



November 21-23, 2014

## CAMPING BEYOND THE BASICS

### Take your camping experience to the next level

#### ***Gathering Activity:***

1. List 3 different outcomes of things you would like to get out of this session. Post the post it notes under the general categories around the room.
2. Tree Identification Game (after completing step one), find a partner and a clip board and a pencil. Travel around the room to the different girl's names and use the dichotomous key to identify the type of tree found.
3. Early finishers – see if other groups are having difficulty and lend a hand.

Review the Before We Get Started – Safe Spaces Contract with everyone.

Review the Clothes Line concept and how to deal with ideas that are way off topic. I promise to stay as long as people want after the session.

Using the post it notes from the gathering activity start the discussions using the learner directed questions. Layout a plan of action to cover topics relating to points of interest from the learners choices

-unfortunately because of this method of teaching, it is difficult to know what direction the conversation will have taken. If you would like any further information, please do not hesitate to contact me and I can send you the coles notes version of the session or information regarding any particular topics.

At some point during the lesson, when we need to be active, we are going to play the game of Ports.

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#### ***Area's we can go...***

Clothing – different types and the pro's and con's of the different fabrics available. The layering system. The importance of packing hat and mittens – even in summer.

Tents – tent classifications, tent repair, severe weather and storm lashing

Stoves & Lanterns – general maintenance and repair

Fires – basic fire building, advanced techniques including flint and steel and bow drills, the importance of tinder and making tinder bundles and nests.

Outdoor Cooking Methods:

Tin Foil Oven – sturdy box covered in foil on the inside. A pie plate filled with coals in bottom. A rack placed in middle of oven (either held up by 4 pop cans – or wire poked through the box



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Reflector Oven – Set up a cooking rack beside your fire or coals, place 2 foil pans in a V (like pac man going to eat the rack facing the fire. The heat will be reflected and cook items on the rack

Dutch Oven – a heavy cast iron pot with feet and a lid that can be put right in the fire for cooking and coals may be shoveled on top for surround heating. You must prepare the cast iron yearly by oiling the interior surface to prevent damage.

Hay Box – a heat resistant box that is stuffed with hay (or a sleeping bag) and the cooking method is to heat on the stove then put it in the hay box to slowly cook over a longer period of time

Milk Containers (or burlap) – put hot dogs or submarine sandwiches wrapped in foil inside and burn the outside to heat food through.

Tin Can Stove – anything cooked in a frying pan can be cooked on a tin can

Pie Irons – cast iron sandwich makers that you put in the fire and roast your sandwich like a hot dog

Kelly Kettle – a commercial made kettle with fire pan that allows you to heat water quickly

Winter – snow shoes, skiing, kick sledding, fire building, quinzee building, snow science

Navigation: Trail Signs and Activities, Map, Compass, Orienteering, GPS

Fire – Things needed to be a successful fire builder – accelerant, fuel and oxygen. Types of fuel include tinder, kindling and fuel wood. Tinder can include – cat tail heads, grasses, crushed pine needles, birch bark, cedar bark or char cloth. Accelerant includes – matches, flint and steel or a bow drill.

Tinder Nests

Water Activities: Swimming, pond studies and forest explores, canoeing, kayaking, paddle boarding, build your own rafts

Gadgets – square lashing and parallel lashing, camp tools – clothes lines, towel rack, tripod, table and benches, kitchen work station. Activities and toys: catapults, climbing structures, teeter totters, mary-go-rounds

Soft Camping Skills – teamwork, homesickness, camper care, individualized attention for each girl.

Severe Weather

Terminology: **WATCH** A forecast issued well in advance of a severe weather event to alert the public of the possibility of a particular hazard, such as tornadoes, severe thunderstorms, flash and river floods, winter storms, or heavy snows.

**WARNING** A forecast issued when severe weather has developed, is already occurring and reported, or is detected on the radar. Warning state a particular hazard or imminent danger, such as tornadoes, severe thunderstorms, flash and river floods, winter storms, heavy snows, etc.

Tents



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- Using existing reinforcement loops on fly or tying ropes to poles under fly, create an extra X to secure tent in severe wind.
- Storm lashing may not protect poles, if tent is not needed for shelter, collapse tent to protect poles

Tent needed for shelter, position tent so that it is most aerodynamic in wind.

### ERP Storm Stations

- Looking at your campsite – what are your options during severe storm warning...
- Indoor space with foundation
- Indoor space with cement block floor
- Indoor space without weighted floor
- Pick Nic Shelters
- Stay away from being under the tallest trees.

### Missing Person Search

- Establish that the person(s) are missing.
- Get information on Names, ages, clothing worn and last known location and timing
- Search high probability areas – washrooms, tents, common areas (while organizing larger search)
- Take camp map, break into search areas. Prepare to send pairs of searchers out into area. – what to do if person is injured or cannot be moved? What is our return to home base signal?
- Give a timeframe for searchers to be out
- How long until we call 9-1-1? Once EMS arrives, let them know what has been done, but follow their lead.



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#### TREE IDENTIFICATION GAME

Age/Group: Guide/Pathfinders

Program Duration: 1.5 hours

<p><b>Equipment/Supplies Needed:</b></p> <p>Dichotomous Key of Trees (1 per group)</p> <p>Campsite map with girls names on it (locating the tree the girls will identify) copied on back of paper is the Camper Answer Card (1 per person or group)</p> <p>Laminated Name cards (to be placed on trees)</p> <p>Pencils and Clip Boards (optional)</p> <p>Field Guides (for girls who finish early)</p> <p><b>Pre-Activity Setup:</b></p> <p>1. Use existing camp maps, identify different trees and list the girls names associated with that tree on map.</p> <p>2. Hang Name Cards on Trees,</p> <p>3. Collect a few samples Eastern White Pine Needles and White Birch Leaves for guided practice.</p> <p>If you cannot find a sample of the tree on the property, please make sure the girls cross it off their answer sheet and make sure the girls name does not appear on the map</p>	<p><b>Safe Guide:</b></p> <p>First Aid Kit Location:</p> <p>Staff Required:</p> <p>1:7 with a minimum of 2 staff</p> <p>Emergency Communication:</p> <p>Other:</p> <p><b>GGC Program Components:</b></p> <p><b>Guides</b> - Conservation – tree survey, Forestry #1, Naturalist #1, Exploring #3,</p> <p><b>Pathfinders</b> -Finding Your Way #1, #2, #5</p> <p>Up Close and Personal With Nature #6,</p>
<p><b>Exciting Introduction</b></p> <p>to include: staff and participant attendance and introductions</p> <p>Take attendance by playing a game - Participants form a circle. Counsellor starts with ball or soft object, and tosses it across the circle to someone and calls their name. They chose someone else to toss to until everyone has had the object once, then the object is tossed back to the counsellor who started. Do the full pattern 3 times calling out names before you toss the object.</p>	



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**Challenges:** more than one object, reverse order, person receiving must call the name of the thrower before they can throw, timed speed rounds. What to do if someone does not catch the object...cheer! Why? We don't dwell on mistakes, we celebrate them because many creative things come out of mistakes!

Time: 5 minutes

#### **Body Of Activity**

##### Instructions and Activities

Explain we are going to be scientists today and learn how to Identify different trees.

What are coniferous trees? How do we tell them from the other kind of trees? Do they all keep their needles in winter? (have needles, seeds in cones, most do NOT lose needles in winter except Tamarack Tree)

What are deciduous trees? How do we tell them from the coniferous trees? Do they all lose their leaves in winter? (have broad flat leaves, most lose their leaves in winter, Beech trees leaves die off but are not dropped from tree until spring)

How do we go about identifying trees? We use a set of guidelines to ask questions which will narrow down the focus until we rule out all other possibilities. A Dichotomous Key is used, each step you will have two choices and that will lead you to another choice until the answer becomes obvious. Please spend 2 minutes reading through the Dichotomous Key and familiarize with the questions it asks. Are there any terms used on the Key that you didn't understand? Explain those terms.

Show sample leaf/needle (White Birch leaf/Eastern Pine needle). We are going to identify these tree together; please follow along with each step. Note: people who rush ahead NOW, usually have a harder time on the course doing this on their own, so please stay with the group.

Use Dichotomous Key - Coniferous:

1. Leaves broad and flat, Go to 10; Leaves like needles or scales go to 2...where do we go for our sample? (2)
2. Leaves like needles, go to three; leaves like scales Eastern White Cedar? (3)
3. Needles attach to stem singly, go to 4; needles attach to stem in bundles do to 6? (6)
4. Needles attached in bundles of 2, go to 7; needles attached in bundles of more than 2 go to 9? (9)
5. Needles in bundles of 5 Eastern White Pine; Needles in bundles of more than 5 Tamarack? (Eastern White Pine)

See how following this series of questions helped us to identify the species of tree!

Let us have you work through a deciduous tree with your partner and then we will do it together to see if you are right.

Use Dichotomous Key – Deciduous:

1. Leaves broad and flat, Go to 10; Leaves like needles or scales go to 2...where do we go for our sample? (10)
2. Leaves with lobes, go to 11; leaves without lobes go to 15? (15)
3. Leaves are simple (leaf is attached directly to the stem, go to 18; Leaves are compound (leaflets attach to a central stalk which is attached to the stem) Go to 16? (18)



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4. Leaf is slender Willow; leaf is broad, go to 19? (19)
5. Leaf is oval or football shaped go to 20; leaf is not oval go to 21? (21)
6. Base of leaf is flat, go to 22; Base of leaf is curved and leaf is heart shaped Basswood? (22)
7. Leaf is triangle shaped, go to 23; leaf is not triangular shaped White Birch?(White Birch)

Hopefully you now understand how to use this Dichotomous Key because we are going to do a tree identification activity. Hand out maps, worksheets, pencils and clip boards. Let's look first at the map of our playing area. Do quick maps walk showing current location, and features on the map. Colour scheme, common structures etc... Do you see the labels on your map that have girl's names on them? Those are the location of the trees you are going to identify. You and your partner are going to use the map to find the location. When you arrive at the right place, there will be a tag hanging visibly on the tree with a girl's name on it. Use the Dichotomous Key to identify the name of the tree and write it on your answer sheet. Example: Let us say that "Irene" is located on our map, right where we are now. I have found her tag (show sample) and I use my Dichotomous Key to figure out "Irene" is an Ironwood tree. You can see on your answer Key, that "Irene" is already listed as an Ironwood for the example. Next step I would take is to follow my map to the next tree.

Participants please find two trees, and then find one of the counsellors to verify that you are on the right track before searching out the rest of the trees.

Once you have found all of the named trees and identified them all come back to this location. IF there are no Activity Leaders here have a seat and drink some water, we will check by and then we can review your answers to see if you are right. You might run out of time before getting to all trees to identify and that is OK. Activity leader will signal the end of the game by blowing a whistle two times (different from a fire drill or beach signal!). When you hear the whistle, please come back to this location. We will review all the trees you have identified at that time.

When you arrive at a tree, try not to pick off the needles or leaves. We will try and put the names on trees with plenty of needles/leaves close to your height, but trees grow! If you cannot reach a tree, look underneath it for needles/leaves it has dropped, or for smaller trees of the same kind growing close by. Make sure they are the same as the labelled tree.

Please do not move the labels for any reason, leave them so the next group can find the proper trees to identify too.

#### Safety Reminders:

1. You must stay with your partner(s) at all times, and work together to identify the tree. Before you leave, decide in what order you will each take the leadership role in identifying each tree.
2. You do not need to run, but if you are in an area where you can run safely and EVERYONE wants to run, you may.
3. If you think you are getting lost, retrace your steps until you are back on a spot on the map that you know. If you are somewhat lost but can see buildings, go to those buildings and make your way back to here. If you are totally lost in deep woods, then hug a tree, and yell together "We're Lost" and keep yelling until a counsellor comes to get you.
4. When you hear the two whistle blasts, that is end of the activity, please head straight back to here so we can do attendance and make sure no one has gotten lost.
5. Questions?
6. You have approximately \_\_\_\_\_ minutes to complete this activity.

Let group go off and start to identify trees. There is no mandated order, so the girls can decide which to go to first. Activity leaders should circulate around the playing area and make sure the girls are staying in groups, each taking turns to work the Key and getting right answers. Participants have been instructed to find TWO trees, and then check with you to see if they are right. (This helps you ensure groups are on



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the right track. If the group has both wrong, take them to one of the trees and go through the key together and show them where they went wrong. This stops a group from doing the whole activity wrong and not feeling successful for identifying trees). If you have Pathfinders who need a check in, let them know so they will come and find you.

Groups that finish early: Have some Field Guides for trees available and have them use a more comprehensive key to identify trees close to the meeting spot OR have them choose trees close by, but unlabeled and challenge them to identify the trees.

Time: 1.15 hours

#### **Conclusion**

At 10 minutes before the end of the session, blow the whistle 2 times, signalling that groups should come back. As they arrive back, check their answer sheets and let them know how they did. While waiting for others to return, have a drink of water, snack or quick bathroom break.

When all groups have returned, ask the group what they learned? What did they find challenging? How many trees are they going to try and remember for the future?

Clean Up and Departure Instructions 10 minutes

Notes for next time:

Prepared by: Vicky "Thumper" Wallace, Camping  
Program Coordinator, GGC, Ontario Council

December 2012



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Name: Instructor Answer Key (please keep hidden)

Name on Card	Species Name of Tree
Irene	Ironwood
1. Emily	Eastern White Cedar
2. Wanda	White Birch
3. Sarah	Spruce
4. Stephanie	Stag Horn Sumac
5. Becky	Balsam Fir
6. Wendy	White Ash
7. Heather	Hemlock
8. Alison	American Beech
9. Ruda	Red Pine
10. Sophie	Sugar Maple
11. Jennifer	Jack Pine
12. Ramona	Red Oak
13. Taylor	Tamarack
14. Wai wai	White Oak
15. Erin	Eastern White Pine





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### Camper Answer Card

Group Members:

Name on Card	Species Name of Tree
Irene	Ironwood
1. Emily	
2. Wanda	
3. Sarah	
4. Stephanie	
5. Becky	
6. Wendy	
7. Heather	
8. Alison	
9. Ruda	
10. Sophia	
11. Jennifer	
12. Ramona	
13. Taylor	
14. Wai wai	
15. Erin	



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Name Cards: Cut out and mount on cardstock, laminate with hole punches to allow a string and bulldog clip to allow it to be clipped to the trees

Emily

Wanda

Sarah

Stephanie

Becky



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Wendy

Heather

Alison

Ruda

Sophia



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Jennifer

Ramona

Taylor

Wei Wei

Erin



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# Irene

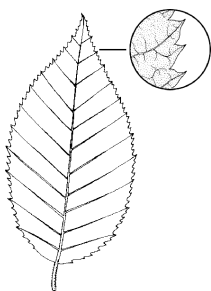


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EMILY In Summer, my leaves look like this...



WANDA In Summer, my leaves look like this...



STEPHANIE In Summer, my leaves look like this...



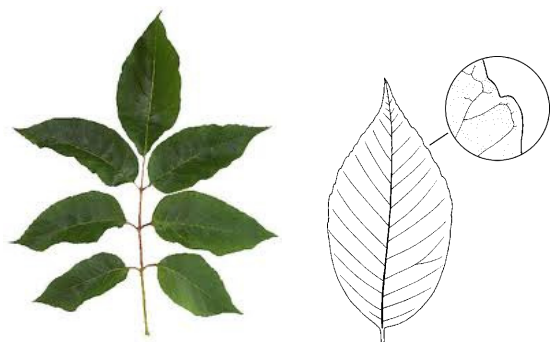


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WENDY In Summer, my leaves look like this...



ALISON In Summer, my leaves look like this...



SOPHIE In Summer, my leaves look like this...





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RAMONA In Summer, my leaves look like this...



WAI WAI In Summer, my leaves look like this...







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### PORTS NIGHT GAME

Age/Group: ALL

Program Duration: 1 hour

<b>Activity</b>	
Ports – Wide Night Game	
scout boundary locations and hazards to warn people about in the dark	<b>Safe Guide:</b>  First Aid Kit Location:  Staff Required:  Emergency Communication:  Other:  <hr/> <b>GGC Program Components:</b>  Guide: Camp Out, Basic Camper –Adventure Game or Outdoor Activity
<b>Exciting Introduction</b>  to include: staff and participant attendance and introductions  Know exactly how many people are playing. Idea: Glow bracelets can be given to younger players who are nervous in the dark.  This is a stalking and sneaking night game. Each group can be of 2-? Size, but remember the more people the harder it is to stay quiet. Everyone must be in a group, so when I say go to making groups, you must look around and grab anyone who is not in a group to join yours. The group becomes your ship and your job is to travel around our playing area, visiting all 6 of the ports in play.  Each port will have a flashlight and will be shining a secret Morris Code so you can tell them apart. For example: long long short is Vancouver Port. When you find it and figure out the code, approach the harbour master and whisper the port that you think you are visiting. IF you are right, they will sign your passport, if you are wrong they will tell you so and you have to go find a different port before returning to try again.  To make things interesting there are also Port Authorities moving around in the dark, if any member of your team are caught by them, they will scratch out one of the ports on your passport. You must then return to that port and get a second signature before returning here. Port Authorities will be wearing _____ to let you know who they are.  Review playing boundaries – make them as clear as possible. Send out your players who are your ports to go and hide. Get players into their ships and give each group their passport. Review the Morris Code	



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long and short lights. Remind groups they must stay together and this is a sneaking and stalking game NOT A RUNNING game. If they hear 2 long blasts of the whistle, the game is over and all ships must return here to the Master Harbour. If they get to all 6 ports before the end of the game return to the master harbour.

Early finishing groups can be promoted to Port Authorities, but remind them to give the ships a chance, especially those who are having a hard time with the game.

Time: 5 Minutes

#### Body Of Activity

##### Instructions and Activities

Each ship moves out to find the port. When they have found the flashing light, they must watch the sequence of long and short dashes to determine which port they have found. Then when the port is clear (no other team there) sneak up to the port and tell the harbour master the name of the port found. If you are right, they will mark it off your sheet, if you are wrong, you must leave port and find a different port next, BEFORE returning and trying again. If the harbour master hears your group approaching, they will stop flashing their light (meaning danger is near) and you must head off until the light starts flashing again.

Port Authorities Instructions – do not chase a group if it causes them to run and split up. Also don't keep hitting the same group (even if they are being super noisy, it might just be rough group dynamics or the group is young) the point of the game is fun, not to be frustrated because they cannot complete any of the challenges. Try and find the older groups who have learned to stalk and avoid you, they are your true prey. Also you are moving around for safety, absolutely "catch" anyone who is wandering around on their own and help them get reunited with their group.

Time: 50 minutes

#### Conclusion

Game ends when you have more Port Authorities than players, or time is up. Blow 2 long whistle blasts and have everyone return to the Master Port. Do a head count and make sure everyone has returned, including all of your Harbour Masters.

Clean Up and Departure Instructions Keep everyone in the Master Port until all groups have returned, then dismiss to cabins or next activity 5 minutes

Notes for next time:

Prepared by:

Vicky "Thumper" Wallace



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Ports – Ship Mates:

Vancouver	- - .	
Halifax	. . -	
Charlottetown	- . -	
Nanaimo	. - .	
St. Johns	- - -	
Bay of Fundy	. . .	

Ports – Ship Mates:

Vancouver	- - .	
Halifax	. . -	
Charlottetown	- . -	
Nanaimo	. - .	
St. Johns	- - -	
Bay of Fundy	. . .	

Ports – Ship Mates:

Vancouver	- - .	
Halifax	. . -	
Charlottetown	- . -	
Nanaimo	. - .	
St. Johns	- - -	
Bay of Fundy	. . .	

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Charlottetown	- . -	
Nanaimo	. - .	
St. Johns	- - -	
Bay of Fundy	. . .	

Ports – Ship Mates:

Vancouver	- - .	
Halifax	. . -	
Charlottetown	- . -	
Nanaimo	. - .	
St. Johns	- - -	
Bay of Fundy	. . .	

Ports – Ship Mates:

Vancouver	- - .	
Halifax	. . -	
Charlottetown	- . -	
Nanaimo	. - .	
St. Johns	- - -	
Bay of Fundy	. . .	



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### Experienced Camper Badge

1. Be prepared plan
  - a. Safety precautions in severe weather
  - b. Search for a missing person
  - c. Communication system whole groups are in different parts of camp
  - d. Meeting place in an emergency
2. Practice camp and camp leadership skills
  - a. 3X outdoor cooking
  - b. Activity to learn land or water emergency skills
  - c. Show others how to make a camp gadget
  - d. Lead a wide game or other fun activity
  - e. Help in a flag ceremony or Guides' Own
  - f. Do one of the following
    - i. Observe the night sky identify 1 planet, north star, another star and 3 constellations
    - ii. Observe weather for 2 consecutive days, noting temperature, clouds, wind and precipitation.  
How can it help you predict future weather
    - iii. Identify plants found in your camping area. Are they useful? Are they harmful?
    - iv.

### Part B

1. Plan and spend 24h together at camp as a separate small group, a short distance away from other campers. You will plan your time, look after your own needs, lead your own activities. An adult will supervise when you are cooking on a fire or stove
2. Your activities must include the following but you may do other things too.
  - a. Plan and agree on a schedule for your independent camping experience
  - b. Plan and cook nutritious meals, include 1 3-course meal cooked outdoors
  - c. Share duties
  - d. Play an outdoor game (small group or whole unit)
  - e. Explore your surroundings – discover what wildlife lives here, in an interesting way, share this with others
  - f. Practice safety in your campsite
  - g. Leave the environment around your campsite clean and undamaged
  - h. Evaluate your experience. Were responsibilities shared? What would you change? What would you keep doing? Discuss the answers with your Guider and your whole unit