

New HORIZONS



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Becoming "caring, self-directed individuals responsible to themselves and to others" involves service, leadership, advocacy, decision making, goal setting, pride in personal accomplishments, and a concern for others and the environment. These are all found among the materials and tools you use to build your Horizon plan.

As an organization, Camp Fire is committed to "improve those conditions in society which affect youth." Both now and in the future, your involvement in Camp Fire can give you the opportunity to help change those conditions that have a negative effect on young people and adults. Throughout this book and your other Camp Fire experiences, you may see issues which are of particular interest to you. You will learn some skills for responding to those issues.

New Horizons consists of the following chapters:

Chapter 1 – Build Your Horizon – presents an explanation of the program and how to earn the Wohelo Award.

Chapter 2 – Celebrate Me – focuses on how special you are and includes highlights on self-esteem, service and leadership.

Chapter 3 – Choices and Decisions – includes highlights on labels, relationships and parenting.

Chapter 4 – Mapping My Way – includes highlights on career and employment issues.

Chapter 5 – Making It on My Own – includes highlights on money, moving out, sex, drinking and drug-related issues.

Chapter 6 is a **Reference Section** where you will find helpful planning charts, check lists, an action plan, a sample letter and other useful information. This section provides an easy way to keep track of what needs to be done and completed, especially while working on Reflection projects and the Wohelo Award.

The topics and chapters you wish to pursue and the amount of time you decide to devote is entirely up to you. You may choose to participate in a specific activity or interest, earn your Wohelo Award or make this the start of a long-time adult commitment to the council. Whatever you choose to do, Camp Fire Boys and Girls welcomes you!

P R E F A C E

CAMP FIRE PURPOSE

To provide, through a program of informal education, opportunities for youth to realize their potential and to function effectively as caring, self-directed individuals, responsible to themselves and to others; and, as an organization, to seek to improve those conditions in society which affect youth.



Welcome - This book will introduce you to the Horizon program at Camp Fire Boys and Girls, specifically designed for high school students.

The program provides an opportunity for you to participate in age-appropriate individual and group council-sponsored activities and projects that are fun and educational. Additionally, it offers you an opportunity to learn more about yourself, to enjoy resident camp and the outdoors, to learn about leadership, life and how to earn the Wohelo Award.

Everything in Camp Fire is geared to accomplishing our "purpose."

The words "informal education" refer to learning while having fun and the opportunity to make decisions about the direction you wish to take in Camp Fire.

It also refers to the ceremonials, which are a way of recognizing and celebrating your accomplishments.

To carry out the goal of helping young people "realize their potential," you will find a focus on goal-setting and planning for the future. There is also an opportunity to build specific skills and to develop positive feelings about yourself and what you have to contribute to society.

CHAPTER 1

BUILD YOUR HORIZON



*"You have brains in
your head.*

*You have feet in
your shoes.*

*You can steer
yourself in any
direction you
choose."*

*—From **Oh, The Places You'll Go!** by Dr. Seuss*

So wrote Dr. Seuss in ***Oh, The Places You'll Go!*** And how right he was. If you take his words to heart, you'll realize that your opportunities are almost limitless. That is, as long as you see your horizon. And Camp Fire Boys and Girls is here to help you do just that!

Wide Horizon

The Horizon program can be compared to a real horizon. Everyone sees the horizon a bit differently. It depends on your perspective. Like the future, some horizons are close and clear, others far away and hazy. But you will always see a horizon. Everywhere you turn there is a horizon. Camp Fire's Horizon program offers vast opportunities to create your own horizon — one that will be the result of your specific efforts and choices.

It's your call — perhaps you'll choose to be involved in one or more of the programs offered by your council such as a club, camping or special program. Maybe you'll decide to engage in Camp Fire Boys and Girls activities as an individual member, perhaps with members of your church or other group or with family or friends. (There are advantages to working alone and to sharing experiences.) You may choose to start your own club.

What you put into this program and what you take away from it will be different from others. But whether you participate as an individual or as a group member, you can use the many activities outlined in this book as you design your own plan.

HORIZON DESIRE

*As horizons are ever
changing and
always distant

I shall not stand still and
look into their
purple shadows.

Instead, I shall seek the
higher purposes and
new adventures that
lie beyond.

I shall reach ever outward
to the horizon that
is always just beyond
my grasp.*

You may want to focus on the here and now and not stretch too far into the future. Or you may leap beyond today and really try to plan and learn in preparation for a distant tomorrow. Either way, these activities can help you bring your own horizon into focus. Your vision – your **New Horizons** will help you make your future what you want it to be.

What is Your Horizon?

As a Horizon participant, you will choose the activities and projects that appeal to you most. Which Highlights will you complete? Will you work toward completing one or more of the Reflections? Do you have a desire to earn your Wohelo Award? Only you can answer these questions. Searching your mind and looking into your heart will reveal what is important to you and what role Horizon will play in your life.

Your Introductory Tour is Ready

Perhaps you'll want to begin your participation in Horizon with a special weekend program introduction workshop, which will provide a fun way to discover more about the possibilities for your Horizon. You may join a weekend already planned by your council or you may be a tour guide for your club on a weekend you and your adviser organize.

Who Will Help?

To carry out your Horizon program, you will work with at least one, and probably several, adults. If you are a club member, your club's adult leader is called an adviser. Although much of your Horizon program is your responsibility, your adviser is a valuable team member. Working as a team with your adviser can help you discover new ways to carry out your plans, new resource people who may be able to help you, new places you may want to visit, new things you may want to do. Your adviser will also be in touch with the council office and will know about council events, projects, procedures and policies that may affect your plans.

Throughout this book, you will find the suggestion that you seek help from other people on specific activities and projects. (This applies whether you are a club member or an individual Camp Fire member.) As a group, these people can be called consultants, people you call upon for their expertise in a particular area. For example, if you want to learn about wind dynamics when flying planes, you may want to talk with a professional pilot, a flight instructor or a model airplane builder.

Other consultants include teachers, Camp Fire leaders and alumni, parents, social workers, community workers, clergy members and professionals in all areas (politicians, for example).

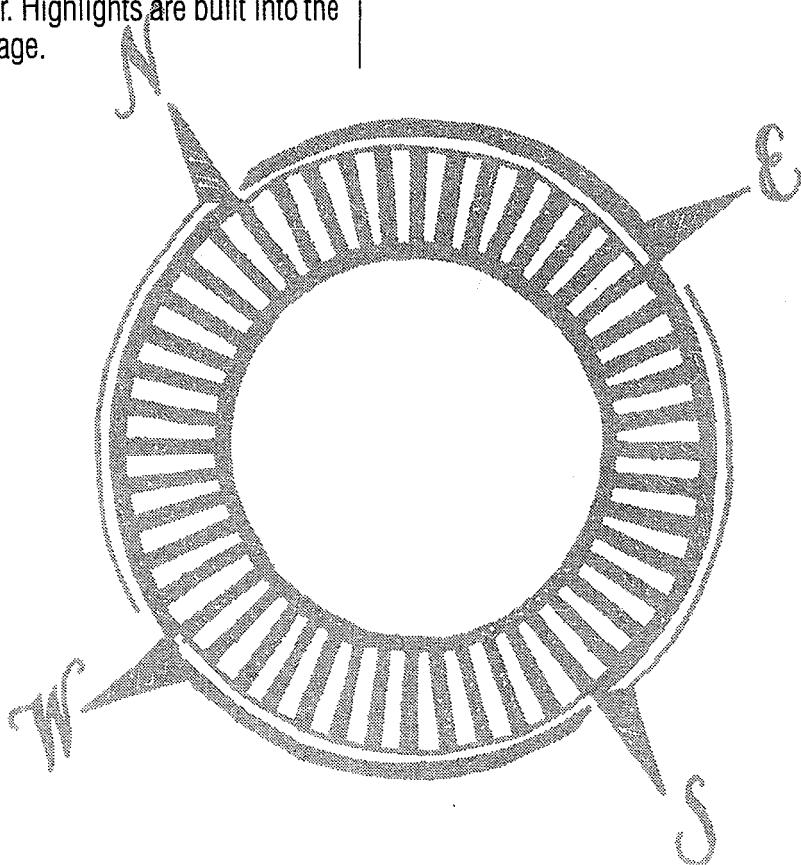
The role of the consultant is to help you find the right direction when you need information or advice. The consultant will not plan your program or carry it out for you, but he or she will guide you in developing and implementing your projects.

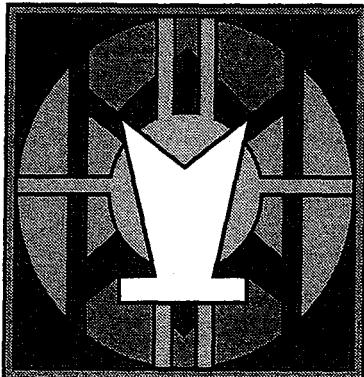
Your Building Materials are Ready

The Camp Fire Horizon program gives you the opportunity to build your own horizon. This book is your personal blueprint. You may write in it, refer to it over and over, share it with others, keep it for the future. This book also contains many of the building materials you will need to build your horizon.

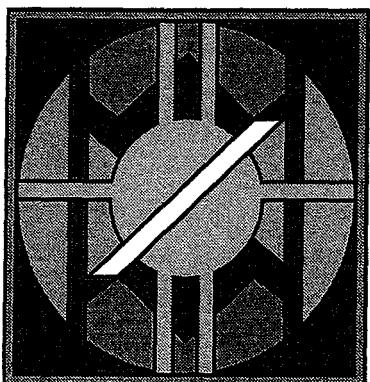
Here's an overall look at the projects, activities and other possibilities which you may make part of your Horizon program:

Highlights. Highlights are separate, short-term activities you will find throughout this book. Most can be completed during a club meeting or in about an hour on your own. Each Highlight is designed to help you examine your ideas, values and experiences in order to make you more aware of things that will affect you now or later. You can choose to do as many of these as you wish in any order you like. However, if you wish to earn a Reflection, you *must* complete at least one highlight in each part of the chapter. If you belong to a group, you may be asked to complete them at a specific time or in a specific order. Highlights are built into the Reflection projects described on the next page.

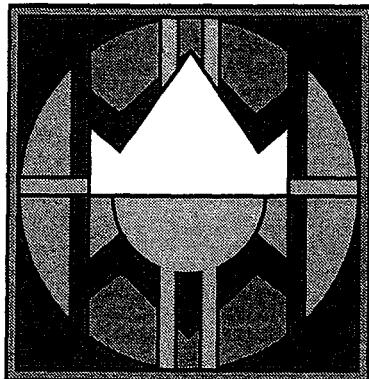




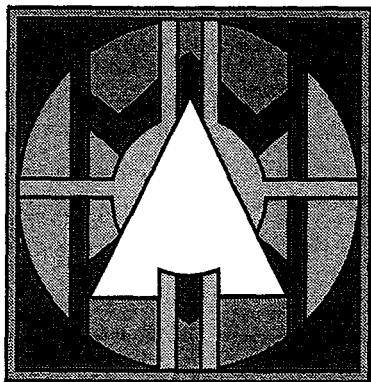
Celebrate Me



Choices and Decisions



Mapping My Way



Making It on My Own

Reflections. Reflections focus on some of the important areas of your life now and in the future: getting a job, helping others, dating, managing money, handling alcohol and drugs, being a parent and many more. The next four chapters present the four Reflection projects: **Celebrate Me, Choices and Decisions, Mapping My Way and Making It on My Own.**

Each chapter explains how to complete a Reflection. In addition, Chapter 6 provides a quick-reference check list and Action Plan Guide.

If you wish to earn a Wohelo Award, you must finish all four Reflection projects. If you don't wish to earn a Wohelo Award, you may complete whichever Reflections interest you. You are always at liberty to work on more than one at a time and proceed in any order. You may also coordinate activities tied to your school, family, religious affiliation or other youth group.

Skim the next four chapters to see which topics look interesting.

Check out the individual Reflection requirements.

Then dive right in!

Each Reflection offers you two options or formats. You can choose from the wide variety of activities suggested in **Option #1**, or you can design your own project, as described in **Option #2**.

In **Option #1** there is at least one activity titled, "other activity of your design." You can use your creativity to design an activity that interests you more than the ones listed. Just keep in mind that the activity you design should be discussed with your adviser and related to the topic of the Reflection.

Option #2 is your opportunity to be creative and to design a sequence of activities to suit you. Sometimes you'll find activities suggested in **Option #1** that you'll want to use in your own plan. Either way, you may expect each Reflection project to take an average of two to four months to complete.

If you are a part of a Horizon club, you may find that not everyone wants to do the same Reflection project or even the same activities. Perhaps several members of the group may not want to fully complete a Reflection project but just want to do some of the activities. Any of those situations is okay. Some Highlights can be done together and some individually. And some activities may be done with friends who are working on different projects. There are lots of options here, and your willingness to be flexible and creative will open up many possibilities. However, if you plan on earning the Wohelo Award, you *must* complete each Reflection.

Each Reflection also has an emblem you can receive after completing the project. These emblems are described at the beginning of each project. More tips on doing each project will be found in the following chapters.

Wohelo Award. Created in the 1950s, the Wohelo Award represents the highest achievement for young people in Camp Fire. The award is an intensive, individualized project that is designed by you and for you. The word Wohelo comes from the first two letters of each of the words work, health and love. It was coined as the watchword of Camp Fire by Founder Charlotte Gulick.

You will do most of the work on your Wohelo as an individual rather than a group. Though many of your activities will involve working with groups of people, usually these will be outside your club, even if you are a club member.

HOW TO EARN A WOHELO AWARD:

You must complete all of the following 9 steps.

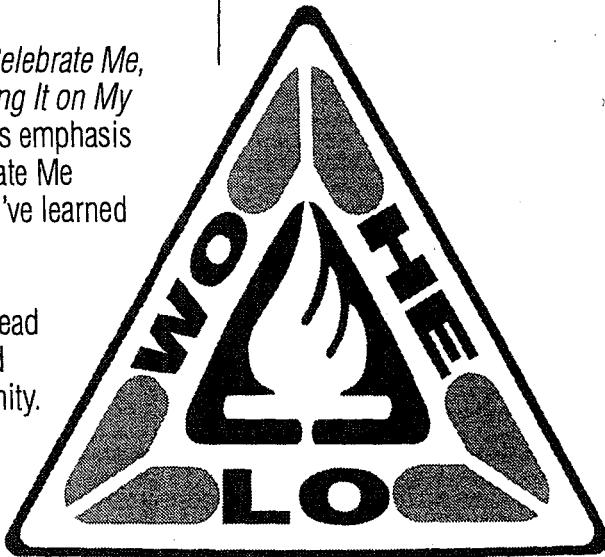
See Chapter 6 for Check Lists, Planning Charts and Action Plan.

1. Complete the four Reflections in this book: *Celebrate Me, Choices and Decisions, Mapping My Way and Making It on My Own.* (You may earn a nationally recognized religious emphasis project from your church to substitute for the Celebrate Me Reflection.) Evaluate your work and explain what you've learned to your adviser or consultants.

2. Learn about Camp Fire as an organization. Read *Wohelo, The Camp Fire History* (D-27700) and learn about the history of Camp Fire in your community. Talk to someone in your council or read about its purpose and organization. Discover the different roles people play and learn about the standards used to assure quality programs in your council. Share your findings with your adviser.

3. Prepare to become an advocate! You must put commitment into action by doing something for Camp Fire and taking on two other issues of your choice. (All three may be related to Camp Fire Boys and Girls.)

In order to get credit for the advocacy component of the Wohelo Award, you need to complete the following four action areas (See Chapter 6 for Advocacy Chart):





LEAD – Take a leadership role related to Camp Fire and an issue of your choice. You must assume the leadership responsibilities of moving a group toward its goal over a given period of time. This could be accomplished as chairperson, president, Horizon club officer, youth board member, leadership conference partner, or school or community leader.

TEACH – Impart a skill or knowledge related to Camp Fire and your chosen issue. The teaching may be geared for an individual or group over a specified period of time.

SERVE – Give service or help that will be beneficial to Camp Fire and your chosen issue. The service may be to an individual or organization over a given period of time. Examples include working for local telethons, or area, council, community, church or school events. You might also consider becoming a day camp counselor.

SPEAK OUT – Take public action on behalf of Camp Fire and your issue. This might include speaking for a public function or as a writer of a newspaper article directed at groups of people.

Make some initial decisions about your three areas of commitment to action. Think about how you can contribute to Camp Fire through the four advocacy actions. Discuss this with your adviser and consultant or someone from your council's staff or board of directors. Then focus in on two issues, concerns or fields of interest that you can do something about through the four advocacy actions. The issues could be related to your neighborhood, community, religious group, peers, young children, senior citizens, the environment, teen suicide, drug and alcohol abuse, child abuse, sex-role stereotyping, camping, politics, the arts, illiteracy, medical or other careers. Don't make definite plans until you have a consultant.

4. Select a consultant or team of consultants to work with you in developing and evaluating your action plans. You will want to select people who are knowledgeable in the areas of your issues or action plans. When you first contact a potential consultant, begin by explaining the purpose of Camp Fire and what it means to you. Review the requirements for the Wohelo Award. Share your experiences in completing the four Reflection projects and your findings about Camp Fire as an organization. Write an agreement letter to your consultant(s) to explain your timetable and expectations. (See Chapter 6 for sample agreement letter.)

5. Develop your Wohelo Award Action Plan (see Chapter 6) for Camp Fire as an agency and for the two issues you have identified. Include in the plans for each of the advocacy actions ways to demonstrate your commitment to Camp Fire and your chosen issues.

6. Develop each step in your action plans by using your **Action Plan Guide** (See Chapter 6). The following questions will help you develop your plan: Where am I going with my action? How will I get there, and what do I want to be after I get there? How will I increase my awareness of Camp Fire and my issues or concerns? How will I record and document my Wohelo Award work? How will my actions with Camp Fire and my issues enhance each other? How will I involve myself and my work in my community, family, synagogue or church, school, Camp Fire and beyond? How will I expand my work plan to include the impact my chosen concerns might have in the future? How will I bring my own personal beliefs into action? How will I demonstrate my creativity and skills?

7. Build an evaluation process into your action plans. Include a way to touch base with your consultant(s) and adviser as you work through your plan. Also include a way to review all your work when completed.

8. Carry out your action plans, including your evaluation. Talk with your adviser and consultant(s) about your progress and the need for revising where necessary.

9. Design and present a declaration of completion of Steps 1 through 9, (signed by your adviser and consultant(s) to the council office (See Chapter 6 for Declaration of Completion Form).) You might choose to present a letter, certificate, scroll, photograph, piece of art, video, scrap book, collage, cassette or report. As long as it stands as evidence of the completion of the requirements for your Wohelo Award in some way meaningful to you, the choice is yours. And when you celebrate this great accomplishment, try to include your consultant(s) and adviser in the festivities!

Your work on the Wohelo Award will probably take you a year and a half to two years to complete. If you wish, you can finish your work after high school graduation. (But you must begin during high school.)

Meet Rick Beaman

From the beginning, Rick, 20, knew that he wanted to earn a Wohelo Award. So he began working toward this goal as soon as he entered the Santa Clara/Santa Cruz Counties Council of Camp Fire, San Jose, Calif., Horizon program. Along with the rest of his group, he completed the required number of Highlights to gain credit for the four Reflection projects. In the process of completing the remaining advocacy projects, he accomplished the following:

LEAD: Served as assistant director of Los Amigos Day Camp.
Led Teens in Action group in developing HIV/AIDS information survey.

Led council in developing a resolution urging Camp Fire Boys and Girls to study feasibility of producing program materials in Spanish.

- TEACH:** Presented a speech on the importance of yearly campaigning for funding.
Spoke on HIV/AIDS to school groups and Camp Fire Teens in Action.
Obtained 25 signatures for resolution regarding production of materials in Spanish.

- SERVE:** Served as youth representative to the board of directors of Camp Fire.
Participated in annual Santa Clara County Walk for AIDS.
Served the Spanish-speaking communities by initiating proposal for program materials in Spanish.

- SPEAK OUT:** Presented speeches about Camp Fire Boys and Girls programs to service organizations.
Set up AIDS information table during health fair at Haman Elementary School in San Jose.
Spoke to national assembly at Camp Fire Boys and Girls Congress to get Spanish materials resolution passed.

Rick's long-range plans include obtaining his bachelor's degree and then attending graduate school to earn his master's degree in social work. Ultimately, he plans on working with mental health patients in a hospital setting.

Meet Debbie Espinosa

Debbie, 20, didn't start out with the goal of earning a Wohelo Award. It's just something that evolved. Working with the Orca Council of Camp Fire in Puyallup, Wash., she completed a number of Highlights and Reflections. Before she knew it, she had a substantial part of the Wohelo requirements under her belt. She continued on her own and recently completed her Wohelo Award. As part of her advocacy plan, she has the following list of accomplishments to her credit:

- LEAD:** Served as chairperson for the first Teens in Action Washington State Youth Leadership Conference.
Served as chairperson for Foss High School National Honor Society Tone School Project.
Served as youth representative of the national board of directors of Camp Fire.

- TEACH:** Taught others the role of the chairperson for Teens in Action Washington State Youth Leadership Conference.

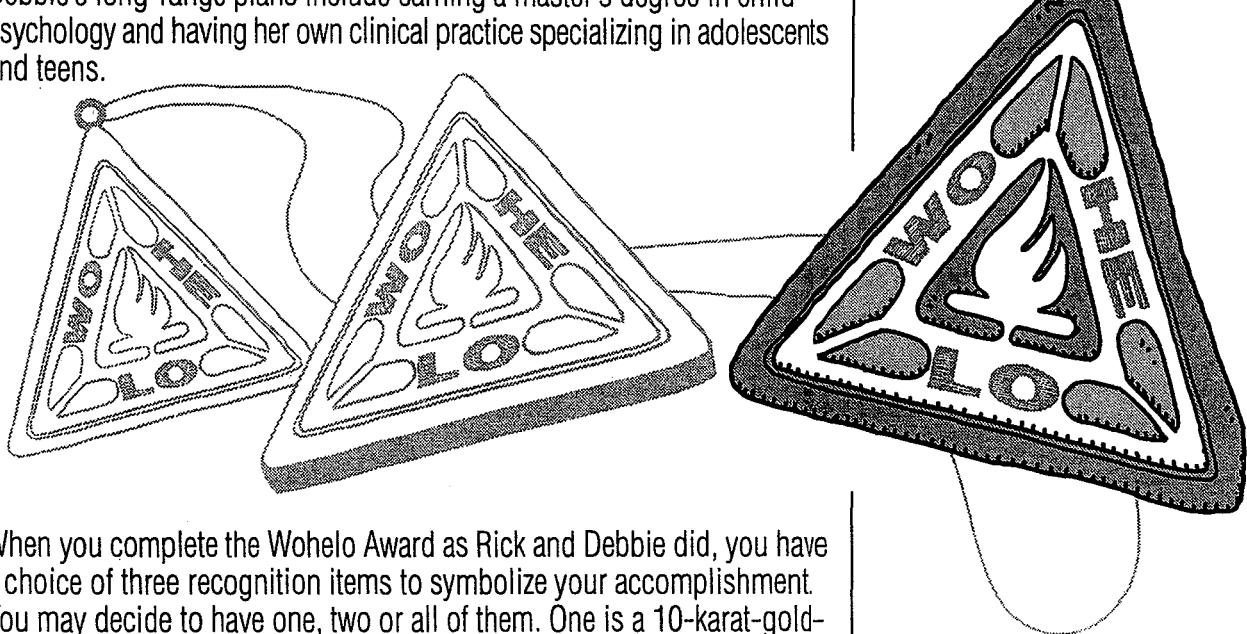
Taught the incoming president how to repeat the Foss High School National Honor Society Tone School Project.

Gave presentation and helped at workshop at a National Youth Conference.

SERVE: Served on Camp Fire Boys and Girls Conference Committee and participated in staffing the conference. Participated in the Foss High School National Honor Society Tone School Project by raising money and delivering toys. Attended national board of directors meeting.

SPEAK OUT: Served as a panelist at a workshop session of Camp Fire Boys and Girls Congress.Appealed to her community for donations of money and toys. Delivered workshop presentation at Camp Fire Boys and Girls Congress.

Debbie's long-range plans include earning a master's degree in child psychology and having her own clinical practice specializing in adolescents and teens.



When you complete the Wohelo Award as Rick and Debbie did, you have a choice of three recognition items to symbolize your accomplishment. You may decide to have one, two or all of them. One is a 10-karat-gold-filled medallion that can be used as a necklace or medal. The second is a 10-karat-gold-filled pin. The third is an embroidered emblem. Your council can show you pictures of these recognition items in Camp Fire's official Merchandise Catalog.

The Wohelo Award emblem has special symbolism. The shape of the emblem and the center symbol are the traditional Wohelo triangle encircling the crossed logs and flame. The center Camp Fire flame symbolizes the light of leadership and the fulfillment of the Camp Fire purpose, and the outer border represents the continuous path toward the future. The plain

background symbolizes that everything in life can be colorless until we bring our own creativity into view and add our own special color. The four red bands on the sides represent the four advocacy actions you have demonstrated – leadership, teaching, service and speaking out. The lower red bands represent you and your past experiences in Camp Fire. While working on the Wohelo Award you must think about your personal values and those of the people around you. Only you know when you have completed your plan and feel comfortable knowing you have met the challenge and fulfilled the Camp Fire purpose.

Since many people are not familiar with the Wohelo Award, you will need to explain it clearly. When you are listing your accomplishments on an application form you might say:

Received the Wohelo Award from Camp Fire Boys and Girls, a national youth organization, in (date). This is a self-planned, individualized program of personal development and advocacy through which I demonstrated my leadership, teaching, service and speaking-out skills. My project focused on improving the Camp Fire program for handicapped persons and increasing public awareness of water pollution in my community. One result of my work was a bond measure passed by the city council to clean up Tar Creek.

Not all young people will respond to the Wohelo challenge. If you do, you will find that your commitment, the Camp Fire purpose and the meaning of the word Wohelo will come alive for you and for those you touch. It is an accomplishment that should bring you immense inner satisfaction and also help you when you apply for college, a technical school or a job.

The following projects and activities are important building materials for you to use in developing your own Horizon program. Your adviser will provide additional information.

Torch Bearers. Twenty-one projects are available as Torch Bearers. These projects often have a strong career focus and offer a wide range of topics – from horses to home repair. Completing a Torch Bearer will give you a chance to explore a subject that interests you, whether it is new to you or one that you are familiar with. In either case, Torch Bearers will increase your skills and knowledge in that area.

Torch Bearers may be the major part of your Horizon program or used to fulfill requirements for other Camp Fire projects, such as the Reflection projects.

In Chapter 6, you will find the Torch Bearers and emblems pictured. You can find additional information on the Torch Bearers in **A Rainbow of Discovery** (D-09000), the program book for Discovery members. In fact, you may have earned some Torch Bearers as a Discovery member.

Each Torch Bearer has a unique recognition emblem which you can receive when you complete the project. If you are unfamiliar with Torch Bearers and don't have a book available to you, check with your council office.

Service Projects. Camp Fire's slogan is Give Service. Service is a part of all Reflection projects and the Wohelo Award. Many projects are available at the national or council level and all strive to improve life in some way. You may learn more about these from your adviser or the council office. Youth of all ages are invited to participate in these projects.

Sometimes a council has an extensive system of volunteer service which will train and help place you in an area of interest to you. The program may be called Community Volunteer Service. Ask your adviser or council office for information on this part of your Horizon plan.

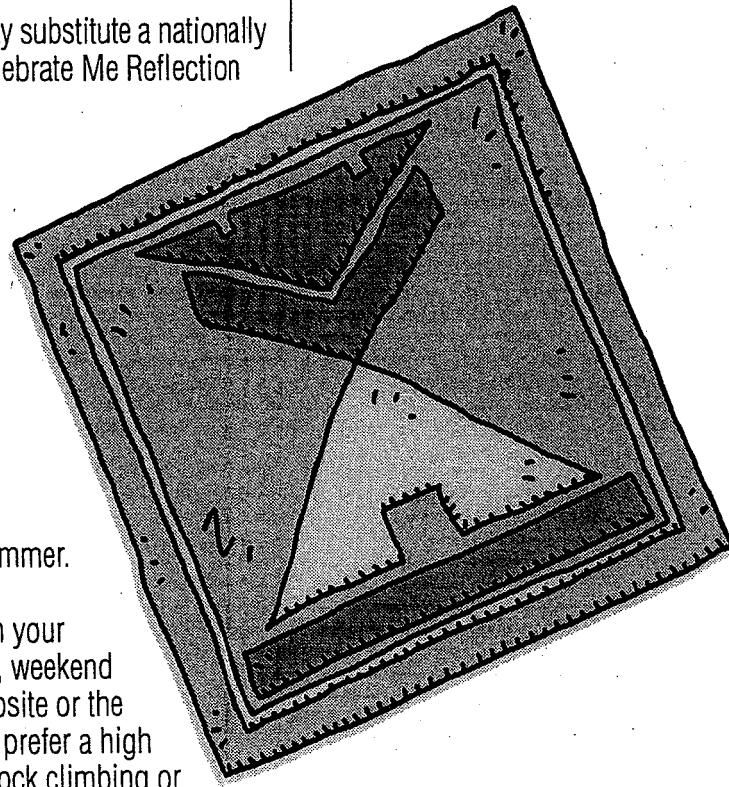
Religious Emphasis Projects. Projects are available for high school youth who are interested in bringing their religious lives and Camp Fire work more closely together. New projects are developed and existing projects are revised frequently. Check with your adviser or council for additional information.

If you are working toward a Wohelo Award, you may substitute a nationally recognized religious emphasis project for the Celebrate Me Reflection project.

Camping. Camping has always been a part of Camp Fire; one that has been enjoyed by members of all ages. Many councils offer a resident camp program where you may stay in an outdoor setting for days or weeks. You may attend as a camper or take part in a training program for future camp staff members. Depending on your age, interests and skills, you could be a camper or a staff member at a day camp. Day camps are usually held for part or all of the day for a week or more during the summer.

Your club may also plan camp outs, perhaps with your family, friends or other small groups. For a night, weekend or longer, you may elect to stay at a council campsite or the local state park. If you're more daring, you might prefer a high adventure trip with canoeing, horseback riding, rock climbing or backpacking.

Progression in Outdoor Action. A series of activities in Camp Fire that must be done in sequence, this has five projects that will help you progress from a beginner in outdoor skills to an experienced trip camper.





Those new to Camp Fire will start with the first progression – Fire Tender. Many find the skills easy to master and move quickly through the progression. Each step is described in ***The Outdoor Book*** (D-07600) and in materials available in your council office.

Leadership Training. Camp Fire offers many opportunities to build leadership skills. Courses are available to learn how to serve as a day camp aide, camp counselor, club leader, council board or council committee member.

Council Projects. Often, councils design projects that are unique to a particular area of the country. Again, information is available from your adviser or the council office.

National Projects. Camp Fire members of all ages are invited to participate in several national projects. Included are the National Art Competition, Save the Bluebirds, Salute to Hospitalized Veterans, Project Involvement, Project Handclasp, WorldWise, Project Weather Ready, Imagine No Hunger, Project Contact and Celebrate Camp Fire. Peace projects called A Gift of Peace and In Pursuit of Peace offer a way to learn peacemaking skills. Information on all of these national projects is available from your council office.

Teens in Action

Teens in Action gives you an opportunity to get involved in solutions to some of today's greatest social problems: suicide, HIV/AIDS, teen violence, illiteracy and racism, to name a few. Through campaigns in their communities, teens do their part to make the world a better place. A teen campaign is basically a community service project. But it's different from any other project you may have been involved with, in that you can have a say in selecting the issue and what you'll do about it. The leadership role provides insights into issues which will be identified as relevant to the community.

Once teens select an issue to advocate for in their communities, they work in partnership with their peers, concerned adults and local experts to plan and carry out the services that will benefit the community most. You may not know a lot about the particular issue, but there are many in your community who do. You might plan conferences, conduct school assemblies, organize peer support groups, plan public relations campaigns or be volunteer staff for a hotline or other community service.

Don't Stop Now

Here are some additional projects, activities and opportunities for you to use to help bring your horizon into focus.

1. Council or District Activities or Events. You may travel, have fun, learn, meet new friends and do any number of things through activities and programs offered to all Camp Fire members in a council or to members in a part of a council, like an area or a district. Activities, such as conferences, candy sale or Fun Run, camp outs and trips, are also planned between councils.

2. Council Leadership Opportunities. Camp Fire can be part of the lives of young people only through the dedication of many volunteers who give their time and expertise. You may have an opportunity to participate by serving on committees, task groups, boards or other groups within the organization of your council. You may act as a club leader, day camp aide, counselor-in-training for resident camp or teacher of a Camp Fire course. You might even recruit or train others for some of these jobs. Your council will offer training so you'll be ready for the challenge.

3. National Activities and Events. Through area or national meetings, you can participate in youth conferences and be involved in Camp Fire events that determine the future direction and policies of the agency. You may serve as a participant, observer or decision maker.

4. National Leadership Opportunities. Young people are a part of the national Camp Fire organization also. They serve as advisers, workshop leaders, voting members, directors and consultants.

A Look at Your New Horizon

So what will your Horizon plan look like? What's in store for your new horizon? After you've looked through this book and talked with your adviser and others, come back to this chapter and begin to lay down a plan to match your interests. Of course, your plan may change in time. And you'll need to look back to make sure you are building the Horizon program you really want. You may experience something in Camp Fire, at school, in your family or elsewhere that will significantly change your perspective in looking at your horizon.

What you need to know to use these building materials for your own Horizon program is in this book or may be obtained from your Camp Fire adviser or council office. Additional information may be obtained through newsletters, brochures and other publications. Some may be obtained only by asking questions and talking to a number of people. If you can't find the answers, don't hesitate to ask. What is specifically available to you as a Camp Fire member will differ from one council to another.

What you build here will be different from the Horizon plan that anyone else makes. That is as it should be. What makes it a Camp Fire experience for you is that you take responsibility for planning, carrying out and evaluating the plan.

You Make It Happen

How do you go about putting all these materials together to shape your horizon? Your tools are within you, residing in your own commitment to Camp Fire and in the way you choose to carry out that commitment. The tools you have are:

- 1. Your Desire to Learn.** Your desire to learn more about yourself, others and your world as a whole is an important spark to begin personal growth. This desire is your tool for helping decide what you want to do in the Horizon program.
- 2. Your Desire to Have Fun.** Of course, fun is an important reason why many young people want to be in Camp Fire. And it is why many have stayed in Camp Fire and why many more will join. Though it's especially fun to be involved with established friends, new friends await those who join a group where they don't know anybody. If you don't enjoy what you are doing, stand back and think carefully. Is it really something you want to do? Of course, there will be times when you select some less-than-fun activities because you see them as something valuable or part of a total horizon that you really want.
- 3. Your Desire to Share.** Knowledge, ideas and skills grow by sharing them with others. Of course, not everything is meant to be shared. You can make this decision. But you'll see throughout this book that there is an emphasis on sharing. Sharing is a way to help others and a way to help yourself.
- 4. Your Desire to Care.** Your horizon cannot be built without the help of caring people, and you can help others to build their horizons by caring for them. Show your caring through your enthusiasm and support for the efforts of others both inside and outside of Camp Fire.
- 5. Your Desire to Have a Say in What You Do.** The Camp Fire Horizon program is designed to help and encourage you to plan your actions and make your own decisions. Practice in planning and decision making is considered essential for your future. However, you may not want to make all the decisions. In those cases, you may rely on an adviser or on the council to tell you what to do. But to make the most of your Horizon program, you will want to be involved in the planning and decision making all along the way. How you carry out your commitment to Camp Fire depends upon your plans and decisions.
- 6. Your Desire to Celebrate.** Celebrations are an important part of life. In Camp Fire, celebrations are encouraged – celebrations of friendships, celebrations of accomplishments, celebrations of commitment. Some of these celebrations in Camp Fire are called ceremonials. A Camp Fire tradition, these special events feature

programs which young people tend to remember for a long time. Ceremonials may be large group events that you may take a leadership role in planning and conducting or small spontaneous, personal expressions of joy and pride in your accomplishments.

The Camp Fire Look

When you wear Camp Fire attire, you show your pride in the organization. The official catalog, produced by Camp Fire each year, displays pages and pages of clothing, jewelry, merchandise and recognition items that will identify you as a Camp Fire member. When representing Camp Fire in formal, public settings, you should always wear your dress uniform. This includes a white shirt with the official Camp Fire tie or scarf and dark blue or gray skirt/slacks. Adding a dark blue jacket is optional. What makes this dress uniform say "Camp Fire Boys and Girls" is the official tie or scarf and emblem, along with your membership pin or other pin designating a Camp Fire achievement.

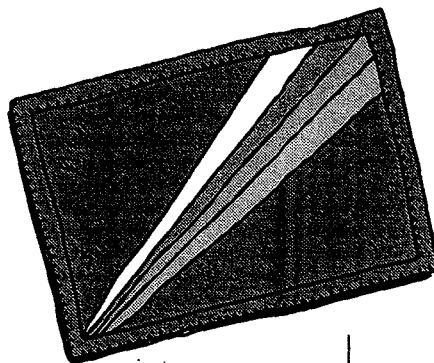
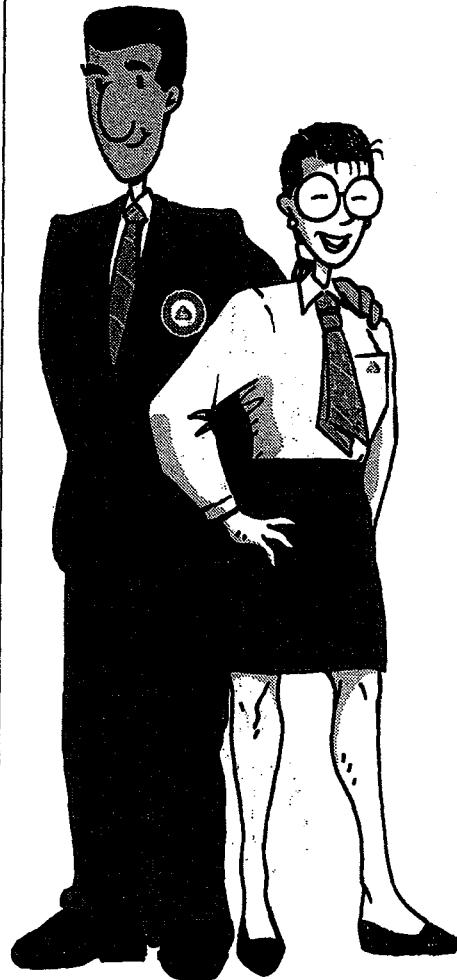
Sometimes you'll still want to be identified with Camp Fire, but the setting is less formal and casual wear is more appropriate. That's when Camp Fire's official "casual uniform" apparel comes in handy. The official catalog offers a variety of options, such as short- or long-sleeved shirts with the Camp Fire logo embroidered on the chest. In addition, specially designed T-shirts, sweatshirts and sweaters promoting Camp Fire are available.

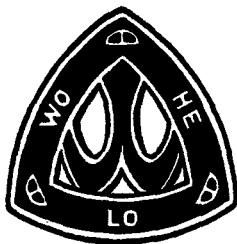
You are given an option of wearing special clothing for ceremonial occasions. This is explained in a later section of this chapter under "The Traditions of Camp Fire."

Finally, there's the official national identification emblem or pin for Horizon, which can be used on jackets, ceremonial clothes, sweaters and other clothing. Wearing something identified with Camp Fire can make you feel good when you are representing Camp Fire in the community.

Camp Fire Boys and Girls – the Bigger Picture

Your personal Horizon program is a part of a total Camp Fire program. Camp Fire Boys and Girls is a national not-for-profit youth organization founded in 1910 by Dr. Luther Halsey Gulick and his wife Charlotte. Camp Fire programs, delivered through councils chartered by the national organization, may be found in thousands of communities through the United States. Activities have changed over the years to meet the needs of young people and the agency.





Camp Fire
Boys and Girls®

To see your Horizon program as a part of the whole, it helps to know more about the organization to which you belong. As indicated, you are a member of a Camp Fire council. This council has an office in your town or in a neighboring city. The council has a board of directors who are all volunteers. These volunteers are responsible for making the policies and determining the future direction of the council. A staff member, generally called an executive director, is given responsibility for carrying out those decisions. The executive director and other staff members of a council may be paid employees or volunteers. Your adviser is a part of the council in that he or she is working to carry out the direction of the program. Your adviser receives training and support from council staff members. Many councils encourage the involvement of youth in council committees and on the board of directors. It is important for youth to have a say in the direction of the council, and it is your responsibility to make sure that a youth voice is heard.

Your council is a member of a national organization called Camp Fire Boys and Girls. The national headquarters is located in Kansas City, Mo. Many materials, such as this book and program opportunities for Camp Fire members, are provided by the national office. It also provides management information and supply items for councils as they carry out their day-to-day operations.

The national organization is funded, in part, by money from local councils and is similar to a local council in that there is a national board of directors. These directors are volunteers. Four of the directors are youth members, one of whom serves as vice president of youth leadership. The national board of directors sets the policy and the future direction of the national organization. There is also a national Youth Advisory Cabinet (YAC) with representatives from all parts of the country.

Youth Advisory Cabinet members meet and decide on recommendations to give to the national board of directors. A council may also correspond directly with the national board of directors to ask them to look at issues that the council thinks are important.

The national organization meets as a whole to conduct business in the fall of odd-numbered years (e.g. 1993, 1995, 1997). This meeting is called Camp Fire Boys and Girls Congress. All councils in good standing can participate in the national congress and have votes in proportion to their membership. In addition, each council is entitled to at least one youth delegate who is between 16 and 21 years of age and eligible to vote. Any youth can serve as a council voting delegate at the congress or participate as an interested member of the organization. Again, information about congress can be obtained through your council office.

The Traditions of Camp Fire

Through the years, Camp Fire has developed many traditions that are treasured memories for many former Camp Fire members. These traditions give each member a pride in belonging, a special sense of involvement in an ongoing program.

The traditions include the Camp Fire colors of red, white and blue. You see these colors in Camp Fire clothing and in many program materials.

The Camp Fire law is a tradition – a statement of the values held high by Camp Fire members. It is an expression of responsibility toward everyday life and, as such, is as valid today as it was in the beginning years of the organization.

The Camp Fire slogan, Give Service, has already been mentioned. So has the Camp Fire watchword, Wohelo, which represents the joy and value of life. The word, Wohelo, is often used as a greeting or password. It may also be used in correspondence.

Another Camp Fire tradition is the wearing of special clothing for Camp Fire ceremonials and other events. Camp Fire members usually decorate their ceremonial attire with beads, leather, felt, embroidery, emblems and other recognizable items. Each garment is designed as a unique expression of a person's hopes and aspirations for the future. Ceremonial attire also expresses what a person has learned and achieved in Camp Fire.

If you are new to Camp Fire, you can make ceremonial clothing if you wish. An experienced Camp Fire adviser or club member can help you with the design and construction. Of course, you can participate in a ceremonial even if you do not have this special clothing.

Ceremonials in Camp Fire are also a tradition. If you have been in Camp Fire for a while, you are probably already familiar with both council and club ceremonials. New members can add new ideas and approaches to these ceremonials that will make each experience personally important. Both new and experienced members can find help and ideas in **Magic Moments in Camp Fire** (D-06500), a book available from your local office.

What's on the Horizon After Horizon?

For those of you who want to apply your talents to Camp Fire in different ways, finishing your years in the Horizon program can be just the beginning.

You can become part of a council's adult membership. Adult members carry out many volunteer and paid jobs. As a volunteer you can be a leader, recruiter, club organizer, consultant, committee member or board

THE LAW

Worship God

Seek Beauty

Give Service

Pursue Knowledge

Be Trustworthy

Hold on to Health

Glorify Work

Be Happy

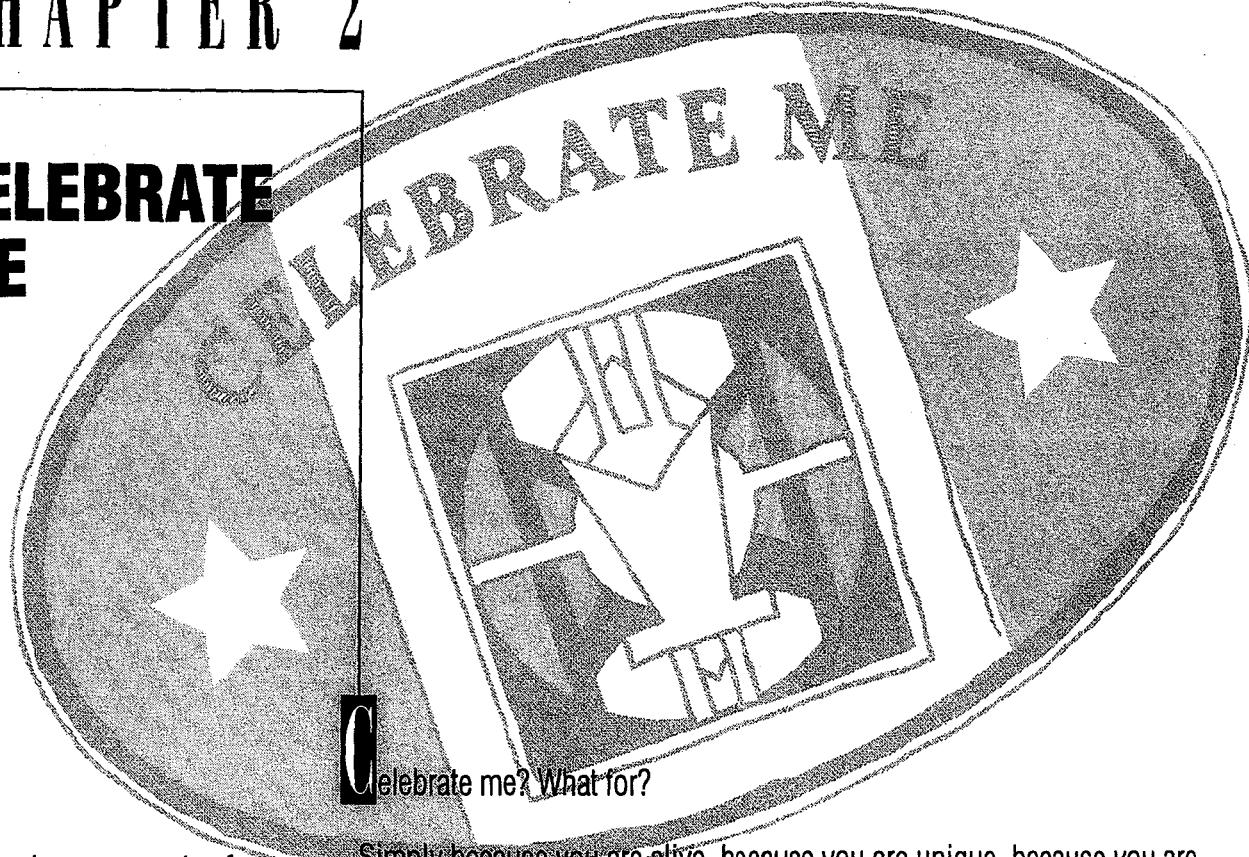
member. You can attend Camp Fire Congress, national meetings, be a national board member and carry out a number of other tasks which are essential to the national agency.

Most councils also have a variety of paid staff positions. Some are full-time, some part-time. Some relate to the operation of the council office, and some relate to the management of programs, including club and outdoor programs. There is also a staff at the national office of Camp Fire. Usually you need a college degree to become a professional staff member in any youth agency.

Your Horizon program can go in many ways but always points in one general direction – toward a horizon, a future, where you are a caring, self-directed individual, responsible to yourself and others. Use all the information in this book along with the tools your Camp Fire council offers you to build your Horizon program. By making a Horizon plan you can step confidently into your new horizon.

CHAPTER 2

CELEBRATE ME



*"Ninety percent of
the way you feel
is determined by
how you want to feel
and how you expect
to feel."*

– John Kozak

Simply because you are alive, because you are unique, because you are valuable, because you can make a difference in the lives of others.

This unit is a celebration of you – you as a person, you sharing with others, you leading others. It focuses on appreciating your own value as a person, giving service, sharing your good feelings with others and assuming leadership roles.

There are three parts to Celebrate Me:

1. I'm Somebody Special

How do you feel about yourself? Can you take and give compliments? This section will help you become more comfortable relating to others, giving yourself rewards and establishing goals for yourself.

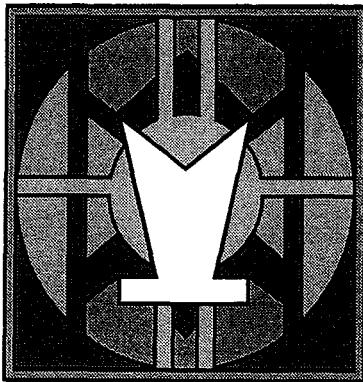
2. Do I Choose to Give Service?

Celebrate what you can do for others. What does volunteerism mean to you? In this part you will explore giving service that is meaningful to you and your community.

3. Do I Choose to Learn About Leadership?

What does it mean to be a good leader? Is leadership just a popularity contest or are there real skills involved? In this part, you will evaluate and then work on your leadership skills. Taking a stand on issues and helping a group work together are skills also included.

All three parts offer activity choices that can be done by a club or an individual. You may choose to skip the unit, you may select only certain activities, you may work through the chapter in its entirety, or you may "go the distance" by completing the Reflection. The choice is yours! However, if you are planning to earn your Wohelo Award, this Reflection, or a nationally developed religious emphasis project, (ask your council for more information) is required.



REFLECTION – CELEBRATE ME

The emblem for this and all Reflection projects have a common background symbol. In this case, sun and water symbols are combined to create a rainbow background. To form a reflection, these symbols were then held to a mirror. The center and dominant symbol in the design represents the focus of the project. For this Reflection, it is the symbol for person.

How to Do This Reflection (See Chapter 6)

- 1.** Enlist the help of an adult consultant to guide and advise you on your Celebrate Me Reflection. This could be a club adviser, a social worker, a community worker or any other adult you feel comfortable with.
- 2.** Decide what form of reporting and documenting you will use during work on the Reflection. Suggestions include posters, written work, notebooks, journals, photographic displays, slides, videotapes or any other method you prefer.
- 3.** Choose and complete *at least one Highlight in each of the three parts in this chapter*: I'm Somebody Special, Do I Choose to Give Service?, and Do I Choose to Learn About Leadership?
- 4.** Develop an action plan to carry out your choice of **Option #1** or **Option #2**. Your plan should show what you will accomplish, how you will complete your work and how you will decide whether or not you have achieved your goals. **Use the Action Plan Guide in Chapter 6** or devise another system to record your plans, actions and evaluations.
- 5.** Carry out your plan. Feel free to alter or change your original plan if necessary. Check with your consultant and/or club's adviser frequently.
- 6.** Reflect upon and evaluate your accomplishments by sharing your work on this project with your consultant and/or club's adviser.
- 7.** Celebrate the completion of your work and have your council order your award. Don't forget to pat yourself on the back!

OPTION #1

Part One: I'm Somebody Special

Complete a Torch Bearer in Healthy Living

OR

Complete two of the following six activities:

1. Enroll in any class, workshop or learning situation that will help you improve an existing skill, expose you to a new skill or improve your physical fitness. Keep a private record of how you feel about your progress. Be kind to yourself.
2. Help build self-esteem in young children by sharing the idea of the Celebrate Me jelly bean activity (Highlight 1) or another exercise that will help them feel good about themselves. Adapt your plan to build self-esteem to the age level you are working with. Arrange a time and discuss your plan with the children's group leader.

Valuable resources include: ***Self Esteem*** by Matthew McKay, Ph.D., and Patrick Fanning, St. Martins Paperbacks, N.Y., 1995 and

The Self Esteem Workbook by Lynda Field, Element Books, Rockport, Mass., 1995.

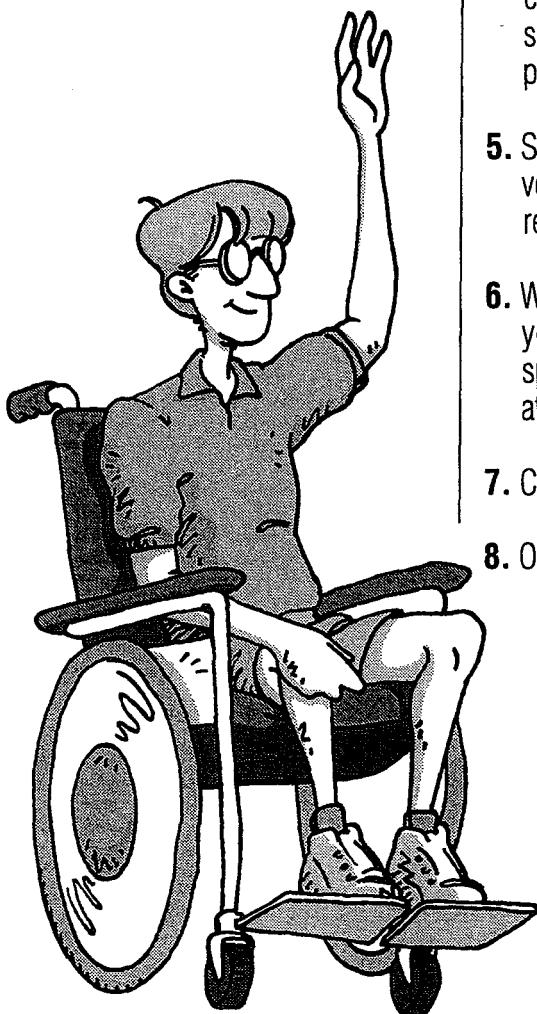
3. Develop and carry out three personal goals and the objectives necessary to accomplish these goals. Use the guidelines for goal setting presented in this chapter. Share your goals and objectives with your adult consultant. Take the steps necessary to fulfill your objectives and goals. Feel free to rewrite them if necessary and to reward yourself at appropriate times.
4. Make a two-week contract with a friend to stop "talking down to others," either to their faces or behind their backs. Plan how you could change the direction of a conversation that was talking down to someone. Determine together how you will record your successes and failures. At the end of two weeks, discuss the results of your contract.
5. Read a novel, short story or chapter of a spiritual nature. List incidents where what was said or done made the people involved feel good or bad about themselves. Beside each incident describe the action that resulted from the incident. How might the story have changed in each incident if something different or nothing had been said or done?
6. Other activity of your design. Please document.

*"No one can make me
feel inferior but
myself."*

—Eleanor Roosevelt

"And so, my fellow Americans, ask not what your country can do for you, ask what you can do for your country."

—John F. Kennedy



Part Two: Do I Choose to Give Service?

Complete two of the following eight activities:

1. Take part in any specialized training program that is necessary to equip you for giving service. Participate in some form of community volunteer service training program. Designate a number of volunteer service hours to be spent at the agency of your choice. The amount of time given should be decided by you, your consultant and adviser.
2. Interview several adult volunteers in Camp Fire and in other areas of service either on your own or as a club. Accompany a volunteer outside Camp Fire while he or she is serving or assisting.
3. Volunteer to be an assistant or program leader at a summer day camp for one or more sessions. Participate in the required training and make a volunteer time commitment. Afterward, set a time to discuss your experiences with your adviser or consultant.
4. Interpret the values of giving service to a peer group or a group of children. Help them explore, decide and plan their participation in a service project that is appropriate for them such as the Camp Fire program, A Gift of Giving.
5. Serve on a committee or task force for a period of time. Make your voice heard. Keep a record of the service you give and the service you receive.
6. Work with your spiritual adviser to develop a way to give service to your spiritual affiliation over a period of time. If you don't have a spiritual adviser, research and explore the idea of a new spiritual affiliation.
7. Carry out the advocacy project you will plan in Highlight 11.
8. Other activity of your design. Please document.

Part Three: Do I Choose to Learn Leadership?

Complete the first year of a counselor-in-training course at a summer resident camp.

OR

Complete two of the following six activities:

- 1.** Participate in a leadership development program offered by Camp Fire Boys and Girls where the focus is on skills in communication and listening, decision making, teamwork and program activity.
- 2.** Participate in a leadership development program where the focus is on appreciation of the out-of-doors and the practical skills necessary for that appreciation such as health and safety, tools, equipment, planning and responsibilities.
- 3.** Help lead a group (your age or younger) through your choice of at least two Highlights in this program book.
- 4.** Volunteer to be a member of a task-oriented group in Camp Fire, at school, your religious institution or at another community agency. Observe and make your own comparisons on the different styles of leadership. Notice how and when conflict erupted and how it was resolved or remained unresolved. Were the goals of the group clear? Did all group members contribute in some way? Was there teamwork? Was it a pleasant experience? Unpleasant? Why?
- 5.** Take on a committee or team leadership responsibility for a designated amount of time. Apply your leadership skills as you learn them and feel comfortable with them.
- 6.** Other activity of your design. Please document.

OPTION #2

- 1.** Develop a plan to further explore the basics of each area of interest in this unit: I'm Somebody Special, Do I Choose to Give Service? and Do I Choose to Learn About Leadership? Include goal-setting techniques in your plan.
- 2.** Meet some people (in person or through their work) who have made contributions to building self-esteem, provided human services to others or shown leadership. Include effective communication techniques in your contacts.
- 3.** Advance your level of knowledge and skill in each area of interest in this unit. Include goal-setting techniques in your advancement plan.

*"We recognize leaders
not by what or who
they are . . .
but by what they do."*

– Ann Richards

4. Gain some personal involvement experiences in the three areas. Apply some leadership techniques in your experiences.
5. Develop an evaluation tool and apply it to your progress.

Part One: I'm Somebody Special

"I feel good about myself. I think I'm unique. I can act like a kindergartner or an adult and I'm still accepted . . .

My parents and others tell me 5,000 times that I'm special and I believe them."

*— Julie Nichols
Olathe, Kan., age 16
Heartland Council
of Camp Fire, Inc.*

When was the last time you patted yourself on the back for a job well done? When was the last time you gave someone a little extra of your time because he or she looked like he or she needed attention? Just because you are no longer a child does not mean that you don't need a "lift" once in a while; in fact all of us could probably use at least four "lifts" a day for emotional and physical nourishment and renewal. When you receive a "lift," you stand taller and feel better about yourself.

These "lifts" come in a variety of sizes, shapes and quantities. A compliment or doing something nice for someone gives us a "lift." How about other non-verbal gestures like applause or "thumbs up?" Getting a "lift" makes everyone feel better — both the "lifter" and the "liftee."

If you could find a way to bottle up those "lifts" and keep them on hand to use when they are really needed, you could probably lick the world. But since no one has figured out the "lift"-bottling process, you might do the second best thing; try to be a "liftable" person. Being able to give and receive "lifts" is a way of communicating, and communicating takes practice.

Those of you who are familiar with a game called charades know how difficult it can be to communicate an idea or feeling without using words. But ideas and feelings are transmitted all the time, some purposefully, others inadvertently. For instance, your words may say something nice and give someone a verbal "lift," but your eyes, intonation of voice or other part of your body may "say" something completely different. All of this is important because how you communicate and how you are communicated to affect how you feel about yourself.

On the other end of the spectrum, from the warm feelings brought on by "lifts," are the negative feelings brought about by killer statements and put-downs. Unfortunately they cause a great deal of damage to your self-image. To make matters worse, they generally outnumber the "lifts."

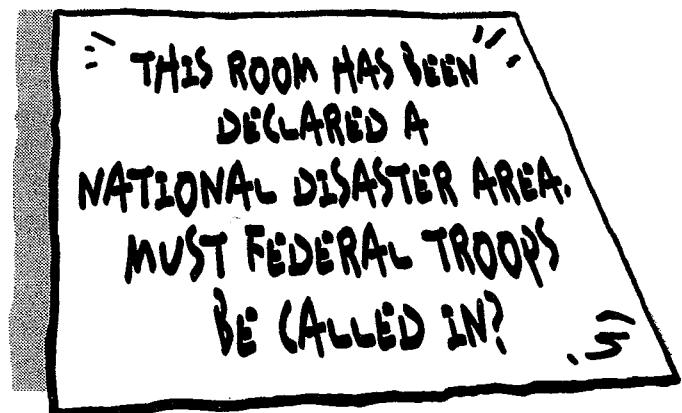
It's important to have a healthy self-image. How you feel about yourself determines how strong your self-image is. When you have a positive self-image, you wake up feeling confident in your ability to handle whatever the day presents to you. When you have a weak self-image, you feel inadequate to cope with the challenges of difficult situations and perhaps even everyday life. Remember, those with positive self-images accomplish more and are happier.

Your self-image is a precious thing that hangs on you like a sign saying "Celebrate Me." Everyone wears one of these signs. You can't see them, but they're always there. Unfortunately, they are easily destroyed (bit by bit) through put-downs, insensitive actions and killer statements directed to you every day; even from people you love. You, in turn, cause other people's "Celebrate Me" signs to be ripped apart by words and actions you direct to them. Take a look at Karl:

The alarm goes off in Karl's room. A drowsy Karl rolls over and hits the button. He lays back, and in his half awake state, begins thinking of the day. "It's Friday and it's going to be a good day," he thinks. "I've studied for my history quiz. I have a date with Suzie tonight, and the weekend looks good." Suddenly his mother's voice breaks the silence. "Karl, your alarm went off 10 minutes ago. You'd better get up!" (rip) Karl gets out of bed and begins to get dressed. Then he discovers that his sister's new puppy has chewed the heel out of his left tennis shoe. (rip) When he goes to tell his mother about it, she says it's his fault for leaving his shoes out where the puppy could get to them. (rip) Maybe this is not going to be the kind of day Karl expects. As the day goes on, he experiences many more "rips" and few "lifts." He forgets his appointment with his counselor. (rip) His history test includes one section that totally confuses him. (rip) He finds out he gets to run in Saturday's track meet (lift) but can't practice today because he doesn't have his tennis shoes. (rip) He sees Suzie in the hall and she gives him a big smile. (lift) When he gets home, he finds a sign on his bedroom door saying, "This room has been declared a national disaster area. Must federal troops be called in?!" (rip)

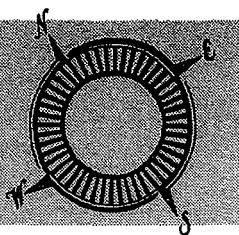
By the time Karl goes to bed, his "Celebrate Me" sign is about the size of a quarter. It wasn't a good day. He just doesn't feel like celebrating his existence.

Highlight 1- What About My Sign? will help you see your invisible sign more clearly.



HIGHLIGHT 1

What About My Sign?



This Highlight will make you aware of the invisible "Celebrate Me" sign you carry with you at all times. The activity can be done as a group or as an individual.

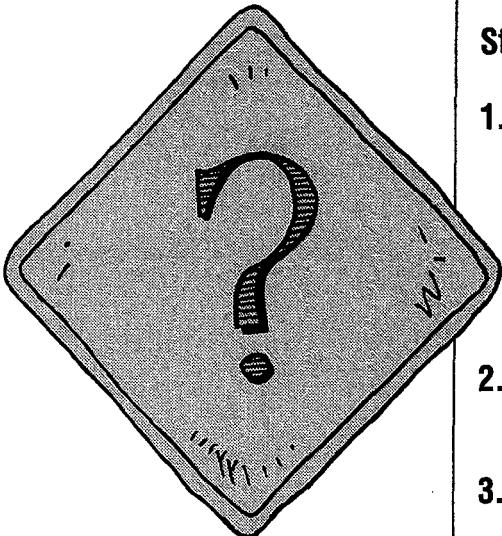
Materials: A supply of your favorite flavored jelly beans, a supply of your least favorite flavored jelly beans and two empty plastic bags (one labeled "lift" and one labeled "put-downs.")

Steps:

1. For the next 24 hours, every time you receive a "lift," place one of your favorite jelly beans in the "lift" bag. If it's really a big "lift," you may put two or three in. Every time you receive a put-down or killer statement, place one of your least favorite jelly beans in the put-down bag. If it's a really bad put-down or killer statement, you may put two or three in the put-down bag.
2. If you are participating in this exercise as a group, be sure your adviser also has jelly beans and bags and carries them with him or her.
3. If you belong to a group, share the results of your jelly bean counts. Then you may eat the "lift" jelly beans. Those are your favorite anyway, and the fact that they were "lifts" should make them all the sweeter. The other bag of jelly beans may be set aside just as you should learn to set aside those kinds of comments or actions.
4. Here are some things to talk about with your group or to think about as an individual:
 - Did you get a number of put-downs? Even put-downs given in fun are still put-downs. They are a "rip" to a person's "Celebrate Me" sign.
 - Did you get many "lifts" during the day? Were there enough to offset the "rips?"
 - Were you made aware of some of the put-downs and rips that you caused to someone else?
 - How did your adviser come out?

Please document your answers.

What else can you do to celebrate your existence? Well, what do you see when you look in the mirror? Are there some physical parts of the body

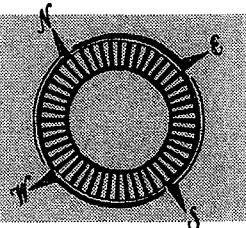


that you think are okay? Are there some that you wish you could change? How about your personality? On a scale from one (dull and boring) to 10 (terrific), where do you put yourself? Where do others classify you on the same scale?

Take a closer look at yourself by doing **Highlight 2 – Mirror, Mirror**.

HIGHLIGHT 2

Mirror, Mirror



When you focus on the positive concept of liking yourself and feeling that you are somebody special, then it is much easier to handle the put-down actions and killer statements that inevitably come your way.

Materials: Pencil or pen, Mirror Mirror Chart and paper

Steps:

1. Look at the Mirror, Mirror Chart. Take about 10 minutes to fill it out.
2. Share with your group at least two things that you like about yourself, plus at least one thing you are proud of doing. Remember the story about Karl and watch that you don't rip anybody's "Celebrate Me" sign by stating your positive qualities in a way that puts others down.
3. After you have shared, talk about these questions:
 - How did you feel when you shared some of your personal thoughts?
 - Why is it so hard to say positive things about yourself?
 - Were you surprised by anything that was said?
 - Are you going to make any changes?
 - How did your sign survive this activity?
 - Please document your thoughts and answers.



MIRROR MIRROR

This is what I like about myself (at least 4 things):
Personality **Physical**

These are some things I am proud of doing or being:
Personality **Physical**

This is what I don't like about myself:

Things I would like to improve or change about myself:

This is how I might do it:

4. Create a cinquain*:

A cinquain is a short poem which consists of five lines.

Use the following directions to construct your own:

Line one: your name

Line two: two words (adjectives that describe you)

Line three: three participles (ing words that describe you)

Line four: (a simile that describes you)

Line five: one word (a synonym that describes you)

Example:

Missy
Intelligent, likable
Hiking, singing, listening
Quiet as a mouse
Poet

Those who wish to share their cinquains may do so.

***Building Self-Esteem** by Rose Westmoreland, a Frank Schaffer Publication.

People are all made up of many different parts – some parts you like and others you wish you could change. Some parts, like brown eyes, freckles or a height of six feet cannot be changed. Other parts, like being shy, lazy, skinny or late for things, can be changed. You can either learn to accept those parts of you as they are, or you can make an effort to change them. It is your choice. Some things may not really be that important. Too often people get hung up on the parts they don't like and forget to celebrate and feel good about the parts they do like.

Do you find it difficult to say what you like about yourself? Do you think you are bragging when you talk about the positive things that make up who you are? Accentuating the positive parts of your personality and physical appearance is a long way from bragging or being boastful. It's okay to acknowledge and admit that you are a good human being, that you are somebody special and that you really do deserve the praise and compliments that come your way. When those words of praise do come, how do you respond to them? Are you suspicious? Do you look wide-eyed and say, "Who, me? Are you kidding?" Or maybe you give a shrug and make a quick exit.

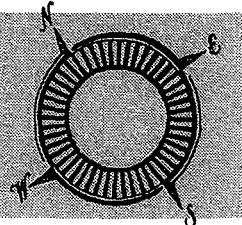
Most people will agree that accepting compliments gracefully is tough to do. One explanation might be that "Celebrate Me" signs are reduced to nothing day after day and a compliment is such a rarity that when one does come along, people can only accept by giving themselves personal put-downs.

Highlight 3 – Inside the Center Ring will help you practice giving and receiving compliments. It may be uncomfortable at first, but give it a chance. Be a "lifter" and a "liftee." It feels great. Don't leave out the most

important part when it comes to giving compliments – complimenting yourself.

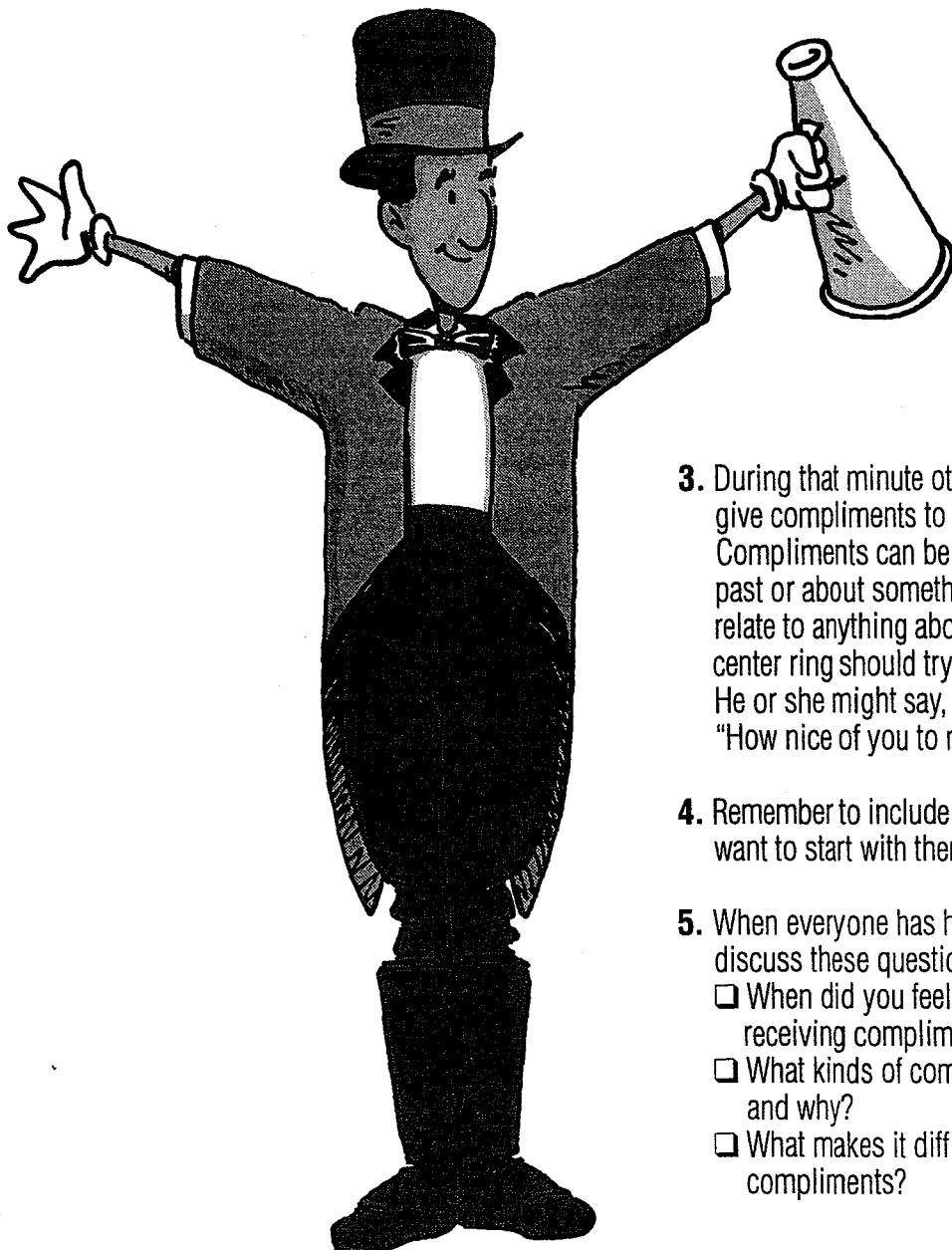
HIGHLIGHT 3

Inside the Center Ring



A compliment is really a gift from someone. If you learn how to accept compliments, maybe you will be on the receiving end more often.

Materials: Stopwatch, wristwatch (with a second hand) or an egg timer



Steps:

1. Designate someone to be the timekeeper.
2. Select one person in your club to be in the center ring for one minute. The person can actually sit in the center of a circle, if you wish.
3. During that minute other members of the group are to give compliments to the person "in the center ring." Compliments can be about anything known from the past or about something in the present, and they can relate to anything about the person. The person in the center ring should try to respond to each compliment. He or she might say, "Thank you," "You're right," or "How nice of you to notice."
4. Remember to include your advisers. Perhaps you may want to start with them.
5. When everyone has had a turn in the center ring, discuss these questions:
 - When did you feel more comfortable, giving or receiving compliments?
 - What kinds of compliments are easiest to receive and why?
 - What makes it difficult to respond to some compliments?

6. Try this exercise at home with your family. The results might be surprising.
7. Practice giving compliments to your other friends at school. Do their attitudes change? How?

You go through life giving rewards: a treat to the dog when he or she performs a trick, a tip to the waiter who gives you good service, something special for a friend when a birthday comes along. But how often do you reward yourself?

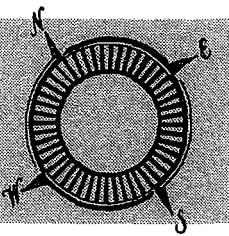
Self-rewards can take different forms. You can praise yourself, or you can give yourself a tangible treat. (When I finish studying my math, I'll reward myself by taking a 15-minute break and watching TV.) The hard part seems to be giving yourself permission to accept self-rewards and then keeping them genuine.

Would you ever think of giving yourself a reward for having a good sense of humor or for being a dependable person? How about for just being a kind person; doesn't this deserve a reward? Aren't these qualities that most people take for granted? Well, there are many people who have allowed their strengths and the good parts of their lives to sink slowly out of sight. Instead of looking at their victories, they focus on their failures. Allowing their "Celebrate Me" signs to be ripped to pieces every day, they fail to give themselves rewards or pats on the back for their positive qualities and actions.

What kind of a reward could you give yourself? Well, you could promise yourself a trip to Tahiti or a new sports car, but you might have to wait 20 or 30 years for that reward. Not very realistic? Or you could think of some small, but much more effective rewards that you can really give yourself now. Try **Highlight 4 – Take Five – They're Small** for some help in thinking up a few.



HIGHLIGHT 4



Take Five – They're Small

This exercise uses the brainstorming technique to generate a lot of ideas for rewards. It is best done in a group of four to six people.

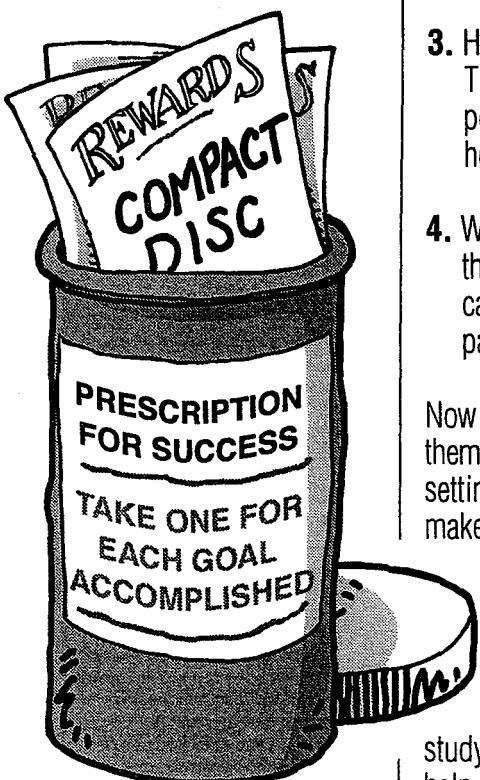
Materials: Large sheets of paper (2' x 3') and markers

Steps:

1. Choose someone to act as recorder. Furnish this person with large sheets of paper and a marker.
2. Go over the following brainstorming rules with the group.
 - a. All ideas are to be recorded, the more the better. Nothing is too silly or too far out.
 - b. Courtesy should prevail, but waiting your turn is not necessary. Just call out your ideas as fast as possible.
 - c. Do not discuss or judge anyone's ideas. No put-downs allowed.
 - d. Repetition is okay. Don't be afraid to build on one another's ideas.
 - e. Set a time limit.
3. Have the recorder put "Possible Rewards" at the top of the first sheet. The goal for everyone is to think of as many realistic rewards for positive qualities and actions as possible. Whatever comes into your head should be contributed to the group.
4. When the time limit is up, each member should select five rewards that have the most appeal. Label them with a symbol or mark that you can identify as yours. Write these five rewards down on a piece of paper that you can look at during the next week.

Now that you have a list of rewards for yourself, how are you going to use them? In addition to using them for being a good human being, how about setting some goals for yourself and giving yourself a reward when you make some progress toward that goal?

One definition of a goal is any object of ambition or desire. That's pretty broad. So, to bring your goal closer to where you are, you could develop some *objectives* or smaller goals, ones that you could realistically accomplish in a short, *measurable* time. (I will study biology one hour a day for the next week.) These objectives would help you reach your main goal.



Goal setting is like climbing a ladder. The goal is on the top platform and the objectives are the rungs on the ladder that make it possible to get to the top. When you reach the top of the ladder, then what? Do you stop there? Do you jump down and begin all over again? Or do you look for another ladder and continue your climb to your next goal?

Goal statements tend to be broad and nonspecific. They usually start with a verb. They are timeless and hard to measure. (Achieve success in school.) *Objectives*, on the other hand, are more definite and easy to control. Objective statements are short-term and specific. They also usually start with a verb. They are measurable because they have a definite time of accomplishment. (Bring my grade in biology up from a D to a C this term.)

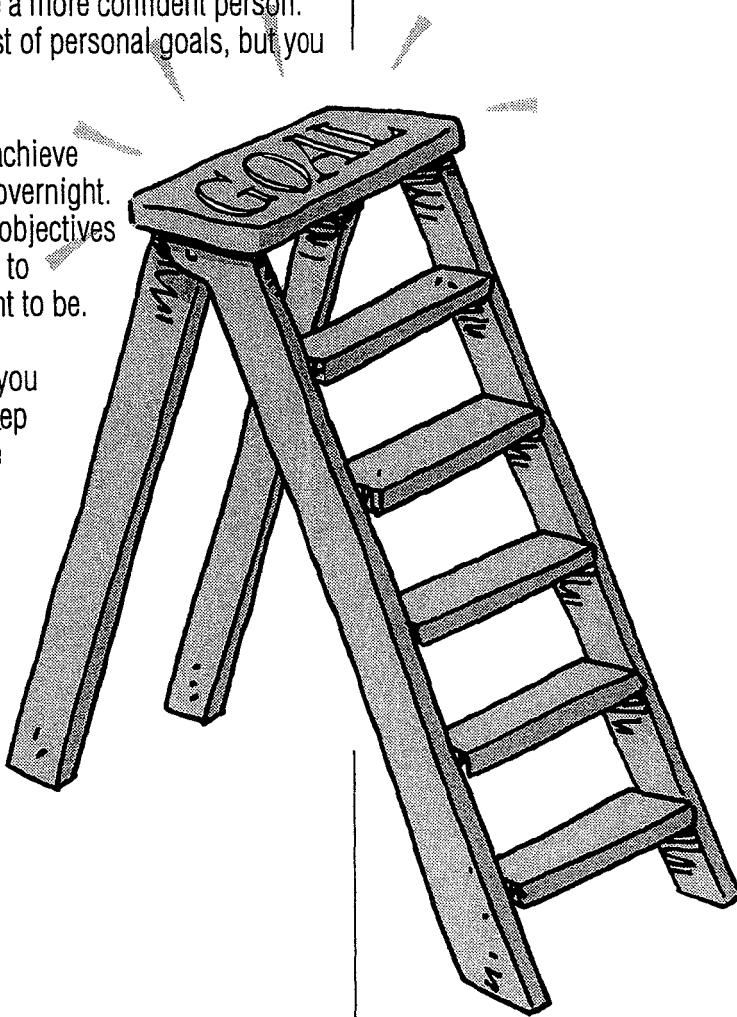
There are more things to remember about goals and objectives:

- Write them down.
- Refer to them when you need to.
- Feel free to change them.
- Reward yourself when you feel the time is right.

Imagine that one of your goals is to become a more confident person. That just happens to be on most people's list of personal goals, but you might as well start big . . . right?

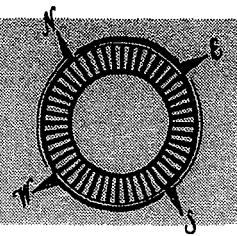
Now the question is, how are you going to achieve that goal? It certainly isn't going to happen overnight. In fact you may have to develop quite a few objectives (smaller goals that are measurable) in order to become that more confident person you want to be.

Highlight 5 – I Have Decided will help you practice setting goals. A word of caution: keep your goals and objectives in line with where you are in your life now.



HIGHLIGHT 5

I Have Decided



Goal setting is planning . . . planning what you are going to do in the next 15 minutes, next week, next year or the next 10 years. You are making a contract with yourself to realize your dreams.

Materials: Paper and pencil or pen

Steps:



1. Make a list of possible goals.
2. Select one or more that you would really like to work on.
3. Rewrite it in a format that completes this sentence:
"I have decided . . ." This is your goal.
4. Decide how you are going to accomplish your goal. Complete the following sentence by making a list of what you will do and by when.
"I will reach my goal by . . ." Break things down into manageable chunks. These are your objectives (smaller, measurable goals).
5. Share your goals and objectives with your adviser or a friend.
6. Carry out your plan. Keep a can-do spirit by having people around you who believe in you.
7. Read this information aloud twice each day, morning and night.
8. Evaluate your progress often and don't hesitate to make changes when necessary.
9. Give yourself a reward for planning and for finishing your plan. You deserve it!

It's okay to dream and wonder where you'll be and who you'll be years from now, but the important thing is to work out your own pattern for goal setting and relate it to where you are now.

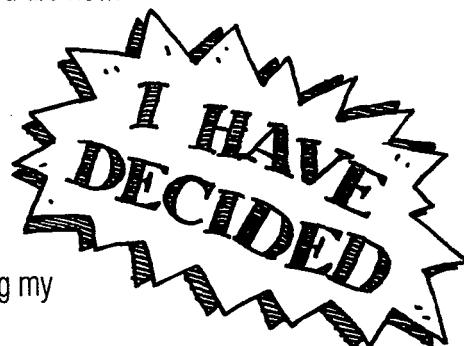
Here is a sample that might help:

I have decided:

To be a more confident person.
(goal)

I will reach my goal by:

1. Taking a leadership course during my junior year in school.
(measurable objective)
2. Getting in touch with myself by giving myself time to relax and enjoy activities that I can do alone: keeping a journal and recording my feelings daily for one month.
(measurable objective)



3. Arranging my time so I can devote three hours a week for eight weeks to giving service in my community. (*measurable objective*)
4. Giving myself at least four "lifts" a day for six months. (*measurable objective*)

Another goal-setting sample is the **Action Plan Guide** that you will find in Chapter 6. The format is a little different, but the planning process is there. Once you begin making contracts with yourself, you'll find it's fun to reach goals. You have the freedom to change the contracts, renew them or add to them just as long as they keep you moving from one place in your life to another. This is the purpose of a goal. *When you reach your goal, it is never an ending, but simply a new beginning and another reason to celebrate.*

Goals can be reached more easily by those who have a positive attitude toward life. Author, philanthropist and multimillionaire W. Clement Stone built his life around the philosophy of a positive mental attitude. He is known for the phrase, "**What the mind can conceive and believe the mind can achieve with PMA.**" (*positive mental attitude*) Stone has always taught that nothing is impossible for anyone who sets goals and prepares for success by working toward his or her objectives with a positive attitude, determination and enthusiasm.

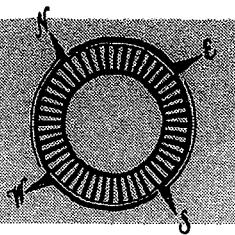
One way you can be helped to have an optimistic attitude is to use positive statements called affirmations. **Highlight 6 – Accentuate the Positive** focuses on how a positive attitude and affirmations can help you achieve your goals.

Do you fall victim to negative self-talk? In other words, do you put yourself down? For instance, have you ever thought: What if I forget all those historical dates I studied last night? Almost everyone has those kinds of thoughts at one time or another, but they are very destructive. You must work on avoiding them and replacing them with positive thoughts and affirmations.



HIGHLIGHT 6

Accentuate the Positive

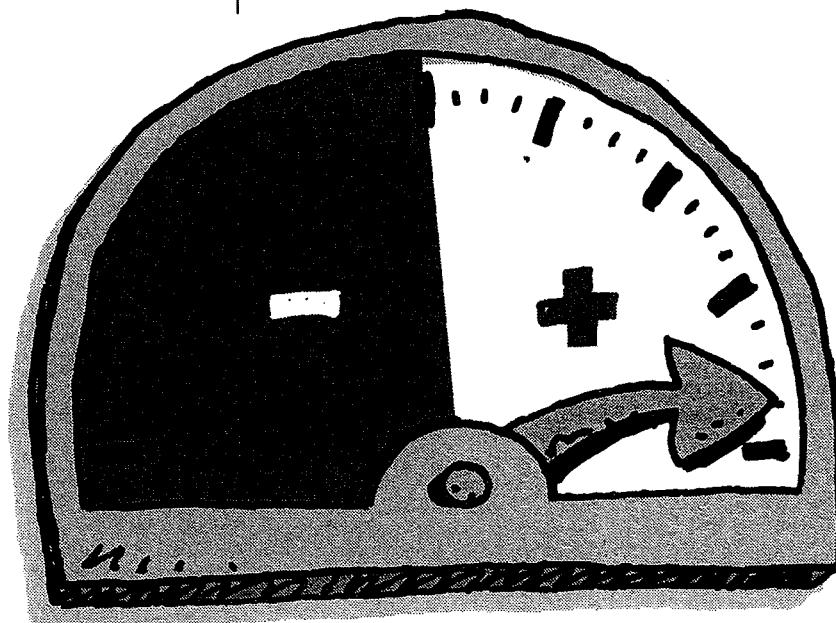


Have you heard the old story about four ounces of water in an eight-ounce glass? Depending on how you look at it, the glass is either half full (positive attitude) or half empty (negative attitude). Are you someone who views his or her glass as half full or half empty? In other words, are you an optimist or a pessimist? Experts have proven that you will be better off both emotionally and physically if you maintain an optimistic attitude. Positive statements, called affirmations, are one way to promote this.

Materials: Paper and pencil or pen

Steps:

1. Think of three specific goals you would like to accomplish, and write each one of them as a separate affirmation. Use the present tense and verbs like am, know and can. Examples: I can learn the chemical symbols for the chemistry test. I am a strong swimmer.
2. Schedule a session first thing in the morning, before bed and as many other times during the day as possible.
3. Repeat them out loud six times during each session.
4. Record the information in your Daily Affirmations Log for a week.
5. At the end of the week, ask yourself the following:
Do I feel more confident about the goals I was affirming this week?
Am I closer to achieving these goals?
Did the affirmations have an effect either way?



DAILY AFFIRMATIONS LOG

Day/Date	Time	Affirmation	Completed
Sunday, May 10	9 a.m.	I am a capable baby-sitter.	✓

One factor which can greatly inhibit achieving goals is stress. Technically, stress is the body's response to any demands made upon it. Practically speaking, stress includes everything that makes you anxious or upset. No human being lives entirely without stress. Even good news is stressful. And certainly teen-agers are faced with considerable demands and anxieties which may cause stress. You'll be glad to know, however, that younger people have an abundant supply of adaptive energy and recover from the ill effects of stress more quickly than adults. However, headaches, upset stomachs, nausea, dizziness and clammy hands are just a few of the symptoms of stress that you may have already experienced. Stress can be threatening to your emotional and physical health, so it's very important to be aware of the factors in your life that produce stress.

Check out **Highlight 7 – Beware – Stress Approaching!** How often are you "stressed out?" What do you do when you feel that way? Experts agree that there are a large number of things you can do to relieve stress.

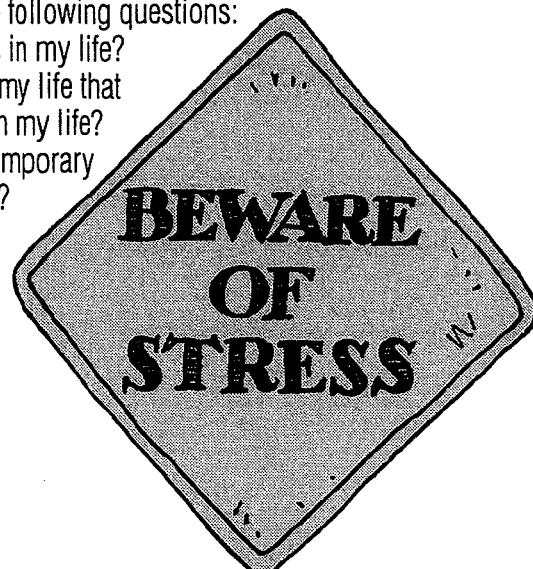


It's important to be aware of what people or situations are producing stress so that you can learn to use some strategies that will allow you to cope better.

Materials: Pencil or pen, Stress Journal and paper

Steps:

1. For a week, record the information regarding all stressful incidents in your Stress Journal.
2. When the week ends, study your journal to see if you notice any patterns. Ask yourself the following questions:
 - a. What are the stressors in my life?
 - b. Are there stressors in my life that will probably remain in my life?
 - c. What can I do about temporary or continual stressors?
 - d. What can I do to avoid stress?
 - e. How can I better deal with the stress in my life?

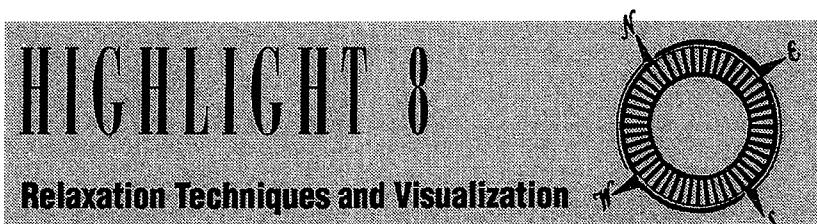


STRESS JOURNAL

Day	Time	Cause of Stress	Reaction
Monday	8 a.m.	Forgot homework	worry, rapid breathing
Tuesday	1 p.m.	Named to math squad	excitement, headache

You can unwind by taking up a hobby; one that allows you to work with your hands may be especially effective. Other possibilities include reading, getting together with friends, taking a nap, having quiet time alone, listening to music, taking a bath, writing a letter, spending time with a pet, seeking out laughter, playing tennis or exercising. There are also specific exercises designed to relieve stress.

Highlight 8 – Relaxation Techniques and Visualization will show you some of these. Relaxation techniques rely heavily on breathing exercises to lessen the effects of stress. The aim of visualization is to create a positive picture in your mind. Let's say you have a big test tomorrow. Worry may cause you to conjure up a visual image of failure. Why not picture yourself at your desk, feeling confident and in control? Visualization techniques are routinely and successfully used by people in all walks of life; particularly sports figures like Olympic athlete Jackie Joyner Kersee, a three-time gold medal champion. Tennis great Gabriela Sabatini is another advocate of visualization techniques. She pictured herself winning every point at the U.S. Open Tennis Tournament in 1990 and upset much-favored tennis star Steffi Graf!



Try the following relaxation and visualization techniques to help you relieve stress and keep on track in accomplishing your goals.



Materials: Chair, pencil or pen and paper

Steps:

1. Here is a very quick and easy relaxation technique.
 - a. Sit in a chair with both feet on the floor.
 - b. Place your hands uncrossed in your lap.
 - c. Close your eyes and take a deep breath.
 - d. Let the air out slowly and naturally.
 - e. Count silently to yourself – one as you take in air – two as you let it out.

- f. Continue for 10 to 20 seconds.
Do you notice anything?
Do you feel your tension reduced?
2. Now try the following visualization activity.
 - a. Visualize an upcoming event (how about the prom or graduation?)
 - b. Picture the event just the way you would like it to go. Don't just *think about it*, you must actually *see it in your mind*.
 - c. Repeat this three times.
 - d. Slowly come back to reality.
 - e. Write about the situation as you pictured it. Now that you have taken an imaginary journey, are you more relaxed?
3. Use either or both techniques every day for the next month. Do you notice any difference?

Part Two: Do I Choose to Give Service?

What does it mean to "give of yourself" or to volunteer? It means doing more than you have to, doing something for someone else simply because you want to. It's helping or working without any financial gain. Often you give service without even being aware of it. Think about it. Did someone ever ask you for directions to some place? If you were familiar with the place, you probably tried to help. Did you expect to get paid? Have you opened a door for someone who had his or her arms full? Have you loaned something to a friend? Have you helped someone with his or her homework? Did you ever take your little brother out for an ice cream cone? No one forced you to do these things, and you didn't expect anything in return. You probably did them because you wanted to. How do you feel when you do something just because you want to?

People usually only feel good about the volunteer work they do when they feel it is meaningful. They are willing to give two prized possessions, their time and energy, because they believe in what they are doing. They hope to do something that makes a difference in the lives of others, something that is not a waste of their time or energy. Their volunteer work must fit their skills and interests and, for the most part, fulfill their expectations.

The volunteer work you choose to do should also be right for you. This part of the chapter will help you decide if you want to get involved in doing something that makes sense to you and is really needed by someone else.

Why should you think about getting involved? Of course, it feels good and means something to someone else, but there are other reasons.

- How do you get a job without experience and how do you get experience without a job? By volunteering! Volunteering won't pay off in immediate cash rewards, but may pay in terms of adding to your work experience, helping you qualify for a job or getting a scholarship. It may also help you break into some

"Kids lack role models today. All they see are professional athletes on TV. They don't see them as real human beings. I'm that real human being to them."

*— David Doyle
St. Louis, Mo., age 20
Heartland Council of
Camp Fire, Inc.*

specific career fields that might be tough to enter otherwise. Experts agree that volunteering always looks good on your job application.

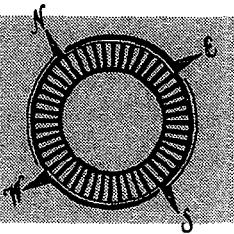
- Volunteering offers you a chance to explore your own interests and skills and can help you decide what career you wish to pursue.
- It may be possible for you to get school credit for your volunteer work. Check with your school office or counselor.
- You can affect change. You can make a difference in the lives of others.
- You can carry out your commitment to spiritual life.

Think about the kind of volunteering you want to do. How much of a commitment are you willing to make? How many hours a week will you be available? Do you want to work alone? Do you want to work in a group? Do you want to work with children? Do you want to work inside or outside? Are you a leader or a follower? **Highlight 9 – Classified Information** will help you respond to these and other questions.



HIGHLIGHT 9

Classified Information



Before you can "give of yourself" you need to take a closer look at yourself, your needs and interests, and the way you like to do things.

Materials: Pencil or pen, Question Sheet

Steps:

1. Complete the sentences below by either checking existing answers or adding more appropriate ones.
2. Discuss your list with at least three other people who know you pretty well. See if they agree or have something to add.
3. Write a classified ad about yourself. Pretend you are like a new invention and describe all your features and what you can best be used for.

Question Sheet

My academic or career interests are:

- science music communications human services
 education art other

The types of activities I like are:

- sports outdoor activities crafts cultural
 problem solving working with animals other

The kinds of people I enjoy being with are:

- children outgoing studious handicapped
 elderly religious other

My experience and skills include:

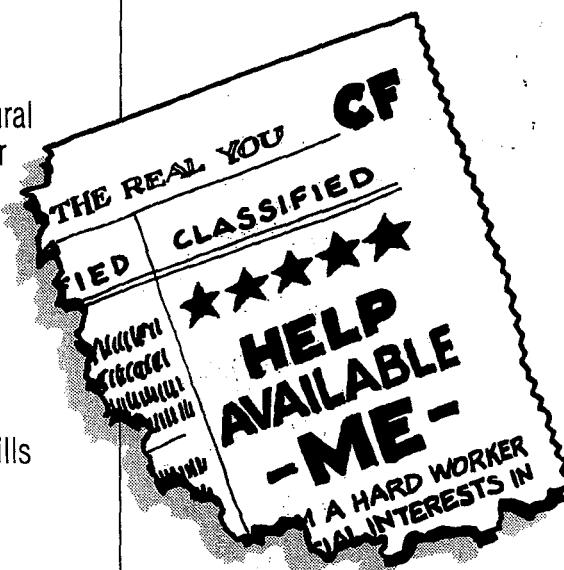
- public speaking writing photography
 school band people skills computer skills
 other

The kind of supervision I prefer is:

- close helpful informative
 none other

The time I'm willing to commit is:

- on weekends once a week once a month
 once a day other

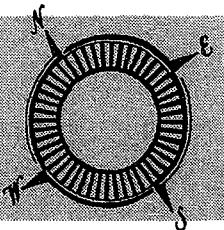


The most discouraging problem for agencies that involve volunteers is a high drop-out rate among volunteers. You can avoid adding to this problem by agreeing to a trial volunteer period. This offers fair warning to the agency and keeps your reputation and record of responsibility positive.

What kind of service are you thinking of giving, and who needs it? **Highlight 10 – Search and Choose** will help you begin to answer that question for yourself.

HIGHLIGHT 10

Search and Choose

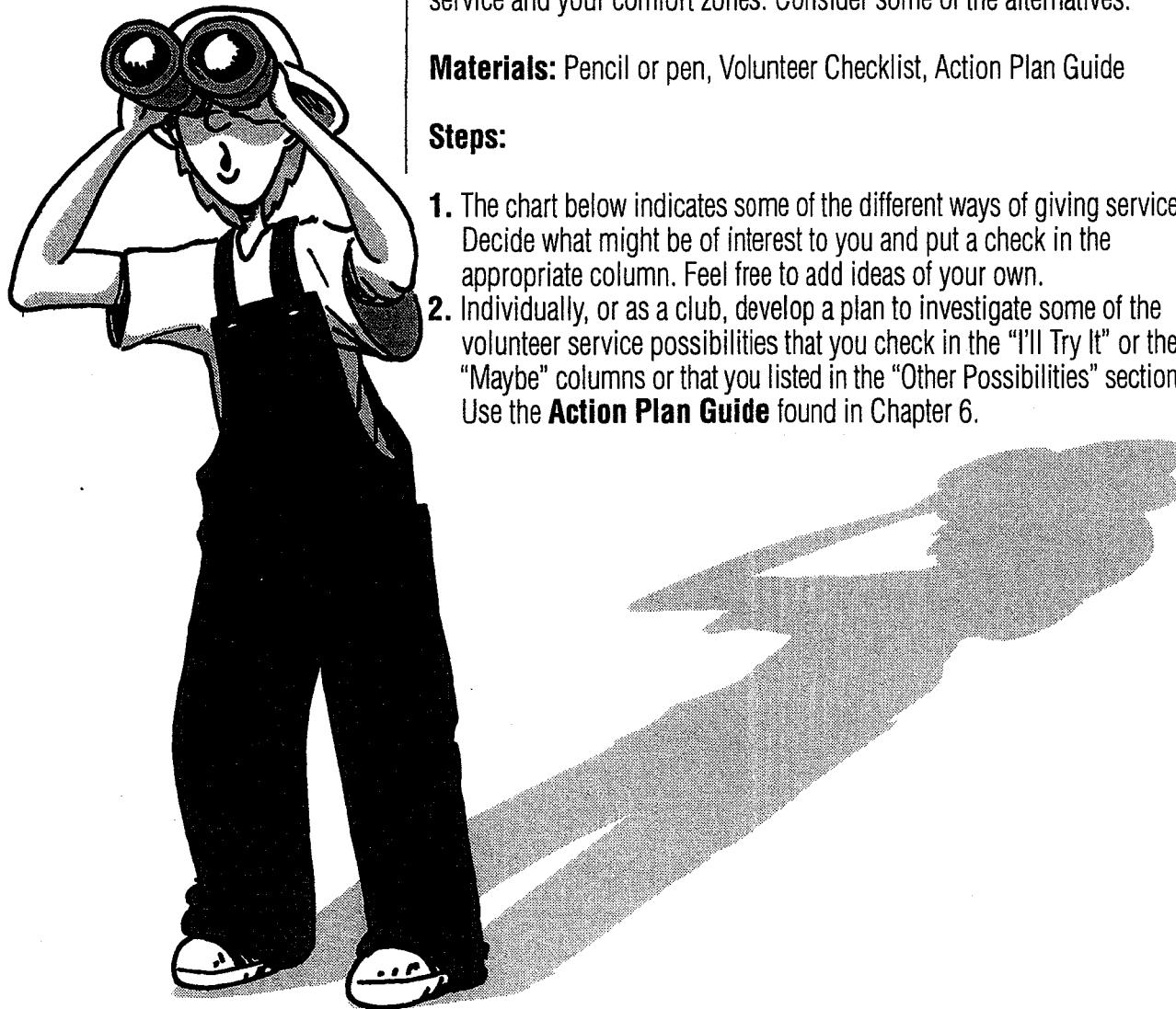


The kind of service you might give depends on the needs in your community, your commitment, your time, your talents and skills, your reason for giving service and your comfort zones. Consider some of the alternatives.

Materials: Pencil or pen, Volunteer Checklist, Action Plan Guide

Steps:

1. The chart below indicates some of the different ways of giving service. Decide what might be of interest to you and put a check in the appropriate column. Feel free to add ideas of your own.
2. Individually, or as a club, develop a plan to investigate some of the volunteer service possibilities that you check in the "I'll Try It" or the "Maybe" columns or that you listed in the "Other Possibilities" section. Use the **Action Plan Guide** found in Chapter 6.



Volunteer Checklist

Youth Agency Work: **I'll Try It** **Maybe** **No Thanks**

Work with younger children during the year or at day camp.

Give leadership to children by being an assistant leader of a youth group.

Recruit new youth for the agency of my choice.

Help in youth agency office with notices, bulletins, clerical details, etc.

Serve on a committee: public relations, program planning, special task force or wherever a youth voice should be heard.

Other possibilities:

Who can help me? Youth agency staff, member of the clergy, my Camp Fire adviser, volunteers already giving service in the program.

Hospital and Health Services: **I'll Try It** **Maybe** **No Thanks**

Help with mobile library service.

Visit residents of a nursing home.

Assist at reception desk in a clinic or hospital.

Write letters for and read to patients.

Assist adults in play and recreation activities for hospitalized children.

Other possibilities:

Who can help me? Volunteer service coordinators at clinics and hospitals, local youth agency, my club adviser.

My Religious and Spiritual Affiliation: **I'll Try It** **Maybe** **No Thanks**

Assist in Sunday school, religious instruction program or vacation religious school.

Self study and reflection.

Volunteer service for spiritual growth.

Other possibilities:

Who can help me? Parents, clergy, religious education workers or other spiritual individuals.

Schools, Libraries, Museums: **I'll Try It** **Maybe** **No Thanks**

Help sort, mend or catalog books, etc.

Help at the information desk or reception desk.

Help to arrange exhibits.

Help in the office with mailings, clerical duties, etc.

Other possibilities:

Who can help me? School administrators, teachers, librarians, museum directors, volunteer coordinators.

Other Community Groups or Services: **I'll Try It** **Maybe** **No Thanks**

Take part in special campaigns such as "Get Out The Vote," Special Olympics, Meals on Wheels, March of Dimes, Easter Seal Society or Goodwill Industries.

Work with senior citizens in different kinds of community service.

Investigate local tutoring program. Get involved on a one-to-one basis with a child.

Other possibilities:

Who can help me: Chamber of Commerce, Volunteer Action Center (VAC), teachers, social workers or volunteer coordinators at each agency, my club adviser.

International Relations: **I'll Try It** **Maybe** **No Thanks**

Host a foreign exchange student.

Help assist a person from a foreign land to gain citizenship in this country.

Take part in a sponsored project which helps people overseas.

Learn about another country by helping to plan and by taking part in an international festival.

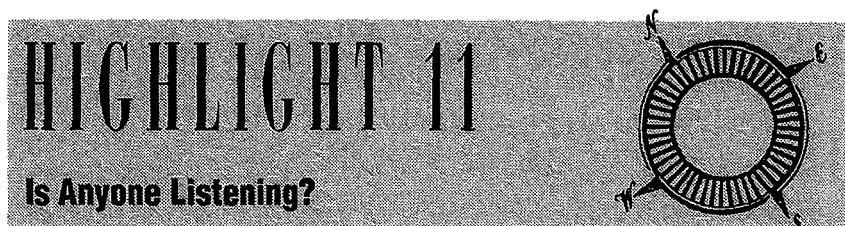
Take a survey of international programs and services in my community. Share the results with a local youth agency.

Other possibilities:

Who can help me? An immigration official, my social studies teacher, clergy, club adviser, college or university foreign student adviser.

There are many different not-for-profit agencies that are usually short on cash and long on work opportunities. Many counties and cities have volunteer agency headquarters that act as clearinghouses for placing individual volunteers in the right jobs. Other agencies you might talk to directly are the American Red Cross, YMCA, YWCA, Chamber of Commerce, spiritual organizations, United Way, health services, welfare and counseling agencies and many other community groups and services. Of course, don't forget Camp Fire Boys and Girls.

Is there something happening or not happening that you are concerned about? Is it in your own community? Is it in your state? Is it on a national level? **Highlight 11 – Is Anyone Listening?** shows you how to do something about it.

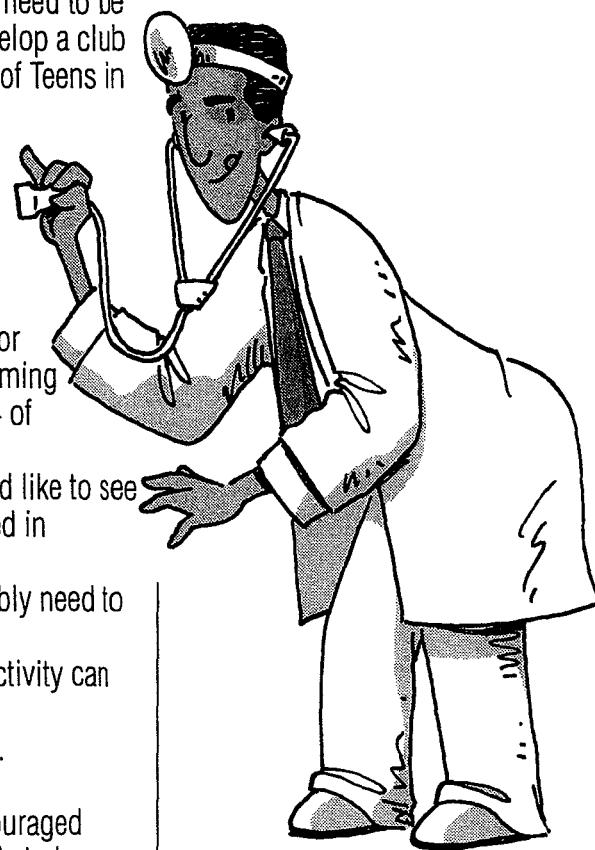


If there are issues you feel are problems affecting youth that need to be changed, why not see what you can do to help matters? Develop a club advocacy project. You might want to make your project part of Teens in Action.

Materials: Large paper and markers

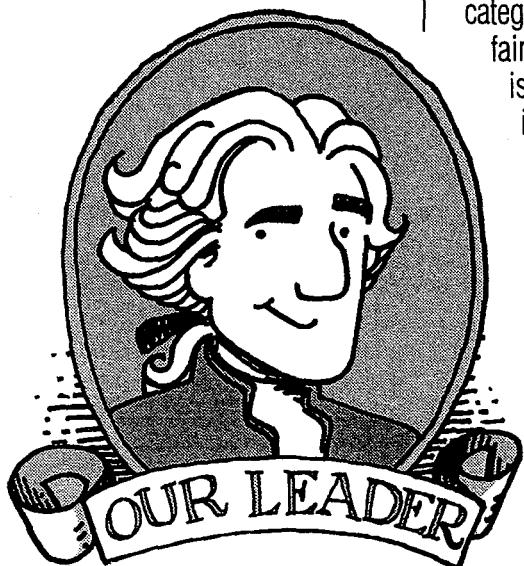
Steps:

1. Identify an issue of concern for yourself as an individual or for your group as a whole. Do this by using the brainstorming method. Rules for brainstorming are found in Highlight 4 of this chapter.
2. Establish a club goal, determining what change you would like to see happen. Directions on how to establish a goal are outlined in Highlight 5 in this chapter.
3. In developing your club advocacy project, you will probably need to follow these steps:
 - a. List questions that need to be answered before your activity can begin.
 - b. List sources of information to answer those questions.
 - c. Research statistics to support the fact that there is:
 - a problem to be corrected
 - a trend to be encouraged
 - a need that should be filled
 - an issue that needs to be examined
 - d. Seek advice and help from those public officials whose jobs relate to the issue you have chosen to take a stand on.



"When I became a leader I felt more confident in myself. I felt like I was actually accomplishing something in life. I felt like a better person... stronger."

*— Katie Thomas
Tulsa, Okla. age 18
Oklahoma Green Country
Council of Camp Fire*



- e. Learn about the legislative process that could affect the change you wish to take place.
4. Involve as many people as possible in the planning of your project. Think big.
5. Discuss how this kind of a project is "giving service." If you started by giving service, was there a service given or received in return? Can you identify it?
6. If you wish, carry out and evaluate your project as part of your Celebrate Me Reflection.

We've examined some of the issues that are pertinent when you are considering whether or not to get involved in volunteer work. Most of the benefits are two-fold — you give and receive and so does the recipient of your service. It's a two-way street. Will you choose to travel it?

Part Three: Do I Choose to Learn About Leadership?

You were late to the first planning meeting of the sophomore annual picnic, and someone volunteered your name as chairperson. The regular day camp counselor had car trouble, so you've been asked to carry out plans made by the second-grade unit until she gets there. You give service to a local youth agency, and the executive director has asked you to be on a youth advisory committee. Apparently someone has recognized some leadership qualities about you. Will you choose to decline the leadership role, or will you choose to learn about leadership?

What makes a person a leader, anyway? Is a leader intelligent? Must a leader be physically attractive, pushy or hard-working? Must a leader be creative and talented? Can someone lead a group of people without being a chairperson or a president? What are the qualities of a good leader?

People define leadership differently, and definitions of leadership have changed over the years. Around the early 1900s, professionals began to categorize leaders into three types: autocratic (bossy), laid-back (*laissez-faire*) and democratic. All three styles can succeed, and at times, each is necessary. Certainly in times of emergency, the autocratic style is often used. The laid-back style can be the only way when decisions are being made on an individual basis. However, it is the democratic style that is most popular and encourages people to take responsibility and participate in the process of group decisions.

Many agree that there are six qualities held by most leaders or persons in leadership roles. It is interesting to note that these qualities are not inherited; they are learned. Successful leaders are found in every age group, in both genders and in every religious and socioeconomic level.

The qualities include:

- 1.** Initiative – willingness to take the first step.
- 2.** The ability to make intelligent decisions.
- 3.** Charisma – a likable personality.
- 4.** Competence – the ability to do the job well.
- 5.** The ability to understand the group's dynamics and goals.
- 6.** Excellent communication and listening skills.

Following are some interesting and insightful quotes about leadership from some individuals who know a lot about this topic:

"Set your goals high and work to achieve them – and never be afraid of failure, for the tragedy comes not in failing, but in never having tried to excel."

– Rosalynn Carter, First Lady of the United States

"Leadership is the ability to convince people that they want to do what you want them to do as if they had thought of it themselves."

– Eileen O. Ford, Co-founder, Ford Model Agency

"I am only one; but still I am one. I cannot do everything, but still I can do something; I will not refuse to do the something I can do."

– Helen Keller, Humanitarian

"Leadership is understanding people and involving them to help you do a job. That takes all of the good characteristics, like integrity, dedication of purpose, selflessness, knowledge, skill, implacability, as well as a determination not to accept failure."

– Admiral Arleigh A. Burke

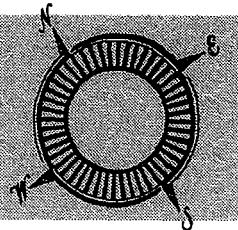
"Men make history and not the other way around. In periods where there is no leadership, society stands still. Progress occurs when courageous, skillful leaders seize the opportunity to change things for the better."

– Harry S. Truman, President of the United States

How do you feel about leadership so far? Want to explore this topic further? Have a look at **Highlight 12 – What's My Style?** It will lead you into the world of leadership styles.

HIGHLIGHT 12

What's My Style?



Below are three different leadership styles. Imagine each style exists in a day camp situation. They could just as easily be leadership roles at school or in community work.

Materials: Tape, pins, scissors and a bag of "junk," including some paper cups, sheets of colored paper, string, straws, etc. Also, descriptions of Bob, Lisa and Dana.

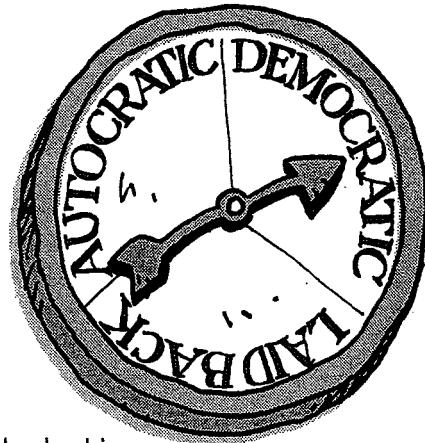
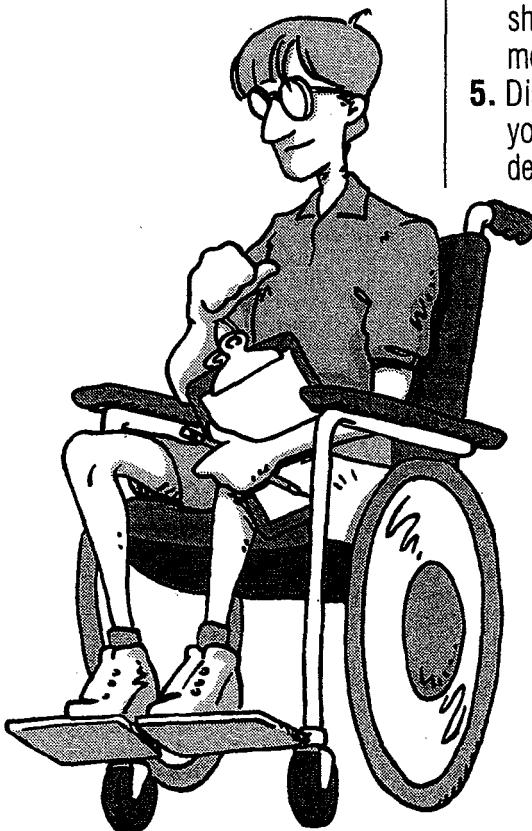
Steps:

1. Read the descriptions of Bob, Lisa and Dana.
2. Decide which might be your style of leadership.
3. Ask several friends or the other members of your club how they see your style of leadership. Is it the same as you see it?
4. Do role playing with some friends in your club. Take turns being the leader and a group member in each different style. Each leader directs the group to build something from the bag of junk. Each turn should last about five minutes. After each time period ask group members to guess which style of leadership the leader was using.
5. Discuss how you felt being a leader and being a group member. In your discussion, use the questions listed after each leadership description. Did you learn anything new about yourself? Have you observed or been involved in a group with any of these leadership styles?
6. Think about what kind of leadership is happening in your own family. Share examples of family leadership styles with other members of your group.

Bossy Bob

Bob is clearly the boss of his group. He makes all the decisions without consulting anyone. According to Bob, he knows what's best and expects everyone to follow his directions. By telling his group members what to do and how to do it, Bob feels the power will rest with him alone, which is where it should be.

- Is there any freedom of action or self-expression in this group?
- Who feels frustrated?
- The leader or the followers or both?
- When might this style of leadership be appropriate?



Laid-Back Lisa

Lisa, on the other hand, is really "laid back." Whatever her group wants to do is just fine with her. She doesn't want to take this leadership stuff too seriously. She wants those people in her group to have a good time and feels only the group itself can make decisions. Lisa gives the group complete freedom to make its own decisions. If group members need anything, they know where to find her.

- Who may feel frustrated in this group?
- What is the primary goal in this group?
- What might be the productivity of this group? High? Low? Non-existent?



Democratic Dana

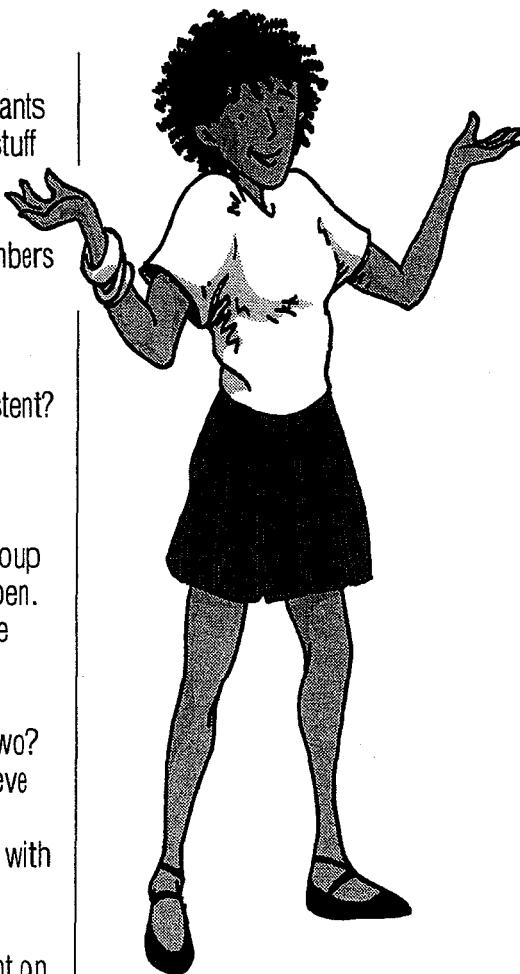
Dana is yet another kind of leader. She feels decision making should be dependent on group discussion and ownership of what is to happen. Dana sees the group as a team with everyone having an equal voice. She sees herself as a facilitator of group decisions.

- How is this style different from the other two?
- How is this leader helping the group achieve their goals?
- What does "having ownership" have to do with "making progress?"

A democratic style of leadership is dependent on good communication. We communicate in dozens of ways: verbally, with body language, hand signs, printed words, technical devices. The list goes on and on. When you assume a role of leadership within a group situation, people-to-people communication is what it's all about.

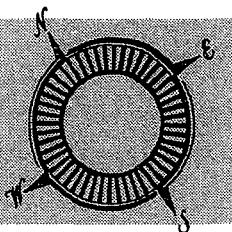
Highlight 13 – I'm Sending; Is Anyone Receiving? will give you practice communicating. It is a skill that requires lots of practice. Good communicators use a combination of message-sending and message-receiving skills. How effective are you at sending and receiving messages?

Sending messages effectively takes practice. Receiving messages and understanding them as the sender intended takes even more effort. Why? Because most people have not learned to be good listeners. You may not like the way the sender is delivering the message. You might not like the subject. You may be thinking about something else and not listening at all. Your mental filtering system can really foul up your active listening.



HIGHLIGHT 13

I'm Sending; Is Anyone Receiving?



Look at the materials and you'll certainly be able to guess what's involved in this activity — a peanut butter and jelly sandwich, of course. But this time there are some rules to follow.

Materials: Two slices of bread for each person, a knife, jar of peanut butter, a jar of jelly, kitchen counter or table, pencils or pens and paper.

Steps:

1. With the paper and pencil, each person should write his or her own directions on how to make a peanut butter and jelly sandwich. Do not identify which paper is yours.
2. Put all sets of directions in a hat or bowl.
3. Ask someone to draw out a set of directions. Get the necessary sandwich making ingredients together and ask another member of the group to read the directions aloud.

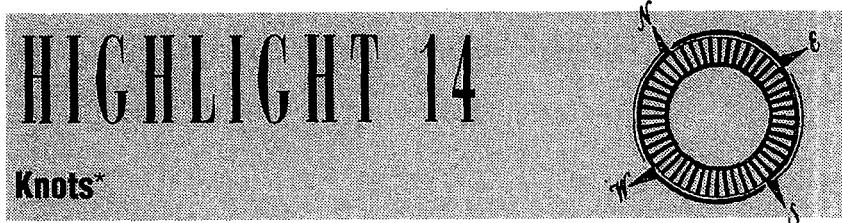


4. To get into the spirit of things, you need to imagine that you are totally unfamiliar with making a peanut butter and jelly sandwich. It is only through the verbal directions of the reader that you will attempt to make the sandwich. And remember – *you can only do what the instructions tell you to do*. For example, if the directions say “spread the peanut butter on the bread,” and they omit the part about picking up the knife, you have a small problem, don’t you? How about if the directions indicate you should “spread the jelly” without telling you where? Or, worse yet, can you ever get the jelly out of the jar if the directions don’t mention “opening and removing the lid of the jar?” You may have a *real communication problem*.

5. If you find that the first set of directions is a bummer, pick a new set. Have another person read and someone else try to make the sandwich as directed.
6. Keep the action going until you find at least one set of directions that clearly communicates the message of the sender. Talk about what happened when messages were being given and received.
7. If no clear set of directions was written, work as a group to write one that everyone agrees is clear and concise.

Body language and emotional gestures also affect communication. Trying to send and receive messages nonverbally usually requires you to disengage your mental filtering system and activate all of your powers of concentration. This brings another vital part of leadership responsibility into view, that of teamwork within the group.

Do **Highlight 14 – Knots** and you will experience group communication, teamwork and leadership in action.

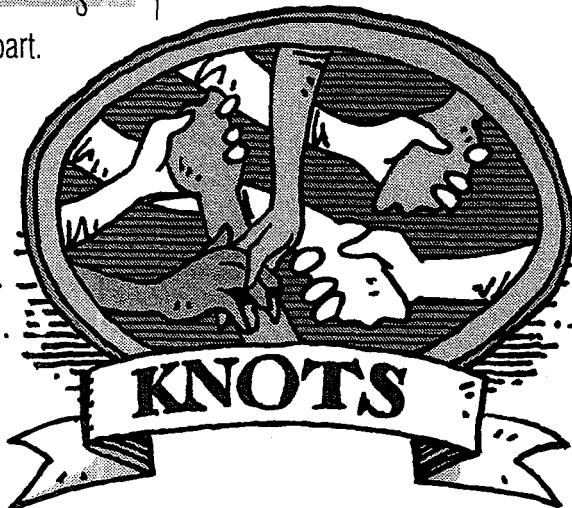


Knots is a game that gets people together by getting them apart. About a dozen players can tie a good one.

Materials: Group of people

Steps:

1. Stand in a circle, shoulder-to-shoulder, and place your hands in the center.
2. Everyone should grab a couple of hands. If you ever want to get out of this, make sure no one holds both hands with the same person or someone right next to them (even one hand).



- 3.** The object is to untie your human knot without letting go of any handholds. (Pivoting on your handholds is okay). The game is over when you have an untangled circle formation.
- 4.** After you have played the game, take a few minutes to talk about the teamwork that came into play – or didn't come into play. Did a style of leadership enter into the game? Did you all dive in hoping you would untangle by some stroke of luck, or did someone stand back, survey the problem and begin to give directions? What kinds of communication did you use?
- 5.** Try playing the game again without talking. That's the real test of communication and leadership skill. You may want to designate who the leader will be before you start, or you may wait to see who emerges as the leader.

****The New Games Book***, edited by Andrew Fluegelman, Headlands Press Book, Dolphin Books/Doubleday & Company, Inc., Garden City, N.Y., 1976.

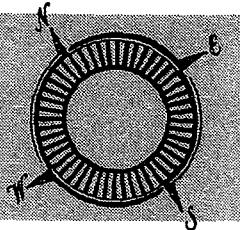
What is happening within a group can be greatly affected by conflict. Because people have slightly different values and ideas about what should happen in a group situation, conflict can appear at any time in any place. It is not hard to recognize, because in addition to the issues, emotions are involved.

If you choose a leadership role, you would hope to help move the group toward its goals. How you feel about conflict could affect whether or not you achieve those goals and whether you do it with ease or difficulty.

Highlight 15 – Conflict – How Do I Feel About It? will help you explore your feelings about conflict. When you face conflict, the situation can be changed by remembering to give "lifts" and by your best problem-solving skills.

HIGHLIGHT 15

Conflict – How Do I Feel About It?

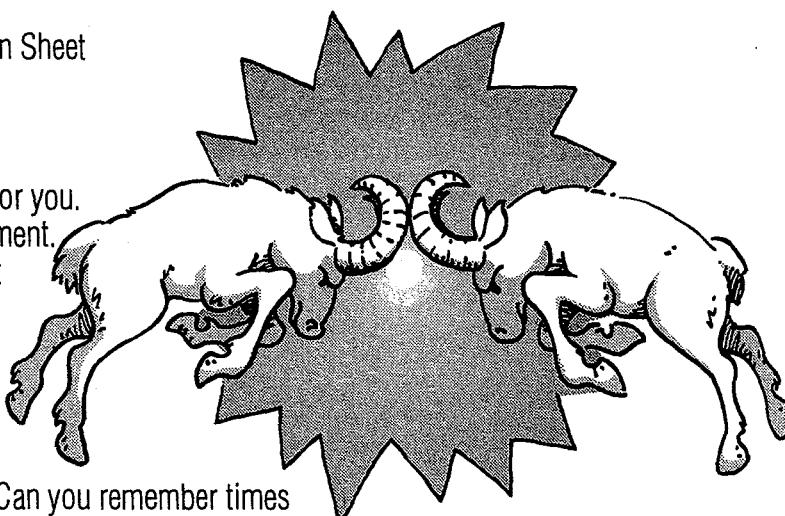


If you take time now to think about how you feel about conflicts, arguments or disagreements, it may help you handle many difficult situations in life.

Materials: Pencil or pen, Conflict Question Sheet

Steps:

1. Mark the statements below that are true for you.
2. Think about your response to each statement.
Do you think your feelings about conflict make it easy or hard for you to handle disagreements? How do your feelings affect how other people can solve a conflict with you?
3. Think about some of the groups you have been a part of or are a part of now. Can you remember times when there was a disagreement? How did you feel about it? How did you solve the disagreement? Or was it solved?



Conflict Question Sheet

- I would rather be in a group that has a lot of differences of opinion than in one where the members agree all the time.
- A little conflict among members is all right, but I would not like to be a part of it.
- If I disagree with someone else's opinion or ideas, I keep quiet.
- If people disagree with my ideas, I feel they are rejecting me.
- I have to know someone pretty well before I disagree with him or her.
- Most people get angry at me when I disagree with their ideas.
- If people argue with my ideas, I know they care enough about me to disagree.
- Nothing is more fun and enjoyable than a good argument.

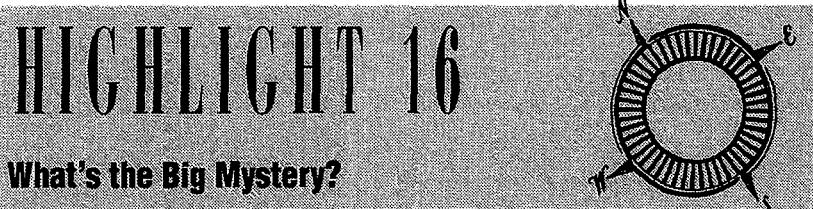
Remember the qualities held by most leaders. You are well on your way toward becoming an effective leader when you understand and select a style of leadership and sharpen your communication skills. Your competence is shown by developing and following an effective plan that will help a group achieve its goals. So who makes the plan?

Careful Planning Makes It Happen

Some groups are formed because a specific task needs to be done. When that task is completed, the group usually disbands. Other groups remain together for indefinite periods of time. Their goals change, their leaders change, and sometimes whole memberships change, but the group stays together. Why? Because they have a purpose that is right for them. They also probably have a good communication system, lots of teamwork, an effective way of working out their conflicts and a planning process that includes everyone.

So, what's your decision about learning leadership? Think you might give it a try within your own group first and then take on the class picnic? Maybe you are way beyond any of these beginning steps involving leadership. If so, you may take part in a leadership course offered by your council or another agency in your community. Or look at the Reflection project in this unit. Develop the unstructured format to fit your level of leadership.

Whatever your decision, remember that leadership qualities are acquired. No one is a born leader. **Highlight 16 – What's the Big Mystery?** helps you evaluate your leadership role in making the plan.



Getting from "What are we going to do?" to "We did it and it was great!" doesn't just happen. It generally requires some planning. But there's no mystery to all of this; it's a group planning process.

Materials: Action Plan Guide (See Chapter 6) and pencil or pen

Steps:

1. Volunteer to take a leadership role in some kind of people-to-people relationship. It could be within your club, at your religious institution, at school, in a team setting or with your family.
 - a. Develop a plan using the Action Plan Guide. (See Chapter 6)
Utilize the brain power and energy of those you are working with by developing the plan together. Periodically evaluate your progress on your plan.
 - b. Do it. Carry out your plan.
 - c. Record what worked and what needs improvement next time around. Use these questions as a guide.

- Would you do it again – your planned activity, that is?
 - Did everyone contribute to the planning process? The doing process?
 - Did some have difficulty following through with their responsibilities?
 - How did everyone feel about the activity when it was over?
 - What kinds of leadership styles did you observe?
 - What was your style? Was it effective?
 - Was there any conflict? Was it resolved to the satisfaction of everyone in the group?
 - What would you have done differently?
2. Play the Group Circle Game! The goal of the game is to have everyone work together so that all remain in the game and no one is "out."
- a. Have everyone sit in a circle (at least four is desirable).
 - b. Set a time limit.
 - c. The first person starts the game by choosing a number between 1 and 10.
 - d. The person to his or her right establishes a number pattern by saying a second number between 1 and 10.
 - e. The third person states a number that continues the pattern. For example: person #1 - 3 person #2 - 6 person #3 - 9
(12,15,18,etc.)
- Other examples: 2,4,6,8,10 2,4,8,16,32 10,8,6,4,2
Continue around the circle taking turns saying numbers that keep in that number pattern.
- f. The group "wins" if you can make a complete circle with everyone saying a number that would be correct for that pattern. This demonstrates the concept that if each person makes an individual contribution, the group, as a whole, benefits and that group members may "trade-off" leadership roles.

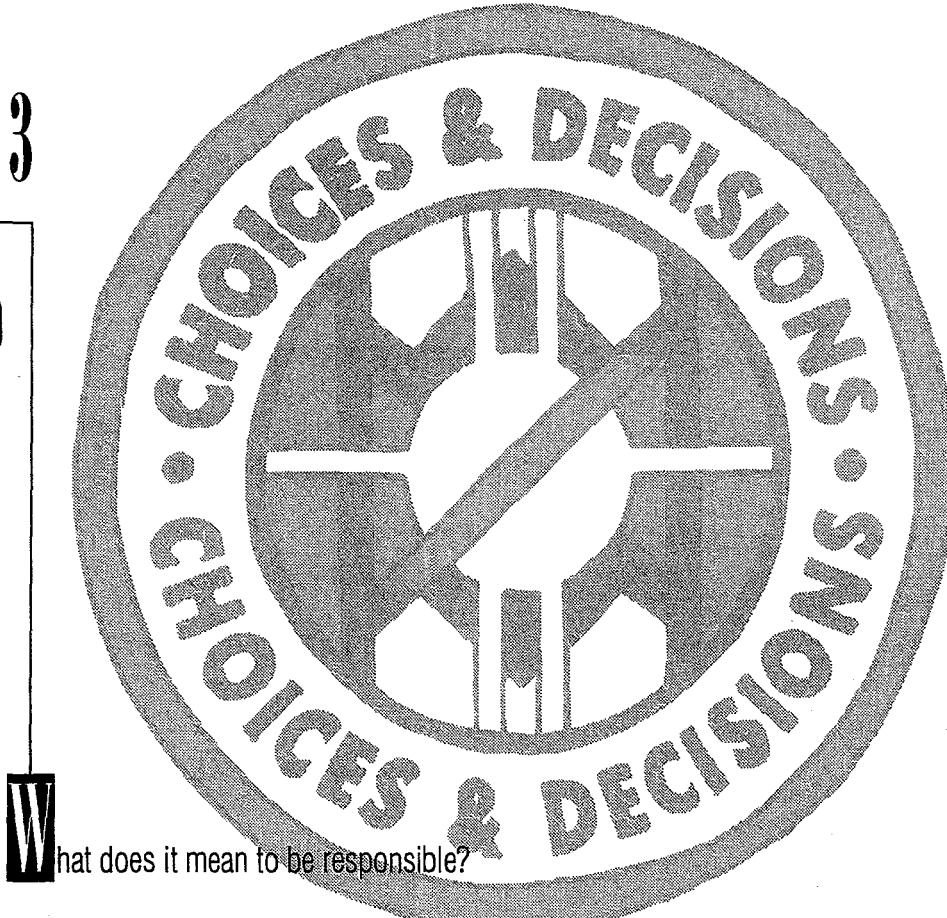


CHAPTER 3

CHOICES AND DECISIONS

*"Be who you are;
Do what you want;
For those who mind,
don't matter,
And those who matter,
don't mind."*

— Author Unknown



What does it mean to be responsible?

Webster's dictionary lists competent, capable, dependable, reliable and trustworthy as synonyms for responsible. In order to be any of these things, you must be able to make sensible choices and decisions. Making sound choices and decisions takes practice and knowledge. Knowing yourself and believing in your own values are your guides for handling decisions in all the relationships you will encounter throughout your life. Caring about other people and understanding that they have a right to their point of view is part of your personal development.

You cannot make a sound decision that is right for you unless you take the time to gather as much information as possible, explore the alternatives and sort out your personal feelings. This chapter is designed to help you do that. You will be asked to look realistically at some sensitive issues facing teens today, such as alcohol and drug abuse, teen pregnancy and suicide. In the process, some myths will be exposed, some truths will be examined, and some options relating to your choices and decisions will be considered.

There are three parts to Choices and Decisions. All offer options and can be done by an individual or a group:

1. Labels Limit Living

The focus in this part is on stereotypes, especially sex-role stereotypes. The labels put on you because you're a female or a male are more than just words; you'll discover how much more through the activities in this part.

2. Decisions Within Relationships

Family, friends, dates and mates – all are important relationships in your life. Each poses some unique decisions that you may face as you establish or strengthen these relationships. Sometimes these relationships end and there are deep feelings to deal with. Several activities are included to help you with these experiences.

3. Am I Parent Material?

Being a parent is more than giving birth. Get a head start on preparing for the possibility of parenthood by doing some or all of the activities in this part of the chapter.

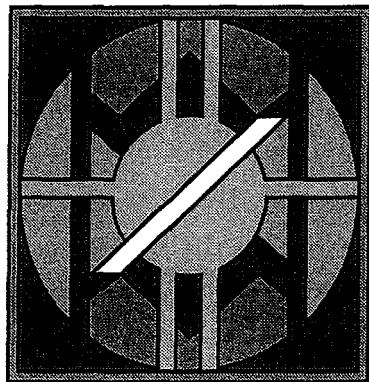
REFLECTION – CHOICES AND DECISIONS

The Choices and Decisions Reflection project is designed to help you make choices and decisions within a broad range of relationships. You may choose to work through the chapter in its entirety or select only a few exercises to explore. Though it is optional, it is a **requirement** for those who seek to receive their Wohelo Award.

This Reflection project is symbolized by the sun and water and the resulting rainbow reflected in the background. The center and dominant symbol for this project is the symbol for thought. Responsible decisions come from adequate knowledge.

How to Do This Reflection (See Chapter 6)

- 1.** Enlist the help of an adult consultant to guide and advise you on your Choices and Decisions Reflection. This could be a club adviser, a member of the clergy, a professional in the field of human services or any other adult with whom you feel comfortable.
- 2.** Decide what form of reporting and documenting you will use during your work on the Reflection. Suggestions include posters, written work, notebooks, journals, photographic displays, slides, videotapes or any other method you prefer.
- 3.** Choose and complete *at least one Highlight in each of the three parts in this chapter*: Labels Limit Living, Decisions Within Relationships and Am I Parent Material?
- 4.** Develop an action plan to carry out your choice of **Option #1** or **Option #2**. Your plan should show what you will accomplish, how you will complete your work and how you will decide whether or not you have achieved your goals. **Use the Action Plan Guide in Chapter 6** or devise another system to record your plans, actions and evaluations.



5. Carry out your plan. Feel free to alter or change your original plan if necessary. Check with your consultant and/or club adviser frequently.
6. Reflect upon and evaluate your accomplishments by sharing your work on this project with your consultant, club and adviser.
7. Celebrate the completion of your work and have your council order your award. Don't forget to pat yourself on the back!

OPTION #1

Part One: Labels Limit Living

Complete a Torch Bearer in Special Service or Cultural Understanding. In the Torch Bearer, explore some labels applied to people and figure out how you can help to eliminate these labels.

OR

Complete two of the following eight activities:

1. Identify a person in your community who has successfully overcome stereotypes associated with age, sex, ethnicity, disability, etc. Meet with that person to learn about his or her experiences. You may wish to talk to someone you know well. Be sure to ask questions in a sensitive manner.
2. Prepare and conduct a survey of at least 10 of your peers regarding their awareness of stereotypes. Sample questions might be compiled from the sex-role stereotyping part of this chapter. Share the results of your survey in a school newspaper, council newspaper or other publication of your choice.
3. Read a book, attend an exhibit or lecture or in some other way become familiar with the activities of a person who has only recently been recognized as having made a significant contribution to history in spite of stereotyped expectations. It may be a woman astronaut, an African American president, etc.
4. Observe some school children at play. Are they separated by sex? Are boys playing traditional boys' games and girls playing typical girls' games? Imagine that you are in a position to change children's playtimes from *ought to's* to *free to be me's*. Design a plan on how you would do that. Share your plan with a teacher. Record his or her views.
5. Rewrite a nursery rhyme or a favorite children's story. Many rhymes and stories clearly direct children into accepting stereotyped roles. For example, are all girls afraid of spiders, as in "*Little Miss Muffet?*" Tell your story to a group of young children and talk with them about their reactions.

*"Racism is man's
gravest threat to man
– the maximum of
hatred for the
minimum of reason."*

– Abraham Joshua Heschel

"Communicate.

Negotiate.

Compromise.

*You must be able
and willing to change.*

*You must be able to
consider another
person's needs.*

*You must talk with
each other, not just
guess what your
partner is thinking.*

*What else are words
for?"*

— Dr. Hanna Kapit

6. Expand your knowledge of people who are somehow different from you. Check out and/or participate in an exchange program where you live in the home of a family in another country or another part of the United States. Investigate the possibilities of hosting a person from another country in your home. Room at a conference with someone you don't know well. Use the opportunity to learn about the beliefs, aspirations, customs, etc., of someone else.

7. Observe a Camp Fire Boys and Girls activity over a period of time – a session of day camp, four months of club meetings, a weekend retreat. Identify where labels and stereotypes are used to limit people's options and to discourage their full development. Share your observations with a person who can help to bring about some changes.

8. Other activity of your design. Please document.

Part Two: Decisions Within Relationships

Complete three of the following seven activities:

1. Make a list of all the lines that boys and girls give each other. Learn to recognize these lines when you hear them. Identify and practice some responses to these lines that you feel comfortable using.

2. With another member of your family, take a course to improve your communication skills. The course may be offered by a school, family service agency, spiritual institution or community center.

3. Visit one or more health clinics. Find out what services are provided for adolescents in your locale. Are there services for adolescents of both sexes? What laws in your state govern health care for adolescents?

4. Learn about the marriage dissolution, child abuse, battered spouse and incest laws in your state. Seek out people who work in these areas to help you better understand the laws and people's rights. If appropriate, become involved in an advocacy effort to help change or create a law, intensify enforcement or increase awareness of an existing law.

5. Make a commitment to improve your relationship with someone – parent, friend, sibling or relative. Keep in close communication with your adult resource person for this project as you design your plan and carry out your commitment, until you feel that some progress has been made.

6. If applicable, find out what your spiritual affiliation teaches about a variety of sexual and relationship issues, such as nonmarital sexual intercourse, petting, masturbation, homosexuality, contraceptives, abortion, divorce, annulment, husband-wife roles and parent-child roles.

- 7.** Other activity of your design. Please document.

Part Three: Am I Parent Material?

Complete two of the following seven activities:

- 1.** Visit an adoption agency. Find out the requirements and procedures for those wishing to adopt a child in your state. Make a point to ask about single-parent adoptions by males and females, adoption by same-sex couples, adopting older children, adopting children with special needs, international adoption, adoption across racial lines and private adoption versus agency adoption. Also find out how children are placed for adoption.
- 2.** Take a child care course offered by Camp Fire Boys and Girls, school or another group. Apply your knowledge by caring for one or more children for a total of 16 hours.
- 3.** To gain a perspective on parenting, talk to three different families that you know. Select a variety of family compositions – one child, many children, one parent, etc. Prepare your questions in advance. You may wish to ask how the reality of having a family compares with what the parents previously thought it would be. If they had the opportunity to do it over again, would they make different decisions about having children, rearing children, etc.?
- 4.** Learn about how children change as they grow older. Talk to parents of children of differing ages to see if there are some qualities common to each age. Also find out how parents have to change as their children get older. Take care of or play with an infant, a preschooler and an elementary-age child. Spend at least two hours with each so you can observe differences.
- 5.** Learn about the importance of good health care and nutrition before and during pregnancy. Discover how to prevent birth defects through prenatal care. Your local March of Dimes chapter can help you find resources and resource people in your community or you can talk to a nutritionist, pediatric nurse, a family practitioner or other person in the medical field.
- 6.** Visit a hospital maternity center, clinic or obstetrician's office. Learn about new medical advances in childbirth and the care of newborn infants. Talk to an expectant mother and/or father to find out what decisions have been made about childbirth and why.
- 7.** Other activity of your design. Please document.

*"Children today are
tyrants. They contradict
their parents, gobble
their food and
tyrannize their
teachers."*

– Socrates

"This Reflection has equipped me to make an educated decision about the areas of my life that will affect me for the rest of my life. I have taken a firm stand against racism and have adopted it as one of my issues for my Wohelo. I am more aware of the stereotypes I face every day and try to break down the walls of hate and prejudice whenever I can."

*—Katie Coldwell
Tulsa, Okla., age 18
Oklahoma Green Country
Council of Camp Fire*

Option #2

1. Design your own method to further explore the three topics suggested in this chapter: stereotyping, personal relationships and parenting.
2. Meet some people, in person or through their work, who have made contributions on behalf of young people in each of these same areas.
3. Advance your level of knowledge and skill in each area of interest in this unit. Include goal-setting techniques in your advancement plan.
4. Gain some personal involvement experiences in these three areas. Apply some leadership techniques in your experiences.
5. Develop an evaluation tool and apply it to your progress.

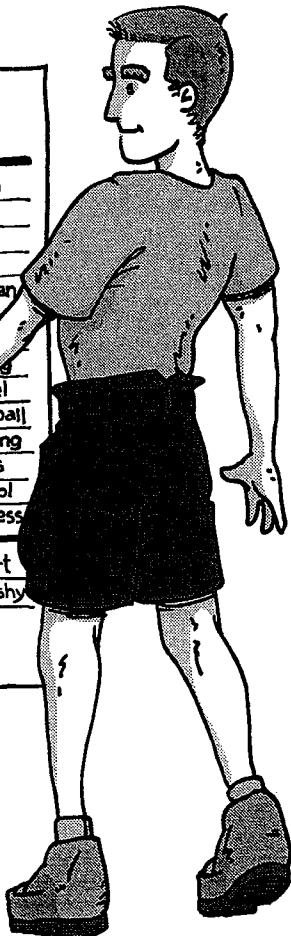
Part One: Labels Limit Living

Labels are great on cans. You need a label to know what's inside. The label can tell you weight, contents, calories and any number of other things. For clothes, labels provide fiber contents and washing instructions. All of this is important information you cannot get in any other way.

However, when labels are applied to people, it's a different story. Once a label is put on a person, other people quickly assume that the label tells them all about the person. If a person is elderly, he or she may be labeled frail, sickly or grouchy. If a person is African-American, he or she may be labeled poor, musical or lazy. If a young person breaks a law, he or she may be labeled disobedient, worthless, lacking respect for authority, a juvenile delinquent or even a career criminal.

You know these descriptions are often not true. They may apply to a small number of people with that label. But the labels cause people to make BIG assumptions about others without really knowing them. Labels belong on clothing or tin cans, not on people.

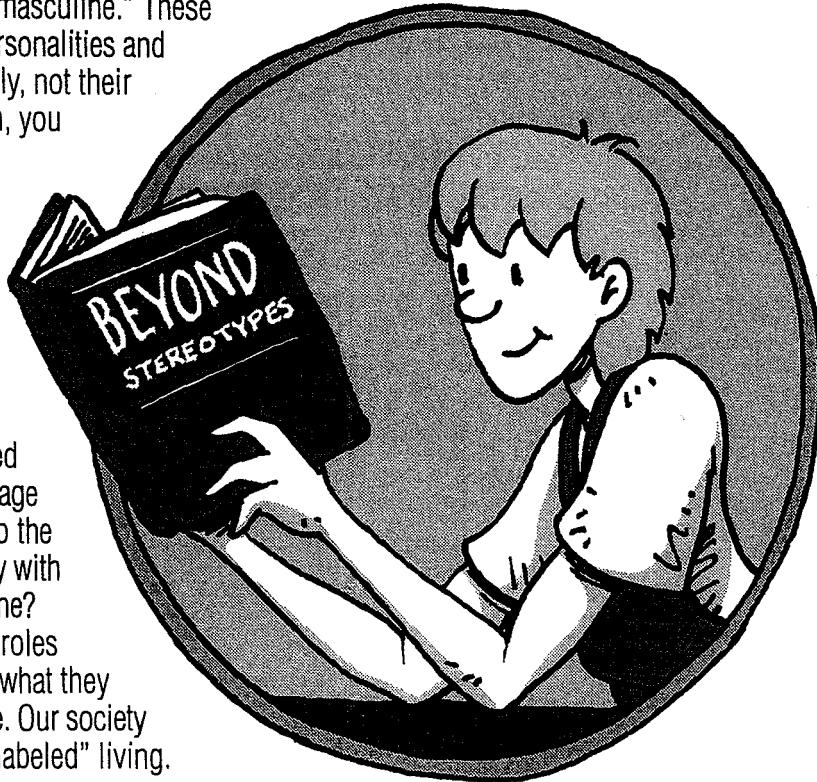
Label	
Servings Per Container: 1	
Date of Birth	04-30
Sex	Male
Weight	145
Height	5' 9"
Nationality	American
Education	high school
Hobbies	driving
Dislikes	volleyball, smoking, drugs, alcohol, rudeness
Mannerisms	introvert, quiet, shy



One form of labeling that affects every young person every day can be seen in sex-role stereotyping.

Sex roles are behavior patterns that are labeled by society. Our society has two basic molds that define sex-role stereotyping. One is labeled "feminine," and one is labeled "masculine." These molds can shape people into careers, personalities and activities on the basis of their gender only, not their abilities, interests or desires. Since birth, you probably have proceeded through life trying to fit into the prescribed sex role that society has labeled "appropriate" for you as a female or male.

Yes, there are differences between males and females, but which are biological and which are cultural? Why have the sexes, boys and girls, been raised differently? Why, in many families, is garbage duty only assigned to boys while girls do the sewing? Is it okay for girls to cry and play with dolls but not okay for boys to do the same? Many of the rigid lines surrounding sex roles prohibit adults and children from doing what they want to do and being what they want to be. Our society is still packaging up these products of "labeled" living.



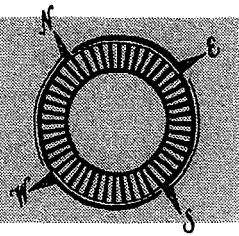
There may be extreme pressure on you to conform to traditional patterns of sex-role behavior. This is certainly not news to you, as you are confronted with this pressure daily. But what can you do to reduce sex-role stereotyping? Can you lighten the pressure, the anxiety and confusion that accompany it?

Hopefully, through examining how sex roles influence your life, where they come from, and how confining and unfair they are, you will be able to see all your options, determine what is right for you and gather the courage to go after it.

Highlight 17— Speak Out for Me is a way to help clarify how you really feel about some important issues. Just as important, it may help you become more aware of the different opinions that exist among young people.

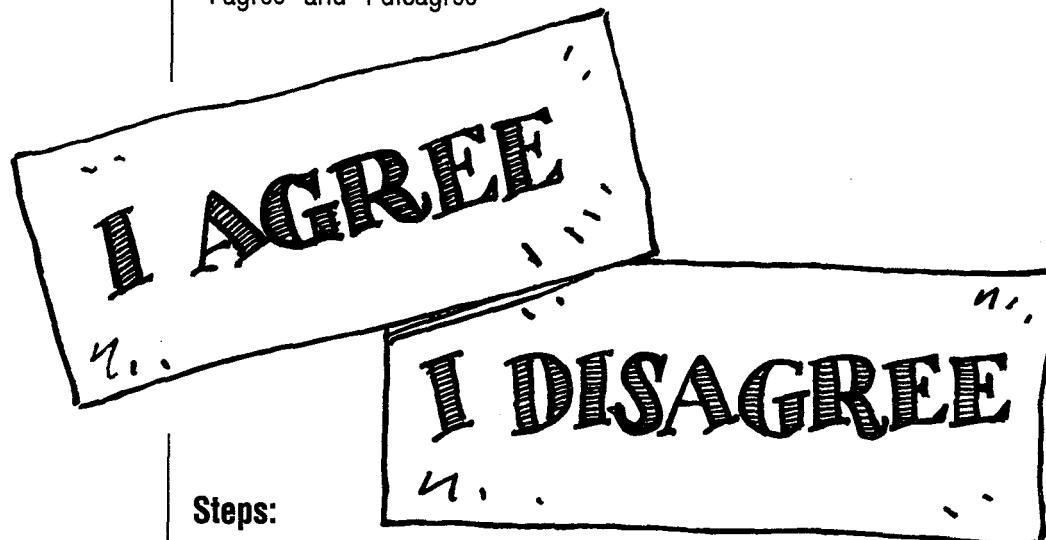
HIGHLIGHT 17

Speak Out for Me



Making decisions and discussing them is a good way to see how sex-role patterns and stereotyping affect you.

Materials: A room with some open space or outdoors, two signs – "I agree" and "I disagree"



Steps:

1. Label one side of the room with a sign that says, "I agree."
2. Label the other side of the room with a sign that says, "I disagree."
3. Select one member of your group to read aloud the suggested statements listed below.
4. As each statement is read, decide whether you agree or disagree and go to the appropriate side of the room. If you can't decide, stand in the middle.
5. After each statement has been read and everyone has taken a stand, take a few minutes to discuss with your group and adviser why you feel as you do.
6. Play the game again; this time imagine how you might react 10 years from now.
7. As a group, talk about the whole experience. What did people discover about themselves? Were some surprised that others felt the same as they did? Did some of the statements make people think more than others? Did people feel comfortable with their decisions? Did sex-role stereotypes affect some decisions?
8. Try the game with your family. Compare and talk about the differences.
9. If you wish, make up your own set of statements and play the game again. Have each member of the group contribute, including your adviser. You might do more on sex-role stereotyping or consider other stereotypes – race, age or location of the country, for example.

Statements:

- A. Men should be the primary providers for the family.
- B. Women should not make important decisions because they are too emotional.
- C. Women should not pay their own way on dates.
- D. Men and women don't need to share housework since women enjoy doing it more.
- E. Men have a stronger sex drive than women do.
- F. It's never okay for a guy to cry.
- G. A woman should not earn more than her mate.
- H. Most women want men to take care of them.
- I. Most women go to college to find a husband.
- J. A marriage proposal should come from a man to a woman.
- K. Men are smarter than women in math and science.

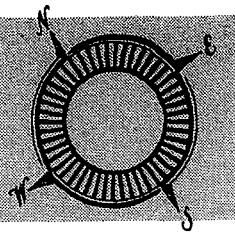
Words are very powerful conveyors of stereotypes. Often you use a word without thinking about how it contributes to stereotyping. How do words, plus all the other stereotyping phrases, behavior patterns and sex-role expectations keep you from developing into your own person? What has been the effect 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? Where do you stand on the road to reducing sex-role stereotyping? Is there a need or a desire for you or your club to make a commitment toward eliminating some of these stereotypes?

Does breaking away from stereotypes sound a little threatening? Should a male make a complete switch and adopt all habits and characteristics of a female? Of course not! Your goal should be to help yourself and others develop into well-rounded individuals with choices and opportunities wide open to anyone, no matter which sex. If you want to see how, do

Highlight 18 – Search for Stereotypes.

HIGHLIGHT 18

Search for Stereotypes



Materials: Pencil or pen

Steps:

1. Try to find each capitalized word in the statements below among the letters in your puzzle. The words are spelled forwards, backwards, sideways, vertically, horizontally and diagonally.
2. Compare notes and complete your puzzles as a group. Answers to the puzzle are at the end of this chapter on page 102.
3. Discuss each statement. Have any of them affected your life? How?
4. Talk in the group or with parents or friends about what stereotypes have had the most impact on women and men as a whole.

Statements

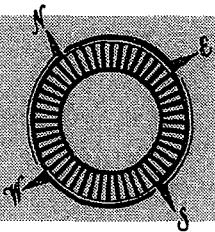
Men are ASSERTIVE; women are AGGRESSIVE.
NURTURING roles should always belong to women.
Men are confident; women are CONCEITED.
Girls should always be agreeable and say YES.
Girls are more SOCIAL than boys.
If men show feelings of FEAR, it is a sign of weakness.
Men are emotionally STRONGER than women.
HOUSEWORK is totally a woman's responsibility.
A man climbs the ladder of success; a woman advances because of equal opportunity LAWS.
Girls always do well in ART.
Boys can always RUN faster than girls.
Women are better at COOKING than men.
Men are better at FIXING things than women.
A son is MORE responsible with the family car than a daughter.
Men should NEVER show feelings of grief because it is unmanly.
It is UNFEMININE for a girl to be a good athlete.
Men must never show their TRUE feelings.
TOYS for boys should be mechanical; girls' toys should be soft and cuddly.
Young girls play QUIETLY; conversely, "boys will be boys."

P	Z	S	I	R	N	O	G	F	Y	Y	B	D	T	W	
U	M	S	L	E	E	P	S	J	R	S	M	O	R	E	
S	O	P	A	G	V	E	K	I	O	R	A	G	A	K	
H	C	B	W	N	E	B	D	N	R	E	P	E	P	L	
Y	E	S	S	O	R	F	Y	L	T	E	I	U	Q	T	
K	M	O	T	R	E	V	I	T	R	E	S	S	A	R	
C	P	C	O	T	H	G	N	I	K	O	O	C	D	U	
I	R	I	R	S	U	N	F	E	M	I	N	I	N	E	
P	T	A	U	P	O	M	R	F	E	A	R	G	I	Q	
X	O	L	O	W	E	V	I	S	S	E	R	G	G	A	
C	O	N	C	E	I	T	E	D	W	A	F	Y	R	C	
R	Q	N	M	J	W	U	D	G	N	I	X	I	F	W	
B	L	U	C	T	O	Y	S	O	W	E	R	S	I	Z	
N	K	R	R	O	W	E	S	U	O	H	O	L	I	H	C
R	J	O	M	N	U	R	T	U	R	I	N	G	M	W	

Is there a price to pay for stepping outside of the traditional sex roles? Growing up is not easy, and adulthood is no snap either. There probably will be some frustrating and trying times, but in the long run you will be better equipped to handle life's demands if you can get rid of some unnecessary labeling baggage and concentrate on being yourself.

Highlight 19 – Media Messages combines some fun with learning. You can't get away from the media – and probably don't want to – but you can become more aware of what media tells you about yourself and others.

HIGHLIGHT 19



Media Messages

The picture and word messages that bombard us each day are loaded with stereotypes. How much do you really see or hear and how much do you take for granted?

Materials: Television, radio, newspapers, magazines or CDs and paper and pencil or pen for notetaking



Steps:

1. Spend two or three hours becoming saturated by the medium of your choice. Watch television, listen to the radio, look at magazines, listen to CDs, etc. Choose one form.
2. Devise a way of recording the messages with stereotypes you hear or see. You might use a chart with such headings as "Men depicted as ...," "Women depicted as ...," "African Americans depicted as ...," "Older people depicted as ...," "Teen-agers depicted as..." etc.
3. Do this activity individually and then get together with other young people or an adult. Or do this activity at a group party where you can share the notetaking duties and discuss your findings. You may be surprised at the results.

Part Two: Decisions Within Relationships

Your relationships with other people are now a major part of your life. You are "connected" to some or all of the following: parents, siblings, teachers, relatives, friends of the same sex, friends of the opposite sex, adults and young people in Camp Fire or members of your spiritually affiliated groups. All these connections are relationships that give meaning and satisfaction to your life. You want to keep these relationships growing in a positive way.

Keeping a good relationship going and growing is not easy. Every relationship eventually will involve you in making some decisions. It is inevitable. Why? Because in every relationship you have a responsibility both to yourself and others. It's important that the relationship is good for you and satisfies you. But others involved want and deserve to feel the same way. Sometimes there is a conflict which means that you will hurt others when you make a decision that satisfies your needs. For instance, what if you decided not to finish high school? Your parents might be hurt by such a decision because they also have an investment in your future. You need to make the best decision for you in the long run, but be aware of how your decision almost always affects many others. Your best decision for the long run may be a compromise now.

Good, responsible decision making is a skill. It must be learned and practiced. When you feel good about yourself, when you have set some goals in life, when you have a clear understanding of what you believe in, then you are well along the way to becoming a good decision maker.

How does good decision making happen? Although good decision makers may not verbally say, "Step One... Step Two...", and so on, they all follow a series of steps in their minds.

If you start with Step #1 and continue through Step #6, you can be assured that you have really put some thought into your decision. Only you can decide if your decision is right or wrong. While you must decide *for* yourself, you do not need to make decisions *by* yourself. At each step in the decision-making process, you can seek help from others. The opinions and ideas of others can be useful in allowing you to see the entire picture. Moreover, they can help you make the best decision for yourself.

"I decided to improve my relationship with God. For two months, I read from Psalms, Proverbs or another book of the Bible every day. Because I did this Reflection, I'm in the habit of reading my Bible every night, even if I'm tired. I've become a much more dedicated person."

*— Leslie Blom
Des Moines, Iowa, age 18
Heart of the Hawkeye Council
of Camp Fire*

Now consider some of the most important relationships in your life, and, when needed, you can apply the decision-making steps.

DECISION MAKING

Begin the decision-making process by brainstorming.

Step 1 – Problem Definition

Identify the problem or situation. Really take the time to think about it from other people's perspective. Be careful to define the problem simply and clearly.

Step 2 – Resource Identification

Think of all the alternatives. Stretch beyond the obvious. Be open to all possibilities. Seek suggestions from others.

Step 3 – Planning/Preparation

Look at the advantages of each choice. Consider the advantages and disadvantages to others as well as to yourself. Consider the effect on yourself and others.

Step 4 – Yes/No

Decide what is right for you. Make your choice in relation to all the important people in your life. Always keep in mind your personal values.

Step 5 – Service/Action

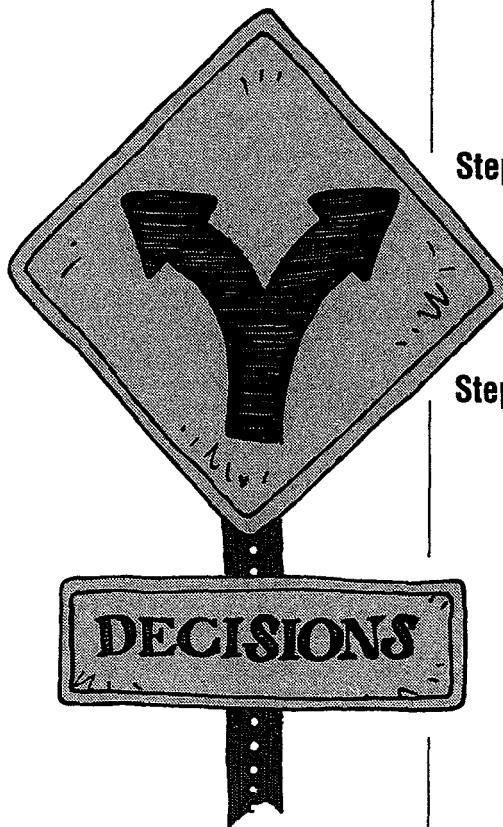
Put together your own plan of action. Be sensitive to the impact on others. You may want to ask for help in putting together your plan. Often, your plan of action will include some "mini" decisions to be made along the way.

Step 6 – Reflection/Evaluation

How did your decision work out? Did you consider ALL your options? Did you think through all the possible consequences? Did you factor in everything that you should have? What have you learned from this experience that you can take with you for the next?

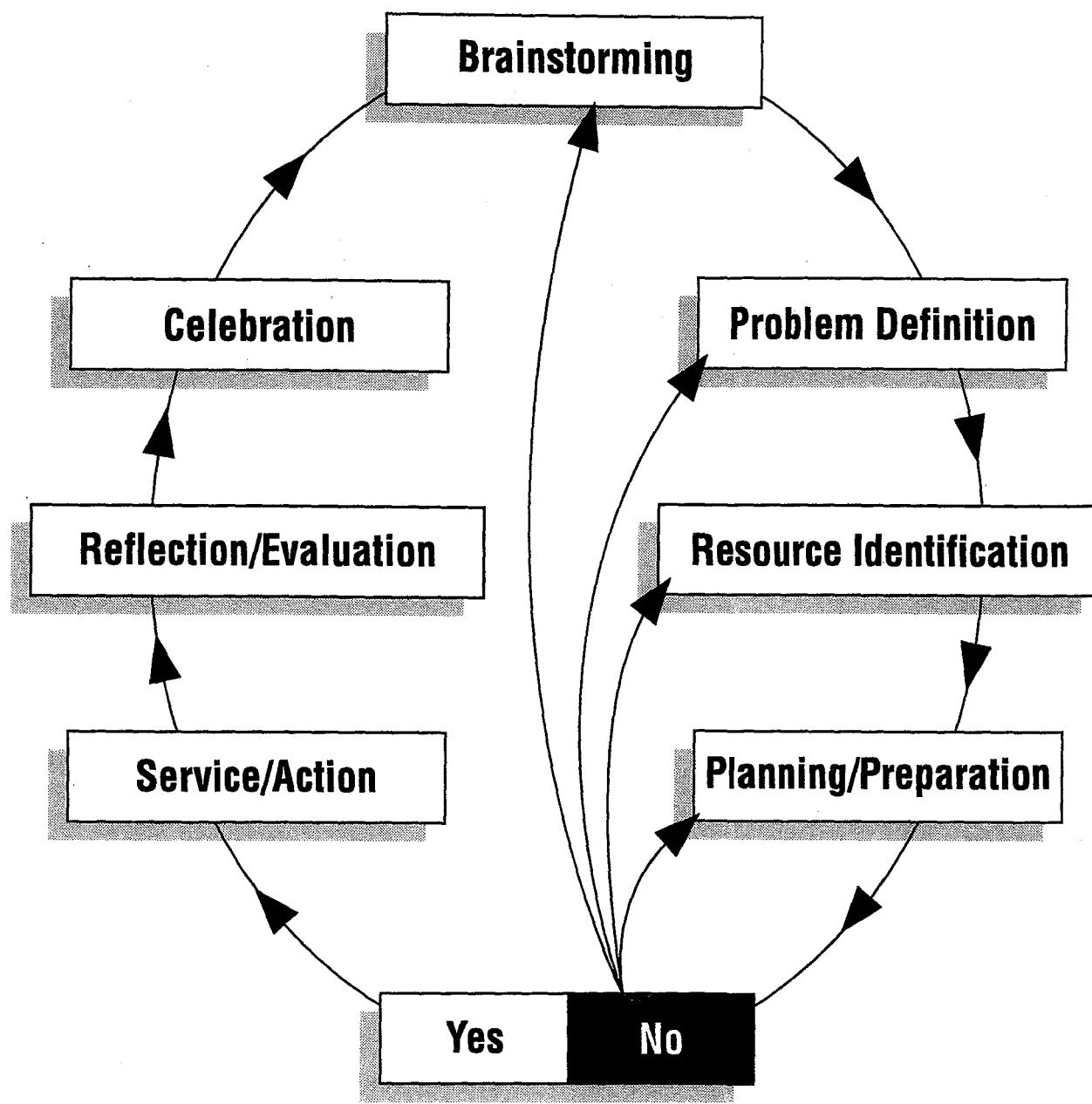
Step 7 – Celebration

Congratulate yourself on completing the process!



THE CYCLE OF SERVICE-LEARNING

A Framework



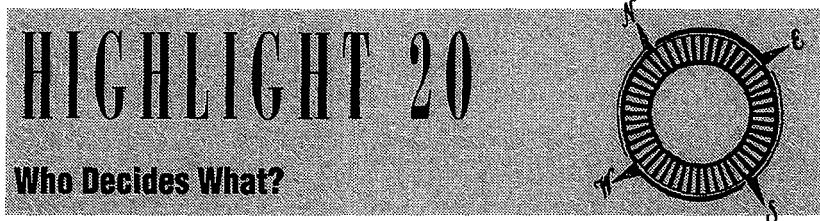
A model of Service-Learning / Problem-Solving / Community Change. Developed collaboratively with participants at: NYLC (National Youth Leadership Council) Youth Summit '95, YVCA (Youth Volunteer Corps of America) National Conference '95, and Camp Fire Congress '95.

Facilitator: Bradford H. Lewis, ACSW, Program Officer, Learn and Serve America: School and Community-Based Programs, Corporation for National Service. 11/95.

Family

Every day many decisions are made in a family. A decision may be as simple as what you will have for breakfast or as complicated as trying to decide how to afford a car for school. Who makes the decisions in your family? On what? Do you think you can make more decisions about things affecting you in the family?

Why not try **Highlight 20 – Who Decides What?** You may learn that some families are similar to yours and others are different, and why.



Think about your own family in this activity. And don't be too tough on your parents. Try to see their point of view.

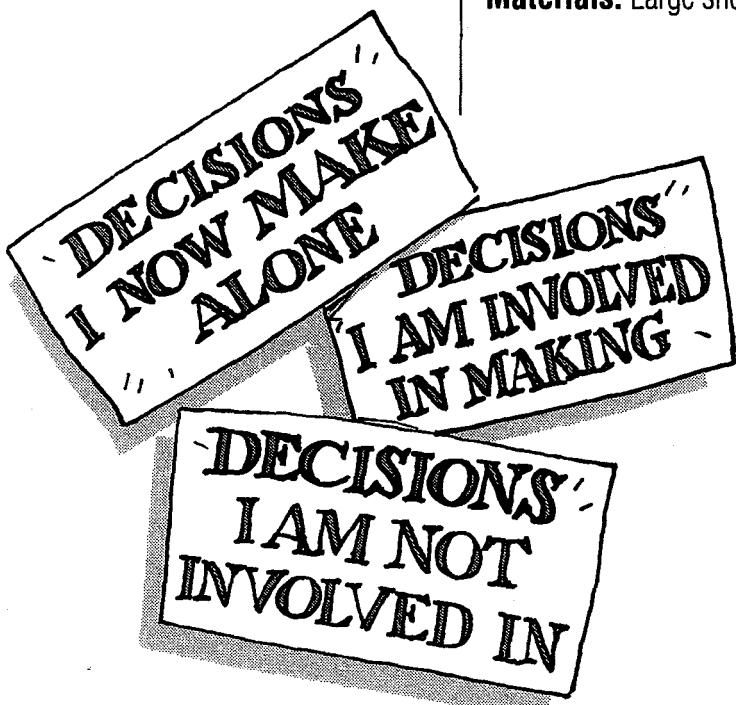
Materials: Large sheets of paper, pens or pencils

Steps:

1. Put three pieces of paper up on the wall or lay them on the floor or a table.
2. Put one of these headings on each sheet:
"Decisions I Now Make Alone"
"Decisions I Am Involved In Making"
"Decisions I Am Not Involved In"
3. Fill in your responses in each section.
4. Compare and discuss all the responses. Within the group, are the decision-making roles in the families represented similar or different? Why? Are there any differences by sex? If so, why?
5. If you wish, copy the lists and take them home to share with a parent or other adult. If you would like to have more say in family decisions, work with your family to create a plan that will slowly give you more responsibility.

Friends

Friends are essential, right? Friends often understand you when parents cannot. Friends can make you feel good when the rest of the world is coming down on you. Friends offer you company and companionship and make everything you do more fun. But you may also have noticed



that friends can be troublesome sometimes. It's hard to accept, but sometimes good friends can encourage you to make decisions that are wrong for you.

Peer Pressure

Everyone feels a need to belong. Everyone wants to fit in and be accepted. No one wants to feel completely alone. Belonging to a group gives us a sense of identity. These universal feelings are at the core of a common phenomenon called peer pressure. Though it exists at every age and stage of life, it is particularly powerful during adolescence. (This does, however, explain the adults who buy new cars or new clothes just to be like their friends.)

Some define **peer pressure** as the act of being convinced or talked into doing something (or not doing something) by others about your same age. It implies that you don't necessarily agree with this, but you will go along because you want to keep your "place" in the group and not alienate your friends.

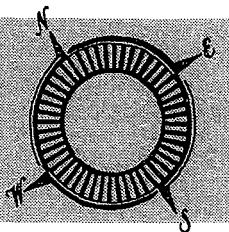
Bear in mind that peer pressure can also work as a positive. If the people you hang out with are good students and study hard, your example will be a positive one and you may feel prone to following along. However, the reverse is also true. If those in your group are poor students who never study and are into alcohol and drugs, you may likely do the same.

The best way to learn how to deal with peer pressure situations is to practice with some situations you may have faced already or probably will face in the near future.

Highlight 21 – Decisions in Action poses some of those situations. (Feel free to add or substitute others more meaningful to you.)

HIGHLIGHT 21

Decisions in Action



Materials: None

Steps:

1. As a group or individually, select one of the situations below to begin the process of making a decision.
2. Follow the steps in the decision-making process in this chapter to come to a decision that you think would be the best for the situation. Share your ideas with another person or your group as to how you resolved the problem. Are there any differences of opinion?
3. Repeat the process with as many of the situations as you wish.
4. Make up some situations of your own, or use letters from advice columns found in the newspaper.
5. Share one or more situations with your family or with another trusted adult. Do you come to the same conclusions? Why? Why not?

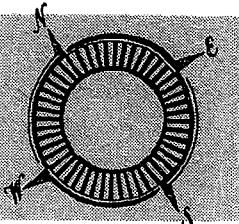
Situations:

- A.** Brittany is 14 and in the ninth grade. She isn't allowed to date, but she can go with her friends to school games and dances. Lately, Brittany has gotten to know Brad very well, and twice he has asked her out. Brittany made up excuses and didn't go. Yesterday, Brad asked Brittany to go to a party. Because she was afraid of losing Brad, she accepted. She told her mom she was going to her friend's house to study for an exam. Instead, she met Brad at the corner. Brittany doesn't want to sneak out to see Brad, but she can't decide how to handle this at home.
- B.** Luis and his friends are going out for pizza and then over to the house of the sister of one of his friends. The last time Luis dropped by, there was a lot of drinking and some people smoked crack. It made him feel a little uneasy, especially after a neighbor threatened to call the police. His friends want him to come along, and he doesn't have any other transportation.
- C.** Lakisha is 16, and she feels her parents are overprotective. They don't give her enough freedom, are always hassling her about her grades, and don't understand that there are times when she just wants to be left alone. She has friends who understand, but there is no way she can move in with them. There are times when Lakisha is so upset that she has seriously considered running away.
- D.** Brent is in a store with two good friends. They dare him to walk out with something he hasn't paid for. Brent is now in a position to succumb to peer pressure in order to "be one of the guys" or to reject the dare.

It is important not to compromise your own values for those of others, but sometimes it's hard to stick with what you believe and "go against" those of others or the group. What do you say? How do you keep others from getting angry at you? How do you maintain your "position" within the group? **Highlight 22 – Dealing With Peer Pressure** will give you some ideas of how to best handle these kinds of situations.

HIGHLIGHT 22

Dealing With Peer Pressure

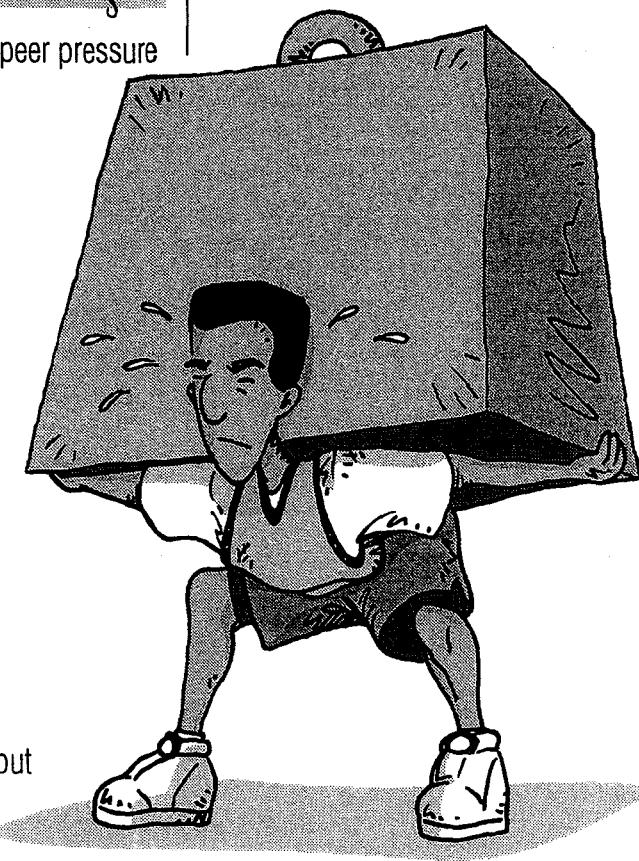


This Highlight will give you some ideas of how to handle peer pressure situations.

Materials: Pencils or pens and paper

Steps:

1. Read the following suggestions for peer pressure situations.
2. Circle the solutions you feel you could use.
3. Jot down any others that you can think of that are not listed.
4. Try these for the next month and keep track of what works for you and what doesn't. Record the events and the results.



Peer Pressure Tools

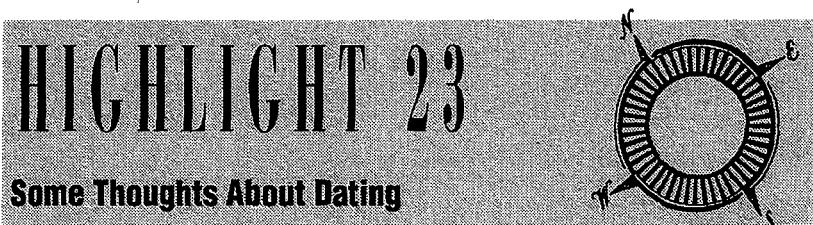
- A. Prepare beforehand** – Any time you have a notion there is going to be a peer pressure situation, think about your options **in advance**. For instance, if you are going to a party, think about how you will handle the situation if alcohol is there. You'll feel more prepared and confident with your decision. Remember to think the situation through to its conclusion. What will be the effects of this behavior if you engage in it?
- B. Tell it like it is** – Honesty is the best policy. Say what you think and stick to it. For example, if you are uncomfortable seeing a sexually explicit movie, say so.
- C. Hold your ground** – But don't come off as superior. (Keep your nose out of the air.) Be friendly, yet firm. Maybe others will even come over to your side if you are confident about your position.
- D. Separate the person from the deed** – Let everyone know that you are not comfortable with the action; not with the actor.

- E. Try humor** – Sometimes a humorous approach can reduce an emotionally charged conversation. Extreme exaggerations often work well. For example – “Are you nuts? Why don’t we just try shooting our feet and hopping to school?”
- F. Use your parents as an excuse** – Here’s one time when mom or dad can come in handy. It may even stir up some sympathy from others. Be careful though; this one could backfire, producing unmerciful ribbing and teasing.
- G. Just say “NO”** – Sometimes there’s no fancy way to get around it. You just have to say “NO.”

Dating

Now put your values and decision-making skills into action regarding dating. Dating is a very important experience in our society. You probably will make a decision about a lasting commitment – marriage or a life partner, based upon a dating relationship. In our society, most people expect a long-term relationship or marriage to be personally satisfying and based upon love. That love is created over time during the dating period.

Highlight 23 – Some Thoughts About Dating is an interesting way to clarify some of your own ideas about dating. Learning how others feel can help you have more fun on a date.



Dating seems so simple . . . just get together and have fun. But decisions are made all along the way. Try your hand at some of these.

Materials: Chairs

Steps:

1. Arrange chairs in a circle and ask everyone to sit down.
2. Read the questions below. Think about how you will respond.
3. Start with a volunteer who offers his or her response to the first question. Have the person to his or her right give a response. Continue around the circle to all who wish to offer their opinions.
4. Discuss the similarities and differences in your answers.
5. Compare your answers to some that were given by other young people when developing this book. Their answers are given here.

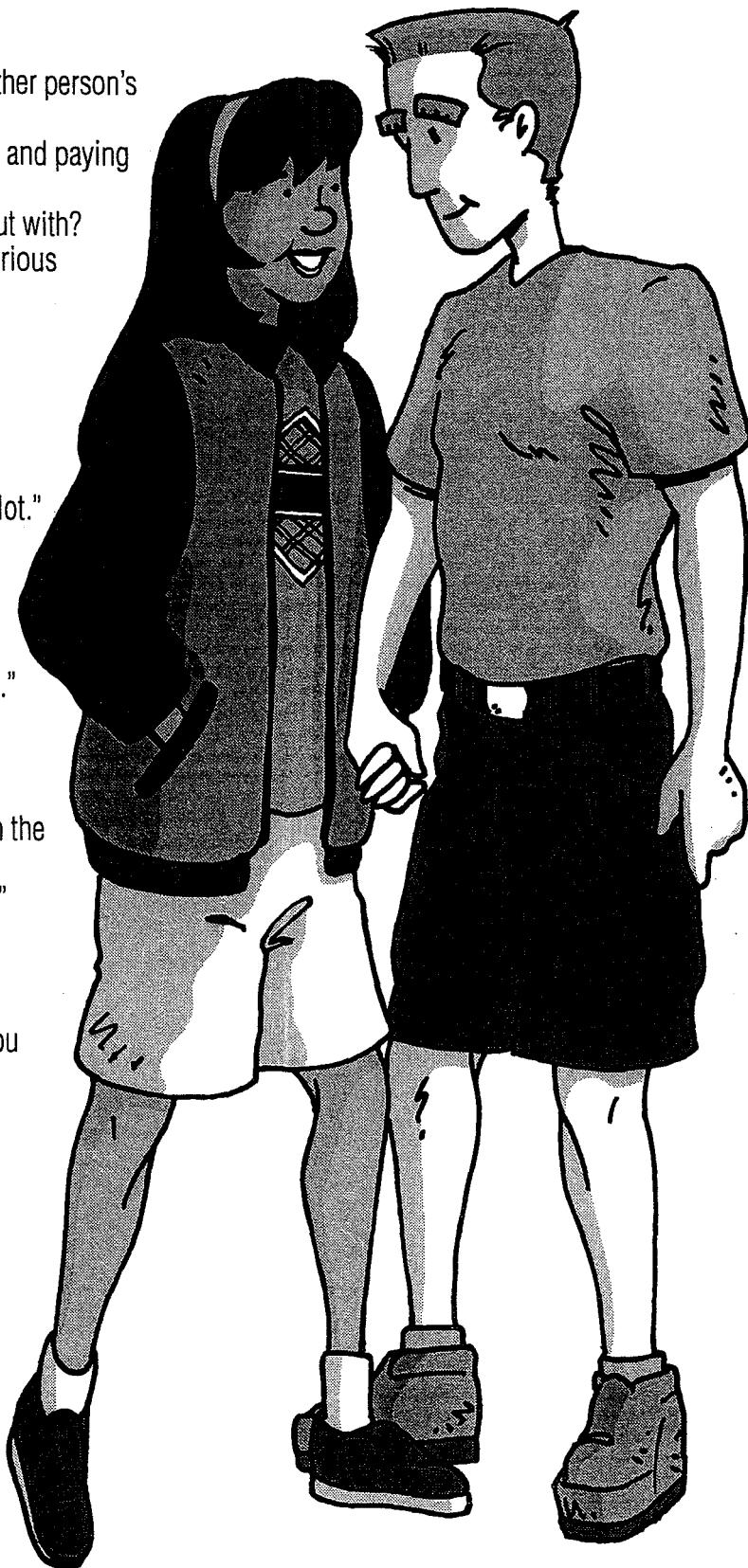
Questions:

- A.** What does it mean to date?
- B.** When is a person old enough to date?
- C.** How can I say "no" without hurting the other person's feelings?
- D.** Who should be responsible for planning and paying for a date?
- E.** Should parents have a say in who I go out with?
- F.** Should teen-agers be allowed to have serious dating relationships?
- G.** What is a good dating relationship?
- H.** What is a bad dating relationship?

Some Answers:

- A.** "To spend time with a person you like a lot." "Be with someone you like or would like to get to know better." "It doesn't mean that you're getting serious."
- B.** "When you are old enough to handle the responsibilities like driving, money, etc." "When you are mature enough to handle any situation that might arise."
- C.** "Say 'no' nicely. If your date wants to put you down, you made a good decision in the first place." "I'm sorry, but no."
- D.** "The person who asks the other one out." "It should be shared."
- E.** "No, it's your choice and your decision." "If your taste is totally unreasonable, your parents should be able to forbid you a certain person's company if you are a minor."
- F.** "Yes, it gives a person a chance to get intimately personal and familiar with someone else."
- G.** "When both partners can be themselves (no acts) with each other." "You can communicate easily with and feel comfortable around the person."

Dating often brings a person greater awareness of one's own sexuality. And sexuality involves some very responsible decision making.



Sexuality

Count the letters in the word sexuality. There are nine letters and "sex" includes only three of the nine. Sex is only part of the total meaning of sexuality. Sexuality includes the physical need for another person but much more than physical feelings are involved. Sexuality focuses on the whole person and how one's sex influences and is influenced by all other aspects of one's life.

Sexuality is how you live as a male or female. Every moment of every day you are expressing your sexuality. In every relationship you have, you act out your sexuality -- your feelings and values as a male or female. Expressing sexuality is more than having sexual intercourse or "having sex."

A very important and powerful way of expressing your sexuality is through touching. Touching shows your concern, affection, support, love, care and commitment to others. Touching is probably an important part of your relationship with parents, brothers, sisters and friends. It may consist of a playful punch, a pat on the back or a special handshake. Touching is also an important part of an intimate relationship. But it is important to know that touching can lead to situations that you may not yet be ready to handle intelligently. You can get "swept up in the moment."

There are unlimited questions related to sexuality that can be discussed and clarified in a non-threatening small group, like a Horizon club. It may seem risky at first, but it is relevant to situations that you might be dealing with now or in the future. Discussions are helpful not only for their informational value but also because it is good to see how other people have the same concerns as you do.

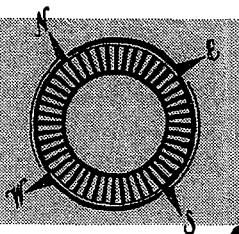
Unfortunately, for some people, decisions about sexuality often just happen. So do decisions about sex. Factors like pressure from friends or a partner, the influence of drugs and/or alcohol, sexual excitement, curiosity and incorrect information often cause decision making to become more difficult. What can you do? You can choose to get your facts from reliable sources. Your friends are not always the source of accurate information. Just because someone broke her arm doesn't make her a bone specialist. So if your friends have had some sexual experiences, that doesn't make them authorities when it comes to sex.

You can seek out resource people to come to your meetings to talk with you about some of the sexuality issues that confront young people today. There are also many books that are written for young people that "tell it like it is." It is up to you to separate fact from fantasy. It can only help your decision making, not hinder it.

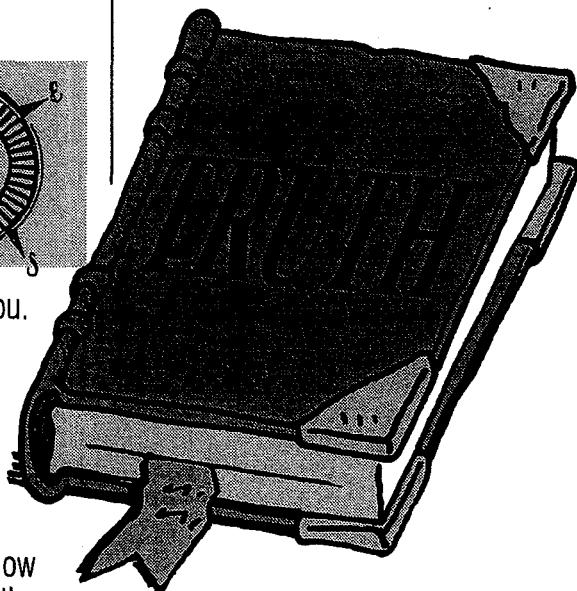
Highlight 24 – Myths and Truths About Sexuality can be used to build your base of accurate knowledge.

HIGHLIGHT 24

Myths and Truths About Sexuality



Correct information can help in making the right decisions for you. Whatever the choice, remember, the responsibility is yours.



Materials: Pencil or pen

Steps:

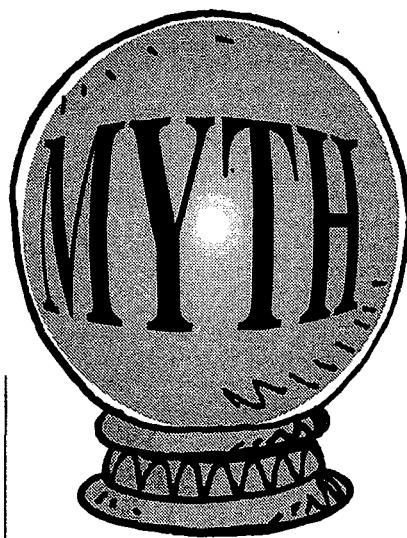
1. With your group and your adviser, discuss each statement below and make a decision about whether or not it is a myth or a truth. Put an **M** for Myth and **T** for Truth after each sentence.
2. Answers are at the end of the chapter on page 102.

Statements:

- A. Sexual intercourse is only one way to show one's sexuality.
- B. When a girl begins to menstruate, she is physically and emotionally ready to have a baby.
- C. Adolescents who physically mature later than their friends will always lag behind sexually.
- D. Women have babies, so only women need to be concerned about birth control.
- E. Having intercourse is a test of love.
- F. Humans are born instinctively knowing how to have sexual intercourse.
- G. Fathering a child proves neither a man's sexuality nor masculinity.
- H. Giving birth to a child is one of many ways a woman expresses her sexuality.
- I. Males need to prove their sexuality more than females do.
- J. A baby is a sexual person.
- K. A person can contract HIV/AIDS by shaking hands with a person who is infected with the disease.

Some young people choose to use sex as a form of expression in a dating relationship, while others feel it is only meaningful in a marital relationship. Before you take this step you should be well informed about what you're getting yourself into and what the ramifications are, and seriously examine whether you are ready for this.

The decision to have sex or not involves the same steps you have already used in other situations, but with some unique factors. One is that many

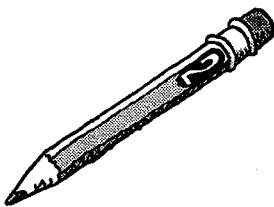


religions have very strong expectations that the act of intercourse is appropriate in a marriage relationship only. Many young people feel pulled between their physical desires and their beliefs. Feel free to talk about this conflict, if you experience it, with a member of your clergy or another trusted adult. Another unique factor is that having sex may make you feel more committed to a relationship. If the other person is a casual date, you may find yourself being drawn deeper into a relationship that you may not really want. You may feel "trapped" after a while. Also, there is the very real issue of sexually transmitted diseases (STDs), a serious health concern. By completing **Highlight 25 – Sexually Transmitted Diseases** you will become better informed.

HIGHLIGHT 25

Sexually Transmitted Diseases

Sexually Transmitted Diseases are a very real threat to anyone who is sexually active. Don't think, "It can't happen to ME" – because it can, and it does – every day.



Materials: Pencil or pen and paper

Steps:

1. Draw a line from each entry in Column B to the corresponding entry in Column A. Some Column A entries will correspond to more than one entry from Column B.

Column A

1. Sexually Transmitted Diseases
2. Bacteria, fungi or protozoans
3. An effect of STDs
4. Safe sex
5. HIV/AIDS

Column B

- A. The cause of STDs
- B. Almost always acquired through sexual contact
- C. Death
- D. Sterility
- E. Minor symptoms
- F. No exchange of body fluids
- G. Serious because the body's natural immune system becomes unable to fight infection
- H. Syphilis, Gonorrhea, Chlamydia, HIV/AIDS, Herpes, Chancroid
- I. STDs

2. Put a check (✓) in the box before any of the words or phrases that list a way the HIV/AIDS virus could be contracted (As of 1996).

- sweat
- sitting next to an infected person
- kissing
- shaking hands
- to an unborn child through its mother
- sharing syringes (needles)
- sitting on a chair an infected person has sat in
- using bathrooms open to the public
- blood transfusion
- in the same classroom
- hugging
- sexual intercourse with an infected person

3. Solutions to 1 and 2 may be found on page 103.

Another thing to remember is that a third person may become involved in the relationship. That third person is a child.

Parenthood

Being a parent is rewarding and exciting, but it also involves a lot of responsibility – as you will see in the next part of this chapter. Being a parent is a decision to make, not one to have made for you by accidentally getting pregnant. Your sexuality carries with it rights, responsibilities and risks:

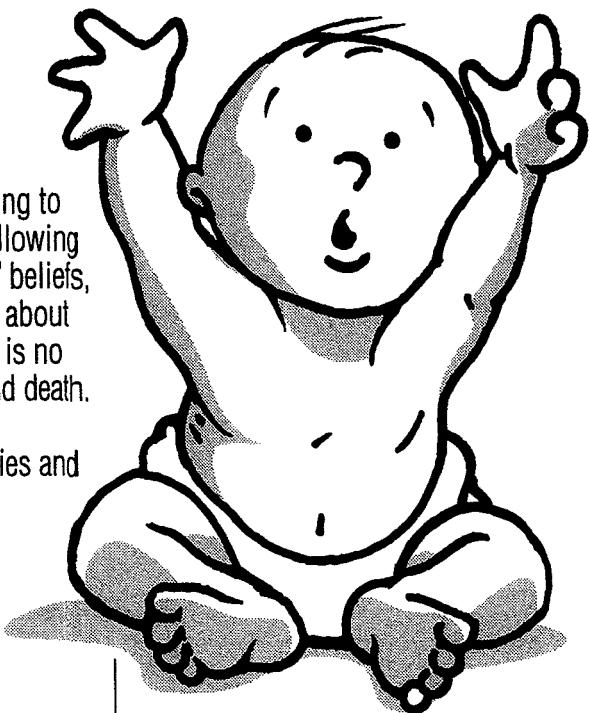
rights – to know about your sexuality

responsibilities – to use your sexuality in a way that does not harm others

risks – to know the possible consequences of your sexuality

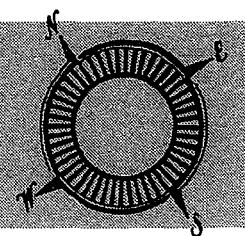
At some point in your life, you will be faced with decisions relating to birth control. These decisions will probably be made with the following in mind: consideration for your spiritual teachings, your parents' beliefs, your personal beliefs, your partner's feelings and the latest facts about contraception. With the spread of STDs (including HIV/AIDS), it is no longer just a question of preventing a birth. It is a matter of life and death.

If you wish to know more about preventing unplanned pregnancies and STDs, do **Highlight 26 – Match Up the Facts**.



HIGHLIGHT 26

Match Up the Facts



This exercise gives you information about birth control methods and their usage. Match up how each prevents pregnancy.

Materials: Pencil or pen

Steps:

1. Read the information contained in each column of boxes below.
2. Write the correct letter from Column B for each line in Column A. If you are part of a group, you may wish to use a timer to see how quickly members can pair up each method.
3. If done in a group setting, take time out to discuss the topic.
4. Enhance your knowledge of the subject by creating a Birth Control Kit, which includes samples of all of the birth control methods. In some cases, you may use pictures or symbols of the products. For example, you may use a calendar for the rhythm method or in the case of an IUD, a picture.
5. Further increase your awareness and knowledge of birth control by seeking resource people to discuss topics relating to contraception. A resource person might be a nurse, social worker, health educator from a local health department, religious teacher, youth group leader or family life educator from a family service agency, private clinic or hospital. Some specifics that you may want to explore about birth control include: cost, availability, moral and religious values, effect on pleasure, responsibility, safety, side effects and risks, convenience, effectiveness in preventing pregnancy and/or disease and personal considerations within the relationship.
6. Solutions will be found on page 103.

Column A

Method and How It is Used

1. SAYING NO – It's your right.

2. PILL – Synthetic version of female hormones. It is taken orally and must be used on a regular schedule to be effective. _____

Column B

How It Prevents Pregnancy

- A. Sperm is prevented from entering the cervical canal. Cream or jelly has chemicals to kill sperm.
- B. Prevents eggs from leaving the ovary.
- C. It doesn't work!

3. IUD (intra-uterine device) – Small device that is inserted into the uterus by a clinician or physician. IUDs come in different sizes and shapes. _____

4. DIAPHRAGM – Rubber cup with a flexible rubber rim. It is inserted into the vagina and fits over the cervix. Used with vaginal cream or jelly. _____

5. CONDOM – A sheath of latex rubber that fits over the erect penis before intercourse. _____

6. DOUCHING – Washing out the vagina after intercourse. _____

7. NATURAL RHYTHM – Use of body temperature fluctuations to predict ovulation. _____

8. SPERMICIDE – Vaginal foams, creams, gels, suppositories inserted into the vagina a specified time prior to intercourse. _____

9. WITHDRAWAL – Withdrawing the penis from the vagina before ejaculation. _____

10. NORPLANT – Matchlike sticks inserted under skin by a doctor. _____

D. It is believed to cause an inflammatory reaction which prevents egg from implanting in the uterus.

E. Prevents semen from entering the vagina. Also offers protection from HIV/AIDS.

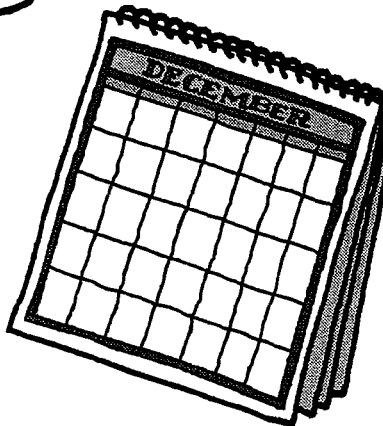
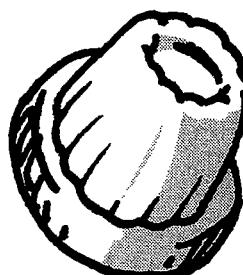
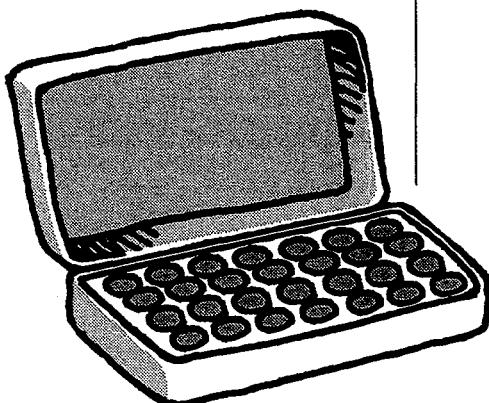
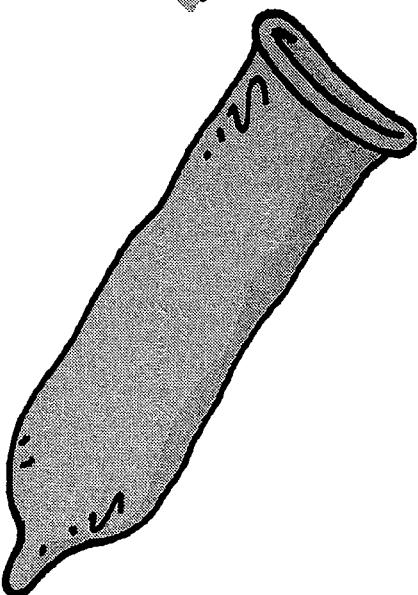
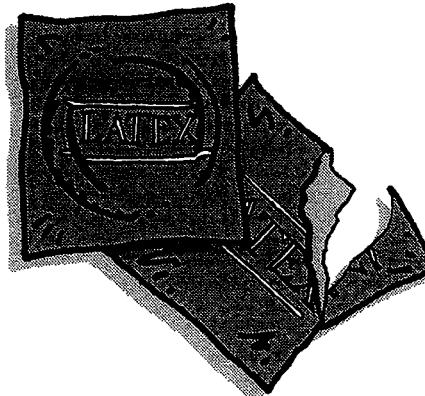
F. The only 100 percent sure method of birth control.

G. Couples plan to avoid intercourse around the time of ovulation.

H. Capsules continuously release hormone that suppresses ovulation.

I. Risky because it may not be done before sperm are released.

J. Helps kill sperm; product acts as a barrier, helping to prevent sperm from meeting egg.



Marriage

There was a time in our society when people did not make a decision on whether or not to get married. Individuals were expected to marry. Now young people can make a real decision for themselves as to whether or not they wish to marry. Two decades ago, 75 percent of men and 69 percent of women were married. Today the corresponding percentages have declined to 63 percent and 59 percent.

Some time in the future, you will decide if you want to marry. Who you will marry and when you will marry are among the most important decisions in your life. Even though society expects marriage to last for a lifetime, the reality is that many marriages end in a divorce. That's because marriage is an intense, total commitment with both pleasure and pain for each partner. Everyone enters marriage feeling it will last forever. You can end a marriage legally, but you can never erase the effect of the relationship on your feelings about yourself and others. The reality is that divorce statistics continue to climb.

Although the decisions about marriage are so very important to a person's future, they may be made in a haze of happiness and excitement that often leads to poor decision making. That haze is created by love, an essential ingredient for a happy marriage in this society.

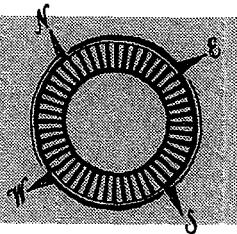
Young people are often questioned about their feelings of love. Adults may say it is infatuation you feel, not love. This may or may not be the case. How can you tell the difference? Some say infatuation is any love that does not last. Others say infatuation is liking someone very much, but it's not "real" love. Sometimes love does not last because it involves two people who grow and change. At the time the relationship began, the feelings really could have been love, rather than infatuation.

Actually the words are not as important as the feelings – feelings of pleasure in being with someone, feelings of accepting a person for what he or she really is, feelings of being the kind of person you are when you are with this person, feelings of confidence that this love is important but not the only thing that makes life worth living. Sometimes you might feel that you just cannot live without the person you love. This feeling is closer to infatuation than love, because the emphasis is on you. It is a selfish approach to a relationship. Love is a feeling that you want to be with the other person because together each of you can share, grow and love joyfully.

To start your mind thinking more clearly about marriage, try **Highlight 27 – Rate a Mate**. This activity will help you sort out what is really important to you in selecting a partner for the future. Remember, one quality alone does not define a good partner for you.

HIGHLIGHT 27

Rate a Mate



What's important about you? And what will you value in a mate?

Materials: Pencil

Steps:

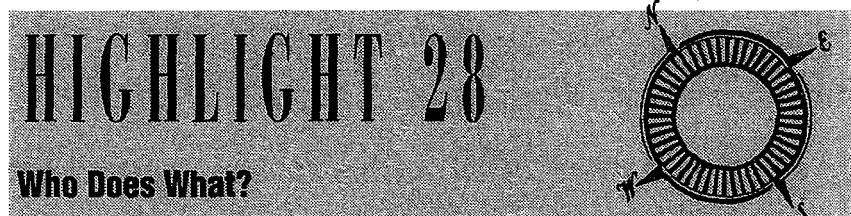
1. Look at the list of qualities on the next page that can be applied to both sexes.
2. In the first column of blank spaces, number the qualities in order of their importance to **you** – what qualities you value most in yourself. Most important should be marked 1 and least important should be marked 18, or more if you fill in the "other" blanks. Use a pencil; you may change your mind.
3. Look at the list again. This time, number them in terms of what you desire in a marriage or living partner. Is the numbering different? Why?
4. With your group, discuss the different levels of some of the qualities. How wealthy is wealthy? How intelligent is intelligent? Also, how realistic are you? Is such a mate possible to find? What will you settle for? Your numbering sequence will tell you.
5. Now, renumber the list in terms of how you think your parents might choose the qualities of a mate for you. Ask your parents if they would agree with your listing. You may be surprised!



Qualities I Value in Me**Qualities I Value in a Mate****Qualities My Parents Value in My Mate**

- A. Wealthy
- B. Honest
- C. Likes sports
- D. Good looking
- E. Healthy
- F. Kind and generous
- G. Likes children
- H. Intelligent
- I. Warm, affectionate
- J. Cultural interests
(art, music, dance, theater)
- K. Ethnicity
- L. Sensitive to my needs
- M. Sense of humor
- N. Religious
- O. Volunteers
- P. Work ethic
- Q. Outgoing/Popular
- R. Values education
- S. Other

As with any relationship, marriage involves many, many decisions. All the decisions you make now – right or wrong – are giving you some experiences that you will use every day in a marriage or other long-term relationship. One area of decision making that is becoming more important has to do with who will do what. In the past, there was **men's work** and **women's work** because the roles of men and women were clearly defined. Today, those definitions are fading away. **Highlight 28 – Who Does What** lets you picture the relationship between you and a partner.



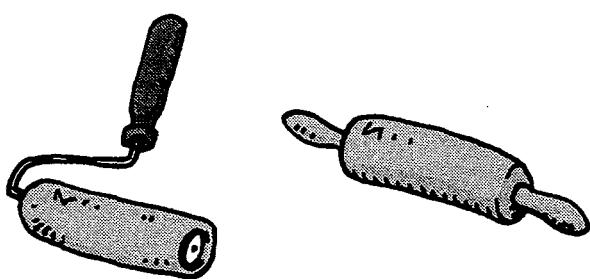
Who Does What?

Taking care of a household is a lot of work. Some of the items in this activity may seem small, but when you disagree about who does them, they can create major problems. You can apply this activity to living with a spouse or a roommate.

Materials: Pencil or pen

Steps:

1. Read the following list of household tasks and note in the blanks who you expect to do this job – you will do it, your partner will do it or you will do it together.
2. Look over your list. Who's doing what? Is one person taking on most of the tasks? Is there a strong division of "men's work" and "women's work?" Why did you choose to do certain tasks?
3. Think about how different views on who does what can be resolved.
4. Share your list with a parent. Ask if he or she has had to change ideas about who does what. What made your parent change or not?
5. Share your list with at least two friends, one of your sex and one of the opposite sex. Do you see marked differences in their views as compared to yours?



I Do It	Partner Does It	We Do It Together	Tasks
			Cook meals
			Plan week's meals
			Shop for food, supplies
			Wash dishes and clean up kitchen
			Maintenance and Cleaning
			Clean, dust, vacuum
			Scrub floors, clean toilets
			Maintain plants and garden, cut grass
			Shovel snow
			Make beds, pick up messes
			Do laundry
			Water houseplants
			Take out garbage
			Wash windows
			Do sewing and mending
			Repair electrical items (lamp sockets, plugs)
			Do plumbing repair (replace washers, etc.)
			Repaint or wallpaper walls
			Auto
			Take vehicle to shop for repairs and maintenance
			Keep track of oil level, battery life, tire pressure
			Do minor repairs
			Child Care
			Get dressed in morning
			Care for during weekdays
			Get ready for bed
			Handle discipline
			Take to doctor or dentist
			Care for when sick
			Visit with teachers
			Administrative
			Receive and pay bills
			Make budget
			Plan events, order and pick up tickets, make reservations
			Decide to make major purchases or repairs
			Buy insurance, fill out insurance forms
			Make investments

Experiencing and Dealing With Losses

There is a poem on friendship that ends with ". . . and the hardest word for me to say is that little word good-bye." All good-bye experiences carry the same feelings of grief. The intensity of the feelings are dependent on the situation. Looking at this list of losses, can you see the differences of feelings when individuals go through these situations: moving away from family and friends, going through a divorce in the family, breaking off a relationship with someone you've been dating, and the death of someone you care about?

Part of saying good-bye is letting go of your life as it has been. It is a change, and it can be painful. The change in feelings usually comes in stages, as you move from one stage to another. Oftentimes, you feel like you're on a roller coaster. Sometimes you can get scared and think you will never "not hurt" anymore. Gradually, though, you'll begin to feel okay more often. Loss is a very personal feeling and each person goes through it in his or her own way and in his or her own time.

Elisabeth Kubler-Ross is credited with being the specialist on death and dying who recognized the following stages of loss that most people go through. (1) First Stage: Denial and Isolation – "No, no, it can't be true." (2) Second Stage: Anger – "Why me?" (3) Third Stage: Bargaining – "If I do such and such, maybe things will change." (4) Fourth Stage: Depression. (5) Fifth Stage: Acceptance.

If you experience a loss, you might be numb, almost in a daze. Even getting out of bed may seem like too much of an effort. You might deny your loss or pretend it's not happening. You might get involved in lots of activities so you don't have time to think about it. As you work through the different stages, you will eventually accept the parting and go on from there. But, don't expect that feeling to happen overnight. It will take considerable time and energy.

Part of being on that roller coaster is feeling the emotional ups and downs. One day you might be full of anger, the next day in tears; one day you might be having fun as if your loss never happened or as if it's a nightmare and not real. You need to remind yourself that things will eventually get better.

Sometimes others who are going through saying good-bye seem different during this period. It can be helpful to have someone to talk to. Try not to expect a whole lot from yourself or from others involved in the parting. Each person has a huge task – saying good-bye – and those involved may be on different parts of the roller coaster at the same time. Others may not be feeling the same way you are or may not understand your grief.



Often personal fears of not knowing what to say or how to say it keep you from speaking or being helpful to someone who is dealing with a death. It is better to fumble in expressing your sorrow than to ignore or avoid the person feeling pain. When you really care, you are willing to be there to go through the difficulty of helping them express their emotions and get through the experience. Your caring will come through regardless of the inabilities you are feeling. Often all that's needed is for you to listen.

Teen Suicide

Teen suicide is a serious issue facing teens. Each year, more and more teens commit suicide. Individuals who express suicidal thoughts are expressing personal feelings of hurt, hopelessness and the need for help. Sometimes, just being able to express these emotions may move him or her further away from suicidal thoughts. Speeches about life and death may not prove helpful. But listening sympathetically and finding help from an appropriate adult or service may indeed make you a life saver. Remember, all suicidal threats should be taken seriously.

Highlight 29 – The Stages of Loss will help you think about good-byes.



Many times in our life we experience painful good-byes. This activity may help you understand what kinds of feelings or stages you face in a good-bye.

Materials: Art or writing supplies

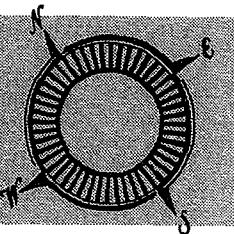
Steps:

- 1.** Think about any of the following situations and create a piece of artwork (of your choice), or written work such as a poem, essay, play or story that, in some way, shows your feelings.
 - Breaking up with a boyfriend or girlfriend
 - Experiencing a divorce in the family
 - The death of a pet
 - The death of a friend or family member
- 2.** If you wish, you may share and discuss your work with your group or others.

Highlight 30 – Comforting Another will help you practice dealing with a death directly or helping friends or family deal with a death.

HIGHLIGHT 30

Comforting Another



It is difficult to know how you will feel if someone you are close to dies. It is also difficult to know how to help a friend who is going through the stages of grief.

Materials: Paper and pen or pencil

Steps:

1. Rent one of the following videos:

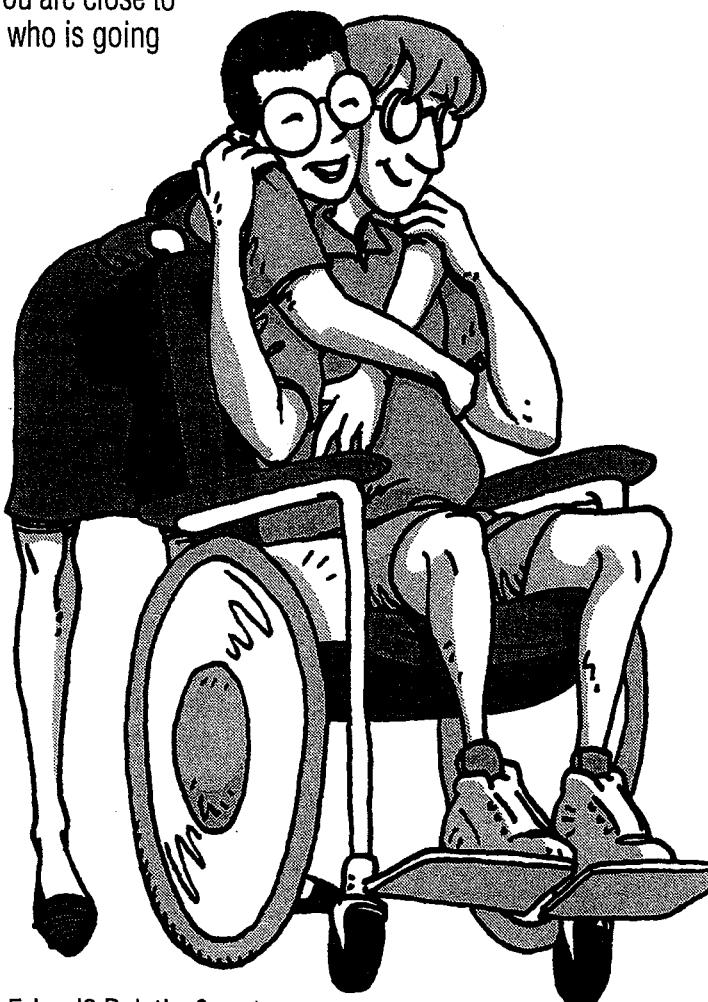
- | | |
|-----------------------|-------------------|
| "Beaches" | "Brian's Song" |
| "Terms of Endearment" | "Ordinary People" |
| "Love Story" | "My Girl" |

2. After viewing the movie (or movies), share your thoughts on the situations involving the loss that the movies explore.

3. Then think about the following questions.

Document answers to at least three of them.

- What does death mean to me?
- What are my fears about death?
- Have I discussed death with anyone?
- What are my religious beliefs about death?
- What are some of the rituals that take place when someone dies?
- What is the purpose of these rituals?
Do they help?
- Who is often the first to comfort someone experiencing the death of a family member or friend? A pastor, priest or rabbi? Neighbor? Friend? Relative?
- Why would it be difficult to talk to someone who is terminally ill?
- Why is it difficult to know what to say to someone who has just experienced the death of a family member or friend?
- How might family or friends react differently to a suicide compared to a death from natural causes?
- What are some of the reasons people commit suicide and how could a suicide be prevented?
- Would you be willing to help a person commit suicide?
- How could I help a friend who has lost a friend or family member?
A member of my own family who has lost a friend or other family member?
- How are the feelings different when someone dies in an accident as compared to natural causes?



"The Baby Highlight makes you realize that a baby will be with you all the time no matter where you go or when; that what you do will affect more than one person, and that it's more than a moral issue, it's a sexual abstinence issue."

*— Mollie Davis
Tulsa, Okla., age 18
Oklahoma Green Country
Council of Camp Fire*

4. In a small group take turns being the person needing comfort and the person giving comfort in the following situations. Everyone should feel free to stop the role play at any time. At the end of each situation, let players discuss how they felt. Then open the discussion to the whole group. You may want to invite a member of the clergy or a mental health professional to help with the session:
 - A younger brother or sister comes to me with a dead pet parakeet.
 - A friend whose mother has terminal cancer comes to me.
 - Someone tells me she doesn't want to live anymore, and I think she is contemplating suicide.
 - A friend tells me of a close friend who was killed last weekend in an automobile accident.
5. Add other situations to role play as desired. Discuss how you feel. Do you think you could be helpful to someone else? This could be an emotional time and really come close to a difficult situation someone has experienced. It is important to allow a person to express grief. You should be ready to demonstrate your ability to allow another to express emotion.
6. Remember grief comes in stages. Often much attention is given to loved ones at the time of the death, and then those people are neglected in the weeks and months that follow. Grief does not go away in a few weeks or months. It lasts a long time. Think about and discuss how you could be helpful in the weeks and months that follow a death.

This chapter has touched on several significant relationships in your life now and in the future. The focus has been on decisions related to those relationships and on the experiences of both developing and ending those relationships. The next part of this chapter will take you into more depth with one significant relationship, that between parent and child.

Part Three: Am I Parent Material?

Choosing **if** you want to be a parent and **when** you want to become a parent are probably two of the most important decisions you will ever make in your life. If there is ever a time when you must have your decision-making process firmly implanted in your mind, it's when you are faced with these questions.

What is parenthood anyway? How will your life change? What will you have to sacrifice? What will it cost to have a baby? How much of your life will be predetermined because of a child? What does it take to support a child? When do you know if you are emotionally ready to be a parent? How will your parents feel? How will your mate feel? How will you feel?

The questions, the alternatives, the advantages and disadvantages go on and on. Your choice, and your only real choice, is to look at every possible issue surrounding the decision. Whether you are in the back seat of a car being "swept away with passion" or calmly discussing parenthood over

dinner with your mate, every possibility must be considered because **your decision will affect the rest of your life.**

There are dozens of questions that need to be asked before anyone decides whether or not to become a parent. Many of the answers you will never know until you actually become a parent; however, anticipating what your reactions might be can sometimes help in the decision making.

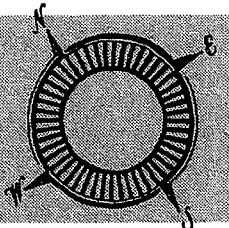
If you have ever watched a child build something with blocks, then you know the stronger the foundation, the longer the creation will stand. It all goes to prove that a well-thought-out design is much more satisfactory than a poorly laid out plan. So it is when you build a good foundation for such a major decision as parenthood. Ask yourself these questions: How many children would I like to have? What does it cost to have a baby? Is it selfish not to want children? If I could not have a natural child, could I love an adopted one? Can I share my love for my partner with a child? Do I understand the actual childbirth process itself?

Rather than just thinking about these questions, why not apply your ideas and questions to some almost-real situations.

Highlight 31 – To Be or Not to Be poses some feelings which all pre-parents and parents have felt at some time.

HIGHLIGHT 31

To Be or Not to Be



There are no right or wrong answers in this activity. What you are doing is sorting out how you feel about the responsibilities, demands and experiences that come with parenthood. You could feel one way about the statements now and feel quite differently a little later in your life. That's okay.

Materials: Pencil or pen

Steps:

1. Look at the statements below and imagine yourself facing the decision of parenthood.
2. Place an (X) in the area that describes your feelings about the statement right now.
3. How do you think you would feel about these statements five years from now? Ten years from now?
4. Do your answers tell you anything about your readiness for parenthood?



- 5.** Share your feelings with others in your group or with a trusted adult. Only share what you feel comfortable revealing. Do other young people feel as you do?

Statements	Always	Maybe	Never
I believe children make marriages stronger.			
I lose my temper easily.			
I think a child would foul up education plans.			
I want a child to take care of me when I'm old.			
I feel I could raise a child by myself.			
I would raise my child as my parents raised me.			
I can express affection easily.			
I enjoy helping people who are sick or hurt.			
I get mad when my schedule is interrupted.			
I would be willing to cut down on a social life.			
I feel children need physical punishment (spankings).			
I feel my child should always come first.			

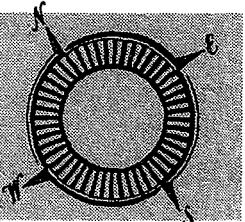
In the past, society had quite strict expectations of what fathers did versus what mothers did. Many fathers were doomed to sit at the head of the table and ask questions like – *how did school go today?* Or they were the victim of the *you-just-wait-until-your-father-gets-home* threat that put dad in an unfavorable light with his children. Mothers were expected to be the nurturing and emotional parent, caring for the sick, talking to the confused, and so on.

Parenting situations have been changing, however. More women are working and more men are sharing the responsibilities of raising a child. More divorced men share custody or have full custody of their children. More thought is being given to the father of a child born without the legalities of marriage. Homosexual couples are adopting or, in other ways, becoming parents. In many cases, men are choosing to take the role of a nurturing parent. Unfortunately, there hasn't been much opportunity for them to learn the skills or freely enter the emotional domain that for years has been dominated by women.

How do you feel about this issue? If you intend to have children of your own, will you raise them so both males and females can learn that it's okay to be emotional, caring, nurturing persons? Will the responsibilities of parenting be shared by you and your mate? Test your ideas by doing **Highlight 32 – Positions on Parenting**.

HIGHLIGHT 32

Positions on Parenting



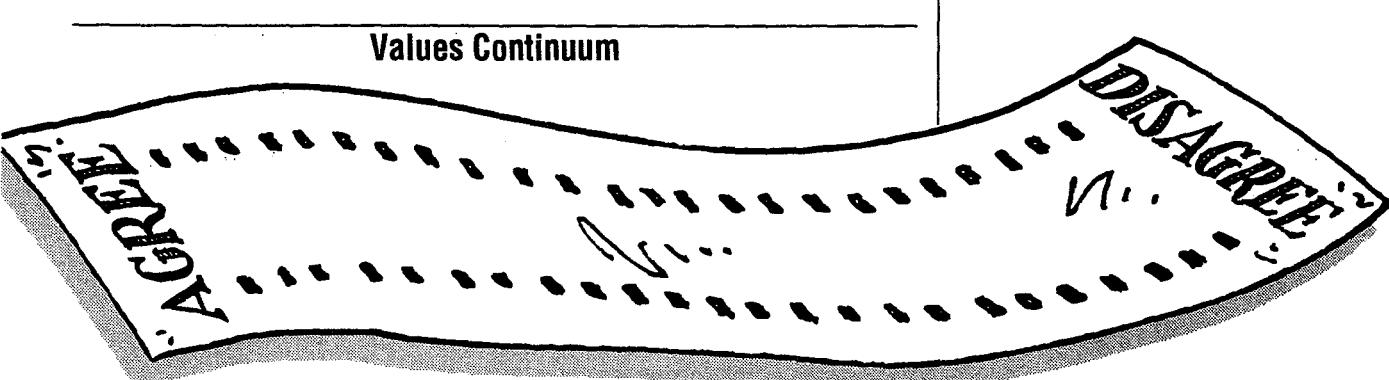
This activity uses a value continuum where you physically move to show your feelings about something. In this activity, the questions relate to parenting and the expectations of mother and father.

Materials: Eight feet of shelf or other kind of plain white paper; markers

Steps:

1. Lay the paper flat on the floor or attach it to the wall. With a marker, label as illustrated:

Values Continuum



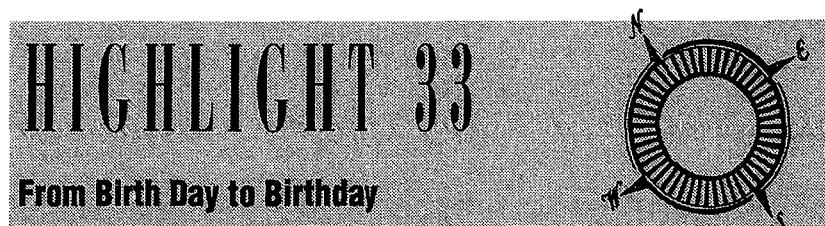
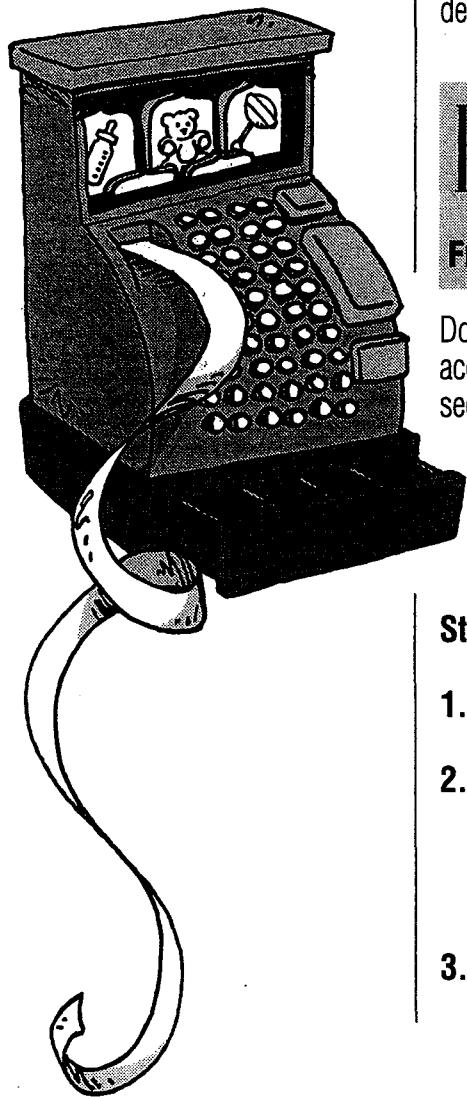
DISAGREE

2. Explain that each set of dots on the 8 feet of paper represents a **position** between "agree" or "disagree." A **position** represents how you feel about a statement. You either agree strongly, disagree strongly or decide that your feelings are somewhere in the middle.
3. Select one person to volunteer to read the statements aloud.
4. As each statement is read, move to the place on the continuum that corresponds with your feelings about the statement. Move away from the continuum after each statement.
5. Continue this procedure for as long as the group wishes.
6. Take some time at the end of the activity to give your reason for taking your chosen position on some of the statements. This is optional, of course, as anyone has the choice to pass on any exercise.
7. Make up a set of your own statements and proceed again with the values continuum.

Statements:

- A.** Fathers are made, not born.
- B.** An infant doesn't care whether the person holding it is a man or woman.
- C.** Caring for a child should be a choice, not a duty, for both mothers and fathers.
- D.** Boys should play with dolls as a way to learn loving and handling a baby.
- E.** It's okay for a mother to work and a father to stay home to care for the children.
- F.** Fathers should "roughhouse" with their children, but mothers should not.
- G.** Fathers can comfort a child as well as mothers.
- H.** Father's Day is as important as Mother's Day.
- I.** If a child lives with only one parent, the parent should always be the mother.
- J.** A father can be just as good at parenting as a mother.

You can get even closer to the reality of parenting by doing **Highlight 33 – From Birth Day to Birthday**. The topic is money and the monetary decisions you need to make when a baby is born.



Do you have any idea what it costs to have a baby? Expenses differ according to people, hospitals and location. It may be quite a surprise to see how all the costs add up.

Materials: Scratch paper, markers and other resources such as catalogs (You will also need to gather some current hospital and doctor fees.)

Steps:

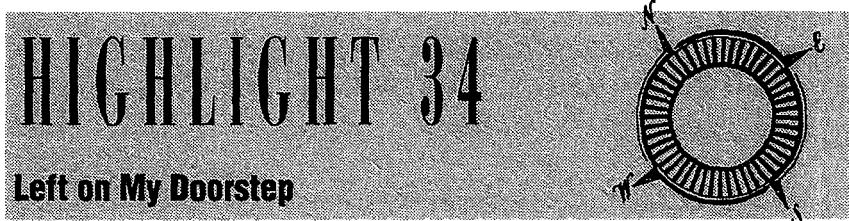
- 1.** Look at the items below that are most often included in the cost of having a baby.
- 2.** Working as a group, estimate what you think each of the items will cost. Keep in mind that this is for only one year of the child's life. You will need to use the scratch paper and the markers to figure out cost of some items. You may have quite a list when you begin to estimate the cost of nursery furniture and equipment or baby's clothing.
- 3.** After you have finished your estimated list, have each group member decide which item to price and where that information may be found.

You might call a doctor or health insurance agent, ask your parents, look in books, visit a store, browse through newspapers or catalogs. This will take some research outside your meeting, but it is well worth the effort. Combine the results of your research and establish an estimated cost.

4. Take a few minutes to think about and discuss the budget. What could you do instead of buying new baby clothes? Instead of paying for child care? Instead of using a private doctor? How else could you cut costs?

Hospital bill (average room stay, lab work, delivery room, nursery fees)	\$ _____
Pediatrician fees (birth to age 1)	\$ _____
Maternity clothes	\$ _____
Baby's clothing	\$ _____
Food, including baby bottles	\$ _____
Nursery furniture and equipment	\$ _____
Child care	\$ _____
Toys	\$ _____
Diaper expenses	\$ _____
Other	\$ _____
Total	\$ _____

Practice makes perfect, or so the saying goes. You can fine-tune your parenting skills by doing **Highlight 34 – Left on My Doorstep**. Don't laugh just because the "baby" is an egg. This exercise will just *begin* to give you a notion of how much tender, loving care real babies need.



Suppose a baby were to come into your life right now. What would you do? Here's a chance to find out what parenting is all about.

Materials: One raw egg (in the shell) for each person, markers, colored paper or scrap material, scissors

Steps:

1. Select a time period (3-5 days works well) to participate in this exercise. You may do it as an individual or group, at a club overnight, a trip to camp, or the week(s) between your club meetings.



- 2.** Select one egg to be your "baby." If you wish, make your baby "yours" by giving it a name, drawing a face and making it some clothes and a bed.
- 3.** Here are the baby care rules: "You are about to receive your very own little 'baby' egg. For the selected time period, you will be totally responsible for your own little bundle of joy. That means that you have to keep it warm and dry and protect it from mishaps. It means you have to know where it is at all times. (No fair leaving it in the refrigerator, or in your locker or in your car – you have to treat it as if it were really a baby.) Actually, this will be a lot easier than having a real baby, because you won't have to feed it, change it or get up with it in the middle of the night! You must also take it with you wherever you go, unless you are willing to hire a baby-sitter. If you have a baby-sitter, make sure he or she treats your egg as you would. If you have chosen to be a 'parent' between your club meetings, you must take your 'baby' to school and give it the attention it demands."
- 4.** If you are doing this as part of a group, discuss some of the following questions after you have completed the exercise. Otherwise just consider them on your own or discuss them with parents or friends. Document your conclusions.

Questions:

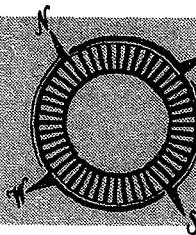
- How did my "baby" change my regular daily routine?
- How am I feeling about my "baby?" Do I have negative or positive thoughts?
- Do I see myself as a real parent now? Five years from now? Ever?
- Was there a reaction from my friends or family that I found difficult to handle?
- What did I learn from this exercise? Does it change my plans for my future?
- These "egg babies" were all presumed healthy. What if my baby was handicapped or disabled in some way? How would that affect my attitude, my budget, my time and my energy?

Finally, there are decisions being made every day by young people who are faced with becoming parents before they want to be.

Highlight 35 – Bonnie, Age 16 poses a common situation. Like Bonnie, one million teenage women become pregnant each year. Put your knowledge of parenting to work to plan some alternatives for Bonnie.

HIGHLIGHT 35

Bonnie, Age 16



Do you know a Bonnie? She's a composite of thousands of young women.

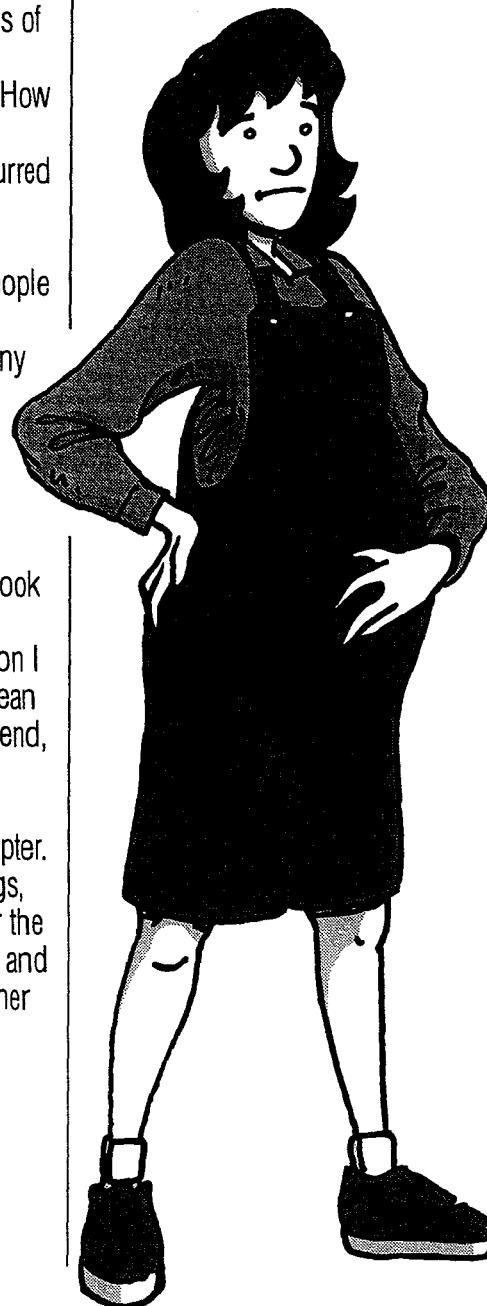
Steps:

1. Read Bonnie's situation below.
2. Review the decision-making process outlined at the beginning of Part Two of this chapter, and apply it to Bonnie's situation.
3. Discuss Bonnie's alternatives. Is this an unwanted pregnancy? What are her choices now? What are the advantages and disadvantages of each choice?
4. Think about the situation from Bonnie's boyfriend's perspective. How would you feel? What are his choices?
5. Call your local health department and find out how many births occurred to adolescent mothers in your county or state last year.
6. List the reasons why sexually active young people might not use contraceptives regularly. Seek out the opinions of other young people and of professionals who work with pregnant adolescents.
7. Do you agree or disagree with Bonnie's reasons? Do you know any pregnant teens (no names)? If so, share their stories about the circumstances surrounding their pregnancies.

Situation:

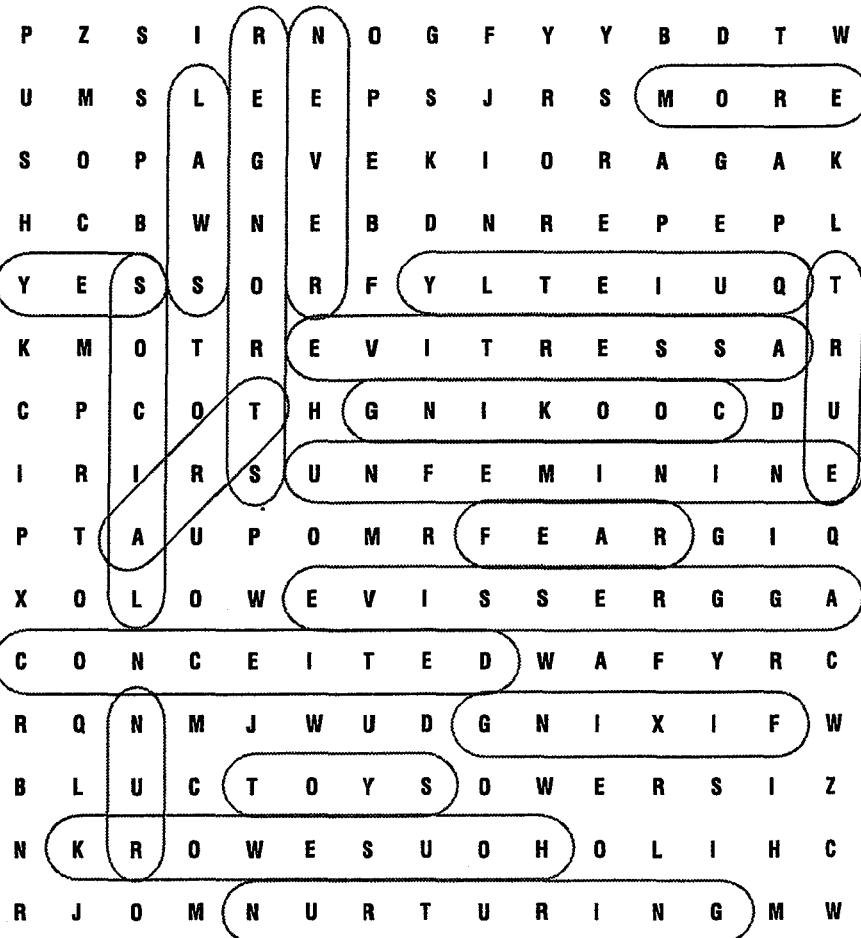
"We really didn't have any information on being effective parents. I took sex education but didn't learn how to be a parent. I knew about birth control and all that stuff. But I got pregnant anyway. I mean the reason I wasn't using birth control was, well, I was a little scared. It would mean that I was a 'bad girl' if I admitted that I was having sex with my boyfriend, and I just felt guilty about that, so I just didn't use it."

You have had a chance to practice a lot of decision making in this chapter. Of course, you make decisions every day on many, many other things, besides the important personal relationships in your life. Remember the process is the same, only the facts and feelings differ. In the Choices and Decisions Reflection project, you can apply this process to some other relationships and situations.



SOLUTIONS TO HIGHLIGHTS

HIGHLIGHT 18 SEARCH FOR STEREOTYPES



HIGHLIGHT 24 MYTHS AND TRUTHS ABOUT SEXUALITY

- | | | |
|-----------|-----------|-----------|
| A – Truth | E – Myth | I – Myth |
| B – Myth | F – Myth | J – Truth |
| C – Myth | G – Truth | K – Myth |
| D – Myth | H – Truth | |

HIGHLIGHT 25 SEXUALLY TRANSMITTED DISEASES

Column A

1. Sexually Transmitted Diseases
2. Bacteria, fungi or protozoans
3. An effect of STDs
4. Safe sex
5. HIV/AIDS

Column B

- A. The cause of STDs
- B. Almost always acquired through sexual contact
- C. Death
- D. Sterility
- E. Minor symptoms
- F. No exchange of body fluids
- G. Serious because the body's natural immune system becomes unable to fight infection
- H. Syphilis, Gonorrhea, Chlamydia, HIV/AIDS, Herpes, Chancroid
- I. STDs

Put a check (✓) in the box before any of the words or phrases that list a way the HIV/AIDS virus could be contracted (As of 1996).

- sweat
- sitting next to an infected person
- kissing
- shaking hands
- to an unborn child through its mother
- sharing syringes (needles)
- sitting on a chair an infected person has sat in
- using bathrooms open to the public
- blood transfusion
- in the same classroom
- hugging
- sexual intercourse with an infected person

HIGHLIGHT 26 MATCH UP THE FACTS

- | | | | | |
|-------|-------|-------|-------|--------|
| 1 - F | 3 - D | 5 - E | 7 - G | 9 - I |
| 2 - B | 4 - A | 6 - C | 8 - J | 10 - H |

CHAPTER 4

MAPPING MY WAY

*"Think not of yourself
as the architect
of your career
but as the sculptor.
Expect to have to do a
lot of hard hammering
and chiseling and
scraping and
polishing."*

— B.C. Forbes

A direction for the future? Who needs it? What is the future? Tomorrow? Next week? Next year? Five years from now? Twenty years from now? — Of course, the future includes all of these.

You probably already have a picture of what you want in the future, and now is the time to start bringing it into focus. Wherever you want to be on the economic scale, whatever way of life you choose, it's up to you to take the lead. This is the time to try out some ideas, make decisions and set goals.

Mapping My Way is designed to help give you some direction in planning for both immediate and long-term work experiences. It will provide opportunities for you to look at some of your feelings about work and education, raise your awareness of some career possibilities, acquaint you with some facts and offer some options for action.

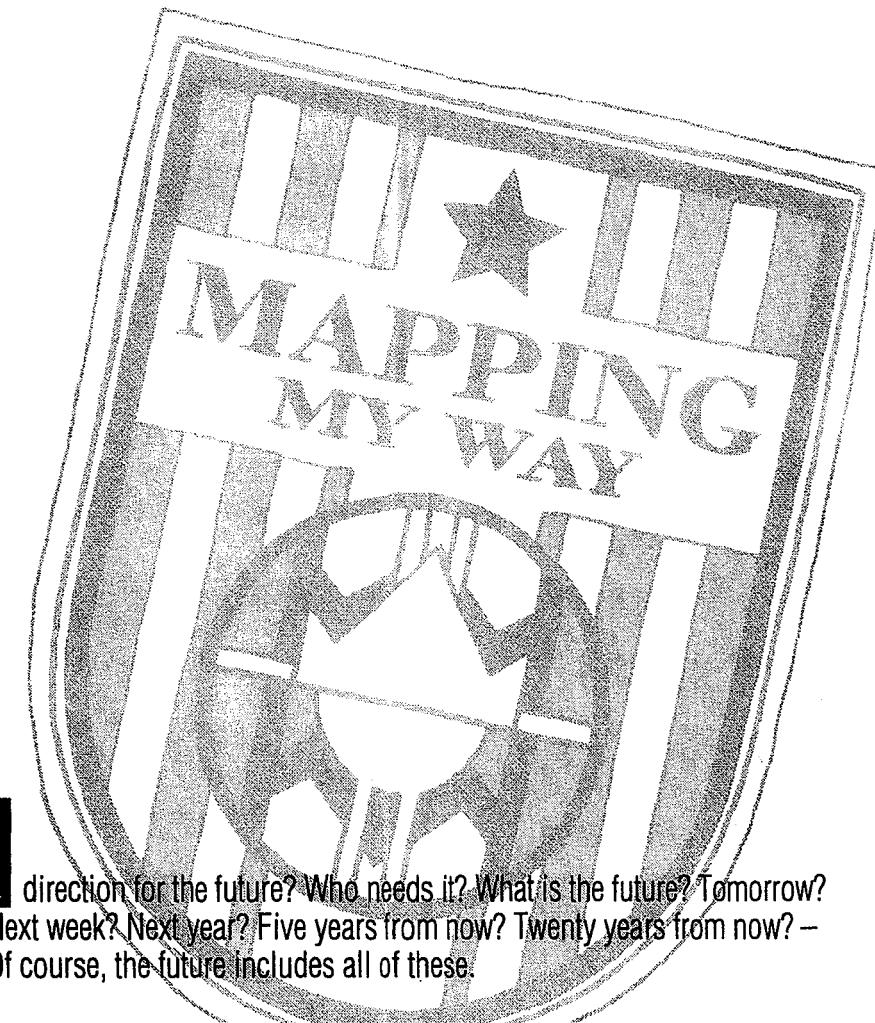
There are three parts to Mapping My Way:

1. A Look at Myself: Road Signs for the Future

Work is certainly not all of life. But if you enjoy your work, whatever it might be, all the other parts of your life can be more satisfying. In this part, you can consider how work relates to your talents and values.

2. Employment Know-How

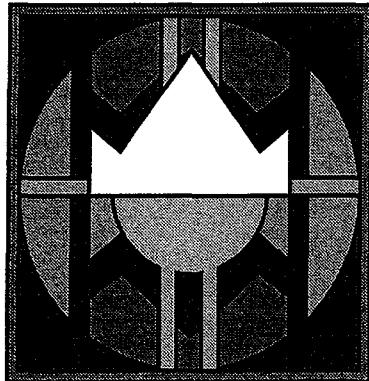
Getting a job you really want calls for some careful preparation. Activities in this part will give you practice in applying for a job, whether it be with a neighbor who wants some work done or the personnel director of a large corporation.



3. Career Decisions: Profiles for Practice

Here you have a chance to practice making decisions for two young people, Alisa and Austin. Neither Alisa or Austin are exactly like you; but many of the decisions they must make are the same.

All three parts offer choices and can be done in a group or individually. You may choose to work through the chapter in its entirely or you may select specific activities to explore. Completing some activities in this chapter could lead you into a Reflection project.



REFLECTION – MAPPING MY WAY

The Mapping My Way Reflection project is a way to draw together the many ideas in the chapter. Though the project is optional, it is a **requirement** for earning the Wohelo Award.

This Reflection project is symbolized by sun, water and the rainbow. However, in this recognition emblem, the center and dominant symbol is the symbol for mountain – striving for higher places.

How to Do This Reflection (See Chapter 6)

- 1.** Enlist the help of an adult to guide and advise you on your project. This could be a club adviser, a career consultant, a teacher or any other adult with whom you feel comfortable.
- 2.** Decide what form of reporting and documenting you will use during your work. Suggestions are posters, notebooks, journals, photographic displays, slides, videotapes or any other method you prefer.
- 3.** Choose and complete at least *one Highlight* in Part One, Road Signs, and Part Two, Employment Know-How, in this chapter.
- 4.** Develop an action plan for **Option #1** or **Option #2** showing what you will accomplish, how you will accomplish your work and how you will decide that you have accomplished your goals. **Use the Action Plan Guide** or another system of reporting that you design.
- 5.** Carry out your plan. Feel free to alter or change your original plan, if necessary. Check with your consultant or adviser about these changes, and spend some time reviewing your accomplishments when you complete the project.
- 6.** Celebrate the completion of your work by sharing your accomplishments with your parents, club, adviser, consultant or other interested persons. Have your council order your award.

OPTION #1

Part One: A Look at Myself: Road Signs for the Future

Complete a Torch Bearer in Community Involvement. Choose activities that will help you learn about careers in that field, what you need to do to prepare for a career, and how satisfying such a career would be to you.

OR

Complete two of the following eight activities:

- 1.** Select five different areas of interest that might be possible career choices for you. Investigate the basics of at least *three* of your selections. Document your findings using the medium of your choice. Apply your own values and personality skills to each one of them. Learn about the kind of work you would do, working conditions, salary, hours, fringe benefits, personnel policies, job security, opportunity for advancement, chance of relocation, skill training necessary, education required. If possible, use a computerized job file to help you. Your school counselor, local college or state employment service may be able to help you find such a system.
- 2.** Make arrangements to spend at least one day "shadowing" a person engaged in a career of interest to you. Summarize your impressions on paper.
- 3.** For a minimum of 16 hours, serve as a volunteer in a field of work that interests you. Keep a record of the contacts you make.
- 4.** Take a computerized career interests test that matches your interests and aptitudes with various career options. Your school counselor should be able to help you. Spend some time talking with a counselor or academic adviser about the results of your test and what is suggested for your future career map.
- 5.** Become self-employed for at least one month. Take an inventory of your skills, interests and needs. Develop a list of part-time or short-term jobs that you would be willing to do to increase your experience or your money resources or both. These jobs could be volunteer or paid. Choose at least one from your list and try your hand at it. Be sure to learn about any laws or regulations that affect your work. Suggestions include landscaping services, party help, making and selling a hand-craft item, selling home-grown produce, child care, car waxing, house painting, plant or pet care. If you charge, seek some advice on fair fees. Figure out ways to do your own advertising. Keep a record of your earnings and what you have learned.
- 6.** Spend several hours talking to persons whose opinions you respect. Ask them for advice on your future career directions. People to ask

*"I do not know anyone
who has gotten to the
top without hard work.
That is the recipe.
It will not always get
you to the top,
but it should get you
pretty near."*

– Margaret Thatcher

*"Every calling is great
when greatly pursued."*

– Oliver Wendell Holmes, Jr.

include: your parents, other family members, older brothers or sisters, spiritual leaders, teachers, Camp Fire leaders or others. Take notes and compare them later with your own ideas.

7. Select one career field or occupation that interests you. Find out what skills and training or education you would need to enter this field. Perhaps you need to go to college or technical school. Maybe an advanced degree is required. It may be that you could receive on-the-job training as an apprentice. Talk to your club adviser, parent or other adult about your ability to enter this field. Do you have the resources for the required education, aptitude, time and other criteria?
8. Other activity of your design. Please document.

Part Two: Employment Know-How

Complete three of the following eight activities:

1. Contact a public or private employment office or a personnel director. Learn the restrictions relating to personal questions on employment application forms or in interviews. If possible, get a list of the questions that are not legally permitted.
2. Many employers request that you take some kind of test before they consider you for employment. Contact several businesses, career centers or employment agencies and ask if you can obtain some sample tests. Examples: proficiency tests, skill tests or drug tests. Become familiar with these tests.
3. Gather at least three employment-related forms that you will probably have to deal with sometime in your life: U.S. Individual Income Tax Return (1040), Employee's Withholding Allowance Certificate (W-4), a state or city income tax form, job application, a medical or life insurance application form. Practice filling them out. Keep them for future reference.
4. Collect information about a variety of short-term and part-time jobs. You may get this information from community publications, employment offices, libraries, shopping center bulletin boards, not-for-profit youth agencies, newspaper classified ads, temporary help agencies, friends, relatives and neighbors.
5. Work with other Horizon members, Teens in Action or clubs at school to plan and conduct a job fair where employers with jobs and young people needing jobs can meet. A school counselor can give you advice on this activity.

- 6.** Visit an office of your state unemployment service. Learn why some young people have trouble finding employment.
- 7.** Ask at least three people for letters of reference that you can use when applying for a job. Think of people who have seen you perform some tasks, such as the day camp director if you have been a day camp aide, or your Horizon adviser. Keep these letters on hand and ask for more from other people as you expand your work and work-related experience.
- 8.** Other activity of your design. Please document.

Part Three: Career Decisions: Profiles for Practice

Complete one out of the following three activities:

- 1.** Complete the profile of Alisa, then prepare a resume and cover letter for her.
- 2.** Complete the profile of Austin, then prepare a resume and cover letter for him.
- 3.** Adapt the profile and call it "All About Me." Rewrite the planning sheets to fit your own circumstances.

OPTION #2

- 1.** Develop and carry out a plan to further explore the basics of at least three career fields that interest you. Include a method to apply your personal values and work values to each field you choose.
- 2.** Meet some people, in person or through their work, who have made a significant contribution to each of the three fields. Write in-depth profiles of these people.
- 3.** Gain some personal experiences in each of the three career interest fields. This could happen by volunteer or paid work. You might "shadow" or follow a person on the job for several days.
- 4.** Apply the activities in part two of this chapter to your three career areas.

"The quality of a person's life is in direct proportion to their commitment to excellence, regardless of their chosen field of endeavor."

—Vince Lombardi

"The single best investment in your future is not your career choice, but your character. Building character is like assembling an orchestra. Your choice of instruments determines the music you create.

What actually comes to you in life is the effect of your atmosphere, attitude and your actions."

*— Melissa Cocks
Spokane, Wash., age 16
Inland Empire Council
of Camp Fire*

Part One: A Look at Myself: Road Signs for the Future

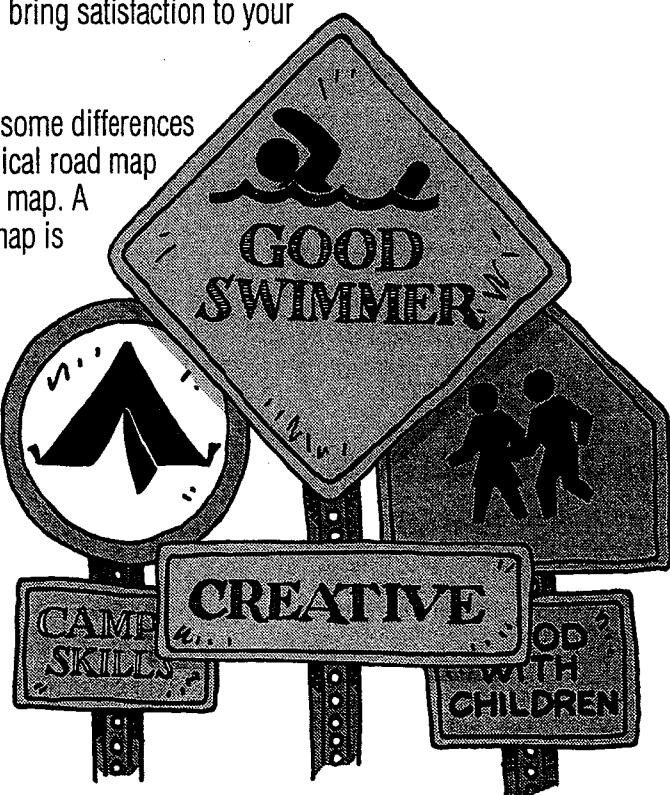
Have you already thought about some of your career or job choices? You may be one of the few people who have known for some time what you want to do. Then again, you may be someone who is just beginning to think seriously about your future career goals.

You may also be wondering how your career choices might affect your lifestyle. Or how your lifestyle might affect your career. It's good to wonder, and this is the time to do it. But do more than wonder; begin to identify your directions now. Bring your personal horizon into focus.

What if you see your future without "work" in the sense of being employed on a job? Perhaps you plan to be a homemaker and/or parent. Those are careers that need planning and preparation, too, and along the way, paid employment may be a means of reaching your goals.

You might look at your future — your horizon — as you would a road map. You consult a road map when you are not sure how to get from one place to another. It acts as your guide by showing the most direct route, things of interest along the way and where hazards are located. By applying a little math, you can estimate the time of arrival at your destination. So it is when you map out your plans for your future. Your career choices, whether they be many or just one, are helped along by the road signs you develop yourself, the guidance you accept along the way, and the work experiences you gather. Road signs that guide you relate to what's important to you and what will bring satisfaction to your life.

There are, however, some differences between a geographical road map and a personal road map. A geographical road map is clear and exact and changes little from year to year. Your personal road map will change often as you progress and make new decisions. Your destination may also change many times, but the map is still important to guide you through your journey.



Values

What's really important to you? What will be the road signs along your way? Time is one of those signs to watch out for. How you spend your time and the value you place on it can help develop some career directions that might be right for you. Also, learning how to manage your time can help you learn how to manage your life. **Highlight 36 – One Week of My Life** can help you do this.

The illustration features a large, tilted weekly planner titled "WEEKLY PLANNER" at the top. The days of the week are listed vertically: SUNDAY, MONDAY, TUESDAY, WEDNESDAY, THURSDAY, FRIDAY, and SATURDAY. Each day has a horizontal line for notes. A pencil lies diagonally across the planner. In the top left corner, there is a dark rectangular box containing the text "HIGHLIGHT 36" in large letters and "One Week of My Life" in smaller letters below it. To the right of the box is a circular clock face with numbers 1 through 12.

You have 168 hours in one week. How do you spend them?

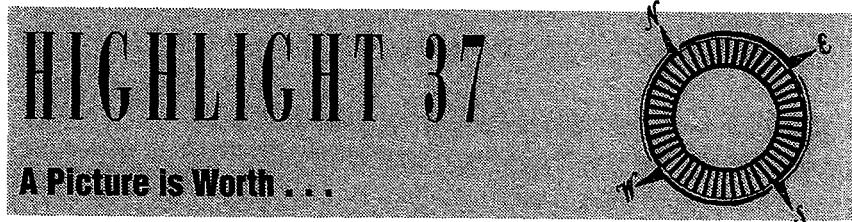
Materials: Pencil or pen

Steps:

1. For one week, record on the form below the hours you spend each day in each activity.
2. Circle the activities that take up a lot of your time. Could they be possible career-related activities?
3. Does your use of time now relate to what you think you want to do in the future?
4. Is there "private time" and "fun time" for you? Are you always in a hurry? Do you need to manage your time better?
5. Talk with others about your different time priorities.
6. Fill in the chart again with your "ideal" week. If you could "call all the shots," how would you spend your time? Why?
7. Also consider how your time priorities differ from your other family members. Is this a source of conflict in the family? Why or why not?

Activity:	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Sleeping							
Eating							
School							
Studying							
Hobbies, Interests							
Grooming							
Physical Activity							
Spiritual Activities							
Helping Others							
Social Activities							
Watching TV							
Helping Around House							
Working							
Other							
Other							
24 hours X 7 = 168 hours per week							

You can see how your values direct who you are and what you do. At the same time, you can learn about the values of others by observing what they do, what they say and how they spend their time. **Highlight 37 – A Picture is Worth . . .** is another way to get an understanding of what's important for you.

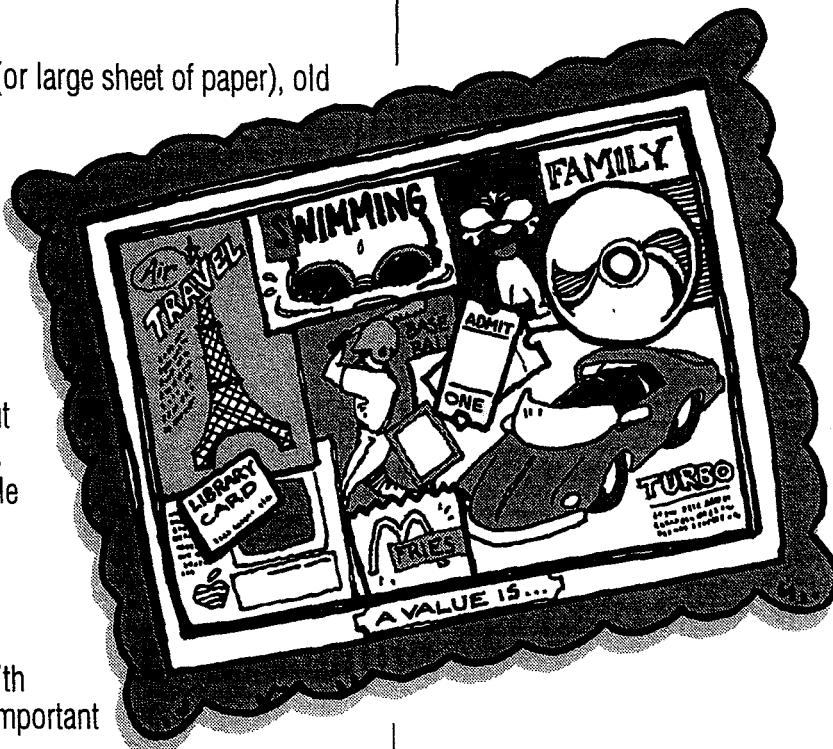


Values and feelings go hand-in-hand. Sometimes a visual picture helps more than a mental picture.

Materials: Glue, scissors, cardboard, (or large sheet of paper), old magazines, colored markers

Steps:

1. Take a few minutes to think about what is important to you, places you like to go and ways you spend your time.
2. Go through the magazines and cut out pictures, words and symbols that will tell a visual story about you. Assemble a collage using all (or part) of the clippings you selected.
3. If you prefer, you may draw your own picture to tell the same story.
4. Share your picture or collage story with others. Talk about what you think is important in your life.
5. Then ask: What did I learn about myself? Does what I learned suggest any possible careers for me? Does anyone else I know share my likes and dislikes? Are there definite value differences? Is that okay?
6. List some things you discovered about yourself that might start you thinking about career choices.



Values are part of what helps you make decisions about who you are and where you are going. In this chapter, there are road signs along the way to your career destination.

What is the source of those values related to work and how you want to spend your life? Some of your values are learned from the words and actions of your parents or guardians. Some come from spiritual teachings

and from what important people in your life say and do. Some are a result of your friends' influences. Some are related to the influence of television, movies, music and commercials.

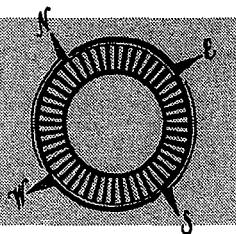
Many people will tell you what your values related to work and a career should be. Often, after some thought, you will accept these values as your own. Other times, you carefully and conscientiously choose some values that are different from those of people around you.

If you were working now (and maybe you are), you would be (or are) regularly applying your values. How you react to various work situations depends on your values that relate to each one. Sometimes it's hard to imagine what kind of situations you will face in the world of work.

Highlight 38 – Working Ways will help you sort out what's really important to you.

HIGHLIGHT 38

Working Ways



Many work situations are totally acceptable to some people and unacceptable to others. Determining your values regarding work moves you another mile along your map and brightens your horizon.

Materials: Pencil or pen

Steps:

1. Read over the eight work situations. Notice that each one has a letter code: A, B, C, etc.
2. Decide how you feel about each situation. Would you want to work at this kind of job or with this type of employer? Why? Why not?
3. Now list the positive and negative factors in each situation. Then rank the situations. If you absolutely want to live in the same town all your life, you may rank situation H #1. If you feel only a little less strongly about how your raises are determined, rank situation A #2. Proceed in this numbering order as far as you choose to go.
4. Talk about the exercise with others in your group or with an adult.
5. If you have a specific job in mind, ask a potential employer if any of the situations outlined relate to that kind of job.



WORK SITUATIONS

- A** How would I feel about a job where everyone got the same raise regardless of how well they performed?
- B** How would I feel about selling a product that I have never used because I don't believe in it?
- C** How would I feel about a job that required me to handle twice the work load I was hired to do?
- D** How would I feel about a job where the employer told me what I could and could not wear to work?
- E** How would I feel about an employer who expected personal favors in return for job advancement?
- F** How would I feel about a job that paid a fabulous salary, but kept me away from my family a lot of the time?
- G** How would I feel about a job where I had to follow a very strict time schedule?
- H** How would I feel about a job where I was likely to be transferred around the country?

RANK

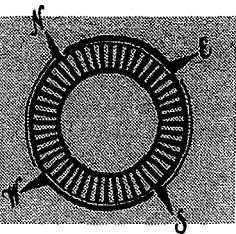
A _____ **C** _____ **E** _____ **G** _____
B _____ **D** _____ **F** _____ **H** _____

Personality

Another important road sign along your way to your horizon – your future – is your personality. Your personality has been forming for many years. Now is the time to consider how it may fit with certain career options you may be considering. Do you like to be with people? Do you prefer to work with things? Are you challenged by ideas? Do you want to be in charge or be part of a team? All of these qualities mean that some jobs will be more satisfying to you than others. A good way to find out information about your personality is to take one of the many personality tests. Objective personality tests ask many questions about personal preferences or social skills in an effort to assess traits or motivation. Two of the most popular are the Myers Briggs Type Indicator Test and the Minnesota Multiphasic Personality Inventory. **Highlight 39 – Personality Search** gives a partial list of personality characteristics that may relate to career choices.

HIGHLIGHT 39

Personality Search

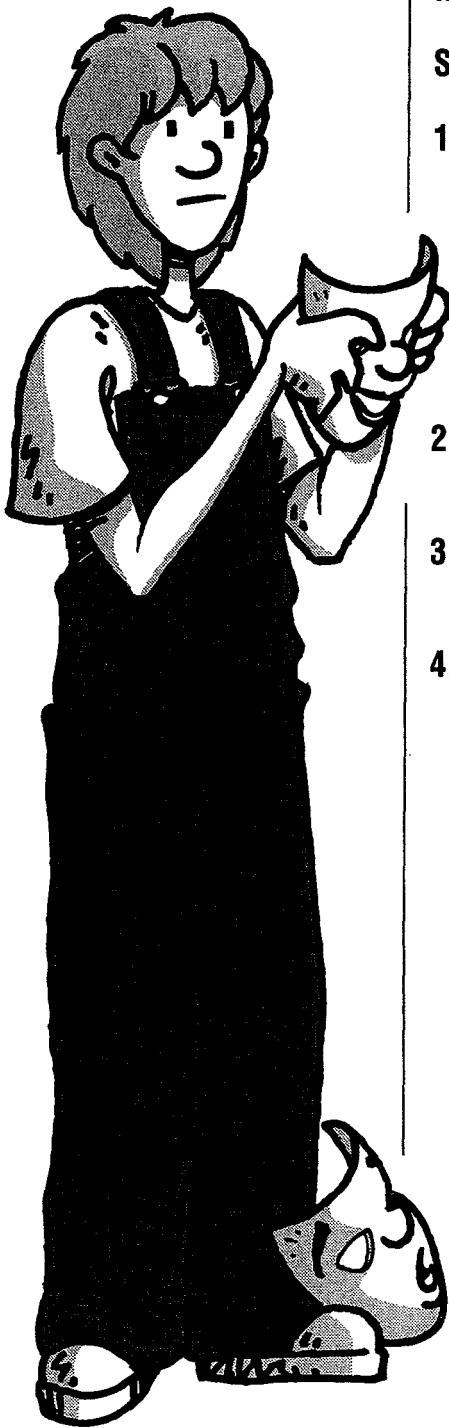


Identifying something about your own personality can narrow your career choices to a realistic few. Don't worry if you cannot make a definite decision. A direction is what you are looking for.

Materials: Pencil or pen

Steps:

1. Read each of the statements below. In the blank on the left, jot down how you feel the statement applies to you. You might want to rate the level of your agreement 1-5. Or you might want to use this code:
DA It **doesn't apply** at all; I'm just the opposite.
ST It applies **sometimes**, or I'm a little like that.
AV I'm **average**, like most people I know when it comes to this quality.
DF It **definitely** applies to me; I'm strong in this quality.
2. If you wish, share your answers with others in the group, with a parent or other trusted friend or adult. Find out if they see you in the same way.
3. If you discover something you feel you want to change, set down a plan of action to develop the qualities you want. Again, a trusted parent or friend can help you.
4. Ask one or more people who are employed whether or not some personality characteristics are essential for their type of work.



Statements

- A. I enjoy being with people.
- B. I am a competitive person.
- C. I get along easily with diverse people.
- D. I am happy and positive about things.
- E. I do not have much patience.
- F. My feelings get hurt easily.
- G. I remain calm in emergencies and crises.
- H. I am organized.
- I. I don't mind if I have to work long hours.
- J. I like to be given responsibility.
- K. I can figure out a problem when others fail.
- L. I often make the decisions when I am with my friends.
- M. I am sensitive to the feelings and ideas of others.
- N. I am interested in other people.
- O. I like to work with things, more than ideas.
- P. I am challenged by idea problems.
- Q. I like to be outdoors for work and play.
- R. I like to work on a task with others rather than alone.
- S. I try to have a lot of time when I can be alone.
- T. I am an observant person who remembers what I see.
- U. I would rather be a follower than a leader.

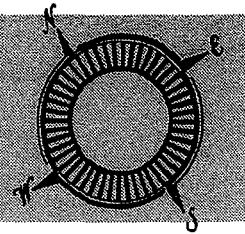
Skills

Skills are also an important consideration when you are investigating and making decisions about careers. Often skills you already have are the ones needed in your career choices. They only need refinement and application. On the other hand, it could be that your career choices will mean that you need to learn skills you have never considered or tried. It makes sense to explore those skills before you get too far along in your career plans.

If you want to get a better picture of your skills, try **Highlight 40 – My Own Skills Graffiti Sheet**. Don't forget some of the routine things you do. These are skills and talents and should be counted as something that you have going for you.

HIGHLIGHT 40

My Own Skills Graffiti Sheet

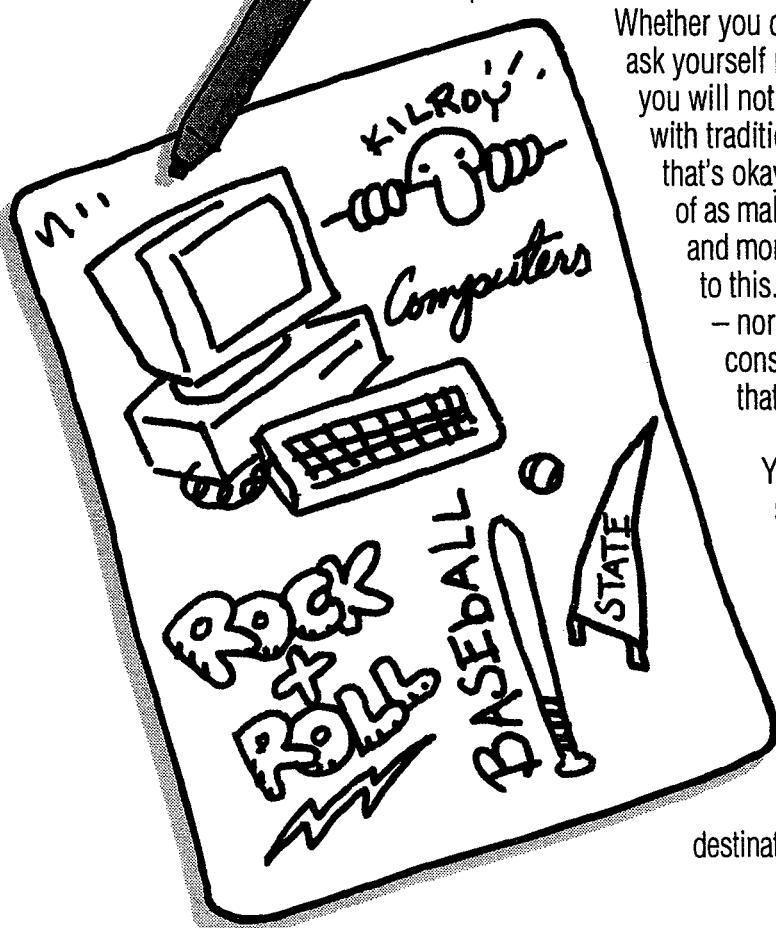


This activity may sound easy but don't be fooled. The hardest thing for some people to do is to admit that they know or can do something.

Materials: Large sheet of paper, markers

Steps:

1. List all the things you can do and things you know about.
2. Don't stop now. Hang the sheet in your room for a week and add new skills as they come to mind.
3. Now look at your list. Are there any groupings of skills and knowledge? What skills and knowledge can be used in the world of work? Do your skills relate to your career interests?
4. Identify where you obtained these skills. Who helped you? Parents, teachers, friends, neighbors, coaches, brothers and sisters, professionals? How did you learn? Books, demonstrations, experimentations, classes, TV? How do you learn best?



Whether you do Highlight 40 or just think about your skills, ask yourself if you have some skills, talents or interests that you will not admit to because you think they are not in line with traditional male or female roles. If your answer is yes, that's okay. Lines between what was traditionally thought of as male- or female-dominated careers are now graying, and more people are doing what they want without regard to this. Male nurses are no longer considered an oddity — nor are women "mailpersons," "chairpersons," or construction workers. The most important thing is that you are honest with yourself.

Your road map to the future may be taking more shape now. Your horizon may be coming into focus. As if it were not hard enough just to build your map, the reality is that you are making a map that goes into an unforeseen future. No one knows for sure what the careers of the future will be. It's safe to say there are many jobs now that won't exist 20 years from now, and there will be some new jobs that no one has yet imagined. It's also safe to say that your destination will change along the way. It is not uncommon

to have five to seven careers (or more) in a lifetime. People often work in one career area for several years and then move to an entirely different one. Some start with a career outside the home, go to a career devoted to family and home, and then have another career outside the home. So don't try to make your road map just as clear 20 years down the road, as it may be for the next month or next year.

Identifying some road signs along the way is still important. With this information at hand, you can keep your future map under some control. If you are already on your way by having a job or career in mind, don't forget the road signs — your values, interests and skills. They can help you stay on the road and not stray too far from your goal of a satisfying life, one created by a bright horizon.

Part Two: Employment Know-How

This part is designed primarily to help you get your first job and begin to create a work history.

When you become a part of the work force, there are laws and government regulations that will affect you. Knowing about these in advance may help you get a job faster and make you a more informed employee.

Down to the Basics

You need a Social Security number. (Check with your parents; as the law states, you must have one by the time you reach five years of age.) All working people must have a Social Security number; you will not be hired without one.

Social Security is part of a government act titled the Federal Insurance Contribution Act (FICA).

Money will be deducted regularly from your wages/salary for your contribution to the Social Security fund. On your paycheck stub or receipt, this deduction is usually labeled FICA. Your employer contributes an amount equal to your deduction for FICA each time. When you retire, or if you are unable to work for a number of reasons, you may receive payments through this fund.

Federal regulations state that young people of certain ages cannot hold some jobs and cannot work more than a certain number of hours. State governments sometimes have additional laws about the kinds of jobs young people may accept. Check with your school counselor or your state employment service regarding employment laws. In some states you must obtain a permit to work if you are under 18 years of age.



*"Being able to secure
a job is vital to
ensuring a productive
and successful future.
Knowing how to start
the application process
and how to present
yourself in a positive
manner increases your
chances of securing a
job and making a
contribution to the
society you live in."*

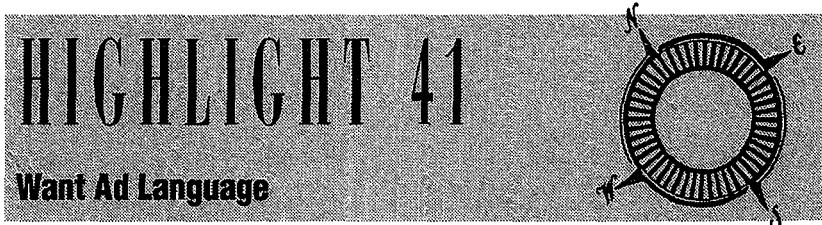
*— Kevin Krauss
Spokane, Wash., age 17
Inland Empire Council of
Camp Fire*

Though there is a minimum wage, you may not always be paid this amount. A minimum wage for employees is guaranteed by a federal law, but some jobs often held by young people may be exempt from the law. Federal laws also may change on this issue.

You will have accident insurance. Employers are required to carry insurance coverage for all employees to pay medical costs if they should be hurt on the job. This is called worker's compensation. Any additional insurance coverage such as medical and life insurance that is offered by some employers is voluntary. Employers offer these benefits to help their employees. Often, you will pay part or all of the costs of this additional insurance coverage.

Where are the jobs? How do you find them? Friends, relatives, teachers, neighbors, clergy, coaches — all of these personal contacts may be your best source of ideas. There are also school placement services, community agencies, government listings, private employment agencies, alumni and trade associations, job fairs and conventions, even the Internet.

Another good source for finding jobs is to check the want ads in the newspapers. There's a wealth of information there, but sometimes it's hard to understand because a special language is used. **Highlight 41 – Want Ad Language** can help you get full and accurate information from a want ad.



Decoding the abbreviations and language that appear in want ads and understanding the qualifications that surround each job can make your job search less confusing.

Materials: Markers and want ad section of the newspaper

Steps:

1. Circle the employment ads that might be of interest to you.
2. Use the list of abbreviations listed on the next page, if needed, as a decoding guide, to understand the ad.
3. Make a list from the ads of any other abbreviations and words that you need to clarify.
4. Identify the different employers. Are some ads "blind ads" with only a box number given for responses or applications? Why are "blind ads" used?



- 5.** Share your selections with friends or other members of your group.
- 6.** Look at the Help Wanted section. Using it as a guide, write your own ad. List your good points, skills, work experiences and salary considerations.

Abbreviations and Special Words

F/T or P/T – Full-time or part-time

eeo – Equal employment opportunity; a policy of employment that does not discriminate against anyone. (In some states, this may be eoe.)

18M or 18K – \$18,000 salary

deg – Degree required

bkgd – Background

aff actn – Affirmative action employer: one who seeks and encourages minorities and qualified women to apply for jobs

m/f – male or female

mgmt – management

trnee – Trainee on-the-job training is given

exp nec – Experience necessary

wpm – How many words you can type in one minute

f/pd – Agency employment fee will be paid by employer

coll grad – College graduate

sal open – Salary has not been set and employer can be flexible

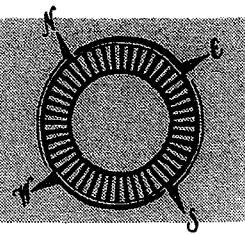
b.d. – Birth date

self-starter – A person with initiative, or one who can work without constant direction

Highlight 42 – The Job Worksheet is very helpful in gathering the information you need for job applications and resumes. This way, you will have the information at hand before you step into that employment office or sit down to create your resume.

HIGHLIGHT 42

The Job Worksheet



If you had trouble coming up with some answers in **Highlight 40** or wish to do some preliminary work prior to developing a resume, try this one.

Materials: Pen or pencil

Steps:

1. Using this blank worksheet, write down the information requested.
2. Organizing this type of information will enable you to fill out an application form or prepare a formal resume.



PERSONAL INFORMATION

Name _____
Birthplace _____ Birth Date _____

EDUCATION:

School	City/State	Date/Grad.	Grade Pt. Average

AWARDS AND HONORS: (Examples include class officer, student monitor, honor roll, Horizon Club President.)

JOB-RELATED EXPERIENCE: (Provide date, company and position or activity and role; start with current or most recent position.)

ACTIVITIES AND HOBBIES: (Examples include swimming, sewing, mechanics, tennis, band, youth group, pep club, computers.)

REFERENCES: (Not relatives)

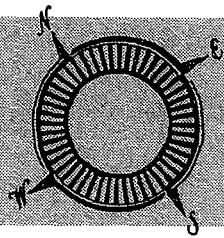
How do you fill out an application or create a resume if you've never worked before? A common statement made by young people is: They all want experience. How do I get experience if they won't give me a job? The answer is to **make the most of experiences you have had**. Maybe you've never been a cashier, but you've been treasurer of the Ski Club for two years and handled the sale of 1,000 raffle tickets last year without losing a dollar. Maybe you've never been a fast food cook but you have volunteered in the camp kitchen for the past three summers. That could be valuable experience for the job market. So take the experiences you have had, and turn them into something you can mention on an application or resume.

Most employers have an application form that all job candidates must fill out. The application form is important and how you fill it out tells a lot about you, or at least a potential employer will think so. Is it neat, complete and understandable?

Before you fill out a job application, be sure to read it first. Most applications ask that you put all requested information in boxed-in areas. The **request for information** is sometimes at the top of the box and at other times underneath the box. It is easy to get confused and start writing in the wrong boxed-in area and have to ask for another application. It's good to avoid this, if possible.

When you are actually filling out an application form, take your time. Be sure you take a driver's license (if you have one), your Social Security number, a pen, your work permit (if needed in your state) and the names, addresses and phone numbers of former employers and personal references. Almost all application forms will ask for this information. **Highlight 43 – The Job Application** will give you some actual practice.

HIGHLIGHT 43



The Job Application

Most job applications ask similar questions, but they may look different and use different words. In any case, you need to be prepared.

Materials: Sample job applications you have gathered from various employers, sample application in Chapter 6, pencil or pen

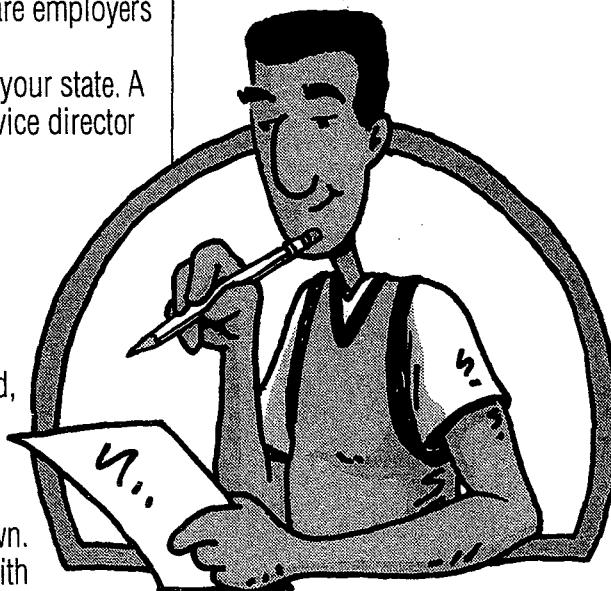
Steps:

1. Collect several job applications from various employers.
2. Practice filling them (and the application printed in Chapter 6) out.
3. If there are words on the applications that you don't understand, look them up in the dictionary.
4. Consult with other members of your group. Get their advice on the best way to phrase things. Discuss the differences in the forms. Does everyone agree on the meaning of the questions? Why are employers asking these questions?
5. Find out if all questions on the applications are legal in your state. A human resource specialist, attorney or employment service director can help you.

The Resume

In order to market yourself to prospective employers, it's important that you develop a resume that briefly outlines your experience, interests and goals. It should be organized, grammatically accurate, attractive and well-written.

There are several different types of resumes. The chronological resume is the most traditional and well-known. It lists everything in reverse chronological order, starting with the most recent experience. Another type is the functional resume which highlights areas of similar strength and consistency. A third type is a combination of the chronological and functional resume. Many books and other resources are available for you to consult. Two examples are **How to Write an Effective Resume** by Bobbi Linkemer, American Management Association, N.Y., 1987, and the VGM **Professional Resumes** series.



Here is an example of a chronological resume:

Deborah Sacilioc Espinosa

Permanent Address:
1234 Fifth Street
Unknown, Washington

School Address:
5678 Ninth Street
Known, Missouri

EDUCATION:

August 1995 - Present	Rockhurst College 1100 Rockhurst Road Sociology and Theology Majors Human Service Minor
August 1994 - May 1995	Missouri Valley College 500 E. College Street Marshall, MO 65340 Human Service Major
June 1994	Henry Foss High School 2117 S. Tyler Tacoma, WA 98405 International Baccalaureate Program

INTERNSHIP:

September 1995 - May 1996	Camp Fire Boys and Girls National Headquarters 4601 Madison Avenue Kansas City, MO 64112-1278 Program and Council Services Department Specialize in Teen Programs and Youth Governance
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EMPLOYMENT:

May 1993 - August 1995	C. I. Shenanigans 3017 Ruston Way Tacoma, WA 98402 Hostess/Busser
November 1991 - August 1994	Sidney Whaley, M.D. 314 Martin Luther King Jr. Way Tacoma, WA 98405

PROFESSIONAL VOLUNTEER EXPERIENCE:

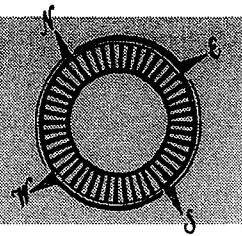
January 1996 - December 1997	Camp Fire Boys and Girls Vice President of Youth Leadership Executive Committee Member Member, National Board of Directors
November 1995 - Present	Volker Elementary After-School Program Work with 20 middle- to lower-income 4th- and 5th-graders who would otherwise be considered latchkey children
January 1994 - December 1995	Camp Fire Boys and Girls Member, Board of Directors
January 1994 - December 1995	Camp Fire Boys and Girls National Nominating Committee Selected Board of Directors for Camp Fire National Board of Directors
July 10-14, 1995	Orca Council Day Camp Camp Counselor Worked with 6 4th- to 6th-grade girls Taught them outdoor skills, helped them become more independent and self-reliant

REFERENCES AVAILABLE UPON REQUEST

Get a jump on your career path. Create your own resume by doing
Highlight 44: The Resume.

HIGHLIGHT 44

The Resume



An effective resume can mean the difference between landing an interview and being passed over. So it's vital that you learn to put your assets and achievements in the most favorable light.

Materials: Information you have gathered relative to your work history, achievements and education, pencil or pen, blank paper

Steps:

1. Study the resume example provided and consult a number of other sources to find out the best way to write your resume.
2. Decide which kind of resume you will use.
3. Following guidelines and examples, create your own resume.

The Cover Letter

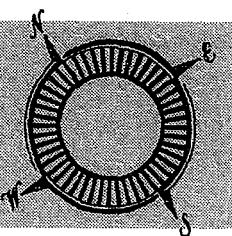
Most experts advise that you never send a resume without a cover letter. As your very first marketing tool, cover letters should serve to positively introduce you to your prospective employers.

Cover letters should consist of three paragraphs (single spaced). The first should act as an introductory paragraph that explains who you are, what position you are seeking, and how you found out about the job. The second paragraph will be your main paragraph and should highlight your accomplishments. This is where you let the prospective employer know how valuable you could be to the organization and how they **must** seek you out. The last paragraph should tell the employer what you can provide for the company, when you'll be available, and/or how you can be reached.

Some experts advise that you specifically request an interview and state when you will be calling to set one up. Create your own cover letter in **Highlight 45**.



HIGHLIGHT 45



The Cover Letter

Start your cover letter with a strong sentence which sets you apart from the many other responses the employer will receive.

Materials: Blank paper and pen or pencil

Steps:

1. Study the cover letter information provided on the previous page.
2. Find an ad in the newspaper or think up an imaginary job you are applying for.
3. Decide what you want to include in your cover letter and jot down some notes and ideas.
4. Compose your cover letter.

The Interview

Most employers want to talk to people before hiring them. This is called an interview. After you set an interview date with a prospective employer, it's your job to prepare appropriately. Here are some of the things you should do: (1) Gather copies of your resume, references, social security number, notebook and pen. Place everything in a professional looking case, ready to bring with you. (2) Practice answering interview questions such as those provided as examples. (3) Learn everything you can about the organization you're going to interview with. (4) Put together a conservative interview outfit (suit for either men or women). (5) Practice positive visualization exercises such as in Chapter 2. Other useful tips include arriving early, greeting your interviewer with a smile, showing enthusiasm, standing (or sitting) up straight, looking your interviewer right in the eye, shaking hands and sending a thank-you note afterward.

Go to the library or bookstore and secure a book on jobs and interviewing. Any one of the following is a good choice: ***The Interview Kit*** by Richard H. Beatty, John Wiley and Sons, Inc., N.Y., 1995; ***Make Your Job Interview a Success*** by J. I. Biegelisen, MacMillan, N.Y., 1994; ***What Color is Your Parachute?*** by Richard Nelson Bolles, Ten Speed Press, Calif. (revised every year); ***The Perfect Interview*** by John D. Drake, Amacom, American Management Association, N.Y., 1991; ***101 Answers to the Toughest Interview Questions*** by Ron Fry, Career Press, N.J., 1994; ***Dynamite Answers to Interview Questions*** by Caryl Rae Krannich, Ph.D., and Ronald L. Krannich, Ph.D., Impact Publishers, Va., 1994; ***Job Interviews Made Easy*** by Jan Bailey Mattia and Patty Marler, VGM Career Books, Lincolnwood (Chicago), Ill., 1995.

Whether it's handled informally in the garage, at the gas station or formally in a big company office with a receptionist, most interviews tell you something about the job. Here's a list of common questions potential employers often ask:

Tell me about yourself.
What do you see yourself doing 5 years from now?
What 2 or 3 accomplishments have given you the most satisfaction?
Do you have plans for continued study? An advanced degree?
How do you work under pressure?
What do you know about our company?
What is your favorite book? What are you reading now?
What would you do if . . . ? (Imagined work situations that test a person's knowledge of the job.)
Why do you think you would like to work for our company?
Why do you think you would like this kind of job?
Are you looking for a permanent or temporary job?
How long do you expect to work?
What are your special strengths and abilities?
What are your weaknesses?
What kind of work interests you?
Why should we hire you for this job rather than anyone else?

Do these questions sound scary? Would you have a ready answer to any one or all of them? And what questions would you ask? Here are a few good questions to ask about the job.

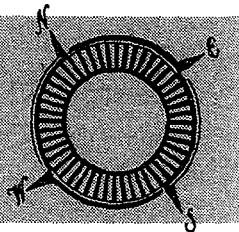
What will my duties be?
What will my hours of work be?
How many employees are there?
Who will I report to?
What are the benefits for employees?
Will I have the opportunity to show initiative? Is there opportunity for advancement?

You may be offered the job right after the interview. If so, would you be prepared to respond?

Practice can make a big difference in your first interview. Try **Highlight 46 – The Interview** and put all these ideas to work for you.

HIGHLIGHT 46

The Interview



Well, here you are at the job interview. It's pretend now, but next time . . .

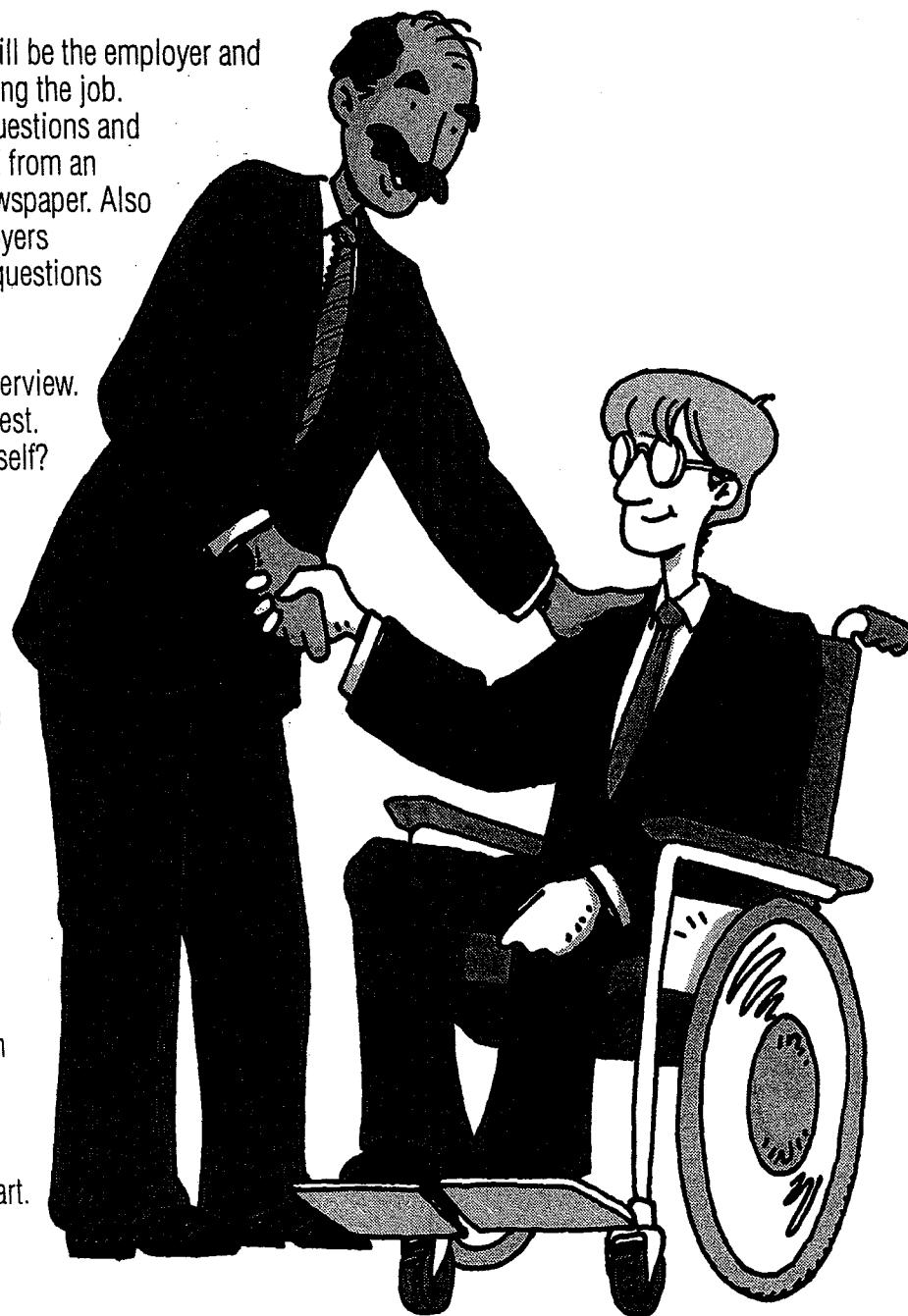
Materials: The employment want ad section of the newspaper, volunteers to assist with the interview questions, camcorder, videotape, VCR, TV and any other props you might want to "stage" the interview

Steps:

1. Select a partner. Decide who will be the employer and who will be the applicant seeking the job.
2. Role play an interview using questions and responses you have developed from an employment want ad in the newspaper. Also use the list of questions employers sometimes ask and the list of questions job seekers should ask.
3. Reverse the roles so you can experience both sides of an interview.
4. Discuss which role you liked best. What did you learn about yourself? Do you need more practice?
5. Videotape your interview. If doing this as an individual, ask others to observe and comment. If working in a group setting, have others in the room point out the positive and negative aspects of your interview.

After you finish your first official interview, you'll feel as if a ton of bricks have been lifted off your back. An interview is a stress-producing experience for most people. But it does get easier each time you go through the process.

Your road map is certainly not yet complete, but you have a good start. Keep up the good work and you'll reach your final destination.



*"Why climb someone
else's corporate ladder
when you can design
your own flight of
stairs?"*

— Laureen Smith
Spokane, Wash., age 16
Inland Empire Council of
Camp Fire

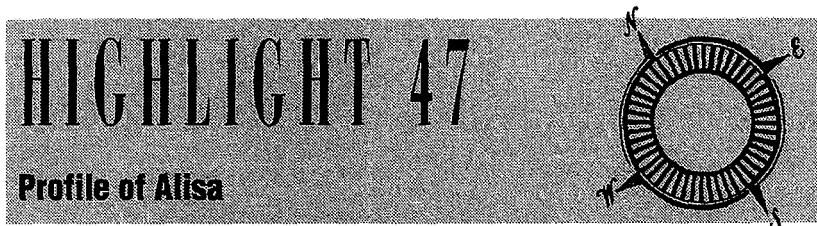
Part Three: Career Decisions: Profiles for Practice

You are about to meet Alisa and Austin. As you get to know them, you will discover their skills, talents, values and personality characteristics. You will learn about their experiences in part-time work, their families, their school activities and some of the community work they do.

The purpose of this in-depth exercise is to involve you in a decision-making process. By helping Alisa or Austin make particular choices and decisions, you can learn similar decision-making steps to apply to your own circumstances. The process emphasizes how you reach the decision rather than what the decision might be.

In both cases, the focus is on a career or work decision that involves working outside the home. This is only one of many decisions that Alisa and Austin will be making as they move from one place in their lives to another. The same considerations may be a part of decisions to continue in school, get married or change jobs.

You may want to complete either or both **Highlight 47 – Profile of Alisa** and **Highlight 48 – Profile of Austin**. Although they are similar, each is unique. The more practice you have at decision making, the better prepared you will be for facing your own decisions.



Try to put yourself in Alisa's shoes. She's at a crucial time in her life and wishes she had planned more carefully before now.

Materials: Pencil or pen

Steps:

1. Read through **Alisa Talks About Herself** (Planning Sheet #1) and **People Talk About Alisa** (Planning Sheet #2).
2. Record your discoveries about Alisa on Planning Sheet #3, **How I See Alisa**.
3. Turn to Planning Sheet #4, **Alisa's Choices**, and help Alisa identify her choices.

ALISA TALKS ABOUT HERSELF . . . PLANNING SHEET #1

I am eighteen and I will graduate from high school in two months. I've done exceptionally well in art, drama and creative writing. I have average grades in languages and history. Classes I elected to take included music theory, health, choir, driver education and public speaking. My extracurricular activities include Drama Club, Student Council, Springvale swim team and the volleyball team. As a freshman, I served as volunteer counselor for the elementary school district outdoor education program.

During my junior and senior years, I worked part-time at the Sunshine Garden Shop. I was responsible for plant maintenance and floor sales. Between my junior and senior years, I was the assistant swim coach and lifeguard (for a summer) for the Springvale Swim Club. I helped train young swimmers and served as a part-time lifeguard during weekends.

While a sophomore, I designed, made and sold macramé plant hangers at the Community Christmas Bazaar.

I volunteered at the Sleepy Hollow Hospital four hours a week writing letters and performing other tasks for patients during my last two years of high school. As a junior, I served as an assistant Camp Fire club leader for a year, helping children plan and carry out projects and field trips. The following year, I worked as a dishwasher at a Camp Fire summer camp.

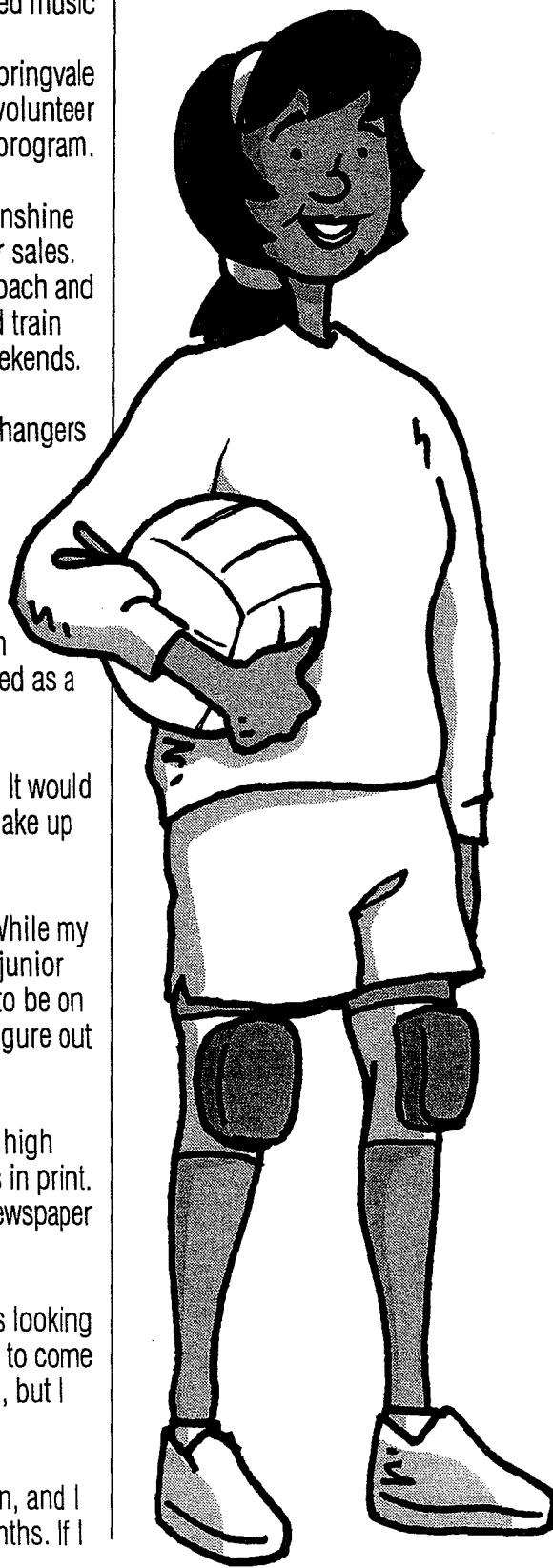
I have been looking for a job where I could use some of my skills. It would only be a part-time job, because my parents are urging me to make up my mind about entering a university in the fall.

I am not sure that I want to go to a large university right away. While my parents would pay most of the expenses, I would rather go to a junior college first, then transfer to a four-year school. I am not ready to be on my own yet. I want to be independent, but I need more time to figure out what I want to do with my life.

I really love all sports. I wrote most of the sports articles for my high school yearbook. I found a lot of satisfaction in seeing my stories in print. I often wonder what it would be like to be a sportswriter for a city newspaper or a television station.

I was talking to Mr. Baker last week, and he mentioned that he was looking for someone to take on the same job I had last year. He asked me to come by and talk with him about it. I liked working at the garden shop, but I would not want to do that forever.

Another thing I am concerned about is how my boyfriend, Austin, and I feel about each other. We have been going out for about six months. If I



go away to the university and he stays home, life will be harder for both of us.

All of a sudden I have all these decisions to make. I wish I had thought about what I wanted to do before now, like earlier in high school when I was a junior or a sophomore. Maybe everything wouldn't be so confusing now. I know my parents want only the best for me, and I don't want to disappoint them.

I don't know what to do!

PEOPLE TALK ABOUT ALISA . . . PLANNING SHEET #2

MOTHER:

Alisa worked very hard in school. She liked creative writing, drama and anything to do with sports. In her senior year she had the leading role in the school play.

SISTER:

Sometimes Alisa would get mad at me when I would make fun of her poetry. I thought some of her poems were dumb, but she said I was just too young to understand what they meant. One of her poems was published in the church bulletin.

FATHER:

I assumed Alisa would follow in my footsteps and become a teacher. There were times when we talked about it. The other day I heard her say that we would all take a trip around the world when she sells her first novel.

MR. BAKER:

I guess the first job Alisa had was at my garden shop. She was so patient with the customers and always had a smile on her face. She has a way with people. Before they knew it, they were telling her all about their plant problems and asking her advice.

A FRIEND:

Alisa talked me into going to summer camp with her. I wasn't sure I wanted to leave home for the whole summer, but Alisa convinced me that I would really love it. Alisa and I became close friends that summer. We still are good friends.

COACH SMITH:

Being on the swim team demands commitment to the other team members as well as commitment to swimming performance. Alisa had both of these qualities. Everyone was glad when she was later hired as the assistant coach.

CAMP DIRECTOR:

Alisa took her volunteer job in the camp kitchen very seriously. She added a spark of humor when activity was rushed and noisy. Everyone appreciated her positive attitude.

GRANDMOTHER:

Alisa and I used to take long walks together. It was great fun. She would notice such interesting things along the way. Alisa always has a kind word to say about others.

HOSPITAL DIRECTOR:

Some of the residents in the hospital are not pleasant to be around. Alisa didn't complain about her work assignments, but I could tell she did not enjoy some of the people. She stopped volunteering several months ago.

HOW I SEE ALISA . . . PLANNING SHEET #3

Personality Characteristics

Skills and Talents

What Alisa values and holds important in her work

Work experience at school and home, community and part-time jobs

Anything else that's important about Alisa

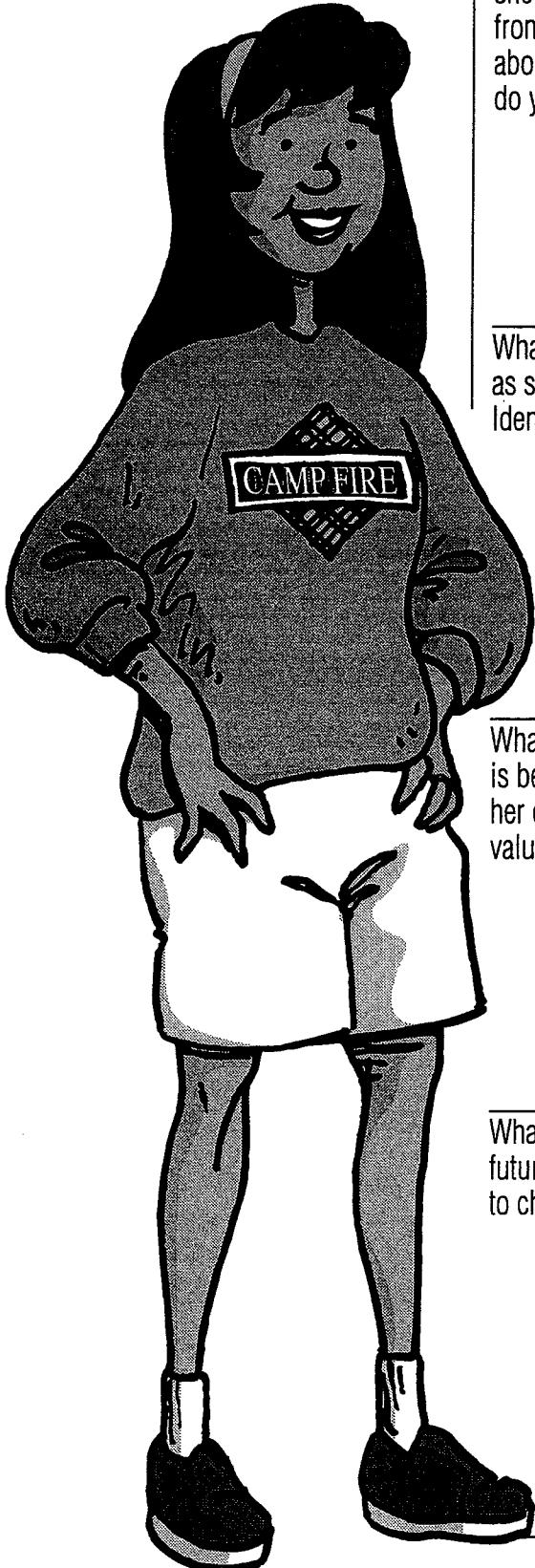
ALISA'S CHOICES . . . PLANNING SHEET #4

Alisa has some decisions to make. As she begins to think about them, she has some alternatives to choose from. Based on what you know about Alisa, what alternatives do you think she has?

What factors are influencing Alisa as she considers her choices? Identify some of Alisa's needs.

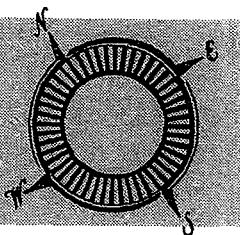
What alternative do you think is best for Alisa, based upon her own road signs – values, skills, personality?

What could happen in the future that might cause Alisa to change her plans?



HIGHLIGHT 48

Profile of Austin



Austin is in a different situation than Alisa is, but he still needs to make decisions. Austin is struggling with one unique fact. He is entering a career area thought of by many people as inappropriate for a male. Whether you are male or female, you may find a similar situation in your own life some day.

Materials: Pencil or pen

Steps:

1. Read through **Austin Talks About Himself** (Planning Sheet #1) and **People Talk About Austin** (Planning Sheet #2).
2. Record your discoveries about Austin on Planning Sheet #3, **How I See Austin**.
3. Turn to Planning Sheet #4, **Austin's Choices**, and help Austin identify his choices.

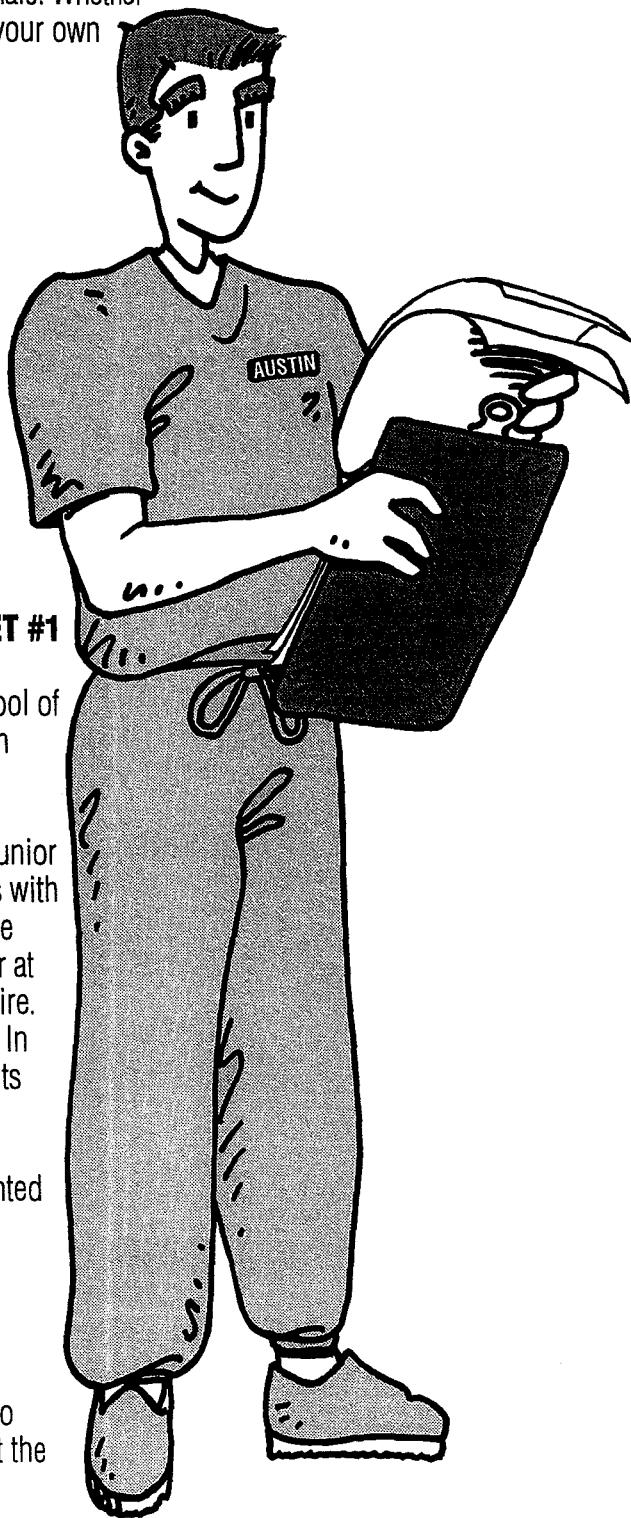
AUSTIN TALKS ABOUT HIMSELF . . . PLANNING SHEET #1

I am 20 and I have just finished a two-year study in the School of Nursing at Westcott Junior College. I went to Westcott Union High School following a general education curriculum.

During high school I worked at Mulvaney Contractors as a junior apprentice during the summers. I worked with various crews with a focus on learning basic building and contracting skills. The following summer I was an assistant to the health supervisor at Camp Rainbow's End – Westcott County Council of Camp Fire. I also served as an American Red Cross volunteer that year. In that capacity, I was responsible for being a trainer for students learning basic first aid methods and techniques.

When I graduated from high school, I didn't know what I wanted to do. Even after two years of classes, I am still not sure that being a nurse practitioner is what I want to be. It was tough being one of the only guys in most of my classes.

I've never had to worry about earning money. I could always work for my dad. He keeps reminding me that if I am going to be his business partner then I should know everything about the



construction field 'from the bottom up.' I guess that is true, but I would like to make my own choices about a career. My dad and I don't talk much anymore. He doesn't even realize that I have two years of nursing training. I feel bad about that. He would be really upset if he knew. As far as he knows, I have been taking general education courses at the college.

Being with people is important to me. I don't mind hard work as long as I enjoy what I am doing. The summer that I worked as the assistant to the camp nurse was great. I liked the atmosphere and the pace. The kids didn't seem to mind that I wasn't the traditional female nurse. They accepted me for what I was. Maybe I should look into school nursing as a career.

If I am going to keep on with this nursing career idea, then I will have to get serious about the practical hospital experience. Then there's the state competency examination that I haven't given much thought to either.

I get the feeling that I have wasted a lot of my time. The future always seemed so far away. Somewhere my goals got mixed up, and I think I had better get things back into their proper perspective.

I think I'll try talking to my parents about my decisions.

PEOPLE TALK ABOUT AUSTIN . . . PLANNING SHEET #2

MOTHER:

When Austin was about 12, he had quite a child care business going within our neighborhood. He had more calls than he could handle. When Austin's friends came to ask if he could play, Austin was too busy. They always looked so disappointed.

BROTHER:

Austin could fix anything. If I broke my bike, Austin would put it back together again. If I skinned my knee, Austin would clean it up and put a bandage on it. He's a neat brother.

FATHER:

When Austin was a kid, he used to go with me to the job site. He'd bring home all the scrap lumber and nails and spend hours "creating" his designs. He doesn't seem to be interested in talking about our future partnership. He doesn't talk much at all anymore.

A FRIEND:

I'll never forget the day of the earthquake. It happened during history class, and the teacher was out of the room at the time. The class was really scared. One of the overhead lights fell, and the noise was awful. Austin just took over and got everyone calmed down.

CAMP DIRECTOR:

It was my lucky day when Austin applied for the assistant health supervisor job. The kids loved the stories he told. Most of the staff went out of camp on their days off, but Austin could be found working with one of the handicapped children. I remember a particular inspirational service they planned together. It was beautiful.

SENIOR CLASS PRESIDENT:

If you need a reliable guy to work on a committee, ask Austin Mulvaney.

NEIGHBOR:

It was Austin who talked me into selling that old car of mine. I was ready to call the wrecking company, but Austin really wanted it. When I saw the car a few months later, I couldn't believe it was the same car. It looked fantastic!

COUNSELOR:

I remember Austin as being a quiet guy. His grades were generally good. We talked several times about whether or not he wanted to go to college. I was glad to find out that he did register at the junior college.

TEACHER:

Austin was in my career planning class. We had a lot of discussion time in class, but Austin never seemed too eager to talk about his plans.

HOW I SEE AUSTIN . . . PLANNING SHEET #3

Personality Characteristics

Skills and Talents

What Austin values and holds important in his work

Work experience at school and home, community and part-time jobs

Anything else that's important about Austin

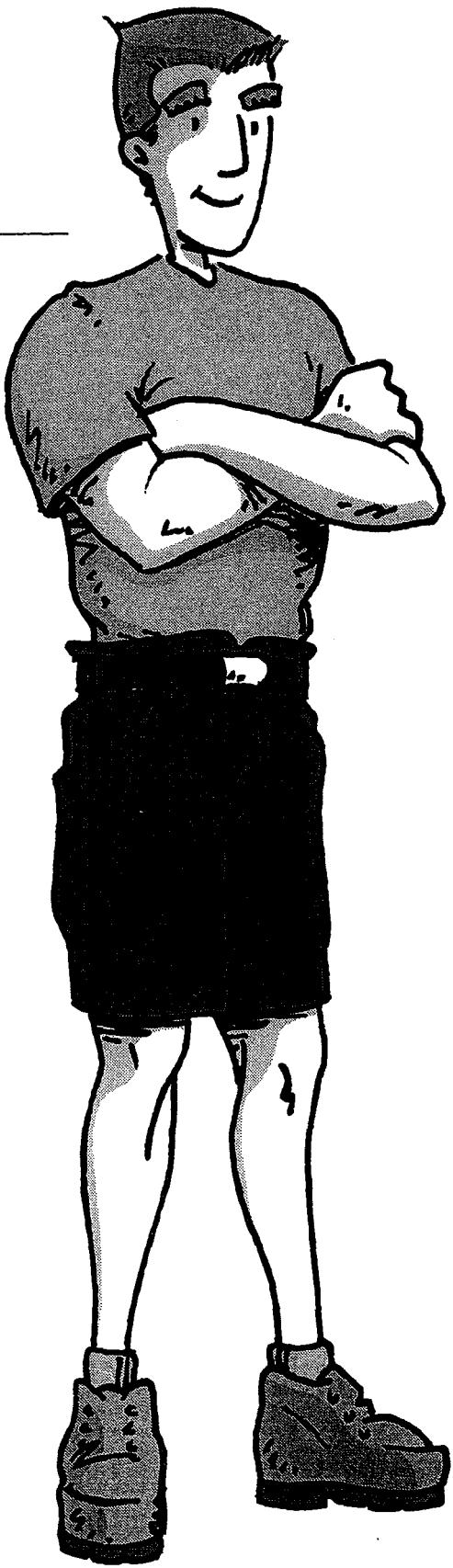
AUSTIN'S CHOICES . . . PLANNING SHEET #4

Austin has some decisions to make. As he begins to think about them, he has some alternatives from which to choose. Based upon what you know about Austin, what alternatives do you think he has?

What factors are influencing Austin as he considers his choices? Identify some of Austin's needs.

What alternative do you think is best for Austin, based upon his own road signs – values, skills, personality?

What could happen in the future that
might cause Austin to change his
plans?

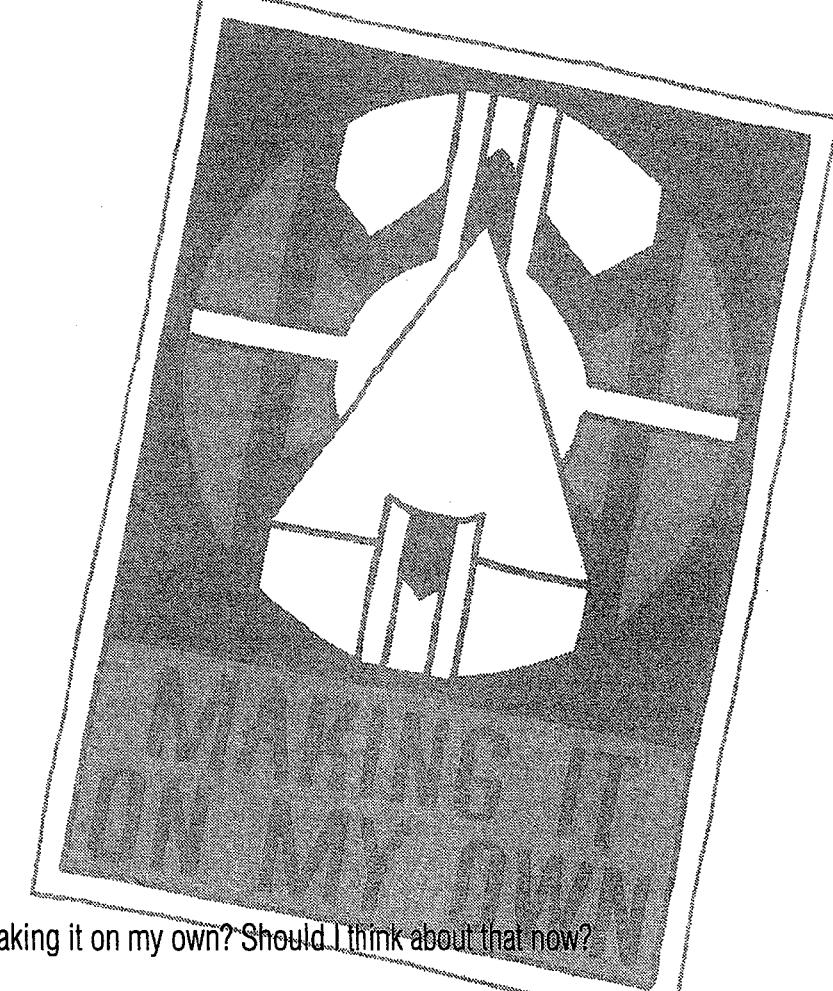


CHAPTER 5

MAKING IT ON MY OWN

"Maturity is the age at which you begin to realize there are more things you don't know than you do."

– Anonymous



Making it on my own? Should I think about that now?

Your steps toward independence are gradual ones. No one reaches the age of majority and automatically achieves the skill and knowledge it takes to live in an independent manner forever. There is great value in taking some "practice runs" to prepare yourself for what you want out of life. You can't learn what life is all about from books. You must get out and investigate some options and experience some things for yourself.

Making It On My Own is designed to offer some survival information, help you look at some options for the way you choose to live, and raise your awareness regarding your personal safety.

There are three parts to Making It On My Own:

1. Dollars and Sense

Just how valuable is money in your life? Answering this question may help you to make some decisions about your plans for the future. In this part, you can explore some of your values related to having and spending money.

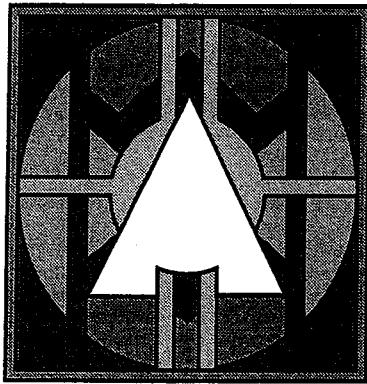
2. Moving Out?

What are your options? Where do you want to live and with whom? In this part, you can explore these questions along with the cost of moving out on your own.

3. It's a Risky Business

Personal safety is your responsibility and often requires you to make decisions about which risks you are willing to take. This part will give you some information on safety, violence, rape, alcohol and drug abuse. These activities will help you work through decisions related to your personal safety.

All three parts offer choices that can be done by a club or an individual. You may choose to work through the chapter in its entirety or you may select specific activities to explore. Completing some activities in this chapter could lead you into a Reflection project.



REFLECTION – MAKING IT ON MY OWN

The Making It On My Own Reflection project is designed to help you sort out feelings about money, lifestyles and bodily risk behaviors. Though the project is optional, it is a **requirement** for earning the Wohelo Award.

This Reflection project has the sun, water and rainbow symbolized in the background as a reflection. The dominant symbol represents the focus of the unit. In this case, it is the symbol for tent – preparing for independent living.

How to Do This Reflection (See Chapter 6)

- 1.** Enlist the help of an adult to guide and advise you on your project. This could be a club adviser, a business professional, a counselor or any other adult with whom you feel comfortable.
- 2.** Decide what form of reporting and documenting you will use during your work. Suggestions include posters, notebooks, journals, photographic displays, slides, videotapes or any other method you prefer.
- 3.** Choose and complete at least *one Highlight* in each of the three parts in this unit: Dollars and Sense, Moving Out?, and It's a Risky Business.
- 4.** Develop an action plan for **Option #1** or **Option #2** showing what you will accomplish, how you will accomplish your work and how you will decide that you have accomplished your goals. **Use the Action Plan Guide** or another system of reporting that you design.
- 5.** Carry out your plan. Feel free to alter or change your original plan, if necessary. Talk with your consultant and/or adviser about these changes and spend some time reviewing your accomplishments when you complete this project.

- 6.** Celebrate the completion of your work by sharing your accomplishments with your parents, club, adviser, consultant or other interested persons. Have your council order your award.

OPTION #1

Part One: Dollars and Sense

Complete a Torch Bearer in Personal Business

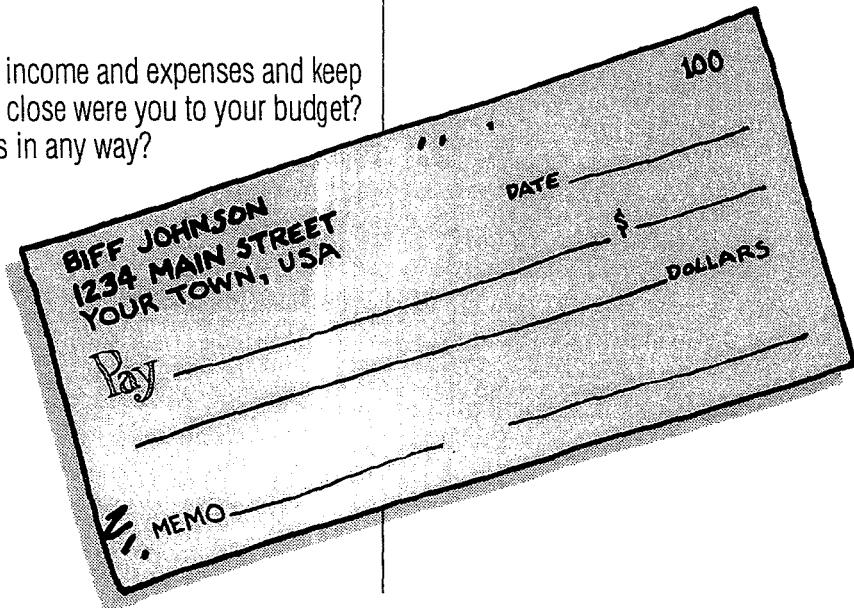
OR

Complete three of the following six activities:

- 1.** Establish a bank account in your name. Be sure you understand all the personal benefits and responsibilities concerning your account. Ask about service charges, checks, deposits, withdrawals, endorsements, overdrawing your account, banking by mail, reconciling your statement.
- 2.** Find out what kinds of activities are available in your community for free. Get all the information needed to participate in at least three of these free activities. Participate in at least one of them.
- 3.** Arrange to talk to someone in the car insurance field. Suggested topics to discuss are: driver education discounts, high scholastic record discounts, insuring your car jointly with your family's car and your responsibility at the scene of an accident. Figure out your cost per month to maintain the car of your choice with adequate insurance coverage.
- 4.** Investigate and record the procedure on how to establish credit. A loan officer at a bank is a good source of information. (See Chapter 6 for a sample credit card application.)
- 5.** Do a budget projection of your current income and expenses and keep track of them for at least a month. How close were you to your budget? Did keeping track change your actions in any way?
- 6.** Other project of your design.
Please document.

*"Money would be more
enjoyable if it took
people as long to
spend it as it does to
earn it."*

— Ed Howe



*"The doors we open
and close each day
decide the lives
we live."*

– Flora Whittemore

Part Two: Moving Out?

Complete a Torch Bearer in Practical Living

OR

Complete level 5 (Voyager) of the Progression in Outdoor Action

OR

Complete three of the following six activities:

1. Arrange to sit in on a lifestyles panel or invite several people to your meeting to discuss lifestyle experiences. Suggested topics might be: marriage, divorce, single parenting, cohabitating, communal living and any other lifestyle you are interested in or wish to know more about.
2. Find out what a career-related lifestyle might mean, such as being an officer in the military, travel agent, professional dancer, financial planner, over-the-road driver or missionary. In your search for information, try to talk to people about advantages and disadvantages, including opinions on lifestyle, future opportunities, salaries and so on. Then evaluate how you feel about this information.
3. Plan a trip to your favorite vacation spot. Figure out cost, benefits, time involved and whatever else is necessary for your pleasure. Visit a travel agency and gather brochures, transportation information and money arrangements. Record what you found out so that you can work toward this vacation or refer to it in the future.
4. Talk with people who are renting, leasing or buying their homes. Ask about restrictions, responsibilities, investment benefits, depreciation and availability of each type of residence. Compare the differences on paper.
5. Pretend you are moving to a city somewhere in the United States. Write to the chamber of commerce and ask for information about that city. Suggested questions include population, cost-of-living, job surveys, climate, housing availability or anything else you might want to know. (Note: If you live in an urban area, you might choose a rural area and vice versa.) Compare your home city with your selected city.
6. Other project of your design. Please document.

Part Three: It's a Risky Business

Complete three of the following seven activities:

- 1.** Take a course in self-defense. Continue, even after the course is over, to be mentally alert regarding your personal safety.
- 2.** Develop a safe-at-home checklist for your home. Include locking doors and windows; telephone procedures; who to call when you need help; answering the door. Post your list in a handy place and refer to it often. If you have younger siblings, discuss these with them.
- 3.** Find out what constitutional rights you would have in juvenile court.
- 4.** Seek some professional guidance regarding rights of minors in areas such as medical treatment without the consent of a parent, child neglect and child abuse.
- 5.** Look into city and state laws that govern the protection of minors in: consumption of alcoholic beverages, distribution, possession and sale of drugs, public decency, pornography and trespassing. Decide privately what your values are in each of these areas.
- 6.** Teach self-reliance skills to a group of young children. These may include personal safety, handling emergencies, clothing care and so on. You may want to assist with the Camp Fire I Can Do It self-reliance course, if your council offers this program.
- 7.** Other project of your design. Please document.

Option #2

- 1.** Set up your own method to explore the basics of the three interest areas in this unit: money and legal rights, lifestyle options and personal safety.
- 2.** Meet some people, in person or through their work, who have made contributions on behalf of young people in each of the three unit areas.
- 3.** Investigate each subject area further for greater details.
- 4.** Gain some personal experience in each subject area.
- 5.** Teach or share what you have learned with others.
- 6.** Look over your progress and decide what else you might do to help yourself gain more experience and knowledge. Find out how you can get involved in the Camp Fire Boys and Girls self-reliance courses.

*"Drinking to drown
one's misery is
putting a fire out
with oil."*

—Anonymous

*"When I was younger,
I would hide my money
in a sock under my bed.

Now as I grow older,
I have come to realize
that maybe a sock isn't
the best way to invest
my money."*

*— Raybert McElhaney
Oklahoma City, Okla., age 18
Heart of Oklahoma Council
of Camp Fire*

Part One: Dollars and Sense

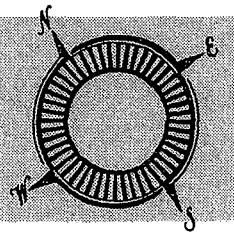
What does money mean to you? Do you measure your success by the amount of money or the possessions you have? Is having a lot of money as important as having good looks or a good personality? What would you do if you had a million dollars?

Trying to sort out how you feel about money sometimes can help you chart where you might want to direct your life. For some people, having money is a primary concern. For some, the concern is having money to spend; for others, it may be having money to save. Do you like to spend your money as you get it, or do you prefer to save it? Feelings about money affect friendship and love. Money also affects the type of education and style of living available to you. Where do you stand on the importance of money in your life right now? Will that change as you grow older? Have you ever discussed with your parents or grandparents how they feel about money? What are their financial plans for the future, and how has that changed over the years?

There are changing factors and trends in society that definitely affect spending power. How much spending power do you have now? What will your financial status be in the future? The questions are endless, and the frustrations regarding money affect everyone. **Highlight 49 — The Value of a Buck** deals with making decisions about money: where to get it, where to spend it, how much of it to spend.

HIGHLIGHT 49

The Value of a Buck



Everyone has values about money. You and your friends spend money differently than your parents, and your parents probably spend money differently than their friends or neighbors. Below are some questions that will help you to explore your values about money.

Materials: Pencil or pen

Steps:

1. Select one person to read the questions aloud. If you're working individually, you may proceed through the exercise on your own.
2. As each question is read, number the choices from most important to least important. There are no right or wrong answers.
3. Discuss why you made your choices. What did you learn about yourself?

Did others make choices similar to yours? If you worked individually, review your own choices with a friend or family member. Write down some conclusions.

4. How do you think your parents would number the choices? How about your grandparents?

Questions (Remember, 1=most important)

- A. In choosing a job, what is more important to me?

<input type="checkbox"/> current salary and benefits	<input type="checkbox"/> type of work
<input type="checkbox"/> opportunity for promotion	<input type="checkbox"/> salary potential
<input type="checkbox"/> working conditions and schedule	<input type="checkbox"/> location
<input type="checkbox"/> other	

- B. If I had \$500, what would I do with it?

<input type="checkbox"/> save it	<input type="checkbox"/> give it to charity
<input type="checkbox"/> spend it little by little	<input type="checkbox"/> buy something for myself
<input type="checkbox"/> give it to my parents	<input type="checkbox"/> pay off debts
<input type="checkbox"/> other	

- C. Which best describes the way I handle money?

<input type="checkbox"/> spend it little by little	<input type="checkbox"/> save it for something
<input type="checkbox"/> save it for something	<input type="checkbox"/> unknown
<input type="checkbox"/> more expensive	<input type="checkbox"/> budget carefully
<input type="checkbox"/> other	<input type="checkbox"/> always look for bargains

- D. How would I use an inheritance?

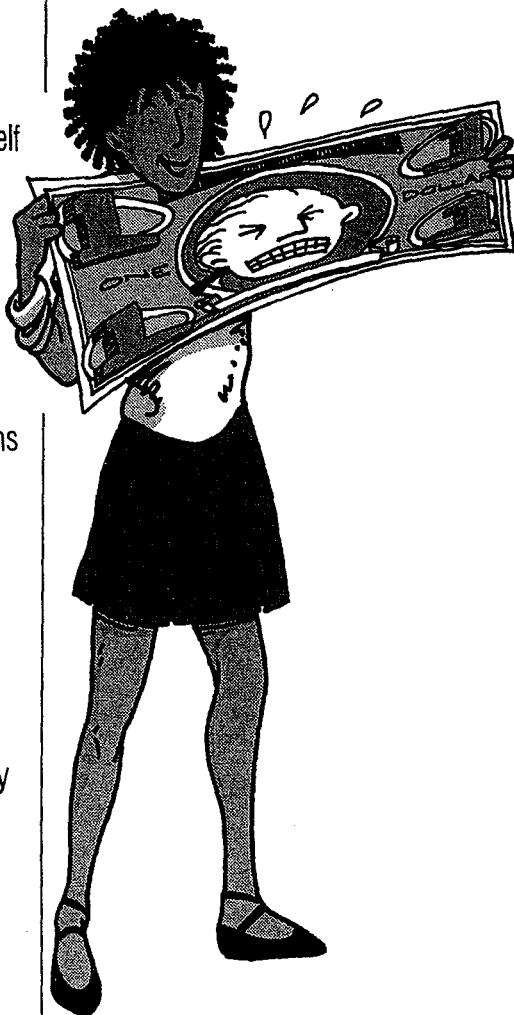
<input type="checkbox"/> to travel	<input type="checkbox"/> on entertainment
<input type="checkbox"/> for education	<input type="checkbox"/> for a savings account
<input type="checkbox"/> to buy things	<input type="checkbox"/> other
<input type="checkbox"/> as a contribution or donation	

- E. How would I measure my success in high school?

<input type="checkbox"/> material possessions	<input type="checkbox"/> attainment of personally defined goals
<input type="checkbox"/> and money	<input type="checkbox"/> number of friends
<input type="checkbox"/> my achievement in an activity	<input type="checkbox"/> general achievement in studies
<input type="checkbox"/> the number of activities I am involved in	<input type="checkbox"/> other

- F. How would I measure success as an adult?

<input type="checkbox"/> by the amount in my savings account	<input type="checkbox"/> by job security and satisfaction
<input type="checkbox"/> by material possessions	<input type="checkbox"/> by having a successful marriage with children
<input type="checkbox"/> by my personal happiness	<input type="checkbox"/> other
<input type="checkbox"/> by the kind of job I have	
<input type="checkbox"/> by my contribution to society	



Shopping Sense

Are you thinking of buying something expensive, something that's really going to take some comparative shopping? Beware! There is much to know before you open your wallet and hand over your money or sign on the dotted line and agree to make monthly payments. In addition to the cost of the item you want to buy, consider the possible maintenance, depreciation, interest rate, need for insurance and guarantee or warranty.



Don't shop for anything with an insecure attitude or a look on your face that says, **Here I am: take me for all you can!** Have all your needs, limits and wants clear in your head. If you need support, ask someone to go with you. Choose someone who can reinforce your courage and back up your questions about the sale. Read the guarantee or the conditions on the contract, if there is one. If you don't understand certain parts, ask questions. Any payment or financial plan should be clearly explained in writing.

Ask to see the conditions for early payment. Check on the procedures for service and for returning the item, if necessary. There are never any dumb questions.

A first major purchase for many young people is a car. Having a car is a commitment of money, both at the time of purchase and on an ongoing basis (for maintenance and operation).

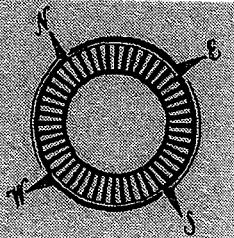
If you are in the market for a car, you need to ask yourself a few questions:

- What can I afford?
- How will I pay for it?
- How will I use the vehicle?
- What will the maintenance costs be?
- What kind of insurance coverage do I need?
- What are my legal responsibilities?
- What are the requirements for getting a license and registration?

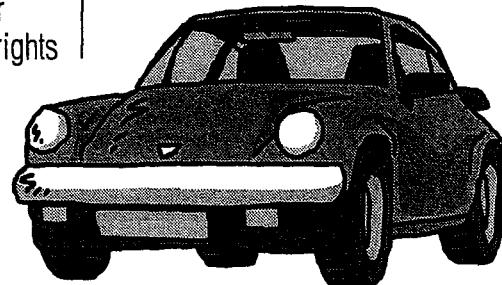
Sometimes these questions can be answered in a driver education course that you include in your school curriculum. In other circumstances, you may need to get your own answers. A good idea is to read **Consumer Reports** or **Consumer's Digest**. Did you realize, for example, the cost of your insurance may vary depending on your age, sex, school grades, driving record and use of the car? Cost may also vary depending on the size and type of car. Some of the considerations in buying a car are explored in **Highlight 50 – Two Door, Four Door . . .**

HIGHLIGHT 50

Two Door, Four Door, Toyota, Porsche or Something More?



As a car buyer, you should compare your wants and desires to your available resources. Investigate the market and its pitfalls and your rights as a consumer.

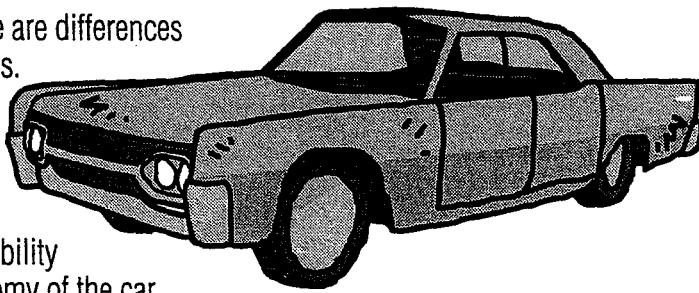


Materials: Pencil or pen

Steps:

1. Read each statement and number each phrase that finishes the statement from #1, "most likely would," to #3 or #4 or whatever, to mean, "least likely would."
2. Share your choices with your group or club. If there are differences of opinion, discuss the reasons for these differences.

Questions



A. If I were shopping for a car, I would consider:

- | | |
|---|--|
| <input type="checkbox"/> appearance of the car | <input type="checkbox"/> availability |
| <input type="checkbox"/> cost of maintenance | <input type="checkbox"/> economy of the car
(gas mileage and cost of insurance) |
| <input type="checkbox"/> reliability of the car | <input type="checkbox"/> other |
| <input type="checkbox"/> kind of car | |
| <input type="checkbox"/> size of the car | |

B. In looking for an honest car dealer, I would buy:

- | | |
|--|--|
| <input type="checkbox"/> where I could "name my own deal" or from the car lot advertising the "lowest price in town" | <input type="checkbox"/> from an authorized dealer that offers service |
| <input type="checkbox"/> from a dealer with a high sales record | <input type="checkbox"/> where my parents bought their car |
| | <input type="checkbox"/> other |

C. If I saw a vehicle that I liked, I would:

- | | |
|---|--|
| <input type="checkbox"/> take it for a test ride | <input type="checkbox"/> ask my parents or a friend who knows about cars to check it out |
| <input type="checkbox"/> and sign a sales agreement | <input type="checkbox"/> read promotional materials about it |
| <input type="checkbox"/> pay a mechanic to check it out | <input type="checkbox"/> read Consumer Reports |
| <input type="checkbox"/> be able to make an immediate decision to buy or not to buy if there was "another interested party" | <input type="checkbox"/> other |

- D.** When buying a used vehicle, I would prefer to deal with a:
- | | |
|--|--|
| <input type="checkbox"/> private individual or friend
<input type="checkbox"/> even though I couldn't get
<input type="checkbox"/> a warranty
<input type="checkbox"/> new car dealer
<input type="checkbox"/> used car dealer | <input type="checkbox"/> bank with repossessions
<input type="checkbox"/> that may be spectacular
<input type="checkbox"/> buys, but offer no
<input type="checkbox"/> warranty
<input type="checkbox"/> other |
|--|--|
- E.** When it comes to standard and optional equipment, I would:
- | | |
|---|--|
| <input type="checkbox"/> know my needs and
<input type="checkbox"/> options in advance of my
<input type="checkbox"/> first "car shopping day"
<input type="checkbox"/> decide what I needed after
<input type="checkbox"/> I saw some of the models
<input type="checkbox"/> for sale | <input type="checkbox"/> buy a car that
<input type="checkbox"/> looked good and was
<input type="checkbox"/> within my budget
<input type="checkbox"/> take all the options I
<input type="checkbox"/> can get within my budget
<input type="checkbox"/> other |
|---|--|
- F.** When it comes to insurance, I would:
- | | |
|---|---|
| <input type="checkbox"/> talk to more than one
<input type="checkbox"/> insurance agent about
<input type="checkbox"/> costs and coverages
<input type="checkbox"/> and compare
<input type="checkbox"/> use the company my
<input type="checkbox"/> parents use | <input type="checkbox"/> expect my parents to
<input type="checkbox"/> take care of this
<input type="checkbox"/> not worry about it,
<input type="checkbox"/> hoping I'll never
<input type="checkbox"/> need it
<input type="checkbox"/> other |
|---|---|
- G.** Once I see the sticker price on the car window, I would:
- | | |
|---|--|
| <input type="checkbox"/> expect to pay the listed
<input type="checkbox"/> price
<input type="checkbox"/> bargain with the dealer
<input type="checkbox"/> figuring that it's expected
<input type="checkbox"/> other | <input type="checkbox"/> compare list prices
<input type="checkbox"/> at other dealers
<input type="checkbox"/> compare special deals
<input type="checkbox"/> at other dealers |
|---|--|

No one needs to tell you that spending money is a pleasure. But spending it wisely is twice the fun, because along with the joy of ownership comes the realization that you have made a good, sound choice out of all the alternatives. Being a satisfied customer is a good feeling! Making an investment is a good feeling, too! Here are some tips to help you become a satisfied customer:

- Don't shop when you are tired, hungry or worried.
- Take advantage of specials, sales and bargain days.
- Resist impulse buying and shopping out of boredom.
- Compare prices.
- Try different brands.
- Read labels and tags.
- Know what you are buying.
- Count your change and check your sales receipts.
- Read and understand a contract before you sign.
- Deal with reliable and honest businesses.
- Compare rental to purchase price.
- Shop through reputable catalog services.

- Take advantage of auctions, consignment stores and junk stores.
- Consider cost of repair or maintenance.
- Consider ease and cost of care of clothing items.
- Consider availability of service.

Money is a symbol of independence. There is no getting around that fact. Earning enough money to support yourself carries with it a feeling of excitement, of being in control of your life. How well you manage that money will determine how independent you really are.

Somewhere along the way you may be faced with the choice of buying with cash or buying on credit. In some cases there may be little choice, like buying a car, a house or a really big purchase that will take years to pay off. Take a look at the advantages and disadvantages of cash buying versus credit buying.

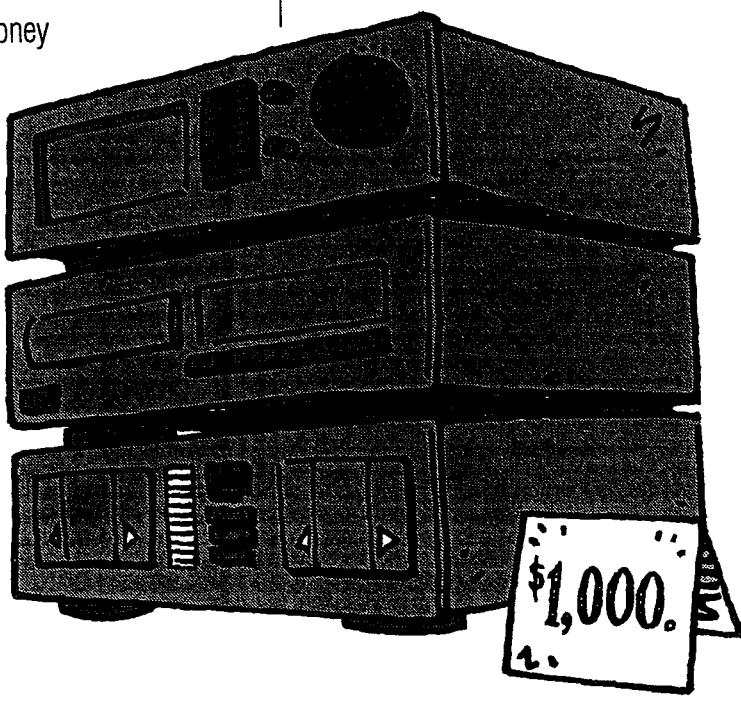
When you buy with cash, you pay for one thing, the article of your choice. When you buy on credit, you pay for two things, the article of your choice and the privilege of using someone else's money to do your buying. In other words, when you buy on credit, you are buying the money to do your buying. When you buy on credit, you are first paying to use someone's money and then paying for the article.

Lending institutions are in the business of selling money to buyers. It costs money to operate lending institutions – banks, savings and loan companies, credit unions and finance companies. Stores offer to lend you money so you can buy something without all the ready cash. But you still have to pay for the product, plus the rent or interest for the privilege of borrowing the store's money.

By looking for the best deal, you can save some money when you are shopping for a lending institution rather than buying credit just anywhere.

Let's say you want to buy a stereo that costs \$1,000 and you don't want to wait until you have saved \$1,000 in cash. There are several options for "renting" the money. Two options are to use a store or bank credit card such as MasterCard or Visa, or you could get a loan from a lending institution, such as a bank or loan company.

Pretend that both are charging 22 percent a year. (The interest changes frequently and varies from one source to another, so you need to be aware of what you will be charged.) The actual cost of "renting" the \$1,000 will depend on the terms of the contract and how you choose to repay the



loan. The chart below shows the cost of borrowing money for one year using a bank or a store credit card. In this case, you are paying back the minimum amount required each month, 5 percent of the amount you still owe.

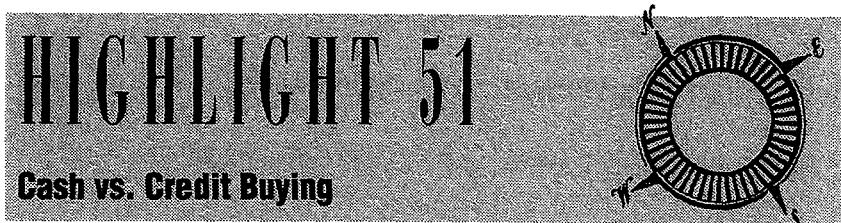
Beginning Balance	Paying Minimum Amount Due			Ending Balance	Amount Paid
	Finance Charge 22% a year (1.833% per month)		=		
Jan \$1,000.00	+ \$18.33 =			\$1,018.33	\$50.91
Feb 967.42	+ \$17.73 =			985.15	49.25
Mar 935.90	+ 17.15 =			953.05	47.65
Apr 905.40	+ 16.59 =			921.99	46.09
May 875.90	+ 16.05 =			891.95	44.59
Jun 847.36	+ 15.53 =			862.89	43.14
Jul 819.75	+ 15.02 =			834.77	41.73
Aug 793.47	+ 14.54 =			808.01	40.40
Sept 767.61	+ 14.07 =			781.68	39.08
Oct 742.60	+ 13.61 =			756.21	37.81
Nov 718.40	+ 13.16 =			731.56	36.57
Dec 694.99	+ 12.73 =			707.72	35.38

After one year, you now have \$694.99 left to pay. You have paid \$515.60, which included \$184.51 interest. If you continue paying the minimum due, it will cost you a total of over \$550 to borrow that \$1,000. It will take over eight years to pay it off. That is, if you do not add anything else to that charge account for those eight years. (Of course, the stereo might be worn out by then.)

If you choose to pay \$100 per month instead of the minimum, you can cut down on the amount it costs to rent the money. Note that the interest rate is the same in this example but the total finance charge is much less. You paid a total of \$114.80 in interest.

Beginning Balance	Equal Monthly Payments			Ending Balance	Amount Paid
	Finance Charge 22% a year (1.833% per month)		=		
Jan \$1,000.00	+ \$18.33 =			\$1,018.33	\$100.00
Feb 918.33	+ 16.83 =			935.16	100.00
Mar 835.16	+ 15.30 =			850.46	100.00
Apr 750.46	+ 13.75 =			764.21	100.00
May 664.21	+ 12.17 =			676.38	100.00
Jun 576.38	+ 10.56 =			586.94	100.00
Jul 486.94	+ 8.92 =			495.86	100.00
Aug 395.86	+ 7.25 =			403.11	100.00
Sept 303.11	+ 5.55 =			308.66	100.00
Oct 208.66	+ 3.82 =			212.48	100.00
Nov 112.48	+ 2.06 =			114.54	100.00
Dec 14.54	+ .26 =			14.80	14.80

Now try your hand at wise money management. Do **Highlight 51 – Cash vs. Credit Buying**.



Cash vs. Credit Buying

How will you decide to purchase something you do not have enough cash for right now? If you choose to borrow money, what is the best way?

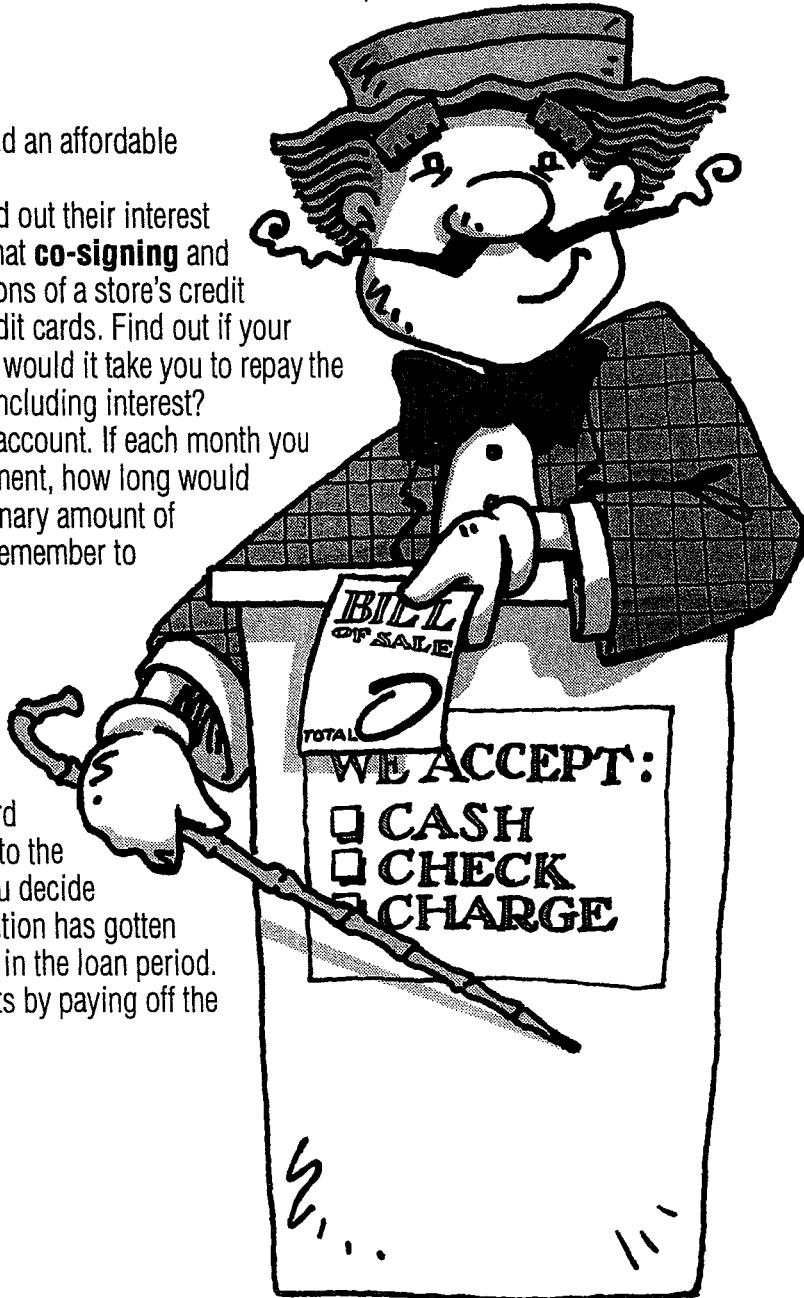
Materials: Pencil or pen, paper

Steps:

Choose an imaginary amount of money and an affordable monthly payment.

1. Call several lending companies and find out their interest rate or **lending cost**. Also, find out what **co-signing** and **collateral** mean. Ask the same questions of a store's credit department or of a bank that issues credit cards. Find out if your monthly payment is realistic. How long would it take you to repay the loan? What is the total you would pay including interest?
2. Find out the interest paid on a savings account. If each month you saved the amount of your monthly payment, how long would it take you to save the total of the imaginary amount of money you would otherwise borrow? Remember to include interest paid to you.

Payments to some lending institutions are often calculated so that you pay more of the interest in the first part of the loan period. This means that at the end of the loan period you are paying very little toward interest, with most of your payment going to the principal or loan amount. In that way, if you decide to pay the loan off early, the lending institution has gotten most of its "rent" money, or interest, early in the loan period. You may save very little of the interest costs by paying off the loan early.



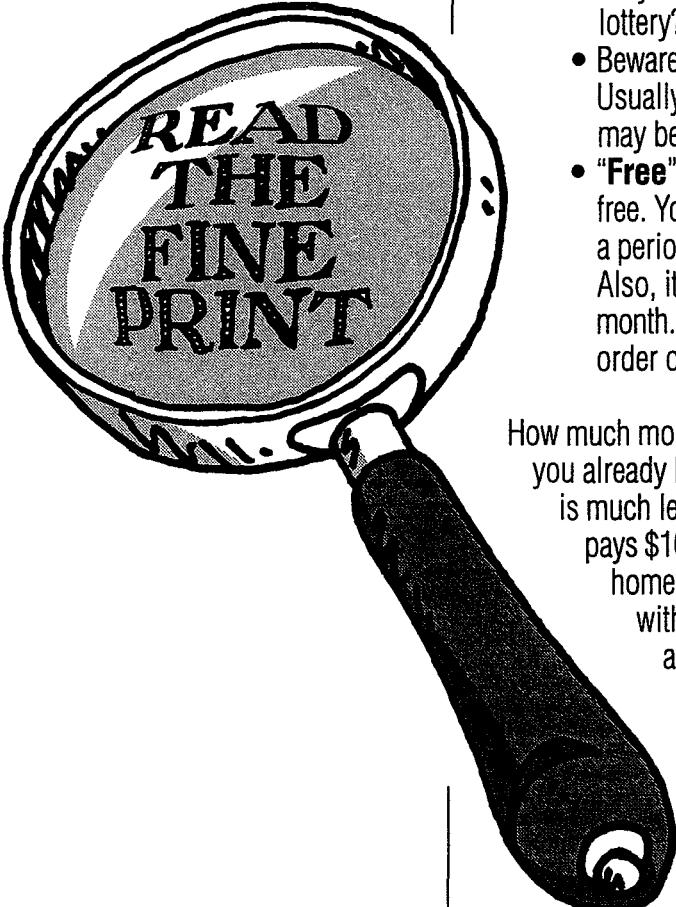
Good Tips for Good Cents (and Things to Watch Out for)

Chain letters, if they involve money or prizes, are illegal. If they promise good luck, you won't have any more or less than usual.

If you **win a prize**, it should **never** cost you any money to collect.

Some door-to-door or telephone salespeople are not what they appear to be. Don't fall for a sob story or tale of woe that plays on your emotions. Ask to see their credentials, and don't buy something you don't really need. If it seems too good to be true, it probably is. Here are some examples that people have been lured into doing that ended up hurting them or their financial position:

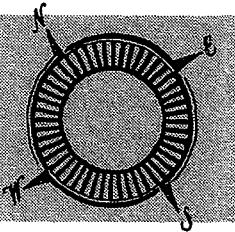
- Paying for the neighbor's **delivered package** without advance money or advance notice from the neighbor could be a fraud being used by those making the delivery.
- You can risk your life and your money on **quick cures**. And do you know what your chances really are of winning the lottery?
- Beware of ads touting an **easy way** to earn money at home. Usually a lot of hard work is involved, and the money claims may be totally false.
- **"Free"** records, tapes, books or CDs from clubs aren't usually free. You are generally required to purchase several more over a period of time possibly at full price plus shipping costs. Also, items are usually sent to you automatically to buy each month. You need to make a special effort to cancel each month's order or return the item.



How much money do you really have to spend? If you have a job now, you already know that what you actually take home in a paycheck is much less than what you are being paid. The part-time job that pays \$100 per week actually may give you less than \$75 in take-home pay. That's because most employers are required to withhold some money from your check. These deductions are for taxes, insurance, dues and so forth. What is deducted varies somewhat from state to state and job to job, but you cannot avoid deductions altogether. **Highlight 52 – Where Did All My Money Go?** will prepare you for this invasion of your paycheck.

HIGHLIGHT 52

Where Did All My Money Go?



Your style of living must be supported on what you actually take home in your pocket, not your gross pay.

Materials: Pencil or pen

Steps:

1. Work through each step of the form below to find out how much you would take home each week if you had a job that paid minimum wage.
2. Ask your local Social Security Administration office for the current rate for deductions for FICA- Federal Insurance Contribution Act. This office can also tell you the current minimum wage.
3. Ask a human resource specialist, small business employer or Internal Revenue employee how much you would pay each week toward federal income taxes. These are called federal withholding taxes.
4. Find out if there are county or city income taxes in your area and what they will cost.
5. Some jobs require union membership. If you are thinking of this kind of a job, find out how much dues cost per week.
6. Will you make a contribution to some community fund-raising drive? If so, how much would be deducted from your check?
7. Ask a human resource specialist or small business employer how much employees pay for health and life insurance.
8. In all of your contacts, ask what other deductions are usually made by employers in your community.
9. Total all of your deductions and subtract from your pay. How much will you take home? What percent is it of your total earnings?



"As a child I thought it wouldn't cost that much because I didn't know the value of money. But now I know how much everything costs. I used to hide my money in a piggy bank. Now I have a checking and savings account. But I still need to save more money to move out."

*- Shekenia Mann
Detroit, Mich., age 20
Camp Fire Detroit Area Council*

My Take-Home Pay

1. Total Income per week	\$ _____
Figure a 40-hour per week job at current minimum wage.	
2. Total Deductions	
FICA (Social Security)	
_____ % of \$ _____ = _____	
Federal income tax	
_____ % of \$ _____ = _____	
State income tax	
_____ % of \$ _____ = _____	
City/County income tax	
_____ % of \$ _____ = _____	
Dues	
Contributions	
Health Insurance	
Life Insurance	
Other	
Total Deductions = (_____)	
Take-Home Pay =	\$ _____

Having looked at your finances, now you can explore the idea of moving out.

Part Two: Moving Out?

Life is full of surprises; some add enrichment to your living experiences and some cause pain and disappointment. Some bad surprises are just senseless; you could have avoided facing them if you had been a little more cautious or knowledgeable. There are others you can't avoid or control, so you have to regulate and adjust your life as best you can. Whatever the case, you owe it to yourself to be as ready and as capable as possible to handle the situations and surprises that occur in your life.

Some people go through life choosing to live in the same manner as the generations before them. This is okay for those who choose to do that. Other people prefer to explore options for change. That is also okay. Young people should think seriously about their desired future as well as the present.

Nothing worthwhile is ever easy to attain, and the world is certainly not a "rose garden." It is complex, stressful and constantly changing. It is exciting, full of opportunities, and at the same time, frightening and overwhelming. But it is your world, and you have a place in it. Finding your place is up to you. Choices are there to be made!

Society is changing and that means that family trends are changing, too. While the traditional family unit consisting of father, mother and children used to be most common, there are many other ways of living that have emerged as options for individuals and groups.

Some of these lifestyles are not new. Some do not happen by choice. Due to economic changes, the women's movement, changes in attitudes toward sexuality and the emphasis on ethnic identity, the family has been affected, and alternative lifestyles have worked their way into social acceptance.

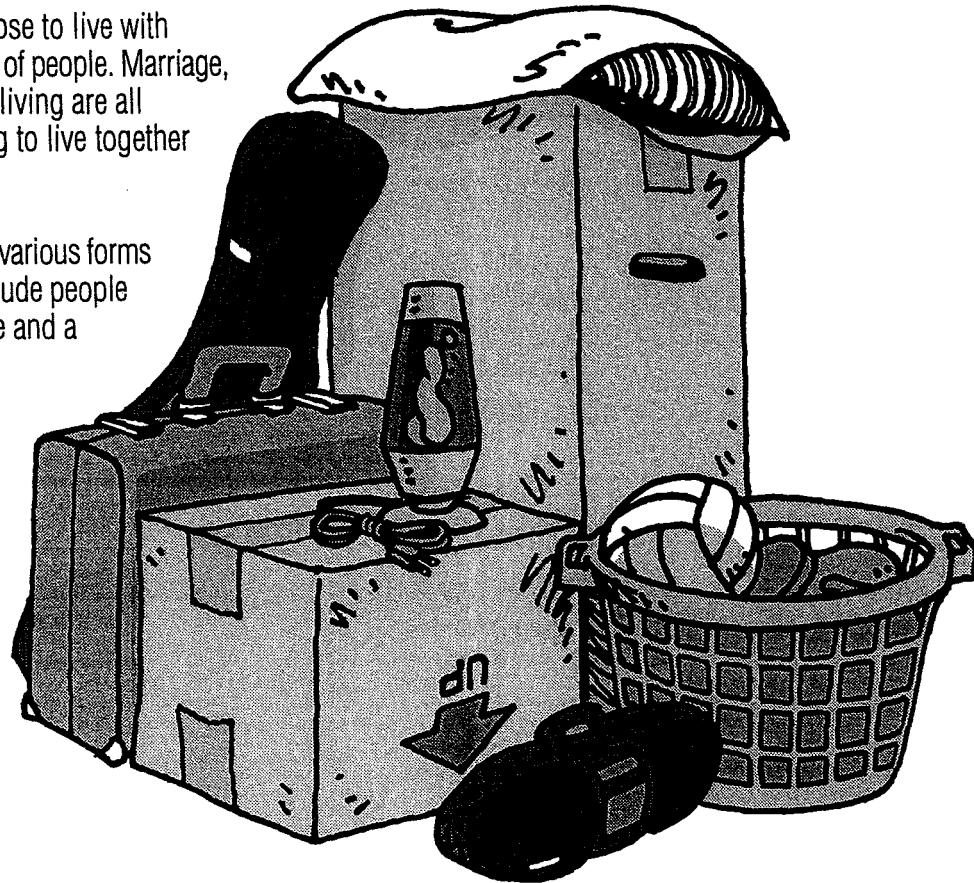
There is no way to predict how different relationships will work out, but some understanding of the different lifestyles could help you make decisions about how you live.

In years past, finding a mate of the opposite sex was the most accepted lifestyle, and other forms of adult life were considered second-class. Old maid, spinster, gay, divorcee and playboy are some of the negative labels that have been applied to people in other lifestyles.

Living a single life can be as fulfilling as you want it to be. Many people fill their lives with meaningful relationships outside the home. There is also great satisfaction and security to be found in the work that you do and a feeling of pride when you learn to get along independently in your work. Love, understanding and support are possible without the traditional marriage roles.

Of course, many people choose to live with someone else or with a group of people. Marriage, cohabitation and communal living are all examples of people choosing to live together for a variety of reasons.

Living with a roommate takes various forms in today's society. It may include people of the same gender or a male and a female. It may be college students or senior citizens, or any age in between. The decision for cohabitation may arise out of financial stress or the need for human companionship, or both. Persons live together, share expenses, like many of the same things, care about each other, and may or may not indulge in physical sexual activity.



Group or communal living is another lifestyle. Some people concerned with the ecology have chosen to leave the crowded urban areas to search for a new meaning in life elsewhere. They may share and work on a farm together. Others find that sharing a home with any number of related or unrelated adults is a way to live within their financial means and a way to develop meaningful relationships.

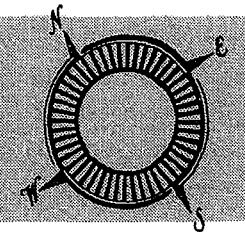
Ideals centered around a pure lifestyle and pollution-free world or around humanistic philosophy are sometimes the hook for unscrupulous cults which aren't, in reality, what they claim to be. Older youth and young adults are often vulnerable and easily swayed by the appeal of these groups which includes a sense of belonging. Before making a decision about any change in lifestyle, consider all your options. Discuss your options with others. Try not to make a decision that would close out people who are important to you.

Other circumstances may influence your lifestyle. These may or may not be by choice; they may be temporary or permanent. Persons who are single parents, widowed, separated, divorced or who have aging parents may have little choice about a change in lifestyle. Your career may also influence your lifestyle.

Try **Highlight 53 – Brainstorming Lifestyle Choices** and talk with your parents, friends, teachers, adviser and spiritual leader about their lifestyle choices and beliefs.

HIGHLIGHT 53

Brainstorming Lifestyle Choices



Will you choose marriage? Will you choose parenthood? How many children? What are your career plans? Salary demands? Where do you want to live? City? Country? Abroad? In the mountains? On the coast? In a one-room apartment? In a 20-room house? In a mobile home? With your parents?

Keep these questions in mind as you begin to look at the many options through the brainstorming process.

Materials: Paper and pencil or pen for each person, large sheet of paper and marker

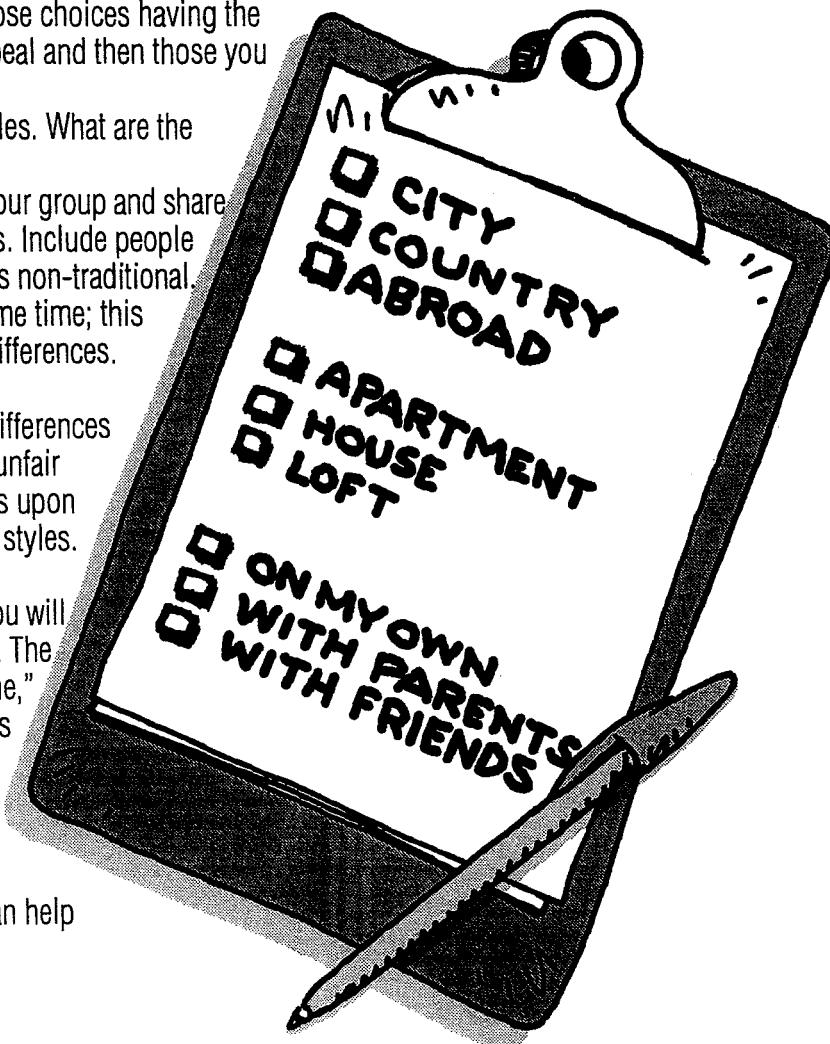
Steps:

1. Go over the brainstorming rules with the group.
 - a. All ideas are to be recorded; the more the better. Nothing is too far out.
 - b. Courtesy should prevail, but waiting for your turn is not necessary; just call out your ideas as fast as possible.
 - c. Do not discuss or judge anyone's ideas. No put-downs allowed.
 - d. Repetition is okay. It's also okay to agree to disagree.
 - e. Don't be afraid to build on other people's ideas.
 - f. Set a time limit.
2. Begin your brainstorming sessions by listing all the lifestyles and career-related lifestyle options. To get your group started, think of those that are familiar to you: marriage, single, widowed, the clergy, the military, religious life, parenting, a career requiring extensive travel.
3. When the time limit is up and no new ideas can be added, each member of the group should:
 - a. Write down three options that have the greatest personal appeal.
 - b. Write down five that do not have any personal appeal.
 - c. Write down three that you would like to learn more about.
4. Everyone in the group who wants to may share his or her choices and reasons for making them. Start with those choices having the greatest appeal, then those with no appeal and then those you would like to know more about.
5. Discuss the major differences in lifestyles. What are the similarities?
6. Arrange to have some guests come to your group and share first-hand experiences of their lifestyles. Include people whose lifestyles are traditional as well as non-traditional. Invite several people to come at the same time; this way you can get a broad spectrum of differences.

Broaden your understanding of people's differences by listening and questioning some of the unfair harassments and myths our society inflicts upon lifestyles that are different from traditional styles.

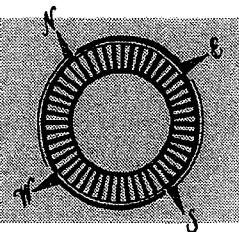
Part of the consideration of what lifestyle you will choose may depend on how much it costs. The old saying, "Two can live as cheaply as one," is true only if just one eats, washes clothes and wears shoes. If you are serious about moving out now or in the near future or wonder if you can make it on a college allowance or income from a part-time job,

Highlight 54 – A Place of My Own can help you think it through.



HIGHLIGHT 54

A Place of My Own

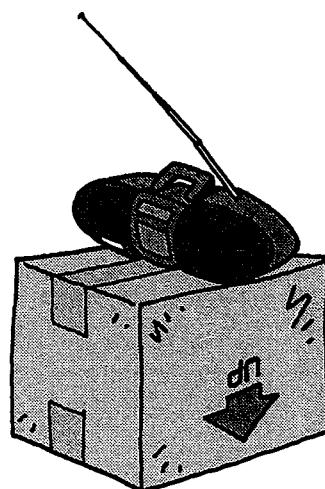
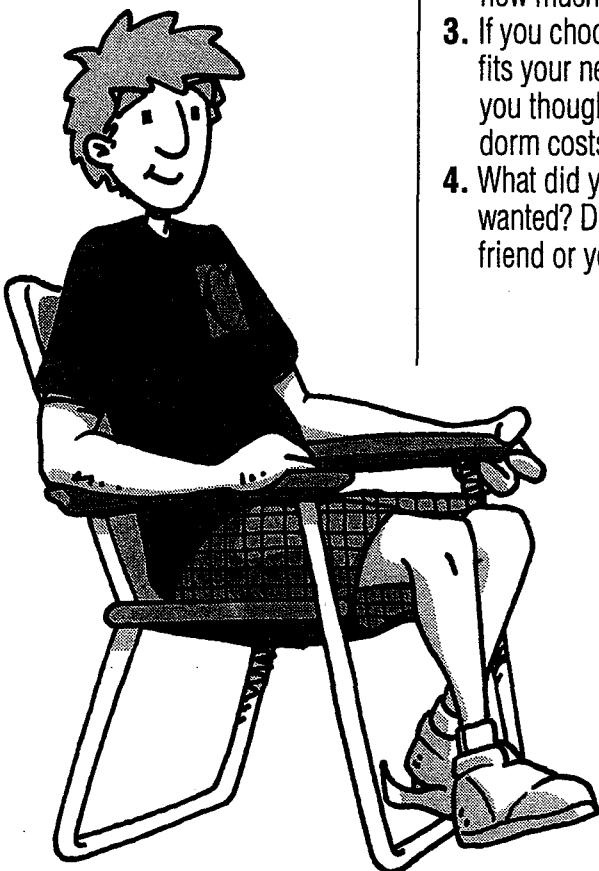


So you're going to move out. What's it going to cost you? What kinds of decisions will you have to make?

Materials: Pencil or pen and paper

Steps:

1. Choose one of the situations and follow the steps for both situations.
Presume that you are making \$200 a month payments on a car.
 - A. You have a job earning minimum wage. A friend wants you to move out of your parents' home and share an apartment.
 - B. You've enrolled in a college across the state from your hometown. Your parents will pay tuition and books, but you'll have to pay the cost of your dorm. That means you'll have to get a job to cover those expenses. The college won't let you work more than 20 hours a week and carry a full academic load. You found a job paying minimum wage.
2. Find out what the current minimum wage is. Using the Budget Worksheet, decide how much you plan to spend on what. Be realistic. Think about how much you spend on fast food, clothes, etc.
3. If you choose Situation A, use the want ads to find an apartment that fits your needs. If possible, visit the apartment and find out if it's what you thought it was. If you choose Situation B, find out what a college dorm costs. Visit a dorm if possible.
4. What did you find out? Did you have enough money to do what you wanted? Did you have to make choices? Share your findings with a friend or your family.



Budget Worksheet

Income

Gross monthly income \$
Less 1/4 of that amount which is the typical amount deducted from your paycheck for state and federal taxes and Social Security.
Or use the results from **Highlight 52 – Where Did All My Money Go?** \$
Net monthly income (take-home pay) \$

Expenses

Housing: include rent, repairs and maintenance.

(Renters usually need to pay the first and last months' rent before they move in) \$

Utilities (water, telephone, electricity, gas, garbage, cable TV, etc.) \$

Food, including meals and drinks at restaurants \$

Clothing, laundry and cleaning \$

Transportation: gas, oil, repairs and auto insurance \$

Installment payments: car, furniture, retail stores, etc. \$

Life insurance \$

Health insurance \$

Medical and dental costs not covered by insurance \$

Personal needs, including haircuts, toiletries, etc. \$

Entertainment, recreation and travel

(Books, sports, shows, vacation, pets, etc.) \$

Contributions \$

Savings \$

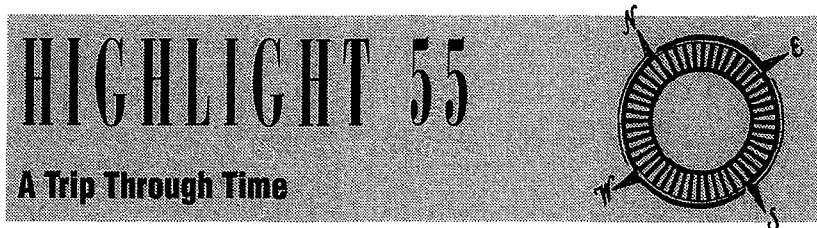
Education \$

Other items that are important to your style of living \$

TOTAL OF EXPENSES \$

TAKE HOME PAY MINUS EXPENSES \$

You have many options for where and how you live. **Highlight 55 – A Trip Through Time** will help you look at some circumstances affecting different styles of living.



Take a trip through time and imagine your life 10 years from now. Imagine also that you are living in one of the situations listed.

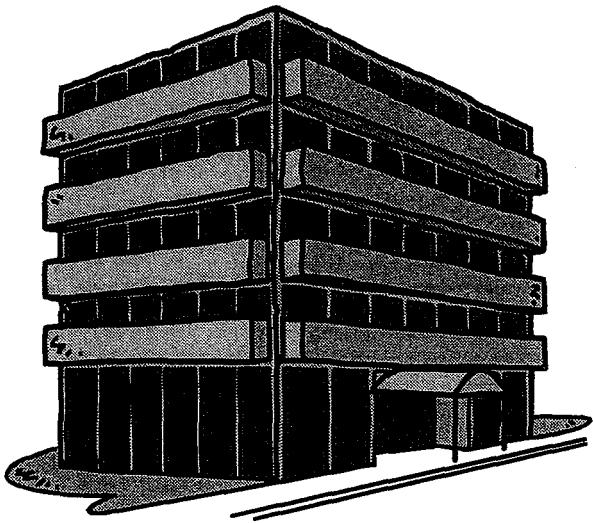
Materials: Large pieces of scratch paper, markers, the want-ad section of any newspaper and additional resources that show career options and salary scales (Calculators come in handy, too.)

Steps:

1. As a group or individually, choose one of the situations listed here or randomly assign one to each person to investigate. Every situation requires that you finish the story and fill in the gaps.
2. If you need to find out about a job or place to live for the people in your situation, use the want-ad section of the newspaper. Find a job that states the requirements and salary and fits the situation. Look for a dwelling that states the cost and fits the description of the lifestyle you have chosen.
3. Take your investigation as far as necessary to answer the questions asked regarding the lifestyle you selected.
4. Share your findings and feelings about the situation you selected or were assigned.
5. Using the information on the different lifestyles, discuss the following questions.

Questions

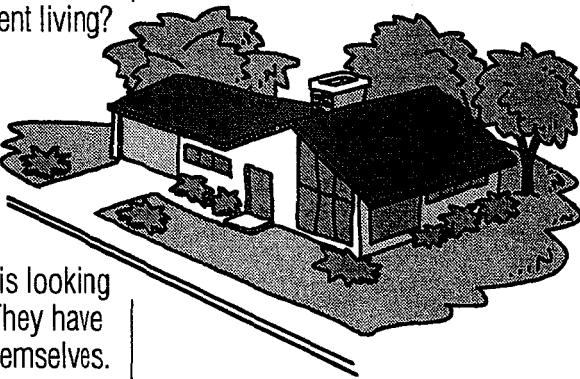
- A. If you had to project a lifestyle for yourself for 10 years from now, what would it be?
- B. What is the most appealing characteristic about the lifestyle you want for your future?
- C. Are there some characteristics that are not appealing?
- D. Can your income potential handle your lifestyle choice?
- E. How many different lifestyles do you think you might experience in your lifetime? Ask your parents about the different lifestyles they have experienced.
- F. How would you feel about sacrificing living luxuries because of income limits?
- G. Were you surprised to find out about other people's choices and values?



"The Unfurnished Apartment"

Situation: Two single women have decided to share an apartment in a downtown urban area. They have been friends for a long time. Their jobs do not provide enough pay for either of them to afford an apartment alone.

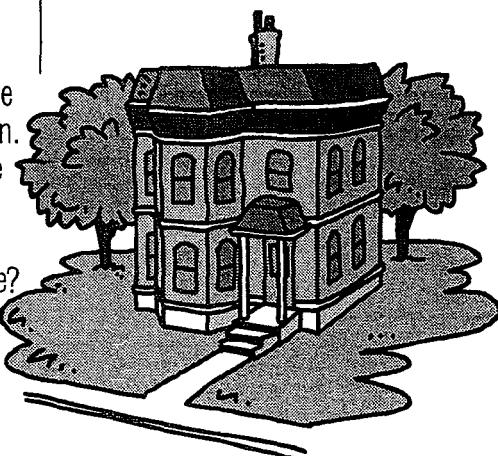
- How will they furnish their apartment?
- What are the advantages and disadvantages of apartment living?
- How could they share the house responsibilities?
- Would you consider this lifestyle? When?



"The Single Family Dwelling"

Situation: A family – father, mother and two small children – is looking for a house to buy. Both the mother and father are employed. They have borrowed \$20,000 from the father's parents and saved \$5,000 themselves. They intend to use this money as a down payment.

- What kind of home is affordable?
- What family needs must be met?
- What are the advantages and disadvantages of owning a home?
- Would you consider this lifestyle? When?



"Communal Home"

Situation: Eight unrelated young adults have chosen to rent and share the responsibilities of a large house. There are five women and three men. They are all employed outside the home except one, who is a freelance writer. They call themselves a "family."

- What are the needs of this family?
- What are the advantages and disadvantages of this living style?
- What kind of "house rules," if any, should there be?
- Would you consider this lifestyle?
- If so, when?

"Life can be very expensive, not just money-wise, but it can cost a lot if you make the wrong decision. I guess that is something that everyone has to decide for themselves."

*- Valerie Eggeling
Oklahoma City, Okla., age 18
Heart of Oklahoma Council*

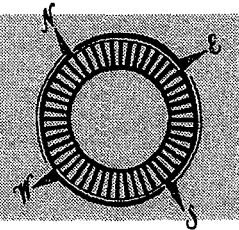
Part Three: It's a Risky Business

Not so many years ago you were a small child. Your parents kept a close watch over you, guided your steps and generally tried to safeguard your life. In some ways, they still do that. But you have grown and changed, and your ventures out and away from home have caused you to lose some of the protection your parents provided. The older you get, the more on your own you become. That is a normal way of life.

New people, new places, new pleasures, new responsibilities and new risks are all out there; you meet them every day. Are you as ready as you could be? Are you aware of your own defense systems? Do you know what your weaknesses are? Should you ever listen to your intuition? How safe is hitchhiking? Or biking? Or walking? Violence is a very real danger. Those who live or need to travel in communities racked by crime and menaced by gangs are more at risk. But no matter where you are, violence is still always a possibility. Sounds grim, but the fact still remains, your safety is your responsibility. **Highlight 56 – Investing in My Own Safety** will help you look at that responsibility. Your decisions affect your actions. Your actions affect your safety, and watching out for your safety is your job.

HIGHLIGHT 56

Investing in My Own Safety



Getting involved in a safety awareness program within your own group or club is one good course of action. There are resource people in your community who are willing to help you. There are many aspects about your safety that you need to hear first-hand from someone who deals with people and is concerned about the safety of everyone.

Steps:

1. Design and carry out your own group safety program.

Your safety program might focus on the following:

Being safe . . .

in your home

in your apartment

on dates

in the streets

on public transportation

in your car

from fire

while baby-sitting

2. Invite a resource person to speak to your club about your program. This person could be a police officer, volunteer from a rape crisis center, someone from the phone company (to speak about nuisance or harassing phone calls), a fire department representative or a self-defense educator.

OR

Take advantage of classes, seminars or other presentations in your community that deal with personal safety.

Being Safe From Sexual Abuse

Bodily injury, theft, abusive behavior, accusations or threats to your personal safety don't always "happen to someone else." Responsible knowledge, awareness and action must come from **you**. You are not helpless! Being safe is a state of living that you must study all your life. You are in charge!

Any form of sexual abuse, including rape, is among the most feared and misunderstood personal violations. The following information and **Highlight 57 – What Can I Do About**

Sexual Abuse, Rape and Acquaintance/Date Rape?

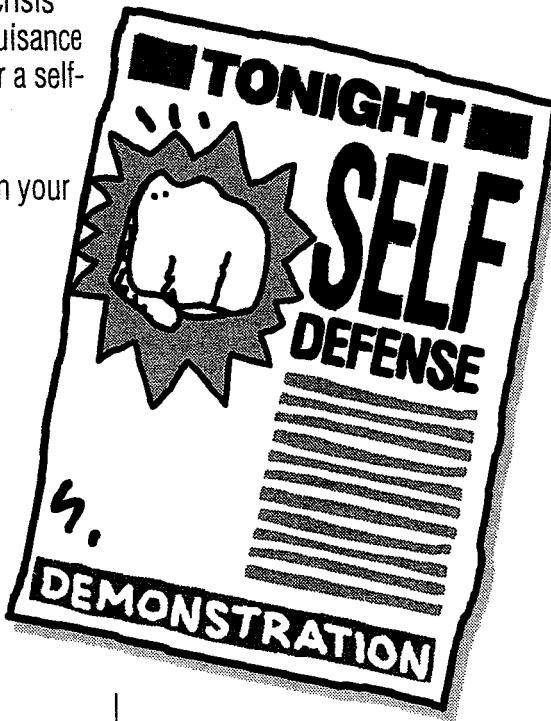
will help you understand this personal violation. It is staggering to note that an estimated 20 - 40 percent of girls and 2 - 9 percent of boys are sexually abused by the time they reach the age of 18. (These may even be conservative estimates since incidents of sexual abuse are often unreported.)

Rape is not only a violation of the body, it is a violation of the emotional stability of a human being. Special emphasis is taken here to deal with rape because of the many myths that surround it. The myths need to be separated from the facts.

What is rape? That is a difficult question. The answer depends on the laws of your state. It can be:

- 1.** Sexual intercourse without consent.
- 2.** Any form of genital contact that a person has not agreed to.
- 3.** Assisting someone else in the crime.
- 4.** Attempted rape.
- 5.** Sexual intercourse with a young man/woman who is a minor (even with his or her consent).

As you sort through the myths and facts about rape, you may need to further discuss some of the issues. Myths alone are dangerous. They lull you into believing that rape or sexual abuse can occur only in dark and sinister alleys where you probably would think twice about going anyway. The realities of rape are important to know.



Being accused of raping someone is a devastating experience. It could affect your job, acceptance in a field of study, your social or married life. Everyone should be cognizant about being in situations where their actions could be misinterpreted or they could be wrongly accused.

Myth**Fact**

A rapist is a sexually unsatisfied person who gets carried away by a sudden uncontrollable surge of desire.

Most rapes are planned.

Most rapes occur on poorly lighted streets, in back alleys or to hitchhikers.

Most rapes occur in a residence, most often by a date or acquaintance (date rape). According to the House Select Committee on Children, Youth and Families (1990), 60 - 80 percent of rapes are date or acquaintance rape.

Women provoke rape attacks by their body gestures or clothing.

Very few rapes involve any provocative behavior on the part of women. How a person dresses never justifies an assault.

Most rapists are strangers to the victim.

Many times the rapists are known by the victim.

Rape is impossible without the consent of the victim.

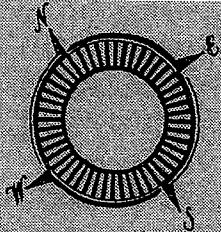
The victim may be knocked unconscious or may fear for her or his life. Rapists can be physically stronger than their victims. The attacker has the advantage of surprise.

Only women can be raped.

Men can also be raped. Boys can be raped by men. Women can sexually abuse or rape boys and men.

HIGHLIGHT 57

**What Can I Do About Sexual Abuse,
Rape or Acquaintance/Date Rape?**



What can you do about the threat of being sexually abused or raped or the threat of being accused of sexually abusing someone else?

Materials: Pencils or pens and paper

Steps:

1. Invite a social worker or guest from a rape counseling center or the police department to discuss sexual abuse. Investigate this topic by watching a movie or attending a session sponsored by an informed group in your community. Check your area for other resource people you can contact to share their knowledge and experience on this topic.
2. Make a list of 10 things you can do to help protect yourself from rape or being accused of rape. Be sure to consider the possibility of date/acquaintance rape.
3. Find out what the state and national laws are regarding sexual abuse and rape. Evaluate them according to your own values. Are they fair?
4. Imagine that Congress has heard about your group and invited you to Washington to voice a teenage opinion about laws regarding rape. What would you present?

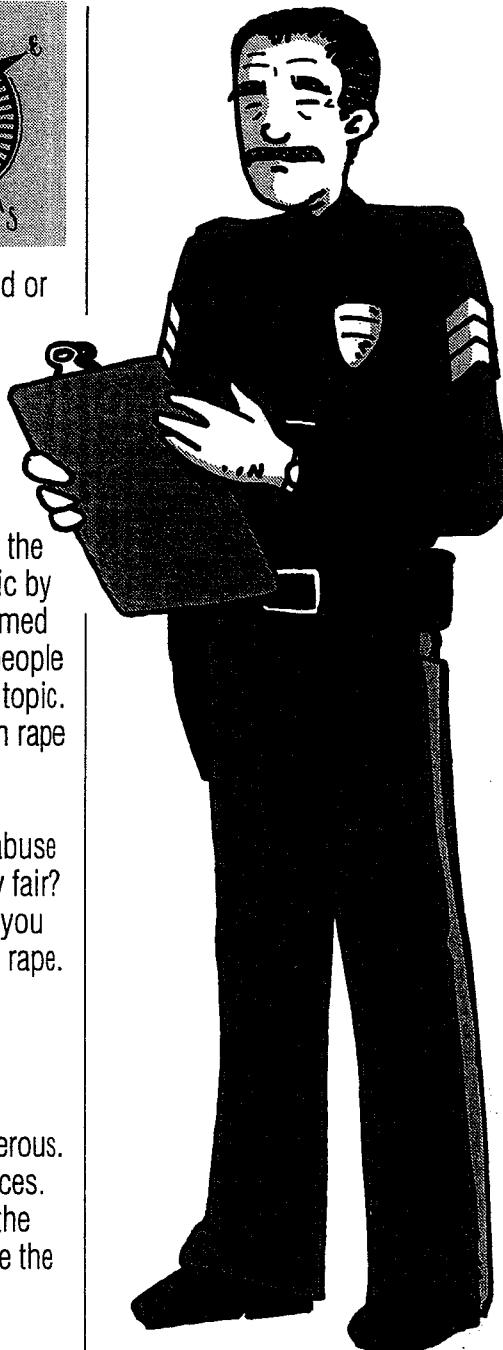
Drug-Free: The Right Choice

Alcohol, cigarettes or tobacco products and all illegal drugs are dangerous. There is no such thing as safe or responsible use of these substances. Those who make the wrong decision about using drugs must pay the price, sometimes with their lives. You have a responsibility to make the right choice.

Alcohol

Alcohol is a mind-altering drug that can alter moods, cause changes inside the body and become habit-forming. It is a sedative because it depresses or slows down the central nervous system. Drinking too much can slow down reactions, slur speech and even produce unconsciousness or death.

A person does not have to be an alcoholic to have problems with alcohol. Every year, many young people lose their lives in alcohol-related automobile accidents, drownings and suicides. Serious health problems can and do



occur before drinkers reach the stage of addiction or chronic use. The decision to use or not to use alcohol is an individual choice. **Highlight 58 – What are the Odds?** and **Highlight 59 – Drinking Dilemmas** will help you feel comfortable with making a responsible choice.

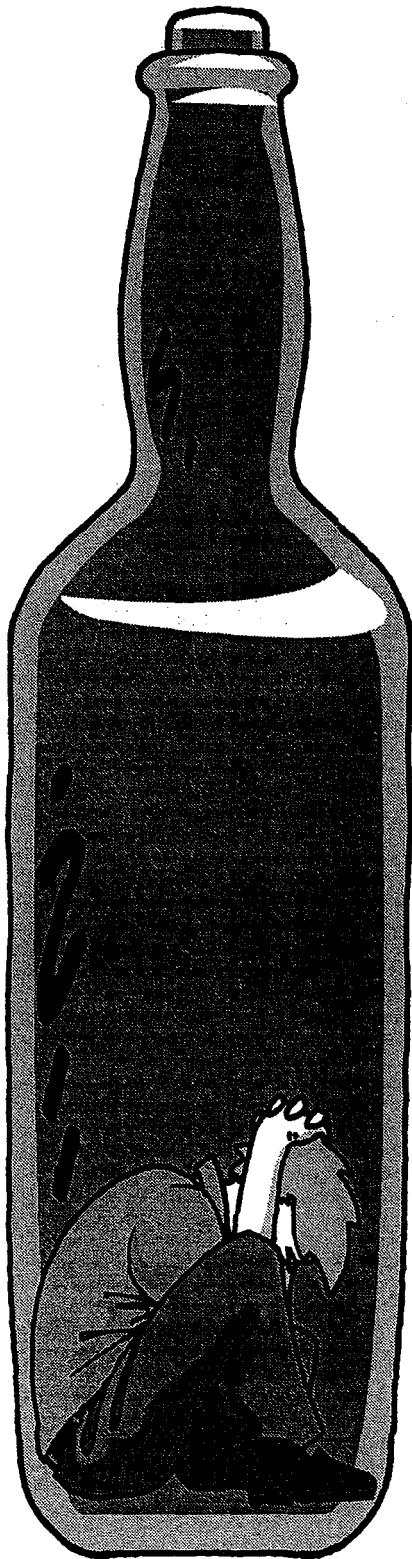
The Bottle and Your Body

- Alcohol poisoning kills thousands of people every year.
- Drunk drivers are involved in about half of all the traffic deaths every year.
- Every summer, alcohol use plays a major role in large numbers of drowning and water tragedies.
- Women who drink during pregnancy run a risk of giving birth to a baby with a birth defect. Mental retardation is a common result.
- Mixing alcohol with other drugs and medicines is risky. Mixing alcohol with drugs like sleeping pills or tranquilizers can be fatal.
- Enormous amounts of alcohol swallowed quickly can kill you.
- Heavy drinking for even a few years can cause permanent internal damage, including damage to the liver and brain.
- Mixed drinks vary in the amount of liquor used.
- How much you can consume without becoming intoxicated depends not only on the amount you drink, but on the alcoholic content of your drink and on your body's tolerance level.

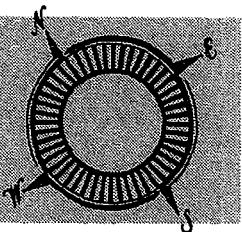
Risks Associated With Teenage Alcohol Use

Teens who drink stand:

- A greater chance of not learning many of the emotional and social skills necessary for a healthy and safe life.
- A greater chance of becoming involved in truancy, vandalism, petty theft and property damage.
- A greater chance of causing an accident or injury to themselves and/or others.
- A greater chance of getting into trouble with parents, friends and teachers.
- A greater chance of using other drugs such as cigarettes and marijuana.
- A greater chance of not finishing high school.



HIGHLIGHT 58



What are the Odds?

No matter how you personally feel about drinking, you know that some young people drink alcoholic beverages. There are many different kinds of situations where alcohol is present.

You can look more clearly at drinking and how it affects you and the world around you if you understand how alcohol works in the human body.

Materials: Pencil or pen

Steps:

1. Read the statements below and decide which are true and which are false. Compare your answers with other club members or, if you are working individually, with friends or family members. Answers are on page 178.

True or False

True False

- 1. Alcohol is a drug.
- 2. Alcohol is a food.
- 3. In the body, alcohol is digested just as food is.
- 4. Because it is a stimulant, alcohol tends to pep up a person.
- 5. If you and your friend each drink three beers in one hour, you will be affected in the same way.
- 6. Alcoholic beverages can be fattening.
- 7. Alcohol in any quantity will damage organs in the human body.
- 8. A person can die of alcohol poisoning.
- 9. All alcoholic beverages are equally strong.
- 10. Liquor taken straight will affect you faster than liquor mixed with water or soda.
- 11. Drinking affects thinking and decision making.
- 12. It is possible for anyone who drinks to become an alcoholic.
- 13. Alcoholics are weak people who do not want to quit drinking.
- 14. Alcoholics can learn to drink socially without becoming intoxicated.
- 15. Those who begin to drink during their early teens are at particularly high risk for becoming alcoholics.



- 2.** Take a few moments to look over this list of situations. Imagine that you have a friend in each situation. If that friend asked you for advice, what would you recommend?

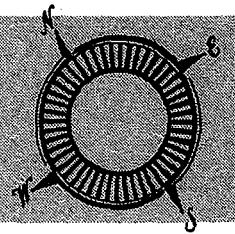
Situations

- Drinking an occasional beer or glass of wine with the family
- Experimenting by getting high at a party
- Drinking at a party where there are only girls (or only boys)
- Having the person who drove get drunk at a party
- Having a date who is already drunk arrive to pick you up
- Being at a friend's home when the parents offer everyone a drink
- Forgetting your problems by getting drunk, as long as you're at home
- Calling parents to pick you up because your "driver" has been drinking

- 3.** Provide this same list to several other people including some adults. How much does their advice differ from yours?

HIGHLIGHT 59

Drinking Dilemmas



There are many different situations involving drinking that you might have to face. Try to choose which alternative is right for you.

Materials: Pencil or pen

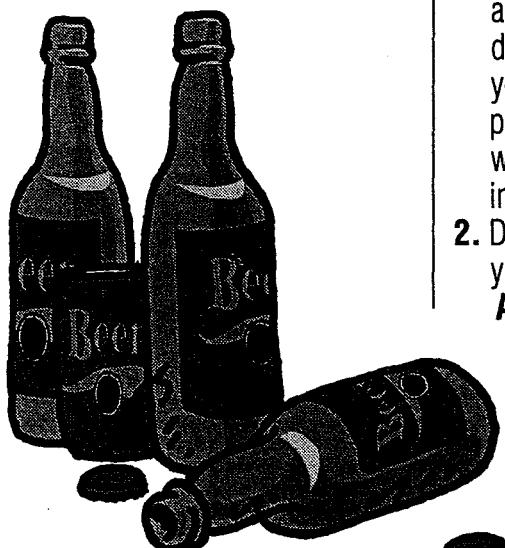
Steps:

- 1.** Read the statements and make the most realistic choice for you. If you are hesitant about anyone else knowing your values on drinking, develop a coding system that only you will understand. For example, you might use a star for the choice that appealed to you most and a plus for the one that appealed to you least. If you find you can't decide what you would do, perhaps you need to collect a little more information about alcohol and the reasons people drink or don't drink.

- 2.** Discuss some of the questions and the options with the members of your group.

A. If I were allowed to drink at home, I would:

- assume I could drink anywhere
- think I should ask my parents for ground rules
- expect my parents to make the first move in setting up ground rules
- other



B. If I saw that my date was getting high at a party, I would:

- ignore it
- leave
- ask my date to stop drinking (or smoking)
- ask a friend to talk to my date
- other

C. If my date smelled of liquor, I would:

- pretend not to notice
- explain how I feel about drinking
- refuse to go with him on the date
- say I would rather not go out together again
- other

D. If I felt high when it was time to leave a party, I would:

- call a cab
- try to act as if I weren't high and drive anyway
- call my parents
- get a ride from a sober friend
- other

E. If I were the only non-drinker at a party where everyone was urging me to have a drink, I would:

- take one drink and sip it slowly
- refuse the drink
- taste the drink and later pour it down the drain or on a plant
- other

F. If someone I had a crush on offered me a drink at a party, I would:

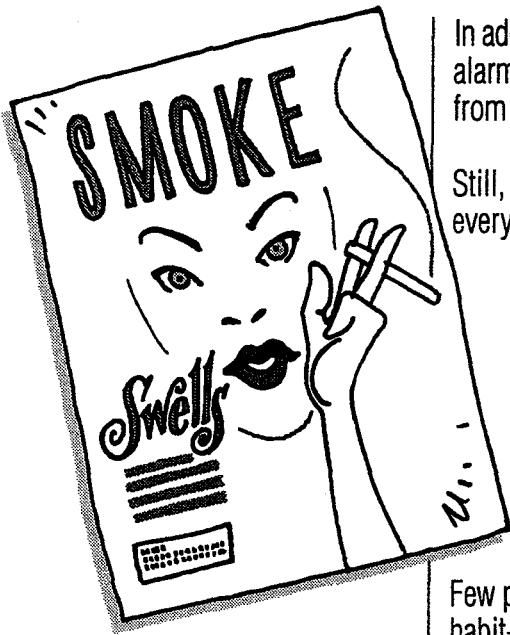
- accept and pray for a date
- say no thanks
- change the subject and start talking
- other

In a Cloud of Smoke

What about smoking? The American Cancer Society reports that cigarette smoking is responsible for 87 percent of all lung cancer. And other cancers and a variety of other diseases are a direct result of smoking. The incidence of diseases of the heart and kidneys are common among those who are long-term smokers. Women who smoke during pregnancy have a greater chance of having a premature baby or a baby who has measurable deficiencies in physical growth and development. Babies who have parents who smoke have a greater possibility of lung disease, such as bronchitis and pneumonia, than babies with non-smoking parents. Smokers tend to get sick more often than non-smokers. Smoking can reduce your physical stamina and effectiveness at sports and physical activity. In short, you are really taking a gamble on your physical health if you are a smoker.

Smoking can also affect your personal safety. At least one out of eight fires are attributed to careless smoking. This is only one of the reasons that more and more companies are operating in "smoke-free" environments.





In addition, information about "second-hand smoke" is causing increasing alarm with non-smokers who are exposed to the carcinogens in the air from smokers.

Still, large numbers of individuals, including teen-agers, begin smoking every year. Some of their reasons include the following:

- All my friends smoke.
- I was just curious.
- It helps me feel relaxed and at ease.
- My parents told me not to.
- I wanted to keep my weight down.
- It makes me feel important.
- I feel part of the adult world.
- It's something to do.

Few people ever remain occasional smokers. Smoking is almost always habit-forming because it contains the drug nicotine. How can you turn down a cigarette when everyone else is smoking? As long as you don't preach or make a big deal about it, most likely nobody will care one way or the other. It's your business and your body. People usually respect others enough to accept their actions based upon personal beliefs.

Think about what it costs to smoke. If you smoke a pack a day, in one month, you could have:

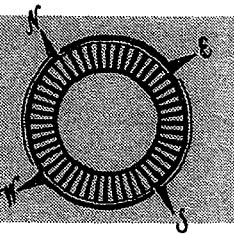
- attended 10 movies with popcorn
- bought 20 hamburgers
- bought six CDs
- bought about 40 gallons of gas
- thrown out 600 cigarette butts

Smoke-stained teeth and cigarette breath are not depicted in cigarette ads. Take a look at the people in ads for cigarettes. Their appeal to you is being glamorous, macho, romantic or satisfying. They are young, healthy looking, attractive men and women with fun and exciting lives. They are swinging singles – never parents, youth or older adults. They represent the styles teen-agers want to identify with in the adult community. Cigarette ads sell an image seductive to teens eager to become adults. Now look at the real world. Look at adults who are smoking. Don't look at young people or people you know personally; it is too hard to get a visual perception of people you know.

Highlight 60 – Take Another Look will help you to look more carefully at your decision to avoid smoking.

HIGHLIGHT 60

Take Another Look



The media glamorizes smoking. Now take a look at real people who smoke.

Materials: Old magazines, pencils or pens and paper

Steps:

1. Tear out some cigarette ads from magazines. Describe the people in the ads. Where are they and what are they doing besides smoking? Try to find them in the real world.
2. Find some places where you can observe teen and adult smokers, for example, in the smoking section of a restaurant, at shopping centers, in store restrooms, on the job or in cars. Describe the people you see smoking. How do they compare with the smokers in the ads?
3. With the members of your club or another friend, rehearse some common situations related to smoking. Have each person write a situation for another to act out. Possibilities might be: *My date offers me a cigarette; what do I say?* *My little brother asks me to buy him some cigarettes; what do I say?* *A friend dares me to buy cigarettes from a vending machine; what do I say?*



What About All the Other Drugs?

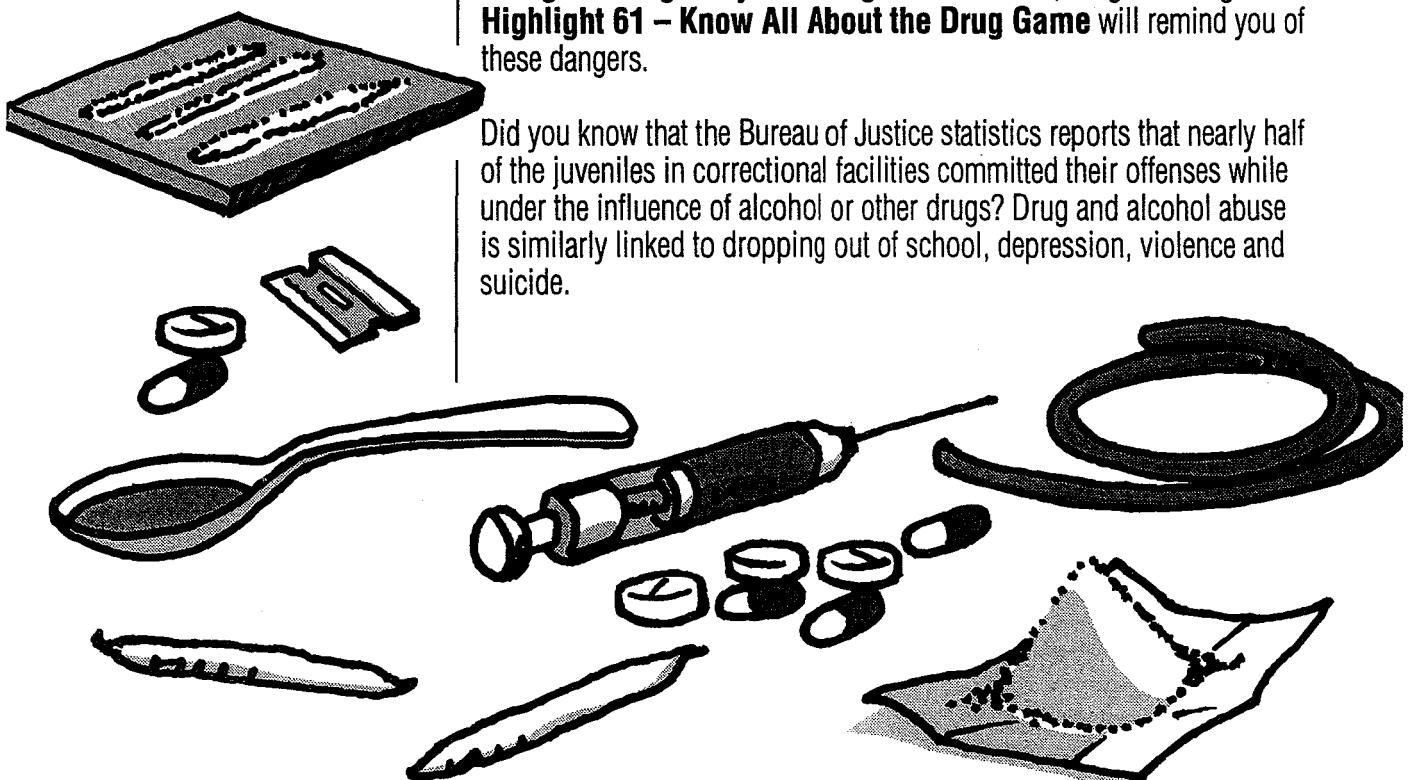
Do you know the risk of physical dependence on drugs? Do you know what it means to build up tolerance to a drug? Do you know how drugs change body chemistry? Do you know that different people react differently to the same drug? Do you know the general categories of the drugs of abuse and the characteristics of each? If you know the answers and you got them from a reliable source, then you are well-informed on the dangers of drugs. But, if you think you might be making decisions about drugs without all the necessary knowledge, this part of the chapter may help.

There is a lot to know about drugs. Some are, of course, illegal; others, such as cough syrup, may be legal but misused. Common household products such as aerosol cans or glue can be easily misused, particularly by teen-agers looking to "get high."

Most people have heard of marijuana, cocaine, crack, heroin, PCP, uppers, downers and LSD. With the problem reaching gigantic proportions, it is now reported that the percentage of students using drugs by the sixth grade has tripled over the last decade. Also troubling is the fact that today's drugs are much more potent and addictive than ever.

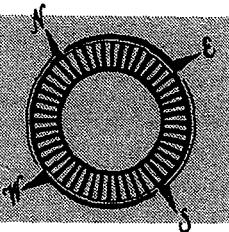
If you should ask individuals why they use drugs, they might say, "Well, I like it, and it makes me feel good." That's a pretty weak reason for anyone to damage their nervous system and possibly destroy their life. And, if you use drugs, that is exactly what you are doing. You are allowing drugs to alter your mind. Your thoughts are **in charge of you** instead of **you being in charge of your thoughts**. In addition, drugs are illegal.

Highlight 61 – Know All About the Drug Game will remind you of these dangers.



Did you know that the Bureau of Justice statistics reports that nearly half of the juveniles in correctional facilities committed their offenses while under the influence of alcohol or other drugs? Drug and alcohol abuse is similarly linked to dropping out of school, depression, violence and suicide.

HIGHLIGHT 61



Know All About the Drug Game

Many people really believe that taking drugs will solve their problems. People, not drugs, solve problems. Being "stoned" or "messed up" on drugs does not eliminate problems, it only allows people to escape from them for a while. But in the long run, they can cause more problems now than later.

Materials: Pencils or pens and paper

Steps:

- 1.** Find out what resources are available in your community related to drug use. Invite an expert to come to your club meeting, or visit a drug rehabilitation center to get some of your questions answered. Possible questions you could ask include:
 - How do I avoid getting into drugs and the drug scene?
 - What do I do if I am approached to buy or use drugs?
 - What do I do if I am having some problems with drugs?
 - How can I help a friend who misuses or abuses drugs?
 - What can I do about a friend who sells drugs?
 - How do I get help for someone experiencing a bad trip?
- 2.** As a group, do some research on the physical and psychological effects of drug abuse. There are so many drugs, you may choose to narrow your study to just one or two. You might want to include:
 - Slang terms (street names) for the drug
 - What the drug looks like
 - How the drug is used
 - The effect of use on a person's body, personality, economics
 - Laws and penalties related to sale and use
 - Possible long-term effects with use
- 3.** Share what you have learned with a group of younger children. Try to arrange to do the sharing with the expert who helped you find more information.
- 4.** If you feel comfortable doing so, tell a personal story about how drugs affected someone you know.

This chapter has touched on a wide variety of situations and decisions related to making it on your own in the world. Preparing for this future is an important part of your high school years and your work in Camp Fire Boys and Girls. There's a new horizon out there for those who plan and begin building the foundation for their horizons now.

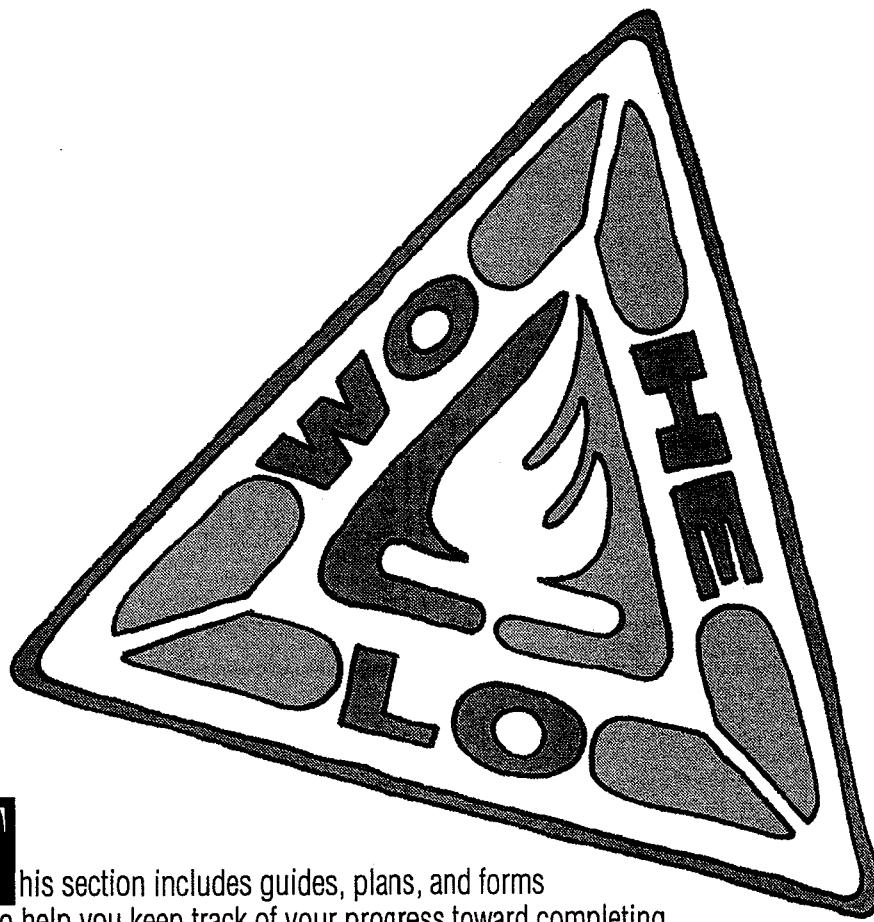
SOLUTION TO HIGHLIGHT 58

WHAT ARE THE ODDS?

True	False	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Alcohol is a drug.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Alcohol is a food.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	3. In the body, alcohol is digested just as food is.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	4. Because it is a stimulant, alcohol tends to pep up a person.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	5. If you and your friend each drink three beers in one hour, you will be affected in the same way.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	6. Alcoholic beverages can be fattening.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	7. Alcohol in any quantity will damage organs in the human body.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	8. A person can die of alcohol poisoning.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	9. All alcoholic beverages are equally strong.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	10. Liquor taken straight will affect you faster than liquor mixed with water or soda.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	11. Drinking affects thinking and decision making.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	12. It is possible for anyone who drinks to become an alcoholic.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	13. Alcoholics are weak people who do not want to quit drinking.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	14. Alcoholics can learn to drink socially without becoming intoxicated.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	15. Those who begin to drink during their early teens are at particularly high risk for becoming alcoholics.

CHAPTER 6

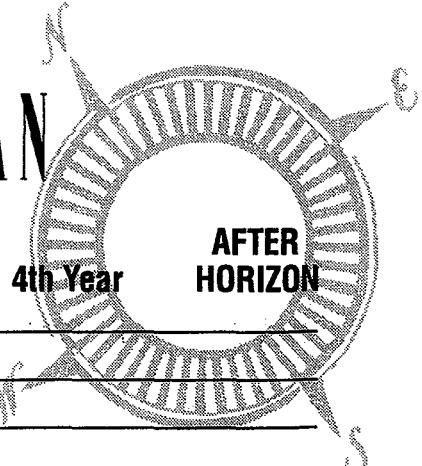
REFERENCE SECTION



This section includes guides, plans, and forms to help you keep track of your progress toward completing the Highlights, Reflections and the Wohelo Award.



NEW HORIZONS PLAN



1st Year

2nd Year

3rd Year

4th Year

AFTER
HORIZON

Highlights

Highlights

Highlights

Highlights

Highlights

Highlights

Highlights

Highlights

Highlights

Reflection Projects

Reflection Projects

Reflection Projects

Reflection Projects

Wohelo Award

Torch Bearer Projects

Torch Bearer Projects

Service Projects

Religious-Spiritual Projects

Camping

Progression in Outdoor Action

Leadership Training

Council Projects

National Projects

Council or District Events

Council Leadership Opportunities

National Activities or Events

National Leadership Opportunities

Teens in Action

Other

HOW TO EARN A WOHELO AWARD

1. Consult with your local Camp Fire council to learn what resources and procedures may be necessary.

2. Choose date intended to complete tasks:

3. Complete 4 Reflections.

4. Learn about Camp Fire as an agency.
Read **Wohelo, The Camp Fire History** (D-27700).
Learn about Camp Fire in your community.

5. Decide three areas of commitment to action.

6. Select a consultant team.

7. Develop Wohelo Award Action Plans.

8. Develop each step of Action Plan.

9. Develop Wohelo Award Advocacy Plan Guide.

10. Build an evaluation process into your plan.

11. Carry out action plans.

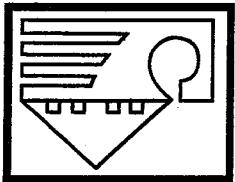
12. Notify the Wohelo committee of completion of steps 1 through 11 at least 6 weeks prior to your presentation and let them know what form your Wohelo project presentation will take (notebook, speech, video, etc.).

13. Submit Wohelo Award Letter and Certificate Request Form.

14. Celebrate the completion in some way meaningful to you!

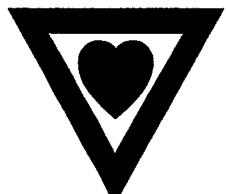


NATIONAL PROJECTS



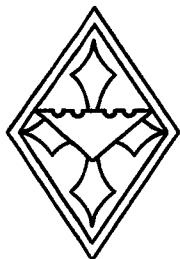
Save the Bluebirds

To provide extended service to protect the bluebird population, an endangered species.



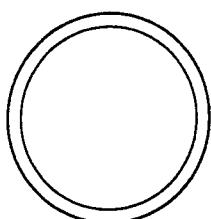
Salute to Hospitalized Veterans

To pay tribute to hospitalized veterans; to learn about patriotism, citizenship, veterans, freedom and compassion.



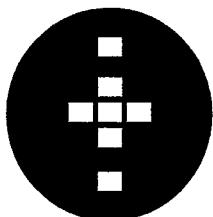
National Art Competition

To encourage young people to explore their own creativity; to give opportunities to learn to appreciate art.



Celebrate Camp Fire

To learn more about Camp Fire and celebrate Camp Fire's birthday.
(A new emblem is designed each year. See the current/official merchandise catalog or the *Recognition & Awards Guide* for a sample.)



Project Contact

To encourage friendship by correspondence.



WorldWise

To teach the basic concepts of ecology with the goal of helping learners reconnect with the natural process that governs life on earth.

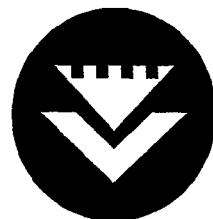
Project Handclasp

To develop international service projects.



Project Involvement

To help people in the community.



A Gift of Peace

To help children understand the importance of dealing with personal conflict in a peaceful manner.



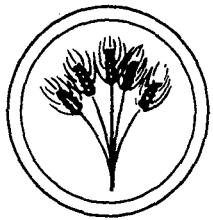
In Pursuit of Peace

To help youth clarify their personal beliefs, learn new skills for handling personal conflicts and learn about nuclear issues.



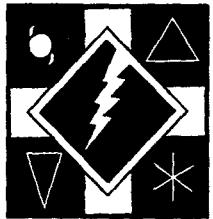
Imagine No Hunger

To develop an awareness of the hunger problem in the United States and worldwide; to stimulate action.

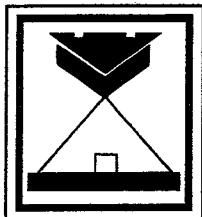


Project Weather Ready

To help youth learn about weather conditions and steps to take when confronted with weather-related disasters.



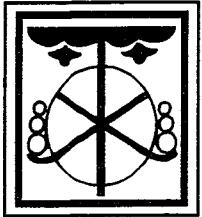
TORCH BEARER PROJECTS



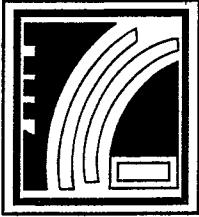
Torch Bearer in Camping



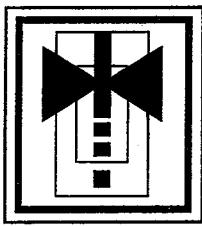
Torch Bearer in Cookery



Torch Bearer in Media



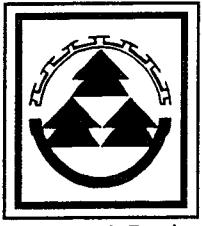
Torch Bearer in Creative Arts



Torch Bearer in Reading



Torch Bearer in Healthy Living



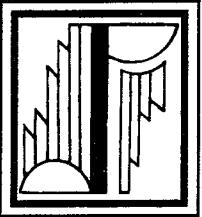
Torch Bearer in Travel



Torch Bearer in Water Sports



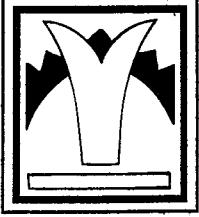
Torch Bearer in Needlework



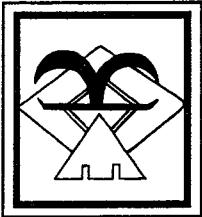
Torch Bearer in Performing Arts



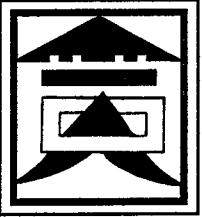
Torch Bearer in Practical Living



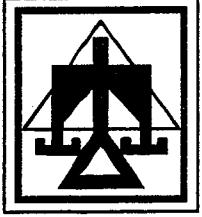
Torch Bearer in Religious Growth



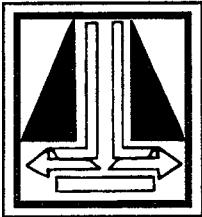
Torch Bearer in Special Interest



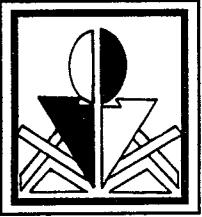
Torch Bearer in Special Service



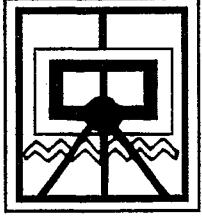
Torch Bearer in Horsemanship



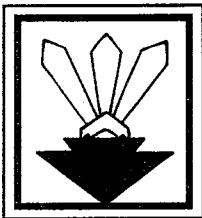
Torch Bearer in Sports and Games



Torch Bearer in Community Involvement



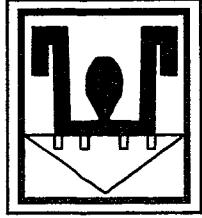
Torch Bearer in Computer Technology



Torch Bearer in Personal Business



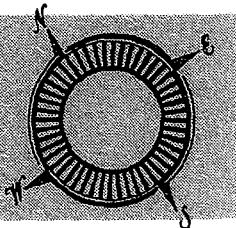
Torch Bearer in Cultural Understanding



Torch Bearer in Environmental Issues

WOHELO AWARD

DECLARATION OF INTENT FORM



My Camp Fire goal in Horizon Club is to earn the Wohelo Award and complete all requirements listed in the book for Horizon members, **New Horizons**.

Name: _____

Address: _____

City: _____ State: _____

Zip: _____ Phone: _____

Grade: _____ Age: _____

School: _____

Adviser's (s') Name(s): _____

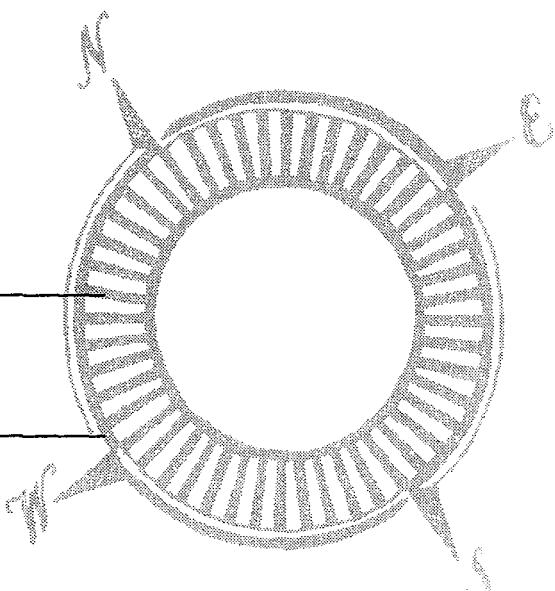
If no club adviser, assistance needed? Yes No

Number of years in Camp Fire _____

Current Membership status: Individual member Club member

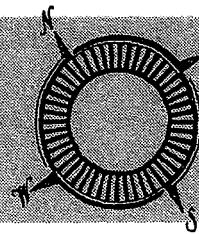
Applicant Signature

Date



WOHELO AWARD

DECLARATION OF COMPLETION FORM



To the best of my knowledge, _____ has satisfactorily completed the requirements for the Wohelo Award.

Adviser's Name

Adviser's Signature

Comments: _____

My first issue of concern to me is: _____

My Wohelo Award consultant(s) is: _____

Comments: _____

My second issue of concern to me: _____

My Wohelo Award consultant(s) are: _____

Comments: _____

My third issue of concern to me is: _____

My Wohelo Award consultant(s) is: _____

Comments: _____

Please answer the following questions regarding your Wohelo Award process:

1. What have you enjoyed the most and why?

2. What have you learned about yourself that will be of lasting value to you?

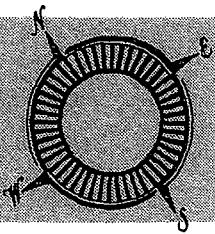
I believe I have satisfactorily fulfilled the requirements for the Wohelo Award and have submitted this form and proof of completion to the Wohelo Review Committee.

Signature of Applicant

Date

WOHELO AWARD

LETTER AND CERTIFICATE REQUEST FORM



(Request should be made at least 30 days prior to presentation date.)

Council name: _____

Council address: _____

Recipient's name: Miss Ms. Mrs. Mr.

Recipient's address: _____

Presentation date: _____

Mail certificate to (staff person at council): _____

Recipient information: Age _____ Gender _____ Years in Camp Fire _____

Brief description of Camp Fire leadership roles: _____

Brief description of Camp Fire projects completed/awards received: _____

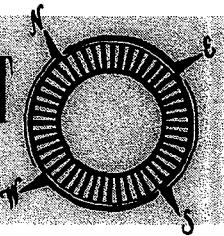
Brief description of community/school/church activities: _____

Executive Director signature

Date

REFLECTION WORKSHEET

Celebrate Me Reflection



Highlights:

Complete at least one Highlight in each of the three parts of the chapter.

Part 1: I'm Somebody Special # _____

Part 2: Do I Choose to Give Service? # _____

Part 3: Do I Choose to Learn Leadership? # _____

Option #1

Part One: I'm Somebody Special

Torch Bearer in Healthy Living _____

OR

Complete two of six activities listed:

Part Two: Do I Choose to Give Service?

Complete two of eight activities listed:

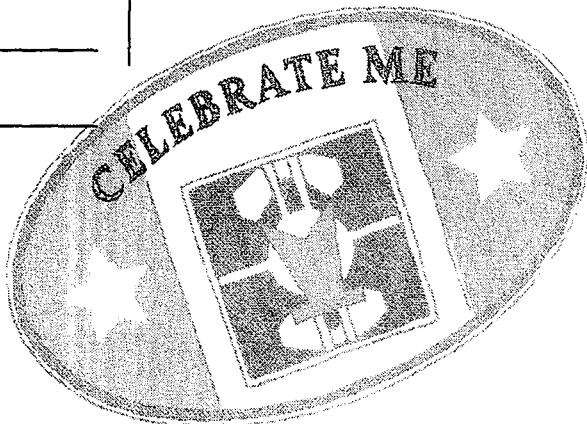
Part Three: Do I Choose to Learn Leadership?

Complete the first year of a counselor-in-training course at a summer resident camp. _____

OR

Complete two of six activities listed:

OR . . .



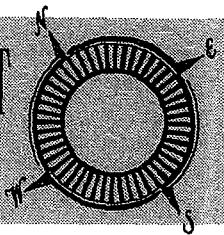
Option #2

Complete all five steps listed. _____

Leader/Adviser Signature of Completion

REFLECTION WORKSHEET

Choices and Decisions Reflection



Highlights:

Complete at least one Highlight in each of the three parts of the chapter.

Part 1: Labels Limit Living # _____

Part 2: Decisions Within Relationships # _____

Part 3: Am I Parent Material? # _____

Option #1

Part One: Labels Limit Living

Torch Bearer in Special Service or Cultural Understanding _____

OR

Complete two of eight activities listed:

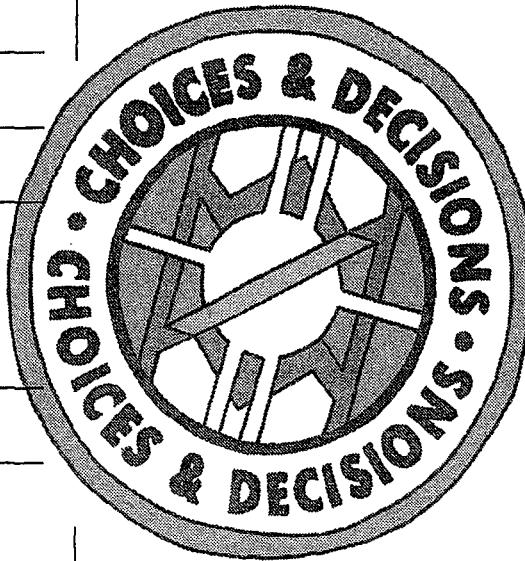
Part Two: Decisions Within Relationships:

Complete three of seven activities listed:

Part Three: Am I Parent Material?

Complete two of seven activities listed:

OR . . .



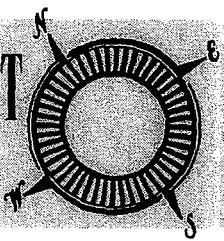
Option #2

Complete all five steps listed. _____

Leader/Adviser Signature of Completion

REFLECTION WORKSHEET

Mapping My Way Reflection



Highlights:

Complete at least one Highlight in each of the following parts of the chapter.

Part 1: Road Signs # _____
Part 2: Employment Know-How # _____

Option #1

Part One: A Look at Myself: Road Signs for the Future
Torch Bearer in Community Involvement _____

OR

Complete two of eight activities listed:

Part Two: Employment Know-How

Complete three of eight activities listed:

Part Three: Career Decisions: Profiles for Practice

Complete one of three activities listed:

OR . . .

Option #2

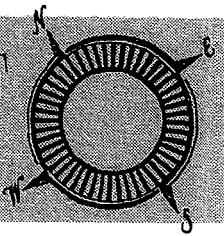
Complete all four steps listed. _____



Leader/Adviser Signature of Completion

REFLECTION WORKSHEET

Making It On My Own Reflection



Highlights:

Complete at least one Highlight in each of the three parts of the chapter.

Part 1: Dollars and Sense # _____

Part 2: Moving Out? # _____

Part 3: It's a Risky Business # _____

Option #1

Part One: Dollars and Sense

Torch Bearer in Personal Business _____

OR

Complete three of six activities listed:

Part Two: Moving Out?

Torch Bearer in Practical Living _____

OR

Level 5 (Voyager) of the Progression in Outdoor Action _____

OR

Complete three of six activities listed:

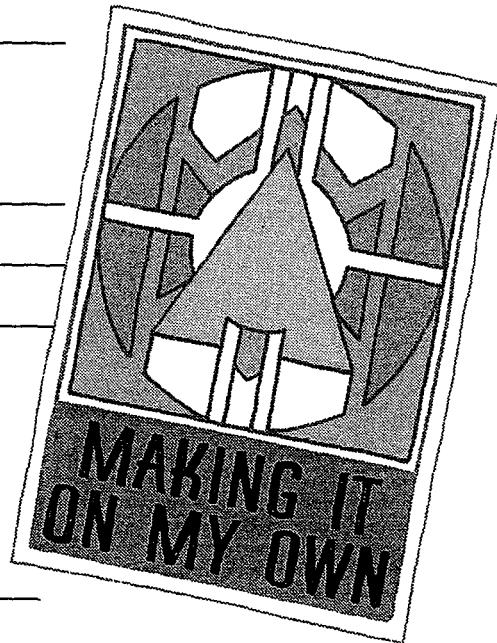
Part Three: It's a Risky Business

Complete three of seven activities listed:

OR . . .

Option #2

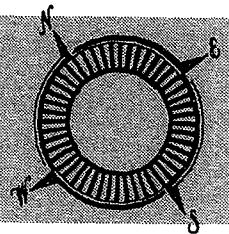
Complete all six steps listed. _____



Leader/Adviser Signature of Completion

ACTION PLAN GUIDE

(Copies should be made for each Reflection)

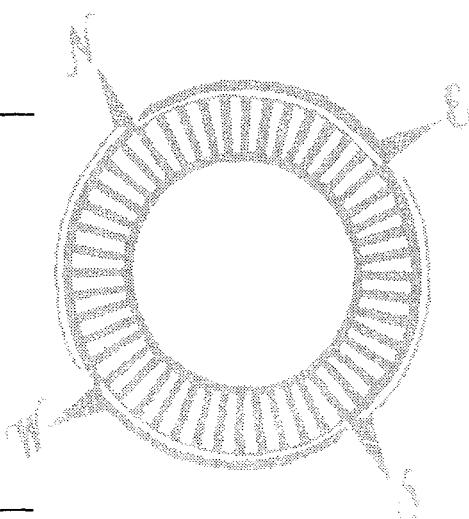


This is what I am going to do:

This is how I am going to do it:

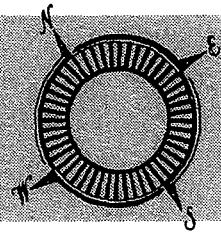
This is when I am going to do it:

I did it! This is how I feel about it:



WOHELO AWARD

PLANNING CHART



Name _____

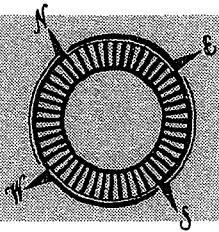
Consultant or Team _____

Documentation Methods _____

Projected Completion Time _____

Advocacy Action	Camp Fire as a Council	Issue of Concern	Issue of Concern
		Camp	Church
Lead	Lead groups at camp overnight	Co-counselor	Lead activities and events at Spring Youth Rally In Jamestown
Teach	Teach orientation and outdoor skills	Teach sailing	Teach workshop on self-esteem
Serve	Help lead Camp Fire activities, outdoor skills	Work to create and maintain new Camp Fire clubs. Painting and cleaning where needed.	Serve on youth council and help to manage everything.
Speak Out	Serve on board of directors maintaining the integrity of the clubs.	Encourage board to continue improvements at camp. Serve on camp usage and maintenance committees.	Represent my youth group at UCC annual meeting in 1992.

WOHELO AWARD



PLANNING CHART

Name _____

Consultant or Team _____

Documentation Methods _____

Projected Completion Time _____

Advocacy

Action

Camp Fire as a Council

Issue of Concern

Issue of Concern

Lead

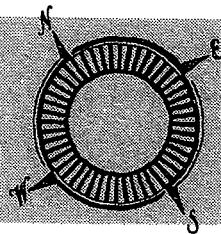
Teach

Serve

Speak Out

WOHELO AWARD

ADVOCACY PLAN GUIDE



- Advocate:**
1. One who pleads the cause of another
 2. One who defends some special cause
 3. To plead for, be in favor of
 4. Legal counsel

ISSUE #1

Remember that one commitment must be doing something for Camp Fire as a council. Please write a few paragraphs about your commitment to action that includes your actions in the following areas.

LEAD – Leadership role – This could be as chairperson, leader or president of a group.

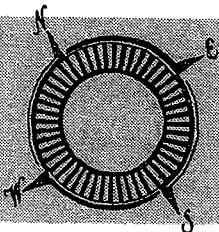
TEACH – Impart a skill or knowledge. The teaching may be to an individual or group over a period of time.

SERVE – Render services of benefit. The service may be to an individual or organization over a period of time.

SPEAK OUT – Take public action. The speaking could be as a speaker for a public function or could take the form of writing a newspaper article directed to a group of people.

WOHELO AWARD

ADVOCACY PLAN GUIDE



- Advocate:**
1. One who pleads the cause of another
 2. One who defends some special cause
 3. To plead for, be in favor of
 4. Legal counsel

ISSUE #2

Remember that one commitment must be doing something for Camp Fire as a council. Please write a few paragraphs about your commitment to action that includes your actions in the following areas.

LEAD – Leadership role – This could be as chairperson, leader or president of a group.

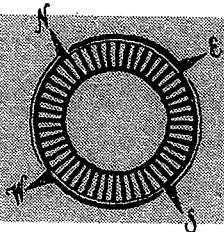
TEACH – Impart a skill or knowledge. The teaching may be to an individual or group over a period of time.

SERVE – Render services of benefit. The service may be to an individual or organization over a period of time.

SPEAK OUT – Take public action. The speaking could be as a speaker for a public function or could take the form of writing a newspaper article directed to a group of people.

WOHELO AWARD

ADVOCACY PLAN GUIDE



- Advocate:**
1. One who pleads the cause of another
 2. One who defends some special cause
 3. To plead for, be in favor of
 4. Legal counsel

ISSUE #3

Remember that one commitment must be doing something for Camp Fire as a council. Please write a few paragraphs about your commitment to action that includes your actions in the following areas.

LEAD – Leadership role – This could be as chairperson, leader or president of a group.

TEACH – Impart a skill or knowledge. The teaching may be to an individual or group over a period of time.

SERVE – Render services of benefit. The service may be to an individual or organization over a period of time.

SPEAK OUT – Take public action. The speaking could be as a speaker for a public function or could take the form of writing a newspaper article directed to a group of people.

ACTION PLAN FOR SERVICE TO CAMP OJIKETA

LEAD:

Dates:

		Action:
Summer	1989	Junior counselor-in-training at Camp Ojiketa Day Camp.
Summer	1990	Worked as a resident camp kitchen assistant.
Summer	1991	Worked as a junior program assistant at resident camp.
	1991-92	Assisted Camp Fire staff at fall, winter and spring camp overnights.
Summer	1992	Worked at Ojiketa as a day camp assistant site counselor for elementary-aged kids. Duties included being responsible for day-to-day activities in a day camp setting (activities, meals, etc.).

TEACH:

Dates:

		Action:
Summer	1991	Taught outdoor skills while working as a junior program assistant at resident camp.
Summer	1992	Worked as a program assistant at Ojiketa: Assisted camp counselors and administrative staff in planning, coordinating and directing events at camp. Assisted with "cabin activities," helped with crafts and led songs.

SERVE:

Dates:

		Action:
Spring	1991	Helped with spring cleanup at camp.
Summer	1991	Assisted in end-of-season camp inventory.
Summer	1991	Worked as a resident camp kitchen assistant.
Fall	1991	Cleaned Strom Hall and inventoried camp store.
Fall	1991	Cleaned and painted White Pine Lodge.
Spring	1990-1991	Worked at the first two Earth Days held at Camp Ojiketa.
Dec.	1989, '90, '91	Worked at the Giving Tree at Camp Ojiketa.
Spring	1992	Conducted phone survey of day campers from the 1991 summer camp session.

SPEAK OUT

Dates:

		Action:
Spring	1991	Interviewed Minnesota Department of Natural Resources Director Ron Sando at the Earth Day celebration held at Camp Ojiketa.
Spring	1992	Handed out camp flyers to friends. Encouraged friends to go to resident camp.

Agreement Letter

Dear Mrs. Jones:

I am writing this letter to ask you if you would consider being one of my consultants for my Wohelo Award work. I have been an active member of Camp Fire for 11 years, and it has always been my goal to earn the Wohelo Award. Finally, I am at the point in my life to reach this goal. Although moving has limited my involvement, I am confident that I can earn the honor.

The Ozarks Council of Camp Fire recognizes you as the last recipient of the Wohelo, and I respect your achievement and commitment to Camp Fire. With your help, I hope to be the next to earn the Wohelo.

I have also asked L. Smith to be on my consultant team. She is a good friend of mine and is full of great ideas and suggestions. Between the two of you, I believe I will be well-prepared and eager to do the best job that I can.

I intend to keep in contact primarily through letters and over the phone. However, if you and L. Smith feel that it is necessary to meet with me, I would be more than happy to arrange such a time.

Enclosed is a copy of the requirements for the Wohelo Award. I expect there will be several times that I will need to contact you and L. Smith to review my program, keep you informed and perhaps make alterations in my plan. I hope to complete both my Reflection projects and my plan by June and then my Wohelo Award by the end of 1996.

I hope that you will signify your agreement to act as a member of my consultant team by signing and returning a copy of this letter.

Sincerely,

Lauren Weatherly

Consultant signature: _____

Date: _____

Lauren Weatherly – Camp Fire Boys and Girls, Ozarks Council

**CAMP FIRE BOYS AND GIRLS
APPLICATION FOR EMPLOYMENT**

Position(s) desired:

How did you learn of this opening?

Name: *Last name* *First name* *Middle* *Other names used*

Address: *Number* *Street*

City *State* *Zip Code*

Telephone number(s): *Social Security Number:*

1. Are you at least 18 years of age? Yes No

2. Do you have legal authorization to work in this country?
(Verification will be required upon employment)
 Yes No

3. Have you ever filed an application with Camp Fire before?
If yes, give date: _____
 Yes No

4. Have you ever been employed by Camp Fire before?
If yes, give dates and position(s) held:

5. Are there any days or times you will not be available to work?
If yes, please specify: _____

6. Can you travel if your job requires it? Yes No

7. Do you have any relatives, either by blood or marriage, who are currently
working for Camp Fire? (Answering "Yes" will not necessarily result in
your disqualification.) Yes No

8. Have you been convicted of a crime?
If so, for what offense? When? Where?

EDUCATION

High School

Name _____ Did you graduate? _____ Describe course of study
 Yes No _____
City, State _____

Name _____ Did you graduate? _____ Describe course of study
 Yes No _____
City, State _____

Undergraduate

Name _____ Describe course of study
City, State _____

Dates Attended Did you graduate?
From To Yes No Indicate type of degree
or # of credits completed

Name _____ Describe course of study
City, State _____

Dates Attended Did you graduate?
From To Yes No Indicate type of degree
or # of credits completed

Graduate

Name _____ Describe course of study
City, State _____

Dates Attended Did you graduate?
From To Yes No Indicate type of degree
or # of credits completed

Graduate

Name	Describe course of study		
City, State			
Dates Attended From To	Did you graduate? <input type="checkbox"/> Yes <input type="checkbox"/> No	Indicate type of degree or # of credits completed	

Employment History

(Please give accurate, complete full-time and part-time employment record.
Start with present or most recent employer.)

Employer	Employed (Month/Year) From To	Job title:
Address	Describe work:	
City/State/Zip		
Telephone ()	Supervisor's name	Salary/Wage
Reason for leaving		
Employer	Employed (Month/Year) From To	Job title:
Address	Describe work:	
City/State/Zip		
Telephone ()	Supervisor's name	Salary/Wage
Reason for leaving		

Employment History (continued)

Employer	Employed (Month/Year) From _____ To _____	Job title:
----------	--	------------

Address	Describe work:
---------	----------------

City/State/Zip	
----------------	--

Telephone ()	Supervisor's name	Salary/Wage
-----------------------	-------------------	-------------

Reason for leaving	
--------------------	--

(If you need additional space, please continue on a separate sheet of paper.)

Please account for any time that you were unemployed by stating the nature of your activities:

Summarize any job-related skills and qualifications acquired from employment or other experiences:

PET STORE APPLICATION FOR EMPLOYMENT

Name: _____

Permanent Address: _____ Perm. ph. (____)

Local Address: _____ Local ph. (____)

(If different) _____

Applied here before? Yes No When?

Were you interviewed? Yes No Twice? Yes No

Current Status (Please check all that apply):

High School Graduate Year _____ Name/City of High School _____

College student Where _____ Hours enrolled _____
Year? 1st 2nd 3rd 4th 5th

Age 21 or over

Age 18 or over (Applicants under 18 require staff recommendation)

Store volunteer

Other significant information _____

Total hours per week available/desired:

5-10 10-15 15-20 20-25 25-30 30-35 35-40

Times available to work between 8 a.m. and 10 p.m.:

Monday _____ Thursday _____ Sunday _____

Tuesday _____ Friday _____

Wednesday _____ Saturday _____

Outside activities that may interfere with your normal work schedule: (Days/times)

Please list any previous retail experience or related employment (where, when, how long) or any past experience you feel would help you in your position here:

Last or current place of employment: _____

Supervisor: _____ Phone (____)

May we contact him/her for a reference? Yes No (If yes, please provide phone number.) If no, why not?

Please check each of the following categories that you feel you are good at or are somewhat experienced in:
(Note: During your interview you will be asked to expand on each.)

- | | | | |
|---|---|--|--------------------------------------|
| <input type="checkbox"/> Customer service | <input type="checkbox"/> Mice & rats | <input type="checkbox"/> Puppies & dogs | <input type="checkbox"/> Birds |
| <input type="checkbox"/> Selling techniques | <input type="checkbox"/> Kittens & cats | <input type="checkbox"/> Hamsters & gerbils | <input type="checkbox"/> Primates |
| <input type="checkbox"/> Dependability | <input type="checkbox"/> Snakes | <input type="checkbox"/> Rabbits & guinea pigs | <input type="checkbox"/> Lizards |
| <input type="checkbox"/> Punctuality | <input type="checkbox"/> Saltwater Fish | <input type="checkbox"/> Fresh water fish | <input type="checkbox"/> Tortoises |
| <input type="checkbox"/> Manners/Etiquette | <input type="checkbox"/> Reef aquaria | <input type="checkbox"/> Brackishwater fish | <input type="checkbox"/> Crustaceans |
| <input type="checkbox"/> Honesty/Integrity | <input type="checkbox"/> Personal hygiene | <input type="checkbox"/> Math skills | |

PLEASE READ!

All new employees start at the minimum hourly wage for a 30-day trial period. At the end of the first month, a performance evaluation will be given and a wage will be decided on. Subsequent raises will be given quarterly based on job performance reviews.

Our employees are expected to be very knowledgeable about every aspect of their position, as well as other areas. Even a part-time position requires a great deal of knowledge and specialized training. All new employees will need to attend training seminars two nights a week from 9:30 p.m. until midnight, until their training is complete.

Are you sure this type of job will fit your current lifestyle? Yes No Probably
(If "no," please do not turn in your application!)

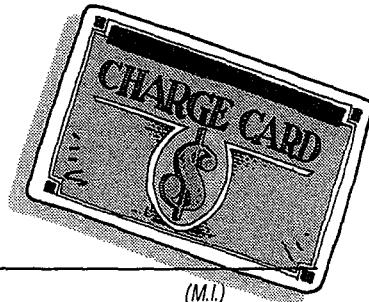
Please tell us why you would make a great addition to our staff! (Do not leave this space blank.)

Check over your application for thoroughness. **Incomplete applications will be discarded.** Thank you for your interest!

Information is true and accurate.

Signature _____ Date _____

CREDIT CARD APPLICATION



Date _____ Number of Cards Requested _____

Full Name _____
(Last Name) _____ (First Name) _____ (M.I.) _____

Address _____

City, State, Zip _____

Daytime Telephone (_____) _____ Evening Telephone (_____) _____

Place of Employment _____

Address _____

City, State, Zip _____

For How Long? _____ Approximate Monthly Salary _____

Supervisor's name _____ Telephone _____

Savings Accounts – Name of Bank and Account Numbers

Checking Accounts – Name of Bank and Account Numbers

Other Income

Check over your application for thoroughness. **Incomplete applications will be discarded.** Thank you for your interest!

Information is true and accurate.

Signature _____ Date _____

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