

Explore Camp Patch Program

Camp Winona 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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About Camp Winona

The land Camp Winona resides on has a long and complicated history. As far back as 12,000 years ago, the land belonged to the Piscataway Native Americans. The Piscataway Native Americans were made up of many groups who all spoke the same language. However during the time of colonization the arrival of Europeans put strain on the Piscataway life in the region. By 1701, most of the Piscataway Native Americans had been driven from the area due to English settlement.

English settlement of the area began in the early 1600s and Charles County (the country where Camp Winona is located) received its charter in 1658. The main crop grown there was tobacco, since the climate and geography of the area made it grow well. The area continued to grow and develop over that time with its ideal location on the Potomac River and Chesapeake Bay.

The land that would become Camp Winona has changed hands many times over the years. In 1949, the land was a public campground called Hughesville Camp. In 1954, the property became a girl scout camp. The Prince George's Girl Scout Council used the property as a resident camp for Southern Maryland Girl Scouts. The camp consisted of two campsites-Holly and Cedar- and a primitive site, Aspen. Approximately 10 years later, in 1963, the Prince George's Council merged with the Girl Scout Council of the Nation's Capital. In 1965, the camp was renamed to Camp Winona.

In 2002, a large tornado hit Southern Maryland and passed right over Camp Winona. The property was closed due to the damage. After renovations and some planning, Girl Scouts Nation's Capital decided to transform the camp into a residential camp. Five years later, in 2008, the camp reopened officially as a summer sleep away camp. Now over 1000 sleep away campers get to enjoy Winona each summer and continue to do so to this day.



Piscataway Native Americans celebrate their Maryland Heritage.

Source: Turtlegang.nyc



A Piscataway Native American dancer.

Source: Bagelsandcrawfish.com



Girl Scouts enjoy canoeing on Trefoil Pond at Camp Winona

Source: gscnc.org

Be Prepared

Activity #1: Dress for the Weather Relay Race

This activity is a fun way for youth to practice selecting appropriate clothing items needed depending on the weather.

Supply List:

One set per team

- T-shirt
- Sneakers
- Shorts
- Boots (cold weather and rain)
- Hat
- Winter Hat
- Sunglasses (optional)
- Gloves/Mittens
- Sweatshirt
- Scarf
- Long Sleeve shirt
- Rain Coat
- Pants



Preparing for the Activity:

- Print out the Dress for the Weather scenario cards.

Directions:

1. Divide the clothing into two piles and split the group into two teams. Have each team select one person to be a “model” for the first scenario. The “model” will be the person who gets dressed up. The model should stand behind the clothing pile.
2. Read to the group one of the weather scenario cards or make up a scenario of their own. Once you are done reading, start the game.
3. The group ideally should take a moment to decide as a group what is appropriate dress for the scenario and then one at a time, the remainder of the team will take turns running to the pile, grabbing an item.
4. They will then help their model put on their chosen clothing item. Once dressed, the teammate runs back to the team and tags in the next person.
5. Once the model is dressed correctly for the weather, the model will present themselves to the judge who decides if they have all the pieces they need. First team to successfully dress their model wins.
6. Repeat this procedure for a few more scenarios choosing a different model for each scenario.

Dress for the Weather Scenario Cards

Your troop is going on a hike in the mountains in May. The hike will last approximately two hours and you are going around mid-morning.

There is no rain in the forecast but it is cloudy. The temperature is going to be around 70 degrees.

Your troop is going on a picnic in July at a local park. There is limited shade available and you will be there all day. The temperature is going to be 90 degrees.

Your troop and another are going overnight camping to Winona. It is February but you are staying in a heated lodge. The plan for the trip is to work on two badges and there is no plan on doing outdoor activities over the weekend.

Your troop is going to a local ski resort to go snowtubing in January. It's going to be cold and snowy. The temperature will be about 25 degrees outside while you are snowtubing.

Your troop is going to the zoo for an overnight sleepover in September. Activities during the day will be outside and there is rain in the forecast. The temperature will be about 75 degrees.

Your troop is going camping at Winona in October. You will be staying in glen shelters during the trip. Rain is in the forecast for the whole weekend and the temperature will vary between 60 degrees during the day and 45 degrees at night.

Dress for the Weather Scenario Cards

Your troop is going on a day trip to a local sporting complex in September. There is outdoor tennis, baseball and track & field games. There is no rain in the forecast and it will be 65 degrees out.

Your troop is attending a day event at Camp Winona in April. There will be games, a scavenger hunt, singing, crafting and a campfire. There is a 10% chance of rain and it will be windy. The temperature will around 70 degrees.

Your troop is going camping in December at Winona. There is snow on the ground and there are outdoor activities planned throughout the day. The temperature is 31 degrees.

Your troop is taking a trip to Calvert Cliffs to learn about the fossil formations there. The forecast says it will be sunny, moderately windy and approximately 80 degrees out.

You and your troop are going on a two day, one night backpacking trip to a local national park in the spring. During the day the temperature is about 68 degrees but at night the temperatures drop to approximately 55 degrees. Dress for the overnight campfire.

You and your troop are headed to the National Mall to join in the annual sing-along. The weather is shaping up to be wet and cold.

Be Prepared

Activity #2: Survival Shelters

Learning how to build a survival shelter before ever needing a survival shelter is a great way to be prepared for time spent in the outdoors.

Supply List:

- Tarp (optional)
- Rope (optional)
- Stuffed animal (optional)
- Water bucket with water (optional)

Prior to the Activity:

- Locate an area of open space that has a large amount of downed sticks and logs to build the shelter.
- If you cannot find an area with enough materials to build human size shelters, use a stuffed animal to make a “stuffy” size survival shelter.



Good Shelter Features:

- **Location, location, location:** Your shelter should be built somewhere that is protected from water and be near the materials that you intend to use to build the shelter. Additionally, a good shelter takes advantage of the natural landscape features to make it easier and faster to build.
- **Time and Energy:** An emergency survival shelter should be quick to build and use as little energy as possible during construction.
- **Safety:** The shelter should be sturdy enough to handle any possible weather conditions you are likely to encounter during the emergency situation as well as provide you warmth at night.

Directions:

1. Divide everyone into small groups of 3-4. Review with the group the three key features of a good shelter.
2. Allow everyone time to build and construct their shelter out of the found materials in the area. Do not allow them to break or damage any living trees or plants.
3. Once they have completed their shelter, have each group present their shelter to everyone else.
4. (OPTIONAL): Test the shelter for water proofing by taking a bucket of water and pouring it over the top. Did the water seep through?
5. After everyone has shared and tested their shelter, break the shelters down.

Be Prepared

Challenge Mode: 3-Minute Survival Shelters

Learning how to build a survival shelter before ever needing a survival shelter is a great way to be prepared for time spent in the outdoors.

Supply List:

- Tarp
- 4 lengths of rope (~4 feet)

Prior to the Activity:

- Locate an area of open space that has a large amount of leaf litter in order to make the three different survival shelter options.



Directions:

1. Divide everyone in small groups of 3-4. As a large group, practice making the three minute shelters.
2. After everyone has had a chance to practice the survival shelters its time to play a game.
3. Have the teams compete to make the three survival shelters as fast as possible. The first team to build and test all three survival shelters wins!

Discussion Questions:

- In what situation would you think that these shelters would be used? What situations do you think they would be less valuable?
- Do these shelters follow the general shelter rules from the previous activity? Why might the rules be the same of different between the two types of shelters?

3-Minute Survival Shelter Instructions

Leaf Blanket: The least spacious shelter but the best for providing warmth in an emergency.



1. In a pile, gather as many leaves as possible into a pile large enough to lie down in.
2. Gather a few larger branches or similar materials to lay down on top of the leaves to keep them from flying away.
3. Bury yourself into the leaf pile and cover the body completely to stay warm.

Tarp Burrito: A speedily constructed shelter which requires only a tarp to construct.



1. Lay the tarp flat on the ground spread out.
 2. Lie down on the tarp with head pointed towards one of the corners.
 3. Gather the corner closest to the feet and pull it up over your feet. Tuck it in a little so it does fall away.
 4. Take one of the other corners and wrap it around yourself, tucking it by your side.
 5. Take the other side and wrap it around yourself and tuck it in so you are completely enclosed.
- OPTIONAL: Make the burrito even warmer by adding a layer of leaves to the tarp before rolling it.

Leaf Blanket: The best shelter to get off the wet ground or in bug-infested environments.

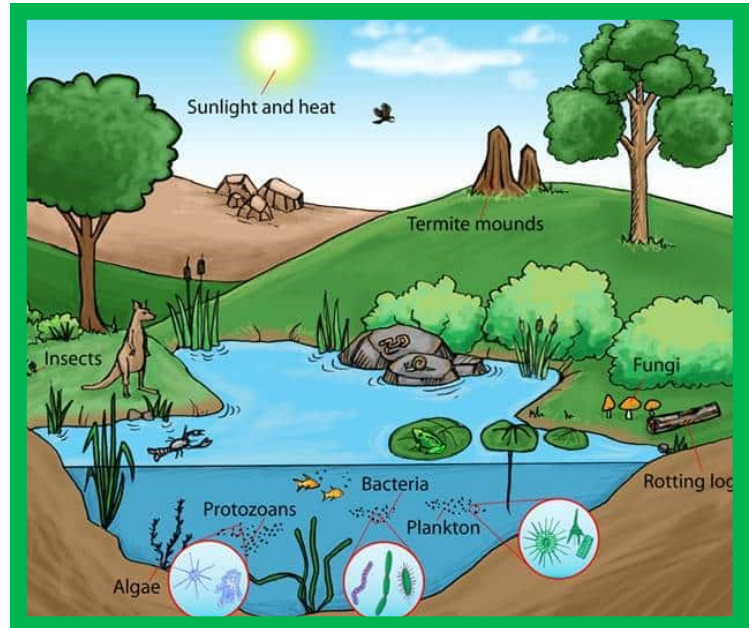


1. Secure the two lengths of rope to your selected trees using an overhand knot with the remaining length pushed through the loop.
2. Starting with the long side of the tarp, roll both sides about half way across leaving you with a log like shape.
3. Take one of the ropes and run it behind one end of the tarp and fold it over.
4. Take the working end of the rope and wrap it tightly five times around the folded section.
5. Take a bight from the working end and push it through the folded section. Take another bite from the working end and pass it through the loop.
6. Pull on the tarp, if tied correctly the rope will cinch tighter securing the rope.

Ecosystems: How do they Work?

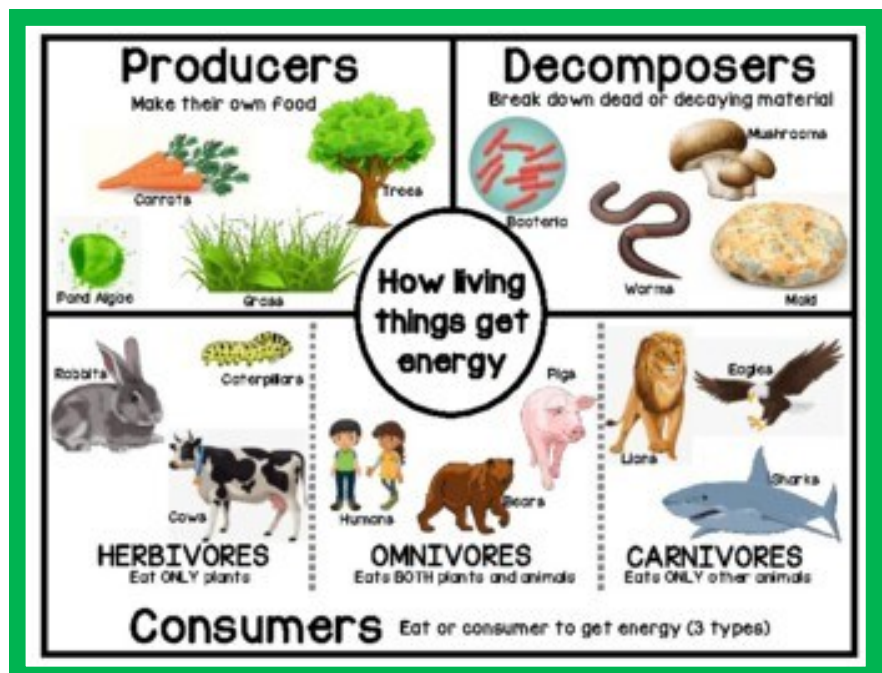
An ecosystem is a group of living and non-living things, all in the same place, that all interact. Every piece of an ecosystem depends on the other pieces either directly or indirectly in order to function properly. Ecosystems can be extremely large, like the United States, or extremely small, like the area under a fallen log.

Ecosystems are often defined by the flow of energy through them. The sun puts energy into the system which is then cycled around it by the living things within the ecosystem. Each living thing in an ecosystem plays one of three roles: producer, consumer, or decomposer.



- **Producer:** typically plants, producers create their own food from the energy from the sun. The process that plants use to make their own food is called photosynthesis.
- **Consumer:** animals, including humans that eat/consume either plants or animals to get their energy. Consumers cannot create energy from the sun.
- **Decomposer:** these living things break down waste and dead things that are in the environment. Decomposers can be animals, bacteria or fungus. Decomposers are essential for returning nutrients back to the soil for producers to use to grow.

The way that the producers, consumers and decomposers interact within an ecosystem is called a food chain. A food chain describes how energy passes between organisms (or, who eats who!)



Ecosystems: How do they Work?

Food Chains vs Food Webs:

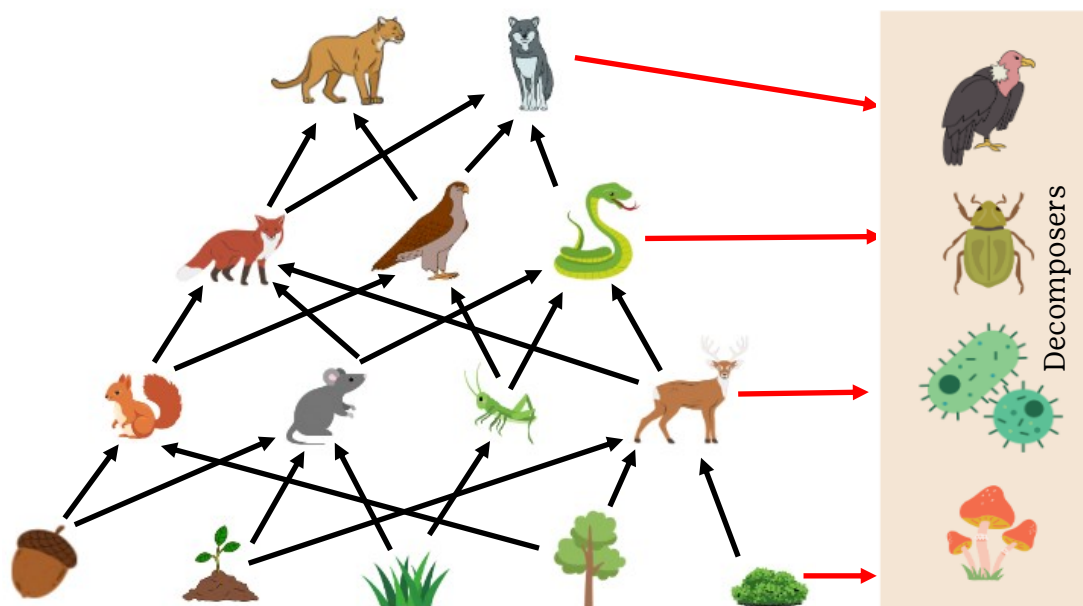
Food chains explain the way that matter and energy are passed through the feeding levels of an ecosystem. Food chains always start with a producer like grass and followed by multiple levels of consumers. The final stage of a food chain is the decomposers.

The length of a food chain is limited by the amount of energy that is within a system. Typically, most food chains will not have more than levels. Organisms typically fall into one of these four levels:

- **Primary Producer:** plants or organisms that make their own food usually from the sun.
- **Primary Consumer:** animals that eat plants, also known as a herbivore.
- **Secondary and Tertiary Consumer:** animals that eat either only other animals called carnivores or animals that eat a combination of animals and plants called omnivores.
- **Decomposer:** animals or organisms that break down dead things or waste and recycle the nutrients.



Food webs consist of all the food chains in a single ecosystem. Every single living thing in an ecosystem is part of many different types of food chains. A food web is a diagram of all the interconnected and overlapping food chains in an ecosystem. When one link in the food web is threatened, some or all of the other links are weakened or stressed.



Nature/STEAM Activity

Activity #1: Link the Food Chain

This activity is a great way for youth to take the food chains they discovered during their hike and make them into a physical representation. If done prior to the hike, it's a good idea to discuss options.

Supply List:

- Strips of paper
- Tape, glue or stapler
- Coloring materials

Preparing for the Activity:

- For younger groups it might be recommended to prepare the strips prior to this activity. Older children do not need this step completed for them.
- This activity can either be done following the food chain hike or proceeding it after learning about food chains.



Directions:

1. Give the children paper (strips or full sheets), coloring materials and fastening material.
2. Have the children make different food chains of various length. Ideally they will make three to four chains.
3. On each link in the chain have them write or draw the organism that is found at that level. For example, they would write/draw flower as the producer in a chain and follow that with another chain that they write/draw butterfly on.
4. Once they have made the three or four chains as a possible extension of the activity once the youth have made all of their chains have them attempt to link their chains together to build a food web.

Discussion Questions:

- What food chains did you make? What were some of the things that you noticed while making your food chains?
- Were you able to connect your food chains into a web? If so did you see any patterns emerge when linking them together?
- What were your longest chains? What were your shortest? What do you think is the average number of links that would be in a food chain here at camp?

Nature/STEAM Activity

Activity #2: Walk the Food Web

This activity is a fun way for youth to conceptualize how food webs operate and the way that energy moves through the system.

Supply List:

- Print out of animal cards
- Post it notes
- Writing utensil

Preparing for the Activity:

- Cut out the pictures prior to the activity.
- Label the top side of the sticky notes with an arrow. You will need this to direct the “flow” of energy.
- Lay out the images on the ground in a sort of pyramid shape. This will help keep the kids from getting confused as they move about the web. Make sure the pictures are a few feet apart from one another.
- Using sticky notes create a line that connects two images forming a link. Remember that every picture needs at least two links.



Directions:

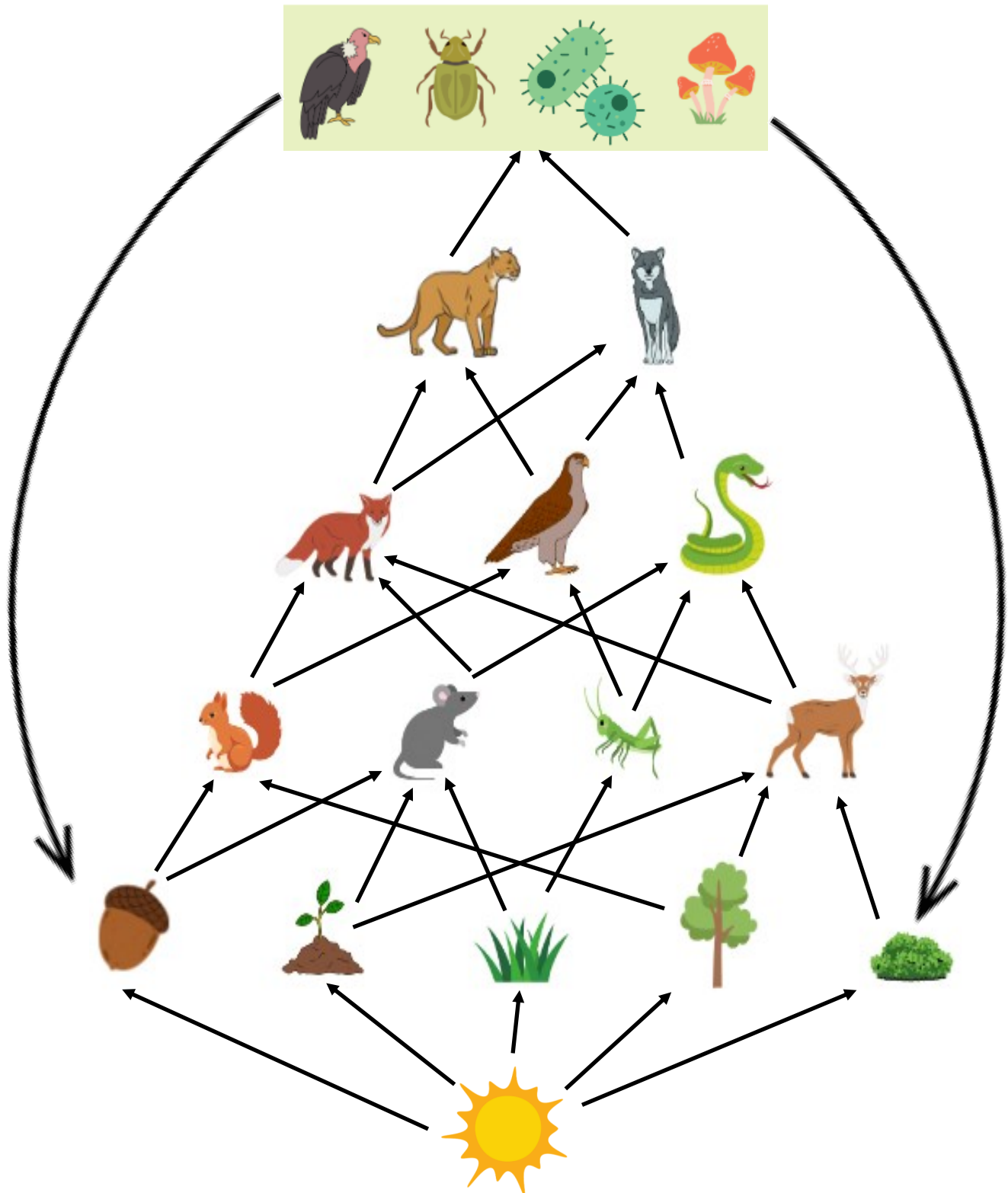
1. Start all of the children off at the sun spot because this is the source of all energy within a food web.
2. Have the children walk the web following the flow of energy which is marked by the arrows on the sticky note.
3. After everyone has had a chance to walk the web a few times, picking different paths and seeing how the energy flow. Take away one of the elements of the web.
4. Have the youth keep walking the web. After a few more times, take something else away. Every few minutes take something else away from the web. You will start to notice that the children get stuck in places where the energy is no longer connected to the system. Stop once you reach this point.

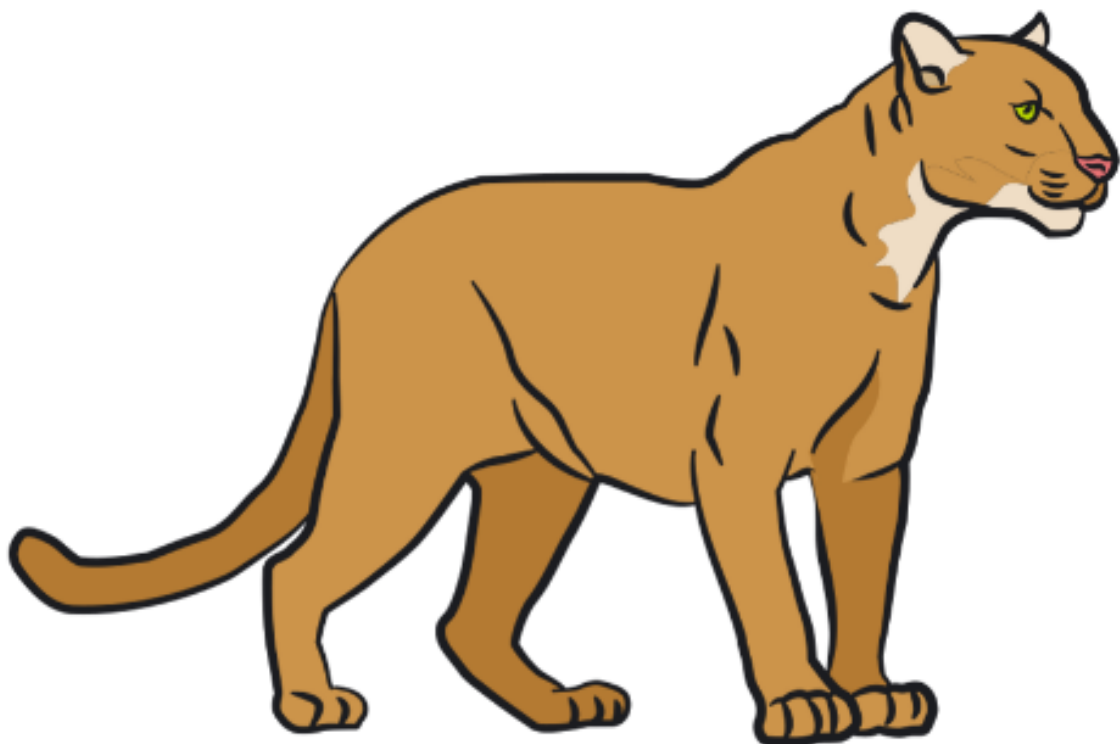
Discussion Questions:

- What happened to the flow of energy within the system as pieces got taken away? How do you think this would impact a real food web?

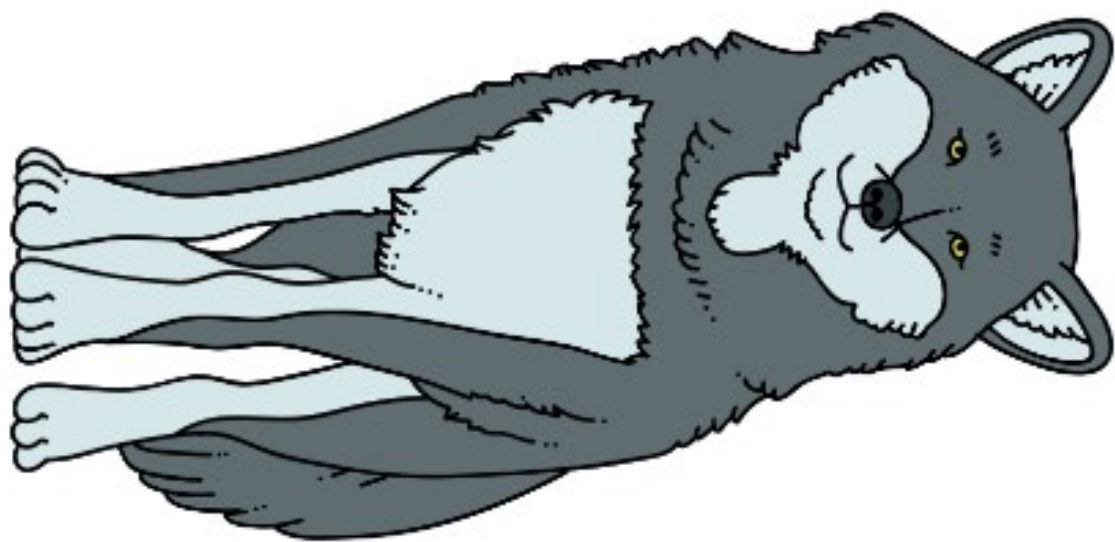
Activity: Walk the Food Web

Use this diagram to make the connections for the walk the food web activity.

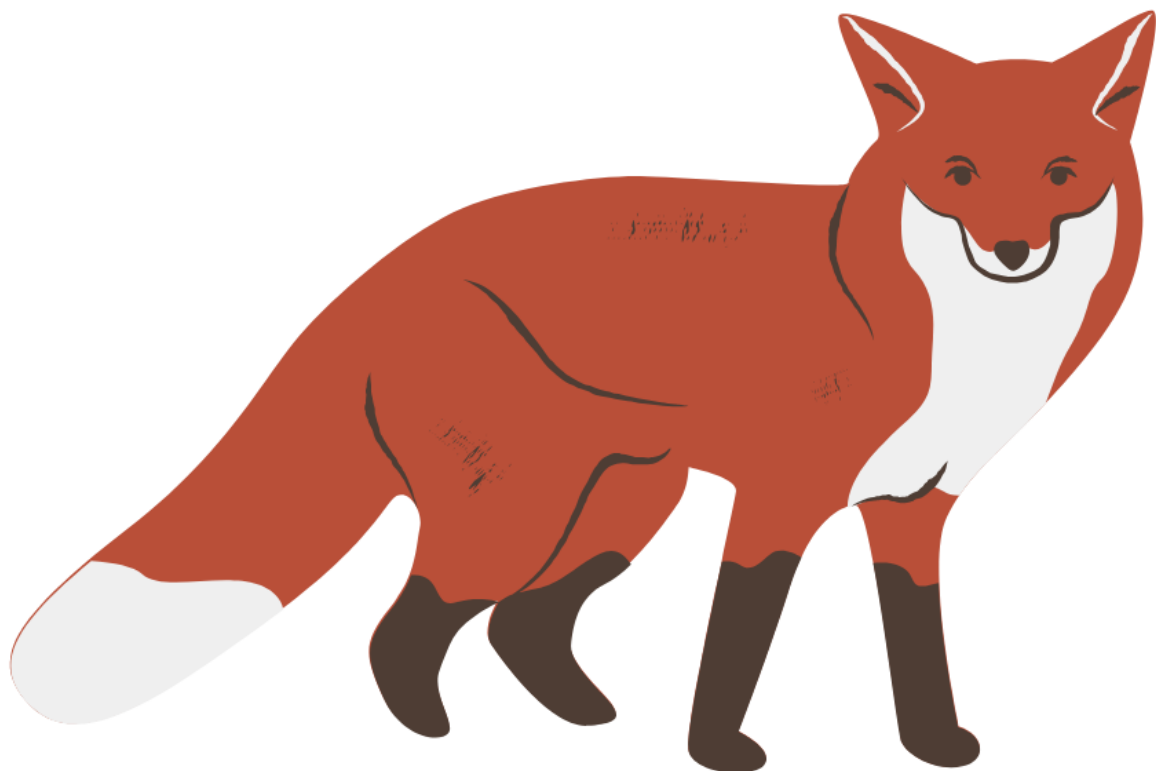




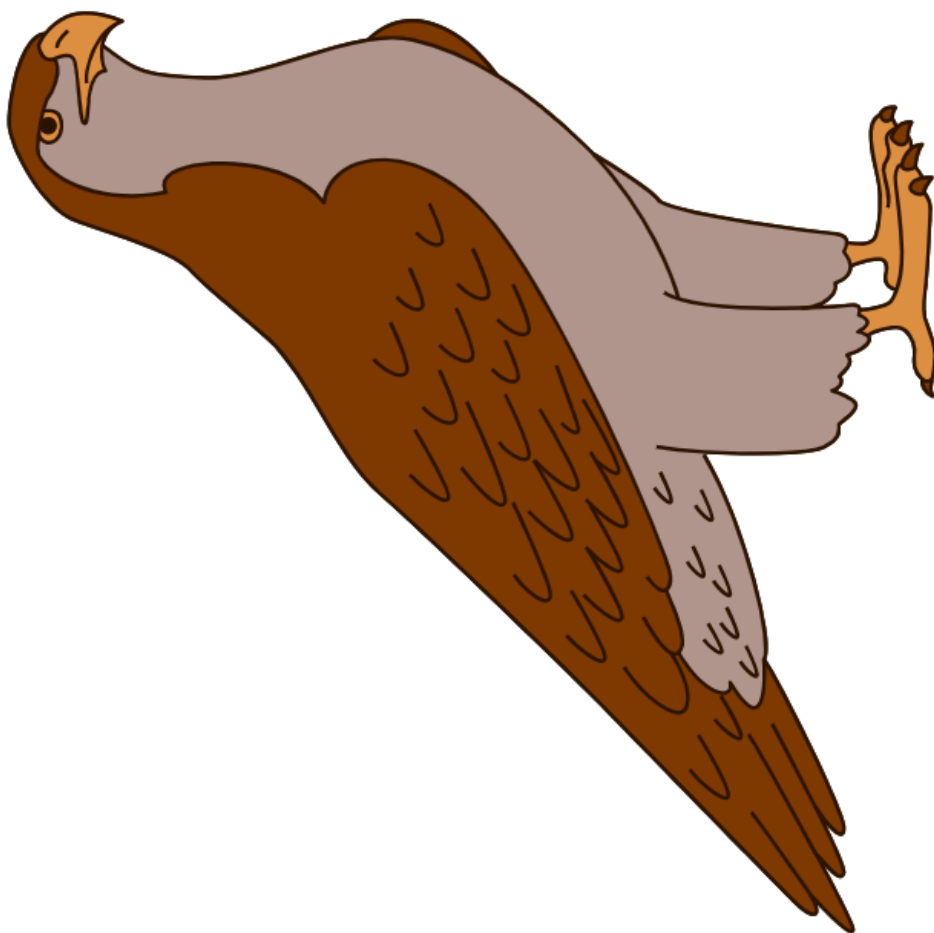
Cougar



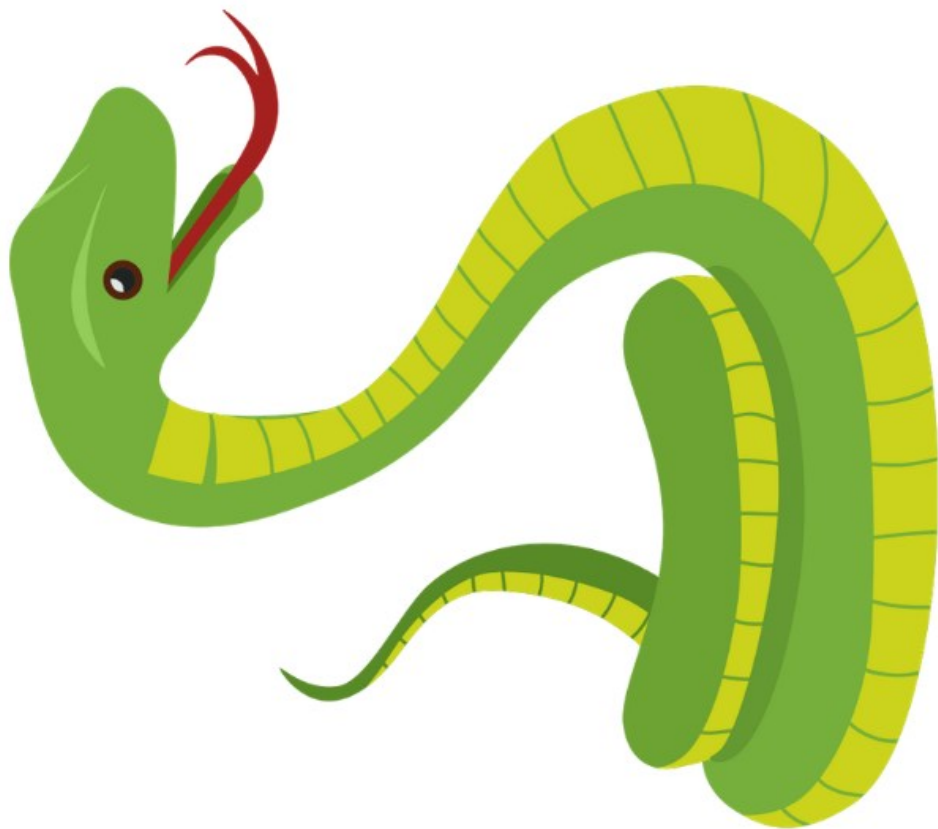
Wolf



Fox



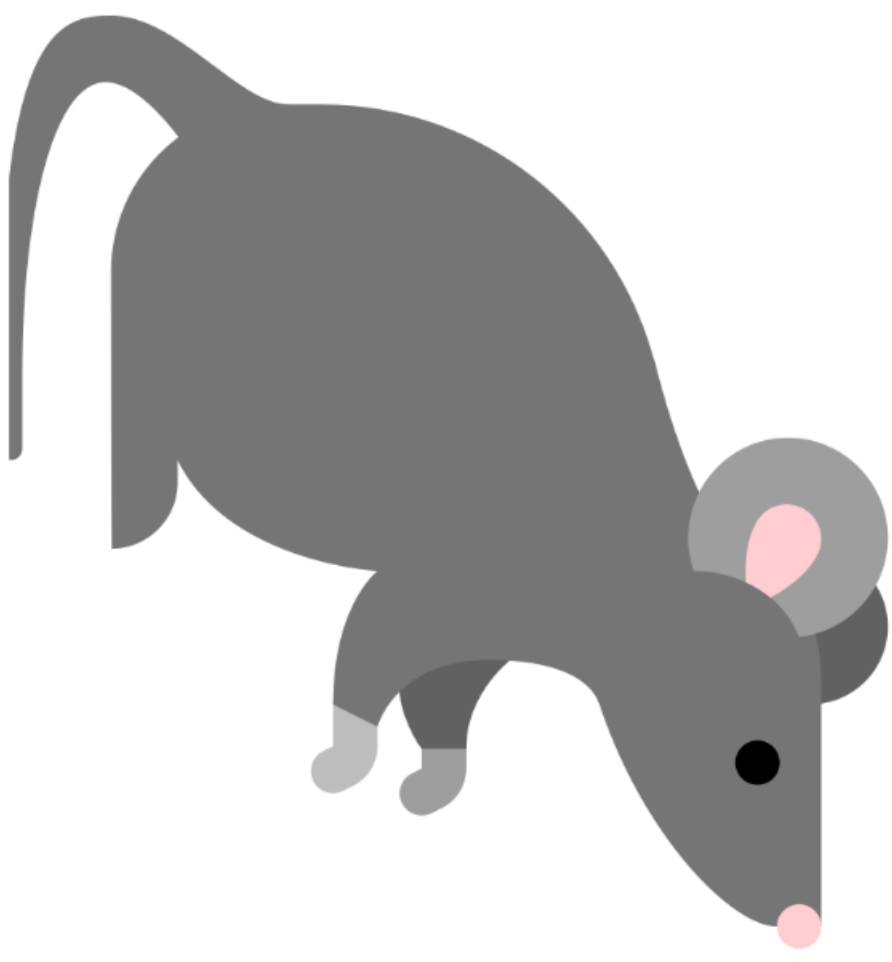
Hawk



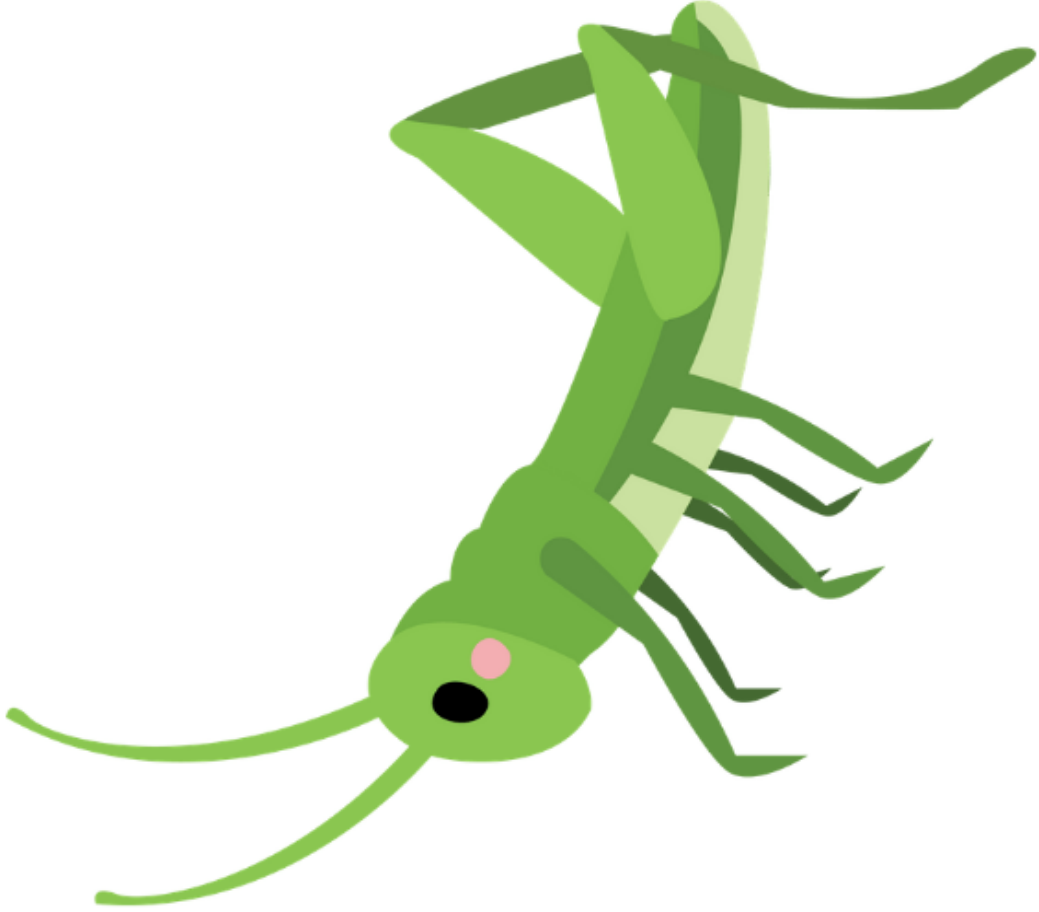
Snake



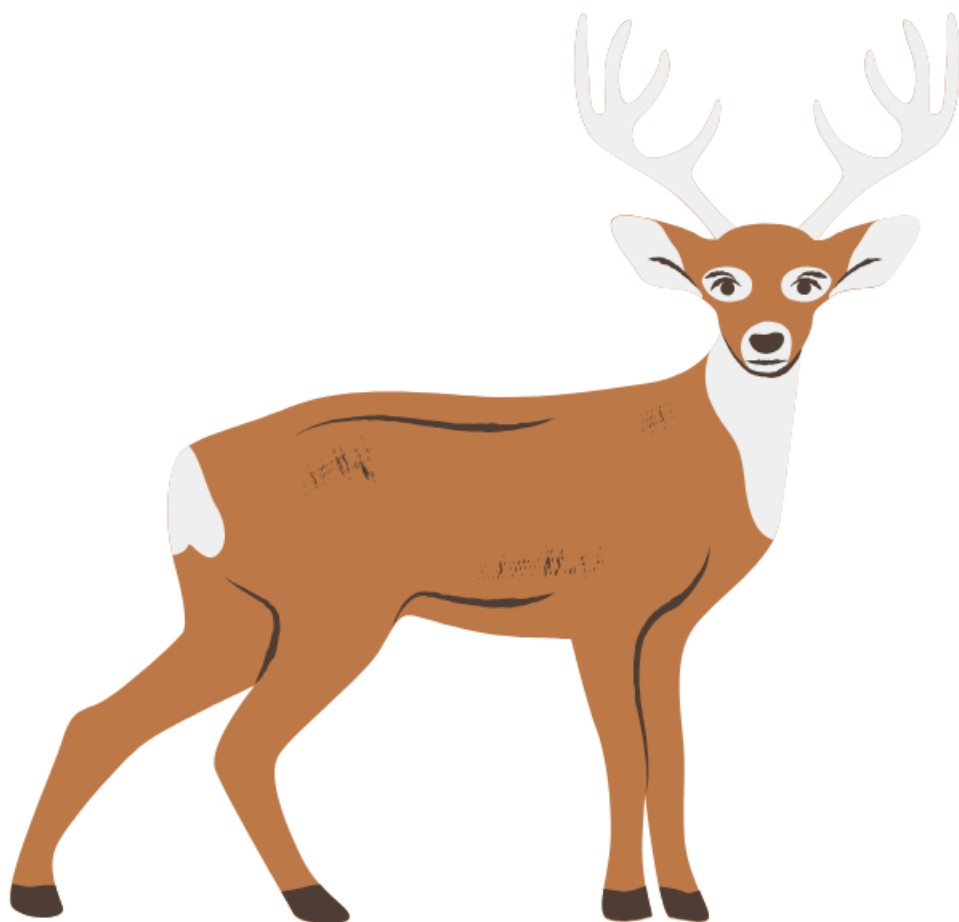
Squirrel



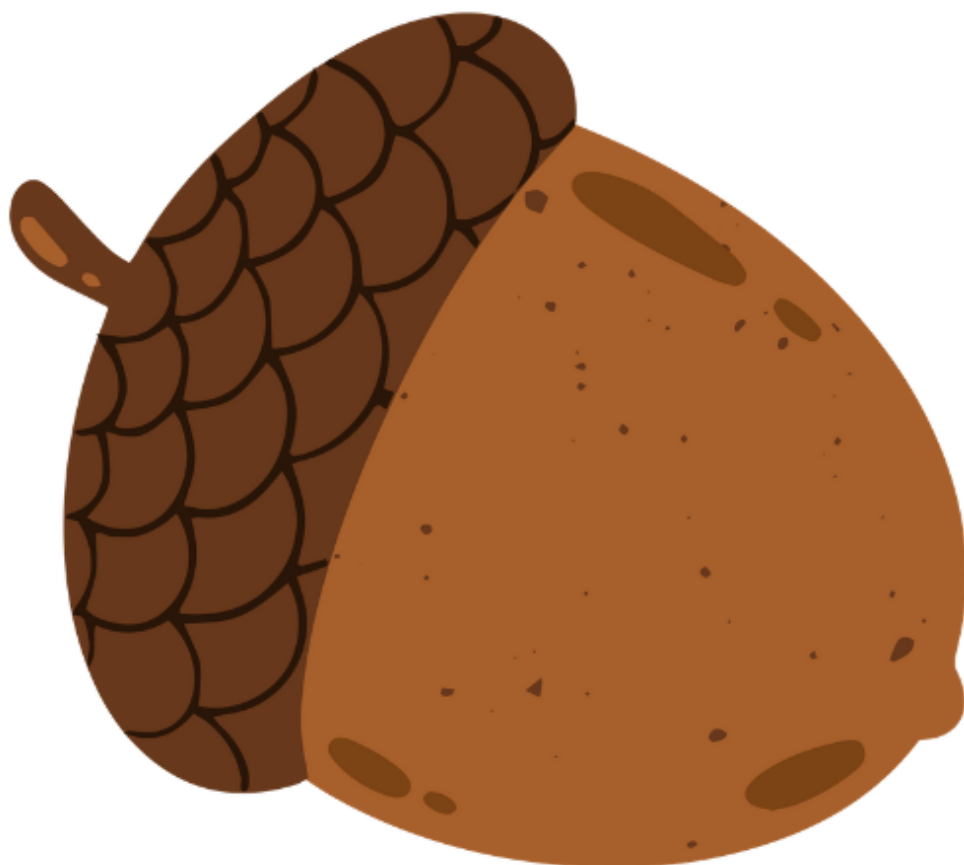
Mouse



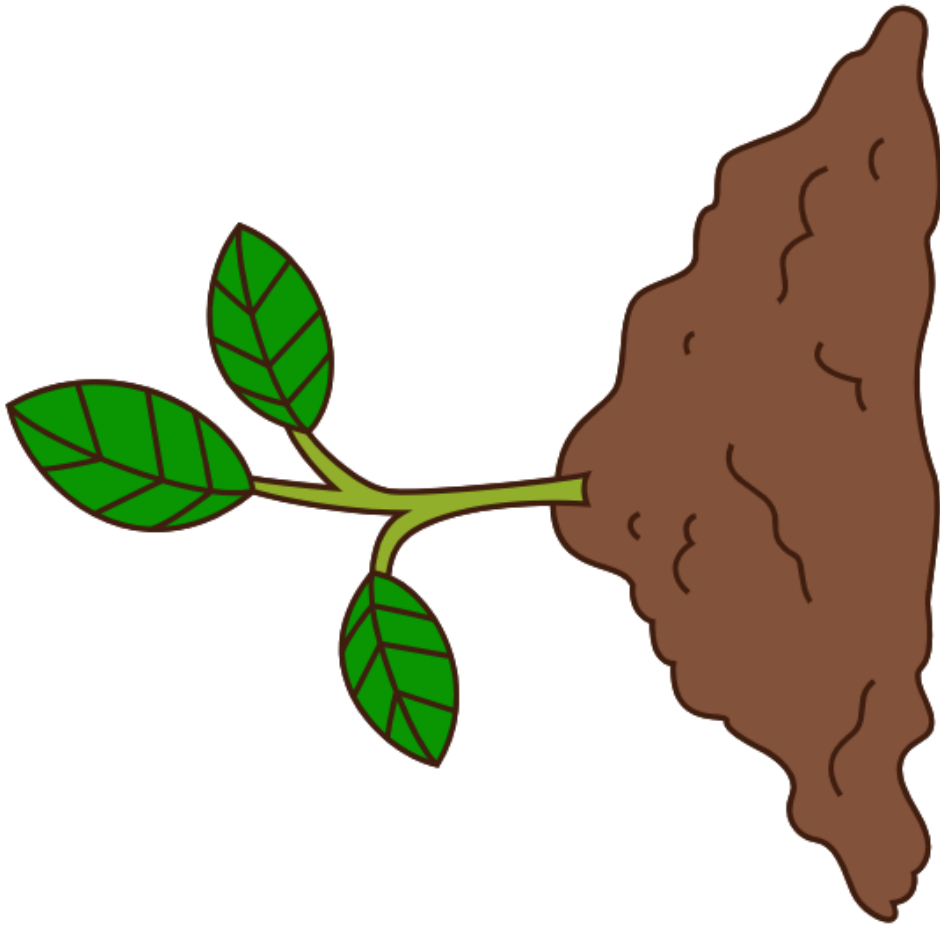
Grass Hopper



Deer



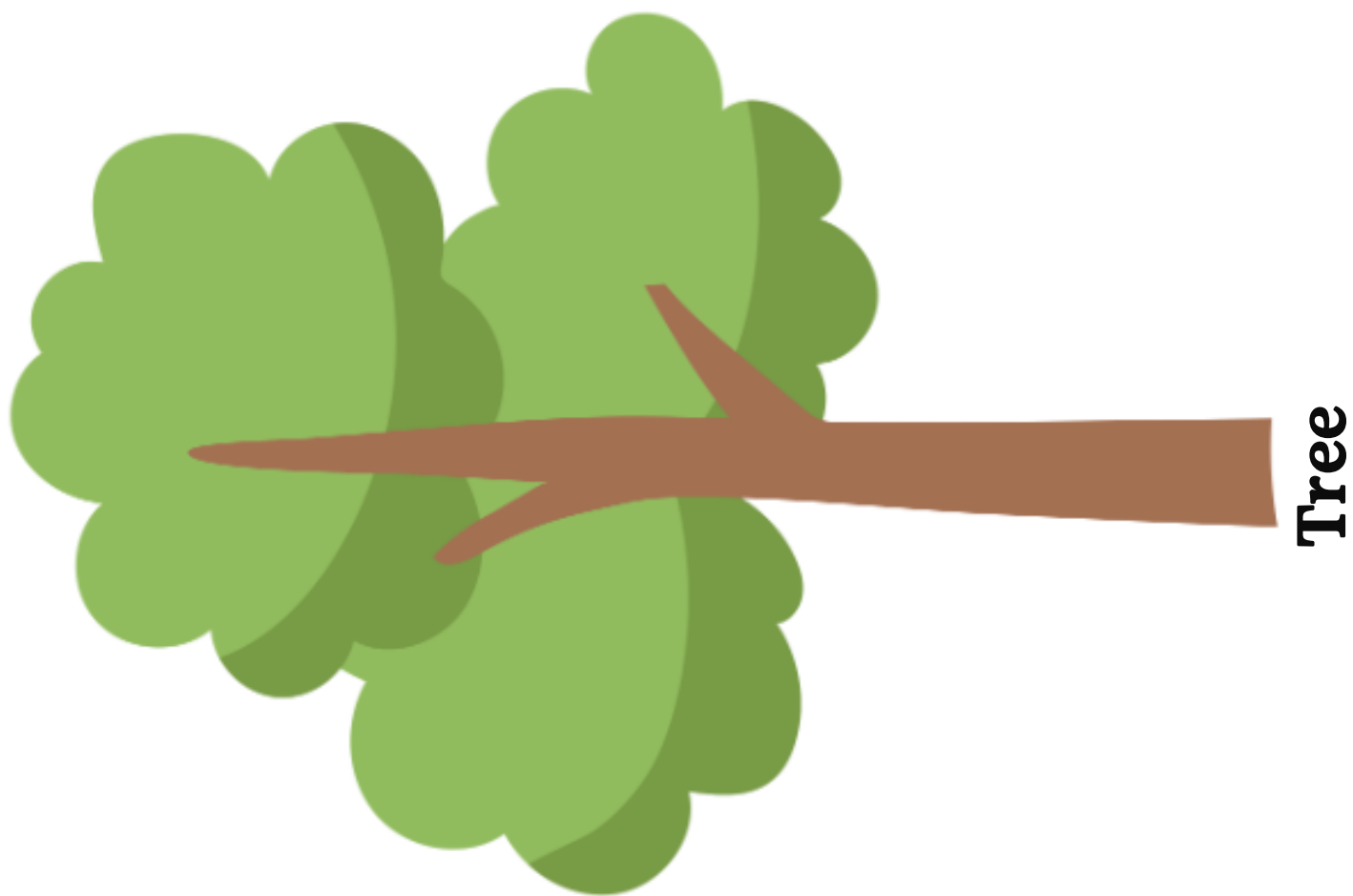
Acorn



Sprout



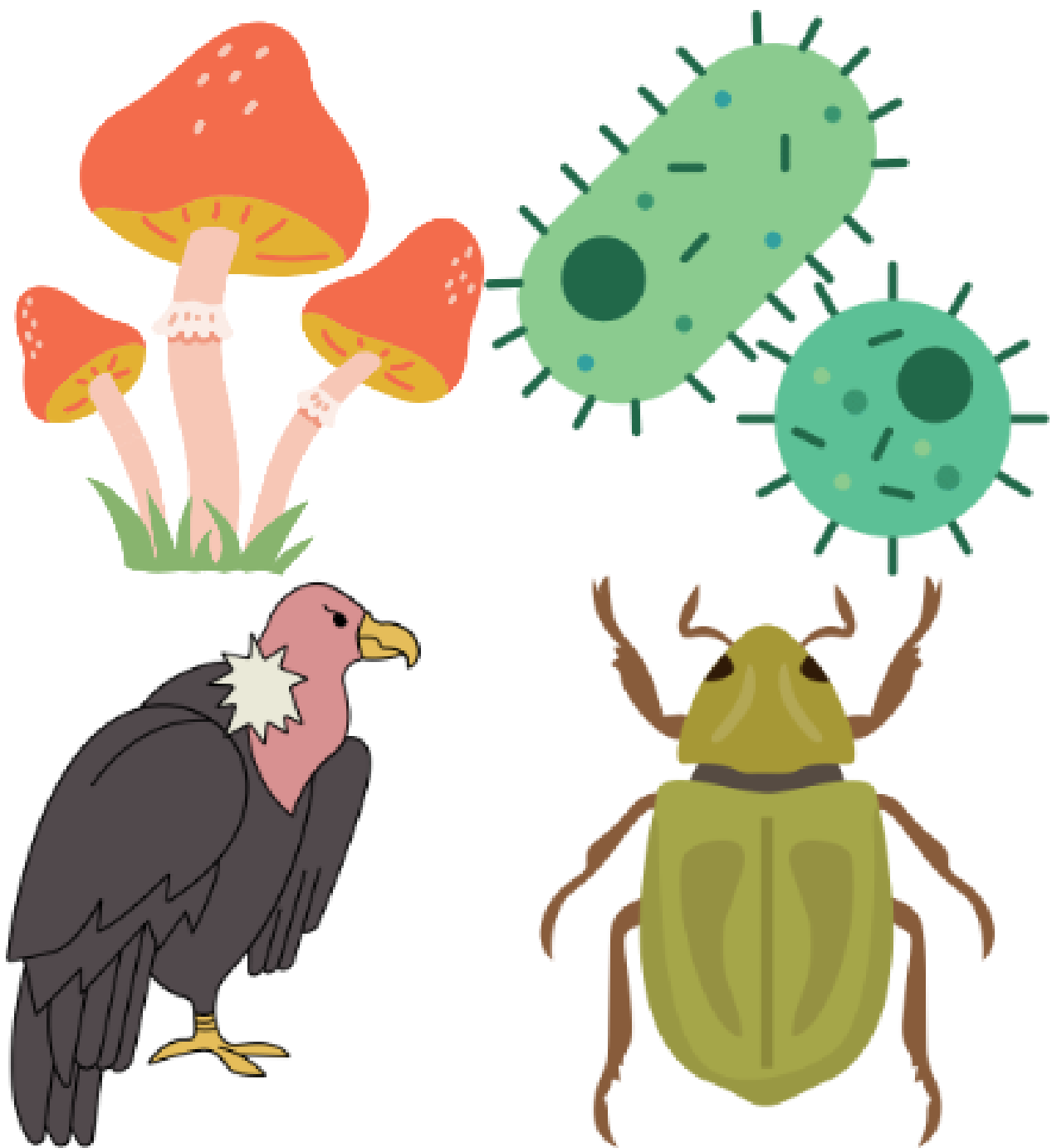
Grass



Tree



Bush



Decomposer

Hike

Activity: Find the Food Chain

It is time to take the knowledge of a food chain out into the wild! As a group take a walk and see what food chains you can discover at camp and see if you can even put together your own food webs.

Supply List:

- Find the Food Chain worksheet
- Clipboard
- Writing utensil

Preparing for the Hike:

Prior to taking the children on this hike make sure to complete some of the other activities so they understand what a food chain and food web is. Before leaving on the hike it is a great time to stop and review with them.

Key Words:

- Food chain
- Food Web
- Producer
- Consumer
- Decomposer

Directions:

1. Have a discussion prior to going on the hike to make sure that they know the key words and to remind them of the leave no trace rules.
2. Give each child a food chain worksheet as well as a clipboard and writing utensil.
3. It is time to hike! Walk along the route you have predetermined and have the Girl Scouts identify various different food chains that they notice.
4. Once they have spent some time identifying different food webs conclude the hike somewhere that they will have some time to sit and write.
5. Now have them see if they can put their food chains into a food web. Remind them that everything in the food web must have at least two connections to other things in the web.

Discussion Questions:

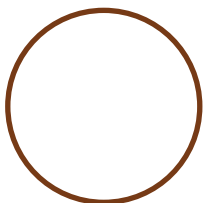
- What were some of the food chains that you noticed while you were on your hike?
- Were all of your food chains the same length? Were they different?
- How did your food chains look compared to your food web?

Find the Food Web Activity Sheet

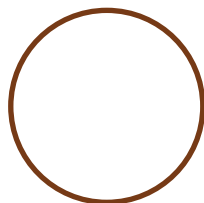
Check off the elements of the food chains that you notice. Sometimes evidence is not seeing the animal but noticing tracks, scat and other evidence.

Plants (Producers)	Herbivores (Primary Consumers)	Omnivores (Secondary/Tertiary Consumers)	Carnivores (Secondary/Tertiary Consumers)	Detritivores & Fungi (Decomposers)
<input type="checkbox"/> Grasses	<input type="checkbox"/> Caterpillars	<input type="checkbox"/> Ants	<input type="checkbox"/> Spiders	<input type="checkbox"/> Mushrooms
<input type="checkbox"/> Wildflowers	<input type="checkbox"/> Butterflies	<input type="checkbox"/> Wasps	<input type="checkbox"/> Fleas	<input type="checkbox"/> Worms
<input type="checkbox"/> Shrubs	<input type="checkbox"/> Bees	<input type="checkbox"/> Lady Bugs	<input type="checkbox"/> Ticks	<input type="checkbox"/> Spiders
<input type="checkbox"/> Trees	<input type="checkbox"/> Moths	<input type="checkbox"/> Crickets	<input type="checkbox"/> Bats	<input type="checkbox"/> Ants
<input type="checkbox"/> Nuts	<input type="checkbox"/> Grasshopper	<input type="checkbox"/> Opossums	<input type="checkbox"/> Snakes	<input type="checkbox"/> Flies
<input type="checkbox"/> Berries	<input type="checkbox"/> Deer	<input type="checkbox"/> Raccoons	<input type="checkbox"/> Owls	<input type="checkbox"/> Beetles
<input type="checkbox"/> Acorns	<input type="checkbox"/> Squirrels	<input type="checkbox"/> Skunks	<input type="checkbox"/> Hawks	<input type="checkbox"/> Millipedes
<input type="checkbox"/> Pinecones	<input type="checkbox"/> Rabbits	<input type="checkbox"/> Frogs & Toads		<input type="checkbox"/> Roly Polies
<input type="checkbox"/> Seeds	<input type="checkbox"/> Mice	<input type="checkbox"/> Salamanders		<input type="checkbox"/> Cockroaches
<input type="checkbox"/> Fruits	<input type="checkbox"/> Songbirds	<input type="checkbox"/> Turtles		<input type="checkbox"/> Snails
<input type="checkbox"/> Aquatic plants	<input type="checkbox"/> Chipmunk	<input type="checkbox"/> Lizards		<input type="checkbox"/> Slugs
		<input type="checkbox"/> Foxes		

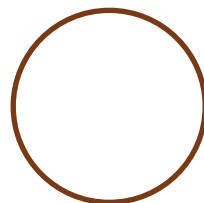
By either writing or drawing, make up two food chains that you noticed on your hike. Remember the chains do not need to be 5 steps but can be two, three or four steps.



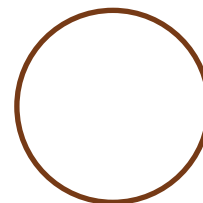
Primary Producer



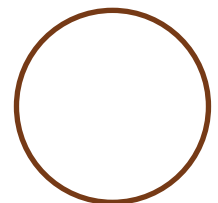
Primary Consumer



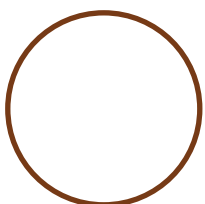
Secondary Consumer



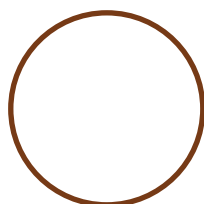
Tertiary Consumer



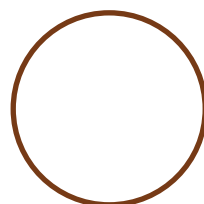
Decomposer



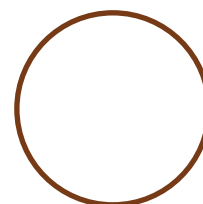
Primary Producer



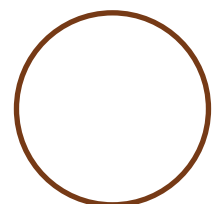
Primary Consumer



Secondary Consumer



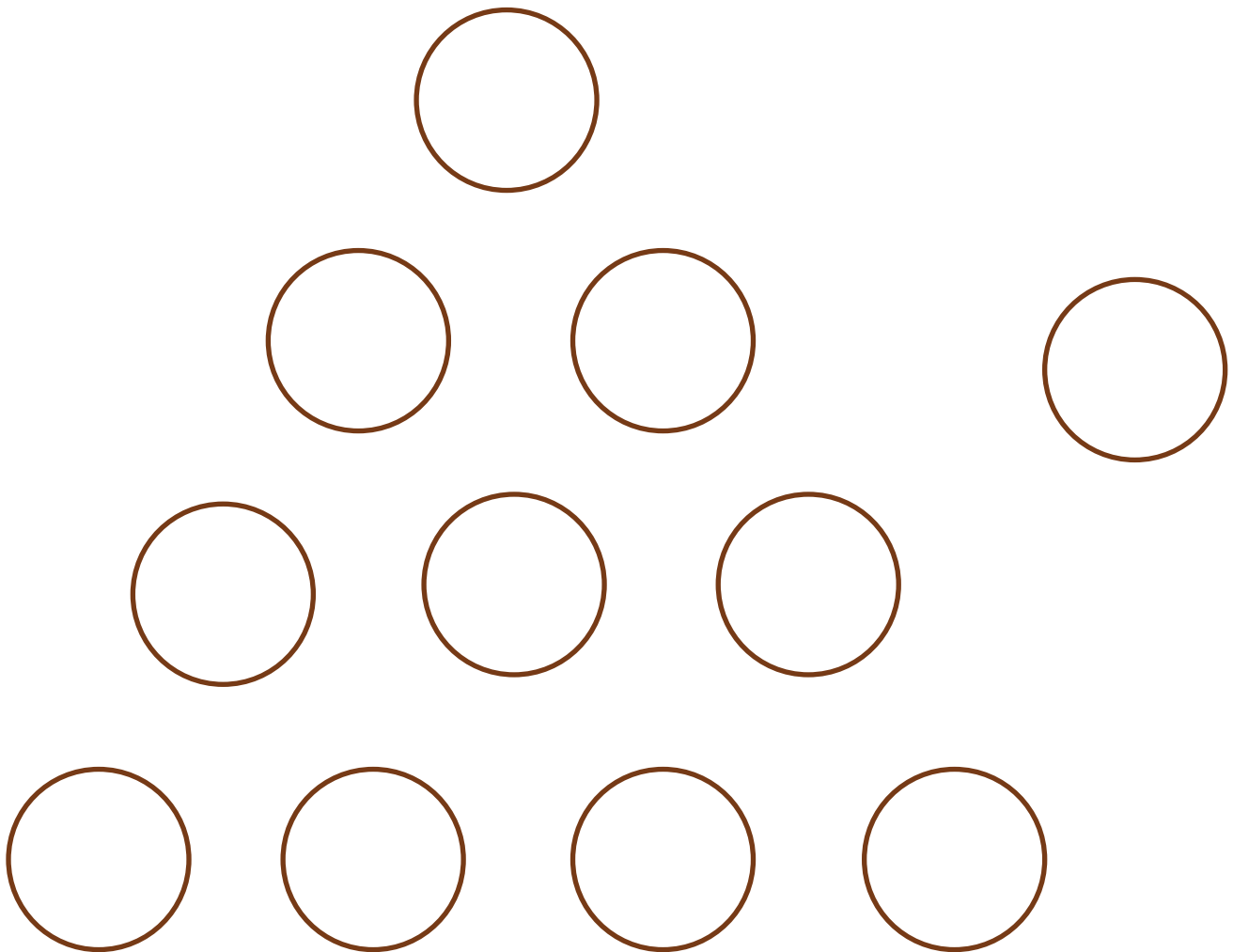
Tertiary Consumer



Decomposer

Find the Food Web Activity Sheet

Use the food chains that you just created to build a food web with some of the living things that you noticed on your hike. Remember, everything must have at least two connections in a food web.



Special Activity

Nature Art

Humans making art began around 30,000 years ago when primitive peoples began to represent nature in their paintings of animals and humans in their cave paintings. Since then many artists have been inspired by the beauty and wonder that has existed in nature. Complete two activities to explore art within nature.

James Brunt Inspired Mandalas:

James Brunt is an English artist who is best known for ephemeral, geometric artwork. Ephemeral means short lasting, and none of James Brunt's works last for more than a few days, some only last for a few hours.

A hallmark of his work is its mandala like qualities. James Brunt never plans his art, rather he is inspired by the things he discovers when he goes outside. His art tends to develop a geometric, mandala like quality as he places down his materials.

Try your hand out at making a James Brunt Inspired nature art piece!

Supply List:

- None—just the things that can be found outside.

Directions:

1. Find an area where everyone can spread out to create their art piece. The art piece can be as big or as small as they want.
2. Allow everyone time to gather items they find around them. Remind them of leave no trace. Everything they take should already be dead and not attached to another living thing. Additionally, everything they make will need to be returned at a later point.
3. Start with the center of the work and start making your way outwards. Let the inspiration move you.

Discussion Questions:

- Why do you think that artists find inspiration in nature? What inspired you in the creation of your art piece?
- How does it feel to know that your work is only going to last for a short time? Why might this make the art more or less special?



Special Activity

Nature Art

Nancy Azara's Broken Leaf Prints:

Nancy Azara is an artist and feminist who is best known for her large-scale wood sculptures which she creates from found, carved and reclaimed wood. One of Azara's famous works is titled "Broken Leaf". She shows off the raised parts of leaves such as the veins and edges which make each leaf unique. Try making your own "broken leaf" art piece by making rubbings and prints of leaves you find at Winona.

Supply List:

- Paper
- Crayons (with the wrapping off)
- Leaves (various sizes, fresh off the tree)

Rules for Collecting Leaves:

- Only take a few leaves (3-5) from any one tree.
- Pick older and bigger trees to collect leaves from instead of younger, smaller trees. Older trees can lose a few leaves and be fine, younger trees need their leaves to continue growing.
- Leaves are shareable. Not everyone needs the same leaves.
- Return the leaves back to where you found them once done with the art project.



Directions:

1. Take your collected leaves and figure out which side is more bumpy. Set the leaf down with the bumpy side facing up.
2. Cover the leaf with the paper.
3. Pick a crayon and remove the paper wrapping. Hold the crayon on its side and rub the crayon over the spot where the leaf is. Don't press too hard or it won't work properly.
4. Once done with the first leaf, either move the same leaf to a new spot under the paper or select a new leaf. Repeat the rubbing process.
5. Continue until you are satisfied that the art is up to your standards.

Discussion Questions:

- Why do you think that artists find inspiration in nature? What inspired you in the creation of your art piece?

Special Activity

Nature Art

Veronika Richterova Plastic Art:

Veronika Richterova is a Czech artist who uses PET-plastic to create amazing works of art. Polyethylene terephthalate (PET) is the material plastic bottles are typically made of. This type of plastic is one of the most common sources of plastic pollution world wide. Since 2004, Veronika has travelled to over 76 countries and collected thousands of bottles she has turned into art displays. Use some recycled bottles to create your own "PET-art" sculpture.



Prickly Pear(2017), Jellyfish(2014), Cactus(2017)

Supply List:

- Recycled plastic (bottles, etc.)
- Sharpie Markers
- Scissors
- Baking Sheet
- Oven
- Hot Glue Gun with sticks
- Parchment Paper

Directions:

1. Give each participant a few pieces of recycled plastic and a pair of scissors.
2. Cut the plastic into pieces of various sizes that can be intertwined later.
3. Have the children decorate the plastic pieces with the permanent markers to their hearts content.
4. While the participants are decorating, preheat the oven to 425 degrees and line the baking sheet with parchment paper.
5. Once the participant is happy with their colored pieces, have them arranged their sculpture so the pieces are interconnected together, the more intertwined the plastic the better.
6. Place the sculpture in the oven for a few minutes. Watch while the plastic shrinks and tighten around one another. This is not Shrinky-Dink plastic so it will only shrink a little. After a few minutes, when the plastic stops shrinking, pull the tray.
7. Take the plastic sculpture out of the oven and set it aside to cool.
8. Use the hot glue gun to resecure any pieces that have fallen off or are not secured properly.



Special Activity

Nature Art

Mary Oliver Nature Poems:

Mary Oliver was an American poet who the National Book Award and the Pulitzer prize over her writing career. Her works focused on the sometime almost miss-able parts of nature, the quiet moments commonly overlooked. Her works were praised for her ability to, "understand both the wonder and pain of nature". Try finding something outside in nature that inspires you and try writing a poem about it.



Supply List:

- Something to write on (like paper or a journal)
- Writing Material

Directions:

1. As a group or on their own have the participants read the poem, "*Just a minute,*" said a voice... After reading the poem, as a group have a brief discussion about the poem. What stood out to you? How did you feel about the poem? What part of the poem did you find the most impactful?

"Just a minute," said a voice...

By Mary Oliver

"Just a minute," said a voice in the weeds.

So I stood still

in the day's exquisite early morning light

and so I didn't crush with my great feet

any small or unusual thing just

happening to pass by

where I was passing by

on my way to the blueberry fields,
and maybe it was the toad

and maybe it was the June beetle
and maybe it was the pink and
tender worm

who does his work without limbs or
eyes

and does it well

or maybe it was the walking stick,
still frail

and walking humbly by, looking for

a tree,

or maybe, like Blake's wondrous
meeting, it was

the elves, carrying one of their own
on a rose-petal coffin away, away
into the deep grasses. After awhile
the quaintest voice said, "Thank
you." And then there was silence.

For the rest, I would keep you
wondering.

2. Individually or in small groups (2-4) write a poem about one of the creatures that Mary Oliver thought could be passing by such as the worm, walking sticks, or elves.
3. After you have wrote a poem about one of those things imagine: What else could be whispering just a minute in the weeds? Who are they? What do they look like? Write a poem or story about this thing.
4. If wanted, share the poems as a group, remember though no one should be forced to share. Creative works can be extremely personal. Any comments should be also be kept positive; this is not a writing critique.

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

Council Contact:

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

Camp Winona Patch Program Activity Guide

Outdoor Skill Activity: Complete both.

Activity #1: Dress for the Weather Relay Race

- ☐ Practice how to properly dress in a variety of weather conditions.

Activity #2: Survival Shelters

- ☐ Groups will work together to make and test survival shelters.

Challenge Mode: 3-minute Survival Shelters

- ☐ Youth will practice how to make quick build survival shelters.

Nature/STEM Activity: Complete both.

Activity #1: Link the Food Chain

- ☐ Explore how matter and energy move in an ecosystem.

Activity #2: Walk the Food Web

- ☐ Explore how the living things in an ecosystem are interconnected and how energy and matter move.

Hike: Complete one.

Activity #1: Find the Food Chain

- ☐ Participants will be look for food chains that exist in around camp.

Nature Art: Complete two.

Activity #1: James Brunt Mandalas

- ☐ Participants will use natural materials to create temporary nature mandalas

Activity #2: Nancy Azara

- ☐ Participants will create leaf rubbings that show off the beauty of a leaf.

Activity #3: Veronika Richterova Plastic Art

- ☐ Youth will use recycled plastic to create sculptures like Veronika Richterova does.

Activity #4: Mary Oliver Nature Poems

- ☐ Read a poem by Mary Oliver and use it as inspiration to write a creative writing piece

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.