



Girl Scouting and Leave No Trace

A Collection of Outdoor Activities for Girls


Girl Scouting’s three keys to leadership—the basis for all girl activities—and the principles of Leave No Trace both encourage responsible personal behavior, teaming with others and respect for the environment. The purpose of this collection is to enhance this connection by using Leave No Trace activities to supplement and enrich journey experiences for girls. For example, the Junior journey, *Get Moving!* (in the *It’s Your Planet—Love It!* series), helps explain everything from global warming to reducing one’s carbon footprint to “living off the grid,” and is invaluable for showing girls how to evaluate and safeguard the use of resources.

By engaging in some of the Leave No Trace activities in this collection, girls might begin to get ideas about innovative Take Action projects that demonstrate their respect and love for the natural world. To turn ideas into action, Juniors can tap into the *Agent of Change* journey which is filled with information on the power of community, inspiring stories of young “action-takers,” and all sorts of suggestions for creating action plans. It’s a fun way for girls to get started on making a difference. And adult volunteers needn’t worry—no special expertise in *anything* is needed!

Got Girl Scouts at levels other than Junior? No problem! Just invite them to partner with you and “tweak” the Leave No Trace activities to their level. As you do, look for examples that tie into the leadership journeys girls have chosen. How might Seniors tie Leave No Trace into their vision of *GIRLtopia*? As Cadettes explore *Breathe*, they’ll be eager to get out and enjoy the fresh air—a perfect time for Leave No Trace! Even Girl Scout’s littlest leaders, Daisies, will have opportunities to practice “leaving no trace” as they journey *Between Earth and Sky!* (Just follow the notes in the sample sessions of the How to Guide for whatever journey the girls are using.)

As you use the journeys, look out for all the examples of making activities girl-led and encouraging *learning by doing* and *cooperative learning*. Then you can apply what you learn to the Leave No Trace activities too!

Girl Scout leadership journeys, plus Leave No Trace activities, are yet another way to emphasize the three keys to leadership: girls *discover* their values and use this knowledge to explore the world, they *connect* with others locally and globally, and, ultimately, they *take action* to make the world a better place.



The **Leave No Trace Center for Outdoor Ethics** (<http://www.lnt.org>) is a national and international program designed to educate all those who enjoy the outdoors. Whether hiking, camping, skiing, fishing, biking, or enjoying any other outdoor activity, there are simple techniques to minimize any negative impact on the environment. Leave No Trace is best understood as an educational and ethical program, not as a set of rules and regulations. To instill an appreciation and respect for the outdoors, Leave No Trace has established seven principles:

- 1 Plan ahead and prepare.**
- 2 Travel and camp on durable surfaces.**
- 3 Dispose of waste properly.**
- 4 Leave what you find.**
- 5 Minimize campfire impacts.**
- 6 Respect wildlife.**
- 7 Be considerate of other visitors.**

Leave No Trace activities can be adjusted for any Girl Scout pathway or any outdoor setting—a park, campground, playground, backyard, or even a patch of grass outside your meeting place. Many of the activities link to the Junior Girl Scout leadership journeys, *Get Moving!* and *Agent of Change*, though links also can be made to other journey activities as well. (Please note: materials needed for journey activities are listed in each book.)

Once girls are familiar with the Leave No Trace principles, they may choose to incorporate them into their own personal energy pledge, enabling them to earn the Get Moving Energize Award (for sample energy pledges, see page 19 of *Get Moving!*).

Deepest gratitude to Girl Scouts Heart of Central California for its dedication to creating this resource and for facilitating all of the activities.

The following information is copyrighted by the Leave No Trace Center for Outdoor Ethics and is reprinted under special permission: Impact Monster, page 3; Follow the Leader, page 7; Worm's-Eye View, page 8; Dirty Dishwater, page 10; Wildlife Web, page 12; Bad Manners, Bad Memories, page 17. For more information, visit www.LNT.org or call 1-800-332-4100.

Plan Ahead and Prepare

Minimal Impact, Maximum Fun

Goal: For girls to understand the meaning of “minimal impact,” why it’s important, and how to plan and prepare for an outdoor adventure.

MATERIALS

“Costumes” or large signs for the forest characters:

cardboard or heavy paper, markers and cord or string.

Props for trail in forest:

large piece of blue fabric (e.g., carpet or ribbon for “stream”); brown fabric, (e.g., carpet or ribbon, or sticks or stones for “trail”); plastic flowers; trail sign (cardboard and post); rocks for rock ring at Impact Monster’s campsite; food packaging for garbage. If available, fallen tree limbs with fresh leaves for the live trees, and fallen limbs with dried leaves for the dead tree. (Remind the girls never to pull off tree branches, and always to return items from nature to their original spot.)

Props for Impact Monster:

Bright clothing, bright hat, sunglasses, radio, toilet paper, biodegradable soap, garbage, candy bar, backpack, fuel bottle (filled with water), marker to “carve” name on sign, tent stakes (to use as nails), walking stick, small saw or hatchet.

Props for Ranger: Backpack, stove, cook pot, binoculars, biodegradable soap.

Opening Ceremony: Things We Do in Nature

Invite the girls to form a Friendship Circle. Then invite them to go around the circle and name a fun outdoor activity. (You might start by naming a way you enjoy the outdoors, such as swimming in a lake, sleeping under the stars, or sitting along a riverbank watching the water flow by.)

Prompts could include questions such as:

- *Have you ever sung songs around a campfire?*
- *Have you ever gone on a hike?*
- *Have you ever watched a hawk soaring in the sky?*

Make sure the girls know that you don’t have to travel far to enjoy the outdoors. Invite them to share one enjoyable activity that they do, or could do, close to home (e.g., playing Frisbee with your dog in the backyard).

Skit: Impact Monster

Time: 30 minutes

PREPARE AHEAD

Invite the girls to create a trail. If there is enough room, include a sharp turn or switchback in the trail. Put an obstacle in the middle of the trail. Place a trail sign at the trailhead (the start of the trail), and a stream toward the end. This is where the Monster will camp. The ranger will camp away from the stream. Place the rest of the props around the setting.

Invite the girls to draw pictures of the forest animals on cardboard or heavy paper large enough to cover a good part of their bodies. The forest animals that appear are a coyote, mouse, slug, frog, and snake. Speaking parts include the Impact Monster, the forest ranger, and the narrator.

The girls can attach cords or heavy string at the top of the signs so they can wear them around their necks.

Plan Ahead and Prepare

THE CHARACTERS

- Narrator
- Ranger
- Impact Monster
- Coyote
- Mouse
- Slug
- Frog
- Snake
- 2 live trees
- 1 dead standing tree (snag)

PERFORMING THE SKIT

Introduce the skit by sharing with the girls the meaning of “minimal impact” on nature. You might say, *An impact is an action that has an effect or makes a change, so having the least impact when camping or exploring the natural world means leaving things as they are. Let’s see why that’s important.* Then introduce the narrator and the rest of the characters.

Narrator: “A hungry coyote is trying to catch a mouse for dinner, but the mouse is too fast and gets away. The coyote is still hungry and continues searching for food. The coyote finds some old garbage that was left by a thoughtless camper. The coyote scatters the garbage looking for something to eat. After scavenging through garbage, the coyote is still hungry and wanders off looking for food elsewhere. One person who is concerned about the forest is the forest or park ranger. [**Ranger** enters.] Let’s give a round of applause to the **Ranger**. [Applause.] Forest rangers are tuned in to trash, and can see and smell trash from miles away.”

Ranger walks through the forest area and admires its beauty and also:

- Checks trail sign to see if it is damaged or loose.
- Sees obstacles in trail and walks over them.
- Sees **Slug**, says hello.
- Sees trash uncovered by **Coyote** and picks it up.
- Sees **Snake**, says hello, and walks around it.
- Says hello to **Frog** near the stream.
- Sets up camp. Says, “I’m making sure my camp is at least 200 feet away from the stream because I want to make sure I don’t pollute the water.”
- Gets water from stream and washes hands away from it.
- Uses stove to cook away from camp and water sources.
- Looks through binoculars to watch wildlife, and appears to be content to observe from a distance.

Narrator: “Here comes the **Impact Monster**.”

Monster saunters in, radio blaring, singing along with music, and:

- Carves (using the marker) name in the sign.
- Picks flowers. Sticks one in hat, discards others.

Plan Ahead and Prepare

THE BEAUTY OF SWITCHBACKS

A switchback is a trail up a steep hill or mountain that is like a zigzag pattern instead of a straight line. The zigzag pattern protects the hill and the trail from excessive erosion. Erosion turns trails that go straight up and down steep hills into gullies because water moves faster down steep straight-aways, hollowing out the trail and washing the soil and vegetation downhill. Trail planners build other erosion devices like rolling grade dips into switchbacks. Switchbacks also make it easier to climb steep hills.

“Short-cutting” a switchback, creating a new trail straight up and down the hill, kills vegetation and loosens soil. Do your part to keep trails beautiful and control erosion. Walk softly, Leave No Trace, and stay on the designated trail!

- “Short-cuts” a new trail.
- Pokes **Slug** with a stick.
- Eats candy bar, throws wrapper and uneaten part of bar on ground.
- Makes camp next to the stream. Builds rock ring next to stream. Cuts or breaks branches off trees, saying, “This will make good firewood.” Brings branches back to camp.
- Mimes pounding nail into live tree and hanging hat on it.
- Drops toilet paper on ground.
- Washes hands directly in the stream. Says, “It’s OK. It’s biodegradable soap.”
- Mimes starting fire to cook dinner. Mimes using stove gas to start fire; pretends that the fire blows her backwards.
- Goes to backpack to find cooking pot, throws trash out of pack.
- Pretends to cook dinner. Throws leftover food in forest and campfire. Washes pan in stream.
- Leaves campfire unattended. Says, “Don’t worry. The fire will go out by itself.”
- Goes for a walk.

Ranger walks into campsite, sees the **Impact Monster’s** trash and unattended campfire.

Impact Monster returns from walk.

Ranger introduces himself and asks, “Is this your campsite?”

Impact Monster says “Yes, I always camp near the water.”

Ranger says, “I want to explain the Leave No Trace principles to you.”

Ranger and **Impact Monster** walk away.

Narrator: “Let’s hear it for our actors.” [Applause.]

Plan Ahead and Prepare

Talking about Impacts

Time: 15 minutes

Next, start a discussion of the seven Leave No Trace principles:

- 1 Plan ahead and prepare.**
- 2 Travel and camp on durable surfaces (see page 7).**
- 3 Dispose of waste properly.**
- 4 Leave what you find.**
- 5 Minimize campfire impacts.**
- 6 Respect wildlife.**
- 7 Be considerate of other visitors.**

You might begin by asking, *Can you name something the Impact Monster did that impacted the ability for others to enjoy nature?* Build on the girls' responses to the Leave No Trace principles by asking some discussion questions.

For example, if the girls mention the Impact Monster's loud music, you might ask:

If you hear loud music outside, what might you not be able to notice? (Birds singing, ducks quacking, chirps that chipmunks make)

If they mention picking flowers, you might ask: *What creatures use flowers for food?* (For information on butterflies, see page 44 of *Get Moving!*)

What would happen if every hiker or camper picked a flower?

Guide the conversation to things the girls can do when camping or hiking, or spending any time outdoors, so they won't be Impact Monsters. Explain that they will be learning more about protecting and preserving the environment while enjoying the outdoors as they participate in other Leave No Trace activities.

Wrap up the discussion by asking how having a minimal impact on nature relates to the Girl Scout Law. (Possible answer: Being considerate and caring.)

Closing Ceremony: Protecting Nature

Invite the girls to go around the circle and name one creature, plant, or natural thing they'd like to protect when they camp or go outdoors.

Right This Way, Please

Goal: For girls to understand the importance of choosing appropriate trails and campsites.

MATERIALS

20 8½- by 11-inch colored squares of paper or other material:

- blue for water
- brown for dirt
- gray for rocks
- green for grass/meadows
- yellow for wildflowers
- red for poison oak
- orange for leaves
- purple for sensitive areas
- white for snow.

Follow the Leader

Time: 20 minutes

Let the girls know they will be playing a life-size “board game” where they travel along a trail and are careful to “Leave No Trace.” Ask for some girls to set up a trail by placing the colored squares along the ground in a pattern of their choice. (If there are more than eight girls, divide into two teams and set up two trails.)

Explain that the object of the game is for each girl to walk the trail established by the leader. (The first girl to walk the trail is the “leader,” and she chooses which durable surfaces to step on.) The other girls then take a turn along the trail, following the path established by the leader. If a girl forgets the where to step, she can use a “lifeline”—one chance to ask her team which square to step on next. If she gets stuck a second time, she has to go to the end of the line and start over.

When they’re finished, engage the girls in a discussion about trails and traveling on **durable surfaces**. (Durable surfaces are established trails and campsites. Rock, sand, gravel, dry grasses, and snow are other examples of durable surfaces.)

You might ask:

- *Why is it better to travel on constructed trails when out in nature?* (It reduces the likelihood that multiple trails will develop and scar the landscape.)
- *What happens when too many people walk on vegetation too often?* (It can become trampled beyond recovery, and the barren land can lead to soil erosion.)
- *If you must travel across vegetation, what should you do?* (Select areas of durable vegetation such as dry grasses, and travel in small groups.)

Travel and Camp on Durable Surfaces

MATERIALS

- Pieces of rope about 3 feet in length, each one tied in a loop. One loop for every 3 girls
- Pens and paper

SCIENCE IN ACTION

“Worm’s-Eye View” enables the girls to engage in some of the basic process skills of science.

They are observing, using their senses to gather information; classifying, grouping or ordering objects or events into categories, and communicating, using words or pictures to describe an object or event.

Worm’s-Eye View

Time: 30 minutes

Gather the group in an outdoor location that appears to have a fair number of visible living organisms. Remember: Observing nature and learning to preserve it can happen anywhere, even in a backyard. Every place on Earth contains living organisms.

Invite the girls to form teams of two or three, and to choose one girl on each team to record their findings (the “scribe”). Provide each team with a loop of rope. Invite them to gather in a group facing outward and toss their loops. Then invite each team to go to their loop and shape it into a circle. Allow 5-10 minutes for each team to count and identify whatever organisms they find within their loop.

Suggest that they classify organisms into three groups: live plants, live critters, and non-living organisms, and identify and/or describe each item they find. (The identification can be as simple as, “a plant with four leaves,” “a black beetle” or “a rock.”) Invite them to pick one non-living organism that interests them—a fallen leaf or pine cone, a lizard tail—to bring back to the group for discussion.

You might ask:

- *What living things did you find?*
- *What do living things need to survive?*
- *What non-living things did you find?*
- *How are non-living things important to nature? (Leaves, for example, decompose and turn into new soil, which becomes a habitat for worms, other critters, and plants.)*
- *What did you find most interesting, and why?*

Steer the conversation to campsite and trail selection. You might ask:

- *When we’re in nature, where are the best places to hike or camp: places where people have hiked and camped before or places where people have never been?*
- *What did you learn about the best places to hike or set up a campsite from taking a “worm’s-eye view”?*

Closing Ceremony: Camping Song

Time: 5 minutes

Invite the girls to sing the following song to the tune of “She’ll be Coming ‘Round the Mountain when She Comes.” Just sing each line, and ask the girls to sing it back. Or, even better, ask them to make up their own songs!

“She’ll be Camping ‘Round the Mountain”

*She’ll be camping ‘round the mountain when she comes,
She’ll be camping ‘round the mountain when she comes,
She’ll be 200 feet from water,
She’ll be 200 feet from water,
She’ll be 200 feet from water, when she comes.
She’ll be hiking ‘round the mountain when she comes,
She’ll be hiking ‘round the mountain when she comes,
She will step on dirt and rocks,
She will step on dirt and rocks.
She will step on dirt and rocks when she comes.
She’ll protect the world around her when she comes,
She’ll protect the world around her when she comes,
She will keep her campsite small,
She will keep her campsite small,
She will keep her campsite small when she comes.*

Dispose of Waste Properly

Come Clean with Your Trash

MATERIALS

- Water
- Three dishpans
- Dishcloth
- Dirty mess kit
- Bleach and biodegradable soap
- Strainer
- Garbage bag
- Dunk line
- Dunk bag
- Clothespins (two for each participant)
- Paint, markers, or other items to decorate clothespins

DISINFECTING WITH BLEACH

Let the girls know that household bleach is basically a chemical compound that breaks down mainly to salt and water. It kills many kinds of bacteria and germs. To disinfect dishes and other items, one tablespoon of bleach is needed per gallon of water. Dishes or other items that need to be disinfected are soaked for two minutes, drained, and set out to dry. Leave No Trace principles require responsible use of this disinfectant.

Goal: For girls to demonstrate acceptable sanitation standards for washing dishes, and why proper washing is important—for themselves and for the environment.

Skit: Dirty Dishwater

Time: 30 minutes

Characters: Clean Dish and Dirty Dish

The Skit: Invite two girls to play the two characters. Dirty Dish asks if she can use Clean Dish's cup and bowl. After using the cup and bowl, Dirty Dish washes them, leaving some soapy water behind. She returns the cup and bowl, and says, "Thanks for letting me use your things!" Clean Dish takes her things back, pours herself some water to drink, and realizes the soap hasn't been rinsed out.

Before the girls demonstrate the next part of the skit, engage them in a discussion about why it's important to wash dishes properly. (You might say, *Washing dishes outdoors can have an impact on rivers, streams, and lakes and all the creatures that live in and near them. Let's pretend we're camping and nearing the end of a meal.*)

You might start by asking:

- *Has anyone ever tasted soap or soapy water?*
- *What insects and animals live in or near rivers or streams or come to drink the water?*
- *Can dirty water have an effect on the health of these animals?*

Explain to the girls that there is a technique for properly washing dishes using three pans. The first pan contains hot, biodegradable soapy water; the second contains clean water for rinsing; and the third contains a sanitizing solution (e.g., one tablespoon of bleach per gallon of water).

The dishwasher scrapes left-over food off the dishes into the trash. She then washes the dishes in the first pan, rinses them in the second, and places the dishes in dunk bags for the final, two-minute sterilizing rinse. The dunk bags are then hung by clothespins on the clothesline to air dry.

Dispose of Waste Properly

ETHICAL WASHING

Let the girls know that Leave No Trace asks that everyone wash dishes and that any other washing or bathing be done a minimum of 200 feet (100 big steps) from any water source (rivers, streams, lakes).

Practice with girls how far 200 feet actually is. Measure the 200 feet in advance so you know how far it is from a set starting point. Then make it a challenge! Girls can try walking out the distance, and those who get the closest win.

Once the demonstration is complete, invite all of the girls to use the wash station to practice proper washing technique. The dishwasher then demonstrates how to scatter the used water (known as clean gray water) so it has a minimal impact on the soil. Before emptying the pans, pour the used dishwasher through a strainer to remove any food particles. (Food particles go in the trash.) While walking, pour the strained gray water away from any clean water source or living organisms so it does not puddle on the ground.

GIVING WASH TIME SOME ARTFUL ENERGY

Next bring out the clothes pins and art supplies. Let the girls know they will be making pins to use on their next camping trip to hang their bags of dishes to dry. Invite the girls put their names on their pins and decorate them any way they wish. Juniors on the *Get Moving!* journey will quickly see how exploring “trashy situations” ties into “Waste, Energy, and Wasted Energy” (beginning on page 26). Ask what activities they would like to tie to this Leave No Trace outing. And, by the way, outings can make Juniors hungry—how about a little “Walking Salad for One” (page 31).

Leave It Behind

Goal: For girls to understand relationships within ecosystems and why it's important to leave natural, cultural, and archeological items where they're found.

MATERIALS

- Ball of yarn
- Index cards labeled with parts of an ecosystem such as "insect," "animal," "soil," "plant," "water," "sun," "human," etc.; (use some of the yarn to hang index cards around the neck)

Wildlife Web

Time: 15 minutes

Ask each girl to choose an index card, place it around her neck, and then form a circle. Let the girls know that they're about to play a game about ecosystems. Say something like, *An ecosystem is a community of plants, animals, and other organisms that live together in the same environment. An ecosystem can be as small as a fish tank or as big as the ocean. Ecosystems can exist in a vacant lot or in a lush rainforest. All things are interdependent in an ecosystem, even non-living things like rocks and dead trees.*

The girl representing the "human" holds a ball of yarn and starts the game by stating one thing humans need to survive. For example, she might say, "I need plants to survive." She begins to unwind the ball of yarn, holding onto the end, and then passes the ball of yarn to the girl representing "plants." If the "plant" says that she needs water to survive, she also holds onto the unwound strand and then passes the ball of yarn to the girl representing "water." Continue until everyone is connected by the web of yarn.

Once the yarn web is woven, invite the last girl connected to name something that humans can do that might *damage* the ecosystem. For example, humans can pollute streams, rivers, and the ocean by emptying trash into them. If "water" has been damaged, she lets go of the yarn. Then ask the girls representing other parts of the ecosystem that depend on water to let go of their yarn. Continue the process and watch as the damage ripples through the circle until all the girls have let go of the yarn and only the human remains.

Then engage the girls in a conversation about how humans are interdependent on nature. You might ask questions like:

- *Have you ever been in a forest after a rain? What animals depend on the puddles you might see after a rain?*

Leave What You Find

- *What critters have you seen that depend on plants for their food?*
- *What impact does moving rocks and fallen trees have on wildlife, insects, and the ecosystem?*

Classifying Outdoor Objects: Artist and Scientist

Time: 15 minutes for each part of this two-part activity

MATERIALS

- Paper
- Colored pens

PART 1: GATHERING SPECIMENS

Introduce the activity by letting the girls know that art and science are often related—especially in nature. Invite them to look around outdoors, and find and collect a number of non-living objects that have fallen to the ground, such as pine cones, shells, feathers, leaves, rocks, twigs, and flowers. Then ask them to be prepared to describe how each object looks by specifically noting the following:

- Shape: circular, square, oval, cone-shape
- Size: inches, feet, meters, centimeters
- Texture: rough, smooth, slick, gritty
- Color: shaded, intense, lighter, darker

PART 2: WHAT DO YOU SEE?

Each girl now has an assortment of small, natural objects that can be held in her hand, and kept secret from everyone else. Give each girl a pad and pencil and invite everyone to pair up. Ask the partners to sit back-to-back; one girl will be the artist and the other, the scientist. First, the scientist holds one of her objects and describes it, with as much detail as possible, to the artist without letting her see it or saying what the object is. The artist tries to draw the object from the scientist's description. Then the girls switch roles.

When all the pairs are finished, suggest that they compare the drawings with the objects. How well was the object described? How accurate was the drawing?

Encourage the girls to see that drawing can be a great way to “take nature with you” without disturbing the real thing. With that in mind, ask the girls to put all the objects back—right where they found them in nature.

Minimize Campfire Impacts

That's Hot!

Goal: For girls to understand the impact of fire on the landscape and be aware of alternatives to use when or where campfires are not allowed or are not safe.

MATERIALS

- Wood, kindling, fire starters
- Bucket of water
- Shovel
- Dirt/sand
- Song books, and/or instruments
- Flashlights, tea candles in metal container
- *The Lorax* by Dr. Seuss

FIRE SAFETY

Before building any fire, remember to follow safety precautions:

“Wood fires may be used in the following circumstance: where burning wood is permitted, when the danger of fire is low, or in emergencies for cooking, warmth, or signaling. Check local fire ordinances and find out if there are any air pollution regulations to consider. Check the local weather conditions. Make sure it is not too dry or windy for a safe fire.”

—from “*Outdoor Education in Girl Scouting*”

Build a Fire

Time: 30 minutes

If a fire ring or fire pit is available near your meeting place, use it to demonstrate how to build a basic fire, extinguish it properly, and leave the fire site “without a trace” of use. Be sure to use only enough wood or charcoal to get the job done. (Visit Leave No Trace’s website (<http://www.lnt.org>) to learn about fire building techniques. To learn how to properly extinguish a campfire, visit Extinguish a Campfire (<http://camping.about.com/cs/frequentquestions/ht/putoutcampfire.htm>).

If building a fire outdoors is not an option, you can demonstrate proper fire-building techniques in a fireplace. Or you can use kindling, wood, and other supplies as props to discuss fire-building techniques and safety precautions, and demonstrate the activity without actually starting a fire.

In a discussion of fire safety you might ask:

- *What can happen if a fire is left unattended?*
- *How can fire impact a landscape?*
- *When is it safe to build a fire?*
- *How do you extinguish a fire properly?*

Invite the girls to share stories about fires they have seen or heard about that left an impact on the environment.

You might also demonstrate and explain how modern portable camp stoves are used, and explain that cooking meals with this kind of stove takes less time than cooking over a wood fire. Let the girls know that camp stoves operate in almost every type of weather, and their use leaves no trace.

Or you might demonstrate how to use pieces of corrugated cardboard and aluminum foil to create a solar cooker (http://solarcooking.wikia.com/wiki/Category:Solar_cooker_plans) — an energy-saving alternative to campfires and camp stoves that will also provide more time for the girls to enjoy other outdoor activities.

Minimize Campfire Impacts

FIRE CIRCLES

Since 1912, fire circles have been a tradition in Girl Scouting. They're places to connect with others, laugh, sing songs, build friendships and connect to nature.

In many parts of the country, fires are not permitted, but the fire circle is still used as a symbol for bringing girls together.

NON-FIRE CAMPFIRE

The most important consideration to be made when deciding to use a fire is the potential damage to the environment. What is the fire danger for the time of year and the location you have selected? Are there restrictions from the agency that administers the area? If it is not feasible to have a traditional campfire, consider creating a non-fire campfire.

Demonstrate “non-fire” campfire techniques using flashlights, tea candles, and other materials. Ask girls to discuss under what conditions “non-fire” campfire techniques should be used.

AROUND THE CAMPFIRE

Being out at night is a great opportunity for Juniors to think about light pollution (see “Why Light the Night Away?” on page 54 of *Get Moving!*) Maybe a Take Action project idea will emerge as they learn about how to become “dark sky advocates.”

To encourage some campfire activities, you might suggest the girls take turns reading aloud from *The Lorax* by Dr. Seuss—or invite them to sing songs, play games, share stories, or create a skit. And if there is a ceremony or tradition the girls have enjoyed or created while on their leadership journeys, invite them to share that around the campfire as well.

Respect Wildlife

MATERIALS

Download and print LNT_PawPrintAndScatGame.pdf, containing:

- Animal Tracks Master and Animal Scat Master
- Paw Prints and Scat game cards. Cut apart cards. Each girl should get at least two.

ANIMAL SCAT

Spend some time talking about animals that can be found in your area, and how their paw prints and scat look different. Coyote scat, for example, looks a lot different from rabbit scat. Also point out that the size of an animal doesn't always relate to the size of the scat.

Know Your Place Among Animals

Goal: For girls to demonstrate ways to observe wildlife from a distance and respect habitats.

Paw Print and Scat Game

Time: 30 minutes

Talk about some ways scientists and nature lovers identify birds and other animals in the wild. For example, by:

- field markings (patterns or marks on an animal's body—e.g., white stripe on a skunk)
- observing behaviors
- identifying songs or calls of the animal

Invite the girls to use these three characteristics to identify at least three kinds of birds or other animals. Juniors who are enjoying the *Get Moving!* journey can talk about how this activity ties to the “Energy Insights” section, beginning on page 44. (And adults might want to review the activities in “Sample Session 3” in the adult guide to *Get Moving!*)

Then let the girls know that you have game cards that show other signs naturalists look for when trying to identify animals in the outdoors: paw prints and scat (animal droppings). Lay the cards face down and invite the girls to pick at least two cards (or more, depending on number of girls). Invite them to compare their cards with each other until they find matching paw prints and scat. Then invite them to compare their matches to the master board to identify which animals they've found.

When everyone has identified their animals, ask the girls to share what they know about them, as well as any additional facts that you may know. You might ask:

- *What do paw prints and scat indicate?* (That an animal might be close by)
- *What should you do when you see signs of animal?* (Be on the look out for animals.)
- *How can you respect wildlife in the outdoors?*

How does protecting and respecting wildlife call on you to use your three keys to leadership?

Consideration Counts

Goal: For girls to demonstrate ways courteous behavior outdoors so that all can enjoy nature.

Bad Manners, Bad Memories

Time: 30 minutes

Invite the girls to split into two groups. One group will be campers in a campsite; the other will role-play visitors. The campers pretend to be observing birds and drawing nature, and enjoying the quiet. Let them know there will be visitors around the camp.

Suggest that “the visitors” barge through the camp, running, dropping trash, and talking loudly. Encourage them to ham it up. When they regroup, have the “visitors” go through a second time, except this time they walk quietly around the camp, wave to the campers, say hello softly, and pick up any trash they notice.

Engage the girls in a discussion about outdoor etiquette. Ask the campers to describe how they felt in both scenarios. Then ask the visitors how they felt in both scenarios. Guide the discussion to experiences the girls have had while camping or anywhere else they’ve been disturbed by inconsiderate behavior. You might ask:

- *Has anything like this happened to you while you were camping or elsewhere?*
- *What exactly happened, and how did it make you feel?*
- *What’s the best way to deal with the situation?*
- *What are ways to approach a group of inconsiderate campers/visitors?*

Then ask them to put the shoe on the other foot and consider the times when they were the “impacter” instead of the “impactee.” Let the girls know we all have probably had a negative impact on others’ experiences at some point