

Camporee Activities

Friday Night

- 5:00 pm Check-In Opens
- 9:00 pm SPL/SM Meeting and Cracker Barrel
- 9:00 pm O/A Service Corps Meeting (Bruce Andersen)
- 10:30 Taps - Lights Out

Saturday

- 6:30 AM Reveille
- 7:00 AM Breakfast
- 8:45 AM Flag Ceremony/Invocation
- 9:00 AM - 11:45 AM Patrol Rotations (Morning)
- Noon Lunch
- 1:00 PM - 4:45 PM Patrol Rotations (Afternoon)
- 1:00 PM - 4:45 PM Leave No Trace 101 - Awareness (Adults & Older Youth)
- 5:00 PM Dinner
- 7:30 PM Flag Ceremony
- 7:45 Campfire and OA Call Out (LNT skits)
- 9:30 PM Cracker Barrel for OA Members
- 10:30 PM Taps - Lights Out
- (Throughout Day) Campsite Review
- (All day, optional) Ethics Game, Camp Oh No!, BSA Distinguished Conservation Service Award Information Table
- (Possible) Model Iftar (Jeffrey Cohen)
- (All day) Service Project(s) arranged with Ranger
- (?) Saturday Religious Service

Sunday

- 6:30 AM Reveille
- 7:00 AM Breakfast
- 8:15 AM Flag Ceremony/Invocation
- 8:30 AM Scout's Own
- 9:00 AM Camporee "COH"
- 10:30 AM Check out by

Check-out will not begin until after COH; Campsites must be policed and inspected BEFORE Check-out.

BSA Leave No Trace 101 - Awareness

This 3-4 hour class is designed to help youth and adults at all program levels understand the general principles of Leave No Trace and how to apply them in the BSA outdoor program. It is also designed to give adults the confidence to assess youth understanding and skills when signing off on Second Class and First Class rank requirements and Venturing Outdoor Bronze and Ranger Award requirements.

- **Instructed by:** Leave No Trace Trainer or Master Educator
- **Participants receive:** BSA Leave No Trace Awareness Card

Links:

<http://outdoorethics-bsa.org/training/>

<https://www.scouting.org/outdoor-programs/outdoor-ethics/training/>

Order of the Arrow Camporee Service Corps

Open to up to 10 youth members (younger than 21) of the Order of the Arrow (Dues must be current)! You will camp together near the ranger station and assist with:

- Check-in
- Check-out
- Campfire
- OA Call Out
- Campsite Inspection
- General assistance with the rest of the program

In return, you will receive:

- Free registration to Camporee!
- OA Service Corps cracker barrel (Friday night)!
- SSL Hours!
- OA Adults provide all meals!

The Service Corps is intended for older youth. If you are an integral part of your Patrol, remember your Troop and your Patrol come first!

Leave No Trace/Outdoor Ethics Stations

What Principle am I?

Objective: To introduce the Leave No Trace principles to participants through an explorative and interactive game.

Materials: A list of the Leave No Trace principles (a whiteboard or chalkboard works) and a selection of outdoor gear associated with each principle. You can substitute the Leave No Trace kids information, depending on the age group you are working with.

Directions: Tell the participants that you will read several situations, and they will have to guess which principle your statements correspond to. Ask them not to yell out the answer when they know but instead put a finger on their nose. When most or all of the participants have their fingers on their noses, ask for the answer.

When the answer is given, bring out a piece of gear and explain how that object helps you Leave No Trace. A few

examples of situations are below:

SITUATIONS: (Principle: Plan ahead and prepare.)

- I researched an area before I visited it.
- I brought a water filter and food.
- I wore the proper clothing for the experience.

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- I brought along a map and compass.

SITUATIONS: (Principle: Travel and Camp on Durable Surfaces.)

- I walk around fragile plants.
- I take a break on large rocks and not grassy meadows.
- I stay on the trail, even though mud.

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- I spread out when hiking off-trail with a group.

SITUATIONS: (Principle: Dispose of Waste Properly.)

- I do it 200 feet away from water when going to the bathroom.
- If I pack it in, I pack it out.
- I pick up my dog's poop when out walking and hiking.
- I dig a cathole if no restroom is available.

The Perils of Poor Planning

Objective: To provoke thought about the consequences of not preparing for outdoor activities.

Materials: A copy of the "scenario" (see below).

Directions: To start the activity, role-play the following scenario to the group. Introduce the story as: "The Perils of Poor Planning and Preparation Starring Harriet, the Harried Hiker."

(A script for 1 or 2 people will be provided)

After the scenario has been acted out, talk to the group about Harriet's errors. You could have people respond and then write their answers on a poster board or chalkboard, or you could split the audience up into groups and have them come up with the errors and then report to the larger group.

Surface Hopscotch

Objective: To introduce the Leave No Trace principle: Travel and Camp on Durable Surfaces.

Materials: 25+ index cards, each with a single durable or non-durable surface listed on the back. You may repeat surfaces. Examples: sand, snow, concrete, water, moss, cryptobiotic soil, grass, etc.

Directions: Lay out the cards, blank side up in rows and columns, at least 5' x 5'. Make sure that each row has several durable surfaces listed. The participants start at one end of the row. One by one, they step onto a blank card and turn it over. If it is a durable surface, they may stay there until the next turn when they can move forward, sideways, or diagonal to another card and then turn it over. If it is not a durable surface, they must re-start. Once they have moved to a new card and read the bottom, they must read it aloud to the group and turn it back over with the blank side up. Participants take turns moving one block at a time. The object is to cross over to the other side on all durable surfaces. This memory game is mixed with learning and recognizing durable and non-durable surfaces.

Debrief: Discuss what durable surfaces are and what makes them such. At times, players may get surrounded and unable to move because other players are on a durable card and the others are non-durable. Take this time to talk about ethics and what you would do in the wilderness if non-durable surfaces limited your forward progress.

Trash Timeline

Objective: To provide a visual and hands-on method exhibiting how long it takes for trash to decompose.

Materials: Eleven pictures of the following: a banana peel, a wool item (socks, cap, etc.), cigarette butt(s), disposable diaper(s), tin can(s), aluminum can(s), glass bottle(s), plastic holder(s) for a six-pack of soda cans, hard plastic items (water or juice bottles), a rubber tire, OR have the actual props, 11 printed time-period pages. Each page contains a single time period (e.g., 10 to 20 years); each page represents the number of years it takes for one of the pictured items to decompose.

Directions: Distribute each of the pictures, one to each participant, or as many as necessary to distribute them evenly.

Similarly, distribute the time pages. Ensure that no person holds both a picture and the associated time page.

Then have the participants roam around trying to figure out what pictures match up with what time periods. As they make their matches, you can comment on their accuracy and have them try to correct any errors. See below for a list of the decomposition rates for standard items:

Cigarette Butts.....	1 to 5 years
Aluminum Can.....	80 to 100 years
Plastic 6-pack Holder.....	100 years
Orange or Banana Peels.....	Up to 2 years
Plastic Film Container.....	20 to 30 years
Plastic Bags.....	10 to 20 years
Glass Bottles.....	1,000,000 years
Plastic Coated Paper.....	5 years
Nylon Fabric.....	30 to 40 years
Leather.....	1 to 5 years
Wool Socks.....	1 to 5 years
Tin Cans.....	50 years

This activity gets the participants to talk to each other to figure out how long each item takes to decompose. When they finish, have them line up in order from shortest time to longest time to decompose.

Leave No Trace Memory

Objective: To explore the concept of leaving natural objects where they are found.

Materials: 16 memory cards with examples of natural objects and their environments, pre-made large memory board.

Directions: Set up a memory board with cards on it consisting of four rows of four. See the list of how natural objects connect with their environments (see below).

Gather students around the memory board. Ask for or pick a volunteer from your participants. This game is played like the traditional game of memory. The object is to get a match of two similar things. The difference is that the

matches are not all perfect. One has to think to get a match and not just remember an image. Half of the cards represent an object from the natural world, while their matches represent how that object is connected to its environment. When a student gets a match, it is an excellent opportunity to discuss how that object fits into the environment with the group.

The following is a list of natural objects and how they relate to their environment:

Antlers: Antlers and animal bones provide calcium and other nutrients for rodents and small mammals. They gnaw on the antlers and bones for additional nourishment and further the decaying process of the antler. Anything left over will be recycled back into the soil.

Wildflowers: When flowers finish blooming, they go to seed to reproduce. The flower has to be there to go to seed. If one is picked or trampled, the seeds won't spread, and the flower will have a more challenging time reproducing. Also, insects and bees use the nectar of flowers to survive. Without flowering plants, there wouldn't be any bees. There are also a variety of edible flowers and plants for animals to feed upon.

Shells: Shells provide homes for crabs and other shoreline critters. When a crab increases in size, it move on to a larger home. Shells and other shoreline debris provide camouflage for house entrances.

Artifacts: Artifacts are irreplaceable and heirlooms of past cultures. Archeological and historical artifacts are reminders of the rich human history of the landscape and belong to all people for all time. Structures, dwellings, and artifacts on public lands are protected by the Archaeological Resource Protection Act and National Historic Preservation Act and should not be disturbed. These include seemingly insignificant arrowheads, pottery, and logging or railroad equipment from 50 or more years ago. It is illegal to excavate, disturb or remove these public lands. Observe, but do not touch.

Feathers: A feather may seem like an insignificant object in nature, but everything counts. Some feathers are collected by birds and woven into the nests to provide warmth for the chicks. In addition, the collection of songbird and raptor feathers is illegal in some areas.

Pine Cones: Pinecones supply seeds for birds to feed upon and add nutrients to the soil layer after decomposition. This match ties in with wildflowers because cones contain seeds that help coniferous trees reproduce.

Nuts and Acorns: Birds and squirrels feed on a variety of nuts. Acorns left on the ground are free food and protein for animals to eat or store for the winter. Acorns also sprout to grow new oak trees, continuing forest health, and composition.

Garbage: Garbage is the exception to the rule. Pick it up if waste is found on the trail or in the wilderness. This is one thing that can be collected when found. Litter is unsightly and if you have room in your pack or pockets, take it back home to dispose of it properly. Different types of waste can affect animal behavior. If a bear keeps finding smelly wrappers or food scraps outdoors, it will be more prone to raiding garbage. Remember: "A fed bear is a dead bear."

Unscramble Minimize Campfire Impacts

Objective: To better understand the impacts of campfires and alternatives to a large campfire.

Materials: Words relating to Minimizing Campfire Impacts written on colored paper (see below).

Directions: On colored paper (different colors for different words), write words in large letters that relate to Minimizing Campfire Impacts. For example:

- Backpack Stove
- Candle Lantern
- Mound Fire
- Small vs. Bonfire
- Scatter
- Down, Dead, Distant & Dinky (the four Ds of fire building)
- Established Fire Ring

After writing out the words, cut the letters apart, keeping the words or phrases separate from one another.

Before reading the clues/questions of the activity, discuss campfires by letting participants know that Leave No Trace does not say to not have a campfire, but rather, if you do, there are ways to have a responsible campfire. Also, ask them why do we have campfires? There are many reasons -comfort, light, cooking, getting warm, keeping the scary things in the dark away, etc.

Read the clues to each word or phrase one at a time. After reading the clue, toss out the scrambled letters of the word or phrase and have the members unscramble them for the answers. Some sample questions are below:

What are two alternatives to having a campfire? (Backpack Stove and Candle Lantern)

Name a minimum impact fire? (Mound Fire)

A _____ fire is preferable to a _____

(Small vs. Bonfire)

What to do with cool ashes when done with the fire?

(Scatter)

What are the 4 Ds of fire building? (Down, Dead, Dinky, and Distant, it's fun to make these letters all the same color)

What is a good place to have a campfire when in a campsite! (Established Fire Ring)

Add any additional clues/questions you can think of to Minimize Campfire Impacts.

Finish the activity by showing some alternatives to campfires, e.g., backpack stove, candle lantern, headlamp, mound fire blanket, fire pan, etc., and ask if there are any questions.

Who Will Survive?

Objective: To discuss and list ways that human interaction affects wildlife positively and negatively.

Materials: Pictures of animals, colored cards representing animal needs with positive and negative actions written on them, examples of impacts listed below.

Audience: All ages. Groups of any size.

Directions: Preparation: create a set of animal cards (could be just the name or a picture). Then, create another set of cards that represent the three survival needs. You could use blue for water, green for food, and brown for shelter. On each card, list an impact that humans have on animals or their environment (some positive and some negative). You can even have the participants write down their ideas on cards to get them more involved.

Have students look around at an outdoor area or visualize one in their minds and explain to a partner or large group if animals would like the area. Why or why not?

Ask participants what three things all animals need for survival (food, water, shelter). Give each student (or pair) an animal card and explain the needs of each animal. Maybe each animal needs one shelter and two water, and three food. For younger children, each animal might require two of each card. Set the animal requirements according to the number of colored cards you have prepared. The participant's job is to collect survival needs cards to meet their requirements. The catch is that they cannot read the impacts written on the other side -they must collect cards matching the colors of the three needs.

Then, give participants (especially if they are working in pairs) a few minutes to read their cards and decide if the impacts are positive or negative. Also, have them determine if their animals will survive.

Come together in a circle and have the members share their conclusions. Ask questions like: Why did your animal survive? Why did it not survive? What could humans have done differently?

After everyone has shared, discuss if the situations were realistic. Are there other impacts that weren't mentioned? What impacts have you seen that have bothered you? How can we kindly instruct others in these outdoor ethics? As you discuss, remember to reference the critical ideas of Respect Wildlife. It would probably be good to recap these at

the end (e.g., observing wildlife from a distance, never feeding animals, storing food rations securely, controlling pets, and avoiding wildlife during sensitive times).

EXAMPLES OF FOOD IMPACTS:

- Campers left their food sitting out while they went for a hike, and you had a wonderful dinner.
- You became dependent on human food and started visiting local farms at night.
- You ate an apple core that hikers left behind because they thought it would decompose.

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- Campers packed out all of their garbage and left you no food.

EXAMPLES FOR WATER IMPACTS:

- Hikers followed proper waste burial techniques.

- Campers left a buffer zone around the river, and you were able to get a drink.
 - Boaters tossed empty wrappers and cans into the river.
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- Campers did their dishes in the river.

EXAMPLES OF SHELTER IMPACTS:

- Hikers packed out their garbage.
- Backpackers buried their waste in a pit.
- Campers set up their tent too close to your home.
- Hikers watched you from a distance and then kept on walking.

After the activity, collect and save your materials for future use!

Bad Manners And Bad Memories

Objective: To explore how other visitors' inconsideration can affect your outdoor experience. Participants will also explore how their past actions have affected others' experiences.

Materials: An active imagination.

Directions: Recount an experience or incident in which a group of visitors affected your experience in a backcountry setting. Be sure to detail the specific issues that irked you and why. Also, describe how you responded to the incident (did you approach the people, accept it, or fume and say nothing?)

Ask the group to take a few minutes to consider if they have ever had a similar experience (in terms of having their experience affected, it can and may be very different from your example). Take a few minutes to listen to the stories offered. Ask each person what affected their experience and how they responded to it.

Finally, ask the group to put the shoe on the other foot. Request that they consider times they were the "impacter" instead of the "impacted." What did they learn from that experience? Be ready to offer your own example.

Urge the group to consider that the first experiences recounted could have been caused by someone in this very group. Consider also that no one is perfect. We have all impacted others' experiences at some point. Therefore, we need to strive not to affect others as best we can.

Conclude by reviewing any common themes from the discussion. Some examples may include noise, lights, vandalism, trash, bringing civilization into the wilderness, illegal activities, etc.

Two Paths Diverged

Objective: To have participants explore their thoughts about what is considered appropriate behavior in a backcountry setting.

Materials: Pre-made laminated cards with the scenarios below.

Directions: Hand out the scenario cards and ask the participants (individually or in small groups depending on group

size) to discuss the ideas and questions presented. Then, report back to the group.

EXAMPLES OF CARDS ARE AS FOLLOWS:

Does using a cell phone in the wilderness impact other users, even if the person is having a normal conversation (like they would with a partner) on the trail? How is it the same? How is it different?

Is using GPS where others can see you an impact on their experience? Why or why not? What about if you need to roll out a small solar charger to recharge it? How does this technology differ from camp stoves or Gore-Tex, for example?

You are looking forward to camping in a pristine and remote part of the Palisades region in California's High Sierra. You discover that the flight path of the airplane you are planning to take goes right over that area. The flight path for another airline does not, but that ticket is \$20 cheaper. Which will you buy and why?

Lots of climbers use chalk to keep their hands free from sweat. The result is that white spots develop on popular climbs, making them visible to the non-climber. Aren't chalk spots the same as blazes on a trail? How about fixed

climbing bolts?

Rock climbing requires good communication. This often means shouting to each other. Shouting can impact others' experiences. One alternative is to use radios, but that introduces more technology into the outdoor experience. Which seems like the best option?

The point of this activity is to spur a dialogue amongst your participants. Challenge them to consider practices they might be doing in the backcountry that could impact other users' experience and think about how they could change those practices.

Duration: 15 to 30 minutes.