



## Daisy Outdoor Challenge #6

### Leave What You Find

**Materials:** 3 small puzzles (6-10 pieces), three bins (wash basins, Rubbermaid containers, baby pools, etc.), sand

**Objective:** Girls will be able to identify the Leave No Trace principle of “Leave What You Find.”

**Directions:**

**Activity One (Dino Dig):**

1. Set up three digs. Put sand in each bin and put puzzle pieces in each. In one, put all the pieces of the puzzle, in the put all but a couple, and in the last only put one or two pieces.
2. Split the girls into three teams.
3. Explain to the girls that they are going to be archaeologists. They should carefully dig to find pieces of their puzzle.
4. When they feel they have found all the pieces in their sand, have them put the puzzle together and look at what the pieces tell them.
5. Have them share out the story of what is happening in their puzzle, based on their pieces.

**Activity Two (Discussion):**

1. Now have a discussion. Ask the girls how easy it was to put their puzzle together. Discuss the importance to scientists of finding fossils or artifacts where they were originally deposited. Discuss the impacts of intentional vandalism or theft of fossils or artifacts. Discuss the effects of unintentional impacts, i.e.; driving off-road, hobby collecting, campsite construction.
2. Ask the group if they can think of other ways in which fossils and artifacts can be lost or damaged. Discuss ways in which these resources can be viewed and enjoyed on-site without damage. Remind the group that it is against the law to remove or destroy these resources!

- 3. Now ask what other things the girls should leave where they find. Pull out things like plants, wildlife, nests, etc.**

***Adapted from Leave No Trace Curriculum.***



## **Brownie Outdoor Challenge #6**

### **Know Before You Go**

**Materials:** each girl should bring a backpack full of things they would take on a hike (alternatively, you could have a selection of items that they could choose from), print pictures of realistic locations where you could go hiking and brief description of weather and terrain

**Objective:** Girls will be able to apply the Leave No Trace principle of "Know Before You Go."

**Directions:**

**Activity (Imaginary Hike):**

1. Have girls sit in small groups with their backpacks.
2. Ask girls to discuss in their groups where they might go on a hike, while unloading their packs, so everyone can see the contents.
3. Now give each group a picture and description of the location and have them read it.
4. Ask the girls, if they feel they are properly prepared for this hike.
  - a. Ask them if they have everything they need to stay safe on a hike to that location.
  - b. Ask them if they are prepared to leave no trace as they hike.
5. Talk about the importance of preparing before you go on a trip.
6. Ask the girls if it matters where they are going when they pack. Will they pack different items?
7. Ask the girls what they need to know about where they are going in order to be prepared. Answers may include:
  - a. Weather
  - b. Terrain
  - c. Group size
  - d. Length of trip
8. Ask the girls why they should know where they are going before they go.

*Adapted from Leave No Trace Curriculum.*

# **RALPH STOVER STATE PARK**

**1 mile of trails**

**The easy walking trails pass through many habitats near the millrace, along the Tohickon Creek and historic bridge, and Works Progress Administration-era structures.**



## **Average Weather in March**

**High: 50°F**

**Low: 27°F**

**Rainfall: 3.8 inches**

**Snowfall: 4.1 inches**

**Daylight: 12 hours**

# **HICKORY RUN STATE PARK**

**44 miles of trails**

## **BOULDER FIELD TRAIL**

**3.5 miles, more difficult hiking**

**The trail runs between Boulder Field and PA 534. A modest elevation change and the rocky nature of the trail near Boulder Field makes the 3.5 miles seem longer in distance. This trail runs through sections of hemlock, spruce, and beech forests. Bears, owls, white-tailed deer, turkeys, snowshoe hares, and ruffed grouse are sometimes encountered along the trail. Hikers should allow 4 to 5 hours for a roundtrip trek.**



### **Average Weather in March**

**High: 44°F**

**Low: 22°F**

**Rainfall: 2.8 inches**

**Snowfall: 8.8 inches**

**Daylight: 12 hours**

# **FRENCH CREEK STATE PARK**

**35 miles of trails**

## **BOONE TRAIL**

**6 miles, blue blazes, more difficult hiking**

**This loop trail connects all major attractions of French Creek, making it an excellent route to see the park. Start your trip at Hopewell Lake Boat Launch parking lot, Group Tenting Areas 13-18, campground contact station, or Hopewell Furnace Visitor Center (using connector trails). Several portions are steep and rocky, so wear sturdy shoes. It is closed to mountain bikes around Hopewell Lake.**



## **Average Weather in March**

**High: 49°F**

**Low: 30°F**

**Rainfall: 4.1 inches**

**Snowfall: 4.0 inches**

**Daylight: 12 hours**

# **RIDLEY CREEK STATE PARK**

**13 miles of trails**

**The trails pass through a variety of habitats throughout the central portion of the park.**



## **Average Weather in March**

**High: 51°F**

**Low: 35°F**

**Rainfall: 3.4 inches**

**Snowfall: 0.9 inches**

**Daylight: 12 hours**



# Get Outdoors Challenge

## Junior Outdoor Challenge #6

### Respect Wildlife

**Materials:** markings for safe zones (two ropes, four cones, a couple backpacks, etc.)

**Objective:** Girls will understand the effects of impacting wildlife, to help identify the importance of respecting wildlife.

**Directions:**

**Activity Part One (Discussion):**

1. Ask the girls what are some things that humans do that impact wildlife?

**Answers could include:**

- a. being too close to wildlife
- b. feeding wildlife
- c. leaving the garbage out
- d. leaving food out
- e. letting your dog off the leash
- f. being too loud
- g. walking through a habitat

**Activity Part Two (Tag Your Impacted!):**

1. Set up two end zones that are safe zones with the markers.
2. Have all other girls stand in one end zone and each choose a local animal to be. Have all girls go from one end zone to the other.
3. Now choose one girl to be "it." Assign her a specific impact, using those discussed at the beginning.
4. When the person who is it yells "impact," all the girls try to get across to the other end zone without being tagged.
5. If tagged, they become a different impact, and join the first impact.
6. Play until all or the majority are tagged.

**Activity Part Three (Debrief):**

- 1. Talk about the difference from running with no impacts to running when there were many. Was it easy? Difficult? How did you feel?**
- 2. Discuss how animals are impacted and how it is harder for them to live in an area when there are many impacts.**
- 3. Discuss why it is important to respect wildlife.**

*Adapted from Leave No Trace Curriculum.*

## **Cadette Outdoor Challenge #6**

### **Be Considerate of Other Visitors**

**Materials:** none

**Objective:** Girls will be able to apply the Leave No Trace Principle of “Be Considerate of Other Visitors.”

**Directions:**

**Activity (Campsite Interruptions):**

- 1. Split the girls into three groups. One group of campers and two groups of visitors.**
- 2. The group of campers should role play that they are enjoying nature at a campsite. Quietly watching birds, reading a book, listening to nature, etc.**
- 3. Give quiet instructions to each of the other groups.**
  - a. One group should come through quietly and respectfully, quietly saying hello, and passing through the campsite.**
  - b. The other group should come through loudly singing songs and carrying on, tromping through the campsite.**
- 4. Discuss with the group and ask the campers how they felt with each group passing through.**
- 5. Discuss other ways which might be disruptive to other visitors:**
  - a. Blocking the water access with a campsite**
  - b. Cleaning dishes in the water**
  - c. Playing music too loudly**
  - d. Putting litter in the fire**
- 6. Talk about the importance of being considerate to others when in the outdoors.**

*Adapted from Leave No Trace Curriculum.*



## Senior Outdoor Challenge #6

### Travel and Camp on Durable Surfaces

**Materials:** surface cards

**Objective:** Girls will be able to identify durable surfaces that are safe to hike and camp on.

**Directions:**






**Activity Part One (Observation):**






1. Have the girls take a few minutes outside and look around, identifying at least five different surfaces.
2. Have the girls rate the surfaces in order of how durable they are.
3. Discuss what makes a surface durable.

**Activity Part Two:**

1. Show the girls the eleven surface cards.
2. Have them take a few minutes and decide which they think are durable for hiking and camping and which are not.
3. Reveal the answers.
4. Talk about how the effects of numerous individuals on a surface would have an impact.

*Adapted from Leave No Trace Curriculum.*

<div>SLOPE</div> <div></div>	<div>Non-Durable</div>
<div>MOSS</div> <div></div>	<div>Non-Durable</div>
<div>WILDFLOWERS</div> <div></div>	<div>Non-Durable</div>
<div>WETLANDS</div> <div></div>	<div>Non-Durable</div>
<div>CRYPTOBIOTIC SOIL</div> <div></div>	<div>Non-Durable</div>

<div>SNOW</div> <div></div>	<div>Durable</div>
<div>GRASS</div> <div></div>	<div>Durable</div>
<div>ROCK</div> <div></div>	<div>Durable</div>
<div>SAND</div> <div></div>	<div>Durable</div>
<div>ESTABLISHED TRAIL</div> <div></div>	<div>Durable</div>

**GRAVEL**



**Durable**

## Ambassador Outdoor Challenge #6

### Dispose of Waste Properly

**Materials:** measuring tape, ruler

**Objective:** Girls will recognize the appropriate distance from water to dispose of human waste and clean dishes.

**Directions:**

**Activity Part One (How Far is 200 Feet?):**

1. Have the girls all start at one place.
2. Ask them to walk to two hundred feet and stop.
3. Mark where each girl stopped, by them either staying standing there, or putting a shoe down, etc.
4. Now measure two hundred feet with a measuring tape and see how accurate they were.
5. Explain that on average 200 feet is between seventy and eighty adult steps.

**Activity Part Two (Discussion):**

1. Ask the girls what types of activity should be done at least 200 feet from water. Answers should include:
  - a. Setting up camp
  - b. Washing dishes
  - c. Using the bathroom
2. Ask the girls if anyone has ever tasted a drink from a glass that didn't have all the soap rinsed out. Explain that is what the streams and other water sources taste like to animals when we wash our dishes directly in the water.
3. Ask if anyone has ever stepped in a pile of animal poop. Explain that is why we need to dispose of human feces properly in the back country. Disposing of human waste is done in the backcountry in a cathole.
  - a. A cathole is 6-8 inches deep and 4-6 inches wide, and of course at least 200 feet from water sources.

- b. Discuss that everything but the feces gets packed out, toilet paper, pads, tampons, etc.**

*Adapted from Leave No Trace Curriculum.*