

  
**girl scouts**  
of california's  
central coast

# Stepping Out Manual



## TABLE OF CONTENTS

<b>STEPPING OUT LEARNING OBJECTIVES</b>	<b>2</b>
<b>OUTDOOR EDUCATION FOR GIRL SCOUTS</b>	<b>3</b>
<b>KEY INGREDIENTS OF OUTDOOR EDUCATION</b>	<b>4</b>
<b>OUTDOOR PROGRESSION</b>	<b>5</b>
<b>READINESS ASSESSMENT</b>	<b>6</b>
<b>YOUR FIRST OVERNIGHT</b>	<b>7</b>
<b>TRANSPORTATION</b>	<b>9</b>
<b>SAFETY ACTIVITY CHECKPOINTS (SAC)</b>	<b>10</b>
<b>DRESS</b>	<b>12</b>
<b>FIRST AID</b>	<b>13</b>
<b>COOKING</b>	<b>14</b>
<b>MANNERS</b>	<b>15</b>
<b>TRADITIONS</b>	<b>16</b>
<b>REQUIRED FORMS</b>	<b>17</b>
<b>ACTIVITY AND TRAINING PROGRESSION</b>	<b>18</b>
<b>NON-CAMPING OVERNIGHTS</b>	<b>19</b>
<b>PLANNING A TRIP – INITIAL GIRL PLANNING</b>	<b>20</b>
<b>PLANNING A TRIP – LEADER’S RESPONSIBILITIES</b>	<b>21</b>
<b>STEPPING OUT VOLUNTEER AGREEMENT</b>	
<b>STEPPING OUT TEST</b>	

# Thank You for Volunteering!

The prerequisites for being certified as a Stepping Out Trained Adult are:

- Current GSUSA Membership (renew yearly)
- Complete a Volunteer Application and Background Check (renew every 3 years).
- Have watched GSUSA GS101: <http://training.girlscouts.org/>
- Read Volunteer Essentials “Quick Start Guide,” Chapter 4, and familiarize yourself with the Table of Contents.
- Read *Stepping Out Manual*.

You will need to access the following resources to complete this course and the test.

*Stepping Out Manual*

*Volunteer Essentials*

*Safety Activity Checkpoints*

*Forms*

All of the above resources can be found at [www.girlscoutscoc.org](http://www.girlscoutscoc.org) under “Get Involved”, “Volunteer Resources”, “Adult Volunteer Training”.

## STEPPING OUT LEARNING OBJECTIVES

Stepping Out is vital in the Girl Scout Leadership Experience. It is the means through which many of the program goals and objectives are met. In a sense, aside from the friendships, these new leadership skills are what Girl Scouts are known for – travel, cooking, overnights and **FUN**. Stepping Out training is the beginning of anything and everything that is experienced by girls on an outing.

Please remember that although this training is for leaders, the girls need to take part in the planning and preparation, just as much as participate in it. Girls are often more capable than we think. All that is often needed is a little guidance and a few suggestions. They can come up with loads of ideas which they will enjoy doing. Keeping in mind health and safety, **THE SKY IS THE LIMIT**, and just about anything is possible in the eyes of the girls planning to step out the door.

At the end of the session the participants will be able to:

- Understand the purpose of stepping out-of-doors in Girl Scouting
- Identify the possibilities and limits in travel, cooking, and overnight programs for a Girl Scout troop or group.
- Assess and choose appropriate activities in the progression of outdoor activities.
- Find and use these resources when planning activities: Volunteer Essentials Chapter 4, it's Troop Travel Appendix and Safety Activity Checkpoints
- Utilize the appropriate additional permission forms for out-of-doors activities.
- Implement the first four of the Eight Basic Scout Outdoor Skills: dress, first aid, manners, and care of the environment.
- Provide new opportunities for the girls, armed with a new set of skills
- Take the next step to Outdoor Training



## OUTDOOR EDUCATION FOR GIRL SCOUTS

The objectives of outdoor education in Girl Scouting are:

- To promote the physical, mental, and spiritual well-being of every girl and leader
- To develop resourcefulness, initiative, self-reliance, and recognition of the worth and dignity of each individual.
- To provide opportunities for practice in democratic living.
- To develop a sense of responsibility, qualities of leadership, and an awareness of the capacities of all people.
- To provide an inner satisfaction, a sense of awe and wonder, and a deep enjoyment for both girl and leader.
- To provide a sense of accomplishment.
- To stimulate each girl's awareness of the scope of the natural world.
- To develop each individuals understanding of the environment, leading to responsible action.

From Troop Camping, GSUSA booklet.

All troop outdoor activities are intended as a learning and leadership experience for troop members. It is not a time for the Girl Scouts to play while the adults do the work. All patrols and patrol members should have specific activities and responsibilities. It is the responsibility of each Girl Scout to take part in all patrol assignments so that no one person is doing the work for two, or all. Part of Girl Scout responsibility is for each troop member to help with the planning, the fun activities, set-up, tear-down, and all clean-up activities.

Girl Scouts always leave their site better than they found it. This is true for all activities, especially at camps such as the Arnaz Program Center. When you leave, the camp should be ready for the next group.



Adults will teach, advise, and supervise and will have the patience to give Girl Scouts the time to learn new skills and to practice these skills. Leaders want Girl Scouts to learn to do things for themselves. If troop planning is thorough and you have all the necessary equipment and have learned basic skills beforehand, then outdoor activities will be a success for everyone.

## KEY INGREDIENTS OF OUTDOOR EDUCATION

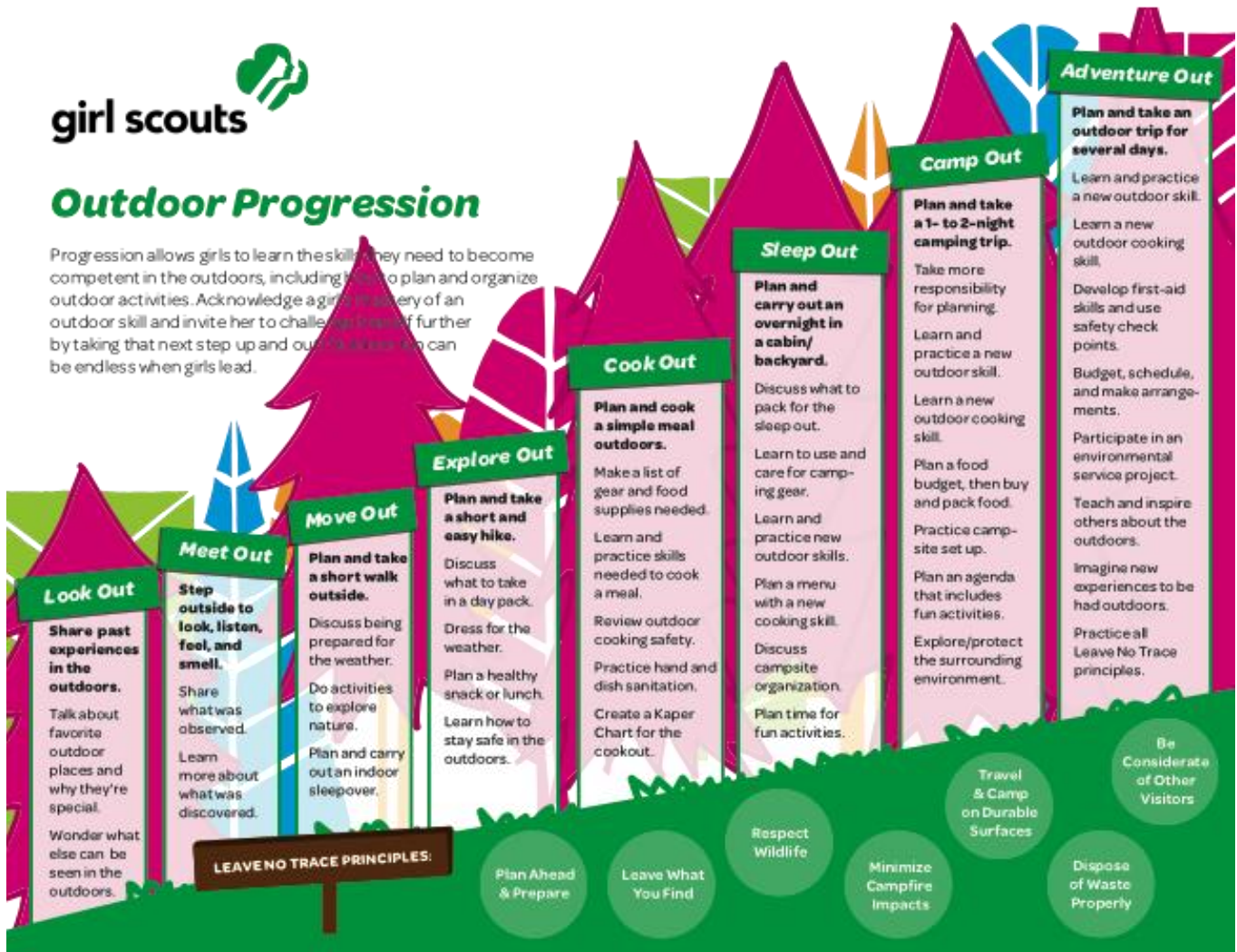
Since Juliette Low first included sports, nature, study, and camping in the overall program, activities in the out-of-doors have been an integral part of Girl Scouting.

1. **Readiness.** A girl's readiness for a particular activity whether it be a slumber party, a leaf rubbing, or a volleyball game, is not as dependent upon age as it is upon her physical and emotional maturation.
2. **Progression.** Girls must first acquire the basics in order to progress to more difficult skills. In Out-of-Doors progression, we 'look out' and 'meet out' before attempting field trips and 'explore out' activities.
3. **Girl Planning.** Girl planning and girl/adult partnership are inherent in Girl Scout program. Girls have the opportunity to make their own decisions while benefiting from adult guidance and facilitation. When they help plan an activity, they are more apt to buy into it, which increases opportunities for growth and learning.
4. **Safety and Standards.** Outdoor activities should follow Safety Activity Checkpoints. Girls should be given an opportunity to understand and address safety concerns while learning to take responsibility for their own well-being.
5. **Skill Development.** Outdoor activities should contribute to skill development, whether providing a look at possible careers, developing life-time leisure skills, or educating for an informed citizenry. A hands-on approach, where girls are actively involved, is the best. For outdoor activities to have an impact on behavior and values, girls need at least three to five such experiences.
6. **Environmental Protection.** "Minimal impact use" or "no trace camping" applies to the way we interact with the environment by leaving no trace of one's presence in every outdoor experience.
7. **FUN.** Activities in the out-of-doors should be experiential and hands-on, providing opportunities for positive interaction and a sense of accomplishment or adventure. The leader's attitude often shapes the girl's perceptions, so be prepared for exploration and always bring a sense of humor!



## Outdoor Progression

Progression allows girls to learn the skills they need to become competent in the outdoors, including how to plan and organize outdoor activities. Acknowledge a girl's mastery of an outdoor skill and invite her to challenge herself further by taking that next step up and outdoors. The fun can be endless when girls lead.



The progression and the degree of difficulty in outdoor education can vary. Girls of all ages might **LOOK OUT** in science and technology activities by making observations on the clouds and wind. Through learning about other scouts in the world, a troop can play international games outdoors to **MEET OUT**. **MOVING OUT** may mean viewing the architecture of your community on a field trip. **EXPLORING OUT** may be learning to use a compass for a hike. **COOKING OUT** might mean learning to use a knife to make a healthy meal, while **SLEEPING OUT** may include all the songs you can sing! Finally, **CAMPING OUT** might take you on paths of discovering nature and how to observe without disturbing it. It all begins with **STEPPING OUT** the door.

## **READINESS ASSESSMENT**

When thinking about travel, consider first whether the girls are mature enough to handle the trip. Determine a group's readiness for travel by assessing the girls':

- Ability to be away from their parents and their homes
- Ability to adapt to unfamiliar surroundings and situations
- Ability to make decisions well and easily
- Previous cross-cultural experiences
- Ability to get along with each other and handle challenges
- Ability to work well as a team
- Skills, interests, and language skills (where applicable)

Including girls in the planning process allows you to gauge their readiness and allows them to voice their concerns. Discuss expectations, particularly in regards to safety and courtesy. The primary readiness characteristics are:

### **EMOTIONAL READINESS**

Wants to go

Is not afraid to be away from home or parents overnight (and parents are prepared to let go!)

Is willing to sleep, eat, play with all girls, not just with best friend

Doesn't always have to have own way, can give in graciously

Can function as a member of a group

Can manage with little or no privacy

Can cope with unknowns:

- strange places (including bathrooms)
- night noises, darkness (no electricity)
- spiders, bugs, and worms

### **PHYSICAL READINESS**

Has stamina, does not tire quickly

Strong enough to carry own bedding, belongings, bucket of water, pot of food, etc.

Has strength and coordination needed for planned activities

Can sweep and mop a floor, hike "the mile", move tables and chairs, etc.

### **SKILLS AND KNOWLEDGE**

Can help plan a simple trip

Can read and follow a Kaper chart and a recipe

Can make a bed, pack for the trip

Can prepare meals with tools like a can opener, grater, peeler, paring knife, etc.

Can wash dishes, clean up kitchen/cooking area, and store food properly

Knows how to operate a flashlight, camera, etc.

### **EXPERIENCE**

Has followed directions well

Has been in previous group meetings, day trips, or camps

Has done all the jobs usually found on the Kaper charts

Has demonstrated her ability to participate with the group.



## YOUR FIRST OVERNIGHT

Few young girls are ready for overnights at the same time. Consider an “almost overnight” rather than jumping into the great outdoors far from a parent’s comfort. It is highly recommended the first group overnight be in a home-like setting. Include the girls in planning activities as age-appropriate. Discuss expectations, particularly in regards to courtesy and safety. Review what to bring, length of outing, and buddy system rules. Plan and practice a sound-off system so you can easily keep track of each other.

**Family camping** involves each family being responsible for all cooking and sleeping arrangements while camping, and the Girl Scout Volunteer providing approved outdoor activities (for example, not involving outdoor cooking or sleeping in soft-sided structures). Daisies may feel most comfortable in this setting.

Here are some typical challenges and solutions for group overnight issues:

### **HOMESICKNESS**

Is not being engaged or included  
Program isn’t interesting enough  
Parent’s overemphasis on being away  
Emotional status isn’t positive or lacks confidence  
Physical ailment

### **SUGGESTIONS:**

- Include/pair her with another girl or group
- Ask open ended questions and girl’s advice for solutions
- Don’t ignore symptoms of illness or allow over-eating
- GIVE EACH GIRL THE FEELING OF BELONGING

### **MISBEHAVING**

Too much, too little or inappropriate activities for age level  
Lack of inclusiveness  
Disinterest  
Some handicaps

### **SUGGESTIONS:**

- Try a new activity or partner/group
- Recognize good behavior and model enthusiasm
- Ask the girl to help others, lead a song, or give her a specific task

### **NIGHT SOUNDS**

Night sounds and shapes are not so bad once you see what’s making them. Use flashlights to pick out locations of sounds and shapes that might appear scary with the lights out – before the lights go out for the final time. Consider bringing a nightlight, glow bracelets, extra flashlights.

## **BED-WETTING**

Accidents happen! And, for 10% of 8 year olds, this is a *normal occurrence*. Focus on clean up and let the girl lead the conversation comfort level. Consider bringing an extra bag or blankets.

### **SUGGESTIONS:**

- Help the girl: have her wash herself and change clothes.
- Ziploc/bag her clothes or wash and hang dry as time permits.
- Air dry her sleeping bag for the day. If unable to use, is anyone willing to share extra blankets?

**Men attending overnights** have restrictions for the safety of other girls. Men may only room and/or sleep with their own family members - no other girls. No exceptions. This means:

- If in a home-type overnight, they are not to sleep in an open area with the girls.
- If in a hotel or multiple bed situation, only the same family member may share the room, and no between-room access is allowed.
- If camping (for the future), men's tents shall not be in the path of the restroom facilities and must be separated from the girls' areas.
- All adults on overnight activities must have a current background check.

## TRANSPORTATION

How parents decide to transport girls between their homes and Girl Scout meeting places is each parent's decision and responsibility.

For planned Girl Scout field trips and other activities—outside the normal time and place—in which a group will be transported in private vehicles:

- Every driver must be an approved adult volunteer and have a good driving record, a valid license, and a registered/insured vehicle.
- Girls never drive other girls.
- If a group is traveling in one vehicle, there must be at least two unrelated, approved adult volunteers in the vehicle, one of whom is female, and the girl-volunteer ratios in *Volunteer Essentials* must be followed.
- If a group is traveling in more than one vehicle, the entire group must consist of at least two unrelated, approved adult volunteers, one of whom is female, and the girl-volunteer ratios must be followed. Care should be taken so that a single car (with a single adult driver) is not separated from the group for an extended length of time.

*GSUSA registration is recommended, but not required for “transporters only”*

## SAFETY ACTIVITY CHECKPOINTS



As always, sound health and safety principles must permeate every Girl Scout activity. Safety should be planned, respected, and practiced by all. This does not necessarily imply burdens or cumbersome restrictions. When a troop learns about safety, more activities are at its command. When safety is practiced, participants can feel relaxed and confident.

The [Safety Activity Checkpoints](#) are addressed to leaders who work with girls. It also serves as a resource for those adults who provide direct assistance or supporting service to leaders and councils.

**The Three Step Process** of preparing for an activity is:

**Step 1)** read Chapter 4 in *Volunteer Essentials*\*

**Step 2)** read the Appendix: For Travel Volunteers in *Volunteer Essentials* and

**Step 3)** study the particular Safety Activity Checkpoint\*. When an activity does not fall into a category listed in Step 3, see that the activity is appropriate for Girl Scouting and check the closest activity.

**Activities with High Risk** such as using motorized vehicles, firearms, watercraft or aircraft must have council approval and may not be authorized for girls under 12 years old. Contact your Outdoor Consultant or Service Unit Manager for guidance in contacting a council representative.

**Activities that are not permitted as Girl Scout program activities:**

- Activities such as paintball that involve shooting a projectile at another person
- Activities involving potentially uncontrolled free fall such as bungee jumping, hang gliding, parachuting, para-sailing, bounce houses, and trampolining
- Extreme variations of sports activities such as high-altitude climbing and aerial tricks on bicycles, skis, snowboards, skateboards, and water skis
- Hunting
- Riding all-terrain vehicles and motor bikes
- Watercraft trips in Class V and above whitewater

Leaders or responsible adults with questions about the appropriateness of an activity should contact the council for guidance.

***\*Volunteer Essentials and Safety Activity Checkpoints are online resources***

This introduction provides an overview of the format of each set of checkpoints. Each adult chaperone should be familiar with the checkpoints prior to the activity. You are encouraged to e-mail or print them for co-volunteers, parents/guardians, and girls.

**Know where to do the activity.** Quick list of the most common places girls carry out the activity.

**Include girls with disabilities.** Tips and special Web sites for information on including girls with disabilities

**Gear.** Basic Gear includes clothing and equipment girls are likely to already have in their possession. Specialized Gear includes clothing and equipment girls may need to purchase, rent, or borrow.

**Prepare for the Activity**\_(not every category is listed here, and not every activity includes these categories).

- Communicate with council and parents. Tips for following council guidelines and keeping parents informed.
- Ensure prerequisites. Ranges from an ability to swim to knowledge of primitive camping.
- Arrange for transportation and adult supervision. Recommended adult-to-girl ratios.
- Verify instructor knowledge and experience. Ensuring the volunteers or on-site instructors possess the proper skill set, knowledge, experience, and/or training/certification.
- Select a safe site. Make a game plan for ensuring the safest experience possible.
- Compile key contacts.
- Respect the environment. Tips for ensuring environmental responsibility.
- Prepare for emergencies. First-aid requirements and other emergency precautions.

#### **On the Day of the Activity**

- Get a weather report. Ways to monitor the weather for any outdoor activity.
- Review rescue tips. Activity-specific rescue tips.
- Use the buddy system. Ensure no one is separated from the group or unable to get help.
- Be prepared in the event of a storm with lightning.

**Links** guide you to the best-known and best-respected Web sites.

**Know-How** for Girls offers games, mini-lessons, and other fun.

**Jargon** helps you and the girls master activity-specific terminology.

**You may notice that many activities require “Council Notification”.** The Safety Activity Checkpoints are a GSUSA resource and do not always name the specific additional permissions required by GSCCC. Contact your Service Unit Manager or Outdoor Consultant for guidance on the forms, timeline, and specific activity approval process.

## DRESS

Faced with varying weather conditions in the out-of-doors, girls must be able to select, put on, and care for outdoor clothing. “Be prepared” for sudden changes in temperature. Dressing appropriately can ensure well-being in cold or hot weather.

Each Safety Activity Checkpoint provides specific suggestions related to the event but there are some Girl Scout standards:

- **CLOSED-TOED, CLOSED-HEEL SHOES** should be comfortable and provide good support; roomy but not too large. “Broken-in” before long treks.
- **SOCKS** help prevent blisters; tall socks reduce scratches and bug bites.
- **LONG PANTS** offer better protection from the sun and wind than shorts.
- **SHIRTS** that cover the shoulders and have sleeves for sun protection.
- **HATS** with a visor reduces sunburns, heat stroke, and eyestrain in the heat or sun. Sunglasses are also recommended. Head-wear on cold nights conserves body heat.

Layering involves wearing a number of loose-fitting garments rather than one or two heavy garments. These must provide warmth/sun protection and ventilation without hindering mobility or adding weight. Helping the body regulate body temperature and prevent hypothermia (lowered body temperature) or hyperthermia (elevated body temperature) is very important.

- **SKIN LAYER** - Should wick perspiration away from your skin.
- **MIDDLE LAYER** - Light wool or fleece for warmth (as needed).
- **OUTER LAYER** - Protection from wind and wetness. May provide additional warmth.

Knowing the characteristics of fabrics to suggest to girls will make clothing selection easier.

- **COTTON** allows air circulation for staying cool. However, it soaks up and retains water. For instance, denim can double or triple in weight when wet and take a long time to dry.
- **LYCRA-SPANDEX** stretches and has options to retain heat or keep you cool. Most resist water and wick moisture from the skin. Quick-drying
- **FLEECE OR PILE** sheds water, insulates well, and is light-weight; machine wash and dry. When wet, pile gains only 2% in weight compared to wool’s gain of 40%.
- **WOOL** helps retain body warmth even when wet. It dries quickly and sheds water. Wool blends are *the best* socks. However, wool is heavy and washing care can be difficult. Wool blends are lighter and can be machine-washed.
- **NYLON** is available in many grades that vary in durability, strength, wind and water resistance. These are usually quick-drying, resist abrasions, and can be inexpensive.
- **LIGHT COLORS** are best in the heat because they reflect the sun’s rays.
- **DARK COLORS** are best in the cold because they absorb the sun’s rays.

Other suggested items to wear:

- **BANDANAS** have many uses! For sun protection, to hold back hair, as a mask around fires. For first aid: as a sling, as a tourniquet, to wet and apply to neck when hot.
- **WHISTLE ON LANYARD** should be worn at all times and used in an emergency.

## FIRST AID

A First Aid kit is required for all Girl Scout activities. See Volunteer Essentials, Chapter 4 for suggestions. Forms to include in your kit are First Aid Log, Council Emergency Procedures, and Incident and Injury Report. A troop roster is also recommended. **NOTIFY COUNCIL WITHIN 5 DAYS OF INCIDENTS REQUIRING MEDICAL TREATMENT.**

**MEDICATION** is any substance applied to the outside of the body or taken internally.

You must have the exact and explicit written permission of the parent/guardian or licensed physician to dispense it at anytime. Medications may be carried and dispensed by the scout if written permission is provided. This agreement, along with all participants' Health History, Medication Permission Form, and any medications, should remain with the First-Aider during activities. Note any treatments and medication-dispensing on the First Aid Log.

**FIRST-AIDER** is the person who has current certifications in First Aid and CPR. Review instructions with parents on how to use medications, especially those that require immediate administration (such as an inhaler or epi-pen) in which a delay could result in compromising a person's health.

**ANIMAL BITES** *Must receive a medical examination immediately per GSCCC*

**POISON OAK** "LEAVES OF THREE, LET THEM BE"

Its leaflets are shiny, in groups of three, and are definitely oak-leaf shaped. It usually grows as a low shrub with many white to red berries. It can cause a painful rash when the leaves or stems are rubbed against, even when the plant has no leaves at all.

To treat: Wearing gloves, pull back clothing upon itself, and then wash contact area with soap and cold water. If skin itches, wipe areas with alcohol; if continues, apply calamine lotion. DO NOT use "Caladryl" in case of a Benedryl allergy. See a Doctor if the rash is severe. Tecknu is an O.T.C. medication specifically for poison oak to consider stocking in your first aid kit.



**SHOCK** (can occur in any kind of emergency) **CALL 911**

Keep person lying down, legs slightly elevated, if possible. Maintain comfortable body temperature with blankets both under and over them as needed. Call a doctor.

**HYPOTHERMIA** (too little body heat)

Remove to a warm place. Cover with dry clothing and blankets. Warm gradually; rapid warming could cause heart problems or increased circulation on body surface causing additional cooling of vital organs. Conscious victim may have warm broth or water, no caffeine, ½ glass every 15 minutes, as tolerated.

**HYPERTHERMIA** (too much body heat)

**Heat stroke:** SKIN: Hot, red, dry. Body Temp: high, Nausea, headache, dizziness. **CALL 911**  
**Heat exhaustion:** SKIN: Cool, wet, pale. Profuse sweating. Nausea. Headache. Dizziness. Remove to a cooler place, loosen clothing, elevate feet, cool with fanning & wet towels. Do not "chill". If conscious, give ½ glass water every 15 minutes, as tolerated. Treat as in shock.

## COOKING

**Outdoor Training is required before Girl Scouts receive instruction or cook with campfire, barbecue, camping stove, or solar heat sources.**

There are many things girls can learn to start their cooking experience such as peeling potatoes and carrots, chopping vegetables for salads, and cutting shapes to make a fruit bowl. They can make healthy, blended smoothies and fresh juices. With your help they could make a soup on the stove or bake cookies. Just as important is the safety, care, and clean-up of the tools to make these foods. The age, experience, and skill level should determine the leader and girl balance for the activity.

Anytime you are preparing food with heat or tools (other than frosting prepared cookies), a first-aider is required. The Girl Scout way is:

- pull back loose hair
- remove dangling jewelry
- roll up long sleeves
- do not wear plastic garments that may burn

Fire safety rules, emergency procedures, and first aid for burns and cuts must be understood by the adult and girls. Have an appropriate fire extinguisher at hand.

Each level of Girl Scout handbooks contain recipes. You can also try Outdoor cooking recipes using in-home appliances to see if they will work when you progress to the outdoors.

**S'mores in the oven** – place graham cracker squares in the bottom of a 9" X 13" dish and place a large marshmallow on top. Place under broiler until browned. Be ready with chocolate pieces and more graham cracker to cover them when removed from the oven.

**International Fruit Salad** – collect fruits to make a fruit salad originally from other nations and compare location and climate to where we live.

**Stone Salad** – everyone brings a salad fixing. Prepare as needed and offer ingredients separately or mixed. Have the group make salad dressings and have a "senses test".

**Popcorn in a bag** – take 1 paper lunch bag. Add 1/4 cup uncooked popcorn kernels. Close top of the back with a rubber band 1" from the top. Place it in the center of the microwave. Set on HIGH for 5 minutes. Turn off microwave when you can count 3 seconds between pops. Use a potholder to move to a counter top and let cool 1 minute. Cut off the rubber band and enjoy plain or add melted butter or other toppings.

**Tacos or burritos** – girls can make everything from the tortillas to the salsa, including lemonade with the leader's help.

**Cookies!** – Make cookies from a mix, from basic ingredients, or use Girl Scout cookies and make a new creation. Incorporate a service project to say thank you to a local hero, or say hello to a group that needs a cheerful visitor.



# MANNERS

## IN TOWN

- Have an adult at the front and at the end of the group.
- On sidewalks, break up into twos and threes, but don't spread out and block the way.
- At crosswalks, wait together for a light and cross together without straggling.
- Along a roadway, walk on the left side facing traffic, forming a single line if narrowed.
- Wear something white or florescent at night and carry a flashlight.
- Keep together on buses and trains, and be considerate of others.
- When riding bicycles, know and obey traffic regulations.



## IN THE COUNTRY

- Be sure to leave gates open or closed as you found them.
- Get permission to go on private property.
- Do not pick fruits, vegetables, or flowers on private property without permission.
- Stick to paths across farmlands or go around fields when no paths exist.
- Keep to trails in woods leaving trail signs and markers as you found them.
- Do not strip bark from trees or carve your initials into trees or any wooden structure.
- Encourage appreciation of nature, without desire for possession.
- Spare the wild flowers. Let them live in your heart, not die in your hand.
- Respect the home of any living thing.
- Keep lakes and streams clean and safe.
- Use care with matches and campfires; be sure they are both dead out.
- Leave your campsite clean and in better condition than you found it.
- Do unto others' property, as you would have them do unto yours.



## AT THE BEACH

- Do not pry living things from rocks.
- If you pick something up from a tide pool, replace it as you found it. Even empty shells can become homes for small sea animals.
- While picking up trash, use gloves. Girls are NEVER to touch medical refuse.
- Glass bottles should be recycled and broken glass be placed in a trash container.
- Recycle as possible

### OUTDOOR GOOD TURN

**Any project that helps to preserve, improve, or create a better outdoors spot for present and future living and enjoyment.**

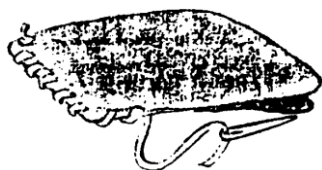
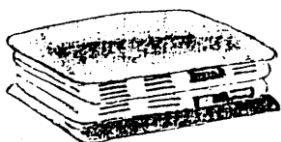
## TRADITIONS

### MAKING A SIT-UPON

Girl Scouts make sit-upons primarily to use when the ground is damp or to keep their clothes clean. Below are a few suggestions for making sit-upons.



**Pattern.** Cut waterproof material (vinyl / plastic table cloth or shower curtain) into two squares large enough to sit upon. Choose filling material (newspaper, fiberfill, foam, lightweight carpet scrap) and place between waterproof squares. Overcast the edges of the squares, fastening them together using a yarn needle threaded with yarn or string. Another choice is to use a hole punch to punch holes 2" or 3" apart around all four sides and overcast using long shoelaces, knotting at corners.



**Other ECO Choices:** Decorate and waterproof a pair of shorts or jean cut-offs, sewing openings closed after stuffing. Use fabric or a belt to carry around their waist on hikes.

**Bucket Sit-Upons.** Use a clean, 5 gallon bucket with lid. Make a pattern of the top, inside part of the lid. Cut this circle out of stiff cardboard (base) and another out of fiberfill, foam, or carpet (filling). Cut a circle of heavy vinyl (top) 3-4" bigger all around than your seating circles. Baste all around the vinyl circle with heavy thread to make a drawstring, with an inch border outside the sewing line. Lightly glue FILLING to inside of TOP, then to BASE. Using the end of the thread, gather vinyl and pull tight, and tie off. Duct tape the end of the thread to the cardboard. Apply epoxy, NOT a water-based glue, to the bucket lid and pad and press onto lid. Leave a heavy item on top until dried.



### S.W.A.P.S. (Small Whatchamacallits Affectionately Pinned Somewhere)

These are handmade, little remembrances that one scout gives to another. They may include event names, dates, and troop numbers. Do NOT include edible foods or personal information. Typically they include a safety pin or some way to attach them to clothing or a hat.

Etiquette includes giving a swap, even when another girl may not have one to give. It is considered rude to give away swaps that were given to you. Carry the two separately.

Swapping promotes friendship and encourages girls to talk to one other, as well as being great mementos of group events. Remember to make extras!



## REQUIRED FORMS

<b>Form Name</b>	<b>Purpose</b>	<b>Completed By</b>	<b>Who Receives</b>
Annual Permission Form	Permission to attend local meetings, non-high risk activities, participate in product sales and more.	Parents	Troop / Group Leader / Driver at all times
Health History	Permission to treat medical incidents in case of emergency	Parents	Troop / Group Leader / Driver at all times
Girl Release to other than Guardian	List of those authorized to pick up other than parent	Parents	Troop / Group Leader / Driver at all times
Parent Permission Form - Specific Trip	Parent Permission for activities not covered on the Annual Permission form	Leader and parents prior to trip/ activity	Troop / Group Leader / Driver must have during activity
Trip Application	SU/Council request for participation in activities not covered under Annual Permission Form	Leader MINIMUM of 3 weeks to 2 years depending on trip / activity	Outdoor Consultant. Sent to council if their approval is required
High Risk Form	IF activity requires; include 1 completed form with the Trip Application	Leader	Outdoor Consultant. Sent to council; their approval is required
Medical Health Report	IF council requires it due to activity requested	Doctor/Parent	Council if required
Plan 2 Activity Insurance	Required for non-registered children or adult and some long trips.	Leader	Council to be processed at least 3 weeks prior to activity.
Incident and Injury Report	Accident Report for council, event, and SU notification	Leader	Chief Operating Officer and local Membership Manager at within 5 days of emergency

## ACTIVITY AND TRAINING PROGRESSION

INDOORS	FORMS	REQUIREMENTS
ADULTS: Before any Girl Scout activity or meeting	GSUSA Registration, Volunteer Application/Background Check, GS101, review Volunteer Essentials, have a Face2Face Meeting with Volunteer or Staff, First Aid Kit	
GIRLS: Before any Girl Scout Activity or meeting	GSUSA Registration. Forms: Annual Permission, Health History, Girl Release	
STEPPING OUT	All above plus:	All Above plus:
Regular Meeting location	none	none
Indoor stove/oven cooking	none	First Aid & CPR Certification
Council or SU Event	See Event Req.	See Event Requirements
Sleepover inside Leader's home	Parent Permission-Specific Trip	First Aid/CPR
Field trip less than 1 hour drive from regular meeting that does not exceed 6 hours with no high risk activity	none	First Aid/CPR
<u>Any</u> activity that requires a helmet	Parent Permission (PP) High Risk Form (HR)	Stepping Out, First Aid & CPR
Day hike where services are not within 1 hour's time, not to exceed 6 hours	PP & TA	Stepping Out, First-Aider Level II & CPR
Family camping-each family does their own cooking & accommodations*	PP & TA	Stepping Out, FA & CPR, Outdoor recommended*
Any troop travel by private or public vehicles more than 1 hour from home	PP & TA	Stepping Out, FA & CPR
Overnight in hotel, museum, or other accommodation if not a home.	PP & TA	Stepping Out, FA & CPR
Tent or Yurt or soft-sided structure (with or without fire or outdoor cooking)	PP & TA	Stepping Out (SO), FA & CPR, Outdoor Training
Sleeping outside in leader's backyard	PP	SO, FA & CPR
Cooking-BBQ, box oven, or campfire	PP recommended	SO, FA & CPR, ODT
Swimming in a public or private pool	PP recommended	SO, FA & CPR + see SAC Lifeguard required!!!
Paintball, trampoline, motorbike, etc.	NOT ALLOWED	NOT ALLOWED
Backpack trip /more than 1 hour's distance from emergency services	PP & TA, High Risk Form - council approval	SO, ODT, CPR, Backpack Training, First-Aider Level II
Any trip of 3+ nights, trips out of state or 250 miles+. Grade 6+ (12yrs old+) (non-campiing/fire-bldg. or ODT req.)	PP & TA PLUS – must have council approval	Stepping Out, FA & CPR, any other activity requirement per SAC

**\* Leaders are not to direct girls in tenting, cooking, or fire-related activities without completing Outdoor Training.**

## NON-CAMPING OVERNIGHTS

Many groups have their first overnight experience in private homes, museums, hotels, or through organized lock-in events. Planning for these activities vary in risk and require different strategies than camping.

### 1. **Safety**

- Know your girls. Have they been prepared for the situations they might encounter?
- Is the location safe? Utilize travel reviews and Google Street view.
- Hotels and motels with interior hallways and with keyed building access are preferred over those with open exterior doors.
- Suites for multiple occupants (i.e., an adult plus several girls) are preferred. Connected rooms are recommended.
- Designate a safe, outside meeting place in case of emergency evacuation. Consider practicing the route if destinations aren't obvious.
- Make an "If we get separated" plan and share itinerary with all participants.
- **No swimming** unless there is a lifeguard and watchers per the Swimming Safety Activity Checkpoint.

### 2. **Privacy**

- Notify parents of any shared (same bed) sleeping arrangements.
- Girls cannot share a room with any males other than her family; confirm arrangements for separate sleeping and restroom facilities for males.
- Respect each person's modesty.

### 3. **Courtesy**

- No running or inappropriate behavior that would reflect poorly on Girl Scouts.
- No inappropriate words, voices or noises in the rooms, hallways, or public areas.
- Respect quiet time and facility usage hours (pools, workout room).
- Use resources wisely

### **More Tips:**

- Games, songs, and skits are loads of fun during sleepovers – no matter the age!
- Plan 2 bags per girl - 1 with them, 1 inaccessible while traveling. Be specific on limits due to vehicle storage and ability for girls to carry their own gear.
- Know reservation details about check-in/out times, persons per room. Carry a copy.
- Consider if "Complimentary Breakfast" is appropriate for all participants or will you need to supplement due to health/allergy issue?
- Explain to girls and parents the trip rules and behavior expectations...and consequences.

## PLANNING A TRIP – GIRL LED CHOICES

Whether the trip is a day hike or a cross-country trek, the basic steps of trip planning are essentially the same. It's true that as the locale gets farther away, the itinerary more complex, and the trip of greater duration, the details become richer and more complex, but planning every trip—from a day-long event to an international trek—starts by asking the following:

- What do we hope to experience?
- Who will we want to talk to and meet? What will we ask?
- Where are we interested in going?
- When are we available to go?
- Will everyone in our group be able to go? Are others invited?
- Are there physical barriers that cannot be accommodated?
- What are visiting hours and the need for advance reservations?
- What are our options for getting there?
- What's the least and most this trip could cost?
- What can we do now to get ourselves ready? What skills do we need?
- What tools and equipment do we need?
- How will we earn the money?
- What's the availability of drinking water, restrooms, and eating places?
- Where is emergency help available?
- What safety factors must we consider?
- What Program goals or awards are we working towards?
- What general activities will each patrol/group be responsible for?
- What to wear and bring? Appropriate dress and supplies – girl vs. troop to bring.
- What rules apply on this trip? Gum? Money? Bedtime? Electronic Devices? Cell Phones? Behavior? Consequences?
- Who will need to help the troop accomplish our goals? Volunteers? Specialists?

### Activity Ideas

- ★ Badge / Journey activity
- ★ Ceremonies - Investiture, Scout's Own, Bridging
- ★ Community service - Beautification, Collections, Flag Ceremony, Food Pantry
- ★ Connect with other Girl Scouts
- ★ GSCCC events and Program Centers (see EVENTS page on GSCCC website)
- ★ Money Earning (outside of GSCCC product sales dates)
- ★ Outdoor exploration - Beach, Park, Trails, Mountains

### AFTER ACTIVITY REVIEW

An evaluation is part of every Girl Scout activity. It is the first step in building future successes. This allows for changes or adaptations that can improve the total outcome while the Leadership Journey progresses. Together consider ways to improve the next outing. Remember to thank your hosts and leave nothing behind but footsteps.

## PLANNING A TRIP – ADULT RESPONSIBILITIES

**NOTE: You are not authorized by Girl Scouts to sign any contracts or hold harmless agreements. Ask your Service Unit Manager or GSCCC Membership Manager to review and sign these.**

1. **WHO** is going?
  - Review Safety Activity Checkpoint(s) to determine the “right” number of adults.
  - Prepare adults/girls with specialty education and event expectations
  - Confirm GSUSA registrations for all participants and for adults, background checks.
2. **WHAT** do you need to give and get from your parents?
  - Review the Annual Permission form. Do you need additional permissions?
  - When required - 3 WEEKS in advance provide parents with Parent Permission and High Risk forms. Collect and keep them with you during the activity.
  - When required - 3 WEEKS in advance send the Trip Application and one (1) High Risk form to your Outdoor Consultant or SUM.

**YOU MUST RECEIVE APPROVAL - this is not just a “notification” process.**

  - Communicate to parents any delegated jobs of girls & opportunities for parents.
  - Volunteers needed to meet adult/girl ratios or for transportation.
  - Provide to each participant a personal equipment checklist. LABEL EVERYTHING
3. **WHEN** What is your timeline?
  - Develop your own Discover, Connect, and Take Action plan.
  - Set and provide deadlines to parents of when to turn in forms, money, etc.
  - Submit Trip Application & High Risk forms MINIMUM 3 weeks to 2 years in advance!
  - Confirm event registrations and reservations.
4. **WHERE** are we going? Learn about the environment, facilities, rules, directions, nearest emergency facilities, and exits.
5. **WHY?** Is this a GIRL-LED decision? What program goals are being met?
6. **WHO** will be responsible for:
  - Kaper chart...who will make it...or make them?
  - First aid kit...update supplies, 1 kit per car. Include a troop roster.
  - Permission slips & costs...fill in forms to parents, to SU/Council, and collect money due.
  - Equipment list...provide personal packing list, set appropriate limits. Label everything
  - Food...are meals balanced? Is there a suitable location to shop, eat, prepare, store, refrigerate?
  - Shop...confirm the budget. Who will shop? Do you borrow or buy appropriate containers?
  - Cooking utensils...break down list by meal. What is needed & who is bringing it?
  - Transportation...which parents will drive? How many seat belts will you need?
  - Tools...depends on activity, site, and vehicle.
  - Program/general activity...equipment or program books.

7. **YOU** will make sure:

- EACH DRIVER HAS CURRENT driver's license, auto insurance, first aid kit, first aid log, Council Emergency Procedures form, Incident and Injury Report form.
- EACH GIRL HAS CURRENT Annual Permission, Health History, Girl Release
- EACH ACTIVITY HAS permission from parents, Service Unit, and Council as required. Keep these forms with you during the activity.

**More Tips:**

- Plan appropriate amounts of activity, fun, and down time.
- Games, songs and skits are loads of fun during sleepovers – no matter the age!
- Take advantage of applying what the girls are doing towards award fulfillment
- Consider if more adults will help or hinder the trip; more adults may give the girls flexibility to break into small groups, where fewer adults may mean more full-group time.
- Read reservation instructions carefully about arrival/departure time, food, and people per room/event permitted.
- Explain the trip rules, behavior expectations, and consequences to girls and parents.
- **Snacks! Refillable water bottles! Trash bags! Don't travel without them!**

## Tips for Girls Traveling Alone

If a Girl Scout Cadette, Senior, or Ambassador will be traveling alone during any part of a trip, use the opportunity to help her feel comfortable with and capable of being on her own. Always talk first with her parents to assess her maturity and ability to handle herself, and have them complete an emergency form. If she is flying, discuss the possibility of booking a nonstop flight to make her trip less stressful, and ask parents to contact the airline, which will make special arrangements for any unaccompanied minor. With the girl herself, develop a trip plan, discuss hotel security and safety, and talk about avoiding excess communication with strangers, **not** wearing a nametag, and avoiding exposing money or other items (such as smartphones, iPads, and iPods) that are attractive to pickpockets.





## Stepping Out Volunteer Agreement

**JOB DESCRIPTION:** Responsible, trained adult who delivers overnight and outdoor programs where outdoor cooking and camping are not involved, to a Girl Scout troop or group

**REPORTS TO:** Outdoor Consultant/Service Unit Manager (SUM)

### Qualifications:

- Belief in the aims and purpose of Girl Scouting
- Willingness and enthusiasm to work with girls and adults
- Current GSUSA membership and has passed a Volunteer Background check
- Understanding of the Girl Scout Leadership Experience program goals
- Ability to organize, delegate, and practice inclusiveness
- Experience making travel arrangements
- Time to devote to the job and willingness to take appropriate training
- Ability to work well with others and inspire confidence

### Accountabilities:

- Participate in training as required and seek opportunities to gain or improve skills.
- Assume the responsibility for safety in planning travel and outdoor activities for a troop/group event.
- Use Girl Scout resources, i.e. *Safety Activity Checkpoints, Volunteer Essentials, Stepping Out Manual, Outdoor Education In Girl Scouting*, and other pertinent program resources.
- Use the GIRL-LED process to engage girls in planning, carrying out, and evaluating outdoor programs appropriate to their interest and ability.
- Meet with the leadership team for preparation, to implement plans, and afterwards for evaluation.
- Prepare girls and volunteers for planned activities with necessary education and skills.
- Notify parents and collect additional permissions beyond the Annual Permission Form.
- Lead and participate in troop/group indoor overnight programs and outdoor activities where no fires or outdoor cooking is involved.
- Coordinate and verify activity permission(s) beyond the Annual Permission Form between parents, Service Unit and Council.
- Arrange for additional insurance as activities require.

### **VOLUNTEER AGREEMENT:**

I, \_\_\_\_\_ accept responsibilities of the Stepping Out Trained Person for  
Troop # \_\_\_\_\_ in the \_\_\_\_\_ Service Unit from \_\_\_\_\_ and for 3 years.  
date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Learning Facilitator

\_\_\_\_\_  
Date



## Stepping Out Test

- List the seven (7) Key Ingredients of Outdoor Education in the order you find most important.
  - a.
  - b.
  - c.
  - d.
  - e.
  - f.
- List the four (4) readiness characteristics to assess before an overnight event with Girl Scouts.
  - a.
  - b.
  - c.
  - d.
- Number the following activities in the correct progression of outdoor exploration, 1 being 1st:
  - a. \_\_\_\_\_ Hike a nature trail outside of your neighborhood
  - b. \_\_\_\_\_ Walk around the block during a meeting
  - c. \_\_\_\_\_ Explore a local park and learn about birds
  - d. \_\_\_\_\_ Learn outdoor manners and establish a group agreement for outdoor activities.
- Girl Scouts leave their place \_\_\_\_\_ or \_\_\_\_\_ than they found it.
- True or False: Stepping Out trained adults may supervise making s'mores over a campfire.
- The key component to keeping your troop safe is having trained Adult Girl Scout Volunteers and other qualified adult chaperones who will teach, advise, supervise and be responsible for the physical and emotional safety of the girls. Using the table in the Volunteer Essentials Quick-Start Guide, how many adults minimum will you need to take thirteen (13) Brownies to the zoo?
- In Volunteer Essentials, in what section do you find travel tips?
- What grade must girls have completed before travelling to another country? \_\_\_\_\_  
How far in advance must you submit your request to Council? \_\_\_\_\_
- List the 3 specific forms for each girl that must with the Leader / First Aider when the group is together, or with another responsible adult volunteer when the group is split (such as in vehicles)
  - a.
  - b.
  - c.

10. Drivers carrying Girl Scouts other than their own daughter must have in their car no less than the previously listed forms, a First Aid Kit, and which 3 specific emergency/first aid forms?
- a.
  - b.
  - c.

11. Trip Applications require approval from Service Unit or Council. **Council Approval** is required **for what 3 circumstances** and **must be submitted how far in advance?**

a.	
b.	
c.	

12. What is the cost per person per day for “Plan 2” insurance for a non-registered adult or child who attends a Girl Scout activity?

13. Review the Annual Permission form. The girls want to go to an amusement park and plan to spend 12 hours there. What additional forms are needed and from whom do they require permission/ approval?

14. Your 25 Daisies are planning a pool party. Look at the Swimming Safety Activity Checkpoint (SAC). What 2 specialists are required? How many of each are required?

a.	
b.	

15. Your girls have decided they want to go on a troop bicycle ride from their meeting place to a park within a half hour’s distance. What additional permission slips will parents need to sign?

16. Your troop is on a family camp-out. Each family is doing their own camp-stove cooking. One of the families has offered to host a campfire for the group. You’d like to show the girls how to make banana boats and have the girls make them for their families. Why is this activity not permitted?

17. List 3 life skills that girls will gain when planning their own activities
- a.
  - b.
  - c.

## Stepping Out Course & Test Evaluation

Name: \_\_\_\_\_ Email address: \_\_\_\_\_

Mailing Address: \_\_\_\_\_ Phone#: \_\_\_\_\_

	Yes	Somewhat	No
I understand the purpose of taking trips outdoors in Girl Scouting			
I understand the importance of progression in outdoor education			
I understand how to assess girls' readiness for an overnight			
I understand how to use the Safety Activity Checkpoints			
I understand the requirements of High Risk Activity participation			
I understand the additional permissions required beyond the Annual Permission form, where to find the forms, and how to use them.			
I understand the need for First Aid/CPR Cert. for Outdoor Activities			

Suggestions, Comments, Questions:

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When completed, please turn this test in to your local Learning Facilitator for review. Alternatively, you may e-mail [volunteer@girlscoutscoc.org](mailto:volunteer@girlscoutscoc.org) or call 1-800-822-2427 for assistance.

Evaluator Name: \_\_\_\_\_ Phone #: \_\_\_\_\_

Additional Comments: \_\_\_\_\_

Volunteer Informed of Test Status on: \_\_\_\_\_ Via: \_\_\_\_\_