

Caitlin Dunbar Nature Center

Program Patch Requirements



Girl Scouts of Central
Maryland
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04-3111
10/09

The purpose of this Patch Packet Program Activity is to get girls more in touch with the environment that surrounds them and particularly at our GSCM Camp Properties. Girls are encouraged to take a hike around camp and observe and identify the different flora (plants) and fauna (animals, insects, etc.) present.

This patch could also be done at any of our great Federal, State, and Local Parks.

Field Guides of local plants and animals are a very useful tool in completing the identifications. They may be purchased or checked out at the local library. If you are at one of the Caitlin Dunbar Nature Centers use the materials there. Cameras can be used to take pictures for identification later as well.

Plants:

Identify 5 different species of trees. Make rubbings of the bark and fallen leaves of at least 3 of the trees. Describe their location if at a GSCM Camp.

To make rubbings use plain paper and a pencil or crayon, lay the paper on top of the object and shade over it using the side of the pencil or crayon. Space has been provided in this workbook too.

Girls ages 11 to 17: Research the scientific names of these trees. Research how people utilize these trees.

Identify 3 species of Plant that is not a tree. If possible (without hurting the plant or yourself) make rubbings of its leaves. Describe their location if at a GSCM Camp.

Girls ages 11 to 17: Research the scientific names of these plants. Research how people may have utilized these plants.

Animals:

Observe and identify the following: (Only animals found in wild non-captive conditions may be used)

- 3 Bird species
- 2 Mammal species
- 1 Reptile species
- 1 Amphibian species
- 1 Fish / crustacean species

3 Insect / Arachnid species

For each describe and or discuss the following:

1. What feature or features allowed you to positively identify the particular species?
2. Where was the animal or insect observed? If at a GSCM Camp describe the location in camp.
3. Describe with some detail the habitat it was found in or what it was doing.
4. Does this animal or insect have any special adaptations that allow it to survive in its habitat? What are they and how do these adaptations help?

Girls ages 11 to 17: Research the scientific names of these animals or insects. Are the Birds you identified Migratory, or do they live here year round?

Other Activities:

What does minimal impact mean? What are some ways we can enjoy the outdoors with minimal impact?

What are the 7 principles of the "Leave No Trace" Philosophy?

Take a Nature hike. Keep a list of all the plants, animals, insects you observe. If at Camp Conowingo or Ilchester, turn the list into the Caitlin Dunbar Nature Center. The Caitlin Dunbar Nature Center will use this to compile data on the different species that occur at Camp Conowingo and Camp Ilchester.

Extra Credit!

While on your hike and/or completing your requirements, and you have a digital camera, take pictures. You can email these pictures to Boxturtle@gscm.org to show the things you saw. This will be very helpful if there were some things you were unable to identify. We will do our best to identify them for you and get back to you with the answer.

Important Notes:

The patch requirements are not meant to be difficult but they were designed, as was stated in the introduction, to have the

girls get outside and observe nature in all its' splendor. However, particularly with the animals, If you are unable to observe one of the required species, simply substitute an extra in one of the other plant or animal categories. (For example; There is no water at Camp Ilchester, so replace the "Fish ID" with another animal or tree.) Don't get caught up in specifics. If you see a grasshopper and can't identify which type "Grasshopper" will do. Try challenging the girls to identify the type later using a field guide.

Remember the principles of minimal impact and "Leave No Trace".

Workbook

Tree species:

Plant Species:

Animals Species:

Birds

Mammals

Reptile and Amphibian

Fish and or Crustacean

Insect / Arachnids

More Work Space

Rubbings Space

Rubbings Space

Rubbings Space

