Stepping Out Manual
# INTRODUCTION

- Stepping Out Learning Objectives
- Stepping Out Mission
- Key Ingredients for Successful Adventures

# PROGRESSION

# READINESS

- Are the Girls Ready?

# GIRL LED PLANNING

- Planning a Great Outdoor Activity
- Planning an Overnight in 6 Meetings

# SAFETY AND STANDARDS PART I: SAFETY GUIDELINES AND INSURANCE

- Girl Scout Safety Guidelines
- Safety Activity Checkpoints (SAC)
- Understanding How Many Volunteers You Need
- Insurance

# SAFETY AND STANDARDS PART II: OVERNIGHTS, LODGING, AND TRANSPORTATION

- Family Camping
- Sleeping Arrangements
- Indoor Overnights
- Overnight Challenges and Suggestions
- Transportation

# SAFETY AND STANDARDS PART III: ACCIDENT AND EMERGENCY PREVENTION

- First Aid
- Medication Guidelines
- Poison Oak
- Wild Animal Safety
- Dressing for the Weather
- Preventing Lost Scouts
- Streetwise Safety
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kitchen Safety</td>
<td>30</td>
</tr>
<tr>
<td>ENVIRONMENTAL PROTECTION</td>
<td>32</td>
</tr>
<tr>
<td>SKILL DEVELOPMENT AND FUN!</td>
<td>34</td>
</tr>
<tr>
<td>FORMS AND ADULT TRAINING</td>
<td>37</td>
</tr>
<tr>
<td>Basic Forms</td>
<td>37</td>
</tr>
<tr>
<td>Beyond Basics: Forms and Submission Schedule</td>
<td>38</td>
</tr>
<tr>
<td>Required Adult Training</td>
<td>40</td>
</tr>
<tr>
<td>SUMMARY CHECKLIST FOR THE STEPPING OUT VOLUNTEER</td>
<td>42</td>
</tr>
<tr>
<td>STEPPING OUT TEST</td>
<td>45</td>
</tr>
<tr>
<td>STEPPING OUT COURSE EVALUATION</td>
<td>47</td>
</tr>
</tbody>
</table>
Thank You for Volunteering!

The requirements for being certified as a Stepping Out Trained Adult are:

- Hold current GSUSA Membership
- Have completed a Volunteer Application
- Have a currently valid Background Check
- Have watched GSUSA GS101
- Read or refreshed the following sections of Volunteer Essentials:
  - Chapter 4 – Safety-Wise
  - Appendix: For Travel Volunteers
- Read this Stepping Out Manual.

You will need to access the following resources to complete this course and the test.

Stepping Out Manual
Volunteer Essentials
Safety Activity Checkpoints

All Forms are either listed or may be found using the search box and searching by form name.

All of the above resources can be found at www.girlscoutsccc.org.
Introduction

Stepping Out is a course designed to prepare adult volunteers, both leaders and/or troop parents, in the supervision of girls outside of the regular meeting.

After completing the course, either at-home or live, you will be equipped with the skills necessary to safely and effectively lead girls to step out into the world through fieldtrips and travel. This course is also a stepping stone between a regular troop meeting and wider outdoor experiences. This course covers skills and planning concerns for adults to facilitate providing girls with safe and enjoyable daytime experiences outside and in nature. Activities that include outdoor overnight camping or outdoor cooking using a heat source of any kind are beyond the scope of this course.

Certification is granted once the Stepping Out test at the end of this document is completed and passed, valid for 3 years. Tests are graded by Learning Facilitators.

Stepping Out Learning Objectives

Stepping Out from the regular troop meeting is a vital part of the Girl Scout Leadership Experience. It is the means through which many of the GSUSA program goals and objectives are met. Stepping Out training is the beginning of anything and everything that is experienced by girls on an outing – travel, overnights, friendships, and FUN!

Please remember that although this training is for adults, the girls need to take part in planning and preparation, just as much as participate in it. Girls are often more capable than we think. All that is often needed is a little guidance and a few suggestions. They can come up with loads of ideas which they will enjoy doing. Just about anything is possible in the eyes of the girls planning to step out the door.

At the end of the session the participants will be able to:

1. Understand the purpose of stepping out of the regular meeting location in Girl Scouting.
2. Identify the possibilities and limits in travel, cooking, and overnight programs for a Girl Scout troop or group.
3. Assess and choose appropriate activities in the progression of outdoor activities while including girls in the decision making and planning.
4. Know characteristics that can make a good activity into a great one, and provide new experiences for girls utilizing that knowledge.
5. Find and use these resources when planning activities:
Safety Activity Checkpoints and Volunteer Essentials
6. Utilize the appropriate additional permission forms for beyond troop meeting activities.
7. Coordinate with other troop/group leaders to ensure adequate and sufficiently trained adult supervision.
8. Take the next step to Outdoor Training.
Stepping Out Mission

In aiming for the Girl Scout Mission to build girls of courage, confidence, and character, who make the world a better place, many of the programs from badge earning to Journeys ask Girl Scouts to venture out into the world, meet people, and explore places in their quest to grow and develop into the leaders of tomorrow. Stepping out from regular troop meetings is an integral part of this Girl Scout Mission.

In addition, care for the environment is a focus of the national Girl Scout program. Being out in nature fosters leadership, confidence to seek challenges, and problem solving skills in girls. Girls who have opportunities to get outside are more likely to connect with and care for the environment. Taking girls outside is good for girls and good for our world.

The Stepping Out trained volunteer can encourage and facilitate fieldtrips out into the neighborhood or to a museum, traveling to new places, having overnight experiences, and also undertaking activities outside in the fresh air.

Outdoor Education for Girl Scouts

The objectives of outdoor education in Girl Scouting are:

- To promote the physical, mental, and spiritual well-being of every girl and leader
- To develop resourcefulness, initiative, self-reliance, and recognition of the worth and dignity of each individual.
- To provide opportunities for practice in democratic living.
- To develop a sense of responsibility, qualities of leadership, and an awareness of the capacities of all people.
- To provide an inner satisfaction, a sense of awe and wonder, and a deep enjoyment for both girl and leader.
- To provide a sense of accomplishment.
- To stimulate each girl's awareness of the scope of the natural world.
- To develop each individual's understanding of the environment, leading to responsible action.

From Troop Camping, GSUSA booklet.
Key Ingredients for Successful Adventures

The following chapters of this course will describe how a Stepping Out trained adult can contribute to ensuring that the Key Ingredients are included in travel, fieldtrip, and experiences outside in nature with Girl Scouts.

**Progression**

Girls must first acquire the basics in order to progress to more difficult skills. In Out-of-Doors progression, we 'look out' and 'meet out' before attempting field trips and 'explore out' activities.

**Readiness**

A girl's readiness for a particular activity whether it be a slumber party, a leaf rubbing, or a volleyball game, is not as dependent upon age as it is upon her physical and emotional maturation.

**Girl Led Planning**

Girl planning and girl/adult partnership are inherent in Girl Scout program. Girls have the opportunity to make their own decisions while benefiting from adult guidance and facilitation. When they help plan an activity, they are more apt to buy into it, which increases opportunities for growth and learning.

**Safety and Standards**

Girls should be given an opportunity to understand and address safety concerns while learning to take responsibility for their own well-being. It is the Leader's responsibility to follow and share the Safety Activity Checkpoints with girls during planning.

**Environmental Protection**

Girls learn about the environment every day. And every day Girl Scouts ask how they can take action to respect and protect the planet we all call home.

**Leave No Trace Video**

**Skill Development**

Girls should be developing life skills, discovering their interests and sharing their skills.

**FUN!**

Activities in the out-of-doors should be experiential and hands-on, providing opportunities for positive interaction and a sense of accomplishment or adventure. The leader's attitude often shapes the girl's perceptions, so be prepared for exploration and always bring a sense of humor!
The Girl Scout program is built on the foundation of progression—acquiring the skills needed to progress to more difficult or highly skilled activities. Progression underlies all avenues of Girl Scouting, from age-level handbooks to community service, from Girl/Adult planning to use of tools, from tent camping to backpacking, from roasting a marshmallow to preparing a gourmet dish in a Dutch oven.

Progression is the key!

As girls explore, discover, and learn they build their confidence through an array of age-level-specific travel and outdoor activities. Their progressive experience can reach new levels with each one being supported by a solid foundation and knowledge gained through their own previous experiences.

It all begins with **STEPPING OUT** the door.

**Role of the Stepping Out Volunteer**

When girls are supervised by adults whose highest level of Girl Scout training is Stepping Out, they may participate in activities on the scale of Outdoor Progression at levels up to and including **Explore Out**. Limited **Cooking Out** and **Sleeping Out** activities are also permitted. These are cooking with heat only on indoor traditional appliances and overnight experiences with indoor accommodations. The Stepping Out Trained adult guides girls’ activity choices during planning to make sure that Progression is followed appropriate to the age, experience, and maturity of the particular girls.

It is important to remember that following progression will make all the difference in the outcome. Too much too soon may create a bad or unsafe experience, while too little too late may cause girls to become uninterested or bored. In each aspect of travel and outdoor activities, begin where the girls (and you) feel comfortable. Girls new to the troop/group will catch on quickly if the more experienced ones share their skills and knowledge, and girls who teach other girls will feel empowered when their knowledge and expertise is recognized. Girls teaching girls is an especially rewarding method for both new and experienced troop/group members.

Travel Progression consists of increasing the time and distance of trips as girls age and gain experience visiting new places away from their families. Begin with a brief local trip away from the meeting place for the youngest girls, followed by a day-long outing, then an overnight, then a weekend trip to a nearby city or destination, an extended trip several days long and/or farther away, a trip out of state, and an international trip. More details and ideas for travel progressions can be found in **Volunteer Essentials** Appendix: For Travel Volunteers.

Outdoor Progression is detailed in the following chart.
Outdoor Progression

Progression allows girls to learn the skills they need to become competent in the outdoors, including how to plan and organize outdoor activities. Acknowledge acquisition of an outdoor skill and invite her to challenge herself further by taking that next step up and outward. This can be endless when girls lead.

**LEAVE NO TRACE PRINCIPLES:**

- Plan Ahead 
  - & Prepare
- Leave What You Find
- Respect Wildlife
- Minimize Campfire Impacts
- Dispose of Waste Properly

- Travel 
  - & Camp in Durable Surfaces
- Be Considerate of Other Visitors

**Look Out**
- Share past experiences in the outdoors.
  - Talk about favorite outdoor places and why they’re special.
  - Wonder what else can be seen in the outdoors.

**Meet Out**
- Step outside to look, listen, feel, and smell.
  - Share what was observed.
  - Learn more about what was discovered.

**Move Out**
- Plan and take a short walk outside.
  - Discuss what to take in a day pack.
  - Dress for the weather.
  - Do activities to explore nature.
  - Plan and carry out an indoor sleepover.

**Explore Out**
- Plan and take a short and easy hike.
  - Discuss what to pack for the sleep out.
  - Dress for the weather.
  - Plan a healthy snack or lunch.
  - Learn how to stay safe in the outdoors.

**Cook Out**
- Plan and cook a simple meal outdoors.
  - Make a list of gear and food supplies needed.
  - Learn and practice new cooking skills.
  - Learn to use and care for camping gear.
  - Practice cooking safety.
  - Practice hand and dish sanitation.
  - Create a Kaper Chart for the cookout.

**Sleep Out**
- Plan and carry out a 1- to 2-night camping trip.
  - Take more responsibility for planning.
  - Plan and cook a new outdoor cooking skill.
  - Plan and cook a new outdoor cooking skill.
  - Plan and cook a new outdoor cooking skill.

**Camp Out**
- Plan an agenda that includes fun activities.

**Adventure Out**
- Plan and take an outdoor trip for several days.
  - Learn and practice a new outdoor skill.
  - Learn a new outdoor cooking skill.
  - Develop first-aid skills and use safety check points.
  - Budget, schedule, and make arrangements.
  - Participate in an environmental service project.
  - Teach and inspire others about the outdoors.
  - Imagine new experiences to be had outdoors.
  - Practice all Leave No Trace principles.
Readiness

The Stepping Out trained adult has the responsibility to consider the readiness of the entire group for any fieldtrip, travel, or outdoor adventure. Consider the least ready individual when making a decision on whether to proceed with an activity or trip. Remember to use progression to build readiness and work up to an activity that presents a larger challenge for anyone in the group. Remember to consider the girls AND the adults!

Are the Girls Ready?

Including girls in the planning process allows you to gauge their readiness and allows them to voice their concerns. Discuss expectations, particularly in regards to safety and courtesy. The primary readiness characteristics are:

**EMOTIONAL MATURITY**

- Wants to go
- Is not afraid to be away from home or parents overnight
- Is willing to sleep, eat, and play with all girls
- Can compromise
- Can function as a member of a group
- Can cope with unknowns:
  - strange places (including bathrooms)
  - night noises, darkness (no electricity)
  - spiders, bugs, and worms

**PHYSICAL MATURITY**

- Has stamina, does not tire quickly
- Strong enough to carry own bedding, belongings, bucket of water, pot of food, etc.
- Is tall enough to reach counter, to meet minimum height requirement of an activity, etc.

**SKILLS AND KNOWLEDGE**

- Can help plan a simple trip
- Can read and follow a Kaper chart and a recipe
- Can make a bed, pack for the trip
- Can prepare meals with tools like a can opener, grater, peeler, paring knife, etc.
- Can wash dishes, clean up kitchen area, and store food properly
- Knows how to operate a flashlight, camera, etc.

**EXPERIENCE**

- Follows directions well
- Previously attended group meetings, day trips, or camps
- Has spent the night away from home
- Has been responsible for her own spending money, valuables, personal items, etc.
- Able to perform tasks on Kaper Chart
- Able to participate with the group.
Before embarking on an outdoor or travel adventure, do a self-check. It is not only important to make sure the girls are ready but that adults are ready as well. Don’t get in over your head! Progress slowly, staying within your comfort level. Remember, your attitude is contagious. Progress too quickly and it may make for a rough situation where you may feel disappointed, overwhelmed, scared, upset, angry, etc. These feelings will be echoed by your troop/group. Don’t start an epidemic; keep yourself in check.

Chapter 4 of Volunteer Essentials includes two sections that are relevant to assessing the readiness of the group including the adults. The section “Knowing How Many Volunteers You Need” contains information on the minimum required adult supervision of girl according to the number and age level of the girls participating. Review the chart on adult-girl ratios and make sure you understand how to determine the number of adults needed for your particular plans. Review the section, “Approaching Activities,” for additional guidance on ensuring that a particular activity is appropriate and that appropriate adult guidance, “experts,” are provided for girls.

The Appendix for Travel Volunteers of Volunteer Essentials includes the section “Involving Chaperones.” Review this section for tips on selecting chaperones that will foster a successful experience for the girls. Consider the number of chaperones to bring. More adults than the minimum required ratio may hinder girls’ interactions and group cohesion or may allow flexibility to break into smaller groups. Consider the wealth of experience available in the adult volunteers available to your group, who may enjoy lending their expertise.

AM I READY?

Gage your own comfort level, ask yourself.

What is my comfort level in the outdoors?

What are my experiences in the outdoors or how much experience in the outdoors do I have?

Do I have any phobias relating to the outdoors?

How will I keep them in check?

Do I need training or is training required for the activities we wish to do?

Do I need any special skills for the activities we wish to do?
A cornerstone of the Girl Scout Leadership Experience is that Girl Scouting is girl led. Girl led decision making happens in all areas of scouting including travel and outdoor adventures. Girls will gain more leadership, adventure, and success when they are empowered to lead. Younger girls will need more guidance from adults. For example, leaders may give Daisies and Brownies a couple of appropriate options to choose from. As girls grow older and gain experience they can be given more and more decision making responsibilities. Older girls can research choices on their own and make detailed budgetary and itinerary decisions.

The **Stepping Out volunteer** facilitates activities and guides decision making as the girls create their own experience. Give girls as much responsibility as you think they can handle and then give them a little more. Effective guidance includes making sure girls are having respectful discussions, listening to each other, including everyone, and double checking that their choices are reasonable.

Here are some ideas for making decisions with a group:

**Mock Voting Booth:** Set up a station with a privacy divider such as a cardboard box on it’s side. Use a pair of small cans or boxes with a slot cut in the top for each voting choice. Decorate them with pictures of each option for girls who are too young to read. Use small items as voting chips such as pennies or bottle caps. Each girl gets to visit the voting booth and put their chip into the can of their choice. Paper voting ballots can also be used in the voting booth supplied with a hole puncher to indicate selections.

**Sticker Voting:** Put each option on its’ own sheet of paper. Put the papers in different places around the room. Give girls small stickers, at least twice as many as there are options to vote on. Have the girls walk around the room and place their stickers on the choices that they like. They are free to put all their stickers on one choice or divide them up by how much they like one choice over another. Count the stickers to choose a winner.

**Council Meeting:** Older girls may wish to use a council meeting round table style discussion to make choices as a group. One girl can act as the chairperson, keep girls on topic, and move the group toward consensus.

**Resources for Planning with Girls** The outline for planning an overnight in six meetings at the end of this chapter can be used as a guide for involving girls in the planning of fieldtrips. It is as useful for a day trip as for an overnight. [Volunteer Essentials Appendix](#) For Travel Volunteers includes a list of questions leaders might ask girls when planning an outing under the heading “Letting Girls Lead”.

**After An Activity** An evaluation is an important part of Girl Scout activities. It is the first step in building future successes. This allows for changes or adaptations that can improve the total outcome while the Leadership Journey progresses. Together consider ways to improve the next outing. Remember to facilitate girls in cleaning up and thanking hosts.
Planning a Great Outdoor Activity

Progression is the key to successful outdoor activities and programs. However, there are key characteristics in making a good outdoor activity a great outdoor activity.

When working with girls to determine what activities will be done on their adventure, guide the girls in their decision making by keeping the following in mind:

**Encouragement and Variety**

All girls should be encouraged to participate in a variety of outdoor activities.

**Quality and Quantity**

Quality and quantity count when it comes to outdoor experiences. There are a wide variety of settings, from zoos and nature centers, to camps and farms. Girls who develop a sense of deep appreciation and respect for the environment are the girls who have had many opportunities to discover and explore the natural world. Significant attitude changes occur in girls who have had exposure to multiple outdoor experiences.

**Do It Outdoors**

Physically doing the activities in the outdoors has greater impact on the girls. You can supplement activities with videos, DVD’s, computer games, or surfing the net but nothing can take the place of an outdoor classroom.

**See, Touch, Smell, Taste, & Hear**

Connect the girls to the outdoors by using all of their senses. The smell of food cooking outdoors may be familiar but what about the smell of dirt, wild flowers, pine, friendly skunk, or the air after a quick summer rainstorm? Have the girls seen a sunset, a sunrise or gazed up into a starlit night in a peaceful outdoor setting? By touch, can they feel the difference in the bark of a pine tree and an oak tree? With their eyes shut, sitting on a beautiful mountain bald, have they counted the many different sounds you may hear on a cool crisp autumn day? Fish, honey, and pine nuts, just to name a few, are the many foods found in nature. Have their taste buds yet discover the many treats nature has in store for them?

**Caution Statement.** Don’t forget to use one of the most important senses—COMMON sense. Avoid hazards by being on the lookout for dangers and taking precautions to avoid them: from slippery edges to poisonous plants, from dangerous intersections to inappropriate horseplay.
Keep It Real

Whenever possible, use authentic items or objects.

Hands-On

Keep girls involved by doing hands-on activities. Each girl can build her own skills by doing rather than watching.

Making the Connection

Show interrelationships between different elements of the outdoors. Discuss how nature is connected; every living thing is dependent on another. A certain species of bird may solely depend on one type of tree to live. If our actions cause these trees to die, so may this bird species.

Fun and Challenging

Make it fun and safe with an element of challenge based upon age level and progression. Make it different and unique. At times, focus on individual interest and firsthand experiences. The activities will then have built-in motivation.

Leave No Trace

Follow the seven principles of Leave No Trace, doing activities with minimal impact to our natural environment. Girl Scouts leave a place better than they found it!

Plan It Together

Involve girls in planning the activities. Girl/adult planning and partnerships promote positive attitudes and build and strengthen girl and adult relationships.

Role Models

Surround the girls with good role models. Provide girls with positive adult role models who can set and maintain a positive tone in the group.

Being Enthusiastic

Enthusiasm creates enthusiasm.
# Planning an Overnight in 6 Meetings

Below is a suggested outline for how girl planning for an overnight adventure can be incorporated with the responsibilities of the group’s adult chaperones in putting together a great overnight experience.

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Meeting Content</th>
<th>Leaders Do</th>
</tr>
</thead>
</table>
| Meeting 1 | ● Brainstorm ideas or vote on going if it is a Council event.  
● Treasurer Report - Do we have enough money to go?  
● Set Product Sales goals and plan Money-earning events in addition, if needed. | ● Make reservations  
● Visit site if possible.  
● Submit necessary trip forms to Service Unit who will submit to Council, if necessary  
● Review Safety Activity Checkpoints to ensure all precautions are followed. |
| Meeting 2 | ● Plan an agenda with the troop.  
● Plan a budget.  
● Create a shopping list.  
● Look at weather reports and discuss packing list. | ● Share agenda with families, including date & address  
● Ask for adult volunteer support for shopping, transportation, chaperones, etc. |
| Meeting 3 | ● Plan activities.  
● Make a sit-upon.  
● Look at a map to see where they are going.  
● Learn an active song and/or grace. | ● Send packing list home to parents  
● Send parent permission forms home  
● Display appropriate items to pack and what to leave at home. |
| Meeting 4 | ● Make SWAPS.  
● Practice safety skills, emergency signal, buddy system, fire drill, etc. | ● Collect parent permission forms  
● Ensure all forms are up-to-date  
● Set up transportation  
● Check First Aid kit |
| Meeting 5 | ● Discuss expectations and behaviors for overnight.  
● Practice other skills.  
● Learn two quiet songs. | ● Meet with adult volunteers to discuss transportation, shopping, meals, etc. |
| Meeting 6 | ● Make a Kaper Chart.  
● Plan a Girl Scout’s Own ceremony.  
● Review plans with troop.  
● Answer questions.  
● Give final details. | ● Print directions  
● Provide parents with agenda  
● Get ready  
● Have fun! |

*These suggestions are planning ideas (and some are necessary, such as paperwork) but they do not all need to be done, nor in the order given. They should also be tailored to the age level and individual readiness of the group.*
Girl Scout Safety Guidelines

Every adult in Girl Scouting is responsible for the physical and emotional safety of girls, and we demonstrate that by agreeing to follow these standards at all times. Please take a moment to read or refresh the section “Knowing Your Responsibilities” in Chapter 4 of Volunteer Essentials for additional details on each of the guidelines for volunteers listed below. This step is particularly important for adult volunteers who have not read the Volunteer Essentials guide recently, as it is occasionally updated.

Responsibilities of the Volunteer
1. Follow Safety Activity Checkpoints.
2. Arrange for proper adult supervision of girls.
5. Be prepared for emergencies.
6. Travel safely.
7. Ensure safe overnight outings.
8. Role-model the right behavior.
9. Create an emotionally safe space.
10. Ensure that no girl is treated differently.
11. Promote online safety.

The role of the Stepping Out trained adult is to work with the other group chaperones and leaders to ensure that these guidelines are communicated to girls, their parents, and any other participants in an activity.

A Note on Cell Phone Use: While a cell phone can be useful in so many ways when Stepping Out, they can also be a distraction both from the experience of the group and from the supervision that adults are there to provide. When chaperoning, be mindful of your own phone use, the example it sets, and the compromises in experience or safety that could result. Also establish ground rules for appropriate cell phone use by the girls. Set specific break times for contacting friends or family at home. Keep individual privacy and online safety in mind.

Safety Activity Checkpoints (SAC)

Health and safety principles must permeate every Girl Scout activity. Safety should be planned, respected, and practiced by all. This does not necessarily imply burdens or cumbersome restrictions. When a troop learns about safety, more activities are at its command. When safety is practiced, participants can feel relaxed and confident.

The Safety Activity Checkpoints are addressed to leaders who work with girls. It also serves as a resource for those adults who provide direct assistance or supporting service to leaders and councils.

The Three Step Process of preparing for an activity is:

Step 1) read Chapter 4 in Volunteer Essentials

Step 2) read the Appendix: For Travel Volunteers in Volunteer Essentials and
Step 3) study the particular Safety Activity Checkpoint.

When an activity does not fall into a category listed in Step 3, consider whether the activity is appropriate for Girl Scouting and check the closest activity. When in doubt seek advice from Council.

Activities with High Risk such as using motorized vehicles, firearms, watercraft, or aircraft must have Council approval and may not be authorized for girls under 12 years old. Generally, High Risk permission is needed for any activity of height, speed, or that requires a helmet for participants. Contact your Outdoor Consultant or Service Unit Manager for guidance in contacting a Council representative. The list of High Risk Activities is on the High Risk Activity Permission Slip.

Certain activities are not permitted by GSUSA. Please see Safety Activity Checkpoints for the most current list of activities.

Understanding How Many Volunteers You Need

Girl Scout groups are large enough to provide cooperative learning environment and small enough to allow development of individual girls. Girl Scouts’ volunteer-to-girl ratios show the minimum number of volunteers needed to supervise a specific number of girls. These supervision ratios were devised to ensure the safety and health of girls.

Your group must have at least two unrelated, approved volunteers present at all times, plus additional volunteers as necessary, depending on the size of the group and the ages and abilities of girls. Any adult that is supervising girls must be an approved volunteer. Adult volunteers must be at least 18 years old and must be screened before volunteering. One Troop Leader in every group must be female. Please refer to the chart below.

<table>
<thead>
<tr>
<th></th>
<th>Group Meetings</th>
<th>Events, Travel, and Camping</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Two unrelated volunteers (at least one of whom is female) for every:</td>
<td>One additional volunteer to each additional:</td>
</tr>
<tr>
<td>Girl Scout Daisies (grades K–1)</td>
<td>12</td>
<td>1-6</td>
</tr>
<tr>
<td>Girl Scout Brownies (grades 2–3)</td>
<td>20</td>
<td>1-8</td>
</tr>
<tr>
<td>Girl Scout Juniors (grades 4–5)</td>
<td>25</td>
<td>1-10</td>
</tr>
<tr>
<td>Girl Scout Cadettes (grades 6–8)</td>
<td>25</td>
<td>1-12</td>
</tr>
<tr>
<td>Girl Scout Seniors (grades 9–10)</td>
<td>30</td>
<td>1-15</td>
</tr>
<tr>
<td>Girl Scout Ambassadors (grades 11–12)</td>
<td>30</td>
<td>1-15</td>
</tr>
</tbody>
</table>
Swimming Lifeguards and Watchers Ratios

<table>
<thead>
<tr>
<th>Number of Swimmers</th>
<th>Lifeguards</th>
<th>Watchers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-25</td>
<td>1 adult (see exception for pools)</td>
<td>1 or 2 adults (1 to 10 ratio)</td>
</tr>
<tr>
<td>26-35</td>
<td>2 persons, at least one is an adult; others may be 16 years of age or older.</td>
<td>3 or 4 (1 to 10 ratio)</td>
</tr>
<tr>
<td>36-50</td>
<td>2 persons, at least one is an adult; others may be 16 years of age or older.</td>
<td>4 or 5 (1 to 10 ratio)</td>
</tr>
</tbody>
</table>

*Exception for pools: For swimming activities in public pools, hotel and cruise-ship pools, and backyard pools, the lifeguards are at least 16 years old and have American Red Cross Lifeguard Training certification or the equivalent.*

Insurance

What insurance do I need for travel, events, trips, insurance, and non-members?

Girl Scouts offers many different travel opportunities so girls can see new places, meet new people, and learn about different cultures and ideas. As members of Girl Scouts of the USA, your membership provides you with basic secondary insurance (Plan 1).

For some of the activities you do as Girl Scouts, you will need to purchase additional insurance, especially for trips longer than 2 nights, activities involving non-members, and/or international trips. Additional insurance is purchased through the council using the Enrollment Form found on the GSCCC website.

The **Stepping Out trained adult** has the responsibility to ensure that activities and travel for their group are properly insured with additional insurance purchased when needed and enrollment forms submitted a minimum of 3 weeks prior to an event. Also, should an accident or injury occur that results in the need for medical care, the Stepping Out adult should make sure that parents are made aware of the availability of Girl Scout insurance coverage and assist them in reaching council for more information.

Optional insurance plans include:

- **Plan 2** is necessary whenever non-Girl Scouts attend Girl Scout events. It is also necessary for Girl Scout trips lasting longer than 2 nights and 3 days, in which case it must be purchased for all travelers with the troop/group for duration of the trip including registered Girl Scouts.

- **Plan 3 (Excess)** covers members and non-members as participants; same as Plan 2 with the addition of sickness benefits when illness/symptoms occur while coverage is in place. Must be purchased for all participants.

- **Plan 3 (Primary)** provides sickness coverage; identical to Plan 3 Excess but the non-duplication provision does not apply. Must be purchased for all participants.
- **Plan 3PI** is required for international travel. Must be purchased for all participants. Covers accidents and medical costs.

See the [Enrollment Form](#) for price information. Note that there is a minimum price of $5 for each enrollment form submitted; however, when completing the form, multiple separate events may be included on a single form. The $5 minimum applies per form submission, not per event.
Safety and Standards Part II: Overnights, Lodging, and Transportation

A Girl’s First Overnight
Few young girls are ready for overnights at the same time. Consider an “almost overnight” rather than jumping into the great outdoors far from a parent’s comfort. It is highly recommended the first group overnight be in a home-like setting. Include the girls in planning activities as age-appropriate. Discuss expectations, particularly in regards to courtesy and safety. Review what to bring, length of outing, and buddy system rules. Plan and practice a sound-off system so you can easily keep track of each other.

Family Camping
Family camping involves each family being responsible for all cooking and sleeping arrangements while camping, and the Girl Scout Volunteer providing approved outdoor activities (for example, looking at the stars or observing bugs). The Girl Scout volunteer does not provide or instruct girls on outdoor cooking, sleeping in soft-sided structures, fire building, pocket knife handling, or other camping skills unless the volunteer is an Outdoor Trained adult. In the absence of an Outdoor Trained adult, family camping is the only allowed outdoor option for overnight accommodations, though groups that have supervision by a Stepping Out trained adult are allowed to participate in overnight experiences with indoor accommodations.

Daisies may feel most comfortable in this setting. Family camping is likely to involve non-Girl Scout participants. Make sure to include purchase of insurance for non-Girl Scout participants in planning for a family campout (See Plan 2 Insurance Enrollment Form on GSCCC website).

Sleeping Arrangements
The Stepping Out trained adult has a responsibility to ensure that the following guidelines for safe sleeping arrangements are followed for any overnight trips.

- **Separate Beds** Each participant has her own bed. Separate, side-by-side sleeping bags are considered individual beds. Parent/guardian must be notified if girls are to share a bed.
- **Privacy** Respect each person’s modesty. Plan for private changing spaces on overnights or any events where changing of clothes may be needed (such as a trip to the beach).
- **Female Adult Supervision** It is not mandatory that an adult sleep in the same sleeping area (cabin, motel room, designated room in a museum, etc) with the girls. If an adult female will use the same sleeping area as the girls, there should always be a minimum of two unrelated adult females present. Two adults should be accessible to girls during the night.
- **When Males Chaperone** Males may participate in overnights only if separate sleeping quarters and bathrooms are available for their use. Males may not sleep in the same space as girls and women. In some circumstances, such as a museum or mall overnight with hundreds of girls, this type of accommodation may not be possible. If this is the case, males must either sleep in a separate area or arrangements for female supervision must be made.
- **Family Arrangements** During family or parent-daughter overnights, one family unit (including males) may sleep in the same quarters where areas are designated to accommodate a family arrangement.
Indoor Overnights

Overnight experiences and travel may involve accommodations in private homes, museums, hotels, or through organized lock-in events. Planning for these activities vary in risk and require differing strategies depending on the particular accommodation chosen. A Stepping Out trained adult (male or female) must be present in the facility for all indoor overnights. Girls should not enter a male sleeping area during sleep time, so ensure that a female chaperone is accessible in case help is needed during the night. See the Appendix for Travel Volunteers in Volunteer Essentials for more travel safety and security tips.

Accommodation Safety

- Know your girls. Have they been prepared for the situations they might encounter?
- Is the location safe? Utilize travel reviews and Google Street view.
- Hotels and motels with interior hallways and with keyed building access are preferred over those with open exterior doors.
- Suites for multiple occupants (i.e., an adult plus several girls) are preferred. Connected rooms is recommended.
- Girls cannot share a room with any males other than her family; confirm arrangements for separate sleeping and restroom facilities for males.
- Notify parents of any shared (same bed) sleeping arrangements.
- Make sure girls know where chaperones will be sleeping in case help is needed during the night.

Courtesy

- Respect each person’s modesty. Make sure private spaces for changing clothes are available as needed.
- No running or inappropriate behavior that would reflect poorly on Girl Scouts.
- No inappropriate words, voices or noises in the rooms, hallways, or public areas.
- Respect quiet time and facility usage hours (pools, workout room).
- Use resources wisely
- Know reservation details about check-in/out times, persons per room. Carry a copy.

Be Prepared for Emergencies

- Designate a safe place outside the building in case of emergency evacuation. Consider practicing the route if destinations aren’t obvious.
- Make an “If we get separated” plan and communicate it to all participants. Practice the buddy system and head counting sound off.
- Share itinerary with all participants and their parents/guardians.
- No swimming unless there is a lifeguard and watchers per the Swimming Safety Activity Checkpoint.
- Consider whether meals, especially hotel provided continental breakfasts, are appropriate for all participants or will you need to supplement due to health/allergy issues?
## Overnight Challenges and Suggestions

Here are some typical challenges and solutions for group overnight issues:

<table>
<thead>
<tr>
<th>Issue</th>
<th>Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional or Physical Complaints</td>
<td></td>
</tr>
<tr>
<td>● Feeling excluded</td>
<td>• Mix up the girls and assign partners</td>
</tr>
<tr>
<td>● Feeling bored</td>
<td>• Assign tasks (Kaper Chart)</td>
</tr>
<tr>
<td>● Feeling ill</td>
<td>• Sing songs or play active games</td>
</tr>
<tr>
<td>● Mix up the girls and assign partners</td>
<td>• Listen and address her concerns</td>
</tr>
<tr>
<td></td>
<td>• Call parent/guardian in the event of illness</td>
</tr>
<tr>
<td>Homesickness</td>
<td></td>
</tr>
<tr>
<td>● Parents overemphasis on being away</td>
<td>• Encourage young girls to bring a picture of mom</td>
</tr>
<tr>
<td>● Missing family</td>
<td>• Make sure it is not another issue for example, she had an accident.</td>
</tr>
<tr>
<td></td>
<td>• Distract with fun games</td>
</tr>
<tr>
<td></td>
<td>• Allow girls to call home and reassure it is okay and we will try again another time.</td>
</tr>
<tr>
<td></td>
<td>• For Brownies and older, ask the girl to talk about her family, pets, things she likes to do at home.</td>
</tr>
<tr>
<td></td>
<td>• Sit or walk side by side with the girl instead of face to face when having a discussion with an upset girl.</td>
</tr>
<tr>
<td></td>
<td>• When private conversations are needed, stay in view of other girls and/or adults to maintain safety.</td>
</tr>
<tr>
<td>Night sounds</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Night sounds and shapes are not so bad once you see what’s making them.</td>
</tr>
<tr>
<td></td>
<td>• Use flashlights to pick out locations of sounds and shapes that might appear scary with the lights out – before the lights go out for the final time.</td>
</tr>
<tr>
<td></td>
<td>• Consider bringing a nightlight, glow bracelets, extra flashlights.</td>
</tr>
</tbody>
</table>
Bed-Wetting

Accidents happen! And, for 10% of 8 year olds, this is a *normal occurrence*. Focus on clean-up and let the girl lead the conversation comfort level. Consider bringing an extra bag or blankets.

- Help the girl: have her wash herself and change clothes.
- Ziploc/bag her clothes or wash and hang dry as time permits.
- Air dry her sleeping bag for the day. If unable to use, is anyone willing to share extra blankets?
- Ask a parent to bring a fresh sleeping bag.

Behavior

- Try a new activity or partner/group
- Recognize good behavior and model enthusiasm
- Ask the girl to help others, lead a song, or give her a specific task
- Letting girls have a say in the planning of the activity will decrease the likelihood of misbehavior.
- Offer a snack or a break. Fatigue and hunger can lead to behavior problems and short tempers for both girls and adults!
- If a girl becomes physical or you feel unable to handle the situation, then call the parents and send her home.
Transportation

Get Ready to Go!
The Stepping Out volunteer can help the group get ready to go. Encourage girls to be involved in making decisions on what to bring and to pack things themselves. Communicate with parents and provide packing lists that include what to bring and what to wear, even for smaller day trips.

Packing Reminders:
- Bring Snacks!
- Bring refillable water bottles!
- Bring trash bags and supplies in case motion sickness strikes!
- Consider supplies: Group vs Personal.
- Suggestion: Pack 2 bags per girl - 1 to carry with them, 1 inaccessible while traveling.
- Be specific on baggage limits due to vehicle storage and ability for girls to carry their own gear.
- Stow all cargo so that sudden stops or impact won’t result in injury.

When traveling together as a group, the Stepping Out trained adult should check that travel plans adhere to guidelines found below for public or private transportation and in the section “Transporting Girls” in Chapter 4 of Volunteer Essentials which covers private transportation (including privately owned vehicles, rentals, and chartered vehicles).

Choose Public Transportation – Whenever possible, choose public transportation (trains, commercial airlines, bus lines, and ship lines). These common carriers are preferable because they have set standards for equipment, personnel, and insurance.

  o Discuss behavior expectations with girls: Both personal safety and respect for other passengers
  o Have an emergency plan
  o Confirm tickets/reservations for each rider
  o Follow all rules required by the carrier
  o Stow belongings properly: ensure items will not fall on passengers, keep aisles clear, and do not take up extra seats
  o Be prepared: Know the route, fares, wait times, transfers, gate numbers, walking distances, etc.
  o The use of Uber/Lyft or any similar “shared vehicle transportation” company is not recommended.

Private Transportation – If public transportation is not possible, private vehicles are suitable for Girl Scout travel only if

  o Drivers are approved volunteers at least 21 years old that have a good driving record, a valid license, and a registered/insured vehicle may transport girls in private vehicles
  o Each passenger is in a legal seat, wearing a seatbelt at all times. (Camper/RV passengers must wear seatbelts and must sit in seats designed by the manufacturer for that purpose.)
  o Drivers adhere to all state laws including those regarding booster seats and requirements for children in rear seats.
  o The following are NEVER suitable for transporting girls: Flatbed or panel truck, the bed of a
pickup, fifth-wheel camper trailer, campers that fit onto pickup flatbeds, or the body of any other trailer.

- Rental of 15 passenger vans is not recommended and a commercial license is required in order to carry 12 or more passengers

In case of an accident, the vehicle owner’s insurance is the primary applicable insurance. Review the Section “Transporting Girls” in Chapter 4 of Volunteer Essentials for additional details including how to maintain girl-adult ratios when using private cars and a safety checklist for drivers.

Drivers carrying Girl Scouts must carry a

- First Aid Kit

and the following paperwork:

FOR EACH DRIVER:
- First aid log,
- Council Emergency Procedures form, and
- Incident and Injury Report form

FOR EACH GIRL IN A DRIVER’S CAR:
- Annual Permission,
- Health History, and
- Girl Release to other than Guardian

FOR ONE ADULT LEADER IN THE GROUP:
- Approved: Trip or High Risk Form
- Signed: Parent Permission Forms
First Aid

A **First Aid kit** is required for all Girl Scout activities. See Volunteer Essentials, Chapter 4 for suggestions. Forms to include in your kit are First Aid Log, Council Emergency Procedures, and Incident and Injury Report. A troop roster is also recommended.

**NOTIFY COUNCIL WITHIN 5 DAYS OF ANY INCIDENT REQUIRING MEDICAL TREATMENT**

by following the procedures in the [Council Emergency Procedures](#) form and filing an Incident and Injury Report.

**A First-Aider** is the person who has current certifications in First Aid and CPR. The Stepping Out trained adult is responsible for knowing when a First-Aider is required and ensuring that the group plans for their attendance, and assists the First-Aider in handling emergencies and communicating with Council, if needed. It is recommended that all troop meetings be attended by a First-Aider, and a First-Aider is required for all travel beyond the regular troop meeting location and for any cooking activities requiring the use of heat or sharp tools.

The First-Aider should be relied upon for treatment of injuries and illnesses. The **Stepping Out** trained adult should ensure that medications are handled according to the Council guidelines below.

**Medication Guidelines**

1. No girl will be given any prescribed or over-the-counter medication without prior, expressed written approval and specific instructions from the custodial parent/guardian.

2. No medication will be administered unless it is in the original container. All over-the-counter medication that a girl brings MUST be marked with the girl’s name on the label; all prescriptions MUST have the girl participant’s name clearly printed on the label, as prescribed for the girl by a medical doctor.

3. All medications must be placed in a sealed plastic bag and will be taken from the girl’s possession at the beginning of the activity and will remain in the possession of the adult in charge. Medications will be returned to the girl at the end of the activity. Physician-identified emergency medications such as a bronchial inhaler or epi-pen may be carried by the girl with written permission from the custodial parent/guardian. If such emergency medicine is carried in a bag or backpack, whether carried by a scout or an adult, the pocket should be clearly labeled so that it can be retrieved quickly in case of emergency with, for example, brightly colored tape or a lanyard.

4. Participants may keep over-the-counter insect repellant (non-aerosol), sunscreen, and anti-itch lotion/ointment that they bring in their possession, but parents must provide written approval for use.
The Stepping Out adult can also help Girl Scouts to Be Prepared in order to avoid accidents and injuries in the first place. This includes anticipating and preparing to handle adverse conditions such as animal or poisonous plant encounters, a lost scout, dressing for the weather, and taking safety precautions in the kitchen.

### Poison Oak

**“LEAVES OF THREE, LET THEM BE”**

Its leaflets are shiny, in groups of three, and are definitely oak-leaf shaped. It usually grows as a low shrub with many white to red berries. It can cause a painful rash when the leaves or stems are rubbed against, even when the plant has no leaves at all.

To treat: Wearing gloves, pull back clothing upon itself, and then wash contact area with soap and cold water.

Anti-itch lotion/ointment may be applied if brought by the child and itemized on the Medication Permission form.

### Wild Animal Safety

When Stepping Out with Girl Scouts, encountering wildlife is common within our council boundaries. As Girl Scouts, we respect all living things and do not harass or harm them in any way. Most often, you will encounter small animals, birds, reptiles, and insects that are no threat to people. Teach girls to avoid wildlife and to respect the animal’s space within their natural environments.

Occasionally, Girl Scouts will encounter dangerous animals. One of which is the venomous Pacific Rattle Snake. If you encounter a Pacific Rattle Snake, back away slowly and when safe to do so, turn and walk in the opposite direction. Never harass or harm any snakes.

Very rarely will Girl Scouts encounter large dangerous mammals such as Mountain Lions and Black Bears. These large animals do not frequent heavily populated areas; yet, there is a chance you may encounter one on a hike. If Girl Scouts do encounter a large dangerous mammal, make as much noise as possible and **do not run**! Mountain Lions will eventually move away on their own. Backing away slowly and at an angle, will appear non-threatening to a Black Bear and will increase the opportunity for it to lose interest and move away from your group.

If you do encounter a large dangerous mammal, once it is safe to do so, contact 911. It is important for authorities to track these animals if they are encroaching on heavily populated areas.

**Animal Bites or Scratches**

Girl Scouts should never feed or handle wildlife due to the possibility of bites or scratches. Feeding wild animals is dangerous for girls and bad for wildlife that may become sick or lose their foraging instincts from consuming human food. Wild animals willing to be handled by a human may be sick or injured. Call animal control instead. Even family pets can bite or scratch. Girl Scouts should not handle pets without the permission of their owners. **Any animal bite or scratch that breaks the skin, must receive a medical examination right away.**
Dressing for the Weather

Faced with varying weather conditions in the out-of-doors, girls must be able to select, put on, and care for outdoor clothing. “Be prepared” for sudden changes in temperature. Dressing appropriately can ensure well-being and enjoyment in cold or hot weather.

Each Safety Activity Checkpoint provides specific suggestions related to the event but there are some Girl Scout standards:

1. **CLOSED-TOED, CLOSED-HEEL SHOES** should be comfortable and provide good support; roomy but not too large. “Broken-in” before long treks.
2. **SOCKS** help prevent blisters; tall socks reduce scratches and bug bites.
3. **LONG PANTS** offer better protection from the sun, wind, and scratchy plants than shorts.
4. **SHIRTS** that cover the shoulders and have sleeves offer sun protection.
5. **HATS** with a visor reduce sunburns, heat stroke, and eyestrain in the heat or sun. Sunglasses are also recommended. Head-wear on a cold night conserves body heat.

Layering involves wearing a number of loose-fitting garments rather than one or two heavy garments. These must provide warmth/sun protection and ventilation without hindering mobility or adding weight. Helping the body regulate body temperature and prevent hypothermia (lowered body temperature) or hyperthermia (elevated body temperature) is very important.

- **SKIN LAYER** - Should wick perspiration away from your skin.
- **MIDDLE LAYER** - Light wool or fleece for warmth (as needed).
- **OUTER LAYER** - Protection from wind and wetness. May provide additional warmth.

Knowing the characteristics of fabrics to suggest to girls will make clothing selection easier.

- **COTTON** allows air circulation for staying cool. However, it soaks up and retains water. For instance, denim can double or triple in weight when wet and take a long time to dry.
- **LYCRA-SPANDEX** stretches and has options to retain heat or keep you cool. Most resist water and wick moisture from the skin. Quick-drying
- **FLEECE OR PILE** sheds water, insulates well, and is lightweight; machine wash and dry. When wet, pile gains only 2% in weight compared to wool’s gain of 40%.
- **WOOL** helps retain body warmth even when wet. It dries quickly and sheds water. Wool blends are the best socks. However, wool is heavy and washing care can be difficult. Wool blends are lighter and can be machine washed.
- **NYLON** is available in many grades that vary in durability, strength, wind and water resistance. These are usually quick-drying, resist abrasions, and can be inexpensive.
- **LIGHT COLORS** are best in the heat because they reflect the sun’s rays.
- **DARK COLORS** are best in the cold because they absorb the sun’s rays.

Other suggested items to wear:

- **BANDANAS** have many uses! For sun protection, to hold back hair, as a mask around fires. For first aid: as a sling, as a tourniquet, to wet and apply to the neck when hot.
- **WHISTLE ON LANYARD** should be worn at all times and used in an emergency.
Preventing Lost Scouts

Use the buddy system. Count heads often. Prepare Girl Scouts with a meeting place where they can wait should they become separated from the group. Consider wearing name badge holders with emergency contact information inside when on field trips. Younger girls can learn their own phone numbers. Older girls should have leaders’ phone numbers. When hiking, carry whistles. Three blasts is the customary distress signal.

Streetwise Safety

- Have an adult at the front and at the end of the group.
- On sidewalks, break up into twos and threes, but don’t spread out and block the way.
- At crosswalks, wait together for a light and cross together without stragglng.
- Along a roadway, walk on the left side facing traffic, forming a single line if narrow.
- Wear something white or florescent at night and carry a flashlight.
- Keep together on buses and trains, and be considerate of others.
- When riding bicycles, wear helmets, know and obey traffic regulations.

Kitchen Safety

An **Outdoor Trained adult** is required before Girl Scouts receive instruction or cook with a campfire, barbecue, camping stove, solar heat, or any other outdoor heat sources.

Under supervision of a **Stepping Out trained adult**, Girl Scouts may use conventional indoor kitchen appliances for cooking with heat.

For any activity that includes preparing food with heat or sharp tools a **First-Aider** is required.

There are many things girls can learn to start their cooking experience, such as peeling potatoes and carrots, chopping vegetables for salads, and cutting shapes to make a fruit bowl with the supervision of a First-Aider. They can also make healthy, blended smoothies and fresh juices. With the additional supervision of a Stepping Out trained adult, they could make a soup on the stove or bake cookies. Learning the skills for the safety, care, and clean-up of the tools to make these foods is just as important as the cooking itself.

The **Stepping Out trained adult** should facilitate establishing behavior expectations in the kitchen, fire safety rules, and emergency procedures with the girls. Have an appropriate fire extinguisher at hand and know how to use it. First aid for burns and cuts is mainly the
responsibility of the First-Aider, however, each age level has a First Aid badge and girls can progressively learn first aid skills. Even Daisies can practice Stop, Drop, and Roll fire safety for the Safety Pin before a cooking with heat activity. The Stepping Out volunteer should also consider the age, experience, and skill level of the girls assessing readiness and appropriate progression when planning a cooking activity with girls and other leaders. Finally, the Stepping Out adult should make sure everyone is included by considering those with food allergies and religious or other dietary requirements.

The Girl Scout safety procedures are:

Around Heat Sources
- Pull back loose hair
- Remove dangling jewelry
- Roll up long sleeves
- Do not wear plastic garments that may burn
- Wear closed toe shoes

General kitchen safety includes:

<table>
<thead>
<tr>
<th>Food Handling</th>
<th>When Using Knives</th>
<th>Around Stove or Oven</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Wash hands</td>
<td>• Learn knife skills with progression: plastic knife or butter knife before a sharp knife</td>
<td>• Use a fire extinguisher or smother fire with baking soda or pot lid. Never use water on a cooking fire.</td>
</tr>
<tr>
<td>• Keep raw foods separate from cooked ones</td>
<td>• Pass knives by offering the handle</td>
<td>• Turn pot handles toward the back</td>
</tr>
<tr>
<td>• Don’t taste uncooked food</td>
<td>• Sharp knives are safer to use than dull ones</td>
<td>• Keep potholders and towels away from burners</td>
</tr>
<tr>
<td>• Clean up spills right away to prevent falls</td>
<td>• Knives dropped into a tub of dishwater can be hard to see and cut someone</td>
<td>• Confirm appliances are off when finished</td>
</tr>
</tbody>
</table>
Environmental Protection

In Nature

- Be sure to leave gates open or closed as you found them.
- Get permission to go on private property.
- Only pick fruits, vegetables, or flowers on private property when you have permission.
- Stick to paths across farmlands or go around fields when no paths exist.
- Stay on trails in wild lands, and leave trail signs and markers as you found them.
- Leave bark and twigs attached to trees.
- Leave trees, any wooden structures, and any sandstone formations clean and free of carvings or graffiti.
- Encourage appreciation of nature, without desire for possession.
- Spare the wild flowers. Let them live in your heart, not die in your hand.
- Respect the home of any living thing.
- Keep lakes and streams clean and safe.
- Give wildlife of all sizes, even bugs, respect and space.
- Follow Leave No Trace (LNT) principles.

At the Beach

- If you pick something up from a tide pool, replace it as you found it. Even empty shells can become homes for small sea animals.
- Many living things attach themselves to rocks, only pick up living things that are not attached to their environment!

When Cleaning Up

- While picking up trash, use gloves. Girls are NEVER to touch medical refuse.
- Recycle glass and plastic bottles. Use thick, protective gloves for broken glass.
- Put recyclables in proper receptacles when available or carry them home to proper facilities.
Leave No Trace

Minimal impact is a method that encourages each person to live lightly on the land and leave no trace of their presence after a trip or activity outdoors. Minimal impact skills require each person to adopt a code of behavior that reflects a commitment to preserving Minimal impact outdoor activities require advance planning and on-the-spot action. Through these experiences, girls learn and understand how they can apply these skills so they leave no mark on the land. Each girl can learn and practice simple activities that will lead to an understanding and application of minimal impact outdoor activities and camping. Please follow the principles of Leave No Trace when participating in outdoor activities. For more information on Leave No Trace visit their website at Int.org or contact the GSBDC Program Department at 304.345.7722 or 800.756.7616.
Skill Development and FUN!

Travel and outdoor activities are intended as a learning and leadership experience for Girl Scouts. It is not a time for the Girl Scouts to play while the adults do the work. Adults teach, advise, supervise, and exercise patience, while Girl Scouts learn to do things for themselves. Part of Girl Scout responsibility is for each girl member to help with the planning, the fun activities, set-up, tear-down, and all clean-up activities.

The Stepping Out Volunteer’s role is to coordinate girl planning and communicate with parents about equipment, supplies, the group budget and shopping, meals, and pocket money. Help girls delegate jobs with a kaper chart. Communicate and delegate jobs to parents (and girls as appropriate for their age and progression) concerning gathering/borrowing/renting/buying equipment, supplies, and food. Depending on the activity or trip, equipment preparation might involve a personal packing list (help girls come up with it, then communicate it to parents) and/or gathering of shared group equipment. Involve girls in budgeting decisions as much as their age and experience allows. Communicate costs of activities to parents.

Activity Ideas for Skill Development and Fun

- Games, songs and skits are fun during car rides or sleepovers – no matter the age!
- Earn Badges or complete steps for a Journey
- Include balanced amounts of activity, fun, and down time.
- Take ceremonies outside - Investiture, Girl Scout’s Own, Bridging
- Explore - Beaches, Park, Trails, Mountains – Museums, Historic Places, Tour Businesses
- Visit GSCCC events and Program Centers
- Connect with other Girl Scouts
- Include community service - Beautification, Collections, Flag Ceremony, Food Pantry
Sit-Upons

Girl Scouts make sit-upons primarily to use when the ground is damp or to keep their clothes clean. Below are a few suggestions for making sit-upons.

**Pattern.** Cut waterproof material (vinyl / plastic table cloth or shower curtain) into two squares large enough to sit upon. Choose filling material (newspaper, fiberfill, foam, lightweight carpet scrap) and place between waterproof squares. Overcast the edges of the squares, fastening them together using a yarn needle threaded with yarn or string. Another choice is to use a hole punch to punch holes 2" or 3" apart around all four sides and overcast using long shoelaces, knotting at corners.

**Try ECO Choices:** Decorate and waterproof a pair of shorts or jean cut-offs, sewing openings closed after stuffing. Use fabric or a belt to carry around their waist on hikes. Try other plastic-free, eco materials such as burlap or canvas fabric for the outside and coconut coir, which is naturally water resistant, for stuffing. Coconut coir can be found in the gardening aisle.

**Bucket Sit-Upons:** Use a clean, 5 - gallon bucket with lid. Make a pattern of the top, inside part of the lid. Cut this circle out of stiff cardboard (base) and another out of fiberfill, foam, or carpet (filling). Cut a circle of heavy vinyl (top) 3-4" bigger all around than your seating circles. Baste all around the vinyl circle with heavy thread to make a drawstring, with an inch border outside the sewing line. Lightly glue FILLING to inside of TOP, then to BASE. Using the end of the thread, gather vinyl and pull tight, and tie off. Duct tape the end of the thread to the cardboard. Apply epoxy, NOT a water-based glue, to the bucket lid and pad and press onto lid. Leave a heavy item on top until dried.
S.W.A.P.S. (Small Whatchamacallits Affectionately Pinned Somewhere)

These are handmade, little remembrances that one Girl Scout gives another. They may include event names, dates, and troop numbers. Do NOT include edible foods or personal information. Typically, they include a safety pin or some way to attach them to clothing or a hat.

Swapping promotes friendship and encourages girls to as well as being great mementos of group events. Remember to make extras!

Etiquette includes giving a swap, even when another girl may not have one to give. It is considered rude to give away SWAPS that were given to you. Carry the two separately.

Cooking Ideas

Remember that whether or not these cooking activities are planned so that Girl Scouts themselves use sharp tools or indoor conventional kitchen appliances will determine whether a Stepping Out trained adult and/or a First-Aider is required, (see the Kitchen Safety section above). Additional recipes and cooking ideas can be found in other Girl Scout Program materials.

S'mores in the oven – place graham cracker squares in the bottom of a 9” X 13” dish and place a large marshmallow on top. Place under broiler until browned. Be ready with chocolate pieces and more graham cracker to cover them when removed from the oven.

International Fruit Salad – collect fruits to make a fruit salad originally from other nations and compare location and climate to where we live.

Stone Salad – everyone brings a salad fixing. Prepare as needed and offer ingredients separately or mixed. Have the group make salad dressings and have a “senses test”.

Popcorn in a bag – take 1 paper lunch bag. Add 1/4 cup uncooked popcorn kernels. Close top of the back with a rubber band 1” from the top. Place it in the center of the microwave. Set on HIGH for 5 minutes. Turn off microwave when you can count 3 seconds between pops. Use a potholder to move to a counter top and let cool 1 minute. Cut off the rubber band and enjoy plain or add melted butter or other toppings.

Tacos or burritos – girls can make everything from the tortillas to the salsa, including lemonade with the leader’s help.

Cookies! – Make cookies from a mix, from basic ingredients, or use Girl Scout cookies and make a new creation. Incorporate a service project to say thank you to a local hero, or say hello to a group that needs a cheerful visitor.
Basic Forms

A set of basic participation forms, described in the following table, is needed for EACH GIRL for ALL Girl Scout Activities. They should be carried by the troop or group leader for ALL events including regular meetings. They are also carried by the driver of any vehicle carrying a scout who is not the child of the driver. (Consider carrying a Health History Form for each adult. It is optional but may be helpful in case of emergency.)

The Basic Forms table also includes forms for handling injuries and emergencies which are to be carried during all activities and with drivers as part of their First Aid Kit.

### FORMS FOR BASIC PARTICIPATION

<table>
<thead>
<tr>
<th>Form Name</th>
<th>Purpose</th>
<th>Completed By</th>
<th>Submitted To</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Forms for EACH GIRL for ALL Activities:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual Permission Form</td>
<td>Grants permission to girls to attend local meetings or events that are within 60 miles of the normal meeting place or no longer than 6 hours in length, participate in non-high-risk activities, and participate in product sales.</td>
<td>Parents</td>
<td>Troop or Group Leader, Drivers</td>
</tr>
<tr>
<td>Health History</td>
<td>Grants permission for girls to receive medical treatment in case of emergency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girl Release to other than Guardian</td>
<td>List of those authorized to pick up a girl other than her parent or guardian</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Injury and Emergency Forms:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Council Emergency Procedures</td>
<td>Steps for leaders for handling an emergency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incident and Injury Report</td>
<td>For notifying Council and Service Unit in case of an accident or injury</td>
<td>Leader</td>
<td>Chief Operating Officer and Service Unit Manager</td>
</tr>
<tr>
<td>First Aid Log</td>
<td>For recording all first aid treatment rendered including minor injuries</td>
<td>First Aider</td>
<td>Council, if requested</td>
</tr>
</tbody>
</table>
For field trips and travel away from the regular meeting place and for high adventure activities that are riskier in nature, additional approval from the Service Unit, GSCCC Council, and parents may be needed to participate. Approval for these activities is requested through additional forms beyond the three basic participation forms. These forms are described in the next two tables: Forms Description and Form Submission Lead Time.

**NOTE:** Volunteers are not authorized by Girl Scouts to sign any contracts or hold harmless agreements. Ask your Service Unit Manager or GSCCC Membership Manager to review and sign these.

### FORMS DESCRIPTION

<table>
<thead>
<tr>
<th>Form Name</th>
<th>Purpose</th>
<th>Complete d By:</th>
<th>Submitted To:</th>
<th>Permission Granted By:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Trip or High Risk Approval Form</strong></td>
<td>For requesting permission from Service Unit or Council for participation in activities not covered by the Annual Permission Form</td>
<td>Leader</td>
<td>Service Unit</td>
<td>Service Unit or Council</td>
</tr>
<tr>
<td><strong>Parent Permission Form - Specific Trip</strong></td>
<td>For requesting permission from parent or guardian for activities not covered on the Annual Permission form</td>
<td>Leader</td>
<td>Service Unit</td>
<td>Service Unit or Council</td>
</tr>
<tr>
<td><strong>High Risk Activity Permission Form</strong></td>
<td>For requesting permission from parent or guardian for high adventure activities not covered on the Annual Permission form</td>
<td>Parent</td>
<td>Leader</td>
<td>Parent</td>
</tr>
<tr>
<td><strong>Physician Medical Release</strong></td>
<td>Required for some activities including resident camp</td>
<td>Doctor and Parent</td>
<td>Council or Camp Administrator</td>
<td>Doctor and Parent</td>
</tr>
<tr>
<td><strong>Plan 2/3 Activity Insurance</strong></td>
<td>For requesting insurance for non-Girl Scout children and adults attending a Girl Scout event Or For insurance for certain traveling Girl Scouts</td>
<td>Leader</td>
<td>Council - To the mailing address on the form</td>
<td>Council</td>
</tr>
</tbody>
</table>
## FORM SUBMISSION LEAD TIME

<table>
<thead>
<tr>
<th>Form Name</th>
<th>Activity Type</th>
<th>Approved by:</th>
<th>SU</th>
<th>Council</th>
<th>Submitted to SU in Advance of the Activity Date By:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Trip or High Risk Approval Form (THR)</strong></td>
<td>Any field trip more than 60 miles away from the regular meeting location</td>
<td></td>
<td>✓</td>
<td></td>
<td>2 weeks (3 weeks preferred)</td>
</tr>
<tr>
<td></td>
<td>Any activity, event, or field trip that exceeds 6 hours including time for transportation</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Any trip of 3+ nights</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>3 - 6 months and updated at 6 weeks prior</td>
</tr>
<tr>
<td></td>
<td>Any trip including air travel</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Any international travel</td>
<td></td>
<td>✓</td>
<td></td>
<td>1 - 2 years and updated at 6 months prior</td>
</tr>
<tr>
<td></td>
<td>Any activity listed on the High Risk Activity Permission Form.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Any other activity of height, speed, or requiring participants to wear a helmet.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Any day hike or backpacking where participants will be located more than 30 minutes from emergency services.</td>
<td></td>
<td></td>
<td></td>
<td>3 weeks</td>
</tr>
<tr>
<td></td>
<td>Any activity in Safety Activity Checkpoints that requires the leader/instructor to have additional training or documented experience.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Except when vendor approval is required, next box:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vendor Approval: When the high risk activity will be led by a professional whose services are hired or donated to the scouts *</td>
<td></td>
<td>✓</td>
<td></td>
<td>3 months</td>
</tr>
<tr>
<td><strong>Parent Permission Form - Specific Trip</strong></td>
<td>Accompanies any Trip or High-Risk Approval Form submission</td>
<td></td>
<td></td>
<td></td>
<td>As above for THR</td>
</tr>
<tr>
<td></td>
<td>Recommended, but not required, for cooking and swimming activities that do not otherwise require a Trip or High Risk Approval Form for any of the reasons listed above.</td>
<td></td>
<td></td>
<td></td>
<td>Not submitted, used only between leaders and parents</td>
</tr>
<tr>
<td><strong>High Risk Activity Permission Form</strong></td>
<td>Accompanies Trip or High-Risk Approval Form submission when concerning a high risk activity</td>
<td></td>
<td></td>
<td></td>
<td>As above for THR</td>
</tr>
<tr>
<td><strong>Plan 2/3 Activity Insurance</strong></td>
<td>Plan 2: Any activity that includes participants who are not registered as Girl Scouts. ** Plan 3: Accident, Sickness, and Travel insurance for longer trips.</td>
<td></td>
<td></td>
<td></td>
<td>3 weeks</td>
</tr>
</tbody>
</table>
* For example, a bike ride conducted by troop leaders can be approved in 3 weeks, but a group surfing lesson from a hired professional or whitewater rafting booked with a rafting company needs 3 months advance notice.

** For example, a family campout with unregistered siblings and parents.

If something comes up and you are unable to submit forms in a timely manner, please contact GSCCC at 800-822-2427 or info@girlscoutscccc.org so we can assist you.

### Required Adult Training

The next table shows how activity progression for girls meshes with training progression of adults. When supervising scouts, different adults in the group may carry the training required for the activities included in the event. Many activities require training beyond Stepping Out. Not every possible activity/training is included in the table. Always check Safety Activity Checkpoints or seek guidance from your Service Unit or Council for determining which specialized trainings are required.

First, **any and every** Girl Scout activity or meeting requires an adult Girl Scout Leader with:

- GSUSA Registration
- Volunteer Application/Background Check
- GS101
- Volunteer Essentials
- Face2Face Meeting
- First Aid Kit

The Stepping Out trained adult should be aware of training available to Girl Scout Volunteers and check that appropriately trained adults are included whenever the group will have an outing away from the meeting place or a cooking activity. Training required includes Leaders, First-Aiders, Stepping Out adults, Outdoor Trained adults, Lifeguards, and adults with other specialized training as needed.
# SAMPLE ACTIVITY AND TRAINING PROGRESSION

<table>
<thead>
<tr>
<th>If the Planned Activity Includes:</th>
<th>Then Required Adult Training is:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Stepping Out</td>
</tr>
<tr>
<td>Any field trip away from the regular meeting location</td>
<td>✓</td>
</tr>
<tr>
<td>Overnight with indoor sleeping accommodations (incl. home, hotel, museum)</td>
<td>✓</td>
</tr>
<tr>
<td>Overnight with outdoor sleeping accommodations (incl. tents, yurts, open air)</td>
<td>✓ ✓</td>
</tr>
<tr>
<td>No heat, no sharp tools cooking</td>
<td></td>
</tr>
<tr>
<td>No heat cooking using sharp tools such as knives or skewers</td>
<td></td>
</tr>
<tr>
<td>Indoor cooking with conventional appliances</td>
<td>✓</td>
</tr>
<tr>
<td>Outdoor cooking, incl. BBQ, box oven, open fire, solar oven, hobo stove, etc.</td>
<td>✓ ✓</td>
</tr>
<tr>
<td>Hiking within 30 minutes of services</td>
<td>✓</td>
</tr>
<tr>
<td>Hiking beyond 30 minutes of services</td>
<td>✓</td>
</tr>
<tr>
<td>Family camping</td>
<td>✓</td>
</tr>
<tr>
<td>Troop camping</td>
<td>✓ ✓</td>
</tr>
<tr>
<td>Outdoor skills instruction for soft-sided shelters, fire building, knife handling, outdoor cooking, etc.</td>
<td>✓ ✓</td>
</tr>
<tr>
<td>Backpacking (with no swimming)</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td>Swimming</td>
<td>✓</td>
</tr>
<tr>
<td>Firearms sports with girls over age 12</td>
<td>✓</td>
</tr>
<tr>
<td>Any activity on the High Risk Activity Permission Form</td>
<td>✓</td>
</tr>
</tbody>
</table>

* Specialty training depends on the activity. Check SAC for specific requirements. Examples include: ski instructor, small water craft certification, climbing instructor, whitewater rafting guide, shooting range safety officer etc.
Much of the job of a Stepping Out Volunteer happens before actually attending an event as a chaperone. Much of this role is carried out during planning stages for all events beyond the regular troop meeting. Work together with other group leaders in planning with girls and parents and assist the group in making sure that adequate supervision, training, and safety paperwork is complete. Adapt this checklist to the particular event or activity and refer back to sections of this manual as needed for more details.

**Progressions, Readiness, and Girl-Led Planning**

- Involve girls in planning
- Guide girls’ decision making to be inclusive and respectful
- Check chosen activities for appropriate progression
- Assess girl readiness
- Assess adult readiness

**Safety and Standards**

- Communicate Girl Scout Safety Guidelines to chaperones, parents, and girls
- Check Safety Activity Checkpoints
  - Confirm supervising adults have enough certification and training
  - Confirm minimum adult to girl supervision ratios
- Confirm purchase of insurance for any non-Girl Scout participants
- Inform parents of optional insurance
- Confirm that sleeping arrangements follow guidelines
- Confirm that transportation plans follow guidelines
  - Review guidelines with chaperones
  - Provide directions to chaperones
  - Review behavior expectations with girls
  - Confirm the number of seatbelts matches cars and drivers
- Secure tickets, registrations, and reservations
- Communicate with parents and girls
  - Trip rules, behavior expectations, and consequences
  - Trip itinerary
  - Costs
  - Sleeping arrangements
  - Packing List
  - Equipment and food needs
  - Delegated jobs
☐ Check freshness of first aid kit supplies
☐ Inform parents and chaperones of medication handling guidelines
☐ Discuss accident and injury prevention appropriate for the event with chaperones and girls

**Environmental Protection, Skill Development, and Fun!**

☐ Discuss environmental protection guidelines and Leave No Trace
☐ Check that the plan includes learning, leadership, and goals of the Girl Scout program
☐ Check that the plan includes FUN!

**Forms and Adult Training**

☐ Confirm GSUSA registrations for girls and adults

☐ Assess whether a Trip and High-Risk Form will be needed
☐ Set a timeline for submitting forms for approval
☐ Set a timeline for permission forms and any money collection with parents
☐ Confirm submission of Trip and High Risk form to SU and/or council

**YOU MUST RECEIVE APPROVAL - this is not just a “notification” process**

☐ Confirm that during any Stepping Out activity/trip, one adult chaperone carries:
  ☐ Current Basic Forms for each girl
    ☐ Annual Permission,
    ☐ Health History, and
    ☐ Girl Release to other than Guardian
  ☐ First Aid Kit containing:
    ☐ First Aid Log form
    ☐ Council Emergency Procedures form
    ☐ Incident and Injury Report form

Also, if required, one chaperone carries:
  ☐ **Approved**: Trip or High Risk Form
  ☐ **Signed**: Parent Permission Forms

Also, if driving by private cars, each driver carries:
  ☐ First Aid Kit with above three forms
  ☐ Basic Forms for each girl riding in their car

☐ Confirm that at least one adult accompanying the group has First Aid training
☐ Confirm that at least one adult accompanying the group has Stepping Out training
☐ Check that adults with any specialized certification or training required for the planned activity will be present and verify that their certification is current (for example: Lifeguard, GS Outdoor Trained, Ski instructor, etc)
Stepping Out Test

Click title for online fillable test or print and turn into your Service Unit Learning Facilitator.

1. List the seven (7) Key Ingredients of Outdoor Education in the order you find most important.

<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
<th>5.</th>
<th>6.</th>
<th>7.</th>
</tr>
</thead>
</table>

2. List the four (4) readiness characteristics to assess before an overnight event with Girl Scouts.

<table>
<thead>
<tr>
<th>a.</th>
<th>b.</th>
</tr>
</thead>
<tbody>
<tr>
<td>c.</td>
<td>d.</td>
</tr>
</tbody>
</table>

3. Number the following activities in the correct progression of outdoor exploration, 1 being 1st:

a. ___ Hike a nature trail outside of your neighborhood
b. ___ Walk around the block during a meeting
c. ___ Explore a local park and learn about birds
d. ___ Learn outdoor manners and establish a group agreement for outdoor activities.

4. True or False: Stepping Out trained adults may supervise making s'mores over a campfire.

5. What is the minimum number of adults needed when taking thirteen (13) Brownies to the Zoo?

6. In Volunteer Essentials, in what section do you find travel tips?

7. At what Girl Scout level may girls travel to another country?

8. List the 3 specific forms for each girl that must with the Leader / First Aider when the group is together, or with another responsible adult volunteer when the group is split (such as in vehicles)

A. 
B. 
C. 
9. Drivers carrying Girl Scouts other than their own daughter must have in their car no less than the previously listed forms, a First Aid Kit, and which 3 specific emergency/first aid forms?

10. Trip Applications require approval from Service Unit or Council. **Council Approval** is required **for what 3 circumstances** and must be submitted **how far in advance**?

11. What is the cost per person per day for “Plan 2” insurance for a non-registered adult or child who attends a Girl Scout activity?

12. What forms are required to spend 12 hours at an amusement park?

13. Your 25 Daisies are planning a pool party. Look at the Swimming Safety Activity Checkpoint (SAC). What 2 specialists are required? How many of each are required?

<table>
<thead>
<tr>
<th>Specialty</th>
<th>How many?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. Your girls have decided they want to go on a troop bicycle ride from their meeting place to a park within a half hour’s distance. What additional permission slips will parents need to sign?

15. Your troop is on a family camp-out. Each family is doing their own camp-stove cooking. One of the families has offered to host a campfire for the group. You would like to show the girls how to make banana boats and have the girls make them for their families. Why is this activity not permitted?

16. List 3 life skills that girls will gain when planning their own activities
# Stepping Out Course Evaluation

Name: ___________________________________________ Troop # __________________

Email Address: ________________________________________________________________

Phone#: ________________________________________________________________

Mailing Address: _____________________________________________________________

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>Somewhat</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand the purpose of taking trips outdoors and/or away from the regular meeting place in Girl Scouting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understand the importance of progression in outdoor education, travel, and cooking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understand how to assess girls’ readiness for an overnight</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understand how to use the Safety Activity Checkpoints</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understand the need for First Aid/CPR Cert. for outdoor activities and fieldtrips beyond regular troop meetings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understand the additional permissions required beyond the Annual Permission form, where to find the forms, and how to use them</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understand the requirements of High Risk Activity participation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understand the role of the Stepping Out trained adult and when additional training is needed</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Suggestions, Comments, Questions:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

When completed, please turn this test to your local Learning Facilitator for review. Alternatively, you may e-mail training@girlscoutccc.org or call 1-800-822-2427 for assistance.

Evaluator Name: ___________________________________________ Phone #: __________________

Additional Comments: _____________________________________________________________

Volunteer Informed of Test Status on: ___________________ Via: ____________________________