

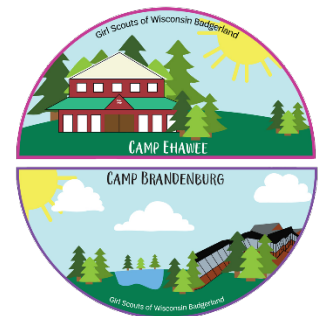
# Property Patch Program

## Welcome

Welcome to the Badgerland Council Property Patch Program. We are excited to have you out exploring our amazing properties. Along the way we want you to learn some new skills, get to enjoy the out-of-doors, and gain an appreciation of the natural world around you. Below are a few things to get you started, including, the walkthrough instructions for the patch program, some simple rules to follow when accomplishing the tasks and a few words of encouragement.

### Patch Program Instructions

There are currently 2 patches that fit together in one scene as depicted to the right. To earn each individual patch, you accomplish 5 tasks. These tasks must be completed while at the property listed. You can accomplish 5 tasks in one visit or spread them out over several trips.



The five tasks for each patch follow the same pattern. Each time you visit a property you will be doing:

1. **Hike** – Get to know the property by walking around. You will be provided with a list of “must see” locations.
2. **Environmental Science** – Get to know the natural world around you through simple nature games and activities.
3. **Outdoor Skill** – Learn a new outdoor skill like orienteering or outdoor cooking.
4. **Environmental Service** – The best way to get to know our properties is to get involved and help with make the properties better.
5. **Special** – Each property has an activity curated just for them. This is usually a well-loved activity that you can do at that location.

### Simple Rules to Follow

As you are leading the girls in the activities in this packet, there are just a few things to remember.

1. **Leave No Trace** – Please “take only photographs and leave only footprints”. Unless a service project or activity specifically requires it, please do not pick, pull or destroy any of our natural surroundings. Even a dead log or branch is a home to many critters. Leave it be so that they can continue their job contributing to the ecology of our surroundings. Learn more about Leave No Trace at <https://lnt.org/why/7-principles/>.
2. **Pick Up After Yourself** – There is a Girl Scout rule that says, “Leave the place better than you found it”. This means that we clean up after ourselves and make sure all supplies are put away. This also means that if someone happened to leave a space dirty before you, we help clean it up. Take care of our properties as you visit and leave them better than you found them.
3. **Stay Safe** – We are always safety minded. Make sure you choose a service project or activity appropriate for the age of the girls. And pay attention to your surroundings. Many of our properties have spaces that are off limits, please respect those requests.
4. **Have Fun** – As long as you are having fun in the out-of-doors, the girls will develop a love for the space around them that will turn into a love for outdoor spaces.

## Words of Encouragement

You don't have to have a degree in science or natural resources to earn these property patches. These patches are all about getting out and exploring the natural world. As long as you keep a sense of curiosity, exploration, and wonder alive within the girls, they will learn to love the land around them. The first step of learning to love the environment, starts with creating a connection to a place. Let them explore and love their natural surroundings and that feeling will begin to extend into a need to protect it and all greenspaces they see.

Enjoy!

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# Camp Ehawee – Mindoro, WI

## Description of Property

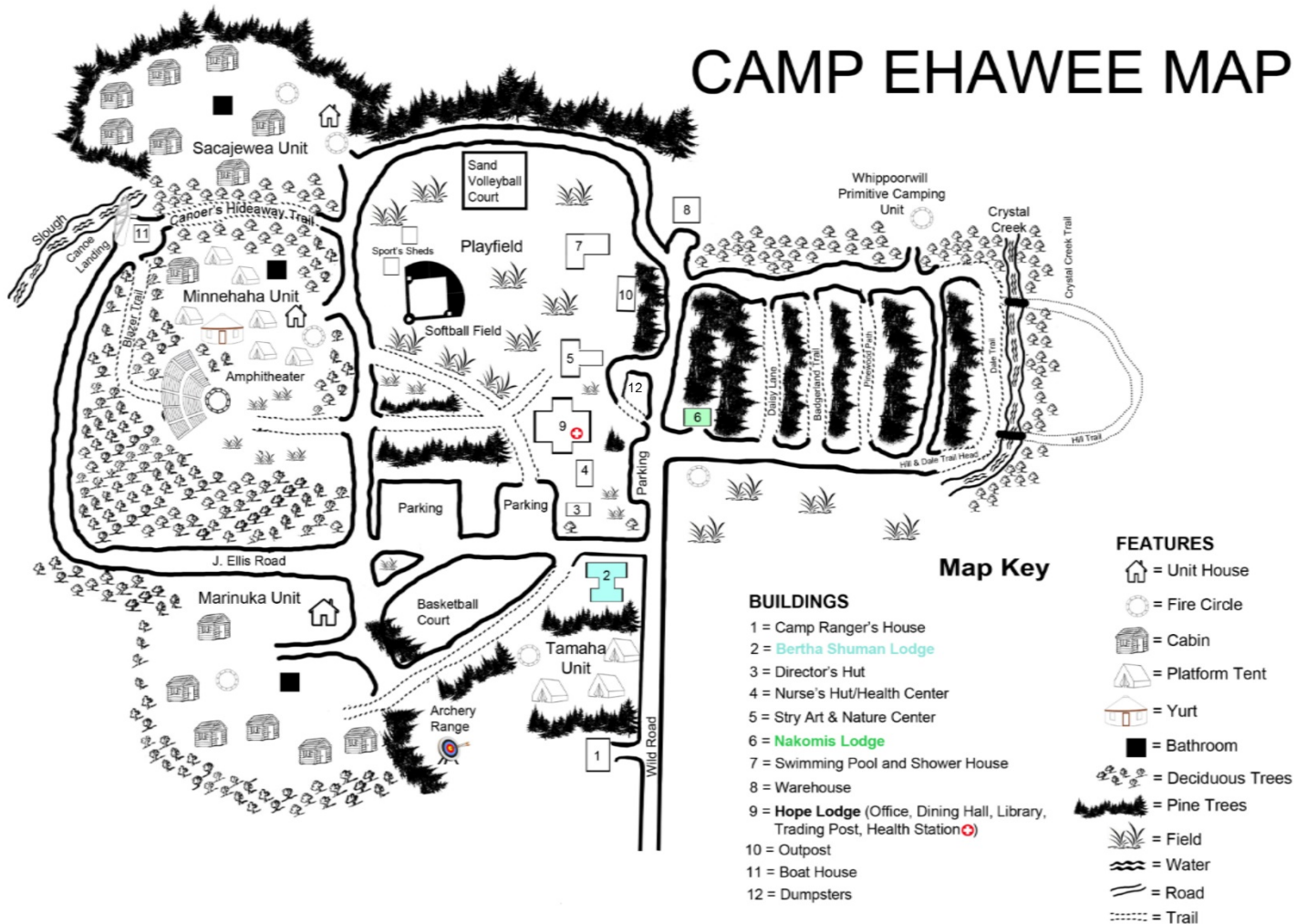
### Basic Description

Ehawee is Badgerland’s primary resident camp. In the summertime, we have two night, three night and five night programs for all ages. The camp is gorgeously surrounded by thick pine trees and located near Mindoro, WI. Each of the 5 units have their own campfire ring, a unit house and flush toilets.



Camp Ehawee has an archery range, athletic fields and includes a sand volleyball court, paved basketball courts, and a pool. There are also plenty of natural waterways nearby so the girls can canoe and creek hop. You will find plenty of nature trails for exploring and an amphitheater for campfires. Camp Ehawee also features a performing arts center complete with a stage and an indoor nature center.

### Map



## History of the Property

In 1951, an old pine tree farm was purchased by Riverland Girl Scout Council and converted into a camp. A contest was held to name it, and a 10-year old Girl Scout won with *Ehawee*, a Sioux word meaning “Laughing Maidens.” Camp Ehawee hosted its first resident camp season in 1959, with three sleeping units.

Since then, the camp has been expanded to 5 sleeping units and two residential lodges. The main buildings were enhanced for year-round use. A heated in-ground pool was later added, and in recent years, Girl Scout troops have added to the camp property through service projects like the addition of a permanent Ga-Ga pit. Further additions to the property are planned to continue to expand the program options we can offer to Ehawee campers.

## Activity 1 – Hike

Take some time to explore your surroundings while walking around camp. If you have little ones on this hike, choose just a couple of places to visit from the below list. If you have older girls, explore every corner of the camp.

- Take a walk around camp. Do you see any remnants of the pine tree farm? What do you see?
- Find each of the three main units (**Marinuka**, **Minnehaha**, and **Sacajawea**). Which unit would you like to stay in? Why?
- What is the name of the **trail** that runs from Marinuka to Sacajawea?
- Play a game in the **sports field**.
- Find **Crystal Creek**, **Nakomis**, and **Whippoorwill**.
- Walk the **Canoe’s Hideaway Trail** and find the **Canoe Landing**.
- Sing your favorite camp song in the **Amphitheater**.
- Check out the **archery range** and **basketball courts**.
- Find the **Tamaha Unit** and stop by **Bertha**.

## Activity 2 – Environmental Science

Camp Ehawee is a wonderful place to experience at night. The sports field gives us a great place to go stargazing and the wide trails are perfect for a night hike. Let’s do some activities that teach us about night time in the out of doors. If you have little ones, choose just a couple of activities from the list below. For older girls, try to do them all or find advanced skills in the recommended websites after each section. Some of these activities can be done during the daytime if you will not be on the property at night.

### 1. Night Hike

- **Objective** – Girls experience being outdoors after dark and gain a greater sense of safety while doing so. We will also be exploring our senses.
- **Materials** – 3-5 small containers with cotton balls drenched in food extracts OR 3-5 small containers that contain smashed up pieces of peppermint candy, slices of lemon, or other really smelly foods; flashlight or candle with lighter; index cards; crayons.
- **Preparation** – Walk the trail you will be following at night while it is still daylight. Take note of the surface of the trail and any landmarks like big bendy trees or changes in the walking surface that will help you navigate in the dark.
- **Instructions:**
  1. Tell the group that we will be taking a hike in the dark. We are not allowed to use flashlights or any other man-made light. This will allow our natural night vision to work. We will follow each other one by one. We will go slowly. It is best if you try to travel quietly. We have a better chance of hearing the night animals around us (like owls).
  2. Walk for a couple of minutes until you find a place that doesn’t have any human made light. Walk slow as the girls get used to the dark. Place a second adult at the

end of the line. Make sure that you look back at the group constantly to make sure everyone is still together.

3. After a few minutes, stop the girls and gather them into a circle (or an oval as space allows). Tell them we are going to test our vision at night. You may have noticed that our eyes have started to get used to seeing in the dark. But, we need to learn how to use it to our advantage. When you are using your night vision, you can't stare directly at what you want to see. Try it now. Stare across the circle at someone's head. You will notice that after a couple of seconds, their head will "disappear". (Let them try it out.) We can see better if we use our peripheral vision or don't stare at things. Look around and you will see shadows and definition in your outer vision. (Let them try it out.)
4. You can either walk a little further down the trail, or go right into the next activity if the girls are uncomfortable with going further.
5. Gather them in a circle and then tell the girls that not only does our vision change when we are out in the night, but our other senses will start to work harder. Take a moment to stand quietly and listen. (Let them listen.) Ask them what they heard. Then ask them to try placing one of their hands behind their ear like they are forming a big ear shaped like a deer's or elephant's ear. Ask them to listen again. What did they hear this time?
6. Either walk a little further down the trail, or go right into the next activity.
7. Gather them in a circle and then tell the girls that our sense of smell also tries to work harder. I am going to pass around several small containers. I want you to smell each of the items inside and try to figure out what it is. Keep your answers to yourself and pass the container to the girl next to you. Let the girls pass around the containers. When all of them have gone around the circle, let the girls guess what was in each one.
8. Either walk a little further down the trail, or go right into the next activity.
9. Gather them in a circle and then tell the girls that while we have been walking maybe you may have noticed that you can't see colors when your night vision is being used. I am going to pass out to each of you an index card and then I am going to pass out a crayon. I want you to guess the color of the crayon and write with that crayon on the index card what color you think it is. If you think you are holding a yellow crayon, write the word "yellow" on the card. Let the girls try this out. Collect all of the crayons back before you move on. Let the girls know that they can check their answers when they get back to a place with light.
10. Either walk a little further down the trail, or go right into the next activity.
11. Gather them in a circle and then tell the girls that this last activity will show us how much our night vision has improved on our walk. In a moment I am going to turn on a flashlight (or light a candle). But, before I do that I need all of you to take one of your hands and cover one of your eyes. Make sure all of the girls have one eye covered and then turn on a flashlight and point it onto the ground in the middle of the circle. Ask all of the girls to look at the light on the ground and keep their eye covered while you tell a story. Tell any sort of story you like that lasts at least 2 minutes. After the story is finished tell the girls to look straight up at the sky. Alternate closing one eye and opening the other. What do you notice?
12. When finished with all of the activities, guide the girls back to your starting point or back to your sleeping cabin. Remind them to look at their notecards to see if they figured out the color of their crayon. Then review what you've learned and put away all of the supplies.

- **More Information:**
  - Night Vision – A scientific description of how night vision (and our eye) works can be found at: <https://askabiologist.asu.edu/rods-and-cones>.

## 2. Bat & Moth

- **Objective** – Girls will learn about how bats navigate in the night.
- **Materials** – One blindfold or folded bandana
- **Preparation** – Collect the supplies needed. Research bat facts (see below for website link).
- **Instructions:**
  1. Gather the girls in a circle.
  2. Ask girls to share any facts or information that they know about bats. If you have researched some facts of your own, share. You may also have to debunk any wrong facts that the girls share (Example: Bats are blind. They actually aren't!)
  3. After the girls have shared what they know, remind them that bats are nocturnal animals (that means they come out at night). Their preferred food is very active at that time...bugs. Ask the girls if they know how bats are able to “see” or navigate in the dark. If they don't know, the answer is “echolocation”. They use a series of high pitched noises that go out and bounce off of any items that they are flying towards. Those noises bounce back to their very large ears and they can use that information to know where bugs or trees might be in their way. We are going to practice this same sort of navigation technique ourselves.
  4. Ask for two volunteers...one to be a bat and one to be a moth.
  5. The bat will wear a blindfold to indicate that they can't see very well in the dark. The moth will not. The rest of the girls will gather in a circle around the bat and the moth. This is a fence and is to keep the bat and moth from wandering too far out of bounds. Any time the bat come near the fence, gently and quietly turn her back toward the middle of the circle.
  6. The bat has to “catch” the moth by tagging her. She cannot take her blindfold off until she catches the moth. To use her echolocation she simply says out loud the word “bat”. The moth is then required to respond back with the word “moth”. The bat then walks (no running) towards where she heard the moth and tries to tag her.
  7. The moth is allowed to move around. She can “run away” from the bat. But, she will want to do so quietly so the bat can't hear her. This also means that the fence must be extremely quiet so the bat can hear.
  8. Let the girls play a few rounds of the game. A round ends when the bat catches the moth by tagging her.
- **More Information:**
  1. WiDNR information on bats: <https://dnr.wi.gov/topic/WildlifeHabitat/bats.html>
  2. Bat Facts: <https://www.eekwi.org/critter/mammal/bat.htm>

## 3. Constellation Stories

- **Objective** – Girls learn about some of the stories behind the constellations and then get to create their own stories.
- **Materials** – Blue construction paper; poker chips or small items that can be dropped and won't roll away; white or yellow colored pencils that will draw on the blue paper.
- **Preparation** – Collect the supplies needed. Research constellation stories.
- **Instructions:**
  1. Tell the girls, “The night sky has forever been something that humans have looked up at and been in awe. Through the generations, every culture has created stories about how the sky came to be and why the sun, moon and stars exist or why they act the way they do. Some of these stories have been handed down through the generations. I would like to share one or two with you now.”



2. Share a couple of the stories you researched (see below for a link to some stories).
  3. When finished with the stories, tell the girls that they are going to get their chance to create their own stories.
  4. If the sky is clear, take the girls outside to choose star shapes right from the sky. If it is cloudy, follow the below directions.
  5. Hand out 5-10 poker chips (or the small items you found) to each girl. Also hand out one sheet of blue paper and a colored pencil to each girl.
  6. Ask the girls to randomly drop the poker chips onto the paper. Wherever the chip lands is where one of your stars will be. After all of the poker chips have been dropped, then the girls should draw an outline of each of them on the paper and remove the chips.
  7. Tell the girls to connect the dots of the drawn stars to create a shape of their choosing.
  8. After she has created her shape have her write a short story about her constellation.
  9. The girls can share their stories with a partner when they are finished or with the whole group.
- **More Information:**
    1. Circumpolar Constellations & Stories - <https://www.constellation-guide.com/constellation-map/circumpolar-constellations/>
    2. Current phenomena in the Night Sky - <https://www.space.com/skywatching>

#### 4. Star Gazing

- **Objective** – Girls gain experience looking up at the starry sky and finding some of the common constellations.
- **Materials** – Laser pointer or high powered flashlight (optional); star chart; dark starry night sky.
- **Preparation** – Check the weather to see if the sky will be clear. Print out a star chart and practice finding the constellations on your own.
- **Instructions:**
  1. Complete steps 1 & 2 of the previous activity if you haven't done so.
  2. Continue to talk about the other kinds of phenomena you can see in the night sky:
    - Moon – This is our nearest space neighbor and viewable most nights. Check to see what phase the moon is in and what time it will “set”. It's best to do star gazing when the moon is in a quarter phase or less.
    - Meteor Showers – The earth will occasionally pass through a debris field in space. When the debris hits the outer atmosphere of the earth the items will light up and become “shooting stars”. It's fun to find a night when a meteor shower is predicted to hit peak. Lay out blankets and count how many shooting stars you can see.
    - Planets – These are distinguished from stars when they don't twinkle. Planets will radiate a more steady light. Check the sky watching site to see what planets may be seen during your experience.
    - Milky Way – On very dark nights and in areas with very little light pollution, you will see a lighter band of sky. This is a view of looking through a galaxy of stars. To be specific, our galaxy, the Milky Way. You can distinguish about 2,000 of these stars with the naked eye. The rest are seen as a glowing band in the sky. Star Charts will sometime indicate this view on them with notations.
    - Northern Lights (Aurora Borealis) – Check the sky watching sites and check the Space Forecast from the NOAA to see if there will be a peak viewing time while you are at Camp Ehawee. If not, you still may have a chance to view

these on a very dark night. Keep an eye out for green, blue or red glowing bands of light in the northern sky.

3. Show the girls the star chart you have printed out. Identify on the chart some of the circumpolar constellations that are most common in our night sky. These constellations would be the Big Dipper (Ursa Major), Little Dipper (Ursa Minor), Draco, Cepheus, and Cassiopeia.
4. Use some of the following cues to show the girls on paper how to find these constellations:

- Ursa Major – Easiest to find in the night sky. Depending on the time of year the dipper may be pointing up, down or sideways. Show them the far two stars of the cup of the dipper (see below). Those two stars are the “pointer stars” that point to three of the other constellations.



- Ursa Minor – Follow the pointer stars to the next brightest star in the sky. This is the “North Star” and the very tip of the handle of the little dipper. (Note: The North Star, or Polaris, is not the brightest star in the sky as some say.)
  - Cepheus – Follow the pointer stars past the little dipper and find the next brightest star. This will be the top of a house shaped constellation that is King Cepheus.
  - Cassiopeia – If you continue to follow the pointer stars to again the next bright star in a line, which becomes the far end of Queen Cassiopeia’s constellation that looks like a “W”.
  - Draco – He snakes in between the big and little dipper and curls around the little dipper towards Cepheus.
5. When the girls are familiar with the paper charts, take them outside to see the night sky. Help them find the circumpolar constellations. Use the laser pointer or high powered flashlight to point towards the stars if needed. Sometime the girls will have to gather closer around you to see what you are pointing at.
  6. Encourage the girls to bring a blanket out with them and lay out looking up at the stars for a while. Encourage them to make up stories, look for more constellations or just enjoy the view.
- **More Information:**
    1. Printable Star Chart by Date and Time: <https://in-the-sky.org/skymap2.php>
    2. Circumpolar Constellations & Stories: <https://www.constellation-guide.com/constellation-map/circumpolar-constellations/>
    3. Current phenomena in the Night Sky: <https://www.space.com/skywatching>



## Activity 3 – Outdoor Skills

Cooking a meal over the campfire is a great way to build confidence in being outdoors and to build comradery. When a girl learns how to start a fire, safely tend it and use it for warmth and food they are satisfying a basic survival instinct. It can grow a girl's self-confidence. Then when you have the fire going and the girls can gather around and work together to cook a meal they are doing team bonding.

Approach the skills below with a “girl-led” focus. Let them try all of these skills themselves. This is a safe place to make small mistakes and to try things they have never done before. Your task is to be there for basic instruction and to oversee safety.

### 1. Fire Building Basics

- **Objective** – Practice making a small campfire and as a girl's skills progress, make a fire that you can cook on.
- **Materials** – Stick Matches, Cotton Twine, Sticks about 10” Long (1 per girl), Bucket of Water
- **Preparation** – Find a place that has a supply of small dry twigs, natural tinder and a flat location that is very sandy or won't catch on fire if an errant spark gets out of control. In about 6'-8' spaces push two of the sticks into the ground about 12"-18" apart. Tie a piece of cotton string between the sticks so it looks like a small clothesline.
- **Instructions:**
  1. Tell the girls that we are going to learn how to start a fire from natural supplies. Ask if any of them have ever started a fire with only one match.
  2. Discuss with them the fire triangle. A fire needs three things to start and to continue burning. Those three things are heat, fuel and oxygen. We have to have something to burn, a source of heat or spark to start the fire and it also needs to be able to gain oxygen to help it keep burning. You need all three to keep a fire burning. For example, if you smother a fire and take all of the oxygen away it will go out.
  3. Now explain that today we are going to use stick matches to start a fire. Many girls have never struck a match. Take a moment to show them how to do it.
  4. Next talk to the girls about fuel for the fire. There are three kinds of fuel needed to start a fire. We can't just light a giant log on fire, we have to start small. The smallest kind of fuel is called Tinder. Tinder is usually very dry, very small items and should be no larger than the thickness of your pinky finger. Some good tinder items include small twigs from bushes, pine needles, and dry grass. The next size of fuel is called Kindling. Kindling is fuel that is bigger than your pinky finger, but smaller than the thickness of your forearm. Twigs, small branches, and pine cones make good kindling. Some people will also split apart larger branches into smaller pieces with a hatchet or axe. The third size is just called Fuel. These are pieces of wood the size of your forearm or larger. Encourage the girls to get items of differing sizes and start with the smallest items first, working their way up to the thickest ones they have.
  5. Discuss some of the best ways to set up the tinder and kindling. They include:
    - You don't want to crowd it all together (you need some oxygen).
    - Fire burns upward. That means you have to put your tinder at the bottom and the kindling above it. Start small and put bigger items on as you go.
    - Keep a space to get the match in to reach the tinder.
    - You can always feed the fire larger items once it's started. You don't have to put all of your supplies on the pile at once.
    - Remember to find dry items. If it's a damp/wet day, have the girls seek out dry places or look for easy to collect dead branches that are still on the tree (those tend to be drier than ones on the ground).

6. Explain that for our activity, we are going to focus on tinder and kindling. We aren't going to be building a fire big enough for large fuel yet. The focus of our activity will be to collect the right kinds of tinder and kindling to start a very small fire and keep it going long enough to burn through a piece of cotton string hanging above it. The string will be tied to the top of two short sticks that are sticking out of the ground. Show them one of the sticks you've already set up.
  7. Go over the basic fire safety rules before you start the activity. These include:
    - Keep a bucket of water nearby to douse sparks. A rake or shovel is also appropriate to help with fire control.
    - Tie back long hair and roll up your sleeves. You don't want anything dangling into the fire.
    - Never leave a fire unattended.
    - Do not run near an open fire.
  8. Break the girls into pairs and assign each pair a space with strings set up. Let the girls go out and collect tinder and kindling to bring back to their space.
  9. When all of the girls have collected their tinder and kindling, go around and take turns lighting the fires. Have the girls light the match on their own and put the match to their fires. See if any of them light and can burn the string. Before you move on to the next fire, make sure the previous one is completely burnt out. Drip some water on the ashes to make sure it doesn't start up again.
  10. When all girls have tried burning their strings, review what you have learned (fire triangle, sizes of fuel, tips for dry supplies).
  11. If you will be making a campfire for the group, have the girls work together to collect tinder, kindling and fuel for that fire. If not, review what you've learned then clean up and put away all supplies.
- **More Information:**
    1. Edible Fires (for Daisy/Brownie Prework):  
<https://browniesmeet.wordpress.com/tag/edible-campfire/>
    2. Campfire basics from REI: <https://www.rei.com/learn/expert-advice/campfire-basics.html>
    3. Solutions to common fire starting issues: <https://montemlife.com/three-fire-starting-problems-three-fire-starting-solutions/>

## 2. Outdoor Cooking

- **Objective** – Girls practice techniques for cooking over a campfire.
- **Materials** – Pudgy Pie Irons; Roasting Sticks; Aluminum or Cast Iron Pot/Skillet; Aluminum Foil; Ingredients for Meal (see below for suggested recipes); Fire Circle; Fuel for the Fire; Matches or Stick Lighter; Cutting Knives; Cutting Board; Mess Kits; Serving/Stirring Spoons; Hot Pads or Heat Resistant Gloves.
- **Preparation** – Decide what you will be cooking and how you will be cooking it. Gather the appropriate tools and ingredients needed. Choose a campfire ring and collect tinder, kindling and fuel for the fire.
- **Instructions:**
  1. Once the girls have started a fire, prepare the ingredients needed for the meal. Cut all vegetables, open packages, and get everything ready for cooking.
  2. Prepare your tools for cooking:
    - Pudgy Pie Irons - They must be oiled or buttered before each use. It's best to warm them up slightly to melt the butter on. The first girl can slather butter on each of the inside surfaces and each girl after that will want to reapply.

- Aluminum Pots – If you want to make your aluminum pots last longer, rub a very thin layer of dish soap on the outside surface of the pot before placing it over the fire. The black soot will be easier to wash off later.
  - Cast Iron skillets and dutch ovens – make sure it has been “seasoned” before use. You can tell the pan is seasoned when there is a light sheen of oil on it and free of rust. If you want to know more about Dutch Oven care, see the link below.
  - Roasting Sticks – Make sure they are clean and ready to go. If they need cleaning, set the pointed ends in the fire and burn off the food residue before using. The best roasting sticks will slide out to get longer or are already longer than 2’ long.
  - Aluminum Foil – Precut pieces of aluminum that are big enough for the food you will be cooking. Heavy Duty foil works best. Butter the surface before placing food on it. That will help keep the foil “non-stick”.
3. Make sure you have a fireproof surface to prep pudgy pie irons on. This location can be a wooden picnic bench or stone surface. You will also want to find a location to let the pie irons and roasting forks to cool off after using them. Somewhere out of the way, but not out of mind. Do not place hot irons or forks where there is plastic or in the way of where the girls are working.
  4. Use a log cabin fire arrangement (see link below for more information) if you plan on placing a pot directly onto the fire. You can also use a built in or portable cooking grate if available. If you will be cooking with sticks, irons or foil, you will want a lot of coals built up so you can place items right on the fire or into the radiant heat.
  5. Cook the food according to the recipe. Have the girls prep and cook their own food when possible.
  6. Stay aware of the following safety items while the girls are cooking:
    - Girls should always be aware of the pointy ends of the forks and the hot parts of the pie irons and pots. Don’t get too close to anyone.
    - When placing items into the fire or roasting on forks near it, it’s best to crouch down and bend at the knees to have a lower center of gravity. Bending over at the waist can cause you to fall over.
    - Ball caps and glasses can trap smoke near the eyes. When possible, turn ball caps around. Don’t make girls take off their glasses, just make them aware of the issue.
    - All knives should be stored away safely once you are finished using them.
  7. When the food is done cooking, enjoy your meal.
  8. After eating, refer to the next section about dishwashing to clean everything up.
- **More Information:**
    1. Campfire Cooking Tips: <https://www.thekitchn.com/5-rookie-mistakes-to-avoid-when-cooking-over-an-open-fire-232730>
    2. Campfire Techniques (Including Log Cabin Fires): <https://bushcooking.com/category/technique/cooking-fires/>
    3. Cast Iron Care: <https://www.thekitchn.com/caring-for-cast-iron-259463>
    4. Outdoor Cooking Recipes (Google Search for “Girl Scout Campfire Cooking Recipes): [Click Here!](#)

### 3. Dishwashing

- **Objective** – Practice an efficient and healthy way of cleaning up after outdoor cooking.
- **Materials** – Three plastic wash tubs; dish soap; bleach; a source of clean water; mesh bags; clothesline; clothespins; washcloth or dish sponge.
- **Preparation** – If you don’t have access to hot water, you will want to heat a couple of gallons of water over the campfire (not too hot for putting your hands in).

- **Instructions:**
  1. After you have finished eating your campfire meal, tell the girls that we all have to help clean up. Teamwork will make it easy and fast.
  2. Have them remove the food particles from their dishes, utensils and any items they used to prepare the food. Put all trash into a garbage bag. When you are practicing Leave No Trace principles it is appropriate to carry out all leftover food and food trash you brought with you. Do not throw any of it into the woods.
  3. Have the girls help you fill the three wash bins as follows:
    - Bucket One – warm water with dish soap added.
    - Bucket Two – hot clear water.
    - Bucket Three – hot water with bleach mixed in. (2 teaspoons of bleach per 1 gallon of water)
  4. Arrange the buckets of water in the order above. When they are ready, have the girls place a dish in bucket one and wash off any remaining food particles with the washcloth or sponge. Then they dip the dish into the second bucket to rinse off the soap. Finally soak the dish in the third bucket for one minute to sanitize the dish.
  5. For plates, bowls and spoons you can use the “dunk bag” method. After washing items in the soapy water, place the items in a mesh or porous bag (dunk bag) with a drawstring. Dip the whole bag in the water to rinse (bucket 2) and then sanitize (bucket 3). Hang the bag with the items still inside it on a clothesline to dry.
  6. When all items are cleaned and dried, put them away.
  7. Don’t forget to store all of your garbage, remaining food and supplies used to make your food in an airtight container or indoors. If you leave any food or items that smell like food out at night, animals like raccoons may investigate it and get into it.
- **More Information:**
  1. Homemade Mess Kit Dunk Bags: You can use a clean citrus bag, or make your own. Use two waffle weave washcloths and sew three of the sides together with string. Use a shoestring and weave it around the opening in the fourth side of the washcloth. The shoestring will act as a drawstring when pulled.
  2. Dishwashing Infographic: <http://blog.etundra.com/infographics/3-sink-basin-dishwashing-infographic/>
  3. Leave No Trace Principles: <https://lnt.org/why/7-principles/>

#### Activity 4 – Environmental Service

It’s time to get a little dirty. Let’s give back to the land through a service project. Each of our properties have lots of tasks to get done and you can help. To find out what current projects need to be done by contacting the Badgerland Council Property Team at [info@gsbadgerland.org](mailto:info@gsbadgerland.org) or 800.236.2710.

Here are a few projects that always need to be done. Feel free to tackle these projects if you are looking for a project that doesn’t need a lot of prep or planning.

- **Garlic Mustard** (See <https://sewisc.org/invasives/invasive-plants/65-garlic-mustard> for more information).
- **Trail Clearing** (pick up fallen branches, cut back brush that overhangs the trail)
- **Trash Pick Up**
- **Deep Clean Spaces**
- **Clean Windows and Sills**
- **Spider Web Dusting** (indoor living spaces)

Additionally, please contact the property team at [info@gsbadgerland.org](mailto:info@gsbadgerland.org) or 800.236.2710 if you have a project idea of your own to propose. All of the properties are under constant updating and we want to make sure that your project idea fits in with any plans already being made.

## Activity 5 – Special

### Play Gaga

Gaga is a VERY popular game played at Camp Ehawee. If you have never tried it, this is your chance to do so. If you (or the girls) have played it, ask them to teach the others. Here is some basic information about the game:

- The Gaga Pit at Camp Ehawee is located just to the northwest of Stry, in between Stry and the Pool House. It's a small sand pit fenced into a circle shape.
- Check out this Facebook Page with information about Gaga and rules of the game that one of our own Badgerland Girl Scouts created: [https://www.facebook.com/World-GaGa-Pit-104249027600288/?modal=admin\\_todo\\_tour](https://www.facebook.com/World-GaGa-Pit-104249027600288/?modal=admin_todo_tour). Basic rules to Gaga are included in this Facebook Page.
- If you would like to know more about how Gaga got started, go to: <https://en.wikipedia.org/wiki/Gaga>.

# Camp Brandenburg – Dane, WI

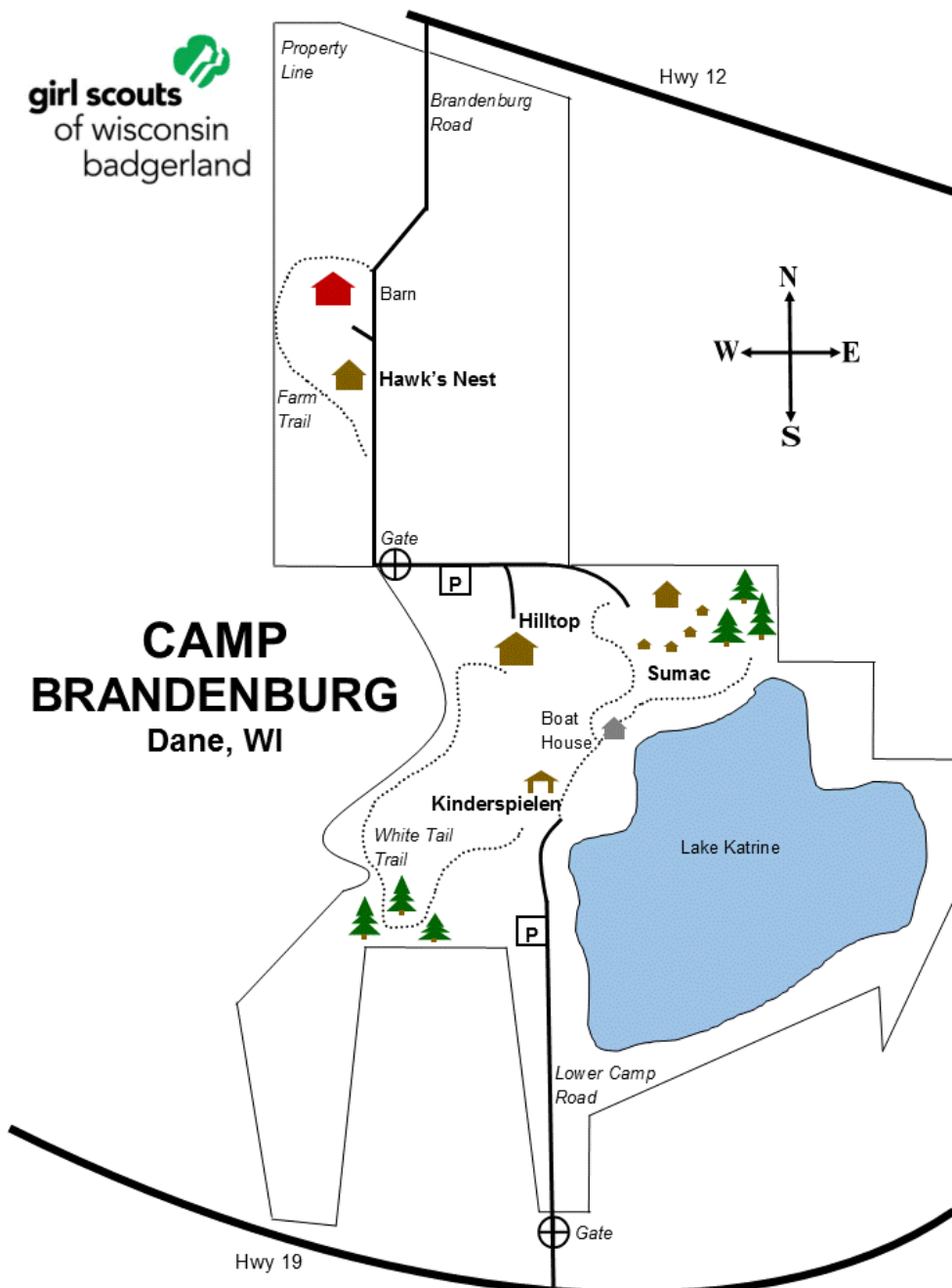
## Description of Property

### Basic Description

Located in Dane County, Brandenburg is a popular destination for Badgerland Girl Scouts. It's just about 30 minutes north of Madison on 178 acres that includes hiking trails meandering through the forest and beautiful Lake Katrine for canoeing and boating adventures. Since there are four camping units at Camp Brandenburg, you may run into other troops there too. What a great opportunity to make new friends and share a camp fire. Come for a troop day outing or plan an overnighter.



### Map





## Activity 1 – Hike

Take some time to explore your surroundings while walking around camp. If you have little ones on this hike, choose just a couple of places to visit from the below list. If you have older girls, explore every corner of the camp.

- Find each of the four units (**Hawk’s Nest, Hilltop, Sumac, Kinderspielen**). Which unit would you like to stay in? Why?
- What is the name of the **area by the lake**?
- Play a game at **Kinderspielen**.
- Find the **pine forest** along White Tail Trail.
- Find the **quietest place** you can to sit for 5 minutes and listen to the sounds of nature.

## Activity 2 – Environmental Science

Camp Brandenburg is a wonderful place to explore the forest. No matter which unit you are staying at, there is plenty of trees and flora to learn about. There is also many different kinds of forest represented at Camp Brandenburg. (Did you find the pine forest?) Let’s do some activities that teach us about how the forest around us connects us together. If you have little ones, choose just a couple of activities from the list below. For older girls, try to do them all or find advanced skills in the recommended websites after each section.

### 1. Hug A Tree

- **Objective** – Girls use their sense of touch to explore the forest and gain a greater appreciation of the trees around them.
- **Materials** – Blindfolds or folded handkerchiefs.
- **Preparation** – Find a place that has mostly even ground and several trees close to the edges of the trail or clearing. Make sure the blindfolds are clean and ready to use.
- **Instructions:**
  1. Take the girls to your chosen open area. Have them look around and point out the natural objects that they can see.
  2. Explain that we are going to explore the forest by using only our sense of touch and hearing.
  3. Split the girls into pairs.
  4. Tell them that one of the girls will put on a blindfold. The other girl will guide her to a nearby tree. The girl who is blind will want to touch the tree and explore it for any identifying marks.
  5. When the girls is done exploring the tree, her guide will bring her back to the starting spot. Then she can take the blindfold off.
  6. After taking off the blindfold she is asked to find her tree again. Her guide will need to confirm that it is the right tree. She may also need to give her hints on finding the tree.
  7. When she has identified the correct tree, the guide then puts on the blindfold and takes a turn.
  8. Once all of the girls have taken a turn, have the whole group gather. Ask them the following questions:
    - How did your tree feel?
    - Could you put your arms around your tree?
    - How old do you think your tree is?
    - How do you think this tree was planted here?
- **More Information:**
  1. Benefits of Trees: <https://www.treepeople.org/tree-benefits>

2. Anatomy of a Tree and Tree Classification:  
<https://www.arborday.org/trees/treeGuide/>

## 2. Micro Hike

- **Objective**– Girls will take a closer look at how many living things exist in a 1 foot space.
- **Materials**– Lengths of Rope or String that are 3’ long; magnifying glasses (available for check out); paper or notebooks; pens or pencils.
- **Preparation**– Find a space to do this activity in that provides some flatter areas to lay the rope circles on.
- **Instructions:**
  1. Ask the girls to imagine that they are only 1” tall. What would the world look like?
  2. Hand each girl a length of rope. Tell them that they are going to choose a spot to place this rope on the ground in a circle.
  3. Once they have chosen a spot to put their circle, hand out magnifying glasses and notebooks or paper to all of them.
  4. Ask the girls to get down and pretend like they are 1” tall. Use the magnifying glass to look closely at the space within their circle. Write down or draw on their paper what they saw.
  5. Give the girls 10-15 minutes to observe, draw and write.
  6. When finished ask them to share what they found. If you can wrap into the discussion information about what each of the items found does for the forest, do so. For example, one girl saw an ant hill. Those ants will build spaces under the dirt that give the roots of the trees the air they need. Some ants will eat decomposing trees and deposit minerals back into the soil for a new tree.
  7. When finished, review what you’ve learned and put all supplies away.
- **More Information:**
  1. Wisconsin Forest Information for Kids:  
<https://www.eekwi.org/nature/habitat/forest1.htm>
  2. Wisconsin Forestry Resources:  
<https://dnr.wi.gov/education/educatorresources/forests.html>
  3. Wisconsin K-12 Forestry Education Program (LEAF): <https://www.uwsp.edu/cnr-ap/leaf/Pages/default.aspx>

## 3. Trail of Trees

- **Objective**– Girls will visit and observe several different species of trees reflective of the Camp Brandenburg ecosystem.
- **Materials**– Notebooks; the Letterboxing Kit (at Camp Brandenburg).
- **Preparation**– Open up the letterboxing kit to familiarize yourself with it. Pull out the information for just Clue #3 (Tree Search). If you have time, visit the trees indicated on this list to scout out their locations.
- **Instructions:**
  1. Complete steps 1-6 of the Orienteering Module below.
  2. If you are planning on completing the full Letterboxing trail indicated in the Letterbox kit, please do so and pay special attention to Clue #3, the Tree Search.
  3. If you are not planning on completing the full Letterboxing trail, you can still do the tree search by focusing just on the instructions for Clue #3.
  4. Before you begin, the girls will need to measure how long their steps are. Lay out a 100’ rope (from the kit) and have the girls count the number of steps it takes to walk the length of it. Then they should divide the number of steps by 100. The equation looks like this:

$$100 \div \# \text{ of steps} = \text{length of step}$$

This number (length of step) will be needed to figure out how many steps the girl needs to take to get to the next tree. For example, the next tree is 48 feet from here. If I divide 48 by the length of my step, I then know how many steps to take to reach it. (These instructions are also in the Letterboxing Kit.)

5. Make your way down to Kinderspielen and stop at the water pump at the end of the trail. That is the beginning of the Trail of Trees. Pick up the clue box located there, or use the clues from the letterboxing kit to start your investigation.
6. Have the girls find the first tree and make observations of it according to the clue instructions.
7. When the girls have found all 6 trees, review what you've learned. Remember to put all supplies away when finished.

- **More Information:**

1. Tree Identification: <https://dnr.wi.gov/education/educatorresources/treeid.html>

#### 4. Invasive Species

- **Objective** – Girls identify invasive species and understand why they are unwanted.
- **Materials** – Photos of common invasive species (see list below)
- **Preparation** – Find a large space that the girls can run in. Keep your eye out when out on hikes for examples of invasive species at Camp Brandenburg.
- **Instructions:**
  1. Get a gauge on how much the girls already know about invasive species by asking them.
  2. If they don't know what they are, explain that invasive species are plants and animals that have been brought into the area and don't naturally live here. Many of them can spread rapidly and cause harm to the native plants and animals. If we see any of these species in our areas we are encouraged to remove them so they stop growing.
  3. Show the girls photos of some of the most common invasive species in our area. Include:
    - Garlic Mustard – Leaves that are heart shaped with scalloped edges. Small white flowers bloom from the top of the plant in the spring.
    - Purple Loosestrife – Thin, long leaves with pink-rose colored flowers that bloom from a flower spike at the top of the plant.
    - Wild Parsnip – Rosette leaves with numerous yellow 5 petal flowers in clusters. (Caution – the sap of this plant can cause severe rash, blisters and skin irritation. Wear gloves, long sleeves and long pants when working with it.)
    - Common Buckthorn – Oval like leaves with tiny teeth on them. Clusters of black, pea-sized fruit that ripen in late summer. Fruit and green leaves stay on the plant into winter.
  4. Once the girls have learned these plants, tell them that you are going to play a game to test their knowledge. Divide the group into two groups. Have one of the groups stand in a line at one side of an open space. The second group on the opposite side. Place the photos of the plants in the middle of the space. (If you have a small space, you can line the girls up on the same side of the room and place the photos at the other end.)
  5. Tell the girls that you are going to yell out the name of an invasive species. One girl from your group needs to run to the photos and grab the picture of that plant. She will then run back to the group.
  6. Go ahead and play the game. Introduce more species (or add in the poisonous plants below) as the girls start identifying the plants faster. Try it again and again.

7. If you get time to go out and walk around, try to find some of the species in our woods. Garlic mustard is a confirmed plant growing at Camp Brandenburg. When you find it, take a look at how it has spread and started to take over the space. Pull these plants out by the root before they flower and drop their seeds.

- **More Information:**

1. Wisconsin DNR Invasive Species Information: <https://dnr.wi.gov/topic/invasives/>
2. Invasive Species Information for Kids: <https://eekwi.org/earth/aliens.htm>

## 5. Poisonous Plants

1. **Objective** – Girls identify plants that are poisonous and learn about the effects that can come from contacting them.
2. **Materials** – Photos of common poisonous plants.
3. **Preparation** – Do basic research about the plants listed below. Find a space that the girls can run in.
4. **Instructions:**
  1. Get a gauge on how much the girls already know about poisonous species by asking them.
  2. If they don't know what they are, explain that poisonous plants are plants that produce sap that can cause our skin to react with rashes, blisters and inflammation. There are also poisonous plants that will make you sick if you eat them. Today we are going to focus on the ones that will cause rashes.
  3. Show the girls photos of some of the most common and easily recognizable poisonous species. Include:
    - Wild Parsnip - Rosette leaves with numerous yellow 5 petal flowers in flat clusters. The sap of this plant can cause severe rash, blisters and skin irritation.
    - Cow Parsnip – Similar to Wild Parsnip, but the flowers are white and in rounded clusters. The sap can cause blisters, rash, and skin irritation.
    - Poison Ivy – Grows as a small shrub or vine. Clusters of three leaves that are lobed. The center leaf is symmetrical, while the two other leaves have the subtle shape of a mitten. The sap of this plant can cause itching, rash, blisters and inflammation.
    - Stinging Nettle – Has saw tooth narrow leaves. Grows usually at waist high and has many bristle like hairs on the stem and leaves that spreads sap. Causes a burning and itching sensation that is usually temporary and will go away after 30-60 minutes.
    - Wood Nettle – Can be found in similar locations to stinging nettle. This plant has larger, heart shaped leaves. The sap of this plant is spread through hairs on the leaves. The burning and itching sensation is temporary and will go away after 30-60 minutes.
  4. Once the girls have learned these plants, tell them that you are going to play a game to test their knowledge. Divide the group into two groups. Have one of the groups stand in a line at one side of an open space. The second group on the opposite side. Place the photos of the plants in the middle of the space. (If you have a small space, you can line the girls up on the same side of the room and place the photos at the other end.)
  5. Tell the girls that you are going to yell out the name of a plant. One girl from your group needs to run to the photos and grab the picture of that plant. She will then run back to the group.
  6. Go ahead and play the game. Introduce more species (or add in the invasive plants above) as the girls start identifying the plants faster. Try it again and again.

7. If you get time to go out and walk around, try to find some of the species in our woods.

5. **More Information:**

1. Common Poisonous Plants in Wisconsin:

<https://fyi.extension.wisc.edu/forage/common-poisonous-plants-of-concern-for-wisconsins-livestock/>

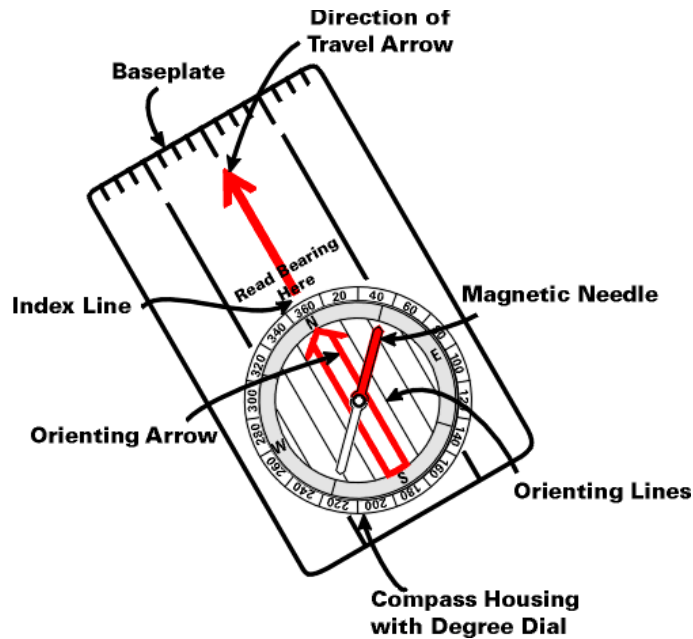
### Activity 3 – Outdoor Skills

Choose at least one activity from the 3 listed below to complete during your visit. If your girls have never done any orienteering, I suggest starting with the first activity. If they have basic orienteering skills, then jump to activity 2. Girls ready to take on a larger skill can complete all three activities in one visit.

#### 1. Orienteering

If you have a younger group, you can stop after step 5. If you have a group that is doing well and ready for the next steps, continue to steps 6 and 7. Steps 8-11 are for more advance girls.

- **Objective** – Girls learn the basics of using a compass to find a bearing.
- **Materials** – Compasses (1 per girl); Topographical maps of Camp Brandenburg (1 per girl)
- **Preparation** – Get familiar with using a compass.
- **Instructions:**
  1. Talk to the girls about what they would do if they were lost in the forest. Here are some good tips to share:
    - Remain Calm and Stay in One Place (if possible).
    - Find Shelter
    - Make a Fire
  2. Tell them that when you can't do these things and finding your way to the nearest town is the best option you will have to do some wayfinding. There are many ways to do this, including:
    - Using the sun as a guide.
    - Using the stars as a guide.
    - Following a river or stream up or down river to a city, port or dock.
    - Using a compass and map (also called orienteering)
    - (Note: If it comes up, using the moss on a tree is not always accurate.)
  3. Explain that today we are going to learn basic compass skills. Ask if anyone has seen a compass. Do they know the parts of a compass? (See below.) Bring out a compass or hand out compasses to all of the girls. Show them the parts of the compass.



(Photo from [http://www.ussartf.org/compass\\_basics.htm](http://www.ussartf.org/compass_basics.htm), US Search and Rescue Task Force)

4. The girls will naturally want to get the compass to point north (they may already be playing with it to make it do so). To get their compasses oriented north, do the following:
  - Turn the housing so that the red arrow on the bottom of the dial is lined up with the index line/direction of travel arrow. This will also line up the 0°/360° mark on the bezel of the housing.
  - Hold the compass so the larger edge with the direction of travel arrow on it, is facing away from you. (Sometimes called the “nose” of the compass. Make it point in the same direction of your nose, away from you.) Keep the compass flat so the magnetic needle can move freely.
  - “Plug the compass in”...do this by anchoring the smaller edge of the compass, the edge opposite the direction of travel arrow, on your chest. This keeps you and your own nose oriented the same direction as the “nose” of the compass when you turn your body.
  - Turn your body with the compass “plugged in” until the red portion of the magnetic needle is lined up inside the red orienting arrow. (If you want a fun way to remember this, call the needle “red Fred” and the orienting arrow on the base the “red shed”. Then tell the girls to “put red Fred in the red shed”.)
  - All of this works out to be simplified as:
    - Dial up the direction (0°/360°), point your nose away from you, plug in the compass, and then “put red Fred in the shed”. Now you are facing at 0° or north.
5. Once the girls have tried orienting to 0°, have them try another direction. Here are some favorites:
  - 90° = Facing due east.
  - 180° = Facing due south
  - 270° = Facing due west
6. Try making simple shapes with the following chart. Write the bearings and paces for one of the shapes below on an index card. Have the girls dial up the first bearing, plug it in and put “red Fred in the shed”. Then they walk the number of steps indicated on the chart. From that location they dial up the second bearing and walk the designated number of steps. Follow the chart until they’ve walked all of the directions. They should end up back where they started.



- Here's the chart:

SQUARE		RECTANGLE		TRAPEZOID		TRIANGLE		TRIANGLE	
Bearing	Paces	Bearing	Paces	Bearing	Paces	Bearing	Paces	Bearing	paces
120°	10	120°	5	30°	5	60°	10	30°	5
210°	10	210°	10	90°	5	180°	10	150°	5
300°	10	300°	5	150°	5	300°	10	270°	5
30°	10	30°	10	270°	10				

- Let the girls try a 2<sup>nd</sup> shape if they are ready. You can stop at this step if they aren't ready for the next portion. Review what you've learned before putting the supplies away.
  - (If your girls are ready, let's put a map into the mix.) Show the girls the map of Camp Brandenburg. Ask them how we can tell which way is north on the map. (Marked with an arrow).
  - Then ask them if they can find their location on the map. They will have to use the familiar locations marked on the map to figure this out.
  - Explain that we can now use the map together with the compass to figure out which direction we need to go to get to a specific location. Show them the following steps:
    - Place the compass on the map and turn the map so that the north arrow on the map and the red magnetic needle of the compass are pointing the same direction.
    - Locate your current position on the map.
    - Move the compass on the map so that the left or right edge of the compass lines up on a straight line with your current location and the location you are trying to get to.
    - Turn the dial until the orienting arrow ("shed") is lined up with the north arrow ("red Fred") on the map.
    - The bearing that is dialed in at the index line is the bearing you will walk.
    - Now pick up the compass and make sure the bearing is still lined up with the direction of travel arrow. Then point your nose, plug in your compass and put "red Fred in the red shed". You can now travel a straight line in that direction until you reach your destination.
  - Go out and find a few locations on the Brandenburg Map. When you are finished, review the information they learned and then put away all of the supplies.
- **More Information:**
    - Compass Use by REI: <https://www.rei.com/learn/expert-advice/navigation-basics.html>
    - More Compass Use Info: [http://www.ussartf.org/compass\\_basics.htm](http://www.ussartf.org/compass_basics.htm)

## 2. Letterboxing

- **Objective** – Girls experience their first letterboxing trail while using compass skills.
- **Materials** – Letterboxing Kit (at Camp Brandenburg)
- **Preparation** – Open the letterboxing kit and become familiar with the contents.
- **Instructions:**
  - Tell the girls that we are going to use our compass skills to go on a treasure hunt. Explain that letterboxing is following a set of clues to a series of hidden boxes. A letterbox trail has been set up here at Camp Brandenburg for us.
  - Show them the first clue from the Letterboxing Kit. Help them decipher it and find the first location.
  - Continue to help them follow the letterboxing trail until the final box. Along the way, please make sure you replace all supplies and put the boxes back where you found them. Report any missing or destroyed boxes to [info@gsbadgerland.org](mailto:info@gsbadgerland.org) or 800.236.2710.
  - When you are done, review the information learned and put away all of the supplies.
- **More Information:**

1. Tie this to the Brownie Letterboxer Badge.

### 3. Geocaching

- **Objective** – Girls learn how to use a GPS device and find a cache at Camp Brandenburg.
- **Materials** – The Geocache Check Out Tote from the MSC.
- **Preparation** – Turn on a GPS device and get oriented to how to use it. Look up some local geocache locations via [www.geocaching.org](http://www.geocaching.org) or [www.earthcache.org](http://www.earthcache.org).
- **Instructions:**
  1. Using the information in the checkout kit, explain to the girls what geocaching is.
  2. Have the girls try out the GPS unit. What is your current location?
  3. Have the girls walk around and see how the coordinates change.
  4. Choose a Camp Brandenburg “geocache” from below. Try to find it.
    - Timberwolves: N43° 11.733’ W090° 29.591’
    - Alley Cats: N43° 11.841’ W089° 35.499’
  5. Once you’ve found one of them, try finding the second.
  6. After you’ve tried out the geocaching, have the girls make up their own. Pair them up. Let them go out and find a location they want to tag. Write down the coordinates and share them with another pair. Have them go out and find it. You could even have the 1<sup>st</sup> pair hide something in that location that the 2<sup>nd</sup> pair has to bring back.
  7. When you are all done, review the information and pack up all of the supplies.
- **More Information:**
  1. Tie this to the Junior Geocacher Badge.

### Activity 4 – Environmental Service

It’s time to get a little dirty. Let’s give back to the land through a service project. Each of our properties have lots of tasks to get done and you can help. To find out what current projects need to be done you can contact the Badgerland Council Property Team at [info@gsbadgerland.org](mailto:info@gsbadgerland.org) or 800.236.2710.

Here are a few projects that always need to be done. Feel free to tackle these projects if you are looking for a project that doesn’t need a lot of prep or planning.

- **Garlic Mustard** (See <https://sewisc.org/invasives/invasive-plants/65-garlic-mustard> for more information).
- **Trail Clearing** (pick up fallen branches, cut back brush that overhangs the trail)
- **Trash Pick Up**
- **Deep Clean Spaces**
- **Clean Windows and Sills**
- **Spider Web Dusting** (indoor living spaces)

Additionally, please contact the property team at [info@gsbadgerland.org](mailto:info@gsbadgerland.org) or 800.236.2710 if you have a project idea of your own to propose. All of the properties are under constant updating and we want to make sure that your project idea fits in with any plans already being made.

### Activity 5 – Special

Camp Songs are one of the most endearing parts of attending Girl Scout Camp. Use the links below to find a camp song that your girls would like to learn. Start with one song and then learn a new song each time you visit camp. I suggest starting with the Badgerland traditional songs like Princess Pat, The Moose Song, and Little Red Wagon.

- 5 Camp Songs Every Girl Scout Should Know: <https://blog.girlscouts.org/2015/07/5-camp-songs-every-girl-scout-should.html>

- Ultimate Camp Resource – Camp Songs: <https://www.ultimatecampresource.com/camp-activities/camp-songs/>

You can find recordings of many traditional Girl Scout camp songs on Apple Music or Google Play by searching for “Melinda Carroll” or “Girl Scouts Greatest Hits”. Use these to learn the song and then put your own twist on it.