

# Explore Camp Patch Program

Camp May Flather  
Patch Activities



## 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.

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## History of Camp May Flather

In 1930, Camp May Flather was established for Girl Scouts Nation's Capital as a dedicated camping space. To this day the camp serves as a troop camp during the year and a sleep away camp during the summer.

The history of the camp is told by its name. The camp was created by wealthy D.C. socialite May Flather who was a great supporter of Girl Scouts. Born as Rebecca "May" Mullan in 1871 she married Henry Flather who was an executive at the Riggs Bank in Washington, D.C. May Flather's loved Girl Scouts and dedicated most of her life to the cause.

As part of her work for Girl Scouts she restored the couple's historic estate in Anne Arundel County and opened it to the public to raise money for a scholarship for Girl Scouts. In addition to helping organize the Capital region Girl Scouts, Mrs.



Campers swimming in the river in 1930.



Stone Lodge in 1930, this lodge is still in use today by youth visiting camp.

Flather felt the girls involved in Girl Scouts needed a mountain camp. She turned her focus to the newly established national forest in Northwest Augusta County. She worked to secure funding for the camp and for that it was named in her honor.

In order for the camp to become operational it needed a footbridge in order to cross the North River. Mrs. Flather turned towards another long time Girl Scout supporter, Lou Henry Hoover, the first lady of the United States for help. Mrs. Hoover gave Girl Scouts the \$10,000 necessary to build the bridge to make the camp functional. On August 7th, 1930 Mrs. Hoover traveled to the mountains to help open the bridge and dedicate the camp. The First Lady snipped a ribbon made of ivy and walked across the footbridge into camp. She spent the night at camp amid several hundred other girls.

Following the ceremony the camp opened and has remained open ever since as a summer camp. The camp still stands today and evidence of its early origins can be seen around the camp in structures such as stone lodge and bridge which the First Lady dedicated. In 2030, May Flather will celebrate its 100 year anniversary as a Girl Scouts camp making it one of the oldest, longest running Girl Scout camps in the country.

Mrs. Lou Henry Hoover presenting the Bridge.



Below l-r:  
Miss Hall  
Mrs. Cheatham  
Mrs. Garrett Miller, Jr.  
May Flather  
(Mrs. Henry)  
Lou Henry Hoover (Mrs. Herbert)  
Mrs. Bowman





## Stay Safe

### Activity #1: May's First Aid Kit

This activity is designed for the children to learn more about the items that are usually found in a first-aid kit and how these items are utilized.

#### Supply List:

- Blanket/Tarp
- Gauze pads
- Bandages
- Scissors
- Tweezers
- Antibiotic Ointment
- Gloves
- Thermometer
- Hand sanitizer
- Emergency Numbers
- Antiseptic Wipes
- Ten or more objects not found in a first aid kit
- Pens and paper (optional)



#### Directions:

1. Lay all the objects out on the floor/table and cover them with the tarp or blanket.
2. Break the group into two teams. Have the teams gather around the covered objects and pull back the tarp for one minute.
3. After a minute, cover the items back up. Have the two teams huddle separately. Each team should write down all the first-aid objects they can remember. Give them 5 minutes.
4. At the end of the 5 minutes, uncover the items and see which group got the most items correct. They get a point for each correct item but lose one point for each non-first-aid object.
5. The group with the most points win!

#### Discussion Questions:

- What items were the most familiar in the first aid kit? What items were the hardest to remember?
- As a group discuss, what ways these items might be used in a first-aid situation.
- Why is it important to understand what items should be in a first-aid kit and how to use them?

## Stay Safe

### Activity #2: An Outdoor Emergency

Take the knowledge learned during the previous activity and apply it to various camping scenarios.

#### Supply List:

- Gauze pads
- Hat
- Scenario Cards
- Water bottle
- Gloves
- Treatment Step Cards
- Ice Pack
- Triangle bandage
- Blanket
- Rolled bandages
- Thermos



#### Scenario Card Bags:

- **Sprained Joint Bag:** rolled bandages, ice pack
- **Deep Cut Bag:** gloves, gauze pads (multiple), water bottles, rolled bandages
- **Heat Stroke:** water bottle, ice pack, bandana, extra clothes
- **Hypothermia:** emergency blanket or regular blanket, thermos, hat, extra clothes
- **Impalement Injury:** rolls of bandages (multiple) , gauze, gloves
- **Broken Wrist:** rolled bandages, sling/bandana, sticks for splinting

#### Directions:

1. Break the children into small groups of 3-4 and give them a scenario card and its applicable bag of supplies.
2. As a group, have them decided how they would go about dealing with this situation. This is a great time for the troop first aider to be walking around assisting children with their decision making.
3. After the groups have decided how they would treat the situation, they should confirm with the troop first aider that their plan is good first aid technique.
4. Have each group demonstrate and narrate how they would administer appropriate first aid to the victim in this scenario.
5. After each demonstration, have the larger group discuss if there is anything they would do different and to provide feedback on the demonstration.

#### Discussion Questions:

- What is the most important things to do in an emergency situation? Why is that?
- Did you feel confident in leading these scenarios? What are some ways to feel more confident?

## **A Hiking Emergency Scenario Cards**

### **Scenario #1: A Cut Above the Rest**

You and your troop are playing around in a field at Camp May Flather having a wonderful time. During a round of tag, May stumbles and falls to the ground. When May sits up she is crying loudly and clutching her shin. When you approach you notice a deep cut on her leg that is bleeding. What do you do?

### **Scenario #2: A Stick-y Situation**

It's been an amazing weekend camping at Camp May Flather. The group decides before heading out to take one last quick hike. At one point everyone decides to race to a tree they see down the trail. While running, May trips suddenly falling on the path. There is a loud cracking sound and May yells out in pain. When May sits up there is a piece of stick approximately 5 inches long sticking out from her forearm. What do you do?

### **Scenario #3: A Chilly Issue**

It is winter at Camp May Flather and your group is enjoying some awesome winter camping. It snowed overnight so this morning the group decided to go outside and play in the snow. It has been several hours. One of your troop members, May has stops playing the game suddenly and sits down on the sidelines. When you approach them they are shivering and appear to be starting to doze off where they're sitting. What do you do?

### **Scenario #4: Heat of the Moment**

You and your troop are on a hiking trip in the middle of the summer at Camp May Flather. While walking, May starts stumbling and complaining they are feeling dizzy, nauseous and have a headache. When you look at May you notice that they are sweating heavily and appear to have pale and clammy skin. You are too far away from camp to get out of the weather. What do you do?

### **Scenario #5: An Unexpected Trip**

You and your troop is hiking the beautiful trails around Camp May Flather. Everyone is having a great time, when out of nowhere, May trips on a rock and screams out in pain. May is now refusing to put any weight on their ankle and it's starting to turn a funny color and swelling. You are an hour away from camp and you have no cell phone service. What do you do?

### **Scenario #6: A Break in the Fun:**

While hiking at Camp May Flather, you and your troop decided to take a challenging trail. While on the trail, May suddenly slips and falls. When they land you hear a loud snapping noise and May yells in pain. When they sit up they are clutching their arm. May's forearm is bent in a strange angle, swelling, and they are intense pain. You are an hour away from help and have no choice but to hike out of the woods. What do you do?

# A Hiking Emergency Scenario Cards

## Scenario #1: A Cut Above the Rest

You and your troop are playing around in a field at Camp May Flather having a wonderful time. During a round of tag, May stumbles and falls to the ground. When May sits up she is crying loudly and clutching her shin. When you approach you notice a deep cut on her leg that is bleeding. What do you do?

### How to Treat a Cut?

1. **Check the scene:** Ask yourself is it safe to approach? Do not put yourself in an unsafe situation, it could lead to two people in an emergency rather than just one.
2. **Ask the victim what happened:** Check with the victim to confirm what happened and where they are injured.
3. **Apply pressure to the wound:** Have the victim apply pressure to the wound with their hands to limit bleeding.
4. **Ask the injured person for permission to treat:** Everyone has the right to refuse treatment before giving your assistance ask for their permission.
5. **Assess the injuries:** Confirm with the injured what is in pain and ask them to show you if they can. If there are multiple injuries, pick which injury to treat first.
6. **Put on gloves!** Do not touch someone else's blood or body fluids with your bare hands.
7. **Rinse the wound:** Rinse the cut with water to remove the worst of the dirt and debris.
8. **Apply pressure:** Use a gauze pad to apply direct pressure to the wound. Hold this pressure. If the blood soaks through the bandage, apply another bandage directly on top of the first.
9. **Elevate the injury:** Take the injured body part if possible and raise it above the heart. This will slow the bleeding.
10. **Cover the wound:** Once the cut has stopped bleeding, take a clean sterile bandage and cover the wound.

## Scenario #2: A Sticky Situation

It's been an amazing weekend camping at Camp May Flather. The group decides before heading out to take one last quick hike. At one point everyone decides to race to a tree they see down the trail. While running, May trips suddenly falling on the path. There is a loud cracking sound and May yells out in pain. When May sits up there is a piece of stick approximately 5 inches long sticking out from her forearm. What do you do?

### How to treat a penetrating wound?

1. **Check the scene:** Make sure that the scene is safe to approach. Do not make yourself an additional victim
2. **Ask the victim what happened:** Check with the victim to confirm what has occurred and where they are injured. Don't forget to ask them if you can treat them. Everyone has the right to refuse.
3. **Do NOT Remove the object:** Impaled objects put pressure on the wound from the inside and control bleeding. Removing the object can cause uncontrollable bleeding and is not recommended.
4. **Put on gloves!** Do not touch someone else's blood or body fluids with your bare hands. No gloves available? Use a plastic bag to cover your hands.
5. **Stabilize the object:** Take two rolled gauze and place them next to the object. If available, apply two more rolled gauze or other material going the opposite direction of the first. Cover the stabilized rolls with a wrap to prevent them from moving.
6. **Elevate and Get Help:** Raise the wounded area above the heart and seek immediate medical attention.



# A Hiking Emergency Scenario Cards

## Scenario #3: A Chilly Issue

It is winter at Camp May Flather and your group is enjoying some awesome winter camping. It snowed overnight so this morning the group decided to go outside and play in the snow. It has been several hours. One of your troop members, May has stops playing the game suddenly and sits down on the sidelines. When you approach them they are shivering and appear to be starting to doze off where they're sitting. What do you do?

### How to Treat Hypothermia?

1. **Check the situation:** Ask yourself is it safe to approach? Do not put yourself in an unsafe situation, it could lead to two people in an emergency rather than just one.
2. **Contact medical help:** Hypothermia and frostbite needs to be treated by a doctor or medical professional. Call 911 to assist them or bring them a doctor.
3. **Get them inside:** Immediately move the person into a warm room or shelter.
4. **Get them dry:** Remove any wet or damp clothing from the person such as socks, gloves, and jackets. The wet clothing will make them colder.
5. **Cover them:** Place them under a layer of dry blankets and clothing to start rewarming them making sure to cover the head. Do NOT use a fireplace, heat lamp, radiator or stove for warming because it can cause further injury or illness.
6. **Warm them:** Offer the hypothermic person warm drinks and high energy/sugary foods like chocolate.
7. **Keep them company:** Never leave the person alone, wait with them until help arrives.

## Scenario #4: Heat of the Moment

You and your troop are on a hiking trip in the middle of the summer at Camp May Flather. While walking, May starts stumbling and complaining they are feeling dizzy, nauseous and have a headache. When you look at May you notice that they are sweating heavily and appear to have pale and clammy skin. You are too far away from camp to get out of the weather and there is no cell service. What do you do?

### How to treat Heat Exhaustion?

1. **Check the scene:** Make sure that the scene is safe to approach. Do not make yourself an additional victim
2. **Move and rest:** Take the person and move them to a cool place such as an air conditioned building. If not possible, move the person into a shaded area away from the sun.
3. **Contact help:** If cell service is available, contact 911 to receive directions on how to treat and to get help to the scene.
4. **Give them a drink:** Offer the person a cool drink. If available offer them a sports drink such as Gatorade to replenish salts lost while sweating.
5. **Remove extra clothing:** Remove unnecessary clothing such as shoes, socks, hats, and bandannas. Exposed skin helps to release heat which will cool the body down.
6. **Cool Compresses:** Place cool, wet rags on the forehead, back of neck and on the face to help cool the body further.
7. **Rest some more:** Encourage the person to remain resting and sipping water and cool liquids until help arrives or they feel better.

# A Hiking Emergency Scenario Cards

## Scenario #5: An Unexpected Trip

You and your troop is hiking the beautiful trails around Camp May Flather. Everyone is having a great time, when out of nowhere, May trips on a rock and screams out in pain. May is now refusing to put any weight on their ankle and it's starting to turn a funny color and swelling. You are an hour away from camp and you have no cell phone service. What do you do?

### How to treat a Sprain?

1. **Check the scene:** Make sure that the scene is safe to approach. Do not make yourself an additional victim
2. **Ask the victim what happened:** Check with the victim to confirm what has occurred and where they are injured.
3. **Check the injured area:** Carefully remove any clothing that is in the way of the injury such as removing the shoe. Sprain symptoms are swelling, pain, bruising and stiffness. These symptoms are usually similar to a fracture so it can be hard to tell.
4. **Rest and Ice:** Rest, Ice. Have the person rest the injury and apply a cold compress or ice pack to the injury for approximately 10-15 minutes.
5. **Compression:** Use a rolled bandage to wrap the injury starting below the injured joint and working your way above it. Wrap it tight enough to stabilize the injury but not cut off blood supply.
6. **Elevate:** Elevate the injury above the heart. Complete steps 4-6 over the course of 20-30 minutes before checking if weight/pressure can be applied to the injured sight.

## Scenario #6: A Break in the Fun:

While hiking at Camp May Flather, you and your troop decided to take a challenging trail. While on the trail, May suddenly slips and falls. When they land you hear a loud snapping noise and May yells in pain. When they sit up they are clutching their arm. May's forearm is bent in a strange angle, swelling, and they are intense pain. You are an hour away from help and have no choice but to hike out of the woods. What do you do?

### How to Treat a Fracture?

1. **Check the situation:** Ask yourself is it safe to approach? Do not put yourself in an unsafe situation, it could lead to two people in an emergency rather than just one.
2. **Contact medical help:** If cell service available, call 911 for help.
3. **Visualize the injury:** Remove or cut away clothing that cannot be removed without moving the injured area. If there is bleeding, apply gentle pressure to stop the bleeding and secure a clean bandage over bloody area.
4. **Wrap the injury:** Use soft materials such as gauze or clothing to pad the injured area from the joint above and below.
5. **Splint:** Make a splint out of two objects such as sticks or hiking poles and position them around the fracture, from a joint above and below the injury. Secure the splint so it wont move.
6. **Make a Sling:** Have the injured person place the injured arm over their chest like they are saying the pledge of allegiance. Tie a knot in the right angle corner of the triangle bandage. Place the knot under the elbow. The corner under the arm goes across the body and the other corner goes over the shoulder. Tie the two corners together behind the neck.
7. **Apply a swathe:** In situations where the area needs more support, like you have to hike your way out of the woods to get to help, take a large piece of cloth such as a jacket or another bandage and wrap it around the sling horizontally. Secure it with a knot over the sling and under the uninjured side. This will prevent the arm from being able to move away from the body and limit pain.

## Stay Safe

### Challenge Mode: Interpreting Perspectives

Not only is it important to stay physically safe when at camp but it is also important to be emotionally safe. Emotional safety is an essential part of building and maintaining healthy relationships. One way to ensure everyone's emotional safety is to show empathy. Empathy is the ability to understand and share the feelings of others also sometimes called seeing things from their point of view. Practice your empathy skills by imagining what the people in these scenarios are feeling. Share them with the group.

#### Directions:

- Perspective Cards

#### Directions:

1. As a group discuss emotional safety, have the group provide ideas about what emotional safety means to them. Discuss with them the concept of empathy. Impress upon them that empathy requires someone to put themselves in the shoes of another person and that today they are going to practice using empathy in a variety of situations.
2. Break the children into small groups of 2-4 and give each group a set of perspective cards.
3. In their groups, give them time to read and discuss each of the perspective cards. Encourage the participants to imagine if the situation was happening to them.
4. After the groups have had a chance to discuss all the cards come back together as a whole group. Pick a few of the cards to talk about and discuss together.



#### Discussion Questions:

- Did everyone interpret the situations in the same way? If not, what were the different interpretations? Why do you think that is?
- How did it feel to try and put yourself in the point of view of the person in the scenario?
- In what ways can you use the skill of empathy to help yourself in a real life situation? Can you give an example of a situation that looking back on you could have helped have a better outcome?
- Why do you think that it is important to learn about emotional safety in addition to physical safety?

## Stay Safe

### Challenge Mode: Interpreting Perspectives

Emily and Leah have been best friends since they were five. They are now fifteen. Recently, Emily has been finding Leah quite frustrating to spend time with. Little things that Leah does are becoming quite annoying for Emily. Emily has just snapped at Leah over something small.

Tell 3 different things that Emily is thinking.

Tell 3 different things that Leah is thinking.

Emily and Leah both auditioned for the end of camp play. Leah got the part but Emily did not.

Tell 3 different things that Emily is thinking.

Tell 3 different things that Leah is thinking.

Emily and Leah have agreed to go for a run together. Emily is into fitness and loves to push herself. Leah does not love fitness but loves catching up with Emily.

Tell 3 different things that Emily is thinking.

Tell 3 different things that Leah is thinking.

Emily and Leah have agreed to go for a run together. Emily is into fitness and loves to push herself. Leah does not love fitness but loves catching up with Emily.

Tell 3 different things that Emily is thinking.

Tell 3 different things that Leah is thinking.

Emily and Leah are practicing archery at camp. Emily is great at archery and wants to be in the Olympics one day. Leah finds archery difficult and is only practicing archery to make her family happy.

Tell 3 different things that Emily is thinking.

Tell 3 different things that Leah is thinking.

Emily has asked her troop leader if she can go alone on a hike around camp. The troop leader said no.

Tell 3 different things that Emily is thinking.

Tell 3 different things that the troop leader is thinking.

## Stay Safe

### Challenge Mode: Interpreting Perspectives

Emily hates being at home — she always fights with his brothers, and her parents make her do lots of chores. Leah loves being home. It is a Friday afternoon and Leah turned down Emily's invitation to hang out.

Tell **3** different things that Emily is thinking.  
Tell **3** different things that Leah is thinking.

Emily and Leah are best friends. Recently a new person joined the troop and Emily spends all of her time with this new person.

Tell **3** different things that Emily is thinking.  
Tell **3** different things that Leah is thinking.

Emily and Leah are selling cookies at a booth in front of a store. Every time a person approaches the booth to buy, Emily jumps in and talks to the person. Leah hasn't spoken much all day.

Tell **3** different things that Emily is thinking.  
Tell **3** different things that Leah is thinking.

Emily and Leah are partnered together to work on a service project together. Leah does almost all of the work. At the end of the project, Emily and Leah's names are both put on the finished product.

Tell **3** different things that Emily is thinking.  
Tell **3** different things that Leah is thinking.

Emily and Leah are at the challenge course with their troop. It's time to go on the climbing wall. Emily is flying up the wall but Leah is moving much slower. Emily keeps calling to Leah telling her to go faster.

Tell **3** different things that Emily is thinking.  
Tell **3** different things that Leah is thinking.

Emily was told that Leah was spreading rumors about her during a recent meeting but she wasn't. Emily confronts Leah who denies spreading the rumors.

Tell **3** different things that Emily is thinking.  
Tell **3** different things that the troop leader is thinking.



## Amazing Caves!

A cave is a naturally occurring hollow space that is found below the ground with an opening large enough for a person to enter. Caves come in a variety of sizes from barely big enough for a person to get inside to massive caves often called caverns. In the United States there are more than 5,400 named and listed caves with more being discovered and documented annually.

The largest and most common type of cave are known as solution caves. These caves are formed by chemical reactions between groundwater and underlying bedrock. As water penetrates into the ground after it rains or snows, the water mixes with carbon

dioxide creating carbonic acid. As the water seeps into the ground and interacts with the bedrock it eats away at the stone leaving behind a void which becomes known as a cave.

Solution caves occur in special areas known as Karst Terrain. Karst terrain is areas of barren, rocky ground that have a bedrock primarily composed of limestone, dolomite, gypsum or salt. These areas also have an abundance of groundwater which helps to facilitate cave formation.



### Limestone the Cave Creator:

The largest and greatest number of caves are found in areas where there is extensive deposits of limestone. Limestone is a sedimentary rock made of mineral calcite also called calcium carbonate. Natural limestone is formed when marine debris such as seashells from dead animals settle on the bottom and becomes covered and mixed with sand and other sediment. In order for a rock to be called limestone more than 50% of it must be made up of calcium carbonate aka seashells. Since limestone is made up of the shells of marine animals it is often contains fossilized sea animals.

The physical composition of limestone makes it susceptible when it comes into contact with an acid. The acid causes the calcium carbonate to bubble and melt away leaving behind a void.

### Fantastic Cave Decorations:

Solution caves are often host to an amazing number of interesting geological formations which are created from the water moving through the cave. These formations can provide important information about how the water is moving within the cave system. There are 6 common cave

## Amazing Caves!

formations that can be seen in many of the solution caves.

1. **Stalactite:** A stalactite hangs like an icicle from the ceiling or side of a cave/cavern. A way to remember this is with the phrase, “stalactites hang TIGHT to the ceiling.” Stalactites form when water droplets collect on the top of a cave/cavern and begins to evaporate. As the water evaporates the calcium carbonate (limestone) is left behind forming a stalactite. The growth of a stalactite is extremely slow, it can take thousands of years for them to grow.



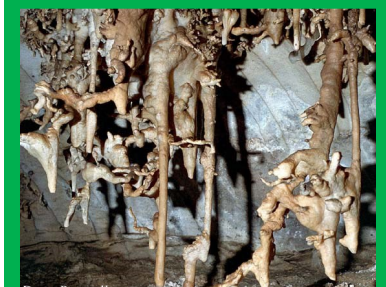
2. **Stalagmites:** A stalagmite is a cone shaped formation which grows on the floor of a cave. As water drips from the ceiling of the cave/cavern, the calcium carbonate is left deposited on the open space below it. Over a long period of time the mineral deposit slowly develops the cone that becomes a stalagmite. A way to remember is with this phrase, “Stalagmites push up with all their MIGHT!”



3. **Column:** A column develops when a stalactite and a stalagmite which are formed opposite of each other eventually grow to meet each other. These columns are extremely fragile and take a great deal of time to form and not all stalactite or stalagmites form with the other on the opposite side.



4. **Helictite:** A helictite forms in caves with more limited water seepage. Unlike a stalactite that which has enough seepage to cause the water to drop, the water stays attached to the helictite until it fully evaporates. The water coats the surface creating strange, branch-like shapes which grow down from the ceiling of the cave.



5. **Flowstone:** Flowstone occurs when a sheet/layer of minerals is deposited on a cave wall. Unlike with stalactites which are formed from the dripping of water, flowstone is created when water actively flows rather than it being squeezed through a crack like a stalactite. When flowstone begins to form over the edge of a rock outcrop the result is often called a drapery.



## Nature/STEAM Activity

### Activity: Create a Cave

The land around Camp May Flather has many caves as a result of the bedrock that is underneath the camp. Try this activity below to see how caves form in natural landscapes.

#### Supply List:

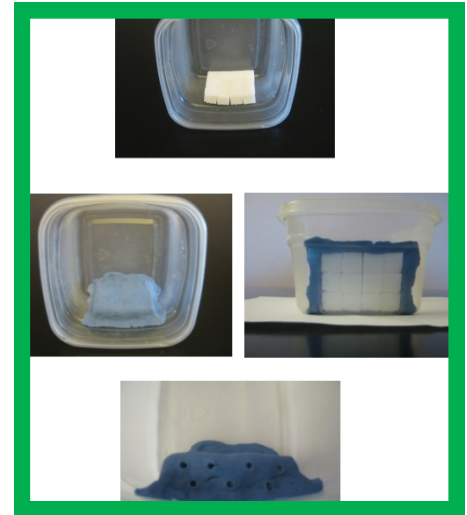
- Sugar cubes (12 per group)
- 4-6 oz modeling clay
- 1 clear squared off Tupperware
- Toothpick
- Spray bottle with warm water
- Food Coloring

#### Directions:

1. Split participants into small groups of 2-4 and give them the supplies listed above. If only one spray bottle is available have the keep it with them.
2. Prior to having them construct their cave, go over as a group what the participants think each item represents. Sugar cubes—limestone. Modeling cave—topsoil/dirt. Water—rain/precipitation.
3. Instruct the groups to flip their container on its side and lay their sugar cubes along the bottom in whatever way they want as long as the sugar cubes are touching one another and there are no spaces and gaps between them.
4. Have the groups roll out their modeling clay into a sheet large enough to cover all their sugar cubes. Lay the sheet over the sugar cubes and press on it to seal the clay to the sugar cubes and the sides of the container.
5. Remind them to not cover the part of the sugar cube that should have been visible through the side of the container.
6. Use the toothpick to poke a few holes through the clay. Make sure the holes go all the way through the clay.
7. Use the water bottle to spray water on the cave simulating rain. Keep spraying the water until the sugar cubes have either melted or are no longer in their original shape.

#### Discussion Questions:

- What happened to your cave when the water was applied? Did any of the caves form exactly the same way?
- How do you think that this experiment is similar or different than how a caves forms in nature?





## Nature/STEAM Activity

### Activity: Paint Drip Stalactites and Stalagmites

The land around Camp May Flather has many caves as a result of the bedrock that is underneath the camp. Try this activity below to see how caves form in natural landscapes.

#### Supply List:

- Heavy duty paper (cardstock or construction paper)
- Thick paint or glue
- Glitter (optional)
- Coloring materials (optional)
- Newspaper or drop cloth

#### Directions:

1. Lay out a piece of paper flat on the table. It is recommended to put down a drop cloth for this activity because it can get messy.
2. Apply a glob of paint or glue to the top of the page along the long edge.
3. Tilt the paper to encourage the paint or glue to drip down the page. These drips are the stalactites. It's okay if they are a bit thin.
4. Once you have the desired look put the paper back down on the table.
5. If using glue, use glitter to decorate the drips.
6. Allow the paint or glue to dry for a few minutes before moving on to the stalagmites.
7. Flip the paper over and repeat the process on the other side, not allowing the drops to go as far or stretch out as much as they did on the other side. You have made stalagmites.
8. If using glue, use glitter to decorate the drips.
9. Let the artwork dry before using your coloring materials to decorate your own personal cave.

#### Discussion Questions:

- How does this activity simulate the natural processes that occur in a cave? How could you make this art piece more accurate to the geological process?
- What sort of creatures do you think live in a cave? Are these creatures the same or different than the ones that live in other places?



# Hike

## Activity: Camp May Flather History Hike

Camp May Flather has been operating as a camp since 1930 and many of the original buildings like Stone Lodge are still standing and relatively unchanged. Take a tour around camp and learn all about May Flather's history!

### Supply List:

- History Hike Cards
- Leader Guide
- History Hike Map

### Directions:

1. Make sure that everyone is prepared for their hike! Fill up water bottles, take a bathroom break, and everyone is dressed in appropriate clothing.
2. Depending on group size, either give everyone their own stop on the hike or break them into small groups of 2-4.
3. Start the hike at the Staff house. Go from stop to stop following the history hike map.
4. If needed, the hike can be broken into multiple smaller parts.

### Discussion Questions:

- What were some of the discoveries you made about the camps history while you were on the hike?
- Were you aware about the history of May Flather? Do you have any personal history with the camp?
- How do you feel about history? Do you feel that it is important or not? Explain.



# Hike

## Camp May Flather History Hike Cards

### **Stop 1:** Staff House

Look at the old stone pillars in front of the steps. *Do you notice anything?*

These pillars once stood at the front entrance to the camp and a gate was between them. The metal piece sticking out of the pillar is all that remains of the gate.

### **Stop 2:** Sherando Unit House

Walk to the Sherando Unit/Troop house. Without going inside, look for something on the front porch that will tell you a little bit about the camp's history.

### **Stop 1 Activity:** Ready for a hike?

#### **FUN IN THE OUT-OF-DOORS**

*Clothing* Your clothing should fit well and be suitable for the kind of activity and the weather. Blouses, shirts, or light sweaters worn with skirts, jeans, shorts, or snowsuits are good. Be sure your socks are free from holes. Wear sturdy walking shoes. A ski cap or crew hat will protect your head from the sun, from branches and brambles, and will keep your hair in place.

Here is a passage from a Girl Scout Handbook from 1953 about how a scout should dress.

Take a look at your outfit. If this was 1953, would you be ready for a hike? What does it look like to be ready for a hike in modern day?

### **Stop 2 Activity:**

## Hike

### Camp May Flather History Hike Cards

#### **Stop 3:** Shawnee/Hoover Bridge

The First Lady Mrs. Lou Hoover dedicated the original bridge during her husband's 1929-1933 presidency. As First Lady, Lou Hoover was the honorary president of Girl Scouts and she had been active in Girl Scouts since 1917.

In 2005, the bridge was rededicated to its current name: Shawnee.

#### **Stop 3 Activity:** Bridge All About It.

Look for the sign above the bench on the bridge. What does it say about the history of Camp May Flather? How long has it been since this bridge was first dedicated? Try doing the math!

#### **Stop 4:** Daggy Archery Range

The archery range is named after the Daggy family, who helped build the camp originally. Jacob, Samuel, and Russel Daggy did all the original stonework and played a part in building the camp.

Through the years, members of the Daggy family have taken on the role of camp caretaker. Don and Tom Daggy have been the most recent Daggy Family members to be Camp May Flather caretakers. In 2013, the archery range was relocated to its current location.

#### **Stop 4 Activity:** Archery Stretches

Archery is a very physical sport that requires strength and flexibility. It is important to warm up before using a bow. Try these two stretches:

**Shoulder Stretch:** Place your right arm across your chest towards your left shoulder. Take your left palm and place it on your upper right arm above your elbow. Use your left palm to press into your right shoulder. Hold for 5 seconds. Repeat on the opposite side.

**Hugging Stretch:** Wrap both arms around your body towards your back. Raise your elbows slightly until you feel a stretch. Hold for 20 seconds.

## Hike

### Camp May Flather History Hike Cards

#### **Stop 5:** Shawnee Unit House

The Shawnee unit house was originally called the Council Member Cabin. It was built when the camp first opened. The rest of the unit was built in 1952.

The sign on the unit house porch shows the camp was originally owned by the Girl Scout Council of the District of Columbia which is now the Girl Scouts Nation's Capital. There's a trail that begins behind the unit house and eventually connects to the Wild Oak Trail. Shawnee Native Americans used this trail, which went down Lookout Mountain, across the river, behind the dining hall, through Spotswood, and out to what now is the Wild Oak Trailhead parking lot outside of camp.

#### **Stop 6:** Sinewa Stone Staircase

Head across the river and head towards the Sinewa Unit. Once there, turn right and find a mysterious stone staircase.

The staircase doesn't really go anywhere beside a stage/platform at the top of the steps. It used to be used as a meeting place.

#### **Stop 5 Activity:** Scout Trail Signs

The scout trail signs are an old style of communication people could use to tell information to one another prior to modern technology.

Can you interpret the following trail directions?



Start Trail/  
Keep Going



Danger/Warning



Turn right



Gone Home/  
Finished



Turn left



# of steps this  
way



Wrong Way

#### **Stop 6 Activity:** Lichen to Know

The stone staircase is covered in a large array of lichen. Lichens are an amazingly unique life form created from the symbiotic relationship between a fungus and an algae.

In pairs, take a walk up the Sinewa Stone Staircase and see how many different types of lichen you can find. Look closely, there are 3,600 species of lichen in North America so there might be more than you think!

## Hike

### Camp May Flather History Hike Cards

#### **Stop 7:** Boone Chimney

Back across the bridge, if you look through the trees you will see a chimney. The chimney is located in the challenge course so do not approach without a trained facilitator.

The Boone unit washed away in a flood in June 1949 leaving only the chimneys behind. The flood happened before campers arrived but staff were stranded for several days because of the flooding. The camp was closed for the summer due to the damage and the area has since been turned into a challenge course. These days the adventure counselors who work the challenge course are nicknamed the Boone Squad.

#### **Stop 7Activity:** Triangle Game

Have the group stand in a circle. Without talking or letting anyone else know, everyone picks two other people in the circle.

Remember keep it a secret!

Each participants objective is to make a triangle with three equal sides with the two people they have selected. When the facilitator says go, everyone should move to try and make their triangle. Remind everyone they cannot tell each other who they have picked it is a secret.

#### **Stop 8:** Foley Ford

Follow the road where it curves by the picnic table and stop when you see the river.

This spot is the Foley Ford. Foley Ford was part of an old road called Dickey Log Road that went across the river before the camp was built.

#### **Stop 8 Activity:**

## Hike

### Camp May Flather History Hike Cards

#### **Stop 9:** Frontier

Follow the road and cut through Frontier to get to the Windy Hill Rd. Frontier was built around 1955.

This is the halfway point in the hike. Take a moment to grab a drink of water and take a break. Frontier has a washstand with running water and a spigot. The spigots work all year but the washstand water is turned off during the winter. Both are safe to drink.

#### **Stop 9 Activity:** Take a Break

Camping and hiking has been a time honored tradition since the start of Girl Scouts. Try enjoying your break like a Girl Scout from 1930 with this recommended resting activity.

*40. What is the best manner to rest? Lie flat on the ground with feet upraised and propped against a tree, thus letting the blood run out of the feet and resting them and the back at the same time.*

#### **Stop 10:** Windy Hill

Head uphill on Windy Hill Rd. The Windy Hill Unit was built in 1954. Windy Hill has three fire circles. One is by the unit house. Another one is one of the few outdoor grills left on camp.

#### **Stop 10 Activity:** Sing a Song

Singing a camping song is a time honored camping tradition! As a group decide pick two camp songs to sing: one upbeat song and one calmer one.



## Hike

### Camp May Flather History Hike Cards

#### **Stop 11:** Stone Lodge

Walk to Stone Lodge. Stone Lodge is one of the last of the original buildings on the camp. The lodge was completed around September of 1930. If no one is there, you can go on inside!

#### **Stop 11 Activity:** Seal of Approval

In small groups of 2-3 look at each of the state seals. What are three things that the seals share? What is something that is unique about each seal?

If you had a seal, what would be the elements on your seal?

#### **Stop 12:** Old Reservoir

Make your way back down the Windy Hill Rd. Right after you pass Frontier, look to your left and up in the woods. You'll see a pile of rocks.

The pile of rocks are what remains of the old reservoir that used to hold the camp's water. Water was piped in from a spring just outside of camp. Concrete pillars can still be seen in front of Windy Hill and Frontier. They used to support the pipes until it got a reservoir.

#### **Stop 12 Activity:**

## Hike

### Camp May Flather History Hike Cards

#### **Stop 13:** Amphitheater

Continue down the road. Take a left and follow the road behind the dining hall to the amphitheater. As you enter the amphitheater, there's a sign that commemorates the Cheathams.

The Cheathams were both highly involved in the camp. Mrs. Cheatham led a group of ladies who actually chose the actual site, and Colonel Cheatham rode around on his horse overseeing construction.

#### **Stop 14:** Dining Hall

Leave the amphitheater and head towards the dining hall. The dining hall was the first building constructed in 1930.

Inside above the fireplace are two pictures of Juliette Gordon Lowe and May Flather. May Flather raised money to build the camp and the camp is named after her.

#### **Stop 13 Activity:** A Skit Above the Rest

Break everyone into small groups of 3-4. In their groups have them spend 5 minutes coming up with a brief skit, song or demonstration that they will then perform for the rest of the group.

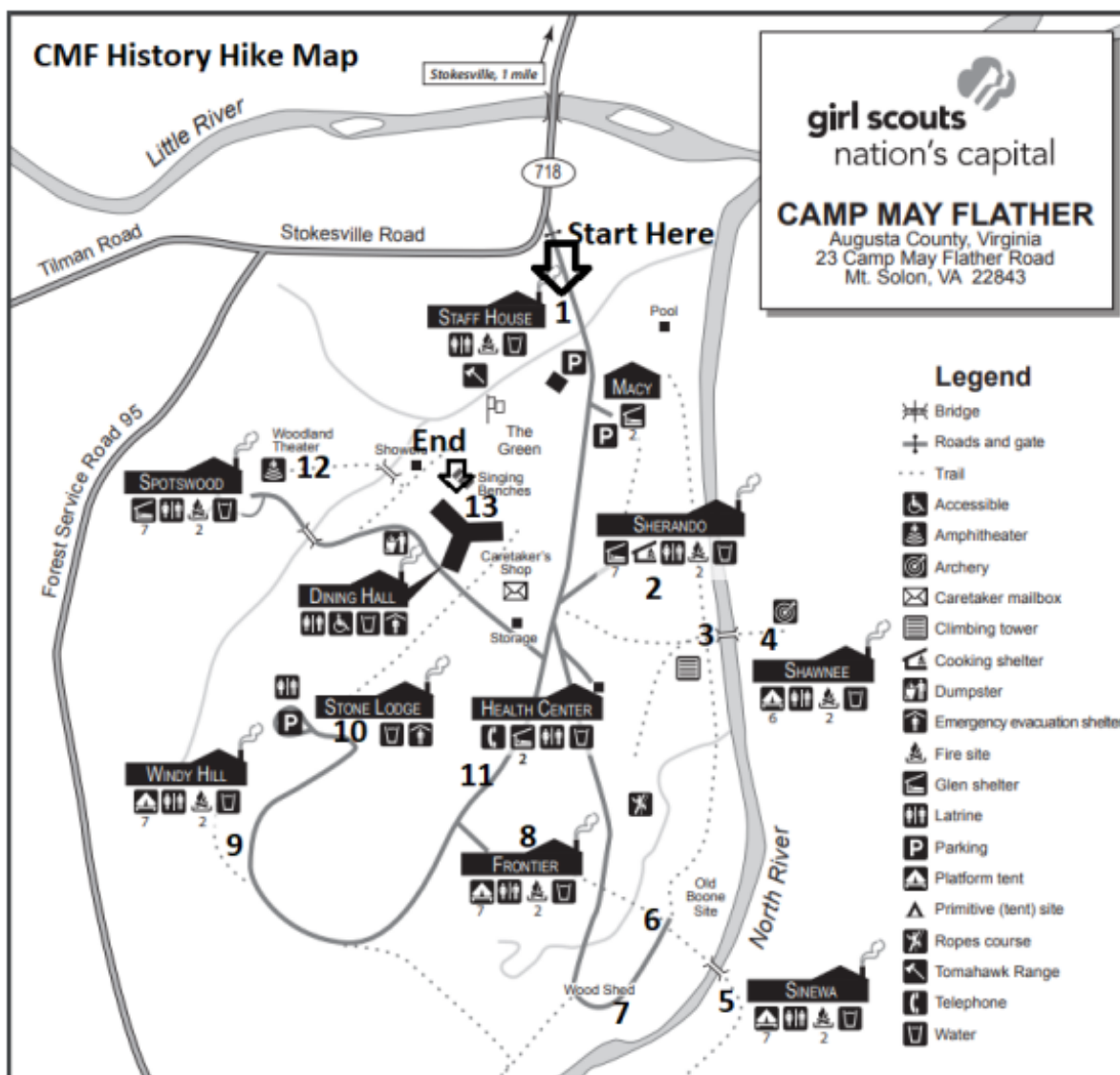
#### **Stop 14 Activity:** A Poem to May Flather

You are done with your hike! Either individually or in small groups, work together to come up with a short poem commemorating your time at May Flather.

Need some inspiration? Here is a poem from Helen Sheets one of the first Girl Scouts to go to May Flather in the summer of 1930:

After all is said and done,  
I had really lots of fun.  
Though I got in many a scrape,  
I came out of them first rate.  
I hope next summer I can go,  
To camp instead of Chicago.

# Hike



## Special Activity

### George Washington National Forest Iron History

The iron industry played an important part in the industrialization of the United States. In George Washington National Forest where Camp May Flather is located, there are the remains of 11 iron furnaces and variety of old mines. The iron industry sprung up in the Appalachian mountains because of two things: iron ore and limestone.

Iron ore and limestone developed in the area between 200-540 million years ago during the Mississippian period. During this time much of the land that would become the U.S. was covered by a large shallow sea. Shells and bones of organisms accumulated on the bottom of the ocean forming limestone deposits. While iron dissolved in the water from weathering of the rocks and moved around the ocean water as dissolved particles before it turned back into a solid state and settled. As a result of the variety of iron sources there were three major iron ore types found in the area:

- **Brown Ore:** This is among the first iron to be exploited in the region. This iron ore was generally located in small to moderate size deposits that are found in many places and are easily mined. This was the most important ore type in Virginia.
- **Red Ore:** Red ore typically forms on the sea floor and becomes a dark red because the iron mineral rusts. This ore type is typically found in sandstone or limestone. This ore type are some of the largest deposits in the Appalachia region.
- **Specular Ore:** Some rarer iron deposits in the mountains have a dark-blue-green color which is give its name. This ore is the least available ore in the region and the most variable in size and amount available in the deposits.

The iron industry grew and existed from the 1800's up until the mid-1920s. Afterwards, other areas of the country had larger and more easily mined iron resources which led to the collapse of the industry.

#### Importance of Iron to You:

Iron is an important part in the production of many modern applications but it is also essential to human life. The iron that is stored in the human body is essential to bodily functions such as production of red blood cells, the storage of oxygen in muscles, brain and muscle development as well hormone function.

When the body doesn't have enough iron it can cause a variety of health issues. In the 1930s having low iron was officially recognized as a medical condition which, along with other nutritional deficiency related illnesses, led to many food being fortified and enriched with essential minerals such as iron. Now adays many breads and breakfast cereals are actively fortified with the daily requirements that people need in the order to maintain their health.

# Special Activity: GWNF Iron History

## Activity #1: Find the Iron in Your Cereal

With this simple experiment, use a magnet to find the particles of food grade iron that have been added to your fortified cereal.

### Supply List:

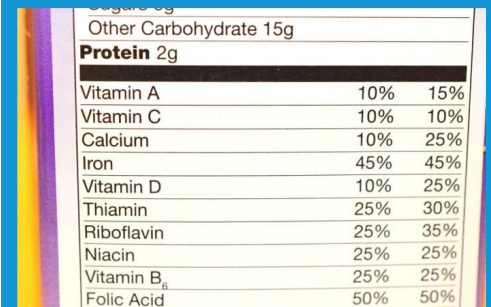
- Cereal (fortified with iron, look on label)
- Ziplock bag
- Water
- Magnets

### Directions:

1. Pour some of the cereal into the Ziplock bags and seal it, pressing out the air as best as possible.
2. Take the magnet and run it around the bag, does anything happen?
3. Mash the food in the bag until you are left with a powder.
4. Fill the bag with some water until the cereal powder becomes a brown-soupy mixture.
5. Let the mixture and settle for a minimum of 20 minutes.
6. After 20 minutes, place the bag on its side in the palm of the hand and place a magnet on the top of the bag. Use your free hand to flip the bag over so the magnet is underneath the bag.
7. Slowly move the contents in a circular motion for approximately 15-20 seconds. The idea is to attract any free floating bits of metallic iron in the cereal to the magnet.
8. Use both hands to flip the bag and magnet over again so the magnet is on top. Carefully squeeze the bag to life the magnet up away from the cereal soup. **DON'T MOVE THE MAGNET YET!**
9. Look closely at the edges of the magnet where it's touching the bag. You should see some tiny black spots on the inside of the bag. That is the iron!
10. Keep one end of the magnet touching the bag and move it in little circles. As you do the iron should gather into a bugger clump and be easier to see.

### Discussion Questions:

- Did you realize that iron was an important part of your diet? Do you think you eat foods that are high in iron?
- What foods do you think are high in iron? (Hint: nuts & seeds, legumes like beans, dark leafy vegetables like spinach, red meat, and eggs) How can you add these foods into your diet more?



Other Carbohydrate	15g	
<b>Protein</b>	<b>2g</b>	
Vitamin A	10%	15%
Vitamin C	10%	10%
Calcium	10%	25%
<b>Iron</b>	<b>45%</b>	<b>45%</b>
Vitamin D	10%	25%
Thiamin	25%	30%
Riboflavin	25%	35%
Niacin	25%	25%
Vitamin B <sub>6</sub>	25%	25%
Folic Acid	50%	50%



# Special Activity: GWNF Iron History

## Activity #1: Find the Iron around Camp

Take your knowledge of iron and see if you can find iron ore in the dirt around camp.

### Supply List:

- Magnets
- Paper

### Directions:

1. Break the participants into small groups of 2-3 and make sure each group has a magnet and a piece of paper.
2. Take everyone outside and find a place of bare ground where the soil is exposed.
3. Have everyone gather a sample of soil and place it on their paper with the magnet underneath.
4. Carefully move the paper around over top of the magnet and see what happens.
5. As you move the magnet around, some of the soil will move with it. This soil contains enough metallic particles to be magnetic.
6. Repeat this process for a few different places.



### Discussion Questions:

- What did you notice about the soil that was magnetic and the soil that was not?
- Did certain areas/certain soils contain more or less magnetic material?

## 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.

## 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 I	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](mailto:gsshop@gscnc.org)

### **Council Contact:**

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



## Camp May Flather Patch Program Activity Guide

**Outdoor Skill Activity:** Complete both.

**Activity #1: May's First-Aid Kit**

- ☐ Identify the items that belong in a first aid kit.

**Activity #2: An Outdoor Emergency**

- ☐ Use the scenarios to practice how to care for an injured individual in an outdoor emergency.

**Challenge Mode: Interpreting Perspectives**

- ☐ Practice using empathy by working through simulated scenarios.

**Nature/STEAM Activity:** Complete both.

**Activity #1: Create a Cave**

- ☐ Simulate the ways a solution cave forms

**Activity #2: Paint Drip Stalactites and Stalagmites**

- ☐ Use paint or glue to create participants own personal cave and add think about the animals that live in caves.

**Hike:** Complete one.

**Activity #1: History Hike**

- ☐ Learn about the history of May Flather and complete 4 of the station activities during the hike.

**George Washington National Forest Iron History:** Complete two.

**Activity #1: Find the Iron in Your Cereal**

- ☐ Separate food iron from a fortified cereal after learning about how important iron is to the way the body works.

**Activity #2: Find the Iron Ore in the Soil**

- ☐ Search various soil sites at camp to look for the presence of iron ore.

**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.