

Badgerland Council Property Patch Program

Badgerland Council owns close to 1500 acres of land on six diverse camp properties. This exciting program opportunity gives girls the chance to earn a patch for visiting each of the six camp properties. Use the patch requirements to help your troop or community plan a day event or an overnight experience at Brandenburg, Stetler, Echo Valley, Camp Black Hawk, Camp Oakwood Knoll or Camp Ehawee! The patch program provides leaders and encampment organizers assistance with activities and helps ensure each girl has a complete outdoor experience. Explore our properties! Have great adventures! Have FUN! Badgerland Council properties have so much to offer and the Property Patches make the most of them!

To earn the patch, participants must visit the property and complete one activity under each of the 4 sections. Requirements are the same for each property and for all Girl Scout age levels. Complete the requirements with activities appropriate to your troop/individual's age level. For assistance or questions please contact the Girl Scout office.

To purchase the patches, complete the form on the last page and return it to the Madison Service Center Shop.



Property Patch Requirements

Visit one of Badgerland Council's camp properties, and complete one of each of the following four activities to earn a council property patch. You can earn a property patch for each of the six camp properties in Badgerland Council following these same guidelines for each!

1. Visit one of the following sites, while there complete the activities listed below

Brandenburg – Dane County
Camp Black Hawk – Langlade County
Camp Ehawee – La Crosse County
Camp Oakwood Knoll – Walworth County
Echo Valley – Dane County
Stettler – Richland County

Additional information on each of the properties, and information on how to reserve properties is listed in the Badgerland Council volunteer resource "**Volunteer Essentials.**"

2. Experience the Outdoors –

Complete one of the following activities

- Go on a Hike. (Hike ideas and scavenger hunts are listed in the resource section.) Note a unique feature of the land (outcropping, stream, lake, prairie, rocks, bluff, etc) or interesting plants or animals or other things found on the hike.
- Cook outdoors. Many books on campfire cooking are available for check out at your local library or the library at your nearest Girl Scout Council Regional Office. Lots of information and recipes are also available on line.
- Go star gazing. Learn at least two constellations and view them.

3. Complete an Environmental Education Activity –

Complete one of the following activities

- Reduce your waste - Plan a meal leaving the least amount of waste possible. Put all the waste including uneaten food from individual's plates as well as packaging and other waste created in preparing and eating the meal into one container. Observe how much waste was created compared to a meal where you did not try to reduce your waste. Did you do a good job?
- Reuse something you would have thrown out. Make a craft project or useful item from some of your trash.
- Recycle your trash used on site. Separate your aluminum, plastic #1, 2, & 3, and tin from your trash at each meal, snack and other activities. Put these in the recycle bin or recycle dumpster on site or take them home and recycle them.
- Do an activity to learn about plants or animals found on site. Books of activities are available for check out at your local library or the library at your nearest Girl Scout Council Regional Office. See the resource section for the list of environmental activity directions or contact the Badgerland Council Program Department.

4. Service –

Complete one of the following activities

- Do a service project on the camp property. Contact Juli Speck for permission to do a project on council property and for ideas. If you need supplies or equipment from the council, please call at least two weeks in advance so that your supplies will be ready for use.

Service Project Ideas

- Donate birdseed to the camp. Fill whatever birdfeeders are already on the property you can find. Leave remaining seed in the building and our site staff will take care of it.
- Pick up litter on a hiking trail or in a large area near where you are staying.
- Clear sticks or branches from trails
- Prune existing trails. (pruning tools and gloves will be provided – not recommended for Brownie and younger)
- Make and hang suet or peanut butter-pinecone bird feeders (see suet recipe in resource section)
- Vacuum out and wash window/doors and frames or clean an area of the building not required for general stay such as cleaning out and washing the refrigerator, reorganizing an activity area, etc. (Remember, girls must do the service, not adults)
- Weed flower beds or tidy up the borders around the site
- Vacuum out the baseboard heaters
- Clean or paint picnic tables if needed- check with the Property Director for materials
- Research and make a display on the history of the property or land in surrounding area
- Vacuum hallways
- Take out pots, pans, dishes, etc. out of cupboards- wash out and organize
- Clean leaves, moss out of bricks in landscaping. Lightly scrub bricks.
- Put weeds in between the areas of the bunkhouses or platform tents.

5. Reflection –

Create a poem, story, song or work of art that tells others about your camp experience or how this special place can be used in the future. Share this with others (but please do not leave it at the property.)

Resources

Hike Activities

1. Rainbow Hike- find and list as many colors in nature as possible.
2. ABC Hike- List A to Z all the things you find along the way
3. Camera Hike- Bring your camera's to take pictures along the way choosing subjects that you have discussed ahead of time. Did you want to take pictures of trees, mushrooms, wildlife, animal nests, rocks, insects, flowers, etc.
4. Stop, Look and Listen Hike- Hike for 5 minutes or a certain number of steps. Stop for one minute and write down all the objects you see or all the sounds you hear. Five stops are enough for this hike.
5. Curiosity Hike- Find some odd or curious object such as bark, stone, stick, and by using your imagination tell what animal, etc. the object represents.
6. Craft Hike- Find dried cattail, milk weed, grasses, seed pods, reeds, corn husks, nuts, pine cones or other items what can be used for crafts at a later time.
7. Monogram Hike- Find 3 or more objects beginning with your initials of your first and last name. If you have a middle name or names- find more too!
8. Night Hike or Flashlight Hike- go on a hike along a road or trail you may be familiar with. At one point on the hike, ask all to turn off flashlights and let your eyes get used to the dark. Talk about how things look now and if the moon is shining, try walking without flashlights for awhile!
9. Compass Hike- learn how to use a compass and set up a short trail for others to follow. Compasses and directions are available for check out the GS Center.
10. Ant Hike- in pairs, find an ant and follow where it goes for 5-10 minutes. Draw a picture of the hike from the ants point of view! Come back together as a group and share what you learned.
11. Incher Hike- describe, record, or collect (if safe and not harming living things) as many objects as possible that are one inch high, wide, around, long, etc. Measure treasures upon return and help the hikers notice the little interesting things usually overlooked.
12. Sounds Hike- Note all the sounds made by nature or humans. By cupping your hands around your ears, you have just increased amplification, just like the deer!
13. Tracks Hike- after a rain or by the wetlands or lake and look for critter tracks and see if these hikers can tell who it was and what they were up to.
14. Texture Hike- Find or record objects that are rough, smooth, bumpy, sharp, soft, hard, spongy (you might want to just talk about this and not collect!),furry, etc. Use common sense and caution when hiking!
15. Whose House Hike- look for animal homes- on or under the ground, in a tree, in the mud, or in a leaf. Be sure to use your observation skills and look, listen and respect homes as they may have residents!

Environmental Games

SCAVENGER HUNT LIST

Try to find everything on the ground that is no longer growing. If you need to pick something, make sure there are at least 5 others growing near it. If there are not, have the scavenger hunt judge come see the item so you can check it off your list without picking it. Happy hunting!

- | | |
|----------------------------------|--|
| ___4 different shaped leaves | ___something smaller than your pinky |
| ___a feather | ___4 pieces of trash you found on the ground |
| ___an egg shell | ___something soft |
| ___something round | ___exactly 100 of something |
| ___a chewed leaf (not by you) | ___a thorn |
| ___something important in nature | ___something prickly |
| ___something white | ___something that reminds you of your group |
| ___something that makes noise | ___something beautiful |
| ___a seed | ___a piece of fur |
| ___a 3 leaf clover | ___a big smile 😊 |

The Stalking Game

One blindfolded girl stands in the middle of a large circle. Leader points to someone in the outside circle to sneak up on the one in the middle. If the blindfolded person hears someone coming, she must point in the direction she hears the noise. If she points at the person, they go back and sit down. If the person sneaks up and touches the blindfolded girl, that person gets to be blindfolded. Play several rounds. eventually try letting more than one person sneak up at a time. Talk about what animals would do the sneaking. Why is the center person blindfolded? Prey animals aren't blind. (the predators may be camouflaged; the prey must also eat while it's looking out for predators. If it just relied on sight, it would starve to death).

Twelve Touches

Get some egg cartons and write opposite texture words on the bottom of each side of the carton such as wet and dry, soft and hard, smooth and rough, round and pointed, etc. Have girls work in teams to fill each hole of the egg carton with something that fits that texture so that one side of holes is filled with prickly objects and the other side is filled with fuzzy objects, etc. When the girls are done looking for their objects have the other girls guess what words are written on the bottom by looking at the objects.

Hug a Tree

Have the girls get a partner. One partner is blindfolded and is lead around until finally arriving at "her tree". The blindfolded girl feels all over her tree, as high up and down to the ground. Does it have branches or small sprouts at the bottom, Etc. Once she thinks she knows the tree, have the sighted partner lead her around a little then bring her back to the center. When all the girls are back, have them take off their blindfolds and try to find their tree. Once they have found it, have the sighted partner wear the blindfold and try again. Stress feeling all the

tree since most are pines and will appear similar. **Stress safety. The girl leading should take the blind girl by the elbow so both the blind girls arms are out in front to keep from bumping anything. Don't let the girls act silly and make sure they understand that they must be careful so no one gets hurt. Have the adults help watch so no one bumps into a tree.

Quick Frozen Critters

Ask the girls what predators use to locate their prey. Usually sight, sound and smell. Most rely heavily on sight. Ask what prey do to help keep predators from seeing them. Many will mention camouflage if they've already been to that activity. Camouflage is very important to both prey and predators. Prey needs it to hide from predators and predators need it to hide so they can sneak up on the prey.

Camouflaged animals use another special trick to help keep predators from spotting them. The "freeze" or stand perfectly still when they think a predator is near. They even let the predator move a little closer without moving even a whisker. This confuses the predator that may not be able to see them because they blend in with the background. Often the predator doesn't even notice the prey if they stay "frozen" in place. To demonstrate this technique, have the girls play quick frozen critters.

Set up a rectangular playing field using 4 cones. Place 3 or 4 hula hoops randomly inside the playing area. Place poker chips outside the playing area at one end. Have the girls' line up across the other end of the field. Pick one person to be the predator and ask her to name what type of predator she wants to be. Then, as a group, have the rest of the girls decide on a prey animal that the predator can eat. The girls will be given several minutes to try to collect poker chips from the opposite side of the field. They may only collect one per trip and must go back and forth until they have collected 4 chips each. On the way through, the predator will try to tag them. If they are tagged by the predator, they must stop play and count to 30 before resuming. (feel free to vary the rules – count higher, put all food chips back and start again, whatever works well.) To avoid being tagged by the predator, they may jump in a hula-hoop or freeze. Only one girl may be in the hula-hoop at a time. If someone is already there, no one else can enter. The freezing part can be a little difficult for girls that young to do without a lot of arguing. A good way to do it is to have the girls yell, "Freeze, 1, 2, 3" If the predator tags them before they count to 3, they are dead and must count to 30. If they finish the count to 3 before they are tagged, they are safe and get to remain standing still. They can stay frozen as long as they want. You may want to have a short discussion on playing fair and that being dead is part of fun of the game to help avoid arguing over whether they were really tagged in time or not. Play for a little while and have a few different girls be the predator.

Bat and Moth

Predators do not rely solely on sight to catch prey. Many predators have special adaptations (body parts or behaviors unique to them which help them survive) which help them catch their prey. They may have good hearing or smell, especially if they hunt at night. Bats have a very special way of hunting their prey. Ask the girls if they know what it is. (Echo location – kind of like radar or sonar) The bats feel vibrations in the air, which help them find their prey. Sort of like sound bouncing off the prey and returning, telling them exactly where the noise is coming from. Play "bat and moth".

Have the girls form a circle standing 2-3 feet from the next person. Pick someone to be the bat in the center of the circle. Since bats rely on sort of a sonar system and not sight to locate food, the bat will be blindfolded. Pick one or two individuals to come into the center and be moths. Bats locate their prey through sound and vibration so every time the bat squeaks, the moths must make "Moth noises" (can slap hands on legs or say "flutter flutter") The bat tries to tag the moths by listening to where they are. Once the bat tags the moths, pick new bats and moths. Each round you play, have the girls pick a new kind of insect for the bat to eat and appropriate insect noise.

Frogger

Sit in a circle with one person standing in the center. Everyone closes their eyes while the facilitator walks around and taps someone on the head. This person is the frog. The object of the game is for the frog to kill the rest of the people (flies) in the circle before the person in the middle figures out who the frog is. The frog kills the "flies" in the circle by sticking her tongue out at them. If someone in the circle is killed in this manner, they must die and lay down in their spot. Dying is half the fun of the game. Encourage creative deaths such as loud choking or just collapsing. While the frog is killing people, the person in the center is slowly turning around, trying to catch the frog in action. Don't let the person in the center stand in one place too long. The person in the center gets 3 guesses to figure out who it is. Help keep the game moving by encouraging the center person to make guesses and make the frog kill people. The frog then becomes the person in the middle and the old frog picks the new killer.

How Many Bears Can Live In This Forest?

For this game you will need an area of open woods or a large indoor space with some chairs or other obstacles spread around the center. You will also need something to represent food that can be written on or has 5 separate colors. Plastic bottle caps, poker chips or even cereal or dog food that comes in 5 colors or shapes will work fine.

Establish a circular "territory" about 30ft. in diameter in the pine forest area. Spread the food caps throughout the territory. Pick one or two girls to be the "Home" Bears. They will stay inside the territory to defend it. All the rest are "invading" bears and will begin outside the territory. When you start the game, invading bears may enter the territory to collect food, but must avoid the home bears. Home bears must also collect food while defending their territory. Invading bears can leave and reenter the territory as much as they want. If they are tagged by a home bear while inside the territory, they die and must stand outside the territory until the end of the round. When all the food is gone or the game slows, end the round. Have all living bears count the number of food caps they found. The bear with the most food is the home bear for the next round. (In order for a home bear to successfully defend its territory, it must get more food than any other bear) After a few rounds, have them separate the food into types using the letters written on the caps; P=plants, M=meat, N=nuts, B=berries, & I=insects. If they did not get at least one of each kind of food they also die. How many survived? Play a few more rounds then introduce some disabilities. Make one bear blind, another has a broken leg (hop on one foot), Have a mother collect twice as much to survive to feed her cubs.

DISCUSSION QUESTIONS: How did the injuries affect the bears in the game? Would real bears be able to survive if they were blind or broke a limb? (probably not) Discuss territories. Why do animals stake out territories? (to ensure they get enough food, water, shelter to survive and raise young.) Many animals are solitary and do not like to be too close to others of

the same species (usually so they do not have to compete for the same resources). Other animals such as wolves, live in packs. They share duties such as hunting and pup rearing. But packs are also territorial and do not want to be close to other packs for the same reason that many animals are solitary. Have the girls name some solitary animals (badgers, raccoons, foxes) and some pack animals (deer, geese, lions).

Bring up the fact that bears are omnivorous and eat all the things used in the game. However, they will eat many more plants than meat and will eat what is available in each season. (Nuts are more available in fall, Berries in late summer; fish are easier to catch when spawning in spring, etc.) What special features do bears have that help them survive? (big teeth, sharp claws, strong muscles, fast runners, good sense of smell, etc.) Ask them if they know the term for special features that animals have that help them survive. (Adaptations).

Food Chain Tag

For the next game, tell the girls they will concentrate on how animals interact with other members of their habitat.

Ask the girls if they know what a food chain is. Explain to them that plants make food for living things. They use the sun's energy to grow. When animals eat plants, they get energy. People get energy from eating food. Some people eat plants. Some eat animals too. A food chain shows how energy passes from one organism to another. Have the girls give some examples of food chains. What should they start with? If they say plants, ask where plants get energy (the sun) So start all food chains with the sun. Then ask for a type of plant – grass, flowers, fruit, vegetables, etc. Then ask for an animal that eats it – insects are good to throw in at this point. What kind of animal eats that? Can they think of another animal to eat that? How far can they keep going? Then try a second to make sure they understand. Then try one for a different type of ecosystem like a pond, or desert.

Pass out the food chain tag name tags making sure to have more seeds than mice, mice than snakes, and more snakes than hawks. Explain to the girls that each thing must try to tag what it eats without being tagged by what eats it. (Seeds won't tag anyone and no one will tag the hawks.) If they are tagged, they must kneel on one knee until they count to 30. Then they may start again. Have them try to remember how many times they were eaten during the game. Play for a few minutes. See if it is possible for everyone to be dead at once.

Ask the girls "What would happen to all the hawks if everything else was dead?" (They would starve to death and die) What plants/animals got killed the most in the game? Is that what they expected? (There is no right answer.)

If you have extra time, play a few more rounds. Let the girls trade name tags.

Girl Scouts of Wisconsin-Badgerland Council Properties

Brandenburg-Dane County

Brandenburg is located 30 minutes west of Madison and features a pond for canoeing, large playing field, picnic shelter, and lots of hiking trails. Several indoor facilities compliment the great spaces for outdoor activities including four areas for outdoor cooking and three indoor kitchens. The wide variety of program space makes this the ideal setting for day camp programs or overnights!

Camp Black Hawk-Langlade County

Camp Black Hawk is a summer resident camp located near Antigo, Wisconsin. Programs are usually one to two weeks in length and activity highlights include horseback riding, outdoor adventure programs, and waterfront activities such as swimming, sailing, canoeing and kayaking. Camp Black Hawk has two lakes and horse stables on site.

Camp Ehawee-LaCrosse County

Camp Ehawee (E-how-ee) means "Camp of Laughing Maidens" in the Ho-Chunk language. The camp is located 25 miles north of La Crosse and 70 miles south of Eau Claire. With 308 acres of pine forests and prairies, Camp Ehawee facilities include Hope Lodge Dining and Activity Center, Stry Nature Center, Bill and Lorna Vafeas Art Studio, pool, lodges, log cabins, platform tents, a Yurt, amphitheater, softball & soccer fields, sand volleyball & basketball courts, and archery range.

Camp Oakwood Knoll-Walworth County

Camp Oakwood Knoll offers 80 acres of woodland, hiking trails, 5 tent campsites, 1 platform tent site, and a main lodge with indoor restrooms, full kitchen, sleeping mattresses, and a fireplace.

Echo Valley-Iowa County

Echo Valley is a large site with exquisite rolling hills of grasslands and meadows. This property is great for hiking and wildlife viewing, especially birding. Diverse facilities including a large farmhouse with indoor plumbing, platform tent unit and tipi unit accentuate Echo Valley's scenic charm. Located 45 minutes southwest of Madison, Echo Valley is a great place for large group program activities.

Stetler-Richland County

Stetler is a beautiful property nestled in a ravine alongside a crystal blue trout stream with stunning bluffs surrounding the property. Girls can hike through pine and deciduous forests, explore the prairie and trout stream and enjoy sports and games, outdoor cooking and other activities. Facilities include a troop house with kitchen and indoor plumbing.

For more information about the properties go to our website at www.gsbadgerland.org

Badgerland Girl Scout Council Property Patch

Order Form

Name _____

Address _____

City _____ Zip Code _____

Phone (____) _____

Troop#: _____ Troop Level: _____

Date of property use: _____

Circle name of property patch you are ordering:

* Brandenburg *Camp Black Hawk *Camp Ehawee *Camp Oakwood Knoll *Echo Valley *Stetler

Number of Girls who earned this patch _____ x \$2.50 = _____ +
\$ 1.00 per patch or \$4.00 for orders over 3 patches for shipping _____

Briefly explain the activities girls did to complete the patch requirements:

Please make checks payable to Girl Scouts of Wisconsin-Badgerland Council and send form to:

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