

Discovery: Navigator Level Eight is an official national publication of Camp Fire to support its national program for youth at the eighth grade level.

The approach to the *Discovery* curriculum is based on ideas and feedback from many councils obtained over a three-year period through the Camp Fire professional conferences, individual conversations and suggestions from educators, youth development specialists, council staff and national staff.

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CAMP FIRE'S PROMISE

Young people want to shape the world.

Camp Fire provides the opportunity to find their spark, lift their voice, and discover who they are.

In Camp Fire, it begins *now*.

Light the fire within

ABOUT NOW

Camp Fire helps develop abilities today. We build a strong foundation, empowering youth for the present and the future.

CAMP FIRE COMMITMENT

Camp Fire is committed to "Give Service"; this has been our guide since 1910.

WATCHWORD

The Camp Fire watchword is Wohelo. Charlotte Gulick, one of Camp Fire's founders, originated this word using the first two letters in the words "work", "health" and "love." The word Wohelo is often used as a greeting between Camp Fire friends.

PROGRAMS

We impact thousands of communities nationwide through:

- Out-of-school-time programs
- Outdoor education
- Teen programs
- Customized programs designed for specific community need which meet or exceed Camp Fire quality standards

CAMP FIRE LEGACY

Camp Fire was founded over 100 years ago when Charlotte and Luther Gulick realized girls in the early 1900s had nowhere to go but into the kitchen. And they wanted more. Girls wanted to build fires, shoot arrows, camp out and have their own voice and choice. So the Gulicks founded Camp Fire Girls. In 1975, we opened our arms to everybody—girls and boys of all backgrounds, traditions and beliefs.

OUR PROGRAM PHILOSOPHY

Five essential elements drive every program we offer:

1. We are youth-centered. Youth take an active role in determining program Content and activities. Young people's accomplishments are recognized and rewarded within the group and community. Personal skill building and decision making, critical components of all programming, progressively build confidence and leadership in youth. This foundation enables youth to be leaders with their peers, with younger youth and in the community.

2. We engage the entire family in fun and outcome-rich activities. We are youth-centered and family-focused. We believe that, since Camp Fire programs are youth-centered and youth live in the families and the larger community, our programs should be designed to include the whole family, valuing whatever form family takes in today's society. Camp Fire is unique in that it offers an opportunity for the entire family to belong and to join together in fun and enriching activities at all levels. We encourage parents, extended family members and other members of the community to routinely interact with the youth and to develop their own parenting and mentoring skills through their relationship with Camp Fire.

3. We are welcoming and inclusive. We invite children, youth and adults regardless of race, religion, socioeconomic status, disability, sexual orientation or other aspect of diversity. Camp Fire programs are designed to provide coeducation activities for all youth. Youth find a safe and inclusive place to explore the uniqueness of who they are, to master important life skills, to share with peers and adults, and to develop assets that experts assert are essential to the process of building character and maturity. We require no oath or participation in rituals that may create barriers to inclusiveness.

4. We build youth and adult partnerships. Camp Fire programs are about doing “with” youth, not about delivering “to” youth. Youth and adults work together in partnership to design, implement and evaluate what they do. Through participation where they have voice and direction, Camp Fire youth form lasting relationships, a sense of belonging and appreciation, and a feeling of emotional commitment by adults, both inside and outside the family circle. Research shows that young people in the early years need opportunities to be involved in positive activities with parents and family members. As they mature, they need the support of caring adults outside the family circle. Camp Fire programming is designed to provide opportunities to build those lasting relationships with parents and with other adults.

5. We provide service to others. From its early history, Camp Fire has been known as a service organization. That is still true today. Service is a major component of all Camp Fire programs. Councils provide innovative and diverse programs that are responsive to specific needs of their community and engage the support and cooperation of other community leaders and organizations in their efforts. Camp Fire provides youth and families with an awareness of the community and its needs and an opportunity to participate in the initiation, planning and execution of service projects to meet those needs. Through service, young people can make a positive difference in their lives and in the lives of their families and their communities.

OUR CORE VALUES ►

- We believe that children and youth are our most precious resources.
- We believe in an approach to youth development that builds assets and empowers individuals.
- We believe that the best youth development occurs in small groups where children and youth are actively involved in creating their own learning.
- We are committed to coeducation, providing opportunities for boys, girls and families to develop together.
- We provide caring, trained mentors to work with children and youth.
- We are inclusive, welcoming children, youth and adults regardless of race, religion, socioeconomic status, disability, sexual orientation or other aspect of diversity.
- We respect and celebrate nature.
- We foster leadership, engaging children and youth to give service and make decisions in a democratic society.
- We provide safe, fun and nurturing environments for children and youth.
- We enrich parents’ and other adults’ lives by expanding their skills and encouraging them to share their talents and build relationships with children and youth.
- We respond to community needs with our programs and expertise.
- We advocate on behalf of children, youth and families.

WE BUILD DEVELOPMENTAL ASSETS

Our programs are built around sound youth development principles. In the 1990s the Search Institute conducted research on the factors that all youth need to become healthy, caring, principled and productive adults. Search studied over 500,000 young people, grades seven through 12, in more than 600 communities across America. From the research, Search defined 40 developmental assets that create positive building blocks for successful adults.

The work of Search and others has shifted the focus of youth development away from problem solving to asset building. This positive view of children and youth is consistent with Camp Fire's beliefs. The clarity of the research and the philosophical similarity of the Search Institute's work to Camp Fire's mission and core values have led us to embrace the work of the Institute in constructing our program evaluation materials. Although our programs build many of the 40 developmental assets established by Search, Camp Fire has identified 14 assets we believe our programs help develop in youth. Because we strive for continuous improvement, we anticipate that these outcomes may change over time. We have developed an Outcome Measurement Tool Kit and are evaluating these assets to determine if they are the critical ones we will continue to embrace in our work. The 14 assets from Search's list that Camp Fire has identified as its target assets are:

- Young person has empathy, sensitivity and friendship skills
- Young person has knowledge of, and comfort with, people of different cultural/racial/ethnic backgrounds
- Young person serves in the community one hour or more per week

- Young person receives support from three or more non-parent adults
- Young person spends three or more hours per week in lessons or practice in music, theater or other arts
- Young person spends three or more hours per week in sports, clubs, and organizations at school and/or in the community
- Young person is out with friends with "nothing special to do" two or fewer nights per week
- Young person can resist negative peer pressure and dangerous situations
- Young person seeks to resolve conflict nonviolently
- Young person knows how to plan ahead and make choices
- Young person feels he or she has control over "things that happen to me"
- Young person reports having high self esteem
- Young person reports that "my life has a purpose"
- Young person is optimistic about his or her personal future

INTRODUCTION TO DISCOVERY: NAVIGATOR LEVEL EIGHT

“Example is not the main thing in influencing others. It is the only thing.”

- Albert Schweitzer

Discovery means exploration and adventure and finding something meaningful in the process. The Camp Fire *Discovery* program is designed for youth in sixth, seventh and eighth grade with this in mind. The program is flexible and adaptable to the ever-changing needs and interests of youth who participate in Camp Fire in after-school programs, small groups, schools and in community sponsored groups. Youth or youth groups may choose to use the whole program or just parts of it.

Discovery: Navigator Level Eight offers an opportunity for eighth graders to discover new information about themselves and others. One of the key components of the *Discovery* program is the emphasis on youth participation in decision making and leadership. As youth grow and develop, their role in decision making and governance increases. The *Discovery* program reflects this.

Within the *Discovery* program, youth decision making increases with each level. The *Discovery* program offers activities rather than meeting plans. Activities offer youth choices rather than required activities. Effective youth leadership offers a meaningful leadership development program and not “just make work” activities. Assessment of individual youth skills, interests and needs is part of the program. To be effective future leaders, youth need practical experience in assuming leadership roles. In addition to leadership development, the *Discovery* program provides a structure and process for skill development, creating an increased understanding of self, family, other relationships, community, the environment, creative expression, leisure activities and the future in a world of technology and business growth.

Role of the Leader

In Camp Fire *Starflight* and *Adventure* curricula, levels K through 5, the adult leadership is referred to as “the leader.” For the *Discovery* program, an activity leader is the person that leads activities. This can be either a youth or an adult. An adult facilitator assumes responsibility for a group, but allows youth to lead. The adult facilitator may be a volunteer leader, program director or activity leader in Camp Fire, a school or community organization. The adult facilitator is responsible for providing a safe and positive experience for the youth.

THE DISCOVERY PROGRAM FRAMEWORK ▶

The *Discovery* Desire describes how youth cultivate friendships that come from sharing the same discoveries in Camp Fire. “I shall strive to discover myself at the fire of adventure and friendship, remembering that what I possess grows in value as I share it with others...” Because of the paths they find, youth acquire the skills to make the future better for both themselves and others.

Discovery: Navigator Level Eight contains activities and projects on a wide range of topics. They have been developed for eighth grade, but can be used with any grade level, as appropriate to the youth’s abilities and interests. *Discovery* activities and projects at each level (sixth, seventh and eighth) can be used interchangeably, especially with youth groups of mixed ages. As the levels increase, the projects become more elaborate and youth are given increased leadership opportunities.

Throughout the *Discovery* program, youth and adults work together in partnerships that encourage youth to play active roles in planning and decision making. Youth form lasting relationships and gain a sense of belonging as well as a feeling of emotional commitment from adults, both inside and outside the family circle. (See page 381 for more information about youth/adult partnerships.)

**CAMP FIRE TRAILS &
YOUTH OUTCOMES****Education Standards**

Education standards are the outlined skills that youth achieve at certain levels. While there is no single national standard for these abilities, states and other respected education organizations have developed their own benchmarks and guidelines. Camp Fire has adopted the standards as outlined by Mid-Continent Research for Education and Learning (McRel), a leading nonprofit organization whose purpose is to improve education through applied research and development. These benchmarks for youth in grades K to 12 outline education milestones that youth ideally meet at different levels.

Some of the Language Arts standards are embedded in all of the activities in the *Discovery* program. What this means is that when youth participate in Camp Fire curriculum activities, they are gaining skills and knowledge that support language arts skills of Listening and speaking. Specifically, the following level three (grades 6 to 8) Language Arts standards are addressed in each *Discovery* activity:

Language Arts Standard 8: Uses Listening and speaking strategies for different purposes.

8.1 Plays a variety of roles in group discussions.

8.2 Asks questions to seek elaboration and clarification of ideas.

8.4 Listens in order to understand topic, purpose, and perspective in spoken texts.

8.5 Conveys a clear main point when speaking to others and stays on the topic being discussed.

In addition to these embedded standards, additional specific standards are addressed in each activity. See page 419 for a list of McRel Standards that the *Discovery* Navigator curriculum addresses.

Camp Fire Trails and Youth Outcomes

Camp Fire has identified 17 outcomes it deems appropriate and necessary to develop *Discovery*-age youth. Outcomes are grouped to support the themes of the five Camp Fire trails. Projects and activities in each trail relate to one or more of the outcomes.

Trail to Knowing Me helps youth learn relationship and communication skills and focuses on increasing youth's self-knowledge.

Activities in the Trail to Knowing Me include fitness, emotions, self awareness, getting along with others, respecting differences, communication and conflict resolution.

Outcomes include:

- Youth will have preferences for safe choices.
- Youth will have an opportunity to learn from mentoring relationships with adults.
- Youth will express feelings and emotions in a positive, constructive manner.

Trail to Family and Community strengthens each youth's place in the family and community and focuses on leadership skills, service learning and citizenship.

Activities in the Trail to Family and Community include leadership, family activities, community awareness, stories, service learning, cultures and citizenship.

Outcomes include:

- Youth will be able to resolve conflict in a healthy way.
- Youth will be culturally tolerant and will value representation from diverse populations.
- Youth will have an increased sense of having a community support system and respect for authority.
- Youth will have a commitment to helping others and to volunteerism.

Trail to Creativity stimulates youth's creativity and imagination through activities that involve the arts.

Activities in the Trail to Creativity include visual and performing arts.

Outcome:

- Youth will be able to communicate their points of view effectively.

Trail to the Environment helps youth understand and appreciate the natural world.

Activities in the Trail to the Environment include nature, conservation, natural resources, camping, hiking, pets, planting and weather.

Outcome:

- Youth will have an appreciation for the environment and outdoor activities.

Trail to the Future focuses on developing mental and physical skills.

Activities in the Trail to the Future include science, learning new skills, technology and sports.

Outcome:

- Youth will maximize their physical abilities to meet and overcome physical challenges.

All trails contain activities that result in these outcomes:

- Youth will be able to plan sequentially.
- Youth will be able to practically apply their academic learnings.
- Youth will appreciate being able to celebrate and share successes.
- Youth are willing to engage in personal growth activities.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

The trails are not mutually exclusive. Many activities fall under more than one trail. The designations are made to help adult facilitators provide a balance of activities in their programs. Councils or chapters can determine the desired

level of flexibility in how activities and projects fit into the trails. The most important thing is to have consistent guidelines that everyone follows.

Trail Activities

Any activity in the *Discovery Navigator* book may be done at any time. In addition to trail activities in each project, there are additional activities at the end of each trail.

Trail Projects

Within each trail, there are projects that contain anywhere from nine to 12 activities. Youth complete a project by completing four activities. There are 10 trail projects in *Discovery Navigator*. They are:

Trail to Knowing Me

- Mind Over Body
- The Health Connection

Trail to Family and Community

- Family Care, Now and Later
- Colorful Communities
- STAR Project

Trail to Creativity

- A Stroke of Art
- Innovation Station

Trail to the Environment

- WorldWise
- Going Wild

Trail to the Future

- Believe It or Not
- Know Your Sports

Trail emblems are available to recognize the completion of projects.



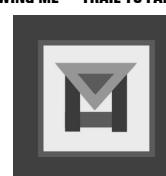
TRAIL TO KNOWING ME



TRAIL TO FAMILY AND COMMUNITY



TRAIL TO CREATIVITY



TRAIL TO THE ENVIRONMENT



TRAIL TO THE FUTURE

Projects can be completed in any order. A group could complete one project by doing activities in consecutive order, or several projects can be worked on at once. For example, an activity from “A Stroke of Art” may be done one week and an activity from “WorldWise” may be done the following week. The group may want to consider the seasons and its own interests in choosing which to do first.

Activities may be done in any order as well. At the end of each trail there are additional activities that can be added to projects or can be done as stand-alone activities, to go into greater depth.

Focus Areas

Activities within a project are grouped into four areas of focus to adapt to each youth’s interest and ability level.

Knowledge activities provide youth the opportunity to learn or review knowledge in the topic area of the project.

Skill activities allow the youth to practice skills in the topic area of the project.

Leadership activities build leadership skills. Youth will lead an activity for another group, take on a leadership role or lead a planning process.

Take It to the Limit activities are designed for youth who want to increase their knowledge, skill and leadership by going beyond completing a project.

Youth choose the projects they want to work on within a trail. Adult facilitators help youth decide whether they want to focus on knowledge, skill, leadership or “take it to the limit” activities within the projects. This option can help a group emphasize an area they want to develop. For instance, a group that wants to develop leadership skills can choose activities that offer opportunities to lead.

In other settings where youth may come or go more often, knowledge level activities may be more appropriate.

Format for Trail Projects Each trail project is introduced using the same basic format:

- **Level** — The recommended grade level for youth participating in the activities.
- **Trail** — The name of the trail that the project falls under.
- **Project** — The name of the project.
- **Purpose** — A general description of what the youth will learn while doing the project.
- **Activity Choices** — Name of the activities and the focus areas addressed.
- **Youth Outcomes** — The Camp Fire outcomes related to the project activities.
- **Education Standards** — The education standards that each meeting plan will help the youth to develop.
- **Requirements** — Information on recognition requirements.
- **Tips for Adult Facilitator** — Advice for making the project a success.

Activities

Within each project, there is a choice of activities. *Discovery Navigator* activities will most often take between 20 and 40 minutes. Additional meeting time is needed for youth to gather and socialize, do business and conduct ceremonies, if desired. Activity leaders can follow the activities as designed, or substitute activities that would be more suitable to their situations, assuming that the activities relate to the purpose of the project or meeting and support the Camp Fire program philosophy. Each group has unique interests and skills. At this age, it is essential that youth choose activities and projects that interest them.

In many cases, the activities are a springboard for discussion. Youth like working in small groups, socializing and talking about their thoughts and feelings. Often this is the primary benefit of the activity—not the activity itself. Reflection is an important part of all meetings. It is an opportunity for youth to talk about what they have learned and express their thoughts and feelings. Allow plenty of time for discussion.

Format for Activity Plans

As each project follows the same format, so do the activity plans. Each one contains the following information:

- **Trail** — The trail that the activity and project are on.
- **Activity Name** — The name of the activity.
- **Project** — The name of the project that the activity falls under.
- **Level** — The recommended grade level for youth participating in the activity.
- **Focus** — The focus of the activity, whether knowledge, skill, leadership or “take it to the limit.”
- **Code** — Each activity contains a code that indicates if an activity can be done by an individual (I) or as a group (G), and the number of *Discovery Points* (DP) that may be earned for that activity.
- **Time** — The approximate amount of time required to complete the activity. Groups may take more or less time if they choose. Times may also vary according to the size of the group.
- **Purpose** — Intended expectation of youth accomplishment.
- **Materials** — List of materials required for completing the activity. Some activities require materials or supplies that might be considered costly.
- **Preparation** — Preparation needed prior to conducting the activity.
- **Activity** — Provides background information and instructions for completing the activity.
- **Think about It** — Questions that encourage youth reflection.
- **Tips for Activity Leader** — Insight and session tips for activity leader.
- **Adult Facilitator Notes** — Tips for planning a successful program, especially if the adult facilitator is not serving in the position of activity leader. Notes may also indicate safety concerns or other considerations.
- **Youth Outcomes** — Camp Fire outcomes youth will develop through participation in the activity.

- **Education Standards** — When McRel standards are listed in the activities, they are abbreviated with letters. These letters correspond to the following standards and benchmarks:

Language Arts	LA
Mathematics	M
Science	S
Behavioral Studies	B
Arts: Dance	D
Arts: Music	Mu
Visual Arts	V

Camp Fire Recognition and Awards

Recognition is an important part of Camp Fire and the *Discovery* program. Accomplishing individual and group goals creates a sense of pride. Some recognition is intangible, such as a smile or a compliment. Some is tangible and becomes a visual record to demonstrate achievement of projects and activities. Youth are recognized and rewarded for their accomplishments with beads, emblems, pins and other forms of recognition.

Official national recognition items are one of the features that make Camp Fire unique. All are designed to convey special messages through symbolism, color, design and shape. More information about these awards is included on page 380.

A unique feature of the *Discovery* program is “*Discovery Points*.” All activities have a point value depending on their difficulty or importance. These *Discovery Points* are indicated on each activity page. Most activities are worth one point. Some activities may be worth more than one point depending on the difficulty and length of the activity. For example, some activities that have a focus on leadership may be worth three or more points.

Groups may choose to accumulate *Discovery Points*, or they might prefer to earn emblems or certificates. They can decide to earn *Discovery Points* for some activities and project emblems for completing projects in each trail.

Discovery Points can be used to earn *Discovery* beads (#B00133). Youth accumulate four points to earn one bead. Youth can keep track of the points they have earned on a scorecard (found in the *Discovery Record Book*). *Discovery* Points and scorecards are a way for each youth to keep a record of his or her achievements. Youth are challenged and encouraged to achieve their personal best, not to compete with other youth. *Discovery* Playback pages are provided in the *Discovery Record Book* for youth to reflect on what was learned in a project or activity.

Camp Fire councils decide the options for redeeming *Discovery* Points. Accumulated points might be exchanged for *Discovery* beads, trail certificates, a special event or special privileges.

Building Blocks

Building Blocks are designed to help youth build essential skills that will enable them to successfully complete the transition from childhood to young adulthood. These activities are stand-alone activities, not projects. They are ideal to use with a group that needs extra skill building in an area. Youth may choose one activity or all three activities in each category. Additional activities related to these topics can be found in trail projects.

The five Building Blocks include:

1. Communication
 - Listening
 - Speaking
 - Other forms of communication
2. People, Parents and Peers
 - Relating with other people
 - Relationships with family and friends
 - Resolving conflicts peacefully
3. Planning, Goal Setting and Decision Making
 - Planning
 - Steps to goal setting
 - Steps to decision making
4. Problem Solving Skills
 - Steps to problem solving
 - Behaviors and consequences
 - Applying problem solving to life situations

5. Safety

- Activity safety
- Internet safety
- Safety out and about

Navigator Award

Each level of the *Discovery* program offers an award that can be earned in a year's worth of work. The award can be earned individually or as a group, with these requirements:

Trail Stop 1: Complete at least one activity from each of the five categories of Building Blocks.

Trail Stop 2: Complete at least one Trail Project from the trail of your choice and one activity from each of the four remaining trails.

Trail Stop 3: Help plan and do a service project.

Trail Stop 4: Help with a council or chapter product sale or have a fundraiser.

Trail Stop 5: Go camping or participate in an outdoor community event.

Trail Stop 6: Serve in a leadership role in Camp Fire or another organization.

Trail Stop 7: Complete at least one Torch Bearer project.

Trail Stop 8: Serve in a leadership position in your community.



The Navigator award is recognized with an emblem (#B00121) or a pin (#B00118). If a youth chooses not to earn this award, he or she can still do all the activities with the group.

OVERVIEW OF THE DISCOVERY PROGRAM ►

		Building Blocks Level		
		6	7	8
		Path Finder	Trail Blazer	Navigator
Building Block Activities	Youth complete at least one activity in each of five categories. There are three choices in each category.	16 activities	16 activities (some repeat)	20 activities (some repeat)
Trail Projects				
Trail Projects	There are two or three projects in each trail. Youth complete at least four activities to “complete” a project. Each project has eight-12 activity choices.	Knowing Me	16 activities	17 activities
		Family & Community	19 activities	22 activities
		Creativity	19 activities	22 activities
		The Environment	18 activities	22 activities
		The Future	18 activities	17 activities

Other Discovery Options

Some groups will work on projects and Building Blocks only, while other groups will do projects, Building Blocks and work toward awards. In addition to the Navigator award, youth can earn activity beads (see *Activity Bead Book*, #D00105). Outdoor Skills can be developed using the

American Camp Association (ACA) Outdoor Living Skills progression or Camp Fire Progression in Outdoor Action (described in *The Outdoor Book*, #D07600). Regardless, all activities provide opportunities for growth and enjoyment for individuals and groups.

BUILDING BLOCKS

In addition to activities centering around the five trails, there are five areas that speak specifically to the needs of early adolescents: communication, peer relationships, planning and goal setting, conflict resolution and safety. These areas are addressed with Building Blocks to help build competencies in youth. These are also critical areas that school administrators and youth development experts stress need to be developed at the early adolescent stage.

ACTIVITY CHOICES ►

Building Block	Activity Name
Communication	I Say, You Say, We Say!
Communication	How Bad Can You Be?
Communication	Silent Communication
People, Parents and Peers	What Do I Control?
People, Parents and Peers	Peer Mediation and the Conflict Resolution Process
People, Parents and Peers	Is It Love?
People, Parents and Peers	Stereotyping Sex Roles
Planning, Goal Setting and Decision Making	<i>Discovery</i> Planning Method
Planning, Goal Setting and Decision Making	Responsibilities and Goals
Planning, Goal Setting and Decision Making	Leadership Styles
Problem Solving	Pick It Out
Problem Solving	Clashing, No Bashing
Problem Solving	Conflict Resolution
Safety	The Name of the Game is Safety
Safety	Don't Get Caught in the Web
Safety	Safety Out and About

YOUTH OUTCOMES ►

Building Blocks cultivate leadership skills by addressing specific Camp Fire outcomes. All of these activities support the following outcomes:

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will be able to resolve conflict in a healthy way.
- Youth will have an opportunity to learn from mentoring relationships with adults.

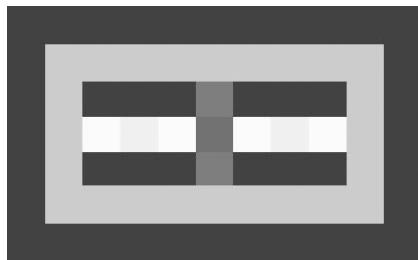
In addition, some activities support additional outcomes. These are noted within each activity, under the Youth Outcomes section.

EDUCATION STANDARDS ►

Building Block	Activity Name	Standards
Communication	I Say, You Say, We Say!	B 3.8
Communication	How Bad Can You Be?	B 3.8
Communication	Silent Communication	B 3.8, B 2.7
People, Parents and Peers	What Do I Control?	LA 7.4
People, Parents and Peers	Peer Mediation and the Conflict Resolution Process	LA 7.4, B 1.1, B 1.5, B 3.8
People, Parents and Peers	Is It Love?	B 1.1, B 1.5
People, Parents and Peers	Stereotyping Sex Roles	LA 7.4, B 1.5, B 3.8
Planning, Goal Setting and Decision Making	Discovery Planning Method	LA 7.4, B 1.5, B 2.7
Planning, Goal Setting and Decision Making	Responsibilities and Goals	LA 1.11, LA 7.4, B 1.5
Planning, Goal Setting and Decision Making	Leadership Styles	LA 7.4
Problem Solving	Pick It Out	LA 7.4
Problem Solving	Clashing, No Bashing	LA 7.4, LB 1.5, B 3.8
Problem Solving	Conflict Resolution	LA 7.4, B 1.5, B 3.8
Safety	The Name of the Game	LA 7.4, B 1.5, B 2.7
Safety	Is Safety	
Safety	Don't Get Caught in the Web	LA 7.4, B 1.5, B 2.7
Safety	Safety Out and About	LA 7.4, B 1.5, B 2.7

**REQUIREMENTS FOR EARNING ►
RECOGNITION ITEMS**

Youth complete at least one activity from each Building Block category to earn a Building Block emblem (#B00109). Youth might choose to earn *Discovery Points* instead. The points are indicated in each activity. Youth accumulate *Discovery Points* to earn recognition items, including *Discovery beads* (#B00133). Activities can be altered or modified to meet the needs, interests and ideas of the group.

**TIPS FOR ADULT FACILITATORS ►**

- To earn the Navigator Award, youth choose at least one activity from each Building Block category. They may do more, if they choose.
- Discussions and other times when sharing takes place allow the youth and adult facilitators a chance to get to know one another. There will be times when the youth are tempted to all speak at once. Remind the youth to use respectful communication.
- Be sure to remind youth about what is appropriate to share and that what others say is confidential and should not be repeated outside the group.
- The youth may share confidential family information with other youth or adults working with the group. As an adult in a leadership position, you are required in most states to report any alarming information concerning a youth's emotional well-being or physical health to the state's child abuse hotline for further investigation by the appropriate authorities.

**ACTIVITY NAME ► I SAY, YOU SAY,
WE SAY!****BUILDING BLOCK ► COMMUNICATION****LEVEL ►** Eight**CODE ►** I or G DP1**TIME ►** 45 minutes**PURPOSE ►** Learn and practice good communication skills.**MATERIALS ►** Chart paper, markers.**PREPARATION ►** Write examples of the "You" and "I" statements listed below on chart paper.**ACTIVITY ►**

Communication involves sending and receiving messages. Show youth the list of "you" and "I" statements.

"You" statements

- Can be hurtful because they are often negative.
- Focus on what others are saying, thinking and doing.
- Demand another person change.
- Focus on things that can only be guessed, such as other people's thoughts, feelings, motivations, etc.
- Feel like a finger is being pointed.
- Examples: You always..., you never..., you think..., you make me mad, you don't care.

"I" statements

- Focus on a person's own feelings, thoughts and observations.
- Make a personal appeal for help or change.
- Are less likely to hurt the feelings of others.
- Keep the speaker focused on what he or she knows: the speaker's feelings, thoughts or observations.
- Examples: I think..., I believe..., I feel..., in my opinion..., I'd rather..., I'm happy, I'm frustrated, etc.

Review the two types of statements with the youth. Ask the youth to give examples of each.

Ask volunteers to share such situations that were a problem for them, situations in which they were not able to communicate the way they wanted. Youth may choose to give hypothetical situations. Have a recorder make two columns on chart paper. In the first column, have the recorder write down each person involved and how each acted. Have the recorder be specific in writing exactly what each person said or did. In the second column, have the recorder write down what the person sharing the experience wished each person would have said or done. Using the situations on the list, have the youth practice changing what was said into "I" messages.

Remind the youth that "I" messages work well when trying to communicate with others. "I" messages allow a person to describe feelings and behavior without blaming other people.

For example, "When you yell, I feel anxious." Review the following list of roadblocks to communication with the youth. Have them discuss if these types of statements are true, the feelings involved and the reactions caused by each. Have them give other examples of each. List their examples on chart paper.

Roadblocks to Communication Example

Globalizing You always
 You never

Ordering Stop complaining.

 Just do what you were told.

Preaching You are too old to act like that.

 You should not _____
 because it is just not right.

Threatening If you do (say) that again,
 I will _____.

Name Calling You're acting like a baby.

Shaming You should be ashamed
 of yourself.

Blaming It's all your fault.

Have the youth test their overall communication skills with this exercise:

Choose two volunteers: Person A and Person B. Give each person a large piece of chart paper and markers. Person B should not be able to see what Person A is doing. Person A draws a simple design on the paper. Next, have Person A describe what to do, step by step, so that Person B can duplicate the design on his or her piece of paper. Do this exercise twice: the first time, Person B cannot talk; the second time, Person B can ask questions to clarify the directions.

How well did Person B Listen? How well did Person A give instructions? Which time did Person B's drawing more closely match the original? What are some strategies that would improve communication between Person A and Person B? (Have the youth list these strategies.) Is communication more successful when it is one-way or when it is two-way? Pair up so that everyone in the group gets a chance to try the

exercise. (This can also be done by having Person A describe, step by step, exactly how to make a peanut butter sandwich. Make sure that Person B does only what Person A says to do!)

THINK ABOUT IT ►

- How does communicating with friends differ from communicating with parents, teachers or other adults?
- Which adults are easier to communicate with and why?

TIPS FOR ACTIVITY LEADER ►

- Be sure to discuss the differences between the "You" and "I" statements with the youth. Let them know that using "I" statements is not always as easy as it sounds. It is a skill that takes thought and practice.
- Divide the youth into pairs and have them role play using "I" statements.

ADULT FACILITATOR NOTES ►

It may be better for an adult to lead this activity.

YOUTH OUTCOMES ►

See page 11 for youth outcomes.

EDUCATION STANDARDS ►

B 3.8 Understands that language and tools enable human beings to learn complicated and varied things from others.

**ACTIVITY NAME ► HOW BAD CAN YOU BE?****BUILDING BLOCK ► COMMUNICATION****LEVEL ►** Eight**CODE ►** G DP1**TIME ►** 20-30 minutes

PURPOSE ► Learn or review the components of being a good Listener and practice using those skills.

MATERIALS ► Paper, pencils, large sheet of paper or poster board, markers.

ACTIVITY ►

Ask the youth if they think they are good listeners. Would their parents say they are good listeners? Would the people at school say they are good listeners? How does it feel when someone you are talking to continually interrupts you or looks away? In a friendly conversation, it can create hurt feelings. In a situation where the person speaking is trying to communicate something important or solve a problem, it can create more problems. Ask the youth to think of problems or negative feelings that could result when people don't listen.

Divide the group into four smaller groups. Have each group list what they consider to be good listening skills. After about 10 minutes, gather as a large group. Have one person from each small group read his or her group's list. Have a recorder create a combined list with the responses from all the small groups. Put stars or dashes next to the skills that are listed more than once.

Review the following list of skills for being a good listener with the youth and discuss each.

- Stop what you are doing.
- Look at the person who is speaking.
- Concentrate on what is being said. Ignore distractions.
- Think about what you heard.

- Use positive facial expressions and body language to show that you understand.
- If you are asked a question, indicate that you have heard it by answering or nodding your head.
- Ask questions if you do not understand or if you need additional information.
- Repeat information to be sure you have the information correct.

Ask the youth to create a list of things that bother them (pet peeves) when it concerns listening.

Example: The person you are talking to looks away (at the television or out a window) most of the time you are speaking to him or her. After the list is complete, have them compare it to the list of good listening skills.

Divide the youth into pairs. Have the first youth tell his or her partner about his/her worst day at school (or best day at school.) The partner should try his/her best to exhibit POOR Listening skills.

After one or two minutes, have the youth trade places. Bring the group together and discuss.

THINK ABOUT IT ►

- What were some of the things the person who wasn't listening to you did?
- How did you feel when you were the one showing "poor listening skills"?
- What might the outcome of this situation be?
- What can we do to let someone know that we don't think he/she is listening to us?
- How can this skill help you in other areas of your life?

YOUTH OUTCOMES ►

See page 11 for youth outcomes.

EDUCATION STANDARDS ►

B 3.8 Understands that language and tools enable human beings to learn complicated and varied things from others.

ACTIVITY NAME ► SILENT COMMUNICATION**BUILDING BLOCK ► COMMUNICATION****LEVEL ►** Eight**CODE ►** G DP1**TIME ►** 20-30 minutes**PURPOSE ►** Develop or enhance nonverbal communication skills.**MATERIALS ►** Blindfolds for all participants, two gift wrap tubes (long paper tubes), paper towel tubes may be substituted.**ACTIVITY ►**

Are speaking and writing the only way people communicate with each other? What other ways are there to communicate?

Begin by having everyone put on a blindfold. Put the tubes into the hands of two youth. Ask everyone who does not have a tube to take off his/her blindfold. Ask all who are not blindfolded to become observers. Guide the two holding the paper tubes closer to each other. Tell them they are not allowed to speak. Tell them they are to try to determine who the other person is using only the tubes. (By gently tapping the other, they try to determine things like height and other clues that might help them know who the other is.) After a few minutes have passed, ask them to take hold of the end of the other person's tube. Continue looking for clues about the other while holding onto both tubes (hint: pull on the tubes to sense how strong the person is). After a few more minutes have passed, stop the activity and repeat it selecting two other participants to remain blindfolded until everyone in the group has had a turn.

THINK ABOUT IT ►

- What was it like to be blindfolded?
- How hard or easy was it to find out who the other person was?
- What senses did you use?
- How do you think a visually impaired person communicates with the world around him/her?

TIPS FOR ACTIVITY LEADER ►

- Ensure that safety is observed while participants are blindfolded.
- Make sure ground rules for using tubes is established. Example: no hitting.

YOUTH OUTCOMES ►

See page 11 for youth outcomes.

EDUCATION STANDARDS ►

B 3.8 Understands that language and tools enable human beings to learn complicated and varied things from others.

B 2.7 Understands that there are similarities and differences within groups as well as among groups.

**ACTIVITY NAME ► WHAT DO I CONTROL?****BUILDING BLOCK ► PEOPLE, PARENTS AND PEERS****LEVEL ►** Eight**CODE ►** I or G DP1**TIME ►** 30 minutes**PURPOSE ►** Learn to deal effectively with negative peer pressure.**MATERIALS ►** Pens or pencils, copies of *What Do I Control?* on page 19.**PREPARATION ►** Make copies of *What Do I Control?* on page 19, one for each youth.**ACTIVITY ►**

Negative peer pressure is pressure exerted by peers to make people do something they know is not right. Ask the youth if they have ever experienced negative peer pressure. Ask for volunteers to tell their experiences with negative peer pressure. Have the youth give examples from television shows or movies as well.

Have the youth complete the activity page, *What Do I Control?* After they have finished, have them compare the things they have control over to the things they do not.

Go over these tips for dealing with peer pressure and discuss:

- Listen to what the other person has to say.
- Decide what YOU think about it.
- Separate what you think, what you feel and your ideas from those of the other person.
- Compare what he/she has said to what you think and feel.

Decide which the better idea is using the following questions as a guide:

- Will it get me into trouble?
- Will it get others into trouble?
- Is it dangerous?
- What would those who I care about think about it?
- What are the consequences?

Make your decision.

Using the following situations, choose one youth to decide who is in control. How would that person answer the five questions listed above? Discuss the best decision the person involved could make.

Situations:

1. John and Robert want Alex to jump off the roof of John's house on a dare.
2. Michael and Jane want Angie to leave school at lunch and walk to Michael's house.
3. Alice and Robert want to stay after school to help Darren with his homework.
4. Sara and Alice want Kyle to help them cheat on a test.

Have the youth brainstorm ways to say "no" to peers when needed. Have the youth role play the situations above to practice saying "no."

THINK ABOUT IT ►

- When teens are together in groups of three or more, does the temptation to go along with the group increase when the group decides to do something you know is wrong?
- What is the temptation to do something you know is wrong when it is just you and one other person? Who has more control or power? The person who says "no" or the person who does not want to, but agrees anyway?

TIPS FOR ACTIVITY LEADER ►

- Approximately 11 of the words in the activity, *What Do I Control?* represent items the youth have some control over. Ten are things they have no control over. If a youth has an excess in one area or another, be sure to discuss it with him/her so he/she has a better understanding of the things he/she can control.
- Add situations that may be relevant to the group during the discussions.

ADULT FACILITATOR NOTES ►

- Consider doing this activity when certain peer related situations may be an issue with the group.

YOUTH OUTCOMES ►

- Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.
- See page 11 for additional youth outcomes.

EDUCATION STANDARDS ►

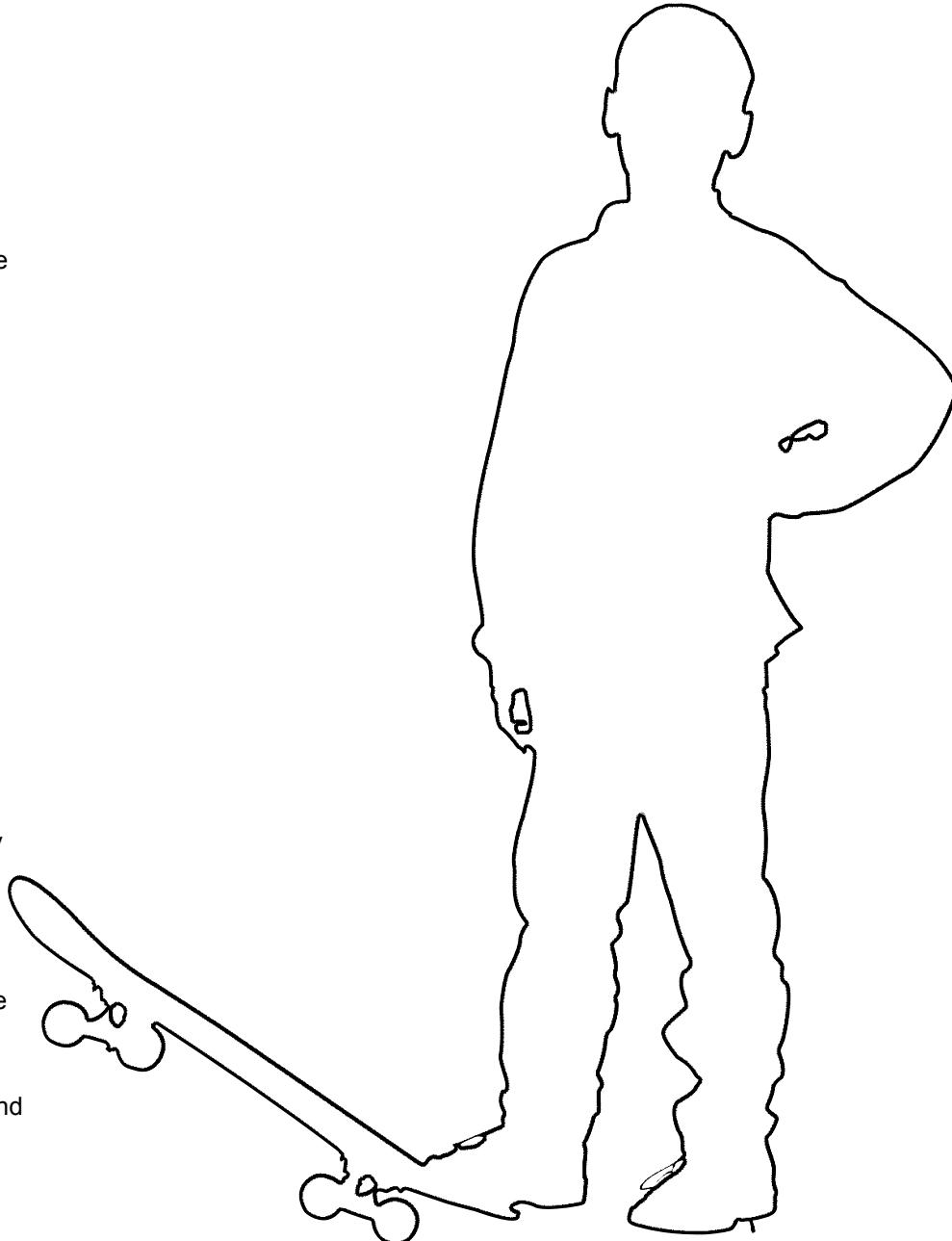
LA 7.4 Uses new information to adjust and extend personal knowledge base.



WHAT DO I CONTROL?

There are 22 words or phrases listed below. Look at each item listed and decide if you have control over it or not. Write the corresponding letter of the word inside the figure if you DO have control over it. Write the corresponding letter of the word outside the figure if you DO NOT have control over it.

- A. Weather
- B. Using drugs
- C. Father
- D. Test scores
- E. Who your friends are
- F. Stealing
- G. Sisters
- H. Drinking alcohol
- I. Mother
- J. Teachers
- K. Attending school
- L. Shoplifting
- M. Attitude
- N. Brothers
- O. Grades
- P. Crime rate in the city
- Q. Cousins
- R. Enemies
- S. Participating in crime
- T. Lying
- U. The school you attend
- V. Sex life



ACTIVITY NAME ► PEER MEDIATION AND THE CONFLICT RESOLUTION PROCESS**BUILDING BLOCK ► PEOPLE, PARENTS AND PEERS****LEVEL ►** Eight**CODE ►** G DP2**TIME ►** 45-60 minutes**PURPOSE ►** Develop skills in managing conflict involving peers.**MATERIALS ►** Paper, pens or pencils, copies of *Conflict Resolution Steps* on page 22, one for each youth.**PREPARATION ►** Make copies of *Conflict Resolution Steps* on page 22.**ACTIVITY ►**

Peer mediation is a process by which teens and adults are able to help their peers (others in their group) work through a conflict or problem without having to go to a person in a position of authority (an adult facilitator or a supervisor). Anyone who is willing to learn the steps can be a successful peer mediator.

Distribute copies of *Conflict Resolution Steps*. Explain the peer mediation process:

First, the youth in conflict are asked if they want help in resolving the problem. If they do, one or more peer mediators sit with them, one with each youth. It is more comfortable for two peer mediators to be together so they can give each other moral support. If one or both youth in conflict say they do not want help and they are not willing to listen and talk, then they are both sent to the adult facilitator.

The peer mediators are there to help their peers solve the conflict. They listen to their replies and direct them to listen to each other rather than interrupting. The peer mediators encourage the other youth to listen carefully without interruption and then repeat to each other what they heard the other say. Their job is to appreciate the two parties listening and problem-solving skills and to avoid taking sides. They are not to blame, accuse, moralize or judge. They are there to help the youth resolve the conflict. It is easy to slip into old ways of doing things, so peer mediators need to be careful!

One of the peer mediators begins with the more visibly upset person, asking him or her to state what happened. The second person is asked to listen and then repeat back what he or she heard. He or she is not to contradict, argue or blame, but simply repeat. The same question is then posed to the second person, "What happened?" and the first listens carefully and repeats.

The next question the peer mediator asks each youth is "How were you feeling?" Again, each youth listens and then repeats what the other said. Next, they are asked what they want to stop happening. In turn, they each answer the question and repeat back what the other said. Then they are asked what they would like to have happen instead. Each repeats what the other said. The youth are then asked if they can agree to do what the other suggested. If they are not happy with that suggestion, they are asked to generate other solutions.

The youth are then asked if they can make a firm commitment to try to behave the way they both agreed. When both have agreed to another behavior, the peer mediators compliment them on their good listening and problem solving skills and ask them to return to the group or the activity. The two people involved could be asked to sign an agreement. If the situation is serious, have them write down what they agreed on and sign it. Note: It is sometimes helpful to talk with each person involved in the conflict separately, before the

mediation begins. This is especially helpful if both are extremely angry. This will allow time for each person to cool down first.

Brainstorm possible conflicts or problem situations that may involve teens and list them on paper. Select one from the list and ask for four volunteers: two to be the youth in conflict and two to be peer mediators. Use the *Conflict Resolution Steps* handout to role play the peer mediation process using the problem selected. Allow other teens to take a turn being one of the peer mediators using another problem situation on the list.

Break into groups of three to four and continue practicing the process until all the teens are comfortable with the process.

THINK ABOUT IT ►

- Is the ability to mediate and guide others through the conflict resolution process a technique that will be useful throughout your life? Why or why not?
- How could this skill affect your relationships?

TIPS FOR ACTIVITY LEADER ►

Post the *Conflict Resolution Steps* in your meeting area.

ADULT FACILITATOR NOTES ►

Consider practicing the peer mediation process at different times throughout the program term to reinforce the teen's skills and abilities. Other activities that support this topic include "I Say, You Say, We Say" on page 13, "Clashing, No Bashing" on page 35, and "Conflict Resolution" on page 37.

YOUTH OUTCOMES ►

See page 11 for youth outcomes.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

B 1.1 Understands that each culture has distinctive patterns of behavior that are usually practiced by most people who grow up in it.

B 1.5 Understands that various factors affect decisions that individuals make.

B 3.8 Understands that language and tools enable human beings to learn complicated and varied things from others.

CONFLICT RESOLUTION STEPS

Mediator(s) asks both: Do you want help? Are you willing to work on a solution?
If both answer "yes," proceed. If one says "no," send them both to the adult facilitator.

	To participant One:	To participant Two:
1	Please tell us what happened.	
2		Please repeat what he/she said.
3		Please tell us what happened.
4	Please repeat what he/she said.	
5	How did you feel when that happened?	
6		Please repeat what he/she said.
7		How did you feel when that happened?
8	Please repeat what he/she said.	
9	What would you like to stop?	
10		Please repeat what he/she said.
11		What would you like to stop?
12	Please repeat what he/she said.	
13	What would you like him/her to do instead?	
14		Please repeat what he/she said.
15		What would you like him/her to do instead?
16	Please repeat what he/she said.	
17	Can you do that?	
18		Can you do that?
19	To both: Can you make a firm commitment to try to behave in the way you both have agreed?	
20	If they both say "yes," compliment their good listening and their willingness to work on a solution. If one of them says "no," ask each person to think of something he/she would like each of them to do to solve the problem. Have them continue to think of ideas until they both agree upon a solution and can commit to carrying it through.	

**ACTIVITY NAME ► IS IT LOVE?****BUILDING BLOCK ► PEOPLE, PARENTS AND PEERS****LEVEL ►** Eight**CODE ►** I or G DP1**TIME ►** 45 minutes**PURPOSE ►** Understand how culture affects beliefs about love.**MATERIALS ►** Paper, pens or pencils, large paper, markers, copies of *Dating* on page 25, one for each youth.**PREPARATION ►** Make copies of *Dating* on page 25.**ACTIVITY ►**

Love is the most precious emotion in a human being. One of the greatest gifts a person can give the world is love—other people—family, friends and one day, possibly, a partner. Everyone needs love just like a fish needs water. Everyone in life has a deep rooted desire to love and be loved.

Stories often end with two characters falling in love and going off into the sunset, happily ever after. Ask the youth if this kind of love is realistic.

Ask the youth to form groups of three to four. With your group, discuss the difference between love and infatuation. Infatuation is described as a foolish love; being blinded by irrational love. Have them brainstorm and record active words of what love looks like and what infatuation looks like. For example love is: a special bond, trusting. Infatuation is: dreamy, she or he is absolutely perfect, or being carried away by the smell of a certain fragrance.

Using the brainstorming list, have the youth discuss whether these are accurate representations of love as they have seen in daily life. Read the following list and ask the youth how these qualities relate to love and healthy relationships.

- Good communication
- Mutual respect
- Trust
- Honesty
- Support
- Fairness/equality
- Separate identities

Have the youth read the information on *Dating*. Discuss the information in small groups or with the entire group.

THINK ABOUT IT ►

- Do you think you possess the social skills (those for youth ages 11-15) listed in this activity?
- Should teens your age “solo” date? Why or why not?
- Why do parents want their children to wait until a specific age before they start to date?

TIPS FOR ACTIVITY LEADER ►

Be aware of sensitive issues concerning love and dating if discussing the topic in a coeducational group.

ADULT FACILITATOR NOTES ►

This activity may lead to discussions about sex.

YOUTH OUTCOMES ►

See page 11 for youth outcomes.

EDUCATION STANDARDS ►

B.1.1 Understands that each culture has distinctive patterns of behavior that are usually practiced by most people who grow up in it.

B.1.5 Understands that various factors affect decisions that individuals make.

DATING

Eleven-year-olds talk about having a “girlfriend” or “boyfriend” or “going together.” What sounds like dating is mostly just the beginning of boy-girl socializing. Participating in youth groups and co-ed athletics allow boys and girls to mingle in low-key ways. These experiences give youth opportunities to practice social skills which will reduce their awkwardness when they later start to date.

Between the ages of 11 and 15, youth go through a process of predating and early dating (group dating) where certain social skills are learned and refined. These social skills include:

- Saying “please” and “thank you,”
- Greeting everyone in the room and smiling,
- Calling other’s parents “Mr.” and “Mrs.” unless told otherwise,
- Thanking the host before leaving a party or gathering,
- Being able to draw others into conversation,
- Being able to turn negative or critical conversation into something positive,
- Knowing how to introduce friends and family,
- Knowing how to extend invitations in a way that allows another to decline gracefully, and
- Being on time.

By the time a teen is ready to start formal or “solo dating” (one boy, one girl) somewhere around age 16, he/she should also know:

- How to give and receive compliments,
- How to make the necessary arrangements for the date,
- How to ask for a dance,
- How to accept a dance or say “no,”
- How to order from a menu,
- How much money to leave as a tip, and
- How to dress for the occasion.

The beginning of wisdom starts with admitting there are things that you do not know. Teen dating can be very special, but being a teenager and being unaware of many facts means that you, as a teen, have a responsibility to make yourself aware of the truth of dating. Here are some things you should know or do before you start dating:

- Discuss dating with your parents or another trusted adult. Know that you can talk to them whenever you need to.
- Understand the difference between dating and sex.
- Listen to your inner voice. If it tells you something is wrong or you feel uncomfortable, then get out of the situation.
- Be confident about your decisions and use good judgment.
 - Be able to say “no” firmly when needed.
 - If you hear “no” from another, do not proceed.
- Know the characteristics of an unhealthy or abusive relationship; including:
 - Being manipulated,
 - Verbal put downs,
 - Yelling,
 - Pushing or slapping,
 - Forcing you to do things you are not comfortable with, and
 - Being kept isolated from other relationships (with friends, classmates, family.)

ACTIVITY NAME ► STEREOTYPING GENDER ROLES**BUILDING BLOCK ► PEOPLE, PARENTS AND PEERS****LEVEL ►** Eight**CODE ►** I or G DP1**TIME ►** 45–60 minutes**PURPOSE ►** Explore gender stereotypes.**MATERIALS ►** Two pieces of poster board, black marker.**PREPARATION ►** Make two poster board signs, one that says “I Agree” and one that says “I Disagree.”**ACTIVITY ►**

Society and culture influence how people see themselves. Our self-image can be shaped by society’s views about gender roles, how we should act or what we should look like. Man or woman, the pressures from society to be a certain way are immense. Each of us belongs to at least one culture; cultures also exert influence on us to behave in certain ways. How many different cultures do youth belong to? Gender is one culture; race, ethnicity and religion are other cultures.

The words we use in every day conversation often convey stereotypes about gender. Words, plus other stereotyping phrases, behavior patterns and sex-role expectations can keep us from developing our full potential.

Do You Agree?

Put the “I Agree” sign on one side of the room and the “I Disagree” sign on the other side. Read the statements below aloud and ask youth to go to the side of the room that best represents their points of view. If they can’t decide, have them stand in the middle. After everyone has taken a stand, ask the group that agrees to explain their point of view. Ask the group that disagrees to do the same.

Statements

- Men should be the primary providers for the family.
- Women should not make important decisions because they are too emotional.
- Women should not pay their own way on dates.
- It’s never OK for a guy to cry.
- A woman should not earn more than her mate.
- Most women want men to take care of them.
- A marriage proposal should come from a man to a woman.
- Men are smarter than women in math and science.

Do the activity again, asking youth how they think they might react to the statement in 10 years.

What Do You Expect?

Ask the youth to think about movies, television programs or books they have read. Break up into small groups and have each group choose one movie, program or book. Have the group write down the male and female characters in each story. Discuss what the men and what the women are doing. Are they keeping within society’s expectations of gender roles or not? How?

**THINK ABOUT IT ►**

- What has been the effect on boys and men and the tremendous pressure they feel to fulfill their “image”?
- How have the stereotypes affected girls and women in their efforts to realize their full potential?
- Is there a need or desire for you or your group to make an effort to eliminate some of these stereotypes?
- What conclusions about stereotypes can you make now, based on the activity?

ADDITIONAL ACTIVITIES ►

- Make a set of statements and do the activity again. (DP1)
- Do this activity with families and compare the responses. (DP1)

TIPS FOR ACTIVITY LEADER ►

Be prepared for youth discussion. Many will have a bias toward their beliefs. Encourage them to express their beliefs using good communication skills, especially listening to other points of view. Encourage youth to share, but do not force them.

YOUTH OUTCOMES ►

See page 11 for youth outcomes.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

B 1.5 Understands that various factors affect decisions that individuals make.

B 3.8 Understands that language and tools enable human beings to learn complicated and varied things from others.

ACTIVITY NAME ► DISCOVERY PLANNING METHOD**BUILDING BLOCK ► PLANNING, GOAL SETTING AND DECISION MAKING****LEVEL ►** Eight**CODE ►** G DP1**TIME ►** 30-40 Minutes**PURPOSE ►** Learn to use the *Discovery Planning Method*.**MATERIALS ►** Copy of *Discovery Planning Method*, on pages 382-384. Materials will be determined by the event or project chosen.**PREPARATION ►** Make one copy of the *Discovery Planning Method*.**ACTIVITY ►**

Ask the youth what they do when they want to have a party. Do they plan it or does some other member of the family plan it for them? Do they have a method they use to plan? Tell the youth that they are going to look at a planning method and practice using it.

Tell the youth that the group is going to plan an event or project. Review information in the *Discovery Planning Method* with the youth. Lead them through any of the activities you choose using examples given or others. You may use examples offered by the youth.

THINK ABOUT IT ►

- How were decisions made within your group?
- Did anyone feel as though his or her attempt at offering ideas or leadership was rejected?
- By doing this activity, did you learn something about communication that will be helpful in the future? If so, what?
- How do you think you or the group can use this planning method in the future?

TIPS FOR ACTIVITY LEADER ►

Encourage everyone to participate in the process and discussion. Draw shy youth into the discussion by asking them their opinions. If there is a youth who tends to dominate discussions, suggest that no one can add a second idea until everyone has made at least one suggestion.

YOUTH OUTCOMES ►

See page 11 for youth outcomes.

EDUCATION STANDARDS ►

- LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 1.5 Understands that various factors affect decisions that individuals make.
B 2.7 Understands that there are similarities and differences within groups as well as among groups.

**ACTIVITY NAME ► RESPONSIBILITIES AND GOALS****BUILDING BLOCK ► PLANNING, GOAL SETTING AND DECISION MAKING****LEVEL ►** Eight**CODE ►** I or G DP1**TIME ►** 30-45 minutes**PURPOSE ►** Consider what it means to be responsible and use this knowledge to make plans for the future.**MATERIALS ►** Paper, pens or pencils, copies of *The Points of Goal Setting* on page 31.**PREPARATION ►** Make copies of *The Points of Goal Setting* on page 31, one for each youth.**ACTIVITY ►**

Each of us is responsible for making things happen in our lives. Setting goals is the first step to achieving what we would like to have or do.

Review *The Points to Goal Setting* with the youth and discuss.

Have the youth write down something they know how to do but would like to be better at. This could be a sport, a game, playing an instrument, singing, a subject in school, etc. Have them rate their abilities on a scale of one to 10 and write it down.

Ask the youth to think about and then list the things they could do to move up just one number on the scale. Ask them to be specific. Have them write down how often or how long they would need to do the things listed in order to accomplish this. Have them write down anything they might need to help them with this process. This could be materials, resources or help from another person. Remind them to be sure the things they have listed are practical and easy to observe. Have the youth

design a fun way to keep track of their goals. Talk over the plans with the group.

THINK ABOUT IT ►

- What would you tell someone else about taking responsibility for their own success?
- Who is responsible for your success?
- How do you know when you achieve your goals?

ADDITIONAL ACTIVITY ►

Have the youth write down some things they would like to accomplish over the next three years. These may include furthering their education, improving health, learning new skills, improving a relationship or others. Have each youth choose the top three and list them as goals. Next, list two or more action steps under each goal area, making sure the actions are reasonable. See how many of their actions they can achieve over the next two months. Have youth evaluate their plan each week (write down what happened, adjust or change what is not working). If incentives help, have youth build them into their plan so that they can celebrate achievements. Have youth try keeping a journal of successes and frustrations.

At the end of the two months, have the youth reflect on what they learned and achieved. Ask them to identify some common reasons why things did or did not work. Have them list three things they view as strengths in setting and meeting goals (DP3).

TIPS FOR ACTIVITY LEADER ►

Ask youth to share their lists with you. You may be able to support them in being successful by referring them to resources.

YOUTH OUTCOMES ►

See page 11 for youth outcomes.

EDUCATION STANDARDS ►

- LA 1.11 Writes compositions that address problems/solutions.
- LA 7.4 Uses new information to adjust and extend personal knowledge base.
- B 1.5 Understands that various factors affect decisions that individuals make.

THE POINTS OF GOAL SETTING

One way to develop goals is to keep them SMART:

- S pecific
- M easurable
- A ttainable
- R ealistic
- T imeline

Specific—A specific goal has a greater chance of being accomplished. Example: a general goal would be, “Do better in school.” A specific goal would be, “Improve my grade in science by five points.”

Measurable—Establish concrete criteria for measuring progress toward achieving each goal you set. To determine if a goal is measurable, ask questions such as....How much? How many? How will I know when it is accomplished?

Attainable—When you identify goals that are important to you, you begin to figure out ways you can make them come true. You develop attitudes, abilities and skills to reach them. You can attain most any goal you set when you plan your steps wisely.

Realistic—To be realistic, a goal must represent an objective toward which you are both willing and able to work. Your goal is probably realistic if you truly believe that it can be accomplished.

Timeline—Ask and answer the question: How much time will it take me? Then establish a timeframe that allows you to carry out those steps. You may have small goals that lead up to a larger goal.

Other points to keep in mind about goals and goal setting:

Determine your values.

What's really important to you? Your family? Your religion? Your leisure time? Your hobbies? Decide what your most important values in life are and then make sure that the goals you set are designed to include and enhance them.

Begin with the end in mind.

Create a very clear image in your mind of what you want to do. This can help you create your timeline. Start with the end and then decide on the steps it will take to reach the end goal.

Project yourself into the future.

We become what we think about. Whatever thoughts dominate our minds most of the time are what we become.

Create your storyboard.

Make a collage of the goals that excite you. This “Storyboard” can depict goals that deal with skill building, such as proficiency in archery, or more personal achievements, like being more patient with your family. Put the storyboard somewhere you will see it every day. See it and believe it. Keep your energy flowing in a positive direction.

Choose the most important things.

Decide on the things that you most want to accomplish and let the less important things wait for awhile. As you think about your goals, instead of wishing for them to come true, ask yourself: how and what can I do to make them come true?

Be willing to let it all go.

Sometimes something unexpected appears and a change has to be made. Being able to drop a goal in favor of something more timely is a mark of courage and wisdom.

Reflect.

At the end of each day, think about your goal. Get a very clear picture in your mind of seeing yourself doing the things you will be doing after you achieve your goal.

Reward your progress.

Give yourself a pat on the back for the steps completed in reaching your goal. Rewards can provide a fun lift along the way.

ACTIVITY NAME ► LEADERSHIP STYLES**BUILDING BLOCK ► PLANNING, GOAL SETTING AND DECISION MAKING****LEVEL ►** Eight**CODE ►** G DP1**TIME ►** 60 minutes**PURPOSE ►** Observe the characteristics of a good leader in a group setting.**MATERIALS ►** Paper, pens or pencils, copies of *Leadership Process* on page 33.**PREPARATION ►** Make copies of *Leadership Process* on page 33, one for each youth.**ACTIVITY ►**

Have you ever noticed how some groups run more smoothly and effectively than others? The style of leadership has an impact on the process and the results. Tell the youth they will be observing leadership styles and leadership qualities in action. They will be observing communication, decision making and problem solving.

Divide youth into two groups. One group will discuss a school issue or situation of interest. The goal of the discussion is to reach some kind of conclusion or recommendation. For example, they might choose to plan a school carnival. The other group will observe the group discussion, using the questions in *Leadership Process*.

After 10 minutes, switch roles. Afterward, discuss what each group observed.

THINK ABOUT IT ►

- Was it difficult to observe group dynamics?
- What kind of leadership is in your family?
- How does personality affect group dynamics (i.e., someone who is rude or bossy)?

ADDITIONAL ACTIVITY ►

Do this process with another group. (DP1)

ADULT FACILITATOR NOTES ►

Consider doing this activity prior to youth working in committees.

YOUTH OUTCOMES ►

See page 11 for youth outcomes.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.



LEADERSHIP PROCESS

Use this list of questions as you observe the group discussion.

Communication

- How many different ways were used to communicate messages?
- How do you know that what was communicated was understood?
- Were all of the suggestions heard?
- Explain what interferes with the ability to listen to others.

Decision Making

- Do individuals or the group usually think the problem through before going into action?
- How did they analyze the problem?
- How were decisions made (voting, consensus, etc.)?
- What was the most effective way for this group to make decisions?

Problem Solving

- Was everyone in the group included in the discussion and activities?
- Did one person dominate the discussion or decision making? (You do not need to list names.)
- What were the advantages and disadvantages of each solution discussed?
- Who usually suggested solutions to the task?
- On a scale of one to 10, how well does the group usually cooperate?

Is everyone having fun?

ACTIVITY NAME ► PICK IT OUT**BUILDING BLOCK ► PROBLEM SOLVING****LEVEL ►** Eight**CODE ►** G DP1**TIME ►** 30-40 minutes**PURPOSE ►** Learn and practice using cooperation as part of problem solving.**MATERIALS ►** For each pair: 50 toothpicks, 10 gumdrops and cover.**PREPARATION ►** Gather materials. Cover the activity area to protect surfaces.**ACTIVITY ►**

Ask the youth if they have ever heard the saying “Two heads are better than one”? Do they believe it? Is there ever a time when two heads (two people) have a difficult time solving a problem?

Have the youth work in pairs. Give each pair about 50 toothpicks and 10 gumdrops. Tell the youth their task is to make a creation from their toothpicks and gumdrops. They can make anything they choose: a design, a picture, a sculpture, etc. The only ground rules are that each person is given a chance to give a suggestion on what the creation will be and each person gets a chance to help make it.

After 15 minutes, have everyone stop. Ask the youth to wander around and see what everyone has created. Repeat this activity. This time increase the number of participants in the group by one or two. Repeat the activity a third time with four to six people in each group.

THINK ABOUT IT ►

- How did you decide what to make?
- What challenges did you have with the materials? How did you solve them?
- What happened when the groups got larger in size?

YOUTH OUTCOMES ►

See page 11 for youth outcomes.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

**ACTIVITY NAME ► CLASHING, NO BASHING****BUILDING BLOCK ► PROBLEM SOLVING****LEVEL ►** Eight**CODE ►** I or G DP1**TIME ►** 45 minutes**PURPOSE ►** Understand different types of conflict and how conflicts begin.**MATERIALS ►** 3" x 5" index cards (eight per person), tape, chart paper, markers.**PREPARATION ►**

Make sort charts:

On one piece of chart paper, write the words "Resources," "Needs" and "Values" across the top. On a second piece of chart paper, write the phrases, "Lack of Cooperation," "Poor Communication," "Intolerance" and "Poor Conflict Resolution" across the top.

ACTIVITY ►

Conflict is defined as coming into disagreement or opposition. The definition also includes the word "clash." Clash means to conflict; to disagree or to collide. People sometimes disagree, but it does not mean they have to collide. There are a variety of reasons why people "clash" or disagree. Understanding how conflict begins can help a person deal with conflict in a functional way so that the end results are positive. In functional conflict, learning takes place. The opposite of functional is dysfunctional. What happens when conflict is dysfunctional?

Types of Conflict

Post the sort chart containing the words "Resources," "Needs" and "Values." Discuss each of the terms as a group.

- Resources refer to a source of supplies, support or aid.
- Needs refer to the things a person must have to survive such as food, water and shelter. People also have emotional needs such as acceptance and love.
- Values are ideals or customs that arouse an emotional response. A person's values are based on his/her beliefs.

Distribute five index cards to each participant. Ask them to describe five different conflicts, one on each card. They need not have actually occurred, nor do the descriptions need to be elaborate. For example:

- You've made plans to go to a movie with a friend, and your parents expect you to stay home to babysit.
- Your friend wants to borrow a favorite CD. Last time she borrowed one, she lost it.

Have the youth work in groups of three or four.

Have each person read his/her descriptions to the group. Each group should then try to categorize the conflicts described according to the sort chart.

- Any vague or hard-to-classify conflicts can be set aside for a discussion of where they belong with the whole group.

Where Does It Start?

Post the sort chart containing the phrases "Lack of Cooperation," "Poor Communication," "Intolerance" and "Poor Conflict Resolution." Discuss how each of these relates to conflict. Give each youth two or three index cards. Ask them to think of situations that might cause a conflict and write each on a separate card.

Have the youth take turns reading his or her cards aloud and then tape the cards under the appropriate headings. Or have one person read all the cards and let the group decide where they belong. Situations that do not fit under any of the headings can be grouped under "Miscellaneous."

THINK ABOUT IT ►

- Why is it useful to know the causes of conflict?
- What seems to be the most common cause?
- What skills could be learned or improved that might prevent conflict from starting?
- How could an individual, family or group use this information to improve behavior or solve problems?

TIPS FOR ACTIVITY LEADER ►

Make sure everyone has a chance to speak and youth are respectful of each others' opinions.

ADULT FACILITATOR NOTES ►

Consider doing this activity or others like it several times. Conflict resolution skills should be practiced to reinforce skills.

YOUTH OUTCOMES ►

See page 11 for youth outcomes.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 1.5 Understands that various factors affect decisions that individuals make.
B 3.8 Understands that language and tools enable human beings to learn complicated and varied things from others.

**ACTIVITY NAME ► CONFLICT RESOLUTION****BUILDING BLOCK ► PROBLEM SOLVING****LEVEL ►** Eight**CODE ►** I or G DP1**TIME ►** 45 minutes**PURPOSE ►** Learn and practice conflict resolution skills.**MATERIALS ►** Large paper, markers.**ACTIVITY ►**

Conflict happens. People see things differently, and those differences sometimes results in a disagreement that is not easily resolved. Rather than leaving conflict unresolved or choosing a solution that is hurtful to one side, a strategy known as “conflict resolution” can be used. The idea of conflict resolution is to create a situation where everyone wins. This is known as a win-win solution. The following is a good model to use when resolving conflict. As you experience conflicting situations in your personal life or in a group setting, try to use this model to solve the problem.

Choose a mediator to record what the group says. Ask youth to think of a conflict that they have experienced.

Ask the youth to describe the conflict to the group. List all the examples on a large sheet of paper. Ask the youth to choose one of the conflicts listed to use as an example. Have the youth go through the following process to resolve the conflict.

Conflict Resolution Process**State the problem.**

All of the people involved need to say exactly what they think the problem is. Everyone should agree that it is a problem and that it needs to be solved. Name it, write it down and make sure that everyone is satisfied that the defined problem is the real problem. Depending on the conflict, use the group’s adult facilitator, a parent or an interested adult as a neutral mediator to guide the process.

Listen.

Every person presents his or her view of the conflict. One person speaks at a time. When one person is talking, the other people should be listening and not thinking about how “wrong” the person talking is or making critical comments.

List possible solutions to the conflict.

Each person identifies potential solutions. The mediator writes these solutions on newsprint or chalkboard so that all can see.

Reflect on solutions.

Each person or group reflects on the proposed solutions. All sides converse with each other about the solutions—discussing, convincing and compromising. When an option is agreed upon, the mediator puts a star by that solution.

Reach a decision.

The mediator listens and reflects back the solutions that are agreed upon. The conflict is resolved when all sides can accept the solution(s.) Acceptance means that you can live with the solution. You may not get all of the things you wanted, but the solution is fair. All sides must agree to abide by the solution and agree that the conflict is over.

THINK ABOUT IT ►

- How are people different from one another?
- How can differences be viewed as advantages or disadvantages?
- Do you usually view differences among people as good, bad or neither? Why?
- What did you learn about communication that will be helpful in the future?
- Do you know how to create win-win situations as a result of this activity? Why or why not?

TIPS FOR ACTIVITY LEADER ►

Make sure everyone has a chance to speak and youth respect others' opinions.

ADULT FACILITATOR NOTES ►

Consider doing this activity or others like it several times. Conflict resolution skills should be practiced to reinforce skills.

YOUTH OUTCOMES ►

See page 11 for youth outcomes.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

B 1.5 Understands that various factors affect decisions that individuals make.

B 3.8 Understands that language and tools enable human beings to learn complicated and varied things from others.

ACTIVITY NAME ► THE NAME OF THE GAME IS SAFETY

BUILDING BLOCK ► SAFETY

LEVEL ► Eight

CODE ► I or G DP1

TIME ► 45 minutes

PURPOSE ► Broaden awareness of safety concerns and increase ability to make safe choices while participating in activities.

MATERIALS ► Chart paper or poster board, writing paper, masking tape, markers, pens or pencils.

PREPARATION ► Use the following information to make a *Social Safety Considerations* poster. Put it up on the wall for the meeting.

Social Safety Considerations

- Name of activity chosen:
- Should an adult be present when you participate in the activity?
- Are there physical challenges?
- Is there an age requirement for participation?
- Is there danger?
- Is there risk involved?
- List all of the safety considerations that would apply for this activity:

ACTIVITY ►

Tell youth that all group activities need some safety rules or guidelines. The group is going to create a set of safety rules to use whenever they go out in the community. Make a list of social situations that could threaten their safety (for instance, going to a party at a stranger's house).

Have the youth think of fun activities or sports and games they like to do that might require safety considerations. Have someone write the activities on

a large piece of paper posted in front of the group. Divide the large group into smaller groups.

Ask each group to choose an activity from the list and brainstorm safety considerations using the questions on the *Social Safety Considerations* poster as a guide. Have one person from each group be the recorder. Write the name of the activity and record the response of the group members.

After the groups have finished, collect all the lists created in the small groups and ask one or two of the youth to make a compiled list. Have the youth decide how they would like to use the list. Ask for a volunteer to create the group's safety list according to what the group decides.

THINK ABOUT IT ►

- How important is your safety to you?
- What would you do, in the event that someone was doing something that could either be harmful to you or to him or her while participating in an activity?
- How would you tell a younger person to stop doing something that could cause him or her harm during an activity?
- How would you tell an older person to stop doing something that could cause him or her harm during an activity?
- Is it harder to tell older people, especially adults, to stop doing something that may harm you or them? If yes, why?
- What did you learn from this activity that you can carry over into other life situations?

TIPS FOR ACTIVITY LEADER

See *Discovery: Path Finder Level Six* for the activity ("The Name of the Game Is Safety") that focuses on activity safety. Ensuring the safety of youth is a priority during any activity. Become familiar with all safety standards and procedures for each activity that you conduct. Allow time for youth to develop their own safety considerations and encourage them to follow them for their own protection.

YOUTH OUTCOMES

- Youth will have preferences for safe choices.
- See page 11 for additional youth outcomes.

EDUCATION STANDARDS

LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 1.5 Understands that various factors affect decisions that individuals make.
B 2.7 Understands that there are similarities and differences within groups as well as among groups.

ACTIVITY NAME ► DON'T GET CAUGHT IN THE WEB

BUILDING BLOCK ► SAFETY

LEVEL ► Eight

CODE ► I or G DP1

TIME ► 45–60 minutes

PURPOSE ► Broaden awareness of safety concerns and increase ability to make safe choices while utilizing the Internet.

MATERIALS ► Chart paper, markers, copies of *Scenarios* on page 43, *Internet Guidelines for Adult Facilitator & Activity Leaders* on page 44, *Online Safety Rules and Risks* on page 45, and *Online Agreements* on page 46.

PREPARATION ► Make one copy of *Scenarios* and *Online Agreements* for each group of two to three. Separate the scenarios by cutting them apart. Make one copy of *Online Safety Rules and Risks* for each youth. Become familiar with *Internet Guidelines for Adult Facilitators and Activity Leaders*, *Online Safety Rules and Risks* and *Online Agreements*.

ACTIVITY ►

The Internet provides a tremendous amount of information and services; music and music reviews, movies, references for homework or leisure studies and facts about favorite sports figures are readily available online. Many people shop online. Electronic mail (e-mail) with family and friends has changed personal communication around the world. Many who share common interests use public message boards to make new friends. The computer with online capabilities has opened up new ways to access education and entertainment. Virtually any topic can be researched through many available search engines. There are endless numbers of computer

games available that users can play individually, with other users or against the computer itself.

Most people who use the Internet have positive experiences, but some people, especially youth, can be taken advantage of over the Internet. The Internet world is made up of a wide array of people, and most are decent and respectful. There are some people, however, that may be offensive and/or abusive. They may even be mean and might take advantage of youth.

Did you know...

- Things don't really totally delete from the computer. Someone with technical knowledge can easily pull up your cache (the computer's storage space) to see where you have been on the Internet.
- Someone could use a screen name that resembles yours and talk to people as if they are you. (For example, Tom01 (figures zero, one) looks like TomOl (capital letter o, lowercase letter l)).
- Things you say online can be easily misinterpreted. You cannot hear inflection, cannot see facial expressions and do not know if it is teasing or in fun.
- Others can and often do print out your entire conversation. Be sure you are only saying things of which you can be proud.
- Youth can fall victim to Internet spam. Inappropriate sites can be accessed by accident by clicking on a pop up window. A long distance connection is made automatically and per minute charges can be incurred.

Ask youth how many of them are current Internet users. Ask them if someone has ever been inappropriate or mean or tried to get them to do something that made them uncomfortable while on the Internet. (Allow time for all who want to share their experiences. Have them edit any profanity or explicit graphics from their stories, if necessary, telling them to just state the facts of their situations.) Discuss with youth the challenges of online chat rooms as a way of getting acquainted with other youth.

Tell youth they are going to examine some situations that might come up online. Form smaller groups of two or three and give each group a copy of *Scenarios*. Give groups about 15 minutes to go through each scenario. Ask for comments about the scenarios. Pass out *Online Agreements*. Ask each group to develop an agreement. Have the youth form a large group again and present at least one agreement from each of the groups. With group consensus, determine which agreements will be used for the group and what the consequences will be if agreements are not followed. Record the agreements on chart paper and have everyone sign their names to it, giving their word that they will keep the agreements for their own safety. Post the agreements at the group meeting place.

Hand out copies of *Online Safety Rules and Risks* for the youth to refer to when using the Internet.

THINK ABOUT IT ►

- How important is your safety to you?
- Why is it easy to trust some people more than others?
- What would you do if someone is harassing, stalking, making physical threats or attempting to lure you to meet them?
- What would you do if while searching on the Internet, you find dangerous activities such as bomb-making, dangerous threats or ways of obtaining illegal weapons?

TIPS FOR ACTIVITY LEADER ►

- Be aware of youth disclosure of any incidents that would lead you to think that an abuse has occurred. If you think an abusive act has occurred, inform the adult facilitator and/or the appropriate authorities.
- See *Discovery: Path Finder Level Six for Safety Building Blocks*. The *Internet Guidelines for Adult Facilitators and Activity Leaders* and *Online Agreements* are the same. Some of the scenarios presented are different for each level.

ADULT FACILITATOR NOTES ►

Become familiar with *General Internet Guidelines for Adult Facilitators and Activity Leaders*, *Online Safety Rules and Risks* and *Online Agreements*. Be aware of youth disclosure of any incidents that would lead you to think that an abuse has occurred. If you suspect that a youth you supervise in any capacity is a victim of physical or sexual exploitation, immediately report that to the authorities.

YOUTH OUTCOMES ►

See page 11 for youth outcomes.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 1.5 Understands that various factors affect decisions that individuals make.
B 2.7 Understands that there are similarities and differences within groups as well as among groups.



SCENARIOS

There are five scenarios. Draw one and read it aloud in your group. Go around the group having each person answer the question that follows.

When the group has completed discussion about the scenarios or the activity leader has called time for that portion of the activity, take turns reading *Online Agreements*.

Brainstorm with your group possible agreements that you could make regarding Internet use.

Write your agreements on a piece of paper and select someone from your group to present them to the larger group.

Scenario 1: You are researching on the Internet for information that will help you when writing a report for your history class. While looking, you find a Web site that shows explicit pictures of men and women who are nude. You do not know how you got to the Web site, but you know that it is against the rules for you to be viewing that site. What would you do?

Scenario 2: A group of youth regularly visit a chat room. You know some of the people personally and some you consider as e-mail friends. One of these e-mail friends wants to meet you. How would you handle it?

Scenario 3: You have been chatting with someone you met in a chat room and he or she has asked you to go to a private chat room so you can talk without having all of the other people interfering with your conversation. What would you do?

Scenario 4: You have been searching the Internet for a specific antique "Hotwheels" car. You found one on eBay, and the time is running out for purchasing it. The price is not going to get any better, and you really want this particular car for your collection. The only way to buy it is with a credit card. Your parent/guardian is not home from work yet, but you remember that you still have his or her credit card number for a purchase you made earlier. He or she has not said you could use it or said you couldn't use it, either. What would you do?

Scenario 5: Your best friend just told you that he or she met someone on the Internet and plans to meet him or her at the mall on Saturday. What would you do?

INTERNET GUIDELINES FOR ADULT FACILITATORS AND ACTIVITY LEADERS

As adult facilitators and activity leaders, online time with youth may be limited; but the skills you teach them will be useful in the less-structured (and perhaps less-supervised) home environment. Follow these general guidelines for teaching Internet safety skills to youth:

Learn as much as you can about the Internet.

Find out how the Internet works and how to find your way around it. Learn about youth habits, such as where they spend their time while on the Internet and what activities they like to engage in. Examples include chatting with friends, using social networking sites, playing computer games and researching topics. Use their experiences as a springboard for discussion. You might want to visit some of the more popular youth sites yourself.

Keep parents/guardians informed.

Send a letter home letting them know that you'll be exploring Internet issues in the program. Send home a copy of this handout for adults to review.

Internet Safety Rules

Familiarize yourself with Internet safety guidelines. (See *Online Safety Rules and Risks*.)

NetSmartz (www.netsmartz.org) offers safety guidelines and age-appropriate online safety pledges.

Additional Tips

- Create a recommended list of resources.
- Bookmark safe, relevant sites and youth-friendly search engines.
- Teach youth never to give out personal information online. The most important online safety rule for youth is to protect personal privacy. They should never give out their

names, e-mail addresses, street addresses, phone numbers or pictures without a parent's/guardian's permission.

- Encourage an open dialogue with youth regarding Internet conduct. Youth tend to be adventuresome and curious, seeking out sites and activities that may not be appropriate for them. Keep the lines of communication open so you know what they're doing online—and so they'll feel comfortable coming to you if they get into trouble. Report any online content or activity that you suspect is illegal to the proper authorities. While assisting youth, you may encounter online situations that should be reported to your Internet Service Provider and your local police. These include online hate; harassment, cyberstalking or attempts to lure a child; dangerous activities such as bomb-making, terrorism or obtaining illegal weapons; child pornography; and physical threats.

Additional Resource:

Netsmartz: www.netsmartz.org

A program of the National Center for Missing and Exploited Children, with age-appropriate resources for young children, teens, and adult facilitators.



ONLINE SAFETY RULES AND RISKS

Rules for Online Safety:

- I won't give out personal information such as my address, telephone number, parents' work address/telephone number, without my parents'/guardian's or adult facilitator's permission.
- I will tell my parents/guardians or adult facilitator right away if I come across any information that makes me feel uncomfortable.
- I will never agree to get together with someone I "meet" online without first checking with my parents/guardian or adult facilitator. If I agree to a meeting, I will be sure that it's in a public place, and I will bring my parents/guardians along.
- I will never send a person my picture or anything else without first checking with my parents/guardian.
- I won't respond to any messages that are mean or in any way make me feel uncomfortable. It isn't my fault if I get a message like that. If I do, I will tell my parents/guardians or adult facilitator right away so that they can contact the online service.
- I will talk with my parents/guardians or adult facilitator so that we can set up rules for going online. We will decide upon the time of day that I can be online, the length of time I can be online and appropriate areas for me to visit. I won't access other areas or break these rules without their permission.
- I won't click onto ads that "pop up" on the screen when I am online.

Risks for Not Following These Rules:

- Exposure to inappropriate material. One risk is that you may be exposed to inappropriate material of a sexual or violent nature.
- Physical molestation. Another risk is that, while online, you might provide information or arrange an encounter that could risk your safety or the safety of other family members. In a few cases, pedophiles (adults that sexually abuse children or youth) have used online services and bulletin boards to gain a youth's confidence and then arrange a face-to-face meeting.
- Harassment. A third risk is that you might encounter e-mail or bulletin board messages that are harassing, demeaning or belligerent.

ONLINE AGREEMENTS

An online agreement is a set of guidelines or rules for Internet use. An online agreement offers youth very clear guidelines on the following:

- Where they can go and what they can do online,
- How much time they can spend on the Internet,
- What to do if something happens that makes them feel uncomfortable,
- How they can protect their personal information,
- How to stay safe in interactive environments, and
- How to behave ethically and responsibly online.

Sample Online Agreement

I will not visit gambling sites or sites containing offensive or illegal material.

I will not disable any filtering software that has been put on the computer.

I will not buy or sell anything over the Internet without permission from the appropriate adult.

I will tell my adult facilitator or parents/guardians, before downloading any games, music files or software from the Internet.

I will not give out any personal information over the Internet.

I will only use monitored chat rooms for teens, and I will stay in the public area and not go off into private chat rooms with strangers.

I will only talk to people in instant messaging that I have met in person.

I will always behave responsibly and ethically when online. I will always use Netiquette when using instant messaging, chat rooms and e-mail.

I will tell my parents/guardians or adult facilitator right away if I get into any kind of trouble or if I feel uncomfortable in any situation on the Internet.

I will open e-mail only from people I know.

In signing this online agreement, I promise to follow these rules. If I break my agreement, I understand that I will not be allowed to:

Signed: _____

My Name: _____ Date: _____

Parent or Guardian: _____ Date: _____

Adult Facilitator: _____ Date: _____

ACTIVITY NAME ► SAFETY OUT AND ABOUT

BUILDING BLOCK ► SAFETY

LEVEL ► Eight

CODE ► I or G DP1

TIME ► 30–45 minutes

PURPOSE ► Broaden awareness of safety concerns and increase ability to make safe choices while in public places, in cars with friends and with peers.

MATERIALS ► Chart paper, tape, markers, *Safety Considerations* on page 48.

PREPARATION ► Make copies of *Safety Considerations* for each youth. Read *The Facts About Being Safe* on page 49.

ACTIVITY ►

Discuss with youth the information contained in *The Facts About Being Safe*. Ask the group to help make a list of public places that they go to. Ask the large group to divide into smaller groups. Ask each group to make a list of situations that have made them uncomfortable in public and how they handled the situations. Have the groups choose three examples from the list and write safety considerations for each. Ask for a volunteer from each group to present his or her considerations to the whole group. Distribute *Safety Considerations* and discuss.

THINK ABOUT IT ►

- How important is your safety to you?
- What would you do if someone were doing something that could either be harmful to you or to him or her while you are out in public?
- What would you do if a friend told you that something happened to him or her?
- Why is it easier to trust some people more than others?

TIPS FOR ACTIVITY LEADER ►

Keeping youth safe is a priority during any activity. Become familiar with all safety standards and procedures for taking youth into public places. Allow time for youth to develop their own safety considerations and encourage them to follow them for their own protection. This activity is also in *Discovery: Path Finder Level Six*.

ADULT FACILITATOR NOTES ►

Ensure the safety of all youth participating in field trips and outings. Have emergency contact information with you for all youth. Review with youth rules for conduct while transporting and at specific activity locations. Determine points of contact for emergency situations. Ensure that everyone has a “buddy.” Remind them of safety considerations for being in public.

YOUTH OUTCOMES ►

- Youth will have preferences for safe choices.
- See page 11 for additional youth outcomes.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

B 1.5 Understands that various factors affect decisions that individuals make.

B 2.7 Understands that there are similarities and differences within groups as well as among groups.

SAFETY CONSIDERATIONS

Don't Go Out Alone

There is safety in numbers, and this rule applies to everyone. We are always safer if we take someone else with us when we go to a mall or other public place.

Always Tell an Adult Where You're Going

Letting someone know where you'll be at all times is smart. If you're faced with a risky situation or get into trouble, your family and friends will know where to find you.

Say No If You Feel Threatened

If someone—anyone—touches you in a way that makes you feel uncomfortable, you have the right to say no. Whether it is peer pressure about sex, drugs or doing something that you know is wrong, be strong and stand your ground. Don't be afraid to make your feelings known. If necessary, go to a public area to be near an adult who can help (store employee, security guard, etc.). Even if the person is an adult or threatens you or your family, you don't have to give in. You still have the right to say no.

What are some other safety considerations?

THE FACTS ABOUT BEING SAFE

Teenagers 12–19, especially girls, are the most victimized segment of the population in the United States. Sometimes inappropriate things happen and nobody finds out because no one talks about it. Adults need to encourage youth to talk about their concerns.

The facts:

- Teenage girls are among the most frequent victims of sexual assault.
- Boys may be victims of sexual assault.
- Two-thirds of imprisoned sexual assault offenders reported that their victims were younger than the age of 18.
- Sixty-one percent of all rape victims are younger than 18.
- Thirty-two percent of all rape victims are 11–17 years of age.
- The average victim of abduction and murder is an 11-year-old girl, who is described as a “low risk,” “normal” kid from a middle class neighborhood with a stable family relationship who has initial contact with an abductor within a quarter mile of her home.
- Twelve- to fifteen-year-olds are victimized at a rate 84 percent higher than the general population.

Why are teenagers so vulnerable? As adult facilitator/activity leader for this age group, you see it yourself everyday.

- Many are experiencing common teen problems, such as working through emotional issues.
- Many are potential sexual targets for adult exploiters due to their youth and vitality.
- Many are highly mobile and come into contact with many people each day.
- Many are fearless, with a sense of immortality.
- Many consider themselves too smart or too big to be victims. The reality is that they lack the awareness, knowledge and savvy necessary to stay safe.

As adult facilitator or activity leader, you can help to reinforce the rules in your group and in daily interaction with your youth. As common sense as the rules are, if conveyed without preaching or by ultimatum, they can empower teens and help them to feel less vulnerable in risky situations.

If a youth should disclose information to you, you need to know that in *all* states you are required to report allegations of sexual abuse. Check with your council or chapter to make sure you follow policies. In each case:

- Treat the youth with sensitivity and listen closely, without judgment, to what he or she has to say.
- Remember that the youth chose you as a trusted adult and had the courage to come to you, confident that you will act on his or her behalf. Along with this comes a tremendous sense of responsibility, so listen carefully and respond appropriately. Follow up with the proper authorities and the youth to ensure help is received. And remember, it is a compliment to you as an adult that your youth respected and trusted you enough to come to you for help.
- Respect the privacy of the youth who has trusted you with this important information. Repeat it only to the necessary individuals with authority to handle the situation.



TRAIL TO KNOWING ME

LEVEL ► Eight

PROJECT ► MIND OVER BODY

PURPOSE ► Youth will examine the wide range of human feelings and emotions, better understand their feelings and learn to manage and express their emotions.

YOUTH OUTCOMES ►

ACTIVITY CHOICES ►

Activity Name	Focus
All Those Feelings	Knowledge
Everyone's Got 'Em	Knowledge
Be Cool	Knowledge
Image Gap	Knowledge
Labels That Limit	Knowledge
Feelings to Words	Skill
The Voice in My Head	Skill
Musical Expressions	Leadership
That's What You Think	Take It to the Limit
Torch Bearer in Spiritual Growth	Take It to the Limit

Outcome	Activity									
	All Those Feelings	Everyone's Got 'Em	Be Cool	Image Gap	Labels That Limit	Feelings to Words	The Voice in My Head	Musical Expressions	That's What You Think	Torch Bearer in Spiritual Growth
Youth will have preferences for safe choices.			X	X						
Youth will be able to engage in personal growth activities.								X	X	
Youth will express feelings and emotions in a positive, constructive manner.						X	X	X	X	
Youth will be able to resolve conflict in a healthy way.	X	X				X				
Youth will be culturally tolerant and value representation from diverse populations.								X		
Youth will have a commitment to helping others and to volunteerism.									X	
Youth will be able to communicate their points of view effectively.	X	X	X	X	X	X	X	X	X	
Youth will be able to evaluate choices, weigh outcomes and make decisions.	X	X	X	X	X	X	X	X	X	
Youth will be able to plan sequentially.										X
Youth will be able to practically apply their academic learnings.										X
Youth will appreciate being able to celebrate and share successes.										X

EDUCATION STANDARDS ►

Activity Name	Standards
All Those Feelings	B 1.2, B 1.5
Everyone's Got 'Em	B 1.2, B 1.3, B 1.5
Be Cool	LA 7.4
Image Gap	LA 7.4, B 1.5
Labels That Limit	LA 7.4, B 1.5
Feelings to Words	B 1.2, B 1.3, B 1.5
The Voice in My Head	B 1.5
Musical Expressions	LA 7.4, B 1.4, B 2.6, B 3.6, B 3.7, MU 1.3
That's What You Think	LA 7.4, LA 8.8, LA 8.12, B 3.3, B 3.8, T 6.3
Torch Bearer in Spiritual Growth	LA 7.4, B 1.5, B 3.3

TIPS FOR ADULT FACILITATOR ►

- Discussions and other times when sharing takes place allow the youth and adult facilitators a chance to get to know one another. There will be times when the youth are tempted to all speak at once. Remind the youth to use respectful communication.
- Be sure to remind youth about what is appropriate to share and that what others say is confidential and should not be repeated outside the group.
- The youth may share confidential family information with other youth or adults working with the group. As an adult in a leadership position, you are obligated to report any alarming information concerning a youth's emotional well-being or physical health to the state's child abuse hotline for further investigation by the appropriate authorities.

**REQUIREMENTS FOR EARNING
RECOGNITION ITEMS ►**

Youth complete at least four activities from this project to earn a trail emblem (#B00113) or trail certificate (#T51000). They might choose to earn *Discovery Points* instead. Youth accumulate *Discovery Points* to earn recognition items, including *Discovery* beads (#B00133). Activities can be altered or modified to meet the needs, interests and ideas of the group.

**ACTIVITY NAME ► ALL THOSE FEELINGS****PROJECT ► MIND OVER BODY****LEVEL ►** Eight**FOCUS ►** Knowledge**CODE ►** I or G DP1**TIME ►** 30 minutes**PURPOSE ►** Be able to recognize, identify and accept feelings in both positive and negative situations.**MATERIALS ►** 3" x 5" index cards (11 cards per youth), pencils or markers.**ACTIVITY ►**

We all have different emotional reactions to things that happen. Ask the youth to think about the last time a friend invited them to a party and their parents would not let them go. What do they think their friend was feeling? What might their parents have been feeling? What were they feeling?

Ask each youth to create a set of 11 cards with these feelings listed separately on each card: JOY, DISAPPOINTMENT, EXCITEMENT, HAPPINESS, ANGER, EMBARRASMENT, FEAR, SADNESS, ANXIETY, FRUSTRATION. Write the word 'OTHER' on the last card.

Read the following situations one at a time. After each one is read, ask the youth to hold up a card displaying the feeling they would have in that situation. If none of the feelings listed on the cards applies, have them hold up the "Other" card. Have the youth compare their responses with others in the group. Situations:

- You did not receive the birthday gift you were expecting.
- Your parents unfairly accuse you of stealing \$50.
- You have just been elected the president of the student council.
- The boy known for being a big bully is looking for you.
- You have been trying for weeks to repair your bicycle yourself but you cannot fix it.
- Your best friend accidentally scratches your favorite DVD.
- Your favorite relative has been in an accident.
- Your favorite musical group is in town. You just received free tickets.
- You receive a passing grade on a test you expected to fail.
- You forgot your lines in the school play.
- You do not receive an invitation to a party hosted by a classmate you do not have much in common with.
- Your best friend has a new best friend.
- You lost your semester's history project.
- You discover you have a lot in common with someone who just moved into the area.
- You are selected to receive a prestigious award.

THINK ABOUT IT ►

- Are feelings about negative situations more difficult than feelings about positive situations?
- Why do people have different reactions to the same situations?
- Why does everyone have a right to feel the way they do?

YOUTH OUTCOMES ►

- Youth will be able to resolve conflict in a healthy way.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

B 1.2 Understands that usually within any society there is broad general agreement on what behavior is “unacceptable,” but that the standards used to judge behavior vary for different settings and different subgroups and may change with time and in response to different political and economic conditions.

B 1.5 Understands that various factors affect decisions that individuals make.

ACTIVITY NAME ► EVERYONE'S GOT 'EM

PROJECT ► MIND OVER BODY

LEVEL ► Eight

FOCUS ► Knowledge

CODE ► I or G DP1

TIME ► 30 minutes

PURPOSE ► Identify and accept feelings that others may have and use situational and behavioral clues to access those feelings.

MATERIALS ► Pens or pencils copies of *Behaviors and Feelings* on page 56.

PREPARATION ► Make copies of *Behaviors and Feelings* on page 56, one for each youth.

ACTIVITY ►

Ask the youth if they can tell just by looking at someone what they are feeling. Do people who are angry give nonverbal clues that communicate their anger? What happens to communication in a situation where one person disregards how another person is feeling? Can the youth think of some situations where that may have happened to them?

Have the youth look at the list of behaviors on *Behaviors and Feelings*. Have them read each one and list all the feelings that person might be experiencing. They may list more than one feeling. They may use the feelings list if they need help thinking of feelings.

After all have finished, have the youth discuss the different ways those in the group thought the person might be feeling. Have the youth look at the list again. This time have the youth list how the behavior might make them feel by writing feelings from the list. Discuss their answers as a group.

Have the youth go through the behavior list one more time, this time discussing what they might do in response to how the other person is feeling and their own feelings in that situation. Have them try thinking about it two ways, first considering the other person is a close friend and then considering the other person is a classmate that they do not know well.

THINK ABOUT IT ►

- Does everyone have the same feelings in the same situations?
- Can you always tell how another person is feeling by his/her behavior?
- What is the best way to know how another person is feeling?
- Does the way a person acts always reveal his/her true feelings?
- Could actions that seem like anger actually mean the person is sad, hurt or afraid?

YOUTH OUTCOMES ►

- Youth will be able to resolve conflict in a healthy way.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

B 1.2 Understands that usually within any society there is broad general agreement on what behavior is “unacceptable,” but that the standards used to judge behavior vary for different settings and different subgroups and may change with time and in response to different political and economic conditions.

B 1.3 Understands that punishments vary widely among, and even within, different societies.

B 1.5 Understands that various factors affect decisions that individuals make.

BEHAVIORS AND FEELINGS

Behaviors	Possible Feelings
1. A person is laughing.	
2. A person is looking at his/her watch.	
3. A person is stomping his/her feet.	
4. A person is a new student.	
5. A person is not seeming to do anything right.	
6. A person is falling asleep in class.	
7. A person is punished unjustly.	
8. A person is not asking any questions.	
9. A person is laughed at.	
10. A person is not picked to be on a team.	
11. A person is called names.	
12. A person is welling up with tears.	

Feelings

Affectionate	Excited	Numb
Afraid	Exhausted	Overwhelmed
Aggressive	Frightened	Passionate
Agonized	Frustrated	Playful
Angry	Guilty	Pressured
Anxious	Happy	Proud
Apathetic	Hateful	Rejected
Apologetic	Helpful	Relieved
Arrogant	Heartbroken	Resentful
Ashamed	Homesick	Respectful
Bored	Hopeful	Sad
Calm	Hurt	Safe
Caring	Hysterical	Scared
Cautious	Impatient	Shy
Confident	Indifferent	Shocked
Confused	Innocent	Smug
Content	Irritated	Sorry
Curious	Jealous	Stubborn
Depressed	Joyful	Successful
Determined	Joyless	Surprised
Disappointed	Kind	Suspicious
Disapproving	Lazy	Unhappy
Disgusted	Lonely	Withdrawn
Embarrassed	Loved/Loving	Wish things were like
Enraged	Mischievous	they used to be
Enthusiastic	Nervous	Worried

**ACTIVITY NAME ► BE COOL****PROJECT ► MIND OVER BODY****LEVEL ►** Eight**FOCUS ►** Knowledge**CODE ►** I or G DP1**TIME ►** 30 minutes**PURPOSE ►** Learn to accept personal strengths and challenges.**MATERIALS ►** Pens or pencils, copies of *Image Chart* on page 59.**PREPARATION ►** Make copies of *Image Chart* on page 59, one for each youth.**ACTIVITY ►**

Ask youth what it means to be “cool.” Could popular ideas of what is cool be viewed as artificial? In our culture, cool is determined by advertisers, who use “coolness” as a way of marketing goods. Not everyone can, or needs to, look or act like people that are in popular culture.

Have the youth complete *Image Chart*. Allow approximately 15 minutes. Ask for volunteers to share some of their qualities and why they rated them as they did. Ask if anyone included a new quality under “other” on the chart.

Share these “Tips for Being Cool.” Ask the youth if they agree or disagree and discuss.

- Be a good friend to yourself and others will notice.
- Know yourself and accept your strengths and your weaknesses. Everyone has both!
- Accept help when needed. Some problems are too big to solve alone. Confide in someone you trust and lighten the load.
- Don’t be too hard on yourself. Be careful not to expect too much or overreact to your mistakes.
- Be true to who you are and be proud. Don’t try to be someone else. Pay attention to your own thoughts and feelings and do what seems right for you.
- Control “self-talk” by listening and responding appropriately to the voice inside your head. If you hear put-downs (“I’m so stupid.” “I’m not worth it.” “I should be more like him/her.”), STOP! Take a deep breath and change the message. Tell yourself, “Everybody makes mistakes.” “I deserve it.” “How I am is good enough for me.”
- Take time out for yourself. Spend some time alone to enjoy your favorite music, read a book or magazine, write in a journal or enjoy a hobby.
- Do something to stay active. When you walk, run, dance and play hard, your body gets rid of nervous energy and tension. When you feel fit and strong, you’re better able to meet life’s challenges.

THINK ABOUT IT ►

- What did you decide you could change about how you think about things?
- Why is our culture obsessed with image?
- What authentic, personal qualities make someone cool?

TIPS FOR ACTIVITY LEADER ►

Consider that youth have a variety of issues related to body image at this age. Be sensitive to uncomfortable situations for youth regarding this issue.

YOUTH OUTCOMES ►

- Youth will have preferences for safe choices.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

IMAGE CHART

Read the list below and check the five qualities you most admire in someone your age. Answer honestly; there are no right or wrong answers. This is a chance to learn something about yourself.

- | | |
|--------------------------------------|--|
| ____ Attractive to the opposite sex | ____ Healthy/strong |
| ____ Caring/sensitive | ____ Liked by teachers |
| ____ Cool clothes | ____ Mature |
| ____ Funny/has a sense of humor | ____ Not afraid of parents/teachers |
| ____ Good grades in school | ____ Not influenced by what others say/think |
| ____ Good at art, music and/or dance | ____ Popular/lots of friends |
| ____ Good at sports | ____ Smart |
| ____ Good-looking | ____ Tough |
| ____ Has money/things | ____ Other: _____ |

Next, write the five qualities you selected in the spaces provided. Circle a rating from 1 to 10 to indicate how much you think that that quality applies to you, 1 indicating not at all, 10 indicating a lot.

1. _____

1 2 3 4 5 6 7 8 9 10

2. _____

1 2 3 4 5 6 7 8 9 10

3. _____

1 2 3 4 5 6 7 8 9 10

4. _____

1 2 3 4 5 6 7 8 9 10

5. _____

1 2 3 4 5 6 7 8 9 10

ACTIVITY NAME ► IMAGE GAP**PROJECT ► MIND OVER BODY****LEVEL ►** Eight**FOCUS ►** Knowledge**CODE ►** I or G DP1**TIME ►** 30 minutes**PURPOSE ►** Explore feelings and beliefs about body image.**MATERIALS ►** Paper, pens or pencils, markers, copies of *Body Image* on page 61, one for each youth.**PREPARATION ►** Make copies of *Body Image* on page 61.**ACTIVITY ►** Ask the youth who puts more pressure on them to be a certain way, people or society? How? Ask them how the media pressures people to be attractive. Why do the images in magazines and on television consistently portray attractive people? Why do people feel a need to make harmful comments to people who look different from themselves? Are looks everything? Why or why not?Ask youth to complete *Body Image*. Allow approximately 15 minutes. Have the youth share and discuss the activity if they are willing.**THINK ABOUT IT ►**

- Why do we think we should look a certain way? Where does our notion of an “ideal” body come from? Why is there so much focus in our society on body image? Who controls what images we see?
- How does the ideal image of body differ in other cultures? From other periods in history?

- How does smoking relate to body image for men? For women? (It affects appearance – some smoke because they believe it will help them be thinner or enhance the way they look.)
- Why are teenagers especially vulnerable to these ideas? (Because their bodies are changing and they aren’t sure how they will “end up”; because they want to be accepted and appreciated, especially by friends and because our culture puts a huge pressure on people to be beautiful and thin.)
- Why do you think so many people wish they looked differently than they do?
- What would you tell a best friend who was unhappy about the way he or she looked?

ADDITIONAL ACTIVITY ►

Research how body image has changed over the past 50 years. (DP2)

ADULT FACILITATOR NOTES ►

Body image is a sensitive topic. Be aware of the feelings of all youth and ensure that each person is valued. Discuss how the pictures of people can be digitally altered to make them look a certain way (thin, tan, hairstyles, etc.).

YOUTH OUTCOMES ►

- Youth will have preferences for safe choices.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 1.5 Understands that various factors affect decisions that individuals make.



BODY IMAGE

On a separate sheet of paper, write as many words as you can that describe your body and its parts. Consider things like height, weight, eye color, hair color, hair type, skin, hands, feet, etc.

Draw a red circle around the things you like about your body.

Think about the things you don't like about your body. Some things cannot be changed and others can. What can you do about the things you don't like? Check the boxes that apply:

Remember that "there's a lot more to you than meets the eye." Appearance is just one part of the picture. Who you are also includes your personality, talents and strengths.

Face your fears. Instead of shying away from mirrors, take a really good look. Stand in front of a mirror and look – really look, as if you were looking at yourself through someone else's eyes. Don't think about what you would like to look like (forget the magazine and TV images). Take some time and just appreciate what you see. The human body, in all its shapes and sizes, is beautiful!

Be patient. Your body is gradually changing into an adult's body. It may feel awkward or uncomfortable for a while...even foreign. All of those changes are a part of the growing process.

Focus on the things you like. Don't zero in on the "problems" and the things you cannot change.

Change your eating and/or exercise habits. Healthy food and regular exercise help you look and feel your best.

Have a sense of humor. If you can be light-hearted about your own shortcomings, you'll never have to be afraid of what other people think.

Other strategies to deal with the things you don't like: _____

ACTIVITY NAME ► LABELS THAT LIMIT**PROJECT ► MIND OVER BODY****LEVEL ►** Eight**FOCUS ►** Knowledge**CODE ►** I or G DP1**TIME ►** 30-45 minutes**PURPOSE ►** Understand how labels and stereotyping can affect relationships.**MATERIALS ►** Paper, pens or pencils.**ACTIVITY ►**

Labels are great on cans and other packages. Those labels let people know what is inside such as ingredients used, vitamins and other nutritional information. Labels on clothing provide fiber content and washing instructions. All of this is important information that people cannot get in any other way. When labels are applied to people, it is a different story. Once a label is put on a person, other people quickly assume that the label tells them all about the person.

Ask the youth to brainstorm a list of labels people sometimes use when describing other people. (Example: aggressive, conceited, weakling, mean, skinny, fat.)

Ask them if these labels describe all there is to know about a person. Ask the youth why people give labels to other people. Tell the youth that words can be very powerful conveyors of stereotypes. People often say things without thinking about how they contribute to stereotyping. (Stereotype means to typecast, label, pigeon hole.) Ask the youth to name some of the stereotypes they are aware of (for example, "Fat people are lazy.").

One form of labeling that affects young people every day is gender stereotyping. Read the following statements to the group. Have youth discuss each one as it relates to gender stereotypes. Ask them to change each statement in order to convey a more truthful message.

- Boys are smarter than girls in math and science.
- Men should be the primary providers for their families.
- Boys run faster than girls.
- It is not okay for a man to cry.
- Men are better at fixing things than women.
- Girls always do well in art.
- Women should not make important decisions because they are too emotional.
- Girls are more social than boys.
- Women should not pay their own way on dates.
- Housework is a woman's job.

THINK ABOUT IT ►

- How do labels limit what people know about each other?
- Do labels used for people let others know what is inside?
- How do labels affect decisions that we make?

TIPS FOR ACTIVITY LEADER ►

Be aware of the feelings of youth about the topic. Value all youth and give them an opportunity to give their opinions.

YOUTH OUTCOMES ►

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

B 1.5 Understands that various factors affect decisions that individuals make.

**ACTIVITY NAME ► FEELINGS TO WORDS****PROJECT ► MIND OVER BODY****LEVEL ► Eight****FOCUS ► Skill****CODE ► I or G DP1****TIME ► 20-30 minutes**

PURPOSE ► Identify and accept feelings and choose clear verbal and nonverbal ways of expressing feelings.

MATERIALS ► Pens or pencils, copies of *Feelings to Words* on page 64.

PREPARATION ► Make copies of *Feelings to Words* on page 64, one for each youth.

ACTIVITY ►

It is difficult to communicate your own feelings. No one wants to reveal something that might cause rejection. Also, people might not know what their feelings are or have a hard time expressing them clearly in a non-thinking way. There are many ways of expressing feelings, both verbal and nonverbal.

Have youth complete *Feelings to Words*. After they have finished, have them review their responses in small groups or as a whole.

THINK ABOUT IT ►

- What feelings are easy to express?
- What are some ways to express those feelings?
- What feelings are difficult to express?

TIPS FOR ACTIVITY LEADER ►

During the discussion, ask the youth if anyone in the group has a good way to express feelings that may be difficult to tell others.

YOUTH OUTCOMES ►

- Youth will express feelings and emotions in a positive, constructive manner.
- Youth will be able to resolve conflict in a healthy way.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

B 1.2 Understands that usually within any society there is broad general agreement on what behavior is “unacceptable,” but that the standards used to judge behavior vary for different settings and different subgroups and may change with time and in response to different political and economic conditions.

B 1.3 Understands that punishments vary widely among, and even within, different societies.

B 1.5 Understands that various factors affect decisions that individuals make.

FEELINGS TO WORDS

The list below contains eight common feelings. Think of a situation that might cause each feeling and write the cause in the column to the right. You may think of more than one cause. Next, place an “E” for easy or a “D” for difficult in the next column to show whether it is an easy or a difficult feeling to express to others. Finally, think of possible positive ways you might express the feeling verbally or nonverbally to others and list those in the last column.

FEELING	CAUSE	E or D	EXPRESSION
Example: Love	My Mom paid special attention to me last night.	E	I hugged her.
Example: Fear	I was riding with my friend, and we were pulled over by a law enforcement officer.	D	I said I was scared of getting in trouble.
1. Sadness	_____	_____	_____
2. Frustration	_____	_____	_____
3. Happiness	_____	_____	_____
4. Anger	_____	_____	_____
5. Embarrassment	_____	_____	_____
6. Worry	_____	_____	_____
7. Excitement	_____	_____	_____
8. Joy	_____	_____	_____

**ACTIVITY NAME ► THE VOICE IN MY HEAD****PROJECT ► MIND OVER BODY****LEVEL ►** Eight**FOCUS ►** Skill**CODE ►** I or G DP1**TIME ►** 30 minutes

PURPOSE ► Recognize that self talk can be positive or negative, encouraging or discouraging. Know when to listen to the messages and when to change the messages.

MATERIALS ► Paper, pens or pencils, chart paper, markers.

PREPARATION ► List the affirmations on page 66 on chart paper.

ACTIVITY ►

Ask the youth if they have ever heard the term “inner dialogue.” How does their inner dialogues make them feel about themselves?

Read the following list of questions to the youth. Ask them to listen and think about the questions, but not to respond out loud:

- What do you say to yourself when you make a mistake?
- What tone of voice do you use when you say that?
- What do you say to yourself when you are afraid you will fail a test or miss the ball during a game?
- When you make a mistake, do you feel better when you call yourself “dumb” or when you say, “I made a mistake, but I know I can do better next time?”
- Do you tell yourself it is okay to make a mistake, and you don’t have to feel angry or sad?
- Do you tell yourself that mistakes are simply things through which we learn?
- Does it help if you get angry?
- What can you say when you are alone?
- What do you say when something happens that disappoints you?
- How do you feel if you tell yourself, “I’ll never be able to do this,” or “I’ll never make it”?

Have the youth divide a piece of paper into two halves. On one half, have them write down negative things they say to themselves, things that make them feel sad or unhappy. Then on the other half of the paper, have them write the positive things they say to themselves, things that make them feel calm or happy. Let the youth know that the things they list will be kept private. They will not have to share their lists if they do not want to.

Ask for volunteers to share some of the things on the negative sides of their lists and record them on a large piece of paper. As a group, discuss each item on the list and have the youth think of ways to turn each message around to a positive. List these on the large paper.

Ask the youth to respond to the following questions.

- What can you say to create a happier feeling when you have to do something that you do not want to do?
- What tone of voice do you use when you say positive things that make you happy?
- Do you say positive things to yourself when you work together with others on a project?

Read the list of questions at the beginning of the activity again. This time ask the youth to offer a positive message or a way to rewrite the negative into a positive.

Affirmations are statements that create a positive attitude about something. Many believe that positive affirmations can create positive change in our lives.

Read the list of affirmations. Tell the youth they could use them when negative things are said. Ask the youth to write down three affirmations that speak to their lives. Are there other affirmations they could add to the list?

- I can admit to, accept and correct my mistakes.
- I can handle disappointments.
- I am a capable person. I do not have to be perfect to be capable.
- I am willing to try changing the things I believe need changing most.
- I am a strong person.
- I am learning more every day.
- I look forward to tomorrow.
- I do not blame other people for my problems.
- I am a likeable person.
- I will control my emotions, they will not control me.

Encourage the youth to take home their lists of affirmations and practice using them. Tell the youth that happiness often occurs when there is a feeling of hope. Suggest they make a habit of rewriting the negative things they say to themselves. They do this by recognizing what has happened and then thinking of ways to create a different outcome.

THINK ABOUT IT ►

- Why do affirmations work?
- Who has influence on our feelings?
- Who determines how we are going to feel about ourselves?

ADDITIONAL ACTIVITY ►

Keep a journal for a week. Each day, write about the things that happened and the thoughts and feelings that resulted. Include both the negative and the positive. At the end of the week, review the journal. Consider what you were truly feeling at that moment and how you could change any negative things you may have said to yourself into positive statements. (DP1)

TIPS FOR ACTIVITY LEADER ►

If youth are reluctant to share the things they have written, offer suggestions of things that people sometimes say to themselves. Use these as examples to discuss. This activity validates feelings and then gives youth permission to have those feelings.

YOUTH OUTCOMES ►

- Youth express feelings and emotions in a positive, constructive manner.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

B 1.5 Understands that various factors affect decisions that individuals make.

**ACTIVITY NAME ► MUSICAL EXPRESSIONS****PROJECT ► MIND OVER BODY****LEVEL ► Eight****FOCUS ► Leadership****CODE ► I or G DP1****TIME ► 45-60 minutes****PURPOSE ►** Explore feelings expressed in music, including those of a spiritual nature.**MATERIALS ►** Music and something to play it.**PREPARATION ►** Have the youth bring music that expresses a feeling. Have them bring one sample of popular music and one sample of spiritual music.**ACTIVITY ►**

Ask the youth: When you listen to your favorite music, how do you feel? Can listening to a song change the way you are feeling? Can you give an example of a time when music affected your feelings? Are there songs that express the way you feel sometimes?

Have the youth listen to a variety of music such as popular music, rap, rock, or folk songs. Identify the feelings expressed in the various types of music. Discuss the songs and feelings they express as a large group or divide into small groups. The youth could also look at the lyrics on sheet music as a way to examine feelings that are expressed through music.

Or have the youth share a favorite song that expresses feelings about religions and spirituality. Youth could also create their own songs for this activity.

THINK ABOUT IT ►

- How many different ways were feelings expressed in the music?
- Did everyone in the group interpret the feelings expressed in the music the same way?
- Do you think people sometimes misunderstand the feelings expressed in music?

TIPS FOR ACTIVITY LEADER ►

Ensure that all youth have an opportunity to express their opinions during the discussions.

ADULT FACILITATOR NOTES ►

This activity completes requirement #8 for the Torch Bearer in Spiritual Growth. A description of Torch Bearer projects and list of requirements are in the Camp Fire publication *Project Torch Bearer* (#D00010).

YOUTH OUTCOMES ►

- Youth will be able to engage in personal growth activities.
- Youth express feelings and emotions in a positive, constructive manner.
- Youth will be culturally tolerant and will value representation from diverse populations.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

B 1.4 Understands that technology, especially in transportation and communication, is increasingly important in spreading ideas, values and behavior patterns within a society and among different societies.

B 2.6 Understands how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values and behaviors contribute to the development and transmission of culture.

B 3.6 Understands that learning often results from two perceptions or actions occurring at about the same time, and the more often the same combination occurs, the stronger the mental connection between them is likely to be.

B 3.7 Understands that occasionally a single vivid experience will connect two things permanently in people's minds.

MU 1.3 Knows music that represents diverse genres and cultures.

**ACTIVITY NAME ► THAT'S WHAT YOU THINK****PROJECT ► MIND OVER BODY****LEVEL ► Eight****FOCUS ► Take It to the Limit****CODE ► G DP5****TIME ► Four hours or more****PURPOSE ► Learn the impact positive thinking has on one's outlook on life.****MATERIALS ►** Will vary according to decisions made and the play created by the youth.**ACTIVITY ►**

Life will have its challenges, but it is important to maintain a positive attitude and understand that people can have good experiences from bad situations.

Have the youth define characteristics of a positive attitude. How do people who have positive attitudes act? Have them identify people they consider to have positive attitudes. What are some examples of how positive attitudes can change the outcome of a bad situation?

Have the youth create a 15 to 20 minute play about positive thinking to perform for a group of younger youth.

Discuss the elements of a play with the youth: plot, characters, climax, resolution, setting, etc. Have youth brainstorm possible plots for the play. Be sure everyone's ideas are included in the brainstorm. Have the youth choose the idea the group likes the best.

Help the youth develop the idea into a script. Have youth assign roles and responsibilities to each person. Practice the play.

Have the youth make arrangements to perform their play for a group of younger youth. Remind them to use the *Discovery Planning Method* to assist in planning.

THINK ABOUT IT ►

- Can you think of a time in your life when you were faced with a difficult situation?
- Did you react to that situation in a positive way?
- Why is it important to learn and grow from situations that are difficult?

TIPS FOR ACTIVITY LEADER ►

Try offering examples of celebrities who have been faced with difficult situations and have made positive changes because of those situations. For example: Michael J. Fox was diagnosed with Parkinson's Disease. He is now active in trying to find a cure for the disease. Christopher Reeve became a quadriplegic after a horse riding accident. Before he died, he motivated people on overcoming hardships and helped encouraged medical research.

YOUTH OUTCOMES ►

- Youth are willing to engage in personal growth activities.
- Youth will express feelings and emotions in a positive, constructive manner.
- Youth will have a commitment to helping others and to volunteerism.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

- LA 7.4 Uses new information to adjust and extend personal knowledge base.
- LA 8.8 Uses appropriate verbal and nonverbal techniques for oral presentations.
- LA 8.12 Understands elements of persuasion and appeal in spoken texts.
- B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.
- B 3.8 Understands that language and tools enable human beings to learn complicated and varied things from others.
- T 6.3 Understands the emotional and social impact of dramatic performances in one's own life, in the community and in other cultures.

**ACTIVITY NAME ► TORCH BEARER IN SPIRITUAL GROWTH****PROJECT ► MIND OVER BODY****LEVEL ►** Eight**FOCUS ►** Take It to the Limit**CODE ►** I or G DP0 (Youth earn Torch Bearer emblem #B24900 instead of Discovery Points.)**TIME ►** The time needed to complete a Torch Bearer will depend on the activities selected by the youth to complete the project. As a general rule, plan for three months or more.**PURPOSE ►** Further knowledge, skills and leadership abilities in the area of spiritual growth.**MATERIALS ►** Check each activity selected in the Torch Bearer to determine materials and supplies needed.**PREPARATION ►** Have youth select the activities they want to complete and then make preparations accordingly. A description of Torch Bearer projects and a list of requirements are in the Camp Fire publication *Project Torch Bearer* (#D00010).**ACTIVITY ►**

If the youth completed the activity “Musical Expressions,” they are one step on their way to completing a Torch Bearer in Spiritual Growth.

Have the youth choose the level that challenges them: beginning, intermediate or advanced. Select the appropriate amount of activities for that level remembering to select the EXTREME activities needed.

Have them record their activity selections and their progress on the *Torch Bearer Planning Sheet* (found in *Project Torch Bearer*). If youth completed at Torch Bearer in Spiritual Growth previously on the beginning level, have them consider completing additional activities to complete the project at the intermediate or advanced level.

TIPS FOR ACTIVITY LEADER ►

- Encourage and allow youth to have fun while extending their knowledge in this area.
- Encourage the youth to consider resources such as funds, human resources and other available resources in the community when planning their project.

ADULT FACILITATOR NOTES ►

- If working as a group, insure the health and safety of the youth during planning and implementation of their project.
- This activity may require field trips and budgetary considerations.

YOUTH OUTCOMES ►

- Youth will be able to plan sequentially.
- Youth will be able to practically apply their academic learnings.
- Youth will appreciate being able to celebrate and share successes.

EDUCATION STANDARDS ►

- LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 1.5 Understands that various factors affect decisions that individuals make.
B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.



MIND OVER BODY FAMILY TAKE-HOME PAGE

As a result of this project, youth will examine the wide range of human feelings and emotions, better understand their feelings and learn to manage and express their emotions.

This project supports the following Camp Fire outcomes.

In addition, the project reinforces behavioral studies, language arts and performing arts education standards. For more information about these standards, contact your youth's group leader.

Outcome	Activity									
	All Those Feelings	Everyone's Got 'Em	Be Cool	Image Gap	Labels That Limit	Feelings to Words	The Voice in My Head	Musical Expressions	That's What You Think	Torch Bearer in Spiritual Growth
Youth will have preferences for safe choices.			X	X						
Youth will be able to engage in personal growth activities.								X	X	
Youth will express feelings and emotions in a positive, constructive manner.						X	X	X	X	
Youth will be able to resolve conflict in a healthy way.	X	X				X				
Youth will be culturally tolerant and value representation from diverse populations.								X		
Youth will have a commitment to helping others and to volunteerism.									X	
Youth will be able to communicate their points of view effectively.	X	X	X	X	X	X	X	X	X	
Youth will be able to evaluate choices, weigh outcomes and make decisions.	X	X	X	X	X	X	X	X	X	
Youth will be able to plan sequentially.										X
Youth will be able to practically apply their academic learnings.										X
Youth will appreciate being able to celebrate and share successes.										X

AT HOME ►

Ask family members to think of some hypothetical situations that could trigger emotions of happiness, sadness, embarrassment, joy, frustration and excitement. For instance, “You did not receive the birthday gift you wanted,” or “You just received free tickets to a great concert.” Have each person write down a situation on an index card or piece of paper. Create as many situations as you want and collect them. Have one person pick one card out and read it out loud. He or she suggests what feeling the situation might trigger. Have other family members share the feeling they might have in the same situation. Is there a difference of how individual people might react? Do this process with each card, and discuss each one.



Camp Fire

TRAIL TO KNOWING ME

LEVEL ► Eight**PROJECT ► THE HEALTH CONNECTION****PURPOSE ►** Youth will learn more about and understand various factors that contribute to one's overall health and well-being.

ACTIVITY CHOICES ►

Activity Name	Focus
Health Connection Bingo	Knowledge
Nutrition Bowl	Knowledge
BAC Up	Knowledge
Tobacco Math	Knowledge
Fitness Tour	Knowledge
Plan a Meal	Skill
Skin Care	Skill
Stress Journal	Skill
Fitness Fest	Leadership
Torch Bearer in Healthy Living	Take It to the Limit

YOUTH OUTCOMES ►

Outcome	Activity									
	Health Connection Bingo	Nutrition Bowl	BAC Up	Tobacco Math	Fitness Tour	Plan a Meal	Skin Care	Stress Journal	Fitness Test	Torch Bearer in Healthy Living
Youth will have preferences for safe choices.			X	X	X					
Youth have the opportunity to learn from mentoring relationships with adults.					X					
Youth are willing to engage in personal growth activities.								X		
Youth will be able to communicate their points of view effectively.	X	X		X	X	X			X	
Youth will be able to evaluate choices, weigh outcomes and make decisions.	X	X	X	X	X	X	X	X		
Youth will maximize their physical abilities to meet and overcome challenges.									X	
Youth will be able to plan sequentially.										X
Youth will be able to practically apply their academic learnings.										X
Youth will appreciate being able to celebrate and share successes.										X

EDUCATION STANDARDS ►

Activity Name	Standards
Health Connection Bingo	B 3.3
Nutrition Bowl	LA 7.4, M 1.2, M 2.5, M 4.1
BAC Up	B 1.5, B 3.1
Tobacco Math	LA 4.4, LA 4.6, LA 7.4, B 1.5, M 6.1
Fitness Tour	LA 7.4
Plan a Meal	LA 7.4, M 1.2, M 2.5, M 4.1
Skin Care	LA 7.4, B 1.5
Stress Journal	B 1.5, B 3.6, B 3.7
Fitness Fest	LA 7.4
Torch Bearer in Healthy Living	LA 7.4, B 1.5, B 3.3

**REQUIREMENTS FOR EARNING
RECOGNITION ITEMS ►**

Youth complete at least four activities from this project to earn a trail emblem (#B00113) or trail certificate (#T51000). They might choose to earn *Discovery Points* instead. Youth accumulate *Discovery Points* to earn recognition items, including *Discovery beads* (#B00133). Activities can be altered or modified to meet the needs, interests and ideas of the group.

TIPS FOR ADULT FACILITATORS ►

- Remember to adjust activities to the ability level of each youth in your group.
- If youth are interested in other topics that might fall within this project, encourage them to find out more (i.e., eating habits, eating disorders, skin care, substance abuse).

**ACTIVITY NAME ► HEALTH CONNECTION BINGO****PROJECT ► THE HEALTH CONNECTION****LEVEL ►** Eight**FOCUS ►** Knowledge**CODE ►** G DP1**TIME ►** 45 minutes**PURPOSE ►** Learn or review the components of a healthy lifestyle.**MATERIALS ►** If youth are making their own bingo cards: Paper (construction or bond style), pencils, markers, rulers or other straight edge, scissors. Copies of *Health Connection Bingo Categories* on page 79, several dried beans or some other small item to use as bingo markers. Optional: books or other resources concerning health.**PREPARATION ►** Make copies of the blank bingo card on page 80, one for each youth, or gather materials to make your own cards. Create a poster of the Health Connection topics grouped in the five categories or copy *Health Connection Bingo Categories* to hand out to the youth. Cut apart the cards for Health Connection Bingo or make your own pieces using the information.**ACTIVITY ►**

Youth have most likely learned about health and nutrition at school, from a family member or from some other source. Ask youth how much they remember about the things they learned in the past. Review the components of looking good and feeling good in a healthy way.

Have each player create his or her own bingo card(s.) Use the blank copy provided or let the youth make their cards on a separate piece of paper. To do this, they will need to draw the five column, six line square grid, like the sample provided. Then have them write the appropriate categories on the top line. Categories are:

First column – You Are What You Eat

Second column – Balance

Third column – Off Balance

Fourth column – Fitness and Physique

Fifth Column – Looking Good

Next, ask the players to look at the poster or handout of items in each of the categories. There are 10 items in each. Ask the players to select five of the items listed in each of the categories and randomly write them in the spaces under the appropriate column heading. The middle column (Off Balance) only requires them to choose four items. Let them know to add a “free space” in the middle square of this column.

Play Health Connection Bingo. Determine a playing option from the list below. Place the cards in a basket or other container and select one person to be the Bingo Caller.

The caller draws a card and reads the category, the item and the description on the card. Take the opportunity to discuss the item on the card as it relates to nutrition and good eating habits. Find out if it is something the players enjoy eating or ask who likes or does not like a food item called and why. Ask the players how they like a food item prepared, cooked or raw. Ask the players if they know whether cooking changes the calorie count or nutritional value of the food (it does).

If the game participants have the item called, they may cover the square with a bean or other item being used for bingo markers. Once a card has been drawn from the container and read to the group, the caller places it on a table by category for verification that it was called whenever a participant in the game calls out "Health Connection." The bingo caller continues to draw and read the cards, and the players cover any items called until a player has the correct number of squares covered on his or her card according to the chosen playing option. At that point, the player calls out "Health Connection."

The caller verifies that the squares covered on the player's card and the cards that have been drawn match and then declares if there is a winning bingo. The caller can decide to continue with the game or have the players clear their cards and begin a new game.

Playing options:

Regular Bingo – Cover five squares in a row: up and down, across or diagonally.

The Big T – Cover all the squares in the top row and the middle column to form a T on the card.

Four Corners – Cover only the squares in the top row right, top row left, bottom row right and bottom row left.

The Big X – Create an X on the card by covering the 5 squares on the diagonal from top left to bottom right and the diagonal from bottom left to top right.

Black Out – Cover all the squares on the card.

THINK ABOUT IT ►

- Did the game cause you to think of things to improve your health?
- What benefits might you enjoy if you have a healthy lifestyle?
- What connection is there between health and happiness?

ADDITIONAL ACTIVITY ►

Make bingo cards and a set of cards to take home and play with your families. (DP1)

TIPS FOR ACTIVITY LEADER ►

- Allow participants to make more than one bingo card if they choose.
- Provide more chances to bingo during a game. Allow the youth to leave their markers on their cards after the first person bingos and continue playing until two or three others bingo. Then clear the cards and start another game.
- Provide prizes for winning in "Health Connection Bingo."
- If participating in the activity sparks a great deal of questions from the youth, suggest that they consider planning an activity or project to learn more about nutrition or health issues.
- Consider having a book(s) on teen health to use for discussion or questions that may arise while the game is being played.

YOUTH OUTCOMES ►

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.

HEALTH CONNECTION BINGO CATEGORIES

Choose five (four for the middle column) items from each category and write each one in the appropriate column on each bingo card.

You Are What You Eat

- Proteins
- Fats
- Carbohydrates
- Calories
- Variety
- Vitamins
- Minerals
- Snacks
- Fast Food
- Water

Fitness and Physique

- Body Image
- Aerobic Activity
- Strength Training
- Sports
- Stretching
- Height
- Weight
- Ectomorphs
- Mesomorphs
- Endomorphs

Balance

- Exercise
- Stress
- Emotions/Feelings
- Regular Eating
- Relaxation
- Hobbies
- Time Management
- Goal Setting
- Involvement
- Love

Looking Good

- Hair
- Skin
- Teeth
- Nails
- Eyes
- Clothes
- Hygiene
- Feet
- Sun Worship
- Check Ups

Off Balance

- Smoking
- Smokeless Tobacco
- Alcohol/Drugs
- Eating Disorders
- Diet Pills
- Overeating
- Caffeine
- Piercing/Tattoos
- Sexuality
- Teen Pregnancy

SAMPLE BINGO CARD

Health Connection Bingo				
You Are What You Eat	Balance	Off Balance	Fitness and Physique	Looking Good
		There is a connection between health and happiness.		



CARDS FOR HEALTH CONNECTION BINGO

<p>YOU ARE WHAT YOU EAT</p> <p>Vitamins</p> <p>Your body needs at least 11 specific vitamins: A, D, E, K, C, B1, B2, B6, B12 and two other B vitamins.</p> <p>You need only small quantities of vitamins for good health.</p>	<p>YOU ARE WHAT YOU EAT</p> <p>Fats</p> <p>A healthy body needs fat to make tissue cantaloupe, carrots, red peppers, liver and milk and manufacture hormones. The trick is getting the right amount of fat (not too much, not too little).</p>
<p>YOU ARE WHAT YOU EAT</p> <p>Minerals</p> <p>Your body needs very small amounts of minerals as regulators. They help other nutrients and body processes function normally.</p>	<p>YOU ARE WHAT YOU EAT</p> <p>Carbohydrates</p> <p>An essential nutrient. The most important sources are plant foods – fruits, vegetables and grains.</p>
<p>YOU ARE WHAT YOU EAT</p> <p>Snacks</p> <p>Don't fill up with empty calories by eating too many sugary snacks, soft drinks, chips and crackers.</p>	<p>YOU ARE WHAT YOU EAT</p> <p>Calories</p> <p>All food provides calories. All calories, no matter where they come from, provide energy. If you take in more calories than you burn in a day, you gain weight. It is important to know what your calorie needs are.</p>
<p>YOU ARE WHAT YOU EAT</p> <p>Fast Food</p> <p>Limit fast foods and eating on the run. Fast foods are high in fat which means more calories. Filling up on fast foods can result in not getting the nutrients you need from other foods.</p>	<p>YOU ARE WHAT YOU EAT</p> <p>Variety</p> <p>Foods are little packets of nutrients. Not all foods contain the same nutrients. You need to eat a variety of foods to maintain a healthy lifestyle.</p>

<p>YOU ARE WHAT YOU EAT</p> <p>Water</p> <p>Drinking plenty of water will help you maintain good health. Drinking plenty of water can also help with weight control and help you have fewer skin problems.</p>	<p>BALANCE</p> <p>Exercise</p> <p>Exercise is important for everyone: young, old, overweight, underweight and all those in between. It will help your heart become more efficient, your bones grow strong and your weight stay at its best.</p>
<p>BALANCE</p> <p>Hobbies</p> <p>Find something you enjoy doing outside of school and other scheduled activities. A hobby is a good way to take a break from the stresses of daily life and at the same time improve a skill.</p>	<p>BALANCE</p> <p>Stress</p> <p>Stress can lead to many other physical and emotional disorders. Learn to recognize and manage your stress level in healthy ways. Talk to someone you trust, write in a journal, Listen to music, exercise or learn relaxation techniques.</p>
<p>BALANCE</p> <p>Time Management</p> <p>Learning to prioritize and manage your time can help you reduce your stress level and achieve more of your goals.</p>	<p>BALANCE</p> <p>Emotions/Feelings</p> <p>Learn to recognize and express emotions and feelings in a positive, constructive way. People that are in touch with their emotions live longer and have better relationships with others.</p>
<p>BALANCE</p> <p>Goal Setting</p> <p>Create goals to make things happen for you instead of letting things happen to you. Creating realistic goals and then achieving them will help you feel good about yourself.</p>	<p>BALANCE</p> <p>Regular Eating</p> <p>Don't skip meals. Eating regular meals is a major step toward good nutrition and controlling your weight.</p>
<p>BALANCE</p> <p>Involvement</p> <p>Volunteer your time to do something for others. Get involved in causes or activities that help you feel good about yourself and are of service to others.</p>	<p>BALANCE</p> <p>Relaxation</p> <p>Learning how to relax is a life skill that will help you feel better physically and emotionally.</p>

<p>BALANCE</p> <p>Love</p> <p>Don't mistake infatuation for love. Mature love means neither instant fulfillment nor diminishment of who you are. Real love will stand the test of time.</p>	<p>OFF BALANCE</p> <p>Smoking</p> <p>Don't smoke. It not only exposes you to health risks, it also makes you wrinkle sooner and more severely. It is the cause of about 75 percent of lung cancer deaths.</p>
<p>OFF BALANCE</p> <p>Diet Pills</p> <p>There are no miracle pills. Avoid quick fixes and magic pills. It is better to make slight changes in your lifestyle and eating habits than to go on and off strict diets or use diet pills.</p>	<p>OFF BALANCE</p> <p>Smokeless Tobacco</p> <p>Chewing tobacco and snuff has been known to cause cancer of the mouth. Teens as young as 15 have suffered and died from this disfiguring cancer.</p>
<p>OFF BALANCE</p> <p>Caffeine</p> <p>Limit your intake of caffeine. Coffee, tea, sodas and chocolate all contain varying amounts of caffeine. Consuming excessive amounts of caffeine can interfere with you getting a good night's sleep.</p>	<p>OFF BALANCE</p> <p>Alcohol and other Drugs</p> <p>Alcohol and other drugs can have a number of tragic consequences if abused. Forty two percent of fatal accidents among teens are alcohol related.</p>
<p>OFF BALANCE</p> <p>Piercing/Tattoos</p> <p>Parental permission is required for youth under age 18. The decision is long term and there are safety issues (infection and pain) to consider. Know that the decision is right for you.</p>	<p>OFF BALANCE</p> <p>Eating Disorders</p> <p>Eating disorders are serious conditions with serious consequences. If you, or anyone you know, suffers from an eating disorder, talk to someone you can trust.</p>
<p>OFF BALANCE</p> <p>Sexuality</p> <p>There is nothing strange or mysterious about your sexuality. The goal is to feel good about your sexuality and use good judgment with expressing it.</p>	<p>OFF BALANCE</p> <p>Overeating</p> <p>Eating more than your body needs can lead to weight gain and other health problems. Overeating is a symptom of other things. Talk to someone you trust about the role food plays in your daily routine.</p>

<h2>OFF BALANCE</h2> <p>Teen Pregnancy</p> <p>Being a parent is probably the most demanding and important job a human being can have. It is important to be truly ready for meeting its challenges. Parenthood is a 24 hour a day, 18 year commitment at the least.</p>	<h2>FITNESS AND PHYSIQUE</h2> <p>Body Image</p> <p>Height, weight, eye color, hair color, hair type, skin, hands, feet, etc., are all part of our body image. Some of those things you can change, but most you cannot. Accept who you are and don't be overly concerned about what other people think. Who you are on the inside is more important than what you can see on the outside.</p>
<h2>FITNESS AND PHYSIQUE</h2> <p>Height</p> <p>The average age when boys stop growing is 16. The average age for girls is between 14 and 15. Some people continue to grow until they are 20.</p>	<h2>FITNESS AND PHYSIQUE</h2> <p>Aerobic Activity</p> <p>Twenty minutes of aerobic activity three times a week will strengthen your heart and lungs. It also helps build bones and aids in digestion.</p>
<h2>FITNESS AND PHYSIQUE</h2> <p>Weight</p> <p>Know what weight is normal for YOU! Trying to reach some impossible standard of thinness in your youth can set you up for a lifetime of struggling with your weight.</p>	<h2>FITNESS AND PHYSIQUE</h2> <p>Strength Training</p> <p>Working out with weights will strengthen and shape muscles and improve appearance. Males and females can benefit from a moderate routine of weight training.</p>
<h2>FITNESS AND PHYSIQUE</h2> <p>Ectomorphs</p> <p>People have genetically determined body types. Ectomorphs are thin and angular. Because much of the way your body looks is determined by genetics, it is not a good idea to compare yourself with famous people or even your friends.</p>	<h2>FITNESS AND PHYSIQUE</h2> <p>Sports</p> <p>Getting involved in sports is a good way to stay active and get regular exercise. There are a variety of individual and team sports. Find the one that's right for you.</p>
<h2>FITNESS AND PHYSIQUE</h2> <p>Mesomorphs</p> <p>People have genetically determined body types. Mesomorphs are muscular with broad shoulders and slim hips. Because much of the way your body looks is determined by genetics, it is not a good idea to compare yourself with famous people or even your friends.</p>	<h2>FITNESS AND PHYSIQUE</h2> <p>Stretching</p> <p>Stretching should be part of any fitness, exercise or sports program. Stretching exercises or activities will help improve your flexibility and prevent injuries.</p>



FITNESS AND PHYSIQUE Endomorphs People have genetically determined body types. Endomorphs tend to be rounder and have more body fat and soft curves. Because much of the way your body looks is determined by genetics, it is not a good idea to compare yourself with famous people or even your friends.	LOOKING GOOD Hair Keep it clean. Shampoo oily hair every other day or more often. Wash dry hair twice a week.
LOOKING GOOD Clothes Choose clothes that you feel comfortable wearing and suit your body type. The same style jeans (or any other clothing) doesn't look good on everyone - don't expect them to.	LOOKING GOOD Skin Develop a program for cleaning your skin and make careful choices about the things you put on your skin to minimize the potential for acne and other skin problems.
LOOKING GOOD Hygiene Bathe regularly and use deodorant or antiperspirant.	LOOKING GOOD Teeth Brush twice a day and floss at least once a day. See a dentist twice a year. Tooth decay is a common disease in the Western World.
LOOKING GOOD Feet Wear shoes that fit your feet comfortably. Bathe and powder your feet every day.	LOOKING GOOD Nails Trim them often. Don't let dirt build up under your nails. Trim your toenails as well as your fingernails.
LOOKING GOOD Sun Worship Safeguard your skin. Use sunscreen whenever you are outdoors (even on cloudy days). Overexposure to the sun can lead to premature aging and skin cancer, even at a young age.	LOOKING GOOD Eyes Your vision can have a great impact on how you do in school. Eye problems can result in headaches. Periodic eye exams are advisable.

ACTIVITY NAME ► NUTRITION BOWL**PROJECT ► THE HEALTH CONNECTION****LEVEL ►** Eight**FOCUS ►** Knowledge**CODE ►** G DP1**TIME ►** 45 minutes**PURPOSE ►** Better understand the nutritional value of a variety of foods.**MATERIALS ►** Paper plates, plastic utensils, paper, pens or pencils, cups.**PREPARATION ►** Announce in advance when the Nutrition Bowl will take place and give the participants guidelines for entering. Ask participants to bring their personal favorites in the categories listed below, enough for each person to taste.

Create score cards based on the following questions. Add point values to each question and score. Add more questions if you want.

- Is the serving size good for the nutrition that is received?
- Does the food item or drink contain more whole foods or processed food?
- Is the food or drink item a good source for vitamins and minerals?
- Is it visually appealing to you?

ACTIVITY ►

We are what we eat! When we make decisions about the food that we eat, is it good to consider the nutritional value of the things we eat? Food that has not been altered or has been altered very little is called whole food. Whole foods have the best nutritional value. Most people eat food that is processed in some way or another. Canned foods, fast foods and most snack foods are considered processed. Processed food is food that has had any technique done that alters the natural state, including cooking, freezing, pickling and drying. It has additives and less nutritional value. Learning to evaluate the food we like to eat for its nutritional value is a skill that will be useful for a lifetime.

Place the food the youth brought on paper plates and indicate the category: Snack Foods, Breakfast Cereals and Beverages.

Write on paper the following information about each item they bring: serving size, calories per serving and nutritional content such as protein, carbohydrates, fats and sugars per serving

Invite each person to taste each food or beverage. Use the score cards to evaluate each entry in all three categories to determine which one is the most nutritionally sound to win the Nutrition Bowl.

**THINK ABOUT IT ►**

- Do you care if you eat healthy or not? Why or why not?
- Did you make a decision to improve or change anything about yourself as a result of this activity? If yes, what?
- Did you find new foods you might eat again?

TIPS FOR ACTIVITY LEADER ►

- Decide if participants are to bring one sample of their entries or enough for the entire group.
- Decide other categories for the Nutrition Bowl.

YOUTH OUTCOMES ►

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

M 1.2 Uses a variety of strategies to understand problem-solving situations and processes.

M 2.5 Understands the concept of a unit and its subdivision into equal parts.

M 4.1 Understands the basic concept of rate as a measure.

ACTIVITY NAME ► BAC UP**PROJECT ► THE HEALTH CONNECTION****LEVEL ►** Eight**FOCUS ►** Knowledge**CODE ►** G DP1**TIME ►** 30 minutes**PURPOSE ►** Understand the affects alcohol use can have on a person's body.**MATERIALS ►** Six tennis balls (or other small balls.)**PREPARATION ►** Read *Drugs of Abuse* on pages 90-92.**ACTIVITY ►**

Although the minimum legal drinking age in all 50 states is 21 years, alcohol use and problems it causes are commonplace among American adolescents. Recent surveys indicate that by the eighth grade, 70 percent of students have tried alcohol.

Alcohol misuse presents a major risk for health and well-being throughout one's life span, but youth have a special vulnerability. Alcohol is the most widely used drug by adolescents. The vast majority of junior and senior high school students have already had some experience with drinking. For some this may be one or two isolated occasions of youthful experimentation. But for others, alcohol use is excessive, placing the individual in danger of immediate adverse consequences such as accidental injury and alcohol poisoning; and drinking may occur within a constellation of other high-risk behaviors, including unprotected sex. Moreover, for some youth a pattern of heavy drinking established in adolescence and young adulthood will continue into an adult pattern of alcohol abuse.

Select six youth to stand in front of the group. Have them stand in a single file line, shoulder to shoulder facing the rest of the group. The first five people in line represent the blood stream. The person at the end of the line is the liver. Hand a tennis ball to the first person in line, who will pass it to the next and so on until it reaches the "liver." The liver squeezes it 10 times before handing it to another youth who will bring the ball back to the activity leader. Meanwhile, send another ball down the line continuing until all six balls are being used. Slowly increase the speed the balls are passed. Let those in line know that they may only take another ball if they are able to hold it in their hands. After a small amount of time, let others in the group be the blood stream and the liver, repeat the process. Do so until several people have had a turn as the liver.

Discuss the activity as a group. The tennis ball represents alcohol that has entered the body through the blood stream. The liver is detoxifying the alcohol. As the balls speed up, the liver has a harder time getting its job done. Discuss the following questions: What did you see happening when the tennis balls (alcohol) were being introduced slowly into the bloodstream? Faster? What do you think would happen to a liver that experienced this very often? What happens to our bodies when the alcohol is not broken down by the liver?

**THINK ABOUT IT ►**

- The tennis balls that were backed up waiting to be detoxified by the liver were a representation of the blood alcohol content (BAC) or the percentage of alcohol in the blood. When the balls were being added faster, what would the BAC have been?
- At that point, how would a person's abilities to function normally have been affected?
- How can this information be used?

TIPS FOR ACTIVITY LEADER ►

When the balls are being passed at a faster rate, the people in line should only be able to hold on to about three tennis balls. If they cannot hold the balls in their hands they are not to take another ball until they have passed one on to the next person.

ADULT FACILITATOR NOTES ►

Parents, teachers, counselors and other concerned adults who work with youth have special opportunities to positively affect a young person's knowledge and attitudes about the abuse of alcohol and other drugs. Prevention education is the responsibility of all those who care about the future of our youth. Information that could help you with your decision to include prevention activities in your program is included at the end of this activity.

YOUTH OUTCOMES ►

- Youth will have preferences for safe choices.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

- B 1.5 Understands that various factors affect decisions that individuals make.
B 3.1 Understands that all behavior is affected by both inheritance and experience.

BAC UP

DRUGS OF ABUSE

Drugs of abuse are chemical substances that exert a mood-altering effect on the brain and are capable of producing addiction. They are abused for the feelings they produce.

HOW DO DRUGS OF ABUSE DIFFER FROM OTHER DRUGS?

Drugs of abuse possess certain characteristics that other drugs do not, such as

- They produce an altered mood state such as sedation, relaxation or euphoria. These effects reinforce the drug use, that is, the feelings aroused by the drug make the user want to use it again.
- Compulsive use occurs; the user feels as though he or she must have the drug.
- Use continues despite the known, harmful effects. Many alcoholics, for example, continue to drink despite severe, irreversible liver damage.
- Regular and temporal patterns of use occur. Drug users tend to use drugs on a regular basis and at specific times during the day.

WHY DO ADOLESCENTS ABUSE DRUGS?

Adolescence is defined as the period between the ages of 13 and 18. During this time, physical and psychological growth patterns undergo significant development, and hormonal changes accelerate sexual maturation. As a result of these rapidly changing states, adolescents tend to feel awkward and insecure. They feel inadequate about their appearance and popularity. Adolescence for many is a time of frustration, anger and rebellion.

Peer affiliation and desire for peer acceptance are hallmarks of adolescence. Adolescents feel the need for acceptance, praise and approval by their peers more profoundly than in any other stage of life. Adolescents test limits and manipulate others. They tend to experiment with extremes of values and behaviors and are often confused and scared. One minute they demand total independence, and the next they cry out for protection from themselves and the world in which they live. They often experience free-floating anxiety and identity crises and commonly act out, which is a subconscious mechanism of expressing unacknowledged internal conflict. Adolescence is a period of exploration. Risk-taking and sensation-seeking behaviors are normal. Experimenting with drugs is now also a part of the adolescent's world.

THE PROBLEM

The average ages of first alcohol use and first illicit drug use in the United States are 12 and 13 years, respectively. Well over one-half of American high school seniors have tried an illicit drug, and over one-third have used an illicit drug other than marijuana; nearly one in six seniors has tried cocaine. High school girls come close to the level of boys in their use of alcohol, marijuana and cocaine. Close to one-half of fourth through sixth graders report pressure from other students to try alcohol and over one-fourth of these children say there is pressure to try cocaine.

Accidents are the leading cause of death among adolescents. Of the 25,000 accidental deaths among them annually, 40 percent are alcohol related. Homicide is the second leading cause of adolescent deaths. Of the 5,500 adolescent homicide victims each year, 30 percent are intoxicated at the time of death. The suicide rate among drug-using adolescents is particularly high. Overall, drug abuse is one of the leading, if

not the leading, cause of adolescent deaths. Less dramatic, but more insidious, are the developmental, emotional and social costs of adolescent drug abuse.

DRUGS AND ALCOHOL

Legal drugs are described by generic names and trade names. They are prescribed by physicians or sold over-the-counter. Many of them, especially some of the prescription drugs, are frequently abused. Generic names are related to the chemical structure of the drug. Every drug has a different chemical structure. Trade names, on the other hand, are names given to drugs by the pharmaceutical companies who manufacture them. When several companies manufacture the same drug, it will have more than one trade name. Generic names traditionally begin with a lower case letter and trade names begin with an upper case letter.

Alcohol is the most frequently used drug. Some 350,000 eighth-grade youth are binge drinkers; this number climbs to 690,000 for tenth graders. Problems caused by young people abusing alcohol include bad grades, school dropouts, accidents, assaults, rapes and death. About one-third of youth who have committed serious crimes consumed alcohol just prior to the offense. Many teenage suicides involve frequent use of alcohol or other drugs. Alcohol is a factor in more than one-half of all rapes among college students. Nearly 40 percent of drowning and 75 percent of fatal accidents with all-terrain vehicles involve the use of alcohol.

Alcohol (ethanol) is usually abused in the forms of beer, wine and liquor or whiskey. Wine coolers, which contain about the same amount of alcohol as beer, have become popular drinks of adolescents. At around five percent, beer has the lowest alcohol content. Wines range from 9 to 12.5 percent, and liquors and whiskeys are the highest at 40 to 50 percent. A 12-ounce can of beer contains about the same amount of alcohol as a 5-ounce glass of wine and a shot (1.5 ounces) of liquor or whiskey; all are equally addicting. Proof equals twice the concentration; for example, 80 proof whiskeys contain 40 percent alcohol by volume.

Here are some statistics relating to youth and their drinking behaviors.

- Sixty-eight percent of eighth graders and 85 percent of 10th graders believe that alcohol is readily available to them for consumption.¹
- Forty percent of ninth-grade students reported having consumed alcohol before they were age 13. In contrast, only 26.2 percent of ninth graders reported having smoked cigarettes, and 11.6 percent reported having used marijuana before they were age 13.²
- Forty-one percent of ninth-grade students reported drinking in the past month, while only 24 percent reported smoking in the past month.²
- More than one-fifth of eighth graders and 44 percent of 10th graders have been drunk at least once.¹
- Almost one-fourth of ninth graders reported binge drinking (having had five or more drinks on one occasion) in the past month.²
- Rates of drinking differ among racial and ethnic minority groups. Among students in grades nine to 12, binge drinking was reported by 34 percent non-Hispanic white students, 11 percent of African American students and 30 percent of Hispanic students.²

- The gap between alcohol use by boys and girls has closed. Among ninth graders, girls consume alcohol and binge drink at rates almost equal to boys.²
 - More than 40 percent of individuals who start drinking before the age of 13 will develop alcohol abuse or alcohol dependence at some point in their lives.³
 - If drinking is delayed until age 21, a child's risk of serious alcohol problems is decreased by 70 percent.⁴
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References

¹ Johnston LD, O'Malley PM, Bachman JG. 2003. Monitoring the Future National Results on Adolescent Drug Use: Overview of key findings, 2002. Bethesda, MD: National Institute on Drug Abuse.

² Centers for Disease Control and Prevention. 2002. Youth Risk Behavior Surveillance United States, 2001. Morbidity and Mortality Weekly Report: CDC Surveillance Summaries 51(SS-4):1-64.

³ Grant BF, Dawson DA. 1997. Age at onset of alcohol use and its association with DSM-IV alcohol abuse and dependence. Results from the National Longitudinal Alcohol Epidemiologic Survey. Journal of Substance Abuse 9:103-110.

⁴ Calculated from information contained in: Grant BF, Dawson DA. 1997. Age at onset of alcohol use and its association with DSM-IV alcohol abuse and dependence. Results from the National Longitudinal Alcohol Epidemiologic Survey. Journal of Substance Abuse 9:103-110.

**ACTIVITY NAME ► TOBACCO MATH****PROJECT ► THE HEALTH CONNECTION****LEVEL ►** Eight**FOCUS ►** Knowledge**CODE ►** I or G DP1**TIME ►** 60 minutes**PURPOSE ►** Understand the costs involved in the use of tobacco and be aware of the health issues that using tobacco can cause.**MATERIALS ►** Paper, pens or pencils, catalogs, newspaper ads that give the costs for item such as electronics, clothing, etc. Optional: data collection sheets (detail below), cameras.**PREPARATION ►** Make any arrangements needed to leave the meeting site including permission slips. Make pre-printed sheets for collecting data, with columns for different kinds of information. Include the location, date and the person conducting the audit. Use questions that allow space for personal comments and observations, as well as space for photographic evidence (optional) and a sketch.**ACTIVITY ►**

Ask youth what some reasons are that people use tobacco. Are any of the reasons good ones? Why or why not? How much does a pack of cigarettes cost? How much does a container of smokeless tobacco cost?

Tobacco Math

Have the youth add up the amount of money a person would spend in one week if they smoked one pack a day or dipped one can a day. Now figure the amount they would spend in one month and then one year.

Do the math again if they used two packs/cans a day for a week, month and one year. Have the youth find out how much a person would spend in a lifetime for cigarettes or smokeless tobacco. Have them present this information in a chart.

Ask the youth to think about what that amount of money could be used for instead of buying tobacco products. They could look through catalogs and ads or on the Internet to find things they could buy using the total amount of money.

Tobacco Tour

Have youth do a neighborhood research audit of tobacco advertisements. Visit grocery stores, convenience stores and gas stations; search the streets for signs of tobacco promotion. Youth can then evaluate the information collected and develop a presentation of their findings. By carefully structuring the collection process and deciding beforehand what kinds of information they are really looking for, the shared experience will be a productive and memorable one.

Provide the youth with pre-printed sheets for collecting data, with columns for different kinds of information. Include columns for the location, date and the person conducting the audit. Sometimes it is useful to provide questions which can be checked yes or no. Allow space for personal comments and observations, and space for photographic evidence and sketches. Youth could take along a camera to document billboards and other outside advertising and promotion.

The following are questions the youth may want to include on the audit form:

- Which brand names and manufacturers are being promoted?
- What is the medium of promotion: billboard, poster, lighted sign, point of sale display, vending machine?
- Is a warning label visible?
- Is the warning label legible?
- What does it say?
- What is the size of the display? (Length, width, height)
- Are tobacco products for sale nearby?
- Is candy being sold near tobacco products?
- Could children purchase tobacco products at this location?
- Is there a special promotional deal offering discounts or premiums?

THINK ABOUT IT ►

- Did you learn anything new about tobacco products?
- What did you learn about tobacco advertising in your community?
- Did you make a decision to improve or change anything about yourself as a result of this activity?

ADDITIONAL ACTIVITY ►

Make a poster or booklet that shows all the things a smoker could purchase from the money saved by not using tobacco products. (DP1)

TIPS FOR ACTIVITY LEADER ►

Review safety guidelines for taking field trips with youth.

ADULT FACILITATOR NOTES ►

This activity requires youth to leave the meeting site.

YOUTH OUTCOMES ►

- Youth will have preferences for safe choices.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 4.4 Uses a variety of sources to gather information for research topics.

LA 4.6 Organizes information and ideas from multiple sources in systematic ways.

LA 7.4 Uses new information to adjust and extend personal knowledge base.

B 1.5 Understands that various factors affect decisions that individuals make.

M 6.1 Understands that observations about objects or events can be organized and displayed in simple graphs.

**ACTIVITY NAME ► FITNESS TOUR****PROJECT ► THE HEALTH CONNECTION****LEVEL ►** Eight**FOCUS ►** Knowledge**CODE ►** I or G DP2**TIME ►** Approximately two hours plus travel time.**PURPOSE ►** Learn the fitness options available in your community.**PREPARATION ►** Make all necessary arrangements to leave the meeting site, including permission slips.**ACTIVITY ►**

If a person is active or open to the idea of becoming more active, there are enormous benefits from establishing an exercise program. Exercise increases muscle capacity and reduces the amount of fat stored in the body. Exercise strengthens bones and improves the muscles that help support bones. Exercise increases brain power by increasing the flow of oxygen to the brain. The best exercise program is one that a person will actually do and keep doing over time.

Have the youth explore the options that are available to them in their community.

Tour a local recreation department facility such as a community center, the YMCA, YWCA, Boys and Girls Clubs or other recreational facility. Have the youth look specifically for programs offered for their age group. Have them look at things like cost, equipment, facilities and specific programs offered at that facility.

If the youth tour more than one facility, have them compare the benefits, advantages and disadvantages of the two facilities.

THINK ABOUT IT ►

- Why is it important to know about activities you can participate in during leisure time?
- Did you make a decision to change or improve anything about yourself?
- What fitness activities can be done without going to a fitness center?

ADDITIONAL ACTIVITY ►

Participate in a short-term program such as an aerobics class, basketball clinic or dance clinic. (DP2)

TIPS FOR ACTIVITY LEADER ►

Have the youth make plans for their field trip during a prior session.

ADULT FACILITATOR NOTES ►

- This activity requires youth to leave the meeting site. Make arrangements for permission and transportation.
- This activity completes requirement #5 for the Torch Bearer in Healthy Living. A description of Torch Bearer projects and list of requirements are in the Camp Fire publication *Project Torch Bearer* (#D00010).

YOUTH OUTCOMES ►

- Youth will have preferences for safe choices.
- Youth will have an opportunity to learn from mentoring relationships with adults.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

ACTIVITY NAME ► PLAN A MEAL**PROJECT ► THE HEALTH CONNECTION****LEVEL ►** Eight**FOCUS ►** Skill**CODE ►** I or G DP1**TIME ►** 30-45 minutes**PURPOSE ►** Learn basic meal planning skills.**MATERIALS ►** Paper, pens or pencils, information about nutritional needs of youth (see note below under adult facilitator notes), cookbooks, recipes for planning and meal preparation. Optional: Internet connection.**PREPARATION ►** Schedule use of a kitchen area if the group is preparing a meal together.**ACTIVITY ►**

Americans are dining out more than ever these days. Foods prepared at home are generally much healthier than foods prepared away from home. Much of the food consumed when eating out is processed food. Processed food is food that has had any technique done that alters its natural state. Ask the youth if they eat meals at home with their family on a regular basis. Planning and preparing meals takes practice.

Using resource information and the Internet (if available), have the youth learn about the basic nutritional needs for a person their age. Have them find out about calorie, vitamin and mineral needs and what foods to pick in order to meet those needs for a balanced diet. Have them ask people like a health teacher, a school nurse, parent(s) or guardian to help them find this information.

Have the youth plan a well balanced meal for their families or their group.

THINK ABOUT IT ►

- What was the easiest part of planning a healthy meal? What was difficult?
- Is it easy or hard to plan a healthy meal that tastes good?
- Will you plan healthy meals in the future? Why or why not?

TIPS FOR ACTIVITY LEADER ►

Consider having the group plan a meal together. Have youth prepare food at home and bring to the meeting site. Consider inviting a dietician, nutrition specialist, chef or a “good cook” to talk with the youth.

ADULT FACILITATOR NOTES ►

This activity partially completes requirement #15 for the Torch Bearer in Healthy Living. A description of Torch Bearer projects and list of requirements are in *Project Torch Bearer* (#D00010). The activity “Calculating Calories” from the Camp Fire publication *Discovery: Trail Blazer Level Seven* contains information about calories and nutrient requirements for youth.

YOUTH OUTCOMES ►

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

- LA 7.4 Uses new information to adjust and extend personal knowledge base.
M 1.2 Uses a variety of strategies to understand problem-solving situations and processes.
M 2.5 Understands the concept of a unit and its subdivision into equal parts.
M 4.1 Understands the basic concept of rate as a measure.

**ACTIVITY NAME ► SKIN CARE****PROJECT ► THE HEALTH CONNECTION****LEVEL ►** Eight**FOCUS ►** Skill**CODE ►** I or G DP1**TIME ►** 45 minutes**PURPOSE ►** Learn ways to care for your skin, teeth or hair.**MATERIALS ►** Will vary according to what the youth choose to do.**PREPARATION ►** Invite a skin care professional, dermatologist, dentist, dental hygienist or stylist to attend your group meeting.**ACTIVITY ►**

Skin is the largest organ in the body. Skin is, not surprisingly, the number one concern among teens, and acne is the most common skin problem that young people experience. About 18 percent of teens report having depression about acne. Only about 16 percent of teens seek help from a doctor for acne. Many teens use over-the-counter acne medications that are not especially effective. Caring for your hair and teeth requires commitment and time. Caring for skin, teeth and hair requires learning a personalized system that will work for each person.

Invite a skin care professional to attend your group meeting to demonstrate techniques for taking care of skin. Encourage youth to create a routine for the care of skin, teeth and hair. Suggest they ask a dermatologist, physician or nurse to recommend a cleansing routine. They could ask this person to attend a group meeting to demonstrate care techniques. Have the youth talk about how nutrition affects the quality of skin, teeth and hair.

THINK ABOUT IT ►

- Are the ideas presented by the professional ones you will use?
- How much time does it take to care for your skin, teeth or hair?
- How much does it cost to care for your skin, teeth or hair?

ADULT FACILITATOR NOTES ►

This activity completes requirement #10 for the Torch Bearer in Healthy Living. A description of Torch Bearer projects and list of requirements are in the Camp Fire publication *Project Torch Bearer* (#D00010).

YOUTH OUTCOMES ►

- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

B 1.5 Understands that various factors affect decisions that individuals make.

ACTIVITY NAME ► STRESS JOURNAL**PROJECT ► THE HEALTH CONNECTION****LEVEL ►** Eight**FOCUS ►** Skill**CODE ►** I DP1**TIME ►** To be done over a period of time, such as a week.**PURPOSE ►** Be aware of situations and circumstances that create stress and learn to manage them.**MATERIALS ►** Pen or pencil, copies of *Stress Journal* on page 101, 3" x 5" index cards.**PREPARATION ►** Make a copy of *Stress Journal* on page 101, one for each youth.**ACTIVITY ►**

Stress is defined as physical, mental or emotional strain or tension. Many situations in everyday life can create stress for people. Ideally, a person could avoid or eliminate the situation that causes the stress. But, most of the time, that is not possible. So the next best thing is to learn how to manage a stressful situation. Or, learn ways to minimize the effects the stress has on physical and emotional well being. Before a person can manage stress, however, he or she has to be aware that he or she is experiencing stress and identify situations that might be causing it. Some symptoms of stress are: headache, tightness in the stomach, nervousness, backache, neck ache, fatigue, irritability and indigestion. One way to begin identifying the situations that cause stress is to keep a stress journal.

Ask the youth: What specific situations are stressful for you? Do you know the symptoms of stress? Are you aware of the effects stress has on your body? Tell the group it is important to be aware of situations that produce stress so they can learn and use strategies that will allow them to cope better. Have the youth review *Stress Journal* on page 101 and discuss how to complete it. Tell the youth to record information regarding all stressful incidents in the stress journal for one week.

Example:

Stress Journal				
Day	Time	Cause of Stress	Reaction	+/-
Mon.	8:00 a.m.	Forgot homework	Worry, rapid breathing	-
Mon.	2:00 p.m.	Named to Student Council	Excitement, headache	+
Tues.	8:15 a.m.	Late for school	Nervous, worry	-

Tell them, when the week ends, to look over the journal to see if they notice any patterns. Suggests they ask the following questions:

- What type of things cause stress in my life?
(example: school, family, friends)
- Are there stressors in my life that will probably remain in my life?
- What can I do about temporary stressors?
- What can I do about continual stressors?
- What can I do to avoid negative stress?
- What can I do to manage positive stress?

Review the following techniques that can be used to manage or reduce stress. Have the youth add other ideas to the list. Have the youth write the techniques they might use on an index card to keep as a reminder of ways to reduce stress.

- Take deep breaths.
- Take a mini vacation in your mind. Close your eyes and visualize yourself in a favorite “get away” place.
- Recognize and accept limits. Try not to set unreasonable goals.
- Learn to play. Allow time to escape the pressures of life and have fun.
- Be positive. Focus on the things that are going well. Avoid criticizing yourself and others. Learn to praise the things you like in yourself and others.
- Learn to tolerate and forgive. Intolerance of others leads to frustration and anger.
- Avoid unnecessary competition. Too much concern with winning in too many areas of life can create excessive tension and anxiety.
- Get regular physical exercise.
- Learn a relaxation method like yoga or meditation.
- Talk to someone about it: a friend, family member, member of the clergy or a counselor. Talking to someone can help you release “bottled up” tension.
- Change your thinking. How we feel often depends on our outlook. If you try looking at things from a different viewpoint, you may improve how you feel emotionally.

Encourage the youth to practice using some of the stress reducing techniques once they identify causes for stress from the stress journal.

Tell the youth if there is a situation that causes them a great deal of stress (and they don't think they can manage it alone), to find an adult they can trust to talk to and ask for help.

THINK ABOUT IT ►

- Not all stress has a negative effect. Some kinds of stress can actually motivate us to achieve our fullest potential. What are some situations that create positive stress for you?
- Which techniques to deal with stress will you use?
- What does your body feel like after you deal with stress in a positive way?

TIPS FOR ACTIVITY LEADER ►

Let the youth decide if they would like to bring their journals and share their findings with the group during another meeting.

ADULT FACILITATOR NOTES ►

This activity partially completes requirement #14 for the Torch Bearer in Healthy Living. A description of Torch Bearer projects and list of requirements are in the Camp Fire publication *Project Torch Bearer* (#D00010).

YOUTH OUTCOMES ►

- Youth are willing to engage in personal growth activities.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

- B 1.5 Understands that various factors affect decisions that individuals make.
- B 3.6 Understands that learning often results from two perceptions or actions occurring at about the same time, and the more often the same combination occurs, the stronger the mental connection between them is likely to be.
- B 3.7 Understands that occasionally a single vivid experience will connect two things permanently in people's minds.



STRESS JOURNAL

Day	Time	Cause of Stress	Reaction	+/-

ACTIVITY NAME ► FITNESS FEST

PROJECT ► THE HEALTH CONNECTION

LEVEL ► Eight

FOCUS ► Leadership

CODE ► G DP2

TIME ► Will vary according to the number of youth participating. If the group is large, this activity may require the entire meeting; or you might plan for the activity to be conducted in more than one meeting.

PURPOSE ► Learn about the variety of fitness options available.

MATERIALS ► Have youth plan to bring any materials necessary to conduct their parts in the activity.

PREPARATION ► Arrange for any facility needs such as outdoor spaces or indoor areas to accommodate activities selected by the youth.

ACTIVITY ►

Every person has a favorite way to exercise. Some people like to work out with a fitness video, some like stretching exercises, strength training, aerobic exercise or sports activities.

Ask each youth to bring an example of his or her favorite fitness activity to teach or share with others in the group.

Prior to the Fitness Fest, have the youth decide:

- How long each person will have to teach their fitness activity. If the group is large, they may want to limit each presentation to five minutes. Or, if the youth wish to have a longer time to present, they could decide to conduct this activity for multiple sessions.
- How they will present their topics. Will it be a show and tell where they simply show the skill and tell the steps in doing it? Or, will it be a demonstration/participation where they

demonstrate the skill and then let the participants try?

- What equipment or materials they will need to present their skills. Will they bring all that is needed or will they ask participants to bring or borrow items to use? What facilities or space will each person need to present his or her skill?
- Where each person will present his or her activity. (A small or large area indoors or an open area outdoors should suffice.)

If they will need any equipment or supplies beyond what they intend to bring themselves. Who or how could they get help with this? Do they need a table and chairs, a television set, a VCR, etc.?

Encourage youth to be creative in finding ways to present their skills.

THINK ABOUT IT ►

- Did you find fitness activities that you enjoy enough to include in a fitness routine?
- Did you learn anything from your peers that you did not know before?
- What new fitness techniques did you learn?

ADULT FACILITATOR NOTES ►

This activity will require physical participation. Ensure the safety of all youth by having safety guidelines in place.

YOUTH OUTCOMES ►

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will maximize their physical abilities to meet and overcome challenges.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

**ACTIVITY NAME ► TORCH BEARER IN
HEALTHY LIVING****PROJECT ► THE HEALTH CONNECTION****LEVEL ► Eight****FOCUS ► Take It to the Limit**

CODE ► I or G DP0 (Youth earn Torch Bearer emblem #B27100 instead of *Discovery Points*.)

TIME ► The time needed to complete a Torch Bearer will depend on the activities selected by the youth to complete the project. As a general rule, plan for three months or more.

PURPOSE ► Further knowledge, skills and leadership abilities in the area of healthy living.

MATERIALS ► Check each activity selected in the Torch Bearer to determine materials and supplies needed.

PREPARATION ► Have youth select the activities they want to complete and then make preparations accordingly. A description of Torch Bearer projects and a list of requirements are in the Camp Fire publication *Project Torch Bearer* (#D00010).

ACTIVITY ►

If the youth completed any of the activities, "Fitness Tour," "Plan a Meal," "Skin Care" or "Stress Journal," they are on their way to completing a Torch Bearer in Healthy Living.

Have the youth choose the level that challenges them: beginning, intermediate or advanced. Select the appropriate amount of activities for that level remembering to select the EXTREME activities needed.

Have them record their activity selections and their progress on the Torch Bearer Planning Sheet (found in *Project Torch Bearer*.) If youth completed a Torch Bearer in Healthy Living previously on the beginning level, have them consider completing additional activities to complete the project at the intermediate or advanced level.

TIPS FOR ACTIVITY LEADER ►

- Encourage and allow youth to have fun while extending their knowledge in this area.
- Encourage the youth to consider resources such as funds, human resources and other available resources in the community when planning their project.

ADULT FACILITATOR NOTES ►

- If working as a group, ensure the health and safety of the youth during planning and implementation of their project.
- This activity may require field trips and budgetary considerations.

YOUTH OUTCOMES ►

- Youth will be able to plan sequentially.
- Youth will be able to practically apply their academic learnings.
- Youth will appreciate being able to celebrate and share successes.

EDUCATION STANDARDS ►

- LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 1.5 Understands that various factors affect decisions that individuals make.
B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.



HEALTH CONNECTION FAMILY TAKE-HOME PAGE

As a result of this project, youth will learn more about and understand various factors that contribute to one's overall health and well-being.

This project supports the following Camp Fire outcomes.

In addition, the project reinforces behavioral studies, language arts, math and science. For more information about these standards, contact your youth's group leader.

Outcome	Activity									
	Health Connection Bingo	Nutrition Bowl	BAC Up	Tobacco Math	Fitness Tour	Plan a Meal	Skin Care	Stress Journal	Fitness Test	Torch Bearer in Healthy Living
Youth will have preferences for safe choices.			X	X	X					
Youth have the opportunity to learn from mentoring relationships with adults.					X					
Youth are willing to engage in personal growth activities.								X		
Youth will be able to communicate their points of view effectively.	X	X		X	X	X			X	
Youth will be able to evaluate choices, weigh outcomes and make decisions.	X	X	X	X	X	X	X	X		
Youth will maximize their physical abilities to meet and overcome challenges.									X	
Youth will be able to plan sequentially.										X
Youth will be able to practically apply their academic learnings.										X
Youth will appreciate being able to celebrate and share successes.										X

AT HOME ►

Ask family members to think of some hypothetical situations that could trigger emotions of happiness, sadness, embarrassment, joy, frustration, and excitement. For instance, “You did not receive the birthday gift you wanted” or “You just received free tickets to a great concert”. Have each person write down a situation on an index card or piece of paper. Create as many situations as you want and collect them. Have one person pick one card out and read it out loud. He or she suggests what feeling the situation might trigger. Have other family members share the feeling they might have in the same situation. Is there a difference of how individual people might react? Do this process with each card, and discuss each one.

ADDITIONAL TRAIL ACTIVITIES TRAIL TO KNOWING ME

- DP1 Individually or as a group, interview a parent, guardian, teacher or an adult whom you admire and ask how she or he sets goals. Ask that person to tell you a story of one goal she or he set and accomplished. It helps if the group will decide the questions in advance and have one or two questions for each youth to ask.
- DP1 Watch a movie or television show, surf the Internet, read an article or watch a video about a famous person who overcame adversity to accomplish a goal. Examples are Booker T. Washington, educator; Sally Ride, astronaut; Caesar Chavez, union leader; or Sandra Day O'Connor, Supreme Court justice.
- DP1 Think of a time when you were new to a school, camp or a neighborhood, and you didn't know anyone. What were some of your feelings? What did you do? Make a list of things you do that help you make new friends. For example: smiling, introducing yourself or telling a funny story. From the list, pick three things that you want to be better at doing. With a partner in your group, or with a friend or parent, practice doing each thing until you can do it without feeling uncomfortable.
- DP2 Make a list of 10 things you like to do and ask yourself these questions: How many activities on your list do you spend time on every week? Which of the activities do you feel skilled or talented doing? Make another list of 10 things you would like to learn to do and ask yourself these questions about those 10 things: When will I be able to do these things? Are they practical? What is the first action I need to take to accomplish these things? Put your lists aside for one week. Choose 10 items from your lists that represent what you want to do in your life. Make sure that each activity is achievable for you. Make a collage that represents the 10 activities. Paste the answers to the questions above on the back of the collage. Share the collage with your family, Camp Fire group or adult facilitator.
- DP2 Collect songs, poetry, stories and/or pictures that you think describe what a friend should be. Do this over a one month period. Share with your group.
- DP2 Keep a Feelings Log for a period of time. Use the knowledge you gain from the log to make improvements in your reactions to events and feelings. Discuss what you find with your group or a family member.
- DP2 Visit a city, county or state public health agency with your group or family. Create a list of services provided by the agency. Explain how these services affect you. Share this information with your group or family.
- DP2 Plan and prepare a nutritious meal for your family.
- DP2 Check out fitness videos from your local library. View a variety of fitness types to find one that you like best and might do as a lifelong fitness plan.

DP2 Visit a fitness facility with your group or your family. Find out what programs are available for people your age. Share this information with your group or family.

DP2 Read a book about a famous person who overcame adversity to accomplish a goal.

DP2 Obtain nutritional information from three fast food restaurants (from the restaurants or from the Internet). Compare the fat, calories, protein, cholesterol and sodium intake for the most “typical” fast food meals with those for a typical frozen dinner and frozen skillet meal. What are the healthiest options? Do any of these meet the United States Department of Agriculture’s dietary guidelines? (Daily diet should be 60 percent carbohydrates, 10 percent protein and 30 percent fat.)

DP2 Participate in career exploration with your *Discovery* group or by yourself. Do one of the following:

- Attend a local career fair.
- Participate in a career class or club at your school.
- Invite people with different careers to visit your group.
- Choose two careers you are interested in and assess what skills you have and what skills you would need to enter those careers.

DP2 Make a scrapbook of information on jobs that interest you. Include information such as salary, benefits and hours of employment or working conditions.

DP2 Interview a person who currently holds a job that interests you, read an in-depth article about the job, find job information on the Internet or watch a video about the job. Place this information in a scrapbook. Share this information with your group, family and friends.

DP2 Visit a college, trade school or university in or near your community and take a guided tour.

DP3 Work with an adult to set up four hours of job shadowing (following or working with an individual). You can do this in one or two days. Shadow a person working in a career in which you are interested, such as doctor, teacher, plumber or sports announcer, etc. When your shadowing is complete, write or audiotape your answers to these questions: Was the job what I expected? Give examples of why it was or was not. What education or experience do I need to have to be qualified to do this work? Have I changed my mind about this career? What other jobs are in this field?

DP3 Use the *Discovery* Planning Method (on page 382) to plan and give a party for your friends. In planning the party, include one activity or food for each person that is uniquely special for them. For example, Aaron loves shrimp; Paul likes deviled eggs; Cindy loves to dance. At the party, make sure to socialize with every guest. Try to open a conversation with each person about something important to him or her. When the party is over, evaluate it. Did everyone have fun? If not, why not? Could you have done anything different that would have been more helpful?



Camp Fire

TRAIL TO FAMILY & COMMUNITY

LEVEL ► Eight

PROJECT ► FAMILY CARE, NOW AND LATER

YOUTH OUTCOMES ►

PURPOSE ►

Youth will develop an awareness of factors that shape and define their places in the family and learn skills needed to care for a family

Outcome	Activity											
	What Do Parents Know About Parenting?	Who Provides?	Is It a Myth?	Harmony in the Home	Time Tracks	Are We Ready?	Rhyming Rules	Home Repair	Trading Places	Meal Busters	Trading Spaces	Torch Bearer in Practical Living or Cooking
Youth will have preferences for safe choices.					X							
Youth will have an opportunity to learn from mentoring relationships with adults.	X								X	X	X	
Youth will be able to resolve conflict in a healthy way.				X								
Youth will be culturally tolerant and will value representation from diverse populations.			X									
Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.		X										
Youth will have a commitment to helping others and to volunteerism.						X			X	X		
Youth will be able to communicate their points of view effectively.	X	X	X	X	X	X	X	X		X		
Youth will be able to evaluate choices, weigh outcomes and make decisions.	X		X	X	X	X	X	X	X	X		
Youth will be able to plan sequentially.												X
Youth will be able to practically apply their academic learnings.												X
Youth will appreciate being able to celebrate and share successes.												X

ACTIVITY CHOICES ►

Activity Name	Focus
What Do Parents Know About Parenting?	Knowledge
Who Provides?	Knowledge
Is It a Myth?	Knowledge
Harmony in the Home	Knowledge
Time Tracks	Knowledge
Are We Ready?	Skill
Rhyming Rules	Skill
Home Repair	Skill
Trading Places	Leadership
Meal Busters	Leadership
Trading Spaces	Take It to the Limit
Torch Bearer in Practical Living or Cooking	Take It to the Limit

EDUCATION STANDARDS ►

Activity Name	Standards
What Do Parents Know About Parenting?	LA 7.4
Who Provides?	LA 7.4
Is It a Myth?	B 1.1, B 1.5
Harmony in the Home	LA 7.4
Time Tracks	LA 7.4, B 1.1, B 1.5
Are We Ready?	LA 4.6, LA 7.4
Rhyming Rules	LA 7.1, LA 7.4, LA 8.8
Home Repair	LA 7.4, LA 8.8
Trading Places	LA 7.4, B 1.1, B 1.5
Meal Busters	LA 4.4, M 1.1, M 1.2, M 3.1
Trading Spaces	LA 4.6, LA 7.4, M 4.8, B 1.5, B 3.3, B 3.8
Torch Bearer in Practical Living or Cooking	LA 7.4, B 1.5, B 3.3

REQUIREMENTS FOR EARNING RECOGNITION ITEMS ►

Youth complete at least four activities from this project to earn a trail emblem (#B00114) or trail certificate (#T52000). They might choose to earn *Discovery Points* instead. Youth accumulate *Discovery Points* to earn recognition items, including *Discovery beads* (#B00133). Activities can be altered or modified to meet the needs, interests and ideas of the group.

TIPS FOR ADULT FACILITATORS ►

- Be sensitive to the variety of family types in our society today.
- It may be difficult for youth with family problems to talk about their families. Respect their privacy.
- Ensure that you have community resources available to recommend to youth who may need those services (school counselor, youth minister, social service worker, etc.).
- Resources in the community could help provide materials and instruction for some of the activities. Ask local hardware and grocery stores for donations of materials. Check to see if there are volunteers available to work with the youth.

ACTIVITY NAME ► WHAT DO PARENTS KNOW ABOUT PARENTING?

**PROJECT ► FAMILY CARE,
NOW AND LATER**

LEVEL ► Eight

FOCUS ► Knowledge

CODE ► I or G DP1

TIME ► 30 minutes for group discussion, 30 minutes for additional follow up.

PURPOSE ► Learn more about what it is like to be a parent.

MATERIALS ► Pens or pencils, paper.

ACTIVITY ►

Ask the youth if they think they might like to be parents someday. Ask them if it is easy or difficult to be a parent. Why or why not? Do they think people should have to pass a test before they can be parents? Why or why not? What would the test involve?

Ask youth to form small groups with four to five youth in each. Ask each group to discuss the following:

- If you could give one suggestion to your parent or guardian about parenting, what suggestion would it be? Why?

Ask youth to talk with their parent(s), guardian or other interested adult and ask the following questions.

- What is the hardest part of being a parent?
- What is the most rewarding part of being a parent?
- What do you wish you had known prior to becoming a parent?
- What would you like for me to know about being a parent?

Ask the youth to write down the responses and then add their reactions to what was said. Have the youth bring their notes to another meeting to share and discuss as a group. The group could decide to invite their parents to attend a meeting to discuss parenting.

THINK ABOUT IT ►

- Did your parents (or guardians) tell you anything about being a parent that would change how you interact with them now?
- Did you learn anything from your parents (or guardians) that you will use when you become a parent?
- Do you think that you will be a good parent when and if the time comes? Why or why not?

TIPS FOR ACTIVITY LEADER ►

- This activity will require time during two meetings.

ADULT FACILITATOR NOTES ►

This activity could be enhanced by using articles from current parenting magazines as topics for discussion.

YOUTH OUTCOMES ►

- Youth will have an opportunity to learn from mentoring relationships with adults.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

ACTIVITY NAME ► WHO PROVIDES?**PROJECT ► FAMILY CARE,
NOW AND LATER****LEVEL ►** Eight**FOCUS ►** Knowledge**CODE ►** I or G DP1**TIME ►** 30 minutes**PURPOSE ►** Learn to differentiate between needs and wants.**MATERIALS ►** Paper, pens or pencils, blank note cards, chart paper, markers.**ACTIVITY ►**

As a group, discuss the differences between needs and wants. Needs are the things we have to have in order to survive: food, water, shelter, clothing. Wants are the things we would like to have: brand name clothing, game systems, a musical instrument. Ask the youth to brainstorm a list of needs and wants for people their age. Put these on chart paper making two columns, one labeled needs and the other labeled wants. Discuss the list to make sure all items are in the appropriate columns.

Ask the youth to create a list of 12 things that give them happiness. Ask them to decide if each item is something they need or something they want. Have them reduce their list to six items. Ask them to indicate by each of the six items a person (or persons) that provide the item or helps in obtaining the item. How many of these things are provided by parents? Have the youth reduce the list to three items. Discuss it more to finally arrive at the one item that gives them the most happiness. Have them write a thank you card or letter of appreciation to the person connected with that item, the person who provides the item or helps in obtaining the item.

THINK ABOUT IT ►

- How many times did family members show up on the list of who provides the things that give you happiness?
- Do you think it gave your parents (or guardians) happiness to provide you with the things that make you happy?
- Is it a parent's role to provide for the needs and wants of his or her children?
- Does it make you happy to provide the needs or wants of other people?

TIPS FOR ACTIVITY LEADER ►

- Ask questions like, "Is a phone a want or a need?" to help facilitate the discussion about wants and needs.

YOUTH OUTCOMES ►

- Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.
- Youth will be able to communicate their points of view effectively.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

**ACTIVITY NAME ► IS IT A MYTH?****PROJECT ► FAMILY CARE,
NOW AND LATER****LEVEL ►** Eight**FOCUS ►** Knowledge**CODE ►** I or G DP1**TIME ►** 40 minutes**PURPOSE ►** Seek new understanding of parents and their role in raising youth.**MATERIALS ►** Paper, pens or pencils, blank note cards, copies of *Myths* on page 114.**PREPARATION ►** Make copies of *Myths* on page 114, one for each youth.**ACTIVITY ►**

Middle school youth fall into a stage called “early adolescence.” At this stage, it is not uncommon for youth to obsess about a few extra pounds, hair that won’t stay in place or problems with friends. One researcher found that teens seek information from friends on social events, dating, joining clubs and other social life aspects. They turn to their parents for information on education, career plans and money matters.

Parenting is complex. Parents generally realize that they have an impact on how youth turn out as adults. The stress or support that a teen receives from parents or guardians, school, other family members and the community all play a part in how they turn out as adults. Parents may worry about their “good kids” doing things that would harm them such as drug abuse, irresponsible and early sex and opposition to authority. Parents know that each individual teen has a choice to engage in or prevent those acts. To understand more about what parents deal with, have youth take a look at some of the myths that they may have heard about teens.

Have the youth form groups of four to five. Ask them to read and discuss the myths on *Myths*. Follow the small group discussion with a large group discussion.

THINK ABOUT IT ►

- Your parents (or guardians) were once your age, and they have been through these stages. Are teens today different from when your parents (or guardians) were teens?
- Are all parents alike?
- Did you make a decision to improve or change anything as a result of this activity? If yes, what?

TIPS FOR ACTIVITY LEADER ►

Ensure that all youth are valued during this activity.

YOUTH OUTCOMES ►

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

B.1.1 Understands that each culture has distinctive patterns of behavior that are usually practiced by most people who grow up in it.
B.1.5 Understands that various factors affect decisions that individuals make.

MYTHS

Myth One: Peer pressure is at its worst during adolescent and teen years.

- Do you believe this? Why or why not?
- Why do you think parents/guardians believe this?
- What do you think you could do to convince them otherwise?

Myth Two: Teens prefer their friends to their parents/guardians.

- Is this true for you or not? Why or why not?
- Why do you think parents/guardians believe this?
- What do you think you could do to convince them otherwise?

Myth Three: Teens won't talk to their parents/guardians. They won't open up.

- Why do you think parents/guardians believe this?
- Are there only certain things that you will discuss with a parent or guardian?
- What do you think you could do to convince them otherwise?

Myth Four: Teens are moody, rebellious and never serious.

- Why do you think parents/guardians believe this?
- What do you think you could do to convince them otherwise?

Myth Five: Teens don't care about others.

- Why do you think parents/guardians believe this?
- What do you think you could do to convince them otherwise?

Are there other "myths" you have heard regarding teens?

Do you think parents/guardians believe those things? Why or why not?

ACTIVITY NAME ► HARMONY IN THE HOME

PROJECT ► FAMILY CARE, NOW AND LATER

LEVEL ► Eight

FOCUS ► Knowledge

CODE ► I or G DP1

TIME ► 30 minutes

PURPOSE ► Explore what makes a home a happy place.

MATERIALS ► Paper, pens or pencils.

ACTIVITY ►

Harmony is a consistent, orderly or pleasing arrangement of parts. Harmony can also be defined as unity, peace, friendship or agreement. A pleasing arrangement of parts in a home can be thought of as having happy people living under the same roof. It is a place where all the parts (all the people) are friendly with each other. A home that is harmonious is a place where the people are united by the things they believe in, the things they all agree make them happy.

Ask the youth what makes them happy. What makes their parents/guardians happy? What do they think makes other members of their families happy? Can happiness be found by giving happiness? How can one person contribute to other people's happiness?

Have the youth divide a piece of paper into two columns. In one column, ask them to list all the things about their homes that make them happy places. Think about things like:

- Special moments (routines, rituals or other special times)
- Favorite meals
- Traditions (small or large)
- Activities the family participates in together
- Things their parents/guardians and/or siblings do with them

In the other column, ask them to list things they would like to see added to their homes to make them happier places. Tell them it is okay to dream here but to try to avoid listing a lot of material things that might not be realistic for their families.

Ask them to pick out one thing on their lists and think about what they could do to make it happen. Ask them to consider something that would create an increased feeling of harmony in their homes. Ask the youth to share their lists with the group.

Suggest that the youth ask their parents/guardians to complete a similar list and compare. Encourage them to find out how they agree with their parents/guardians. Remind them that one of the definitions of harmony is "agreement."

THINK ABOUT IT ►

- How many of the things on your list involve the other people in your family?
- What does giving happiness to others do to the bond between people?
- Is there one thing you can do differently that you know would make your parents/guardians happy? Would you do it?

TIPS FOR ACTIVITY LEADER ►

Consider the variety of family structures during this activity and ensure all youth are validated.

YOUTH OUTCOMES ►

- Youth will be culturally tolerant and will value representation from diverse populations.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

ACTIVITY NAME ► TIME TRACKS**PROJECT ► FAMILY CARE,
NOW AND LATER****LEVEL ►** Eight**FOCUS ►** Knowledge**CODE ►** I or G DP1**TIME ►** 20 minutes planning, one week tracking,
20 minutes for follow up**PURPOSE ►** Be aware of how the family uses
time and learn ways to improve and support the
scheduling needs of the family.**MATERIALS ►** Pens or pencils, copies of *Family Log* on page 118.**PREPARATION ►** Make copies of *Family Log* on
page 118, several for each youth.**ACTIVITY ►**

In today's world, everyone is busy. Often, both parents or guardians work and take care of a home. Or, often there is just one parent or guardian to work and care for the home. They also take care of their children's needs. Teens have school, extracurricular activities and chores and want to have time to spend with friends. Sometimes people add too many things into their days. The day ends, and they find they have not done all that they needed or wanted to do because they ran out of time. They don't realize they have not allowed a realistic amount of time to accomplish all that is on the list. Or, they are tired all the time because they have not allowed time for rest and relaxation.

Ask the youth if they know how other members of their families spend their days. Ask them if they know how much time their parents/guardians spend taking care of things for their benefits. (Grocery shopping, laundry, providing transportation to school, ball games, lessons, etc.)

Have the youth keep track of what every family member does, including themselves, for one week. Include the amount of time spent doing each of the things on the list. Example: Mom works — 40 hours, brother plays basketball — 5 hours, I watch television — 2 hours.

Tell the youth to sort their lists into five categories: Work/School, Recreation, Personal Time, Sleep, Household Chores and Other. Give each youth several copies of the *Family Log* to use. Encourage the youth to ask family members to help them with the information they will need to complete their logs.

At the end of the week, have the youth review their *Family Log* and ask these questions:

- Am I using my own time productively?
- Are there things I can do differently at home to help my family work together better?
- What can I do to help increase someone else's personal time?
- How will I communicate what I want to do to help?

After tracking activities for a week, you will have a clear idea about how to make personal changes to improve their time and activity management as well as offer support to their families.

**THINK ABOUT IT ►**

- Did you find ways to adjust your schedule that would allow you more time to help your family?
- Did you learn anything about time and scheduling that might help you when you have a family of your own?

TIPS FOR ACTIVITY LEADER ►

This activity will require two sessions: one session for explanation about how to track activities and a second session for follow up to discuss results.

YOUTH OUTCOMES ►

- Youth will be able to resolve conflict in a healthy way.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

B 1.1 Understands that each culture has distinctive patterns of behavior that are usually practiced by most people who grow up in it.

B 1.5 Understands that various factors affect decisions that individuals make.

TIME TRACKS

FAMILY LOG

Family Member's Name _____

Week of _____

	Work/ School	Recreation	Personal Time	Sleep	Household Chores	Other
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						
Total Hours						

Record the number of hours spent each day in each of the categories.

ACTIVITY NAME ► ARE WE READY?

**PROJECT ► FAMILY CARE,
NOW AND LATER**

LEVEL ► Eight

FOCUS ► Skill

CODE ► I or G DP1

TIME ► 45 minutes

PURPOSE ► Learn or review home safety and know what to include in a home safety plan.

MATERIALS ► Paper, pens or pencils, local telephone book.

ACTIVITY ►

Ask the youth if their families have a safety plan for their homes. If yes, how long has it been since their families looked at them to see if they still are good plans? Do their families practice the emergency drills they have established? Sometimes we get complacent in regards to our own safety. We may have thought about home safety and even made a plan with our families when we were younger, but it may have been a one-time occurrence, and we have not thought about it since then. It is always a good idea to have a home safety plan and review it on a regular basis (once a year). It is a habit that can serve us now and in the future.

Offer youth a list of possible places they might live in the future, such as a two-story house, an apartment on the sixth floor of a large apartment building or a house in the country. Have them discuss what the differences would be for each of these locations in regards to a home safety plan. Include plans for fire and accidental poisoning. Have them consider what types of weather might need to be considered and planned for in each location.

Have the youth discuss emergency telephone numbers including 911. Ask them if 911 will work in all emergency situations or if they need to have a list with other numbers. Have them make a list of emergency telephone numbers to use with their families if needed.

Have youth develop a list of emergency procedures for their own homes. Decide what family members should do in case of accidental poisoning, fire, severe storm, flooding, tornado or hurricane. Have youth share and review their plans with family members. Encourage them to get additional ideas for their plans from others in their families and to practice emergency procedure drills.

THINK ABOUT IT ►

- In a family, who should be responsible for making sure there is a safety plan?
- Why is it important to have a plan for emergencies?

ADDITIONAL ACTIVITY ►

Review the safety plan the group has for its meeting site such as fire, severe weather and first aid. If the group does not have a plan, develop one for each emergency situation. Consider emergency exits, location for meeting after an evacuation, who calls emergency services, where important phone numbers and medical records are kept, who retrieves them, etc. (DP1)

TIPS FOR ACTIVITY LEADER

The facility where your meetings are held may have emergency procedures. Find out what those procedures are and review with youth.

ADULT FACILITATOR NOTES

This activity partially completes requirement #15 for the Torch Bearer in Practical Living. A description of Torch Bearer projects and list of requirements are in the Camp Fire publication *Project Torch Bearer* (#D00010).

YOUTH OUTCOMES

- Youth will have preferences for safe choices.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS

LA 4.6 Organizes information and ideas from multiple sources in systematic ways.
LA 7.4 Uses new information to adjust and extend personal knowledge base.

ACTIVITY NAME ► RHYMING RULES
**PROJECT ► FAMILY CARE,
NOW AND LATER**
LEVEL ► Eight
FOCUS ► Skill
CODE ► I or G DP1
TIME ► 30 minutes

PURPOSE ► Learn new ways to teach young children about family rules.

MATERIALS ► Paper, pens or pencils.

ACTIVITY ►

Ask youth: What rules does your family have? Why do families have rules? What happens when someone breaks one of the rules of your home? When you were a young child, was it easy to remember the rules of your home?

Rules are actually just agreements two parties have to maintain a peaceful and productive existence for all those involved. Fair rules have logical consequences. Example: If you run out in the street you will not be able to play outside. If the rule has a basis in safety, then breaking the rule can result in someone getting hurt.

A good way to maintain peace and harmony in a home is to have rules that instruct children on the best way to do things. Rules teach them that if they do "this," they are taking care of themselves and learning ways to take care of themselves in the future.

Have the youth try to create rules for young children that will help them take care of themselves and be productive members of the family. Use rhyming words and phrases to help make the rules easy to remember.

Have the youth create rhyming rules that a family with small children could use. Consider some of the following areas.

- Bedtime practices
- Homework
- Using the telephone
- Manners (at the table, talking to others)
- Riding in the car
- Crossing a street
- Cleaning their rooms
- Helping with household chores
- Having friends over

Example of a rhyming rule: At eight o'clock I go to bed, tomorrow I won't be a sleepy head.

If the youth are interested, have them create a book of rhyming rules to share with an after-school program, with younger children and/or friends and family. Encourage them to use lots of color and pictures to make the book appealing to young children.

THINK ABOUT IT ►

- Do children and youth need rules to abide by at school and in the family setting?
- What would happen if there were no rules?
- Was it fun to create rules for other people?

ADDITIONAL ACTIVITY ►

Spend time discussing the need for rules. Think about various situations and what would happen if there were no rules. Example: Rules for sports and sporting events, rules at school, rules for driving, rules for living in a community (government). Is it necessary to have rules for people to function in large groups? Why are rules necessary for sports? Driving? What would happen if there were no rules for living in a community? (DP1)

TIPS FOR ACTIVITY LEADER ►

Consider having youth contact an after-school program to share their rhyming rules.

YOUTH OUTCOMES ►

- Youth will have a commitment to helping others and to volunteerism.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 7.1 Uses reading skills and strategies to understand and interpret a variety of informational texts.

LA 7.4 Uses new information to adjust and extend personal knowledge base.

LA 8.8 Uses appropriate verbal and nonverbal techniques for oral presentation.

**ACTIVITY NAME ► HOME REPAIR****PROJECT ► FAMILY CARE, NOW AND LATER****LEVEL ► Eight****FOCUS ► Skill****CODE ► I or G DP1****TIME ► 45-60 minutes****PURPOSE ► Learn how to do simple home repairs.****MATERIALS ►** Ask the guest(s) attending the meeting if any materials will be needed.**PREPARATION ►** Contact a local maintenance or repair person to teach youth basic home repairs techniques. Provide him/her with the list below.**ACTIVITY ►**

Ask the youth if they know how much it costs to have a repair person come to a home to fix things that are broken or in need of repair. (A plumber, electrician or other certified specialist can charge \$75 or more per hour.) Tell them knowing how to complete basic repairs will not only save money, but can also provide them with a skill that they can use their entire lives.

Invite someone to attend your group meeting that can show youth how to do any of the following tasks involved in home repair.

- Maintain or recondition garden tools.
- Locate a main switchbox and replace a fuse or reset a circuit breaker.
- Clear a clogged drain or trap.
- Repair a flush toilet.
- Fix a leaky water faucet.
- Caulk cracks or joints that allow air into the living space.
- Paint a wall or ceiling. Clean equipment.
- Repair a screen window or door.

- Repair or install drapery or curtain rods. Hang drapes or curtains.
- Repair a picture frame.
- Repair an object made of china, pottery or glass.
- Repair tears or holes in upholstery.
- Paint or stain a piece of furniture. Clean brushes.
- Stop squeaking in door or cabinet hinges.

THINK ABOUT IT ►

- What are the advantages of knowing how to make basic repairs?
- Do you think that you would be able to make such repairs in the future?

TIPS FOR ACTIVITY LEADER ►

- Use caution if utilizing power tools.
- Try to avoid lecture and encourage demonstration and practice with youth.
- Consider asking youth if any of them know how to perform any of the repairs on the list correctly and if they would be interested in presenting the task to the group. Ensure that all safety precautions are followed.

ADULT FACILITATOR NOTES ►

- Use caution if power tools will be used.
- This activity completes requirement #4 for the Torch Bearer in Practical Living. A description of Torch Bearer projects and list of requirements are in the Camp Fire publication *Project Torch Bearer* (#D00010).

YOUTH OUTCOMES ►

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

- LA 7.4 Uses new information to adjust and extend personal knowledge base.
- LA 8.8 Uses appropriate verbal and nonverbal techniques for oral presentation.

ACTIVITY NAME ► TRADING PLACES**PROJECT ► FAMILY CARE, NOW AND LATER****LEVEL ►** Eight**FOCUS ►** Leadership**CODE ►** I or G DP1**TIME ►** Will vary according to how the activity is conducted.**PURPOSE ►** Learn skills to take responsibility in the home.**MATERIALS ►** Paper, pens or pencils.**PREPARATION ►** Consider asking several parents to attend a meeting to share their perspectives and skills in homemaking.**ACTIVITY ►**

Ask the youth who does the following chores in their homes: cooking, laundry, home repairs, car pooling or transporting them places. What other home chores are there? What do they do to help with any of these home chores?

Have the youth decide if they want to do this activity individually or as a group by inviting their parents or guardians to a meeting.

Have the youth:

- Ask their mothers or a female role model about special skills that she brings to homemaking. Choose at least one skill and ask her to teach them how to do it.
- Ask their fathers or a male role model about special skills that he brings to homemaking. Choose at least one skill and ask him to teach them how to do it.
- When they feel confident, have them put the learned skill into practice. Have the youth ask if they can take over the job the next time the skill is needed.
- Have the youth share how they did each job with the group.

THINK ABOUT IT ►

- Do you think that homemaking roles should be divided between the family members? Why or why not?
- Do you believe that homemaking roles have a gender attached to them? Example: Women cook and men take out the trash? Why or why not?
- What did you learn from this activity that you can carry over into other situations in your life?

ADDITIONAL ACTIVITY ►

Set aside one day a month to spend time with a parent or other adult to learn a new skill. (DP1)

**TIPS FOR ACTIVITY LEADER ►**

Consider having multigenerational (grandparents, great aunts or uncles, etc.) guests who can share what homemaking was like in the past compared to what it is like now.

ADULT FACILITATOR NOTES ►

Remind the youth that in the process of learning new skills to use in the home, they will make mistakes. This is a normal process for everyone. In many instances, learning how to do something well comes from making a mistake (learning what not to do) and knowing what to do differently the next time.

YOUTH OUTCOMES ►

- Youth will have an opportunity to learn from mentoring relationships with adults.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

- LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 1.1 Understands that each culture has distinctive patterns of behavior that are usually practiced by most people who grow up in it.
B 1.5 Understands that various factors affect decisions that individuals make.

TRADING PLACES

ACTIVITY NAME ► MEAL BUSTERS**PROJECT ► FAMILY CARE, NOW AND LATER****LEVEL ►** Eight**FOCUS ►** Leadership**CODE ►** I or G DP2**TIME ►** This activity will require more than one session, one session to plan and one session to cook.**PURPOSE ►** Broaden awareness of preparing and eating foods for good health and nutritional needs.**MATERIALS ►** Paper, pens or pencils, copies of each recipe (pages 129-141), ingredients listed for each recipe, chart paper, marker.**PREPARATION ►** Make copies of each recipe on pages 129-141, one for each youth. Gather ingredients and equipment for recipes selected.**ACTIVITY ►**

Share this perspective with youth and ask them if they agree or disagree:

“Americans are dining out more often than ever... While the nutritional quality of foods consumed by Americans has improved overall, foods prepared at home are generally much more healthful than away-from-home foods. Despite nutritional gains at home, Americans will find it difficult to improve their diets because they purchase so many meals outside the home.”¹

Eating together has multiple benefits for individuals, families and communities. Eating meals prepared at home adds additional benefits. But most families need help to make it happen. By learning basic food preparation skills and getting involved in meal preparation, youth can improve individual and family health, relationships and finances and develop skills for school and careers.

Ask youth why they think eating meals together at home is a good idea. They might mention it saves money and tastes better. People are more likely to eat more vegetables and less fat when preparing meals at home. It offers a chance to “catch up” and talk to each other. Other reasons may include it builds or “institutes” family traditions, is part of an active lifestyle (takes effort/energy), allows you to control fat, portion size and eat a wider variety of foods—and it’s a chance to be creative!

Share the seven benefits of eating together:

1. It develops vocabulary and helps children read better.
2. Table time gives children a regular time to talk with parent(s), and each other.
3. People are likely to eat more nutritious meals when eating with someone else.
4. Preparing meals together teaches children to be self-reliant and to share responsibility for their environment.
5. Courtesy and manners can develop.
6. Teens eat fewer snack foods in their overall diet.²
7. “Adolescents who ate with their families at least five times a week were less likely to be depressed or use drugs than teens who ate with their parents only three times per week. The former also had better peer relationships and were more motivated at school.”³

Ask youth about the challenges their families have to overcome to eat together. No one secret works for every family. Family eating habits change over time—they may even change day to day. It’s about everyone helping and choosing to make mealtime a priority.

Ingredients for a Good Meal

A good meal is inviting, nourishing and “good” to eat.

Inviting:

- There is color variation. It provides green, red, white, brown, yellow or orange foods, not all white or pale foods. The plates, place mats or a centerpiece may add color, too!
- Food has different textures. A mixture of foods can be crunchy, soft, smooth, chewy or tender.
- There are taste combinations: spicy, bland, sweet, sour, bitter, creamy, salty.
- There is a place for everyone. The table is cleared and places are set for each person. (If you wish, show one conventional table setting: center the plate; place spoon and knife on right, fork and napkin on left, glass above the knife and spoon.)
- Distractions are tuned out. Turn off the TV, loud music and phones.

Nourishing:

When planning a meal:

- Choose at least one serving from each food group. The food groups include grains, vegetables, fruits, milk, beans and meat.
- Show examples or discuss what a “serving” is of several foods:
 - $\frac{1}{2}$ cup of fruit ($\frac{1}{4}$ cup dried fruit) or vegetables
 - 1 oz. bread or $\frac{1}{2}$ cup cooked oatmeal or pasta
 - 3 oz. cooked lean meat OR count 1 large egg or $\frac{1}{2}$ cup cooked dried beans or 2 tablespoons nut butter as $\frac{1}{3}$ serving protein (1 oz.)
 - 1 cup milk or $\frac{1}{2}$ cup yogurt

Do these servings seem small in comparison to what youth are accustomed to?

- Provide a high quality source of protein such as eggs, beans or legumes, lean meats, fish, poultry or nuts.
- Surround the protein choice with servings of grain foods, vegetables, fruit, dairy or soy products.

- Dress up a simple meal with dessert to add enjoyment and nutritional value! There's room for dessert when families plan meals and snacks instead of grazing all day or consuming empty snack or soda calories.

Good to Eat:

- Always wash hands before and while preparing food as needed.
- Store and prepare raw meat and eggs separately from cooked foods or foods that will be eaten raw.
- Keep hot foods hot and cold foods cold until just before sitting down to eat.
- Wrap or cover leftovers and refrigerate within an hour of eating.

Pizza for Breakfast?

Take four sheets of chart paper and put them on the floor to make a large square with four sections. With a marker, write “breakfast” on one sheet, “lunch,” “snack” and “dinner” on the other sheets. Take the recipes one by one and ask youth which square each recipe goes on. Have them place at least one recipe in each square. Remind them that waffles can be a snack, and pizza is great for breakfast. Create meals from the recipes and add ideas youth may have to come up with a one-day menu.

Discuss how the day's menu “adds up” according to the number of servings recommended for each food group:

Milk	2-3 servings
Meat and beans	2-3 servings
Fruits	2-4 servings
Vegetables	3-5 servings
Grains	6-11 servings

Have the youth choose recipe(s) to prepare. Read the recipes and make a grocery list of required ingredients. Decide how the group can assist with shopping and collecting the equipment and ingredients needed.

Second Meeting

Discuss basic measuring and food preparation techniques that are needed for the recipes. Assign jobs so that everyone has a turn at measuring, cooking and cleaning up. Prepare the recipe(s).

THINK ABOUT IT ►

- Are there ways you would change the menus you wrote?
- Are there other foods you would like to learn to make?
- How much time would you need to allow to prepare the recipes on the menus you wrote?
- When would be a good time for you to help prepare a meal at your house so the family could eat together?
- What meal is the hardest for your family to eat together?
- What could you do to help make something that would be a nutritious “meal or snack solution”?

ADDITIONAL ACTIVITY ►

Calculate the amount of ingredients needed to feed your family for one of the menus. What amount of ingredients is needed to double the recipe or cut it in half? (DP1)

TIPS FOR ACTIVITY LEADER ►

For information about my Pyramid Food Guidance System and recommended servings, go to www.nutrition.gov.

ADULT FACILITATOR NOTES ►

This activity completes requirement #3 for the Torch Bearer in Cooking. A description of Torch Bearer projects and list of requirements are in the Camp Fire publication *Project Torch Bearer* (#D00010).

Additional Resources

- *Discover Dinnertime—Your Guide to Building Family Time Around the Table.* 1998. Susan Dosier and Julia Dowling Rutland. The Wimmer Companies. www.wimmerco.com
- *More: Betty Crocker's Entertaining Basics.* Hungry Minds, Inc. General Mills, Inc. 2001. www.bettycrocker.com
- Fight Bac!—Safe Food Preparation Guidelines. www.fightbac.org

YOUTH OUTCOMES ►

- Youth will have an opportunity to learn from mentoring relationships with adults.
- Youth will have a commitment to helping others and to volunteerism.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

- LA 4.4 Uses a variety of sources to gather information for research topics.
 M 1.1 Understands how to break a complex problem into simpler parts or use a similar problem type to solve a problem.
 M 1.2 Uses a variety of strategies to understand problem-solving situations and processes.
 M 3.1 Adds, subtracts, multiplies and divides whole numbers, fractions, decimals, integers and rational numbers.

¹ *Away-From-Home Foods Increasingly Important to Quality of American Diet.*

Lin, Biing-Hwan and Frazao, Eliabeth. USDA- ERS Agriculture Information Bulletin #749. January, 1999. Call 800 999 6799 or visit www.econ.ag.gov.

² “Family Meals Improve Teen Diet”, March 4, 2002 in the Journal of the American Dietetic Association.

³ Family Circle, p. 57, 2/1/97 , Cincinnati Children’s Hospital, Blake Bowden, Ph.D, www.childrenshospital.org.

OAT BRAN GRANOLA CEREAL

Makes about six cups granola

Ingredients

3 cups oatmeal
 1 1/2 cups oat bran or wheat bran
 1 cup flaked coconut
 1/2 cup chopped pecans or sunflower kernels
 1/2 cup honey or brown sugar
 1/4 cup melted butter, margarine or vegetable oil
 1/4 teaspoon salt
 Optional: 1/2 teaspoon cinnamon

Directions

Preheat the oven to 325 degrees F. Combine all ingredients and spread in an ungreased jelly roll (15 x 10-inch) pan. Stirring every five minutes, bake at 325 degrees F for 25 to 30 minutes, until golden brown. Cool thoroughly and store in a tightly covered container in the refrigerator or a cool dry place. Serve 1/4 cup (one serving) with milk, yogurt, pudding, custard, ice cream, fruit or alone.

Nutrition Facts

Serves 24
 1/4 cup (1 oz.) serving provides:
 Calories: 110
 Total Fat: 5g
 Saturated Fat: 2.5g
 Cholesterol: 5mg
 Sodium: 120mg
 Total Carbohydrate: 16g
 Dietary Fiber: 2g
 Sugars: 6g
 Protein: 3g
 Vitamin A: 2%
 Vitamin C: 0%

Source: *Hodgson Mill*—www.HodgsonMill.com

TAKE-A-BREAK BARS

Makes 12 (2.8 oz) bars

Ingredients

1/2 cup all purpose or whole wheat flour
 1/2 teaspoon baking powder
 1/2 teaspoon cinnamon
 1 1/2 cup chopped dried fruit(s) (cherries, raisins, apricots, apples)
 2/3 cup oatmeal
 1/3 cup chopped peanuts, soy nuts or sunflower kernels
 6 eggs
 2/3 cup firmly packed brown sugar
 1/2 cup chunk-style peanut butter or soy nut butter
 1 teaspoon vanilla extract
 Optional: 1/4 teaspoon salt

Directions

Preheat oven to 350 degrees F. In a medium bowl, stir together flour, baking powder, cinnamon and salt. Stir in dried fruit, oatmeal and peanuts (or soy nuts or sunflower kernels). Set aside. In large bowl, beat together eggs, sugar, peanut butter and vanilla until smooth. Stir in reserved flour mixture. Pour into

greased 11 x 7 x 1 1/2-inch baking pan. Bake at 350 degrees F for 20 to 25 minutes, until cake tester inserted in center comes out clean. Cut into 12 bars. Remove from pan. Cool on wire rack. Serves 12.

Nutrition Facts

One bar (2.8 oz) provides:
 Calories: 250
 Total Fat: 8g
 Saturated Fat: 1.5g
 Cholesterol: 105 mg
 Sodium: 150 mg
 Total Carbohydrate: 36g
 Dietary Fiber: 4g
 Sugars: 22g
 Protein: 8g
 Vitamin A: 8%
 Vitamin C: 2%
 Calcium: 6%
 Iron: 10%

Source: *American Egg Board*—www.aeb.org

WORLD CLASS WAFFLES

Makes four round waffles

Ingredients

2 1/4 cups all purpose flour (may be half whole wheat flour)
 3 tablespoons sugar
 1 envelope (1/4 oz.) fast acting yeast
 3/4 teaspoon salt
 2 cups very warm (120-130 degrees F) milk (dairy or soy milk may be used)
 3 large eggs
 1/3 cup butter or margarine, melted
 2 teaspoons vanilla extract

Directions

In a large bowl, combine all ingredients in order listed. Mix just until blended. Cover; let rise in warm, draft-free place until doubled, about one hour. OR, cover and refrigerate overnight, if desired. Stir down batter; bake in hot, greased waffle iron until steaming stops and waffles are golden brown. Serve immediately with your favorite toppings.

Nutrition Facts

1/2 plain waffle (4.6 oz) provides:
 Calories: 280
 Total Fat: 11g
 Saturated Fat: 7g
 Cholesterol: 105 mg
 Sodium: 330 mg
 Carbohydrates: 35g
 Dietary Fiber: 1g
 Sugars: 8g
 Protein: 8g
 Vitamin A: 10%

Source: *Fleischmann's Yeast*—
www.breadworld.com

READY-TO-GO WHOLE GRAIN BAKING MIX

Makes eight cups

Ingredients

2 cups all purpose flour
 2 cups whole wheat flour
 3/4 cup nonfat dry milk powder
 1/2 cup quick-cooking rolled oats
 1/2 cup yellow cornmeal
 3 tablespoons baking powder
 1 teaspoon salt
 1 cup shortening (Use a shortening that does not require refrigeration.)

Directions

In a large bowl, use a wire whisk to stir together the all purpose flour, whole wheat flour, milk powder, oats, cornmeal, baking powder and salt. Using a pastry blender, cut in the shortening until mixture resembles coarse crumbs. Store in an airtight container for up to two weeks at room temperature or for up to several months in the freezer. To use: Spoon mixture lightly into a measuring cup; level off with a spatula. (If frozen, bring mix to room temperature.)

Nutrition Facts

One cup (4 oz.) provides:
 Calories: 530
 Total Fat: 27g
 Saturated Fat: 8g
 Cholesterol: 0mg
 Sodium: 950mg
 Total Carbohydrate: 64g
 Dietary Fiber: 6g
 Sugars: 4g
 Protein: 11g
 Vitamin A: 4%
 Vitamin C: 40%
 Calcium: 20%
 Iron: 20%

Source: *Clabber Girl*—www.clabbergirl.com and
Hodgson Mill—www.hodgsonmill.com

WHOLE GRAIN FRUIT COBBLER

(Makes four to six servings)

Ingredients

4 cups sliced peeled apples, peaches or pears
 $\frac{1}{4}$ to $\frac{1}{2}$ cup sugar
2 teaspoons lemon juice
2 teaspoons cornstarch
 $\frac{3}{4}$ cup Whole Grain Baking Mix (See recipe on page 130.)
1 egg, beaten
2 tablespoons water
Optional: $\frac{1}{2}$ cup chopped nuts

Directions

Preheat oven to 400 degrees F. For filling: In a large saucepan, combine apples, sugar, lemon juice and 2 tablespoons water. Cook and stir until boiling. Reduce heat. Cover and simmer for five minutes or until fruit is almost tender, stirring occasionally. In a small bowl, stir together cornstarch and 4 teaspoons water; add to filling. Cook and stir until thickened and bubbly. Reduce heat to keep warm.

For cobbler topping: Place Whole Grain Baking Mix in a mixing bowl. Combine egg and 2 tablespoons water; add nuts, if desired. Stir just until moistened. Pour hot filling into an ungreased $1\frac{1}{2}$ -quart casserole or 9-inch baking pan. Immediately spoon topping into four to six mounds on top of hot filling. Bake in a 400 degree oven for 18 to 20 minutes or until a toothpick inserted into topping comes out clean. Serve warm.

Nutrition Facts

One serving (4 oz.) provides: (Made with nuts)
Calories: 220
Total Fat: 10g
Saturated Fat: 1.5g
Cholesterol: 35mg
Sodium: 95mg
Total Carbohydrate: 32g
Dietary Fiber: 3g
Sugars: 18g
Protein: 4g
Vitamin A: 2%
Vitamin C: 6%
Calcium: 6%
Iron: 6%

Source: Clabber Girl—www.clabbergirl.com

BANANA NUT PANCAKE OR WAFFLE TOPPING

(Makes about two cups)

Ingredients

4 medium-sized bananas (slightly under-ripe is best)
 $\frac{1}{2}$ cup pecan halves
 4 tablespoons butter
 4 tablespoons brown sugar
 2 tablespoons orange juice

Directions

Cut bananas into $\frac{1}{2}$ -inch thick slices; slightly under-ripe bananas hold up best. Heat butter in a large frying pan. Fry banana slices for one to two minutes on each side. Add pecan halves and brown sugar to pan with fried bananas. Stir in orange juice. Gently stir mixture over medium heat until sugar has melted and mixture is hot. Serve immediately over prepared pancakes or waffles, about $\frac{1}{2}$ cup per stack.

Nutrition Facts

$\frac{1}{2}$ cup (3 oz.) serving provides:
 Calories: 180
 Total Fat: 11g
 Saturated Fat: 4g
 Cholesterol: 15mg
 Sodium: 0mg
 Total Carbohydrate: 22g
 Dietary Fiber: 2g
 Sugars: 19g
 Protein: 1g
 Vitamin A: 6%
 Vitamin C: 15%
 Calcium: 2%
 Iron: 2%

Source: *John B. Sanfilippo and Sons, Inc.*—
www.fishernuts.com, www.evonsnuts.com
 Get more great topping ideas at www.landolakes.com.

APPLE SALAD

(Makes four servings)

Ingredients

2 cups cubed, unpeeled apple
 1 cup crisp celery, cut across the ribs into thin slices
 $\frac{1}{2}$ cup unsalted cashews or walnuts
 $\frac{1}{2}$ cup whole natural almonds
 $\frac{1}{4}$ cup sunflower or olive oil
 2 tablespoons red wine or cider vinegar
 4 tablespoons sugar
 $\frac{1}{4}$ teaspoon dry mustard
 $\frac{1}{4}$ teaspoon pepper
 4 large green lettuce leaves

Directions

Toast nuts by heating oven (or electric skillet) to 350 degrees F. Place nuts in a shallow pan, single layer, and heat 5 to 15 minutes. Stir several times. Cool. In a medium-sized bowl, combine the apples, toasted nuts and celery. In a small bowl or blender, combine the vinegar, sugar, mustard and pepper. Blend in oil. Drizzle over the apple mixture—stir to combine well. Refrigerate up to two hours before serving. Serve on lettuce leaves. Makes four servings.

Nutrition Facts

One (5 oz.) serving provides:
 Calories: 290
 Total Fat: 22g
 Saturated Fat: 2g
 Cholesterol: 0mg
 Sodium: 20 mg
 Total Carbohydrate: 24g
 Dietary Fiber: 4g
 Sugars: 18g
 Protein: 4g
 Vitamin A: 4%
 Vitamin C: 10%
 Calcium: 2%
 Iron: 4%

Source: *John B. Sanfilippo and Sons*—
www.fishernuts.com

CHEESE PIE

(Makes one, nine-inch pie—serves six)

Ingredients

2 cups (8 oz.) shredded cheddar cheese
 2 tablespoons flour
 4 large eggs, slightly beaten
 1 1/2 cups low fat or skim dairy or plain soy milk
 Dash pepper and dry mustard
 One, nine-inch unbaked pie shell (See recipe below.)
 Optional: 3/4 cup diced cooked ham

Directions

Preheat oven to 350 degrees F. Toss cheese with flour. Add beaten eggs, milk, ham (if desired) and seasonings. Pour into pie shell; bake at 350 degrees F for one hour. Cool five to 10 minutes before serving.

OIL PIE CRUST

(Makes one, nine-inch single pie shell)

Ingredients

1 cup all purpose or pastry flour (may be half whole wheat)
 1/8 teaspoon salt
 1/4 cup sunflower or vegetable oil
 2 tablespoons and 1 teaspoon ice water

Directions

In a medium mixing bowl, combine flour and salt. Pour the oil and water into a liquid measuring cup and add all at once to the flour and salt. Stir with a fork to form a ball. Flatten dough ball slightly between two pieces of waxed paper; roll out into a circle one inch larger than the pie plate on all sides. Remove top paper, lay dough circle into pan remove paper. Pinch to flute the edges. Fill and bake.

Nutrition Facts

One of six servings provides:
 Calories: 290
 Total Fat: 22g
 Saturated Fat: 2g
 Cholesterol: 0mg
 Sodium: 20 mg
 Total Carbohydrate: 24g
 Dietary Fiber: 4g
 Sugars: 18g
 Protein: 4g
 Vitamin A: 4%
 Vitamin C: 10%
 Calcium: 2%
 Iron: 4%

Source: *Nebraska Soybean Board*—
www.nesoybeans.unl.edu

POCKET PIZZA

(Makes one, 12-inch crust or four Pocket Pizzas)

Pizza Crust Ingredients

1 envelope active dry yeast
1/2 cup warm (105 to 115 degrees F) water
2 1/4 cups Whole Grain Baking Mix (See recipe on page 130.)

Topping/Filling

1 tablespoon vegetable oil
1/4 cup pizza sauce
1/2 cup shredded mozzarella cheese
1/2 cup cooked Italian sausage
1 tablespoon finely chopped onion
1/4 teaspoon garlic powder
1/4 package (3 oz.) sliced pepperoni
Vegetable oil, cornmeal

Directions

For pizza crust, soften yeast in water. Stir in baking mix. On a lightly floured surface, knead dough for 25 strokes. Cover with the bowl; let dough rest for 10 minutes. Preheat oven to 425 degrees F. Prepare ingredients to top or fill the pizza.

For Pocket Pizza: Lightly grease baking sheet. Prepare pizza dough. Form four smaller circles. Fold each loosely in half; place on baking sheet and unfold. Brush with oil. Layer remaining ingredients on half of the circles in order listed; fold dough over filling. Turn edge of the lower dough over edge of the top dough; pinch edge to seal. Prick with a fork. Bake at 425 degrees F for 20 to 25 minutes, until golden brown.

For a regular pizza: Grease a 12-inch pizza pan. Sprinkle lightly with cornmeal. Pat crust onto bottom of pan, building up the edges. Brush with oil. Top with remaining ingredients in order listed and bake in a 425 degrees F oven for 10 minutes. Reduce heat to 375 degrees and continue baking until cheese is golden and topping bubbles.

Nutrition Facts

One fourth pizza or one pocket pizza (7 oz.) provides:
Calories: 490
Total Fat: 20g
Saturated Fat: 7g
Cholesterol: 55mg
Sodium: 840 mg (Sodium could be reduced by selecting browned and drained lean ground beef or turkey.)
Total Carbohydrate: 54g
Dietary Fiber: 6g
Sugars: 4g
Protein: 25g
Vitamin A: 6%
Vitamin C: 6%
Calcium: 25%
Iron: 20%

Source: *Gold Medal Flour—www.bettycrocker.com*. Used with permission from General Mills, Inc.

PEPPERONI SPINNERS

(Makes nine spinners)

Ingredients

1 ¾ cups all purpose flour (may be half whole wheat flour)
 ¼ teaspoon salt
 1 envelope (¼ oz.) fast acting dry yeast
 1 tablespoon vegetable oil
 ⅔ cup warm water
 ½ package (3.25 oz.) sliced low fat turkey pepperoni (Substitute 12 oz. browned and drained sausage, if desired.)
 ½ cup shredded mozzarella cheese
 ¼ teaspoon dried oregano leaves
 One jar pizza sauce

Directions

Stir flour, salt and yeast in medium bowl until mixed. Stir in oil and water until a soft dough forms. Put dough on lightly floured surface and shape into a ball with floured hands. Knead dough by folding and pushing with the palms of your hands, then making a quarter turn. Repeat steps to knead five minutes. Put bowl over dough and let rest five minutes.

Grease round pan, 9 x 1 ½-inches. Press dough with hands or rolling pin into a nine-inch square on a surface lightly sprayed with pan spray to prevent sticking. Put pepperoni on the dough. Sprinkle with cheese and oregano. Tightly roll up dough, and pinch edge to seal. Cut roll into nine, one-inch slices. Place slightly apart in pan. Cover and let rise in warm place about 30 minutes or until double. Preheat oven to 375 degrees F. Bake 25 to 30 minutes or until golden brown. Serve warm with pizza sauce.

Nutrition Facts

One (3.6 oz.) spinner provides:
 Calories: 160
 Total Fat: 4g
 Saturated Fat: 1g
 Cholesterol: 15 mg
 Sodium: 510 mg
 Total Carbohydrate: 22g
 Dietary Fiber: 3g
 Sugars: 2g
 Protein: 8g
 Vitamin A: 4%
 Vitamin C: 6%
 Calcium: 6%
 Iron: 10% (made with low fat turkey pepperoni and half whole wheat flour)

Source: *Gold Medal Flour*— www.bettycrocker.com.
Used with permission from General Mills, Inc.

COLLARD GREENS SAUTÉ

(Makes eight to 10 servings)

Ingredients

3 to 4 pounds collard greens
2 tablespoons bacon drippings
Large onion, chopped
Half a firm ripe tomato, diced
Salt to taste
Pepper to taste
Pinch of nutmeg

Directions

Trim stems off collards and discard. Wash leaves thoroughly. Slice into 1/4-inch strips. Blanch in boiling water for 30 minutes. Drain well. In large skillet or saucepan, sauté onion in drippings until tender. Stir in tomato and cook until just tender. Add collard greens. Stir until well coated. Cook until tender. Stir in pinch of nutmeg.

Nutrition Facts

One (7 oz.) serving provides:
Calories: 85
Total Fat: 3.5g
Saturated Fat: 1.5g
Cholesterol: 5mg
Sodium: 65mg
Total Carbohydrate: 12g
Dietary Fiber: 7g
Sugars: 2g
Protein: 5g
Vitamin A: 140%
Vitamin C: 110%
Calcium: 25%
Iron: 2%

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CORN PUDDING

(Makes six to eight servings)

Ingredients

3 eggs, well beaten
2 cups corn, fresh or frozen
2 tablespoons butter, melted
1 cup milk
1 cup cream (To reduce fat, substitute 2 cups whole or 2% milk for the milk and cream.)
 $\frac{1}{4}$ cup flour
 $\frac{1}{2}$ teaspoon salt
 $\frac{1}{4}$ teaspoon pepper

Directions

Fill a 13 x 9-inch baking pan with one inch of water. Set in oven. Preheat oven to 325 degrees F. In a medium mixing bowl, combine all ingredients. Pour into a greased casserole dish. Place the casserole in the baking pan of water in the oven. Bake uncovered for one hour and 15 minutes, or until knife inserted in center of casserole comes out clean.

Nutrition Facts

(Prepared with 2 cups whole milk, no cream)
One (4 oz.) serving provides:
Calories: 135
Total Fat: 7g
Saturated Fat: 4g
Cholesterol: 95mg
Sodium: 250 mg
Total Carbohydrate: 13g
Dietary Fiber: 1g
Sugars: 5g
Protein: 6g
Vitamin A: 6%
Vitamin C: 2%
Calcium: 8%
Iron: 4%

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TORTILLAS

(Makes eight tortillas)

Ingredients

2 1/2 cups unbleached all purpose flour (may also use a half whole wheat and half white flour blend)
1 teaspoon salt
1 teaspoon baking powder
1 to 1 1/4 cups warm water
Cooking spray
Optional: 2 tablespoons shortening or vegetable oil

Directions

In a large mixing bowl, blend the flour, salt and baking powder. Stir in oil and warm water until mixture is blended and sticks together. Knead lightly to form a smooth dough ball. Divide into 12 pieces; shape each into a ball. Let rest covered for five to 10 minutes. With a tortilla press or rolling pin flatten each ball into a circle about 10 inches across. Spray a griddle with cooking spray and heat. Bake each tortilla 1 1/2 to 2 minutes per side. Tortilla will be speckled and brown when cooked. Use tortillas to make quesadillas (on page 139).

Nutrition Facts

One (2.5 oz.) tortilla provides:
Calories: 170
Total Fat: 4g
Saturated Fat: 0g
Cholesterol: 0mg
Sodium: 360 mg
Total Carbohydrate: 30g
Dietary Fiber: 1g
Sugars: 1g
Protein: 4g
Vitamin A: 0%
Vitamin C: 0%
Calcium: 2%
Iron: 10%

Source: Hodgson Mill—www.HodgsonMill.com



CHEESE QUESADILLAS

(Makes eight servings)

Filling Ingredients

8, medium (10-inch) soft flour tortillas
16 oz. shredded Colby Jack or blend of cheeses
Options: 1 cup chunky salsa, chopped tomatoes,
onions and/or peppers
1 cup black beans and frozen corn or cooked
chicken
Chopped cilantro, if desired

Directions

Spray skillet or griddle. Heat until medium hot. Combine the cheese with 2 cups of optional ingredients. Add chopped cilantro if desired. Place a tortilla on the griddle. Spread $\frac{1}{4}$ of the filling on the tortilla and place another on top. Cook slowly on griddle set at 325 degrees F or in a skillet to brown tortilla and heat filling. Turn to brown second side. Cool slightly, cut into wedges and serve. Serve with additional salsa, chopped olives, sour cream or plain.

Nutrition Facts

Each cheese quesadilla (6.2 oz.) provides:
Calories: 360
Total Fat: 21 g
Saturated Fat: 11g
Cholesterol: 55 mg
Sodium: 730 mg
Total Carbohydrate: 28g
Dietary Fiber: 2g
Sugars: 3g
Protein: 17g
Vitamin A: 35%
Vitamin C: 70%
Calcium: 45%
Iron: 8%

Source: *Home Baking Association*—
www.homebaking.org

SLICE AND BAKE CINNAMON CRISPS

(Makes five dozen cookies)

Form this refrigerated cookie dough into a variety of shapes.

Ingredients

1 cup butter
½ cup firmly packed brown sugar
1 teaspoon vanilla extract
2 ¼ cups all purpose flour
½ cup sugar
1 teaspoon ground cinnamon

Directions

Combine butter, brown sugar and vanilla in large mixer bowl. Beat at medium speed, scraping bowl often, until creamy (two to three minutes). Reduce speed to low; add flour. Beat, scraping bowl often, until mixture forms a dough (two to five minutes). Divide dough into fourths. Shape each fourth into 4 x 1 ½-inch roll. Wrap each roll in plastic food wrap; refrigerate at least one hour. Preheat oven to 375 degrees F. Cut logs into ¼-inch slices with sharp knife. (Shape logs into triangle, square or rectangle shapes by flattening sides.) Place one inch apart on ungreased cookie sheets. Bake for seven to nine minutes or until lightly browned on edges. Cool slightly. Stir together sugar and cinnamon in small bowl. Roll warm cookies in cinnamon-sugar mixture.

Nutrition Facts

One (0.5 oz.) cookie provides:
Calories: 60
Total Fat: 3g
Saturated Fat: 2g
Cholesterol: 10mg
Sodium: 25mg
Total Carbohydrate: 7g
Dietary Fiber: less than one gram
Sugars: 3g
Protein: 0g
Vitamin A: 2%
Vitamin C: 0%
Calcium: 0%
Iron: 2%

Source: Land O' Lakes—www.landolakes.com
1999 Great American Family Cookie Swap Winner,
Submitted by Mary Malchow, Neenah, Wisconsin.

CHOCOLATE CHERRY BARS

(Makes about 48 bars)

Ingredients

1 cup (2 sticks) butter or margarine
 $\frac{3}{4}$ cup cocoa or Dutch Processed Cocoa
2 cups sugar
4 eggs
 $1\frac{1}{2}$ cups plus $\frac{1}{3}$ cup all purpose flour, divided
 $\frac{1}{3}$ cup chopped almonds
1 can (14 oz.) sweetened condensed milk (not evaporated milk)
 $\frac{1}{2}$ teaspoon almond extract
1 cup semi-sweet mini milk chocolate baking pieces
1 cup chopped maraschino cherries, drained

Nutrition Facts

One (1.5 oz.) bar provides:
Calories: 150
Total Fat: 7g
Saturated Fat: 4g
Cholesterol: 30mg
Sodium: 50mg
Total Carbohydrate: 22g
Dietary Fiber: less than one gram
Sugars: 17g
Vitamin A: 4%
Vitamin C: 0%
Calcium: 4%
Iron: 2%

Directions

Preheat oven to 350 degrees F. Generously grease 13 x 9 x 2-inch baking pan. Melt butter in large saucepan over low heat; stir in cocoa until smooth. Remove from heat. Add sugar, 3 eggs, $1\frac{1}{2}$ cups flour and almonds; mix well. Pour into prepared pan. Bake 20 minutes. Meanwhile, whisk together remaining 1 egg, remaining $\frac{1}{3}$ cup flour, sweetened condensed milk and almond extract. Pour over baked layer; sprinkle baking pieces and cherries over top. Return to oven. Bake 20 to 25 minutes or until set and edges are golden brown. Cool completely in pan on wire rack. Refrigerate until cold, six hours or overnight. Cut into bars. Cover; refrigerate leftover bars.

Source: *Hershey Foods*—
www.hersheyskitchens.com

ACTIVITY NAME ► TRADING SPACES

PROJECT ► FAMILY CARE NOW AND LATER

LEVEL ► Eight

FOCUS ► Take It to the Limit

CODE ► G DP4

TIME ► Four to five hours

PURPOSE ► Think creatively about home decorating and learn how to work within a budget.

MATERIALS ► Paper, pens or pencils, other materials will vary according to what the youth choose to do.

PREPARATION ► Have the youth decide how they will be paired at a prior meeting in order to make arrangements for meeting times and transportation if needed. Use permission slips.

ACTIVITY ►

Part of having a home is decorating it. Decorating can be fun and can help people show off their personalities and interests. Creativity also plays a big part in home decorating, including choosing room themes, colors and considering the best arrangement of furniture.

Interior design involves making rooms more functional and appealing in order to improve a person's quality of life. The group will explore interior design by making suggestions for each other's rooms and assessing the costs of the suggestions.

Have youth choose a partner. For this activity, it would be most appropriate for girls to pair up with girls and boys with boys. Have the pairs visit each other's rooms and give suggestions on how the rooms could be redecorated. Some things to consider include wall color, arrangement of furniture, room themes, accessories, storage, floor coverings and lighting. Have the youth write down their suggestions for future reference.

Prior to the room visits, discuss with youth how to give feedback to each other without being hurtful. Some tips include:

- Remember that people have different styles.
- Differences of opinions are okay as long as they are discussed respectfully.
- Be polite.
- Remember the Golden Rule: Treat others the way you would like to be treated.

Following the room visits, have youth assess the approximate costs of their suggestions. Have the group visit the local home improvement store to price supplies such as paint, carpet, wallpaper, etc. Encourage them to speak to adults that can give advice about products that will accomplish their plans.

THINK ABOUT IT ►

- What was it like to give and receive feedback?
- Were you surprised at how much your suggestions would cost to implement?
- How could your suggestions be done less expensively?
- What is personal style and how does it apply to home decorating?

TIPS FOR ACTIVITY LEADER

- Prepare the youth for the activity using an episode of The Learning Channel's show, "Trading Spaces" (<http://tlc.discovery.com/fansites/tradingspaces/tradingspaces.html>).
- If visiting youths' rooms is difficult logistically, have youth bring in video tours or photographs of their rooms.

ADULT FACILITATOR NOTES

If youth will be leaving the meeting site, make arrangements for permission and transportation.

YOUTH OUTCOMES

- Youth will have an opportunity to learn from mentoring relationships with adults.
- Youth will have a commitment to helping others and to volunteerism.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS

- LA 4.6 Organizes information and ideas from multiple sources in systematic ways.
LA 7.4 Uses new information to adjust and extend personal knowledge base.
M 4.8 Selects and uses appropriate estimation techniques to solve real-world problems.
B 1.5 Understands that various factors affect decisions that individuals make.
B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.
B 3.8 Understands that language and tools enable human beings to learn complicated and varied things from others.

**ACTIVITY NAME ► TORCH BEARER IN PRACTICAL LIVING OR COOKING****PROJECT ► FAMILY CARE, NOW AND LATER****LEVEL ►** Eight**FOCUS ►** Take It to the Limit**CODE ►** I or G DP0 (Youth earn Torch Bearer emblem #B23100 or #B21300 instead of Discovery Points.)**TIME ►** The time needed to complete a Torch Bearer will depend on the activities selected by the youth to complete the project. As a general rule, plan for three months or more.**PURPOSE ►** Further knowledge, skills and leadership abilities in the area of practical living or cooking.**MATERIALS ►** Check each activity selected in the Torch Bearer to determine materials and supplies needed.**PREPARATION ►** Have youth select the activities they want to complete and then make preparations accordingly. A description of Torch Bearer Projects and a list of requirements are in the Camp Fire publication *Project Torch Bearer* (#D00010).**ACTIVITY ►**

If the youth completed either of the activities “Are We Ready?” or “Home Repair,” they may be on their way to completing a Torch Bearer in Practical Living.

If the youth completed the activity “Meal Busters,” they are one step on their way to completing a Torch Bearer in Cooking.

Have the youth choose the level that challenges them: beginning, intermediate or advanced. Select the appropriate amount of activities for that level, remembering to select the EXTREME activities needed.

Have them record their activity selections and their progress on the *Torch Bearer Planning Sheet* (found in *Project Torch Bearer*.) If youth completed at Torch Bearer in Practical Living or Cooking previously on the beginning level, have them consider completing additional activities to complete the project(s) at the intermediate or advanced level.

TIPS FOR ACTIVITY LEADER ►

- Encourage the youth to have fun while extending their knowledge in this area.
- Encourage the youth to consider resources such as funds, human resources and other available resources in the community when planning their project.

ADULT FACILITATOR NOTES ►

- If working as a group, ensure the health and safety of the youth during planning and implementation of their project.
- This activity may require field trips and budgetary considerations.

YOUTH OUTCOMES ►

- Youth will be able to plan sequentially.
- Youth will be able to practically apply their academic learnings.
- Youth will appreciate being able to celebrate and share successes.

EDUCATION STANDARDS ►

- LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 1.5 Understands that various factors affect decisions that individuals make.
B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.

FAMILY CARE, NOW AND LATER FAMILY TAKE-HOME PAGE

As a result of this project, youth will develop an awareness of factors that shape and define their places in the family and be aware of and learn skills needed to care for a family.

This project supports the following Camp Fire outcomes.

In addition, the project reinforces language arts, behavioral studies and math education standards. For more information about these standards, contact your youth's group leader.

Outcome	Activity											
	What Do Parents Know About Parenting?	Who Provides?	Is It a Myth?	Harmony in the Home	Time Tracks	Are We Ready?	Rhyming Rules	Home Repair	Trading Places	Meal Busters	Trading Spaces	Torch Bearer in Practical Living or Cooking
Youth will have preferences for safe choices.						X						
Youth will have an opportunity to learn from mentoring relationships with adults.	X								X	X	X	
Youth will be able to resolve conflict in a healthy way.					X							
Youth will be culturally tolerant and will value representation from diverse populations.				X								
Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.		X										
Youth will have a commitment to helping others and to volunteerism.							X			X	X	
Youth will be able to communicate their points of view effectively.	X	X	X	X	X	X	X	X	X		X	
Youth will be able to evaluate choices, weigh outcomes and make decisions.	X		X	X	X	X	X	X	X	X	X	
Youth will be able to plan sequentially.												X
Youth will be able to practically apply their academic learnings.												X
Youth will appreciate being able to celebrate and share successes.												X

AT HOME ►

What we know about parenting begins with our parents/guardians. Talk about the role of parents/guardians and how that role has changed over time. Talk about parenting styles of grandparents compared to parents. Consider how parenting may be different in the future.

Plan and cook a meal together for a special occasion. Make table decorations to go along with the theme of the meal.

Hold a family meeting to discuss ways everyone can contribute something to create harmony in the home.

Plan a home improvement project to do as a family. Visit a local hardware or home improvement store to find supplies.



Camp Fire

TRAIL TO FAMILY & COMMUNITY

LEVEL ► Eight

PROJECT ► COLORFUL COMMUNITIES

YOUTH OUTCOMES ►

Outcomes	Activity											
	Peaceful Planet	Community Government Match Game	Who Owns the Space?	Heroes Game	Drawing Straws	Funny Politics	Who Is Taking Care of Your Community?	Serve on Election Day	Action to Change Attitudes	Action in Your Community	Paticipate in Decision Making	Torch Bearer in Community Government
Youth will be able to resolve conflict in a healthy way.	X											
Youth will be culturally tolerant and will value representation from diverse populations.	X				X				X			
Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.		X	X				X	X	X		X	
Youth will have a commitment to helping others and to volunteerism.								X	X	X	X	
Youth will be able to communicate their points of view effectively.	X			X	X	X				X		
Youth will be able to evaluate choices, weigh outcomes and make decisions.	X			X	X	X				X		
Youth will be able to plan sequentially.												X
Youth will be able to practically apply their academic learnings.												X
Youth will appreciate being able to celebrate and share successes.												X

ACTIVITY CHOICES ►

Activity Name	Focus
Peaceful Planet	Knowledge
Community Government Match Game	Knowledge
Who Owns the Space?	Knowledge
Heroes Game	Knowledge
Drawing Straws	Knowledge
Funny Politics	Skill
Who Is Taking Care of Your Community?	Skill
Serve on Election Day	Skill
Action to Change Attitudes	Leadership
Action in Your Community	Leadership
Participate in Decision Making	Take It to the Limit
Torch Bearer in Community Government	Take It to the Limit

EDUCATION STANDARDS ►

Activity Name	Standards
Peaceful Planet	B 1.5, B 2.1, B 2.7
Community Government Match Game	LA 4.4, LA 4.6, LA 7.4
Who Owns the Space?	LA 4.4, LA 7.4
Heroes Game	LA 7.4
Drawing Straws	LA 7.4, B 2.7
Funny Politics	LA 7.4
Who Is Taking Care of Your Community?	LA 7.4
Serve on Election Day	LA 7.4, B 1.5
Action to Change Attitudes	LA 7.4, B 2.1, B 2.7
Action in Your Community	LA 7.4, B 2.1
Participate in Decision Making	LA 4.4, B 1.5, B 2.1, B 2.7
Torch Bearer in Community Government	LA 7.4, B 1.5, B 3.3

REQUIREMENTS FOR EARNING RECOGNITION ITEMS ►

Youth complete at least four activities from this project to earn a trail emblem (#B00114) or trail certificate (#T52000). They might choose to earn *Discovery Points* instead. Youth accumulate *Discovery Points* to earn recognition items, including *Discovery beads* (#B00133). Activities can be altered or modified to meet the needs, interests and ideas of the group.

TIPS FOR ADULT FACILITATORS ►

- As an adult, it is often hard to stand aside and let youth struggle with an important or difficult decision. It is important that you do not intervene in the consensus decision-making process, except to remind group members of the ground rules. Youth at this age need to continue to learn how to work together in a positive way.
- Remember that learning and participating in the planning process is just as important as the end result.
- Ensure that everyone's ideas are heard. Encourage respectful communication.
- Encourage youth to involve everyone in discussions, planning and decision-making processes.
- Remember to include other community partnerships and resources in discussions and planning.

**ACTIVITY NAME ► PEACEFUL PLANET****PROJECT ► COLORFUL COMMUNITIES****LEVEL ►** Eight**FOCUS ►** Knowledge**CODE ►** I or G DP1**TIME ►** 30 minutes**PURPOSE ►** Identify the difference between a peaceful world and a world of conflict.**MATERIALS ►** Paper, pens or pencils, markers, colored pencils.**PREPARATION ►** Optional: Gather information on current world conflicts to help in creating conflict lists.**ACTIVITY ►**

Ask the youth: What does living in peace mean? Does it mean living in a place where there is no war? Does living in peace mean living in a place where people do not fight with each other? If all people were peaceful, would the planet be a peaceful place? Why do you think countries fight wars?

Have the youth make two columns on a piece of paper. In one column write, "Things that would be happening on a peaceful planet," in the other, "Things that would be happening on a planet filled with conflicts." Have them brainstorm a list of all the things they can think of in each of the two columns.

Give the following instructions to youth on how to make a mind map. Ask each youth to then create a mind map of a peaceful planet.

Mind Map

Give each youth a blank sheet of paper. Have youth turn the paper to a horizontal position. Instruct youth to:

Starting in the center, draw a symbol or picture that represents the subject you are thinking about. Color your drawing with at least three colors.

- Create waves that start from the outer edge of the central picture and curve out in any pattern. These waves are made up of words or groups of words that are the main themes of the subject you are thinking about. These waves should all be the same overall length and width. If it is easier to draw a line for the wave and then write the word(s) on the line, you may do so. Try to have three to five of these waves, but there is no limit.
- Add words, short phrases or drawings that project out in any design from the first waves. Think of the things that one of the waves brings to mind and attach it to that wave. Do this for each of the waves in the first level. The lines of the second level are thinner.
- Allow your thoughts to come freely. You can jump from thought to thought and add words and images as they come to you.
- Add words and images that are generated by the second level lines. Connect them to the words that triggered the thought. Make these lines smaller than the second level.
- Add a fourth level if needed.
- Add dimension and detail to your mind map. Use different colors and writing styles.
- Use arrows or other ways to show connection between one thought and another.

- Tell youth to have fun making their mind maps.
- Be artistic, colorful and creative.
- Be imaginative.
- Display your own personal style.

Have the youth share their “mind maps” of a peaceful planet with others in the group or with their families.

YOUTH OUTCOMES ►

- Youth will be able to resolve conflict in a healthy way.
- Youth will be culturally tolerant and will value representation from diverse populations.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

- B 1.5 Understands that various factors affect decisions that individuals make.
B 2.1 Understands that affiliation with a group can increase the power of members through pooled resources and concerted action.
B 2.7 Understands that there are similarities and differences within groups as well as among groups.

TIPS FOR ACTIVITY LEADER ►

Youth could start with a peaceful neighborhood, then a peaceful country, and so on if they need help with the concept. Allow the youth to create a mind map of a planet filled with conflict after they have finished the peaceful planet mind map if they choose.



**ACTIVITY NAME ► COMMUNITY
GOVERNMENT MATCH GAME**

PROJECT ► COLORFUL COMMUNITIES

LEVEL ► Eight

FOCUS ► Knowledge

CODE ► I or G DP1

TIME ► 45 minutes

PURPOSE ► Learn and increase understanding of services offered for solving problems through local, state and federal agencies.

MATERIALS ► Large paper or poster board, markers, paper, pens or pencils, copies of *Who Do You Contact?* on page 155, local telephone book. Optional: Computer with Internet access.

PREPARATION ►

Make copies of *Who Do You Contact?* on page 155, one for each youth. Print the names of the federal, state, county and local agencies on a large piece of paper or poster board.

Federal:: Internal Revenue Service

Post Office

Social Security Administration

State: Division of Motor Vehicles

Environmental Protection Agency

County Commissioner of Voter

Registration

Department of Human Services

Local: Police Department

Fire Department

Tax Assessor

Board of Education

Locate resource addresses for government agencies on the Internet or using a telephone book. Make copies of handout.

ACTIVITY ►

Display the list of government agencies and let the youth know that they will use many government services in the future. Many people do not know where to go or who to ask for the services that they need. Have the youth review the chart of federal, state, county and local government agencies. Give each a copy of *Who Do You Contact?* Ask them to write the name of the agency a person would contact to help solve the problems listed.

Have the youth discuss their answers as a group. Show the youth the section in their local telephone book that lists all the government offices and agencies. Have each youth choose one of the agencies to research and find out about the services offered by that agency.

THINK ABOUT IT ►

- Why do you think it would be important to know where to find the answers to the questions?
- Why do some people not use government services? (It can be hard to find the right agency.)
- What government services do you think you will need in the future?

TIPS FOR ACTIVITY LEADER

- If computer access is not available, a library will have the addresses and contact information.
- Consider having someone from one of the listed organization come and speak to youth.

YOUTH OUTCOMES

- Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.

EDUCATION STANDARDS

- LA 4.4 Uses a variety of sources to gather information for research topics.
- LA 4.6 Organizes information and ideas from multiple sources in systematic ways.
- LA 7.4 Uses new information to adjust and extend personal knowledge base.

WHO DO YOU CONTACT?

1. Your parents have added a room to your home and want to protest an increase in their property tax.
2. You have moved to a new town and need to enroll in school.
3. Your brother has reached driving age and wants to apply for a driver's license.
4. Your mother wants to know if she can deduct the cost of home insulation from her income tax.
5. You have obtained your first job and need a social security number.
6. You need advice about how to dispose of flammable materials.
7. Your new bicycle is stolen.
8. Heavy smoke and fumes from a chemical factory are polluting your neighborhood.
9. You have moved and need to have your mail forwarded to your new address.
10. Your sister has turned 18 and wants to register to vote.
11. You are a male 18 years of age and must register for the draft.
12. Your friend has home and family problems and wants to get some help.

ACTIVITY NAME ► WHO OWNS THE SPACE?

PROJECT ► COLORFUL COMMUNITIES

LEVEL ► Eight

FOCUS ► Knowledge

CODE ► I or G DP1

TIME ► 30-45 minutes

PURPOSE ► Increase awareness and understanding of community property and ownership.

MATERIALS ► Chart paper, markers.

ACTIVITY ►

Ask the youth if they know who owns the schools they attend. Who owns the land where the post office is located? Who owns their homes? Who owns the neighborhood? Who owns the city or town?

Ask the youth the following questions and discuss each (record their answers on chart paper as the discussion progresses): Are you responsible for someone else's land? Your neighborhood? Your city? How far does that responsibility go? When do you say "my" neighborhood? When do you say "their" neighborhood? At the corner? When you step outside your house? Across the street? A few blocks away?

What services or needs do people in a neighborhood or city share (police, fire, landfill, jails or prisons)? Where are these places located? In your neighborhood? In your city? Where should they be? Who decides where these will be? Do you want to live near these services?

How do you get from one neighborhood to another? From one place in the city to another?

Which ways are the quickest? Why? Should there be more of these routes? If so, where will these go? What changes will need to be made in order for this to happen? What will be the positive effects? What will be the negative effects? If you were asked to move from your home to make way for highway construction, would you? Why or why not?

What are "green spaces"? Are there green spaces in your neighborhood? In your city? Why? Where? Who takes care of the green spaces? Should there be more green spaces? Who should pay?

If any questions arise from the discussion that they youth would like to know more about, have them decide where they might find the answers and encourage them to research the subjects. Each youth could take a different question and then report back to the rest of the group.

THINK ABOUT IT ►

- What would you change to make your neighborhood a better place? Your school? Your city?
- Do you feel as though you could make a change such as stopping a landfill from being constructed next to your school or an airport being built directly behind your school? Why are why not?

YOUTH OUTCOMES ►

- Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.

EDUCATION STANDARDS ►

- LA 4.4 Uses a variety of sources to gather information for research topics.
 LA 7.4 Uses new information to adjust and extend personal knowledge base.

ACTIVITY NAME ► HEROES GAME**PROJECT ► COLORFUL COMMUNITIES****LEVEL ►** Eight**FOCUS ►** Knowledge**CODE ►** I or G DP1**TIME ►** 20-30 minutes**PURPOSE ►** Understand the qualities, talents, skills and other aspects associated with people who are viewed as heroes.**MATERIALS ►** Copy of *Heroes in Different Fields* on pages 160-165, paper bag or another type of container, paper, pens or pencils, stop watch or other time keeping device.**PREPARATION ►** Make a copy of *Heroes in Different Fields* on pages 160-165. Cut apart the list of heroes, fold each piece and place them in a paper bag, basket or other container.**ACTIVITY ►**

Heroes inspire others and create a desire to be all you can be. Heroes are “regular” people who, over time, have developed unique interests, skills or other abilities. Then, at a particular moment in time, they were able to put their skills into action to accomplish great things. They have displayed acts of courage, developed exceptional abilities or modeled great strength.

Ask the youth to name three well known leaders they admire. Ask what it is they respect about those people. What qualities does a great leader need to have?

Guide the youth in playing the Heroes Game:

- Ask for two volunteers: One to be the score keeper and one to be the recorder. The score keeper will keep score for both teams, and the recorder will write down the answers given by each team.
- Divide the youth into two teams. Ask each team to number the team members 1, 2, 3, and so on.
- The number one player from the first team begins by drawing the name of a hero from the bag. The player reads the name and description of the hero.
- The time keeper starts the timer, and the player has one minute to name as many qualities, talents, skills or other things that the hero would have needed in order to do what he/she is known for doing. Example: There is a hero in ancient Egyptian mythology known as “the Phoenix,” a great bird that lived for 100 years and then was consumed by fire. But instead of dying, he rose from his own ashes and became stronger than before. The Phoenix is a symbol of the ability to rise above great difficulty. Some of the things a player might say about the Phoenix is he was courageous, persistent and at some point he had to learn how to fly. One might also say that he had determination and a strong will to live.
- The score keeper gives the first team a point for each of the things the player says the hero would have possessed. If he or she mentions three things, the team gets three points. If he or she mentions five things, the team gets five points. Only the items mentioned before the time runs out count.
- The recorder writes down all the traits or qualities mentioned by the first player about the hero. The recorder makes a list of all the different things mentioned by all the players about things the heroes would have had or needed throughout the course of the game. Note: Items only need to be written one time. After that, if the same thing is said about another hero, the recorder can just place a tally mark by that item on the list to show how many times that particular item was mentioned.



- Player number one from the second team then draws the name of a hero, reads the information and has one minute to state what the hero would have needed in order to do what he/she is known for.
- Player number two from each team does the same, in turn, while the score keeper keeps a count for each team, and the recorder records the responses.
- The game continues until all players on each team have had a turn.
- The team with the highest score is the winner.

After the game is finished, the recorder reads the list of things all of the heroes possessed and how many times different things were mentioned. Have the youth discuss what all the heroes may have had in common and what may have been different about them.

THINK ABOUT IT ►

- Who has been a hero in your life and why?
- When have you been a hero for someone else?
- When have you been a hero for yourself?
- How would you like to make a difference in the world as you get older? Are you developing skills and abilities now that may help you do that?
- What is the difference between idols, stars and heroes?

TIPS FOR ACTIVITY LEADER ►

Your role during the game may be to determine if the things stated about the heroes are reasonably accurate and realistic. Encourage the youth to think of different things and not repeat the same traits or qualities too often.

YOUTH OUTCOMES ►

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

HEROES GAME

HEROES IN DIFFERENT FIELDS

Adventure

Christopher Columbus (1451-1506)

Italian Spanish navigator who sailed west across the Atlantic Ocean in search of a route to Asia but achieved fame by making landfall in the Americas instead.

Adventure

Neil Armstrong (1930-Present)

One of the first civilian United States astronauts and the first human to set foot on the moon. Armstrong was the commander of the first Apollo program mission to land on the moon—Apollo 11—in July 1969. He also flew aboard a Gemini program mission in 1966 and has been a U.S. Navy combat pilot, test pilot, professor, businessman and presidential adviser.

Civil Rights

Rosa Parks (1913-Present)

African American civil rights activist who in 1955, in Montgomery, Alabama, refused to give up her bus seat to a white man. Her action led to the Montgomery bus strike, which was the first large-scale, organized protest against segregation that used nonviolent tactics. Rosa Parks' personal act of defiance opened a new chapter in the civil rights movement in the United States.

Equal Rights

Alice Paul (1885-1977)

American feminist and social reformer who was a militant supporter of women's rights and used her skills as a speaker and propagandist to fight for the 19th Amendment to the United States Constitution. The amendment passed in 1920 and gave women the rights of citizens, including the right to vote. She also fought for an Equal Rights Amendment (ERA). The ERA, which would remove in one stroke all legal, economic and social restrictions on women, was introduced into the U.S. Congress in 1923, but did not pass.

Everyday Heroes

New York City Fire Fighters and Police

Showed exceptional strength and courage on September 11, 2001, after terrorists attacked the World Trade Center.

Inventions

Thomas Edison (1847-1931)

An American inventor who patented more than 1,000 inventions, including the electric light, the phonograph and the motion-picture camera. These three inventions gave rise to giant industries—electric utilities, phonograph and record companies and the film industry—thus changing the work and leisure habits of people throughout the world. The period from 1879 to 1900, when Edison produced and perfected most of his devices, has been called the Age of Edison. He is quoted as saying, “Creativity is 90 percent perspiration and 10 percent inspiration.”

Music

Ludwig Von Beethoven (1770-1827)

A German composer who is considered one of the greatest musicians of all time. Having begun his career as an outstanding improviser at the piano and composer of piano music, Beethoven went on to compose string quartets and other kinds of chamber music, songs, two masses, an opera and nine symphonies. His Symphony No. 9 in D minor op. 125 (*Choral*, completed 1824) is perhaps the most famous work of classical music in existence.

Politics

Abraham Lincoln

He failed at business and lost eight elections. He went on to become the President of the United States during the Civil War. As the 16th president of the United States and one of the great leaders in American history, he became a legend and a folk hero after his death.

Politics

Margaret Thatcher (1925-Present)

Thatcher is first woman to hold the office of prime minister of the United Kingdom (1979-1990). She worked as a research chemist and then later became a tax lawyer before entering politics.

Service

Mother Teresa (1910-1997)

Mother Teresa was a Roman Catholic nun and founder of the Missionaries of Charity. For her humanitarian work, she won the Nobel Peace Prize in 1979. She was known all over the world as a Sister of Charity.

Medicine

Jonas Salk (1914-1995)

An American physician and epidemiologist who developed the first vaccine against polio. After successful wide-scale testing in 1954, the vaccine was distributed nationally and greatly reduced the disease. In the mid-1950s the American virologist Albert Sabin developed an oral, attenuated (live), vaccine, which with Salk's discovery brought polio under control.

Space

Sally Ride (1951-Present)

A U.S. astronaut who became the first woman in the American space program to take part in an orbital mission. Her first flight into space was made on June 18-24, 1983, aboard the shuttle *Challenger*. As a mission specialist she took part in launching two communications satellites, and in launching and retrieving a test satellite. Ride later took part in the 13th shuttle mission. In 1989, she became director of the California Space Institute at the Scripps Institution of Oceanography and professor of physics at the University of California at San Diego.

World Peace

Dalai Lama (1935-Present)

A spiritual leader of Tibetan Buddhism and formerly the ruler of Tibet. The Dalai Lama is believed to be a reincarnation of the Buddha. When he dies, his soul is thought to enter the body of a newborn boy, who, after being identified by traditional tests, becomes the new Dalai Lama. He received the Nobel Peace Prize in 1989 for leading the nonviolent opposition to continued Chinese rule in Tibet.

Equal Rights

Susan B. Anthony (1820-1906)

An outstanding American reformer who led the struggle to gain the vote for women. She devoted 50 years to overcoming the nation's resistance to woman suffrage, but died before the 19th Amendment was finally ratified (August 18, 1920).

Philanthropy

Andrew Carnegie (1835-1919)

An American industrialist and philanthropist, who, at the age of 33, when he had an annual income of \$50,000, said, "Beyond this never earn, make no effort to increase fortune, but spend the surplus each year for benevolent purposes." Carnegie did not have a formal education, but as a youth working in Pennsylvania he developed a life-long interest in books and education. During his lifetime he gave more than \$350 million to various educational, cultural and peace institutions, many of which bear his name.

Science

Marie Curie (1867-1934)

Polish-born French chemist who, with her husband Pierre Curie, was an early investigator of radioactivity.

Radioactivity is the spontaneous decay of certain elements into other elements and energy. The Curies shared the 1903 Nobel Prize in physics with French physicist Antoine Henri Becquerel for fundamental research on radioactivity. Marie Curie went on to study the chemistry and medical applications of radium. She was awarded the 1911 Nobel Prize in chemistry in recognition of her work in discovering radium and polonium and in isolating radium

Science

Albert Einstein (1879-1955)

German-born American physicist and Nobel laureate, best known as the creator of the special and general theories of relativity and for his bold hypothesis concerning the particle nature of light. He is perhaps the most well-known scientist of the 20th century.

Literature

Ralph Waldo Emerson (1803-1882)

An American essayist and poet, a leader of the philosophical movement of transcendentalism. Influenced by such schools of thought as English romanticism, Neoplatonism and Hindu philosophy, Emerson is noted for his skill in presenting his ideas eloquently and in poetic language.

World Peace

Mahatma Gandhi (1869-1948)

Indian nationalist leader, who established his country's freedom through a nonviolent revolution.

Literature

Kahlil Gibran (1883-1931)

A writer and the leader of the school of Arab American writers known as The Bond of the Pen. These writers contributed to the development of a romantic school in modern Arabic poetry that emphasized the role of imagination and emotion and the power of nature. His writings have been popular among young adult readers for generations.

Literature

Johann Wolfgang von Goethe (1749-1832)

A German poet, dramatist, novelist and scientist. Goethe's poetry expresses a modern view of humanity's relationship to nature, history and society; his plays and novels reflect a profound understanding of human individuality.

Psychology

Carl Jung (1875-1961)

Swiss psychiatrist, who founded the analytical school of psychology. Jung broadened Sigmund Freud's psychoanalytical approach, interpreting mental and emotional disturbances as an attempt to find personal and spiritual wholeness.

Civil Rights

Martin Luther King, Jr. (1929-1968)

An American clergyman and Nobel Prize winner, one of the principal leaders of the American civil rights movement and a prominent advocate of nonviolent protest. King's challenges to segregation and racial discrimination in the 1950s and 1960s helped convince many white Americans to support the cause of civil rights in the United States. After his assassination in 1968, King became a symbol of protest in the struggle for racial justice.

Literature

Anne Lindbergh (1906-2001)

American writer, best known for her five volumes of diaries and letters that provide a record of her life during the turbulent period of the celebrity of her husband, American aviator Charles Lindbergh. Her best-known book apart from her series of diaries and letters is *Gift from the Sea*, a philosophical meditation on maintaining calm and serenity in the face of external pressures. In 1930, Mrs. Lindbergh became the first American woman to get a glider pilot's license. A short time later, the couple set a trans-continental speed record, flying from Los Angeles to New York in just 15 hours. Mrs. Lindbergh was seven months pregnant at the time. In 1934, she received the National Geographic Society's Hubbard Gold Medal for distinction in exploration.

Anthropology

Margaret Mead (1901-1978)

Margaret Mead was an American anthropologist, widely known for her studies of primitive societies and her contributions to social anthropology.

Politics

Golda Meir (1898-1978)

Israeli premier (1969-74), a founder of the state of Israel. She was a signer of the proclamation of the independence of the state of Israel in 1948 and served as her country's first minister to the USSR.

Politics

Eleanor Roosevelt (1884-1962)

Eleanor Roosevelt was a social activist, United States representative to the United Nations (1945-1953; 1961), and wife of 32nd U.S. president Franklin Delano Roosevelt. Eleanor Roosevelt had an active public career before and during her marriage and continued to maintain a high profile after her husband's death.

Unlike any previous first lady, she held regular news conferences, wrote a daily newspaper column, represented the president and nation on foreign and domestic trips, and spoke out on a wide range of social issues. She was also the nation's most prominent white opponent of racial discrimination in her time. A lifelong champion of poor and marginalized people, her impact was so broad, both during and after her husband's presidency, that President Harry S. Truman famously called her the "First Lady of the World."

Humanities

Albert Schweitzer (1875-1965)

World renowned as a musician, ethical philosopher and humanitarian who spent much of his life in the native villages in Africa. The variety of his interests was unified largely by the profound religious meaning he found in the natural world as well as in all of the accomplishments of humankind.

Service

Martha Washington (1731-1802)

She was the wife of President George Washington. She often shared the rigors of camp life with her husband and stayed with him during the long, hard winter at Valley Forge.

**ACTIVITY NAME ► DRAWING STRAWS****PROJECT ► COLORFUL COMMUNITIES****LEVEL ►** Eight**FOCUS ►** Knowledge**CODE ►** G DP1**TIME ►** 45 minutes

PURPOSE ► Develop an awareness of the barriers that challenge people who have fairly severe muscular control and sight limitations.

MATERIALS ► Drinking straws - 40 straws per each group of four or five youth (spaghetti noodles may be used instead of drinking straws, but can be more challenging as they will break during the construction process), masking tape, clear tape (one roll per group), blind folds (one per group), computer with word processing software, tall cup, unsharpened pencils, antiseptic wipes to clean pencils (mouth sticks) between turns, tall table, large 3-ring binder.

PREPARATION ► Arrange for computer access.

ACTIVITY ►

Ask the youth what it would be like to have no sight. What would it be like to be unable to speak or hear? We think of disabilities sometimes in terms of the senses: sight, hearing, etc. There are many people with other types of challenges, too. Some may be missing limbs, while others may have a learning or mental disability that creates challenges for them.

This activity is designed to emphasize what may occur between youth with and without disabilities as they work to accomplish a specific goal. The youth will make a structure using drinking straws and masking tape. For the purpose of this activity, blindness, speech impairments (muteness) and amputations (missing limbs and fingers) will be the disabilities involved.

Divide the youth into groups of four to five. Give each group a handful of drinking straws and a roll of tape.

- Ask for four volunteers from each group and assign one disability from the list below to each of them:
- No use of thumbs (Tape thumbs to hands using masking tape.)
- No use of dominant hand and arm (Place it behind back.)
- Unable to talk (Cover mouth with tape or a bandana.)
- Blind (cover eyes with blind folds.)

The remaining member(s) of each group will not possess a disability. (Note: If you have only four members per group, it is still a good idea to leave one person in each group without a disability.) After each group is ready, inform them that the object of this activity is to construct the tallest free standing structure possible using only drinking straws and Scotch tape. The structure may NOT be anchored to the floor or any other structure, such as a table or chair. It must be free standing. Give them approximately 20 minutes to construct their straw structures. This part is very flexible. Additional time can be allotted for this segment.

The next part of the activity will focus on a spinal cord injury that limits use of hands and legs (quadriplegic). Place a computer with the word processing software running on a table tall enough so that the youth do not have to bend over in order to press keyboard buttons with a mouth stick. The keyboard should be tilted slightly forward. This can be accomplished by placing the keyboard on a large 3-ring binder. Place a new pencil (mouth stick) in a tall cup with the eraser toward the bottom next to the computer. Ask the youth to sit in a chair close enough to the table such that they will be able to type their names with the mouth stick using only their heads, necks and mouths. They should not move their trunks.

Have them try to access the print menu using the mouse or function keys.

THINK ABOUT IT ►

- What did the blind person in your group do? (Sometimes, especially in youth groups, they do not participate.)
- Did members of the group assume that since someone possessed a disability that he or she was not capable of being an active member of the group or that he or she would only be able to do certain tasks?
- Did any group ask their members with a disability what they felt they could do to contribute to the group activity?
- If you possessed a disability in real life, how would you want people to treat you when doing something such as what you did here?
- What would it be like if you had to type a 10-page school report with a disability?

YOUTH OUTCOMES ►

- Youth will be culturally tolerant and will value representation from diverse populations.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

LA 8.1 Plays a variety of roles in group discussions.

B 2.7 Understands that there are similarities and differences within groups as well as among groups.

TIPS FOR ACTIVITY LEADER ►

One of the greatest barriers to individuals with a disability is people's perceptions or beliefs in what the person with a disability can or cannot do.

- Be aware of youth with disabilities in group and consider seeking recommendations on how to present the activity if applicable.
- Use antiseptic wipes between youth turns when conducting quadriplegic computer activity.

ACTIVITY NAME ► FUNNY POLITICS

PROJECT ► COLORFUL COMMUNITIES

LEVEL ► Eight

FOCUS ► Skill

CODE ► I or G DP1

TIME ► 45-60 minutes

PURPOSE ► Discuss similarities and differences between various cartoons and create a political cartoon.

MATERIALS ► Large paper, markers, drawing paper, pencils, political cartoons from newspapers, copies of Funny Politics Discussion Questions on page 170.

PREPARATION ► Collect political cartoons from newspapers. The larger the collection, the easier it will be for youth to accomplish the task. Select four to five cartoons, remove the captions and make copies of each (one for each group). Keep the original copy Funny Politics Discussion Questions on page 170.

ACTIVITY ►

“Political” is the term used to describe those things that concern public affairs or government. A cartoon is a sketch or drawing that interests or amuses by portraying persons, things, political events or situations, etc., in an exaggerated way. Show youth a political cartoon and ask them to answer the following questions:

- What's your emotional reaction to this cartoon?
- Does it make you laugh, or feel angry, sad or concerned?
- Do you feel only one emotion or several at the same time?

Have youth form groups of four to five. Let each group select a political cartoon to analyze using Funny Politics Discussion Questions. Ask the group to identify any messages or main idea in the cartoon that triggered emotional responses from members of the group.

Give them each the picture portion of several cartoons. Ask them to write their own captions and then compare what they wrote with what other groups wrote and the original captions.

Have the youth select a theme and draw a political cartoon. Use Funny Politics Discussion Questions as a guideline while creating their cartoons. Ask them to share their cartoons with others in the group, their families and friends.

THINK ABOUT IT ►

- Did more of the cartoons portray local, regional or global issues?
- Do you notice any use of stereotypes or relevant symbolism?
- Did the cartoons have positive or negative messages?
- What effects did the cartoon you created have upon the audience?

TIPS FOR ACTIVITY LEADER ►

Consider collecting political cartoons from newspapers for several weeks prior to the activity or possibly obtaining copies of cartoons from archived newspapers at the library.

YOUTH OUTCOMES ►

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

FUNNY POLITICS

Discussion Questions

For each political cartoon, follow the four steps below. Discuss each of the questions with the group.

1. Examine the characters. Can you name them by drawing on your knowledge of local and world events?

For example:

- Facial expressions: Does the character's face convey anger, fear, intrigue, etc.?
- Complexion: Describe the character's facial appearance (clean-cut and shaven, scruffy, etc.).
- Body expression and appearance: Describe the character's physical appearance (slouched, arms waving frantically, small stature, broad and bold body, etc.).
- Attire: What is the character wearing (suit and tie, underwear, hat, etc.)?
- Exaggeration of facial or physical characteristics: (e.g., chin, mouth, bulging eyes, long nose etc.).

3. Identify objects you see in the cartoon (buildings, fences, something the character is holding). Notice words on the objects and background features (sky, walls, water). Do these things convey a message?

4. Discuss the main ideas expressed in the cartoon's text. Is there a common theme?

**ACTIVITY NAME ► WHO IS TAKING CARE OF YOUR COMMUNITY?****PROJECT ► COLORFUL COMMUNITIES****LEVEL ►** Eight**FOCUS ►** Skill**CODE ►** I or G DP1**TIME ►** 60 minutes**PURPOSE ►** Describe the government structure used in your community.**MATERIALS ►** Paper, pens or pencils. Optional: permission slips.**PREPARATION ►** Make arrangements to meet with a city employee or invite someone to attend your group meeting. Be sure to inform him or her of the activity you have planned and how youth will be asking questions pertaining to how the city government is set up. Give the invited guest a list of what some of those questions might be. Encourage youth to have a list of questions prepared to ask the guest. Optional: arrange for tours.**ACTIVITY ►**

Ask the youth why city and town governments are important to them. Do they know how the local government is set up? (Mayor/Council, Council/Manager or City Council) Who is the main person responsible for running the community? (What is his/her name?) What does it mean to be responsible for managing the community?

Have the youth prepare three to five questions regarding the structure of community government. Examples:

- What form of governing structure does the city have? (Mayor/Council, Council/Manager or City Council)
- What are the government officials' duties?
- Are they elected or appointed positions and for how long?

Invite someone from the community to talk with the youth about the governmental structure and the role he or she plays. Allow time for the youth to ask their questions.

After the visit, have the youth summarize their findings in written format or in a visual display.

Optional:

Tour the center of government in your community. Using video or photos (with captions), and/or audiotape, capture the major offices of work and the employees in action. Ask the youth to write a thank-you note to each person, telling what they thought was interesting.

THINK ABOUT IT ►

- What do you know about how your city or town government is set up?
- Do you think that if you had an issue or concern, that you would be heard by your city government? Why or why not?
- Would you be interested in serving (in some capacity) in your city government? Why or why not?

ACTIVITY NAME ► SERVE ON ELECTION DAY

PROJECT ► COLORFUL COMMUNITIES

LEVEL ► Eight

FOCUS ► Skill

CODE ► I or G DP2

TIME ► Will vary according to what the youth choose to do.

PURPOSE ► Provide a service to those who are involved in the election process.

MATERIALS ► Paper, pens or pencils.

PREPARATION ► Research, or have youth research, voting locations and election dates in the community.

ACTIVITY ►

Ask the youth if they know what a voting poll is. Where do people vote in this community? (Should be several locations for convenience.) Who works at the voting polls? Do they receive pay for their services? Should they receive pay for their services?

As a group or individually, have the youth volunteer (at least three hours) to work at the polls on election day by helping set up and take down tables and chairs, running errands for election workers or directing people to the correct areas.

Or, have the youth plan to provide child care for adults who are supervising the voting process. They could provide this service at their meeting site or at the location where the voting will take place. Have the youth research voting locations and the people they would need to contact. They could call or write a letter offering their services.

Have the group spend time prior to the date of the election making plans for this service. Have them discuss and decide:

- How long will they provide their services that day? Encourage them to create a schedule of who will work and what hours.
- What types of activities will they provide for the children? Have them keep in mind they will need to prepare for children of various ages.
- What supplies will they need to accomplish this?
- Will they have a snack for the children? How will those be provided and what will be needed?

THINK ABOUT IT ►

- Even though you are not old enough to vote, did you contribute to the voting process?
- Did you enjoy assisting with an election?
- Will you vote when you turn 18 years of age?

TIPS FOR ACTIVITY LEADER ►

Use the *Discovery Planning Method* on page 382 to assist in planning for the service the youth choose to provide.

ADULT FACILITATOR NOTES ►

- Make arrangements for permission and transportation if the youth will be leaving the meeting site.
- This activity completes requirement #2 for the Torch Bearer in Community Government. A description of Torch Bearer projects and list of requirements are in the Camp Fire publication *Project Torch Bearer* (#D00010).

EDUCATION STANDARDS ►

- LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 1.5 Understands that various factors affect decisions that individuals make.

YOUTH OUTCOMES ►

- Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.
- Youth will have a commitment to helping others and to volunteerism.

ACTIVITY NAME ► ACTION TO CHANGE ATTITUDES
PROJECT ► COLORFUL COMMUNITY
LEVEL ► Eight

FOCUS ► Leadership

CODE ► I or G DP2

TIME ► 45-60 minutes

PURPOSE ► Learn how to influence public opinion.

MATERIALS ► Large paper, markers, paper, pens or pencils, copies of Discovery Planning Method on page 382.

PREPARATION ►

Have lists of community resources, copies of the Discovery Planning Method on page 382 (one for each youth) and copies of current editorials from several newspapers available.

ACTIVITY ►

All people have opinions about many things in their communities. Every community has people who are for something and against something. Each person has an opinion. Everyone has a right to have an opinion.

Have the youth brainstorm a list of current opinions people have regarding their community. Offer examples like: how young people are treated in the community, living conditions in certain areas, the environment, places where pollution is a problem, etc. Encourage youth to add their opinions to the list.

Ask the youth what issue each of these opinions represents.

Have the youth choose an issue in the community that they feel strongly about and would like to affect. The community can be as large as a town or city or as small as a neighborhood.

First, have them get an idea of what the community currently thinks about the issue by surveying local media, reading letters to the editor of local newspapers and/or talking with parents, teachers and peers. Or, have them write down, based on their experiences, what the community thinks.

Example: There are no youth centers or other safe places for teens to spend their leisure time with peers. The city has proposed plans to build such a center several times in the past, but the plans are always postponed due to funding problems. The attitude in the community is that existing funds should be used to build additional facilities for child care or the elderly. People also fear that taxes will be raised if a teen center is built.

Next, have them create a plan to affect a change of attitude regarding their issue. Remind the group to make sure it is a practical plan (one they can accomplish with the resources they have access to). Consider steps such as talking with the city council, passing out leaflets or presenting their ideas on a community radio or television show.

Then have the youth take action and complete their plan. After they finish, have the youth again try to find out what the community thinks about the issue.

THINK ABOUT IT ►

- What did you learn about opinions?
- Do you think the actions taken by you or the group influenced the opinions of others?
- Were the results what you hoped for?

TIPS FOR ACTIVITY LEADER ►

Allow youth to do the planning. Use the Discovery Planning Method on page 382 to help with the process. Offer suggestions and resources as needed.

ADULT FACILITATOR NOTES ►

This activity may require youth to leave the meeting site. Make any arrangements needed for permission and transportation.

YOUTH OUTCOMES ►

- Youth will be culturally tolerant and will value representation from diverse populations.
- Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.
- Youth will have a commitment to helping others and to volunteerism.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

B 2.1 Understands that affiliation with a group can increase the power of members through pooled resources and concerted action.

B 2.7 Understands that there are similarities and differences within groups as well as among groups.

ACTIVITY NAME ► ACTION IN YOUR COMMUNITY

PROJECT ► COLORFUL COMMUNITIES

LEVEL ► Eight

FOCUS ► Leadership

CODE ► I or G DP2

TIME ► Will vary according to what the youth choose to do.

PURPOSE ► Learn how to take action to influence decisions in the community.

MATERIALS ► Large paper, markers, pens or pencils, paper (for letter writing), copies of the *Discovery Planning Method* on page 382, resources such as names, departments, addresses, phone numbers, etc., of city officials.

PREPARATION ► Make copies of the *Discovery Planning Method* on page 382, one for each youth.

ACTIVITY ►

Taking action for a cause or concern requires a commitment to understanding the problem, the energy to generate solutions or talk with the appropriate people who can generate solutions, and when possible, the courage to take action. Many state parks and youth centers exist today due to the thoughtful actions of people working together.

Have the youth brainstorm a list of issues of concern to them. This could be a safety concern, an environmental concern or a youth issue (safe parks or other places to hang out with friends, etc.).

Have the youth choose an issue in their community that is important to them. Have them find out what is currently being done in their community to

address their concern. They could read about the issue or talk to people in city government, agencies or other organizations. Encourage youth to look at both sides of the issue. (Is there public support or disagreements over their issue?) What organizations or groups support their issue?

Ask the youth to brainstorm possible solutions to their issue. Have them choose one or two of their more practical ideas, those they would be willing to put into action.

Guide the youth to develop a plan (steps to action) that would get the appropriate people to hear their concerns and consider their solutions. They could talk to or write letters to people who make decisions such as the police chief, school board members, city planners, etc. (attempting to influence them to consider their concerns).

If the youth feel their concern(s) are not being heard, have them discuss what their next steps might be. If concern(s) are heard, ask youth to consider taking the next step in helping their community act on their concern(s).

THINK ABOUT IT ►

- Did the actions taken by you or the group have the desired result?
- If you were to do this activity again, what would you do differently?

TIPS FOR ACTIVITY LEADER

- Allow youth to do the planning. Have them use the *Discovery Planning Method* on page 382 as a guide.
- Help with project contacts when needed.

ADULT FACILITATOR NOTES

- The youth do not have to take the “next step” in their plan in order to complete this activity. If they choose to go further in their action plan, additional *Discovery Points* may be awarded to the youth.
- This activity may require youth to leave the meeting site. Make any arrangements needed for permission and transportation.
- This activity could be developed into a STAR Project if the youth are interested. Information on the STAR Project can be found on page 189.

YOUTH OUTCOMES

- Youth will have a commitment to helping others and to volunteerism.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS

LA 7.4 Uses new information to adjust and extend personal knowledge base.

B 2.1 Understands that affiliation with a group can increase the power of members through pooled resources and concerted action.

ACTIVITY NAME ► PARTICIPATE IN DECISION MAKING

PROJECT ► COLORFUL COMMUNITIES

LEVEL ► Eight

FOCUS ► Take It to the Limit

CODE ► I or G DP3

TIME ► Will vary according to what the youth choose to do.

PURPOSE ► Serve on a task force, committee or other governing group.

MATERIALS ► Paper, pens or pencils.

PREPARATION ► Research organizations that have opportunities for youth service in governance. Contact your local volunteer center.

ACTIVITY ►

Have the youth think of various organizations or groups that use a task force, committees, or other types of group decision making. Ask them to make a list of those they are interested in and would be willing to volunteer their time for. They could volunteer to serve in an organization in their community, school or place of worship.

As a group, discuss how a person would find out how to volunteer. Discuss what would be involved in the volunteer service such as time commitment, possible responsibilities and the need for transportation.

Have them choose one organization from the list and then make arrangements to serve.

The youth should participate (for a minimum of four committee meetings) in one of the following:

- A local city, town or community commission
- A Camp Fire council committee or board of directors
- A school government council or task group
- A place of worship, council or governing group
- Any other formal governing body

Have the youth write, audiotape or make a visual presentation of their experiences and reactions to working with the group. Ask them to share what they did with the group, their families and friends.

THINK ABOUT IT ►

- Is or was the group effective? Why or why not?
- Does the group have good leadership? Why or why not?
- What is the most important thing you learned about working with a group?
- Would you consider serving with that group again? Why or why not?

TIPS FOR ACTIVITY LEADER ►

Offer suggestions for committees to serve on when possible. Suggest that the youth use the activity time to research a variety of volunteer committee positions.

ADULT FACILITATOR NOTES ►

Serving on a board of directors requires maturity. Encourage the youth to learn skills that will be useful to them in such a position. (They can do this by completing activities with a leadership focus and/or doing Building Blocks.)

YOUTH OUTCOMES ►

- Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.
- Youth will have a commitment to helping others and to volunteerism.

EDUCATION STANDARDS ►

- LA 4.4 Uses a variety of sources to gather information for research topics.
B 1.5 Understands that various factors affect decisions that individuals make.
B 2.1 Understands that affiliation with a group can increase the power of members through pooled resources and concerted action.
B 2.7 Understands that there are similarities and differences within groups as well as among groups.

**ACTIVITY NAME ► TORCH BEARER IN COMMUNITY GOVERNMENT****PROJECT ► COLORFUL COMMUNITIES****LEVEL ►** Eight**FOCUS ►** Take It to the Limit**CODE ►** I or G DP0 (Youth earn Torch Bearer emblem #B27500 instead of Discovery Points.)**TIME ►** The time needed to complete a Torch Bearer will depend on the activities selected by the youth to complete the project. As a general rule, plan for three months or more.**PURPOSE ►** Further knowledge, skills and leadership abilities in the area of community government.**MATERIALS ►** Check each activity selected in the Torch Bearer to determine materials and supplies needed.**PREPARATION ►** Have youth select the activities they want to complete and then make preparations accordingly. A description of Torch Bearer Projects and a list of requirements are in the Camp Fire publication *Project Torch Bearer* (#D00010).**ACTIVITY ►**

If the youth completed the activity “Who Is Taking Care of Your Community?”, they may be on their way to completing a Torch Bearer in Community Government.

If the youth completed the activity “Serve on Election Day,” they are one step on their way to completing a Torch Bearer in Community Government.

Have the youth choose the level that challenges them: beginning, intermediate or advanced. Select the appropriate amount of activities for that level,

remembering to select the EXTREME activities needed.

Have them record their activity selections and their progress on the *Torch Bearer Planning Sheet* (found in *Project Torch Bearer*). If youth completed a Torch Bearer in Community Government previously on the beginning level, have them consider completing additional activities to complete the project at the intermediate or advanced level.

TIPS FOR ACTIVITY LEADER ►

- Encourage and allow youth to have fun while extending their knowledge in this area.
- Encourage the youth to consider resources such as funds, human resources and other available resources in the community when planning their project.

ADULT FACILITATOR NOTES ►

- If working as a group, ensure the health and safety of the youth during planning and implementation of their project.
- This activity may require field trips and budgetary considerations.

YOUTH OUTCOMES ►

- Youth will be able to plan sequentially.
- Youth will be able to practically apply their academic learnings.
- Youth will appreciate being able to celebrate and share successes.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

B 1.5 Understands that various factors affect decisions that individuals make.

B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.

COLORFUL COMMUNITIES FAMILY TAKE-HOME PAGE

As a result of this project, youth will develop an awareness of the makeup and resources of one's community, understand more about community government and have opportunities to give service.

This project supports the following Camp Fire outcomes.

In addition, the project reinforces language arts and behavioral studies education standards. For more information about these standards, contact your youth's group leader.

Outcomes	Activity											
	Peaceful Planet	Community Government Match Game	Who Owns the Space?	Heroes Game	Drawing Straws	Funny Politics	Who Is Taking Care of Your Community?	Serve on Election Day	Action to Change Attitudes	Action in Your Community	Paticipate in Decision Making	Torch Bearer in Community Government
Youth will be able to resolve conflict in a healthy way.	X											
Youth will be culturally tolerant and will value representation from diverse populations.	X				X				X			
Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.		X	X				X	X	X		X	
Youth will have a commitment to helping others and to volunteerism.								X	X	X	X	
Youth will be able to communicate their points of view effectively.	X			X	X	X				X		
Youth will be able to evaluate choices, weigh outcomes and make decisions.	X			X	X	X				X		
Youth will be able to plan sequentially.												X
Youth will be able to practically apply their academic learnings.												X
Youth will appreciate being able to celebrate and share successes.												X

AT HOME ►

Attend a city council, school board or other community government meeting as a family. Discuss the meeting afterward.

Have a family night to discuss what it means to be a citizen of this country. Talk about the responsibilities that come with being a citizen. Discuss voting and advantages that come from taking an active role in the community.



Camp Fire

TRAIL TO FAMILY & COMMUNITY

LEVEL ► Eight**PROJECT ►** STAR PROJECT**PURPOSE ►** Youth will select, plan and carry out a service-learning project.

ACTIVITY CHOICES ►

Activity Name	Focus
Find Out	Take It to the Limit
Decide	Take It to the Limit
Plan	Take It to the Limit
Do	Take It to the Limit
Celebrate	Take It to the Limit

YOUTH OUTCOMES ►

Outcome	Activity				
	Find Out	Decide	Plan	Do	Celebrate
Youth will have preferences for safe choices.		X	X	X	
Youth will have an opportunity to learn from mentoring relationships with adults.	X			X	
Youth are willing to engage in personal growth activities.	X	X	X	X	X
Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.	X		X	X	
Youth will have a commitment to helping others and to volunteerism.	X	X	X	X	X
Youth will be able to communicate their points of view effectively.	X	X	X	X	X
Youth will be able to evaluate choices, weigh outcomes and make decisions.	X	X	X	X	X
Youth will be able to plan sequentially.			X		
Youth will be able to practically apply their academic learnings.				X	
Youth will appreciate being able to celebrate and share successes.					X

EDUCATION STANDARDS ►

Activity Name	Standards
Find Out	LA 7.1, LA 7.4, M 1.2
Decide	B 1.5, B 3.3
Plan	LA 1.12, LA 4.6, B 1.4
Do	B 1.4, B 1.5, B 3.3
Celebrate	LA 7.4, B 3.3, B 4.3, V 2.2

**REQUIREMENTS FOR EARNING
RECOGNITION ITEMS ►**

Youth complete all the activities from this project to earn a STAR Project emblem (#B12600). Youth may participate in a STAR Project and earn the emblem as many times as they choose. They might choose to earn *Discovery Points* instead. Youth accumulate *Discovery Points* to earn recognition items, including *Discovery beads* (#B00133).

TIPS FOR ADULT FACILITATORS ►

- This project may take longer than times specified for each activity depending on the type of project chosen by the youth. The project may take as little as three meetings: one to Find Out and Decide, one to Plan and a third to Do and Celebrate. Or, the Find Out, Plan and Do activities may each require more than one meeting.
- Research community needs on the Internet or by using surveys or talking with experts in a particular field.
- Extra adults, volunteers and teens may be recruited to work with the youth to prepare and complete the project.
- Remember to have permission slips signed by parents or guardians if you leave the meeting site.
- The Celebrate activity is a time for reflection. This essential component of the STAR Project gives the youth the chance to recognize their accomplishments and discuss what could be improved.

ACTIVITY NAME ► FIND OUT

PROJECT ► STAR PROJECT

LEVEL ► Eight

FOCUS ► Take It to the Limit

CODE ► I or G DP5 for entire project

TIME ► 45 minutes–2 hours

PURPOSE ► Determine the need for potential service-learning projects.

MATERIALS ► Copies of *Needs Assessment* on page 190, paper, pens or pencils.

PREPARATION ► Read about STAR Project on page 189, make six copies of *Needs Assessment* on page 190.

ACTIVITY ►

Sometimes we get excited about an idea and then discover that there isn't a need for what we want to do. Before the youth select a service-learning project and begin planning, have them FIND OUT if their idea meets a need of the people or issue they want to serve. Tell the youth that the word "assessment" is a big word that simply means "putting a value on something." To assess means to decide what an item or service is worth. Most of the time, the value of an item is based on need. Ask the youth if they can give examples. (Food has a high value for those who have little or none.)

Guide the youth through the process of assessing the needs in their community. The assessment process will help them select a meaningful service project that meets a real need in the community. Use *Needs Assessment* to help with this process. Youth start out with a project idea they want to do, make sure they document the actual need for the project before going any further.

Have the youth choose an area of interest such as the environment, working with children or senior citizens or helping other agencies in their community. Have them make a list of things within that area of interest that concern them enough to take action.

Example

Area of interest: The Environment

Ideas for service (to take action):

- Conduct a recycling project
- Clean up a park or natural area
- Plant trees at the community center

Have them write down and number each of their ideas for service on a *Needs Assessment* form. They will need a separate form for each of their ideas. For each service idea, have the youth brainstorm a list of reasons why they feel the service is needed.

Have the youth decide on a method they can use to find out the answer to the question "Is this service needed?"

Here are some methods that might be used:

- Interview experts in the area of interest selected.
- Read about an issue that is impacting your community. Look at newspapers, magazines and the Internet.
- Survey people who live in the area that may be affected by the topic of interest.

Using the method they select, have the youth collect information and record responses they receive for each of the reasons they listed as to why they felt the service was needed.

After youth complete the needs assessment, ask them: Are there any of the above that you now feel are not good reasons to do this project? If so, eliminate them from the list of possible service-learning projects. Did you discover reasons to do a particular project that you did not include in your ideas at the beginning? If so, add them to your plans.

THINK ABOUT IT ►

- What benefits do volunteers enjoy from giving service?
- How does the community benefit from service learning?

TIPS FOR ACTIVITY LEADER ►

As the youth move through the needs assessment process, remind them that all offers of service might be appreciated by those who receive the service. But, when there is a real need, the service increases in value and is appreciated even more.

ADULT FACILITATOR NOTES ►

- Be prepared to help the youth determine the best method to assess the need for their service ideas.
- Service learning is best when the youth choose things that are not only appropriate for their age and experience, but also support the purpose of a *Discovery* project or other area of interest to the youth.

YOUTH OUTCOMES ►

- Youth will have an opportunity to learn from mentoring relationships with adults.
- Youth are willing to engage in personal growth activities.
- Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.
- Youth will have a commitment to helping others and to volunteerism.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 7.1 Uses reading skills and strategies to understand a variety of informational texts.

LA 7.4 Uses new information to adjust and extend personal knowledge base.

M 1.2 Uses a variety of strategies to understand problem-solving situations and processes.

STAR PROJECT

STAR stands for Service To Another Rewards.

The Camp Fire commitment is **Give Service**. Service means taking action to show that you care. Participating in service projects helps youth develop a long-term commitment to giving service.

If the youth have never taken part in a service project, they might consider participating in Camp Fire's *A Gift of Giving* for middle school youth (#D40700). This course will challenge youth to develop decision-making skills by creating and carrying out a service project of their own design.

The STAR Project focuses on service-learning. Service-learning involves making a connection between volunteer service experiences and the knowledge, skills and leadership abilities learned through *Discovery* trail projects and activities. This is different from service projects where the focus is "learning to service."

The service may be provided to an individual or an organization. Both parties benefit from service-learning projects. The organization or person benefits from the service provided by the youth. The youth benefit by increasing their knowledge and skill as well as from the reward that helping others brings. For instance, they learn more about the election process by volunteering to help during an election in their community. Or, they could learn more about the recycling process by volunteering at a recycling center. For the youth, the volunteer time is used to: test theories they have heard, learn more about a specific topic and reinforce knowledge gained while working on a *Discovery* project.

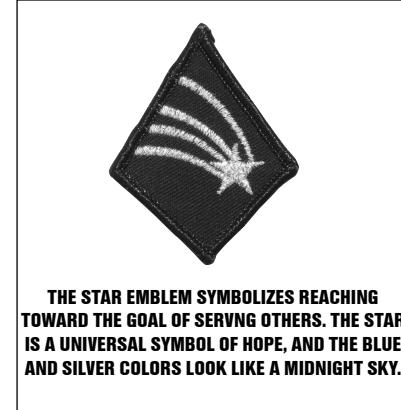
A STAR Project should:

- Meet community needs. The service itself should address a genuine need, as determined by community assessment. The service should be thoughtfully organized to solve, or make a positive contribution toward solving, a problem.
- Provide youth with opportunities to use newly acquired skills and knowledge in real life situations in their own communities.
- Provide youth with opportunities to learn more about the topics within a *Discovery* project.
- Help foster the development of a sense of caring for others.
- Provide time for youth to think, talk and write about what he/she learned during the actual service activity.

Youth may work on a STAR Project individually or as a group. If they work on their own, they should still share their plans with the group and have the support of an adult facilitator. If they work together as a group, EACH person must complete all of the steps.

Steps to Complete a STAR Project

The *Discovery Planning Method* (found on page 382) provides the basic structure for a STAR project. Like the five points of a star, the STAR Project has five activities or steps: FIND OUT, DECIDE, PLAN, DO and CELEBRATE.



NEEDS ASSESSMENT

(Use this as a tool to help assess needs for service in the community. Make one copy for each idea.)

AREA OF INTEREST: _____

IDEA #: _____ **TYPE OF SERVICE:** _____

ASSESSMENT METHOD(S): _____

REASONS

List reasons you feel this service is needed

RESPONSES RECEIVED FROM

METHOD SELECTED

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

4. _____

4. _____

5. _____

5. _____

ACTIVITY NAME ► DECIDE

PROJECT ► STAR PROJECT

LEVEL ► Eight

FOCUS ► Take It to the Limit

CODE ► I or G DP5 for entire project

TIME ► 20-30 minutes

PURPOSE ► Choose a meaningful service-learning project from the list created in the FIND OUT activity.

MATERIALS ► Paper, pens or pencils, copies of the *Discovery Planning Method* on page 382.

PREPARATION ► Review the DECIDE section of the *Discovery Planning Method* for ways youth might use to DECIDE on a service-learning project.

ACTIVITY ►

Giving service to positively affect an issue, another person or a group that people care about is important. If there are several choices of possible ways to give service, sometimes the most difficult part is choosing one.

From the needs assessment completed in the FIND OUT activity, the youth created a list of possible service-learning projects. The next step is to DECIDE which one to carry out. Guide the youth through the following process to choose a service project:

- Have the youth narrow the choices to the top three. Suggest they choose the three that concern them most.
- For each of the three, have the youth list a few ways they might take action to make a difference.

- Discuss the advantages and disadvantages of each of the three possibilities. Have the youth think of cost, materials and resources (including people) needed to complete each project.
- Have the youth discuss which choice might give them the opportunity to learn more about a topic or explore special skills.
- Finally, have the youth ask themselves if they have the skills needed to do the project. If they think they may need some special skills, ask them to think about ways to acquire those skills.

After the youth choose a service-learning project, have them describe their decision in terms of a “service goal.”

Example of a service goal:

Our group is very concerned about the environment, especially about trees. Our service goal is to teach a younger group of children about how trees help the environment. We want to have a service day with a group of younger children and plant trees at a local park.

THINK ABOUT IT ►

Some service projects are **people** projects. They provide something that helps people. Some projects address an **issue** – things that affect our lives now and in the future. Is the service-learning project you chose a people project or an issues project?

TIPS FOR ACTIVITY LEADER ►

Use the information in the sections “Choosing an Idea” and “Group Decision Making” from the *Discovery Planning Method* on page 382 to help the youth choose their project.

ADULT FACILITATOR NOTES ►

Be prepared to offer the youth ideas on ways to obtain special skills if needed.

YOUTH OUTCOMES ►

- Youth will have preferences for safe choices.
- Youth are willing to engage in personal growth activities.
- Youth will have a commitment to helping others and to volunteerism.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

B1.5 Understands that various factors affect decisions that individuals make.

B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.

ACTIVITY NAME ► PLAN

PROJECT ► STAR PROJECT

LEVEL ► Eight

FOCUS ► Take It to the Limit

CODE ► I or G DP5 for entire project

TIME ► 45 minutes (may require more depending on the service project chosen)

PURPOSE ► Create actions steps and determine materials and resources needed to carry out a selected service-learning project.

MATERIALS ► Paper, pens or pencils, copies of *Star Project Planning Sheet* on page 195, copy of *Discovery Planning Method* on page 382.

PREPARATION ► Make copies of the *Star Project Planning Sheet*, one for each youth.

ACTIVITY ►

Once the youth have determined their interest and concerns, assessed the needs in the community and examined the skills needed for this project, they are ready to begin the planning process.

Have the youth begin planning by thinking about their service-learning project in terms of time, money and involvement. Ask them the following questions:

- How much time does the group want to give to the project?
- How much money does the group have to pay for expenses?
- How involved do the individual members of the group want to be?

These are important planning questions to talk about before acting. Some STAR Projects could take a great deal of time and/or money. Some may require that the youth be very emotionally involved.

Answering these questions before the planning begins means that *all* agree to a certain amount of time and financial support that they are willing to commit. If everyone can't answer yes to the amount of time, money and involvement, then adjust the STAR Project until everyone is comfortable with it.

Have the youth use the *STAR Project Planning Sheet* to plan their service-learning project. Have the youth include planning for the CELEBRATE activity if they want to do this step away from the meeting site or if it will involve additional funds.

Once they have completed their plan, have the youth consider the following ideas that might help take care of problems before they arise.

• Make checklists.

These could include personal gear for each person, materials needed, procedures for certain jobs or an agenda. Written checklists help youth to be organized and remember everything they need to bring or to do.

• Make a jobs chart.

A jobs chart, sometimes known as a Caper Chart, matches jobs with people, so that everyone knows exactly what he or she is supposed to do and by when. It also explains the job to be done for those people who are not familiar with the tasks. You can find examples of Caper Charts in the Camp Fire publication *The Outdoor Book* (#D07600).

• Create a contingency plan.

This is a "what if" plan. For example, if the service project is planned for outdoors, the contingency plan would be for "What if it rains?"

THINK ABOUT IT ►

- There is a saying, "If you fail to plan, you plan to fail." What does this mean?
- Was it hard to come to agreement about how much time or money the group wanted to invest in the project?
- How do you feel about the project at this point?

ADDITIONAL ACTIVITIES ►

Have the youth use computer programs to create their action plan and materials checklist. (DP1)

TIPS FOR ACTIVITY LEADER ►

Refer to the *Discovery Planning Method* for more information on planning.

ADULT FACILITATOR NOTES ►

- If the youth found that they need to learn a special skill or any other type of training before they can complete their service project, have them include time for this in their overall plan.
- Offer advice to the youth concerning steps that have a financial impact.

YOUTH OUTCOMES ►

- Youth will have preferences for safe choices.
- Youth are willing to engage in personal growth activities.
- Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.
- Youth will have a commitment to helping others and to volunteerism.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will be able to plan sequentially.

EDUCATION STANDARDS ►

LA 1.12 Writes business letters and letters of request and response.

LA 4.6 Organizes information and ideas from multiple sources in systematic ways.

B 1.4 Understands that technology, especially in transportation and communication, is increasingly important in spreading ideas, values and behavior patterns within a society and among different societies.

STAR PROJECT PLANNING SHEET

The service goal of this STAR Project is: _____

Discovery project name (if linked to a project, e.g. WorldWise, Going Wild): _____

Location of the STAR Project: _____

Name of Volunteer Coordinator or Individual connected with this project: _____

Phone number: _____ E-mail address: _____

Being involved in this STAR Project offers the opportunity to learn: _____

Action Steps _____

Step Number _____

What needs to be done? _____

Who is responsible? _____

Materials needed _____

Cost _____

Completion Date _____

Notes: _____

**ACTIVITY NAME ► DO****PROJECT ► STAR PROJECT****LEVEL ► Eight****FOCUS ► Take It to the Limit****CODE ► I or G DP5 for entire project****TIME ► Will vary according to the project chosen by the youth****PURPOSE ► Complete the plan for a service-leaning project.****MATERIALS ► See the list created in the PLAN activity for this project.****PREPARATION ► Make any preparations determined in the PLAN activity for this project.****ACTIVITY ►**

The youth are ready to take action! Their thoughtful planning has prepared them for success. Remember, the best planning doesn't always ensure that everything will go perfectly. In fact, they can be sure that some things will not be perfect. Sometimes things happen that just cannot be controlled. When something goes wrong, learn from it. Life presents us with opportunities to be creative! The most important thing in the DO step is to have fun!

TIPS FOR ACTIVITY LEADER ►

- Remind the youth to be aware of all the people involved in carrying out their service project. They should treat everyone involved with polite consideration and respect.
- Encourage other adults (parents/guardians) to be involved with the youth in their service project.

ADULT FACILITATOR NOTES ►

- Time for the DO step in a STAR Project will vary according to the project chosen by the youth. This step may be completed in one day, or it may take place over a series of days. (Example: one hour a day, one day a week for four weeks.)
- Make the necessary arrangements for permission and transportation if the youth will be leaving the meeting site.

YOUTH OUTCOMES ►

- Youth will have preferences for safe choices.
- Youth will have an opportunity to learn from mentoring relationships with adults.
- Youth are willing to engage in personal growth activities.
- Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.
- Youth will have a commitment to helping others and to volunteerism.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will be able to practically apply their academic learnings.

EDUCATION STANDARDS ►

B 1.4 Understands that technology, especially in transportation and communication, is increasingly important in spreading ideas, values and behavior patterns within a society and among different societies.

B 1.5 Understands that various factors affect decisions that individuals make.

B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.

ACTIVITY NAME ► CELEBRATE**PROJECT ► STAR PROJECT****LEVEL ►** Eight**FOCUS ►** Take It to the Limit**CODE ►** I or G DP5 for entire project**TIME ►** 30-45 minutes**PURPOSE ►** Celebrate completion of the project and evaluate the process.**MATERIALS ►** Paper, pens or pencils.**PREPARATION ►** Make arrangements according to decisions made in the PLAN activity.**ACTIVITY ►**

Reflection is a key element of service learning. A review of activities and results is an important final step in the STAR Project. Have the youth include a time to reflect on and analyze their service experience. Reflection and analysis help reinforce the connection between the service and the knowledge and skills gained during the project. Keeping a record of the STAR Project is a good way for youth to remember what happened. Below are some ideas on how the youth might document their project:

- Keep a record of the notes made when talking with people.
- Tape-record or videotape interviews with experts and the thoughts and feelings of the people who are involved in the project.
- Take pictures.
- Write about the experience in your *Discovery Record Book*.
- Make a collage about the issue.
- Keep a scrapbook of articles, brochures or other items.

Whether it is just the group or all of the people involved in the project, remember the completion of a STAR Project is something to celebrate! Have a ceremony to give out awards or plan to do something fun together. The youth could share records, pictures or journals as examples of what happened, the experiences they had and the differences they made.

THINK ABOUT IT ►

- Did you meet your service goal? If not, what good things did happen?
- Are there some things you would or wouldn't do next time?
- What would you advise another group to do if they chose this issue?
- How did it feel to be involved and committed to this project?

TIPS FOR ACTIVITY LEADER ►

Have the youth invite their parents or other adults that might have an interest in their project to be part of CELEBRATE activity.

ADULT FACILITATOR NOTES ►

If the CELEBRATE activity will take place away from the meeting site, make arrangement for permission and transportation.

**YOUTH OUTCOMES ►**

- Youth are willing to engage in personal growth activities.
- Youth will have a commitment to helping others and to volunteerism.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will appreciate being able to celebrate and share successes.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.

B 4.3 Understands how various institutions influence people, events and elements of culture and how people interact with different institutions.

V 2.2 Understands what makes various organizational structures effective (or ineffective) in communication of ideas.

C E L E B R A T E



STAR PROJECT FAMILY TAKE-HOME PAGE

As a result of this project, youth will select, plan and carry out a service-learning project.

This project supports the following Camp Fire outcomes.

In addition, the project reinforces behavioral studies, math, visual arts and language arts education standards. For more information about these standards, contact your youth's group leader.

Outcome	Activity				
	Find Out	Decide	Plan	Do	Celebrate
Youth will have preferences for safe choices.		X	X	X	
Youth will have an opportunity to learn from mentoring relationships with adults.	X			X	
Youth are willing to engage in personal growth activities.	X	X	X	X	X
Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.	X		X	X	
Youth will have a commitment to helping others and to volunteerism.	X	X	X	X	X
Youth will be able to communicate their points of view effectively.	X	X	X	X	X
Youth will be able to evaluate choices, weigh outcomes and make decisions.	X	X	X	X	X
Youth will be able to plan sequentially.			X		
Youth will be able to practically apply their academic learnings.				X	
Youth will appreciate being able to celebrate and share successes.					X

AT HOME ►

As a family talk about what your community needs. What are the issues that your family would be interested in addressing as volunteers? This could be an issue like hunger, homelessness, the environment or housing. After you choose a need, find out what volunteer opportunities there might be that would be appropriate for families. Contact the United Way or similar organization in your community for information. You can also organize a project on your own. Have each family member take responsibility for some part of the project. After you do the project talk about it and celebrate the difference that your family is making.



ADDITIONAL TRAIL ACTIVITIES TRAIL TO FAMILY AND COMMUNITY

- DP1 Create a safety checklist of your home and have it approved by an adult. Use your checklist to conduct an inspection of your home. Identify hazards and determine a way to correct them. Include a family fire escape plan.
- DP1 Make a list of 10 devices in your home that use electricity. Find out how much electricity each uses in one month. Determine the approximate electrical cost to operate each for one month.
- DP1 Read an electric meter. Determine the amount of an electric bill from the reading.
- DP1 Talk with your parent(s), guardian or other interested adult, and ask him or her to describe the hardest part of being a parent and the most rewarding part of being a parent. Share what you learned with your group.
- DP1 Interview a parent/guardian or other interested adult about his or her school experience, likes, dislikes, what could have been done differently and what doing well in school meant.
- DP1 Interview a teacher and ask him or her what he or she likes most about your school and what he/she would like to see change. Why did he/she decide to become a teacher? What influenced him/her?
- DP1 Find out and create a list of five public or private places in your community with poor accessibility for someone with a disability. Make a list of five places with good accessibility.
- DP1 Make a list of services provided to the citizens in your community or state in return for the taxes paid by the citizens of each.
- DP1 Attend an ethnic community celebration.
- DP1 Visit the local cemetery and see if you can find names of the founders or other families who are long-time residents of your community. Make grave stone rubbings. Ask your adult facilitator for help.
- DP1 Research how your local community enforces its laws. What happens when a young person breaks the law? What does it actually cost you and your family, the city and state if you break a law?
- DP1 Visit a courtroom where people are being arraigned (to appear in court for a wrong doing) for misdemeanors (a crime that does not involve being sentenced to jail).
- DP1 Interview a police officer about the typical crimes that youth commit. Share this information with your group, family and friends.

- DP1 Read your local newspaper to discover what current issues are being addressed by your local government. Talk about these issues with your friends, family or teachers. Form an opinion of how you think they should be resolved.
- DP1 Attend a city council or board of supervisors meeting. Note how the agenda works and how decisions are made. Share this knowledge with your group, family and friends.
- DP1 As a group, try a city council style or other formal decision-making style at one of your Camp Fire meetings.
- DP1 Know the difference between constitutional and non-constitutional governments. Find out at least five different types of governments currently in power in the world. Identify on a map a country that uses the different types of government.
- DP1 Decide what supplies you would need if you were taking a young child on a picnic or other all-day outing. Explain why you would include each item. Check with an adult who supervises children to see if your list is complete.
- DP1 With your group, discuss the following:
Mrs. Smith's husband is very ill. He desperately needs medicine or he will die. Mrs. Smith has no money. She goes to the pharmacy and tries to get the medicine, but they won't give it to her because she has no money. What should Mrs. Smith do? What is the relationship between money and health? Between money and crime? Share how you can improve justice in your community with your group, family and friends.
- DP2 Increase your grade in history class from one grading cycle to the next. Show your report card to your adult facilitator.
- DP2 Keep track of what every family member does, including you, during one week and the amount of time they do it. For example: Mom goes to work - 40 hours; brother plays basketball - five hours; grandmother cooks - 10 hours. Sort your list into four categories: work/school, recreation, personal time and sleep. Make a chart, using the *Family Log* form on page 118.

At the end of the week, ask yourself these questions: Are there things I want to do differently at home to help my family work together better? What can I do to increase someone's personal time? Share your findings with your adult facilitator, group, family and friends.
- DP2 Make a wish list of eight things that you would like to experience at school. For example, "I wish I would do all my homework on time," or "I wish I could make the basketball team." Put the list aside for two months. Think about what you can do to make one of your wishes come true. Write out a plan to realize your dream and act on it. After two months, look at it again. Have any of your wishes come true? Have any changed?

- DP2 Make a list of five values that you believe in. Webster's Dictionary defines a value as "a standard or principle that is desirable or worthwhile." Values are expressed in spiritual settings or are often modeled by family behaviors and beliefs. Examples of things you value: family, education or friendships. Go to your local library or use the Internet to find songs, poetry or stories that represent your five values.
- DP2 Pick a value that is most important to you and compose a song, write a story, create an artistic work or write a poem about that value. Share it with your group, family and friends.
- DP2 Find out the meaning of genealogy and genealogical resources. Learn about pedigree charts. Begin a pedigree chart with yourself. Fill it in as far as you can. Add additional names, dates or places that you find.
- DP2 Read a book or watch a video about a young person of a different race from you.
- DP2 Interview a youth who is not of your race, ethnicity or gender. Ask him or her about dreams, family, what he or she does for fun, favorite food and any other questions that interest you. Discuss the similarities and differences you learned about people who are different from you with your group, family and friends.
- DP2 Research in the library or city hall the history of your community. Who founded it? Are there stories about these people? Ask the librarian if she or he knows about the founders.
- DP2 Who makes decisions in your community? Ask your adult facilitator, family member or trusted adult what is meant by "informal power." Who are the people who have "informal" power? Talk with people who have lived in your community for some time. The mayor, city manager or librarian may provide good information. Interview one of the informal decision makers in your community. Ask for an explanation of how the decision-making process works. Share the decision-making process in your community with your group, family and friends.
- DP2 Ask your adult facilitator to arrange for your group to take a tour of a jail or youth detention center. Individually or as a group, discuss or write your feelings about your visit, interview or tour. Share this information with your group, family and friends.
- DP2 With your group, brainstorm the needs of youth in your community. Include recreation, education, health, place of worship and jobs. Survey your community to find out what services are provided for youth. Use the telephone book, interview parents and teachers, take a walking tour of the commercial area, or visit the Chamber of Commerce to identify available services. Identify services that are not provided. Speak to your adult facilitator, parent(s)/guardian, or other influential people in the community about services needed. Are there plans to meet these needs? Share this information with your adult facilitator, group, family and friends.

DP2 Research the statistics on youth crime in your community and invite a police officer to your meeting. Consider the profile, e.g., gender and race of people who are arrested. Write down or audiotape your feelings about this, discuss this with your group.

DP2 Interview your mayor or city official, or invite a member of the League of Women Voters (an organization that provides information on structure and functions of government, political parties, voting procedures, election issues and candidates) to a Camp Fire meeting to answer these questions:

How do people register to vote? How many people in your community are registered? What percent is this of the adult population? How many people who are registered to vote actually voted in the last election? What is the process to put an issue on the ballot? What is required for an issue to be voted into law? End your discussion with your guest by asking, "Does my vote make a difference?"

DP2 Shadow an official or volunteer at a polling booth or debate, or draw a poster that encourages voting and give it to your town or city.

DP3 Using the *Discovery Planning Method*, propose action that you or your group would like to see your community use in dispensing justice. Is your plan practical? Why or why not? Make an appointment with a local judge. How does she or he see his or her job in dispensing justice? With the research and your ideas, work with your adult facilitator to prepare some questions about justice in your community. Share how you can improve justice in your community with your group, family and friends.

DP3 Find a pen pal in a foreign country or a pen pal on the Internet from another state. Have your adult facilitator, parent(s) or guardian help you with this activity. Talk with them about your new pen pal and what you are learning from him or her. Keep up correspondence for at least two months.

DP4 Volunteer to work with children at a local community child care center for 10 hours. Complete your volunteer hours within two months.



Camp Fire

TRAIL TO CREATIVITY

LEVEL ► Eight**PROJECT ► A STROKE OF ART**

PURPOSE ► Youth will develop skills and increase appreciation for art by exploring the use of traditional and non-traditional art techniques in a variety of media.

YOUTH OUTCOMES ►

Outcome	Activity											
	A Palette of Plants	Cooperative Creation	Monochromatic Colors	Swinging Sand	Movement and Linear Design	Favorites	Felt Stamps	Picture Plate	Room Art	Reflective Design	Follow the Leader	Torch Bearer in Creative Arts
Youth will be able to communicate their points of view effectively.		X		X		X	X				X	
Youth will be able to evaluate choices, weigh outcomes and make decisions.	X	X	X	X	X	X		X	X	X		
Youth will be able to plan sequentially.												X
Youth will be able to practically apply their academic learnings.												X
Youth will appreciate being able to celebrate and share successes.												X

ACTIVITY CHOICES ►

Activity Name	Focus
A Palette of Plants	Knowledge
Cooperative Creation	Knowledge
Monochromatic Colors	Knowledge
Swinging Sand	Knowledge
Movement and Linear Design	Knowledge
Favorites	Skill
Felt Stamps	Skill
Picture Plate	Skill
Room Art	Skill
Reflective Design	Skill
Follow the Leader	Leadership
Torch Bearer in Creative Arts	Take It to the Limit

EDUCATION STANDARDS ►

Activity Name	Standards
A Palette of Plants	LA 7.4, V 1.1, V 1.2, V 5.1
Cooperative Creation	LA 4.6, LA 7.4, V 1.1, V 1.2, V 2.3, V 5.3
Monochromatic Colors	B 7.4, B 1.5, V 1.1, V 1.2, V 2.1, V 5.1
Swinging Sand	V 1.1, V 1.2, V 2.3, V 3.2, V 4.2
Movement and Linear Design	LA 7.4, B 1.5, V 1.1, V 1.2, V 2.1, V 5.1
Favorites	LA 7.4, V 1.1, V 1.2, V 2.3
Felt Stamps	V 1.1, V 2.3, V 4.2, V 5.1, V 5.3
Picture Plate	B 7.4, B 1.5, V 1.1, V 1.2, V 2.1, V 5.1
Room Art	LA 7.4, V 1.1, V 5.1, V 5.3
Reflective Design	LA 7.4, B 1.5, V 1.1, V 1.2, V 2.1, V 5.1
Follow the Leader	B 1.5, B 2.7
Torch Bearer in Creative Arts	LA 7.4, B 1.5, B 3.3, V 1.1, V 5.1, V 5.3

**REQUIREMENTS FOR EARNING
RECOGNITION ITEMS ►**

Youth complete at least four activities from this project to earn a trail emblem (#B00115) or trail certificate (#T53000). They might choose to earn *Discovery Points* instead. Youth accumulate *Discovery Points* to earn recognition items, including *Discovery beads* (#B00133). Activities can be altered or modified to meet the needs, interests and ideas of the group.

TIPS FOR ADULT FACILITATORS ►

- Any of the materials listed in activities may be substituted with other materials if you wish.
- Guide the youth in the process when needed, but allow them to make any additions, substitutions or variations to the instructions if they choose. Encourage their imaginations and creative ideas.
- If you have access to other activities that meet the goal of an activity listed in the project, you may add or substitute activities if you choose.
- Review all safety guidelines necessary for any of the materials or equipment used in project activities with the youth as needed.

ACTIVITY NAME ► A PALETTE OF PLANTS**PROJECT ► A STROKE OF ART****LEVEL ►** Eight**FOCUS ►** Knowledge**CODE ►** I or G DP1**TIME ►** 45 minutes**PURPOSE ►** Learn sources of color pigments and how they can be used.**MATERIALS ►** Assorted plant parts (see preparation below), plastic sandwich bags, permanent markers, paper, pens or pencils, muslin or old white cotton pillowcases or sheets, pinking shears or scalloped scissors, cotton swabs, cover.**PREPARATION ►** Obtain a variety of plants from nature, a nursery, the produce section of a local grocery store or a floral shop. Plant parts that work well include geranium petals, grass cuttings, spinach leaves, berries, grapes, tea leaves, coffee grounds, parsley, onion skins and red cabbage leaves. Cover the activity area to protect surfaces.**ACTIVITY ►**

All paints are made up of three basic ingredients: pigment, binder and solvent. The binder is a liquid that holds the grains of the pigment together in a form so that it can be spread over some surface. Linseed oil is the binder for oil paint. The solvent is the liquid that controls the consistency (thick or thin) of the paint. Turpentine is the solvent for oil paints; water is the solvent for water colors.

The pigment is a finely ground, colored powder that gives the paint its color. Pigments are often named according to the mineral from which a pigment powder is made. Cadmium yellow is made from the mineral cadmium sulfide. In the past, pigments came from animals, vegetables and minerals. The roots of certain plants were one source of the color red. Ocher (a red color) is natural clay colored by iron rust. Prehistoric people used such minerals, like ocher, and added them to animal fat to make paint. Today synthetic pigments have been developed by scientists. Synthetic pigments are brighter and more permanent than natural pigments, but many artists still prefer natural pigments.

The colors in flowers and other plants serve different purposes in nature. Chlorophyll in leaves gives them their green color and plays an important role in how plants manufacture food through photosynthesis. Colorful flowers attract insects to help in the process of pollination. Colorful fruits attract animals to eat them and spread their seeds. The things that give plants their vibrant colors can serve as pigments for creating interesting colors to paint with.

Tell youth they will create paint pigments from plants. Place a few pieces of each plant in a plastic bag. Label each bag with the plant's name. Divide the youth into groups. Give each group a few bags of plant samples. Ask the youth how they might find out what colors, if any, these plants produce. (Squeeze between the fingers, rub on paper.) Then ask them to predict what color each plant might make. Will all the red plant parts produce red pigments? How about the green plants?

Have the youth record plant names and their guesses about the color each will produce. Now have students test the plant parts by rubbing them on the page. Bring the groups together to share their discoveries. What plants produce surprising colors? Cut the fabric into 2" x 8" strips using pinking shears or other scalloped scissors. Let the youth use the fabric strips and plant pigments to make colorful bookmarks. Cotton swabs are useful for rubbing plant pigments into the cloth. (Have students make sure the pigments are dry before using the bookmarks in books.)

THINK ABOUT IT ►

- Pigments that dissolve in liquid are called dyes. Have you ever used a dye?
- Pigment colors cannot match the purity and intensity of the colors of light. Have you ever tried to paint something you have seen in nature and could not reproduce the colors you saw?

TIPS FOR ACTIVITY LEADER ►

When preparing for this activity, ask at floral shops, garden centers and grocery stores for flowers, vegetables, fruits and other plants that would otherwise be thrown away. Send a note home with youth requesting donations.

YOUTH OUTCOMES ►

- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

V 1.1 Understands what makes different art media, techniques and processes effective or ineffective in communicating ideas.

V 1.2 Knows how the qualities and characteristics of art media, techniques and processes can be used to enhance communication of experiences and ideas.

V 5.1 Distinguishes among multiple purposes for creating works of art.

**ACTIVITY NAME ► COOPERATIVE CREATION****PROJECT ► A STROKE OF ART****LEVEL ►** Eight**FOCUS ►** Knowledge**CODE ►** I or G DP1**TIME ►** 30 minutes**PURPOSE ►** Work together with others to create a mural or other painting.**MATERIALS ►** Long piece of paper (eight to 10 feet or more), small containers of paint (assorted colors), assorted paint brushes, tape or CD player, tapes or CD with uplifting music or an inspiring story to read, masking tape, plastic trash bags (cut in pieces to protect the painting surface).**PREPARATION ►** Cover painting area to protect surfaces.**ACTIVITY ►**

Cooperation exists when people work together toward a common goal. It requires recognizing the value of everyone's part in the endeavor. It requires keeping a positive attitude about what you are doing and about the interaction with the others involved. When cooperating, there is a need for all involved to know what is needed. Sometimes an idea is needed, and sometimes we need to let go of our ideas. Sometimes we need to lead and sometimes to follow. Courage, consideration, caring and sharing provide the foundation for cooperation. What can be created when you cooperate?

Tape the large paper to the wall, a table top or the floor. Make sure you protect the surface behind (or under) the paper to prevent accidental paint spots. This activity could be done outside on a sidewalk or large porch.

Divide participants into five groups. Each group is responsible for a different aspect of the painting: earth, sky, trees (and other plants), animals, people. Play the music selected or have someone read the story. Each group then takes their turn painting a part of the picture. Painters are to paint to the music or the attitude of the story. The idea is to work together and have a good time while enjoying the music or story. Have the groups take turns adding to the picture until it is finished.

Have the group keep in mind the experience of cooperative painting. If they do not end up with a perfect work of art, it's okay.

Variations:

Let the youth choose their own five areas for each group to paint. If it is a small group, have each person take a different item to paint. Choose a subject matter for the picture. Example: a park at sunset, the beach, a mountain cabin. Write all the parts needed for your subject on individual pieces of paper and number each. Have all the participants draw for the part they are to paint and go in the order of the number on the paper. Put thinned paint in spray bottles to use in place of paint brushes.

THINK ABOUT IT ►

- What was it like to watch and wait for your turn to paint? Were there any surprises that occurred during the painting experience?
- What are some specific examples of when the group cooperated in completing the task? How did it feel at those times?
- How did the results reflect everyone's contribution?

TIPS FOR ACTIVITY LEADER ►

Consider inviting an artist from the community to talk with the group.

ADULT FACILITATOR NOTES ►

Art supplies for this activity may be a budgetary consideration. Consider donations from local art stores, art leagues, etc.

YOUTH OUTCOMES ►

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 4.6 Organizes information and ideas from multiple sources in systematic ways.

LA 7.4 Uses new information to adjust and extend personal knowledge base.

V 1.1 Understands what makes different art media, techniques and processes effective or ineffective in communicating ideas.

V 1.2 Knows how the qualities and characteristics of art media, techniques and processes can be used to enhance communication of experiences and ideas.

V 2.3 Knows how the qualities of structures and functions of art are used to improve communication of one's idea.

V 5.3 Understands how one's own artwork, as well as artworks from various eras and cultures, may elicit a variety of responses.

ACTIVITY NAME ► MONOCHROMATIC COLORS

PROJECT ► A STROKE OF ART

LEVEL ► Eight

FOCUS ► Knowledge

CODE ► I or G DP1

TIME ► 30-45 minutes

PURPOSE ► Understand the term monochromatic and use the knowledge to create a design.

MATERIALS ► Tempera paint in primary colors, black and white, 9" x 12" white paper, paint palette or foam egg cartons, soft-bristle brushes in various sizes, containers for water, paper towels, black crayons, newspaper for working surface.

PREPARATION ► Cover activity area to protect surfaces.

ACTIVITY ►

Colors that, at their truest and purest, cannot be created by mixing other colors are called primary colors. Do you know what the primary colors are? (Red, blue and yellow.) When you mix two primary colors, you get a secondary color. Do you know what they are and what colors created them? (Red mixed with blue creates purple. Red mixed with yellow creates orange. Yellow mixed with blue creates green.)

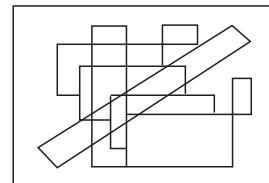
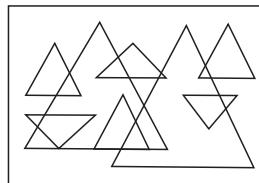
Colors can also be described by their values and intensities. Intensity refers to the brightness or dullness of a color. You can change the intensity of a color by adding its complement to it. Do you know what complementary colors are? Complementary colors are those colors that are opposite each other on the color wheel. The complementary color of red is green, the complementary color of blue is orange and the complementary color of yellow is purple.

The value of a color refers to the lightness or darkness of a color. You can change the value of a color by adding white or black to it.

A monochromatic color scheme uses only one hue (a spectral color like red, blue, yellow, green, orange or purple) and the values, tints and shades of that color. Tints are colors that have been lightened using white and shades are colors that have been darkened using black.

Guide the youth through the following steps to create a design using a monochromatic color scheme.

- Using a black crayon, draw a simple geometric shape (triangle, square, rectangle, circle) or motif on white paper, repeating in a variety of sizes until the paper is covered.



- Prepare your paint palette: choose one primary color or secondary color and its complement, black and white.
- By mixing varying amounts of either black or white with the primary color, many shades and tints of one color can be created. As the colors are mixed, paint in the various shapes on the white paper. Mix a wide range of colors. Remember, when mixing colors, add small amounts of the darker color to the lighter color. You can also use the complementary color to change its intensity. For example, to make light blue, begin with white and add small amounts of blue until the desired tint is achieved.
- Use the original color and the colors created to completely paint your design.

Variation: Instead of shapes, mark the paper off in two-inch squares. Paint a different shade or tint in each square. When dry, cut and arrange in order from light to dark, creating a full range on a second sheet of paper. Glue or paste into position.

THINK ABOUT IT ►

- How many colors did you create by mixing the colors?
- Did you use all of them to paint your design? Why or why not?

YOUTH OUTCOMES ►

- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

B 1.5 Understands that various factors affect decisions that individuals make.

V 1.1 Understands what makes different art media, techniques and processes effective or ineffective in communicating ideas.

V 1.2 Knows how the qualities and characteristics of art media, techniques and processes can be used to enhance communication of experiences and ideas.

V 2.1 Knows some of the effects of various visual structures and functions of art.

V 5.1 Distinguishes among multiple purposes for creating works of art.

ACTIVITY NAME ► SWINGING SAND

PROJECT ► A STROKE OF ART

LEVEL ► Eight

FOCUS ► Knowledge

CODE ► I or G DP1

TIME ► 45-60 minutes

PURPOSE ► Explore sand as an art medium using a non-traditional technique.

MATERIALS ► Five foot garden stakes or other long sticks; poles or dowel rods; twine or heavy cord; clean recycled one quart milk jug with cap; scissors; dry sand; poster board or large paper; mallet or hammer; nails; masking tape. Optional: dry tempera paint in assorted colors and small piece of wood.

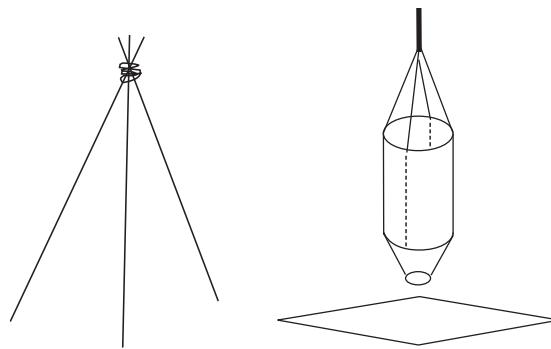
PREPARATION ► Find an outdoor location to construct the tripod.

ACTIVITY ►

Ask the youth if they have ever seen movies or documentaries that showed artist painting in what seems like haphazard ways (slinging paint toward a giant wall or canvas or throwing buckets of paint on various surfaces). Have they ever wondered what the artist is trying to convey with that painting style? Have they ever wanted to try painting that way? Have they ever wondered what would happen if you let gravity facilitate the painting process?

Guide the youth in constructing a pendulum to use as a type of art machine.

- Make a tripod out of garden stakes. Drive the stakes (at points of a large triangle) into the ground. (If the ground is soft, dowel rods may be used.) Slightly crisscross the tops of the stakes and tie them together with twine or rope.



- Cut the bottom portion off of a quart size milk jug.
- Using a hammer and nail, punch a hole in each corner edge of the jug close to the open edge.
- Attach a 4 1/2 foot piece of twine to each of the holes in the milk jug.
- Tie the loose ends of the four pieces of twine together.
- Suspend the combined twine from the top of the tripod so that the milk jug hangs about two inches from the ground. (Add extra twine to the top if needed.)
- Punch a small hole in the center of the cap.
- Place the cap on the milk jug (secure with tape if needed).
- Place a piece of poster board or large paper on the ground underneath the tripod and milk jug.
- Use a finger to cover the hole in the cap of the milk jug and fill the jug with dry sand.
- Uncover the hole in the cap and gently push the milk jug. Watch the patterns created by the swing motion of the pendulum.
- Try varying the height, speed and rotation of the pendulum to see what happens. Adjust the size of the hole in the milk cap to vary the effects.

Variation:

- Try making the pendulum in different sizes to see how the effects vary.
- Use colored sand on a bed of neutral colored sand (without using paper underneath).

THINK ABOUT IT ►

- What else have you seen a pendulum used for?
- Have you ever seen art created using other unusual techniques?

TIPS FOR ACTIVITY LEADER ►

- Have a small piece of wood available to place underneath the plastic when punching holes in the milk jug.
- Color the sand by mixing it with dry tempera paint. Review safety guidelines and provide adequate supervision while using the hammer and nails when constructing the pendulum.

YOUTH OUTCOMES ►

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

V 1.1 Understands what makes different art media, techniques and processes effective or ineffective in communicating ideas.

V 1.2 Knows how the qualities and characteristics of art media, techniques and processes can be used to enhance communication of experiences and ideas.

V 2.3 Knows how the qualities of structures and functions of art are used to improve communication of one's idea.

V 3.2 Knows different subjects, themes and symbols (through context, value and aesthetics) which convey intended meaning in artworks.

V 4.2 Understands the historical and cultural contexts of a variety of art objects.

ACTIVITY NAME ► MOVEMENT AND LINEAR DESIGN

PROJECT ► A STROKE OF ART

LEVEL ► Eight

FOCUS ► Knowledge

CODE ► I or G DP1

TIME ► 45-60 minutes

PURPOSE ► Learn to create motion in two-dimensional linear drawings.

MATERIALS ► Drawing paper, pencils, construction paper, scissors, string, craft glue, pipe cleaners.

ACTIVITY ►

All sports involve movement. If a person were to draw a picture of an athletic event, what kind of lines would be used to illustrate the vigor and movement required by the sport? What about drawing other activities that involve movement?

Guide the youth in making a paper model they can use to help draw a sketch of a person(s) participating in a favorite sport or other activity, using different kinds of lines.

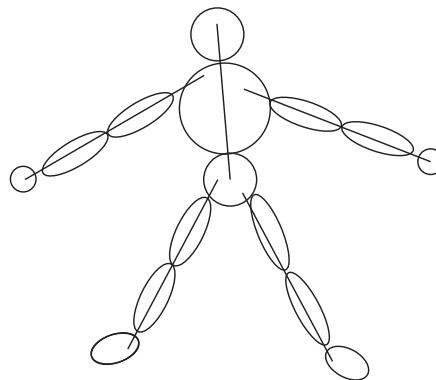
Make the model pieces:

- Cut construction paper into two 2" x 2" and one 3" x 3" squares. Fold the squares in half and cut away the corners to create two-inch and three-inch circles.
- Cut construction paper into eight 1" by 3" strips. Curve the corners off of each piece.
- Cut construction paper into two 1" by 1" strips. Cut two more pieces that are 1" by 2". Curve the corners off each piece.

You should now have:

- one 3" circle (upper body)
- two 2" circles (lower body and head)
- eight 3" strips (upper and lower legs and arms)
- two 1" circles (hands)
- two 2" ovals (feet)

Place the paper pieces to create a human form. Make any adjustments to the size of the pieces if you choose. Once you are happy with the proportion of your figure, glue string along the central portion of the paper piece to join all pieces together. Pipe cleaners might be used in place of the string.



Have the youth pose their paper puppets to show action and then make a drawing of the figure. Have them try action such as sitting, exercise movements (jumping jacks), swimming, etc. Make a drawing of a person participating in a favorite sport. After they have the basic outline of a person in action, tell youth to add details (clothing/uniforms, equipment and facial features) to their drawings. Encourage them to use a variety of lines, lengths, widths, shapes and angles to complete their drawings.

THINK ABOUT IT ►

- Were you able to communicate motion in your drawing?
- Did you discover any new techniques?
- Do you feel you improved your ability to draw action?

TIPS FOR ACTIVITY LEADER ►

The activity requires good small motor skills and may be a source of frustration for some of the youth. Encourage them to do their best and continue trying. Encourage the youth to help each other by offering tips and suggestions to improve their drawings.

ADULT FACILITATOR NOTES ►

This activity completes requirement #4 for the Torch Bearer in Art. A description of Torch Bearer projects and list of requirements are in the Camp Fire publication *Project Torch Bearer* (#D00010).

YOUTH OUTCOMES ►

- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

B 1.5 Understands that various factors affect decisions that individuals make.

V 1.1 Understands what makes different art media, techniques and processes effective or ineffective in communicating ideas.

V 1.2 Knows how the qualities and characteristics of art media, techniques and processes can be used to enhance communication of experiences and ideas.

V 2.1 Knows some of the effects of various visual structures and functions of art.

V 5.1 Distinguishes among multiple purposes for creating works of art.

ACTIVITY NAME ► FAVORITES

PROJECT ► A STROKE OF ART

LEVEL ► Eight

FOCUS ► Skill

CODE ► I or G DP2

TIME ► Two 45-60 minutes sessions or more

PURPOSE ► Practice the skill of capturing action or movement using photography.

MATERIALS ► Cameras and film (consider using disposable cameras), poster board, markers, photo mounting squares or other materials needed to display photos.

PREPARATION ► Make plans to leave the meeting site if the youth choose to do this activity as a group, including permission slips.

ACTIVITY ►

Photography is a method of picture making developed in the early 19th century. The word photography comes from Greek words and means “drawing with light.” Photography is based on principles of light, optics and chemistry. People use photographs as works of art, to record family life, to document scientific procedures, as evidence to prove facts, to present the news and as historical documents. Millions of people around the world own cameras and enjoy taking pictures.

Have the youth capture the action of a favorite sport, performance or other favorite activity in photos. Have them take a series of action photos. Encourage them to use different techniques to stop the action or suggest movement.

Ask the youth to display their photos in an album or on a poster to share with others in the group or with their families.

THINK ABOUT IT ►

- Box cameras were introduced in 1888. The Polaroid process, a type of photography that produces prints almost immediately after exposure, was invented in 1947. Digital photography became widely used in the late 1990s. What do you think the next advances in photography will offer the amateur photographer?
- Do you like taking pictures that capture action or tell a story?
- In what careers is a knowledge of photography helpful?

TIPS FOR ACTIVITY LEADER ►

Youth will need to plan for more than one session to complete this activity. Use a prior session to have youth decide if they want to do the activity individually or in groups. Have them help make decisions concerning cameras and film (what to use and how to obtain the supplies).

ADULT FACILITATOR NOTES ►

- This activity will have budgetary considerations. Consider obtaining donations of disposable cameras from local discount stores.
- This activity completes requirement #5 for the Torch Bearer in Art. A description of Torch Bearer projects and list of requirements are in the Camp Fire publication *Project Torch Bearer* (#D00010).

YOUTH OUTCOMES ►

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

- LA 7.4 Uses new information to adjust and extend personal knowledge base.
- V 1.1 Understands what makes different art media, techniques and processes effective or ineffective in communicating ideas.
- V 1.2 Knows how the qualities and characteristics of art media, techniques and processes can be used to enhance communication of experiences and ideas.
- V 2.3 Knows how the qualities of structures and functions of art are used to improve communication of one's idea.

**ACTIVITY NAME ► FELT STAMPS****PROJECT ► A STROKE OF ART****LEVEL ►** Eight**FOCUS ►** Skill**CODE ►** I or G DP1**TIME ►** 45 minutes**PURPOSE ►** Create a personal symbol and use it as a stamp.**MATERIALS ►** Scraps of felt, small wood blocks, scissors, white glue or hot glue guns and glue sticks, assorted color paper to print on, assorted color ink pads, rulers, chalk, newspaper to cover activity area. Optional: paper towels, shallow containers, assorted color acrylic paints.**PREPARATION ►** Cover activity area to protect surfaces.**ACTIVITY ►**

Stamping is a very simple printing technique. There are sections in craft stores that carry a large variety of rubber stamps and accessories. Stamps for printing do not have to come from a store. They can be created using imagination and a few simple materials. Felt blocks are an easy way to create a variety of stamps. Part of the fun of making felt blocks is that almost anything can be used for the "block" itself. Spools, small pieces of wood or dowels, small boxes or disposable "blocks" made from cardboard are just a few examples. The items chosen to serve as blocks will, in fact, often suggest ideas for the actual felt stamps.

Guide the youth in making felt stamps using their own designs. Have youth come up with a design as their personal symbols.

Cut shapes, symbols or a single motif from the scraps of felt. Glue to the surface of the block and let dry thoroughly. Stamps can be made in a variety of sizes.

Prepare the paint/ink pads. Printing pads can be made from several layers of paper towels. To print, press the block on the paint/ink pad. Check to make sure all of the felt shape has been saturated with paint or ink. Then press firmly and carefully on the printing paper. Lift the block carefully so as not to smudge the print.

Experiment with horizontal and vertical rows, borders, patterns, combining two or more shapes or symbols. To aid in printing rows, make lines on the printing paper with a ruler and chalk before beginning to print. Suggest that the youth make a set of stamps using a specific theme: nature, space, a lettering set (in an unusual style), etc.

Have the youth use their stamps to create writing paper, wrapping paper, etc., or use them for illustrations for a story.

THINK ABOUT IT ►

- What did you learn about stamping in this activity?
- Do you feel the symbol is a reflection of you?

TIPS FOR ACTIVITY LEADER ►

You could tie in a discussion of family symbols or symbols found throughout history (e.g. American Indian symbols, family crests, etc.). Discuss different ways symbols are used and what they represent. Foam trays (meat trays or other thin Styrofoam type material) may be substituted or used in addition to the felt.

YOUTH OUTCOMES ►

- Youth will be able to communicate their points of view effectively.

EDUCATION STANDARDS ►

- V 1.1 Understands what makes different art media, techniques and processes effective or ineffective in communicating ideas.
- V 2.3 Knows how the qualities of structures and functions of art are used to improve communication of one's idea.
- V 4.2 Understands the historical and cultural contexts of a variety of art objects.
- V 5.1 Distinguishes among multiple purposes for creating works of art.
- V 5.3 Understands how one's own artwork, as well as artwork from various eras and cultures, may elicit a variety of responses.

ACTIVITY NAME ► PICTURE PLATE

PROJECT ► A STROKE OF ART

LEVEL ► Eight

FOCUS ► Skill

CODE ► I or G DP1

TIME ► 45-60 minutes

PURPOSE ► Learn the basic techniques of printmaking.

MATERIALS ► Scraps of lightweight cardboard, poster board or any other fairly thick paper; scissors; white glue; paint for printing (acrylic or pre-mixed tempera); small paint rollers (one for each color used and a couple to use clean and dry); newsprint for sample prints and sketches; paper to print on: pencils; newspaper to cover the activity area.

PREPARATION ► Cover the activity area to protect surfaces.

ACTIVITY ►

Printmaking is a process in which an artist is able to repeatedly transfer an original image from one prepared surface to another. Paper is often the surface to which the image is transferred.

Printmaking involves a three step process.

1. Creating the printing plate – A printing plate is a surface onto which the image is placed. In creating a plate, a mirror image is created of the final print.

2. Inking the plate – The process of applying ink (or paint) to the printing plate. For a multiple color print, one plate must be made for each color.

3. Transferring the image – The paper (or other material) is pressed against the inked plate which transfers the ink to the new surface. Sometimes this is done by hand, or a printing press is used.

There are four main techniques used for print making.

1. Relief Printing – The image to be printed is raised from the background. Sections can be cut away or built up. The raised areas hold the ink.

2. Intaglio – From the Italian word meaning “to cut into.” In this process the ink is forced into lines that have been cut or etched into a metal surface. Currency is often printed using the intaglio print making style.

3. Lithography – Based on the principle that grease and water do not mix. The image is created using a special greasy crayon on a stone or metal surface. When an image is completed it is treated with chemicals and rinsed with water. When the surface is inked, the greasy area alone holds the ink.

4. Screen Printing – The newest method of print making. It uses a stencil placed on a fabric screen that is stretched across a frame. The screen is placed flat on the printing surface and the ink is forced through the fabric areas not covered by the stencil. Separate screens must be made for each color used.

Have the youth make a modified version of a printing plate and inking block (using paint) to try a relief style printing technique. They will be using a cardboard plate created by building up shapes from the plate instead of cutting away sections. They will also be using paint in place of ink and a paint roller in place of a tool called a “brayer” normally used with ink in this style of printmaking.

Guide the youth through the following process. Cut a piece of corrugated or heavy cardboard (any size) for the plate. Consider the size of the paper you will be printing to when cutting the plate.

Decide on the subject matter: animals, people, designs, landscapes, seascapes or a city skyline. Sketches can be made on a piece of newsprint the same size as the plate and used as patterns when cutting the cardboard.

Cut the larger shapes first. Glue down well on a piece of cardboard or chipboard of the desired size. Add details cut from thinner cardboard such as poster board. Several layers can be built up. The effects of texture can be created by overlapping, varying thickness and cutting. The added details will make the print more interesting.

All parts of the cardboard “block” should be carefully glued and set aside to dry completely. Prepare the inking block. Cut another square of heavy cardboard. Squeeze about two tablespoons of paint mixture on the “inking” block (the cardboard square). Run a paint roller back and forth until it is evenly coated and the paint “crackles.”

Roll the paint roller over the cardboard print block. Cover all raised parts of it. Roll the roller in different directions to make sure that the entire block is inked. A halo will be left around all parts of the design where the ink cannot reach the cardboard.

Place the cardboard block on a clean piece of newspaper. Put the printing paper, larger than the plate, on top of the inked (painted) plate. Roll a clean paint roller over the paper or rub firmly and carefully with the palm of the hand. Check the results by lifting the corners of the printing paper to see if all areas have printed. If not, continue to rub.

Variations:

- Glue string or textured materials on to the block in combination with cardboard shapes.
- Try printing with more than one color.
- Make a crayon rubbing from a cardboard print block. Use this technique to make cards, folders, invitations, stationery and wrapping paper for special occasions.
- Make the actual plate long and thin, a circle, hexagon, or any shape other than a square or rectangle.

THINK ABOUT IT ►

- How far back in time does printing date? (770)
- What other printing techniques would you like to know more about?
- What would you like to make with this kind of printing method?

TIPS FOR ACTIVITY LEADER ►

This activity could take longer than the estimated time.

YOUTH OUTCOMES ►

- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

- LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 1.5 Understands that various factors affect decisions that individuals make.
V 1.1 Understands what makes different art media, techniques and processes effective or ineffective in communicating ideas.
V 1.2 Knows how the qualities and characteristics of art media, techniques and processes can be used to enhance communication of experiences and ideas.
V 2.1 Knows some of the effects of various visual structures and functions of art.
V 5.1 Distinguishes among multiple purposes for creating works of art.

**ACTIVITY NAME ► ROOM ART****PROJECT ► A STROKE OF ART****LEVEL ►** Eight**FOCUS ►** Skill**CODE ►** I or G DP1**TIME ►** 45-60 minutes**PURPOSE ►** Use applied art to make a decorative item for the home.**MATERIALS ►** For string mobile: assorted color poster board or heavy paper, scissors, pencil, string or yarn, glue or glue gun and glue sticks. Optional: wrapping paper.

For collectibles: Small found objects, natural or man-made: driftwood, shells, small toys, nails, metal objects, etc.; small tin can (tuna or cat food can); Plaster of Paris; two wire hangers for each youth; nylon thread or fishing line; scissors; newspapers to cover the activity area.

PREPARATION ► Have youth bring "collectables" from home. Cover the activity area to protect surfaces.**ACTIVITY ►**

Before machines were invented, people made everything by hand. Clothing, dishes for food preparation and serving, as well as decorative items were all made by hand. Today artists are still making "one of a kind" items by hand. Some are made for practical use and others are made purely for decorative purposes. Art that is made to be experienced visually is called fine art. Art that is made to be functional as well as visually pleasing is called applied art. Crafts are a type of applied art. As wonderful as technology has become at mass producing art objects with precision and

speed, we still appreciate having an object that is one-of-a-kind and made by hand.

Design a one-of-a-kind item that can be used to decorate your room or another room in your house that has another purpose, too. Examples could include: macramé a plant hanger, make a candle or weave a pillow cover. Be sure to make this item from your own design.

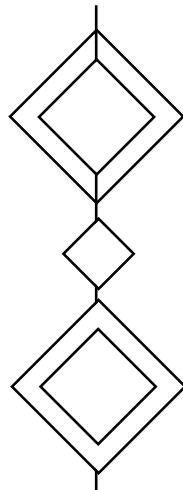
Below are two suggestions.

Make a single string mobile using your favorite design. Fold two pieces of poster board or paper of equal size in half together. Pencil half a heart, diamond (or other shape) on the paper, center on the fold. Make it as large as possible. Trim away the excess paper.

Leaving a $\frac{1}{2}$ " to $\frac{3}{4}$ " margin, cut a second "half a shape" within the first to make a shape ring. For more rings, repeat the process. Repeat the process with other squares and rectangles of poster board or paper. Remember to fold and cut two pieces of paper at a time.

Place the hearts in a straight line on a flat surface, putting the two shapes cut together next to each other. Put some smaller shapes within the larger hearts. Put some glue or paste in the center of each shape. Place the string on top of the glue, beginning with the shape at the bottom, leaving the excess string at the top for hanging. Put paste or glue over the entire surface of the second set of shapes and place on top of the first set, covering the string at the same time. Tie a loop at the top with the excess string.

Optional: Glue printed wrapping paper to solid color paper, or two patterns of wrapping paper designs on either side of heavy weight paper to create interesting color combinations that can be seen when the mobile moves and spins.



Or make an art mobile using collectibles.

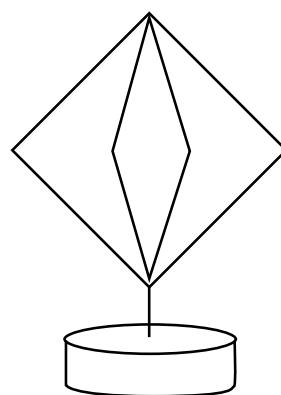
Pull two wire hangers, one at a time, to form diamond shapes. Holding the top of the hanger with one hand, pull the bottom of the hanger with the other hand to make a diamond shape.

Mix Plaster of Paris according to directions on the package. (Be careful with Plaster of Paris as it can clog sinks, etc. Be sure to stay with it as it dries fast.) Pour enough Plaster of Paris in the tin can to almost fill it. Allow to set a few minutes until it begins to harden. Then insert the "hanging" part of both hangers into the plaster. Hold until firm enough to stand alone. Let dry thoroughly.

Attach nylon thread or string to the objects to be hung. Tie at various intervals to the wire hangers.

Variations:

Any item can be substituted for the "collectibles."



THINK ABOUT IT ►

Have you ever seen art in a museum or on a television program that was created using collectable or other everyday items?

TIPS FOR ACTIVITY LEADER ►

Encourage youth to think of and make something that serves a purpose to them. Other ideas may be substituted for the two suggestions in this activity.

ADULT FACILITATOR NOTES ►

This activity completes requirement #16 for the Torch Bearer in Creative Arts. A description of Torch Bearer projects and list of requirements are in the Camp Fire publication *Project Torch Bearer* (#D00010).

YOUTH OUTCOMES ►

- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

V 1.1 Understands what makes different art media, techniques and processes effective or ineffective in communicating ideas.

V 5.1 Distinguishes among multiple purposes for creating works of art.

V 5.3 Understands how one's own artwork, as well as artworks from various eras and cultures, may elicit a variety of responses.

**ACTIVITY NAME ► REFLECTIVE DESIGN****PROJECT ► A STROKE OF ART****LEVEL ►** Eight**FOCUS ►** Skill**CODE ►** I or G DP1**TIME ►** 30 minutes**PURPOSE ►** Create beautiful designs from simple materials.**MATERIALS ►** Cardboard (any size), aluminum foil, scraps of tissue paper in assorted colors, small container for water and mixing, scissors, masking tape or clear tape, white glue, water, disposable paint brushes or paint sponges, cover.**PREPARATION ►** Cover the activity area to protect surfaces.**ACTIVITY ►**

Sometimes the most interesting and beautiful crafts or works of art are created using very simple materials and techniques. Guide the youth through the following process.

Cut a piece of cardboard into any shape, any size. Cut a piece of foil larger than the cardboard. Lay the foil on the table, shiny side down. Place the cardboard in the center of the foil. Fold the corners of the foil over and secure with tape. Then fold the side and end edges over and secure with tape. Turn over.

Cut out a variety of shapes, designs or patterns from assorted color tissue paper.

Make a mixture of glue and water in the small container, two parts glue to one part water. Paint the entire surface of the foil with the glue mixture.

Add tissue shapes, designs or patterns, painting some of the glue mixture on top of each as it is put in place. Finish by painting the entire surface of the decorated foil with a coat of the glue mixture. Let dry.

THINK ABOUT IT ►

- Do you think simple designs are more interesting and beautiful than designs that use excessive images?
- Are there any exceptions to the way you view this topic?
- Did you like the design you created?

TIPS FOR ACTIVITY LEADER ►

These make beautiful covers for notebooks. Have the youth try cutting holiday ornament shapes from thin cardboard, covering with foil and decorating with tissue.

YOUTH OUTCOMES ►

- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

B 1.5 Understands that various factors affect decisions that individuals make.

V 1.1 Understands what makes different art media, techniques and processes effective or ineffective in communicating ideas.

V 1.2 Knows how the qualities and characteristics of art media, techniques and processes can be used to enhance communication of experiences and ideas.

V 2.1 Knows some of the effects of various visual structures and functions of art.

V 5.1 Distinguishes among multiple purposes for creating works of art.

ACTIVITY NAME ► FOLLOW THE LEADER**PROJECT ► A STROKE OF ART****LEVEL ►** Eight**FOCUS ►** Leadership**CODE ►** I or G DP2

TIME ► This activity will require at least two meetings: one to DECIDE and PLAN and a second to LEAD others in the activity selected by the youth. Each meeting may require 30-45 minutes.

PURPOSE ► Develop planning and leadership skills by presenting an activity to a group.

MATERIALS ► Paper, pens or pencils. Optional: large paper and markers to record group discussion.

PREPARATION ► First Meeting: Read the *Discovery Planning Method* on page 382. Second Meeting: The youth will establish activities and needs during their planning process.

ACTIVITY ►

Tell the youth they are going to use the *Discovery Planning Method* to plan for and lead another group in one of the art activities they learned while completing the project “A Stroke of Art.”

DECIDE

Have the youth decide between the activities “Felt Stamps,” “Swinging Sand” or “Reflective Design” to teach to another group. The group may be a younger Camp Fire group, their families or a group of their peers. Have the youth determine the date, time and place to lead the activity with the other group. Remind them to consider things like size of the group and age level of the participants. Have them decide how to notify the groups leader, if applicable.

PLAN

Have the youth determine the materials that will be needed according to the size of the group. Decide how they will be obtained and who will be responsible for them. Have youth practice explaining how the activity will work to someone else prior to leading the activity and get feedback on how they did.

DO

Have the youth set up for the activity. Have them introduce the activity and tell participants what they will be doing. Thank the group for allowing them to attend their group meeting.

THINK ABOUT IT ►

- How did it feel to be in charge of leading a group? What was easy? What was difficult?
- What would you do differently if you were to lead the activity again?

**TIPS FOR ACTIVITY LEADER ►**

- Try to allow the youth to think of all the considerations they might need to lead another group. Guide them in their planning process by asking, "Have you thought of...?" or "What about...?" Allow them to make minor mistakes as long as safety concerns are being met. Avoid the temptation to do it for them. Some of the best learning comes from having to "make do" or "winging it" when a person discovers an important piece has been left out of the planning process.
- This activity may require three sessions: one to plan, a second to practice with peers and get feedback and a third to present the activity to others.

ADULT FACILITATOR NOTES ►

Offer assistance in communicating with the other group if needed. Talk to the leader of the other group to be sure he or she understands the age and experience of the youth who will be leading his or her group. Ask his or her cooperation in understanding that the activity will be a learning process for your youth as well.

YOUTH OUTCOMES ►

- Youth will be able to communicate their points of view effectively.

EDUCATION STANDARDS ►

- B 1.5 Understands that various factors affect decisions that individuals make.
B 2.7 Understands that there are similarities and differences within groups as well as among groups.

FOLLOW THE

ACTIVITY NAME ► TORCH BEARER IN CREATIVE ARTS**PROJECT ► A STROKE OF ART****LEVEL ►** Eight**FOCUS ►** Take It to the Limit**CODE ►** I or G DP0 (Youth will earn Torch Bearer emblem #B22500 instead of *Discovery Points*.)**TIME ►** The time needed to complete a Torch Bearer project will depend on the activities selected by the youth to complete the project. As a general rule, plan for three months or more.**PURPOSE ►** Further knowledge, skills and leadership abilities in the area of art.**MATERIALS ►** Check each activity selected in the Torch Bearer project to determine materials and supplies needed.**PREPARATION ►** Have youth select the activities they want to complete and then make preparations accordingly. A description of Torch Bearer Projects and a list of requirements are in the Camp Fire publication *Project Torch Bearer* (#D00010).**ACTIVITY ►**

If the youth completed any of the activities “Favorites,” “Movement and Linear Design” or “Room Art,” they are one to three steps on their way to completing a Torch Bearer in Creative Arts.

Have the youth choose the level that challenges them: beginning, intermediate or advanced. Select the appropriate activities for that level, remembering to select the EXTREME activities needed. Have them record their activity selections and their progress on the *Torch Bearer Planning Sheet* (found in *Project Torch Bearer*). If youth completed at Torch Bearer in Creative Arts previously on the beginning level, have them consider completing additional activities to

complete the project at the intermediate or advanced level.

TIPS FOR ACTIVITY LEADER ►

- Encourage and allow youth to have fun while extending their knowledge in this area.
- Encourage the youth to consider resources such as funds, human resources and other available resources in the community when planning their project.

ADULT FACILITATOR NOTES ►

- If working as a group, ensure the health and safety of the youth during planning and implementation of their project.
- This activity may require field trips and budgetary considerations.

YOUTH OUTCOMES ►

- Youth will be able to plan sequentially.
- Youth will be able to practically apply their academic learnings.
- Youth will appreciate being able to celebrate and share successes.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

B 1.5 Understands that various factors affect decisions that individuals make.

B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.

V 1.1 Understands what makes different art media, techniques and processes effective or ineffective in communicating ideas.

V 5.1 Distinguishes among multiple purposes for creating works of art.

V 5.3 Understands how one’s own artwork, as well as artworks from various eras and cultures, may elicit a variety of responses.



A STROKE OF ART FAMILY TAKE-HOME PAGE

As a result of this project, youth will develop skills and increase appreciation for art as by exploring the use of traditional and non-traditional art techniques in a variety of media.

This project supports the following Camp Fire outcomes.

In addition, the project reinforces language arts, behavioral studies and visual arts education standards. For more information about these standards, contact your youth's group leader.

Outcome	Activity											
	A Palette of Plants	Cooperative Creation	Monochromatic Colors	Swinging Sand	Movement and Linear Design	Favorites	Felt Stamps	Picture Plate	Room Art	Reflective Design	Follow the Leader	Torch Bearer in Creative Arts
Youth will be able to communicate their points of view effectively.		X		X		X	X				X	
Youth will be able to evaluate choices, weigh outcomes and make decisions.	X	X	X	X	X	X		X	X	X		
Youth will be able to plan sequentially.												X
Youth will be able to practically apply their academic learnings.												X
Youth will appreciate being able to celebrate and share successes.												X

AT HOME ►

As a family, visit an art museum and look for examples of the various art media (painting, clay, fibers, printmaking, photography) and/or techniques (oil painting, watercolor painting, sculpting, weaving). Choose a particular medium and compare works from the various artists.

Look in an attic or garage for a large item such as a chair, stool or small table that can be converted into a work of art. Participate in this activity as a family.

Find a holiday craft to make as a family.

Make creativity a part of the family's life. Start an "Art Night." Set up a time where several families get together to explore the creative process. This can be friends, co-workers or neighbors. Hold your "Art Night" on a weekly, bi-weekly or monthly basis. Have a different person or family group be responsible for bringing the art project for each meeting. They can select a topic and lead the session. Include any of the arts: visual, musical, literary or culinary. The leader for each session can send reminders (e-mail, postcards, telephone calls) to the group and bring the supplies. Collect a fee (\$3–\$5 per person if necessary) to help with supplies. Include all ages in the activity.



Camp Fire

TRAIL TO CREATIVITY

LEVEL ► Eight**PROJECT NAME ►** INNOVATION STATION**YOUTH OUTCOMES ►**

Outcome	Activity									
	Add-a-Verb	All Those Isms	An Emotional Story	Tobacco ADDiction	Write It, Sing It, Say It Another Way	Turn It Around	Advertise It	What's News?	Right on Target	Torch Bearer in Communications
Youth will have an opportunity to learn from mentoring relationships with adults.									x	
Youth are willing to engage in personal growth activities.									x	
Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.									x	
Youth will have a commitment to helping others and to volunteerism.									x	
Youth will be able to communicate their points of view effectively.	x	x	x	x	x	x	x	x	x	
Youth will be able to evaluate choices, weigh outcomes and make decisions.	x	x	x	x	x	x	x	x	x	
Youth will be able to plan sequentially.										x
Youth will be able to practically apply their academic learnings.										x
Youth will appreciate being able to celebrate and share successes.										x

ACTIVITY CHOICES ►

Activity Name
Add-a-Verb
All Those Isms
An Emotional Story
Tobacco ADdiction
Write It, Sing It, Say It Another Way
Turn It Around
Advertise It
What's News?
Right on Target
Torch Bearer in Communications

Focus

Knowledge
Knowledge
Knowledge
Knowledge
Skill
Skill
Skill
Leadership
Take It to the Limit
Take It to the Limit

**REQUIREMENTS FOR EARNING
RECOGNITION ITEMS ►**

Youth complete at least four activities from this project to earn a trail emblem (#B00115) or trail certificate (#T53000). They might choose to earn *Discovery Points* instead. Youth accumulate *Discovery Points* to earn recognition items, including *Discovery beads* (#B00133). Activities can be altered or modified to meet the needs, interests and ideas of the group.

EDUCATION STANDARDS ►

Activity Name
Add-a-Verb
All Those Isms
An Emotional Story
Tobacco Addiction
Write It, Sing It, Say It Another Way
Turn It Around
Advertise It
What's News?
Right on Target
Torch Bearer in Communications

Standards

LA 8.8, T 5.2
LA 5.6, B 2.6, B 3.3, B 3.8
LA 1.7, B 1.5, B 3.3, B 3.8
LA 4.4, LA 4.6, LA 5.6, B 2.6
LA 4.6, LA 5.6, LA 7.1, LA 7.4, MU 1.1
LA 5.6, LA 7.1, LA 7.4
LA 1.10, LA 8.8, T 5.2
LA 1.7, LA 1.8, LA 1.10, LA 1.11, LA 1.12, LA 4.4, LA 4.6, LA 5.6, LA 7.1, LA 7.4
LA 4.4, LA 4.6
LA 7.4, B 1.5, B 3.3

TIPS FOR ADULT FACILITATORS ►

- Guide the youth in the process when needed, but allow them to make any additions, substitutions or variations to the instructions if they choose. Encourage their imaginations and creative ideas.
- If you have access to other activities that meet the goal of an activity listed in the project, you may add or substitute activities if you choose.

**ACTIVITY NAME ► ADD-A-VERB****PROJECT ► INNOVATION STATION****LEVEL ►** Eight**FOCUS ►** Knowledge**CODE ►** I or G DP1**TIME ►** 45 minutes**PURPOSE ►** Review adverbs and practice using them in a fun way.**MATERIALS ►** Several small pieces of paper or index cards, four paper sacks, markers or pencils.**PREPARATION ►** Write the words VERBS, MANNER, TIME and PLACE each on the outside of separate sacks.**ACTIVITY ►**

Adverbs are words that modify verbs, adjectives or another adverb. Many adverbs are easy to recognize because they end in -ly. Example: carefully, quickly, accidentally, naturally, sincerely, slowly, adequately.

Adverbs usually answer the questions: How? When? Where?

However, not all adverbs end with -ly.

- Adverbs that tell "how" are called adverbs of manner. Examples are happily, quickly, fast, energetically.
- Adverbs that tell "when" are called adverbs of time. Examples are now, soon, before, later.
- Adverbs that tell "where" are called adverbs of place. Examples are in, out, up, down, forward.

Have the youth brainstorm a list of adverbs and write each on a separate card or piece of paper. Ask them to decide if each is an adverb of manner, time or place and sort each into one of the sacks labeled "Manner," "Time" or "Place."

Next, have the youth brainstorm a list of verbs (action words). Examples: walk, talk, run, draw, sleep, look, etc. Have them write each on a separate card or paper and place each in the sack labeled "Verbs."

Now have them play a game using the verbs and adverbs. Choose someone to be "It." "It" chooses an adverb from the "Manner" sack. He/she does not tell the group what word was selected.

Someone from the group draws a word from the "Verb" sack and reads it out loud.

"It" must now perform the action (the verb) in the manner of the adverb chosen. Example: "It" chooses the word *tenderly* and the verb selected is walk. "It" must perform the action – walk *tenderly*. Then another person from the group draws a verb from the sack and reads it out loud to "It." "It" must perform the action using the new verb and the same adverb. Example, talk *tenderly*.

The group continues to draw a new verb and "It" continues to perform the action using the adverb selected until someone in the group is able to guess the adverb. The youth who guesses correctly becomes the next "It."

Add an element of difficulty to the game. After "It" chooses an adverb and one youth from the group selects a verb, have "It" select a second adverb from the "Time" or "Place" sack. "It" should then perform the action using both adverbs. Example: Walk *tenderly* up or walk *tenderly* now.

THINK ABOUT IT ►

- Did you learn anything new about adverbs?
- Is it hard to act out the adverbs?
- What benefit do adverbs offer to the English language?

TIPS FOR ACTIVITY LEADER

Some adverbs may not work well for the game. Allow the youth to draw again if the adverb selected is difficult to perform.

YOUTH OUTCOMES

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS

LA 8.8 Uses appropriate verbal and nonverbal techniques for oral presentation.

T 5.2 Articulates the meanings constructed from one's own and others' dramatic performances.

ACTIVITY NAME ► ALL THOSE ISMS

PROJECT ► INNOVATION STATION

LEVEL ► Eight

FOCUS ► Knowledge

CODE ► I or G DP1

TIME ► 45 minutes

PURPOSE ► Learn about and use an old style of humorous writing.

MATERIALS ► Large paper, markers, paper, pens or pencils.

PREPARATION ► Write the examples of malapropisms and spoonerism on a large piece of paper to display for the youth.

ACTIVITY ►

When what someone says is pertinent and to the point, it may be said to be apropos. When it is the opposite of these things, it is malapropos. In 1775, a comedy by Richard Sheridan called *The Rivals* first presented to the world a model of linguistics forever to be known as maladroitness through the tongue-tied and muddle-headed Mrs. Malaprop. Her chronic misuse and abuse of the English language gave birth to the term **malapropism**.

Some examples of malapropism are:

- Don't pay attention to him – don't even ignore him!
- He gets up at six o'clock in the morning no matter what time it is.
- Every man loves his native land whether he was born there or not.
- You can observe a lot by watching.

William Archibald Spooner was a British clergyman who lived from 1844 to 1930. He was a very nice man, but probably a little self-conscious. Very often, when he was speaking or lecturing, he would unconsciously switch his words around. His mistakes, which caused much laughter, have made him infamous.

On one occasion, Spooner was trying to announce to his congregation that they were about to sing the hymn "From Greenland's Icy Mountains," but when it came out of his mouth it was, "From Iceland's Greasy Mountains." It is reported that Spooner once walked over to a woman in a church and said, "Madam me, padam, but this pie is occcupewed. May I sew you to another sheet?"

This kind of mistake, switching around letters and thus changing the words, is called a **spoonerism**. Here are some other examples:

- Shellout falters.
- The sporks and foons.
- As dizzy as the bay is long.
- I am grattered and flatifed.

Have the youth decide if they would like to work individually or as groups of three or four to write their own malapropisms and spoonerisms. Have them share what they write with the group, family or friends.

THINK ABOUT IT ►

- Was it easier to create new malapropisms or spoonerisms? Why?
- Are all spoonerisms humorous?
- Can you do this in every day language?

TIPS FOR ACTIVITY LEADER ►

Help the youth get started by having them think of common phrases or sayings and then convert those into malapropisms or spoonerisms.

YOUTH OUTCOMES ►

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

- LA 5.6 Reflects on what has been learned after reading and formulates ideas, opinions and personal responses to texts.
- B 2.6 Understands how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values and behaviors contribute to the development and transmission of culture.
- B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.
- B 3.8 Understands that language and tools enable human beings to learn complicated and varied things from others.

**ACTIVITY NAME ► AN EMOTIONAL STORY****PROJECT ► INNOVATION STATION****LEVEL ►** Eight**FOCUS ►** Knowledge**CODE ►** I or G DP1**TIME ►** 60-90 minutes**PURPOSE ►** Learn or review elements of a short story and practice writing such a story.**MATERIALS ►** Pens or pencils, lined paper, chart paper, markers.**PREPARATION ►** Invite an author, an English major in college or a high school English teacher to talk to youth about writing short stories.**ACTIVITY ►**

Have the youth ask the guest speaker for tips on writing short stories. Have youth select a recorder to write the tips on chart paper.

Using the tips on chart paper, have the youth create short stories where the feelings or emotion change from the beginning to the end of the story. Example: start a story with a peaceful or calm situation that changes to an angry or frantic situation. Or start with a negative situation and change it to a positive. Encourage the youth to use their imaginations to create the action that occurs to change the situation. Suggest they try using other opposing emotions: happy to sad, sad to happy, boring to exciting, or think of their own. Their story can be serious or humorous in nature. Ask the youth to share their stories with the group or their families.

Variation: Try this technique with verbal storytelling. Consider working in groups of two or three to tell the story.

THINK ABOUT IT ►

- In situations where the emotions changed from a negative to a positive, what was the action that created the change?
- Are these actions you might find useful in your daily life? Why or why not?
- Do you like writing short stories?

TIPS FOR ACTIVITY LEADER ►

Consider making the presentation like a talent show of story telling with an emcee introducing each act.

YOUTH OUTCOMES ►

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 1.7 Writes narrative accounts, such as short stories.

B 1.5 Understands that various factors affect decisions that individuals make.

B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.

B 3.8 Understands that language and tools enable human beings to learn complicated and varied things from others.

ACTIVITY NAME ► TOBACCO ADDICTION**PROJECT ► INNOVATION STATION****LEVEL ►** Eight**FOCUS ►** Knowledge**CODE ►** I or G DP1**TIME ►** 60 minutes–2 hours**PURPOSE ►** Write anti-tobacco advertisements to increase understanding of the effects of tobacco.**MATERIALS ►** Magazines with tobacco advertisements, paper, pens or pencils, scissors, construction paper, glue sticks. Optional: computer with Internet access.**PREPARATION ►** Gather magazines that contain tobacco ads. Schedule computer time. Visit the Web site for the Campaign for Tobacco-Free Kids to view the gallery of ads produced by tobacco companies at <http://tobaccofreekids.org/adgallery>.**ACTIVITY ►**

Ask the youth what they know about the effects of tobacco. What forms does tobacco come in? Ask youth to name some of the icons in tobacco advertisements (such as the Marlboro Man or Joe Camel). Ask the youth to look at an advertisement for a tobacco product. Have them change the message to reflect a statement about the effects of smoking. Ask youth to form small groups and create their own anti-tobacco advertisements.

Have youth collect tobacco advertisements from the magazines or online.

After investigating the ads, ask the youth to create their own “true ads.” Have youth clip ads they find in magazines and then rewrite them to show some of the effects of smoking or using a tobacco product. Have them paste the magazine ad to one side of a piece of construction paper and their “revised” ad to the other side. Have the youth present their ads to others in the group, their families or friends.

THINK ABOUT IT ►

- Did you learn anything new about the effects of tobacco? If yes, what?
- Do you think that young people pay attention to what is being advertised? Why?

**TIPS FOR ACTIVITY LEADER ►**

This activity may require more than one session depending on what the youth choose to do. For some excellent examples of tobacco ad spoofs, check out the following Web sites:

- www.thetruth.com – This site from the youth-based SWAT (Students Working Against Tobacco) has TV ads that lampoon the tobacco industry.
- www.tobaccofree.org – This site contains parody ads created by students.
- www.badavertising.org – This site offers “doctored-up” tobacco ads.

ADULT FACILITATOR NOTES ►

If the youth will be using the computer, pay attention to the sites they explore for appropriate content. This activity could precede or follow the activity “Tobacco Math” in the project *The Health Connection* in the Trail to Knowing Me.

YOUTH OUTCOMES ►

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 4.4 Uses a variety of sources to gather information for research topics.

LA 4.6 Organizes information and ideas from multiple sources in systematic ways.

LA 5.6 Reflects on what has been learned after reading and formulates ideas, opinions and personal responses to texts.

B 2.6 Understands how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values and behaviors contribute to the development and transmission of culture.

TOBACCO

ACTIVITY NAME ► WRITE IT, SING IT, SAY IT ANOTHER WAY**PROJECT ► INNOVATION STATION****LEVEL ►** Eight**FOCUS ►** Skill**CODE ►** I or G DP1**TIME ►** 60 minutes**PURPOSE ►** Change old ways of thinking by substituting empowering thoughts or words in place of disempowering ones.**MATERIALS ►** Paper, pens or pencils.**PREPARATION ►** Optional: Find copies of children's books with short stories and nursery rhymes.**ACTIVITY ►**

Ask the youth if they have ever heard anyone use the expression, "The glass is half empty." Then ask them if they have heard it changed to take on a more positive outlook, "The glass is half full." In this old saying, changing one word (reframing it) gives the message a totally different way of looking at a situation.

Reframing is a fun way for people to learn how to empower themselves with positive, innovative thinking. Reframing can help replace feelings of powerlessness with more positive thoughts and feelings.

Ask the youth to make a list of things they say (or others say) that can have a negative effect on the way a person feels.

Write It

Have the youth take each message on the list and reframe it. The object is not to change the message, but to make the message more hopeful. The revised message states the concern, as well as a solution or a better way to feel about it.

Examples:

Message:

Mondays are a drag, or I hate Mondays.

Reframed message:

Monday brings a new challenge.

I hate it when it rains.

The rain gives me a chance to relax and do projects indoors.

I never get anything right.

I am leaning a lot from the mistakes I have made lately.

I am exhausted.

I need time to recharge.

Sing It

Have the youth try changing lyrics to songs that have hopeless messages.

Say It Another Way

Have the youth try rewriting a short story, children's story or a nursery rhyme. Have them reframe what is thought (or said), turning a hopeless message into a more empowering message. Example: Try rewriting Humpty Dumpty.

THINK ABOUT IT ►

- What kind of difference might you expect over time if you regularly reframe negative messages?
- Do you believe that what you say has a powerful effect on your view of life?
- Do you tend to see life's situations as a half-empty or half-full glass?

**TIPS FOR ACTIVITY LEADER ►**

If the youth are having trouble thinking of phrases to reframe, offer them a few ideas to get them thinking such as: I am very angry! I will never make the team. Hurry up! You're going to be late. I can't do it.

YOUTH OUTCOMES ►

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 4.6 Organizes information and ideas from multiple sources in systematic ways.

LA 5.6 Reflects on what has been learned after reading and formulates ideas, opinions and personal responses to texts.

LA 7.1 Uses reading skills and strategies to understand and interpret a variety of informational texts.

LA 7.4 Uses new information to adjust and extend personal knowledge base.

MU 1.1 Sings, alone or with others, a varied repertoire of music.

ACTIVITY NAME ► TURN IT AROUND**PROJECT ► INNOVATION STATION****LEVEL ►** Eight**FOCUS ►** Skill**CODE ►** I or G DP1**TIME ►** 45 minutes**PURPOSE ►** Practice creative and imaginative writing.**MATERIALS ►** Current local or national newspapers, paper, pens or pencils.**PREPARATION ►** Gather enough newspapers for youth to work individually or in small groups.**ACTIVITY ►**

Ask the youth if they hear people discussing the negative things they hear on the news or read about in the newspaper. Ask them if they ever wonder what would happen if nothing bad happened for one day or one week. What would the headlines say then?

Have the youth create examples of the future headlines they would like to see in the newspaper. Or they could write a short column containing good news. Example: Traffic on all major highways moved at a steady even pace. Commuters make it home in record time.

Have the youth look through the newspapers and write down a headline about something bad that happened. Ask them to use their imaginations to rewrite the headline and the story to give it a positive outcome. For example: Headline – “Police Say Drug Use on the Rise.”

New headline – “Police Say Drug Use on the Rise in the Prevention of Heart Disease.”

“Local police had their hands full controlling the crowds at the local drug store as several new medications were made available to those suffering from heart disease. The FDA approved five new medicines available over the counter that will help patients suffering with the disease control and minimize its effects.”

Ask the youth to share the headlines they wrote with others in the group.

THINK ABOUT IT ►

- Why do you think bad news gets so much attention?
- How difficult or easy was it to write good news? Why?
- What would the impact be of having positive news in the media every day?

TIPS FOR ACTIVITY LEADER ►

Consider inviting a reporter from a local newspaper to speak to the youth.

YOUTH OUTCOMES ►

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 5.6 Reflects on what has been learned after reading and formulates ideas, opinions and personal responses to texts.

LA 7.1 Uses reading skills and strategies to understand and interpret a variety of informational texts.

LA 7.4 Uses new information to adjust and extend personal knowledge base.

ACTIVITY NAME ► ADVERTISE IT

PROJECT ► INNOVATION STATION

LEVEL ► Eight

FOCUS ► Skill

CODE ► I or G DP1

TIME ► 60 minutes or more

PURPOSE ► Learn about advertising and improve skills in communication.

MATERIALS ► Chart paper, markers, note paper, pens or pencils, play money (enough for each team to have \$20 million), stop watch or other time keeping device.

ACTIVITY ►

Advertisement for products and services is big business. Ask the youth what a product is. What is a brand name? What is a slogan? Ask youth to name some slogans.

Tell youth they will develop an advertisement and present it to the group. Divide the youth into small groups – five works best. Explain that they will be working in competing teams.

Introduce the concept: Each team is an advertising agency competing for a contract with a big manufacturing company. The company is looking for new ideas. The winning team will be the one who completes all tasks while spending the least amount of money. Each team will be given \$20 million. Points will be deducted for time wasting or failure to complete a task.

Each team has five minutes to name its agency. Have each team announce the name of its advertising agency. Write each agency name on a piece of chart paper at the front of the room. Give each team \$20. Tell them that each dollar represents one million dollars.

Each team will invent a new product. Team members will decide on a name, slogan and target audience for their products. Allow 15 minutes for this.

Give teams 15-20 minutes to come up with a 30-second advertisement for their new products. Teams must use all their team members as actors in the advertisement. The advertisement must end with the slogan, and the brand name of the product should be repeated more than once during the ad. Teams can use timers to rehearse but the performance must be done without help. Teams must determine what time of day this advertisement could be transmitted. Each team will present their advertisement to the group. Advertisements must be done in quick succession. Any advertisement lasting exactly 29, 30 or 31 seconds successfully completes the task. Any ads under or over this amount of time lose the team \$1 million for each second out.

(The activity leader makes deductions along the way.)

Announce an extra \$5 million for any team hitting 30 seconds exactly and \$5 million for the best advertisement as voted by the group.

Announce award winners (group with most money left).

THINK ABOUT IT ►

- What was it like to work with time constraints or deadlines?
- How many different methods were used to communicate messages? Was one form of communication more effective than another?
- Did you learn something about communication that will be helpful in the future? What?
- Is advertising a field you might consider in the future?

ADDITIONAL ACTIVITY ►

Design a magazine advertisement for the same product. (DP1)

TIPS FOR ACTIVITY LEADER ►

- Keep the group focused and on track during the activity, reminding them that they are on a strict deadline.
- Have a reward for the best advertisement and additional rewards for everyone.
- Serve as judge of advertisements or ask for someone to volunteer that is not connected with the group.
- This activity may require more than one session depending on the size of the group.

YOUTH OUTCOMES ►

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 1.10 Writes persuasive compositions

LA 8.8 Uses appropriate verbal and nonverbal techniques for oral presentation.

T 5.2 Articulates the meanings constructed from one's own and others' dramatic performances.

**ACTIVITY NAME ► WHAT'S NEWS?****PROJECT ► INNOVATION STATION****LEVEL ►** Eight**FOCUS ►** Leadership**CODE ►** I or G DP1***TIME ►** 60 minutes or more depending on what the youth choose to do.**PURPOSE ►** Create a newsletter or newspaper.**MATERIALS ►** Copies of local newspapers and newsletters, paper, pens or pencils. Optional: camera(s), computer with word processing program.**PREPARATION ►** Collect newspapers and newsletters prior to the activity. Arrange for computer access.**ACTIVITY ►**

Have the youth look through a newspaper. Ask them to notice of the kind of news, advertisements and other information included in the paper (such as community news, community events, local and national news). Ask youth what type of information is included in a newsletter (information about the organization or company, spotlight on specific people and events).

Have the youth develop a newspaper or newsletter. Have them decide what it will include and who will take care of which piece.

Have the youth discuss details such as:

- Will they collect articles and information from others?
- Will their publication include photos, clip art or other visuals?
- How will they collect articles and information from others?
- Who will be responsible for various tasks such as writing headlines and articles, editing, graphic design and making arrangements for the printing and distribution of the printed product?
- If they are working in groups, how will they delegate tasks for completion?

Have the youth decide if they would like to distribute their paper or newsletter to other Camp Fire groups, peers, family or friends.

THINK ABOUT IT ►

- How many methods are available to get news and other information to people?
- What are the advantages and disadvantage to each of the various methods?
- What is you favorite method for receiving news and information?

ADDITIONAL ACTIVITY ►

Create a short newscast on videotape. (DP1)

TIPS FOR ACTIVITY LEADER ►

Youth need only to make plans for a newsletter or newspaper in order to complete this activity. Youth may choose to do this activity on an ongoing basis. Use the *Discovery Planning Method* on page 382 to help youth in planning how they would like to carry out this activity.

ADULT FACILITATOR NOTES ►

- Youth may need to develop a budget for the newspaper if this activity is ongoing.
- *Additional *Discovery Points* may be awarded for this activity.
- This activity may complete requirement #15 for the Torch Bearer in Communications. A description of Torch Bearer projects and list of requirements are in the Camp Fire publication *Project Torch Bearer* (#D00010).

YOUTH OUTCOMES ►

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

- LA 1.7 Writes narrative accounts, such as short stories.
- LA 1.8 Writes compositions about autobiographical incidents.
- LA 1.10 Writes persuasive compositions.
- LA 1.11 Writes compositions that address problems/solutions.
- LA 1.12 Writes business letters and letters of request and response.
- LA 4.4 Uses a variety of sources to gather information for research topics.
- LA 4.6 Organizes information and ideas from multiple sources in systematic ways.
- LA 5.6 Reflects on what has been learned after reading and formulates ideas, opinions and personal responses to texts.
- LA 7.1 Uses reading skills and strategies to understand and interpret a variety of informational texts.
- LA 7.4 Uses new information to adjust and extend personal knowledge base.

ACTIVITY NAME ► RIGHT ON TARGET

PROJECT ► INNOVATION STATION

LEVEL ► Eight

FOCUS ► Take It to the Limit

CODE ► I or G DP5

TIME ► 5-6 hours

PURPOSE ► Understand the concept of target marketing and practice marketing basics by assisting a local nonprofit organization in developing marketing materials.

MATERIALS ► Direct mail advertisements, newsletters, brochures, paper, pens or pencils, markers, copies of *Discovery Planning Method* on page 382. Optional: chart paper, computer with Internet access.

PREPARATION ► Watch the mail for advertisements, newsletters, and brochures. Read the *Discovery Planning Method* on page 382. Schedule computer time.

ACTIVITY ►

Target marketing describes how advertisers identify a specific group of people they believe to be a good fit for their product or service and gear their advertisements for that specific “market.”

Share examples of advertisements, newsletters and brochures with youth. Discuss who the target markets might be for those materials.

Have the youth help a nonprofit organization develop marketing materials such as a flier, brochure or newsletter.

Using the *Discovery Planning Method*, have youth identify a nonprofit organization in the community that they would like to help. Have the youth contact that organization’s marketing or public relations director to offer their services. Have the organization’s staff member visit with the group about the organization’s mission and programs and share with the youth about the event or program they are promoting.

Using the ideas and directions from the organization’s staff member, have the youth develop the requested materials. The youth could develop a draft of the flier, brochure or newsletter on chart paper and then use a computer to generate the actual copy. Get feedback about the flier, brochure or newsletter from the organization.

As the youth develop the marketing materials, help them decide who the target market is:

- Who will be interested in attending this event, using this program or buying this product?
- What graphics, slogan or text will be most appealing to that audience?
- Where would be some key places to distribute the fliers, brochures or newsletters that would reach the target market?

THINK ABOUT IT ►

- Was it difficult to identify the right market for the organization?
- How did you decide who the target market was?
- What are some of the marketing messages that are geared toward people your age?

TIPS FOR ACTIVITY LEADER ►

If help is needed to find a local nonprofit organization in need of marketing help, try contacting the community's local volunteer center by calling 1 800 VOLUNTEER.

EDUCATION STANDARDS ►

LA 4.4 Uses a variety of sources to gather information for research topics.

LA 4.6 Organizes information and ideas from multiple sources in systematic ways.

YOUTH OUTCOMES ►

- Youth will have an opportunity to learn from mentoring relationships with adults.
- Youth are willing to engage in personal growth activities.
- Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.
- Youth will have a commitment to helping others and to volunteerism.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

ACTIVITY NAME ► TORCH BEARER IN COMMUNICATIONS

PROJECT ► INNOVATION STATION

LEVEL ► Eight

FOCUS ► Take It to the Limit

CODE ► I or G DP0 (Youth earn Torch Bearer emblem #B24500 instead of *Discovery Points*.)

TIME ► The time needed to complete a Torch Bearer will depend on the activities selected by the youth to complete the project. As a general rule, plan for three months or more.

PURPOSE ► Further knowledge, skills and leadership abilities in the area of communications.

MATERIALS ► Check each activity selected in the Torch Bearer project to determine materials and supplies needed.

PREPARATION ► Have youth select the activities they want to complete and then make preparations accordingly. A description of Torch Bearer Projects and a list of requirements are in the Camp Fire publication *Project Torch Bearer* (#D00010).

ACTIVITY ►

If the youth completed the activity “What’s News?” they may be on their way to completing a Torch Bearer in Communications.

Have the youth choose the level that challenges them: beginning, intermediate or advanced. Select the appropriate activities for that level remembering to select the EXTREME activities needed. Have them record their activity selections and their progress on the *Torch Bearer Planning Sheet* (found in *Project Torch Bearer*). If youth completed a Torch Bearer in Communications previously on the beginning level, have them

consider completing additional activities to complete the project at the intermediate or advanced level.

THINK ABOUT IT ►

- Encourage and allow youth to have fun while extending their knowledge in this area.
- Encourage youth to consider resources such as funds, human resources and other available resources in the community when planning their project.

TIPS FOR ACTIVITY LEADER ►

- If working as a group, ensure the health and safety of the youth during planning and implementation of their project.
- This activity may require field trips and budgetary considerations.

YOUTH OUTCOMES ►

- Youth will be able to plan sequentially.
- Youth will be able to practically apply their academic learnings.
- Youth will appreciate being able to celebrate and share successes.

EDUCATION STANDARDS ►

- LA 7.4 Uses new information to adjust and extend personal knowledge base.
 B 1.5 Understands that various factors affect decisions that individuals make.
 B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.

INNOVATION STATION FAMILY TAKE-HOME PAGE

As a result of this project, youth will explore techniques and skills in creative writing.

This project supports the following Camp Fire outcomes.

In addition, the project reinforces language arts, behavioral studies, music and theater education standards. For more information about these standards, contact your youth's group leader.

Outcome	Activity									
	Add-a-Verb	All Those Isms	An Emotional Story	Tobacco ADDiction	Write It, Sing It, Say It Another Way	Turn It Around	Advertise It	What's News?	Right on Target	Torch Bearer in Communications
Youth will have an opportunity to learn from mentoring relationships with adults.									X	
Youth are willing to engage in personal growth activities.									X	
Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.									X	
Youth will have a commitment to helping others and to volunteerism.									X	
Youth will be able to communicate their points of view effectively.	X	X	X	X	X	X	X	X	X	
Youth will be able to evaluate choices, weigh outcomes and make decisions.	X	X	X	X	X	X	X	X	X	
Youth will be able to plan sequentially.										X
Youth will be able to practically apply their academic learnings.										X
Youth will appreciate being able to celebrate and share successes.										X

AT HOME ►

Have a family story-telling night and ask each person to read a favorite short story or tell a story about a family event. If possible, include grandparents, aunts, uncles and cousins in the activity.

Find a family in another state or country to be a family pen pal. Have everyone in the family write letters and send holiday greetings to the other family.

Have a family game night. Play word games such a Scrabble or Upwords.

Choose a crossword or word search puzzle to complete together.

Start a family holiday journal or other keepsake book. Let everyone write about a holiday. Find a creative way to combine the writings into one book. Add a decorative cover and pictures.

ADDITIONAL TRAIL ACTIVITIES TRAIL TO CREATIVITY

- DP1 Put on two different types of music (rock, easy listening, classical, country, etc.). While each is playing, paint a picture of whatever the music brings to mind. Compare and contrast the two paintings.
- DP1 Explain the difference between continuous-tone, line and half-tone artwork. Describe how it can be created and stored in a computer.
- DP1 Develop an idea for a movie and create a story board to show the major story line of the movie (rough sketches and stick figure drawings).
- DP1 Find out about stamp or coin collecting. Learn how to organize and preserve a collection.
- DP1 Catalog the compact discs, tapes or records you or your family have collected.
- DP2 Make a scale drawing of the grounds around your home (or a friend's home). Show all the buildings such as the house, garage, outbuildings, barns, etc. Make a plan for the grounds. Change walkways, driveways, fences, etc. Add trees and other plants to your plan.
- DP2 Use a computer-aided drafting program to prepare a drawing of a room of your own design.
- DP2 Start a collection of your own (coins, stamps, sports cards, other.) Share your collection with your group.
- DP2 Write a poem, limerick or other rhyming verse. Share this with your group or your family.
- DP2 Perform a musical solo in public.
- DP2 Read or see a full-length play (stage, movie, television). Write a short review of the acting, the overall story, or the staging of the play.
- DP2 Visit a newspaper office and tour the various divisions: newsroom, editorial offices, business offices, printing plant. Share what you learned with your group or your family.
- DP2 Visit a radio or television station. Talk to the people who work in different areas. Find out what knowledge, skills and education they need in order to do their jobs. Share what you learned with your group or your family.
- DP3 Build a model without using a kit.
- DP3 Take part in a theatrical or musical production at your school or other location in your community. Attend all rehearsals and performances. Share your experience with your group.

DP3 Learn to play a musical instrument. Plan to give a performance on your instrument for your group or your family.

DP3 Participate for four months or more in a school, place of worship, community or other organized musical group.



Camp Fire

TRAIL TO THE ENVIRONMENT**LEVEL ►** Eight**PROJECT ► WORLDWISE****YOUTH OUTCOMES ►**

PURPOSE ► Youth will increase awareness and appreciation of the natural world, gain further understanding of wise uses and conservation of natural resources and develop a commitment to preserving them.

Outcome	Activity											
	The Green Scene	Oil and Water	Go Organic	Environmental Festival: Vision	Environmental Festival: Create	Eggstravaganza	Pass It Along	Say It Loud	Oh, Can It!	Water, Water Everywhere	Environmental Festival	Torch Bearer in Environmental Issues
Youth will have preferences for safe choices.											X	
Youth will have an opportunity to learn from mentoring relationships with adults.									X			
Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.						X			X		X	
Youth will have a commitment to helping others and to volunteerism.						X	X	X	X		X	
Youth will be able to communicate their points of view effectively.				X	X	X			X	X	X	
Youth will be able to evaluate choices, weigh outcomes and make decisions.				X	X	X			X	X	X	
Youth will have an appreciation for the environment and outdoor activities.	X	X	X	X	X	X	X	X	X	X	X	X
Youth will be able to plan sequentially.												X
Youth will be able to practically apply their academic learnings.												X
Youth will appreciate being able to celebrate and share successes.												X

ACTIVITY CHOICES ►

Activity Name	Focus
The Green Scene	Knowledge
Oil and Water	Knowledge
Go Organic	Knowledge
Environmental Festival: Vision	Knowledge
Environmental Festival: Create	Skill
Eggstravaganza	Skill
Pass It Along	Skill
Say It Loud	Leadership
Oh, Can It!	Leadership
Water, Water Everywhere	Leadership
Environmental Festival	Take It to the Limit
Torch Bearer in Environmental Issues	Take It to the Limit

EDUCATION STANDARDS ►

Activity Name	Standards
The Green Scene	LA 4.4, LA 7.4, M 6.6, S 13.6
Oil and Water	M 4.4, M 6.6, S 6.2
Go Organic	S 6.2, S 6.3, S 6.4, S 12.5
Environmental Festival: Vision	LA 4.4, LA 4.6, LA 7.4, S 1.4
Environmental Festival: Create	LA 4.4, LA 4.6, LA 7.4, S 1.4
Eggstravaganza	M 3.3, B 2.1
Pass It Along	LA 4.6, LA 7.4
Say It Loud	LA 4.4, LA 4.6, LA 4.7, S 1.4
Oh, Can It!	LA 4.4, LA 4.6, LA 7.4, B 2.1
Water, Water Everywhere	LA 4.6, LA 7.4, M 4.1, S 1.4
Environmental Festival	LA 4.4, LA 4.6, LA 7.4, S 1.4
Torch Bearer in Environmental Issues	LA 7.4, B 1.5, B 3.3

**REQUIREMENTS FOR EARNING
RECOGNITION ITEMS ►**

Youth complete at least four activities from this project to earn a trail emblem (#B00111) or trail certificate (#T54000). They might choose to earn *Discovery Points* instead. Youth accumulate *Discovery Points* to earn recognition items, including *Discovery beads* (#B00133). Activities can be altered or modified to meet the needs, interests and ideas of the group.

TIPS FOR ADULT FACILITATORS ►

- Some of these activities may deal with more than one concept. Decide which ideas you want to emphasize.
- Allow plenty of time for planning service-learning projects. Service-learning projects can be completed at the meeting location or in another location. Refer to *A Gift of Giving* (#D40700) to learn more about completing service-learning projects.
- Some of the activities may require a trip away from the meeting site. Be sure to obtain permission from parents or guardians and plan for the safety of all participants.

ACTIVITY NAME ► THE GREEN SCENE**PROJECT ► WORLDWISE****LEVEL ►** Eight**FOCUS ►** Knowledge**CODE ►** I or G DP1**TIME ►** 45-60 minutes, plus 15 minutes in a follow-up meeting**PURPOSE ►** Learn how to make cleaning solutions from natural ingredients.**MATERIALS ►** Spray bottles and other containers, supplies for cleaning materials (examples: baking soda, ammonia, vinegar, salt, lemon juice, etc.), computer with Internet access.**PREPARATION ►** Arrange for computer access. Conduct an Internet search on making environmentally friendly cleaning materials. Locate some good Web sites that give instructions for making these products. Identify commercially available products which are environmentally safe and non-toxic.**ACTIVITY ►**

Ask youth if they have heard about doing things the “green” way. It is a movement that shows people that non-toxic, water-safe ingredients in cleaning products work just as well as harmful chemicals used in many products sold on the market today. People can take an active part in preserving the Earth’s water supply by being intelligent and informed consumers and by making simple cleaning solutions to use at home.

Have the youth search the library or the Internet for books about cleaning the “green way.” Have them look for cleaning formulas to use for household cleaning, automobiles or pets. Ask each youth in the group to choose a different make-it-yourself, environment-friendly cleaning formula. Have each youth write the formula on an index card and then make enough copies for the entire group so that everyone has a set to use at home.

The group could also plan to make samples of each formula at the next meeting and have a demonstration of how they work. Or, have everyone make their formulas at home and bring in small portions (enough for the group). Each youth can take home a variety of environment-friendly cleaning products to demonstrate to family, friends and neighbors.

THINK ABOUT IT ►

- Were the products you made effective? Do you think people would use them?
- Why do consumers use hazardous cleaning products?
- If the products are as effective, do you think consumers would prefer environmental-friendly products?
- Why don’t they choose them now?

ADDITIONAL ACTIVITIES ►

- Name your new products and design a label for each. Those that are very effective might even be used to sell in a fundraising effort. (DP1)
- Research products at a variety of stores to find environmental-friendly products available commercially. Make a list of products and where they can be purchased to give to family and friends. (DP1)
- Test the “green way” cleaning products against traditional products to see which gives better results in different situations. Show the test results on a graph or chart. If the results are similar for cleaning ability, the “green way” products win because they do not cause harm. (DP1)

YOUTH OUTCOMES ►

- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS ►

LA 4.4 Uses a variety of sources to gather information for research topics.

LA 7.4 Uses new information to adjust and extend personal knowledge base.

M 6.6 Organizes and displays data using tables, graphs, frequency distributions and plots.

S 13.6 Knows ways in which science and society influence one another.

ADULT FACILITATOR NOTES ►

Check discount stores for items like spray bottles and other containers.

ACTIVITY NAME ► OIL AND WATER

PROJECT ► WORLDWISE

LEVEL ► Eight

FOCUS ► Knowledge

CODE ► I or G DP1

TIME ► 45-60 minutes

PURPOSE ► Understand the potential negative consequences of pollutants on wildlife, people and the environment.

MATERIALS ► For each small group: shallow pan for water, cooking oil, eye dropper, ruler, magnifying glasses, natural feathers, dishwashing liquid, small container, hard-boiled eggs, timer, paper, pens or pencils.

PREPARATION ► Prepare hard-boiled eggs.

ACTIVITY ►

Oil spills are one form of human-caused pollution where the impact to wildlife is easy to see. Bird's feathers can be damaged, fish suffocate from clogged gills and other animals drink water contaminated by the oil. Corporations have a responsibility to protect the environment from oil spills. But accidents can happen, and clean-up efforts are not always completely successful.

Attempts to clean oil off a bird's feathers can damage its natural ability for "waterproofing." It can also cause stress, weakening the bird's ability to fight disease and to find food. Oil spills are just one human-caused pollutant. Ask the youth if they can think of others.

Divide the youth into groups of three or four.

Ask the youth to put oil in a small container. Add three hard-boiled eggs (still in the shell). After five minutes, have them remove one egg and peel off

the shell. Ask them to examine the egg.

Instruct the youth to fill a shallow pan partially with water then add six drops of oil to the water. Have them observe the interaction of oil and water. Ask them to measure the area covered by the oil. Using the information, have them estimate the area that might be affected by an oil spill involving a tanker truck holding 5,000 gallons of oil, a ship that holds 500,000 gallons and a supertanker that holds 55 million gallons.

Graph estimates and compare average figures with the other groups.

Have youth remove a second egg from the container filled with oil. Peel off the shell and examine the egg.

Ask the youth to examine a feather using a magnifying glass. Have the youth draw what they see. Ask the youth to dip the feather in water for one minute and then examine it with the magnifying glass. Have them draw what they see and compare it to the first drawing. Now, have the youth dip the feather in oil for one minute then examine the feather. Ask them to draw what they see and compare it to the previous drawings.

Ask youth to clean the feather using a small amount of dishwashing liquid and water, then rinse and dry the feather. Have youth examine the feather, draw what they see and compare it to the other drawings.

Ask the groups to remove the last egg from the oil filled container. Peel off the shell and examine the egg.

As a large group, discuss the changes in the eggs after exposure to oil and to the feather after exposure to oil and dishwashing liquid.

THINK ABOUT IT ►

- What effect could exposure to oil have on the normal activity of birds? What about the dishwashing liquid?
- What effect could oil have on the eggs of birds or other animals that nest near the water?
- What is the impact to wildlife, humans and the environment from oil spills?
- What are other examples of negative consequences for wildlife from human-caused pollutants?
- Should people have to choose between having oil or wildlife? What are some alternatives?

YOUTH OUTCOMES ►

- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS ►

M 4.4 Solves problems involving units of measurement and converts answers to a larger or smaller unit within the same system.

M 6.6 Organizes and displays data using tables, graphs, frequency distributions and plots.

S 6.2 Knows factors that affect the number and types of organisms an ecosystem can support.

TIPS FOR ACTIVITY LEADER ►

Motor oil could be used for this activity.

**ACTIVITY NAME ► GO ORGANIC****PROJECT ► WORLDWISE****LEVEL ► Eight****FOCUS ► Knowledge****CODE ► I or G DP1****TIME ► 45-60 minutes**

PURPOSE ► Learn about pesticides that are less harmful to the environment.

MATERIALS ► Paper, pens or pencils, small shovel, soil, ants, three glass jars, rubber bands, thin plastic, wire mesh or cheese cloth, magnifying glass, tweezers, bread cubes, white vinegar, cayenne pepper, lemon juice. Optional: books and magazines about insects, computer with Internet access.

PREPARATION ► If time is limited, collect the ants prior to the meeting. Arrange for computer access.

ACTIVITY ►

In the 1950s, there was widespread use of powerful chemicals to control insects on farms and in gardens. These chemicals were used without consideration for the environment or human health. Environmentalists realized that these pesticides were harming more than insects. They found that pesticides can impact the whole environment in a negative way. They can cause damage to water supplies and other wildlife. Today more people are using pesticides that are less harmful to the environment.

Organics is a term used to describe a method that uses only natural materials to grow plants and control insects. Organic materials come from living things (plants and animals), not from artificial or chemical sources.

Have the youth experiment to test the effectiveness of three organic insect controls. Challenge them to make a hypothesis about which of the organic insect controls might work best: cayenne pepper, white vinegar or lemon juice.

Locate an anthill of ants that are not a harmful species (such as fire ants). Dig up the anthill and the soil around it. Put the soil in three glass jars. Cover the jars with mesh or cheesecloth and secure with a rubber band. Sprinkle each of three bread cubes with a different insect control: one with cayenne pepper, one with white vinegar and a third with lemon juice. Use tweezers to place one bread cube in each of the three jars. Examine the ants with a magnifying glass. Record the differences between the ants and each piece of bread (number of ants on each one).

THINK ABOUT IT ►

- What opinion do most people have about insects? Why do you think they feel this way?
- What are the advantages and disadvantages to using organic insect controls?
- Would you use organic methods in a home garden?

ADDITIONAL ACTIVITY ►

Find out how many organic farmers in your state use organic insect controls. (DP1)

TIPS FOR ACTIVITY LEADER ►

- Anthills can be found during warm dry weather in grassy areas.
- Caution the youth to avoid getting the insect controls on themselves and their clothes or in their eyes. Remind the youth to wash their hands after the experiment.
- Have the youth return the ants to their original habitat after they finish the activity.

ADULT FACILITATOR NOTES ►

Ants may be purchased from a biological supply house and some pet stores.

YOUTH OUTCOMES ►

- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS ►

- S 6.2 Knows factors that affect the number and types of organisms an ecosystem can support.
S 6.3 Knows ways in which organisms interact and depend on one another through food chains and food webs in an ecosystem.
S 6.4 Knows how energy is transferred through food webs in an ecosystem.
S 12.5 Uses appropriate tools and techniques to gather, analyze and interpret scientific data.

ACTIVITY NAME ► ENVIRONMENTAL FESTIVAL: VISION

PROJECT ► WORLDWISE

LEVEL ► Eight

FOCUS ► Knowledge

CODE ► I or G DP1

TIME ► 45 minutes

PURPOSE ► Explore ways to reuse, recycle and send a message about conservation in a fun way.

MATERIALS ► Paper, pens or pencils, markers.

ACTIVITY ►

Ask the youth if they have ever been to a carnival, festival or fair. Ask them to think about various activities they have done at one of these types of events. One way to celebrate the Earth and our environment would be to have a festival where everything was either made from reused or recycled materials and/or everything had a conservation theme.

Have the youth create a vision for an environmental festival of their own design. It can be on a small or large scale; anything from a games festival for their group to a complete fundraising event with as many activities and extras as they can think of, or anything in between.

Have the youth brainstorm all the ideas they can think of in areas such as:

- **Games and Activity Booths** that can be created from recycled materials (such as coffee can golf, knock down the soda bottles, bottle cap bingo),
- **Making or Selling Crafts** using recycled materials,
- **Entertainment** such as a puppet show with a theme about saving energy (make the puppets from old socks or any recycled materials),
- **Food** packaged in environmental-friendly or with minimal packaging,
- **Prizes** made from reused or recyclable materials,
- **Characters** in costumes, made from reused items, that have a message about conservation or environmental issues (example: a witch called the “Switch Witch” who roams around turning off lights to save energy), or
- **Parades** that are powered by humans (using no fossil fuels). Have all the parade participants walk, ride bicycles or pull wagons for floats. Have them decorate the floats using an environmental theme and award prizes.

Have the youth decide things like what the purpose of the festival will be (for fun, to inform, to raise money), when to have it, where will it be held, who will be invited, and who can help plan and prepare for it. Think of a fun, creative name for the festival or carnival (Conservation Carnival, Environment-fest). Record all the ideas on paper.

Include details about how to make games, prizes, etc. Make notes of where other ideas might be found. Write down how to obtain the reused items needed for any of the things that need to be made.

Have the youth create a drawing or diagram of how the festival might be laid out. Decide on names for the various booths. Think about the signs that might be needed and fun ways to give directions or tell about your festival attractions. Decide how the festival could be promoted to those you would like to attend.

THINK ABOUT IT ►

- How would using recycled materials for a carnival or festival help the environment?
- Would you consider carrying out the group's plans for an environmental festival?

TIPS FOR ACTIVITY LEADER ►

This activity can be done with the youth even if they do not plan to actually have a festival. See the activities "Environmental Festival: Create" and "Environmental Festival" if the youth would like to carry out their plans for an environmental festival.

ADULT FACILITATOR NOTES ►

Consider conducting this activity (especially if the youth plan to conduct an environmental festival) on or near Earth Day, April 22.

YOUTH OUTCOMES ►

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS ►

- LA 4.4 Uses a variety of sources to gather information for research topics.
LA 4.6 Organizes information and ideas from multiple sources in systematic ways.
LA 7.4 Uses new information to adjust and extend personal knowledge base.
S 1.4 Knows factors that can impact the Earth's climate.

ACTIVITY NAME ► ENVIRONMENTAL FESTIVAL: CREATE

PROJECT ► WORLDWISE

LEVEL ► Eight

FOCUS ► Skill

CODE ► I or G DP1

TIME ► Will vary according to what the youth choose to do.

PURPOSE ► Explore ways to reuse and recycle materials.

MATERIALS ► Will vary according to what the youth choose to do.

PREPARATION ► Choose to make one or all of the items youth might use for the festival they planned during the activity "Environmental Festival: Vision." Youth can make these items even if they do not plan to conduct a festival.

ACTIVITY ►

Have the youth review the ideas they had for an environmental festival in the activity "Environmental Festival: Vision" on page 265. Ask them to choose some or all of the ideas from the list and decide what they will need to make the items selected. They may add other ideas to their plan if they choose.

Encourage them to help collect the recycled items and other materials they will need to make the items. Have the youth decide if they would like to work in small groups or as a large group to create each item.

If the youth are not planning to have an environmental festival, they could use the games, prizes and other activities they create for use at their own meetings.

THINK ABOUT IT ►

- Did you learn any new ways to help the environment?

- Did you make a decision to change or improve anything about yourself or your actions as a result of this activity?

TIPS FOR ACTIVITY LEADER ►

This activity may be an ongoing project if the group chooses to hold an environmental festival and make all props and other items they will need. See "Environmental Festival" on page 277.

ADULT FACILITATOR NOTES ►

- There may be budget and schedule considerations involved with this activity.
- Consider conducting this activity (especially if the youth conduct an environmental festival) on or near Earth Day, April 22.
- If the youth spend more than one session on this activity, additional *Discovery Points* may be awarded.
- This activity may complete requirement #19 for the Torch Bearer in Environmental Issues. A description of Torch Bearer projects and list of requirements are in the Camp Fire publication *Project Torch Bearer* (#D00010).

YOUTH OUTCOMES ►

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS ►

LA 4.4 Uses a variety of sources to gather information for research topics.

LA 4.6 Organizes information and ideas from multiple sources in systematic ways.

LA 7.4 Uses new information to adjust and extend personal knowledge base.

S 1.4 Knows factors that can impact the Earth's climate.

ACTIVITY NAME ► EGGSTRAVAGANZA**PROJECT ► WORLDWISE****LEVEL ►** Eight**FOCUS ►** Skill**CODE ►** I or G DP1**TIME ►** 45 minutes**PURPOSE ►** Make confetti eggs as a way of reusing items.**MATERIALS ►** Empty egg shells, egg cartons, birdseed, glue or tape, markers, tissue paper, scissors, cover. Optional: paint, paint brushes.**PREPARATION ►** Gather egg shells. Contents can be removed from egg shells by gently tapping around the top of the egg with a table knife or spoon, enough to make a small crack in the shell. Remove just enough of the shell pieces in order to dump egg out. Rinse eggs and dry upside down in cartons or on paper towels. Cut brightly colored tissue paper into two-inch squares. Cover the activity area to protect surfaces.**ACTIVITY ►**

Cracking confetti eggs on a friend's head is an activity that can be done at a carnival, a play day or just for fun anytime. Eggs that contain paper confetti however, present a problem: The confetti must be cleaned off the play area. Birdseed can be substituted for paper confetti. It provides the same effect as paper confetti, and it, like the egg shells, is an organic material which will decompose back into the soil. Or, the birds may eat the seed. The result is a fun activity with little or no clean-up needed.

Guide the youth in making confetti eggs to use with their group. Take an empty egg shell (clean and dry). Decorate the shell using markers (or paint). Fill it halfway with birdseed. Glue or tape a piece of tissue paper into the hole in the top of the eggshell to hold in the contents. Return the eggs to their cartons.

Have a confetti eggstravaganza! Youth are divided into teams, and they set out in two (or more) different directions in order to meet up again and crack the eggs on each other.

THINK ABOUT IT ►

- Which did you like better, confetti or bird seed?
- What else could you make with egg shells?

ADDITIONAL ACTIVITY ►

Make confetti eggs to sell as a fundraiser for your group. Find out and decide where to sell the eggs. Example: a school carnival, bazaar or other event in the community. Make the necessary plans to sell the eggs. Decide on a fundraising goal and how to use the proceeds from the "eggstravaganza" to help the environment. Example: Improve the area around the meeting site by planting trees or flowers.

Decide how to collect the egg shells needed to meet your fundraising goal. Ask other people to help by saving eggs shells. Be sure to let others know how you will use the money raised. (DP2)

**TIPS FOR ACTIVITY LEADER ►**

- Consider conducting this activity (especially if the youth plan to actually conduct a fundraiser) on or near Earth Day, April 22.
- This activity can be used annually to help raise money for your group. It is well received and can create good profits. Several weeks in advance, enlist people to save egg shells. Pancake breakfasts often sponsored by churches are great places to gather lots of eggs. Consider holding a contest offering a soda and popcorn party for the most eggs collected by group members.
- If the youth choose to make eggs using paper confetti, it can be made using scrap paper and a three hole punch (commercial copy making stores might donate bags of their "holes" that have been punched if you ask ahead of time).

ADULT FACILITATOR NOTES ►

Selling confetti eggs as a fundraiser is a project youth can easily do themselves. It is a good way for them to learn goal setting and then feel good about reaching their goal. Encourage them to construct a reasonable plan, delegate responsibilities and then work together to accomplish their goal. Remind them that they are helping the environment by "reusing" materials. Also, remind them to plan for a clean up after the egg session as another way to protect the environment.

YOUTH OUTCOMES ►

- Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.
- Youth will have a commitment to helping others and to volunteerism.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS ►

M 3.3 Selects and uses appropriate computational methods for a given situation.

B 2.1 Understands that affiliation with a group can increase the power of members through pooled resources and concerted action.

ACTIVITY NAME ► PASS IT ALONG**PROJECT ► WORLDWISE****LEVEL ►** Eight**FOCUS ►** Skill**CODE ►** G DP1**TIME ►** 40 minutes, additional time may be needed depending on what the youth choose to do.**PURPOSE ►** Help the environment by finding ways to reuse items from home.**MATERIALS ►** Paper, pens or pencils, copies of *Discovery Planning Method* on page 382.**PREPARATION ►** Discuss bringing items from home at a meeting prior to this activity. Make copies of *Discovery Planning Method* on page 382, one for each youth.**ACTIVITY ►**

The United States has become a “throw away” society. When things break or are no longer wanted or needed, people throw them away. Items thrown in the trash go into landfills, and these landfills are filling up at a very rapid rate.

This “throw away” behavior is difficult to change, and any changes being made are slow in coming. However, there are those who have been working to find new and better ways for us to handle and control the amount of household and industrial waste that goes into the landfills. Many of the things that end up in a landfill do not have to be there.

One way of managing what goes into the landfills is a program known as the 3R's: Reduce, Reuse and Recycle. Many people know about and use the concepts of reducing and recycling. But, what can be done in the area of REUSING?

Ask the youth to look at home to find two or more personal belongings that they no longer need, use or want and to bring those items to the meeting. Tell them to bring things that they might have otherwise thrown away.

Have the youth sort the items into categories such as toys, games, clothing and other. Ask the youth to make a list of all the items. Have the group think of ways that **EVERYTHING** on the list can be used again.

Ideas for reusing the items could include: make repairs and donate items to a nonprofit organization, have a bargain sale and use the money to repair other items or donate the money to a special cause or charity, give the items to a family in need.

THINK ABOUT IT ►

- Have we always been a “throw away society”? What factors have contributed to this problem?
- Soda bottles were once made of glass and were returnable. Do you think people today would return bottles if given the opportunity? If not, why?
- What would you be willing to do to help limit the amount of garbage that goes into the landfills?

**ADDITIONAL ACTIVITY ►**

Carry out the ideas you will generate. Decide how to carry out the ideas for reusing the items. Decide if you will work as a group on one idea from the list or divide into smaller groups and do more than one of the ideas. (DP2)

TIPS FOR ACTIVITY LEADER ►

- Let the youth decide on the number of items each person in the group should bring for this activity.
- Have the youth use the *Discovery Planning Method* if they decide to conduct a bargain sale.
- This activity may require additional meeting time depending on what the youth choose to do.

ADULT FACILITATOR NOTES ►

- If the youth choose to carry out their ideas such as conducting a fundraising event, additional *Discovery Points* can be awarded for planning and executing the sale.
- This activity may require the youth to leave the meeting site. Make any arrangements needed for permission and transportation.

YOUTH OUTCOMES ►

- Youth will have a commitment to helping others and to volunteerism.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS ►

LA 4.6 Organizes information and ideas from multiple sources in systematic ways.

LA 7.4 Uses new information to adjust and extend personal knowledge base.

ACTIVITY NAME ► SAY IT LOUD**PROJECT ► WORLDWISE****LEVEL ►** Eight**FOCUS ►** Leadership**CODE ►** I or G DP1**TIME ►** 45–60 minutes

PURPOSE ► Share concerns about protecting the environment and do something to educate others on ways to help.

MATERIALS ► Paper, pens or pencils, poster board, markers, scissors, glue sticks, reference materials about environmental issues, computer with Internet access.

PREPARATION ► Have the group choose topics in advance in order to locate resource material about each topic to bring to the meeting. Arrange for use of a computer with Internet access.

ACTIVITY ►

Divide the youth into teams. Have each team choose an environmental topic such as pollution, water conservation, etc. Have the youth research the topics to better understand the problems and possible solutions.

Have each team choose three main ideas describing the problem and possible solutions for each. Ask the teams to create posters that raise awareness of the problem or show a solution to the problem. For example: if the topic is water conservation, one solution would be to turn off water while brushing teeth. If air pollution is the topic, one solution would be to share a ride.

Have each team make a presentation to the other teams.

Have the youth make arrangements to display their posters somewhere in the community.

THINK ABOUT IT ►

- Do you feel that small efforts can make a difference in protecting the Earth's natural resources? Why or why not?
- How will the information you learned change your habits?

TIPS FOR ACTIVITY LEADER ►

- Invite a speaker who is knowledgeable on the topics chosen by the group. Have youth share the information they learned from the speaker in a presentation to another group.
- Parks, wildlife organizations and utility companies often have helpful information on topics concerning the environment.

ADULT FACILITATOR NOTES ►

This activity may require youth to leave the meeting site. Make arrangements for permission and transportation.

YOUTH OUTCOMES ►

- Youth will have a commitment to helping others and to volunteerism.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS ►

LA 4.4 Uses a variety of sources to gather information for research topics.

LA 4.6 Organizes information and ideas from multiple sources in systematic ways.

LA 7.4 Uses new information to adjust and extend personal knowledge base.

S 1.4 Knows factors that can impact the Earth's climate.

ACTIVITY NAME ► OH, CAN IT!

PROJECT ► WORLDWISE

LEVEL ► Eight

FOCUS ► Leadership

CODE ► I or G DP2

TIME ► 45-60 minutes for initial meeting, with additional time needed for collection, storage and delivery of aluminum cans (or other recycled materials).

PURPOSE ► Plan a campaign to gather aluminum cans to raise money for a worthy cause.

MATERIALS ► Paper, pens or pencils, large boxes or other containers to use for collecting cans, can-crusher, markers, poster board.

PREPARATION ► Investigate service organizations that collect aluminum cans. Find out how they use the money raised.

ACTIVITY ►

Aluminum is a unique, durable element with many every day uses. The recycling of aluminum containers is an increasingly important energy-conservation measure.

In 1989, recycled aluminum accounted for more than 20 percent of total aluminum consumption in the United States. The variety of uses for aluminum include:

- containers and packaging (easy-to-open bottles and cans),
- building and construction (siding, storm windows, insulators),
- transportation (construction of aircraft, railroad cars and automobiles, pistons of internal-combustion engines),
- electric equipment (conductors),
- consumer durables (cooking utensils).

Share the information found about service organizations that recycle aluminum cans to raise funds for specific projects with the youth. Ask them to think about which organizations they would like to help. Ask youth to imagine how much money could their entire school (or others in their community) could earn. At the same time, they would be helping the recycling effort and the environment.

Have the youth decide which organization they would like to assist. Have them make plans to conduct a recycling drive. Have them consider the following in their planning:

- How long will the drive last?
- How will they let others know about the event?
- Do they want to name the drive?
- How will they arrange for the collection of cans?
- Does the collection point need to be staffed? If so, do they need a sign-up system for the group so each person will know when to work?
- Should the collection point be open all day? If so, how will that be managed? (Alternate possibilities might include before and after school.)
- Do they want to include a contest for the drive? (Example: If conducting the drive at school, the individual/group with the most cans get a party.)

If the organization does not take the cans to a recycling center, the group will have to exchange the aluminum for money. If this step is needed, ask the youth to discuss when, how and when they will take the cans for exchange.

Have the youth make posters to advertise the recycling drive or campaign. They could also decorate collection boxes.

Have the youth talk to their school principals or other adults in leadership positions about announcing the drive. Ask permission to hang posters about the drive.

THINK ABOUT IT ►

- Did you find that people are interested in recycling cans?
- Was the drive a success?
- What would you do to improve the process if you were to conduct a similar recycling drive?

ADDITIONAL ACTIVITY ►

Make a list of places in the community that recycle and the items they accept. The list might include recycling centers, grocery stores or discount stores. Prepare a brochure or a list that includes these places, locations and items. Distribute the information to individuals or groups. (DP1)

ADULT FACILITATOR NOTES ►

- This activity is a leadership activity. Encourage the youth to be involved in all aspects of planning and executing the collection drive.
- The youth could choose to help an organization that recycles other items (newspapers, plastic, glass) in place of aluminum.
- Remind the youth that recycling is a fairly simple activity that can do good things in their community.

TIPS FOR ACTIVITY LEADER ►

- There may be budget and schedule considerations involved with this activity.
- If the youth will be leaving the meeting site, arrange for permission and transportation.
- This activity completes requirement #2 for the Torch Bearer in Environmental Issues. A description of Torch Bearer projects and list of requirements are in the Camp Fire publication *Project Torch Bearer* (#D00010).
- Some hospitals that offer chemotherapy and kidney treatments collect pull tabs from beverage or other containers. Pull-tabs are very simple and don't need much storage space. Check in your community to see if such a program exists.

YOUTH OUTCOMES ►

- Youth will have an opportunity to learn from mentoring relationships with adults.
- Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.
- Youth will have a commitment to helping others and to volunteerism.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS ►

LA 4.4 Uses a variety of sources to gather information for research topics.

LA 4.6 Organizes information and ideas from multiple sources in systematic ways.

LA 7.4 Uses new information to adjust and extend personal knowledge base.

B 2.1 Understands that affiliation with a group can increase the power of members through pooled resources and concerted action.

ACTIVITY NAME ► WATER, WATER EVERYWHERE**PROJECT ► WORLDWISE****LEVEL ► Eight****FOCUS ► Leadership****CODE ► I or G DP2**

TIME ► Two 45-60 minute sessions. Time for collecting water samples will vary according to locations.

PURPOSE ► Learn more about contaminants to water and educate others on how to conserve and protect the quality of drinking water.

MATERIALS ► Small vials or jars to collect water samples, labels, markers, paper, pens or pencils, crayons, poster board pieces, card stock or construction paper for book covers, access to a library or other research sources including computer with Internet access.

PREPARATION ► Locate a local water testing facility. Call and make arrangements to have water samples tested. Gather resource books and arrange for use of computer with Internet access. Write, "Ways to Protect Our Drinking Water" on a large sheet of paper.

ACTIVITY ►

Every year there are more and more people living on the Earth, yet the amount of water available for use remains the same. It comes from the same reserves in the ground and the same rivers and streams. All living things need water for survival. Think of all the ways people have used the oceans and waterways for food, transportation, trash disposal, energy and recreation. Because the oceans appear to be so vast and water supplies seem to be abundant, people have not been careful. There needs to be a change in the way

people think about water and more attempts to repair the damage that has been done. No matter where a person lives, his/her actions influence what happens to the streams, lakes, rivers and oceans. All people need to help protect something as important as water quality.

Post the paper with the heading, "Ways to Protect Our Drinking Water." Tell the group their objective is to find things that could contaminate the water supply and things that can be done to protect it.

Have the youth work individually or in groups of three or four. Give each a number to label the containers they will use to collect water samples. Distribute three containers (for collecting water samples) to each individual/group.

If the youth are working in groups, have them assign individual jobs within the group. For example: two youth could be the collectors, one could do the Internet research, one can take notes in partnership with the researcher, etc.

Ask them to collect water from three sources: one can be from the tap at home, one could be from a nearby lake, ocean, river, creek or ditch and one (if possible) could be ground water from a manufacturing facility.

Decide who will take the samples for testing. Ask individuals/groups to return samples as soon as possible to whoever will be taking the samples for testing. Remind them to write down the location where the sample was collected and their group number.

Give the groups the remainder of the activity period to gather information about water from the Internet or resource books.

After the water samples are tested, give each group the results from their samples and have them discuss the findings.

Using the information gathered from the water samples and the research, ask the youth to design a booklet, poster or fliers that could be distributed in the community about the importance of conserving and protecting water supplies. Or, they might choose to present the information to another group. Tell the groups that their finished products need to include at least three facts about how humans contaminate water and some ways to conserve and protect its quality.

THINK ABOUT IT ►

- Were there any surprises found in the water samples?
- Did the water samples have more or less contaminants than you expected?
- Did your home water sample have large amounts of chlorine? Why?
- Did you learn new ways to conserve or protect the water supply?

TIPS FOR ACTIVITY LEADER ►

- Check to see if water testing kits are available in your community. Allow the youth to conduct a test of their water samples.
- If collecting water samples is not a possibility for the group, choose a research topic, such as water or waste management, oceans and streams or wildlife.
- Have youth visit Web sites that contain conservation and related information such as:
The Sierra Club – This group has focused on nature and the outdoors for more than 100 years. Learn about current campaigns to protect the environment at www.sierraclub.org.

Audubon Online – The National Audubon Society is a conservation organization created to protect birds and their habitats. Learn more about their many programs, check out the electronic field trips they offer and find out more about the issues they support, including the Living Oceans campaign, at www.audubon.org.

The Rainforest Alliance – This group works to protect the plants and wildlife of the world's rain forests. Discover a way to help at www.rainforest-alliance.org.

The National Wildlife Federation – This largely member-supported conservation group is dedicated to uniting individuals and organizations to protect nature and wildlife. Check out the contents of this site, which include classroom resources and activities, environmental activism information and games and riddles for kids, at www.nwf.org.

ADULT FACILITATOR NOTES ►

This activity may require youth to leave the meeting site. Make any arrangements needed for permission and transportation.

YOUTH OUTCOMES ►

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS ►

- LA 4.6 Organizes information and ideas from multiple sources in systematic ways.
LA 7.4 Uses new information to adjust and extend personal knowledge base.
M 4.1 Understands the basic concept of rate as a measure.
S 1.4 Knows factors that can impact the Earth's climate.

**ACTIVITY NAME ► ENVIRONMENTAL FESTIVAL****PROJECT ► WORLDWISE****LEVEL ►** Eight**FOCUS ►** Take It to the Limit**CODE ►** I or G DP5**TIME ►** Will vary according to what the youth choose to do.**PURPOSE ►** Execute an event that sends a message about conservation.**MATERIALS ►** Paper, pens or pencils, large paper, markers, copies of the *Discovery Planning Method* on page 382. Others will vary according to what the youth choose to do.**PREPARATION ►** Review the ideas generated during the "Environmental Festival: Vision" activity on page 265. Copy *Discovery Planning Method* on page 382.**ACTIVITY ►**

Have the youth decide if they would like to host an environmental festival for their group or for others in the community. They can use the ideas generated during the "Environmental Festival: Vision" activity on page 265 and the items created in the "Environmental Festival: Create" activity on page 267.

Have youth use the *Discovery Planning Method* to make all arrangements necessary to prepare for and conduct an Environmental Festival. Have them discuss where and when to have it, who will attend and who will help. Have them consider asking for assistance from others in the community to help with preparation for the festival.

Have the youth decide if their festival will be an event to make others aware of the environment or a fundraising event. Have them decide how they will use the money raised. Have the youth consider how they will advertise their festival if others are invited to attend.

Ask the youth to review plans for their festival to examine the safety aspects of the event. Have them consider and plan for things such food safety, game and activity safety, general facility safety, first aid, etc. Ask them to decide and write down what they should do in the event of fire, severe weather and other emergency situations.

THINK ABOUT IT ►

- Was your event a success? Why or why not?
- Do you think this is an effective way to get others to think about caring for the environment?
- How will the funds you raised make a difference for the environment?

TIPS FOR ACTIVITY LEADER

Time needed for this activity will depend on what the youth choose to do.

ADULT FACILITATOR NOTES

- There may be budget and schedule considerations involved with this activity.
- Allow the youth to do as much of the planning and preparation for their festival as possible.
- This activity completes requirement #19 for the Torch Bearer in Environmental Issues. A description of Torch Bearer projects and list of requirements are in the Camp Fire publication *Project Torch Bearer* (#D00010).

YOUTH OUTCOMES

- Youth will have preferences for safe choices.
- Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.
- Youth will have a commitment to helping others and to volunteerism.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS

LA 4.4 Uses a variety of sources to gather information for research topics.

LA 4.6 Organizes information and ideas from multiple sources in systematic ways.

LA 7.4 Uses new information to adjust and extend personal knowledge base.

S 1.4 Knows factors that can impact the Earth's climate.

**ACTIVITY NAME ► TORCH BEARER IN ENVIRONMENTAL ISSUES****PROJECT ► WORLDWISE****LEVEL ► Eight****FOCUS ► Take It to the Limit**

CODE ► I or G DP0 (Youth earn Torch Bearer emblem #B22300 instead of *Discovery* points.)

TIME ► The time needed to complete a Torch Bearer will depend on the activities selected by the youth to complete the project. As a general rule, plan for three months or more.

PURPOSE ► Further knowledge, skills and leadership abilities in the area of environmental issues.

MATERIALS ►

Check each activity selected in the Torch Bearer to determine materials and supplies needed.

PREPARATION ► Have the youth select the activities they want to complete and then make preparations accordingly. A list of Torch Bearer projects and a list of requirements are in the Camp Fire publication *Project Torch Bearer* (#D00010).

ACTIVITY ►

If the youth completed one of the activities "Oh, Can It!" or "Environmental Festival," they are one or more steps on their way to completing a Torch Bearer in Environmental Issues.

Have the youth choose the level that challenges them: beginning, intermediate or advanced. Select the appropriate activities for that level remembering to select the EXTREME activities needed. Have them record their activity selections and their progress on the *Torch Bearer Planning Sheet* (found in *Project Torch Bearer*). If youth completed a Torch Bearer in Environmental Issues previously on the beginning level, have them consider completing additional activities to complete the project at the intermediate or advanced level.

TIPS FOR ACTIVITY LEADER ►

- Encourage and allow youth to have fun while extending their knowledge in this area.
- Encourage youth to consider resources such as funds, human resources and other available resources in the community when planning their project.

ADULT FACILITATOR NOTES ►

- If working as a group, ensure the health and safety of the youth during planning and implementation of their project.
- This activity may require field trips and budgetary considerations.

YOUTH OUTCOMES ►

- Youth will have an appreciation for the environment and outdoor activities.
- Youth will be able to plan sequentially.
- Youth will be able to practically apply their academic learnings.
- Youth will appreciate being able to celebrate and share successes.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

B 1.5 Understands that various factors affect decisions that individuals make.

B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.

WORLDWISE FAMILY TAKE-HOME PAGE

As a result of this project, youth will increase awareness and appreciation of the natural world, gain further understanding of wise uses and conservation of natural resources and develop a

commitment to preserving them.

This project supports the following Camp Fire outcomes.

In addition, the project reinforces language arts, behavioral studies, math and science education standards. For more information about these standards, contact your youth's group leader.

Outcome	Activity											
	The Green Scene	Oil and Water	Go Organic	Environmental Festival: Vision	Environmental Festival: Create	Eggstravaganza	Pass It Along	Say It Loud	Oh, Can It!	Water, Water Everywhere	Environmental Festival	Torch Bearer in Environmental Issues
Youth will have preferences for safe choices.											x	
Youth will have an opportunity to learn from mentoring relationships with adults.									x			
Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.						x			x		x	
Youth will have a commitment to helping others and to volunteerism.						x	x	x	x		x	
Youth will be able to communicate their points of view effectively.			x	x	x				x	x	x	
Youth will be able to evaluate choices, weigh outcomes and make decisions.			x	x	x				x	x	x	
Youth will have an appreciation for the environment and outdoor activities.	x	x	x	x	x	x	x	x	x	x	x	x
Youth will be able to plan sequentially.												x
Youth will be able to practically apply their academic learnings.												x
Youth will appreciate being able to celebrate and share successes.												x

AT HOME ►

Start a family recycling project. Find out what items are picked up or have a drop-off location for recycling. Make a plan the entire family can help carry out.

Have an evening “Swap Shop” for family and friends. Ask each person to bring personal items that they no longer want or need (things they might otherwise throw away). Have participants swap their items with others attending. Consider having an auction for the items using play money or other tokens. Provide refreshments that are served in an environmentally friendly fashion (do not use disposables such as paper plates, cups or napkins).



TRAIL TO THE ENVIRONMENT

LEVEL ► Eight

PROJECT ► GOING WILD

YOUTH OUTCOMES ►

Outcome	Activity										
	WILDLIFE IN JEOPARDY	WILD RAP	Is it Native?	The Essentials	Craft Your Own Game	Custom Homes	To Be or Not To Be	Game Host	A Commercial Endeavor	Lend a Humane Hand	Point By Point
Youth will be able to plan sequentially.											X
Youth will have an opportunity to learn from mentoring relationships with adults.								X	X		
Youth will be able to practically apply their academic learnings.											X
Youth will appreciate being able to celebrate and share successes.											X
Youth will be culturally tolerant and will value representation from diverse populations.		X									
Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.								X			
Youth will have a commitment to helping others and to volunteerism.									X	X	
Youth will be able to communicate their points of view effectively.	X	X	X	X	X	X	X	X			X
Youth will be able to evaluate choices, weigh outcomes and make decisions.	X		X		X	X	X		X	X	X
Youth will have an appreciation for the environment and outdoor activities.	X		X	X	X	X	X	X			X

ACTIVITY CHOICES ►

Activity Name	Focus
Wildlife in Jeopardy	Knowledge
Wild Rap	Knowledge
Is It Native?	Knowledge
The Essentials	Knowledge
Craft Your Own Game	Skill
Custom Homes	Skill
To Be or Not to Be	Leadership
Game Host	Leadership
A Commercial Endeavor	Leadership
Lend a Humane Hand	Leadership
Point by Point	Take It to the Limit

EDUCATION STANDARDS ►

Activity Name	Standards
Wildlife in Jeopardy	LA 4.6, M 4.1, S 1.4
Wild Rap	S 7.5, S 12.2, MU 1.1, MU 1.3, MU 6.3
Is It Native?	LA 4.4, LA 7.4, S 6.2, S 7.5
The Essentials	LA 4.6, S 6.2, V 2.2
Craft Your Own Game	LA 4.4, LA 4.6, S 7.5, S 12.2
Custom Homes	S 6.2, S 6.3, S 7.5, B 3.3
To Be or Not to Be	LA 1.11, LA 7.4, LA 8.7, LA 8.11, LA 8.12
Game Host	LA 4.4, LA 4.6, S 7.5, S 12.2
A Commercial Endeavor	LA 7.4, B 1.5, B 2.1, B 2.7
Lend a Humane Hand	LA 4.6, LA 7.1, LA 7.4, M 2.5, M 3.3, M 4.1, M 4.4
Point by Point	LA 1.12, LA 4.6, M 1.2, B 1.5, B 4.3, V 2.2

**REQUIREMENTS FOR EARNING
RECOGNITION ITEMS ►**

Youth complete at least four activities from this project to earn a trail emblem (#B00111) or trail certificate (#T54000). They might choose to earn *Discovery Points* instead. Youth accumulate *Discovery Points* to earn recognition items, including *Discovery beads* (#B00133). Activities can be altered or modified to meet the needs, interests and ideas of the group.

TIPS FOR ADULT FACILITATOR ►

- These activities will require supplies and equipment.
- You may want to seek donations. Involve other community leaders and organizations.
- Review planning skills with youth.

ACTIVITY NAME ► WILDLIFE IN JEOPARDY**PROJECT ► GOING WILD****LEVEL ►** Eight**FOCUS ►** Knowledge**CODE ►** G DP1**TIME ►** 30-45 minutes**PURPOSE ►** Increase knowledge and appreciation of animals, their habitats, their interdependence and the influence environment plays in their survival.**MATERIALS ►** *Wildlife in Jeopardy* game grids on page 287, 20 marker disks for each player (marker disks can be coins, beans, poker chips or pieces of cardboard), one copy of the *Wildlife in Jeopardy* Answers on page 289.**PREPARATION ►** Make copies of the *Wildlife in Jeopardy* game grids (without answers) on page 287, one for each contestant and one *Wildlife in Jeopardy* Answers on page 289 for the activity leader. Gather marker disks. Each contestant needs one game set consisting of a game grid and 20 markers.**ACTIVITY ►**

The activity leader has the game grid with questions and answers. The activity leader chooses a number between one and 25. The contestant who chooses the number closest to that number begins the game.

The game begins with the first contestant choosing a category and point value on the grid. Players must choose in order of lowest point value first. After a category is chosen, the activity leader reads the answer to the entire group. In order to win the point, the contestant who knows the correct response raises his or her hand and says "beep." When the activity leader acknowledges a contestant, he or she responds in the form of a question. Example: answer on the grid might say, "This major mineral is found in soy sauce, pickled foods, canned foods and many processed foods." Contestant correctly responds by saying: "What is sodium?"

When a contestant answers correctly, he or she covers a square on his or her grid with a marker disk representing his or her winning of the point. The contestant continues the game by choosing the next point value or a new category. Any contestant can raise a hand saying, "beep" and answer after being acknowledged by the activity leader. If the response is incorrect on the second try, the activity leader reads the correct response to the group, and the turn is then passed to the next contestant on the right. The game is over when the time is up or the grid is completed. Contestant with the most points wins the game.

Variation: Prepare the game to be played more like the television game show. Prepare the game grid on a poster board or large paper. Cover each square with a small piece of paper (use tape or self sticking notes). Leave the categories and the point column uncovered. The activity leader will uncover each square as contestants select a category and a point value.

Divide the group into two teams and have each team number off one, two, etc. Have a coin toss to see which team selects the first category and point value. Contestant number one on the winning team makes a selection from the game grid. The activity leader reads the statement from the grid. Contestant number one from each team has the opportunity to answer. The first one to raise a hand or say "beep" has the opportunity to respond first.

If he or she responds correctly, his or her team gets the points for that square. If he or she answers incorrectly, contestant number one from the opposing team has the opportunity to respond. Contestant number two from the team that responded correctly gets to select the next square on the game grid. The game continues this way until all the squares have been uncovered. The team with the most points wins the game.

THINK ABOUT IT ►

- What could you do to learn more about wildlife and their habitats?
- What are some things you could do to protect animals and assure their survival?
- Why is it important to assure the survival of wildlife?

TIPS FOR ACTIVITY LEADER ►

- If you are leading the game, pay attention to who raises a hand first to answer questions. It is important to make contestants feel they are being treated fairly.
- If you think the questions may be too difficult (some youth may not have had much exposure to these topics), consider creating a “word bank” to display while playing. The “word bank” would list all the correct answers along with a few decoy answers. This may make the game more enjoyable to all.

ADULT FACILITATOR NOTES ►

- Make sure the game is copied ahead of time and things are ready to go.
- Establish the activity leader as the final word and referee on all decisions (tie break, time allowed for questions, etc.).

YOUTH OUTCOMES ►

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS ►

LA 4.6 Organizes information and ideas from multiple sources in systematic ways.
M 4.1 Understands the basic concept of rate as a measure.
S 1.4 Knows factors that can impact the Earth's climate.
S 6.3 Knows ways in which organisms interact and depend on one another through food chains and food webs in an ecosystem.



WILDLIFE IN JEOPARDY

Points	Terms	Land, Air and Sea	Conservation	Trivia
10	This system is formed by the interaction between organisms and their environments.	This is the only mammal that can fly.	When toxic chemicals enter a food web or ecosystem resulting in the endangerment or extinction of plants or animals.	The ability to live on both land and water.
20	The native environment of an animal or plant.	Extensive hunting of this ocean mammal has left many species in danger of extinction.	This endangered ecosystem is home to many fish and water fowl.	A type of animal that carries its young in a pouch.
10	The transfer of food energy from the source in plants through a series of animals with repeated eating and being eaten.	Once near extinction, this bird, protected by treaty, is now being removed from the threatened species list.	This ecosystem is threatened by the clearing of trees for agriculture.	Animals that are active at night.
40	These are the four components of an animal's habitat.	A member of the ape family, these endangered animals are hunted for their skulls.	The plant and animal species in danger of extinction.	The end of existence of an organism due to its inability to adapt to changes in the environment.
50	The number of organisms of a given species that can survive in a given ecosystem without causing deterioration.	Found in the mountains of China, this bamboo eating mammal is endangered from reduction of habitat.	The protection of living environments and their natural inhabitants by preventing human interference.	Plants, animals, fungi and microorganisms that occur naturally in a given area. A native species.

WILDLIFE IN JEOPARDY

Blank Grid

POINTS	Categories			



WILDLIFE IN JEOPARDY ANSWERS

Points	Terms	Land, Air and Sea	Conservation	Trivia
10	This system is formed by the interaction between organisms and their environments. Answer: What is an "ecosystem"?	This is the only mammal that can fly. Answer: What is a "bat"?	When toxic chemicals enter a food web or ecosystem resulting in the endangerment or extinction of plants or animals. Answer: What is "pollution"?	The ability to live on both land and water. Answer: What is "amphibious"?
20	The native environment of an animal or plant. Answer: What is "habitat"?	Extensive hunting of this ocean mammal has left many species in danger of extinction. Answer: What is "whale"?	This endangered ecosystem is home to many fish and water fowl. Answer: What is "wetland"?	A type of animal that carries its young in a pouch. Answer: What is "marsupial"?
30	The transfer of food energy from the source in plants through a series of animals with repeated eating and being eaten. Answer: What is a "food chain"?	Once near extinction, this bird, protected by treaty, is now being removed from the threatened species list. Answer: What is the "bald eagle"?	This ecosystem is threatened by the clearing of trees for agriculture. Answer: What is a "rain forest"?	Animals that are active at night. Answer: What is a "nocturnal"?
40	These are the four components of an animal's habitat. Answer: What are "food, water, shelter and space"?	A member of the ape family, these endangered animals are hunted for their skulls. Answer: What is a "gorilla"?	The plant and animal species in danger of extinction. Answer: What are "endangered species"?	The end of existence of an organism due to its inability to adapt to changes in the environment. Answer: What is "extinction"?
50	The number of organisms of a given species that can survive in a given ecosystem without causing deterioration. Answer: What is "carrying capacity"?	Found in the mountains of China, this bamboo eating mammal is endangered from reduction of habitat. Answer: What is a "Giant Panda"?	The protection of living environments and their natural inhabitants by preventing human interference. Answer: What is "preservation"?	Plants, animals, fungi and microorganisms that occur naturally in a given area. A native species. Answer: What is "indigenous"?

ACTIVITY NAME ► WILD RAP

PROJECT ► GOING WILD

LEVEL ► Eight

FOCUS ► Knowledge

CODE ► I or G DP1

TIME ► 60 minutes

PURPOSE ► Learn about endangered animals and what can be done to protect them.

MATERIALS ► Paper, pens or pencils, reference materials. Optional: computer with Internet access.

PREPARATION ► Gather resource books, arrange for use of a computer with Internet access (home computers, school or library computer lab).

ACTIVITY ►

In today's rapidly changing world, many wild mammals face an increasingly difficult struggle for survival. Approximately 1,000 are classified as being at risk for extinction. The reasons for their struggles range from threats from poachers to other natural and human induced changes in their environment. A plant or animal is categorized as endangered if it is in imminent danger of extinction. A few examples of endangered animals are: mountain gorilla, African elephant, black rhinoceros, bighorn sheep, Florida panther, orangutan, Komodo dragon, northern spotted owl, some species of bats, Giant Panda and the Blue Whale. Ask the youth if they know of others to add to the list.

Ask youth to divide into teams. Have each team select an endangered animal to research. Tell participants to find out the following information about their chosen animal:

- What are the animal's habits?
- What does it look like?

- Where does the animal live?
- What makes this habitat ideal for the animal?
- What kinds of food does the environment provide?
- How does the animal protect itself in this environment?
- How is the animal's habitat threatened?
- What, if anything, is being done to preserve the species?

After the group has gathered information on their chosen animal, ask them to compose a rap telling the story of their animal and what efforts are being made to save the animal, along with other things that can be done to protect the species. Have the youth perform their raps for others in the group.

THINK ABOUT IT ►

- There is a great deal of controversy over the Endangered Species Act which protects threatened endangered plants and animals. Some environmentalists feel that efforts to protect animals and plant species need to be strengthened and applied more rigorously. Other individuals and people with business interests argue that the law unfairly hampers economic development and infringes on the rights of property owners. What do you think?
- What did you learn about animals and their habitats?
- What could you do to protect endangered wildlife in your area?

TIPS FOR ACTIVITY LEADER ►

Let the youth choose a way to creatively present their information such as a skit, song, poem or play.

- Fifth graders from Pocantico School in Sleepy Hollow, New York have written 45 stories for endangered animals, from the Amazon manatee to the whooping crane. Use them to model story writing or as a springboard to dramatic play. Visit www2.lhrc.org/pocantico/5thgrade99/animals.htm.

- Youth in Singapore, the Netherlands and California produced this excellent Web site about endangered species. The site explores the causes of endangerment and the steps being taken to save animals that are threatened. Click on Species Profiles for in-depth information about specific animals or Media Gallery for pictures, videos and sound clips. Visit

<http://library.thinkquest.org/25014/english.index.shtml?tqskip1=1&tqtime=0429>

ADULT FACILITATOR NOTES ►

You may need to familiarize yourself with the cadence of rap music. However, youth are often much better at this than adults.

YOUTH OUTCOMES ►

- Youth will be culturally tolerant and will value representation from diverse populations.
- Youth will be able to communicate their points of view effectively.

EDUCATION STANDARDS ►

S 7.5 Knows ways in which living things can be classified.

S 12.2 Understands that questioning, response to criticism and open communication are integral to the process of science.

MU 1.1 Sings, alone or with others, a varied repertoire of music.

MU 1.3 Knows music that represents diverse genres and cultures.

MU 6.3 Understands the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions.

ACTIVITY NAME ► IS IT NATIVE?

PROJECT ► GOING WILD

LEVEL ► Eight

FOCUS ► Knowledge

CODE ► I or G DP1

TIME ► 30 minutes with additional time needed for research

PURPOSE ► Know the difference between native and non-native animals and understand the effects of introducing non-native animal species to an area.

MATERIALS ► Paper, pens or pencils. Optional: computer with Internet access.

PREPARATION ► Arrange for access to research materials (books on wildlife, library and computer with Internet access).

ACTIVITY ►

Scientists can tell from fossil remains that long ago animal populations migrated to different geographic regions due to changes in climate and other conditions. The movement of these animals took place over long periods of time. Natural land and water barriers prevented some species from spreading into certain areas.

Changes that once took place over a long period of time have been accelerated by the actions of humans. These actions have had an influence on wildlife populations. Improved means of transportation have allowed humans to change the wildlife populations of islands and continents. For example, dogs and cats that were taken to South Sea Islands as pets destroyed native wildlife populations that had once lived unthreatened by predators. Humans have moved animals for their own advantage. Sometimes the move results in a

disadvantage to the animal with mixed results for people and the environment.

People think many of the plants and animals found in the United States and Canada are native to the area when, in fact, they were not on this continent when the first European settlers arrived. Other original species have been destroyed when non-native animals were introduced into an area. Native plants and animals are known as "indigenous" species. Non-native plants and animals are known as "introduced" species.

Read the following list of animals to the youth. Ask them to decide if the animal is native or non-native to the United States.

African onyx	Hungarian partridge
Axis deer	Marmot
Bald eagle	Mule deer
Barbary sheep	Norway rat
Bluebird	Nutria
Brown trout	Pheasant
Carp	Red fox
Chukar partridge	Starling
Coyote	Wolverine
Elk	Woodchuck
English sparrow	Wood rat

Have the youth choose one or more of the non-native animals from the list.

Have them research the animal to find out (answer key is below):

- Is the animal native to North America? Is it native to the area it inhabits?
- When, how and why was it introduced into North America?
- Are there any advantages to its presence in the area?
- Do any regulations exist involving this animal?

THINK ABOUT IT ►

- Why is it important for humans to consider the impact of their actions in regards to the environment?
- Which of the native and non-native animals are found in your area?
- Why do you think non-native animals were introduced in this country?

ADDITIONAL ACTIVITY ►

Do this activity using non-native plants. (DP1)

TIPS FOR ACTIVITY LEADER ►

The list of native/non-native animals may vary from place to place. State wildlife agencies can be helpful sources for information about local non-native animals. This activity may require more than one session to complete.

Answer Key:

African onyx (non-native)
Axis deer (non-native)
Bald eagle (native)
Barbary sheep (non-native)
Bluebird (native)
Brown trout (non-native)
Carp (non-native)
Chukar partridge (non-native)
Coyote (native)
Elk (native)
English sparrow (non-native)
Hungarian partridge (non-native)
Marmot (native)
Mule deer (native)
Norway rat (non-native)
Nutria (non-native)
Pheasant (non-native)
Red fox (native)
Starling (non-native)
Wolverine (native)
Wood rat (native)
Woodchuck (native)

ADULT FACILITATOR NOTES ►

This activity may require a field trip. If youth will be leaving the meeting site, make arrangements for permission and transportation.

YOUTH OUTCOMES ►

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS ►

LA 4.4 Uses a variety of sources to gather information for research topics.
LA 7.4 Uses new information to adjust and extend personal knowledge base.
S 6.2 Knows factors that affect the number and types of organisms an ecosystem can support.
S 7.5 Knows ways in which living things can be classified.

ACTIVITY NAME ► THE ESSENTIALS

PROJECT ► GOING WILD

LEVEL ► Eight

FOCUS ► Knowledge

CODE ► G DP1

TIME ► 45-60 minutes

PURPOSE ► Identify the components of habitats and apply the knowledge to a variety of animals.

MATERIALS ► Paper, pens or pencils, drawing paper, construction paper, 3" x 5" index cards, scissors, rulers, glue sticks, books and magazines about animals. Optional: computer with Internet access, clip-art.

PREPARATION ► Gather books and/or magazines that give information about a variety of wild animals. Make arrangements for use of a computer with Internet access.

ACTIVITY ►

Every animal has four essential or basic needs: food, water, shelter and space. If any one of these four essentials is missing, the animal will not survive.

Have the youth work in pairs or groups of three. Ask each to choose one or two wild animals to research. Tell them to make a list of what each animal uses to meet the four basic needs. They should also find out where the animal lives.

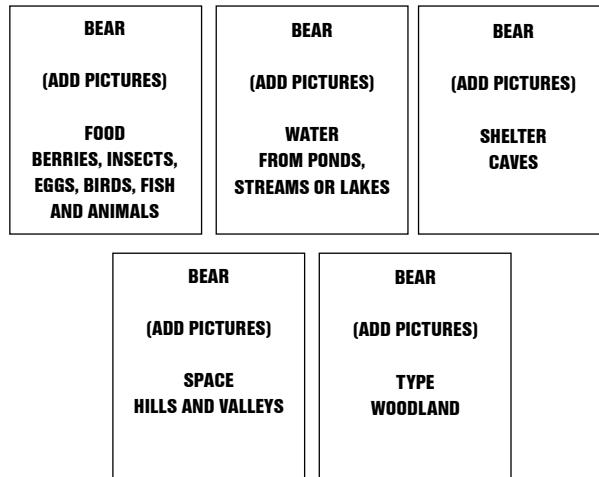
Example: If they chose a bear, their information would state:

- It eats berries, insects, eggs, birds, fish and animals.
- It drinks water found in ponds, streams or lakes.
- It lives in caves.
- It prefers spaces like hills and valleys.
- It is a woodland animal.

Once the youth have all their information, have them make a chart showing all the animals and their habitats.

Animals			
Habitat	Bear	Deer	Owl
Food	berries, insects, eggs, birds, fish and animals	grasses	small rodents, snakes, small animals
Water	streams, lake, rivers	streams, lake, rivers	streams, ponds
Shelter	caves	woods	woods, trees
Space	hills, valleys	meadows, thickets	trees
Type (woodland, aquatic, grassland, desert)	woodland	woodland, grassland	woodland

Have the youth use the information on the chart to create a set of playing cards. They can use index cards to create five cards for each animal.



Encourage the youth to add drawings or clip and paste pictures that illustrate the information on each card.

Once the cards are made, have the youth play animal rummy.

The object of the game is to form "books." A book consists of five cards that are alike: either five of the same animal or five similar components of habitat (five shelters, five food, etc.). To begin the game, deal five cards to each player. The rest are

placed face down in the center of the table to create a draw pile. The first player draws a card from the deck and then discards an unwanted card (face down). The next player draws a card, then discards an unwanted card. The play continues around the circle. Once the draw pile is gone, one player shuffles the discard pile to create a new draw pile.

The first player to complete a book of five cards calls out "Habitat" and places the cards face up on the table. That player receives a point for the hand. Shuffle and deal the cards to play another hand.

The first person to receive 10 points wins the game.

THINK ABOUT IT ►

- Did you learn anything new about how various animals' need for water is met?
- What are some of the water sources animals have that humans do not?
- What causes animals to migrate or move to another environment?

ADDITIONAL ACTIVITY ►

Make a set of playing cards for a specific animal class: mammal, reptile, amphibian, etc. (DP1)

TIPS FOR ACTIVITY LEADER ►

If the group is very large, divide the youth into smaller groups to create a set of cards and play the game. The cards created could also be used to play "Go Fish." The youth could call it "Go Fish for a Habitat." Encourage the youth to choose animals they are not familiar with to research.

YOUTH OUTCOMES ►

- Youth will be able to communicate their points of view effectively.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS ►

LA 4.6 Organizes information and ideas from multiple sources in systematic ways.
S 6.2 Knows factors that affect the number and types of organisms an ecosystem can support.
V 2.2 Understands what makes various organizational structures effective (or ineffective) in communication of ideas.

ACTIVITY NAME ► CRAFT YOUR OWN GAME

PROJECT ► GOING WILD

LEVEL ► Eight

FOCUS ► Skill

CODE ► G DP2

TIME ► 45-60 minutes

PURPOSE ► Design a game that teaches wildlife awareness and preservation.

MATERIALS ► Internet access, resource books from a school or library containing information on wildlife, pencils or pens.

For *Wildlife in Jeopardy*: copies of the *Wildlife in Jeopardy* blank grids on page 299, 20 marker disks for each player (marker disks can be coins, beans, poker chips or pieces of cardboard).

For other games: A variety of material that may be needed to make pieces for a board game or card game such as: paper, poster board, scissors and markers. Other items like stickers, computer clip-art, dice and small tokens to use as game makers may be needed depending on what the youth decide to create.

PREPARATION ► Gather resource books, arrange for use of a computer with Internet access (home computers, school or library computer lab). Make copies of *Wildlife in Jeopardy* blank game grids on page 299, several per youth. Review *Wildlife in Jeopardy* game.

Youth may want to decide what type of game they will create in advance in order to have the materials needed.

ACTIVITY ►

Ask the youth to design a game that would teach others about wildlife. Have them decide if they would like for their game to teach awareness, habitat, types of animals, etc. As a group, have the youth brainstorm all the possibilities for a game that would teach others about their wildlife topic. This could be a new version of *Wildlife in Jeopardy*, a board game, card game, a set of flash cards, etc.

Remind the youth to decide who the target audience for the game will be: a group of peers, a group of young children, a group of seniors, family members, etc.

Have the youth decide if they want to work as a large group to create one game or divide into smaller groups to create more than one game. Have each group decide and assign various tasks: one person can be a recorder, one can gather information from the Internet, others could gather information from resource books.

If the youth decide to make a *Wildlife in Jeopardy* game, guide them through the following process:

- Decide if you want to use "World in Jeopardy" as the theme or choose another, more focused theme. Example: Whales in Jeopardy or Wolves in Jeopardy.
- Decide on four categories for the game. You can use the categories from the existing game grid on page 287 or make up new ones.
- Decide on point values for the game.
- Using resource books from the library and/or information from the Internet, select statements about the Earth.
- Add the answers (written in the form of a question).
- The recorder writes the statement in the game grid boxes. Make a second game grid that has both the statements and the answers (written as a question).

When finished, have youth review their games with others in order to “fine tune” their respective games. Make sure the game is appropriate for the target age group. Try to keep the game interesting, challenging and fun. It may be helpful for them to play the game to ensure that it accomplishes the purpose of the game and the rules are easy to understand.

THINK ABOUT IT ►

- What was the most challenging part of making a new game?
- Did you learn anything new about wildlife while completing the game?
- Do you think your game will be fun to play? Why or why not?
- Do you think others will learn from your game?

TIPS FOR ACTIVITY LEADER ►

This activity may be completed over a period of several sessions as a larger project. It will be helpful for your group members to play the *Wildlife in Jeopardy* game in this project before designing one. It may also be helpful to suggest possible category topics to group.

ADULT FACILITATOR NOTES ►

This activity completes requirement #15 for the Torch Bearer in Environmental Issues. A description of Torch Bearer projects and list of requirements are in the Camp Fire publication *Project Torch Bearer* (#D00010).

YOUTH OUTCOMES ►

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS ►

LA 4.4 Uses a variety of sources to gather information for research topics.

LA 4.6 Organizes information and ideas from multiple sources in systematic ways.

S 7.5 Knows ways in which living things can be classified.

S12.2 Understands that questioning, response to criticism and open communication are integral to the process of science.



Camp Fire

JEOPARDY GAME

Blank Grid

POINTS	CATEGORIES			

ACTIVITY NAME ► CUSTOM HOMES**PROJECT ► GOING WILD****LEVEL ►** Eight**FOCUS ►** Skill**CODE ►** I or G DP1**TIME ►** 46-60 minutes**PURPOSE ►** Understand the importance of shelter to animals.**MATERIALS ►** A variety of natural materials (mud, clay, straw, dried grass, twigs), water, heavy cardboard or other materials to use as a base, a variety of containers for collecting (and mixing) natural materials, cover.**PREPARATION ►** Make arrangements to meet in an area where a variety of natural materials can be located or gather materials to take to the meeting site. Cover the activity area to protect surfaces.**ACTIVITY ►**

Wildlife is present in areas all over the surface of the Earth. Humans share the environment with wildlife. People and wildlife share similar basic needs: food, water, shelter and space in a suitable environment.

Just like people, all animals need a place to live. The term given to the place an animal lives is "habitat."

One component of an animal's habitat is shelter. Shelters for humans in a geographic area may be fairly similar. In other areas, human shelters may look different and be made from different materials. What the shelter is needed for and the available materials will often determine what the shelter looks like. The same understanding of human shelters can be applied to animals. Their shelters are constructed according to the needs of the animal and the availability of materials.

Read the following list of animals to the youth and ask them to describe the type of shelter each uses. Ask them to consider how each shelter is suited to the needs of the animals. Ask them to think about why the materials used were selected: bees, beaver, spider, mud dauber, termites, prairie dog and yellow jacket.

Ask if they can think of other animals that have interesting shelters.

Have the youth decide if they would like to work individually or in small groups. Have each select an animal from the list. Have them gather natural materials to construct a home for their animals. Have each youth or group show the animal home they constructed to the group. Ask them to describe it.

THINK ABOUT IT ►

- Do animals make any adaptations to their shelters according to where they are located? Can you give an example?
- What examples can you think of where human shelters are different, due to geography and available materials (such as grass houses in warm climates, igloos in cold climates)?

ADDITIONAL ACTIVITY ►

Invent an animal and then create the type of shelter that animal would use. (DP1)

TIPS FOR ACTIVITY LEADER ►

Remind anyone gathering natural materials not to damage the environment in the process. Be cautious of existing animal homes.

ADULT FACILITATOR NOTES ►

- This activity may require the youth to leave the meeting site. Make any arrangements needed for permission and transportation.
- Provide for the safety of all when collecting natural materials. Wear gloves and use the appropriate tools for the job.

YOUTH OUTCOMES ►

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS ►

S 6.2 Knows factors that affect the number and types of organisms an ecosystem can support.

S 7.5 Knows ways in which living things can be classified.

B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.

ACTIVITY NAME ► TO BE OR NOT TO BE**PROJECT ► GOING WILD****LEVEL ►** Eight**FOCUS ►** Leadership**CODE ►** I or G DP1**TIME ►** 45-60 minutes**PURPOSE ►** Understand and inform others of the consequences of collecting living or non-living objects from natural environments.**MATERIALS ►** Reference materials, paper, pens or pencils, poster board, markers, computer with Internet access.**PREPARATION ►** Gather resource materials concerning the effects of removing wild plants and animals from their natural environments. Arrange for use of a computer with Internet access.**ACTIVITY ►**

Ask the youth if they have heard the expression "Take only pictures and leave only footprints." Ask them if they collect anything: baseball or other sports cards, stamps, stuffed animals, etc. Ask them if they have ever seen or heard of collections involving nature: rocks, shells, flowers, seeds, insects, etc. Sometimes people collect wilds plant, animals or other living or non-living organisms. Some are collected for educational research. Some are collected as "keepsakes" from travel or an event a person would like to remember. Many times they are collected for decorative purposes.

Whenever a living or non-living object is removed from its natural environment, there is an effect on that environment. Some effects are more obvious than others. Removing a tadpole from a creek usually means the tadpole will not survive. Taking a rock from a hiking trail may seem harmless, but moving the rock may disturb the home of an organism.

If one person collects butterflies from a meadow, it may seem harmless. What happens if 25, 50 or 100 people collect butterflies in the same meadow? What about things like birds nests or eggs?

Ask the youth to brainstorm a list of all the collections they have seen or heard of involving living or non-living organisms, artifacts or items made of what was once a living organism.

Examples: any of the items listed above, pinecones, leaves, wild animals in a zoo, animals in research facilities, etc. By each item on the list, have the youth list the reasons those things are collected. Example: education, research, decoration, pets, to sell, amusement, museums, etc.

Have the youth review the list and decide which types of collecting should be allowed and which should not. Discuss each, allowing everyone in the group to express his or her opinion and explain why he or she believes the way he or she does.

Divide the youth into small groups. Ask each group to choose something from the list and create a "chain of events" that happen when an organism is removed from its environment. They may want to use the Internet or other research materials to find out more about the organism.

Chain of events:

One person collects butterflies.

Another sees the collection and decides to collect in the same area.

More people start to collect butterflies.

The butterfly population is reduced or eliminated.

The birds that eat the butterflies lose a source of food.

The bird population declines.

Snakes that eat the birds lose a source of food.

Snake population declines.

Mice populations (that were prey to the snakes) increases.

Owls that eat snakes lose a food source.

Owl population declines

Mice populations (that were also prey to the owls) increases.

Mice population continues to increase.

More mice are competing for food and their food source declines.

Mice move into areas inhabited by humans in search of food.

Imagine how this chain of events might continue. Ask the youth to create a list of alternatives for people who might want to collect items from nature such as taking pictures or building models.

Have the youth choose a way they could tell others about the potentially damaging effects of collecting items from nature. They could write a persuasive article or letter to send to a local newspaper, create a booklet, poster or flier. Remind them to include the reasons for not collecting and the alternatives to collecting.

THINK ABOUT IT ►

- Do you think the practice of “not collecting” should only apply to protected areas? Why or why not?

- The term “balance” is sometimes used when talking about nature. What does this term mean?
- What will you do to support a positive “chain of events” in your environment?

ADDITIONAL ACTIVITY ►

Choose a topic such as “Should people be allowed to remove organisms from their environments to display in a zoo?” Divide the group into two teams. Have one team speak for and debate one side of the issue and the other team represent the opposing side. (DP1)

TIPS FOR ACTIVITY LEADER ►

- This topic has no absolute right or wrong answers. Ensure that the beliefs and attitudes of all youth are heard and valued.
- Additional time may be needed for this activity depending on the involvement level by the youth.

YOUTH OUTCOMES ►

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS ►

LA 1.11 Writes compositions that address problems/solutions.

LA 7.4 Uses new information to adjust and extend personal knowledge base.

LA 8.7 Makes oral presentations to the class.

LA 8.11 Understands implicit statements of attitude and opinion.

LA 8.12 Understands elements of persuasion and appeal in spoken texts.

S 6.3 Knows ways in which organisms interact and depend on one another through food chains and food webs in an ecosystem.

ACTIVITY NAME ► GAME HOST

PROJECT ► GOING WILD

LEVEL ► Eight

FOCUS ► Leadership

CODE ► G DP2

TIME ► Time will vary according to what the youth choose to do. This will require at least two meetings.

PURPOSE ► Lead a group in a game that teaches about wildlife.

MATERIALS ► Will vary according to what game the youth decide to use. *Discovery Planning Method* on page 382.

PREPARATION ► Review *Wildlife in Jeopardy* on page 285 and make copies of the game pieces if needed.

ACTIVITY ►

Have the youth make plans to host a game that teaches another group about wildlife. The game could be the *Wildlife in Jeopardy* game contained on page 285 or another game created in *Craft Your Own Game* on page 297 or they could choose to teach the game they created in *The Essentials* on page 295.

Have the youth choose a game and then decide on a group they would like to teach it to, such as another Camp Fire group, a group of young children, a group of seniors or their families. Guide the youth in using the *Discovery Planning Method* on page 382 to make plans including a date, time and place. Remind them to consider the amount of time the group will need to travel to another location, set up and play the game.

Have them assign a role to each member of the group such as: gather supplies, game set up, game leader or emcee and score keeper (if needed). Encourage the youth to practice presenting the game to others prior to hosting the game.

THINK ABOUT IT ►

- What was it like to be the one who is teaching and leading?
- What were some challenges of teaching others to play?
- Did the group you taught have fun playing? If not, why?
- Were the game rules easy to explain?
- Do you think the players might want to play another game like this one?

TIPS FOR ACTIVITY LEADER ►

- This activity will require more than one session, one to plan and the second to host the game. If the youth choose to teach *Wildlife in Jeopardy*, remind them of the importance of being fair. The youth may want to play the game prior to teaching it to others.
- Because the facilitator acts as a referee in game, it is important to watch game contestants in order to see who raises his or her hand first. Consider having others in the group act as spotters and judges to determine who raises his or her hand first. It is also important to read the answers loud enough for everyone to hear.

ADULT FACILITATOR NOTES ►

- Help the teaching group figure out a way to divide the group being taught. Allow each individual member of the teaching group an opportunity to be a leader.
- This activity completes requirement #15 for the Torch Bearer in Environmental Issues. A description of Torch Bearer projects and list of requirements are in the Camp Fire publication *Project Torch Bearer* (#D00010).

YOUTH OUTCOMES ►

- Youth will be able to communicate their points of view effectively.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS ►

- LA 4.4 Uses a variety of sources to gather information for research topics.
LA 4.6 Organizes information and ideas from multiple sources in systematic ways.
S 7.5 Knows ways in which living things can be classified.
S 12.2 Understands that questioning, response to criticism and open communication are integral to the process of science.

ACTIVITY NAME ► A COMMERCIAL ENDEAVOR

PROJECT ► GOING WILD

LEVEL ► Eight

FOCUS ► Leadership

CODE ► G DP3

TIME ► One to three 45-minute activity periods

PURPOSE ► Communicate to others a message involving wildlife.

MATERIALS ► Paper, pens or pencils, markers, poster board or foam core, glue, yard stick, resources books, chart paper and markers, copies of *Create A Commercial* on page 310, polaroid or digital cameras, video camera, blank video tapes, tape recorder, television, VCR, CDs or tapes with "canned sounds" such as waves, nature sounds, bird and animal sounds.

PREPARATION ► Gather resource books and/or conduct an Internet search for efforts relating to wildlife. Contact a local parks and wildlife department and/or look through newspapers or magazines published by the Sierra Club or Audubon Society for any issues regarding wildlife to find possible topics the youth might find of interest. Tape commercials (particularly public service announcements) while watching television or call local TV or radio stations and ask if they have any samples of good commercials they can provide on VHS tape. Make copies of *Create A Commercial* on page 310, one for each youth.

ACTIVITY ►

Ask the youth to brainstorm a list of challenges or threats to wildlife. Examples: The effects of water pollution and ocean dumping on fish and marine animals, over fishing the oceans, poaching in the United States and abroad, etc.

Write the list where everyone can see and contribute.

Ask the youth to make another list of things people could do to positively impact these situations, eradicate the problems or reduce the problems negative effects (locally or nationally).

As a group, have the youth discuss an approach or method used in television and radio advertising they consider to be effective. Ask the youth to think about how they could use some of the same methods to create a commercial that tell others about an issue involving wildlife.

Divide the youth into groups of three or four. Ask the group to choose a topic concerning wildlife. Have the youth create a television or radio commercial that promotes the topic they have chosen. They should write a script and then decide how to present the information. If they decide to make a television commercial, suggest they make a story board as a way to organize their thoughts. A story board uses pictures (drawings or photographs) to depict the scenes they will need to film in order to tell the story. It also shows the sequence of each scene. The script (or copy) is written to the side or underneath the pictures.

A good story board will serve as a road map to use while filming the commercial.

When storyboards or radio scripts are finished, suggest the youth take turns reading them to each other.

Tell each group to select three main ideas to use in their commercial. Examples: how did the problem start, the harmful effects, the size and scope of the problem, possible solutions. Their ads should also include a "call to action" something those watching or listening can do to help. Have the youth use *Create A Commercial* on page 310 as a worksheet.

Have the youth research the topic: use the Internet, interview experts, watch videos or ask a group of young children what they think, then gather their answers. (Sometimes children, as well as young adults, will get right to the heart of the matter.)

Tell youth that television and radio commercials are usually 30 to 60 seconds long so they should stay within that framework. Suggest that, after the copy is written, someone in the group read it for flow and time. When they are satisfied with their scripts, they can record their messages on video or audio tape.

Emphasize that everyone should be given a voice in the preparing and presenting their commercial. Cooperation, teamwork and creativity will create the most effective ads.

When the commercials are complete, have the youth share them with the rest of the group or their families.

THINK ABOUT IT ►

- What were the challenges working as a group?
- Would you like to take this project further?
- How would you go about getting the funds to create and air your own commercials?
- How would you find out what it would cost to produce a radio or TV commercial?

ADDITIONAL ACTIVITY ►

Take the activity a step further. Use disposable cameras to make pictures for the ad. The group could raise funds for film development and cameras. Meet with other youth between formal meeting times to interview and take pictures of people and places to include on the story boards. When the ideas from the group are developed, you can vote on the best ad. Develop the criteria for a winning ad. Stage shots using each other as experts or make arrangements to go "out into the field" and interview and tape people for the commercial. (DP2)

TIPS FOR ACTIVITY LEADER ►

- Divide youth into groups with a diverse mix in order to bring a variety of interesting points of view into the group.
- Presenting this project with enthusiasm will go a long way to encouraging participation.
- This project can be as simple or elaborate as time and resources allow.
- Enlist the assistance of local ad agencies or people who work in editing radio or television commercials to help with the activity. Ask them to attend an informal question and answer session with the youth. Have youth create a list of questions beforehand so the session is productive.
- Contact local radio and television stations and ask for copies of public service announcements (let them know it will be used to help youth with a project, they may give you a tape for reduced or no cost).

**ADULT FACILITATOR NOTES ►**

This is an opportunity for young people to have a voice in our society. The media is a perfect vehicle to deliver the messages from youth. Small towns with local television stations are often very helpful with these types of activities. Television stations also are required to “air” a certain amount of public service announcements every year. If the youth fund their own commercial production, the television station might consider airing the spot for free in its surplus time slots.

YOUTH OUTCOMES ►

- Youth will have an opportunity to learn from mentoring relationships with adults.
- Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

B 1.5 Understands that various factors affect decisions that individuals make.

B 2.1 Understands that affiliation with a group can increase the power of members through pooled resources and concerted action.

B 2.7 Understands that there are similarities and differences within groups as well as among groups.

CREATE A COMMERCIAL

Topic for the commercial: _____

	Ideas	How can this information be presented in a very short amount of time?
Main idea #1		
Main Idea #2		
Main Idea #3		
Call to action		

Notes:

**ACTIVITY NAME ► LEND A HUMANE HAND****PROJECT ► GOING WILD****LEVEL ►** Eight**FOCUS ►** Leadership**CODE ►** I or G DP2**TIME ►** 60 minutes

PURPOSE ► Learn more about local support services that assist in providing shelter for animals and prepare products or offer a service that lends support to the shelter selected.

MATERIALS ► Ingredients listed on *Recipes for Pets* on page 313, copies of *Recipes for Pets* on page 313.

PREPARATION ► Make copies of *Recipes for Pets* on page 313, one for each youth. Make arrangements for use of a kitchen with an oven. Bring yellow pages and resources from local services addressing the needs of animals. Request a volunteer or director to discuss local needs. Visit the local animal shelter to learn more about their services.

ACTIVITY ►

Ask the youth if they think animals should be cared for when they do not have a home. Why or why not?

Many animals are brought to shelters everyday due to their owner's circumstances (moving, animal not getting along with other pets, no money to feed them and sometimes not even having a home themselves). Many communities have people helping to improve the environment by providing shelter for pets. Shelters are always full and always in need of supplies and food.

What do you think you could do to help make this part of your environment better? Volunteering time at a shelter would be rewarding. Sometimes, it's just providing love and attention to the animals that can make a difference for them while in a shelter. Dog and cat treats would be an easy way to support an animal shelter.

Are there other ways youth can help? Ask youth to write, call or talk with the shelter about their ideas for being of service. Find out if it is acceptable to provide pet treats, and how and when to deliver their assistance. Ask if they have pets with beef or wheat allergies. Adjust recipes to meet the directions of the manager. Prepare an ingredient label for the treats listing the ingredients with the most volume first.

Have the youth make handmade dog or cat biscuit treats using the recipe on page 313 and donate them to the local animal shelter.

Have the youth double the recipes, if needed, to accommodate more animals. Or, divide the recipes in half, if less is needed.

Have the youth decide if they would like to deliver the pet treats as a group or select an individual or small group to make deliveries.

THINK ABOUT IT ►

- How did the treats turn out?
- What response did you receive from the shelter?
- Will you use this recipe again for pets of your family and/or friends?

TIPS FOR ACTIVITY LEADER ►

- Have members discuss what they might like to do.
- Find more recipes on the Internet.

ADULT FACILITATOR NOTES ►

This activity may require youth to leave the meeting site. Make arrangements for permission and transportation.

YOUTH OUTCOMES ►

- Youth will have an opportunity to learn from mentoring relationships with adults.
- Youth will have a commitment to helping others and to volunteerism.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

- LA 4.6 Organizes information and ideas from multiple sources in systematic ways.
LA 7.1 Uses reading skills and strategies to understand and interpret a variety of informational texts.
LA 7.4 Uses new information to adjust and extend personal knowledge base.
M 2.5 Understands the concept of a unit and its subdivision into equal parts.
M 3.3 Selects and uses appropriate computational methods for a given situation.
M 4.1 Understands the basic concept of rate as a measure.
M 4.4 Solves problems involving units of measurement and converts answers to a larger or smaller unit within the same system.

RECIPES FOR PETS

PET TREAT

Ingredients

2 1/2 cups whole wheat flour
 1 egg
 1/2 cup non-fat dry milk powder
 1/2 cup cold water
 6 tablespoons butter or margarine
 1 teaspoon salt
 1 teaspoon brown sugar

Directions

In a medium mixing bowl, combine the dry ingredients. With a pastry blender, cut in the butter or margarine until it resembles coarse crumbs. Mix together the egg and cold water. Stir the liquids into the dry mixture to form a dough ball. Sprinkle with small amounts of water or flour to make dough that can be kneaded. Knead for about three minutes. Preheat oven to 350 degrees F. Roll dough into a sheet 1/2-inch thick. Cut into bone-shapes, using a cookie cutter or knife. Cut into kibble snacks by rolling the dough into a long thin log—make it triangular or round—and cut 1/2-inch thick. Bake at 350 degrees F for about 30 minutes—depending on the size of the pieces—until browned and crunchy.

Options

- Substitute 1/2 cup cornmeal or soy flour for 1/2 cup of the wheat flour. Add 3 tablespoons bouillon or dried soup mix to dry mixture.
- Decrease salt to 1/2 teaspoon.
- Substitute a blend of non-gluten flours (sorghum, soy, corn) or meal (corn or flax) for pets with wheat allergies. (Found in the baking aisle or check out the Web sites www.bobsredmill.com; www.hodgsonmill.com; www.kingarthur.com.)

Source: *Home Baking Association*—
www.homebaking.org

BISCUITS

(Makes 30 large bones)

Ingredients

3 1/2 cups unbleached all purpose flour
 2 cups whole wheat flour
 1 cup rye flour
 2 cups bulgur
 1 cup cornmeal
 1/2 cup instant non-fat dry milk powder
 4 teaspoons salt
 1 envelope active dry yeast
 1/4 - 1/2 cup warm water
 3 cups chicken broth

Egg glaze:

1 egg, slightly beaten with 1 teaspoon milk

Directions

Preheat the oven to 300 degrees F. In a large bowl mix the flours, bulgur, cornmeal, dry milk and salt. Dissolve the yeast in warm (105-115 degrees F) water. Add to the dry ingredients. Add chicken broth (no warmer than 115 degrees F) to the flour mixture. Stir until a dough forms. Knead to form a smooth dough. Let the dough rest a few minutes; roll into a sheet 1/4-inch thick. Use a large bone shaped cookie cutter. Place on prepared cookie sheets. Brush with egg glaze. Bake dog bones for 45 minutes. Turn off the oven and allow hardening overnight.

Nutrition Facts

One of 30 bones provides:
 Calories: 158
 Protein: 6g
 Total Carbohydrate: 32g
 Fat: 1g
 Cholesterol: 11mg
 Sodium: 364 mg

Source: *Fleischmann's Yeast*—
www.breadworld.com

ACTIVITY NAME ► POINT BY POINT

PROJECT ► GOING WILD

LEVEL ► Eight

FOCUS ► Take It to the Limit

CODE ► I or G DP5

TIME ► Will vary according to what the youth choose to do.

PURPOSE ► Design and implement a service-learning project involving wildlife or habitats.

MATERIALS ► Will vary according to what the youth choose to do.

PREPARATION ► Know the steps involved in a service-learning project. See the STAR Project on page 189.

ACTIVITY ►

Guide the youth in planning a service-learning project using an issue involving wildlife.

Attitudes toward wildlife change over time. They also vary from culture to culture, within a culture and within a community. The first step in changing attitudes about wildlife is to know and understand the beliefs and values people have about the issue. A belief is an information-based assumption. It is neither right nor wrong. The value is the meaning attached to an idea or belief.

Have the youth complete the five steps for a STAR Project.

For the FIND OUT step in the STAR Project, the youth could describe what they already know about their issues involving wildlife. They could contact someone who could speak about the issue, talking about recent concerns or what is currently being done. They could look for newspaper or magazine articles, watch videos or television programs or check the library or the Internet to find topics related to wildlife. They could also conduct a survey. They could prepare a questionnaire that would measure people's views about wildlife.

If they decide to create a questionnaire, let them know that people are more likely to respond to questions that can be answered "yes" or "no" or with a few words because they will not take a lot of time. These types of questions are also easier to qualify when putting together the results.

Sample questions:

- Does wildlife live in your neighborhood?
- Did wildlife live in your neighborhood when you were a child growing up?
- What animals do you no longer see that were there at one time? What happened?
- What animals are more common now than they once were? What happened?
- What attitude did you have about wildlife when you were young?
- What attitude do you have now?
- What problems concerning wildlife are you concerned about?
- What recommendation do you have about solving problems concerning wildlife?

Have the youth conduct the survey, compile the responses and then use the information to decide on an issue involving wildlife.

In the DECIDE step, the youth will choose an issue involving wildlife. Have them continue using the steps for a STAR Project using the issue they choose.

THINK ABOUT IT ►

- Did you discover any attitudes concerning wildlife that were a surprise to you?
- Did you enjoy finding out others' opinions about wildlife?
- What other projects could you do another time?

ADULT FACILITATOR NOTES ►

If the youth have never been involved in service-learning, consider having the youth participate in *A Gift of Giving* (#D40600).

YOUTH OUTCOMES ►

- Youth will have a commitment to helping others and to volunteerism.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.
- Youth will be able to plan sequentially.
- Youth will be able to practically apply their academic learnings.
- Youth will appreciate being able to celebrate and share successes.

EDUCATION STANDARDS ►

- LA 1.12 Writes business letters and letters of request and response.
LA 4.6 Organizes information and ideas from multiple sources in systematic ways.
M 1.2 Uses a variety of strategies to understand problem-solving situations and processes.
B 1.5 Understands that various factors affect decisions that individuals make.
B 4.3 Understands how various institutions influence people, events and elements of culture and how people interact with different institutions.
V 2.2 Understands what makes various organizational structures effective (or ineffective) in communication of ideas.

GOING WILD FAMILY TAKE-HOME PAGE

As a result of this project, youth will increase knowledge and appreciation of wildlife, their

habitats, interdependence and the influence on the environment and what role human beings play in assuring their survival.

This project supports the following Camp Fire outcomes.

Outcome	Activity										
	WILDLIFE IN JEOPARDY	WILD RAP	Is it Native?	The Essentials	Craft Your Own Game	Custom Homes	To Be or Not To Be	Game Host	A Commercial Endeavor	Lend a Humane Hand	Point By Point
Youth will be able to plan sequentially.											X
Youth will have an opportunity to learn from mentoring relationships with adults.								X	X		
Youth will be able to practically apply their academic learnings.											X
Youth will appreciate being able to celebrate and share successes.											X
Youth will be culturally tolerant and will value representation from diverse populations.		X									
Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.								X			
Youth will have a commitment to helping others and to volunteerism.										X	X
Youth will be able to communicate their points of view effectively.	X	X	X	X	X	X	X	X	X		X
Youth will be able to evaluate choices, weigh outcomes and make decisions.	X		X		X	X	X		X	X	X
Youth will have an appreciation for the environment and outdoor activities.	X		X	X	X	X	X	X			X

AT HOME ►

In addition, the project reinforces language arts, behavioral studies, math, science, music and visual arts education standards. For more information about these standards, contact your youth's group leader.

Volunteer as a family at a local humane society or wildlife refuge.



ADDITIONAL TRAIL ACTIVITIES TRAIL TO THE ENVIRONMENT

- DP1 Draw a diagram of the water cycle. Add color and detail. Label areas where humans could have an effect on water.
- DP1 Tell what is meant by water pollution, describe some common sources of water pollution and explain what the effects of each are.
- DP1 Describe the difference between intrusive igneous rocks and extrusive igneous rocks.
- DP1 Demonstrate two of the following actions of water: capillary action, evaporation, percolation, precipitation or transpiration. Show your group or family.
- DP1 Learn about three trees that are a major source of papermaking fibers. Tell what other uses there are for the trees and how they are harvested.
- DP1 Draw a diagram of the hydrologic cycle to share with your family or group. Discuss it and its effects.
- DP2 Define rock. Know three classes of rocks. List three characteristics of each. Define mineral. Know how to identify minerals. Tell how rock and minerals differ. List five of the most rock forming minerals. Know how they are identified.
- DP2 Find out about the Earth's known and estimated energy resources. Make a chart or graph showing how long each is estimated to last.
- DP2 Watch your backyard for a period of time. Make a list of all the insects, birds and other wildlife you see during that time. Pick one of the creatures on your list and find out more about it. Share this information with your group.
- DP2 Take a hike or walk outdoors. Find a quiet place, sit down, close your eyes and remain silent for 10 to 15 minutes. Think about what you hear, smell, touch and even taste. Think about the following: What did you hear—was it different because you were quiet? What did you smell? What did you feel? What else did you notice? Draw, write a poem or create something that will remind you of your outdoor experience. Share your outdoor experience with your group, family or friends.
- DP2 Identify 15 species of wild plants in or near the area where you live.
- DP2 Learn about five energy sources including how they occur and how they are used today. Know the source of the products supplied by your local utility company.

- DP3 Visit a nature center or natural area.
- DP3 Learn about two environmental problems related to geology. Find out how land-use planning relates to geology. Learn the importance of landslides, waste disposal, pollution, faulting, water supply and subsidence in land-use planning.
- DP3 Put together an outdoor event or plans to take a trip. Use the *Discovery Planning Method*: to guide you through the steps needed to decide, plan, do and celebrate. Ideas could include a camping trip or a day trip to a state park or natural area. Completing this activity takes leadership. Each person in your group should have a leadership role. Divide the responsibilities so that everyone has at least one job.

Include these components in your plan: learn something new, make a written plan and make a chart with everyone's responsibilities and deadlines. Celebrate your successes. Reflect on the following and take notes for your next event or trip: Was everyone able to do his or her job on time? If not, what were the consequences? Did your chart clearly define everyone's job assignments? If not, what will you do differently next time? What worked the best? What needs improvement for next time?



Camp Fire

TRAIL TO THE FUTURE

LEVEL ► Eight**PROJECT ► BELIEVE IT OR NOT**

PURPOSE ► Youth will explore concepts and apply knowledge in the areas of Earth science, physical science and other related topics.

YOUTH OUTCOMES ►**ACTIVITY CHOICES ►**

Activity Name	Focus
Hot Topics	Knowledge
High Voltage	Knowledge
Quicksand	Knowledge
I Think I Saw It	Knowledge
Unbelievable Air	Skill
It Is Rocket Science	Skill
Seeing Is Believing	Skill
Gliding on Air	Leadership
Weather Trends	Take It to the Limit

Outcome	Activity									
	Hot Topics	High Voltage	Quicksand	I Think I Saw It	Unbelievable Air	It Is Rocket Science	Seeing Is Believing	Gliding on Air	Weather Trends	
Youth will have a commitment to helping others and to volunteerism.								X		
Youth will be able to communicate their points of view effectively.	X	X	X	X	X		X	X		
Youth will be able to evaluate choices, weigh outcomes and make decisions.	X	X		X	X	X	X	X	X	
Youth will have an appreciation for the environment and outdoor activities.	X		X	X	X	X	X	X	X	

EDUCATION STANDARDS ►

Activity Name	Standards
Hot Topics	S 1.4, S 12.2, S 12.4, S 12.5
High Voltage	LA 7.4, S 9.2
Quicksand	S 9.2, S 10.1
I Think I Saw It	LA 7.4, S 12.6, S 12.2
Unbelievable Air	S 1.4, S 12.2, S 12.4, S 12.5
It Is Rocket Science	M 2.5, S 10.1, 10.3
Seeing Is Believing	LA 7.1, LA 7.4, B 1.5, B 3.3, S 12.2, S 12.4, S 12.5
Gliding on Air	LA 7.1, LA 7.4, B 1.5, B 2.7, B 3.3, S 12.2, S 12.4, S 12.5
Weather Trends	M 2.5, M 4.1, M 6.4, M 6.6, S 1.4, S 12.4, S 12.5, S 13.6

**REQUIREMENTS FOR EARNING
RECOGNITION ITEMS ►**

Youth complete at least four activities from this project to earn a trail emblem (#B00112) or trail certificate (#T55000). They might choose to earn *Discovery Points* instead. Youth accumulate *Discovery Points* to earn recognition items, including *Discovery beads* (#B00133). Activities can be altered or modified to meet the needs, interests and ideas of the group.

TIPS FOR ADULT FACILITATORS ►

- It is a good idea to try all the science experiments in advance so you are familiar with how they work.
- If you find substitutes for the materials recommended for any activity, feel free to use them.
- Consider safety concerns for any high risk activities e.g. those that involve using matches, flames or chemicals. Take precautions to protect participants and property.
- Encourage the youth to try again if a science activity fails on the first attempt. Remind them that part of the scientific process is testing a hypothesis. Have them decide if they need to make any adjustments and try again. Allow youth the ability to fail at times. Encourage them to see failure as a chance to learn and improve.
- Allow plenty of time for youth to experiment with the activities. Hands on experiences are important for youth to develop skills and value learning.
- If you know of activities that involve similar topics, they may be added to or substituted for any of the activities in this project.

**ACTIVITY NAME ► HOT TOPICS****PROJECT ► BELIEVE IT OR NOT****LEVEL ►** Eight**FOCUS ►** Knowledge**CODE ►** I or G DP1**TIME ►** 45 minutes**PURPOSE ►** Study some of the effects of heat.

MATERIALS ► Large glass or ceramic bowl, foil, spoon, suction hook, small potato, metal lid, hot plate (or electric stove top), water, metal knitting needle, paper cup, two large jars, candle in a holder (or a tea-light), matches, paper napkin, metal or glass plate, heavy duty paper towels, two glass tumblers, safety goggles. Optional: large marshmallows, graham crackers, chocolate bars. Consider finding an outdoor location, away from the wind, to conduct this activity. Choose the experiment(s) you will conduct and gather all the materials.

ACTIVITY ►

Heat is the transfer of energy. It is a non-chemical transfer of energy. Heat refers to the temperature difference between an object (or objects) and its surroundings or between two parts of the same system. Heat can result in changes like warming, expansion, evaporation and vaporization.

Guide the youth in conducting any or all of the following experiments to investigate the results of heat.

Solar Oven

The sun's radiation can be caught in a bowls and, by means of the heat, potatoes can be stewed in their own juices.

Take a soup bowl or a large salad bowl with as small a base as possible and line the inside with household aluminum foil – bright side outwards. Smooth the foil with a spoon until the foil acts like a mirror. Split the foil a little at the base of the bowl. Press a suction hook to the bowl at the split. Attach a small raw potato to the hook. Point the cooker towards the sun. The potato becomes hot at once, and it will cook after some time. Now and then, realign the bowl toward the sun.

The sun's rays falling on the aluminum foil are reflected to the middle of the bowl and concentrated on the potato. In tropical countries, people often use concave mirrors for cooking. Electricity can be produced in large power stations by the sun's radiation. Try heating a marshmallow (for S'mores) using the solar oven!

Hovercraft

Place a metal lid on a hot-plate and heat it well (be careful!). Let a few drops of water fall onto the lid and observe a small natural phenomenon. The drops are suspended in the air like a hovercraft and whiz hissing to and fro for a while.

On contact with the heated metal, the water drops begin to evaporate at once on the underside. Since the steam escapes with great pressure, it lifts the drops into the air. So much heat is removed from the drops by the formation of steam that they do not even boil.

Paper Saucepan

Ask the youth if they believe it's possible to boil water in a paper cup over a naked flame or in the embers of a fire. Push a knitting needle through the rim of a paper cup. Pour some water into the cup. Place the knitting needle on two large jars so that the cup is suspended between them. Place a candle under the cup and light it. After a little while the water will boil – but the cup will not even be scorched.

The water removes the heat transferred to the paper and begins to boil at a temperature of 212 degrees F or 100 degrees C. The water does not get any hotter, so the paper does not reach the temperature which is necessary for it to burn.

Hot-Air Balloon

Roll a paper napkin (avoid using a napkin that is extremely soft) into a tube and twist one end to form a tip. Stand it upright on a metal or glass plate and light the tip. The tube will burn down, and, while the lower portion is still burning, the ash formed rises into the air. Be careful!

The air inside the paper tube is heated by the flame and expands. The lightweight, balloon-like ash residue experiences buoyancy because the hot air is able to escape, and the air remaining in the ash balloon becomes lighter. Extremely soft napkins will not work in this experiment because the ash formed is not firm enough.

Twin Tumblers

Light a candle stump in an empty tumbler. Lay a sheet of damp paper towel over the top and invert a second tumbler of the same size over it. After several seconds, the flame goes out, and the tumblers stick together.

During combustion, the oxygen in both tumblers is used up; the paper towel is permeable to air. Therefore, the pressure inside is reduced, and the air pressure outside pushes the tumblers together.

THINK ABOUT IT ►

- If the sun can heat your potato in the amount of time it did, what might a desert environment be like?
- Have you ever seen how heat makes a hot air balloon rise?

TIPS FOR ACTIVITY LEADER ►

- This activity would be considered high risk due to experiments requiring the use of matches/fire.
- Try the experiments in advance to be familiar with the process.

YOUTH OUTCOMES ►

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS ►

- S 1.4 Knows factors that can impact the Earth's climate.
S 12.2 Understands that questioning, response to criticism and open communication are integral to the process of science.
S 12.4 Knows that observation can be affected by bias.
S 12.5 Uses appropriate tools and techniques to gather, analyze and interpret scientific data.

**ACTIVITY NAME ► HIGH VOLTAGE****PROJECT ► BELIEVE IT OR NOT****LEVEL ►** Eight**FOCUS ►** Knowledge**CODE ►** I or G DP1**TIME ►** 40 minutes**PURPOSE ►** Conduct simple experiments involving electric energy.**MATERIALS ►** Flat metal baking tray (pizza pan), drinking glass, balloon, wool cloth, metal spatula, a piece of hard foam plastic, flashlight bulb, metal scissors, nine volt battery, golf pencil, two long pencil leads, one small piece of a pencil lead, small matchbox, wire, earphone (from a transistor radio).**PREPARATION ►** Gather materials needed for the experiments.**ACTIVITY ►**

There is energy in all things. Some forms of energy remain locked inside until something happens to release it, like a volcano. Sometimes two objects meet and one transfers energy to another, like a bat hitting a ball. Energy is hard to understand because it cannot be seen. The only visible aspect is what happens when the energy is released or transferred, like electricity.

Have the youth try the following experiments involving electricity. Have them discuss each as they proceed.

High Voltage

Place a flat metal baking tray on a dry glass, rub a blown-up balloon vigorously against a wool cloth and place the balloon on the tray. If someone puts his or her finger near the edge of the tray, a spark jumps across.

Voltage equalization occurs between the metal and the finger. Although the spark is discharged with several thousand volts, it is just as harmless as the sparks produced when a person combs his or her hair. An American scientist discovered that a cat's fur must be stroked 9.2 billion times to produce a current sufficient to light a 75-watt bulb for one minute.

Flash of Lighting

Place a metal spatula on a dry inverted glass. Rub a piece of hard foam plastic with a wool cloth and place the plastic on the spatula. If someone puts his or her finger near the handle of the spatula, a spark jumps across.

When the negatively charged plastic is placed on the spatula, the negative electric particles in the metal are repelled to the end of the handle, and the voltage between it and the finger becomes equalized. Plastic materials can become strongly charged. In a warehouse, for example, metal stands for rolls of plastic are grounded because otherwise they often spark when they are touched.

Graphite Conductor

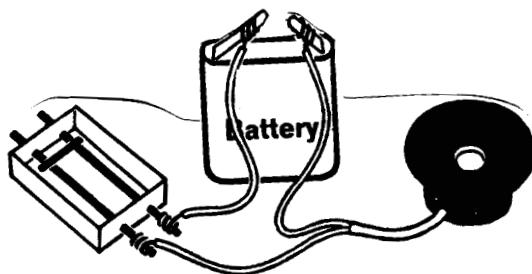
Connect a flashlight bulb to a battery using a pair of metal scissors and a pencil. The point of the pencil should be touching the battery, and bulb should be touching the opposite end of the pencil. Open the scissors and have one point touch the battery and the other the base of the bulb. The bulb lights up.

From the long tongue of the battery, the negative pole, the current flows through the metal of the scissors to the bulb. It makes the bulb glow and flows through the graphite shaft to the positive pole of the battery. Therefore, graphite is a good conductor. So much electricity flows even through a pencil “lead” on paper, that a person can hear crackling in earphones.

Mini-microphone

Push two pencil leads through the short sides of a matchbox, just above the bottom. Scrape off some of the surface of the two leads. Scrape the shorter pencil lead. Lay the shorter lead across the two pencil leads inside the matchbox. Connect the “microphone” to a battery. Using the wire, connect an earphone to the battery. (See illustration below.) You can take the earphone from a transistor radio. Hold the box horizontally and speak into it. Words can be heard clearly in the earphone.

The current flows through the graphite “leads.” When someone speaks into the box, the base vibrates, causing pressure between the “leads” to alter and making the current flow unevenly. The current variations cause vibrations in the earphone.



THINK ABOUT IT ►

- Electricity occurs in two forms: static electricity and electric current. Static electricity consists of electric charges that stay in one place. An electric current is a flow of electric charges between objects or locations. Can you give examples of static electricity (like getting a “shock” when you shake out a sweater from the dryer) and an electric current (turning on an electric appliance)?
- How does electricity make your life easier?
- What dangers are connected with electricity? (Example: being struck by lightning.)

TIPS FOR ACTIVITY LEADER ►

If the experiments do not work the first time, encourage the youth to make adjustments and try again.

YOUTH OUTCOMES ►

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.
S 9.2 Understands the law of conservation of energy.

ACTIVITY NAME ► **QUICKSAND**

PROJECT ► **BELIEVE IT OR NOT**

LEVEL ► Eight

FOCUS ► Knowledge

CODE ► I or G DP1

TIME ► 30 minutes

PURPOSE ► Learn how quicksand is created.

MATERIALS ► Large plastic container (recycled cottage cheese container or bottom portion of a plastic milk jug), sand, scissors, duct tape or clear packing tape, garden hose, small rocks or other heavy objects.

PREPARATION ► This activity is best done outdoors where you have access to a water faucet.

ACTIVITY ►

Quicksand is a bed of loose sand of considerable depth. It is so saturated with water that when humans or animals enter the area of the quicksand, they are engulfed by the sand because the sand cannot support their weight.

Have the youth conduct this experiment to see how quicksand works.

Take a large plastic container and cut a hole (approximately $\frac{1}{2}$ inch) in the side near the bottom. Cut slits radiating from the hole (like spokes on a bicycle wheel). Cut about eight slits approximately $\frac{1}{2}$ inch long. Push a garden hose into the hole and then seal the edges around the hole as best you can with duct tape (or packing tape). Fill the container with sand, not quite to the top. Do not pack the sand down. Place a rock or other small heavy object on top of the sand. Connect the water hose to a faucet and turn the water on so the water trickles into the container. Test the faucet beforehand to determine how far to turn the faucet in order to produce a trickle of water. Watch what happens to the rock.

The sand rises slightly as the water seeps between the grains of sand. As the grains of sand spread out, they lose their ability to support the weight of the rock. The rock sinks into the sand.

The structural design of a building depends greatly on the nature of the soil, the underlying geologic conditions and modification by humans of either of these factors. If a building is to be constructed in an area that has a history of earthquake activity, the Earth must be investigated to a considerable depth. Faults in the crust of the Earth beneath the soil must obviously be avoided. Some soils may liquefy when subjected to the shock waves of a quake and become like quicksand. In such cases, either construction must be avoided altogether or the foundation must be made deep enough to reach solid material below the potentially unstable soil.

Where buildings have been constructed on filled ground, the liquefaction of soils is another seismic hazard. When subjected to the shock waves of a quake, soil used in landfills may lose virtually all its bearing strength and behave, in effect, like quicksand. Buildings resting on these materials have literally been swallowed up, as in the San Francisco Earthquake of 1906.

THINK ABOUT IT ►

- Where do you think quicksand would be found?
- Is quicksand really like what the movies or comic books portray?
- Is quicksand a danger to the environment?

ADDITIONAL ACTIVITY ►

Find out what a person should do if he or she steps in quicksand. (DP1)

TIPS FOR ACTIVITY LEADER ►

This activity may be conducted indoors using a sink.

YOUTH OUTCOMES ►

- Youth will be able to communicate their points of view effectively.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS ►

S 9.2 Understand the law of conservation of energy.

S 10.1 Understands general concepts related to gravitational force.

ACTIVITY NAME ► I THINK I SAW IT**PROJECT ► BELIEVE IT OR NOT****LEVEL ►** Eight**FOCUS ►** Knowledge**CODE ►** I or G DP1**TIME ►** 30 minutes**PURPOSE ►** Investigate the science behind illusions.**MATERIALS ►** Scissors, two small mirrors, large mirror, paper, small object, binoculars.**PREPARATION ►** Gather materials.**ACTIVITY ►**

The term “illusion” denotes distortion of perception as a result of structural or functional peculiarities of the item being viewed. The most important of these “normal” illusions are those of touch and sight.

Have the youth try these experiments that deal with illusions. See if they can explain what is happening. (See explanations on page 330.)

Double Noses

Cross over the index and middle fingers and rub them sideways, several times, over the tip of your nose; you will feel two noses.

Touch Test

To test a friend's sense of touch, ask him or her to close his or her eyes. Open a pair of scissors about an inch wide and touch his or her arm with both points at once. Your friend will only feel one point. Repeat the experiment on other parts of the body.

Looking into Infinity

Hold a pocket mirror between your eyes so that you can look to both sides into a larger mirror. If you place the mirrors parallel to one another, you will see an unending series of mirrors which stretch into the distance like a glass canal.

Disappearing Finger

Cover your left eye with your right hand and look straight ahead with your right eye. Raise your left forefinger to your left ear and move it outward until the tip of the finger is just visible. Now, if you move your eye to look directly at the finger, strangely enough it disappears.

Holey Hand

Roll a piece of writing paper into a tube and look through it with your right eye. Keep both eyes open and hold your left hand open on the left next to the paper. To your surprise, you will discover a hole, which apparently goes through the middle of the palm of your left hand. Can you think what causes this illusion?

Bouncing Light

Place two mirrors facing each other. Then put an object, such as a small toy, between them. Do you see the endless reflections caused by light bouncing back and fourth between the two mirrors? How many reflections can you count?

View the Sun

Place a pair of binoculars in an open window in the direct path of the sun's rays. Place a mirror in front of one eyepiece so that it throws an image of the sun on to the opposite wall of the room. Adjust the mirror until the image is sharp, and darken the room. Because of the Earth's rotation, the sun's image moves quite quickly across the wall; you will need to re-align the binoculars from time to time onto the sun.

THINK ABOUT IT ►

- Did these activities help explain how magicians and illusionists make their tricks work?
- Do you know how to experience other illusions?

TIPS FOR ACTIVITY LEADER ►

Explaining the illusions:

Double Noses

When you cross them over, the position of the sides of the fingers is exchanged. The sides normally facing away from one another are now adjacent, and both touch the tip of the nose together. Each one reports separately, as usual, the contact with the nose to the brain. This is deceiving because the brain does not realize that the fingers have been crossed over.

Touch Test

The experiment shows that a human's sense of touch is differently developed on different parts of the body. On the back, the sensitive nerve ends are not as abundant as, for example, on the face. On the hand and especially at the fingertips, there are so many nerve ends that one would feel both points of even a slightly opened pair of scissors.

Looking into Infinity

Since the glass of the mirror shines with a slightly greenish tint, some light is absorbed at each reflection, so that the image becomes less sharp with increasing distance. Nevertheless the experiment is interesting, because one can make an image of infinity.

Disappearing Finger

This interesting experiment has a geometrical explanation: when you are looking straight ahead the light rays from the finger pass over the bridge of your nose into the pupil of the eye. But if the pupil is moved to the left, the light rays from the finger go past it.

Holey Hand

The right eye sees the inside of the tube and the

left the open hand. As in normal vision, the impressions which are received by each eye are combined to give a composite image in the brain. It works particularly well because the image from inside the tube, which is transferred to the palm of the hand, is in perspective.

Bouncing Light

When you look into a mirror, you see your reflection. And, as you know, light makes this reflection possible. Mirrors are made of clear glass with a shiny silver coating painted on the back that reflects, or bounces back, the image of whatever is in front of it. Opaque objects absorb or soak up light. Transparent things let light pass through them. Shiny things, like the silver coating on a mirror, bounce light back, causing a reflection.

View the Sun

You would risk damaging your eyes if you looked directly at the sun through binoculars, but you can view the bright disk on the wall as large and clear as in the movies. Clouds and birds passing by can also be distinguished and, if the binoculars are good, even sunspots (a few hot areas on the glowing sphere can be seen). The moon and stars cannot be observed in this way because the light reflected by or coming from them is too weak.

YOUTH OUTCOMES ►

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS ►

- LA 7.4 Uses new information to adjust and extend personal knowledge base.
 S 12.6 Establishes relationships based on evidence and logical argument.
 S 12.2 Understands that questioning, response to criticism and open communication are integral to the process of science.

ACTIVITY NAME ► UNBELIEVEABLE AIR**PROJECT ► BELIEVE IT OR NOT****LEVEL ►** Eight**FOCUS ►** Skill**CODE ►** I or G DP1**TIME ►** 45 minutes**PURPOSE ►** Learn or review the properties of air and results of changes to air.**MATERIALS ►** Copies of *Unbelievable Air* on pages 333-335, candle and holder, funnel, matches, index card, small piece of wood, straight pins, quarter, empty wine bottle, paper, wine glass, one playing card, half dollar, cigar box lid, newspaper, bandana, glass tumbler, pan or large bowl, water, balloon, empty soda bottle, two paper grocery sacks, string, scissors, ruler, large mouth jar, vinegar, baking soda, yard stick. Optional: flour, baking powder, powdered sugar, cornstarch, water, lemon juice, ammonia, vegetable oil.**PREPARATION ►** Gather all materials and equipment needed. Make copies of *Unbelievable Air* on page 333-335, one for each youth, and cut apart experiments.**ACTIVITY ►**

Not all gases are created equal. Some catch on fire; others don't. Some give off beautiful colors when electricity is added to them and others don't. Some smell like rotten eggs – fortunately, most don't. Some are heavier than others. The weight of the gases depends upon the size and number of atoms in the gas molecule. Bigger and more atom means heavier gas.

Wind results from the different temperatures of the air. When warm air rises, colder air rushes in to take its place. That rushing colder air is what we call wind. It is evident that wind can move things because of the way a person's hair blows in his or her face or the way flags flutter on a windy day. A good breeze can move a big sailboat or even a giant windmill. In fact, a person on a high floor in a very tall building can feel the whole building sway back and forth in a strong wind.

Divide the youth into small groups. Let each group choose two to three experiments on the activity page, *Unbelievable Air* to learn and demonstrate to the rest of the group. Their demonstrations should include an explanation of how the experiment works. Give the groups an allotted amount of time to learn their experiments. Gather as a large group for demonstrations and explanations of each experiment.

THINK ABOUT IT ►

- What do an airplane and a windmill have in common? (They both involve the branch of mechanics known as aerodynamics.)
- What do you know about aerodynamics?
- How does aerodynamics work when you fly a kite?
- Which activity surprised you the most?

TIPS FOR ACTIVITY LEADER ►

If the experiments do not work the first time, encourage youth to make adjustments and try again.

ADULT FACILITATOR NOTES ►

This activity would be considered high risk due to experiments requiring the use of matches/fire.

YOUTH OUTCOMES ►

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS ►

S 1.4 Knows factors that can impact the Earth's climate.

S 12.2 Understands that questioning, response to criticism and open communication are integral to the process of science.

S 12.4 Knows that observation can be affected by bias.

S 12.5 Uses appropriate tools and techniques to gather, analyze and interpret scientific data.

UNBELIEVABLE AIR

Wind Funnel

Light a candle. Blow at it hard through a funnel held with the mouth of the funnel a short distance from the flame. You cannot blow out the flame; it instead moves toward the funnel.

Explanation:

When you blow through the funnel, the air pressure inside is reduced, and so the air outside enters the space through the mouth of the funnel. The blown air sweeps along the funnel walls rather than the middle; if you hold the funnel with the edge directly in front of the flame, it goes out. If you blow at the candle through the mouth of the funnel, the air is compressed into the narrow spout and extinguishes the flame immediately on exit.

Was Bernoulli Right?

Roll an index card lengthwise so that it curves slightly. Lay it on a table. You would certainly think that it would be easy to overturn the card if you blew hard underneath it. Try it! However hard you blow, the card will not rise from the table. On the contrary, it clings more firmly.

Explanation:

Daniel Bernoulli discovered that the pressure of a gas is lower at higher speed. The air stream produces a lower pressure under the card, so that the normal air pressure above presses the card on to the table.

Wind-Proof Quarter

Push three pins into a piece of wood in a triangle pattern. Lay a quarter on top of the pins. Try to blow the coin off the pins. You can make a bet! Nobody who does not know the experiment will be able to blow the coin off the tripod.

Explanation:

The metal pins cannot hold the gust of air on their narrow, smooth edges. The gust of air shoots through the pins, under the coin, and reduces the air pressure. This forces the coin more firmly onto the pins. But if you lay your chin on the wood just in front of the coin and blow with your lower lip pushed forward, the air hits the underside of the coin directly and lifts it off.

Backwards Paper Shooting

Hold an empty wine bottle horizontally and place a small paper ball just inside its neck. Try to blow the ball into the bottle. You cannot! Instead of going into the bottle, the ball flies toward your face.

Explanation:

When you blow, the air pressure in the bottle is increased, and at the same time there is a partial vacuum just inside the neck. The pressure becomes equalized so that the paper ball shoots out.

Keep Blowing

Place a playing card on a wine glass so that on one side only a small gap remains uncovered. Lay a large half dollar on top of the card. The trick is to get the coin into the glass by blowing it. Anybody who does not know the trick will try to blow the coin into the gap from the side without success. The experiment only works if you blow once quickly into the gap in the mouth of the glass.

Explanation:

The air is trapped inside the glass and compressed. The increased pressure lifts the card, and the coin slides over it and into the glass.

Better than Karate

Lay a cigar-box lid to where it hangs slightly over the edge of a smooth table. Lay an undamaged sheet of newspaper over the lid and smooth it down. The newspaper should be completely on the table. Hit the projecting part of the lid hard with your fist. It will break without the paper flying up.

Explanation:

The lid is only slightly tilted when it is hit. In the space formed between the lid and the newspaper and table, the air cannot flow in quickly enough, so that there is partial vacuum, and the normal air pressure above holds the lid still as if it were in a clamp.

Diving Bell

You can immerse a bandana in water without it getting wet. Stuff the bandana firmly into a tumbler and immerse it upside down into a pan of water.

Explanation:

Air is certainly invisible, but, nevertheless, consists of minute particles which fill the available space. So air is also enclosed in the upturned glass, and it stops the water from entering. If, however, you push the glass deeper, you will see that some water does enter, due to the increasing water pressure, which compresses the air slightly. Diving bells work on the same principle.

Balloon in the Bottle

Do you believe that it is always possible to blow up an ordinary balloon? You will be surprised! Push a balloon into an empty soda bottle and stretch the balloon's mouth-piece over the opening of the bottle. Blow hard into the balloon. It is only possible to stretch the rubber before your breath runs out.

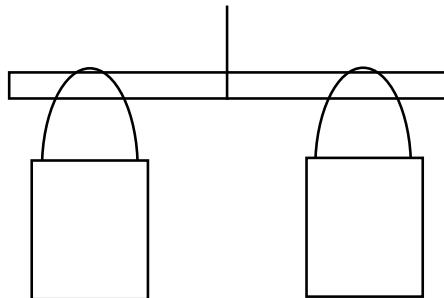
Explanation:

As the pressure of the air in the balloon increases, so does the counter-pressure of the air enclosed in the bottle. It is soon so great that the breathing muscles in your thorax are not strong enough to overcome it.

**Grocery Bag Balance**

Experiment with different gases and determine which is heaviest.

Cut three 12" pieces of string. Tie one to the center of the yard stick. Use the others to attach one grocery sack to each end of the yard stick. Hold the center string and adjust the two sacks so they are balanced.



Sprinkle the baking soda so it just covers the bottom of the jar. Add a splash of vinegar so the reaction fizzes up near the top of the jar. Be very careful as you handle the jar; it is full of carbon dioxide gas and any sudden movement will cause the gas to empty out of the jar. Have one person in your group hold the balance and another pour the carbon dioxide into one of the bags. It doesn't matter which one. Observe and record your observations.

The carbon dioxide is heavier than air. What are two ways you know this?

Variations:

Try the experiment again, substituting the following powders for baking soda, and describe your results: flour, baking powder, powdered sugar, cornstarch. Try the experiment again, substituting the following liquids for vinegar and describe your results: water, lemon juice, ammonia, vegetable oil.

ACTIVITY NAME ► IT IS ROCKET SCIENCE**PROJECT ► BELIEVE IT OR NOT****LEVEL ►** Eight**FOCUS ►** Skill**CODE ►** I or G DP1**TIME ►** 45 minutes**PURPOSE ►** Make a water rocket.**MATERIALS ►** A copy of *Rocket Parts* on pages 339-340, a recycled plastic water or soda bottle, a rubber stopper or cork to fit the bottle, corrugated cardboard, strong glue, duct tape or clear packing tape, pencils, ruler, scissors, nail, a bicycle pump, an air valve (used for inflating balls), water.**PREPARATION ►** Gather materials needed to make the rocket(s).**ACTIVITY ►**

All machines need energy to make them go. Some machines use gravity as a source of energy, and others use an engine to create the power. Engines make power by burning fuel such as coal or gas. A rocket engine works by burning fuel and spewing hot gases backward at great speed. As the gases push back, the rocket is thrust forward and lifts off into the sky.

Guide the youth in making a rocket that is not powered by rocket fuel, but by air and water.

Cut three base fins, one upper base ring, one lower base ring and three nose cone parts from corrugated cardboard. Measure the bottle to cut the holes so they will fit the size of the bottle. See the drawing on *Rocket Parts* on page 339 to view how each piece should look. Fins and nose cone pieces should be about two thirds the length of the bottle being used.

Construct the rocket base from the fins and base rings you just made. Hold the pieces together with tape or strong glue. See the activity page to view how the finished base should look. Glue the base onto the plastic bottle. The opening of the bottle should be facing down.

Glue the three nose cone pieces together to make a nose cone and attach it to the top of the rocket. There should be some space between the top of the bottle and lower portion of the top part of the nose cone. See *Rocket Parts* to view how the finished nose cone should look.

Use a nail to make a small hole through the rubber stopper or cork. Select a launch site in a clear area outdoors.

Pour water into the bottle until it is about one-third full. Place the stopper tightly into the bottle and stand the rocket on its base. Attach the air valve to the bicycle pump and place the air valve pin into the hole in the stopper. Stand off to the side and start pumping. As you pump you will see bubbles of air rising through the water. The pressure will build up inside the bottle until the stopper can no longer hold in place, and the rocket will blast off, squirting out water as it is launched into the sky.

THINK ABOUT IT ►

- In the water rocket, the space above the water is pumped full of compressed air with a bicycle pump. Eventually, the energy stored in the compressed air pushes the water out of the base, and the rocket is pushed up off the ground. How do you think a real rocket works?
- Have you seen a rocket take off? How is it similar to the water rocket?

TIPS FOR ACTIVITY LEADER ►

- This rocket is very powerful and could hurt someone if it hits him or her. Provide for adequate supervision when launching the rocket(s.)
- If the rockets fail to work as expected, encourage the youth to make adjustments and try again.

ADULT FACILITATOR NOTES ►

This activity may require more time depending on the size of the group.

YOUTH OUTCOMES ►

- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS ►

M 2.5 Understands the concept of a unit and its subdivision into equal parts.

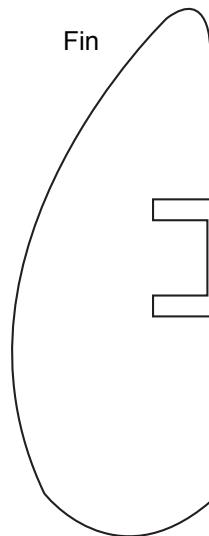
S 10.1 Understands general concepts related to gravitational force.

S 10.3 Knows that an object's motion can be described and represented graphically according to its position, direction of motion and speed.

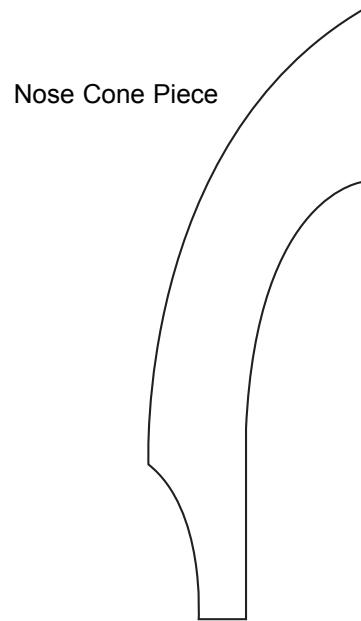
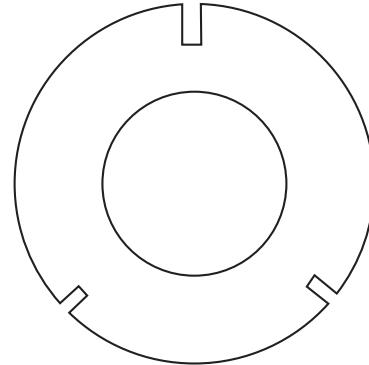


Camp Fire

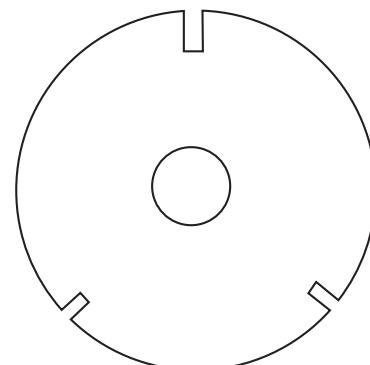
ROCKET PARTS

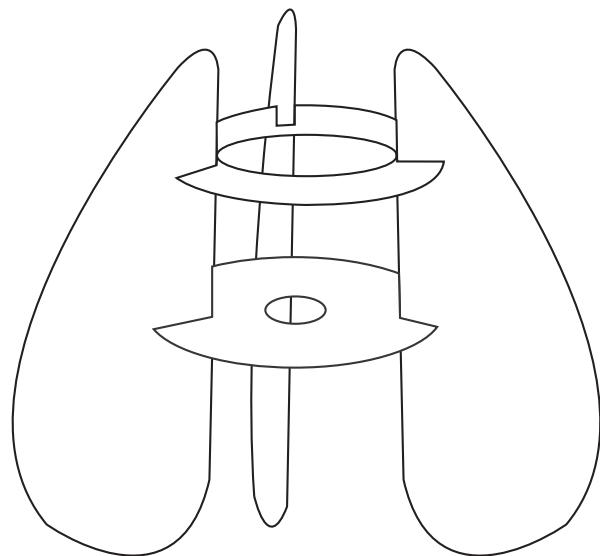


Upper Base Ring

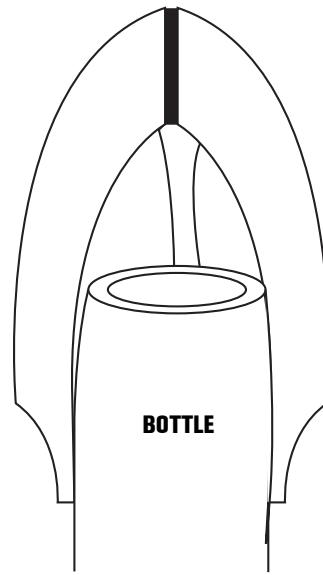


Lower Base Ring





FINISHED BASE



FINISHED NOSE CONE



Camp Fire

ACTIVITY NAME ► SEEING IS BELIEVING**PROJECT ► BELIEVE IT OR NOT****LEVEL ► Eight****FOCUS ► Skill****CODE ► I or G DP1****TIME ► 45 minutes****PURPOSE ► Explore some of the laws of physics.**

MATERIALS ► Ice cube, empty wine bottle with a cork, copies of *Seeing Is Believing* on page 342, thin wire, two small weight or other heavy object (table knives will work), large mouth jar, marble, cellophane, shallow bowl, coin, tape, paper, knife, potato, six dice, quarter, retractable ball-point pen.

PREPARATION ► Arrange to have access to a freezer. Make copies of *Seeing Is Believing* on page 342, one for each youth.

ACTIVITY ►

Physics is the science that deals with matter, energy, motion and force. It is the science that deals with the fundamental components of the universe, the forces they exert on one another and the results produced by these forces. Gravity, energy, motion and conservation are a few of the things used as explanations in physics. The fun part of physics is that most of the time you can see the results of what is happening or has happened.

Have the youth set up and conduct each of the experiments on *Seeing Is Believing*.

THINK ABOUT IT ►

- What did you learn as a result of this activity?
- How will what you have learned carry over into other parts of your life?
- Do you enjoy physics activities?

ADDITIONAL ACTIVITY ►

Research experiments that demonstrate and discuss any or all of the following: the three states of matter (solid, liquid and gas), inertia, centrifugal force, Newton's Law or transfer of energy. (DP2)

TIPS FOR ACTIVITY LEADER ►

If the experiments do not work the first time, encourage youth to make adjustments and try again.

YOUTH OUTCOMES ►

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS ►

LA 7.1 Uses reading skills and strategies to understand and interpret a variety of informational texts.

LA 7.4 Uses new information to adjust and extend personal knowledge base.

B 1.5 Understands that various factors affect decisions that individuals make.

B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.

S 12.2 Understands that questioning, response to criticism and open communication are integral to the process of science.

S 12.4 Knows that observation can be affected by bias.

S 12.5 Uses appropriate tools and techniques to gather, analyze and interpret scientific data.

SEEING IS BELIEVING

Cutting Ice

Place an ice cube on the cork of a bottle. Fix two objects of equal weight on a piece of wire, hang the wire over the ice and place the whole lot in the freezer. After a certain time, the wire will have cut through the ice without dividing it.

This trick of nature is explained by the fact that the ice melts when it is subjected to pressure. Water is formed where the wire is resting, while it immediately freezes again above it. Ice skating is only made possible by slight melting of the ice under the moving surface, which reduces the friction.

Keep It Spinning

Place a marble on a table. Place a large mouth jar upside down over the marble. You can lift the jar from the table and carry the marble in the jar as far as you like, without turning it the right way up. Anybody who does not think it is possible should make a bet with you.

It is made possible by a little physical trick: make turning movements with the jar and thus set the marble rotating too. The marble is pressed against the inner wall of the jar by the centrifugal force. The narrowing of the glass vessel at its mouth stops the marble from flying out when you lift the jar from the table.

It's a Stretch

Stretch a 1" wide strip of cellophane (not plastic foil), tightly over a shallow bowl and secure the ends with tape. Lay an average-sized coin on the middle of the strip. Pour water into the dish up to about $\frac{1}{2}$ " under the coin. The coin sinks slowly and reaches the water after several minutes.

The water vaporizes; the cellophane absorbs the water particles from the air and expands until it reaches the water. But strangely enough, it soon begins to tighten again, and the coin rises again slowly to its original position.

Can't Cut It

Fold a piece of writing paper in half. Place a knife inside the fold of the paper with the blade down. You can cut potatoes with it without damaging the paper.

The paper is forced into the potato with the knife. It is not cut itself because the pressure of the blade on the paper meets a resistance from the potato. Since its flesh is softer than the paper fiber, it yields. If, however, you hold the paper firmly on top, the pressure balance is lost, and the paper is broken.

Sturdy Stack

Stack four to six dice, one on top of the other, and place a quarter in the middle of the stack. The stack of dice is very rickety; how can you remove the quarter without touching the dice with your hand or knocking over the stack? Hold a retractable ball-point pen just in front of the quarter. If you discharge it, the quarter flies out of the tower. Make sure the pen does not make contact with the dice (only the quarter).

The movement of the spiral spring in the ball-point pen is transferred at once to the quarter, but because of the low friction, the movement is not transferred to the dice, which, because of their weight, have a fairly large inertia.

ACTIVITY NAME ► GLIDING ON AIR

PROJECT ► BELIEVE IT OR NOT

LEVEL ► Eight

FOCUS ► Leadership

CODE ► I or G DP2

TIME ► This activity will require two meetings; one to DECIDE and PLAN and a second to LEAD others in the activity selected by the youth. Each meeting may require 30-45 minutes.

PURPOSE ► Develop planning and leadership skills by presenting an activity to a group.

MATERIALS ► Paper, pens or pencils, scissors, tape, straws, cardboard boxes, copies of the *Discovery Planning Method* on page 382. Optional: chart paper, markers to record group discussion.

First Meeting: Make copies of *Discovery Planning Method*. Second Meeting: The youth will establish necessary preparations during their planning process.

ACTIVITY ►

Have the youth use the *Discovery Planning Method* to plan and lead an activity for another group. They may use the ring glider activity provided or choose their own activity.

DECIDE

Have the youth decide on a group they would like to lead in making ring gliders. The group may be a younger Camp Fire group, their families or a group of their peers. Have the youth determine the date, time and place to lead the activity with the other group. Remind them to consider things like size of the group and age level of the participants. Have them decide how to notify the group leader.

PLAN

Have the youth learn how to make and practice using a ring glider.

Make two paper rings by cutting the paper into 1" wide strips, one 7" long and the other 10" long and then tape each strip to form a loop. Tape one loop to one end of a straw and the other to the opposite end. Hold the straw with the small loop in front and launch the glider. Create tunnels with boxes to fly the gliders through. Try contests of duration, speed, height or acrobatics.

DO

Have youth set up for the activity. Introduce the activity and tell participants what they will be doing. Be sure the youth thank the group for allowing them to attend their group meeting.

THINK ABOUT IT ►

- How did it feel to be in charge of leading a group? What was easy? What was difficult?
- What would you do differently if you were to lead the activity again?
- Were you satisfied with how the glider worked?

TIPS FOR ACTIVITY LEADER ►

Try to allow the youth to think of all the considerations they might need to lead another group. Guide them in the planning process by asking, "Have you thought of?" or "What about?" Allow them to make mistakes as long as safety concerns are being met. Avoid the temptation to do it for them. Some of the best learning comes from having to "make do" or "winging it" when a person discovers he or she has left an important piece out of the planning process.

ADULT FACILITATOR NOTES ►

Offer assistance in communicating with the other group if needed. Talk to the leader of the other group to be sure he or she understands the age and experience of the youth who will be leading his or her group. Ask his or her cooperation in understanding that the activity will be a learning process for your youth as well.

YOUTH OUTCOMES ►

- Youth will have a commitment to helping others and to volunteerism.
- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS ►

- LA 7.1 Uses reading skills and strategies to understand and interpret a variety of informational texts.
- LA 7.4 Uses new information to adjust and extend personal knowledge base.
- B 1.5 Understands that various factors affect decisions that individuals make.
- B 2.7 Understands that there are similarities and differences within groups as well as among groups.
- B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.
- S 12.2 Understands that questioning, response to criticism and open communication are integral to the process of science.
- S 12.4 Knows that observation can be affected by bias.
- S 12.5 Uses appropriate tools and techniques to gather, analyze and interpret scientific data.

ACTIVITY NAME ► WEATHER TRENDS

PROJECT ► BELIEVE IT OR NOT

LEVEL ► Eight

FOCUS ► Take It to the Limit

CODE ► I or G DP4

TIME ► 6-8 hours

PURPOSE ► Understand some of the basic methods used to measure weather conditions.

MATERIALS ► Will vary according to what the youth choose to do.

PREPARATION ► Arrange for use of computer with Internet access.

ACTIVITY ►

Weather is the condition of the Earth's atmosphere described in terms of heat, pressure, moisture and wind. Changes in weather are caused through interplay of the sun, air and rotation of the Earth. Everyone who participates in outdoor activities is aware of the weather and the role it plays in the life of all people. Some occupations, such as farmers, sailors and pilots, depend on weather conditions and predictions. Camping and other outdoor recreation plans depend on weather predictions to plan accordingly. Knowing how weather works and how it is predicted can benefit anyone who participates in outdoor activities. It can also be an interesting hobby.

Guide the youth in making equipment to set up a weather station. Instruction for making a variety of weather equipment can be found in a library or on the Internet. *DiscoverySchool.com* is one of many sites that provide instruction for making inexpensive weather equipment. Enter the words "build a weather station" into a search engine, such as www.google.com, to locate other sites that contain instructions for making weather equipment.

Have the youth find the information they need and choose the pieces of equipment they would like to create for their weather station.

Consider making any of the following or other equipment

- Rain Gage: To measure precipitation
- Wind Vane: To determine wind direction
- Hygrometer: To measure humidity
- Barometer: To measure changes in air pressure
- Anemometer: To measure wind speed
- Thermometer Stand: To determine differences in the air at varying heights above the ground

Use one or two activity sessions to construct the equipment and set up the station. Have the youth create a chart to record their findings. Sample charts can be found on the Internet. Have them review the chart, looking for patterns in the weather, after one month or six weeks. Have the youth decide how they want to monitor their equipment and record the information.

During the time the youth are recording their findings, have them watch at least one weather forecast on the news each week. Ask them to take note of references the meteorologist makes to barometric pressure, temperature, wind direction and speed and relative humidity. Have them compare their findings to those of the meteorologist. Discuss these references with the group.

THINK ABOUT IT ►

- How does the weather affect a person's life?
- What skills would you need if you were interested in having a career in meteorology?
- Are there any volunteer activities you could participate in that would allow you to use your knowledge of the weather?

TIPS FOR ACTIVITY LEADER ►

- If the youth did the activity “Unbelievable Air,” have them discuss how these elements relate to weather patterns.
- Helpful links to educational sites about the weather can be found at:
www.weather.com/education/lounge/sites.html
www.ucar.edu/educ_outreach/webweather/basic5.html

ADULT FACILITATOR NOTES ►

Invite a local meteorologist to be a guest speaker at one of the meetings for this activity.

YOUTH OUTCOMES ►

- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will have an appreciation for the environment and outdoor activities.

EDUCATION STANDARDS ►

- M 2.5 Understands the concept of a unit and its subdivision into equal parts.
M 4.1 Understands the basic concept of rate as a measure.
M 6.4 Reads and interprets data in charts, tables, plots and graphs.
M 6.6 Organizes and displays data using tables, graphs, frequency distributions and plots.
S 1.4 Knows factors that can impact the Earth's climate.
S 12.4 Knows that observations can be affected by bias.
S 12.5 Uses appropriate tools and techniques to gather, analyze and interpret scientific data.
S 13.6 Knows ways in which science and society influence one another.



BELIEVE IT OR NOT FAMILY TAKE-HOME PAGE

As a result of this project, youth will explore concepts and apply knowledge in the areas of Earth science, physical science and other related topics.

This project supports the following Camp Fire outcomes.

In addition, the project reinforces language arts, behavioral studies, science and math education standards. For more information about these standards, contact your youth's group leader.

Outcome	Activity								
	Hot Topics	High Voltage	Quicksand	I Think I Saw It	Unbelievable Air	It Is Rocket Science	Seeing Is Believing	Gliding on Air	Weather Trends
Youth will have a commitment to helping others and to volunteerism.								X	
Youth will be able to communicate their points of view effectively.	X	X	X	X	X		X	X	
Youth will be able to evaluate choices, weigh outcomes and make decisions.	X	X		X	X	X	X	X	X
Youth will have an appreciation for the environment and outdoor activities.	X		X	X	X	X	X	X	X

AT HOME ►

Watch a video or TV show about rockets or the U.S. space program. Talk about what the advances in science have made possible. For example, satellites send valuable information back to the United States.



Camp Fire

TRAIL TO THE FUTURE**LEVEL ►** Eight**PROJECT ► KNOW YOUR SPORTS****PURPOSE ►** Youth will solve group challenges, use cooperation and problem solving, and have fun through sports activities and games.**YOUTH OUTCOMES ►****ACTIVITY CHOICES ►**

Activity Name	Focus
Similarities and Differences	Knowledge
Recycled Games	Knowledge
Model Games	Skill
Volleyball	Skill
Baseball	Skill
Mind Games	Skill
Game Circle	Skill
Tower Building	Leadership
Torch Bearer in Sports and Games	Take It to the Limit

Outcome	Activity								
	Similarities and Differences	Recycled Games	Model Games	Volleyball	Baseball	Mind Games	Game Circle	Tower Building	Torch Bearer in Sports and Games
Youth will be able to communicate their points of view effectively.	X	X	X	X	X	X	X	X	
Youth will be able to evaluate choices, weigh outcomes and make decisions.	X	X	X	X	X	X	X	X	
Youth will maximize their physical abilities to meet and overcome challenges.				X	X				
Youth will be able to plan sequentially.								X	
Youth will be able to practically apply their academic learnings.									X
Youth will appreciate being able to celebrate and share successes.									X

EDUCATION STANDARDS ►

Activity Name	Standards
Similarities and Differences	LA 7.4, B 1.1, B 2.5
Recycled Games	B 3.3, M 1.2, M 3.3
Model Games	LA 4.6, B 3.3, M 1.2, M 2.5, M 1.2
Volleyball	LA 7.4, B 3.3
Baseball	LA 7.4
Mind Games	M 1.2, M 2.5, M 3.3
Game Circle	LA 7.4
Tower Building	B 3.3, B 3.8, M 1.2
Torch Bearer in Sports and Games	LA 7.4, B 1.5, B 3.3

**REQUIREMENTS FOR EARNING
RECOGNITION ITEMS ►**

Youth complete at least four activities from this project to earn a trail emblem (#B00112) or trail certificate (#T55000). They might choose to earn *Discovery Points* instead. Youth accumulate *Discovery Points* to earn recognition items, including *Discovery beads* (#B00133). Activities can be altered or modified to meet the needs, interests and ideas of the group.

TIPS FOR ADULT FACILITATOR ►

- Remember to adjust activities to the ability level of each youth in your group.
- Some of the activities in this project require a large area to play the games.
- Have plenty of adults to help supervise groups.
- Activities offer suggestions for marking boundaries, but you may use anything that meets the needs of the activity.

ACTIVITY NAME ► SIMILARITIES AND DIFFERENCES

PROJECT ► KNOW YOUR SPORTS

LEVEL ► Eight

FOCUS ► Knowledge

CODE ► I or G DP1

TIME ► 45-60 minutes, or more depending on what the youth choose to do.

PURPOSE ► Explore the differences and similarities between women's and men's sports.

MATERIALS ► Paper, pens or pencils; optional: video tape recordings of a men's and a women's competition in the same sport, access to a television and VCR.

PREPARATION ► Have the youth decide how they would like to complete this activity from the choices below and make any arrangements needed.

ACTIVITY ►

Ask the youth if they have ever seen a movie or read a book in which men and women were playing on the same sports team. Are there any sports currently played with men and women on the same team?

Have the youth choose a sport such as basketball or tennis and create a list of similarities and differences between men's and women's competitions in that sport. Have them start with what they already know and then find out more. Include similarities and differences in rules, styles of play, equipment and ability levels. Suggest some of the following ways they could find out more and let them decide how they want to complete the activity.

- Watch a men's and a women's competition in the same sport on television or in person.

- Research the topic on the Internet or in sports magazines or other publications.
- Find out if the salary ranges for men's and women's sports are the same.
- Notice the similarities and differences in television advertising for men's and women's sports and sports equipment.
- Invite someone who plays the sport to attend your meeting.

Have the youth research the history of Title IX federal mandates.

THINK ABOUT IT ►

- Is the level of competition different between men's and women's sports? Why or why not?
- Is the idea of "fairness" the same in men's and women's sports?
- Do you think there will continue to be differences between men's and women's sports in the future? Why or why not?
- What will men's and women's sports look like in the future?

ADULT FACILITATOR NOTES ►

This activity completes requirement #10 for the Torch Bearer in Sports and Games. A description of Torch Bearer projects and list of requirements are in the Camp Fire publication *Project Torch Bearer* (#D00010).

YOUTH OUTCOMES ►

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

B 1.1 Understands that each culture has distinctive patterns of behavior that are usually practiced by most people who grow up in it.

ACTIVITY NAME ► RECYCLED GAMES

PROJECT ► KNOW YOUR SPORTS

LEVEL ► Eight

FOCUS ► Knowledge

CODE ► G DP1

TIME ► 45 minutes

PURPOSE ► Play new games.

MATERIALS ► One coin.

PREPARATION ► Prepare any space needed to play the games.

ACTIVITY ►

Sometime the most fun games are those that have been around for a long time. They are played for a while, and then their popularity subsides. Then, a new generation discovers the game, and everyone starts playing again. Ask the youth to name some games that have been around for a long time.

The following two games are not new, but the youth may not have heard of them. Have the youth choose one or both to play.

Weird Words

As a group, make up a weird word like "bumperlog" or "jigglegum". One youth leaves the room, and, in his or her absence, the youth decide on two or more words which are pronounced alike but have different meanings, such as "sail" and "sale"; "two", "too" and "to"; "root" and "route"; "ail" and "ale"; "new" and "knew." Think of sentences to use the words in. Replace the words with your made up word. Bring the absent youth back into the room. When he/she returns, he/she hears this kind of double-talk, each person making a single contribution, and must guess what words have been replaced with the weird word.

Here is an example, using the words "slay" and "sleigh."

- "I told him I'd jigglegum him if he took me out in that jigglegum again."
- "Don't you like jigglegum?"
- "It jigglegums me."
- "Speaking of that, he's frightfully bloodthirsty; every time he goes on a picnic he jigglegums hundreds of innocent little ants."
- "My jigglegum has runners."

Of course, the conversation has to be revealing enough to give him/her a chance to guess what "jigglegum" is replacing. Considerable ingenuity is required to keep it going after the first three or four sentences and to play fair with him/her without making the game a give-away.

Up, Jeeves!

Divide the youth into two teams. Have each team choose a captain. The members of each team sit together on one side of a table. The game begins by giving a coin to one captain. The players on his or her team proceed to pass the coin from hand to hand, under the table, trying to conceal its whereabouts by using poker-faces and a minimum of motion.

After a short time, the captain of the opposing team cries, "Up, Jeeves!" At this command, the players on the coin-passing team must raise their clenched fists. At the signal, "Down, Jeeves!", they slam down their open hands on the table. The person holding the coin can attempt, of course, to conceal it under his or her palm, and tries to keep the coin from making too obvious of a clink when it hits the table.

The opposing team goes into a one-minute huddle, trying to decide under which hand the coin lies. When they have reached a decision, the captain calls "Lift" to each one of the players on the other team, calling on them in any order his team desires. As each player's name is called, he or she lifts his or her hand. The last hand to be called is the one that the captain hopes covers the coin. If the second team guesses correctly, it scores 100

points. If not, it gets 10 points for each hand lifted before the coin was discovered. The first team to score 300 points wins. Explain to the youth that part of the fun in this game involves watching the opposing team trying to read expressions, and the awkward fumbling with the coin along with attempts to give false cues!

THINK ABOUT IT ►

- Do you know of any games that are similar to the two games played in this activity?
- Do you enjoy playing games with your family and friends? Why or why not?
- Why is it important to have leisure activities in your life?

ADDITIONAL ACTIVITY ►

Bring a favorite game played with your family or from when you were a young child to share with the group. (DP1)

TIPS FOR ACTIVITY LEADER ►

If you have a large group, divide the group into two groups and have one group learn and play game one while the other group learns and plays game two and then switch.

YOUTH OUTCOMES ►

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.

M 1.2 Uses a variety of strategies to understand problem-solving situations and processes.

M 3.3 Selects and uses appropriate computational methods for a given situation.

ACTIVITY NAME ► MODEL GAMES

PROJECT ► KNOW YOUR SPORTS

LEVEL ► Eight

FOCUS ► Skill

CODE ► I or G DP1

TIME ► 60 minutes

PURPOSE ► Develop modified versions of familiar games.

MATERIALS ► Materials will vary according to what the youth choose to do. Consider having a variety of supplies on hand such as tape, poster board or cardboard pieces, utility knife, scissors, flexible drinking straws, marbles, clay, felt, dice, boxes, cover.

PREPARATION ► Cover the activity area to protect surfaces.

ACTIVITY ►

Many people play active games like football, soccer and kickball or board games like Monopoly®. After learning the game and playing for a while, sometimes the game loses the appeal it had in the beginning. Ask the youth to find a way to put new life into an old game.

Have the youth decide if they want to work as a large group or divide into small groups to create a "mini" version of a sport or game. Examples include football, soccer, pool, etc. They could make a football field from a piece of green felt, using paint pens to mark goal lines. Then, make goal post from drinking straws and shape a football out of clay. Have them decide how the game will be played. For instance, they could use a pair of dice to roll to see how far the ball is moved down the field. Encourage them to add variety by creating a way to gain bonus points or lose points due to

penalties. Have them consider making miniature versions of hockey, pool, soccer, basketball or any other game they choose.

Or, suggest that the youth reverse the concept. They could choose to make a large version of a familiar board game. For example: They could create a giant Checker board and let people be the playing pieces. Have them consider other games like chess, tic-tac-toe, etc.

Have the youth consider adding new twists or new rules to one of these well-known games.

After the youth create their games, have them play them with others in the group or their families.

THINK ABOUT IT ►

- Many of the games played today are computer games. Do board games and card games still have an appeal for you, your friends and your family? Why or why not?
- What favorite board games from your childhood do you still enjoy playing?
- What games do you think you will enjoy when you are an adult?

TIPS FOR ACTIVITY LEADER ►

This activity may require more time depending on what the youth choose to do. Encourage the youth to use imagination and find creative ways to create their game and game pieces (use recycled materials, find new ways to determine how a player moves around the board).

YOUTH OUTCOMES ►

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

- LA 4.6 Organizes information and ideas from multiple sources in systematic ways.
- B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.
- M 1.2 Uses a variety of strategies to understand problem-solving situations and processes.
- M 2.5 Understands the concept of a unit and its subdivision into equal parts.

ACTIVITY NAME ► VOLLEYBALL

PROJECT ► KNOW YOUR SPORTS

LEVEL ► Eight

FOCUS ► Skill

CODE ► G DP1

TIME ► 45 minutes

PURPOSE ► Learn or practice skills used to play volleyball.

MATERIALS ► Two or more volleyballs, long length of rope, masking tape to mark lines if needed.

PREPARATION ► For game three, stretch a rope between two posts, trees or other means, at a height of about 15 feet. Draw two lines parallel to both sides of the rope, four feet from it.

ACTIVITY ►

Volleyball originated in the United States and is now achieving the type of popularity in the U.S. that it has received on a global basis, where it ranks behind only soccer among most popular participation sports. Today there are more than 46 million Americans who play volleyball. There are 800 million players worldwide who play volleyball at least once a week.

In 1895, William G. Morgan, an instructor at the Young Men's Christian Association (YMCA) in Holyoke, Mass., decided to blend elements of basketball, baseball, tennis and handball to create a game for his classes of businessmen which would demand less physical contact than basketball. He created the game of volleyball (at that time called "mintonette"). Morgan borrowed the net from tennis, and raised it 6 feet 6 inches above the floor, just above the average man's head. Today the net is over seven feet from the floor.

Even if a youth don't plan to play volleyball, it can be fun to know some of the basic skills in order to appreciate the skill ability of those who play and enjoy watching the sport.

Guide the youth in playing one or all of the following games to develop volleyball skills. If the youth have never played volleyball, have someone demonstrate how to volley, pass and set the ball.

Game 1

Divide the group into two teams. Each team forms a circle. On a signal, one player throws the ball up and volleys it to anyone in the circle. That player volleys the ball to another player. The play continues in this fashion until the ball is dropped, caught, thrown or pushed. The object is to see which circle can reach the most consecutive volleys. A number of rounds should be played to see which team can win the most rounds.

Game 2

Divide the group into two teams. Each team forms two lines approximately nine feet apart. The two lines face each other, and the players are staggered so that each player faces an empty space. The ball begins at one end. On a signal, the first player tosses the ball up and volleys it to the first player in the opposite line. The ball is volleyed in a zigzag pattern down the lines and back until it is returned to the first player who catches it. Everyone sits down. The first team sitting wins. If the ball is missed, it is set up by the player who missed it, and the game continues.

Vary the game by adjusting the distance between the lines and the amount of times the ball moves back and forth down the playing line.

Game 3

This game is a relay style game. Divide the group into two or more teams. Half the team lines up behind one of the lines on one side of the rope, the other half behind the line on the other side of the rope. The ball is volleyed by the first person in one line over the rope to the first person on the other side. That player volleys the ball back to the second person in line on the other side of the rope. After each player volleys the ball, he or she runs to the end of the opposite line. The game is over when all the players on a team have returned to their original positions. The first team finished wins the game.

THINK ABOUT IT ►

- Which is your preferred sport: tennis, basketball, baseball or volleyball?
- What kind of skills are needed to be a successful volleyball player?
- Which of today's games did you enjoy the most?

TIPS FOR ACTIVITY LEADER ►

The games in this activity may be played outdoors, in a gym or other large indoor facility. Ensure the safety of youth by reviewing safety rules.

ADULT FACILITATOR NOTES ►

If no one working with the group is familiar with the basic skills involved, consider inviting a coach, physical education teacher or high school or college volleyball player to show the youth proper passing and setting skills.

YOUTH OUTCOMES ►

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will maximize their physical abilities to meet and overcome challenges.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.
B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.

**ACTIVITY NAME ► BASEBALL****PROJECT ► KNOW YOUR SPORTS****LEVEL ►** Eight**FOCUS ►** Skill**CODE ►** G DP1**TIME ►** 45 minutes**PURPOSE ►** Learn or practice skills used in the game of baseball.**MATERIALS ►** Baseballs or softballs, baseball gloves, bats, boundary markers (sticks, rags, etc.).**PREPARATION ►** Gather equipment and select playing location. Location does not have to be a baseball field. Youth can play in an open yard or park.**ACTIVITY ►**

The baseball that is played on the sandlots, and playgrounds, by youth leagues, and in stadiums and ballparks of America is the result of 1,000 years of human ingenuity. The game probably goes back much further, because baseball is a derivative of many games, from many cultures, some that precede the printing press.

Knowledge of the game of baseball is quite comprehensive after the early 1840s but prior to that, the origins are relatively obscure. Although almost all civilizations had some version of a ball and bat game, documentation is sketchy.

Alexander Cartwright suggested that a set of baseball rules be formulated to transform the children's game into an adult sport. Cartwright and three friends on the New York Knicks team set down 20 rules of play. Four innovations changed the game into basically what we play today. The game was laid out on a diamond, and base length was increased to 90 feet. Next, foul lines were established where a ball outside the fair play area was considered out of play or a "foul ball." Last, but certainly not least, soaking the ball was outlawed, leading to faster play with a harder ball, which gained more interest from the casual fan.

Even if a person does not play baseball, it can be fun to know some of the basic skills in order to appreciate the skill ability of those who play and enjoy watching the sport.

Ask youth to form teams. Each team should have four to five youth. Play the following games to learn or practice some of the skills used in baseball.

Pepper

Skills: Batting, fielding and throwing.

Equipment: One softball or baseball, glove and bat for each team, open yard or park.

Team members line up in a single line with about nine feet between each of them. They face the batter. The batter stands 20 feet in front of the others. The first person in line throws the ball or pitches it to the batter who tries to hit a ground ball to the next player in the line. This person then pitches it back to the batter, and the process is repeated. If a line player misses a ground ball, he or she goes to the end of the line. The first person in line takes his or her place, and everyone moves up one place. If the pitch is wild, the person who threw it must go to the end of the line. If the pitch is not wild and the batter misses the ball, he or she must go to the end of the line and the person at the front of the line becomes the batter. The object is to be batter as long as possible.

Variations: The game may be played by having someone throw grounders or flies instead of batting.

High Fly

Equipment: Five boundary markers (sticks, rags, etc.) for each group, an open yard or park, a visible tree branch or telephone wire, baseballs or softballs, baseball gloves.

This game for two people is a perfect way to work on out-fielding skills while having fun. Use four large markers to indicate the boundaries of the fielder's square. Recommended boundaries are 30" x 50". Use a fifth marker to indicate the throwing line. Finally, pick out a minimum height that the ball must be thrown (a telephone wire is an ideal height, but no aiming at the wire).

The player "at bat" throws the ball. The ball must go up to the specified height – and then come down within the well-marked fielder's square. If the fielder catches the ball, the "batter" is out. If the "batter" throws the ball out of the fielder's box, he or she is out. If the ball lands in the fielder's box, the "batter" scores a run. If the fielder touches the ball but does not catch it, a run is also scored. After three outs, the batter and fielder switch positions. Play nine, seven or five innings.

THINK ABOUT IT ►

- Why do so many people enjoy watching a baseball game?
- Do you think baseball is more or less popular than 50 years ago?
- Who are baseball stars that you look up to?

TIPS FOR ACTIVITY LEADER ►

Ensure the safety of youth by reviewing safety rules.

ADULT FACILITATOR NOTES ►

If no one working with the group is familiar with the basic skills involved, consider inviting a coach, physical education teacher, or high school or college baseball/softball player to show the youth the proper throwing and catching skills.

YOUTH OUTCOMES ►

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.
- Youth will maximize their physical abilities to meet and overcome challenges.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

**ACTIVITY NAME ► MIND GAMES****PROJECT ► KNOW YOUR SPORT****LEVEL ►** Eight**FOCUS ►** Skill**CODE ►** I or G DP1**TIME ►** 30 minutes**PURPOSE ►** Sharpen math skills in a fun way.**MATERIALS ►** Paper, pens or pencils, telephone books, reading books, scissors, *Mind Games* on page 362-364.**PREPARATION ►** Make one or more copies of *Mind Games* on page 362-364 and cut apart the activities.**ACTIVITY ►**

A ruse is a trick or deception. Sometimes a game or an activity may seem like a ruse, but when you know how it is performed, it can actually be explained mathematically.

Have the youth decide if they want to work individually, in pairs or in small groups. Have them select one of the activities from *Mind Games* and gather the materials needed to perform it. Tell them that they will have 15 minutes to figure out how to do the activity. (If working in pairs or small groups, have each person practice the activity with a partner or someone else in the group.)

Get back together in a large group and let each individual or group lead the activity. Encourage the youth to try the activities with a family member or friend.

THINK ABOUT IT ►

- What other things have you seen that seem like a trick but can be explained using math or science?
- Do you think some people have a natural ability to succeed with games like these?
- What skills are needed to figure out these games?

TIPS FOR ACTIVITY LEADER ►

Most of these games require only pen or pencil and paper. Some require additional materials such as a telephone book and reading book. Have enough materials available for the number of youth or groups.

YOUTH OUTCOMES ►

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

M 1.2 Uses a variety of strategies to understand problem-solving situations and processes.

M 2.5 Understands the concept of a unit and its subdivision into equal parts.

M 3.3 Selects and uses appropriate computational methods for a given situation.

MIND GAMES

Mind Reader

Materials: Pen or pencil and paper.

Ask someone to think of a number, but not to tell you what it is. When number is chosen, tell the person to take the following steps with the number chosen:

- Double the number.
- Add 12 to that number.
- Divide the results by 4.
- Subtract half of the original number.

Example:

The number 7 is chosen, and then doubles to get 14. Add 12 to 14 to equal 26. Divide by 4 and get $6\frac{1}{2}$. Finally, subtract half of the original number 7 to get $3\frac{1}{2}$. $6\frac{1}{2}$ minus $3\frac{1}{2}$ equals 3.

How do you know the answer is 3 if you do not know what number was chosen? The key is the number told to add. In this ruse, it is 12. Any number can be substituted for the number 12. Just remember to divide the key number by 4, and you will get the correct answer. It works for any key number.

Count By Numbers

Materials: Pen or pencil and paper.

Write down the numbers 12345679 on a piece of paper. Notice that the number 8 is missing. Ask someone to choose one of the numbers you have written down. Multiply the number chosen by 9. The answer you get is your key number. Next, multiply the original number 12345679 by your key number.

Example: The number chosen is 4. Multiply 4 times 9 which equal 36. Multiply 12345679 times 36 which equals 444,444,444. This ruse will work with any eight numbers you have written down.

What is the Password?

Materials: Pen or pencil, paper, reading book.

You can prove that you know a password chosen secretly from a book.

Hand a book to someone and ask him or her to select a page from the book and a line from that page. Next, choose a word from any of the first nine words of the line. Write down the word without showing anyone.

Next do the following:

Multiply the number of the page by 2. Multiply this result by 5. Add 20. Add the number of the line on which the selected word is located. Add 5. Multiply by 10. Add a number equal to the position of the word in that line.

Example:

If the eighth word on the ninth line of page 561 was chosen, multiply 561 by 2 and get 1,122. Then multiply 1,122 by 5 and get 5,610. Add 20 to this and get 5,630, and add 9 to this making 5,639. Now add 5 getting 5,644. Multiply 5,644 by 10, which equals 56,440, add 8 and get 56,448. This is your key number.

Here's how it works:

The key number helps you to find out what page, line and word are chosen from the book. A simple mathematical formula is all you need to know. Subtract the number 250 from the key number. The resulting number tells you all that you need to know. Using the above example, the key number is 56,488. Subtract 250 from 56,488, and you get 56,198. Separate the number like this: 561-9-8. Reading the numbers from right to left, the last number is the place where the word comes on the line; the number to the left is the number of the line when counted down from the top; the remaining numbers form the page number. This formula will always work if the calculations are done correctly.

I Have Your Number

Materials: Pen or pencil and paper, a copy of the chart below.

Ask someone to choose a number from 1-30 from the list, but not to tell you what it is. Once the number is chosen, ask for the letters heading the columns in which the number appears. You can promptly tell what number was chosen.

A	B	C	D	E
2	1	16	8	4
27	5	24	9	23
14	17	28	30	20
15	11	17	10	7
18	9	30	27	12
10	21	21	14	15
22	3	18	26	6
7	29	22	28	30
19	19	23	13	5
26	7	19	11	21
23	15	26	29	14
6	5	27	24	22
3	23	25	12	13
11	13	20	15	29
30	27	29	25	28

Here's how it works:

Add together the numbers at the top of the columns given. The sum of those numbers will be the correct answer.

Example:

The number chosen appears in columns A, B, C and E. Add the numbers at the head of the columns, or 2, 1, 16 and 4, to get 23. 23 is the only number which appears in those four columns and not anywhere else.

**ACTIVITY NAME ► GAME CIRCLE****PROJECT ► KNOW YOUR SPORTS****LEVEL ►** Eight**FOCUS ►** Skill**CODE ►** G DP1**TIME ►** 45-60 minutes**PURPOSE ►** Learn a new twist on playing familiar board games and card games.**MATERIALS ►** A variety of board games, playing cards, paper, pens or pencils.**PREPARATION ►** Gather popular board games, and decks of playing cards, or ask the youth to bring them from home.**ACTIVITY ►**

Playing games in our society dates back to early humans. Finding ways to entertain oneself as well as improve skills was part of every community. Not much has changed since then. People still like to be entertained. The game industry has provided us with many games to play. Some have been around for centuries like chess, and others are relatively new. In this activity, youth will put a new twist on playing board games.

Gather popular games. Set up game stations around the room with a game and necessary items (such as paper and pens or pencils) at each station. Stations for playing card games such as War, Go Fish or Rummy can also be included. Number the stations to determine the order of the game rotation.

Have youth form teams of two and play against other teams of two at each station. Allow five minutes at each station for setting up and going

over the rules. For team games such as Pictionary, have the two-person team play together. If it's an individual game, have youth play for themselves – but keep in mind that they'll be adding their scores to their partners' at the end of the game to determine the winning pair.

When teams are ready, allow them to play the game for 10 to 15 minutes. Youth should complete as much of the game as possible in this time.

When time is called, everyone stops. Whichever team has advanced the furthest or scored the most points during the play, wins. Each team receives a point for being the winner of that round.

Record the scores. Each team moves to the next station, and the game continues. The game is over when all teams have played for the allotted time at each station.

THINK ABOUT IT ►

- Do you think that we will continue to play the same kinds of games in the future? Why or why not?
- What type of board games and card games do you think will exist in the future?
- Would you play board games when you are an adult? Why or why not?

TIPS FOR ACTIVITY LEADER ►

This is a good activity for a day or an evening when the weather won't allow outdoor events.

YOUTH OUTCOMES ►

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

LA 7.4 Uses new information to adjust and extend personal knowledge base.

ACTIVITY NAME ► TOWER BUILDING**PROJECT ► KNOW YOUR SPORTS****LEVEL ►** Eight**FOCUS ►** Leadership**CODE ►** G DP1**TIME ►** 45 minutes**PURPOSE ►** Increase skills in team building and problem solving.**MATERIALS ►** Scissors, markers, tape, paper bags, two paper plates and, three paper cups for each group, two sheets of paper, six straws for each group, copies of *Tower Building* on page 367.**PREPARATION ►** Have supplies divided and placed in paper bags. Prepare enough sets for the number of groups participating in this activity. Have one copy of *Tower Building* for each group.**ACTIVITY ►**

Cooperation skills are important for a group to accomplish a task. This activity will help youth gain a new appreciation for cooperation within the group.

Divide the large group into smaller groups and give each a set of supplies and directions. Tell youth not to touch any of the supplies or to start the activity. Have the youth choose someone to read the directions for building the tower to the rest of the group.

Tell youth that you will be the time keeper and will tell them when to begin and stop.

THINK ABOUT IT ►

Discuss the questions from *Tower Building* with the entire group.

TIPS FOR ACTIVITY LEADER ►

A variation to this activity would be to use large marshmallows, toothpicks, paper plates and straws for supplies and shorten the height of the tower. Or, you could just give each group 100 index cards and masking tape.

YOUTH OUTCOMES ►

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

EDUCATION STANDARDS ►

B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.

B 3.8 Understands that language and tools enable human beings to learn complicated and varied things from others.

M 1.2 Uses a variety of strategies to understand problem-solving situations and processes.

TOWER BUILDING

1. Put materials in the center of the circle.
2. No one can touch the materials until the adult facilitator says to begin building.
3. You will have 10 minutes to discuss construction of the tower.
 - It must be 5 feet tall (to the chin of the facilitator).
 - It must be able to withstand a gust of wind (produced from the mouth of the adult facilitator).
4. When the facilitator says begin, you will have 15 minutes to construct a tower. (No one will be allowed to speak during the construction process).
5. The facilitator will inform you when time is up. The facilitator and group will examine each tower and will determine if the tower is tall enough and withstands the forces of wind.
6. As a small group read and discuss the following questions:
 - What would you do differently if you did the activity again?
 - Did everyone participate in building the tower? If no, why not?
 - Was there a group leader? If so, who? If not, why not?
 - Did anyone experience frustration or anxiety?
 - On a scale of 1 to 10, how well did the group cooperate?
 - What are the rewards for cooperation?
 - Did the group work as a team? If yes, how? If no, why not?

ACTIVITY NAME ► TORCH BEARER IN SPORTS AND GAMES

PROJECT ► KNOW YOUR SPORTS

LEVEL ► Eight

FOCUS ► Take It to the Limit

CODE ► I or G DP0 (Youth earn Torch Bearer emblem #B22100 instead of Discovery Points.)

TIME ► The time needed to complete a Torch Bearer project will depend on the activities selected by the youth to complete the project. As a general rule, plan for three months or more.

PURPOSE ► Further knowledge, skills and leadership abilities in the area of sports and games.

MATERIALS ► Check each activity selected in the Torch Bearer project to determine materials and supplies needed.

PREPARATION ► Have youth select the activities they want to complete and then make preparations accordingly. A description of Torch Bearer projects and a list of requirements are in the Camp Fire publication *Project Torch Bearer* (#D00010).

ACTIVITY ►

If the youth completed the activity "Similarities and Differences," they are one step on their way to completing a Torch Bearer in Sports and Games.

Have the youth choose the level that challenges them: beginning, intermediate or advanced. Select the appropriate amount of activities for that level, remembering to select the EXTREME activities needed.

Have them record their activity selections and their progress on the *Torch Bearer Planning Sheet* (found in *Project Torch Bearer*). If youth completed a Torch Bearer in Sports and Games previously on the beginning level, have them consider completing additional activities to complete the project at the intermediate or advanced level.

TIPS FOR ACTIVITY LEADER ►

- Encourage youth to have fun while extending their knowledge in this area.
- Encourage youth to consider resources such as funds, human resources and other available resources in the community when planning their project.

ADULT FACILITATOR NOTES ►

- If working as a group, ensure the health and safety of the youth during planning and implementation of their project.
- This activity may require field trips and budgetary considerations.

YOUTH OUTCOMES ►

- Youth will be able to plan sequentially.
- Youth will be able to practically apply their academic learnings.
- Youth will appreciate being able to celebrate and share successes.

EDUCATION STANDARDS ►

- LA 7.4 Uses new information to adjust and extend personal knowledge base.
- B 1.5 Understands that various factors affect decisions that individuals make.
- B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.

KNOW YOUR SPORTS FAMILY TAKE-HOME PAGE

As a result of this project, youth solve group challenges, use cooperation and problem solving, and have fun participating in a variety of sports activities and games.

This project supports the following Camp Fire outcomes.

In addition, the project reinforces language arts, behavioral studies and math education standards. For more information about these standards, contact your youth's group leader.

Outcome	Activity								
	Similarities and Differences	Recycled Games	Model Games	Volleyball	Baseball	Mind Games	Game Circle	Tower Building	Torch Bearer in Sports and Games
Youth will be able to communicate their points of view effectively.	X	X	X	X	X	X	X	X	
Youth will be able to evaluate choices, weigh outcomes and make decisions.	X	X	X	X	X	X	X	X	
Youth will maximize their physical abilities to meet and overcome challenges.				X	X				
Youth will be able to plan sequentially.									X
Youth will be able to practically apply their academic learnings.									X
Youth will appreciate being able to celebrate and share successes.									X

AT HOME ►

Introduce the brain teasers in “Mind Games” and have everyone figure them out as a group. Ask the adult(s) what board games they played when they were young. Play one of their favorites together.

ADDITIONAL TRAIL ACTIVITIES TRAIL TO THE FUTURE

- DP1 Many experiments have been done to see what effect music has on growing plants. Does music help or hinder a plant's growth? You will need three or more of the same type of plant for this activity. Leave one plant in a room with classical music playing constantly. Leave another plant in a room with rock, jazz, hip hop, country or some other type of music playing constantly. Leave a third plant alone with no exposure to music. Note the comparative health of the plants after one week (or a predetermined amount of time) and make conclusions based on the results of your experiment.

- DP1 Know the difference between a direct current and an alternating current. Explain what overloading an electric current means.

- DP2 Increase your grade in science class from one grading cycle to the next. Show your report card to your adult facilitator.

- DP2 Increase your grade in math class from one grading cycle to the next. Show your report card to your adult facilitator.

- DP2 With the permission and supervision of a parent or guardian, choose a manufactured item (small appliance or electronic toy) and find out how and why it works. Understand what sort of energy is needed for it to operate.

- DP2 Enter a project in a school or community science fair.

- DP3 Visit a science museum with your group or your family. Write down at least three things you learned from your visit. Share these in written or visual form with your group.

- DP3 Take a course to improve your skills using a computer.

- DP1 Participate for one full season as a member of an organized sports team.

- DP1 Participate for one full season as a member of an organized game team (such as chess).

- DP1 Choose two sports and draw a diagram of the playing area for these sports. Share these with your group or adult facilitator.

- DP1 Learn the basic rules for playing a group or team sport of your choosing. Share these with your group.

- DP1 Learn the basic rules for playing an individual sport of your choosing. Share these with your group.

- DP2 Participate in a sport of your choice in a tournament, meet or other form of competition.

- DP2 Learn to play two new card games or board games. Play them with your group or your family.
- DP2 Be a referee for your local community baseball, soccer or football program for younger children. Discuss the fun things and the hard things about working with children. Write down one experience that was frustrating or hard, either that you or a friend had. Also, write about one positive experience. Share this information with your adult facilitator, group, family or friends.
- DP3 Organize a sports event or take a trip. Use the *Discovery Planning Method* to guide you through the steps needed to decide, plan, do and celebrate. Example: Plan a tournament or trip to a professional football, basketball, baseball or hockey game. Completing this activity takes leadership. Each person in your group should have a leadership role. Divide the responsibilities so that everyone has at least one job.



ADULT FACILITATOR GUIDE



CAMP FIRE'S PROMISE

Young people want to shape the world.

Camp Fire provides the opportunity to find their spark, lift their voice, and discover who they are.

In Camp Fire, it begins *now*.

Light the fire within

THE CAMP FIRE EXPERIENCE

Leadership. Professional, caring adults.

- Our work with young people is tailored to each individual, guiding them to be their best, a "best" they define themselves.
- Volunteers and staff are passionate role models, champions of children (through proven, developmental methods) to live into their dreams.
- Programs encourage youth to discover their sparks, that kernel of passion that makes them thrive.

Inclusiveness. Camp Fire is open to everyone.

- The uniqueness of all young people and their families is embraced.
- Every child is celebrated every day. No exceptions.
- Participants build lasting relationships with youth and adults of all ages and backgrounds.

Participant driven. Camp Fire is led by the youth themselves.

- Each young person sets their best course, in the direction they choose with no rigid checklists.
- Youth are motivated to find their own true voice; their own self-esteem.
- As youth care for others, they also become self-reliance.
- Youth are encouraged to explore their natural sense of curiosity and find their own sparks.

CAMP FIRE LEGACY

Camp Fire was founded over 100 years ago when Charlotte and Luther Gulick realized girls in the early 1900s had nowhere to go but into the kitchen. And they wanted more. Girls wanted to build fires, shoot arrows, camp out and have their own voice and choice. So the Gulicks founded Camp Fire Girls. In 1975, we opened our arms to everybody-girls and boys of all backgrounds, traditions and beliefs.

OVERVIEW OF DISCOVERY PROGRAM

Torch Bearer Projects

For many years, Torch Bearer projects have offered Camp Fire *Discovery* youth a chance to focus on their special interests. Youth decide on a topic, plan, do and celebrate it under the guidance of an adult facilitator or advisor. Some trail projects contain activities that meet a requirement for a Torch Bearer. Completion of the activity will also complete a step, either in part or in full, in a Torch Bearer project. A Torch Bearer project may be completed as a continuation of a trail project or as a stand-alone project. There are 24 Torch Bearer projects; they are described in *Project Torch Bearer* (#D00010).

Trail to Knowing Me

- Torch Bearer in Healthy Living
- Torch Bearer in Spiritual Growth
- Torch Bearer in Literary Skills
- Torch Bearer in Cooking

Trail to Family and Community

- Torch Bearer in Cultural Understanding
- Torch Bearer in Community Awareness
- Torch Bearer in Community Government
- Torch Bearer in Practical Living
- Torch Bearer in Special Service

Trail to Creativity

- Torch Bearer in Creative Arts
- Torch Bearer in Performing Arts
- Torch Bearer in Creative Arts Careers
- Torch Bearer in Style

Trail to the Environment

- Torch Bearer in Environmental Issues
- Torch Bearer in Camping
- Torch Bearer in Horsemanship
- Torch Bearer in Water Sports

Trail to the Future

- Torch Bearer in Sports and Games
- Torch Bearer in Communication
- Torch Bearer in Computer Technology
- Torch Bearer in Travel
- Torch Bearer in Money Management
- Torch Bearer in Business

All Five Trails

- Torch Bearer in Special Interest

IDENTIFICATION AND IMAGE



As part of a national organization, youth represent Camp Fire in their communities. Wearing a uniform promotes a feeling of belonging. The official uniform consists of the short-sleeved Camp Fire polo shirt, which can be worn with jeans, slacks, shorts or skirts. This uniform is worn at council functions and when representing Camp Fire in public or for special events. Wearing Camp Fire T-shirts is appropriate attire for informal events, such as field trips or service projects.

RECOGNITION

Recognition for the *Discovery* program is designed to be flexible to meet the needs of groups that emphasize recognition and those that do not. Each group chooses how it wants to recognize youth accomplishment, to best meet its needs.

Accomplishment	Awards	Options
Membership in Camp Fire <i>Discovery</i> program	<i>Discovery</i> Identification emblem and tenure bars	
Activities	<i>Discovery</i> Points	CHOOSE ONE * Four points earns one <i>Discovery</i> bead. * Points are accumulated and redeemed for incentives. * Youth earn skill, knowledge and leadership segment pins.
Projects	<i>Discovery</i> trail emblems	CHOOSE ONE * Youth earn a trail emblem or certificate * Youth accumulate <i>Discovery</i> Points.
Navigator Award	Navigator emblem or Navigator pin	
STAR Project	STAR Project emblem	
Torch Bearer Projects	Torch Bearer emblems	

Examples

Group one is a “classic club” that has been together for seven years. Most of the members have earned end of the year awards each year. The group decided to work on *Discovery* projects to earn *Discovery* emblems. They also plan to earn the Navigator award. The group decided to redeem their *Discovery* Points for *Discovery* beads. They plan to work on the STAR Project and will begin work on a Torch Bearer.

Group two is an after-school program that has been together for two years. They meet for one hour every week. They have decided to work on activities of interest to them, rather than projects. They will accumulate *Discovery* Points and will redeem them for incentives such as tickets to a sporting event, a movie and popcorn afternoon, camp credits, etc.

Both groups are doing the Camp Fire *Discovery* program. Both are having fun, and both recognize the achievements of their members. Councils and chapters determine the options for redeeming *Discovery* Points.

YOUR DISCOVERY GROUP

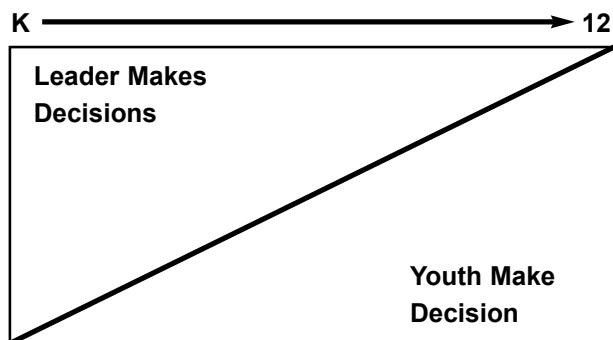
"There are only two lasting bequests we can hope to give our children. One of them is roots; the other, wings.

— Hodding Carter

Youth-Adult Partnership

Youth-adult partnership is a cornerstone of the Camp Fire program and is practiced throughout the organization. The national board has youth members who serve along side of adult board members. Partnership means sharing the decisions that are made. It means that everyone's ideas are listened to and considered.

The partnership changes with the age and experience of youth. The job of the adult facilitator in the *Discovery* program is to hand over the leadership tasks to youth, providing guidance, encouragement and support. Very simply, the partnership looks like this through time.



As Youth Mature

In your group, youth will choose and carry out projects with your guidance and assistance. You have a say, too. You can make suggestions, stimulate creative problem solving and open new doors. This partnership is what makes Camp Fire an exciting learning environment.

Everyone benefits from the partnership.

Benefits to youth include:

- Youth are more interested in the things they do because they chose them.
- Youth strengthen leadership skills.
- Youth assume responsibility.
- Youth experience failure in a safe environment and learn to make better plans next time.
- Youth build self-confidence by having control over their lives.

Benefits to adults include:

- The job of meeting planning gets easier as youth get older.
- There are fewer complaints because youth are doing what they planned.
- More diverse ideas get added to each plan.
- Responsibility is shared.
- You have more fun because things go more smoothly.

Program Tools

Youth in *Discovery Navigator* will be involved in planning events and activities as they work on projects. Brainstorming and using the *Discovery* Planning Method are often suggested to engage youth in the process. The more hands-on youth are with planning activities, the better the result will be.

Brainstorming

Brainstorming is a good way to get lots of ideas in a short amount of time. The purpose of brainstorming is to open people's minds and allow everyone to be creative. Here is one way to conduct a brainstorming session:

Materials: Large sheets of chart paper, markers, masking tape, adhesive dots (enough for each youth to have 10).

Groups can work as a whole; large groups may want to divide into smaller groups of less than 10, but it can be fun to have lots of people involved. Choose a facilitator and a recorder. Form a circle so everyone can see.

The recorder positions the paper so everyone can see. The facilitator explains the ground rules:

- Any and all ideas are OK.
- Repetition is fine.
- No commenting or discussion of ideas.
- No put-downs.
- Adding to or “piggybacking” one idea onto another is great.

The question to be brainstormed is written by the recorder on top of the chart paper. An example question: “What things do you like to do outdoors?” Write down *all* ideas exactly as they are said.

Discovery Planning Method

Youth are very clear about what they like to do and what they don’t like to do. One of the best ways to create a successful program is to make sure that the activities, events and projects are selected by the youth. The *Discovery Planning Method* is a process that guides decision making. It is utilized in many activities and can also be used to plan the year’s program. It is described in greater detail in the *Discovery Record Book* for youth. Using this method consistently reinforces essential leadership skills.

There are four steps in the *Discovery Planning Method*:

- Decide
- Plan
- Do
- Celebrate

Decide

Allow time for youth to make program decisions. This process takes longer, but you will find that youth will be more invested in the outcomes if they are involved in the decision-making and planning process. Remind the young people to keep the following important steps in mind to resolve potential problems:

- Don’t make assumptions about other people’s behaviors.
- Ask for information.
- Listen respectfully to the information for which you have asked.
- If the information does not adequately change your feelings, make a statement about how the other person’s behavior affected you and what you wish had happened.
- Use “I” messages, not “you” messages, such as “I arrived at 10 o’clock as we agreed,” rather than “You were late.”

The Ideas Meeting

Time: 40 minutes

Materials: Two large envelopes; paper to write on: 2" x 3" pieces, enough for five pieces per person; 10 pieces of 8 1/2" x 11" paper; a couple pairs of scissors; a couple glue sticks or tape; seven markers; different colors; one shoe box.

Digging for Ideas (10 minutes)

Tell everyone to write ideas down on paper (one idea per piece of paper) for an event or special project that they think the group could do. At this point, all ideas can be considered. Encourage people to dream big—even if it is an idea that isn’t practical. If they don’t dream, the best ideas might never get out on the table. Allow about 10 minutes for this. Put all ideas in the “dream box.” Youth can put in as many ideas as they want, but make sure everyone has at least one idea.

Sorting Through Ideas (20 minutes)

After everyone has contributed to the dream box, choose one person to read each idea. Give the person who suggested each idea a chance to "sell" his or her idea, talking about why it would be a great event. Consider all ideas, regardless of distance, expense and the quality of the idea. Now it is time for the large envelopes. After discussing each idea, decide if it is something that can be considered for this year, or if it needs to be saved for future years.

Put each idea into one of the envelopes ("one year" or "future years") based upon what is feasible and seal the future year's envelope. Explain that this will be opened again next year, and ideas will be considered again at that time. By then, some of the priorities and ideas will have changed, and some additional ideas can be added.

Go through the one year envelope and glue each idea onto a separate piece of paper. Now it is time to look seriously at each idea and discuss the pros and cons of each. Remind everyone that all the ideas are worthy of consideration, but the next step is to look at practical matters. Talk about the logistics of doing the event, the costs and the benefits. Write down on each page what it would take to do the event and all the comments that come up in the discussion. The idea may grow into other ideas, which can be added. Do this with each idea and decide on one or two ideas that the group wants to look into further.

Here is an example of what one group put in its envelopes:

one year	future years
Plan a carnival as a fundraising activity for a charity	Go to Disney World
Go camping in the Rocky Mountains	Take a canoe trip in Canada
Take horseback riding lessons as a group	Drive across the country and visit different amusement parks
Make a music video	
Organize a Camp Fire ceremony	

Next Steps (10 minutes)

Decide who needs to gather information before the next meeting.
Decide who will chair the next meeting.

Plan

Moving from idea to action takes a plan. A plan includes all the steps and information needed to accomplish goals. The *Discovery Planning Method* is a good tool to use in documenting the plan of action. Completing this tool allows everyone to know his or her job and what the group is doing together. A sample planning method is on the next page, along with a form that can be copied and used for the activities as needed.

The Choosing Meeting

Time: 30 minutes

Materials: Colored sticker dots (10 per youth), paper, pencil, chart paper, markers.

Time to Choose (20 minutes)

The activity leader convenes the meeting by thanking everyone for helping with the planning. Now it is time to get specific.

Ask people who were gathering information to report to the group what they found. Anyone can ask questions. After the reports have been made, discuss the possible advantages and disadvantages of each idea. This might be difficult, because people tend to get attached to their own ideas. To be fair, use a voting method that allows each person to choose his or her favorite ideas. Each youth gets two dots. Instruct each youth to put his or her dots by the ideas he or she likes the best. They can split their votes or put them all in one place, depending on how strong their feelings are. The idea with the most dots is the event the group chooses.

Next Steps (10 minutes)

Ask for volunteers to help plan the details of the event. If it is a big event, assign committees to be responsible for specific assignments. Planning can take place anytime that is convenient. It is not necessary to have additional group meetings unless the group wants to plan all the details together.

Do

Remind the youth that after their planning, they will see their work pay off. Encourage everyone to have fun and be flexible. Few things ever happen exactly as planned. Here are some ideas that might help take care of problems before they arise.

- Make checklists. These could include personal gear for each youth, materials needed, procedures for certain jobs or an agenda. Written checklists help to organize and remind us of everything we need to bring or do.
- Make a jobs chart. A jobs chart matches jobs with people, so that everyone knows his or her task. The chart also explains the job to be done for those people who are not familiar with the tasks. For example, some jobs might include purchasing refreshments or collecting permission slips.
- Create contingency plans. This is a “what if” plan. For example, what will you do if it rains?

On Your Mark Meeting

Hold the third meeting just before the event. It is a good time to go over the plans that have been made and talk about expectations for the event.

Time: 30 minutes

Ask the “planners” to report on arrangements.

Allow plenty of time for questions to make sure everyone understands what will happen and what is expected of them. Thank everyone for his or her help with planning the event, and tell them how confident you are that everyone will have fun.

Celebrate

The celebrate step is a time for personal reflection, discussion of achievements, sharing and celebrating. Reviewing triumphs and challenges will help the youth learn and grow. Have the youth use the *Discovery* scorecards to document all the work that has been done.



Camp Fire

CAMP FIRE *DISCOVERY EVENT*

Describe the idea:

How long would it take?

What would we do?

What information do we need before we decide?

Other comments:

DISCOVERY PLANNING SHEET SAMPLE

Action: What are we doing? Planting trees in the community park

Who is involved with the planning? Karl, Monita, Dana

Today's date: September 24, xxxx

Step Number	Activity	Person(s) Responsible	Materials Needed	Cost	Completion Date
1.	Call the park commissioner.	Monita	Telephone number	\$0	September 25th
2.	Get seven trees. Call ABC Nursery for donation.	Dana	Telephone number	\$0	September 30th
3.	Ask ABC Nursery to deliver trees to park.	Dana	Telephone number	\$4	September 30th
4.	Get equipment together.	Karl	Shovels Garbage bags Gloves	\$0	October 1st
5.	Get ride to park.	Monita	Bus schedule	\$0	October 3rd
6.	Plant trees.	All	Work clothes Equipment Bus Fare	\$6	October 3rd
7.	Write a thank-you note to ABC Nursery for the trees.	All	Thank-you note	\$0	October 4th
			Total Cost:	\$10	



DISCOVERY PLANNING SHEET

Action: What are we doing? _____

Who is involved? _____

Today's date: _____

Step Number	Activity	Person(s) Responsible	Materials Needed	Cost	Completion Date

Family Partnerships

Working in partnership with families enhances and strengthens the benefit of the *Discovery* program for youth. Experienced adult facilitators agree that the strongest groups have the support and help of many adults. Encourage all families to participate in a way that will assist the group. They can help with conducting activities, keeping records, sharing information about their lives and jobs or just being there to offer extra assistance and support.

Tips to Increase Family Support

You'll get better family support if you follow the advice below:

- **Expect participation, don't request it.** Make it clear that every family will help in some way. If they just don't want to be bothered, be firm. Suggest options from which they may choose.
- **Involve families at the beginning of the year.** If you start the year doing it all yourself, chances are people will let you continue. Your first opportunity to get families involved will be a family meeting when you are forming your group.
- **Make sure families know why their help is important.** Of course, they help you, the adult facilitator. But more important, they help the youth. Having adults involved as mentors shows the youth how important they are. They have more adult role models. They see how adults work together to achieve a common goal. All of these are important things that many youth do not see in their daily lives.
- **Ask for help.** Don't be afraid of the word "no." Just ask again. Some adults may indicate on the registration form how they want to help. Keep a copy of this form for your records. Most adults want to help when they can, but are often reluctant to sign up for a long-term commitment. Ask them to volunteer for one specific, short-term task that they can feel good about, and they will be likely to volunteer again for another job.
- **Ask people to do the tasks they volunteer to do.** Try to meet their interests as much as possible. Communicate to them that you value their help.
- **Use the help you get.** When people sign up for a job, expect that they will do it. Make sure the

volunteer knows any council policies or procedures that must be followed.

- **Make sure people get to know each other.** When you're together, use nametags. Do introductions each time until you feel that everyone is acquainted.
- **Let everyone know what the group is doing.** Families are much more likely to be supportive if you keep them informed. Have youth publish a newsletter of group activities.
- **Have some fun together.** For families, participating in group activities shouldn't be all work and no play. Plan some fun family activities for the group.
- **Say thanks.** Send short notes to adults thanking them for their help. Have the children write or draw thank you notes. Say thanks to the group when you have them together. Thank helpers in a newsletter or at a special recognition event.

Family Meeting

Family support begins with family meetings. Plan a family meeting before the first group meeting so you can get a solid start for the year. It is a good idea to have a family meeting every year, and it is essential when the group is new. Use these tips:

- Try to select a time when most families can attend. Dinner time works well for many families. Provide an easy meal like pizza or ask people to bring a potluck dish to share. Make sure you have access to a refrigerator so you can store food properly.
- Invite them to come as a family. Provide age-level activities for children and youth while the adults are meeting. This is a great time to have teens help.
- Provide child care for infants and toddlers.
- Invite families by phone or in person. You can use a flier as an invitation, but make sure families receive it. Follow-up phone calls are usually necessary reminders. If families are non-English speaking, the flier needs to be in their language.
- Suggest that the families bring money for registration if they have not paid already.
- Provide a translator, if needed.

Before the meeting:

- Notify your council or chapter of your plans and enlist its support.
- Gather all the registration forms and materials you will need, including: nametags, food, registration forms and *Camp Fire Official Merchandise Catalogs* for each family.

- Think carefully about what you will need help with. Identify the tasks and make a written list.

Following is an outline of things to do and talk about at the family meeting. This outline works especially well for "classic club" or traditional small-group programs.

Get acquainted.	<ul style="list-style-type: none"> • Make introductions. Use nametags.
Decide on meetings.	<ul style="list-style-type: none"> • Decide day and place. • Decide beginning and ending times. • Be sure people understand that you will not supervise youth who come too early or stay after the meetings are adjourned. • Encourage them to come and observe meetings at any time.
Discuss transportation.	<ul style="list-style-type: none"> • Arrange car pools. • Discuss use of school buses or public transportation. • Find out if there are any specific instructions about who may pick up a youth after the meeting.
Explain uniforms.	<ul style="list-style-type: none"> • Explain how the group will dress for formal and informal occasions.
Explain the program.	<ul style="list-style-type: none"> • Talk about what activities the youth will be doing. • Explain how Camp Fire projects are organized. • Tell them about the <i>Discovery Points</i> the youth will earn.
Discuss group finances.	<ul style="list-style-type: none"> • Explain the need for money. • Explain the purpose of dues.
Discuss refreshments for meetings.	<ul style="list-style-type: none"> • Make the most convenient arrangements. • Discuss food allergies. * Encourage light, nutritious foods.
Discuss volunteer opportunities.	<ul style="list-style-type: none"> • Explain the volunteer opportunities. Be specific about the help you need. • Ask for volunteers and wait for people to offer their help. If you don't get volunteers from the group, tell them you will contact them individually to help with a task. Then be certain to follow through with the call.
Complete registration process.	<ul style="list-style-type: none"> • Collect forms and money.

Getting Started

Groups may meet daily, weekly, bi-weekly, during school, after school, in the evening, all day once a month or on weekends. Some groups have weekly meetings for the first three weeks of each month and field trips or other activities on the fourth week. Once you meet initially with your group members, you can decide what meeting schedule is best for everyone. Meetings are scheduled to last 60–90 minutes.

Remember to allow ample time for planning meetings. Some meetings focus on business, such as planning for an upcoming activity. Other meetings focus on what has been planned or taking part in a community or council event.

Meeting Plan

In the *Discovery: Navigator Level Eight* program, adults are still involved in the planning process. Youth take on an increasing role in decision making, and some youth might be ready to serve as activity leaders. The curriculum is written so that an activity leader might be an adult or a youth.

COMPONENTS OF CAMP FIRE MEETINGS

Creating a structure for group meetings benefits both adult facilitators and youth. The order may vary, but most Camp Fire meetings have these basic components:

Early Bird Activity	Have an activity for youth that arrive early. See page 412 for suggestions. This is a good time for youth to prepare and serve a snack.
Icebreaker	Icebreakers are activities that help people get to know each other. They may also be used to provide a break during the meeting. Encourage the youth to create their own icebreakers, sharing the responsibility among the group. See page 413 for suggestions.
Opening	Open each meeting with some kind of routine or ritual. Some examples may include: singing a song, checking in with each person or eating snacks and discussing an important topic of the day. Suggestions for meeting openings are included on page 414. Some groups choose to have an individual or committee responsible for the opening (and closing). As adult facilitator, work with the youth to help them create their own special opening. For example, they may decide to do the same thing each time or have a ritual of lighting a candle at each meeting.
Business	Take attendance, collect dues, plan for future meetings, etc. The business may be very short, or it may be the major part of the meeting. At the beginning of the year, the business part of the meeting might include setting group rules and electing officers. Later meetings may be spent planning special projects and events.
Snack/Meal	Set aside a special time to share a snack or meal together.
Activities/Reflection	Early in the year, adult facilitators might plan games or other learning experiences to help youth get acquainted and to introduce some program ideas. Later, the activities will be determined and planned by the youth. The activity may be working as a group on a special project, taking a field trip, planning for a product sale, making refreshments, playing games or planning and conducting a service-learning project. The <i>Discovery: Navigator Level Eight</i> guide provides activities for a year's worth of meetings. At the end of each activity are "Think About It" questions for discussion. This often is the most beneficial part of the meeting, so allow enough time.
Clean Up	The group is responsible for cleaning up the meeting area. Each week, a few youth can be assigned to a clean-up committee, the whole group can do it, or this might be attended to by the clean-up officer.
Closing	A closing draws the meeting to an end on a positive note. Give the young people the opportunity to plan their own closing. In some situations, you may plan a special closing by having awards or recognition given to youth or volunteers.

PLANNING GUIDE FOR GROUP MEETINGS

Activity	Who's in charge	Resources/materials needed
Opening	Invite group members to lead an opening.	
Business Meeting	Take attendance. Collect dues. Make decisions. Elect officers. Plan future meetings.	
Group Activity	What will we do? “Think About It” discussion.	
Snack/meal and Clean-up	What snacks do we want? When will we serve them? Who will bring them? Who will clean up?	
Closing	Invite group members to lead a closing.	



Your Group Calendar

Use a calendar to plan the major projects and events of the year. Put in events such as fundraisers, projects and trips. Add holidays, school vacations, birthdays and important school and community events. As you plan for the year, be sure to make note of special dates with religious significance. Avoid scheduling an activity or event that conflicts with a religious holiday or other commitment. The calendar will change as special events are planned. Don't try to do too much. Remember that all of the projects are options. Pick and choose what is of interest to you and your youth, but be realistic about time limitations.

Group Governance

Many *Discovery* groups decide to have officers. This offers a good way for the youth to practice leadership and decision-making skills. The *Discovery Record Book* offers techniques and strategies for youth governance. You and your group can decide the period of time that leaders hold office. It is good to rotate the leadership among youth to give each a chance to develop their skills.

Your Group Responsibilities

Keeping a *Discovery* group running smoothly requires an understanding of youth, program and organizational details. Each group needs a plan for handling their administrative details. Those might include:

- registration
- attendance
- recognition earned
- supplies
- equipment
- medical forms
- permission forms
- finances

Some or all of these tasks can be delegated to youth and group volunteers. Check with your council or chapter to determine what procedures to follow and what records to keep.

Supplies and Equipment

Your group will need a variety of supplies and equipment to do activities and projects. Each activity in the *Discovery* level books includes a list of all materials needed for the meeting. Sometimes your council or chapter can provide you with basic meeting supplies. Sometimes each group may be expected to provide its own materials. Collect the following basic items from family and friends or have youth bring supplies that can be shared with the group:

- Glue and scissors
- Nails and simple tools
- Paper in a variety of colors
- Odds and ends of cloth, leather, wood and yarn
- Markers or crayons
- Stapler and staples
- Pencils
- Magazines with bright-colored pictures
- Balls and bean bags

All of these can be transported or kept at the meeting site in decorated boxes, laundry baskets or other containers.

The group will also need some things that are used over and over again for ceremonies. Many groups decorate a box to hold ceremonial supplies. Supplies may include:

- Candle holders
- Candles
- Candle snuffer
- United States flag (Ask your local Veterans of Foreign Wars or American Legion to donate a flag to your group.)
- Flagpoles and stands

Additional meeting supplies:

- *Outdoor Book* (#D07600)
- *Magic Moments in Camp Fire*, a book on ceremonials (#D06500)
- *Makin' Music with Camp Fire* (#D08000)
(The above books can be purchased through your council or from the Official Camp Fire Merchandise Catalog or Online Store.)
- Game and craft books
- Poetry book for ceremonials

Tips for Success

Here are some other tips that will make your life as an adult facilitator much easier:

- Before the first group meeting, become familiar with your meeting place, especially the locations of fire extinguishers and smoke alarms, exit doors and emergency exit routes, areas that are off limits and places that would be appropriate for outdoor games and short hikes. Where will the youth put their belongings? Which restroom facilities will they use?
- Before the first group meeting, identify an outside location that will serve as an emergency meeting place. Share this information with youth during the first few meetings.
- Before meeting with your group, think about group rules. Ask the youth to suggest rules, but use your own good sense about issues like safety. Once the rules are developed, have the youth make a poster.
- Let the youth handle as much as possible. They are very capable of making and carrying out their plans. Even if it takes a bit longer to get something done when the youth plan, it's well worth it. They learn a great deal in the process.
- Take advantage of all opportunities for Camp Fire training sessions, meetings and workshops. Contact your council or chapter for details about these events in your area.
- Talk to other adult facilitators and leaders of other groups. They can be great resources and provide valuable advice.

- Get acquainted with your council or chapter office and let the staff know of needs and problems. They can offer advice and suggest other resources.
- Read the local newspaper to keep up with community events. Note events and places that might provide resources or activities for group involvement.
- Set aside a place to keep Camp Fire materials. A drawer, closet or shelf will do nicely. Having materials organized saves a lot of time.
- Remember that the youth will be motivated to become active members of the group if they have a lot of input into what they are doing. Allow them to participate in the decision making as much as possible.
- Introduce a "quiet signal." Develop an easily understandable technique to request silence and attention. Raise your hand, begin a song, ring a bell, whisper, etc. Wait until you have everyone's attention before you speak.
- Stress cooperative learning with your group. Youth need to learn that many problems are best solved when people work together — rather than when they compete against one another.
- Check your library or local bookstore for books and magazines that have ideas for games, crafts and other activities.
- Invite youth to create a simple monthly newsletter for group members and their families.
- Remain flexible.
- Celebrate successes — even little ones!



SAFETY CONCERNS

Parent Permission

Each youth in Camp Fire must have permission from a parent or guardian to participate in the program. Your council or chapter will provide the forms that need to be completed. In addition, a special permission slip must be signed each time you take youth away from the usual meeting place. This is a way to inform parents where the youth will be, what they will be doing and what adults will be present. (A sample is found on page 409.)

Make sure you know the council guidelines for taking camping or field trips.

First Aid

Have a First Aid kit available at each meeting. Take it with you when you go on a field trip or camping. One adult, who will accompany the group on outings, needs to be trained in First Aid. A basic First Aid kit needs these supplies:

- Adhesive bandages of many sizes
- Adhesive tape
- Bar of mild soap
- Bottle of distilled water (to use as an eye rinse or to clean wounds)
- Chemically activated cold compresses
- Elastic bandage
- First Aid manual
- Flashlight
- Gauze compresses
- Insect repellent
- Latex gloves
- List of emergency phone numbers
- Matches
- Moleskin
- Sewing needle
- Paper and pen
- Paper drinking cups
- Plastic bags
- Pocket face mask or shield (to be used when performing mouth-to-mouth resuscitation)
- Oral thermometer
- Roller gauze bandages
- Rubbing alcohol for an antiseptic solution
- Safety pins
- Sanitary napkins
- Small scissors
- Sun screen and sunburn protection treatment
- Triangular bandages
- Tweezers

Keep these things together in a waterproof container and identify it as your First Aid box. (Some leaders prefer to use a fishing tackle box because it has nice compartments to keep the supplies organized.) If an accident or incident occurs at the meeting place or away from it, complete an Accident/Incident Report Form (on page 410).

Access to a telephone is important both at your meeting site and when you go outside with children. A mobile phone is ideal, but if you don't have one available to you, include \$1 to \$2 of change in your First Aid kit.

Emergency Information

You never know when there might be an emergency with your group. Being prepared and organized helps you handle any emergency in an efficient manner. Parent permission for emergency treatment in case of an accident must be given in writing. This is usually done as part of the registration process.

You will want quick access to the emergency information at your group meetings as well as on field trips or camping trips. A handy way to keep the emergency treatment forms organized is to create an emergency notebook to keep at your meeting site, and one for field trips. To do this, make two copies of each form. Put the original signed form in your meeting site emergency notebook.

For field trips, you will need to create an additional emergency notebook as well as driver folders. Put one copy of the emergency treatment form in your emergency notebook. The other copy goes into the driver folder for the vehicle in which the youth will be riding. If several people are driving, each driver needs the medical treatment forms for the youth in his or her vehicle.

Your trip notebook needs to include other important pieces that will assist you in case of emergency. They are:

- Names and telephone numbers of all members and guests participating in the activity or event
- Names of parents, guardians or other family members and their telephone numbers where they can be reached during the event
- Telephone number and directions to the closest available emergency medical services
- Health histories and information on special needs of each participant
- Council or chapter insurance information and incident report forms
- Telephone number of the council or chapter office
- Telephone number of an emergency contact person: This person should have the names and telephone numbers of parents in case you are delayed or have an emergency. Also, parents need the name and telephone number of this person.

Camp Fire provides accident insurance for members who are injured while participating in Camp Fire activities. Check with your council or chapter about insurance coverage. Find out what is covered and how to file a claim. You may want to include this information in your trip notebook as well as the driver packets.

Safety Rules

Rules established by a leader, the council or chapter, or by Camp Fire are not enough to guarantee the safety of children. Youth must know, understand, accept and practice safety measures. Help them understand the reason for rules and ask them to notice safety hazards.

When you are away from your typical meeting site, it may be more difficult to maintain order of your group. Here are some things you can do to make your activity a little safer:

- Have everyone wear something identifiable. Field trips are a great time for everyone to wear Camp Fire attire.
- At the beginning, remind the youth of the safety practices they need to follow.

- Tell youth not to speak to people that are not introduced to them by the leader.
- Have everyone choose a buddy and ask the youth to agree not to become separated from their buddies. Buddies can be changed as needed as long as both youth agree. Using a buddy system assures that no youth wanders away from the group unnoticed. It is best not to use nametags, as a stranger can pretend to know a youth by calling the youth by name.

Child Abuse

People associated with Camp Fire are expected to help youth who are at risk of child abuse or are child abuse victims. Camp Fire educates youth, volunteers and families on how to prevent abuse. Camp Fire does not tolerate any abusive behavior by paid or volunteer staff.

You are expected to report any suspicion of child abuse. Your council or chapter will tell you about your state laws and the procedures for reporting child abuse. All states grant immunity from liability to anyone whom, in good faith, reports suspected cases of child abuse or neglect.

Many youth are afraid to talk about being abused. They may, however, reveal signs of abuse indirectly. It can be noticed in their conversations, their play, their drawings and the way they respond when someone touches them. Most abused youth show some of the following symptoms: low self-esteem, anger, guilt, aggressive or disruptive behavior, withdrawal, delinquent behavior or poor school performance.

If you are concerned about a child in your group who might be abused, talk with a council or chapter staff member about what to do. If a child tells you that he or she may be abused, respond with these suggestions:

- Accept the information calmly.
- Speak in a positive manner to the child, avoiding criticism.
- Reassure the child that you want to help.

- Tell the child it is not his or her fault.
- Limit your questions. Ask if the child has told anyone in his or her family.
- Stay outside of the situation—do not investigate any allegations yourself.
- Keep all information strictly confidential.

Leader Behavior

Camp Fire expects certain behavior on the part of leaders. This behavior protects youth and leaders from unfounded allegations of abuse. Some of these expectations have already been explained.

- Two responsible persons are present at all meetings, including field and camping trips. Each of these people need to be screened by the council or chapter and must be trained in the responsibilities of being a leader.
- When taking a coeducation group camping, both male and female adults should be present.
- Adults may not take youth out for one-on-one activities.
- Adults must respect the privacy of youth when they are changing clothes, showering or using the toilet. Adults need to protect their own privacy, too.
- Tell parents they are always welcome to visit a group meeting.
- The only adults at meetings or outings should be those registered with the group or family members. One-on-one contact between youth and other adults at the meeting site is not tolerated.

YOUTH DEVELOPMENT

"Build for your team a feeling of oneness, of dependence upon one another and of strength to be derived by unity."

- Vince Lombardi

Camp Fire stresses the development of the whole person in the process of learning for life. In Camp Fire, young people learn about life now and in the future. The program promotes self-development, social development and skill development.

Discovery groups do activities and projects that touch all three areas of development, but the emphasis will vary from group to group and individual to individual.

Some young people are very introspective and will love the Trail to Knowing Me projects and certain individual Torch Bearer projects. Others are very sophisticated socially and will throw themselves into a STAR project and many group activities. Still others are skill-oriented and will choose Torch Bearers in Trail to the Environment and Trail to the Future. In each case, youth are able to enhance their development while choosing projects that particularly interest them.

Needs of Early Adolescents

Experts in the field of early adolescence agree that young people need:

- **Diversity with a variety of learning experiences and topics**
Camp Fire provides a variety of program activities, both structured and unstructured, in a wide variety of topic areas.
- **Opportunities for self-exploration and self-definition**
The *Discovery* program offers projects in the Trail to Knowing Me.
- **Meaningful participation**
Young people are encouraged to be active contributors to their *Discovery* group, their Camp Fire council or chapter and their community. The STAR project and *A Gift of Giving* (#D40700) provides another avenue to accomplish this.
- **Positive social interaction**
The ongoing group experience of a *Discovery* group and interaction through group activities is a primary component of the program.
- **Physical activity**
Discovery activities fulfill this important need through health, sports, fitness, and nutrition projects.
- **Competence and achievement**
A feeling of competence and achievement is accomplished through structured learning experiences, which lead to recognition.
- **Structure and limits**
The program includes structured projects, *Discovery* group ground rules, leadership and empowerment structures and governance guidelines.



Youth in this Age Group

The boys and girls in your group are early adolescents. This means that they are working on:

- Growing up
- Feeling comfortable in a changing body
- Becoming secure in a self-identity
- Experimenting with physical, mental and emotional capacities
- Trying out various roles without “locking in” to one
- Learning how to handle responsibility
- Developing the capacity to enjoy life
- Interacting with peers and having a sense of belonging
- Establishing beliefs; forming values peaks in adolescence. Youth may begin to accept or reject values from earlier years.
- Being able to actively participate in society as a member of a household, as a worker or as a citizen

Developmental Characteristics of 11- to 13-Year-Olds

Physical

- Exhibit a wide range of sexual maturity and growth patterns between genders and within gender groups (girls are about two years ahead of boys)
- Rapid change in physical appearance
- Growth of hands and feet, nose and ears may be faster than arms and legs and face causing concern for appearance
- May try experimental behavior to enhance sensory stimulation, e.g., drug and alcohol use

Social

- Shift from emphasis on same sex to opposite sex—girls develop interest in boys earlier than boys in girls
- Look more toward peers than parents, seek peer recognition
- Seek acceptance and trust
- Tend to regard sex in a depersonalized way
- Search for adult role models and often identify with admired adult hairdos, dress and mannerisms of popular sports and music stars

- Question authority
- Question family values
- Willing to submerge self for benefit of group
- Discipline can be a problem because of spirit of group
- Friendship groups or cliques are often small but intense
- More realistic understanding of who they are and what they can do
- More interested in social activities

Emotional

- Compare themselves to others
- Concerned about development and emerging sexuality
- See themselves as always on center stage
- Conscious about bodily changes
- Concerned about being liked by friends, social graces, grooming
- Strive for independence, yet want and need parent help
- Seek privacy from parents/adults
- Want to be a part of something important
- Aware of degrees of emotion and seek to find the right words to describe their feelings
- Exaggeration and sarcasm are frequently used to describe subtle meanings

Intellectual

- Need information for making decisions
- Find justice and equality to be important issues
- Think abstractly and hypothetically
- Can solve problems that have more than one variable
- Can imagine consequences
- Ready for in-depth, long-term experiences
- Have moved from fantasy to realistic focus on their life's goals

Activities and Special Considerations

Provide opportunities for:

- Increasing structured and adult-like activities
- Exploring other cultures, foods, languages and customs
- Completing projects (emphasis on precision and perfection)
- Discussing issues and opposite sex with friends
- Making decisions
- Having fun learning experiences
- Involving the opposite sex and learning to deal with opposite sex

As young people move from dependence to independence, they express themselves in intense, often contradictory ways. They might be daring, creative, insecure, enthusiastic, isolated, helpful, moody, needy, competent, argumentative, despairing and joyful.

Race and Culture

Camp Fire is committed to providing opportunities for all youth to participate in the program. Young people can feel isolated from the majority of other group members if they have different backgrounds or racial differences or speak a different language. These youth benefit from your special attention.

Here are some ways to help:

- **Learn more about the situation and circumstances of a young person's life.**
Their responses may be motivated by a cultural practice. For example, youth in some cultures may not be encouraged to ask questions or participate in discussions. In the group, they want to be accepted and want to voice their opinions. They may need your extra encouragement.
- **Use examples from many different cultures to illustrate ideas.**
Become knowledgeable about the contributions people of different cultures have made to our society. Speak of these contributions. Avoid stereotypes.
- **Emphasize that every person has a valuable**

cultural heritage, although he or she may not be aware of it.

Encourage youth to find out about their cultures and to share traditions with the group. Provide opportunities for this sharing to stimulate curiosity about one's own culture. However, don't assume that a young person or family of a particular culture is an expert in that culture.

- **Do not expect or accept less of anyone.**
Apply the same standards of behavior and performance that you have for the group. This is very important. Accepting or expecting less is a disservice to any person in the long run.
- **Do not tolerate any evidence of prejudice or discrimination.**

Do not allow racial jokes, slurs or derogatory imitations. If it happens, deal with it immediately. Say "In Camp Fire, every person is of equal importance. We do not 'put down' another person for any reason."

- **Help everyone appreciate the unique contributions each person makes to the group.**
This is the best way to eliminate thoughts of one group being in the majority or minority.
- **Encourage members of any group not well-represented in the group to invite their friends to join Camp Fire.**

Inclusiveness

Inclusiveness is defined as recognition, respect, acceptance and inclusion of differences in people, places and ideas of others, including customs, cultures, traditions, religions, etc. Prejudice and discrimination are often seen when people do not embrace inclusiveness.

To reduce prejudicial attitudes and behaviors, here are some tips:

- **Arrange social contact between different groups.**
Frequent meetings with groups of people who are different will encourage positive attitudes towards these groups.
- **Encourage learning about different groups.**



Read books, go to museums and view films. Avoid generalizations about any groups.

- **Provide leadership activities for youth.** Activities that promote leadership will also reduce levels of prejudice.

Diverse Personalities

As a *Discovery* adult facilitator, you will be involved with a variety of young people who have diverse personalities. It is important to avoid labeling anyone, but it is likely that some of the youth in your group will display some of the following characteristics more than others. Here are some tips to deal with them effectively:

Leaders and Followers

Young people behave in group situations in different ways. Some will be leaders most of the time. They will be respected by other youth who will listen to what they say and adopt their ideas. Some will be followers most of the time. They will conform to the rest of the group and go along with the majority.

Sometimes the followers naturally will become leaders and vice versa. You will see this happen as young people who specialize in one area, such as sports, music or drama, take the lead on occasions because they are more knowledgeable and self-confident than other group members.

Some young people are natural leaders because they are more able, more popular, more pleasant or more mature. But sometimes they will try to force others to do what they want. These leaders may rebel against the group or show the others that they do not listen to anyone.

How do you work with youth who use their leadership abilities to influence the group in negative ways? First, accept the fact that these youth are leaders. Realize that they do influence the group. Make a special effort to work with them and to get to know them. Let them know that you recognize their leadership abilities. Tell them very honestly that they can use these abilities to help or to hurt themselves and the group. Tell them how they can help by serving as an activity leader for

their group. When they know that you regard them highly, they may no longer feel that they have to rebel. This may take time and patience.

To help young people who tend to be followers, you might involve them in jobs that will help bring out their leadership abilities. Arrange to have them help plan group projects and activities. Try to give each person a chance to do something special. Building up a youth's ability to lead is a gradual process that takes time. You can begin by having a youth serve on an event-planning committee. Next, he or she may be in charge of a committee. Leadership skills can also be developed through youth serving as officers in the group or other leadership roles.

Sub-Groups

You may also face the challenge of sub-groups. It is natural for young people to like some of their peers better than others. However, to help youth intermingle, split them into small groups for discussion and work projects. The smaller the group, the better the youth will be able to get to know each other. Use a variety of techniques for creating the groups—draw numbers, separate by color of clothes, draw straws or line up by birth date.

Noisy Youth

What do you do with the youth who is so noisy that he or she disrupts the whole group? Here are some ideas:

- Be sure to welcome him or her warmly when he or she comes to a meeting.
- Don't try to shout over his or her voice. Speak softly!
- Walk over to him or her and ask her to please be quiet.
- Give him or her a chance to know you and to understand that you and the group prefer it when he or she behaves.
- Remember your quiet signal (e.g., typically a raising of your hand)! Don't continue the meeting until it is quiet.

Shy Youth

The shy youth wants your attention and approval just like the noisy one, but he or she is easier to overlook. He or she doesn't demand your attention. He or she does not upset the group, so it is easier to forget about him or her. How do you help the shy youth?

- Give him or her gradual encouragement.
- Spend time with him or her individually.
- Encourage him or her to talk to you.
- Encourage him or her to work on projects with one other member of the group, then move him or her slowly into larger groups.

Complaining Youth

How do you work with the youth who always complains that you are not being fair to him or her, that the other members are annoying him or her or that the group or activities are not interesting?

- Encourage him or her to contribute suggestions rather than to complain about others' ideas.
- Help him or her to see that you and the group are perfectly willing to consider his or her ideas.
- Ask him or her why he or she thinks you're being unfair. Just listen, don't argue. Sometimes that's all it takes to feel accepted.

Disrespectful Youth

How do you handle the youth who challenges you, won't listen to you and talks back to you in front of the other members of the group?

- Separate him or her quickly from the rest of the group and talk with him or her individually. If you separate him or her from the others, he loses his or her audience.
- Discover the reasons behind the disrespectful behavior. He or she may be angry, unhappy or displeased with what is happening in the group, at home or at school.
- Respond with "I understand how you must feel" These words often reduce hostility and open the channels for hearing your next statement.
- Let him or her know what is expected and try to

teach the everyday rules of etiquette. Sometimes rude young people don't know any better.

Youth with Disabilities

If you have youth with disabilities in your group, create an atmosphere of acceptance and security for everyone. Encourage each person to grow to his or her fullest potential. All the tips in this guide for working with individuals and groups will help create an atmosphere for growth. Talk to the youth, teachers and parent or guardian. Learn some specifics about an individual's disability and find out if there are some special health or safety considerations to keep in mind. Adapt activities for youth with special needs. You may need to adjust the rules for participation, the equipment used, the place where the activity occurs, the movements required to complete the activity or the pace of the activity. In all cases, encourage the youth to suggest appropriate adaptations.

Key Points to Remember

- Youth this age experience things in a very physical, emotional and personal way. They fluctuate minute to minute on their needs, wants and desires.
- Early adolescents want to know "What is my place in society? What will become of the world? Will I ever get a boy(girl)friend? Am I having a good hair day?" They are their own contrasts. Everything is taken seriously and nothing is taken seriously. And all that matters is RIGHT NOW!
- Youth also like the element of potential risk related to something important to them and yet want to be reassured that there is someone available to help and listen, if need be.
- Young teens are product-oriented and want items that are usable/functional and decorative. They want to do "cool" activities, but at times are still willing to play with experimental ideas if they are presented in a non-threatening and fun way.
- Youth now have better eye-hand coordination than when they were younger and are more willing to spend time on crafts as long as they



can see it take shape and start to form instantly. They can be more patient, but still like instant gratification. Their bodies are changing so rapidly that they can be "awkward" with some movements and yet have completely fine-tuned motor skills for other tasks.

- Early adolescents want to fit in and be liked by their peers and yet still want to show their individuality.
- Young teens need an outlet for self expression and creative thinking along with a way to burn excess energy.
- They might not have much money: You are competing for their money with CDs, clothes, after-school snacks, movies and family expenses. Plan accordingly.
- With the different levels of maturity within this age group, there may be a lack of concern over their own and other's safety. Young people live in a dangerous world that they may have experienced directly. Express the importance of teaching and enforcing safety practices, even if this means stopping an activity because someone jokes about sniffing the glue or makes an unsafe movement with scissors.
- Get to know your group and introduce "sure winner" activities that take a short time to complete and have the "cool" factor. Once they appreciate the creative process, then they are more willing to try something more unfamiliar to them.
- Take into consideration that what is of vital importance to the group this week may be old news next week.

Look for youth who can succeed in new areas that encourage their growth, not just those who demonstrate the best skills.

HOW IS IT GOING?

"Far away there in the sunshine are my highest aspirations. I may not reach them, but I can look up and see their beauty, believe in them and try to follow where they lead."

- Louisa May Alcott

Young people of *Discovery* age have spurts of progress in one area and periods of regression in others. You might find that your group may behave very differently at each planned event. Many who work with seventh-graders say they really thrive on planning and doing for themselves, then fall apart in seventh grade. A lot of this is due to their ups and downs about wanting to be grown up and at the same time hanging onto "kid things."

It is not so important that everyone follow all the elaborate plans. But it is important that everyone has a chance to solve problems on his or her own — with your support. Problem solving at this age can be a distracting, noisy process. One adult facilitator talked about camping with her group. They had decided they were too old and grown up to assign jobs or make caper charts. Then on the campout, they argued endlessly about exactly how much work each person had done. Finally, they decided who was supposed to do dishes, and then they all helped.

The adult facilitator allowed them to go through that process for themselves, no matter how hard it was to do. Adolescence is an age for testing out the rules and procedures (job assignments or caper charts).

Be prepared for some very inconsistent (by adult standards) behavior in public. One group did a great job of escorting adult award winners at an awards dinner. They really looked sharp and behaved with dignity. Later during the formal hotel banquet, however, they were throwing pieces of rolls at one another across the table.

In the group meetings while planning events, activities or projects, try to get the youth to anticipate and prepare carefully for what is ahead. During the activity or event, support them in having a good time and in working out problems.

Sometimes everything will be organized and smooth, and you will wonder, who are these sophisticated young people you are with? At other times, organization will be nonexistent, and everyone will dissolve into laughter, tears or temper. Being an adult facilitator is never dull!

Your attitude of acceptance and understanding helps make the activities OK, whether or not all goes smoothly. Remember, the activities in a Camp Fire program are not the end in themselves, but the vehicle for the group self-development. The youth are learning and practicing skills for living. They need a place to make mistakes, fail and still be accepted — a place to pick up and start all over again. The *Discovery* program can offer that place, where some of the pressure on achievement for its own sake can be relaxed, and emphasis can be on exploring and growing as one is ready.

Don't forget moments for celebration and sharing memories — a ceremonial at the end of a campout or stopping for pizza on the way home from a car wash. Celebration gives time to evaluate the event. Groups need time to enjoy the completion of a successful event or cry and moan over failure — together. The group experience and support help in learning to deal with failure and success.

To be an important adult friend in the lives of these young people is a rewarding opportunity. Though they may be exciting, frustrating and loving, all at the same time, they will also add some beautiful memories to your life.

LOOK TO THE FUTURE

As youth progress through the *Discovery* program, they can continue to work on trail projects, Torch Bearer projects, STAR projects and *A Gift of Giving*. They may choose to complete steps in Outdoor Living Skills and do national projects. They may attend a resident or day camp, participate in a leadership training, attend a youth conference, give service and get involved in events in their local Camp Fire council or chapter or other organization. Religious emphasis projects are also available for youth this age to choose. (See the Official Camp Fire Merchandise Catalog and Online Store.) Path Finder Level Six and Trail Blazer Level Seven offer more opportunities for *Discovery*.



Camp Fire

APPENDIX



TRAIL PROJECT PLAYBACK

Trail Choice:

- Trail to Knowing Me
- Trail to Creativity
- Trail to the Environment
- Trail to the Future

Project Name: _____

Focus	Name of Activity Chosen	Date Finished:	Discovery Points Earned
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____

Total *Discovery Points Earned* _____

What did you learn from this project?

How will you use this new knowledge?

If you could redo the project, what would you do differently?

Completion Date: _____ Adult Signature: _____
MM/DD/YY

DISCOVERY SCORE CARD

Trail projects, Building Blocks and trail activities

Activity	Brief description of the activity	Date completed	<i>Discovery Points Earned</i>	Date Recognition Received

Sign Off: _____



ACTIVITY/TRIP PERMISSION FORM

A permission slip must be completed for each activity away from the group's regular meeting time and place.

No youth member will be permitted to go on an outing unless he or she has returned this completed form to staff, either paid or volunteer, responsible for the event. The form **must** be signed by a parent or guardian.

To be completed by individual in charge of event:

Adult _____ Phone _____

Group Name _____

Name of event _____

From _____ To _____

DATE OF EVENT

TIME OF EVENT

DATE OF EVENT

TIME OF EVENT

Please list any unusual or special activities

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

Parents/Guardians: (Please complete this portion and return to group leader)

Youth Name _____ Birth Date _____ Sex _____ Age _____

Home Address _____ Phone _____

Business _____ Phone _____

If not available in an emergency, notify _____

Home Address _____ Phone _____

My child, _____, has permission to participate in all scheduled, planned activities.

My child, _____, has permission to participate in all scheduled, planned activities with the following EXCEPTIONS. (Please list all exceptions in detail.)

SIGNATURE OF PARENT/GUARDIAN

DATE

SIGNATURE OF YOUTH

DATE

ACCIDENT/INCIDENT REPORT

(Complete one form for each person involved.)

Program Administrator received report

Date _____ Time _____

By whom _____

Name of Camp Fire-sponsored event _____ Date _____

Location _____

Person Involved

Last name _____ First name _____

Age _____ Sex: Male _____ Female _____ Status at event _____

Type of incident _____ Time _____

Program administrator notified Date _____ Time _____ By whom _____

On-site health service used Date _____ Time _____ By whom _____

Doctor or outside medical services Who was used _____

Date _____ Time _____ By whom _____

Corporate authorities notified Who was notified _____

Date _____ Time _____ By whom _____

Parent or guardian notified Date _____ Time _____ By whom _____

Emergency contact notified Contact name _____ Phone # _____

Date _____ Time _____ By whom _____

Parent authorization and/ Date _____ Time _____ By whom _____

or power of attorney exercised

Council executive director/ Date _____ Time _____ By whom _____

CEO notified

Date _____ Time _____ By whom _____

Insurance company notified Date _____ Time _____ By whom _____

Claim filed

Date _____ Time _____ By whom _____

Follow-up needed

Date _____ Time _____ By whom _____

Camp Fire National Headquarters notified Date _____ Time _____ By whom _____

Headquarters notified

Date _____ Time _____ By whom _____

Person at Camp Fire notified _____

Adult(s) on the scene _____

Adult(s) rendering aid _____

WITNESSES (have at least two; more may be useful)

Name _____

Address _____

Where located at time of incident? _____

Name _____

Address _____

Where located at time of incident? _____

Name _____

Address _____

Where located at time of incident? _____



FAMILY ACTIVITIES

Families consist of people who choose to affiliate with each other to meet their needs. A family can include parents, children, relatives or friends. Spending time together can encourage positive relationships among family members and promote family cohesiveness. *Discovery* age youth and the adults in their lives face many situations that are stressful and that can be difficult. Playing together and relaxing with each other can benefit relationships that are often fragile and emotional. Even if youth insist they do not want to do anything as a family, research shows that they look up to adults and appreciate opportunities to connect with them.

Five Tips for Success

1. Keep things light. Have fun together first. It can make serious discussions more positive.
2. Have realistic expectations. Youth might not be enthused before or during the activity, but they are paying attention and benefiting from the time together.
3. Do something together on a regular basis. Choose one day of the month, such as the first Friday, and set that time aside for family night. Adults need to make this a priority, so that youth will recognize their commitment.
4. Begin small. At first, a board game or game of cards might be enough. This might expand into cooking a meal or snack together before the game.
5. Celebrate! Enjoy whatever the family does. You don't need to accomplish anything, just recognize the benefit of simply spending time together.

Suggestions for Family Night

- Do icebreaker activities together. See page 413 for suggestions.
- Plan a family meal together to go with a theme or holiday. A Mexican Fiesta on Cinco de Mayo (May 5), a French dinner on Bastille Day (July 14) or picnic food for Independence Day (July 4).
- Make pizza at home and play board games one Friday night each month.
- Plan an outing or vacation, with everyone's ideas considered. Determine what it would take to turn the ideas into reality. Youth can gather information, plan routes, make reservations, etc.
- Use family meetings to talk about burning issues for youth and adults. Here are some guidelines:
 - Make an appointment with the family to spend one hour together. Plan to have the meeting during a time that is convenient for everyone. No sports, no lessons, nothing else can be scheduled after you have announced the time and date. Friday evening is often a good time, so everyone can relax without worrying about getting ready for another weekday.
 - Make a snack like popcorn or pizza. You can start the meeting while the pizza is baking.
 - To begin, an adult can be the chairperson for the meeting. The job should be rotated each time, with other family members over the age of eight having a turn. (Younger children might need help following the agenda.)
 - The chairperson calls the meeting to order, saying something like, "The family meeting will now begin."
 - Introduce three basic ground rules:
 - * Everyone gets a chance to speak.
 - * Listen when someone else is speaking.
 - * All ideas are worth considering.

- The chairperson asks for discussion items, and whoever has an issue shares it. Someone can write down the issues, if there are more than one. One at a time, discuss the items, offering each person a chance to share his or her opinions and to listen to others.
- After allowing the discussion about each issue, make decisions that can be made by the group. Some things will require adult agreement and can be presented at another meeting.
- Review any decisions that were made and whatever needs follow-up. If the group needs to meet again, talk about a time for the next meeting.
- Thank everyone for participating.

EARLY BIRD ACTIVITIES, MIXERS AND ICE BREAKERS

Early Bird Activities

Youth who arrive at meetings early can help set up for the meeting, prepare a snack, organize materials or assist in other ways. To keep early-arriving youth engaged, set out markers, paper, crossword puzzles, math games, etc. Visit www.puzzlemaker.com, a Web site that creates customized word puzzles, mazes and hidden messages in a variety of formats at no charge. These make great early bird activities. Choose the words that relate to the activity and create a puzzle for the early birds.

MIXERS ►

- Everyone fold your hands. If your right thumb is on top, get together with other right-thumbers. Left-thumbers do the same.
- Fold your arms and separate the group as in the activity above.
- How many children are in your family? Divide to make groups whose families are similar in size.
- Which leg do you put in your pants first? You might end up with three groups as some people sit down and put both legs in at the same time.
- Are you left or right handed? Ambidextrous?
- What kind of bed do you sleep in? Spring mattress? Water bed? Futon?
- Do you put the toilet paper roll on so that the paper comes over the top or the bottom?
- Do you wear a watch?
- Do you wear glasses, contacts or neither?
- What is your favorite: color, movie, sport, song, pet, etc.?

Groups are formed by sorting similarly-minded people. Combine groups, if necessary.

**ICE BREAKERS ►****Celebrity Name Game**

Place celebrity names on each person's back.

Have the youth ask one another yes-or-no questions to try to guess which celebrities they are.

Building Together

As the youth arrive, have them break into teams by picking colored buttons, drawing straws, counting off, etc. Then have them work as a team to build something with wooden craft sticks, tooth picks, straws and small marshmallows or soft candy.

Group Mural

Spread a large piece of chart paper or newsprint on the floor or table. Have a variety of markers, pencils or crayons available and provide a theme for a group mural. This could be a holiday, school, organization, council or chapter activity or theme of the group's choice.

Treasure Hunt

Hide some "treasures" (wrapped candy, small erasers, pens or pencils) before the youth arrive. When everyone gets there, break the group into teams. The team to locate the greatest number of "treasures" wins.

Identify the Item

Gather 10 items and 10 paper bags. Place one item in each bag and number each bag. Break the group into teams and have each person feel or squeeze each item without looking into the bag. Then have the teams decide what they think is in each bag. The team who has the greatest number of correctly identified items wins.

Interviewing Important People

Have a youth pick a well-known, important person (singer, actor, local personality, character from a book or national figure) and hold a "press conference" where all the other youth can interview him or her in that role. Allow the youth to take turns becoming the interviewee. (Of course, the interviewee must conjure up answers to the questions to the best of his or her ability. That's the fun of it!)

Design a Stamp

Using pieces of white paper, crayons or markers, scissors, pencils and pens, have the youth design their own postage stamps. (Ideas include holidays, people, sports, special events or seasons.)

Group Storytelling

Start a story and have each person add only one word or sentence. Keep the story going as long as possible.

Memory Game

Arrange 10 to 20 assorted objects (safety pin, spoon, eraser, pen, etc.) on a tray and place a towel over them. Divide the group into teams and allow each group to have one minute to look at the tray. Then cover it with the towel. Players must then write down all the objects they remember. The winner is the team with the most correct items.

MEETING OPENINGS AND CLOSINGS

An opening is an activity that formally signals the beginning of the meeting. It is a special ceremony that often becomes a tradition.

A closing is an activity that signals the end of the meeting. It should be a special time that draws the meeting to an end on a positive note. Make the closing quiet and fun as well as a little serious and meaningful. It should be something the youth will remember until the next meeting.

Groups might consider using the same opening and closing for a specific project. For example, if the group is working on a project on the Trail to the Environment, they could use the same opening and closing for each meeting in that project.

Traditional Openings and Closings

- Have a flag ceremony.
- Recite the “Pledge of Allegiance.”
- Have the youth form a friendship circle by crossing their right arms over their left arms and joining hands with the youth on each side. Each person squeezes the hand of a neighbor as a sign of good wishes or friendship. Pass the good wishes or gentle squeeze on until it has gone all around the circle.
- Sing a Camp Fire song or a familiar song such as “Make New Friends.” You could also use the tunes of one of these songs and make up new words.
- Sing or say the Camp Fire Wish.
- Form a good-bye bridge. Partners line up and make a bridge to the door. The pair farthest from the door starts under the bridge to the door, saying good-bye, followed by other pairs in turn. The last pair can exit under the arms of the adults who are leading the meeting.
- Light a candle and have the youth make silent wishes.

Additional Ideas

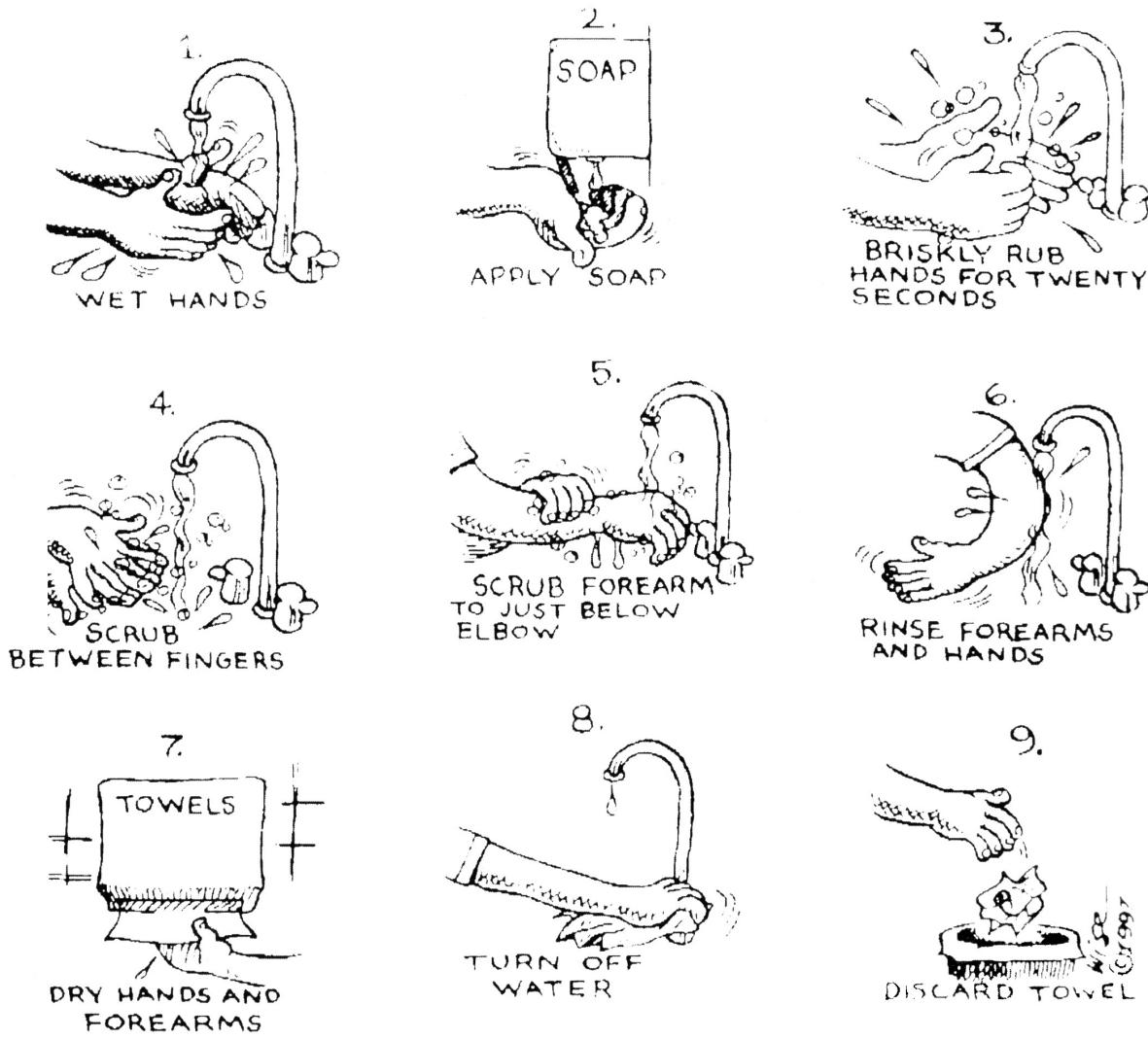
The following activities can be combined with the traditional Camp Fire group openings and closings:

- Assign family members the task of creating and leading opening and closing activities for the meetings.
- Make a banner out of fabric, a tablecloth or a sheet. Before the youth leave each meeting, have them use fabric markers to print a few words or draw a picture on the banner describing what they liked most about the meeting. It may be an activity, something they learned or just being with their friends. Hang the banner on the wall during each meeting. When the banner is full, present it to a younger *Discovery* group to show those youth all of the fun things they will get to do next year.
- Help the youth relax at the end of the meeting. Have them close their eyes and take a long, deep breath. Then have them breathe out, pretending the air is flowing out the ends of their fingers. The next time they do the breathing exercise, have each one of them pretend to be a balloon with air coming out of it.
- Play a familiar or new game before the meeting. Each week ask a different person to teach or lead the game.

TEN TIPS FOR BAKING SUCCESS WITH KIDS

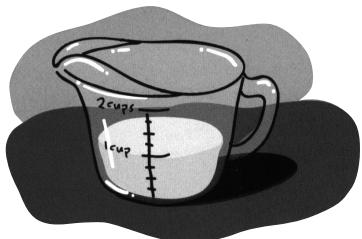
More questions? Visit www.homebaking.org.

1. See illustration below for proper handwashing techniques.

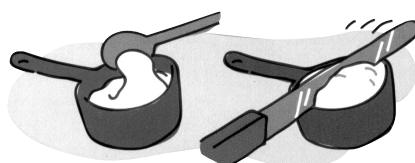


2. Stay safe! Request adult assistance, if necessary, to do these baking tasks:
 - Clean surfaces before and after washing fruits or veggies.
 - Gather ingredients and pans; grease baking pans.
 - Stir dry ingredients, spoon into dry measure cup and level off.
 - Measure liquid ingredients.
 - Add measured dry and liquid ingredients into mixing bowl.

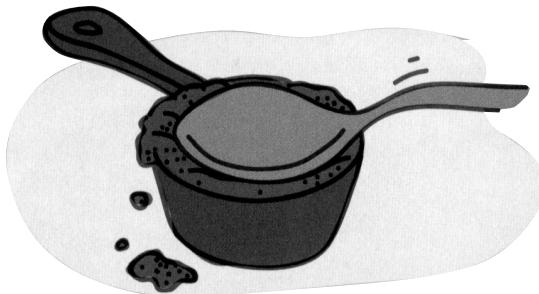
- Crack eggs.
- Cut fruit, margarine or butter sticks with plastic or table knife on cutting board; grate cheese.
- Stir batters (pancakes, muffins)—a thick dough may be too stiff.
- Knead dough.
- Preheat the oven. (Use hot pads to load products into hot oven.)
- Wash dishes, put away ingredients or utensils.



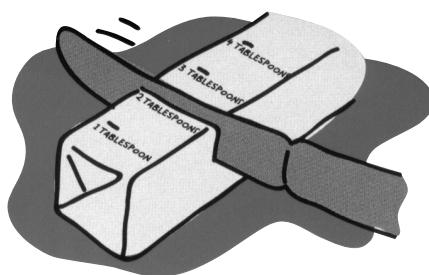
Liquid Ingredients



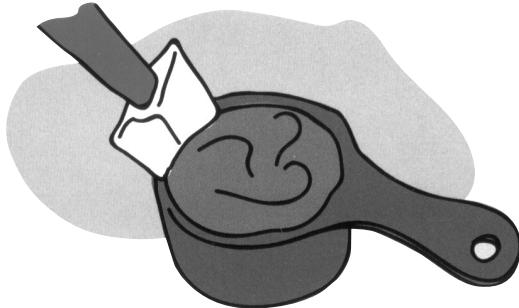
Dry Ingredients



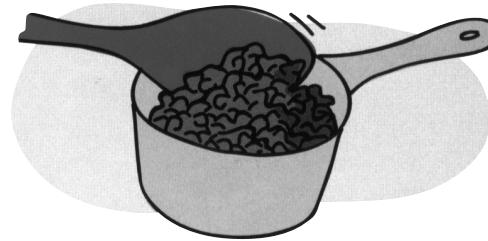
Brown Sugar



Margarine or Butter



Shortening and Peanut Butter



Other Stuff

(BETTY CROCKER, 1999). PERMISSION GRANTED BY GENERAL MILLS, 6/01

- Get adult help as needed with sharp knives or peelers, opening cans/bottles, stirring thick mixtures, loading and unloading the oven and handling baking pans.
 - Learn safe knife skills for chopping and cutting.
 - Handle food equipment safely—place oven racks and load oven and operate mixer, microwave, bread machine and food processor.
 - Follow a recipe, measure accurately and prepare a product
 - Read and interpret ingredient and food labels.
 - Handle and store food ingredients and finished products safely.
 - Clean up.
3. Read the recipe top to bottom first—together with an adult or on your own. Be sure you:
 - Understand the steps and methods.
 - Have all the ingredients and equipment.
 - Take it one step at a time, finish each step and double check to be sure nothing was left out.
 4. Gather all the ingredients and equipment. Make sure ingredients are fresh.
 5. Use the right tools (see the illustration above). Use measuring spoons (not eating utensils) for small amounts. Stir dry ingredients (flours, sugars, cornmeal, cocoa) and spoon into dry measuring cups and level off with a flat edged

- utensil. Pour liquids (water, oil, milk, honey, corn syrup) into a clear liquid measuring cup placed on the countertop.
6. Use a food thermometer to measure liquid temperatures before adding to yeast. Always cover bread dough and place it to rise at room temperature (or about 80 degrees Fahrenheit). Be sure to punch it down when it doubles in size.
 7. Ingredients tips: Use *large* eggs in home baking. Use only butter or margarine (read the package label), not a *spread* or *reduced fat* product.
 8. Use the size of pan the recipe recommends for best results. (For substitutions, see pan substitution chart at www.homebaking.org.)
 9. 1-2-3-4-5 in the Oven:
 1. Make sure the oven racks are in the right place. Move them while the oven is cold.
 2. Always preheat the oven as the recipe directs.
 3. Place pans in the oven so they are not touching each other or the oven sides. Do not place pans on racks right above or under another pan.
 4. Keep dry oven mitts or pads close by.
 5. Have a wire cooling rack ready to cool the pans and the baked food.
 10. Clean up spills immediately. While the product bakes, finish clean-up.

CAMP FIRE DISCOVERY OUTCOMES

Trail to Knowing Me

- Youth will have preferences for safe choices.
- Youth will have an opportunity to learn from mentoring relationships with adults.
- Youth are willing to engage in personal growth activities.
- Youth express feelings and emotions in a positive, constructive manner.

Trail to Family and Community

- Youth will be able to resolve conflict in a healthy way.
- Youth will be culturally tolerant and will value representation from diverse populations.
- Youth will have an increased sense of having a community support system and respect for the authority of persons in that system.
- Youth will have a commitment to helping others and to volunteerism.

Trail to Creativity

- Youth will be able to communicate their points of view effectively.
- Youth will be able to evaluate choices, weigh outcomes and make decisions.

Trail to the Environment

- Youth will have an appreciation for the environment and outdoor activities.

Trail to the Future

- Youth will maximize their physical abilities to meet and overcome physical challenges.

All Trails

- Youth will be able to plan sequentially.
- Youth will be able to practically apply their academic learnings.
- Youth will appreciate being able to celebrate and share successes.



MCREL EDUCATION STANDARDS LEVEL 3: GRADES 6-8

This list includes the education standards included in the *Discovery* curriculum. For more information and a complete list of these standards contact:

Mid-continent Research for Education and Learning
2550 South Parker Road, Suite 500
Aurora, Colorado 80014
Telephone: 303 337 0990
www.mcrel.org/standards-benchmarks

LANGUAGE ARTS STANDARDS AND BENCHMARKS (LA)

WRITING ►

Standard 1: Uses the general skills and strategies of the writing process.

LA 1.1 Prewriting: Uses a variety of prewriting strategies.

LA 1.7 Writes narrative accounts, such as short stories.

LA 1.11 Writes compositions that address problems/solutions.

LA 1.12 Writes business letters and letters of request and response.

Standard 4: Gathers and uses information for research purposes.

LA 4.4 Uses a variety of resource materials to gather information for research topics.

LA 4.6 Organizes information and ideas from multiple sources in systematic ways.

READING ►

Standard 7: Uses reading skills and strategies to understand and interpret a variety of informational texts.

LA 7.1 Uses reading skills and strategies to understand a variety of informational texts.

LA 7.4 Uses new information to adjust and extend personal knowledge base.

LISTENING AND SPEAKING ►

Standard 8: Uses listening and speaking strategies for different purposes.

LA 8.7 Makes oral presentations to the class.

LA 8.8 Uses appropriate verbal and nonverbal techniques for oral presentations.

LA 8.11 Understands implicit statements of attitude and opinion.

LA 8.12 Understands elements of persuasion and appeal in spoken texts.

VIEWING ▶

Standard 9: Uses viewing skills and strategies to understand and interpret visual media.

LA 9.1 Understands a variety of messages conveyed by visual media.

LA 9.4 Understands techniques used in visual media to influence or appeal to a particular audience.

LA 9.8 Understands the use of stereotypes and biases in visual media.

LA 9.9 Knows that people with special interests and expectations are the target audience for particular messages or products in visual media; and knows that design, language and content reflect this.

Standard 10: Understands the characteristics and components of the media.

LA 10.1 Knows characteristics of a wide range of media.

LA 10.2 Understands the different purposes of various media.

LA 10.13 Understands how the type of media affects coverage of events or issues.

LA 10.4 Understands various elements that recur across media.

LA 10.5 Understands aspects of media production and distribution.

LA 10.6 Understands the ways in which image-makers carefully construct meaning.

MATHEMATICS STANDARDS AND BENCHMARKS (M)

Standard 1: Uses a variety of strategies in the problem-solving process.

M 1.2 Uses a variety of strategies to understand problem-solving situations and processes.

Standard 2: Understands and applies basic and advanced properties of the concepts of numbers.

M 2.5 Understands the concept of a unit and its subdivision into equal parts.

Standard 3: Uses basic and advanced procedures while performing the processes of computation.

M 3.3 Selects and uses appropriate computational methods for a given situation.

Standard 4: Understands and applies basic and advanced properties of the concepts of measurement.

M 4.1 Understands the basic concept of rate as a measure.

M 4.4 Solves problems involving units of measurement and converts answers to a larger or smaller unit within the same system.

M 4.7 Understands formulas for finding measures.



M 4.8 Selects and uses appropriate estimation techniques to solve real-world problems.

Standard 5: Understands and applies basic and advanced properties of the concepts of geometry.

M 5.5 Understands the relationships between two- and three-dimensional representations of a figure.

M 5.6 Understands the mathematical concepts of similarity and congruency.

Standard 6: Understands and applies basic and advanced concepts of statistics and data analysis.

M 6.4 Reads and interprets data in charts, tables, plots and graphs.

M 6.5 Uses data and statistical measures for a variety of purposes.

M 6.6 Organizes and displays data using tables, graphs, frequency distributions and plots.

Standard 9: Understands the general nature and uses of mathematics.

M 9.1 Understands that mathematics has been helpful in practical ways for many centuries.

SCIENCE STANDARDS AND BENCHMARKS (S)

EARTH AND SPACE SCIENCES ►

Standard 1: Understands atmospheric processes and the water cycle.

S 1.4 Knows factors that can impact the Earth's climate.

LIFE SCIENCES ►

Standard 6: Understands the relationships among organisms and their physical environments.

S 16.2 Knows factors that affect the number and types of organisms an ecosystem can support.

S 16.3 Knows ways in which organisms interact and depend on one another through food chains and food webs in an ecosystem.

S 16.4 Knows how energy is transferred through food webs in an ecosystem.

Standard 7: Understands biological evolution and the diversity of life.

S 7.3 Understands the concept of extinction and its importance in biological evolution.

S 7.5 Knows ways in which living things can be classified.

PHYSICAL SCIENCES ►

Standard 9: Understands the sources and properties of energy.

S 9.1 Knows that energy is a property of many substances.

S 9.2 Understands the law of conservation of energy.

S 9.4 Knows how the Sun acts as a major source of energy for changes on the Earth's surface.

S 9.7 Knows that vibrations move at different speeds in different materials, have different wavelengths and set up wave-like disturbances that spread away from the source.

Standard 10: Understands forces and motion.

S 10.1 Understands general concepts related to gravitational force.

S 10.3 Knows that an object's motion can be described and represented graphically according to its position, direction of motion and speed.

NATURE OF SCIENCES ►

Standard 12: Understands the nature of scientific inquiry.

S 12.4 Knows that observations can be affected by bias.

S 12.5 Uses appropriate tools and techniques to gather, analyze, and interpret scientific data.

Standard 13: Understands the scientific enterprise.

S 13.6 Knows ways in which science and society influence one another.

BEHAVIORAL STUDIES STANDARDS AND BENCHMARKS (B)

Standard 1: Understands that group and cultural influences contribute to human development, identity and behavior.

B 1.1 Understands that each culture has distinctive patterns of behavior that are usually practiced by most of the people who grow up in it.

B 1.3 Understands that punishments vary widely among, and even within, different societies.

B 1.4 Understands that technology, especially in transportation and communication, is increasingly important in spreading ideas, values and behavior patterns within a society and among different societies.

B 1.5 Understands that various factors affect decisions that individuals make.

Standard 2: Understands various meanings of social group, general implications of group membership, and different ways that groups function.

B 2.1 Understands that affiliation with a group can increase the power of members through pooled resources and concerted action.



B 2.4 Understand that people sometimes react to all members of a group as though they were the same and perceive in their behavior only those qualities that fit preconceptions of the group which leads to uncritical judgments.

B 2.5 Understands that a variety of factors contribute to the ways in which groups respond differently to their physical and social environments and to the wants and needs of their members.

B 2.6 Understands how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values and behaviors contribute to the development and transmission of culture.

B 2.7 Understands that there are similarities and differences within groups as well as among groups.

Standard 3: Understands that interactions among learning, inheritance and physical development affect human behavior.

B 3.3 Understands that the level of skill a person can reach in any particular activity depends on a variety of factors.

B 3.8 Understands that language and tools enable human beings to learn complicated and varied things from others.

Standard 4: Understands conflict, cooperation and interdependence among individuals, groups and institutions.

B 4.1 Understands that being a member of a group can increase an individual's social power and also can increase hostile actions toward or from other groups or individuals.

B 4.3 Understands how various institutions influence people, events and elements of culture and how people interact with different institutions.

ARTS: DANCE (D) ►

Standard 1: Identifies and demonstrates movement elements and skills in performing dance.

D 1.6 Memorizes and reproduces movement sequences.

ARTS: MUSIC (MU) ►

Standard 1: Sings, alone and with others, a varied repertoire of music.

MU 1.3 Knows music that represents diverse genres and cultures.

Standard 6: Knows and applies appropriate criteria to music and music performances.

MU 6.3 Understands the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions.

Standard 7: Understands the relationship between music and history and culture.

MU 7.3 Understands the functions music serves, roles of musicians and conditions under which music is typically performed in various cultures of the world.

ARTS: THEATRE (T) ►

Standard 1: Demonstrates competence in writing scripts.

T 1.3 Creates improvisations and scripted scenes based on personal experience and heritage, imagination, literature and history.

Standard 2: Uses acting skills.

T 2.2 Uses basic acting skills to develop characterizations that suggest artistic choices.

T 2.4 Interacts as an invented character in improvised and scripted scenes.

Standard 3: Designs and produces informal and formal productions.

T 3.1 Understands the functions and interrelated nature of scenery, properties, lighting, sound, costumes and makeup in creating an environment appropriate for the drama.

Standard 5: Understands how informal and formal theatre, film, television, and electronic media productions create and communicate meaning.

T 5.2 Articulates the meanings constructed from one's own and others' dramatic performances.

Standard 6: Understands the context in which theatre, film, television, and electronic media are performed today as well as in the past.

T 6.4 Knows ways in which theatre reflects a culture.

ARTS: VISUAL ARTS (VA) ►

Standard 1: Understands and applies media, techniques and processes related to the visual arts.

V 1.1 Understands what makes different art media, techniques and processes effective (or ineffective) in communicating various ideas.

V 1.2 Knows how the qualities and characteristics of art media, techniques and processes can be used to enhance communication of experiences and ideas.

Standard 2: Knows how to use structures and functions of art.

V 2.1 Knows some of the effects of various visual structures and functions of art.

V 2.2 Understands what makes various organizational structures effective (or ineffective) in communication of ideas.

V 2.3 Knows how the qualities of structures and functions of art are used to improve communication of one's ideas.

Standard 3: Knows a range of subject matter, symbols and the potential ideas in the visual arts.

V 3.2 Knows different subjects, themes, and symbols which convey intended meaning in artworks.



Standard 4: Understands the visual arts in relation to history and cultures.

V 4.2 Understands the historical and cultural contexts of a variety of art objects.

Standard 5: Understands the characteristics and merits of one's own artwork and the artwork of others.

V 5.1 Distinguishes among multiple purposes for creating works of art.

V 5.3 Understands how one's own artworks, as well as artworks from various eras and cultures, may elicit a variety of responses.

ADDITIONAL BAKING RESOURCES

The Home Baking Association developed activities for Camp Fire programs in grades K-8. The 75-year-old not-for-profit collaboration of corporate and nonprofit associations promotes the practice of home baking. Contact Sharon Davis at hbadavis@wamego.net for further information.

Amazing Wheat, Kansas Wheat Commission/Wheat Foods Council, 1999. Activities for grades four through seven. Videos are also available.

Telephone: 785 539 0255

Wheat Foods Council.

Telephone: 303 840 8787
www.wheatfoods.com

A Romance with Baking, by Karol Redfern Hamper, Redfern Books, 2000. Pictorial U.S. history of milling and baking with recipes.
ISBN 0-9674772-0-4.

Baking Fun at Camp Cookie, Land O'Lakes, PO Box 4000, Monticello, Minnesota. Land O' Lakes games, recipes and fun.

Baking Resource Guide, Home Baking Association, 1999. Guide to tested and reliable recipes, cookbooks, videos, posters and baking tips. Order from the HBA while supplies last.
www.homebaking.org.

Betty Crocker's Kids Cook! Betty Crocker Kitchens, Macmillan Publishing, New York, 1999. ISBN 0-02-863406-3.
www.bettycrocker.com or www.mgr.com (Macmillan Publishing)

Bread Bread Bread, by Ann Morris and Ken Heyman, Ken, William Morrow & Co., New York, 1989. Pictorial celebration of the many different kinds of bread and how they are enjoyed around the world.

(Also look for the *Reading Rainbow* videotaped version at your public library.)

ISBN 0-688-12275-2.

Bread in a Bag series. Idaho Wheat Commission. A variety of breads prepared in a bag. Great for classrooms and after-school programs.

Telephone: 208 334 2353

Bread for Youth Groups, by Carol Stevens, Red Star Yeast, 1997.

Telephone: 800 445 4746

Celebrating Our Mothers' Kitchens, The National Council of Negro Women, Inc., Simon & Schuster, 1996.

Telephone: 800 223 2336

How to Teach Nutrition to Kids, by Connie Liakos Evers, Carrot Press, Tigard, 1995.

An integrated, creative approach to nutrition education for children ages six to 10.

ISBN 0-9647970-3-8.

Journey Cake Ho! by Ruth Sawyer, Viking, 1953.

Rising to the Occasion, Fleischmann's Yeast, 1999.

(Also—*Rolling in the Dough; Exploring the North Roll; It's in the Bag*, for ages nine to 18.)

Telephone: 800 777 4959

www.breadworld.com

Latkes and Applesauce. A Hanukkah Story, by Fran Manushkin, Scholastic, Inc., New York, 1990.

ISBN 0-590-42261-8.

Loaves of Fun, by Elizabeth M. Harbison, Chicago Review Press, 1997.

A history of bread with activities and recipes from around the world.

ISBN 1-55652-311-4.

Tony's Bread, by Tomie De Paola, A Whitebird Book, G.P. Putnam & Sons, New York, 1989.

ISBN 0-399-21693-6.

The Magic School Bus Gets Baked in a Cake, by Joanna Cole, Scholastic, Inc., New York, 1995.

A book about kitchen chemistry.

ISBN 0-590-22295-3.

Marvin and the Great North Woods, by Kathryn Lasky, Harcourt Brace & Co., New York, 1997.

ISBN: 0-15-200104-2

The Rainbow Bakery. A Color-full Adventure Children's Cookbook, Gold Medal Flour, 1998.

Thirty-three flour-based craft and baking projects for children.

PO Box 2052, Milaca, Minnesota 56353-2052

Walter the Baker, by Eric Carle, Scholastic, Inc., New York, 1996.

Young readers explore how the pretzel may first have been made.

ISBN 0-590-44452-2.

Yoko, by Rosemary Wells, Hyperion Books for Children, New York, 1998.

ISBN 0-439-10472-6.



PROGRAM RESOURCES

Prevention

Conflict Resolution in the Middle School, by William Kreidler, Educators for Social Responsibility, Cambridge, Massachusetts, 1994. This guide's 10 basic skill lessons teach students active listening, perspective taking, negotiation and mediation.

Communicating Emotions, by Kathleen Middleton, Network Publications, Santa Cruz, California, 1990. Offers middle school students an enjoyable opportunity to understand emotions and strengthen their communication skills.

Saying No Is Not Enough: Helping Your Kids Make Wise Decisions About Alcohol, Tobacco, and Other Drugs, by Robert Schwebel, Newmarket Press, New York, 1998. A guide for parents on how to raise youth in a drug-filled society and prevent substance abuse.

Service Learning

The Helping Hands Handbook: A Guidebook for Kids Who Want to Help People, Animals, and the World We Live In, by Patricia Adams and Jean Marzollo, Random House, Inc., New York, 1992. Over 100 projects, suggestions and inspiring real-life examples.

The Kid's Guide to Service Projects, Free Spirit Publishing, Inc., by Barbara Lewis, Minneapolis, 1995. Over 500 service ideas for young people who want to make a difference.

The Kid's Guide to Social Action, by Barbara Lewis, Free Spirit Publishing, Inc., Minneapolis, 1991. Helps youth transform creative thinking into actions that could make a difference in the neighborhood, city, state, country and world.

Youth Development

Early Adolescence: Understanding the 10 to 15 Year Old, by Gail Caissy, Plenum Press, New York, 1994. Both a comprehensive overview and an understanding of the early adolescent as an awkward child "in transition."

Starting Out Right: Developmental Assets for Children, by Nancy Leffert, Peter Benson and Jolene Roehlkepartain, Search Institute, Minneapolis, 1997. Provides a framework for "asset building" on behalf of children in families and communities.

Activities

Building Assets Together, by Jolene Roehlkepartain, Search Institute, Minneapolis, 1995. One-hundred-one group activities for helping youth succeed.

Trail to Knowing Me

365 After School Activities, by Marilee Robin Burton, Kelly Milner Halls and Lise Hoffman, Publications International, Ltd., 1999. A variety of activities allowing children to use creative thinking skills as well as life skills.

Fun Food, by Judy Bastyra, HarperCollins Publishers, Ltd., 1997. Creative and easy ways to make food preparation fun.

Trail to Family and Community

Cultural Awareness for Children, by Judy Allen, Earldene McNeill Velma Schmidt, Addison-Wesley Publishing Company, Menlo Park, California, 1992. Activities written from practical experience, designed to give children their first contact with the customs of other cultures.

The Kid's Guide to Service Projects, by

Barbara A. Lewis, Free Spirit Publishing, 1995. More than 500 service ideas for young people who want to make a difference.

The Helping Hands Handbook, by Patricia Adams and Jean Marzollo, Random House, New York, 1992. A guidebook for youth who want to help people and animals and the world in which they live.

Views from Our Shoes, Growing up with a Brother or Sister with Special Needs, edited by Donald Meyer, Woodbine House, 1997. Young people from across the United States write about their lives with brothers and sisters who have special needs.

Trail to Creativity

Crafts for Kids Who Are Wild About Outer Space, by Kathy Ross, Millbrook Press, 1997. A variety of crafts focusing on the solar system and space travel.

Kid's Crazy Concoctions, by Jill Frankel Hauser, Williamson Publishing Company, 1995. Fifty mysterious mixtures for arts and crafts fun.

Painting, by Jane Bower, Franklin Watts, 1998. Various techniques and methods for creating art through painting.

Makin' Music with Camp Fire, Camp Fire, 1991. A collection of songs that Camp Fire members have enjoyed singing through the years. (#D08000)

Global Art, by MaryAnn F. Kohl and Jean Potter, Gryphon House, Inc., 1998. An activity book filled with more than 130 art ideas from around the world.

Trail to the Environment

Acting for Nature, by Sneed Collard III, Heyday Books, 1999. The remarkable stories of 15 young people from around the world who saw environmental problems in their communities and found ways to solve them. Dr. Evelyn Ballard De Ghetaldi is president of the board of directors for *Action for Nature*. She served as president of the national board of directors of Camp Fire from 1967–1985.

Earth-Friendly Outdoor Fun, by George Pfiffner, John Wiley & Sons, Inc., 1996. A collection of outdoor activities to teach children about the environment.

50 Nature Projects for Kids, by Cecilia Fitzsimmons, Anness Publishing Limited, 1995. Easy nature projects and activities that can be done both indoors and outdoors.

Nature in Your Background, by Susan S. Lang, Millbrook Press, 1995. Simple outdoor activities to help children learn about the environment.

The Outdoor Book, Camp Fire, 1980, reprinted 1996. A book for adults who want to provide children with opportunities to take part in special environmental experiences. (#D07600)



Take a New Bearing, Skills and Sensitive Strategies for Sharing Spiders, Stars, Shelters, Safety and Solitude, by Phyllis M. Ford, American Camping Association, Martinsville, Indiana, 1991. The leader handbook in the American Camping Association's Outdoor Living Skills Program.

Trail to the Future

Making Things Float and Sink, by Opper Beech Books, Millbrook Press, 1995. A collection of fun experiments about water and its properties.

Science in Seconds for Kids, by Jean Potter, John Wiley & Sons, Inc. Easy science experiments that do not require a lot of supplies or materials.

Science Is..., by Susan V. Bosak, Scholastic Canada Ltd., 1991. A source book of fascinating facts, projects and activities.

Shocking, Slimy, Stinky, Shiny Science Experiments, by Steven Parker, Sterling Publishing Company, 1998. Fun and unusual science experiments that will fascinate young people.

Simple Machines, by Deborah Hodge, Kids Can Press Ltd., 1998. Thirteen hands-on activities to explore simple machines and how they make work easier.

Family Activities

Fun and Games for Family Gatherings, by Adrienne Anderson, Reunion Research, 1996. A book with activities for families to participate in together.

Families that Play Together Stay Together, by Cameron and Donna Partow, Bethany House Publishers, 1996. Ideas for games and activities to do as a family.

NATIONAL ORGANIZATIONS AND RESOURCES

The following is a list of addresses, telephone numbers and Web sites of organizations that are useful for general information about the subject area, as well as valuable resources for service projects. Much valuable information about youth work and service learning can be found on the Internet.

Alcohol Use

Center on Alcohol Marketing and Youth
www.camy.org

Environment

Acid Rain Foundation
1410 Varsity Drive
Raleigh, North Carolina 27606
Telephone: 919 828 9443

American Camping Association
5000 State Road 67 North
Martinsville, Indiana 46151-7902
Telephone: 765 342 8456
www.acacamps.org

Citizen's Clearinghouse for Hazardous Wastes
P.O. Box 6806
Falls Church, Virginia 22040
Telephone: 703 237 2249
Publishes "how-to" education handbooks about environmental waste.

National Service Center for Environmental Publications (NSCEP)
U.S. Environmental Protection Agency
P.O. Box 42419
Cincinnati, Ohio 45242-2419
Telephone: 800 490 9198
www.epa.gov/ncepinhom/
Offers free posters, newsletters, curriculum materials and workbooks.

National Arbor Day Foundation
100 Arbor Avenue
Nebraska City, Nebraska 68410
Telephone: 402 474 5655
Join and receive free seedlings and information about trees.

U.S. Fish and Wildlife Service Department of the Interior
18th and C Streets, Northwest
Washington, DC 20240
Telephone: 202 208 5634
Offers endangered species lists.

Culture/Inclusion

International Pen Friends
Box 290065
Brooklyn, New York 11229-0001
Headquartered in Dublin, Ireland; has connections to over 250,000 pen pals of all ages in 153 countries.

Peace/Conflict Resolution

University of Minnesota
Cooperative Learning Center
202 Pattee Hall
150 Pillsbury Drive Southeast
Minneapolis, Minnesota 55455-2098
Telephone: 612 624 7031
Offers books, training and materials on student conflict resolution including the Peacemaker Program.

Service Learning

SERVEnet
1101 15th Street, Suite 200
Washington, DC 20005
Telephone: 202 296 2992
www.serve.net

This Web site links you to the latest in volunteerism and many other service related resources. Also the official site of National Youth Service Day.

National Service-Learning Cooperative Clearinghouse
University of Minnesota Department of Work, Community and Family Education
1954 Buford Avenue, Room R-460
St. Paul, Minnesota 55108
Telephone: 800 808 SERV
www.nicsl.coled.umn.edu

This is an excellent Web site with links to other service learning sites.

Nonprofit Center
www.nonprofits.org
This Web site lists general info on service learning.

Project America
310 South Boulevard
Richmond, Virginia 23220
Telephone: 800 880 3352
www.project.org
Produces an excellent "Action Guide" for organizing community projects in your area.

Youth Work

Connect for Kids
The Benton Foundation
1634 Eye Street Northwest, 11th Floor
Washington, DC 20006
Fax: 202 638 5771
www.connectforkids.org

This is a site for anyone who is interested in volunteerism and youth. This site will link you to various sites that pertain both to youth and service.

National Youth Leadership Council
1910 West County Road B
St. Paul, Minnesota 55113
Telephone: 651 631 2955
www.nylc.org

Youth Work Links and Ideas
www.youthwork.com
This is a Web site of youth work resources, including icebreakers and games.

CRISIS NUMBERS

National Center for Missing and Exploited Children **800 THE LOST (800 843 5678)**

A 24-hour, toll-free hotline to report and/or receive sightings of missing and sexually exploited children (www.missingkids.com).

National Runaway Switchboard **800 621 4000**

A confidential, 24-hour, toll-free hotline that assists runaway and homeless youth in communications with their families and other service providers. The National Runaway Switchboard is supported through a grant from the U.S. Department of Health and Human Services' Family Youth Services Bureau.

Childhelp **800 4 A CHILD**

A 24-hour, toll-free, confidential hotline offering information about the treatment and prevention of child abuse.

National Victim Center **800 FYI CALL**

Provides information referrals and materials free of charge to victims of violent crime. Distributes safety information and maintains an extensive list of community resources assisting in the battle against victimization.

National Clearinghouse on Alcohol and Drug Information **800 729 6686**
TDD 800 487 4889

Se Habla Español
Provides the most current and comprehensive information about substance abuse prevention. They distribute the latest studies, surveys, videocassettes and materials from government agencies and national substance abuse prevention programs (www.health.org).



GLOSSARY OF TERMS

Activity

The basic unit of accomplishment that achieves an education outcome.

Adventure

Camp Fire small group program level for youth in grades three through five.

Awards

Recognition given to youth when minimum award requirements are met.

Building Block Activities

Building Block Activities are knowledge and skills that Camp Fire has identified as important for middle school age youth to learn or review. The categories are the same for each level: Communication; People, Parents and Peers; Planning, Goal Setting and Decision Making; Problem Solving and Safety.

Celebrate Camp Fire

A national project honoring Camp Fire's birthday each March. Camp Fire was founded nationally in 1910. For more information, contact Camp Fire National Headquarters.

Camp Fire Trails

Themes for activities and projects.

Classic Club\Small Group\Afterschool

Small group program levels within Camp Fire. Youth move progressively through Camp Fire program levels in groups according to their grade or ability levels. The program, which children may join at any age, offers a mix of fun activities, projects, events and experiences to help develop planning and decision-making skills, as well as skills related to participants' individual interests. Children and youth learn to work and play together, and get involved in service learning projects, which help them become responsible citizens concerned about their communities and society. Meetings are held after school, and on evenings or weekends.

Each program level name symbolizes expanding opportunities, choices and leadership.

Starflight Kindergarten through second grade

Adventure Third through fifth grade

Discovery Sixth through eighth grade

*Teens in Action/
Horizon* Ninth through 12th grade

Community Family Club

Community Family Club is a family-focused program that encourages family members to participate in small group programs with their children and youth ages five to 18. The program is delivered in a variety of community venues such as schools, places of worship, in after-school programs and in businesses. An orientation manual is available through the *Camp Fire Official Merchandise Catalog* and Online Store (#D09600).

Discovery

Camp Fire small group program level for youth in grades six through eight.

Education Standards

The outlined skills that youth generally acquire at different ages.

Focus

The basis for activity learning, i.e. knowledge, skill and leadership.

A Gift of Giving

A service-learning program for children and youth in K through eighth grades. Youth identify community needs and develop creative ways to meet them.

Horizon

Camp Fire small group program level for youth in grades nine through 12.

National Headquarters

The national office of Camp Fire is located at 1100 Walnut Street, Suite 1900, Kansas City, Missouri, 64106. Telephone: 816 285 2010.

National Projects

Special projects open to all councils. Examples include Art Competition and Salute to Veterans.

Navigator

Level eight of Camp Fire's *Discovery* program. An award is earned by completing eight requirements within a year.

Path Finder

Level six of Camp Fire's *Discovery* program. An award is earned by completing six requirements within a year.

Parent Permission Form

A form signed by youth's parent/guardian enabling the youth to participate in events or field trips. One is required for each event held away from regular meeting place.

Product Sale

The sale of a product, such as candy, that supports the operations and work of small groups.

Program Participant

An individual who participates in any Camp Fire program.

Project

A series of related activities.

Registration

The process by which youth and adults become registered Camp Fire members.

Risk Management

Procedures identified to minimize the risk of injury to person or property.

Self-Reliance Programs

Short-term courses offered to children to enhance their coping skills. Courses are usually taught by volunteers in schools, places of worship, recreation centers, Camp Fire small groups or libraries. Teens are encouraged to volunteer to lead or assist with programs.

Starflight

Camp Fire small group program level for youth in grades K through second.

STAR Project:

A service-learning project for Discovery level youth and older. STAR is an acronym for Service to Another Rewards.

Teens in Action

A group program for teens that provides opportunities to plan and carry out physical and developmental challenges while building skills in leadership, communication, decision making and citizenship.

Trail Blazer

Level seven of Camp Fire's *Discovery* program. An award is earned by completing seven requirements within a year.

Wohelo

The Watchword of Camp Fire that is derived from the first two letters of the words "work," "health" and "love."

Wohelo Award

The highest award available to Camp Fire youth given in recognition of completion of a series of requirements ranging from individual leadership skills and service to others to community involvement.

Youth Outcomes

Camp Fire has identified 15 outcomes that support and promote youth development. These are identified results based on the participation in an activity or project.