girl scouts
nation's capital

Explore Camp Patch Program

Camp White Rock 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 nineth 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 listen 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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About Camp White Rock

In the 1930s, Eugene B. Cooper established Camp White Rock as a place to by his family and the Boy Scout Troop he led. Mr. Cooper named the camp for the large white rock on the west side of the Cacapon River, which runs next to the camp. Not long after Mr. Cooper established the camp, an American Legion Auxiliary group sponsored a Girl Scout troop in Winchester. Mr. Cooper's wife Allison D. Cooper became involved in the troop and coordinated with her husband to have the Girl Scouts start using the camp.

During the Great Depression in the 1930s, the Coopers continued to maintain the property. A Work Progress Administration (WPA) crew came to the camp. The WPA program was created in 1935 by President Theodore Rosevelt to combat the economic crisis of the depression. The program employed 8.5 million people jobs with special focus on unskilled workers and those who had become destitute as a result of the depression. The WPA crew that came to White Rock built an outhouse next to Cooper Lodge.

One day after the outhouse had been completed, the Coopers discovered the outhouse had mysteriously been painted silver. Instructions had been nailed to the door regarding care of the outhouse and signed by Eleanor Roosevelt. After that day, the outhouse was called "The Eleanor Roosevelt". While the Eleanor Roosevelt is no longer silver and the pit has been filled, the outhouse still stands behind Cooper Lodge.

In 1952, the Winchester Girl Scout Council purchased the land with the help of Dudley Lichlider, a Winchester resident. Mr. Lichlider took lead on building up and improving the camp infrastructure. In 1961, a dining hall with modern kitchen completed construction and was name Dudley Dining Hall in his honor. In 1963, the Winchester Girl Scout Council merged with other local councils to create the Shawnee Council. In 2010, the Shawnee council merged with the Girl Scouts Nation's Capital council.

Since 2010, the Sherwood Treehouses, high ropes course, tomahawk range, slingshot range, boat house and new Riverview bunkhouses have all been added to the camp continuing its improvements.

Know Your Knots
Activity #1: Cat Tails

This activity is meant as a way for the group to practice their knot tying skills while also working together to win the game.

Supply List:

- 20-30 pieces of heavy string about 6 inches long

Setup Instructions:

- Hide all but one piece of string per group.
- Have the group review how to tie a square knot and allow everyone a chance to practice.

Directions:

1. Split everyone into small groups of approximately 3-4 people.
2. Have the group decide who is going to be the "cat" for the duration of this game. The "cat" should be someone who is confident they are able to tie a square knot.
3. Give one piece of string to each of the cats.
4. On go, all the players except for the "cats" race to find the hidden strings. As the players find them, they should bring the strings back to the "cat".
5. The "cat" will take the string and tie the ends together in a square knot creating a rope.
6. The game continues until either all of the strings have been found or approximately 10 minutes has passed.
7. The team who has the longest tail of strings with correctly tied knots wins!

Discussion Questions:

- How did we feel like our respective groups did?
- As a group, do we believe we could do this again with a different knot? And if so which knot?

Know Your Knots

Activity #2: Mini Raft Building

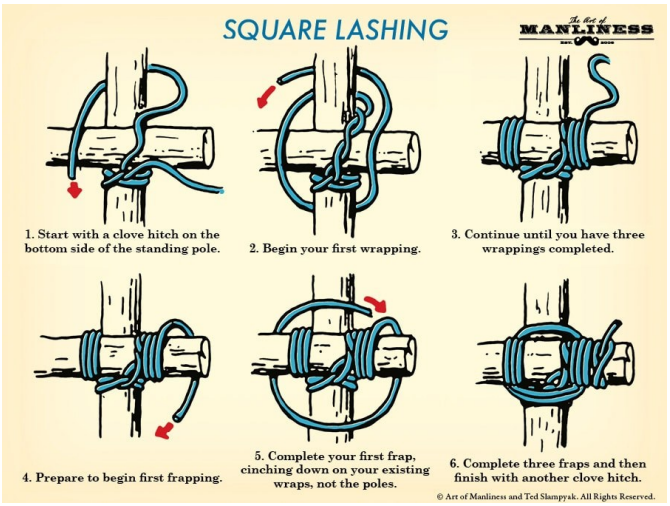
This activity is a great way for kids to practice lashing. Lashing is a type of knot-tying where sticks are tied together using string or twine. Practice lashing while building your own mini raft to try racing down the river.

Supply List:

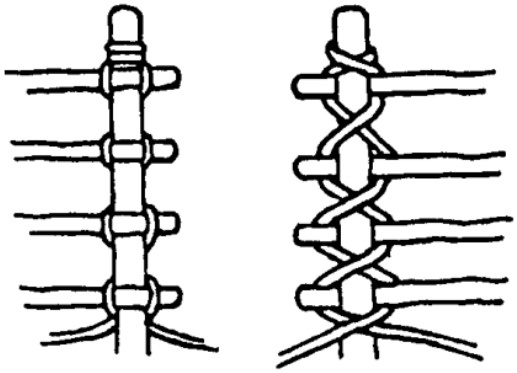
- 4 pieces of 12inch string
- 2 pieces of 3 ft string
- 10 sticks approximately 6-8inches long
- Scissors

Directions:

1. Take one of the sticks and tie a clove hitch on the end. Wrap the spare string from your clove hitch around the working strand of the string.
2. Place the second stick under the first at a right angle. Weave the rope under and over the crossed sticks, alternating between over and under as you go around the two sticks. Keep the rope tight as you repeat this process three or four times..
3. "Frap" the lashing, which means to wrap the rope around the spot where the two sticks are touching to tighten the lashing.
4. Finish the lashing by making another clove hitch.
5. Repeat steps 1-4 until you have a square frame of sticks.



6. Take one of the long strings and locate the middle. Tie a clove hitch to one of the sticks of the frame by the edge.
7. Hold the two ends, one in each hand like horse reigns.
8. Place one of the sticks over the edge of the frame and bring both ropes over the top. Then bring the ropes under the frame stick and crisscross them.
9. Bring the ropes back to the top and add another stick.



10. Continue going over, under, crisscross and up, adding a stick until the top of the raft is complete. Use a square knot to secure the ends of the rope. Repeat this process for both sides of the sticks to make a secure floor for the raft.

Know Your Knots

Challenge Mode: Float the Wagon

The cover wagons in the Pioneer unit are a great example of what pioneers used in the 1840s to travel west. One of the many challenges that they faced was getting themselves, their wagon and their supplies across the Mississippi River. If the river was low, their oxen could pull the wagon across but during periods of high water they would have to float the wagon.

Supply List:

- Stick rafts made in previous activity
- Various little things (rocks, marbles, other small items)
- Water Bucket (ideally a few)

Directions:

1. Fill the bucket with enough water that the rafts are able to float.
2. As a group decide what things you would probably pack into your wagon if you were traveling on in a covered wagon to a new home. Options include things like: food, water, tools, cooking supplies, medical supplies, oils and candles, clothing, sentimental items, and bedding.
3. Ask them who they think would be in the wagon with them. Get some answers . Options include mom, dad, siblings, grandparents, family pets, so on.
4. Each person's wagon needs to hold all their family members (one rock per person) as well as the 9 other essential supplies that would be in their wagon (9 more rocks).
5. One after another, have them place their raft into the water and start placing their rocks on the raft. The goal is for their raft to hold up all of their rocks. Once they have put all their rocks on their raft or if their raft sinks before they can put all the rocks, have them take their raft out so someone else can go.
6. After everyone has had a turn, check in to see how everyone did. If time permits, allow them to modify their rafts to see if they can help make them float better.

Discussion Questions:

- Was there anything that you noticed someone do that seemed to make their raft float better?
- If you had to choose one piece of your supplies to leave behind to make your raft lighter which would it be and why?
- How do you think it felt to have to float across a river with all of your possessions in a wagon?

Hike

Activity: Invertebrate Hunt!

Invertebrates are amazing animals that do not have a backbone. There are many different types of invertebrates on the earth and they fall into many different species. Go on an adventure and see how many different invertebrates you can find!

Supply List:

- Clipboard
- Writing Materials
- Scavenger Hunt Page

Directions:

1. Give everyone a copy of the scavenger hunt page, clipboard and writing material.
2. Explain their objective today is to go on a hike and find as many invertebrates as they can.
3. Review with them how to safely roll over logs.

   How to Roll a Log:

   1. Find a log that is lying completely on the ground and squat to one side of it.
   2. Grab the roll with both hands and pull the log towards you so that it opens away from you. You open it away from you so anything that wants to run can run away from you rather than towards you.
   3. Hold the log and look down into the exposed area. Make your observations.
   4. Once you are done, gently roll the log back into its original place. It should look like it was never moved at all.
4. Go on your hike and mark down all the different invertebrates that you find on the journey!

Discussion Questions:

- What was the most interesting thing that you saw on your hike?
- Where did you find the most invertebrates? Why do you think that was?
- Did you only find invertebrates? Or did you find other animals as well? What types of animals did you find?

Hike

Activity: Invertebrate Hunt!

Mark down when you find an invertebrate and draw what your invertebrate looks like. There are many different species of these animals, help us keep a record of our White Rock species.

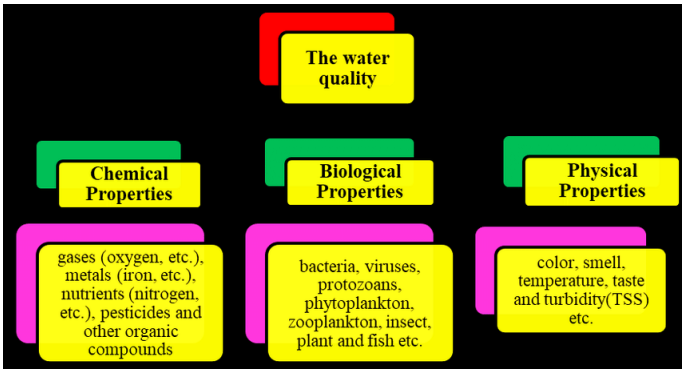
☐ **Caterpillar** 	**Draw It!**	☐ **Dragonfly** 	**Draw It!**
☐ **Wasp/Bee** 	**Draw It!**	☐ **Worm** 	**Draw It!**
☐ **Spider** 	**Draw It!**	☐ **Ant** 	**Draw It!**
☐ **Snail/Slug** 	**Draw It!**	☐ **Beetle** 	**Draw It!**
☐ **Butterfly** 	**Draw It!**	☐ **Grasshopper/ Cricket:** 	**Draw It!**
☐ **Roly Poly** 	**Draw It!**	☐ **Millipede/ Centipede:** 	**Draw It!**

Water Quality and How to Know?

Water is essential to all life on Earth. When scientists turn their focus on looking for another planet where life might exist the first thing that they look for is the presence of water. The importance of water means it is one of the most important components of a healthy ecosystem. Clean water provides safe drinking resources, supports a diverse community of plants and wildlife and offers enhanced recreation and tourism opportunities.

In 1972, the United States implemented the Clean Water Act. The Clean Water Act set out to, "restore and maintain the chemical, physical and biological integrity of the Nation's water." This law established the basic rules for regulating pollutants discharged into waterways as well as made the standards for assessing the health and safety of waterways.

There are three primary ways that scientists assess the health of the water way: physical, chemical and biological. Physical water quality tests look at things such temperature, turbidity, and electrical conductivity. Chemical water quality tests examine pH, dissolved oxygen and hardness. Biological water quality tests examine the ability of the water to support and maintain a balanced and adaptive community of organisms also called its biological integrity.

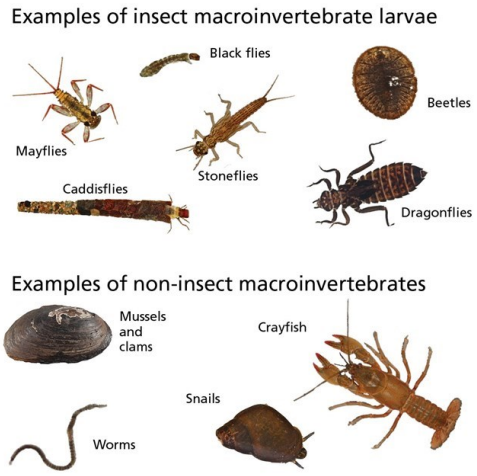


A comprehensive assessment of the water is essential to understanding the full scope of water health. Each of the water quality testing methods tells scientists something different about the health of the water but none of the tests can provide the full picture by themselves. Physical and chemical tests are useful for identifying the sources of water contamination but only create a snapshot of the aquatic ecosystem on a given day since conditions vary day to day and do not evaluate biological threats to an ecosystem such as invasive species. Biological assessments are useful for showing how an aquatic ecosystem is coping with the chemical, physical and biological influences in the habitat. Biological communities are influenced by all the environmental stresses around them and react to them over a longer period of time. By examining the species present in a body of water and comparing it to a similar body of water from a pollutant free area allows scientists to determine whether pollution is affecting the organisms of an area.

Water Quality and How to Know?

Biological water assessments use special types of organisms known as indicator species. Indicators species are the first organisms in an ecosystem that are affected by changes. These sensitive species help scientists detect changes in ecosystem health early to prevent long term damage. **The easiest type of indicator species to use for a water quality assessment are benthic macroinvertebrates.**

Benthic, means "bottom", so these animals are typically found attached on sticks, stones, vegetation, or burrowed into the sand at the bottom of a stream or lake. Macro, means that these animals are visible to the naked eye and require no extra equipment to be seen. Invertebrate means that these animals have no backbone. The type of benthic macroinvertebrates scientists usually search for are animals such as dragonfly and stonefly larvae, snails, worms and beetles.



Why use Benthic Macroinvertebrates for assessments?

Benthic macroinvertebrates serve as reliable indicators in water bodies for four reasons:

1. They are easy to sample and identify.
2. They have variable sensitivity to pollution and respond predictably to changes in their environment.
3. They have long life cycle (typically over a year) so indicate water quality over a period of time.
4. They are common in most streams and rivers.

What do benthic macroinvertebrates say about water conditions??

Looking at the number and variety of benthic macroinvertebrates can tell us about the biological condition of that waterbody. Healthy waterbodies typically have a wide variety and high number of macroinvertebrate species including many of the species that are intolerant of pollution. Unhealthy waterbodies will typically yield only pollution-tolerant species or very little diversity/abundance.

Nature/STEAM Activity

Activity: Catch the Critter

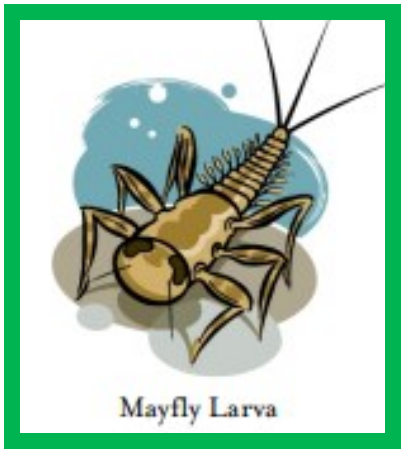
This activity is a great way to introduce the kids to the concept of macroinvertebrates having different pollution tolerances as well as practice math skills needed for the sampling.

Supply List:

- Catch the Critter Cards (printed on cardstock)
- Catch the Critter Scorecard
- Pencils

Activity Preparation:

- Print out sets of Catch the Critter cards so that there are enough for every 2-4 kids.
- If not printing them on cardstock, have the children decorate the back of the cards with a repeating pattern to hide what is on the



Credit: Original Activity from Trout Unlimited.

Directions:

1. Review with the kids what a macroinvertebrate is and how we can use them to tell us about the health of a waterbody.
2. Split the kids into smaller groups of 2-4 kids and give each group: 1 set of "Catch the Critter Cards", a scorecard for each of them and a writing utensil.
3. Place all the cards face down on the floor or table and mix them up.
4. The youngest player goes first and turns over any two cards. Do the cards match?

   YES! — Congratulations! Take the two cards for your own pile and try again.

   No. — Ok. Turn the two cards back over and let the next person go.
5. Play until all of the cards are gone from the middle.
6. Use the scoresheet to figure out who won and had the healthiest stream!

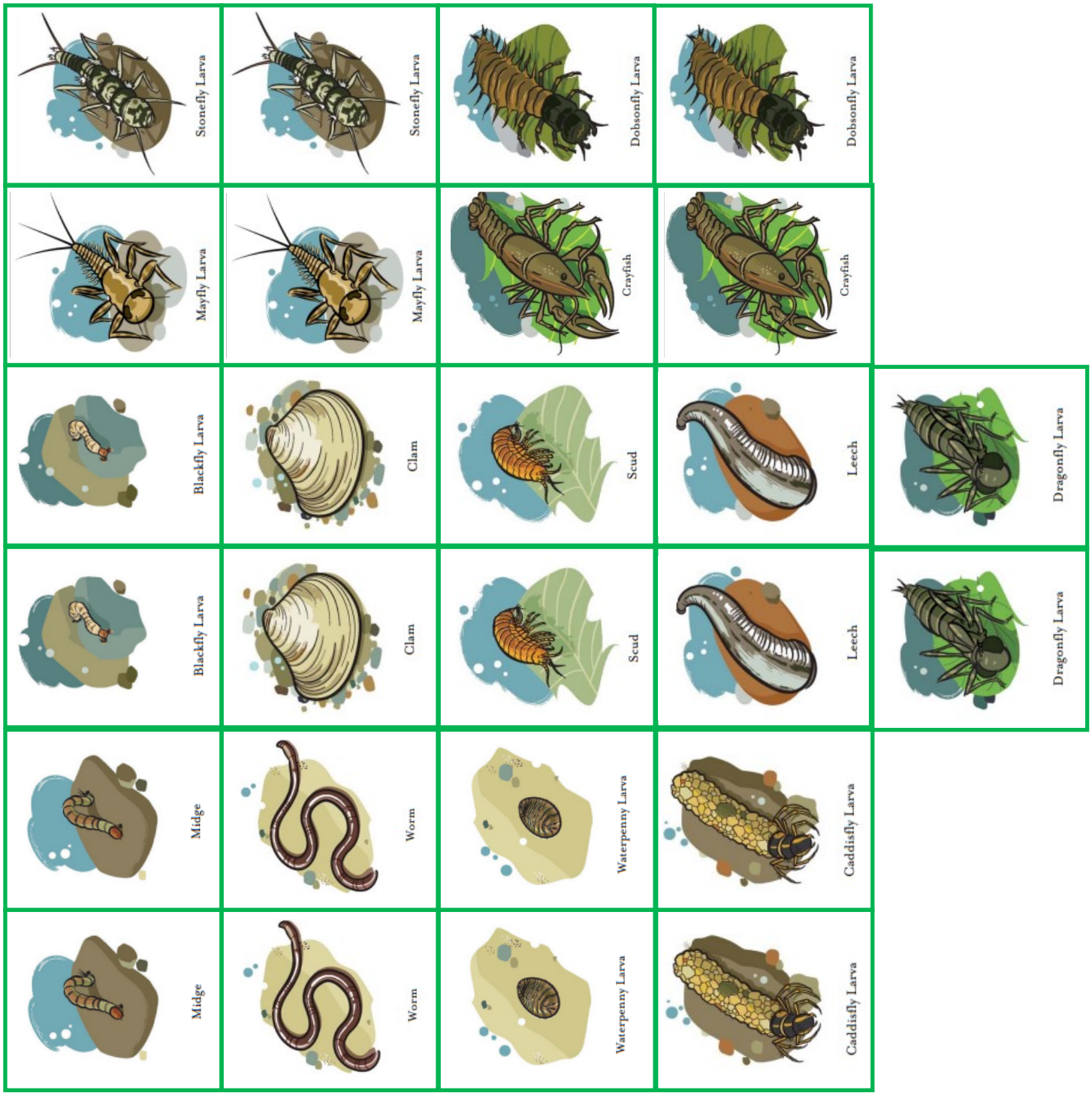
Directions:

- What do you think determines an animals tolerance to pollution? Why do you think that?
- Are there any animals that you can think of that do well living near people? Are there any animals that you think do poorly near humans?

Nature/STEAM Activity

Activity: Catch the Critter

Cut out one set of cards per group of 2-4 children.



girl scouts nation's capital

Activity: Catch the Critter

Catch the Critter Score Card

Group 1: VERY Pollution Sensitive

These macroinvertebrates will only live in the cleanest water.

Mayfly Larva: _____ x3 = _____ points

Stonefly Larva: _____ x3= _____ points

Caddisfly Larva: _____ x3= _____ points

Group 1 Total Points: _____

Group 2: SOMEWHAT Pollution Sensitive

These macroinvertebrates are the middle group. They can tolerate some but not a lot of pollution.

Dobsonfly Larva: _____ x2= _____ points

Dragonfly Larva: _____ x2= _____ points

Crayfish: _____ x2= _____ points

Clam: _____ x2= _____ points

Waterpenny: _____x2= _____ points

Blackfly Larva: _____ x2= _____ points

Scud: _____x2= _____ points

Group 2 Total Points: _____

Group 3: NOT Pollution Sensitive

These macroinvertebrates are not sensitive. They can live in dirty, polluted streams.

Worm: _____x1 = _____ points

Midge Larva: _____x1= _____ points

Leech: _____x1= _____ points

Group 3 Total Points: _____

What is the total score of your stream?

	+		+		=		
Group 1 Points		Group 2 Points		Group 3 Points		Total points	

Catch the Critter Score Card

Group 1: VERY Pollution Sensitive

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What is the total score of your stream?

	+		+				
Group 1 Points		Group 2 Points		Group 3 Points		Total points	

Nature/STEAM Activity

Activity: Macroinvertebrate Stream Assessment

Take a walk down to Cacapon Creek and use your knowledge of benthic macroinvertebrates to do a basic stream assessment.

Supply List:

- 1-2 Small dip nets
- Plastic bins (various sizes)
- Plastic spoons
- Stream Assessment Sheets
- Macroinvertebrate ID keys
- Clipboard
- Writing Utensil
- Calculator
- Magnifying glasses (optional)
- Rubber boots (optional)

Rules of Macroinvertebrate Stream Survey:

1. **Treat the animals with kindness.** These animals are living and should be treated gently. Do not grab, pinch or injure the invertebrates in any way. Use a plastic spoon or pipette to move the animals.
2. **Keep animals in the water:** These animals are aquatic! They cannot breath out of water and should be kept in water at all times. Animals should be observed in plastic bins or other small clear container.
3. **Put all animals back where you found them:** No animals should be kept for more than 5-10 minutes. It is stressful! Additionally, all the animals should be put back exactly where they were found after being observed.
4. **Check your Equipment:** These animals are small and usually have lots of legs and have probably never been in a net/bin before. Check your equipment for any animals who have become stuck before you put away your nets and bins.
5. **Sterilize and dry your Equipment:** Use the provide cleaning materials to follow the cleaning procedure to ensure proper decontamination of the equipment to prevent spread of disease and invasive species.

Directions:

1. Review the rules of macroinvertebrate stream surveying with the whole group. Make sure that everyone understands before going surveying.
2. Split everyone into groups of 3-4. Everyone will work in teams for this activity. Each group should receive their own set of the items from above.

Nature/STEAM Activity

Activity: Macroinvertebrate Stream Assessment

Directions:

3. At the stream, have each group set their supplies up by filling their bigger bin with some water to keep their animals in and setting the rest of their supplies nearby.
4. Have each small group select their sampling site. Ideally, the sampling site will be located near a riffle. *A riffle is an area where water moves over a shallow area of cobbles and gravel.* If not available, search for areas with aquatic vegetation and debris.
5. If sampling in flowing water:
    1) The person with the net wades into the stream and places the net against the ground with it facing into the flow of water.
    2) Upstream from the net about 6-8 inches, another person will disturb the stream bottom with their feet and hands. (Think wiggly dancing)
    3) After dancing a little, have the person pick up rocks and gently rub the bottom to remove attached animals. The stream bottom material and organisms will be carried by the current into the net.
    4) After disturbing the area, carefully scoop up the net and bring it back to your waiting bin.
6. If sampling in pools or areas with vegetation:
    1) The person with the net wades into the water and carefully scoops material from the bottom of the stream. Try not to get too much sediment as it will be hard to find macroinvertebrates
    2) . Push and pull the net through the aquatic vegetation gently to try dislodging the animals holding on.
    3) Hand pick organisms from sticks and other material and place them into your waiting bin.
7. Once the animals are in the larger bin, use the macroinvertebrate key to identify what animals have been collected. For animals that are hard to see, use a spoon to transfer them into a smaller container and use the magnifying glass to get a better look.
8. On the data sheet list the different "family" of macroinvertebrates that are found. For example, some families of caddisfly build little homes called cases and some don't. If you found one case building caddisfly and one non-case building caddisfly, you would mark two tally marks in the caddisfly square representing the two families. If you find 5 case building caddisflies, two with stone cases and three with stick cases, you would only put down two tallies because there were only two families found.

Nature/STEAM Activity

Activity: Macroinvertebrate Stream Assessment

9. Regardless of what type of macroinvertebrate you find, mark it down in the total macroinvertebrates found square to keep track of your total macros found.
10. Repeat process 4-8 until 100 macroinvertebrates have been sampled. If the group cannot find that many invertebrates they can move their sample area.
11. Once the group has sample 100 macroinvertebrates, it is time to complete your water quality index.

Water Quality Index Instructions:

For younger children, adult assistance will be needed to complete the math portion.

1. Refer to the table where the macroinvertebrates were recorded.
2. Transfer the number of individuals tallied on the macroinvertebrate sorting worksheet into column "A" of the water quality index worksheet.
3. Multiply the number of organisms found in column A in each row with their individual tolerance values. Record this new value in the table labeled "Total"
4. Add the number in the column labeled "Number Found" (Column A). Record this number at the bottom of Column A.
5. Add the numbers in the column labeled "Total" (Column C). Record this number at the bottom of column C.
6. Divide the number at the bottom of the "Total" column (Column C) by the number at the bottom of the "Number Found" (Column A). This number will be your water quality index number.
7. Compare the number to the chart at the end of the student data page.

EXAMPLE: The group has collected 100 organisms from the sample site. After sorting 100 organisms, it is discovered there are 3 families of mayflies, 1 family of stoneflies and 4 families of aquatic worms.

	(Column A)	(Column B)	(Column C)
MACROINVERTEBRATES	Number Found	Tolerance Value	Total
Mayflies (*Ephemeroptera*)	3	x90	= 270
Stoneflies (*Plecoptera*)	1	x100	= 100
Worms (*Oligochaeta*)	4	x20	= 80
SUM OF COLUMNS	7		= 450

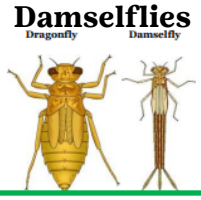
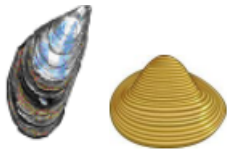
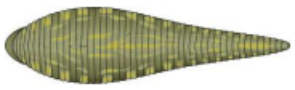
Divide Column C by Column A: 450 / 7 = 64

Compare your water quality index (64) to the scale. Our results indicates the water is in "good" condition.

Nature/STEAM Activity

Activity: Macroinvertebrate Stream Assessment Data Sheet

Put a tally down each time you find a new family of macroinvertebrate. Mark all macroinvertebrates in the total macros found box.

Mayflies  **Tally:**	**Dragonflies and Damselflies**  **Tally:**	**Stoneflies**  **Tally:**	**Caddisflies**  **Tally:**
Flies  **Tally:**	**Fishflies and Dobsonflies**  **Tally:**	**Beetles**  **Tally:**	**Shrimp and Scud**  **Tally:**
Sow Bugs  **Tally:**	**Crayfish**  **Tally:**	**Snails**  **Tally:**	**Mussels and Clams**  **Tally:**
Segmented Worms  **Tally:**	**Leeches**  **Tally:**	**Other** ? **Tally:**	**Total Macros Found**

Nature/STEAM Activity

Activity: Macroinvertebrate Stream Assessment Water Quality Index Worksheet

Count the number of tallies for each species is on the data sheet. Write those number is column A. Work with an adult to multiple the column A by column B to get Column C. Divide Column C by Column A to get the Water Quality Index.

	(Column A)	(Column B)	(Column C)
MACROINVERTEBRATES	Number Found	Tolerance Value	Total
Mayflies (*Ephemeroptera*)		x90	=
Dragonflies & Damselflies (*Odonata)*		x60	=
Stoneflies (*Plecoptera*)		x100	=
Caddisflies (*Trichoptera*)		x80	=
Flies (*Diptera*)		x70	=
Fishflies & Dobsonflies (*Megaloptera)*		x90	=
Beetles (*Coleptera*)		x70	=
Shrimp & Scuds (*Amphipoda*)		x40	=
Sow Bugs (*Isopoda*)		x30	=
Crayfish (*Decapoda*)		x50	=
Snails (*Gastropoda*)		x40	=
Mussels & Clams (*Pelecyposa*)		x20	=
Worms (*Oligochaeta*)		x20	=
Leeches (*Hirudinea*)		x10	=
SUM OF COLUMNS			

Water Quality Index Number (Sum of Column A / Sum of Column C)=_____

Compare your water quality index number to the scale in the box on the right.

Health of the Site: _____

Water Quality Index

>79 = Excellent

60-79 = Good

40-59 = Fair

<40 = Poor

Nature/STEAM Activity

How to Sanitize/Clean the Equipment

Why is it important to clean and sanitize your equipment?

Properly cleaning and sanitizing scientific sampling equipment is an essential part of maintaining the biosecurity of our camp's ecosystem. Many wildlife diseases and invasive species have been accidentally spread due to improper cleaning of outdoor gear.

1. Inspect and Remove:

Check all clothing and equipment for plants, dirt, mud and debris. Remove anything that is found.

2. Drain

Drain any water from the equipment back into the water source it came from.

3. Disinfect

Use the provided diluted bleach spray and spray all of the equipment including boots if used. Let that disinfectant sit on the items for at least 10 minutes!

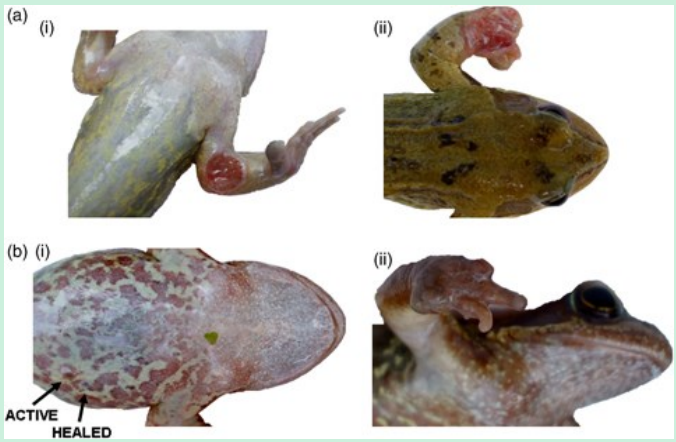
4. Dry

Allow the equipment to completely dry before using it again. If another group needs the equipment sooner, dry the items.

Ranavirus: A Human Spread Problem

Discovered by scientists in the 1960s, it wasn't until the 1990s that scientists understood the deadly effects Ranavirus had on cold-blooded vertebrates in the United States. Ranavirus is spread through skin-to-skin contact or exposure to the virus in water. Once in the body the virus attacks the bodies blood vessels causing internal bleeding and swelling. This causes the animals to die as a result of blood loss and tissue death.

In 2016, scientists studying the spread of the disease discovered humans were partly responsible for the spread of the virus. Scientists and outdoor enthusiasts had spread the pathogen by not properly disinfecting footwear and science equipment. This is why it is important to clean your outdoor gear properly to prevent the spread of illnesses and invasive species because of contamination.



Special Activity

Activity #1: Oral Story Telling

Storytelling has been apart of Appalachian culture since European settlers came to the area in the 18th century. During these early times , entire communities would come together to listen and tell stories revolving around important rules and values of their culture. Story telling was a way of creating bonds between people and create a sense of community and pride among its people.

Today storytelling remains an important part of Appalachian culture with annual festivals and organizations bringing thousands of people to the region to celebrate. In small groups, learn an Appalachian folktale and perform it for others.

Supply List:

- Copies of folktales
- "The Best Storytellers..." page

Directions:

1. As a group go over the "Good Storyteller Rules" and talk about what it means to tell a good story.
2. Once everyone knows the basics of being a good story teller, break the youth into small groups of approximately 2-4.
3. Let them select one of the traditional folktale stories or have them write their own if they want.
4. Allow the small groups time to practice and learn their story.
5. Once everyone feels they are ready, gather them back together and give each group a chance to tell their story.

Discussion Questions:

- What story did you like the best? Why did you like it?
- Why do you think that storytelling is considered an art? Do you agree or disagree? Why?
- Does your family or friends ever tell stories? If so, what are the stories usually about? Why do you think those stories are the ones that get carried on?

The Best Storytellers...

1. Start with a Compelling Beginning:

Get your audiences attention within the first 30 second to a minute or the audiences' attention will wander.

2. Bring it to a BIG FINISH!

Leave your audience with some emotion at the ending of the story (happy, sad, content, excited, silly, etc.)

3. Use body language, facial expressions and tone of voice to communicate.

Be animated and excited about your story. Movement and energy will help sell the tale and engage the audience.

4. Know Your Story

Everyone knows the same story just a little differently, know the facts of your story and tell it with your own style and flair.

5. Stay on Topic

Don't get sidetracked with another great story that need to be told, save that one for another time and focus on the story you are trying to tell.

Jack and the Varmints

Now Jack lived way back up the mountains with his mother. They got up one morning and looked in their cupboard for something to eat. They didn't have anything left. She told Jack, "Son, you will have to go find some work so you can buy something to eat."

Well Jack didn't like to work, but he didn't want to starve either. So Jack headed down the road looking for work. Jack found a board beside the road that had fell off an old wagon. Jack picked up the board, got out his knife and began to whittle that board into a big old paddle.

Jack went down the road till he came to a mudhole. There were some flies a-flying around that mudhole. In a few minutes, the flies flew around the mudhole. Jack snuck up on the mudhole with that paddle. WHAM! Jack brought that paddle right down in the middle of that mudhole. Jack picked the paddle up and looked under it. He had killed seven flies!

Now Jack thought that he had done something big. He went down the road till he came to a blacksmith shop. He went in and got the man to make him a belt. Jack put that belt on. It read, "Big-Man Jack killed seven with a whack!"

Jack went on till he came to the King's house. The king saw Jack's belt. He read it: "Big-Man Jack killed seven with a whack!" He said, "Jack, you are the main I have been looking for. There's a big lion loose. If you can get it for me, I will give you a thousand dollars. Jack said for a thousand dollars, he would try.

The king took Jack back in the woods where they'd last seen the lion. The king left Jack there and the king got out of there. "If that king is scared of that lion," Jack said. "I ain't going to me with it. I'm getting out of here!"

Jack started home. He came around the bend of the road and there, right in the middle of the road sat that big lion—its mouth open and its teeth hanging out. It roared so loud, it scared Jack nearly to death. Jack climbed up a big old tree as fast as he could. The lion got under the tree and with its big old teeth, it nearly cut the whole tree down!

Then the lion got tired and it felt to sleep. Jack said, "I am going to get out of here!" Jack put his foot on a brittle limb. IT BROKE! Jack fell out of the tree right on top of the lion's back! The lion woke up and tried to bite Jack. It tried to knock Jack off its back but Jack hung on for dear life.

The lion took off running...right into town it went. The king saw the lion coming, with Jack on its back and said, "GOSH, WHAT A MAN JACK IS, RIDING A LION LIKE THAT!" The king grabbed his old rifle, shot the lion and killed it.

He went over to it and Jack was getting up. Jack looked up at the king and he said, "I am mad, good and mad."

The king said, "What are you mad at? I shot the lion!"

Jack said, "That's what I'm mad about. I caught that lion up on the mountain. I was training it for your to ride. You up and shot it. That makes me mad. You being king, you would have looked big and cool riding that lion through town!"

The king felt sorry for jack and gave him an extra thousand dollars. Jack went home with two thousand dollars in his pocket—tickled to death.

Jack and the Robbers

Once there was a boy named Jack and he went out to seek his fortune. Jack went along, and he went along...and he went along...till he met a cat. The cat said, "MEOW... MEOW... MEOW...Where you going Jack?"

"I'm off to seek my fortune," said Jack.

"Can I go with you?" asked the cat.

"CERTAINLY!" said Jack. "COME ALONG!"

And off they went. Jigglety-jolt, jiggelty-jolt, jiggelty-jolt. Till they met a dog. The dog said, "WOOF... WOOF... WOOF... Where are you going Jack?"

"I'm off to seek my fortune," said Jack.

"Can I go with you?" asked the dog.

"CERTAINLY!" said Jack. "COME ALONG!"

And off they went. Jigglety-jolt, jiggelty-jolt, jiggelty-jolt. Till they met a goat. The goat said, "BAA... BAA... BAA... Where you "goat"-ing Jack?

"I'm off to seek my fortune," said Jack

"Can I go with you?" asked the goat.

"CERTAINLY!" said Jack. "COME ALONG!"

And off they went, jigglety-jolt, jigglety-jolt, jiggelty-jolt. Till they met a bull. The bull said, "BAAWWWL... BAAWWL.... BAAWWL. Where you going Jack?

"I'm off to seek my fortune," said Jack

"Can I go with you?" asked the bull.

"CERTAINLY!" said Jack. "COME ALONG!"

And off they went. Jigglety-jolt, jiggelty-jolt, jiggelty-jolt. Till they met a rooster. The rooster said, "COCK-A-DOODLE-DOOOOO... COCK-A-DOODLE-DOOO... COCK-A-DOODLE-DOO! Where you going Jack?"

"I'm off to seek my fortune," said Jack.

"Can I go with you?" asked the rooster.

"CERTAINLY!" said Jack. "COME ALONG!"

And off they went. Jigglety-jolt, jiggelty-jolt, jiggelty-jolt. Jigglety-jolt, jigglety-jolt, jigglety-jolt. UP the hill, and DOWN the hill and THROUGH the valley. UP the hill and DOWN the hill THROUGH the valley. UP the hill... and DOWN the hill THROUGH the valley until it became dark. "Where shall we sleep?" said the animals.

"Leave that to me," said Jack. On the hill Jack saw a house. Jack climbed the hill and spied in the window. Jack saw three robbers sitting there counting their gold. "My fortune is made!" said Jack. Jack called the animals. "Here's what we'll do."

Jack put the bull by the window. Jack put the goat on the bull's back. Jack put the dog on the goat's back. Jack put the cat on the dog's back. Jack put the rooster on the cat's back. When they were all ready Jack said, "When I give the signal, you all must make the MOST FEROCIOUS noise you know how to make!"

(NEXT PAGE)

Jack and the Robbers

When Jack gave the signal the bull began to "baawwl", the goat began to "baaa", the dog began to "wooofff", the cat began to "meow" and the rooster began to cry, "COCK-A-DOODLE-DOOO!"

Such a NOISE! The three robbers were terrified! They looked out the window and they saw an animals that was part-bull, part-goat, part-dog, part-cat, and part-rooster! It was terrifying!

The robbers threw their money in the air. They ran out the door and down the hill and they never came back. Jack and the animals went into the house and counted out the gold. There was a bag for everyone. There was a bag for the bull, a bag for the goat, a bag for the dog, a bag for the cat, a bag for the rooster and Jack had the biggest bag of all.

So the next morning they went back home the way they had come. Jigglety-jolt, jigglety-jolt, jigglety-jolt. Up the hill and down the hill and through the valley. Up the hill and down the hill and through the valley. Up the hill and down the hill and through the valley. Jigglety-jolt, jigglety-jolt, jigglety-jolt. Till they came home rich.

From: Twenty Tellable Tales by Margaret Read MacDonald, H.W. Wilson, 1986.

Appalachian Arts

The history of art in Appalachia is a history of functional items becoming art. Living in the "backcountry" presented many challenges for both the indigenous people and European settlers. For the indigenous people who called the region home, they lived a relatively nomadic life that limited the types and number of things they could bring with them. For the European settlers, everything was new and surviving in a completely new place was their priority.

However in the process of learning and growing both the indigenous people and European settlers began creating pieces that not only made their lives better but also offered them opportunities to show off their skills as craftsmen. Over time the Appalachia region developed a strong local artistic style focused on things such as beautifully crafted baskets, intricate woven fabrics, detailed quilts and glazed pottery.

Spinning and Weaving:

Spinning and weaving were an essential part of the Appalachian culture. People had no choice but to create their own fabrics for household things such as clothing and coverings. Families would raise sheep on their farms for wool as well as collect natural fibers to spin into fabric. The process of weaving and spinning took the whole family. The men made the looms and sheered the sheep. Children carded, or broke up the wool, so it could be spun and the women spun the wool and wove it into fabric.

1890s Spinning Wheel

Dyeing:

An optional step in the spinning and weaving process was dyeing the thread. Families would collect natural materials from around their homes and use them to process into dyes. There were a number of common dyes that were made during that time such as walnut hulls, pokeberries, marigold flower heads, onion, coffee and tree bark. These dyes helped give their woven works color and vibrancy.

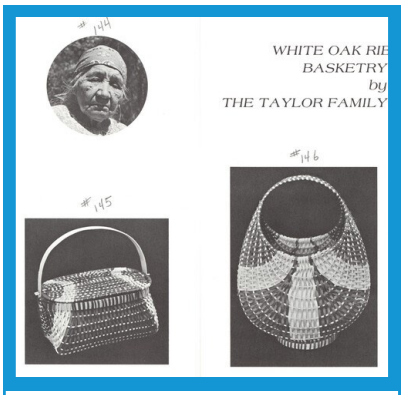
1895-1920 Weaving Pattern

Basketry:

There are two main types of basket weaving that are discussed in terms of the Appalachian region. One is the cane and reed baskets typically made by the Cherokee Native Americans and the white oak baskets made by the European settlers. The Cherokee style of basket is known as a hand-woven basket. This means that the basket is built on a foundation and wraps upwards to form the basket. These baskets were typically made from cane and reed however the Cherokee were known to use whatever material they could find and often made use of other things. European baskets were made

Appalachian Art

from different materials but the construction method was similar to the baskets the Cherokee Native Americans would make. It is hypothesized that the Cherokee actually taught some settlers their basket making method which is why the methods appear similar.



Cherokee Style basket from Indigenous artist

Quilting:

Quilting is one of those art forms created from necessity. Protection from cold was an essential part of surviving winter in drafty, cold log homes. Historically, women would take scraps of cloth and piece them together to form them into a comforter. The cloth would then be filled with feathers, straw, cotton and wool to increase their warmth provided. Once filled, the top and bottom would be stitched together to keep the pieces together thus inventing the American quilt. Early quilts were traditionally not as esthetically pleasing in their design due to limitations in fabric availability but as time went on more and more intricate patterns developed and became the norm.

Pieced Quilt from early

Pottery:

During early European settlement in the Appalachian mountains, the settlers came across Native American nations such as the Cherokee, Shawnee and other nations. As people who had history in this region, they had discovered that clay was an excellent material to make various tools. Clay was used to create things such as cooking vessels, beads and pendants, urns for the dead, and even toys. The Cherokee had perfected the methods for constructing, firing and decorating pottery by the time the European settlers moved into the area. When looking at the history of pottery in the Appalachian Mountains there are three major methods: pinch and coil, salt-glazed and wheel thrown pottery.

There are many more types of art that were common in the Appalachian Mountain region such as wood working, instrument making, blacksmithing, metal working and even a specialized type of architecture.

Postcard of Cherokee women "making pottery"

Special Activity

Activity #2: Appalachian Art

Pick one of the traditional art activities to complete and take a short trip back in time with some Appalachian Art!

Mini Basket Making:

Supply List:

- Templates printed on cardstock
- Yarn
- Scissors
- Hot Glue gun & glue

Directions:

1. Give each participant a cutout cardstock template and some yarn.
2. Start by placing the tail of the yarn in the middle of bowl. Hold the tail in place and start weaving the yarn in and out of the different panels.
3. To switch yarn colors, wait until your on the inside of the bowl, cut the excess yarn off so you have a tail about 1 inch long. Use a square knot to tie the new color to the tail and continue.
4. To finish, take the hot glue gun and flue the final strand to the top of the template to cover the rest of the paper.

Paper Quilt Squares:

Supply List:

- Construction Paper
- Scissors
- Glue
- Marker/Pen (optional)
- Poster Board (optional)

Directions:

1. Prior to the activity cut the construction paper into a variety of shapes like rectangles, squares and triangles (optional).
2. Give everyone a piece of construction paper, variety of cut shapes, scissors and glue.
3. Let the children create their own paper quilt on their construction paper. Sometimes it helps to provide them with images of quilts or quilt block templates to inspire them.
4. Once everyone has made their quilt, either place all the squares onto the poster board to make one group quilt.

Special Activity

Activity #2: Appalachian Art

Cardboard Loom Weaving:

Supply List:

- Stiff cardboard
- Scissors
- Colored Yarn
- Plastic yarn needle
- Stick or dowel

Make the Cardboard Loom:

1. Cut the cardboard into a 6x8 rectangle
2. At the top and the bottom cut evenly spaced slits in the loom approximately 1/2 inch long and spaced about an inch apart.
3. Add the wrap (vertical threads) by tying a knot at the end of the yarn and placing it between two of the slits you cut. Then take the length of yarn and wrap it to the other side of the loom and place it between the bottom slit. Continue wrapping bottom to top for the rest of the loom. Tie off the yarn at the last slit to hold it firm.

Directions:

1. To start weaving take a few feet of yarn and thread it through the plastic needle and tie a knot at the top of the needle to keep the yarn from falling out.
2. Start at the first wrap. Slide the needle under the first wrap and over the next wrap and back under the third. Continue the over under pattern until you get to the end of the row.
3. When you get to the end of the row, pull the yarn until you are left with a 3 inch tail under the first wrap. You can tie this tail to the first wrap thread to keep it from sliding anywhere temporarily.
4. For the next row, go back the other way but do the opposite over under pattern. So go over the first wrap and under the next one. And continue.
5. Continue this procedure for a few rows. After a few rows push the weaved yarn up so it is snug. Don't pull too hard on the weaving yarn or it will start to cinch in the middle.
6. To switch colors of yarn, simply weave to the end of the row and leave a 3 inch tail hanging off the side. Repeat step 1-5 with the new color.
7. Continue weaving back and forth until you reach the bottom of the loom or have gone as far as you want to.
8. To remove the weaving off the loom. Carefully slide the string loops off the slits at the top of your loom one at a time and onto either a stick or dowel. Remove the bottom loops one at a time, cutting and knotting them as you go.
9. To hide the spare tails that are hanging out, rethread the tails on the needle and carefully weave the tails into the work. weave them in.

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.

Red: A moment they learned

Pink: A happy moment

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 White Rock Patch Program Activity Guide

Outdoor Skill Activity: Complete both.

Activity #1: Cat Tails	☐ Work as a team and practice tying a square knot
Activity #2: Mini Raft	☐ Learn how to lash and demonstrate the ability by making a raft.
Challenge Mode: Float your Wagon	☐ Test the construction of their raft by loading it with passengers and supplies like it was a covered wagon.

Nature/STEM Activity: Complete both.

Activity #1: Catch the Critter	☐ Learn about macroinvertebrates how they are used to access stream health.
Activity #2: Macroinvertebrate Stream	☐ Will participate in a stream survey at White Rock and access the health of the Cacapon River.

Hike: Complete one.

Activity: Invertebrate Hunt	☐ Seek and identify land dwelling invertebrates located at camp.

Appalachian Culture: Complete two.

Activity #1: Oral Story Telling	☐ Working in small groups, children will practice becoming story tellers by telling each other traditional Appalachian folk tales.
Activity #2: Mini Basket Weaving	☐ Participants will connect with Appalachian history by weaving their own basket.
Activity #3: Paper Quilt Square	☐ Youth will look create a quilting square out of paper to add to the troop/group quilt.
Activity #4: Cardboard Loom Weaving	☐ Girl Scouts will practice traditional weaving techniques using simplified weaving techniques.

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.