

Camp Fury: A Girl's Fire Camp



Program Handbook

Collaborative Program:

Sahuaro Girl Scout Council, Tucson Fire and Northwest Fire Departments
June 2010



Girl Scout Mission

Girl Scouting builds girls of courage, confidence and character who make the world a better place.

General Program Goals

The Girl Scout program is based on the Girl Scout Promise and Law. All programming is designed in the framework of the New Girl Scout Leadership Experience for Girls Scouts USA. (See Appendix I for the complete model and outcomes).

Girl Scout activities are girl-led, involve learn by doing and cooperative learning to achieve desired leadership outcomes.

Discover: Girls understand themselves and their values and use their knowledge and skills to explore the world.

Connect: Girls care about, inspire and team with others locally and globally.

Take Action: Girls act to make the world a better place.

Promise & Law

The Girl Scout Promise and Law is the Cornerstone of the Girl Scout Movement.

The Promise

On my honor, I will try:

 To serve God and my
country,

 To help people at all
times,

 And to live by the Girl
Scout Law.

**The word God can be interpreted in a number of ways. When reciting the Promise it is okay to replace the word God with whatever word your spiritual beliefs dictate.*

The Law

I will do my best to be
honest and fair,
friendly and helpful,
considerate and caring,
courageous and strong, and
responsible for what I say and
do,
and to respect myself and others,
respect authority,
use resources wisely,
make the world a better place,
and be a sister to every Girl
Scout.



Camp Fury: A Girl's Fire Camp

Program Description

Camp Fury is a residential, firefighting immersion experience created in partnership with the Tucson Fire and Northwest Fire Departments. Our joint program, established in June 2010, featured a 4-day,3-night camp experience for girls entering grades 9-12.

Camp Fury, held at the Tucson Public Safety Training academy, utilized over 15 female volunteers from the local fire departments across Southern Arizona.

History

Camp Fury 2009

Chief Laura Baker of Tucson Fire and Chief Cheryl Horvath of Northwest Fire received grant funding in 2009 from the Women's Foundation of Southern Arizona to facilitate a girl's fire camp for young women in the community. They created an innovative camp model that exposes teen girls to careers in firefighting. The initial 2 ½ day camp included resume building, guest presenters and leadership development in addition to physical fitness training and skill rotation. Participants were outfitted in turnout gear, helmets and gloves for the camp which was offered free to all campers.

Camp Fury 2010

In June 2010 the Tucson Fire Department and Northwest Fire/Rescue District partnered with the Sahuaro Girl Scout Council to sponsor a fire camp for high school girls. This innovative four day program highlighted firefighting and emergency service activities and featured guest speakers from non-traditional professions. Twenty three girls participated in the program, ranging in age from 13 to 17, and representing high schools across the greater Tucson region with one camper traveling from Flagstaff, Arizona. Women firefighters from Tucson, Northwest, Rincon Valley, Glendale Fire, and Yuma Fire Departments provided the daily skills instruction.

Marketing and publicity for the 2010 program was coordinated through the Sahuaro Girl Scout Council in the summer camp brochure and on the website. Camp flyers were distributed to local high schools, to last year's camp participants, and to Girl Scout troops in the Sahuaro Girl Scouts Council. Online and walk-in registration was available through the Girl Scouts, and scholarships were available for campers. One of the objectives of the local women firefighters is to continually seek funding opportunities. A local Rotary donated 7 scholarships specifically for the camp. A handful of interested citizens donated scholarships which minimized the overall impact on the Girl Scouts scholarship funding for their summer camp program.

An orientation session the week prior to the program covered camp rules, ensured all documentation was completed for each camper, and allowed the camp staff to introduce

themselves to the campers and parents. The camp was scheduled to begin Wednesday, June 2 and conclude with a graduation ceremony on Saturday, June 5.

The general format of the camp was designed so that firefighters were responsible for the daytime activities on the drill ground, and the Girl Scout staff would coordinate logistics, including meals and evening activities. This worked out perfectly since Tucson weather in June is very warm, allowing the firefighters breaks in the evening while still participating with the campers but not leading the activities. The Girl Scout staff contribution to the overall experience was invaluable in carrying the message of personal responsibility, having fun, while also challenging the girls to learn more about themselves. We also utilized "squad leaders," young women who were either firefighters, or members of TFD's cadet program. The squad leaders were responsible for moving their squads to the activities and leading the campers in the activities. This provided the young women with great leadership training as they handled all types of questions and issues that arise during a camp environment. Their contribution to the overall camp experience was significant.

To offer the full camp experience, Camp Fury was held as a residential camp at the Tucson Fire Department Training Facility. Tucson Fire Department's training facility is a shared facility with Tucson Police Department, with a dorm on sight for law enforcement training sessions. The dorm provided college-style rooms (2 campers to a room), a kitchen, laundry facilities, and a large meeting space. After long, hot days on the drill ground it was a real benefit to have an air-conditioned facility to retire to for the evening that also simulated firehouse living. The campers were responsible for meal preparation and clean-up under the guidance of the Girl Scout staff. There were plenty of snacks and water available throughout the day with an evening snack planned after dinner. The campers made their own ice cream and even enjoyed s'mores around the camp fire on Friday evening.

Members of the media were present for the graduation ceremony as well as during the camp itself. Camp Fury was featured on the evening news for two local TV stations and received print media coverage. Camp staff posted pictures on various Facebook sites including the Sahuaro Girl Scout Council and Northwest Fire/Rescue District.

The goal of this year's program was two-fold: to provide an introduction to a firefighter career to high school girls and to promote a positive leadership experience. Girl Scouts USA and local Girl Scout councils focus and provide leadership opportunities for girls, so a partnership with fire service agencies fits well. Here are some of the comments from the girls on the camp evaluations in response to a question regarding whether the program helped their self confidence:

"Yes, it tells me we as girls can do things guys can."

"Yes, this camp is very interesting and inspirational. It has opened my eyes to some great career options."

"I have already had a career in mind, but this made me even more determine to achieve it."

"Yes, this camp helps young girls learn that they can push themselves and do things never imagined."

Did we achieve our goals? We think so!!

Activities

Day 1

Campers arrive, tour facility and unpack, physical fitness training, teambuilding exercises, skills stations (ladders, SCBA, EMS, hose), extinguisher lecture and demo, and evening activities on leadership and communication.

Day 2

Physical fitness training, guest speaker (a female F-16 pilot based in Tucson), skills stations (ropes and knots, aerial climb, rope rappel, and a search drill in a maze with a mannequin drag), Candidate Physical Abilities Test (CPAT) orientation, and evening activities which included yoga and relaxation exercises.

Day 3

Physical fitness training, guest speaker (all female medical helicopter flight crew), a bucket brigade, mud bog (hose advance through mud; a TFD tradition), water safety, open pool time, and evening activities including geocaching and archery. Most of Friday's activities were off-site, at a Sahuaro Girl Scout property that houses a pool, outdoor kitchen, fire circle, and many other amenities.

Day 4

Physical fitness training, CPAT, clean-up, evaluations, skills demonstration for family and friends, and graduation. The graduation ceremony consisted of two guest speakers, short presentations from the girls representing the campers on their experiences at camp, presentation of certificates to each camper and a short video of the overall camp experience.



Partnership Details and Responsibilities

Fire Departments

- Secure female firefighters volunteers for camp experience
- Provide logos for marketing materials
- Plan fire-fighting activities and logistics (see schedule for sample ideas)
- Arrange for property use (if held at fire station, training facility)

- Secure turn-out gear, training equipment (may be grant funding available)
- Market camp on websites, at recruitments etc.
- Work with council contacts for media coverage
- Work with council to secure guest speakers
- Seek donor funding for scholarships

Girl Scout Council

- Creates marketing brochures, registration forms
- Handles all registration administration details (Girl Scout forms, health forms, wavers, confirmation letters, scholarships)
- Background check, register all fire volunteers
- Plan and facilitate evening programming
- Work directly with fire departments to plan program activities
- Acts as camp host during camp
- Ensure Safety-wise and insurance guidelines are followed
- Assist with recruiting/training volunteers
- Secure donor funding for scholarships
- Recruit camp participants from membership as well as non-members
- Work with fire department contacts to secure guest speakers
- Order t-shirts, water bottles etc.
- Plan food, snacks for duration of camp
- Add fire properties to council insurance liability policy
- Work with fire department contacts for media coverage

Recommendations:

- Identify young female cadets, trainees, firefighters to act as squad leaders for a group of no more than 8 campers. Squad leaders undergo basic counseling training with Girl Scout staffers. Squads go through activities together, eat together, and complete KAPERS together.
- Require sports physical for all camp participants
- Show video of camp at ceremony
- Identify dedicated team of volunteers/staff to prepare camp food
- Staff meeting with firefighter volunteers, Girl Scout staff, squad leaders before orientation and each morning of camp before breakfast
- Identify dedicated photographer, videographer

Sample Flyer

CAMP FURY

GIRLS FIRE CAMP

June 2-5, 2010
Girls Grades 9-12
Cost: \$150 per girl

Join the ranks of Tucson's elite women firefighters from Northwest Fire District and Tucson Fire Department for an exclusive 4-day, 3-night training experience. Learn the importance of teamwork through hands-on essential firefighting techniques, search and rescue skills, and water rescue on site at the Public Safety Training Facility. You'll be outfitted in full firefighting gear for the duration of camp. In the evening, relax at the Hacienda as we enjoy yoga, pool-time, stargazing and s'mores over an open campfire. End the week at a recognition ceremony acknowledging your achievements!

For more information please contact:

- Cheryl Horvath, Division Chief of Operations for Northwest Fire
chorvath@northwestfire.org or 877-1010, ext. 3182
- Kristen Culliney, kculliney@sahuarogsc.org, 520.319.3170
- Laura Baker, Deputy Chief, Tucson Fire Department
Laura.Baker@tucsonaz.gov, 837-7085

Or visit: www.girlscoutsofthesouthernarizona.org/towercamp



Girl Scouts,



Sahuaro Girl Scout Council
4300 E. Broadway Blvd., Tucson, AZ 85711
520.327.2288 | 1.800.331.6782
www.GirlScoutsSouthernArizona.org

Sample Schedule

<p>June 2 Wednesday At the PSA</p>	<p>0800-0815 Arrive 0815-0900 Intro's/Welcome 0900-0930 Tour and "unpack" 0930-1000 PT 1000-1015 Break/snack 1015-1200 Teambuilding 1200-1230 Lunch 1245-1500 Stations (ladders, SCBA, EMS) 1515-1615 Extinguisher demo 1615-1700 Showers/personal time 1700-1800 Dinner 1800 - Speaker Evening Activities</p>	
<p>June 3 Thursday At the PSA</p>	<p>0715-0745 Breakfast 0745-0830 PT 0830-0845 Break/snack 0845-1000 Speaker Windy Hendrick 1015-1200 Stations (aerial, rappel, maze/dummy drag) 1200-1230 Lunch 1245-1615 Stations (aerial, rappel, maze/dummy drag) 1615-1730 CPAT orientation & walk-through 1730-1830 Dinner 1830 -1915 Showers/personal time Evening Activities – resume and interview</p>	
<p>June 4 Friday AM at the PSA PM at the Hacienda</p>	<p>0700-0730 Breakfast 0730-0815 Physical Fitness 0815-0830 Break/snack 0830-0900 Bucket brigade 0900-1030 Life Flight Visit 1030-1200 Mud bog 1200-1215 Clean up 1215-1245 Lunch Travel to Hacienda 1400-1500 Water safety 1500-1645 Pool time 1700-1800 Dinner 1800-1930 Role play/interviews Evening Activities - campfire</p>	
<p>June 5 Saturday</p>	<p>0700-0730 Breakfast 0730-0800 Pack up/clean bunks Return to the PSA 0900-1100 CPAT 1100-1130 Prepare for graduation (Move stuff out of Dorms) 1130-1200 Lunch 1200-1300 Family arrives/tours 1300-1400 Graduation ceremony</p>	

Sample Confirmation Letter

FORMS

Forms must be returned at Orientation on Tuesday, May 25th.

- Girl Scout Health History Form
- Fire Camp Liability Form
- Media Release Form

TIMES

6:30pm Tuesday, May 25, 2010

Orientation, Public Safety Training Academy, Room 201
10001 S. Wilmot Road(I-10 and Wilmot)

7:30 am Wednesday, June 2, 2010

Check-in at 7:30 am. Camp begins promptly at 8 am.
Drop off at Public Safety Training Academy,

10001 S. Wilmot Road

12:00 pm Saturday, June 5, 2010

Demonstration for family and friends (12 noon)
Graduation Ceremony (1 pm)
PSA 10001 S. Wilmot Road

WHAT TO BRING/WHAT TO WEAR

- Athletic shoes for running and physical fitness training
- 3-4 pair athletic socks
- 3-6 white t-shirts
- 2 pair of jeans (no holes)
- Sunscreen and bug spray
- Water bottle
- Toiletries- toothpaste, contacts
- Medications (in original containers with instruction)
- Bathing suit
- 1 pair Athletic pants/shorts
- Sleeping bag and/or blanket bedding, pillow
- Shower items (towel, soap, shampoo)
- 1-2 towels
- Sweatshirt
- Overnight clothes
- Flashlight
- Hair ties or accessories to pull back long hair for safety.

Non-mandatory items you may want to bring:

- Disposable camera
- Shower shoes
- Some cash for vending machines at the PSA

Participants will have access to shower facilities; however there will be time limits to coordinate all campers.

Additional Sample Files available on Pearl



TRANSFORMING

LEADERSHIP

Focusing on Outcomes of the
New Girl Scout Leadership Experience

Discover



Connect



Take Action



Leadership

THE 15 OUTCOMES OF THE NEW GIRL SCOUT LEADERSHIP EXPERIENCE

1 Girls develop a strong sense of self.

2 Girls develop positive values.

3 Girls gain practical life skills.

4 Girls seek challenges in the world.

5 Girls develop critical thinking.

1 Girls develop healthy relationships.

2 Girls promote cooperation
and team building.

3 Girls can resolve conflicts.

4 Girls advance diversity in
a multicultural world.

5 Girls feel connected to their
communities, locally and globally.

1 Girls can identify community needs.

2 Girls are resourceful problem solvers.

3 Girls advocate for themselves and
others, locally and globally.

4 Girls educate and inspire others to act.

5 Girls feel empowered to make
a difference in the world.

DISCOVER OUTCOMES

Girl Scout Seniors understand themselves and their values and use their knowledge and skills to explore the world.

DISCOVER OUTCOMES	BY GRADE LEVEL Girls...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might...*
Girls develop a strong sense of self: Girls have confidence in themselves and their abilities, feel they are able to achieve their goals, and form positive gender, social, and cultural identities.	are better able to recognize and address personal and social barriers to reaching personal goals.	make connections between societal issues (e.g., prejudice based on gender or race) and their opportunities to achieve goals. report on ways they overcame gender, ethnic, and/or economic challenges to achieving their goals.
	are better able to recognize the multiple demands and expectations of others while establishing their own individuality.	describe challenges they face in finding a balance between accepting group beliefs and thinking/making decisions for themselves.
Girls develop positive values: Girls form their beliefs and values based on the Girl Scout Promise and Law, learn to consider ethical aspects of situations, and are committed to social justice and community service and action.	are better able to recognize and resolve ethical dilemmas.	give examples of making ethical decisions in their everyday lives and can explain why they made them (e.g., consider both direct and indirect consequences of their actions).
	strengthen their own and others' commitment to being socially, politically, and environmentally engaged citizens of their communities.	report increased positive attitudes of social responsibility and citizenship.
Girls gain practical life skills—girls practice healthy living:** Girls gain skills that prepare them for a positive, healthy, and independent future.	act as role models for younger girls in making healthy choices.	describe strategies for resisting pressure to engage in unhealthy behaviors (e.g., alcohol use or unhealthy dieting).
	show cultural sensitivity in their efforts to promote healthy living in their communities.	report increased knowledge of specific health needs in their diverse communities (e.g., responsive to religious or cultural beliefs).
Girls seek challenges in the world: Girls develop positive attitudes toward learning, seek opportunities for expanding their knowledge and skills, set challenging goals for themselves, and take appropriate risks.	demonstrate increased enthusiasm for learning new skills and ideas and expanding existing ones.	increasingly offer their own ideas for exploring new topics or making existing ones more challenging.
	show increased courage to challenge their own and others' beliefs and opinions.	engage in a discussion with someone who has different political views. express preferences even when they differ from the majority's opinion.
Girls develop critical thinking: Girls learn to examine ideas from a variety of viewpoints and further use critical thinking to explore implications of gender issues for their lives and their leadership development.	are better able to analyze their own and others' thinking processes.	give examples of the steps they followed and why they made a specific decision or formed an opinion.
	apply critical thinking skills to challenge stereotypes and biases in their lives and in society.	question assumptions behind inequities they encounter (e.g., female athletes earning less than male athletes).

*Can you think of other sample indicators/signs?

**Healthy Living is one example of a practical life skill. Outcomes and indicators for other practical skills will be developed over time.

CONNECT OUTCOMES

Girl Scout Seniors care about, inspire, and team with others, locally and globally.

CONNECT OUTCOMES	BY GRADE LEVEL Girls...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might... *
Girls develop healthy relationships: Girls learn to form and maintain meaningful and caring relationships, communicate effectively, protect their rights in relationships, and know when to seek help from others.	are better able to recognize and address challenges to forming and maintaining healthy relationships with others.	recognize that people hold different beliefs about relationships (e.g., based on gender, culture). identify behaviors that hinder the development of positive relationships (e.g., backstabbing, gossip).
	have increased knowledge of what healthy dating entails.	report that it is important to be able to communicate their needs effectively. recognize unhealthy dating behaviors when presented with a dating scenario.
Girls promote cooperation and team building: Girls recognize the value of working together and learn to make decisions that benefit the whole group. They can build effective teams, learn to be accountable for their shared goals, and show recognition for others' accomplishments and contributions.	strengthen their abilities to build effective teams to accomplish shared goals.	identify specific strategies for building effective teams (e.g., paying attention to interests, strengths, team dynamics). demonstrate that they can reach consensus on common goals.
	are committed to mentoring others on effective strategies for cooperative work and team building.	help others work better as a team (e.g., encourage them to reach consensus on project goals, create "listening" exercises for other girls, recognize each others' achievements).
Girls can resolve conflicts: Girls learn to recognize and analyze different conflict situations and develop skills for constructive conflict resolution and prevention.	can increasingly apply effective strategies for conflict resolution and prevention.	report using effective anger-management skills and strategies.
	are better able to analyze conflict situations in their communities and globally, and offer possible solutions.	identify deeper social roots of conflicts among various groups in their communities (e.g., conflicting interests, racism, sexism, other forms of prejudice). describe how certain conflicts in their communities can be avoided by applying prevention strategies they learned.
Girls advance diversity in a multicultural world: Girls learn to think and act in a way that promotes an inclusive environment, respecting and valuing diverse backgrounds, viewpoints, and life experiences.	are actively engaged in promoting diversity and tolerance.	create materials to educate others on how to contribute to more inclusive environments with their peers, in school, in their neighborhoods. (e.g., Web sites, how-to guides, events).
	are increasingly able to address challenges to promoting inclusive attitudes and diversity.	plan activities/events showing the harmful consequences of prejudice and discrimination on people in their communities. place high value on empathy and open-mindedness when interacting with people from diverse backgrounds.
Girls feel connected to their communities, locally and globally: Girls feel that they are part of a larger community and recognize the importance of building diverse, supportive social networks for their personal and leadership development.	actively seek to bring people together in local and global networks.	give an example of organizing a local or global event that brought together diverse members of their communities. develop friendships with Girl Guides from other countries (e.g., e-mail pals, joint international projects, visits to World Centers).
	feel that their connections with diverse members of their communities are important resources for personal and leadership development.	make friends with girls/women through the World Association of Girl Guides and Girl Scouts (WAGGGS) and can explain why these connections are important to them.

*Can you think of other sample indicators/signs?

TAKE ACTION OUTCOMES

Girl Scout Seniors act to make the world a better place.

TAKE ACTION OUTCOMES	BY GRADE LEVEL Girls...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might... *
Girls can identify community needs: Girls learn to identify issues in their local and global communities and come up with realistic possibilities for action.	are more skilled in identifying their local or global communities' needs that they can realistically address.	report considering multiple factors before deciding on the appropriateness of a project for their community (e.g., feasibility, balance of assets and needs, sustainable impact). seek advice from community members/leaders before selecting issues for action.
	choose Take Action Projects that aim to address deeper causes of issues in their communities.	feel confident using tools that help them identify root causes of community problems (e.g., causal mapping).
Girls are resourceful problem solvers: Girls can use their knowledge and skills to set up and implement creative and effective "action plans," locate tools and resources they need, and know when, where, and how to enlist help from others.	are better able to effectively plan and carry out action projects with minimal adult guidance.	create detailed action plans, organize, and coordinate with others in the community, managing time and anticipating possible problems and resource needs on their own.
	are able to assess their progress and adjust strategies as necessary.	identify alternative ways to accomplish goals if initial plans prove unsuccessful. identify things they could do better and/or differently next time they work on a community service or action project.
Girls advocate for themselves and others, locally and globally: Girls develop the ability to speak out on their own behalf and seek opportunities to act and speak on behalf of others.	have a greater understanding of how the decisions and policies of various institutions have effects on their lives and the lives of others.	report increased knowledge about how public decisions in their schools, communities, and local governments affect people's private lives (e.g., decisions about education, juvenile justice).
	use advocacy skills and knowledge to be more active on behalf of a cause, issue or person, locally or globally.	give examples of advocating for an issue in their school or neighborhood (e.g., more healthful cafeteria food, increased awareness of eating disorders, reproductive health, effects of poverty).
Girls educate and inspire others to act: Girls learn to effectively explain their ideas to others and motivate them to get involved in community service and action.	are better at inspiring and mobilizing others to become more engaged in community service and action.	shape messages (e.g., in a flier, speech, publication, or Web campaign) to explain the importance of taking action on an issue they care about. organize an awareness day in their schools on an issue they care about (e.g., emotional health, internet safety).
	are better able to address challenges to their feeling of empowerment.	identify internal and/or external barriers to feeling empowered to create change (e.g., not being taken seriously because they are "just kids"). describe strategies for ensuring that their voices and opinions are heard.
Girls feel empowered to make a difference in the world: Girls feel empowered to use their leadership skills to effect change in their lives and their world, and feel their contributions are valued in the larger community.	feel that they have greater access to community resources and more equal relationships with adults in their communities.	report that adults in their communities invite their input and/or participation in community affairs.

*Can you think of other sample indicators/signs?