

CAMP LIKE A GIRL GUIDE

A beginners guide to camping
With your Sparks and Embers



FEATURING • Responsible Guiding • Menu Planning •
Game Ideas • Safe Guide Forms • Campfire Songs • Sample kit
list • Reflections • What to do at the end of camp

GUIDERS...

ARE YOU READY?

Learn about how to start your planning and where to find **Safe Guide** forms and some online resources to help you.

GOT EVERYTHING?

Learn about how to plan and what to bring to make your camp a successful one!

KEEP THEM BUSY!

Find games, crafts and theme ideas that will keep any young **girl's** attention inside!

CRESTS!

Take your **GIRLS** camping and you can order some specially designed crests for your **GIRLS**.

Camp like a Girl Guide!

Do you want to plan a camp for your unit, but have no idea where to start? You're not alone! With the help of this resource, you will begin to have the confidence and skills to create a successful camp, sleepover, or day activity of your very own.

This package can be used in part or in whole; and is intended to be used as a **guideline** only. Remember, there is no perfect way to plan or run your camp - **INVOLVE THE GIRLS** in the **planning and have fun with it!**

For any additional information or questions that you may have, you can contact:

Provincial Camping Adviser
sk-camping@girlguides.ca

SK Provincial Operations – staff support
Yvonne Turnbull
turnbully@girlguides.ca
1-833-433-0996 ext. 1905

Click on the links below for quick access:

[Camping and Outdoors – National GGC website](#)

[Outdoor Activity Leadership Guide to Camping](#)

[Camp like a GG SK August2022.pdf \(girlguides.ca\)](#)

Good luck and let the camping begin!

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BEING A RESPONSIBLE GUIDER

What is a Responsible Guider or RG?

Being an RG requires you to be a fully screened Guider who will be the major overseer of your camp.

You will be responsible for:

- ✓ Ensuring that your **SAFE GUIDE** forms are handed in complete and on time
- ✓ Ensuring that everything is ready to go for you to run a safe and successful camp.
- ✓ Familiarizing yourself with the venue
 - Activities and facilities available and connecting with any third-party facilitators for activities being offered.
 - Identifying any risks or hazards that could potentially create a risk to adults and **GIRLS** participating in the event.
 - Knowing your emergency exits and other safety requirements of the area.
 - Perform a fire or emergency drill with participants upon their arrival
 - Knowing whether or not there is cell service (as that may change your emergency responses and level of the activity).
 - **APPENDIX #12** – Options for Camp Locations
- ✓ Ensuring that you have all the emergency contact information and health forms for **GIRLS** attending prior to leaving for camp.
- ✓ Being aware of any allergies or major medical concerns for all participants at camp
- ✓ Telling your District Commissioner about your plans
- ✓ Making sure that you have ratio met for your event and know what to do should you need to cancel the event. Ratio example on page 7
- ✓ Making sure that everyone is always acting in a safe manner.

The Responsible Guider needs to make sure that everything gets done and that she is physically present during the event.

Remember, just because you are the RG, doesn't mean you have to do everything yourself. Feel free to delegate tasks to other members of your group (**GIRLS included**) so that everyone can participate in the planning.

Other tasks and things that need to be considered while planning:

- Camp is Girl Driven – are the **GIRLS** involved in the planning and decision making?
- Quartermaster – although it is not required at this time, consider a quartermaster with Food Safety Course or food safety knowledge and skills.
- First Aider – do they have the required qualifications?
 - o The RG cannot be First Aider and RG – needs to be two separate roles.
- Are ratio requirements and do you need non-members to help?
- Camp location and rental fees.
- Transportation.
- Menu and shopping.
- Planning the schedule of activities.
- Collecting the forms and fees from caregivers.
- Hold an informational caregiver meeting one or two weeks prior to camp (Zoom or in person)
- Camp budget - are there any subsidies and who will apply?
- Planning and scheduling the patrols and patrol duties?
- Badge and crest ordering (If creating own crests need to follow Brand Standards <https://www.girlguides.ca/web/Documents/SK/BrandStandards2015.pdf>) Send request for approval to Elaine Cullingham (elaine.cullingham@girlguides.ca)
- Gear lists and where to borrow missing items such as tents, propane stoves & lamps Saskatchewan Council Property Booking for Equipment) https://www.girlguides.ca/WEB/SK/Program/Camps/Saskatchewan_Council_Property_Booking.aspx

SAFE GUIDE FORMS

Planning a camp is not just about the food, crafts, and games you will play, but also about being safe. As Responsible Guider, you are responsible to ensure the camp follows all **Safe Guide** protocols.

Always check the National Girl Guide website to ensure that you have the most updated forms when completing them. Try to fill them out as best you can, but if you need help ask a fellow Guider, your District Commissioner, Camp Adviser, or the SK Safe Guide Adviser. We are all here to help and do not want the required paperwork to be a barrier.

Guiders in Saskatchewan will start submitting their Safe Guide forms using the online system SurveyMonkey Apply. Forms for camp need to be filled out completely and approved prior to holding a camp. **Submit paperwork for their activities at <https://ggcportal.smapply.ca> effective September 1.**

- ✓ Yellow level camps require 14 days to process your forms
- ✓ Red level camps require 21 days to process your forms

We suggest that you submit your forms as early as possible so that you are not rushing to do paperwork leading up to camp and miss meeting the deadline. In addition, submitting forms early will allow you to hand out the information and permission forms to the caregiver and have them handed back to you prior to camp.

Understanding each form will help you better prepare for what information is needed to submit to your Safe Guide Assessor and whether you will need additional paperwork for higher risk activities.

RATIO

Determine how many adults you will require to satisfy ratio requirements. Remember you must **always meet ratio**. For example, if you want to go outside while one leader or caregiver helper prepares lunch, you must meet ratio outside with the **GIRLS**. For this reason, it is often helpful to have a designated Quartermaster (or cook) in addition to your ratio.

The following chart shows the ratios required for each level of Guides and activity, taken directly from [Safe Guide](#):

General Supervision Ratio

Branch	Green		Yellow		Red	
	Min. # of adult women	Ratio	Min. # of adult women	Ratio	Min. # of adult women	Ratio
Sparks	2	1:8	2	1:5	2	1:5
Brownies	2	1:8	2	1:5	2	1:5
Guides	2	1:15	2	1:7	2	1:7
Pathfinders	1	1:15	1	1:7	1	1:7***
Rangers	1	1:15	1	1:15	1	1:15***

Supervision Ratios for Swimming						
Branch	Green (e.g. aquatic facility)		Yellow (e.g. backyard pool, swimming while wearing PFDs)		Red (e.g. non-established waterfront at a cottage or cabin)	
	Min. # of adult women	Ratio	Min. # of adult women	Ratio	Min. # of adult women	Ratio
Sparks	3	1:5	3	1:5	3	1:3
Brownies	3	1:5	3	1:5	3	1:3
Guides	2	1:7	2	1:7	3	1:7
Pathfinders	1	1:15	1	1:7	2	1:7
Rangers	1	1:15	1	1:10	2	1:7

Only women who meet the following screening criteria may be counted in supervision ratios:

- Members who have completed screening
- Potential members (PMBR) who have a clear PRC and two reference checks.
- Unit Assistants who are women/woman non-member volunteers over the provincial age of majority and are registered in iMIS using the Non-member Volunteer form (A.7) with a police records check (PRC)

ACTIVITY PLAN AND PERMISSION FORM

Activity Plan (SG1) and **Permission Form (SG2)** are the first forms needed to hold an event outside of your regular meeting activities. These forms include all the information such as time, date, location of the event and is used to clearly outline your event for both your **GIRLS'** caregiver(s) and the Safe Guide Assessor. The **SG1** form, along with the **SG2** needs to be completed and given to each caregiver and returned prior to camp along with an updated **Health Form (H.1)**.

FIRST AIDER

Once you know how many adults you will need for the proper care of your **GIRLS**, determine who will be the **First Aider**. A first aider is required for all levels of camping, is required to have the proper training to take on this role and is needed at a rate of one first aider per 25 participants including adults (example 30 participants will require two first aiders). First aid training must be recorded in iMIS prior to the commencement of your camp. The first aider will be responsible for:

- ✓ Reviewing all the health forms submitted by participants (**H.1**) to ensure they understand all the medical needs of **GIRLS** in attendance.
- ✓ Checking in any medications that are required during your activity when caregiver drop off their **GIRLS** (this includes all medication – asthma pumps and inhalers, cold medication, epi-pens, or cough drops).
- ✓ Administering any medications indicated by caregiver.
- ✓ Administering any first aid required.

*Note - **GIRLS** cannot participate in your activity without a signed permission form (**SG2**) and health form (**H.1**).*

MEDICATIONS

If a girl will require medication during your event, her caregiver must complete the **Medication Plan and Administration Record (H.3) upon arrival at camp**. Bring medication in a plastic bag (zip-lock) their name and dosage clearly marked on the original container. (We recommend having caregiver complete a Medication Bag form (**Appendix #1**)). Pill boxes or general containers cannot be accepted.

Always discuss with caregivers any questions that you have with regards to the medication and dosage and explain that although taking medication will be supervised, all medicine will be self-administered. All medications will be administered under supervision by the First Aider.

EMERGENCY RESPONSE PLAN (ERP)

Each event you hold, requires an **Emergency Response Plan (SG4)** to prepare yourself and make all others aware of the pre-planned responses to possible emergencies that could take place. Each activity's **ERP** will be different based on your location, access to telephones, EMT, etc. Make sure to go over the **ERP** with your adult volunteers to ensure that everyone is confident about the plan and aware of what to do should an emergency arise.

HOME CONTACT PERSON (HCP)

A **Home Contact Person** is a Guiding member or a non-member (A-7), who has a police record check on file and who will not be present at camp. This person would be contacted in case of major emergency to contact all caregivers and inform them of an emergency situation (as outlined in your emergency response plan or ERP).

They will have a copy of:

- ✓ The names of all your participants (**GIRLS** and adults) along with all their emergency contact information
- ✓ Your emergency response plan and a detailed itinerary of your planned activities.

INCIDENT REPORTING

Guiders must report all minor and major incidents that take place during a planned activity with an **Incident Report (INS.01)**. This could include anything from illness, injury, discipline, major conflict, or an emergency situation that took place.

The Guider who is closest to the incident must be the one to fill out the **Incident Report (INS.01)**. and submit using the online [Incident and Girl Protection Submission Form](http://www.girlguides.ca/incidentgirlprotectionsubmission) immediately following the incident. <http://www.girlguides.ca/incidentgirlprotectionsubmission>

All Incident Reports will be reviewed by the Member Risk department and your Provincial Council.

All incidents are documented and reported as outlined in the incident Reporting section within [Safe Guide](#). Questions? Please contact incidents@girlguides.ca

More information about roles, forms and reporting can be found on Member Zone under Guider Resources:

https://www.girlguides.ca/web/MZ/Guider_Resources/Safe_Guide/MZ/Guider_Resources/Safe_Guide_SubPages/Safe_Guide.aspx?hkey=7438aaca-b29b-4fad-9d81-5fd509e99287

****Always refer to the most updated version of [Safe Guide](#) as the above-mentioned information should only be used as a general reference and could change at any time. [Safe Guide](#) is your best resources for planning any event!**

FORMS AT A GLANCE...

The following is a list of most used [Safe Guide](#) Forms:

SG1 - Activity Plan

Outlines your activity plan and is given to caregivers as well as your Safe Guide Assessor.

SG2 – Parent/Guardian Permission form

Used along with the SG1 to obtain permission from caregivers for **GIRLS** to participate in your event.

SG3 - Activity Notification or Authorization

Given to the Safe Guide Assessor and contains all the information regarding adults in attendance, roles and responsibility and is required to be returned for the go ahead for your activity.

SG4 – Emergency Response Plan

Must be brought with you to camp and should be made available to all adults in attendance. Includes steps to manage potential emergency situations.

H.1 – Health Form for GIRLS

H.2 – Health Form for Adults

H.3 – Medication Plan and Administration

Used to record medications taken during an activity

H.4 – First Aid Treatment Record

Used to record first aid treatment during the activity

INS.01 – Incident Report

Used to record all incidents, major or minor, such as illnesses, injuries, discipline, or unexpected occurrences

WA.1 – Water Activity Form

Used to obtain permission for water activities

SG.7 - Third Party Service Provider Interview Checklist

A Third-Party Service Provider (TPSP) is an external business or organization to whom GGC entrusts the care and management of GGC participants for the duration of an activity or event which requires skill and experience beyond that of a Guider

****Note that if you are wanting to include water activities into your camp planning, please read your [Safe Guide](#) carefully and ensure you understand the requirements as additional requirements for safety is required.**

Form Retention – How to submit Safe Guide packages

At the end of camp, it is important to destroy all paper and electronic documents containing **GIRL** or unit names to ensure confidentiality and keep **GIRL** information private. Health forms should be returned to participants at the end of the event. All other forms from camp can be sent to the National office:


Please send Safe Guide packages to the national office:

Girl Guides of Canada
50 Merton St.
Toronto, ON M4S 1A3

On the outside of the envelope write:

Safe Guide Package
'Current Year' (i.e. 2021-2022) Guiding year
Your Unit Name and iMIS # and/or organizing group and iMIS #

Unit funds may be used to cover the cost of the mailing.

For a complete list of what needs to be included in your Safe Guide package  [see page 52 of Safe Guide](#).

PLANNING AND PROGRAM SCHEDULE

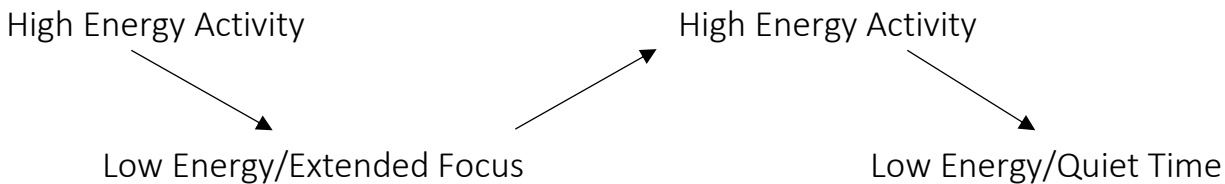
When planning a camp there are some things to take into consideration:

- ✓ Are the **GIRLS** involved in the planning and decision making? **Appendix #2**– Activity Leadership Guide to Camping – Involving the **GIRLS**
- ✓ Is your camp inclusive and accessible to all?
- ✓ Do the **GIRLS** want to have a day camp or a sleepover camp?
- ✓ Is your camp being held in the summer, fall, winter, or spring?
- ✓ Does your camp involve sleeping in tents, at a Guide House or in a lodge?
- ✓ Do the **GIRLS** want your camp to be theme oriented, program based, or both?
- ✓ What services do you have available at the location you have chosen? Do you have a stove, fridge, power, coffee pot, cooking essentials like utensils/ pots/pans?
- ✓ Did you schedule time for Leader’s respite?

ACTIVITIES AND GAMES

Once you have answered these questions you and the **GIRLS** can begin to look at activities and games that will fit in to your programming for the badges, themes and area chosen. It is always best to include activities that require a variety of energy levels. For example, there might be rotating activities that involve an outdoor game, an inside craft, and a quiet story. It is important to remember that young children require short rests in between high energy activities and the opportunity to “body break” will help them when you require them to sit and focus.

Consider the following model:



****Always ensure that your **GIRLS** (and of course you!) have time to relax and rest in between the day’s events.**

*Check out the games section (**Appendix #3**) for ideas on games and activities to play with your **GIRLS** !*

MENU

It is important to include the **GIRLS** in menu discussions, so meals are all inclusive and diverse. Choose healthy meal and snack options so the campers have energy for the fun activities planned. It is also important to review the health forms for any food allergies and dietary restrictions so that no campers are left out. Take the time to talk to your **GIRLS** about healthy options and ask for their input. Consider having the **GIRLS** “make a meal” and plan their own camp menu. Quite often, many of the **GIRLS’** best memories from camp involve food!

Appendix #4 Menu plan from OAL

OPENING AND CLOSING CAMP/CAMPFIRE

There are many different ways for the **GIRLS** to choose how to open and close your camp! Some **GIRLS** like to sing their opening song to begin camp just like at their meetings, while others do something more formal like setting out a goal for the camp or have a formal flag raising. Campfire can be done by real campfire or by using a homemade “campfire”. Check facility regulations in case of fire band or if a fire permit is required. Songs are usually sung around the campfire and a general template of planning one is included later in this booklet. Regarding closing ceremonies, some **GIRLS** like to say what they loved best about camp or ask the **GIRLS** to indicate if they enjoyed the activities with thumbs up or thumbs down. This is a good opportunity to hand out crests and badges they earned and sing their closing song. Or the **GIRLS** may want to plan something more formal.

Again, there is no right or wrong way on how to do any of this so INVOLVE THE **GIRLS** in the planning and have fun with it!

Now that you have some ideas for your camp, let's look at how to make it all come together. Below are some sample schedules that have worked for Guiders in the past:

1 – DAY SAMPLE SCHEDULE

9:00 – Registration

- Divide **GIRLS** into groups and make name tags
- Assign adult helpers to their tasks and begin prep for 1st activity

9:15 – Opening

- Welcome everyone and go over schedule and camp rules

9:30 – Programming

- Centers, rotational, games...etc.

10:30 – Snack

11:00 – Programming

- Centers, rotational, games...etc.

12:00 – Lunch

12:45 – Clean up and Chore Chart

1:00 – Quiet Time

- Reading, puzzles, quiet games

2:30 – Snack

3:00 –Campfire

3:30 – Closing ceremonies

- Reflections
- Distribute crests

4:00 – **GIRLS** depart and Guider clean-up

FULL DAY + 1 OVERNIGHT SAMPLE SCHEDULE

Day 1

9:00 – Registration

- Divide **GIRLS** into groups and make name tags
- Assign adult helpers to their tasks and begin prep for 1st activity

9:15 – Opening

- Welcome everyone and go over schedule and camp rules (such as fire, safety, and prerequisites for space rental)
-

9:30 – Programming

- Centers, rotational, games...etc.

10:45 – Snack

11:00 – Programming

- Centers, rotational, games...etc.

12:00 – Lunch

12:45 – Clean up and Chore Chart

1:00 – Quiet Time

- Reading, puzzles, quiet games

2:30 – Snack

3:00 –Programming

- Centers, rotational, outdoor games...etc.

5:30 – Supper

6:15 - Clean up and Chore Chart

6:30 - Programming

- Centers, rotational, games...etc.

7:30 – Campfire

8:30 – Mug up

9:00 – Bedtime

Day 2

8:00 – Wake up and wash up

8:15 - Breakfast

9:00 – Clean up and Chore Chart and gear preparation for pickup

9:30 – Outdoor Games

10:30 – Snack

10:45 – Closing

11:00 – **GIRLS** depart and Guider Cleanup

FULL DAY + 2 OVERNIGHTS SAMPLE SCHEDULE

Day 1

6:00 – Registration

- Divide **GIRLS** into groups and make name tags
- Assign adult helpers to their tasks and begin prep for 1st activity

6:15 – Opening

- Welcome everyone and go over schedule and camp rules (such as fire, safety, and pre-requisites for space rental)

6:30 – Programming

- Centers, rotational, games...etc.

7:45 – Snack

8:00 – Programming

- Centers, rotational, games...etc.

9:00 – Campfire

9:30 – Mug up

10:00 - Bedtime

DAY 2

8:00 – Wake up and wash up

8:15 – Breakfast

9:00 – Clean up and Chore Chart

9:15 – Programming

- Centers, rotational, games...etc.

10:30 – Snack

10:45 – Programming

- Centers, rotational, games...etc.

12:00 – Lunch

12:45 – Clean up and Chore Chart

1:00 – Quiet Time

- Reading, puzzles, quiet games

2:30 – Snack

3:00 – Programming

- Centers, rotational, games...etc.

5:00 – Supper

5:45 – Clean up and Chore Chart

6:00 - Programming

- Centers, rotational, games...etc.

7:30 – Campfire

8:30 – Mug up

9:00 – Bedtime

Day 3

8:00 – Wake up and wash up

8:15 - Breakfast

9:00 – Clean up Chore Chart and gear preparation for pickup

9:30 – Outdoor Games

10:30 – Snack

10:45 – Closing

11:00 – **GIRLS** depart and Guider Cleanup

If a Friday-Saturday event would work better for you then you could simply begin your activities Friday at 6:00 or 7:00 and end on Saturday around 4:00. Your schedule could still include the same activities.

Remember...the most important thing about planning and running a camp is the **GIRLS** as well as creating something that is flexible and open to change! Whether the need to change is based on the weather, interest or because of over-extended kids, being flexible within the planning will go a long way. Pay attention to the overall energy level and adjust according. Don't exhaust your campers but try to fit in enough to keep them engaged.

Knowing your **GIRLS** and understanding their likes, dislikes and challenges will go a long way in keeping them motivated with each activity is one thing to consider. Variety is best! Balance your competitive games equally with thinking games as well as cooperative games. This way, all **GIRLS** can participate equally with their set skills and not feel left out. As we know...physical activity is very important to overall health so don't be shy to get them moving!

Have activities and crafts that fit well within the program or theme that the **GIRLS** have chosen to engage learning either new skills or building on ones that you've been working on at meetings. **GIRLS** between the ages of 5 and 8 enjoy trying new things so don't underestimate what they can do.

Plan crafts, with a variety of different layers or diversity to the craft to engage **GIRLS** that may be more advanced than others. For example, making a hat craft that could be either glued or stitched? If creating a beaded craft, perhaps having some **GIRLS** use smaller beads with thread and a needle while others could use bigger beads with yarn. Most crafts can be interchanged with a little bit of planning and imagination and will encourage **GIRLS** to step outside their comfort zone and try something new.

Once the schedule is determined and have the **GIRLS** input on the activities, you can start to slot these into a spreadsheet type document and decide what to do and at what time. You can begin to build your camp program worksheet to stay organized!

Here's an example of a possible program worksheet to help you organize your schedule of activities, with what you need and who will look after that specific chore and/or programming.

Time	Activity	Responsible Guider	Equipment Needed
9:00am	Registration	Guider A	Name tags, markers, pins, forms
9:15am	Opening	Guider B	List of Camp rules, Objective for the day, etc
9:30am	Programming		
	Activity A	Guider A	
	Activity B	Guider B	
	Activity C	Guider C	
10:30am	Snack	Mom Helper 1	veggie tray, dip, juices, crackers, water
11:00am	Programming		
	Activity A	Guider A	
	Activity B	Guider B	
	Activity C	Guider C	
12:00pm	Lunch	Mom Helper 1	lunch meat, buns, fruit, juice, water, cookies

Make sure to plan in breaks for all the Guiders and adult volunteers involved so that each can have some downtime and not feel overwhelmed or overworked. Your program sheet will also help you be aware of what you will need to purchase and what you can use that you already have on hand. Planning a menu is not as intimidating as it seems...but we'll have more on that next!

MENU PLANNING

Before **GIRLS** assist in planning meals for your camp there are a few questions that you may want to address:

- ✓ How much cooking do you want to do?
- ✓ How much time is scheduled for preparing the meal?
- ✓ How will you be doing the cooking? (Fire, stove, buddy burner, etc.)
- ✓ How much time is scheduled to eat the meal?
- ✓ What meals are being planned for?
- ✓ **Are the menu suggestions staying within the budget?**

A camping meal can be anything from pancakes and sausages to meat, cheese, and crackers on the go. Once you determine if you camp will be a one-day or one – 2-night sleepover, you can better determine the food intake that will be required.

To keep the menu discussion manageable with the **GIRLS**, vote on a list of suggestions (**GIRLS** to mark with stars or stickies) on what they want for menu choices.

Some suggestions may look like this:

Breakfast

- bacon/sausage and eggs
- pancakes with whipped cream and strawberries
- hash browns
- toast and jam
- bagels
- oatmeal and ice cream
- cold cereal and milk
- fruit

Snacks

- trail mix
- granola bars
- fruit or veggies and dip
- cheese and crackers
- cut up meat sticks
- home-made muffins or cookies
- chips and salsa

Lunch

- sandwiches
- pita pockets
- individual pita pizzas
- quinoa or kebobs
- nachos and cheese
- fruit or veggies and dip or salads
- soup and bagels/bread

Supper

- hot dogs
- macaroni and cheese
- soup and sandwiches
- pasta and sauce

Beverages

- water (always keep water bottles filled)
- juice
- milk

**always ensure that you have beverages available for each meal, so kids are well hydrated.*

Options are unlimited however always know what allergens may affect your group and plan appropriately.

DAY CAMP

If your camp will be limited to 1-day, include 2 snacks (one for the morning and one for the afternoon) with a heartier lunch in between to help them with their energy levels. Keep in mind that most 5- to 8-year-old **GIRLS** will require some quiet time directly after lunch so try to give them food options that are easily digestible and don't contain too much sugar.

SLEEPOVER CAMPS

If planning a sleepover camp, the menu will look a little differently. In this case, plan for either a light supper shortly after arrival or no supper option with a heartier snack if you expect campers to come already fed. If planning on starting camp prior to or around supper time, have a light supper with a snack later in the evening just before bedtime. Recommend choosing a simpler meal for this first meal as arrival day can be pretty busy and hectic. If you can, try to pre-prepare your arrival day meal at home so there is less to do once you get there.

Breakfast is required if you are planning a sleepover. Breakfast items could range from quick and easy to warm and delicious. Plan the schedule around the breakfast ideas/options as you want to ensure there is enough time to prepare and eat the meal. Mornings can be difficult for some so giving them enough time to get settled and eat will set the pace for the day.

MUG UP

Last but not least...Mug up?

Mug up is an old traditional name to describe a snack or coffee break throughout the day or evening. In Guiding, **GIRLS** look forward to receiving a Mug up shortly after campfire and before getting ready for bed. Typically, plan for something warm for the **GIRLS** to have in their tummies before hitting the sack – remember protein and a carb, not just sugar. Mug up choice will be dependent on how you have your campfire but here are a few options that are popular with **GIRLS** of all ages:

- s'mores or roasted marshmallow
- campfire éclairs
- monkey bread
- popcorn
- bannock with butter and jam
- tea, hot chocolate, hot juice

Again...the options are limitless!

Quantities of food required may be a factor when choosing your meal options. Some food items don't cost very much while others could break the bank. Keep that in mind when planning to ensure that what is spent on food (and other camp expenses) doesn't exceed on what is being charged for the camp. **Know your budget!** **Appendix #5** Camp Budget

There are a variety of camping food planners and calculators online that you can use to help you determine what you need, so don't feel shy about using one. Having a little extra at the end of camp is normal but you want to try and stay away from having too much food. A lot of groups will have either caregivers or Guiders take the leftovers from camp and "buy back" or donate the cost of the food back to the unit. This helps to create less food waste and brings revenues back to the unit that would be lost otherwise. Check with other branches within your unit to see if they have a "dry goods pantry" or "cleaning supplies pantry" that you can pull from.

Once you have determined your full menu and quantities needed, try buying in bulk to save the unit money. If you only require small amount of a particular ingredient or are planning homemade baked goods, consider looking around your home for the item or asking caregivers to help by making and donating them to the unit. Also, don't forget to include on your shopping list things like condiments, cutlery, napkins, and other items that you need to make and serve your food that aren't actually food!

BADGES AND CRESTS

Earning Badges and crests are always very exciting for **GIRLS**! When planning your camp, perhaps you can spend some time going through your Guider manual to see if any of the topics and games you've chosen would fulfill some of the requirements for earning certain badges. Depending on what the **GIRLS** want to get out of camp, you can implement any program or discovery badge into your camp theme. Some badges that could easily be incorporated into any camp are "Into the Outdoors" or "Guiding Together".

Check the Girls First Program Platform (<https://experience.girlguides.ca/ggc-login>) for additional resources such as activities, badge in a box and challenges. There are challenges that earn crests which can be incorporated not only during a camp but also during your regular meetings so look around online and see what you can find.

- Crests are available through the Girl Guide Store and can also be ordered through any of the applicable provincial offices. One option of an outside company is E-Patches in Sylvan Lake, AB (www.epatchesandcrests.com).
- You can order crests and/or design one of your very own. If creating own crests, you need to follow Brand Standards <https://www.girlguides.ca/web/Documents/SK/BrandStandards2015.pdf>
- Send request for approval of the crest to Elaine Cullingham (elaine.cullingham@girlguides.ca)

It is important to not over do your planning when it comes to badge completion to avoid feeling defeated at the end of camp. Aiming for 1 or 2 badges will keep you in-line for achieving your goals through activities while still being able to have fun with your **GIRLS**. If your badge or challenge is too big for your camp schedule, perhaps try incorporating some pieces into your weekly meetings leading up to camp with camp being the "big finale"!

*Check out **Appendix #6** - the order form for a special crest designed to go along with this manual! Order one for each of your **GIRLS** you take camping...*

HAT CRAFT IDEAS

Pinterest and Google have exploded with ideas on making hat crafts. Hat crafts can be anything! Perhaps a mini s'more, bed roll or campfire at a skills camp; a mini magnifying glass for a mystery themed camp; or a mini 'Thing 1' made from a pop can tab and some yarn and foam for a Dr. Seuss themed camp. There are a million and one ideas that would make any Girl Guide squeal and "have to have it" and the sky is the limit for you to find the just the right one!

Samples of a few popular hat craft ideas are included in **Appendix #7** to suit any camp you plan. When planning a specific theme, have at least one hat craft related to that theme.

Included Hat craft Ideas:

- ✓ Marshmallows on a Stick
- ✓ Fire Starter Hat Craft
- ✓ Bacon & Egg Hat Craft
- ✓ Mini Bed Roll Hat Craft
- ✓ Mini Fire Hat Craft
- ✓ Camper in a Sleeping Bag Hat Craft
- ✓ Mini Ditty Bag Hat Craft
- ✓ Mini Tent Hat Craft

Other Ideas

- ✓ Pinterest – hat crafts are also called SWAPS – lots of great ideas
- ✓ A huge pdf full of ideas with pictures!! <https://www.gscwm.org/content/dam/girlscouts-gscwm/documents/Simple%20Crafts%20and%20SWAPS.pdf>
- ✓ Shrink it!
- ✓ Put it in a mini plastic bag!
- ✓ Laminate it!
- ✓ Think mini – and let GIRLS come up with ideas!!

SETTING UP YOUR CAMP

Setting up camp does not need to be elaborate but there are a few things you may want to consider prior to getting to camp. Determining how many tents you need will be based on how many **GIRLS** and adults you plan on having at camp and how many **GIRLS** you can fit in one tent. Understanding that **GIRLS** will need to not only keep their sleeping gear in their tent but also all their other gear (minus their ditty bags and personal pails) will better help you gauge how many you will need. A 6-person tent will nicely accommodate 4 **GIRLS** with all their gear. Using personal tents is perfectly acceptable however, if you don't have access to personal gear, contact your District Commissioner and/or check out Saskatchewan Council Property Booking https://www.girlguides.ca/WEB/SK/Program/Camps/Saskatchewan_Council_Property_Booking.aspx

Make sure you follow current health regulations. You can be confident that you will continue to offer great Guiding experiences with safety protocols in place as needed.

DO

- ✓ Set up tents before-hand to ensure all are in good working order
- ✓ Encourage **GIRLS** to keep their gear neat and tidy.
- ✓ Explain the importance of the tents including cost and show the **GIRLS** how to properly handle all gear you are planning to use.
- ✓ If your **GIRLS** are new to tenting, set up the majority of the tents leaving one or two for the **GIRLS** to practice with.

DON'T

- ✗ Allow ditty bags/personal pails/food in the tents.
- ✗ Set up your sleeping area too close to your cooking and eating area.
- ✗ Allow adults to share tents with **GIRLS**, however adult tents should be set up within proximity to **GIRLS'** tents for safety.

PATROL DUTIES

What are patrol duties? Patrol duties are chores or activities assigned to the **GIRLS** to perform to help build responsibility and help you as the Guider to get everything done. The type of camp you are holding, and the age of the **GIRLS** will determine what type of patrol duties you will assign to each "patrol".

A “patrol” is a pre-assigned group either by color or name that will work together during the length of your camp. Before or after each meal, **GIRLS** should be assigned a rotational list of chores to complete before they can move on to their next activity. Try to schedule the duties in a round robin so that each patrol gets a turn to perform every duty; if patrols need to do a duty more than once, try not to plan them in a row. Make a chart ahead of time and have it available during the length of camp so **GIRLS** are aware of what duty they have been assigned and when. If you have enough Guiders or non-member volunteers, have them assigned to help and oversee each patrol duty to ensure that **GIRLS** are all participating equally, and the duties are performed adequately.

Here are some patrol duties that you would consider assigning. These of course can be adjusted based on the type of camp you are having, ages of the **GIRLS** and what is needed to be done. Some suggestions are:

- **Kitchen** - this would be performed prior to and after meals to help the adult volunteers to prepare and clean up and includes washing dishes that were used to prepare the meal
- **Biffies** - biffies are the toilets or washrooms in the facility.
- **Wood and Water** - if you are camping where wood and water would need to be gathered for wash bins, fire for cooking and drinking water.
- **Campfire** - if **GIRLS** are older or have taken part in a campfire previously, they can be assigned to help plan the campfire for later that night
- **Reflections** - if **GIRLS** have taken part in a camp previously, they can be assigned to help plan the reflections for the morning

This list of patrol duties is not exhaustive but does give you some suggestions to help build responsibility with your **GIRLS** at camp. These skills are vital if your **GIRLS** plan on attending future camps either be provincially, nationally, or internationally.

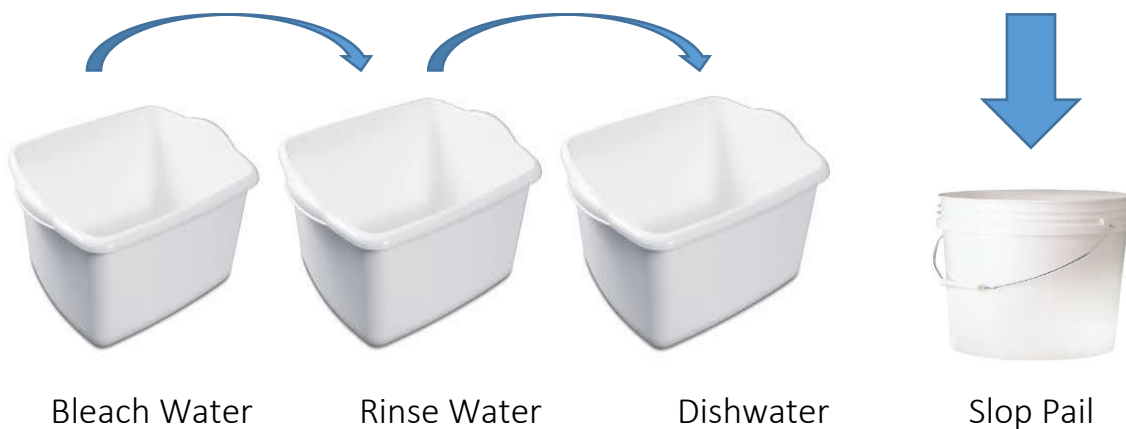
DISHWASHING

It is good practice to teach your **GIRLS** to wash their own dishes during camp not only to encourage them to be independent and responsible, but it also prepares them for other camps that they may choose to attend when they move up and become a Guide, Pathfinder and Ranger. At most Provincial camps, especially wilderness camps, the programming is designed to build on skills learned during camps they’ve attended during Spark and Embers levels. These camps would expect that **GIRLS** be partially independent in setting up camp, cooking their own food and doing their own dishes. Following are the rules for proper dishwashing at camp:

1. Set up three wash container or bowls with the following ingredients:
 - a. one container with hot water and soap

- b. one container with clean water
 - c. one container with water and a capful of bleach
2. Have a slop pail ready for **GIRLS** to scrape any leftovers not eaten prior to washing.
 3. Dishes are to be washed in the first container until all the food particles are gone and the dishes are clean.
 4. Dishes are then rinsed in the second container with the clean water
 5. Dishes then soak for two minutes in the container with the capful of bleach to kill any bacteria remaining on the dishes.
 6. Clean dishes are then both put into their ditty bags and hung to dry, or on dish racks for indoor camping.
 7. All dishwater is then strained (preferably with a panty hose) into the slop pail where the strained particles are then put into the garbage and the water poured down either into the grey water disposal pit (if available) or into the bushes.

Three Steps to cleaning your containers after dishwashing:



1. Dump the dishwater bucket into the slop Pail while straining the food particles with a panty hose.
2. Dump the rinse water bucket into the dishwater bucket, then again into the slop pail
3. Dump the bleach water into the rinse bucket, then from the rinse bucket into the dishwater bucket, then finally into the slop pail.
4. Water from the slop pail can then be disposed of properly

Your three washing containers are now sanitized and can be turned upside down to dry are ready for the next use.

GARBAGE

All garbage brought into camp should be taken out at the end of camp - Pack it in Pack it out - unless the location you have chosen has garbage disposal available. It is best to find out what the protocol is for the storage or removal of garbage prior to arrival so you can plan accordingly. **GIRLS** today are becoming more environmentally aware these days, so encouraging them to produce less waste and have a “leave no trace” frame of mind will help with maintaining not only the camp that you have chosen to stay at, but the environment.

Reducing the amount of garbage we produce can have an immediate and obvious impact. Most of us are already doing this at home but encouraging **GIRLS** to be “waste-conscientious” during meetings and camp will help reduce the waste that we produce. Some suggestions for this would be to avoid buying over-packaged goods or Styrofoam products, re-using materials to create fun and recyclable crafts, choosing re-usable containers, and buying goods using paper or cardboard packaging (that can be re-used and is bio-degradable) instead of plastic packaging.

Before you throw anything away, try to think of whether that item or packaging can be re-used for something else.

CAMPFIRE

CAMPFIRE – Programmed Entertainment/Musical Fun

Having a campfire is one of the most memorable experiences that **GIRLS** can have in Guiding; believe me, ask any Guider who was a girl member, and they will tell you some unforgettable stories. Putting on a great campfire takes practice but with a little planning and a few of the suggestions mentioned below, your first one can be as incredible as those led by seasoned Guiders. Don't skip this activity; it will be well worth the time!

Campfires can be any length, from 10 minutes to an hour; gauge the length based on the age of your campers and their mood after a days-worth of activities. Try to avoid teaching too many songs or using books and song sheets during campfire, and instead aim to sing songs that the **GIRLS** already know. It is not necessary to be outside and using a real fire for this event because it's more about building a mood of friendship and inclusion.

Campfire is easy to plan if you know the basic steps to a campfire. There is a beginning (with slow opening songs), a middle (with energetic action and repeat-after-me songs, skits, or stories) and an end (with slower and closing songs). Just like a fire, the flames (or mood and songs) start low, build to a high flame, and then die down again.

Although there are many categories of types of songs or activities that you can have during a campfire, you can adjust these based on the length of your campfire and age of the **GIRLS**. For example: doing skits and stories. If your **GIRLS** are new to campfire, then you may want to consider skipping this step for a shorter planned timeframe. There is no right way or wrong way to do a campfire so just have fun with it! If you as the Guider are excited about the event, then so will your **GIRLS**.

You can close your campfire with a reading or inspirational quote that is related to your camp theme or ask the **GIRLS** what their favorite or not so favorite part of camp is so far. This will not only encourage the **GIRLS** to take part and have an open discussion but also helps you learn about their experience so far and better understand their needs and change your plan appropriately for the next day. Once campfire is over...it's time for mug up! Yum...

Here is a simple template of what a campfire can look like to help you plan...



Template was taken from http://dragon.sleepdeprived.ca/songbook/campfire_planning.htm

As **GIRLS** (and you) get more familiar with campfire, try adding new things to keep it exciting. Try having the **GIRLS** plan the campfire once they have some experience or have them give suggestions to add to the campfire instead of pre-planning all of them. This is a good way to get the **GIRLS** involved and encourage everyone to take part.

CAMPFIRE – Fire Building Skills

FIRE SAFETY

If you plan to have a live fire at your camp, ensure that you check with your local authorities about any fire bans in effect and that there is a safe or pre-dedicated area to hold your fire. Minimal impact is a part of the Girl Guide Program so be aware before you start a fire in the wilderness.

All fires need fuel, heat, and oxygen to thrive. Fuel would include any type of material that will burn – tinder, kindling, or dry wood, which along with heat will bring the fuel to ignition. Oxygen and good ventilation will keep the fire going. The most common foundations for making a fire are the teepee method or log cabin method.

TEEPEE METHOD

With the teepee method, you would add your wood (or fuel) to the fire in a teepee shape to create tall flames. This type of fire is great to create quick warmth and a great visually looking fire. This fire would create coals that may last longer but don't create enough heat to evenly cook food.



CABIN METHOD

With the cabin method, you would add your wood (or fuel) by building a cabin style fire by interchanging the logs 2 by 2 to build a cabin looking fire. This type of fire would be useful to create not only warmth but strong coals to cook things over the fire. This would include meals or boiling water.



Before lighting a fire, have some means for putting out the fire at your disposal. This would include sand, water, or a fire extinguisher if inside. Clear the area around the fire pit or fireplace area and tie back any long hair. Ensure your clothes are not too loose when close to flames and that no flammable materials are close by. Don't start a fire alone and don't play with the fire once lit. Don't build large fires and never leave a fire unattended.

Now that you know how a basic campfire is planned...go for it! See [Appendix #8](#) for a few songs to get you started.

WHAT TO BRING TO CAMP

BE PREPARED!

Always plan and pack for the best and worst possible weather conditions you may encounter. It is easier to keep warm than to get warm, or stay dry then to get dry, especially when camping in cold weather or wet weather. Below are some hints to help **GIRLS** stay warm and dry:

- Dressing in several light layers is better than one heavy layer as the thinner layers will trap warm air to keep you warm and can be removed should the weather change.
- Campers should always be wearing something on their heads to either keep warmth in or shade **GIRL'S** head and ears from getting sun burnt.
- Gloves or mitts are nice to have especially when camping in the spring and fall when the weather can be slightly chilly and will keep hands warm when spending time outside.
- Each camper should bring rain gear, which would include rain jacket, pants, and boots just in case.
- Encourage campers not to sleep in the clothes that they played in all day, as sweat and moisture can get trapped in the fibers of their clothing and make them cold at night.
- Temperatures tend to drop at night so extra blankets or liners in their sleeping bags will keep **GIRLS** warm.
- Having proper camp sleeping gear is essential to ensure that **GIRLS** are comfortable at night and don't get sick.
- Expectation is that **GIRLS** should be able to pack, carry and maintain their own gear.
- Blow up mattresses should not be allowed, instead encourage them to bring proper sleeping mats. (Mats available that can be borrowed one of the SK Areas for a minimal cost. [Saskatchewan Council Property Booking for equipment](https://www.girlguides.ca/WEB/SK/Program/Camps/Saskatchewan_Council_Property_Booking.aspx) - https://www.girlguides.ca/WEB/SK/Program/Camps/Saskatchewan_Council_Property_Booking.aspx)

DITTY BAGS

A ditty bag is another name for a dish bag. Camps that plan for **GIRLS** to bring their own dishes to eat with and wash will request a ditty bag on the kit list. A ditty bag will usually be a mesh bag or bag made from a tea towel that will contain a cup, plate, bowl, and cutlery for **GIRLS** to use to eat with. These items should be *non-breakable and non-disposable*. If **GIRLS** will be cooking, a good idea would be to include an oven mitt to handle a hot pot.



PERSONAL PAIL

A personal pail is a pail that contains all the personal items for each camper. This pail will contain a toothbrush, toothpaste, a small cup for rinsing, a face towel, brush, elastics, deodorant, and any other personal items for hygiene that the **GIRLS** may require while at camp all stored in a zip-lock bag inside the pail.



HOW TO PAIL WASH

- First remove the bag with all the items from the pail.
- Put some warm water in the bottom of pail and use it to wet your cloth and soap to wash your face. Rinse your washcloth in the water and wring it out into the pail.
- Fill your cup with clean drinking water and use it to brush your teeth, spitting into your pail.
- Rinse your toothbrush with the remainder of the clean water left in your cup and dump it into your pail when done.
- Finally, dump the dirty water into your grey water pail for proper disposal.
- Re-pack all your items back into the plastic bag and place them back into the pail. Either hang your facecloth up to dry or lay it on top of your pail.

KIT LIST

A kit list is a list of all the items you would like you **GIRLS** to bring to camp. **Appendix #9** is a common kit list for warmer months that you would send to caregivers to ensure that all your campers have what they need. Feel free to add or remove items that are not required for the camp. **Appendix #10** is a “picture kit list” for easier packing for younger **GIRLS**.

The list is for a weekend camp but can be adjusted accordingly for shorter day camps. If you plan on camping during the winter months and sleeping outside the list would be adjusted to account for that as well.

As a Guider, your kit list will be very similar to the **GIRLS'**, however, consider bringing a few extra blankets, tarps, hats, flashlights, or other items you think important for those **GIRLS** (and caregivers) new to camping who may forget.

BEDROLLS/STUFF SACKS

BEDROLLS:

A bed roll essentially consist of a sleeping pad, sleeping bag, pillow, pyjamas, stuffy, and other sleeping necessities all wrapped up in a plastic wrap!

Making a bed roll does take some practice but consider teaching your **GIRLS** how to make one at one of your meetings to prepare for your camp. You can easily teach them using a tea towel or face towel, some plastic wrap, and some rope. Or consider bringing a sleeping bag, pillow, pyjama, stuffy and some rope and showing your **GIRLS** how to make a real live bedroll. Bed rolls can take years to master but don't be discouraged as **GIRLS** of any age can be taught to prepare and bring to camp a bed roll fit for champions.



HOW TO MAKE A BEDROLL:

What you need:

6x8 tarp sheet (or heavy plastic)

Camping mat

Sleeping bag, pillow, pyjamas and stuffy

Extra blanket if needed

Rope

- Lay your tarp or plastic sheet down on the floor.
- Place your sleeping pad down with your sleeping bag on top. Insert your pyjamas, pillow, stuffy and any other sleeping gear your girl will need inside your sleeping bag.
- Fold the sides of your tarp or plastic over your sleeping bag and roll the extra plastic to form a good seal.
- Roll your bed roll beginning with the head of the sleeping bag, while pushing all the air out. Keep rolling until you are almost at the end of the bed roll and some plastic is left at the end.
- Start rolling from the opposite end to form a seal (like a present), overlapping the plastic to ensure no water or air can get in.
- Finish rolling your bed roll to form a complete roll. Tie a packer's knot with your rope and place at one end of the roll and pull till tight. Hold the rope and then wrap around the other end of the roll and slip the rope through the rope (see image below) and pull tight.

Wrap the rope around the bedroll, while slipping the rope under each end (see again image below).

- Pull tight and finish with another packer's knot. Extra rope can be wrapped back and forth to create a handle.
- Bedroll - Step by Step Instructions [Appendix #11](#)

STUFF SACKS & OTHER ALTERNATIVES TO BEDROLL

Younger branches can have trouble with bedrolls and the knots required. It is important that they know about bedrolls so that as they move up the branches, they start to build on some of the skills. There are some alternatives to bedrolls that allows **GIRLS** to be more independent and less frustrated with the fine motor skills required.

1. **Stuff Sacks** – there are many options for dry sacks or stuff sacks. These are bags that have a draw string or buckle closure that you can “stuff” your bedroll items into. They will keep these items dry and can be easier to carry as many have handles or straps to wear. These do cost anywhere from \$10 – \$50 depending on size and quality and can be purchased from Canadian Tire, Cabela's, or other sporting good stores.



2. **Bags** – Ikea has a zipper bag that has handles and straps to carry. Girls can put all bedroll items in the bag, zip it up and carry! Bags are under \$5 a bag. (This item is hard to find and may be a discontinued item. A bag something like this may be used.)



NOTE: The goal is to have something the GIRLS can independently do on their own and is easy for them to carry and move. FYI – large garbage bags do not make good bedrolls as they are extremely slippery and can be ripped easily.

REFLECTIONS

Each branch in Guiding has a unique opening. At your regular meetings, Sparks would usually start their meetings with “Sparks Jump Up” while Embers start with the Circle Songs. At camp, Guiders can use this same opening song to open their camp.

Reflections are usually done every day at camp. They can be in any form that fits your unit. You can use reflections to start your day and can be part of the day’s opening. This can include a thought for the day as well as a poem or inspirational reading and song or two.

In older Guiding branches, a more formal approach is used but can be adjusted and taught to Spark and Ember aged **GIRLS**. This more formal approach looks a little something like this:

OPENING CEREMONY:

1. Raise flags: using a colour party for a formal flag raising
2. Reflections: reading and songs
 - a. It’s a small world
 - b. Make new friends
 - c. On my honour
3. Announcements for the day

You can also use Reflections as part of Guides’ Own (or Sparks/Embers Own!)

Guides’ own is a time for reflection. The **GIRLS** usually plan and lead however Sparks and Embers will mostly get to add to the discussion as for most **GIRLS** this age, it will be their first exposure to it. Some things to consider if you plan on incorporating Guides’ own...

- It is usually done outside – find a quiet spot somewhere. If you’ve never been at that particular camp area before, take a look around. Maybe at the campfire or an open space.
- Read the reflection – There are many inspirational sayings and stories online. You can find one that fits the theme of camp as well as the age of the **GIRLS**.
- Sing a few songs
- Ask the **GIRLS** a few questions to have a quiet and thoughtful discussion
Some questions could include what they liked about camp so far, what they like about being a Spark, what being an Ember means to them, or how the inspirational story can be used at camp.

Check out <https://girlguidescanblog.ca/2012/10/26/simple-flag-ceremonies/> for a more in-depth look at planning a colour party at camp.

CLOSING CEREMONIES:

At the end of camp, it is always a good idea to have a closing ceremony to bring all your camp goals to an end and give the **GIRLS** some closure to the event. This would be the time that you would take down your flags and possibly ask them again about what their favorite things and not so favorite things were at camp. Understanding what your unit liked and disliked will help you better plan your next camp. You can also discuss the goals that were set at the beginning of camp and if they were met or not and then end your ceremony by singing your closing song. You could also take this time to hand out special awards and crests.

Remember there is no right or wrong way to do your opening and closing ceremonies, but it is important to get the **GIRLS** actively involved as this is when you will get valuable feedback from them. This is usually the last time you have them all together as caregiver would usually be taking them home once the closing is done so make sure you plan enough time to get them to open up without trying to pack in too much information and bore them before leaving!

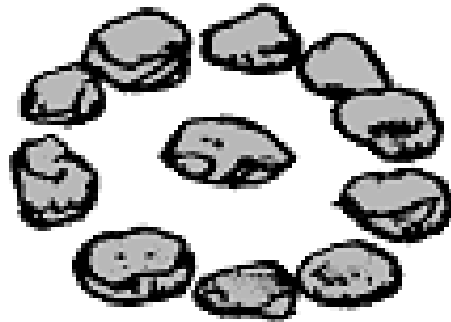
WHEN YOU GET HOME

After camp is done and you are home relaxing, take a minute to go over the camps events and make notes for the next camp. Go over the feedback from both the **GIRLS** and the adult volunteers and do a camp evaluation. This will help you change or adjust your planning for future camps and make them more successful. Being honest with yourself and fellow Guiders will go a long way in better planning your next camp.

Don't be discouraged if your camp didn't go exactly as planned as you can always build on what you've learnt. The goal is building memories. Even the most skilled of camp planners don't always have successful camps. **GIRLS**, weather, and group volunteers change with every event changing the dynamic so if at first you don't succeed...try again!

Be positive and know that your time and effort is appreciate by all your **GIRLS**. Your hard work and dedication to Guiding will be remembered by your campers for a lifetime to come.

****REMEMBER** – As mentioned in the [Safe Guide](#) Forms sections, at the end of camp, it is important to destroy all health forms and documents containing **GIRLS** or unit names to ensure confidentiality and keep girl information private. All other forms from camp can be sent to National office for forms retention.



Theme Ideas

The theme doesn't have to have a formal theme. Planning maybe are easier when based on a theme, but sometimes girls want to do basic camping. Themes should be based on the interest of the girls. Remember not to over plan program work. Some theme ideas that have been quite successful over the years are the following:

- Dr. Seuss
- Mystery Camp
- Princess Camp
- Amazing Race
- Dances from around the world
- Magic camp
- Back in time/Time Travel
- All about books
- Space camp
- Nature camp
- Beach party
- Harry Potter camp
- Olympic camp
- Teddy bear picnic
- Holidays
- Fear Factor
- Disney or Pixar theme
- Spy camp
- WAGGGS camp
- All about me
- Anything is possible
- Tea party
- Scrapbooking
- Pirate camp
- All about crafts
- Music camp

Any theme you can think of would work the only limitation is the Girl's or Unit's imagination!

OTHER LINKS AND RESOURCES

The following is a list of online links and resources where ideas for camp, programming and crafts can be found. There are hundreds of links that can be found online so this list is not exhaustive!

- <https://experience.girlguides.ca/ggc-login>
- <https://www.girlguides.ca/web/>
- <http://dragon.sleepdeprived.ca/>
- http://www.girlguides.ca/web/AB/Volunteers/Bright_Ideas/AB/Bright_Ideas.aspx
- <https://www.pinterest.com/wpggirl/girl-guides-camphat-crafts-swaps/>
- http://www.girlguides.ca/web/ON/Girl_Program/Camping/Camp_Program_Planning.aspx
- http://www.girlguides.ca/web/ON/Girl_Program/Camping/Meals_at_Camp.aspx
- <http://www.guidingworks.com/resources/camping/campplanning.html>
- <http://bluenoseguider.blogspot.ca/p/previous-meetings.html>

Taking Photos

Photos of the **GIRLS** in action are encouraged! Ensure all image release forms are in order and don't forget to take group photos. Send photos to the Provincial Office (turnbully@girlguides.ca) for inclusion in the Guide Post and Inside Guiding for everyone to see!

It is okay to post things directly to SK Facebook page being mindful of the **GIRLS**. Post photos of the **GIRLS** doing activities with faces of the girls not the focal point.

Remember....

The camp and activities the **GIRLS** plan will be remembered for years to come. So pull up your socks, get your bedroll together, get camping and don't forget to have fun!

Medication Bag Form

[Link to Medication Bag Form](#)

Name of child _____

List of allergies and health concerns

-
-
-
-
-
-
-

List of medication:

*All medication is to be in original bottles with child’s name

* All prescriptions must be in child’s name

*only medication listed here and, in the bag, will be administered (this includes things like headache medication, after bite, cough syrup and cold medication)

*PLEASE NOTE: Items like EpiPens and inhalers need to be always with your child (they can be carried in a small backpack or fanny pack)

Name	Dose	How often medication is to be administered	Reason for medication

Other:

Date:

Signature:

Taken from “Outdoor Activity Leadership Guide to Camping Indoor and Tenting”

Indoor Camping - Planning

Involving the Girls

Take the time to do a thorough outdoor/camping idea sharing session with the girls. Find out what they would like their camping/outdoor experience to look like. Participation in the development of their camping experience will have a positive and long-lasting impact beyond the camp. Camp gives girls a place to make meaningful decisions and they will transfer these skills to other parts of their lives outside of the experience.

Engaging girls in the process of planning and leading a camp gives them ownership and accomplishment. It also helps them choose to participate when other activities come into conflict with a camp event (e.g. whether to do the soccer tournament or go to camp). Girls are involved in the planning and the decision-making in:

- the type and theme of the camp
- itinerary and chore responsibilities
- program, special events and free time activities
- menu planning

The level of participation, planning and decision-making will depend on the age of the girl and their previous camp experience. For example: Sparks may help choose between a few menu or theme options. Brownies may have more input and add a few ideas of their own. Guides with mentoring and previous camping experience are able to set more direction to the overall camp program and activities. Older girls can usually make most of the plans and often develop small committees for various stages of planning, shopping and the event itself.

The five Ws planning process is an example that you may use depending on the age of your girls. The five Ws are what, when, where, who and why. They can help to generate or focus your planning session. Start with open-ended questions, such as:

- **What** would you like to do? – go camping
- **When** would you like to go? – the weekend after Thanksgiving
- **Where** would you like to go? – to a Girl Guide camp
- **Who** could help with that? – Guiders and parents
- **Why** do you want to do it? – to go camping, to be outside, to develop and enhance friendships, and to work on camping badges and interest badges/challenges

Write down all ideas. Use a flip chart or white board if available – this will help the girls know they've been heard and help them visualize and create more ideas. All ideas are possibilities; all are to be considered. Once the idea sharing is complete identify some limitations and then help the girls recognize which ideas may not be possible. In most cases the girls will understand which activities are possible and what they are able to accomplish.

ACTIVITIES AND GAME IDEAS

Before starting any game or activity, it's important to set out the guidelines and boundaries. Clearly explain the rules of the game and try a practice round or two to ensure everyone understands the game. By doing this, you are setting the stage for everyone to play in a safe and fun manner. Be mindful being inclusive, **GIRLS** abilities and comfort levels.

There are an endless number of resources online and at the library with regards to games for kids. In this manual, we've listed 5-6 games in different categories that are easily played by any aged group and with limited equipment needed. The games are divided into different groups like "Getting to know you games" to "Water games". Again, this list is not all encompassing of what you can do with your **GIRLS** but does give you a few ideas to get started!

GETTING TO KNOW YOU GAMES:

Find your Partner

Player: Everyone

Equipment: Name tags/paper that you have written well known partners on and safety pins.

Object: To introduce new **GIRLS** to each other and give them an excuse to approach new people and start talking

How to Play:

Write up on pieces of paper well-known partners. For example, Mickey Mouse and Minnie Mouse, Lady and Tramp, Belle and the Beast, or Simba and Nala. Next, use your safety pins to pin the name tag to the back of each girl. Once everyone has a tag **GIRLS**, first need to find out who they are and then who their partners are. **GIRLS** can ask any question they can think of to try and figure out who they are while looking at all the other girl's tags on the lookout for their possible pair. Once everyone has found their pair, they have discovered their buddy for the rest of camp!

Switch

Players: as many as you have

Equipment: none

Object: to find out what you have in common with others in your group and for the middle person (or "It" person) to steal someone's spot.

How to play:

Have the group sit or stand in a circle with the "It" person being in the center of the circle. The "It" person then asks questions to the other **GIRLS** and if that question applies to them, when the "It" person yells SWITCH, they must try to move to another spot of someone else who has that in common. The "It" person in the meantime, tries to steal one of the open spaces and if she's successful, the person left in the middle becomes the next "It" person. For example, the "It" person may ask: "Who has a pet cat?" The "It" person then yells SWITCH and anyone who has a pet cat must move to another spot. The "It" person then tries to steal an open spot forcing someone to be the new "It" person. The game continues on until everyone has had a turn in the middle.

Two Truths and a Lie

Players: As many as you have

Equipment: None

Object: to determine which statement is a lie

How to Play:

Ask the **GIRLS** to sit in a group or circle. Each girl takes a turn making 3 statements about themselves, 1 of which is false. The remaining group members vote on which statement they believe to be false and at the end of each round the girl reveals whether they were right or wrong. A twist to this game is **GIRLS** can state 2 declarations of something they've done and 1 thing that they wish to do and the group tries to determine which one the girl wishes to be true. For example someone might state that they often travel somewhere they've never been while stating 2 areas they have already visited. It can make the game a little more challenging to determine the false statement but can lead to many interesting discussions about what the **GIRLS** have done and what they wish to do in the future!

Human Knot

Players: As many as you have

Equipment: None

Object: to untangle themselves while working together

How to Object: Play:

Have the group stand in a circle with their hands extended out. Then ask each girl to grab one person's hand with their right and different person's hand with their left. Everyone should be holding hands with 2 different people. Now, tell them they have to untangle each other without letting go of each other's hands. **GIRLS** can change the position of their hands to make it more comfortable when trying to untangle themselves, but they cannot let go. This game is great as it encourages everyone to work together and build their communication skills. If you have a large group of **GIRLS**, try separating them into 2 groups.

The Name Game

Players: as many as you have separated into 2 groups

Equipment: A large sheet or blanket

Object of the game: to remember everyone's name

How to play:

Divide the group into 2 groups. Have 2 adults hold the sheet or blanket up between the 2 groups so they cannot see each other. Have each group choose a girl to sit and face the sheet. On the count of 3 the sheet drops to the ground and the first girl to name the other girl (and get it right!) wins the round. The girl who didn't answer first, joins the new group and the game continues on until all the **GIRLS** are in one group. Ensure that each **GIRLS** gets a turn playing.

QUIET AND THINKING GAMES

I Spy

Players: As many as you have

Equipment: None

Object: To guess what the chooser is eyeing in the immediate area

How to Play:

Choose one person to start the game off. That person would eye something in the room and state: I spy with my little eye something that is...and would choose something that would describe the object for the other **GIRLS** to look around and try to guess what the chooser is looking at. The **GIRLS** would then try to guess based on the descriptor chosen by the girl and each would take a turn naming something that may fit until the object is discovered. **GIRLS** should pick something that is visible to all members playing the game and stationary. The player who guesses the object correctly would then become the next "I spy" person.

One Word

Players: As many as you have

Equipment: None

Object: To tell a story one word at a time

How to Play:

GIRLS can be in a circle or laying around relaxing, as long as they are close enough to hear each other. The story begins with "Once upon a time..." and then each girl takes a turn adding a word to the story. The story can go as long as you like or can be timed for older **GIRLS** to be challenged, as long as the words included in the story line makes sense with the word that came before it. For a more challenging game, ask the **GIRLS** to keep within a certain topic or theme.

Note...make sure to keep players to words that are appropriate to the age level playing.

Murder by Wink

Players: As many as you have

Equipment: None

Object: Find the Murderer

How to Play:

Have everyone sit in a circle. Choose one person to be the Detective and have her turn around so that she cannot see anyone in the circle. Then ask everyone to close their eyes and choose one person to be the Murderer by tapping them on the head. The Detective then turns around and comes to the middle of the circle and all other players open their eyes. The Murderer then starts to wink at other **GIRLS** sitting in the circle. If a girl has been winked at by the Murderer, that girl then melodramatically pretends to die, while the Detective tries to figure out who the Murderer is. The Detective must try to figure out and "stop" the murderer before all the **GIRLS** die. The Detective get 3 guesses as to who the Murderer is if she fails to do so then the Murderer becomes the Detective for the next round.

Twenty Questions

Players: As many as you have

Equipment: None

Object: Guess the target through a series of 20 yes or no questions

How to Play:

Choose one person to pick what the hidden object or answer is. It can be anything from a person, animal, or object. If this is the first time your group has played you can set out a category within the chooser to pick (i.e. a person, vegetable, or place). Once the chosen object has been picked, each girl is allowed to ask 1 question to which only a "yes" or "no" can be answered. **GIRLS** then try to solve what the object is based on what the "yes" or "no" answers are.

For example...the object chosen is cat.

Questions that could be ask are:

Is it a person? No

Is it an animal? Yes

Does it fly? No

Does it have 4 legs? Yes

And so on would go the question...

The person who solves or guesses right to what the object is gets to be the next person to choose the object for the next round. If the target object is not solved within 20 questions, then the person answering has "stumped" everyone and gets to have another turn.

Kim's Game

Players: As many as you have

Equipment: A variety of different objects (10-12) that can be placed either on a plate or flat surface and can be covered by a small blanket or sheet.

Object: To guess what is missing

How to Play:

This game tests the memory of the **GIRLS** playing the game. First, place a variety of items either on the floor, table, or plate for the **GIRLS** to look at and try to memorize for a few minutes what all the objects are prior and then cover them up with the sheet or blanket. Have the **GIRLS** then turn around or close their eyes. Remove 1 object from the playing area and then ask the **GIRLS** to open their eyes or turn around and try to identify which object is missing. The person who guesses correctly, gets to choose the next item to be removed while the others aren't looking. If you are playing with younger **GIRLS**, consider having less objects for them to remember!

ACTIVE GAMES

Parachute

Players: As many as you have

Equipment: A parachute

Object: To have fun!

How to Play:

There are many variations to this game so feel free to incorporate them all! Have all of you **GIRLS** hold on to the parachute and lift it up as far as they can. Then quickly sit on the ground and place the parachute behind you while trying to sit inside the parachute and watch the parachute fall over you. Or choose a cat and mouse before lifting the parachute up. Once the **GIRLS** lift the parachute up and pull it down, have the mouse run under the parachute while the cat tries to find the mouse under the parachute while **GIRLS** move the parachute up and down. If the mouse is caught, then the mouse becomes the Cat and new player is chosen to be the mouse. Or place a ball on top of the parachute, while all the **GIRLS** move the parachute up and down trying to keep the ball on the parachute.

Simon Says

Players: 4 or more

Equipment: None

Object: Follow Simon's instructions and pass Simon

How to Play:

Choose a player to be Simon and everyone else stands around Simon so that they can see and hear him/her. Simon then states instructions for all other players but tries to trick them by not saying "Simon says..." first. Anyone that follows his/her instructions without saying "Simon says..." sits down until there is only 1 player left who becomes the next Simon. The game can continue for as many rounds as you like.

Corners

Players: As many as you have

Equipment: None

Object: To be the last one standing

How to Play:

Pick "4 corners" that are available for each player to hide in. Choose 1 player to be in the middle. The rest of the **GIRLS** must choose a corner to stand in while the girl in the middle closes her eyes. Before opening her eyes, the girl must call out a corner. Whoever is in that corner must come to the middle. After each round, **GIRLS** get to switch corners while the girl in the middle closes her eyes. This continues until there is one girl left. The one girl who is left, gets to be the next girl in the middle and the game starts all over again.

Dance Freeze

Players: As many as you have

Equipment: Music and a speaker

Object: To be the last one standing

How to Play:

Spread out all the **GIRLS** in an open area. Play some music and have all the **GIRLS** dance in any way that they enjoy! Once you stop the music all the players must freeze. Look around for 10-20 seconds and if anyone moves then you yell out "Freeze" and they must sit down until the end of the round. Continue to play the music, stop and yell out "Freeze" until there is only 1 girl left. The girl that is left, get to be the next one to control the music and yell out "Freeze".

Bean Bag Relay

Players: As many as you have

Equipment: Bean bags and a marked circle or hula hoop

Object: To be the team with the most bean bags in the opposing team's circle.

How to Play:

Make two equal size circles 50 feet apart and divide the group into two equal teams and have them face each other behind their circles. Place an equal number of bean bags in each team's circle. On "GO" both teams run forward. Each player takes one bean bag from his circle and puts it in the opposing team's circle. Players run back and forth continuing to empty bean bags into the opponents' circle. On "STOP" the team having the least number of bean bags in its circle wins.

HIGH IMPACT GAMES

Tag

Players: As few as two

Equipment: None

Object: To catch the person and tag them

How to Play:

There are many different variations of tag that you can play. The most basic way of playing is to choose one person to be "It". That person in turn chases the other players and tries to touch another player rendering the next person "It" and the game continues. Another variation of the game is to play Freeze Tag. In this version, once the person has been tagged, instead of becoming "It" they are then frozen until another player crawls between their legs to unfreeze them. The goal of the game is for the "It" person to freeze everyone. This is a great version to teach **GIRLS** to work together to stay in the game.

Kick the can

Players: As many as you have

Equipment: a can or other item that can be kicked

Object: to be the person to kick the can without getting caught

How to Play:

Set out the boundaries for hiding. Choose a girl to be the leader and place the can in the middle of the playing area. Have the leader close her eyes and count to 30 while all the other **GIRLS** run and hide. Once the leader is done counting, she searches the playing area trying to find the other players. If she sees a player and yells out her name, then that girl is out of the round. The **GIRLS** hiding try to make it to the middle of the playing field and "kick the can" before the leader sees her and yells out her name. If a girl is successful, then she becomes the next leader. This game is really fun to play at night!

Capture the Flag

Players: Depending on the amount of space you have to play in, but a little as 8 or as many as 30

Equipment: Two sets of flags (or fabric or anything that can easily be hidden by a player)

Object: To capture the opposing team's flag and bringing it back to your home base before the other team does.

How to Play:

Divide the players into two teams and establish the boundaries to where the players can run in. Then establish where each home base is and have each team hide their flag someone in their home base. A dividing line is then identified to separate each team's offensive and defensive zone. When the game begins each team tries to slyly make their way to their opponent's home base, steal their flag and bring it back to their home base. While players are in pursuit of the flag, any player in their defensive zone can tag another player who is attacking sending them back to home base and must count to 20 before attacking again. Should a player be carrying the flag when they are tagged, then the flag is returned to home base where it can hide again. The game is over when one team successfully brings the opposing team's flag back to their home base.

British Bulldog

Players: At least 5 or 6 but more is better

Equipment: None

Object: To be the last player captured

How to Play:

Determine the playing area and where the safe lines will be. Choose one player to be the bulldog who will stand in the middle of the playing area while the rest of the **GIRLS** line up one on one of the safe lines. The player in the middle will then yell out "British Bulldog" and all the **GIRLS** try to run across the playing field trying to make it safely across to the other safe line. If the bulldog touches any of the **GIRLS** running across then they too become bulldogs. The game is done when there is only 1 girl is left or all the **GIRLS** are bulldogs.

WATER GAMES

Drip Drip Drop

Players: As many as you have

Equipment: A sponge and Water

Object: To choose a player and to beat her back to their sitting spot

How to Play:

To be played the same as Duck Duck Goose but using a soaked sponge instead. The person chosen to start, holds the soaked sponge over the head of each player allowing a drop to touch each person while stating "Drip" (instead of Duck). The player holding the sponge choose their "Drop" (or "Goose") and squeezes the sponge to soak their "Drop" (or "Goose") and that player then jumps up and runs in the opposite direction of the soaker and tries to beat the soaker back to their original spot. If the "Drop" wins, the soaker continues another round, if the "Drop" loses, they take the place of the "Drop" and another round starts.

Wet Potato

Players: As many as you have

Equipment: A sponge and water

Object: To not be caught with the wet potato

How to Play:

The game is played similarly to "Hot Potato" but with a wet sponge instead. **GIRLS** gather in a circle and the game begins with one girl holding the "Wet Potato". **GIRLS** sing "wet potato pass it on...pass it on...pass it on...wet potato...pass it on...my fair lady". The unlucky girl who is stuck with the "wet potato" when the song ends, must squeeze the wet sponge over their head, making them all wet!

Water Balloon Toss

Players: at least 2 but can be played with as many as you have

Equipment: Balloons filled with water

Object: to not break the water balloon

How to Play:

This game is played the same way that you would the egg toss game. Have the **GIRLS'** line up in two groups while facing each other. Give one group the balloons filled with water. They would then take turns passing the balloon to person in front of them. Each time the one group successfully catches the balloons, the **GIRLS** take a step back. The **GIRLS** continue to throw the balloons at each other while taking a step back until the balloon breaks and the **GIRLS** get wet.

Fill the bucket

Players: As many as you have

Equipment: 4 buckets and 2 sponges

Object: to fill the empty bucket with water

How to Play:

Separate your **GIRLS** into two teams. Fill two of the buckets up with water and set them at one end of the playing field; place the other two buckets at the other end of the playing field and give each team a sponge. Set a time limit for how long the round will last. When you yell out "go", **GIRLS** take the sponge and dip them into the bucket with water and run to the other bucket and squeeze the water out of the sponge and into the empty bucket. After the time limit ends, the team with the fullest bucket wins.

Taken from “Outdoor Activity Leadership Guide to Camping Indoor and Tenting”.

Although it is not required at this time, consider a quartermaster with Food Safety Course or food safety knowledge and skills

Indoor Camping - Food and Nutrition

Developing a Menu Plan

Plan the menu in advance with the girls. Sparks and Brownies can choose food that will be prepared by the camp staff (with the assistance of the girls), whereas Guide age girls and older can choose the food they are able to prepare and cook under supervision. Review the Health forms before planning, as it is essential to consider any allergies or dietary restrictions. Take into consideration campers' likes and dislikes, religious dietary restrictions and the cultural makeup of the group. (See the Special Dietary section below for additional information on allergies).

- When menu planning, follow [Canada's Food Guide](#), which can be found on the Government of Canada's web site. A good rule of thumb is a snack should have two food groups and a meal should have all four.
- Experienced Pathfinders can plan and shop for and cook their own food.
- Remember to consider the weather; for example, the need for hot foods, hot drinks and higher caloric intake in cold weather and lighter meals and extra fluids in hot weather.
- Try to plan meals that are not complicated and do not require a lot of prep time as cooking at camp should be fun and easy.
- Plan for flexibility in menus so that you can take into account the unexpected such as program taking longer than expected or weather changes.
- Plan for flexibility in cooking methods; for example, foil dinner on the campfire may have been planned, but due to a rainstorm, the meal can be cooked in a skillet on a camp stove.
- At camp, post the menu with the chore chart so that the girls know what meals they are responsible for and can plan accordingly.

Hydration

Food and water are important in providing the energy for an active life in the outdoors. Ensure water is available at all meals and breaks. Encourage girls to carry a water bottle if they are going to be outside and active. If it is hot, water is better for quenching thirst than juice. In cold weather, taking in fluids is still important.

Sample Camp Menu Planning Template

Below is an example that can be used as a guide to help plan meals. Pathfinders and Rangers who are able to do their own meal planning may also want to use it. Some groups have brunch on Sunday instead of breakfast and lunch.

<i>Meal</i>	<i>Menu Items</i>	<i>Equipment</i>	<i>Lead Person/Cook or Patrol</i>
Friday dinner			
Friday mug-up			
Saturday breakfast			
Saturday am snack			
Saturday lunch			
Saturday pm snack			
Saturday dinner			
Saturday mug-up			
Sunday breakfast			
Sunday lunch			

Food Quantities and Cooking Tools

Use your menu as the basis for your grocery and equipment list. In addition to groceries, think of the tools that you will need to cook or serve that meal. For example if you are having fried eggs, you will need a frying pan, an egg flipper, perhaps oil or butter, spices or ketchup.

Be sure to include additional supplies such as tin foil, spare containers, dish cloths and towels, scrub pads, dish soap, bleach, hand sanitizer, matches, napkins, paper towel, etc.

Plan your quantities carefully to ensure adequate nutrition with few leftovers. Food contributions from parents can help ease the budget. Some groups ask for muffins, cookies, casseroles, etc. from parents. Be sure to discuss allergies and dietary issues with parents in advance if food is being contributed from home.

Make sure you have the condiments you need for each meal. For example, include ketchup, mustard and relish if you are having hamburgers as well as salt and pepper for general flavouring. It is wise to plan meals so that you use the same condiments for more than one meal. This helps keep costs down. For example, the ketchup for hot dogs can also be served with macaroni and cheese.

When you develop your grocery list you will need to compile and total items that carry over from meal to meal. Here are some examples:

- Milk will be needed for breakfast cereal, for drinking with lunch one day and to make macaroni and cheese. You would need to calculate total quantities:
 - 150 ml (1/2 of a cup) per person for breakfast cereal x 15 people = 2.25 liters
 - 250 ml (one cup) per person for lunch x 15 = 3.75 liters
 - 125 ml for macaroni and cheese = 125 ml (per box)
 - For your grocery list you will put the total amount of 6.125 liters.
- For sandwiches for lunch and French toast for breakfast, you will need to calculate the number of slices of bread for sandwiches (15 people x 2 slices = 30) and for French toast (15 people x 1.5 slices = 22.5 slices, assuming not everyone has two pieces). You will need 53 slices of bread. Check how many slices are in a loaf to determine how many loaves you will need.

Food Quantities and Servings Chart

Note that the quantities and servings will vary with the age of the campers.

Food type	Quantity	# of servings
Grain Products		
Bread	Most loaves are 675 g (24 oz.)	22-24 (slices)
Cold cereal	510 g box (18 oz.)	15
Hot cereal	510 g (18 oz.)	15
Pasta	454 g (1 lb.) makes 2L (8 cups) cooked	8-10
Crackers	227 g (1/2 lb.)	25
Rice	454 g (1 lb) long grain rice	15-18
Fruits and Veggies		
Potatoes	5 kg (10 lb.)	20
Carrots (cooked)	1 kg (2.2 lb.)	10
Cabbage (raw)	1 kg (2.2 lb.)	14
Celery	1 large bunch	18
Cucumbers	4 medium	25
Lettuce	1 head	8-10 depending on use
Frozen vegetables	1 kg (2.2 lb.)	10-12
Watermelon	1 large	25
Apples, bananas, etc.	Depends on size	1 or 1/2 if doing slices
Fruit juices: <i>Bottled</i>	1.89 L	15
<i>Frozen Concentrate</i>	355 ml (12.5 fl. oz.) makes 1.7 L (62 fl. oz.)	12
Canned Fruit	540 ml (10 oz.)	5
Milk Products		
Milk	4 L (1 gal.)	16
Cheese block	450 g (1 lb.) 2 cups grated	9
Cheese slices	50 g (2 slices)	1
Ice Cream	4 L (1 gal.)	20
Butter	450 g (1 lb.)	Butters 2 loaves of bread
Meat and Alternatives		
Chicken	1 – 1.5 kg	4
Luncheon meat	500 g (12-16 slices)	6-8
Ground meat	500 g	4-5 depending on use
Bacon	450 g (1 lb.) 20-22 slices	10-12
Fish	500 g	2
Salmon, Tuna	198 g (7 oz.) tin	3-4
Eggs		1-2 per serving
Eggs, Scrambled	1 1/2 per person	1
Miscellaneous		
Honey	500 ml (16 oz.)	18
Spreads, Jam, Jelly	1 kg (2.2 lb.)	25
Pancake Mix	1 kg (2.2 lb.)	20-25
Pancake Syrup	500 ml (16 oz.)	20
Condiments: <i>ketchup, mustard, etc.</i>	500 ml (16 oz.)	Allow 5-10ml per serving
Marshmallows	400 g bag	approx 60 pieces
Salad Dressing	500 ml (16 oz.)	24-32

Taken from “Outdoor Activity Leadership Guide to Camping indoors and Tenting”

Camp Budget

Budgeting Tips

A budget is a necessary tool to help determine the cost of your camp. It is a guide to help you set camp fees and possible fundraising goals. Because budgets often need to be prepared before participants are confirmed it is advisable to estimate the number of projected participants one or two lower than your Unit total. You may need to address a budget shortfall and advise the parents of a possible fee increase at your pre-camp meeting if your participant numbers turn out to be lower than originally expected. Note that:

- Food costs will vary depending on the ages of girls and type of camp but a good rule of thumb is to budget \$12-15/day/person.
- Miscellaneous costs often occur and it is a good idea to add an estimate of \$1.00/person to your budget.
- Be sure to collect everyone’s receipts right away and keep track of all expenses. Save and label all receipts and record expenses on the budget sheet. If you have extra money, it should be used for additional camp activity supplies.

Camp Fees

The camp fee is calculated by dividing the total cost of the camp by the number of girls attending. Camp fees should cover the cost of the camp only.

- Fees should cover costs, but should not be set so high that the activity is inaccessible to the girls.
- If you are planning a camp that has higher activity costs such as a horseback riding camp or a kayaking camp, offer participants the chance to pay the camp fee in installments prior to camp. Creating a non-refundable deposit can help you plan better by having a committed number of participants.
- Remember to make the participants and parents aware if the camp is being subsidized in any way by the Unit or through cookie sales.

A sample camp budget template is provided below. This budget template is useful for both residential and tent camping.

Sample Camp Budget Template

Camp Date:		
Camp Location:		
Number of girls		
Number of camp staff		
Total number of participants:		
	Budget	Actual
Expenses:	\$	
Facility rental	\$	
Equipment rental	\$	
Food costs (\$10-15/day/person)	\$	
Program supplies	\$	
Crests and badges	\$	
Craft supplies	\$	
Stove/fuel	\$	
Transportation	\$	
First aid supplies	\$	
Miscellaneous*	\$	
	\$	
Total Expenses:	\$	
Income:		
Camp fee	\$	
Unit subsidy	\$	
Other*	\$	
Total Income:	\$	
Total Income vs. Expenses:	\$	
<i>Net profit (loss)</i>		

*List any miscellaneous expenses and sources of income so you will have them to refer to in the future.

[Link to printable Camp Budget Template](#)

CREST ORDER FORM



Contact Name: _____

Mailing (address): _____ Phone Number: _____

City/Town: _____ Postal Code: _____

Unit/Branch: _____

District: _____

Number of **GIRLS** : _____ Number of adults: _____

Total number crests ordered: _____

Crests and S&H for SK Guiders – no cost at this time

Return Registration Form to the Provincial Office:

Girl Guides of Canada, Saskatchewan Council
PO Box 2106
RPO Grosvenor PRK
Saskatoon SK S7H 5N9

OR e-mail turnbully@girlguides.ca

OR by phone 1-833-433-0996 Extension 1905

If ordering by email, please indicate all particulars listed in the order form.

For Out of Province Orders, please contact turnbully@girlguides.ca regarding crest availability, fee, and S&H costs.

HAT CRAFTS

Marshmallows on a Stick

- 3 medium size white beads
- 2.5 inch brown pipe cleaner
- 1 bar pin
- Glue



Take your piece of brown pipe cleaner and put some glue at the one end. Slide the 3 white beads onto the pipe cleaner. Peel the protective tape off bar pin and stick pipe cleaner to the bottom end of the pipe cleaner. Once glue is dry, pin to your camp hat!

Fire Starter Hat Craft

- Dryer Lint or Sawdust
- Wax paper
- Wax (of any kind)
- 1 safety pin



Melt the wax in a pot over low heat. Spread your sawdust or lint in a flat pan. Slowly pour the melted wax over the lint/sawdust allowing it to adsorb the wax. Let it cool. While still pliable cut off a piece of the wax and mold into a shape. Wrap in a piece of wax paper and add safety pin to pin to your camp hat!

Bacon & Egg Hat Craft

- Small pieces of foam – white, yellow, brown
- Pop bottle top
- Paper clip
- Safety pin
- Glue



Cut small circles out of the white foam, smaller circles from yellow foam and small stick (bacon) shapes from brown foam. Glue yellow circle on white circles to create eggs and then glue inside bottle cap. Glue brown bacon strips in bottle cap. Open the paper clip and glue to the back side of the bottle cap as a handle. Add Safety pin and pin to your hat craft

Mini Bed Roll Hat Craft

- Plastic – 4 x 5 inches
- Foam – 1.5 x 3 inches
- 3 loom elastics (or ouchless body tail elastics)
- 1 safety pin



Lay the plastic piece down, place the foam piece on top of it. Fold the side of the plastic over the foam and then fold the ends over the foam. Roll your bedroll up and use elastics to hold it all together. Add a safety pin and pin to your camp hat!

Mini Fire Hat Craft

- Tan, yellow, orange, and red foam or felt
- Glue
- Safety pin



Cut out two or more log shapes from tan foam/felt. Cut three different sizes of flames from yellow, orange, and red descending in size. Glue together and then glue to logs. Add a string and pin and attach to camp hat

Camper in a Sleeping Bag Hat Craft

- Small popsicle stick
- 2 googly eyes
- Piece of yarn
- 2 pieces of felt (3 x 3, 1.5 x 3)
- Glue, Marker
- Safety Pin



Glue the smaller piece of felt to the top half of the bigger piece of felt, then fold it in half and glue the bottom and half of the open side shut. Fold over the front corner and glue that piece down. Glue your small piece of yarn and googly eyes to your popsicle stick, add a smile, then put a little glue on the backside of the stick and slide it into the sleeping bag. Add safety pin and put on your camp hat!

Mini Ditty Bag Hat Craft

- Small mesh bag
- Mini cup, bowl & plate (wooden pieces)
- Tag to write on
- Safety pin



Paint or design your mini cup, bowl and plate and put into mesh bag. Tie the tag around the bag and write name on it, Use safety pin to pin to your camp hat!

Mini Tent Hat Craft

- 2 pieces of felt
- 2 googly eyes
- Safety pin



Cut two triangles (same size) from felt. Cut a slit halfway at top of one piece about an inch. Fold of each side like opening of a tent. Glue on top of other triangle piece, glue flaps open, Glue to googly eyes in the opening. Add a safety pin and pin to your camp hat!

CAMPFIRE SONGS

Hermie the Wormy**Chorus:**

Sitting' on a fence post, chewing my bubble gum (chump, chump, chump, chump)

Playing with my yo-yo (woo-hoo, woo-hoo)

And along came Hermie the Wormy...

1 - And he was this big (hold up thumb and pointer finger)

and I said, "Hermie, what happened!?" And he said, "I ate the Sparks."

(Chorus)

2 - And he was this big (hold hands apart)

and I said, "Hermie, what happened?" And he said, "I ate the Embers."

(Chorus)

3 - And he was this big (Hold hands further apart)

And I said, "Hermie, what happened?" And he said, "I ate the Guides."

(Chorus)

4 - And he was this big (Hold hands further apart)

And I said, "Hermie, what happened? And he said, "I ate the Pathfinders."

(Chorus)

5 - And he was this big (Hold hands as far apart as possible)

And I said, "Hermie, what happened? And he said, "I ate the Leaders."

(Chorus)

6 - And he was this big (Hold up thumb and pointer finger)

and I said, "Hermie, what happened?" And he said, "I BURPED!"

**Black Socks**

Sing as a two-part round, one half singing the "verse" and the other half "not yet, not yet, etc."

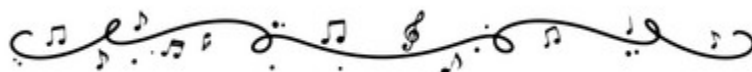
Black socks, they never get dirty,

The longer you wear them the stronger they get.

Sometimes I think I should wash them,

But something inside me says No, no, not yet.

Not yet, not yet, not yet...



The Penguin Song

Have you ever seen a penguin drinking tea?
Take a look at me, a penguin you will see!
PENGUINS ATTENTION! PENGUINS BEGIN!

Right Flipper

Have you ever seen a penguin drinking tea?
Take a look at me, a penguin you will see!
PENGUINS ATTENTION! PENGUINS BEGIN!

Other Verses:

Right Flipper, Left Flipper Have you ever...

Right Flipper, Left Flipper, Right Foot Have you ever...

Right Flipper, Left Flipper, Right Foot, Left Foot Have you ever...

Right Flipper, Left Flipper, Right Foot, Left Foot, Bob your head Have you ever...

Right Flipper, Left Flipper, Right Foot, Left Foot, Bob your head, Stick out your tongue Have you ever...

Final Verse:

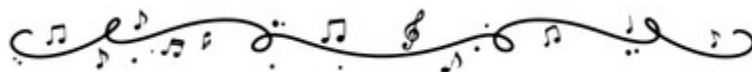
Right Flipper, Left Flipper, Right Foot, Left Foot, Bob your head, Stick out your tongue, Turn in a circle

Have you ever seen a penguin drinking tea?

Take a look at me, a penguin you will see!

PENGUINS ATTENTION! PENGUINS DISMISSED!

Have you ever...



Poor Little Bug on the Wall

(source: "The Worm Song and Other Tasty Tunes, Janet Wilson, 1993.)

Poor little bug on the wall

No one to love him at all

No one to wash his clothes, no one to tickle his toes

Poor little bug on the wall!

Repeat the song a number of times using different actions. For example:

Loud: sing really loud

Sad: sing really sadly

Underwater: sing with one finger drumming against lips

Opera: sing in an opera voice, hands clasped in front of body...and keep going!



Yogi Bear

I know someone you don't know Yogi, Yogi
I know someone you don't know Yogi, Yogi Bear
Yogi, Yogi Bear, Yogi, Yogi Bear
I know someone you don't know Yogi, Yogi Bear

Yogi has a little friend Boo-boo, Boo-boo
Yogi has a little friend Boo-boo, Boo-boo Bear
Boo-boo, Boo-boo Bear, Boo-boo, Boo-boo Bear
Yogi has a little friend Boo-boo, Boo-boo Bear

Yogi has a girlfriend too Cindy, Cindy
Yogi has a girlfriend too Cindy, Cindy Bear
Cindy, Cindy Bear, Cindy, Cindy Bear
Yogi has a girlfriend too Cindy, Cindy Bear

They all have another friend Ranger, Ranger
They all have another friend Ranger, Ranger Smith
Ranger, Ranger Smith, Ranger, Ranger Smith
They all have another friend Ranger, Ranger Smith

They all live in Jellystone Jelly, Jelly
They all live in Jellystone Jelly, Jellystone
Jelly, Jellystone, Jelly, Jellystone
They all live in Jellystone Jelly, Jellystone

Actions:

Yogi: wave arms back and forth one either side of your head
Boo-Boo: pat an invisible short person
Cindy: one hand twirling in hair, other hand on hip
Ranger Smith: make a finger gun, "shoot" people
Jellystone: shake whole body



Song: Auntie Monica

Oh I have an auntie, an Auntie Monica
and when she goes shopping they all say "Ooh-lala!"
Because her feathers swinging, her feather's swinging so
because her feathers swinging, her feather's swinging so
Oh I have an auntie, an Auntie Monica
and when she goes shopping they all say "Ooh-lala!"
Because her hat is swinging,
because her hat is swinging, her hat is swinging so,
because her feathers swinging, her feather's swinging so
because her feathers swinging, her feather's swinging so

Other Verses:

Because her muff is swinging, her muff is swinging so...
Because her skirts are swinging, her skirts are swinging so...
Because my aunt is swinging, my aunt is swinging so...

Actions:

feather swinging: *wave hand back and forth above head*

hat swinging: *using both hands, swing an invisible wide-brimmed hat*

muff swinging: *hands together in front of you, swing arms*

skirts swinging: *sway invisible skirts around your legs*

aunt swinging: *swing your whole body!*



Fires Burning

Fire's burning, fire's burning
Draw nearer, draw nearer
in the glowing, in the glowing
Come sing and be merry



Taps









Day is done Gone the sun
From the lake from the hills
From the sky all is well
Safely rest Peace is nigh

<p><u>Bedroll</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Plastic drop sheet <input type="checkbox"/> Foam or self-inflating camp mattress <input type="checkbox"/> Sleeping bag <input type="checkbox"/> Extra blanket <input type="checkbox"/> Pyjamas <input type="checkbox"/> Stuffed animal <input type="checkbox"/> Socks <input type="checkbox"/> Toque <input type="checkbox"/> pillow 	<p><u>Ditty Bag (not all items are required)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Mesh bag with string <input type="checkbox"/> Oven mitt <input type="checkbox"/> Plate <input type="checkbox"/> Bowl <input type="checkbox"/> Cup <input type="checkbox"/> Mug (hot drinks) with handle <input type="checkbox"/> Knife <input type="checkbox"/> Spoon <input type="checkbox"/> Fork
<p><u>Personal Pail</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Ice cream pail, or other plastic bucket with lid <input type="checkbox"/> Face wash cloth <input type="checkbox"/> Soap or other to wash face <input type="checkbox"/> Toothbrush <input type="checkbox"/> Toothpaste <input type="checkbox"/> Cup <input type="checkbox"/> Hairbrush <input type="checkbox"/> Hair ties /headbands <input type="checkbox"/> Chap stick <input type="checkbox"/> Other 	<p><u>Clothing – ONE bag</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> 2 pants (no leggings as main pants) <input type="checkbox"/> 1 Capri or shorts <input type="checkbox"/> 2 shirts + 1 long sleeved shirt <input type="checkbox"/> Outside shoes (no dogs or flip flops) <input type="checkbox"/> (at least) 3 pairs of socks <input type="checkbox"/> 3 underwear <input type="checkbox"/> Hoodie/bunny hug <input type="checkbox"/> Rain jacket/poncho <input type="checkbox"/> Rain boots - Leggings may be brought as layers for under other clothing
<p><u>Other</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Camp hat (see picture!) <input type="checkbox"/> Flashlight (no pen lights) <input type="checkbox"/> Water bottle (filled with water from home) <input type="checkbox"/> Sunscreen <input type="checkbox"/> Bug spray <input type="checkbox"/> Books or quiet time activity <input type="checkbox"/> Individual first aid kit <input type="checkbox"/> Medications – bring in meds bag 	<p><u>DO NOT BRING</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Umbrella <input type="checkbox"/> Blow up mattress <input type="checkbox"/> Scented lotions <input type="checkbox"/> Makeup <input type="checkbox"/> Cellphones or iPod (NO ELECTRONICS) <input type="checkbox"/> Food or candy of any kind <input type="checkbox"/> Jewellery

APPENDIX #10

SAMPLE PICTURE KIT LIST_ - [LINK TO PICTURE KIT LIST](#)

<input checked="" type="checkbox"/>	<u>Bedroll</u>		<input checked="" type="checkbox"/>	<u>Personal Pail</u>		<input checked="" type="checkbox"/>	<u>Clothing</u>	
		mat			Pail with lid & handle			2 pairs of pants
		Sleeping bag			Face cloth & hand towel			1 pair shorts/capris
		pajamas			Soap – travel size			2 shirts
		stuffy			Toothbrush & toothpaste			1 long sleeve shirt
		socks			Small plastic cup			Outdoor shoes (no flip flops or sandals)
		toque			Hair brush and/or comb			3 underwear
		pillow			Hair ties			3 pair of socks
					Lip Balm			Hoodie/bunny hug
								Raincoat & rain pants
								rainboots
								Leggings – for layering for warmth

<input checked="" type="checkbox"/>	<u>Other</u>		<input checked="" type="checkbox"/>	<u>Ditty Bag</u>		<input checked="" type="checkbox"/>	<u>Don't Bring</u>	
		book			Mesh bag			Air mattress
		Pencil & notebook			Plate, bowl, cup, utensils			Cell phone/iPad
		Camp hat			Travel or thermal mug			Candy or Food
		flashlight			Pot holder			
		Water bottle						
		sunscreen						
		Bug spray						
		Medicines (in labelled Ziploc with medicine form)						
		Sit upon						

BEDROLL – STEP BY STEP


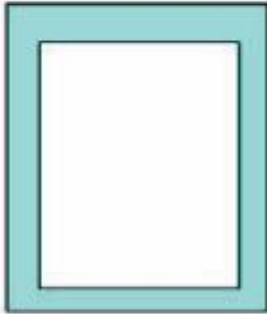
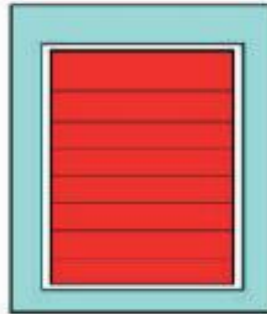

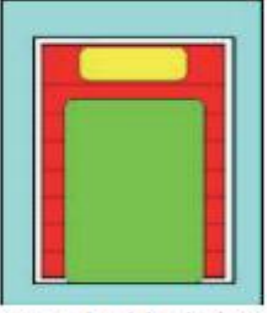
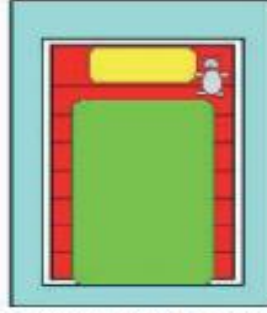




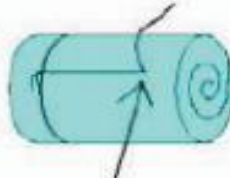
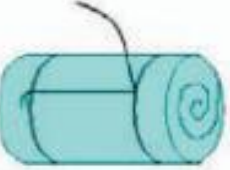
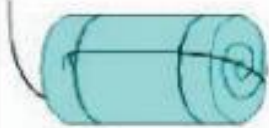
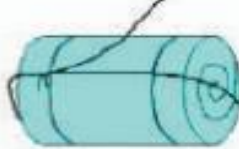
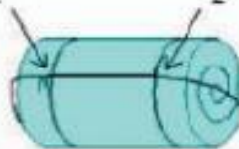
<p>Supplies:</p> <p>Groundsheet Mattress/pad Sleeping bag & pillow Extra blanket Bed buddy 12 ft non-slip rope</p>	 <p>Lay out groundsheet.</p>	 <p>Place mattress/pad on groundsheet.</p>	 <p>Place sleeping bag in centre.</p>
 <p>Place pillow on sleeping bag.</p>	 <p>Place extra blanket on sleeping bag.</p>	 <p>Place bed buddy next to pillow.</p>	 <p>Fold over sides of groundsheet.</p>
 <p>Fold ends like a "present" then roll tightly, tucking the ends inside the roll.</p>	<p>Packers Knot</p> 	 <p>Make a packers knot in one end of the rope. Place rope around bedroll at one end & slip the rope through the knot. Pull tightly.</p>	 <p>Hold the rope here and then wrap around the end of the bedroll.</p>
 <p>Slip under the rope and pull tight.</p>	 <p>Wrap around bedroll end to end.</p>	 <p>Slip rope under rope. Tie with a packers knot.</p>	 <p>Extra rope can be wrapped from point 1 to 2 to form a handle.</p>

Image courtesy of <https://www.mapleridgeguides.com/wp-content/uploads/2014/04/bedrolls.pdf>

OPTIONS FOR CAMP LOCATIONS

Saskatchewan National Parks:

<https://www.tourismsaskatchewan.com/places-to-go/national-parks#sort=relevancy>

Saskatchewan Provincial Parks:

<https://www.tourismsaskatchewan.com/places-to-go/provincial-parks/stay-in-saskparks/camping>

Saskatchewan Regional Parks:

<https://saskregionalparks.ca/>

Saskatchewan Girl Guide Properties:

https://www.girlguides.ca/WEB/SK/Program/Camps/Saskatchewan_Council_Property_Booking.aspx

Frequently

Arlington Beach - <https://arlingtonbeachcamp.com/>

Camp Lutherland - <https://camplutherland2018.wordpress.com/>

Dallas Valley - <https://www.dallasvalley.com/>

Echo Lake Bible Camp - <https://elbc.ca/>

Glen Harbour Kids Camp – <https://saskcamps.ca/find-a-camp/listing/glen-harbour-kids-camp/>

Katepwa Lake Camp - <https://www.katepwalakecamp.com/>

Lumsden Beach Camp - <https://.lumsdenbeachcamp.com/>

Meewasin - <https://meewasin.com/>

Salvation Army Beaver Creek Camp - <https://www.beavercreekcamp.ca/connect>

Saskatchewan Science Centre - <https://www.sasksciencecentre.com/>

Shekinah Retreat Centre - <https://www.shekinahretreatcentre.org/>

Strasbourg Bible Camp - <https://saskcamps.ca/find-a-camp/listing/deeper-life-strasbourg-bible-camp/>

Local:

Churches

Community Centers/Halls

Schools