friendship squeeze.
**OVERVIEW**

**Notes to Volunteers:**

**About the Senior Outdoor Journey:**
The Senior Outdoor Journey consists of three badges: Adventurer, First Aid, Adventure Camper, and three Take Action meetings. To complete the Journey, have girls complete the meetings in the following order:

- Adventurer badge (2 meetings)
- First Aid badge (2 meetings)
- Adventure Camper badge (2 meetings)
- Take Action (3 meetings)

**Adventure Camper Requirements:** There are two meetings for Seniors to earn their Adventure Camper badge. Meeting 1 can be held in a meeting room or outdoors. Meeting 2 is designed to be held at a campsite where girls will go on at least one overnight campout.

**Add an Extra Meeting:** The meetings are each designed for 90 minutes. It’s perfectly OK to add a meeting to your Outdoor Journey plan if you feel girls need more time completing the badge requirements.

**Prepare to Take Girls Outside:**
To earn the Adventure Camper badge, Seniors must set out and complete a camping trip with an adventurous activity. Get support from your council and GSUSA for information about best practices for Girl Scouts in the outdoors:

- Check Safety Activity Checkpoints guidelines before planning any camping trip or outdoor activity.
- Explore Venture Out! http://gsuniversity.girlscouts.org/resource/venture-out/, an online resource that provides guidance to volunteers less familiar with taking girls outdoors.
- Read the book *Outdoor Education in Girl Scouting* for helpful tips.
- Read *Girl Scout Readiness in Camping* in Meeting Aids to get progressive camping tips, from first-time campers to girls who are more experienced campers.
- Check out the Outdoor Progression Chart here. https://www.girlscouts.org/content/dam/girlscouts-gsusa/forms-and-documents/for-adults/volunteer/GSUSA_OutdoorProgression.pdf
- Read Explaining Leave No Trace in Meeting Aids: An important part of preparing girls for the outdoors is to help them understand and embrace the seven basic principles of Leave No Trace.
- Go to the Leave No Trace website https://lnt.org/teach/leave-no-trace-every-kid to find teaching resources and fun nature camping activities.
Adventure Camper 1

Make the Most of the Outdoor Journey

Use the Talking Points (But Make Them Your Own): In each session, you'll find suggested talking points under the heading “SAY.” Some volunteers, especially new ones, find it helpful to follow the script. Others use the talking points as a guide and deliver the information in their own words. Either way is just fine.

Leave Time for the Closing: If girls are having fun doing an activity, you may be tempted to skip the Closing Ceremony so they can keep going, but the Closing Ceremony is absolutely key to their learning. One of the most important components of any activity is allowing time for the girls to reflect on what they have learned. Research shows that when we use reflection with girls, their learning and enjoyment in activities goes up, so use reflection after activities like a hike or your campout. Ask them about how they felt during the activity. What did they learn? How will they use what they have learned? Did any of the activities ignite a passion that could be used for a Take Action project?

Use Girl Scouts’ Three Processes: Girl-led, learning by doing, cooperative learning: these three processes are the key to making sure girls have fun in Girl Scouts and keep coming back. Make sure the meetings are “girl led” to help create an experience where girls can make choices and have their voices heard. “Learning by doing” and “cooperative learning” are built into this Journey, thanks to the hands-on activities and tips.

Read “Think-Pair-Share” in Meeting Aids: Find out how to make sure all girls are heard when making team decisions.

Complete the Surveys: Be sure to complete the surveys in the Volunteer Toolkit about your experiences. Your input is important! The data collected is used to enhance the program.

If You Have a Multi-Level Troop: Read Tips for Working with Multi-Level Groups for Older Girls in Meeting Aids to get hands-on tips for how to deal with younger girl/older girl scenarios.

Prepare Ahead

- For Activity 1, find at least three potential areas where girls might go on their adventure campout. Girls will chart the weather and check local sightseeing highlights for these areas to help decide where they might want to camp.
- For Activity 1, if you don't have a computer or smartphones available for girls to research weather and local sightseeing for the area, borrow weather and travel guidebooks from the library for the areas you need.
- Print Leave No Trace for Older Girls from Meeting Aids, one for each Senior, for Activity 3: Leave No Trace.
- For Activity 4: Plan Your Camping Adventure: Across the top of a whiteboard or poster board, write: “Camp Questions” and “Camp Plan.” Under “Camp Questions” write: Where will you go? When will you go? How will you get there? What kind of gear will you bring? How will you wash and get water? What will you eat? How will you cook your food? Are any permits needed? How much will the trip cost, and how will your group pay for it?
Adventure Camper 1

- Gather snack items for Activity 5: Hiking Trail Mix. Check in advance for any food allergies girls might have.
- For Activity 6: Gear Share and Compare: Send an email out in advance to parents asking that girls make a trip to a gear supply store to find out about camping equipment before your first meeting. Then request Seniors bring any camp gear items they might have to the meeting, such as:
  - Reusable water bottle
  - Flashlight with extra batteries
  - Long-sleeved jacket
  - Poncho or raincoat
  - Closed-toe shoes
  - Sun protection: hat with a brim, sunscreen, lip balm, and sunglasses
  - First-aid kit
  - Pocket potty: Toilet paper, plastic sealable baggies, trowel
  - Any medications you may need (inhaler, EpiPen)
  - Emergency food (such as trail mix or granola bars)
  - Whistle
  - Matches in a waterproof container
  - Rope
  - Bug spray
  - Sleeping bag and sleeping pad
  - Dutch oven or cook pots
  - Camp stove and fuel
  - Cooler to hold food
  - Cooking utensils
  - Extra trash bags
  - Mess kit (plate, utensils, cup)
  - Battery-operated or propane lantern
  - Socks
  - Backpack or duffel bag
  - Compass and map of the area
- For Closing Ceremony, create a list of camp kapers on a whiteboard or poster board prior to the meeting.
Get Help from Your Family and Friends Network
Your Friends and Family Network can include:

- Girls’ parents, aunts, uncles, older siblings, etc.
- Other volunteers who have offered to help with the meeting.

Ask your network to help:

- Bring camping supplies and gear for meetings.
- Bring camping equipment and gear for a campout.
- Bring a camera, smartphone, or video camera to document the meetings and campout.
- Assist with camping activities in meetings.
- Help plan the camping trip menu and do the shopping in advance.
- Volunteer to go on troop campouts.

Award Connection
Seniors will not earn a badge in this meeting. They will earn their Adventure Camper badge at the end of Meeting 2.

Note: You can buy the Adventure Camper badge, one for each Senior, from your council shop or on the Girl Scout website.

Meeting Length
90 minutes

- The times given for each activity may be different depending on how many Seniors are in your troop, so adjust accordingly.
- Give Seniors 10- and 5-minute warnings before they need to wrap up the last activity so you’ll have time for the Closing Ceremony.
- Some activities might require more time, so add an extra meeting if you need to.

MATERIALS LIST

Activity 1: As Girls Arrive: Chart the Weather

- Computers or smartphones for girls to do online research about weather patterns and forecasts in a place they would like to camp (or travel guides and weather books borrowed from the library)
- Paper
- Pens, pencils
Adventure Camper 1

**Activity 2: Opening Ceremony: Get it Started**
- Flag
- Whiteboard or poster board, markers

**Activity 3: Plan Your Adventure and Campout**
- Paper
- Pencils
- Whiteboard or poster board with “camping questions” and “camping plan” written on top. Under camping questions, write: Where? When? Budget? Permits? Gear?
- List of girls’ adventure ideas.

**Activity 4: Leave No Trace**
- Leave No Trace for Older Girls handout, one for each Senior

**Activity 5: Snack Break: Hiking Trail Mix and Menu Planning**
- Trail mix ingredients
- Plastic baggies or containers
- Pens and paper for menu planning

**Activity 6: Gear Share, Compare and Tryout**
- Basic camping gear Seniors bring to meeting
- Paper and pens to make list for additional items

**Activity 7: Closing Ceremony: Camp Kapers**
- Whiteboard or poster board with list of kapers

**DETAILED ACTIVITY PLAN**

**Activity 1: As Girls Arrive: Chart the Weather**

**Time Allotment**
5 minutes

**Materials**
- Computers or smartphones for girls to do online research about weather patterns and forecasts in a place they would like to camp (or travel guides and weather books borrowed from the library)
- Paper
Adventure Camper 1

- Pens, pencils

**Note to volunteer:** Select several potential spots where girls might take an adventure camping trip. Have them chart the weather patterns, forecasts, and places of interest for those areas.

**Steps**
Welcome Seniors and have them chart the weather for a campsite area where girls might go camping.

**SAY:**
You’ll be going on an adventure campout and you’ll decide where, when, and how. But for now, check out the weather in the areas I’ve marked to find out what the weather patterns and forecasts are for different times of the year. This will help you decide where and when you might want to take your trip.

Also check the area for any adventure activities. Is there a lake where you can kayak? Is there a spot nearby for rock climbing?

**Activity 2: Opening Ceremony: Get it Started**

**Time Allotment**
10 minutes

**Materials**
- Flag
- Girls’ weather forecasts from Activity 1

**Steps**
- Recite the Pledge of Allegiance and Girl Scout Promise and Law.
- Seniors share their own camping experiences and talk about what concerns they have or what they are excited about trying.

**SAY:**
When you plan an adventure, like kayaking, mountain biking or rock climbing, you can combine it with overnight camping to make the most of your outdoor experience.

Adventure camping requires minimal equipment and gear because you’ll be active during the day and possibly moving campsites. Some adventure campers bring nothing but a sleeping bag, lightweight stove, matches, some food, and a backpack.

Let’s start by sharing your camping experiences.

Have girls share the type of camping they’ve done and what they want to do. Then ask them to think about the kind of adventure trip they want to go on.
Adventure Camper 1

**SAY:**
You charted the weather in possible campout areas. What kind of things did you find?

Did what you find help you decide on when and where might work best for camping?

Have girls share their findings and see if they agree on an area where they want to camp out.

**SAY:**
Most of this badge will be about learning and putting to use camping skills for your trip. But you’ll need to plan what kind of adventure you want to do.

When you were charting the weather, you also checked out some adventure activities and places of interest in the area you want to camp. For example, is your camp near a lake where you can kayak? Or are there mountain biking trails nearby?

Call out some ideas for the adventure you want to have, and we’ll make a group decision in our next activity.

Girls may say:
- Kayaking
- Mountain biking
- Spelunking
- Rock climbing
- Snow camping

Write girls’ ideas on a whiteboard or poster board.

**Activity 3: Plan Your Adventure and Campout**

**Time Allotment**
20 minutes

**Materials**
- Paper
- Pencils
- Whiteboard or poster board with “camping questions” and “camping plan” written on top. Under camping questions, write: Where? When? Budget? Permits? Gear?
- List of girls’ adventure ideas.

**Steps**
- Show Seniors the two columns on the board; explain they will break into teams to do some planning.
Adventure Camper 1

- Break Seniors into teams of three to four each.
- Have them discuss and write up a plan for their camping trip using the questions as a guide.
- Have them decide on what type of adventure they want to have on their trip.
- When they finish, gather girls to go over their camping trip goals and make a plan as a group.

**SAY:**

_You will break up into teams and come up with answers to these items and share when you’re done._

_Your gear is part of camping planning. You’ll talk more about gear later, so skip that question._

_Here’s what you’ll figure out with your group:_

- _Where do you want to go?_
- _What type of adventure do you want to have while you camp out? (Make sure you check the details in Safety Activity Checkpoints for your selected adventure.)_
- _When do you want to go?_
- _What permits do you need, if any? Are campfires allowed?_
- _What is your budget? What kind of money earning will you need to do? Do you want to use your troop’s Girl Scout Cookie money?_

When Seniors are done, write their answers on the board as they volunteer their suggestions.

Come up with a group decision about where to go, what type of adventure to have, when to go, and what type of budget it will take. Don’t worry about getting into details about a menu plan or about the campsite.

Give Seniors a chance to talk about ideas they like (or don’t like).

**Activity 4: Leave No Trace**

**Time Allotment:**
10 minutes

**Materials:**
- _Leave No Trace for Older Girls_ handout, one for each Senior

**Steps:**
- Have girls talk about ways they will protect nature while camping in the backcountry.

**SAY:**

_When you went camping before, what do you remember about Leave No Trace? What principles did you practice?_
Adventure Camper 1

Let’s go over the Leave No Trace principles, which you’ll be using on your Adventure Camper trip.

I’ll name the principle and share what you think it means.

Plan Ahead.

(Answer: Plan ahead so you leave nothing behind and protect nature. For example: You will store your food in containers and protect it from wildlife. You will find out about your campsite in advance, for example, where will you trash your trash? Get water? Build a fire? Go on a hike?)

Travel and Camp on Durable Surfaces.

(Answer: Walk only on paths and hard, compact surfaces. Be careful not to step on plants and flowers. Stay on established trails. Camp at established campsites whenever possible.)

Dispose of Waste Properly.

(Answer: Pack out what you carry in including all trash, toilet paper, leftover food and litter.)

Leave What You Find.

(Answer: Leave nature as it is, which means leave rocks, plants and other natural objects as you find them. Don’t build structures, dig ditches, or cut healthy trees or bushes.

Minimize Campfire Impacts.

(Answer: Campfires are a special part of a Girl Scout’s outdoor experience: If you do build a campfire, keep it small and make sure it doesn’t harm any plants or wildlife. Use an established fire ring, if available. Keep your fire small, and put it out properly.)

Respect Wildlife.

(Answer: Don’t approach, feed, or follow any animals—watch them from a distance.)

Be Considerate of Other Visitors.

(Answer: Respect other visitors so they have a good experience in the outdoors, too. Yield to other users on the trail, camp away from trails and other visitors, keep your voice and noise level down.)

Activity 5: Snack Break: Hiking Trail Mix and Menu Planning

Time Allotment
15 minutes

Materials
- Trail mix ingredients
- Plastic baggies or containers
- Pens and paper for menu planning
Steps
Seniors make hiking trail mix and plan their adventure campout menu.

SAY:
Make your custom trail mix by mixing whatever ingredients you like best. Do this at home before your trip so you'll have portable snacks for hiking or to bring on your adventure.

While you’re snacking, plan what you’ll eat and drink on your trip by thinking about your nutritional needs, any food allergies in your group, the weight and bulk of the food, and your budget.

Check your kitchen at home before shopping for the supplies you need.

Have girls come up with simple meals for breakfast-lunch-dinner and snacks and a shopping list for the number of days they need.

Activity 6: Gear Share, Compare and Tryout

Time Allotment
30 minutes

Materials
• Basic camping gear Seniors bring to meeting
• Paper and pens to make packing checklist

Steps
• Seniors plan the type of gear they will need, try it out, and create a gear checklist.

SAY:
Camping with a group makes it easier because you can share gear items. Look at what’s displayed and decide what things you can share.

(Girls may decide they only need one stove, one set of cooking pots/utensils, one first-aid kit, one cooler, etc.)

SAY:
Make sure you’re in shape to walk some distance with your gear. Before your trip, practice carrying your backpack with its full load for 15 minutes a day and build up to an hour. When you do, wear the same clothing, like rain gear, long pants, wool socks and the shoes that you’ll bring on your trip. Don’t forget to break in new hiking shoes, especially if they’re new!

Have girls pack a backpack and do a 10-minute hike outdoors with their full load.
SAY:
Now think about your adventure and make a packing list of what items you might need.

For example, if you decided to go rock climbing or white-water rafting, what additional gear will you need to bring? Make a list and see what you can share and what you’ll need to make sure to bring.

What about if you decide to go on a side trip? For example, if you’re kayaking and want to take an afternoon to do a hike on a trail, what will you need? Will you need a lightweight backpack to hold water snacks, and hiking gear? Add any additional items to your packing lists.

Activity 7: Closing Ceremony: Camp Kapers

Time Allotment
5 minutes

Materials
- Whiteboard or large poster board with list of camping kapers

Steps
- Seniors sit in a circle and volunteer for kapers.

SAY:
Here are some of the things you can help with at the campsite. Write your name next to the things you want to do. You can volunteer for more than one thing!

- Make snacks.
- Prepare meals.
- Clean up cooking area.
- Fire builder.
- Fire extinguisher.
- Set table for meals.
- Clean up after meals.
- Fill pots for dishwashing.
- Clean and dry dishes.
- Help set up sleeping bags or tents.
- Help take down sleeping bags or tents.
- Pack up kitchen area before you leave.
- Clean up campsite area before you leave.
Adventure Camper 1

- Set up washing area with water and buckets.

Now that you know where our adventure will take us, what is one thing you are most looking forward to?

End the meeting with a Friendship Squeeze.
OVERVIEW

Notes to Volunteers:

Adventure Camper Requirements: There are two meetings for Seniors to earn their Adventure Camper badge. Meeting 1 can be held in a meeting room or outdoors. Meeting 2 is designed for a campsite location while girls are camping.

Add an Extra Meeting: The meetings are each designed for 90 minutes. It’s perfectly OK to add a meeting to your Outdoor Journey plan if you feel girls need more time completing the badge requirements.

Prepare to Take Girls Outside:
To earn the Adventure Camper badge, Seniors must set out and complete a camping trip with an adventurous activity. Get support from your council and GSUSA for information about best practices for Girl Scouts in the outdoors:

• Check Safety Activity Checkpoints guidelines before planning any camping trip or outdoor activity.
• Look for camping videos and more in the “Outdoor Resources” on the GSUSA website http://www.girlscouts.org/en/adults/volunteer/volunteer-resources/outdoor-resources.html.
• Explore Venture Out! http://gsuniversity.girlscouts.org/resource/venture-out/, an online resource that provides guidance to volunteers less familiar with taking girls outdoors.
• Read the book Outdoor Education in Girl Scouting for helpful tips.
• Read Girl Scout Readiness in Camping in Meeting Aids to get progressive camping tips, from first-time campers to girls who are more experienced campers.
• Check out the Outdoor Progression Chart here. https://www.girlscouts.org/content/dam/girlscouts-gsusa/forms-and-documents/for-adults/volunteer/GSUSA_OutdoorProgression.pdf
• Read Explaining Leave No Trace in Meeting Aids: An important part of preparing girls for the outdoors is to help them understand and embrace the seven basic principles of Leave No Trace.
• Go to the Leave No Trace website https://lnt.org/teach/leave-no-trace-every-kid to find teaching resources and fun nature camping activities.

Make the Most of the Outdoor Journey

Use the Talking Points (But Make Them Your Own): In each session, you’ll find suggested talking points under the heading “SAY.” Some volunteers, especially new ones, find it helpful to follow the script. Others use the talking points as a guide and deliver the information in their own words. Either way is just fine.

Leave Time for the Closing: If girls are having fun doing an activity, you may be tempted to skip the Closing Ceremony so they can keep going, but the Closing Ceremony is absolutely key to their learning. One of the most important components of any activity is allowing time for the girls to reflect on what they have learned. Research shows that when we use reflection with girls, their learning and enjoyment in activities
Adventure Camper 2

goes up, so use reflection after activities like a hike or your campout. Ask them about how they felt during the activity. What did they learn? How will they use what they have learned? Did any of the activities ignite a passion that could be used for a Take Action project?

Use Girl Scouts’ Three Processes: Girl-led, learning by doing, cooperative learning; these three processes are the key to making sure girls have fun in Girl Scouts and keep coming back. Make sure the meetings are “girl-led” to help create an experience where girls can make choices and have their voices heard. “Learning by doing” and “cooperative learning” are built into this Journey, thanks to the hands-on activities and tips.

Read “Think-Pair-Share” in Meeting Aids: Find out how to make sure all girls are heard when making team decisions.

Complete the Surveys: Be sure to complete the surveys in the Volunteer Toolkit about your experiences. Your input is important! The data collected is used to enhance the program.

Prepare Ahead

- Print Campsite Checklist from Meeting Aids, handouts, one for each Senior, for Activity 1: As Girls Arrive.
- Prepare a kaper chart on a poster board for Activity 2: Opening Ceremony. Insert girls’ names with chores they volunteered for in Meeting 1.
- Print Leave No Trace for Older Girls handout from Meeting Aids, one for each Senior, for Activity 2: Opening Ceremony.
- Before the meeting, have Seniors explore an area near their campsite and write a poem, song, or story (real or fictional) about it. It might be an odd-shaped rock formation, a very old tree, an abandoned lodge or a waterfall. It might simply be a special spot they like. If possible, have them ask a camp ranger for ideas. Have them take a photo of the place if they can. They will share their work in Activity 6: Native Feature Circle Share.
- Purchase Adventure Camper badges, one for each Senior.

Get Help from Your Family and Friends Network

Your Friends and Family Network can include:

- Girls’ parents, aunts, uncles, older siblings, etc.
- Other volunteers who have offered to help with the meeting

Ask your network to help:

- Bring art and camping supplies and gear for meetings
- Bring camping supplies and gear for the campout
- Bring a camera, smartphone, or video camera to document the meetings and campout
- Assist with camping activities in meetings
Adventure Camper 2

- Volunteer to go on troop camp outs

Award Connection
Seniors will earn their Adventure Camper badge at the end of Meeting 2.

Note: You can buy the Adventure Camper badge, one for each Senior, from your council shop or on the Girl Scout website.

Meeting Length
90 minutes
- The times given for each activity may be different depending on how many Seniors are in your troop, so adjust accordingly.
- Give Seniors 10- and 5-minute warnings before they need to wrap up the last activity so you’ll have time for the Closing Ceremony.
- Some activities might require more time so add an extra meeting if you need to.

MATERIALS LIST

Activity 1: As Girls Arrive: Campsite Checklist
- Campsite Checklist, one for each Senior
- Pens, pencils

Activity 2: Opening Ceremony: Camp Set-Up
- Flag
- Leave No Trace for Older Girls handout, one for each Senior
- Kaper chart with kapers for each Senior

Activity 3: Knot Tying
- Ropes for knot tying, enough for each girl

Activity 4: Topographical Map Hike
- Topographical map of the area, one for each pair of Seniors
- Compass, one for each pair of Seniors

Activity 5: Make a Meal on Portable Stove
- Portable stove
- Ingredients for stew
Adventure Camper 2

- Cooking supplies

**Activity 6: Native Feature Circle Share**
- Poems, songs, or stories girls have created about a special spot in their area

**Activity 7: Closing Ceremony: Adventure Camper Badge Award**
- Adventure Camper badge, one for each Senior

**DETAILED ACTIVITY PLAN**

(Note to volunteers: This meeting is designed to be held while girls are camping out.)

**Activity 1: As Girls Arrive: Campsite Checklist**

**Time Allotment**
5 minutes

**Materials**
- Campsite Checklist handout, one for each Senior
- Pens, pencils

**SAY:**
When you arrived, you set up the campsite. Fill out the campsite checklist to see how you did.

Give Seniors a Campsite Checklist handout.

**Activity 2: Opening Ceremony: Camp Set-Up**

**Time Allotment**
10 minutes

**Materials**
- Flag
- Leave No Trace for Older Girls handout, one for each Senior
- Kaper chart with kapers for each Senior

**Steps**
- Recite the Pledge of Allegiance and the Promise and Law.
- Go over camp safety, campsite checklist and kaper chart.
Adventure Camper 2

- Remind Seniors about Leave No Trace principles.

**SAY:**

*When you arrived at camp, you set it up. Go over the checklist to see how you did.*

**Is the area for your campsite flat and dry?**

**Were the sticks and stones cleared away?**

**Did you set up a separate area for cooking, hand washing, and dishwashing?**

For your cooking area:

**Can animals get at your food?**

**Are your coolers stashed in animal-proof containers?**

**Are there two trees nearby where you can tie a rope between them to hang things?**

For your sleeping area:

**Are the tents spread out so there isn’t too much traffic in one area?**

**Are the openings to your tents facing each other?** (Suggest that girls arrange tents in a circle so all openings face each other.)

For your fire-building area:

**Are you using a fire ring that is already at the campsite?**

**What kind of sticks are you using to build your fire?** (Remind girls that the wood they draw must be dead, fallen wood from the ground, not off live trees or plants.)

**Are there any trees or plants near your fire ring?**

**What size fire will you make?** (Remind girls that smaller fires are better for the environment.)

**How will you extinguish your fire?** (Remind girls they will need a shovel and bucket of water nearby.)

Have girls discuss solutions for anything that needs changing.

**SAY:**

*When you leave a campsite, what do you do with your trash?* *(Answer: Take it out with you or dispose of it in approved trash bins on the campgrounds.)*

*When you leave a campsite, what should it look like?* *(Answer: As good as or better than you found it.)*

Give Seniors a **Leave No Trace for Older Girls** handout.
Adventure Camper 2

SAY:
Have any of you practiced Leave No Trace since you arrived at camp? Explain how.

Have girls share any Leave No Trace principles they practiced or plan to practice.

SAY:
Your own safety is equally important.

What’s the buddy system? (Answer: You’re paired with another Senior so you can keep watch over each other.)

Protect yourself from weather. (Answer: Wear sunscreen and/or a hat when it’s sunny and hot, and a raincoat or jacket when it’s cold or rainy.)

Be careful around a campfire. (Answer: Wear closed-toe shoes. Don’t walk over a fire. When you are tending a fire, make sure to tie your hair back or wear a bandana on your head.)

Protect your food from wildlife. (Answer: Store food away from tents and out of reach of animals. If necessary, hang food from a rope stretched between two trees and make sure all food is packed in closed containers.)

Show girls the kaper chart and go over what each Senior has volunteered to do.

Activity 3: Knot Tying

Time Allotment
15 minutes

Materials
• Ropes for knot tying, enough for each pair of girls

Steps
• Girls find a way to use three essential knots around camp.

SAY:
You might use knots to secure your tent anchors, put up a dunk line, or tie ropes together for a clothesline.

Pair up and go around camp to practice using a square knot to tie a bundle of wood. Use a clove hitch knot to tie ropes together, and a bowline for a dunk line.

If you have any other ideas for how to use your knots, get creative!

If you can, take a photo of your knot to share later.
Adventure Camper 2

Activity 4: Topographical Map Hike

Time Allotment
30 minutes

Materials
- Topographical map of the area, one for each pair of Seniors
- Compass, one for each pair of Seniors
- Pencil to map out a route on the map

Steps
Girls break into teams to go on a hike using a topographical map and compass.

SAY:
A topographical map shows terrains, elevation, trees, and vegetation of an area.

With a partner, take a topographical map of this area and chart out a hike of a trail in the area and use a compass to navigate your route.

Give each team of girls a topographical map, pencil, and compass. Make sure to give them a time limit for when they need to be back before they set off.

Activity 5: Make a Meal on a Portable Stove

Time Allotment
15 min*

Materials
- Portable stove
- Ingredients for stew
- Cooking supplies

Steps
Seniors prepare a stew and cook it on a portable stove.

*Note to volunteers: You will need more time for girls to prepare and make a stew, so add more time to the meeting or do this activity for the lunch or dinner camp meal.

SAY:
A portable stove is lightweight and easy to carry. Use it to prepare and make a stew.
Adventure Camper 2

Have girls break up into three teams: one group prepares (cuts vegetables and meat), one cooks, one cleans up.

While girls are eating, have them share maps of their topographical hike and talk about where they went.

Activity 6: Native Feature Circle Share

Time Allotment
15 minutes

Materials
- Poems, songs or stories girls have created about a special spot in their area.

Steps
Seniors get into a circle to share their poems, songs, or stories they created in advance about a special place around the campsite.

SAY:
Before this meeting you were asked to find a spot in the area that might have some special meaning. Maybe you found something on your own or talked to a camp ranger.

Share your poem, song, or story about that place. If you took a photo of the area, share that, too!

Have girls take turns sharing their poem, song or story.

Activity 7: Closing Ceremony: Adventure Camper Badge Award

Time Allotment
5 minutes

Materials
- Adventure Camper badge, one for each Senior

Steps
Seniors get their Adventure Camper badges.

SAY:
What has been the memorable part about your adventure camping trip?

How were you most challenged on your trip?

What would you do differently next time?
Adventure Camper 2

What did you learn about yourself through planning and taking an adventure camping trip?

Give each Senior an Adventure Camper badge.

End the meeting with a Friendship Squeeze.
Take Action 1

OVERVIEW

Notes to Volunteers:

About the Senior Outdoor Journey: 
The Senior Outdoor Journey consists of three badges: Adventurer, First Aid, Adventure Camper, and three Take Action meetings. To complete the Journey, have girls complete the meetings in the following order:

- Adventurer badge (2 meetings)
- First Aid badge (2 meetings)
- Adventure Camper badge (2 meetings)
- Take Action (3 meetings)

Take Action Requirements: Girls must complete a Take Action project at the end of the Senior Outdoor Journey.

Add an extra meeting: The meetings are each designed for 90 minutes. It's perfectly OK to add a meeting to your Outdoor Journey plan if you feel girls need more time completing the Take Action project.

Get Help for Take Action
There are three Take Action meetings: one for planning, one for creating and carrying out a project, and one for awards and celebration. Look for this helpful Take Action Guide in the Meeting Aids resources section:

- Girl Scout Volunteer Take Action Guide: Find out the difference between community service and a Take Action project, steps for a Take Action project, how to make a project sustainable, and ways girls can Take Action.
- Bronze, Silver, Gold Awards with Take Action: Find out the requirements to earn a Highest Award while working on a Take Action project.

Make the Most of the Take Action Meetings
Use the Talking Points (But Make Them Your Own): In each session, you'll find suggested talking points under the heading “SAY.” Some volunteers, especially new ones, find it helpful to follow the script. Others use the talking points as a guide and deliver the information in their own words. Either way is just fine.

Leave Time for the Closing: If girls are having fun doing an activity, you may be tempted to skip the Closing Ceremony so they can keep going, but the Closing Ceremony is absolutely key to their learning. One of the most important components of any activity is allowing time for the girls to reflect on what they have learned. Research shows that when we use reflection with girls, their learning and enjoyment in activities goes up, so use reflection after activities like a hike or your campout. Ask them about how they felt during the activity. What did they learn? How will they use what they have learned? Did any of the activities ignite a passion that could be used for a Take Action project?
Take Action 1

Use Girl Scouts’ Three Processes: Girl-led, learning by doing, cooperative learning: These three processes are the key to making sure girls have fun in Girl Scouts and keep coming back. Make sure the meetings are “girl-led” to help create an experience where girls can make choices and have their voices heard. “Learning by doing” and “cooperative learning” are built into this Journey, thanks to the hands-on activities and tips.

Read “Think-Pair-Share” in Meeting Aids: Find out how to make sure all girls are heard when making team decisions.

Complete the surveys: Be sure to complete the surveys in the Volunteer Toolkit about your experiences. Your input is important! The data collected is used to enhance the program.

If You Have a Multi-Level Troop: Read Tips for Working with Multi-Level Groups for Older Girls in Meeting Aids to get hands-on tips for how to deal with younger girl/older girl scenarios.

Prepare Ahead

- Gather supplies.
- If your meeting location doesn’t have a flag, bring a small one from home to either hang or have the girls take turns holding.
- For Activity 2: Opening Ceremony, print out or make a poster of the Girl Scout Promise and Law.
- For Activity 1: As Girls Arrive, print out Take Action Solutions handout, one for each girl. Have enough extra copies for each team of girls to use as a worksheet for Activity 2: Opening Ceremony.
- For Activity 2: Opening Ceremony, print out Leave No Trace for Older Girls in Meeting Aids, one for each girl.
- For Activity 2: Opening Ceremony, print out 7 Steps to Take Action in Meeting Aids, one for each girl.
- For Activity 2: Opening Ceremony, on a poster board or white-board, write Take Action project ideas that girls suggested and you collected throughout badge meetings.

Get Help from Your Family and Friends Network

Your Friends and Family Network can include:

- Girls’ parents, aunts, uncles, older siblings, cousins, and friends.
- Other volunteers who have offered to help with the meeting.

Ask your network to help:

- Bring supplies.
- Bring a camera, smartphone, or video camera to document the meetings.
- Assist with helping girls come up with and create their Take Action project.

Award Connection

In the final Take Action meeting, Seniors will earn their Take Action award.
Take Action 1

- From your council shop or the Girl Scout website, buy the Take Action awards, one for each Senior

Meeting Length
90 minutes
- The times given for each activity may be different depending on how many Seniors are in your troop, so adjust accordingly.
- Give Seniors 10- and 5-minute warnings before they need to wrap up the last activity so you'll have time for the Closing Ceremony.
- There is no snack time activity in these meetings, but there's enough extra time built in for snack breaks if girls want them.

MATERIALS LIST

Activity 1: As Girls Arrive: Take Action Issue
- Take Action Solutions handout, one for each girl
- Pens, pencils

Activity 2: Opening Ceremony: Brainstorming Take Action
- Flag
- Printout or poster of the Girl Scout Promise and Law
- 7 Steps to Take Action in Meeting Aids, one for each girl
- Girls’ Take Action Solutions handout from Activity 1
- Leave No Trace for Older Girls handout, one for each Senior
- Whiteboard or poster board with Take Action ideas collected by volunteer throughout the Outdoor Journey
- Take Action Solutions worksheets (not filled in), one for each team of Seniors
- Markers
- Pens, pencils

Activity 3: Deciding on a Take Action Project
- Sticky notes
- Pens/pencils
- Printed handout of the list of Take Action project ideas you’ve collected throughout meetings, one for each team of Cadettes
Take Action 1

Activity 4: Closing Ceremony: Get Ready to Take Action!

- None

DETAILED ACTIVITY PLAN

Activity 1: As Girls Arrive: Take Action Issue

Time Allotment
10 minutes

Materials
- Take Action Solutions handout, one for each girl
- Pens, pencils

Steps
Seniors think about earning their Outdoor badges and what it means to protect the environment. Then they write down a Take Action project issue.

SAY
Today you will start planning your Take Action project!
But before you do, think about what you did to protect the environment when you earned your Adventurer, First Aid and Adventure Camper badges.
On your handout, write a Take Action project issue. Feel free to write more than one idea in the space. You don’t have to come up with solutions yet! You can do that as a team.

Activity 2: Opening Ceremony: Brainstorming Take Action

Time Allotment
20 minutes

Materials
- Flag
- Printout or poster of the Girl Scout Promise and Law
- 7 Steps to Take Action in Meeting Aids, one for each girl
- Girls’ Take Action Solutions filled-in handout from Activity 1
- Take Action Solutions worksheets (not filled in), one for each team of Seniors
- Markers
Take Action 1

- **Leave No Trace for Older Girls** handout, one for each Senior
- Take Action whiteboard or poster board with list of Take Action ideas collected by volunteer throughout the Outdoor Journey
- Pens, pencils

**Steps**
- Recite the Pledge of Allegiance and the Girl Scout Promise and Law.
- Have Seniors share their Take Action project issues.
- Have Seniors review **Leave No Trace for Older Girls** principles to inspire Take Action ideas.
- Have Seniors work in teams to come up with solutions to their Take Action project issues.

**SAY:**
*In this meeting, you will brainstorm a Take Action project.*

Ask Seniors to take turns reading aloud the **7 Steps to Take Action** handout. Invite girls to discuss or ask questions about anything they’ve read.

*Here’s how you bring a Take Action project to life:*
- **You identify an issue or problem you want to help or make a difference.**
- **You brainstorm a solution.**
- **You assess your resources.**
- **You create a realistic plan, including a timeline.**
- **You spread the word and get help.**

*Today we’ll be taking steps 1-4. Next meeting you’ll plan and carry out your Take Action project.*

*Before we start, let’s go around and share the Take Action project issues you came up with when you arrived.*

Add the ideas to the Take Action board.

Ask Seniors to read their **Leave No Trace for Older Girls** handout.

**SAY:**
*When you did the Adventurer and Adventure Camper badges, you learned about Leave No Trace and protecting the environment. Do you remember how you practiced the principles when camping?*

*Did any of those experiences give you ideas for a Take Action project?*

Add the ideas to the Take Action board.
Take Action 1

**SAY:**
*You have a lot of ideas on this board. Pick the ones you are most passionate about.*

Have girls vote on top 3-5 ideas, depending on how large your troop is.

Break girls into teams for each of the top ideas.

Have each team work on a **Take Action Solutions** worksheet (not filled in). Ask them to put their “Take Action Project Issue” in the center bubble.

Give each team these prompts to help guide them toward solutions:

- What’s the problem?
- Why did it happen?
- Who does it affect?
- How can you help? Here’s the place to list as many solutions as you can.
- Which solution do you think will help the most? Which one will you focus on?

**Note to volunteers:** Remind girls to come up with solutions for their Take Action project that will last over time. Here are three ways they can do that:

Create something permanent. For example:
- Rehabilitate overused campsites in a state park

Educate and inspire others to help create change. For example:
- Make a Leave No Trace camping video

Change a rule or law. For example:
- Petition city council to build a trail that is accessible for all people

**Activity 3: Deciding on a Take Action Project**

**Time Allotment**
35 minutes

**Materials**
- Poster board/whiteboard
- Markers

**Steps**
Seniors decide on a Take Action project.
Take Action 1

SAY:
Now you will decide on a Take Action project.

First share the solutions your team came up with for the top Take Action ideas.

Post the top ideas and solutions on a poster board/whiteboard.

SAY:
Now you'll decide as a group what Take Action project you want to do.

Give Seniors a chance to talk about the ideas they like (or don't like).

If Seniors disagree, help them build their conflict-resolution skills.

Remind them to speak with respect, listen to other people, and perhaps even develop a new idea together that everyone likes.

Instead of stepping in and making the decision for them, help them talk about the pros and cons of each project.

To help Seniors zero in on their top choices, ask open-ended questions, such as:

- Which of these project ideas sounds like the most fun?
- Which projects would help you learn something new?
- Which ones will make you feel proud when you're done?

To help Seniors think about which projects are realistic, ask open-ended questions, such as:

- Are there any ideas that might be hard to do right now?
- It will probably cost a lot of money to do X. As a troop, we have $X to spend. What do you think we should do? We could put it on a list to do later or we could come up with another idea that doesn't cost so much. What do you think?

If Seniors are divided between a few ideas, ask them to choose one top idea and keep the others as backups. You can also have girls vote—just make sure that anyone whose idea wasn't chosen knows that it was a good idea and that it might be used later.

Seniors may reach an agreement quickly. If they don't, note the top 2 or 3 ideas and facilitate an agreement using “fist to five”:

- If you're holding up 5 fingers, you love it!
- 4 fingers: it's good.
- 3 fingers: you're OK with the idea.
- 2 fingers: you're OK with it but perhaps want to make a little change.
- 1 finger: you'd like to talk about making more changes.
Take Action 1

- And a closed fist, no fingers: you really don't like it!

After Seniors make a decision, have girls do a group cheer.

SAY:
Now that you’ve decided on your project, you’ll brainstorm ideas about how you want to do your Take Action project.

Offer things for Seniors to think about, depending on what Seniors want to do. For example:

If girls want to make a video, how will they film it?
  - What do they want to say?
  - Do they want to wear costumes?
  - Do they want to use music?
  - How will they show it to people: at a school assembly, at a gathering of their families, by having an adult post it (safely) online?

If girls want to create posters for their school, what materials will they need?
  - Who can they ask for permission to put the posters on the walls?
  - How should they ask for permission? If they want to make a presentation to the principal, what should they say?
  - Once they get permission, what should the posters say?
  - What will they look like? When do they want to hang up the posters?
  - Do they want to get other students to join them?

The ideas are endless! Keep it girl-led by giving just one or two examples and then see where the girls take it.

Remind girls that good teamwork is important. Encourage girls to take turns; make sure each girl has a role.

SAY:
Is there anything you need to make in order to carry out your project? Is there someone you need to ask for help?

How could you do that? What would you say?

(Note to Volunteers: You may need to pave the way for Seniors to Take Action by calling school or town officials to get permission for what the girls want to do. Or set up a time for them to meet the officials to make their Take Action proposal. If possible, guide the conversation so Seniors come up with ideas about how you can help them so they have the experience of connecting with others to Take Action.)
Take Action 1

Offer positive feedback and specific examples of what you observed, such as girls listening to each other, cooperation, and compromising.

Keep a list of the “to do” items Seniors are suggesting, for example: materials they need, people they need to talk to, etc.

Activity 4: Closing Ceremony: Get Ready to Take Action!

Time Allotment
10 minutes

Materials
- On a poster board or whiteboard, write: My Take Action Project Is ____________. Then create columns for the following: What I Need:
  - People: Who can help with your project? How many people will you need?
  - Supplies: What will you need to create posters? Print handouts?
  - A space: Will you need a place to do your project? Do you need transportation to get somewhere?
  - Money: Do you need to put together a budget? Will you use cookie earnings to support this project?

Steps
Have Seniors prepare for their Take Action project by making a “to do” list. Then have girls form a Friendship Circle.

SAY:
You made a team decision about your Take Action project.

Write the Take Action project on the poster board/whiteboard.

SAY:
The next step will be to create and carry out the project in your next meeting.

Have girls fill in the “to dos” on the poster board/whiteboard.

SAY:
People: Who can help with your project?
Supplies: Will you need to create posters? Print handouts?
A space: Will you need a place to do your project? Do you need transportation to get somewhere?
Money: Do you need to put together a budget? Will you use cookie earnings to support this project?
What else?
Take Action 1

(Note to volunteer: Remind Seniors about any materials they might need, a reminder for girls to bring props if they're performing a skit, names of people girls need to talk to, etc.)

SAY:
Be sure to share your Take Action project idea with your friends and family and ask for their help and support.

Remember, Seniors can change the world!

End the meeting with a Friendship Squeeze.
Take Action 2

OVERVIEW

Notes to Volunteers:

Take Action Requirements: Girls must complete a Take Action project at the end of the Senior Outdoor Journey.

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Make the Most of the Take Action Meetings

Use the Talking Points (But Make Them Your Own): In each session, you'll find suggested talking points under the heading “SAY.” Some volunteers, especially new ones, find it helpful to follow the script. Others use the talking points as a guide and deliver the information in their own words. Either way is just fine.

Leave Time for the Closing: If girls are having fun doing an activity, you may be tempted to skip the Closing Ceremony so they can keep going, but the Closing Ceremony is absolutely key to their learning. One of the most important components of any activity is allowing time for the girls to reflect on what they have learned. Research shows that when we use reflection with girls, their learning and enjoyment in activities goes up, so use reflection after activities like a hike or your campout. Ask them about how they felt during the activity. What did they learn? How will they use what they have learned? Did any of the activities ignite a passion that could be used for a Take Action project?

Use Girl Scouts’ Three Processes: Girl-led, learning by doing, cooperative learning: These three processes are the key to making sure girls have fun in Girl Scouts and keep coming back. Make sure the meetings are “girl-led” to help create an experience where girls can make choices and have their voices heard. “Learning by doing” and “cooperative learning” are built into this Journey, thanks to the hands-on activities and tips.

Read “Think-Pair-Share” in Meeting Aids: Find out how to make sure all girls are heard when making team decisions.

Complete the surveys: Be sure to complete the surveys in the Volunteer Toolkit about your experiences. Your input is important! The data collected is used to enhance the program.
Take Action 2

Prepare Ahead

- Gather supplies for the Take Action project. For example, girls may need:
  - A smartphone or camera if girls are creating a video
  - Poster board if they’re making signs
  - A laptop if girls are making PowerPoint slides for a presentation to the school principal, park superintendent, or city council
  - Material for costumes if they’re putting on a skit
  - Paper and markers to create list of after-project partners

- If you need more adult helpers, let them know the time and place of the meeting and brief them on what the girls are doing.

- Make columns on poster paper or a whiteboard with a variety of topic headers: Equipment, Who will help, Permits/passes, Timeline, etc.

- Talk to people who are needed to help Seniors to complete their Take Action project. For example:
  - If the girls have decided to make posters about saving water for their school or local library, call the school/library office to set up a time when the Seniors can make their proposal in person.
  - If they want to put on a skit at the community center, talk to an administrator about how to arrange that.
  - If they want to make a presentation to the city council or with a park superintendent, call the office to find out how to schedule that.

- If your meeting location doesn’t have a flag, bring a small one from home to either hang or have the girls take turns holding.

- For Activity 2: Opening Ceremony: Print out or make a poster of the Girl Scout Promise and Law.

Get Help from Your Family and Friends Network

Your Friends and Family Network can include:

- Girls’ parents, aunts, uncles, older siblings, cousins, and friends.
- Other volunteers who have offered to help with the meeting.

Ask your network to help:

- Bring supplies.
- Bring a camera, smartphone, or video camera to document the meetings.
- Assist with helping girls come up with and create their Take Action project.

Award Connection

In the final Take Action meeting, Seniors will earn their Take Action award.
Take Action 2

- From your council shop or the Girl Scout website, buy the Take Action awards, one for each Senior

Meeting Length
90 minutes

- The times given for each activity may be different depending on how many Seniors are in your troop, so adjust accordingly.
- Give Seniors 10- and 5-minute warnings before they need to wrap up the last activity so you'll have time for the Closing Ceremony.
- There is no snack time activity in these meetings, but there's enough extra time built in for snack breaks if girls want them.

MATERIALS LIST

Activity 1: As Girls Arrive: Plan!
- Poster paper
- Colored markers
- Pens and pencils

Activity 2
Opening Ceremony: Why Is Our Project Important?
- Flag
- Printout or poster of the Girl Scout Promise and Law

Activity 3: Taking Action!
- Paper
- Pens or colored markers

Activity 4: Closing Ceremony: How Will Our Project Last?
- Paper
- Markers

Awards
Girls do not receive any awards in this meeting.
DETAILED ACTIVITY PLAN

Activity 1: As Girls Arrive: Plan!

Time Allotment
10 minutes

Materials
• Poster paper or whiteboard with topic columns from “Prepare Ahead”
• Colored markers
• Pens and pencils

Steps
Have girls post their ideas about what will need to be done to complete their Take Action project.

SAY:
You came up with a Take Action project in your last meeting. Now, as a group, write down the things you will need to create your project on this whiteboard/poster board.

Activity 2: Opening Ceremony: Why Is Our Project Important?

Time Allotment
10 minutes

Materials
• Flag
• Printout or poster of the Girl Scout Promise and Law

Steps
• Recite the Pledge of Allegiance and the Girl Scout Promise and Law.
• Have Seniors talk about why they think their Take Action project is important to the community.

SAY:
You've learned to about how to make a difference in the world—to spot problems, work as a team, and come up with solutions. Now you're going to help others by taking action—and we know that you will make a difference!

In our last meeting, you came up with a plan for your Take Action project.

Finish this sentence: We're about to team up and Take Action to_______.
Ask each Senior to share with the group the focus of their Take Action project.
Take Action 2

Activity 3: Taking Action!

Time Allotment
45 minutes

Materials
- Any materials Seniors need to create and carry out their Take Action project.

Steps
Seniors work together to build their Take Action project. Using the information on the poster board, have girls create all the components of their project. If need be, girls can break into teams to do different things.

SAY:
Check your master list of what you need to do to create your project. If you need to break into teams to do certain things, that’s OK.

Help girls create what they need (posters, videos, presentations, costumes, materials, and scripts).

If girls have a “next step” in their project, remind them about it. For example, they may have decided to start a community garden. What will they need to build the garden? Can they get donations of plants, soil, fertilizers? Who can help them with the work ahead? Permits needed?

If you’ve done some “behind the scenes” work since the last meeting, such as setting up a meeting for girls with officials or securing permission for their project, let them know about it now.

Congratulate the girls if they’ve completed their Take Action project in this meeting (if, for example, they’ve created a video that an adult will now share with friends and family or post safely online).

Activity 4: Closing Ceremony: How Will Our Project Last?

Time Allotment
10 minutes

Materials
- Paper
- Markers

Steps
Have Seniors come up with ideas about how to make their project sustainable and plan their Take Action celebration.
Take Action 2

SAY:
How do you think you can keep this project going even when you’re not around? That’s called making it sustainable.

To create sustainable change, you want to make your solution permanent, educate and inspire others to be part of a change, or change a rule, regulation or law.

Here’s an example:
You want to help people conserve water by collecting rainwater to water plants.

You can make it permanent this way:
  o Make rain collection devices for family or friends that can be installed in their yards.
  o Give them a list of different ways to use rainwater, and explain how they’re helping the Earth.

You can educate and inspire others this way:
  o Create a handout, video tutorial, or show-and-tell presentation about how to make a rain collection device, how to use rainwater, and how that helps the Earth.

How can you keep your Take Action project sustainable?
Offer prompts for girls based on the Take Action project idea, such as:
  o Will school or park staff be willing to care for the garden?
  o Could you ask an older girl troop to help out?
    o Should we make a presentation to the community to ask for their help?

Make a list of the possibilities and decide on several approaches for action.

Now you can plan your celebration!

Offer prompts for girls to come up with their own ideas for the celebration:
  o Do you want to make a special display of our Take Action photos or show our videos?
  o Do you want special music? Special snacks?
  o Is there anyone you want to thank?
  o What do you want to do for the Closing Ceremony?

Write down their ideas and tell them you’ll help organize this for the next meeting.

SAY:
Let’s end the meeting with a high-five for Take Action.

For the next three things I’m about to say, high-five the girl next to you.
Take Action 2

*Every Girl Scout, from Daisy to Ambassador, does Take Action projects.*

(Girls high five.)

*It doesn’t matter how big or small your project is, it makes a difference in the world.*

(Girls high five.)

*You’re a leader because you work as a team to make the world a better place.*

(Girls high five.)

End the meeting with a Friendship Squeeze.
Take Action 3

OVERVIEW

Notes to Volunteers:

Take Action Requirements: Girls must complete a Take Action project at the end of the Senior Outdoor Journey.

Add an extra meeting: The meetings are each designed for 90 minutes. It’s perfectly OK to add a meeting to your Outdoor Journey plan if you feel girls need more time completing the Take Action project.

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Complete the surveys: Be sure to complete the surveys in the Volunteer Toolkit about your experiences. Your input is important! The data collected is used to enhance the program.
Take Action 3

Prepare Ahead

- Bring decorations and snacks.
- Bring a music system.
- Print out or make posters of the Girl Scout Promise and Law for girls to hang around meeting room for final celebration.
- Collect all the materials girls created from the Journey, photos of their Take Action projects, and photos and videos you’ve taken along the way.
- Invite any special guests (such as people in the community who helped the girls with their Take Action project).
- Send reminders to the girls’ families.
- From your council shop or the Girl Scout website, buy the Take Action award, one for each girl.
- If your meeting location doesn't have a flag, bring a small one from home to either hang or have the girls take turns holding.

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- Girls’ parents, aunts, uncles, older siblings, cousins, and friends.
- Other volunteers who have offered to help with the meeting.

Ask your network to help:

- Bring supplies.
- Bring a camera, smartphone, or video camera to document the meetings.

Award Connection

In the final Take Action meeting, Seniors will earn their Take Action award.

- From your council shop or the Girl Scout website, buy the Take Action awards, one for each Senior.

Meeting Length

90 minutes

- The times given for each activity may be different depending on how many Seniors are in your troop, so adjust accordingly.
- Give Seniors 10- and 5-minute warnings before they need to wrap up the last activity so you’ll have time for the Closing Ceremony.
- There is no snack time activity in these meetings, but there’s enough extra time built in for snack breaks if girls want them.
Take Action 3

MATERIALS LIST

Activity 1: As Girls Arrive: Get Ready to Celebrate!
- Posters of the Girl Scout Promise and Law
- Any items girls want to display (such as photos or videos from their Take Action project and camping trip)
- Photos and videos from the Journey meetings
- Music system
- Decorations
- Snacks

Activity 2: Opening Ceremony: Welcome!
- Flag

Activity 3: Take Action Awards Ceremony and Celebration
- Take Action award

Note: You can buy the Take Action award from your council shop or on the Girl Scout website.

Activity 4: Closing the Take Action Circle
- None

DETAILED ACTIVITY PLAN

Activity 1: As Girls Arrive: Get Ready to Celebrate!

Time Allotment
10 minutes

Materials
- Posters of the Girl Scout Promise and Law
- Any items girls want to display (such as photos or videos from their Take Action project and camping trips)
- Music system
- Decorations
- Snacks
Take Action 3

Steps
Have Seniors set up the meeting room by putting up posters and decorations. Make sure they greet guests as they walk in and offer them a snack.

When guests have all arrived, have girls give a warm welcome to their guests.

Activity 2: Opening Ceremony: Welcome!

Time Allotment
15 minutes

Materials
• Flag

Steps
Have Seniors recite the Pledge of Allegiance, Girl Scout Promise and Law, then have them introduce any special guests.

Activity 3: Take Action Award Ceremony and Celebration

Time Allotment
55 minutes

Materials
• Take Action award

Note: You can buy this award from your council shop or on the GSUSA website.

Steps
Seniors stand in front of guests and share their Take Action project with the group. They can make this into a “show and tell” by showing before and after photos or video from their Take Action project.

Ask Seniors to stand in front of their audience.

SAY:
Each girl will share something special or important that she learned on the Outdoor Journey.

Give each Senior a chance to speak.

SAY:
Please step forward when I say your name to accept your awards.
Take Action 3

Lead a round of applause for each girl as she steps forward.

SAY:
You have completed your Outdoor Journey and earned your badges. Now you are earning your Take Action award because you did something to make the world a better place.

Now we’ll start our celebration!

Include any activities—such as taking photos, dancing or singing a special song—which girls decided to do as part of the celebration.

Activity 4: Closing Ceremony: Closing the Take Action Circle

Time Allotment
10 minutes

Materials
• None

Steps
Seniors and guests stand in a circle. Seniors lead the closing ceremony and end with a Friendship Squeeze.

SAY:
We’d like to end our time together with a closing ceremony.

Have Seniors and guests stand in a circle and invite their guests to join in.

Ask girls to go around the circle and say a word or two about what their Take Action project meant to them.

Have Seniors lead the close of the meeting in the way they chose—for example, a song, poem, or a cheer.

SAY:
And now we’ll finish with our Girl Scout tradition, a Friendship Squeeze.

End the meeting with a Friendship Squeeze with Seniors and guests.
Senior
Outdoor Journey Meeting Aids
Girl Scouts Readiness in Camping

Minimal Impact Outdoor Skills
A core value of Girl Scouting is to encourage environmental stewardship and leadership by practicing Leave No Trace principles and minimal impact camping to help protect the natural environment.

Leave No Trace skills are reflected in the Outdoor Journeys as girls move through a progressive series of activities, like backyard campouts, overnights at Girl Scout facilities, hikes in local and state parks, or trips in back country wilderness areas.

Some of the concepts of minimal impact camping can be taught before girls go camping. Girls need to understand that their daily actions have an effect on the environment. For example:
- At troop meetings each girl should be responsible for cleaning up after herself, not wasting materials, turning off unnecessary lights, conserving water, and leaving the meeting place cleaner than she found it.

When girls move from an indoor setting to the outdoors, have them:
- Find out what to wear for different kinds of weather.
- Go outdoors for a hike, backyard sleep out, or nature walk.
- Appreciate the environment by spotting different types of plants, or watching birds and animals.
- Learn safety rules for outdoor activities.
- Learn to read a map to get where she wants to go.
- Try some simple camp food preparation.

The First Overnight Trip
O vernights away from home allow girls to test themselves in a new but safe circumstance that they helped plan and prepare. Girls grow as a result because they:
- Learn teamwork skills.
- Forge friendships.
- Build self-confidence.
- Learn how to live and work in a new environment.
- Build bonds with adults.
- Increase their skills and feel good about their accomplishments.

The first time away on Girl Scout trip is a big step and real adventure, especially for younger girls. Consider these guidelines for a girl’s first overnight:
- She should want to go.
- She should not be afraid to be away from her home or family overnight (and her family should be prepared to let her go).
- She should be able to cope with new circumstances such as:
o meeting new people
o visiting strange places
o darkness (no electricity or nightlight), different night noises, insects, and other small creatures
o sleeping in a strange bed or on a pad on the floor

• She can function as a member of the group.
• She is willing to sleep, eat, and play with all girls, not just her best friends.
• She can be flexible, not always have her own way.
• She can share her space and manage it with little privacy.

The following indicators can help you know if a girl has the skills and knowledge to enjoy an overnight experience:

• She can participate in planning a simple trip; use a kaper chart or similar assignment sheet, and follow written, verbal, or illustrated instructions for food preparation.
• She can wash dishes, clean up the kitchen for cooking area, and store food properly.
• She has practiced packing and repacking her luggage, unrolling and rolling her bedroll or sleeping bag, using a flashlight, etc.
• She has been on a series of day trips, has participated in cookouts, or has been on an overnight backyard or family camp trip.

What type of overnight?
When girls are ready for an overnight camping trip, the next step is to decide what type of experience is right. Usually:

• Younger girls camp in lodges, cabins, backyards or platform tents at an established Girl Scout site.
• Older, more experience campers choose a more challenging type of camping such as backpacking, horse packing, or a canoe trip.

Your Girl Scout council has policies and procedures regarding appropriate distances and types of trips for girls and can provide guidance. Always consult Safety Activity Checkpoints for important camping guidelines.
Brainstorming Tips: Think, Pair, Share

Think, Pair, Share is a great way to make sure all girls have a chance to be heard when making troop decisions.

HOW TO RUN A THINK, PAIR, SHARE ACTIVITY:
Lead girls through the basic steps by telling them they will:

Break into small groups.

Listen to the question or prompt.

Think about their answers.
- Girls may want to write their answers down.
- Twenty seconds should be enough time, since girls will need to sit quietly.

Pair with other girls.
- Girls talk with one to three other girls (depending on group size), making sure everyone has a chance to share their answers. If there’s time, it’s OK for girls to ask questions about each other’s answers.
- For pairs, 20 seconds should be enough time. If your troop enjoys discussion, consider extending this to 1 to 2 minutes.

Share with the group.
- Girls share their answers with the larger group.
- This can be completed in 20–30 seconds, but will run longer based on group size and how the group sharing is done.

There are two ways to set up group sharing:

Strongly recommended: One girl shares the best/most interesting/summary answer for the group. This approach is great if you’re running short on time. It also helps develop conflict resolution and compromise skills.

Optional: Each girl shares her partner’s answer. This helps girls develop active listening skills, but will run longer because all girls are sharing.
Leave No Trace

An important part of preparing girls to head outdoors is to help them understand and embrace the seven basic principles of Leave No Trace.

Leave No Trace principles help girls understand how to enjoy the natural world in a way that avoids human-created impacts. These principles can be applied anywhere girls go outside, whether it’s a backyard, a schoolyard, a state park or the backcountry.

Depending on your troop level, share or create a handout with these Leave No Trace principles for appropriate age groups:

Leave No Trace for Daisies, Brownies, and Juniors:

Know Before You Go.
Pack the right gear for your outdoor trip. Know the rules for where you are going.

Choose The Right Path.
Stay on marked trails, don’t take shortcuts and trample plants and flowers.

Trash Your Trash.
Make sure to put all trash, including food, in a bag or covered trash can.

Leave What You Find.
Don’t pick flowers and plants, hurt trees, or collect anything from the outdoors, like pinecones or seashells.

Be Careful With Fire.
If allowed to build a fire, make sure it’s a small one. Follow safety rules. And make sure the fire is completely out before you leave.

Respect Wildlife.
Watch wildlife from a distance.

Be Kind To Other Visitors.
Be nice to others you meet in the outdoors. Try not to make loud noises.

Leave No Trace for Cadettes, Seniors, and Ambassadors:

Plan Ahead.
Find out about the place you are going. Are there special regulations or concerns for the area? Do you have the right gear for the weather?

Travel and Camp on Durable Surfaces.
Stay on established trails. Camp at established campsites whenever possible.

Dispose of Waste Properly.
Pack out what you carry in including all trash, leftover food and litter.

Leave What You Find.
Leave nature as it is, which means leave rocks, plants and other natural objects as you find them. Don’t build structures, dig ditches or cut healthy trees or bushes.

Minimize Campfire Impacts.
Campfires are a special part of a Girl Scout’s outdoors experience: Only start a fire in an established fire ring, keep it small, and put it out properly.

**Respect Wildlife.**
Don’t approach, feed or follow any animals, watch them from a distance.

**Be Considerate of Other Visitors.**
Respect other visitors so they have a good experience in the outdoors, too. Yield to other users on the trail, camp away from trails and other visitors, keep your voice and noise level down.
Tips for Working with Multi-Level Groups for Older Girls

Leading a multi-level troop can be lots of fun, but also challenging!

Multi-level troops are naturally set up to create a more girl-led environment.

- Older girls have a unique opportunity to lead. They can serve as role models for younger girls, creating an enhanced leadership experience for all involved. They can explain more advanced concepts, which gives younger girls a powerful near-peer experience.

- Younger girls have aspiration built right into their experience. As they interact with the older girls, they learn what’s possible for them.

Multi-level troops offer all girls a diversity of perspective. When they do an activity together:

- Older girls approach it with confidence and skill, based on their experience.

- Younger girls bring a sense of wonder and imagination that makes the activity more creative and fun for the older girls.

Follow these tips and insights to help make your multi-level troop experience with Cadettes, Seniors and Ambassadors fun, not challenging:

- Offer younger girls more concrete guidance to help them express their thoughts and come up with ideas.

- Older girls will have more nuanced understandings of interpersonal interactions and how Girl Scouts can take action, as well as more in-depth knowledge about the subject matter. They will bring up more complex concepts, which won’t be familiar to younger girls. This is a great opportunity to ask older girls to share their knowledge with younger girls. Ask questions like, “Can you give us an example of that?” or “Can you describe that for everyone in the group?”

- Sometimes older girls have a variety of experience and it seems impossible to get all the girls on the same page. That’s all OK; just customize your activities based on your experience with your troop and make sure they have the opportunity to come to a consensus.

- Younger girls might need more help and it’s natural that older girls will help them, too. But make sure to treat older girls like troop members, not as mini-troop leaders.
• Help older girls feel welcomed and valued by giving them leadership opportunities, such as guiding a discussion or acting as a scribe. Cadettes may want to earn their Leader in Action award by mentoring the younger girls.

• Give older girls more responsibility in troop decision-making. While all girls should be involved in decision-making at some level, older girls will be able to offer good insights about how to make things work better for them. When older girls make a suggestion that can reasonably be implemented, try it out and acknowledge their contribution.

• Encourage all girls to help hand out supplies and snacks and be part of how the meeting is run.
Leave No Trace Principles for Older Girls

**Plan Ahead.**
Find out about the place where you are going. Are there special regulations or concerns for the area? Do you have the right gear for the weather?

**Travel and Camp on Durable Surfaces.**
Stay on established trails. Camp at established campsites whenever possible.

**Dispose of Waste Properly.**
Pack out what you carry in including all trash, leftover food, and litter.

**Leave What You Find.**
Leave nature as it is, which means leave rocks, plants and other natural objects as you find them. Don’t build structures, dig ditches, or cut healthy trees or bushes.

**Minimize Campfire Impacts.**
Campfires are a special part of a Girl Scout’s outdoor experience: Only start a fire in an established fire ring, keep it small, and put it out properly.

**Respect Wildlife.**
Don’t approach, feed, or follow any animals—watch them from a distance.

**Be Considerate of Other Visitors.**
Respect other visitors so they have a good experience in the outdoors, too. Yield to other users on the trail, camp away from trails and other visitors, keep your voice and noise level down.
CAMPsite Checklist

Is the area for your campsite flat and dry?
Were the sticks and stones cleared away?
Did you set up a separate area for cooking, hand washing, and dishwashing?

For your cooking area:
Can animals get at your food?
Are your coolers stashed in animal-proof containers?
Are there two trees nearby where you can tie a rope between them to hang things?

For your sleeping area:
Are the tents spread out so there isn’t too much traffic in one area?
Are the openings to your tents facing each other?

For your fire building area:
Are you using a fire ring that is already at the campsite?
What kind of sticks are you using to build your fire?
Are there any trees or plants near your fire ring?
What size fire will you make?
How will you extinguish your fire?
Girl Scout Volunteer Take Action Guide

What’s the difference between a community service project and a Take Action project?

**Community Service** makes the world better by addressing a problem “right now.” For example, collecting cans of food for a food pantry feeds people “right now.” Gathering toys for a homeless family shelter makes kids happy “right now.” Providing clothing and toiletries to people after a fire or flood helps them “right now.” These acts of kindness are important ways to help people—right now.

**Take Action** encourages girls to develop a project that is sustainable. That means that the problem continues to be addressed, even after the project is over. Sustainability simply means coming up with a solution that lasts.

For example, girls might want to do something about trash in a local park. If they go to the park and pick up trash, they’ve solved the problem for today—but there will be more trash to pick up tomorrow.

Instead, girls could explore why there’s so much trash. Here’s what they might discover:

1. There aren’t enough trash cans in the park.
2. The trash cans are hard to find.
3. People have to walk out of their way to throw away trash because of where the cans are placed.
4. People don’t realize the importance of putting trash in the trashcans.

Here’s how girls might address these issues:

Issues 1–3: Make a presentation to the city council to report on their findings and make suggestions for improvement, such as adding more trash cans or moving them to more visible or convenient positions.

Issue 4: Create a public awareness campaign that encourages people to use the trash cans instead of littering.

What are the steps of a Take Action project?

Girls team up to:

- Identify a problem
- Come up with a sustainable solution
- Develop a team plan
- Put the plan into action
- Reflect on what they learned
**Keep it girl-led:** Girls should actively participate in each step in order for this to be girl-led. Younger girls will need more guidance, but they can and should decide as a team what problem they want to address.

**How do girls make their project sustainable?**

**Here are three ways to create sustainable change:**

1. Make your solution permanent.
2. Educate and inspire others to be part of the change.
3. Change a rule, regulation or law.

Here are some specific examples you can use to help girls understand what sustainable Take Action projects look like.

**Keep it girl-led:** These examples are intended to give a sense of what a Take Action project could look like at different grade levels. Please do not choose a project from this list for girls to do! If girls are told what to do, they won’t learn key leadership skills, such as decision-making, compromise, conflict resolution, and teamwork.

**Issue:** We could conserve water if more people collected rainwater and used it to water plants.

**Solution 1: Make it permanent.**

Make rain collection devices for family or friends that can be installed in their yards. Give them a list of different ways to use rainwater and how they’re helping the Earth.

**Solution 2: Educate and inspire others.**

Create a handout, video tutorial, or show-and-tell presentation about how to make a rain collection device and how to use rainwater—and how that helps the Earth.

**Issue:** Parents often run their engines outside the school as they wait to pick up or drop off their children, which pollutes the air.

**Solution: Change a rule, regulation or law.**

Make a presentation to the school board or administrators about why this is a problem and suggest a new rule that makes the pick-up/drop-off area a “no idling” zone.

**Issue:** There’s no sidewalk along a street near the elementary school, which makes it dangerous for children to walk home.

**Solution: Make it permanent.**

Make a presentation to the city council about the problem and suggest that they build a sidewalk.

**Note:** Even if the council doesn’t vote to create a sidewalk, the girls have earned their Take Action award because they came up with a sustainable solution and took action through their presentation.

**Extra Inspiration:** Do an online search for “Girl Scout Brownies Convince City Hall to Build Sidewalk.”

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**Issue:** There have been several accidents at a busy intersection that doesn’t have a stoplight.

**Solution:** Make it permanent.

Research the number of accidents and make a presentation to the city council, asking that they have a stoplight installed.

**Issue:** The local park doesn’t have a swing for children with disabilities.

**Solution:** Make it permanent.

Make a presentation to the city council explaining the problem and offering to use troop money from the cookie sale to help pay for the swing.

**Extra Inspiration:** Do an online search for “How One Brownie Troop Became Social Entrepreneurs.”

**Issue:** We should recognize women who have helped their communities and made the world a better place in all kinds of ways.

**Solution:** Educate and inspire others.

Research the “hidden figures” in your community (unsung women who’ve done great things). Create a display about their accomplishments for a library or community center.

**Issue:** The local shelter is having a hard time getting rescue animals adopted.

**Solution:** Educate and inspire others.

Use your photography skills to create pet portraits for the shelter’s website. Use your writing skills to craft heart-warming bios for each portrait.

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**33 Ways to Take Action**

1. Make and install something outside (benches, bird houses, dog run, ropes course, sensory trail, Little Library, etc.)
2. Plant something (butterfly garden, tree, wind chime garden, etc.)
3. Make something inside (Maker Space, reading room, etc.)
4. Create a collection (children’s books children’s hospital or family shelter, oral histories for town museum, etc.)
5. Advocate for building a permanent community improvement (sidewalk, bridge, park, streetlights, stoplight, walking trail, etc.)
6. Do a show-and-tell
7. Create a poster campaign
8. Perform a skit
9. Make a “how to” handout
10. Draw a comic
11. Give a speech
12. Write and perform a song
13. Make an animated movie
14. Make a live-action movie
15. Make a presentation
16. Create a workshop (perhaps in partnership with a local business or organization) to teach a skill such as coding, camping, canoeing, robotics, sewing, car care, healthy eating, gardening, home repair, budgeting, etc.
17. Create a workshop to teach others about healthy living (exercise, nutrition, mental health, etc.)
18. Create a social media campaign
19. Make video tutorials to teach a skill
20. Organize an email campaign
21. Organize a petition
22. Organize an event (concert, play, poetry slam, art exhibit, sporting event, field day) to raise awareness about an issue
23. Make a “playbook” to help others follow your lead (how to mentor robotics teams, organize a workshop or event, advocate with city council, create an online petition, change a law, etc.)
24. Make an app that helps people take action on an issue
25. Create a website
26. Write an op-ed or letter to the editor of a newspaper or magazine
27. Start a blog
28. Make a presentation to your school principal
29. Make a presentation to your school board
30. Make a presentation to your city council
31. Speak up at your representative’s town hall meeting
32. Create an online petition
33. Advocate for a law with your state government

Need other ideas?
Check out “Girls Changing the World” on the GSUSA website [http://www.girlscouts.org/en/for-girls/girls-changing-the-world.html]. Girls post their Take Action and Bronze/Silver/Gold Award projects on this site. You can search by project topic or grade level. (And after the troop has done their project, please post it so they can inspire other girls!)
The Girl Scout Promise
On my honor, I will try:

To serve God and my country,
To help people at all times,
And to live by the Girl Scout Law.

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.
7 Steps to Take Action

1. **Choose an issue**
   - Make a list of all the issues you care about, from hunger to homelessness to caring for animals.
   - Look around your community. What problems do you see? Add them to your list.
   - Pick one issue to focus on right now, and save that list of ideas for future Take Action projects.

2. **Learn about your issue**
   - Talk to experts to get more information.
   - Talk to the people you want to help and ask them what they need.

3. **Test possible solutions**
   - Brainstorm some possible solutions, and then get suggestions about how to improve them from experts, the people you want to help, and others.
   - Use the feedback to help you choose the one idea you want to focus on.

4. **Make your solution sustainable so that the change continues even after the project is done. You can:**
   - *Make your project permanent.* When you create something physical, the change is lasting. For example, you could:
     - install swings at your local park;
     - convince the city council to build a new sidewalk or create bike lanes;
     - or make benches for an outdoor area at your school.
   - *Spread the word.* When you increase awareness of an issue, you inspire others to take action, too. That “ripple effect” keeps the change going. For example, you could:
     - put on a skit at a school assembly about how to save water;
     - create and post a video about the dangers of distracted driving; or
     - develop a social media campaign to get teens across the country to sign an anti-bullying pledge.
   - *Change the rules.* When you get a regulation or law changed, the effects will last. For example, you could:
     - lobby the school board to change rules about dress codes or computer access;
o research traffic accidents in your town and lobby for lower speed limits; 
or 
o work with the principal to create a “no idling” zone in front of the school.

5. Make a plan
   • Create a timeline of what you need to do.
   • List all the resources you need, including materials and money.
   • Ask other people—like friends, family, neighbors, teachers, and local business owners—to help you.

6. Reflect
   • When your project’s done, take some time to think about what worked, what didn’t, and what you would do differently in the future. This step is key to developing as a leader!

7. Celebrate
   • Taking action to make the world a better place is a huge accomplishment. Pat yourself on the back and thank everyone who helped you along the way!
Take Action

• Which issue do you want to choose for your Take Action project?
  Write it in the center circle below.

• What are possible solutions?
  Write them in the outer circles below.

Possible solution #1

Possible solution #2

Possible solution #3

Possible solution #4

My Take Action project issue is:
## Handout: Girl Scouts Bronze, Silver and Gold Awards

<table>
<thead>
<tr>
<th>Awards</th>
<th>Girl Scout BRONZE Award®</th>
<th>Girl Scout SILVER Award®</th>
<th>Girl Scout GOLD Award®</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>Girls must be in 4th or 5th grades and a registered Girl Scout Junior.</td>
<td>Girls must be in 6th, 7th, or 8th grades and a registered Girl Scout Cadette.</td>
<td>Girls must be in 9th, 10th, 11th, or 12th grades and a registered Girl Scout Senior or Ambassador.</td>
</tr>
<tr>
<td>Overview</td>
<td>Complete a Junior Journey. Be part of a group where girls take the lead. Take action on a community issue the group cares about. Help and guidance provided by the volunteer. Suggested hours included in the girl, adult, and council material. *Council approval needed for any money-earning.</td>
<td>Complete a Cadette Journey. Work as an individual or in a small group where girls take the lead. Take action on a community issue that the girls care about. Help and guidance provided by the volunteer. Suggested hours included in the girl, adult, and council material. *Council approval needed for any money-earning.</td>
<td>Complete two Journeys (Senior or Ambassador) or earn the Silver Award and complete one Senior or Ambassador Journey. Individually girl-led; girl selects and recruits her project advisor. Take action on a community issue the girl cares about. Help and guidance provided by project advisor. Suggested hours included in the girl, adult, and council material. *Council approval needed for any money-earning.</td>
</tr>
<tr>
<td>Take Action Project</td>
<td>Group Take Action project focuses on something the girls care about that they would like to improve within their Girl Scout or local community. Puts the Promise and Law into action.</td>
<td>Individual or group Take Action project that focuses on something girls care about and makes the local neighborhood or community better. Puts the Promise and Law into action.</td>
<td>Individual Take Action project that focuses on something girls care about and makes a lasting impact in the local community, region, or beyond. Puts the Promise and Law into action.</td>
</tr>
<tr>
<td>Sustainable</td>
<td>After the project is complete, girls develop an understanding of sustainability by talking together about how solutions can be lasting.</td>
<td>Girls demonstrate an understanding of sustainability in the project plan and implementation.</td>
<td>Take Action project includes provisions to ensure sustainability.</td>
</tr>
<tr>
<td>Global</td>
<td>After the project is complete, girls develop an understanding of the wider world by talking together about how others may experience the same problem that their project helped resolve.</td>
<td>Girls connect with new friends outside their immediate community, learn how others have solved similar problems, and determine whether others’ ideas can help with their plan.</td>
<td>Girls identify national and/or global links to their selected issue. They learn from others and develop a plan to share the results of their project beyond the local community.</td>
</tr>
<tr>
<td>Project Approval</td>
<td>Volunteer</td>
<td>Volunteer or council</td>
<td>Council or council’s Gold Award Committee</td>
</tr>
<tr>
<td>Resources</td>
<td>Junior Journey book Bronze Award guidelines on GSUSA website Adult guide on GSUSA website Council guide on Pearl Council learning opportunities</td>
<td>Cadette Journey book Silver Award guidelines on GSUSA website Adult guide on GSUSA website Council guide on Pearl Council learning opportunities</td>
<td>Senior and/or Ambassador Journey books Gold Award guidelines on GSUSA website and Go Gold Online Adult guide on GSUSA website Council guide on Pearl Council learning opportunities</td>
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</table>