girl scouts
nation's capital

Explore Camp Patch Program

Camp Aquasco

About the Explore Camp Patch Program

The Nation's Capital "Explore Camp" Patch Program encourages Girl Scouts to get outdoors and take part in Girl Scout traditions while discovering the unique features of each of the eight camp properties. Girl Scouts who complete this patch program will hone their eight basic outdoor skills which helps improve their nature connectedness, outdoor literacy and support positive and environmentally conscientious experiences. The eight outdoor skills that each Girl Scout will learn are as follows:

1. **Outdoor Manners**
2. **Be Prepared**
3. **Know Your Knots**
4. **Outdoor Tools**
5. **Fire Building**
6. **Outdoor Cooking**
7. **Stay Safe**
8. **Find Your Way**

A ninth skill, Girl Scouts Traditions, accompanies the eight basic skills so youth can also experience the outdoor and camping traditions in Girl Scouting.

This program is appropriate for Girl Scouts of all levels. Girl Scout Cadettes, Seniors, and Ambassadors with more camping experience are encouraged to not only complete the activities but also test their skills by completing the "Challenge Mode" variations available with the activities.

Youth members will complete all eighteen activities listed in the program to earn the Explore Camp Main Patch. The activities can be completed in any order but we recommend completing the first activity in "Know Your Knots" to help track your progress. After earning the main patch, Girl Scouts may earn the other eight patches in the program which focuses on one of the eight Nation's capital camp properties.

Table of Contents

About Camp Aquasco

Camp Aquasco is a 172 acre, two sided camp in Aquasco, MD. It is about a 15 minute drive from Camp Winona in Hughseville, MD. Camp Aquasco is the only GSCNC property to have an entirely primitive section of camp, called The Farm Side. Camp Aquasco was acquired by GSCNC in 1974, and the first campers visited the property in 1979. Local Girl Scouts even helped develop the vision for Camp Aquasco! They wanted the camp to remain primitive so that more girls could experience primitive camping. Girl Scouts have helped care for the camp in many ways, including planting native trees, and removing invasive plants.

What is Primitive Camping?

Primitive camping means going camping somewhere without bathrooms, electricity, plumbing, picnic tables, or any other structures built by humans. Primitive camping takes extra skills and preparation!

Farm Side: On the Farm Side of Camp Aquasco, there are six primitive sites, three small pavilions (added in 2019), and the large Rhomberg Pavilion. The amphitheater Aquasco can be visited via a scenic walk on the Red Trail. There are also newly added tomahawk and slingshot ranges.

Lodge Side: The lodge side is much smaller than Farm Side, and contains Aquascake Lodge and the Sunnyside glen shelters. Aquasco has hosted many types of camps in the past, and every fall and spring the Aquasco Teen Encampment is held for teens to develop their primitive camping skills.

Outdoor Tools

Activity #1: Tent Relay

If you want to experience primitive camping, you'll need to learn how to set up a tent! Camp Aquasco is known for its fantastic Farm Side tent camping. Tents can be set up in different areas. Learning how to set up a tent can be tricky, and you should always practice before you go camping.

Test your tent setup skills by having a tent relay.

Supplies:

- 2 or more tents of a similar size

Directions:

1. Break the group into teams of 3-4. Give each team a tent.
2. On go, have each team start assembling their tent as quickly as possible.
3. Once they have assembled their tent, have them then break it down and pack it away.
4. The first team to successfully set up, take down and pack away their tent wins!

Discussion Questions:

- What kind of weather/location are these tens best used for?
- How many people could fit comfortably in these tents? How many tents would you need for your whole troop to go camping?
- What are some options use could use for shelter if you did not have access to a tent?

Top Tent Tips

- Before you go camping, make sure you have all the parts of your tent, **including a rain fly.**
- You need to have a tarp or ground sheet to lay underneath your tent. This helps keep the tent dry and prevents it from ripping.
- Never spray anything besides tent-specific wash on or inside the tent. Chemicals can hurt the fabric and damage the waterproofing.
- Take your shoes off before going inside a tent.
- Keep your tent zipped up so that bugs won't get inside.
- Make sure your tent is dry before putting it away, otherwise it could get moldy.

Outdoor Tools

Activity #2: Uses for a Bandana

Bandanas are an awesome tool that can have many uses while camping and any time you are outside. As a group take some time to explore some of the many uses bandanas can have while you are outside.

Use a bandana in at least 5 different ways.

Supplies:

- 100% cotton bandana

Signaling:

Materials:

- 10-15 bandanas
- Small thing to hide

Directions:

1. Break the participants into small groups (3-4). Give each group a set of 5-6 bandanas.
2. Have two participants take the small thing to hide and the bandanas into the woods and hide it.
3. On their way to hide it or on the way back, have them use their bandanas to create a trail leading to the item.
4. Repeat this for each participant allowing them to each hide and find the item.

Hair Accessory:

Materials:

- 1 bandana per person

Direction:

1. Give each participant a bandana.
2. Have each participant figure out how they could use their bandana on their head. Some ideas include: fold it to make a head band, tie it around the hair like an elastic, etc.
3. Once everyone has made their bandana into the fashion of their choosing, invite the participants to host a little fashion show if they want.

Outdoor Tools

Activity #2: Uses for a Bandana

First Aid Sling:

Materials:

- 1 bandana per person

Directions:

1. Break the participants into pairs. Give each pair a bandana. Participants can be allowed to figure it out by themselves or instructions can be provided.
2. If instructions are being provided:
    a. Start by folding the bandana in half to make a triangle.
    b. Take the injured arm and place the elbow in the middle of the longest side.
    c. Draw the injured arm up across the chest and tie the loose ends around the back of the neck.
3. Allow each participant to practice a few times with their partner.

Bandana Sling Pack

Materials:

- Bandana
- Rope or Paracord (5ft, can be multiple pieces)

Directions:

1. Lay the bandana out on a flat surface completely open.
2. Take two corners and fold them towards the center. (it will look like the start of a paper airplane)
3. Fold the bandana in half (just like a paper airplane)
4. Take the corner that is not squared off and fold it across to the other corner. It will leave you with a bandana square.
5. Take the top flap and tuck it into the pocket created during the previous step.
6. **Making the strap:** take the end of the rope and place it under the corner of the bandana leaving a tail. Wrap the rope around the bandana twice . Place the working end of the rope on top of the bandana. Pass the bandana over the working end of the rope and tuck it under the loops. Pull both ends of the rope to tighten the knot around the bandana.
7. Repeat step 6 for the other side. And the bag is done! Use it know when you go on a hike!

Outdoor Tools

Activity #2: Uses for a Bandana

Cooking Instrument

Materials:

- A bandana

Potholder:

1. Fold the bandana up into a hand sized square making sure there is multiple layers. Use it to pick up something hot safely while cooking.

Strainer/Filter:

1. Lay out the bandana flat and place tea leaves or coffee into the center of the bandana.
2. Pour hot water into a mug
3. Twist the bandana up to prevent the grounds from escaping and dip it into the water to allow it to steep.

DIY Headlamp

Materials:

- A bandana
- Bike light with clip

Directions:

1. Fold the bandana up like you were going to use it as a headband.
2. Clip the bike lamp to the bandana, turning it into a makeshift headlamp.

Food Bundle

Materials:

- A bandana
- Snacks

Directions:

1. Lay the bandana out on a flat surface. Place in the center of the bandana the snacks you plan on taking on your hike.
2. Tie of the opposite sides of the bandana together. Repeat it for the other sides. Forming the bundle for your snacks.

Ecosystem in Trouble: Native vs Invasive

Every living thing on our planets depends on its environment to survive. The combination of living and not living things in an area is known as an ecosystem. Ecosystems can be any size, some are as small as the environment found under a rock to as big as entire oceans. All ecosystems require a delicate balance in order to operate properly, however in todays world many ecosystems are in danger. One of the biggest dangers to our ecosystems are invasive species.

Invasive, native, non-native:

The living things in each ecosystem fall into one of three categories. These categories determine whether or not that organism should be there.

- **Native;** these organisms belong in the ecosystem in which they are found. Native organisms have evolved in conjuncture with the other living things in their environment. This history with one another makes these species often depend on one another in order for the environment to remain healthy.
- **Non-native:** these species originate in areas other than where they are currently found. These organisms exist in the environment without causing ecological or economic harm to the environment. Food plants are a great example of a non-native plant because they don't do any harm to the ecosystems they are in.
- **Invasive Species**: these species also originate from somewhere other than where they are currently found. The difference between non-native and invasive species is in the way they interact with the rest of the environment. Invasive species create harm in the areas where they are found. An organism often becomes invasive when it grows and reproduces rapidly, spreads aggressively and is able to outcompete the native species. Globally, 42& of threatened or endangered species are at risk from invasive species which have been introduce to their environment.

How do Invasives Spread?:

Invasive species are most often spread by humans and human activity. The way an invasive species is introduced to an area is known as a pathway. Invasives tend to travel along two pathways: intentional and unintentional.

Intentional is when humans decide to move a species outside of its natural range. There are a variety of reasons why this is and has been done such as biological control, horticulture and the pet trade.

Unintentional is when a species is spread by accident as a by-product of something humans were doing. There are many more instances of unintentional pathways because it is easier to make happen. For example, invasive muscles have been introduced to the great lakes by baby muscles getting caught up in ship's ballasts tanks. These muscles now create a serious problem for all the living things which are found in the great lakes.

Ecosystem in Trouble: Native vs Invasive

Plant Invaders:

When learning about invasive species a great way to start is by looking at plants. Unlike some other invaders, plants don't move making it easier to study them and observe their impacts on the environment.

There are thousands of invasive plants in the United States from grasses, shrubs, trees and more. In Maryland alone there are 23 different easily identified invasive plants they work hard to eradicate. Many of these plants are found at our camps in various quantities.

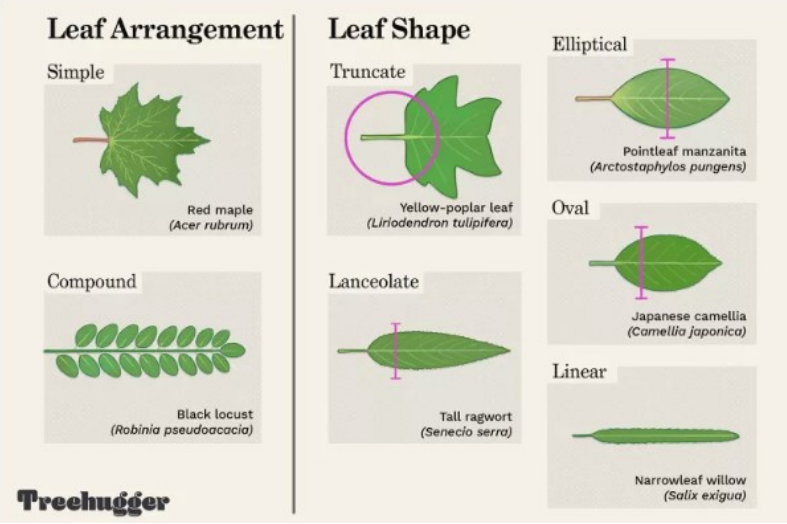
How to Tell Trees Apart:

In order to tell the difference between the invasive and native plants at camp the first thing to do is learn how to tell plants apart. Grasses and herbaceous plants are challenging to tell apart but trees are much easier. Depending on the season there are a variety of different features you can observe:

Season	How to ID
Spring	Leaf shape, berries, seeds, fruits
Summer	Leaf shape, berries, seeds, fruits
Autumn	Leaf shape, leaf color (each tree turns unique colors in autumn!)
Winter	Trunk size, bark pattern

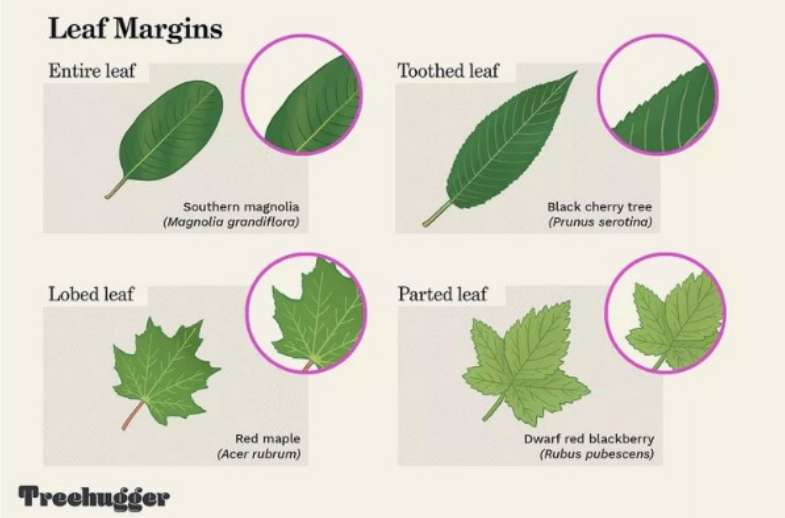
The easiest thing to look at with trees is their leaves. Each tree's leaves are distinct with variations between leaves. There are four main things you look at when identifying leaves:

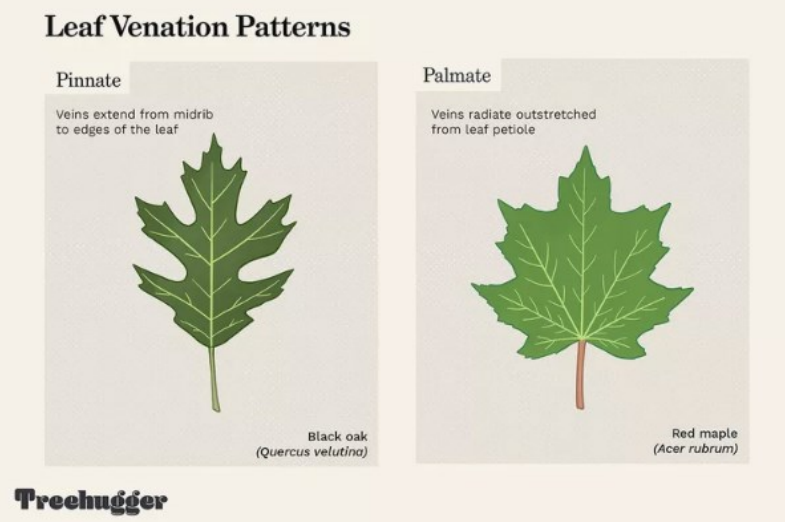
- **Arrangement:** this is limited to two basic types, simple vs compound. Simple leaves look like the leaf a child draws. A compound leaf however looks like a collection of many leaves put together. The best way to tell if a leaf is simple or compound is to look for the bud aka the fat part where the leaf connects to the branch/twig.



Ecosystem in Trouble: Native vs Invasive

- **Shape:** Leaves come in a variety of shapes. The most common leaf shapes are oval, truncate, elliptical, lanceolate and linear. Leaf tips and bases can also be unique but it is only certain species of tree which require these shapes to be identifiable.
- **Edges/Margins:** all leaves have margins aka the edge of the leaf. The margins of a leaf can either be entire or lobed but they can also be toothed/ serrated.
- **Veins:** Each leaf has a unique structure known as veins which allow them to transport liquids and nutrients through the leaf. Different trees have different types of veins on their leaves. They can either be pinnate, the veins extend from the midrib to the margins, or they can be palmate, the veins radiate in a fan shape from the base of the leaf.





Tree ID

Activity #1: The Whole Tree

Learning to identify different species of trees can be a tricky thing. The key is the power of observation. In this activity each participant will take time to observe a tree of their choice and practice their observational skills.

Supplies:

- Whole Tree Clue Sheet (one per person)
- Coloring materials
- Writing materials
- Clipboards or something similar

Directions:

1. Hand each participant a clipboard, a worksheet and coloring materials.
2. Take the group into the woods and have them select a tree they like. Encourage the participants to select as many different trees as possible.
3. Once everyone has selected their tree have them start working to fill out their worksheet.
4. After everyone has had a chance to complete their observations, gather the group back together.
5. Encourage everyone to share some of the observations they made about their tree.

Discussion Questions:

- What are so common features you noticed among the different trees?
- Which feature of your tree was the most distinct? Why did you think that?
- Without looking up the actual tree, what might you name this tree? Why would you name it that?

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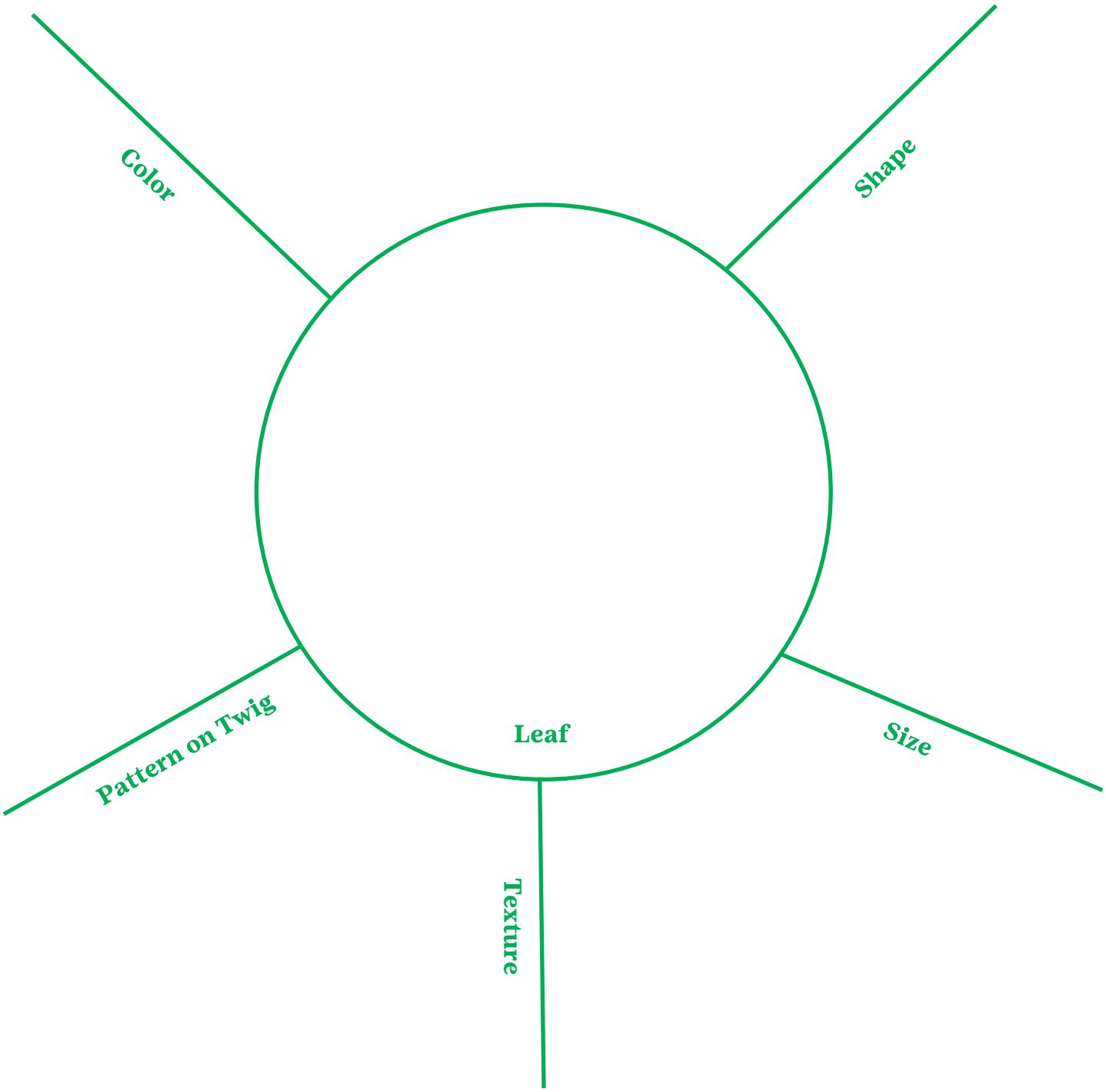
Camp Aquasco Patch Activities

The Whole Tree Clue Sheet

Draw a picture of your tree in the middle where it says, "Tree". In each section around the middle describe or draw each characteristic of the tree (EX: location, flowers, bark, etc).



Tree ID

Activity #2: Leaf Clues

Learning to identify different species of trees can be a tricky thing. The key is the power of observation. In this activity each participant will take time to observe a tree of their choice and practice their observational skills.

Supplies:

- Leaf Clue Worksheet (one per person)
- Coloring materials
- Writing materials
- Clipboards or something similar

Directions:

1. Hand each participant a clipboard, a worksheet and coloring materials.
2. Take the group into the woods and have them select a tree they like. Encourage the participants to select as many different trees as possible.
3. Once everyone has selected their tree have them start working to fill out their worksheet. Remind participants to not pick leaves from the trees, the tree needs those.
4. After everyone has had a chance to complete their observations, gather the group back together.
5. Encourage everyone to share some of the observations they made about their tree and its leaves.

Discussion Questions:

- What are so common features you noticed among the different leaves? What are some differences?
- Which feature of your leaf was the most distinct? Why did you think that?
- Without looking up the actual tree, what might you name this tree? Why would you name it that?

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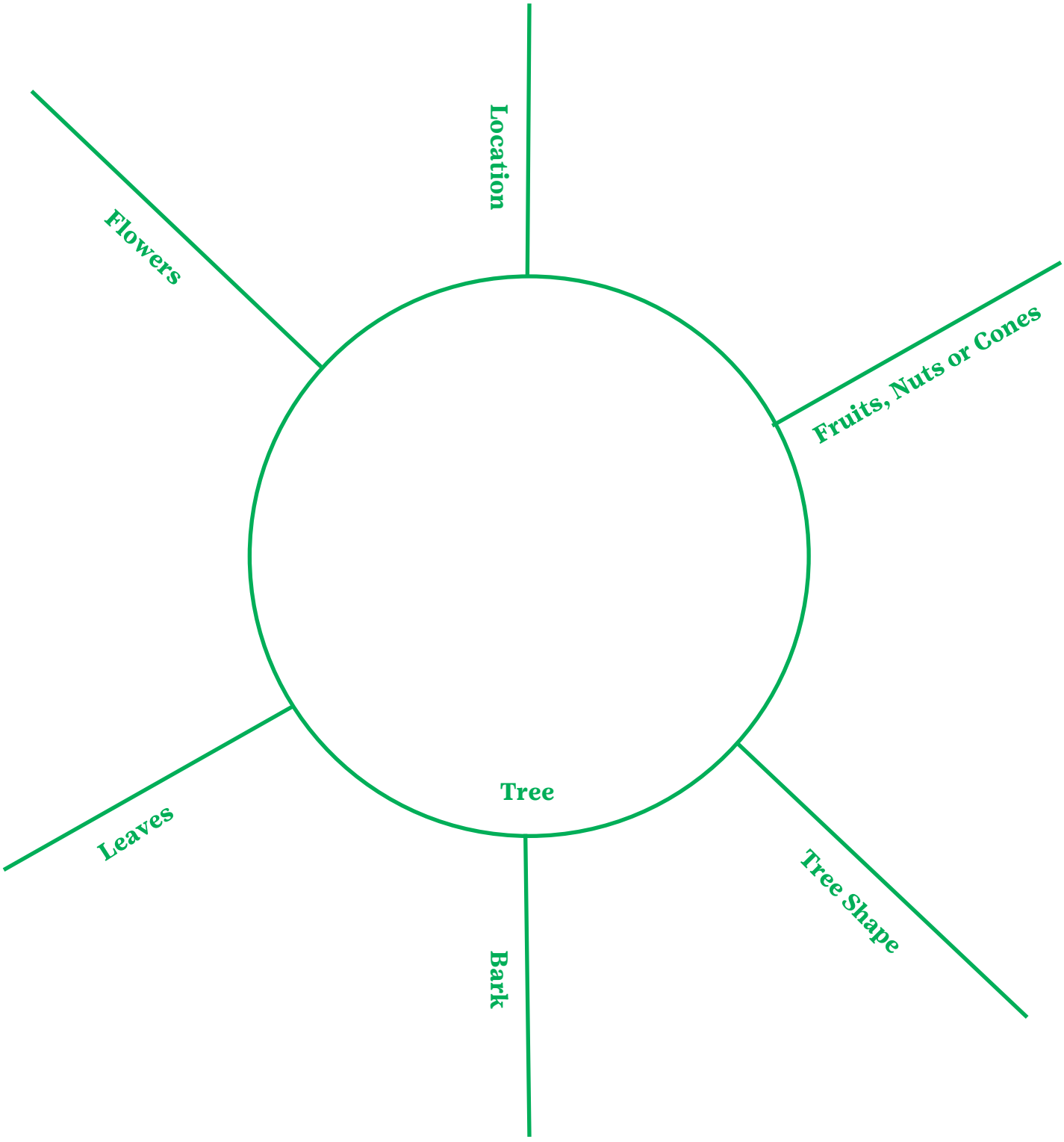
Explore Camp Patch Program

Camp Aquasco Patch Activities

The Leaf Clue Sheet

Draw a picture of your tree in the middle where it says, "Tree". In each section around the middle describe or draw each characteristic of the tree (EX: location, flowers, bark, etc.).



Tree ID

Challenge Mode: Dichotomous Tree ID

Girl Scout troops just like yours have helped plant trees at Camp Aquasco! These trees are all native to Maryland, and are an important part of the ecosystem. There are also a number of invasive species found at our camps which do not help our local ecosystems.

As a group, identify four different types of trees found at Camp Aquasco, 2 native and 2 invasive.

Supplies:

- Tree Identification pages
- Tree Dichotomous Key
- Tree ID book (optional)

Directions:

1. Hand each participant a copy of the tree dichotomous key and the tree identification pages. If needed, groups of 2-3 can be made.
2. Take the group on the trail and start using the dichotomous key to start identifying trees.
3. Continue hiking around the area identifying trees as you go.

Discussion Questions:

- What were the easiest trees to identify? Which trees were the hardest?
- What features of trees did you not realize were a thing before his activity?
- How might the skill of using a dichotomous key be important for scientists?

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Explore Camp Patch Program

Camp Aquasco Patch Activities

Dichotomous Tree Key

What is a dichotomous key?

A dichotomous (dai-ka-tuh-mushs) keys are a tool used to identify unknown things. Scientists use these keys to identify all different types of things such as plants, animals, and even rocks!

How to use a dichotomous key?

A dichotomous key is a choose your own detective adventure. Each step in the key offers the user two options to choose from. You choose which option best matches the thing you are looking at and go to the number indicated. You continue doing this until you reach the answer.

For example: You are step 5.

Is this leaf entire or is it lobed?

It's lobed.

So you would go to step 6.

Tips and Tricks:

1. **Go step by Step**

   Even if you think you know the answer, follow the steps. Some things may look similar but be different species.

2. **Go Slow**

   Using a dichotomous key takes practice. Going slow will help prevent mistakes and frustration.

3. **Read the Clues fully**

   Read both clues completely before selecting your choice. You might miss important information if you don't.

4. **Doesn't match? Go back!**

   If you get to the end of the key and the clues don't match what you expect, go back and try again. Sometimes you will have taken a wrong turn which gave you the wrong answer.

1a. Tree has leaves.....4
1b. Tree has needles.....2

2a. Less than 3 needles per bundle .....
.....Virginia Pine
2b. 3 or more needles per bundle.....3

3a. 3 needles per bundle.....Loblolly Pine
3b. 5 needles per bundle .....
..... Eastern White Pine

4a. Leaves opposite 5
4b. Leaves alternate.....8

Opposite

Alternate

5a. Leaves entire.....Princess Tree
5b. Leaves lobed 6

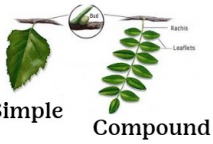
Entire

Lobed

6a. Leaf has three lobes .....Red Maple
6b. Leaf has more than 3 lobes.....7

7a. 5 deep lobes with silvery underside .....
.....Silver Maple
7b. 5-7 lobes with long pointed teeth at the top.....Norway Maple

8a. Leaves simple.....9
8b. Leaves compound.....19



Simple Compound

9a. Leaves all the same shape 10
9b. Leaves come in 3 distinct shapes.....
.....Sassafras

Multiple

One

Dichotomous Tree Key

10a. Leaves entire.....11
10b. Leaves lobed 16


Entire Lobed

11a. Leaf margins smooth.....12
11b. Leaf margin toothed/serrated.....13


Smooth Serrated/ Toothed

12a. Leaf scaley with silvery underside .....
.....Autumn Olive
12b. Leaf dark green above with paler below..... .....Persimmon

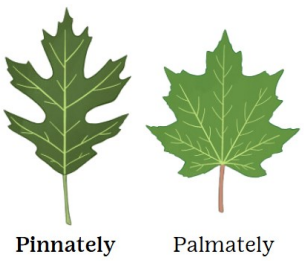
13a. Leaf heart shaped.....Bradford Pear
13b. Leaves oval/lance shaped.....14


Heart Oval/Lance

14a. Leaves have 11-14 veins which end in a tooth.....American Beech
14b. Leaves finely serrated.....15

15a. Leaves have dark waxy top with pale bottom.....Black Cherry
15b. Leaves have dark top with fuzzy midvein underneath.....Sourwood

16a. Palmately veined.....17
16b. Pinnately veined.....18


Pinnately Palmately

17a. Leaves star shaped.....Sweet Gum
17b. Leaves not star shaped.....20


Star-shaped

18a. Rounded lobes with smooth leaf edge.....
.....Swamp White Oak
18b. Pointed lobes with serrated leaf edge.....
.....Washington Hawthorne

19a. Leaf is 8-12 in long with 5-7 leaflets.....
.....Pignut Hickory
19b. Leaf is 1-3 ft long with 11-14 leaflets.....
.....Tree of Heaven

20a. 3-5 lobes with coarse/toothed margins .....
.....American Sycamore
20b. 4 lobes with smooth/entire margin .....
.....Tulip Poplar

Tree Identification

American Sycamore

American Sycamores can grow to be very tall, with thick trunks. They have a patchy, peeling bark that looks white and grey, and large, round seeds.

Leaves

Seed

Bark

Black Cherry Tree

Black Cherry trees have small white flowers in the spring, and dark blue/purple fruit in the summer. Their fruit is not the kind of cherries we eat! Notice how the flowers grow in bunches.

Leaves

Flower

Bark

Tree Identification

Persimmon

Persimmon trees have leaves that turn yellow in the fall, and small white flowers in the spring. Some Persimmons grow edible fruit in the spring and summer.

Leaves

Fruit

Bark

Sourwood

Sourwood trees have tiny, white flowers in the spring, and turn a bright red color in autumn. The leaves are edible, but bitter-tasting, hence the name Sourwood!

Leaves

Fall Colors

Tree Identification

Swamp White Oak

The leaves on these trees have two colors: green on the top, and silver on the bottom. Their seeds are acorns, and the tree turns an orange color in autumn.

Leaves

Fall Color

Sweetgum

These trees are most known for their round, spiky, gumball-sized seeds. They are also quite colorful in autumn, turning purple, red, and yellow.

Leaves

Bark

Tree Identification

Tulip Poplar

These trees are some of the largest you can find in North America. Look for their orange-yellow flowers, which are cone-shaped before they bloom.

Leaves

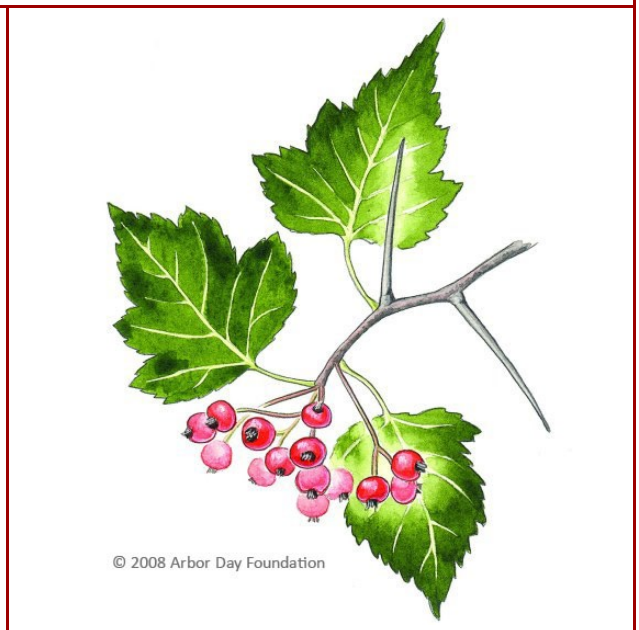
Flower

Bark

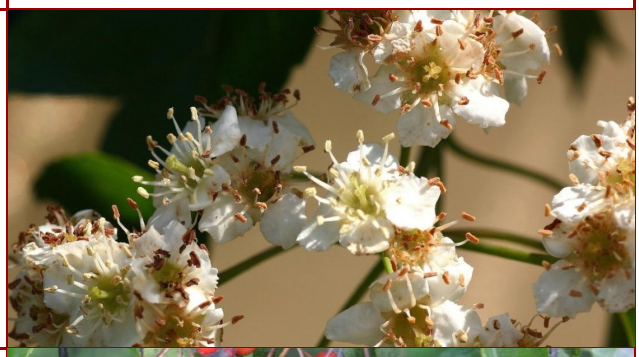
Washington Hawthorne

These trees have white flowers in the spring, and small, red berries that stay on the tree through winter. The leaf stems have small thorn, so be careful what you touch!

Leaves



Flower



Berries

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Explore Camp Patch Program

Camp Aquasco Patch Activities

Tree Identification

Bradford Pear

One of the first trees to bloom in spring, it is covered in white flowers which smell terrible. It's highly invasive spreading its seeds being spread by birds and small animals who eat the fruit.

Leaves

Flower

Bark

Princess Tree

Native to Eastern Asia the princess tree is a fast growing tree which was brought to the U.S as an ornamental plant. It spreads easily and is tolerant of many different growing conditions. It is one of the fastest growing trees in the world.

Leaves

Flower

Seed Pods

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Explore Camp Patch Program

Camp Aquasco Patch Activities

Tree Identification

Tree of Heaven

Native to China, Tree of Heaven aggressively spreads and colonizes areas it is found in. It's most easily identified by its large compound leaves which smell like rotten peanut butter when broken. Host of the Spotted Lantern Fly.

Leaves

Flower

Bark

Autumn Olive

Introduced in the 1800s as an ornamental plant, Autumn Olive has become a problematic invasive. It produces large amounts of fruit which is loved by birds and other animals. The best way to control the plant is to prevent it from propagating by eating the fruit.

Leaves

Fruit

Tree Identification

Sassafras

A small, aromatic tree it is commonly found in natural areas. The tree has a long history of being used as a natural remedy by Native American nations. Some believe it smells like root beer.

Leaves

Flower

Bark

Pignut Hickory

A native tree which grows all over the eastern United States. It is a tree which is valued for its wood because it is strong and grows straight. The nuts the tree produce are valuable to both humans and wildlife.

Leaves

Fruit

Seed Pods

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Explore Camp Patch Program

Camp Aquasco Patch Activities

Tree Identification

Norway Maple

Introduced to the United States in the 1700s as a shade tree, the Norway maples are considered invasive. It prevents other plants from growing due to a shallow root system and its ability to self seed. When leaf stems are broken it leaks milky sap.

Leaves

Milky Sap

Bark

Red Maple

Native tree it can be found growing across the country. Red maples have a slightly smaller leaf than other maples which helps to identify it. It is extremely cold tolerant meaning it grows well in northern climates.

Leaves

Seed Pods

Flowers

Tree Identification

Silver Maple

A large tree it gets its name from the silvery underside of its leaves. It likes wet soils and grows commonly near streams or rivers. This tree can hybridize with red maples to make a new tree called the Freeman maple.

Leaves

Fruits/Seed Pods

Bark

Virginia Pine

Native to much of the eastern half of the United States the Virginia Pine tends to grow in clusters with other pine trees. It likes fully sunny areas with well-drained soils. The twisting of the needle bundles can help id this tree.

Leaves

Seed Pods

Needle Bundle

Tree Identification

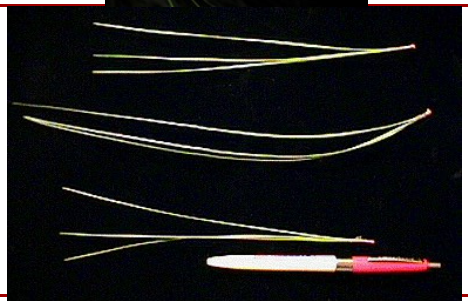
Loblolly Pine

A distinct and tall tree, loblolly pines grow in the southern portion of the United States. The tree is valuable as a timber tree because of its straight trunk and extremely fast growth. It tends to take over abandoned areas.

Leaves

Seed Pods

Needle Bundle



Eastern White Pine

A relatively common pine tree it grows in the Northeastern united states and Canada. The tree can grow up to 80ft tall and 40ft wide making it a very large tree. As a tree it is sensitive to air pollution often meaning it doesn't grow well in cities.

Leaves

Seed Pods

Needle Bundle

Hike

Activity: Song and Skit Hike

The Red Trail at Camp Aquasco provides a scenic route to the amphitheater, which is a great place to gather for songs and skits. Take a walk on the Red Trail and come up with a fun performance!

Supplies

- Printed song lyrics (if you do not already know some Girl Scout songs)
- Skit in a bags: These are bags full of costumes and props that can be used for skits. Bags should have 5-7 items each. These items can be random, that adds to the challenge!

Directions

1. Follow the Red Trail to the amphitheater. On the way, sing at least 3 Girl Scout songs. These can be songs that you already know, or you can try out some of the ones listed on the next page.
2. Once you reach the amphitheater, divide the troop into smaller groups, and give each group a skit in a bag. Give groups time to develop their skits. The skit scan be about anything, but they must include:
    - Must have a beginning, middle, and end
    - Must use everything in the bag, either as a prop, costume or character
    - Everyone in the group must be involved in some way

Discussion Questions

- Why do you think songs and skits have been a big part of Girl Scout Tradition?
- What are the things others did during the skits that made them interesting to watch?
- How does singing songs and performing skits make you feel?
- What were some creative ways you made sure everyone was included? Where there other ways you could make sure everyone was involved?

Tips for Teaching Songs:

1. Establish what type of song your singing such as: repeat after me, learn as you go or combination

    Sample "Repeat after me" song start:
    Song Leaders: "This is a repeat after me song"
    Participants: "This is a repeat after you song!"

    Sample "Learn as you go":
    Song Leader: "This is a learn as you go song"
    Participants: "This is a learn as we go song"

2. **For learn as you go songs:** break the song into pieces and teach it line by line the first time. After completing the song once, go through the song as a group all together a second time.
3. **For combination songs:** teach the all together portion of the song first using the learn as you go method from above. Once everyone knows it, proceed with the repeat after me portion of the song and sing as normal.

Girl Scout Songs

Everywhere We Go

(Repeat after me, sing louder each time)

Everywhere we go
People wanna know
Who we are
So we tell them
We are the Girl Scouts
Mighty might Girl Scouts
And if they can't hear us
We'll Shout a Little Louder!

Girl Scout Cookies

(Tune: Are You Sleeping)

Girl Scout cookies
Girl Scout Cookies
Yum yum yum, yum yum yum
Eat 'em by the dozen
Eat 'em by the dozen
They're all gone, they're all gone

Make New Friends

Make new friends
But keep the old
One is silver and the other gold
A circle's round
It has no end
That's how long I want to be your friend

G is for Generosity

She wears a G for generosity
She wears an I for interest too
She wears an R for responsibility
She wears an L for loyalty, for loyalty
She wears an S for sincerity
She wears a C for courtesy
She wears an O-U-T for outdoor life,
outdoor life,
And that Girl Scout is me!

Girl Scout Songs

Princess Pat

(Repeat after me song)

The Princess Pat
Lived in a tree
She sailed across
The 7 Seas
She sailed across
The Channel 2
And she took with her
A-rig-a-bamboo

A-rig-a-Bamboo
Now what is that?
It's something made
By the Princess Pat
It's Red and Gold
And Purple too
That's why it's called
A-rig-a-Bamboo

I'm a Cricket

(Tune: You Are My Sunshine)

I am a cricket
A big black cricket
I have six legs and
Two pairs of wings
My body's covered
With an exoskeleton
And I rub my legs together to sing

Yes She Can

(Tune: She'll be Comin' Round the Mountain)

Can a Girl Scout fly an airplane
Yes she can, yes she can
Can a Girl Scout build a building
Yes she can, yes she can
Can a Girl Scout fight a fire
Can a Girl Scout change a tire
Can a Girl Scout lead a choir
Yes she can, yes she can

Can a Girl Scout be a doctor
Yes she can, yes she can
Can a Girl Scout drive a tractor
Yes she can, yes she can
Can a Girl Scout lead a nation
Can she run a TV station
Can she head a corporation
Yes she can, yes she can

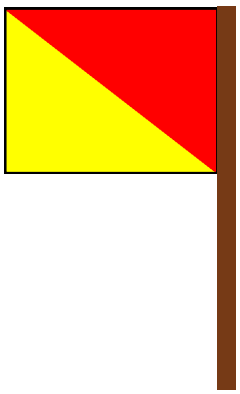
Just you wait until we're older
Then you'll see, then you'll see
We'll be Girl Scouts in tomorrow's history, history
As we grow up through the years
We can sing out loud and clear

Can we start the process here
Yes we can, yes we can

Semaphore Signaling

Activity #1: Making Semaphore Flags

Semaphore signaling is a skill that has been learned by Girl Scouts since the beginning of Girl Scouting! Juliette Gordon Low, the founder of Girl Scouts, thought it was an important skill for girls to learn. Take a chance to make a set of semaphore flags so you can practice semaphore signaling yourself.



Supplies:

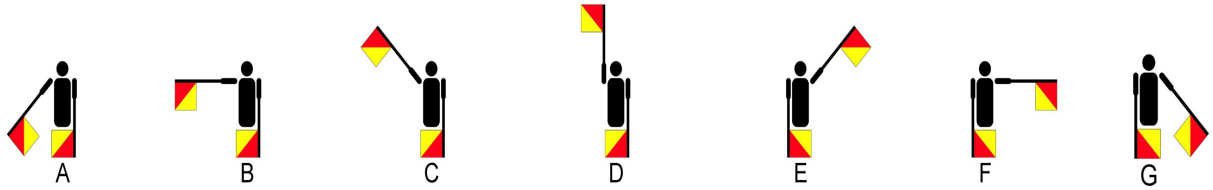
- Construction Paper (various colors)
- Hot Glue or Tacky Glue
- Wooden Dowel or thin sticks
- Coloring Materials

Directions:

1. Split everyone into even numbered groups such as two, four or six.
2. Give everyone two sheets of paper, coloring materials and two sticks.
3. Usually semaphore flags are split into two halves. It is divided diagonally from the top left to the bottom right corner. Traditionally the top section is red and the bottom section is yellow. But encourage groups to use whatever colors they are interested in.
4. Cut the two pieces of paper across the diagonal.
5. Glue the two triangles together to make the flag shape.
6. Allow everyone to decorate their two semaphore flags. They can draw/decorate however they want as long as they make sure both sections are clearly different.
7. Once everyone has decorated their flags, they should attach the paper to the stick so it looks like a flag. Glue, string or tape can be used to secure the flag.
8. Repeat the process for the other flag so you are left with two flags.

Discussion Questions:

- Why do you think the flags are two different colors? How do you think this will influence how you use the flags?
- Since the invention of the telegram, semaphore flags have fallen out of favor, what are some modern uses for these device you can think of?



Semaphore Signaling

Activity #2: Using Semaphore Flags

Once you have made a set of semaphore flags its time to learn how to use them. Work as a group to send and decode messages from each other.

Supplies:

- Semaphore Flags
- Semaphore Signal Paper (two for each group)
- Scrap Paper

Juliette Gordon Lowe showing Girl Scouts how to use semaphore flags.

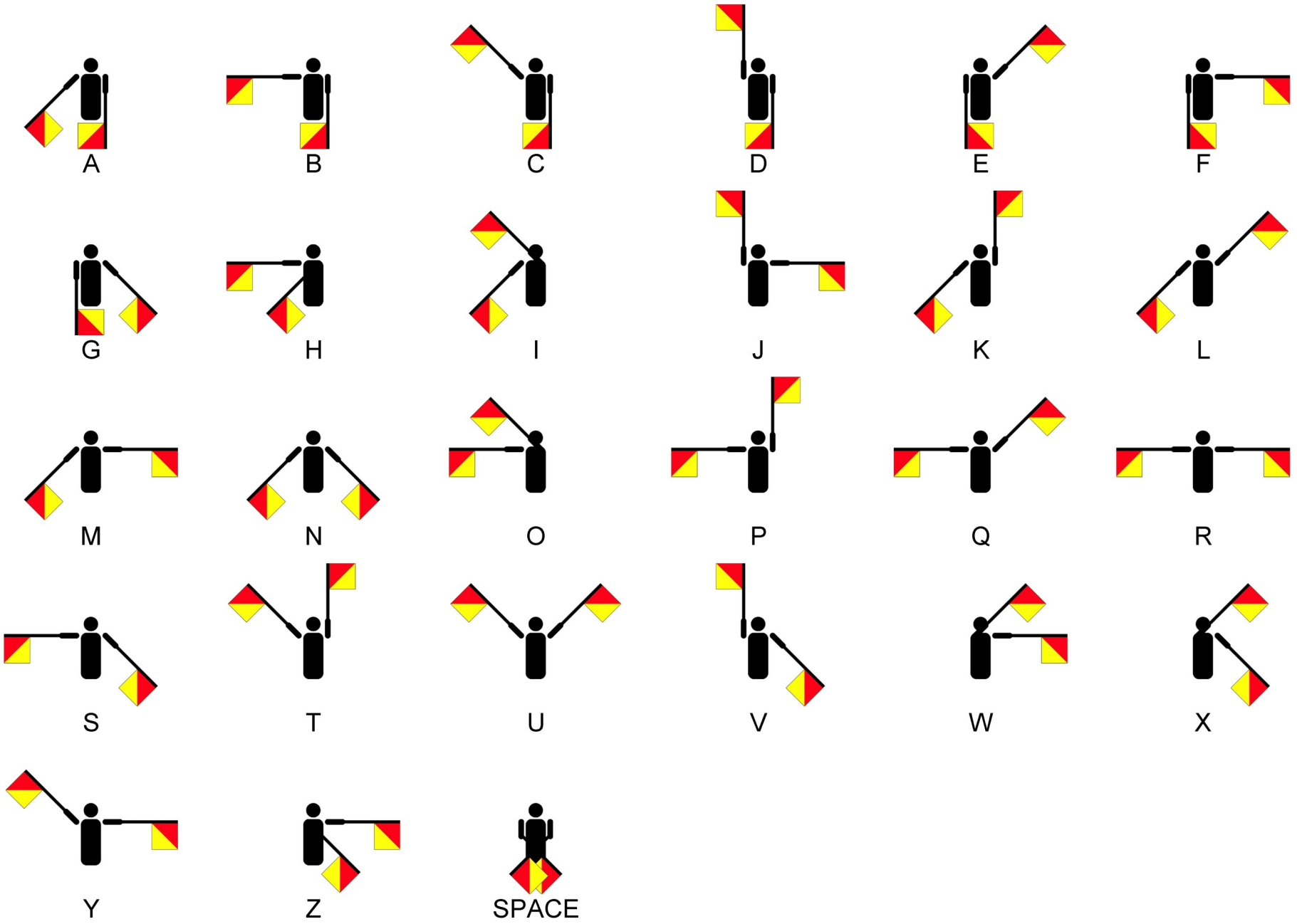
Directions:

1. Pair two groups up to work together. One group is going to start as the signalers and the other group with be the receivers.
2. Prior to starting, each group should use the guide to plan out a message they want to send to the other group.
3. One person from each group should write down their planned message on a piece of paper to help them remember. This person can also be the note taker for the message they are about to receive or they can pick someone else.
4. Each group should stand opposite to another group. The signalers should start using their flags to send their message to the other group, who can write it down as they interpret it.
5. Once one group has finished, the groups switch jobs and the other group sends their message using their flags.
6. After all messages have been sent, the groups should share what they thought the message was and the senders should reveal the actual message.

Discussion Questions:

- How was your experience using the semaphore flags to communicate?
- Are there any other ways you think you could use these flags to communicate to one another? If so how?

Semaphore Signals



Commemorate and Reflect

One of the most important things to do at the end of any badge, journey, or project is to reflect on what occurred during that activity and remember some of the things that you did. **Take a chance and complete two reflection activities.** Ideas can be found here or come up with your own.

Activity #1: More of, Less of

This activity is a great way to review with your group what are some things that they like and some things that they didn't like during their camping trip.

Supply List: None

Directions:

1. This activity can either be done in small groups or as a large group.
2. Ask the participants to take a few minutes to brainstorm about something they would like to do more of the next time they go camping and what is something they would like to do less of.
3. One at a time, have the students share their more of, less of with the group.
4. As a group, discuss some of the ways that you can incorporate people's more of, less of ideas.

Activity #2: Jolly Rancher Reflections

This activity uses candy as a way to guide youth discussion about their time camping. Switch to alternative candy if dietary restrictions don't allow the use of jolly ranchers.

Supply List: Jolly ranchers

Directions:

1. Give each camper two jolly ranchers. The colors don't matter.
2. Let the camper choose one jolly rancher to eat right away (It's candy we don't want to make them wait!)
3. Then one at a time, have the campers choose answer a reflection question depending on the color of the jolly rancher that they have left.

Red: A moment they learned

Pink: A happy moment

Green: An angry or scary time

Blue: Favorite memory

4. Once they have shared their moment that correlates with their left over candy they can eat the remaining jolly rancher.

Commemorate and Reflect

Activity #3: Write a Letter to Yourself

This activity is a great way to create a record of the youth's thoughts and feelings they had during their camping trip. Letter can be written for each camp and reviewed at the end of the year.

Supply List:

- Writing/Drawing Materials
- Paper

Directions:

1. Give each participant a piece of paper and something to write/draw with.
2. Have them either write a letter or draw a picture to their future self about their time at camp.
3. Once they are done, have them fold the letter and put it somewhere safe. Take out and look at the letters/drawings at a later date as a troop to remember your time at camp!

Activity #4: Camping Picture Book

Let your groups inner artist and author come out as they work together to create a brief picture book inspired from their camping trip. Once done take a chance to share them with each other.

Supply List:

- Paper (printer) or print outs
- Coloring Materials
- Stapler or ribbon (for binding)
- Writing Materials
- Other craft supplies as wanted

Directions:

1. This activity can either be done individually or as a group. Give the participants a few sheets of paper and coloring and writing materials.
2. Before the kids start, give them a piece of paper and have them come up with a story first. Even if its just a rough idea this will help them figure out what their story is.
3. Once they have come up with their idea, give them the paper they will use to make their book. If using the printouts, give them the printouts.
4. Let them make their book. This is their book! Let them go wild and have some fun. For youth who cannot write, an adult can write for them while the child dictates the story.

girl scouts nation's capital

Girl Scouts Nation's Capital

Explore Camp Patch Program

Camp Aquasco Patch Activities

Outdoor Badges by Girl Scout Level

Outdoor Badge Theme	Daisy	Brownie	Junior
Art in the Outdoors	Outdoor Art Maker	Outdoor Art Creator	Outdoor Art Explorer
Outdoor Explorer		Outdoor Adventurer	Horseback Riding
Adventure		Letterboxer	Geocacher
Outdoors		Hiker	Camper
Naturalist		Bugs	Flowers
Troop Camping	Buddy Camper	Cabin Camper	Eco Camper
Environmental Stewardship	Eco Learner	Eco Friend	
Snow or Climbing Adventure	Snow Play or Bouldering	Cross-Country Skiing or Rock Climbing	Slope Sliding or Recreational Tree Climbing
Trail Adventure	Jogging or Outdoor Hiking Games	Trail Running Basics or Roamer	Trail Running or Day Hiking
Outdoor Badge Theme	**Cadette**	**Senior**	**Ambassador**
Art in the Outdoors	Outdoor Art Apprentice	Outdoor Art Expert	Outdoor Art Master
Outdoor Explorer	Archery	Paddling	Ultimate Outdoor Recreation Challenge
Adventure	Night Owl	Traveler	
Outdoors	Trailblazing	Adventurer	
Naturalist	Trees	Sky	Water
Troop Camping	Primitive Camper	Adventure Camper	Survival Camper
Environmental Stewardship	Eco Trekker	Eco Explorer	Eco Advocate
Snow or Climbing Adventure	Slope Sliding II or Outdoor Climbing 1	Snow Camping or Outdoor Climbing II	Snow Trekking or Climbing Adventure
Trail Adventure	Long Distance Trail Running or Trail Hiking Challenge	Competitive Trail Running or Backpacking	Trail Running Coach or Trekking

Resources for Girl Scout Volunteers

Information:

- Girl Scouts Nation's Capital Website
- Camping Resources
- Camping & Outdoor Readiness Guide
- About our Camps (Maryland)
- About our Camps (West Virginia)
- About our Camps (Virginia)
- High Adventure
- Upcoming Trainings
- Volunteer Toolkit

Rentals and Reservations:

- Camping Equipment Rentals
- Camping Reservations

Online Store:

- Girl Scouts Online Store
- Explore Camp Patches: To order a patch, call 202-274-3312 or email gsshop@gscnc.org

Council Contact:

- Girl Scouts Nation's Capital: customercare@gscnc.org
  202-237-1670
- Camping Services Department: camp@gscnc.org

Camp Aquasco Patch Program Activity Guide

Outdoor Skill Activity: Complete both.

Activity #1: Track the Trail Signs	☐ Participants will practice reading and following trial signs.
Activity #2: Read Nature like a Compass	☐ Participants will explore nature and look for navigational signs.
Challenge Mode: Sun Compass	☐ Participants will learn to use the sun to navigate.

Nature/STEM Activity: Complete two.

Activity #1: Shapes in the Stars	☐ Discover how ancient cultures found meaning in the constellations and create their own constellation and story.
Activity #2: Sky Journal	☐ Use skills of observation to map the stars to create a night map.
Activity #3: Flashlight Constellations	☐ Create the constellations and teach others about them.

Hike: Complete one.

Activity #1: Navigate the Night	☐ Identify constellations in the sky to navigate a hike at night.

History of Brighton Woods: Complete two.

Activity #1: Follow the Drinking Gourd	☐ Participants will understand how escaping slaves would hide meaning/directions in songs
Activity #2: Harriett Tubman & Owl Calls	☐ Participants will learn how Harriett Tubman signaled to escaped slaves and practice using those signals themselves.
Activity #3: BW Bill of Rights	☐ Youth will establish a bill of rights based on the Girl Scout Law
Activity #4: President of BW	☐ Youth will create a campaign pin as if they were aiming to become president of Brighton Woods

Commemorate and Reflect: Complete two.

Activity #1: More of, Less of	☐ Each participant will share one More of, Less of with the group.
Activity #2: Jolly Rancher Reflections	☐ All youth will share one memory related to the color of their jolly rancher.
Activity #3: Letter to Future Self	☐ Participants will write/draw a letter to their future self to be read at a different time.
Activity #4: Camping Picture Book	☐ Youth will make a picture book related to their camping experience and share it with the group.