Community Camp

Community Camp is   
about making new friends   
and growing in independence.

It’s about learning to appreciate

the environment and the   
surrounding outdoors   
 natural beauty...   
accepting responsibility   
caring about others...   
living and working   
side by side   
in a small camp community.   
It's about respect   
and developing trust.   
It's about feeling secure in a   
non-competitive   
atmosphere and   
wanting to try new things   
and succeed.   
Community camp is about   
courage, confidence & character   
about growing up together.   
Community Camp.   
It’s about life



**The Girl Scout Mission:**

Girl Scouts builds girls of Courage, Confidence and Character who make the world a better place.

**The Girl Scout Promise:**

On my honor, I will try

to serve God\* and my country,

to help people at all times,

and to live by the Girl Scout Law

\*May be replaced by a word that reflects your personal beliefs

**The Girl Scout Law:**

I will do my best to be

honest and fair,

friendly and helpful,

considerate and caring,

courageous and strong, and

responsible for what I say and do,

and to

respect myself and others,

respect authority,

use resources wisely,

make the world a better place, and

be a sister to every Girl Scout

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| **girl scouts** |  |  |  |
|  |  |
| **Community Camp Adult Volunteer Agreement**  **Addendum** | | |

1. Conduct of all camp volunteer adults must be in keeping with the responsibility each accepts, summarized in a camp volunteer position outline and the GSWW Volunteer Agreement.
2. All camp volunteers agree to adhere to the GSWW Camp Rules and procedures as outlined in Camping on GSWW Properties.
3. The Community Camp has specific goals of providing a safe community that is physically and emotionally safe for all campers. At times, this can be tiring for adult volunteers whom may have had a long active day of service and less sleep than normal. As an Adult Volunteer you agree to seek unit support as need arises, to support a friendly and warm response to campers during their stay at camp,
4. Volunteers shall have breaks, free from immediate responsibility for campers at least once a day for 2 hours, upon the approval of the Camp Director or designated alternate supervisor. All volunteers agree to take this time off to remain viable and strong for the camper day.
5. Volunteers shall be responsible for ensuring that alcoholic beverages and controlled substances are not taken or used during any activity involving members.
6. Volunteers agree to role model healthy living habits and appropriate behaviors to campers.
7. Smoking is only allowed in outside designated smoking areas, away from the presence of campers. Individuals using the designated smoking areas are responsible for keeping the area neat and clean.
8. Camp adult under 21 years, and those who do not have an appropriate Driver's License and insurance shall not drive Council owned vehicles or transport children in private automobiles. All vehicles must comply with state standards and council transportation procedures.
9. Camp adult volunteers must obtain approval from the Camp Director to leave the site during the program operation through the designated check out procedure. Keys to automobiles are kept in central storage in the volunteer lounge for risk management and evacuation purposes.
10. Pets are not permitted unless for program implementation as approved by the Camp Director.
11. A current health history is required of all adult volunteers outlining any needs for accommodation. Adult volunteers agree to participate in the overall Camp Health Plan as directed by the Health Supervisor and Camp Director,
12. All personal possessions including but not limited to sports equipment, musical instruments, vehicles and aquatic equipment are the responsibility of the owner, and not Girl Scouts of Western Washington. Personal watercraft is not allowed on camp properties.
13. Dress and appearance standards for all staff shall be appropriate clothing for the activity and the community, providing a clean, neat, personal appearance as camp role models
14. Compliance to all Local, State and Federal Law is essential.

**Camp Adult Volunteer Agreement**

Camp Adult Volunteer Name: Position:

I have read and signed the GSWW Volunteer Agreement. I have read and agree to the Community Camp Adult Volunteer Agreement Addendum and agree to abide by them and the position responsibilities as assigned in the volunteer position outline. If for any reason I am unable to perform any of my responsibilities, I may be asked to resign my position. I agree to serve this camp community as a volunteer.

Volunteer's Signature

Date

Community Camp Director

1/2012

**girl scouts**

of western

washington

CAMP PATHWAY VOLUNTEER POSITION DESCRIPTION

**CAMP UNIT LEADER**

POSITION SUMMARY:

The Camp Unit Leader position provides direct supervision to a unit of 8 - 24 girls throughout the camp program and provides direction to the volunteer leadership team comprised of Unit Counselors and Program Aides assigned to the unit for overall supervision.

The Camp Unit Leader will:

* Create a caring leadership team with Unit Counselors to meet the needs of the unit of girls by providing a living unit that is physically and emotionally safe for all campers and adult volunteers.
* Develop with the unit team, activities based on the camp program goals and desired outcomes in alignment with the Girl Scout Leadership Experience, facilitating "fun with purpose".
* Participate in and lead a total camp program for all campers including meals, flag ceremonies, campfires, **all-camp events, Scout's Owns, opening and closing days, pre-camp training, and post camp** activities.
* Insure program area and activities are in compliance with GSUSA, and GSWW established standards, policies and procedures.
* **Be aware of all areas of camp and how operation of each impacts the overall program.**
* **Keep unit adult** volunteers and campers informed of camp events, announcements, and any other information from administrative team and other areas of camp.
* Manage a healthy living environment within the unit, and insure girl to adult supervision ratio remains in compliance with standards at all times.

Be responsible for the campers' health with awareness of physical condition and needs including diet and eating habits, medications, and special needs in collaboration with the Health Supervisor.

* Help girls to plan and carry out activities based on their interests, developmental needs, abilities and program descriptions. Utilize the patrol system and girl/adult partnership in planning.
* Be responsible for care and use of supplies and equipment in the unit; request necessary repairs or maintenance through the Camp Director.
* Coordinate unit activities with special program areas, other units, and all-camp program.
* Inform the appropriate camp supervisor of any camper or adult volunteer problems. Seek support to assist any campers or adult volunteers that need help adjusting in the camp environment.
* Maintain a positive attitude and desire to be at camp in the adult volunteer team. Manage the adult volunteer break schedule to provide at least 2 hours per day off for each adult in the unit.
* Support Program Aides / CITs in the program area to develop as leaders and be effective role models to younger campers.
* Implement the evaluation process for the unit, evaluating Unit volunteer performance including self-evaluation; facilitate the camper experience and evaluation of the entire camp program encouraging suggestions and girl input to future camp programs.
* Participate in all staff meetings, pre-camp training, final evaluations and closing camp procedures,

Girl Scout Camp Pathway programs are accessible and welcoming to all girls and adults, as well as guided by the Girl Scout Mission, Promise and Law, and the procedures and guidelines of GSWVV, GSUSA, and the American Camp Association.

Camp Pathway- Volunteer Position Outlines -2012

QUALIFICATIONS/CORE COMPETENCIES:

1. **Girl Focus:** Empower girls to lead, learn by doing and cooperate with others, ensuring that girls have fun and develop friendships along the way.
2. **Adaptability:** Adjust and modify own behavior, and remain flexible and tolerant in response to changing situations and environments.
3. **Fostering Diversity:** Understand and embrace differences
4. **Oral Communication:** Express ideas and facts clearly and concisely
5. **Personal integrity:** Demonstrate honesty, credibility, and dependability
6. **Leadership Skills:** Demonstrate leadership and decision-making skills, able to supervise adults and girls while working collaboratively. Able to use good judgment regarding volunteer issues, conflict resolution and health and safety procedures in a camp environment.
7. **Computer Skills:** Ability to use email and the internet
8. **Other Requirements include:**

* Must be 21 years of age
* Complete the volunteer application/background check process and become a registered member of Girl Scouts
* Complete required Leadership development course work as assigned and provided by GSWW and GSUSA, and the Camp Program Pathway
* Complete the GSWW Volunteer Essentials, and Outdoor Learning Series
* Ongoing willingness to develop knowledge, skills and attitudes that support the position
* Ability to maintain confidentiality
* Ability and willingness to meet the time commitments required for the position
* Current Standard First Aid/ CPR/ AED certification

SERVICE COMMITMENT:

The Camp Unit Leader is available for all pre camp training required by the Camp Director, including the required 15 hours, in combination with meetings, online learning opportunities, unit planning. Remain available for the duration of the camp program, up to 7 days. Breaks are provided daily during camp including some meals with adults only and 2 hours per day of personnel time. Post camp evaluation is required.

REPORTS To:

Community Resident Camp Director; Assistant Camp Director; Camp Program Director; Camp Health

Supervisor

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of western   
Washington

CAMP PATHWAY VOLUNTEER POSITION DESCRIPTION

**CAMP UNIT COUNSELOR**

POSITION SUMMARY:

The Camp Unit Counselor will develop and implement continued camp supervision for campers assigned in the living unit with activities and program as part of the unit leadership team. The Unit Counselor works with the Unit Leader and assigned Teen mentors to support a quality camp experience for girls.

The Unit Counselor will:

* Actively participate as a team player in your unit team, your program team, and the overall camp team of adult volunteers.
* Create a camp living environment that supports the physical and emotional safety of all participants.
* Participate in and lead a total camp program for all campers including meals, flag ceremonies, campfires, all-camp events, Scout's Owns, opening and closing days, pre-camp training, and post camp activities.
* Help girls to plan and carry out activities based on their interests, developmental needs, abilities and program descriptions. Utilize the girl/adult partnership in planning.
* Strive for quality and creative program that aligns with the Girl Scouts Leadership Experience, creating "fun with purpose".
* Assist in the coordination of unit activities with special program areas, other units, and all-camp program
* Insure units are kept in an orderly fashion and unit kapers are shared by all campers in the unit.
* Be aware of all areas of camp and how the operations of each impact the overall program.
* Assist program areas and activity leaders to maintain compliance with GSUSA, and GSWW established standards.
* Assist in supervision and support of Program Aide / CIT with program areas and the unit team. Support the framework of the TEEN Mentoring program.
* Participate in required staff meetings, pre-camp training, final evaluations and closing camp procedures.

Girl Scout Camp Pathway programs are accessible and welcoming to all girls and adults, as well as guided by the Girl Scout Mission, Promise and Law, and the procedures and guidelines of GSVVW, CS USA, and the American Camp Association.

Cu IFICATIONS/CORE COMPETENCIES:

1. **Girl Focus:** Empower girls to lead, learn by doing and cooperate with others, ensuring that girls have fun and develop friendships along the way.
2. **Adaptability:** Adjust and modify own behavior, and remain flexible and tolerant in response to changing situations and environments.
3. **Fostering Diversity:** Understand and embrace differences
4. **Oral Communication:** Express ideas and facts clearly and concisely
5. **Personal Integrity:** Demonstrate honesty, credibility, and dependability
6. **Leadership Skills:** Demonstrate leadership and decision-making skills, able to supervise adults and girls while working collaboratively. Able to use good judgment regarding personal issues, conflict resolution and health and safety procedures in a camp environment.
7. **Computer Skills:** Ability to use email and the Internet

Volunteer Position Outlines — Camp Pathway 2012

8. **Other Requirements include:**

* Must be 18 years of age
* Complete the volunteer application/background check process and become a registered member of Girl Scouts
* Complete required Leadership development course work as assigned and provided by GSWW and GSUSA, and the Camp Program Pathway
* Understand Girl Scouting Safety expectations as defined by Volunteer Essentials and Safety Activity Checkpoints.
* Ongoing willingness to develop knowledge, skills and attitudes that support the position
* Ability to maintain confidentiality
* Ability and willingness to meet the time commitments required for the position
* Current Standard First Aid/ CPR/ AED certification

SERVICE COMMITMENT:

The Camp Unit Counselor is available for all pre camp training required by the Camp Director, including the required 15 hours, in combination with meetings, online learning opportunities, and unit team planning. Remain available for the duration of the camp program, up to 7 days. Breaks are provided daily during camp including some meals with adults only and 2 hours per day of personnel time. Post camp evaluation is required.

REPORTS To:

Community Resident Camp Director; Assistant Camp Director; Camp Program Director; Camp Health

Supervisor; Camp Unit Leader

**Pre-Camp**

Welcome letters from camp

* Form letter from Director will be sent to counselors.
* Counselors can add their own info. Things to bring, theme of unit. Send back to Director by July 15.
* Friendship mix is provided by kitchen. Do not have campers bring.

Stipends

* All Units will be allocated a modest stipend to be used as they see fit. (crafts, decorating, etc)
* Counselors do not need to plan projects for units, but can if they want.

Resources for projects/activities

* Projects should be quick and simple, as MVCC and Lyle McLeod have many projects and activities.
* Dollar Tree, on line sources.
* Unit bins have materials.
* Library at camp
* Program director and staff may have items or ideas.

Decorating units

* Cook shelter. Counselors can decorate cook shelter, also ask campers to bring things to decorate with.
* Cabins. Should not be decorated or if so minimally. It is not a competition, and makes it easier to keep cabins clean and organized.

**Organization:**

Patrols:

* Dividing units into smaller groups (patrols) and can be an effective way to organize units.

\* See chart with Kapers

Buddies (2 campers) Truddies (3 campers)

* No camper should ever be alone. No camper ever alone with an **Adult**.

\* See Risk management

Clean Cabin/Kaper Award

* Each day a clean cabin and clean Kaper award will be given out, and winners will be able to go in to lunch first, and second.
* Remind campers that zipped up bags keeps spiders out of clothing.

Lost and Found

* Each unit should have a lost and found box
* Shower house and lodge have lost and found boxes.

Evening Quiet time/lights out

* Quiet time 10PM
* Remember that sounds carry across the lake and younger units go the bed earlier.

Campers personal space

* Cabins are assigned and only those occupants should spend time in their respective cabins-generally speaking-to insure that bunks, luggage, backpacks, personal items remain private

Unit Flag

* Sunday night program provides materials to create a unit flag
* Units carry their unique flag in and around camp

Food in units/Cabins

* **No food in cabins.** We have mice, chipmunks and raccoons, who will eat through packs.
* Food in cook shelter must be stored in bins that seal. Camp supplies these bins.
* Ice Chests must be used for perishable items. They are not provided by camp. Counselors are asked to bring one. If that is not possible, MVCC will try to provide one.

Unit Boundaries

* Set boundaries around your unit, so campers know where they can and can not go.

**Week in Review**

Saturday Day

* Arrive at camp. 2:00pm. Check in at Health House
* Take your gear to your unit, unload, set up.
* When available help with lodge set up.
* Dinner 5:00-6:00 Bring sack dinner – beverages and dessert provided
* Training 6:00-9:00 Staff kids are with PA’s

Saturday Night

* Sweep Cabins and Biffies
* Check Biffy supplies: TP, soap, sanitizer. Older girl units might stock sanitary supplies. (Health House)
* Hang posters for Sunday night.
* Decorate cook shelter (optional)
* Set up cook shelter with unit bins (go through them) and personal items.
* Set up counselor cabin.
* Co-counselor discussion:
* Breaks. Take a shower, nap, talk with friends, spy on daughter, etc. but be flexible, things happen
* Wednesday cookout counselor kaper chart – Fire/cook/food prep/clean up
* Sleeping – early bird or late nighter, snores? Ear plugs.
* Nightly assignments – who deals with 2am issues.
* Who will be 1st aider?

Sunday Morning

* 7:00-9:00 continental breakfast, Counselor kids move gear to their units, park car. Back-in only.
* 9:00-12:00 Staff training, Counselor kids with PA’s
* 12:00-1:00 Lunch in Lodge
* 1:00-2:00 Set up for camper arrival
* 2:00-4:00 Camper Check in. Assigned counselor for each unit will greet their campers, label their t-shirts and keep them entertained.
* 4:00- 5:00 Family BBQ

Sunday evening

Its 5:00 pm…. You are taking your campers to their unit.

* Start with Counselor introductions and an ice breaker so you can get to know the girls and they can get to know camp names. This can be done best on the way to the unit

You are in the cook shelter with 20 campers and all of their gear

The girls will want to set up in the cabins right away, but we encourage you to have them hold off for a bit and take care of these important items first.

Start with:

* Girl Scout Promise and Law
* Create group rules: (tag board) Have campers set up rules, girls decide, and counselors approve, but be sure to include these fundamental camp rules. (Use GS Promise and Law, Code of Conduct, and Camp Rules) Be sure to include:

Buddies/Truddies at all times. Even older campers(HS) and even to the biffy.

* + Personal belonging and space.
  + Participation-encouraged and by choice (must stay with group)
  + Counselors always need to know where campers are at ALL times.
  + Social (be nice, respect other) Ask what that means to them.
  + Quiet time.
* Expectations: Have the campers write up their hopes and expectations for the week. Good to check them off as the week goes on.

Change gears, do a team building exercise, or sing a song.

* **In-unit and All Camp/End of Camp Kapers:**
* Create a kaper chart for in-unit tasks that need to be done: (have girls brainstorm what needs to be done such as sweeping, dishes, biffy’s) and when and who will do what tasks.
* Review expectations for all camp daily kapers that the unit is responsible for. Assign tasks as needed.
* Review end of camp kaper chart as well.
* Take a tour of your unit:
* Biffys – some have 2 sides/some 4. Mention TP - be courteous. Knock, replace used role.
* Set unit boundries
* Show where counselor cabin is.
* BUNK ASSIGNMENTS!
* Give them 20 min to unpack in their cabins.
* Unit flag different from year to year. The campers make and can carry around camp.
* Friendship mix.
* Have every one participate in putting items in friendship mix if possible.
* Fill up quart size baggies. This is meant to last one or 2 days, not the whole week.
* Song books. These contain not only songs but also
* The basic schedule for the week,
* A place write units schedule
* What to take each day around camp.
* A place for camper’s name and friends
* Tomorrows schedule.
* Tell them what is happening tomorrow
* What to pack in their packs for tomorrow.
* When do you need to wake up?
* Review quiet time.
* Patrols assigned
* Patrol Leaders can post list for packs
* Dock Captains at Totem, Ark assigned

Campfire ring, sing songs

Good night campers. (don’t forget to brush teeth)

**Monday:**

* Wake them up with a song, most will groan, but really like it.

They will be tired, but excited.

* Have hot chocolate for those that want it, after they are dressed. Remind to put on sunscreen.
* Encourage a clean cabin. Clean cabin award starts today.
* Campers should be in Cook Shelter dressed ready to go, with back pack 15 minutes before you need to leave for flag.
* Circle up
* When all are there and do a quick check in. “What color are you today?” \* see check ins
* Do a verbal check with the “grey” one later in the day.
* Talk about day’s schedule.
* Do a group stretch.
* Buddy up, and off to flag.
* Regular rotations.
* After lunch and before 3rd rotation:
* Do camp kaper and hand out mail.
* Never hand out mail after dinner. It could lead to homesickness in all ages.
* All Camp Photo after dinner (All Campers and Staff need Camp T-Shirts-do not decorate till after Photo)
* All Camp Circle and Song. (Make sure campers, and counselors, have bug spray, flashlights, songbooks….)
* Unit Circle at night. Do another check in. Or what was the best part of the day (no need to ask the worst. That will come up once girls start talking)

**Tuesday:**

* Today they are more rested. Went to sleep faster last night.
* Same routine, pick a different wake up song, and different check in mode “What kind of

Car are you today.”

* Buddy up, and off to flag.
* Regular Rotation.
* Counselor evening off. (In Camp)
* Counselors will take their girls to Dinner Flag Circle.
* After Flag and grace, they will be dismissed to go to their special dinner, and then have the evening off for fun activities, or just quiet time, till 7:30.
* 7:30 Time to pick up campers.
* Unit Circle at night. Do another check in. Or what was the best part of the day (no need to ask the worst. That will come up once girls start talking)

**Wednesday:**

* Same morning routine.
* Melt down day. They (campers and staff) have had a lot of time around others. This

might be the day those who read all the time, will have their nose in a book. Some

might need space, some may be looking for a confrontation. Younger girls will can

tear up. Usually a good night’s sleep will help all this.

* Unit cook out night.
* At the end of the 3rd rotation, all units will need to pick up food from the kitchen.

Each girl can carry part of the dinner back to their unit.

* Start Dinner early! If you are planning an eating at 6:00, you should start at 4:00. Yes, it really can take that long.
* Make sure the girls are assigned kapers (use kaper chart) to prep, cook and clean up.
* They will need to be supervised and directed, but can do the work themself.
* Have games and crafts in the unit. Take a Hike, and/or Stargaze. Don’t forget campfire, and singing.

* Unit Circle at night. Do another check in. Or what was the best part of the day (no need to ask the worst. That will come up once girls start talking)

**Thursday:**

* All down hill from here.
* Sleep-in breakfast.
* Set a time for breakfast the night before.
* Have hot chocolate going.
* Don’t forget morning check – in. “How is you personal weather”
* All camp activities in the afternoon and/or evening.
* Unit Circle at night. Do another check in. Or what was the best part of the day (no need to ask the worst. That will come up once girls start talking)

**Friday:**

* Have unit bins (items you will not be using) ready to be picked up before you leave unit.
* Regular morning routine.
* Regular rotations till end of 3rd rotation.
* Across the lake swim.
* Circle up at Flag at the end of 3rd rotation.
* Swimmers (5th grade and up that passed 10 minute swim test) will be led around the lake to Totem
* Non swimmers will be led to Swim dock by their assigned staff, and are cheerleaders!
* Safety personal will be sent to their posts (life guards, canoe staff, swim dock staff)
* Photos and fudgesicles after swim.
* Check times for your End of Camp Kaper. It could be before dinner, after dinner, after campfire, or Saturday morning.
* Campfire.. After dinner and dessert. Time and place will be announced.
* Have campers pack up before bed. Leave out only what is needed for the morning.
* Unit Circle at night.
* Do final check in.
* Did we accomplish our goals.
* The best part of camp….

**Saturday morning:**

* Wake up song.
* All campers gear ready for pick-up, outside cook shelter.
* In unit breakfast.
* Sweep and clean cabins, cook shelter, biffy, pick up trash etc.
* Check out by Site Manager (Art)
* Bring all MVCC items left in unit into lodge.
* In to camp for songs in flag circle. Parent pick up campers from counselors.
* Check out your daughter(s) and yourself.

**Check-ins and Stretch**

Taking time to do a group check in with girls and each other is a valuable way to connect to the group and helps forge understandings and increase group and self awareness.

**Have all individuals present for check-ins**.

**Guidelines:**

* Have all individuals in circle including counselors,
* Limit responses.
* Remind all to listen respectfully (be sure to model that yourself).
* Okay to pass but do encourage all to participate, including counselors.
* Create a nonjudgmental space for them to share

Morning: Each camper tells how they are feeling by theme and why. The rest of the circle is quiet and makes no comments. If theme is color she might say “pink, because I am in the pink” Or “grey, because I needed more sleep” explanations need to be short. If one seems off, check in with Camper as the day goes on.

Themes:

Crayon Color – box of 8 or a whole box of 64

Weather – sunny, a slight morning mist, raging storm….

Constellations

Cars

Number of fingers

Temperature

Animal

Plant, tree, flower

Make up your own

Evening:

Evening check in can be less formal, focus on reflective and the positive, a learning experience of the day.

Stretch: You can have a patrol lead it each morning, or go around the circle and have each camper lead a simple stretch. Nice to do before check-ins

**ICE BREAKERS**

# Compass Name Game

1. Have participants stand in a circle.
2. One volunteer stands in the middle of the circle and starts the game as the "caller."
3. The caller points at a member of the circle and says one of the following: You, Me, Left, or Right.
4. Based on which direction the caller says, the person being pointed at must correctly name that person. "You" is the name of the person being pointed at. "Me" is the caller. "Left" or "Right" are the people on the person on the circle's left or right side.
5. Once the caller points and says the direction, he/she must count to five aloud. The person must correctly identify the name before the caller reaches five.
6. If the person in the circle incorrectly identifies the name, or doesn't speak in time, that person becomes the new caller in the middle of the circle.
7. If the person correctly identifies the name, the caller must move onto a new person of their choice.

# Name Toss

Here are the common rules:  
  
1) Arrange the group in a circle.  
2) One person starts off by saying the name of someone else in the circle, and tossing the ball to them.  
3) That person then in turn says the name of a different person, and tosses the ball to   
someone else who has not yet received the ball.  
4) That continues until everyone in the circle has received the ball once.  
5) Generally, the objective is to pass the ball around the circle without dropping it. If the ball is dropped, the group restarts until completed without dropping.  
6) You can add a "thank-you, (name)" from the receiving person if you like...  
  
As always, feel free to change the rules, and make this activity work for you!

# Double-Whammy Name Toss

1. Start the activity with the traditional [name toss](http://www.ultimatecampresource.com/site/camp-activity/name-toss.html" \t "_blank).
2. Once the group has successfully completed the task, instruct them to pass the ball in the exact REVERSE order.
3. Once the group has successfuly completed that part, introduce a second ball or object of a different color/style/shape. Instruct the group that they must pass the ball in the original order, and the second ball in the REVERSE order at the same time.  
     
   Eventually, the objects will cross at one person. Good times!

# Mixed up Name Toss

Start the activity with the traditional [name toss](http://www.ultimatecampresource.com/site/camp-activity/name-toss.html" \t "_blank).  
  
Once the group has accomplished the task successfully, tell the group that they have until you count to five to move to a new spot in the circle.  
  
Once the group as rearranged itself, instruct them that they must pass the ball in the same name pattern as before.  
  
This is a great variation! This little twist really helps participants learn each other's names and faces

# High-Five Name Toss

Follow the traditional [name toss](http://www.ultimatecampresource.com/site/camp-activity/name-toss.html" \t "_blank) rules, but instead of tossing a ball, participants cross the circle, exchange high fives and take each others spots in the circle.  
  
Great way to avoid catching/throwing anxiety, or way to play if you don't have an object to toss.

# You, Me, Left, Right

Have the group form a circle, with the facilitator in the middle serving as the first "caller."  
  
Ask the participants to introduce themselves to the people directly on their left and right sides.  
  
Explain to the group that the person in the middle will point to someone in the circle and say either "You" "Me" "Left" or "Right" and count to five at a reasonable pace.  
  
"You" is the person being pointed at.  
"Me" is the caller.  
"Left" is the person to the left of the one being pointed at.  
"Right" is the person to the right of the one being pointed at.  
  
The person being pointed at must correctly name that person before the caller counts to five. If they succeed, the caller moves onto a different person of their choice. If they do not succeed, they become the new caller.  
  
You can add multiple callers as the game moves on.  
  
This is a quick-paced silly activity that helps move people around and memorize names.

# Bumpity Bump Bump Bump

## Description

Arrange all players in a circle. Give them time to ask the names of the players on either side of them.   
  
Once the names are known, the person in the middle goes up to a player and says "(name)\_\_\_, bumpity bump bump bump." That person then has to say the names of the people sitting/standing beside him/her before the middle person finishes saying "bumpity bump bump bump."  
  
ADDED TWIST:  
  
The person in the middle can randomly yell out bumpity bump bump bump and everyone has to find a new spot on the edge of the circle. Then repeat

## Objective

getting to know each other

# Team Building

# Bumpity Bump Bump Bump

|  |
| --- |
| Name reminder; Barrier breaking |
| **Materials**: None |
| The group forms a circle and the teacher/facilitator stands in the middle. She asks the group to make sure they know the name of the person on their right and left. She then points at someone and says, "Right!" That person must name the person on their own right. If she says "Left!" then they must name the person on their left. Once people understand the game, then add the phrase "bumpity bump bump bump" after saying "Right" or "Left." The person being pointed to must say the correct name before the person in the middle finishes the phrase. If they don't make it, they take the place of the person in the middle. After a while a "you" (they must say their own name) and "me" (they say the name of the person pointing to them). |
| * Did anyone feel anxious during this activity? * What caused you to feel anxious or nervous? * Do you think being put on the spot is good or bad?  |  |  | | --- | --- | | Circle the Circle | | | Barrier breaking; Working together | | Materials: Hula Hoops | | The group stands in a circle and everyone holds hands. One pair lets go so that a hula hoop can be placed between them. They then rejoin through the middle of the hoop. The task is then for the hula hoop to travel around the group without anyone letting go of hands. After a group has figured this out, try timing it. Add another hula hoop traveling in the opposite direction. | | * How did we work together to accomplish this? * Was it easy or difficult for you to hold hands with the people next to you? * Did it matter? * What if some of us had refused to hold hands with the people next to us? * Why is it important to be able to work with everyone else in the group? | | A group must be ready to hold hands in order for this activity to work. It can be very threatening to some people and the option of holding wrists at the outset is sometimes useful. Many times, those who are uncomfortable with hand-holding at the outset will do so later for ease in solving the problem. |  * In what context would it be good and in what context would it be bad? |
| This is another one of those "being put on the spot" activities that provide some good experiences for processing. This game can be a good indicator of how well a group is coming together. If people are kind to each other and are able to laugh together, it is a sign that group members are developing trust and comfort. If they are nervous about making a mistake and generally laugh and point at each other, this is a signal that the group needs more work together to deal with trust issues. |

|  |  |
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| Elbow Tag | |
| Mixing with others in group |
| Materials: None |
| Everyone in the group gets a partner and stands with the partner in a large circle. Each pair hooks elbows with their partner and puts their other hand on their hip. One pair is chosen as "it." They unhook, with one person chasing the other. These two run around, while everyone else remains stationary.   In order to avoid being tagged, the person being chased hooks on to the arm of someone. The other person in the pair then unhooks and becomes the new person being chased. If the chaser tags the person being chased, then the roles change, just as in a regular tag game "Tag, you're it!" Sometimes this activity can get confusing, with more than two people running and no one sure about who is chasing and who is being chased. This is a good opportunity to practice some simple problem solving as a group. |
| * How did you choose who to hook on to? * Did you think about it? * When working together, why might it be important to be able to work with everyone else in the group? * What steps can we take to develop a working relationship with everyone here? |
| One of the biggest issues any group must deal with is the idea that everyone must be able to work together, even if they generally do not hang out together or even like each other. This activity can highlight the idea of developing a working relationship with everyone. The caveat, of course, is that we are not asking people to be best friends with everyone, just attempting to develop relationships that allow us to work together.   Another issue that can arise in this activity is one of touching others and of each individual's level of comfort with touching others. A Challenge by Choice reminder may be necessary with some groups, inviting members to stand next to their partner, rather than hooking elbows. |

|  |
| --- |
| **Get the Point** |
| Having fun together |
| Materials: None |
| The group gets in a circle and members are asked to put their left hand out, palm up. They then place the pointer finger of their right hand in the palm of the person to their right. On a signal, they then attempt to catch the finger of the person to their left, while simultaneously trying not to get their own finger caught. Try this numerous times, then switch hands. |
| * Why might it be important for a group of people to have fun together? * How can we make working with others more enjoyable? |
| This activity does not take much time and people seem to enjoy it. There is usually lots of laughter and quick conversation after an attempt. Make sure to give people some time to laugh together in between attempts. Once a group is used to your signal, change it, just for a change of pace. |

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| Macro Rock/Paper/Scissors | |
| Working with others; Barrier breaking |
| Materials: Rope and boundary markers |
| You will need a gym or a field for this activity. Two teams are formed at random. Explain that this activity is like rock/paper/scissors, but with different motions. Then show them the macro actions: rock:squatting down, paper: standing straight with hands at sides, and scissors: standing with arms and legs spread out. Remind them that rock beats scissors, scissors beats paper, and paper beats rock.   Lay out the rope between the two groups as a boundary that they may not cross until the time is right. The boundary markers are placed about 15 - 20 feet on either side of the rope. Then each team goes back to the boundary markers to huddle up. They decide on one action to do as an entire group. When they are ready they line up along the rope, face-to-face with the other group. On a signal they all do their motion. Whoever wins then chases the other team and tries to tag people. Anyone who makes it past the boundary markers without being tagged is safe. Those tagged before getting to the boundary markers then join the other team for the next round. Play until people get tired of it or you are left with only one team. |

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| * Was there an element of competition to this activity? * What side were you hoping would win? * Why? * Did you have a strategy? * What was it and how did you develop it? * Do you think people were playing fair? * Why or why not? * Were you ever confused? * If so, how did you deal with it? |
| There is the potential for some arguing in this activity when people feel they were tagged after the boundary markers, while the person who tagged them felt they were tagged before the boundary markers. If this should happen, it is a great time to stop the action for a discussion of how to deal with this particular situation. Later you can then discuss how to handle similar situations when they arise without having to rely on teacher/ facilitator intervention. |
| **Morphing** |
| Having fun; Breaking down barriers |
| Materials: None |
| It is necessary first to teach rock/paper/scissors to the group and then to agree on how that will be done. One way is to show "rock" (closed fist), "paper" (open hand), and "scissors" (fingers in a "V"). Pairs count to three and flash one of the signals. Rock beats scissors, scissors beats paper, and paper beats rock.   After practicing for a bit, show the group some full body poses. Everyone starts out as "eggs" (squatting or bending over). They can morph into "chickens" (elbows flapping and making chicken noises) to "dinosaurs" (arms in the air and roaring) to "superheroes" (your favorite superhero pose) and, finally, to "omniscient know-it-alls" (arms folded, looking smug).   The game begins with everyone as eggs. Everyone finds another egg and does rock/ paper/scissors. Whoever wins then morphs into a chicken. The person who loses stays as an egg. Everyone then looks for another like-being and begins the process again. If you win, you morph to the next level. If you lose, you morph down to the next level. When someone reaches the last stage, he/she stands on the outside of the group, arms folded and looking smug. Do this activity for two minutes or until there are no longer enough people to pair up. |

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| * How did it feel to be acting like a chicken or other being? * Did you think this game was fun/not fun? * What made it fun/not fun? * Would you have been willing to do this activity in public? Why or why not? |
| This activity is usually a favorite of groups if they are ready to act silly in front of each other. Since everyone is "in this together," it is a good activity to use if you wish to explore what it means to be able to be comfortable with a group of people. As a group begins to develop trust, people are willing to take more risks, both physically and psychologically. |

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| Screaming Toes | |
| Breaking down barriers by acting silly in the group |
| Materials: None |
| The group stands in a circle. Everyone is asked to look down at someone's toes (not their own), then to look up at that person. If they do not make eye contact (i.e., the person they are looking at is looking at someone else), they do nothing. If they make eye contact (i.e., they are looking at each other), they let out a short scream or yell. Try this for 10 - 15 rounds.   If the group is over 10 - 12 members and few people are making eye contact, here is a variation. Have each person identify a partner across the circle from them. Each person can only have one partner (if there is an odd number of people, then you can step out). After they look down, they then look at the feet of their partner or the person on their own right or own left. This way, the number of people they can look at has been limited to three.   Another variation is to have two smaller groups. Every time a person makes eye contact with someone, they scream, and then change circles. |
| * Was this activity risky for you? * Why or why not? * Why might it be important to be able to laugh together as a group? |
| Many times it is difficult for people to relax in a group setting, thus limiting their risk-taking abilities. This activity is a hands-down favorite, since it encourages group members to laugh with each other. Later, when engaged in more intense tasks, the ability to laugh with the group, and at oneself, can be invaluable.   This activity can be used as a tension-reliever and energizer at any time. The only time this activity may not work is during the first hours of a group's existence, when people are still trying to get to know each other and before the ice has been broken. |

|  |  |
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| Speed Rabbit | |
| Breaking barriers; Working together |
| Materials: None |
| The group stands in the circle with the teacher/facilitator in the middle. Point to someone and say you will show them how to form an animal with the help of the people on either side of them. Then say, "Rabbit" the person being pointed to makes rabbit ears, and the people on either side stomp a foot (like Thumper in Bambi). Then point to someone else and say, "Rabbit." They must form the same thing. Next teach them "Moose" the person in the middle (being pointed to) holds their hands to their face, elbows pointed out (this is the moose nose), the people on either side turn their back to that person and put their hands in the air (forming antlers). A third can be taught before the game really begins. Try "Palm Tree" the person in the middle puts their arms in the air to form a tree, while the people on either side do the hula dance.   Once they have learned these three actions, then add that you will now point to someone, call out an action, and then count to ten as fast as you can. If they make whatever you call before ten, no problem. If they do not, then the slowest of the three will take your place. After awhile, add more actions:   * "**Ostrich**" side people hold hands in front of middle person, who puts head in the sand, * "**Elephant**" middle person forms trunk with arms, while side people hold up hands to make elephant ears, * "**Flight Attendant**" middle person mimes putting on oxygen mask, while side people point to exits, * "**Jello**" side people hold hands around middle person, forming a bowl, while middle person shakes, * "**Roller Coaster**" middle person holds face and cheeks back to simulate g-force, while side people hold hands in air and scream.   It's also fun to make up your own. |
| * Did you hope that no one would point at you or were you hoping they would? * Did you ever feel like you were put on the spot during this activity? * How did you handle being put on the spot? * Did you find this activity fun, stressful, or both? * When someone messed up, how did we deal with it? Was it in fun or making fun? * Why might we need to have some degree of trust in each other before attempting this activity? |
| Speed Rabbit is a classic activity that is usually one of the favorites of a group. However, if a group is not ready to take the risk of being put on the spot or if members are afraid of "making fools of themselves," this activity will not work. If people are not ready, they might stand around, refusing to do the actions or they might point and laugh at each other. Either way, there are good opportunities for processing the experience. |

|  |  |
| --- | --- |
| Twizzle | |
| Barrier breaking |
| Materials: None |
| The group forms a circle with the teacher/facilitator in the middle. He announces that everyone needs to learn to follow a certain set of directions. First, have everyone face the same way so that they can move either clockwise or counterclockwise. Teach the following commands:   * "**Walk**" means to walk forward. * "**Stop**" means to stop and freeze in one's tracks. * "**Turn**" means to turn 180 degrees and freeze in one's tracks. * "**Jump**" means to jump 180 degrees and freeze. * Finally "**twizzle**" means to jump 360 degrees and freeze. A twizzle can be accomplished by doing a full 360-degree, two 180-degree, or four 90-degree jumps, as long as people freeze at the end.   Now the game starts. Start issuing commands for the group to follow. If someone does the wrong command or if they do not totally freeze when necessary, they join the teacher/facilitator in the middle. Continue until there are a few people left. |
| * How did we monitor ourselves for misses? * Were people honest about messing up or did we have arguments about it? * What was the object of this activity? (Winning? Doing our best? Having fun? A combination? etc.) * Was there a common goal? * How can we make sure we have a common goal? |
| Even though competition is never mentioned as a goal in this activity, it can get quite competitive. This provides an opportunity to discuss the ideas around the importance of discussing and setting common goals when working in groups. Later, a discussion such as this can help when dealing with the idea of creating a common vision. Arguments can crop up during this activity as well: "You moved!" "I did not!".... These can develop into mini power struggles which offer a chance to discuss how the group might wish to deal with conflicts such as these. |

|  |  |
| --- | --- |
| Impulse | |
| Barrier breaking; Working with others |
| Materials: None |
| The group stands in a circle and holds hands. The teacher/facilitator begins an impulse by squeezing the hand of the person next to him/her. That person then passes the squeeze to the next person, and so on, until it gets all the way around the circle. Try it in the other direction, then try it in both directions at once.   For another twist, add a sound or a word along with the hand squeeze.   Have a different sound for each direction or even have each person use their own sound. |
| * How did we work together to accomplish this task? * When someone became confused, how did we help/not help them? * Did anyone feel put on the spot? |
| As with many of the Deinhibitizer activities, a group must be ready to hold hands and act silly with the group. Many times when impulses are going in both directions, one person gets stuck with both impulses at the same time and gets confused. Sometimes a group is patient and helpful, other times people begin yelling at the person, which only makes things worse. How a group handles that situation is good information for processing the activity. |

OUTDOOR CLEAN-UP

# 

**SCRAPE DISHES AND** **SORT GARBAGE**

### ALL COOKING ITEMS

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Strain liquid

Recyclable Items

Garbage

## SANITIZE

## RINSE

## WASH

WARN WATER

1 TLBS CLOREX

PER GALLON OF WATER

WARM OR COOL WATER

HOT SOAPY WATER

## STRAIN WATER BEFORE DISPOSAL

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PUT CLEAN DISHES INTO DUNK BAG



**HANG UP DUNK BAGS**



**Tips:** To keep the water cleaner longer, wash the cups and eating utensils first. Then wash the dirtier dishes such as the pots and other containers. ◆ After straining the water, pour the water down the drain (not sink), or area designated by the camp. Be sure to clean the screen! If there is not a designated area, fling the dirty water (gray water) in a wide arc into the bushes, 200 feet away from a natural water source (lake, river). Make sure everyone is out of the way! Dispose the “straining” in the garbage. ◆ Pack out garbage and recycling to specified area (usually at camp entrance), or take home if necessary. ◆ Place warm grease in a container to cool/harden, and then place in garbage. ◆ Make sure all food and items are put away properly, and that the site is picked up of litter.

Before you start cooking, the following needs to be completed:

* Long hair tied back from face

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* Hands washed with water and soap

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* Cooking area clean
* Cooking utensils and containers clean
* Pots soaped
* Dish line hung with dunk bags
* 3 garbage/recycling stations set up
* Kaper Chart

#### Kaper Chart

A kaper chart lists the jobs that need to be completed on an overnight camping trip. The kaper chart is usually made before the trip so the girls know what their responsibilities will be. The easiest way to divide the girls is by patrols, or small groups depending on the activities that need to be completed. Jobs can be rotated among the groups so that everyone has a chance to do each job. Below is an example of a kaper chart:

|  |  |
| --- | --- |
| Wednesday Night  Cookout | Patrol or Camper Name |
|  |  |
|  |  |
|  |  |
|  |  |

# 

# FIRE BUILDING

**Where to build a fire:**

* In fire Pit . Clear away all flammable material, (anything that can catch fire) for 10 feet. This means leaves, needles, dry grass, etc.

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* In Cook Shelter. Clear area around fire place.

**Preparation:**

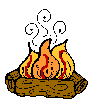
* Tie back long hair
* Roll up long or wide sleeves
* No excessively baggy pants - could catch fire, or trip wearer
* Closed-toe shoes - to protect feet

**Materials needed:**

* *Tinder:*Stuff that flares up when touched with a flame. Dead, dry twigs from evergreen trees, thin wood shavings, and thin bark off dead trees, tops of dry weeds – bring from home
* *Kindling*: Thin, dry wood smaller than your thumb (width) – bring from home
* *Fuel*: Larger wood that keeps your fire going, about a foot in length. Some wood may need to be split. Some areas rely on charcoal for fuel
* *Fire-starters:*Made ahead and brought to camp (Great for rainy day fires) – bring from home
* *Matches*:

**Campfire Safety:**

1. Broom or rake, shovel, water and blanket should be available at the fire
2. Never leave a fire unattended
3. No playing with or around fire
4. Woodpile should be stacked neatly in three piles (by types of wood), away form pathways and fire (needs to be at least 10 ft away from fire)
5. Build only the type and size of fire that suits your needs; remember to use charcoal when you need embers for cooking (conserves wood)
6. Twist all papers before putting them into the fire
7. Only cooks and fire builders should be inside the fire circle
8. Gather a supply of tinder, kindling and fuel before you start the fire
9. Put your fire out as soon as you are finished using it
10. Never dump water on the fire to put it out – sprinkle the water and spread out the embers



Building the fire:

|  |  |  |  |
| --- | --- | --- | --- |
| **TYPE OF FIRE** | **KIND OF FIRE** | **USE OF FIRE** | **COMMENTS** |
| “A” FRAME | A foundation fire; quick burning, small fire | Used as a basis for starting other fires, especially when windy | When windy, place the point of the “A” into the wind to help fire stay lit |
| fig7-5  **CRISS CROSS (LOG CABIN)** | Solid fire that burns to hot coals; long burning fire | One pot cooking, Dutch ovens, toasting, foil, stick cooking, grilling / skillet. Great for large campfires | Needs to burn about 40 minutes before cooking |
| mcrp302h_67_1 | Quick hot fire that concentrates heat at the top | Boiling, one pot cooking, or small campfires | Food cooks quickly; if flames are too high, they will jump the sides of the pan |
| **TRENCH**  **OR**  **HUNTER** | A hot flame fire between two or more logs, bricks or rocks, so a pot or grill can rest easily without someone having to hold them | For skillet/griddle cooking, broiling, barbequing, stick cooking and boiling | Concentrates heat on pots, and holds pots without a grate |

You can come close to determining the temperature of your fire by learning the trick of counting seconds. Put your hand next to the place the food will go and count the seconds it takes you to pull you hand away – this does not mean risking your own safety; do not burn your hand while trying to determine the temperature. If the fire feels too hot, move your hand away.

Slow fire: 5 to 8 sec. 250 to 325 degrees F

Medium fire: 4 to 5 sec 325 to 400 degrees F

Hot fire: 2 to 3 sec. 400 to 500 degrees F

Very hot fire: ? to 1 sec. Over 500 degrees F

**Putting out a fire:**

1. Let the fire burn down as much as possible
2. Break up and spread out the coals with a shovel or rake to cool them down
3. Fire circle only - Sprinkle the coals with water (this is done so the fire circle can be re-used, if it is too wet, a fire will not light)
4. Fire circle only - Stir the coals and sprinkle with water again (keep doing this until coals are out)
5. Camp Shelter fireplace only – Smother the fire with sand or dirt by sprinkling over fire
6. Camp Shelter fireplace only - Stir the coals and sprinkle with sand or dirt again (keep doing this until coals are out)
7. The fire should be cool enough to touch with your bare hand, this means the fire is completely out
8. Clean up the fire area

**Disposal of firewood, charcoal briquettes, and ashes:**

* Make sure the wood, charcoal and ashes are cold
* Place the briquettes and ashes in your garbage bag
* Clean out the fire pit completely
* Stack the partially burnt wood in the fireplace so the next group that comes along can make use of it

# 

# METHODS OF COOKING:

**Box Oven**:

This type of cooking is ideal for baking.

Materials needed:

* Standard size packing box (approximately 16”x13”x13”) – the oven itself
* Aluminum foil (heavy duty) – to line the box oven and to be a “floor” for the oven
* Duct tape – to tape the aluminum foil to the box oven
* Clear cooking bag, such as the kind used to roast a turkey (optional) – forms window
* 12 oz. Soda cans – holds up the item that is cooking
* 2 or more Tuna cans – used to provide ventilation or to hold the coals
* Charcoal Chimney – to heat the charcoal that cooks the food



1. Take the packing box and cut off the flaps on the box
2. Cover the entire inside of the box with aluminum foil – overlapping 2” to 3” on the outside of the box (the shiny side of the foil should be facing outward)
3. Use duct tape to secure aluminum foil to outside of box (can use on inside if needed)
4. Use aluminum foil to make the “floor” of the oven
5. Fill four to six 12oz soda cans half full of water
6. Place the cans on the “floor” of the oven so the box can cover them and so that the cans will be able to support a 13”x9”x3” baking pan - this size allows air to flow through the oven (smaller is not a problem; bigger will restrict the air flow in the oven)
7. Each fully lit coal is 25 degrees; coal is fully lit when it is white. If you needed to cook an item in a 350 degree oven, you would need about 14 coals (when the temperature is cooler, you will need more coals) It is always a good idea to heat some extra coals in case one burns out too quickly
8. Once you have determined how many coals you need, organize them in a checker board pattern on your aluminum foil floor liner or put them in tuna can sized tins under your pan
9. Place a tuna sized can at the corner of the box to vent air (make sure the opening is not too wide otherwise you will lose too much heat)
10. When checking your dish, lift the box straight up. Replace lid as soon as possible so heat does not escape, and try not to check it too often

**Dutch Oven**:

This particular method of cooking is ideal for baking, stewing and roasting, but also works without the lid for pot cooking and frying. The most important care instruction for a Dutch oven is that you DO NOT use soap and water to clean it. Instead, scrape out the food until there is nothing left. Next, pour hot water in the oven to get the small particles of food missed when scraping. Pour the water out of the oven and wipe down the inside with oil.



Materials needed:

* Long handled tongs –to place coals
* Lid hook (certain types of pliers also work) – to remove the lid
* Oven mitts or fire proof gloves – to hold lid if necessary
* Charcoal Chimney – to heat the charcoal to cook the food
* Lid stand - you need a sanitary place to place a clean lid with hot coals
* Oil – to clean your Dutch oven when you are finished using it

1. Put the dish straight in the Dutch oven – some people line it with foil to minimize the clean-up process
2. Each coal is 25 degrees, depending on the dish, that will determine how many coals you need (if the temperature is cooler, more coals will be needed)
3. Organize the coals in a checkerboard pattern on the lid, and underneath the oven (this pattern allows for spread heating with no hot spots). To determine the placement, divide the number of coals in half, and take 2 or 3 from one pile and place in the other. The larger number will go on top. For example, if you need 20 coals total, 7-8 go on the bottom and 12-13 on the top
4. As the coals die, replace them if needed

**Propane Stove**:

This particular method of cooking is used for a variety of things: frying, soups, stews, boiling water for hot beverages and for heating dishwashing water. The propane stove has many uses; this is why it is so widely used.

stove

Materials needed:

* Propane - to run the stove
* Matches - to light the stove (some are self-lighting)
* Pot/pan - for cooking

1. Follow the instructions that come with the stove for proper assembly
2. Light the stove with matches; make sure that the pot is NOT on the burner
3. Adjust the burner to the appropriate intensity (heat)

**Charcoal Chimneys**:

These chimneys are used to heat-up coals so they can be used for cooking purposes, such as the Box and Dutch oven.

SY00605_

Materials needed:

* Charcoal briquettes (coals)
* Firestarter(s)
* Matches

1. Put a firestarter under the bottom of the chimney
2. Add charcoal
3. Light the firestarter by putting the match in the vent closest to the firestarter
4. When the coals start turning mostly white, they are ready.
5. Use tongs to remove hot coals and a hot pad to handle the chimney.
6. Start more coals as needed.

# POCKET KNIVES

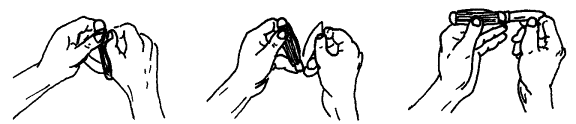
A jackknife is a knife with at least one folding blade, making it an ideal tool for camping.

#### Safety Circle

* Before using your knife, check to see that you have enough room
* **With the knife closed**, swing your arm in a complete circle. Also swing the knife above your head
* If you do not touch any person or object, you have enough room to open your knife

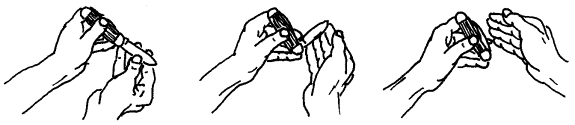
#### Opening Your Knife

* Hold the knife in one hand, the blade opening facing up
* With your other hand, using your index finger and thumb, pull the blade out of the handle until it is completely open. Many blades have a finger hold in the shape of a crescent moon. If your knife has more than one blade, use the larger one for whittling



Closing Your Knife

* Hold the knife handle in one hand, the blade in the other. With the same index finger and thumb you used to open the knife, grasp the bottom or dull edge of the blade. Remember to use finger hold if you have one
* **Slowly** close your knife; make sure your fingers are not in the way. **Do not** snap your knife closed or use a surface, such as a table or your leg, to close it!!!



Passing Your Knife

* If possible, pass your knife when closed
* If open, hold the bottom or dull side of the blade (the handle should be facing away from you so that the receiving person may grasp the handle)
* Pass the knife, cutting edge up, to the other person, but **do not** let go until you are sure they have the knife. They should respond by saying “Thank you” before you release the blade
* Please note that this is also how you pass a kitchen knife

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#### Basic Knife Skills

* Use the knife responsibly; do not vandalize nature or property
* Put your name on the handle of the knife
* Be sure the blade is sharp, not dull
* Don’t put your knife in dirt, sand, or water
* Keep the knife from extreme cold or heat, as this may ruin the knife
* Pass the knife closed, or if opened, cutting edge up, with the handle presented to the receiving person
* Walk with knife closed
* Be sure nothing is in the way when sweeping the knife away from you
* Be at least arms length away from another person (safety circle)
* Don’t use your knife as a hammer, can opener, or screwdriver
* Always cut away from yourself
* **Do not put your thumb on the back of the blade while cutting!!!**

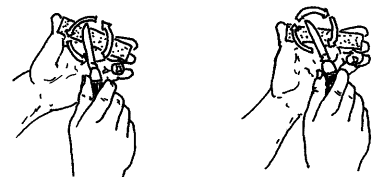
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#### Cleaning And Maintaining Your Knife

* Always keep your knife clean and dry
* Hold the cloth at the base of the blade away from the cutting edge
* Wipe the blade clean as you draw the cloth toward the blade’s tip
* Oil the knife’s hinges with machine oil
* Never clean the blade by rubbing it with dirt or sand

#### Sharpening Your Knife

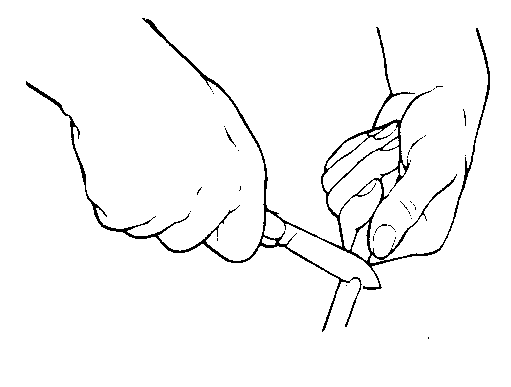
* A sharp knife is safer than a dull knife
* A sharpening stone needs to be lubricated with water or oil
* Hold the stone in one hand, your knife in the other. Keep your fingers holding the stone **below** the edge of the sharpening stone
* Lay the flat side of the knife blade on the flat surface of the stone. The knife should be about 15-20 degrees off the stone, with the unsharpened blade slightly raised
* Keeping this angle, move the blade across the stone in a circular or semi-circular motion, working the base of the blade towards the point
* Make sure the entire edge of the knife is in contact with the stone
* Flip the knife over and repeat
* Test the sharpness by cutting a piece of rope or wood



#### Useful Things You Can Make With A Knife

Be prepared to demonstrate one of the following skills (bring own sticks for demonstration):

* Make a fuzz stick; it is a great fire starter



* Whittle stick to a point (be sure to clean up any shavings)
* Chopsticks – if you’re feeling creative ☺

# KNOTS

#### SQUARE KNOT

DEFINITION: Joins 2 ropes together of the same thickness

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | knot007_1  1 | knot007_2  2 | | 3 | knot007_4  4 | | knot007_5  5 | knot007_6  6 | |

#### Comments:

* An excellent general-purpose knot for tying two pieces of string or twine together. The square knot is possibly the most commonly used knot for the job, and is easy to learn. However, it cannot be overly stressed that the square knot is not a long term or secure knot
* Holding one end of each rope in each hand, pass the left rope over the right, and tuck under. Then pass the same rope, now in the right hand, over the left rope, and tuck under
* It is common to chant, "Left over Right and Under, Right over Left and Under" when tying the knot. (This can also be performed as "Right over Left and Under, Left over Right and Under")
* Gripping one loose end, and pulling it back over the knot, in the opposite direction, thus straightening the rope that is pulled, can easily undo the square knot. The other rope forms a [Lark's Head](http://www.4thtyldesley.co.uk/skills/knots/skills/knots/knot006.htm) knot, and slips off the tugged rope
* Never use this knot to join ropes of two different thicknesses

#### BOWLINE

DEFINITION: Makes a loop that does not slip (lifesaving)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | knot001_1 | knot001_2 | knot001_3 | knot001_4 | knot001_5 | knot001_6 | |

#### Comments:

* A commonly used knot to tie a loop in the end of a rope. It has the advantage of not jamming, compared to some other loop forming knots (for example when using an overhand knot on a large bight to form a loop)
* Form a small loop (the direction is important), and pass the free end of the knot up through the loop, around behind the standing part of the rope, and back down through the loop
* A chant used by many to remember this knot is "The rabbit comes out of the hole, round the tree, and back down the hole again", where the hole is the small loop, and the rabbit is the running end of the rope
* To quickly identify if you have tied the Bowline normal or left handed, check to see that the running end exits the knot on the inside of the loop
* For added security, finish the knot with a stop knot such as a Figure of Eight knot to remove any possibility of the Bowline slipping
* If you use this knot in a man-carrying situation - perhaps a rescue where a harness is unavailable - then you MUST use a stop knot as mentioned above

**CLOVE** **HITCH**

DEFINITION: Used to put up a dish line and to start lashing

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | knot002_1  1 | knot002_2  2 | | knot002_3  3 | knot002_4  4 | |

#### Comments:

* Use to attach a rope to a pole, this knot provide a quick and secure result. It rarely jams, and can in fact suffer from the hitch unrolling under tension if the pole can turn. Often used to start and finish lashings
* If you are in a situation where the clove hitch may unroll, add a couple of half hitches with the running end to the standing end of the knot, turning it into a "Clove Hitch and Two Half Hitches"

(Small loops tail)

**SLIP** **KNOT**

**P**

**U**

**L**

**L**

### PULL

DEFINITION: Temporary noose or lasso

### 

Pinch new loop together and pull it through the current loop in the direction of the right arrow

Pull the smaller loop and the bottom string to tighten. For a quick release, pull the tail of the small loop; the knot will easily come undone

The vertical piece of rope that the arrow is pointing to needs to be on top of the longer end in order for the knot to work

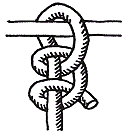
**Comments:**

* This knot is great for tying dunk bags to the dish line

**TWO HALF** **HITCHES**

DEFINITION: Secures end of rope (extra holding power to another knot); often used for pulling something

* Loop the rope around a post or ring
* Take the shorter end and wrap it under the long part of the rope, then over it and through the small loop
* Pull the short end to tighten the knot
* Make a second hitch below the first for extra strength / holding power

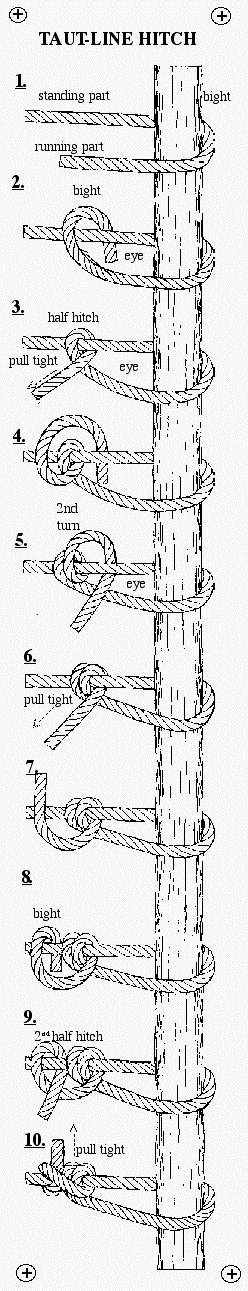
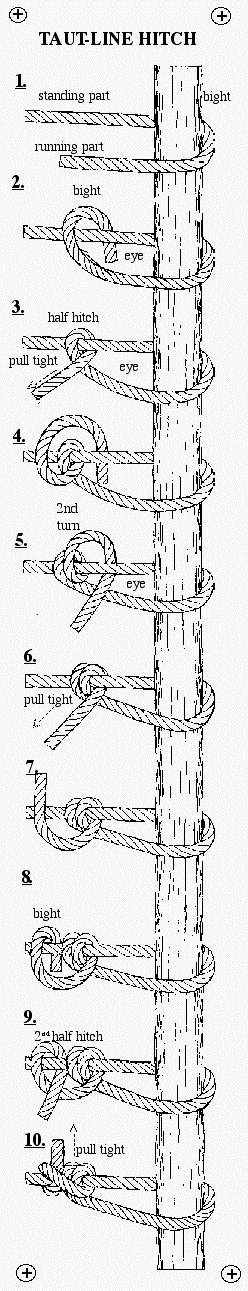


Comments:

* This knot is mainly used to re-enforce another knot such as a bowline; to add to the sturdiness of the knot
* A Half Hitch is also used in macramé decorating and most commonly used in friendship bracelets

#### TAUT LINE HITCH

DEFINITION: A knot that slides, allows you to tighten and loosen





**Comments:**

* When done correctly, this knot should slide easily up and down the rope
* This particular knot is ideal for camping, it is usually used on tent lines, it allows the line to be shortened of lengthened without re-tying the knot

# 

# LASHING

Lashing is the art of tying two poles together.

The common mistake: It is very easy to do lashings -- even easier to do them poorly! Remember to make them as tight and as neat as possible. Lashing should be aesthetically pleasing to the eye.

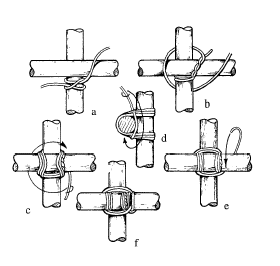
**Square Lashing**

Description

* Joins 2 poles together at right angles.

Used for:

* Mirror or picture frame
* Brace



* Coat hanger
* Shoe rack

How to:

* Gather all needed materials: 2 poles, 3 arm-nose lengths of twine.
* Lay out the poles.
* On one pole, tie a clove hitch with a short portion of the twine.
* Place the second pole on top of the first pole, right above or below the clove hitch.
* Go over the horizontal pole, to the back of the vertical pole, over the horizontal pole on the other side, and to the back of the vertical pole – forms a square. Tightly wrap the twine around the poles.
* Repeat the above pattern 3-4 times (make sure to count). Wrap the twine in between the two poles the same amount of times you wrapped the poles. This is called frapping; be sure to pull very tight!!! (Frapping is when you tighten the lash overall, it is the last step besides the square knot or clove hitch).
* When you are finished, tie a square knot with the small tail from your clove hitch and your remaining twine from frapping, or tie a clove hitch.
* Note: In a square lash the twines do not cross (except for clove hitch).

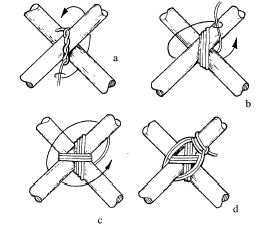
**Diagonal Lashing**

Description

* Joins 2 poles together in an ‘X’ form.
* Prevents ‘scissor-like’ movements.
* This lash received it’s name because you lash two diagonal lines forming an ‘X’.

Used for:

* Makes a rack for swimsuits, towels (etc.)
* Brace



How to:

* Gather all needed materials: 2 poles, 3 arm-nose lengths of twine.
* Lay out the poles.
* Make a clove hitch around both poles with a short portion of the twine.
* Split the two sticks so they form an ‘X’.
* Wrap the twine in between the poles vertically 3-4 times (going straight down the center of the ‘X’), and then horizontally 3-4 times; make sure that it is the same number of times.
* Frap the lash (same number as wraps) by going between the poles.
* When finished, tie a square knot using the tail from the clove hitch and the leftover twine, or tie a clove hitch.
* Note: When wrapping twine around the poles, try not to let them cross - this causes added friction to the structure, and will cause it to weaken much quicker.

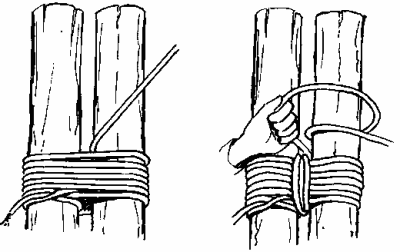
**Sheer or Round Lashing**

Description

* Joins 2 poles along the length of the pole instead of at an angle.

Used for:

* Lengthens a pole
* Flagpole



How to:

* Gather all materials: 2 poles, 3 arm-nose lengths of twine.
* Lay out the poles.
* Tie a clove hitch at the end of one pole; make sure you leave a tail.
* Wrap the twine around both sticks 3-4 times (right below or above the clove hitch), and then frap it (between the poles) the same amount of times.
* When finished, tie a square knot using the tail from the clove hitch and the leftover twine, or tie a clove hitch.
* Note: When lengthening a pole, it is best to lash at both ends (strengthens).

**Tripod Lashing**

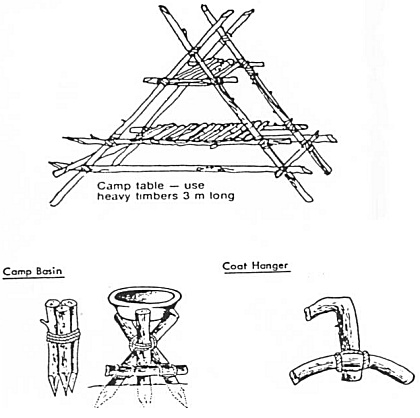
Description

* Joins 3 poles

Used for:

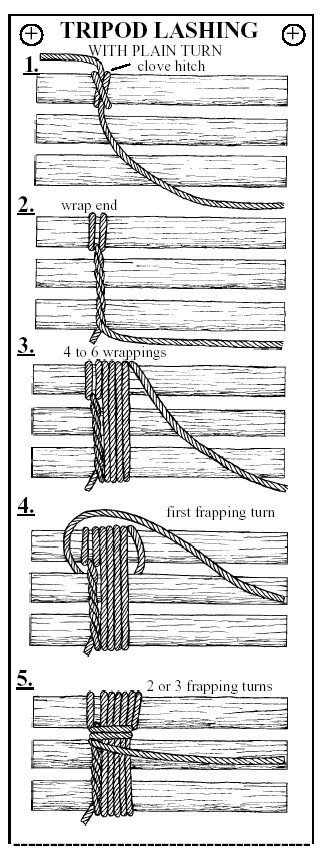
* Wash station
* Stool (tripod)

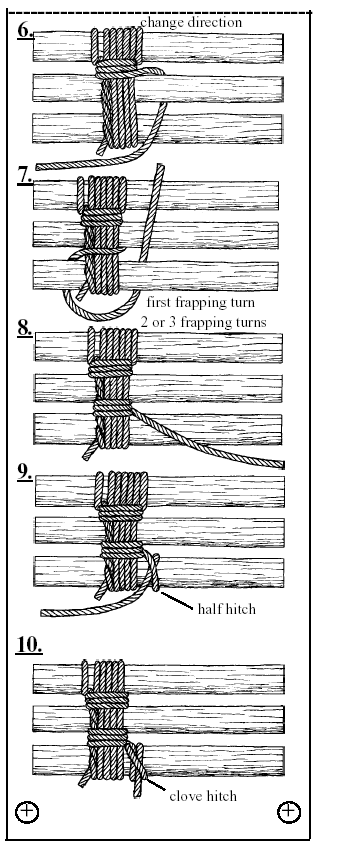
How to:

* Gather all materials: 3 poles, 4 arm-nose lengths of twine.
* Lay out your poles so that all the ‘butts’ or thicker ends are aligned.
* Tie a clove hitch on one of the poles.
* Begin wrapping the twine around all three of the poles (sheer or round lash), 4-6 times.
* Spread them out in a tripod fashion, making sure each stick is an equal distance from the other two.
* The frap is the same as a diagonal (two ways) lash. Another way of thinking of this is to pick one pole and isolate it by frapping on top, bringing the twine down, and then up again (same number as the wrap). Remember to frap the same number as the wrap.
* Next isolate another pole and repeat the frap.
* Finish by tying a square knot or clove hitch.
* Note: If you need added support, Square lash poles horizontally in between the legs of the tripod.

Another option

* Gather all materials: 3 poles, 4 arm-nose lengths of twine.
* Lay out your poles so that all the ‘butts’ or thicker ends are aligned, and the poles are all side by side (flat).
* Tie a clove hitch on one of the poles.
* Begin wrapping the twine around all three of the poles (sheer or round lash).
* Frap between two of the poles as in a sheer or round frap (same number as wrap), and then reverse the direction of the frap between the other two poles.
* Spread them out in a tripod fashion, making sure each stick is an equal distance from the other two.
* Finish by tying a square knot or clove hitch.





**Continuous Lashing**

Description

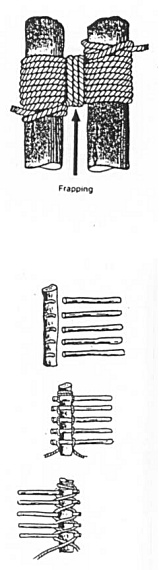
* Joins several small poles at right angles to a longer pole.
* This is the *only* lash you do not frap.

Used for:

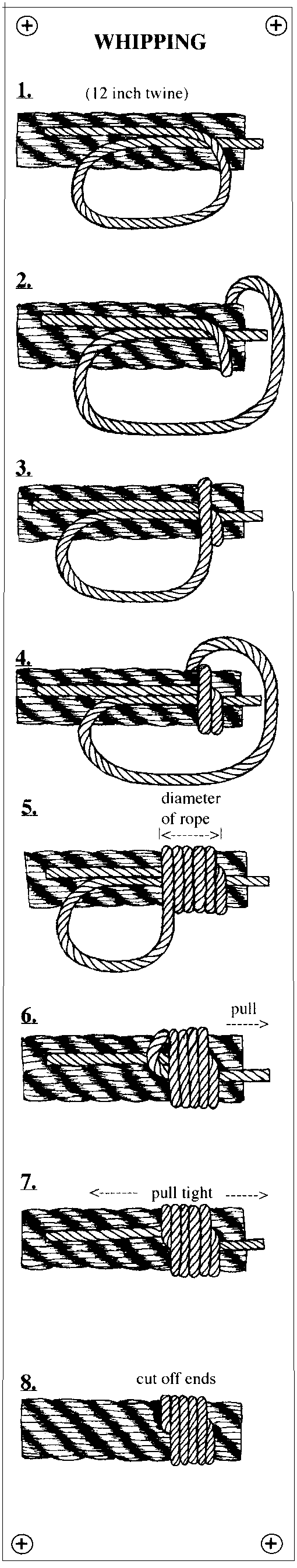
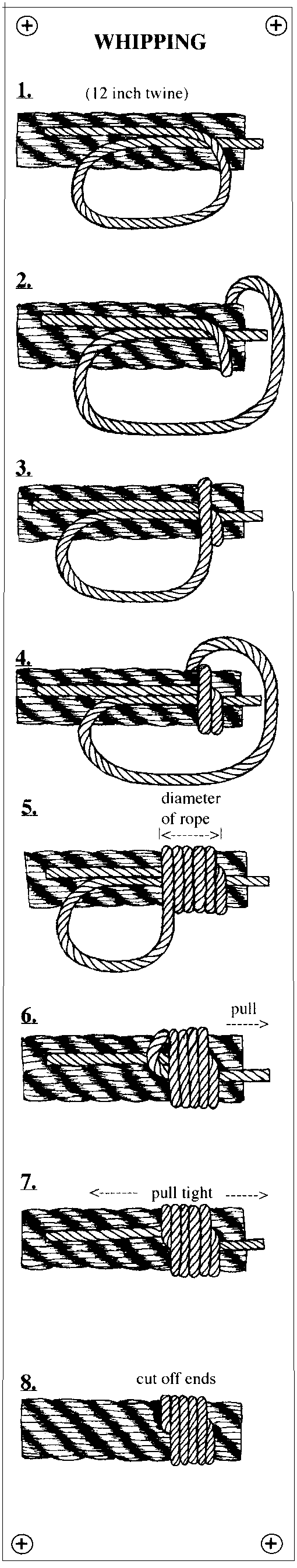
* Table top
* Bench top

How to:

* Gather materials: 5 or more poles (2 long to form the vertical, and 3 or more to form the horizontal), 5-7 arm-nose lengths (depends on how many poles).
* Lay out all your poles.
* Horizontal poles should be about the same size and as flat or smooth as possible.
* Starting at the top of the vertical pole, in the center of the twine, tie a clove hitch.
* Place the horizontal stick just below the clove hitch.
* Bring both pieces of twine over the short stick, following the line of the vertical pole.
* Go underneath the vertical pole, and cross the twine to form an ‘X’, on the back of the vertical pole.
* Bring the twine back up and place another short stick below the first, repeat process as needed
* When finished, tie off with square knot or clove hitch.



**HOW TO WHIP THE ENDS OF A ROPE**



How to whip the ends of a rope:

* Cut off any of the unraveled rope
* Take a piece of strong string, preferably waxed (about 2 feet long)
* Follow the directions provided
* Be sure that you wrap tightly