



Camp Fire  
Boys and Girls®

7/060100

\$12.00

# ADVENTURE TRAILS



# Adventure Trails

NAME \_\_\_\_\_



4601 Madison Avenue  
Kansas City, Missouri 64112

---

*Adventure Trails* is an official national publication of Camp Fire Boys and Girls to support its national program for members in third, fourth and fifth grades.



## ACKNOWLEDGEMENTS

Many Camp Fire councils, membership associations and individual members contributed to the development of this book. A specially-formed task force gave valuable input throughout development of the book. Task force members included Sue Dodge, Baldwinsville, New York; Karen Dunphy, Claremont, California; Cathie Holland, Tulsa, Oklahoma; Dee Hruska, Houston, Texas; Carleton Mowell, Birmingham, Michigan; and Patricia Volz, Sandusky, Ohio.

The book was field tested in the following councils in the fall and winter of 1982: Cleveland Council of Camp Fire, Cleveland, Ohio; Firelands Council of Camp Fire, Sandusky, Ohio; Norman Council of Camp Fire, Norman, Oklahoma; Oklahoma City Council of Camp Fire, Oklahoma City, Oklahoma; Pilchuck Council of Camp Fire, Everett, Washington; and Santa Clara/Santa Cruz Council of Camp Fire, Santa Clara, California. Art concepts and cover designs were field tested in the above councils and in the Sunflower Council of Camp Fire, Kansas City, Kansas.

The field testing was made possible, in part, through an anonymous contribution and contributions from The Cleveland Foundation and the George W. Codrington Charitable Foundation, Cleveland, Ohio.

In addition, the book was reviewed by members of the following councils: Agape Camp Fire Program, Philadelphia, Pennsylvania; Council for Greater Boston, Boston, Massachusetts; Heart of the Hawkeye Council of Camp Fire, Des Moines, Iowa; Humboldt County Council of Camp Fire, Eureka, California; Maricopa Council of Camp Fire, Phoenix, Arizona; North Central Washington Council of Camp Fire, Wenatchee, Washington; Oklahoma Green Country Council of Camp Fire, Tulsa, Oklahoma; Ta Ki Kwa Council of Camp Fire, Plymouth, Indiana; Three Fires Council of Camp Fire, Ithaca, New York; Willamette Council of Camp Fire, Salem, Oregon.

The book was reviewed by staff of the U.S. Catholic Conference, the Lutheran Council in the U.S.A., and the Midwest Race and Sex Desegregation Assistance Center. The Science Action Crafts were developed by the Learning Exchange, Kansas City, Missouri. All jokes are from *The Gigantic Joke Book*, written by Joseph Rosenbloom, Sterling Publishing Co., Inc., copyright 1978. Reprinted with permission.

The 1989 revision reflects the change in the ages for Adventure level from fourth, fifth and sixth to third, fourth and fifth grades. The Adventure level is the second level of the Camp Fire club program.

## PURPOSE OF CAMP FIRE BOYS AND GIRLS

The purpose of Camp Fire Boys and Girls is 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.



This book or parts thereof shall not be reproduced in any form except for brief quotations in a review. Request for permission to reproduce any part of this book should be addressed to the communications department, Camp Fire Boys and Girls. Camp Fire Boys and Girls is an equal opportunity employer.

Item No. D-06000

**Revised November 1989**

**Revised April 1992**

**Revised September 1994**

**Revised July 1998**

Published by:  
Camp Fire Boys and Girls  
4601 Madison Avenue  
Kansas City, Missouri 64112  
816/756-1950  
FAX 816/756-0258  
Website: [www.campfire.org](http://www.campfire.org)  
Email: [info@campfire.org](mailto:info@campfire.org)

Adventure Trails  
Original © 1983 by Camp Fire, Inc.  
Subsequent © upon reprint  
1998 Camp Fire Boys and Girls.  
All rights reserved

---

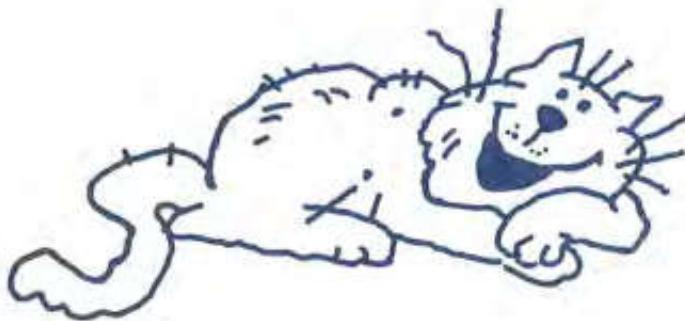
## TABLE OF CONTENTS

<b>Chapter One—Are You Ready for an Adventure?</b>	1
You Are a Camp Fire Adventurer	2
You Can Be a Trail Seeker, a Wood Gatherer or a Fire Maker	2
You Can Explore Many Trails	2
You Belong to a Club	4
You Belong to Camp Fire	15
<b>Chapter Two—Become a Trail Seeker, Wood Gatherer, Fire Maker</b>	21
I Want To Be a Trail Seeker	22
Guide to Becoming a Trail Seeker	
I Want To Be a Wood Gatherer	47
Guide to Becoming a Wood Gatherer	
I Want To Be a Fire Maker	59
Guide to Becoming a Fire Maker	
<b>Chapter Three—Trail to the Great Outdoors</b>	71
Outdoor Action Crafts	72
Know About Nature	
Help Your Environment	
Make Things from Nature Materials	
Cook Outdoors	
String Along	
Hike and Camp Out	
Try-Ads	80
Stars 'n' Stories	
Camp Care	
Animals in Danger	
A New Venture	82
New Venture in Energy Awareness	
Progression in Outdoor Action	84
Fire Tender	
High Adventure	
Trail Maker	
Gypsy	
National Projects	88
Save the Bluebird	
WorldWise	
Let's Go Camping as a Club	91
Let's Go to Day Camp	92
Let's Go to Resident Camp	94
<b>Chapter Four—Trail to Creative Living</b>	97
Creative Arts Action Crafts	98
Pictures and Paints	
Photography	
Fiber Fun	
Paper and Prints	
Models and Shapes	
Mixed Media	
Music and Songs	
Speech and Dramatics	
Dance	
Creative Writing	



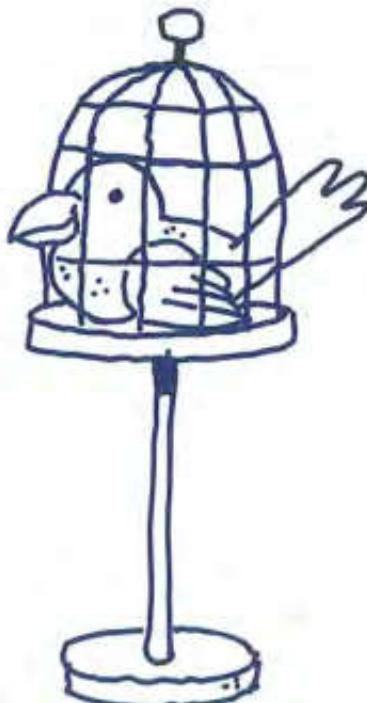
---

Try-Ads	110
Stories Onstage	
Get the Picture	
Music Makers	
New Ventures	112
New Venture into the Arts	
New Venture with People I Admire	
Link-Up in Performing Arts	116
Link-Up in Creative Arts	118
National Art Competition	120
<b>Chapter Five—Trail to Helping People</b>	<b>123</b>
Citizenship Action Crafts	124
My Family and Me	
Camp Fire and Me	
My Neighborhood and My School	
My Community	
My State and My Country	
The World	
Try-Ads	130
Adopt a Friend	
Children's Hour	
Community Tour	
Volunteers for Votes	
New Ventures	133
New Venture in Leadership	
New Venture in Accepting Differences	
National Projects	137
Salute to Hospitalized Veterans	
Project Contact	
Project Involvement	
Project Handclasp	
Respect for the Flag	142
<b>Chapter Six—Trail to Knowing Me, My Family and My Community</b>	<b>145</b>
Home Action Crafts	146
My Family	
Little Ones to Care For	
Safety First	
When Someone Is Ill	
Home Helper	
Let's Eat	
Party Time	
Fix-Up Time	
Look at Me	
Green Thumb	
A Stitch in Time	
Business Action Crafts	156
Money Matters	
Smart Shopper	
Camp Fire Business	
Computers and Me	
Business in My Future	
Business in My Community	



---

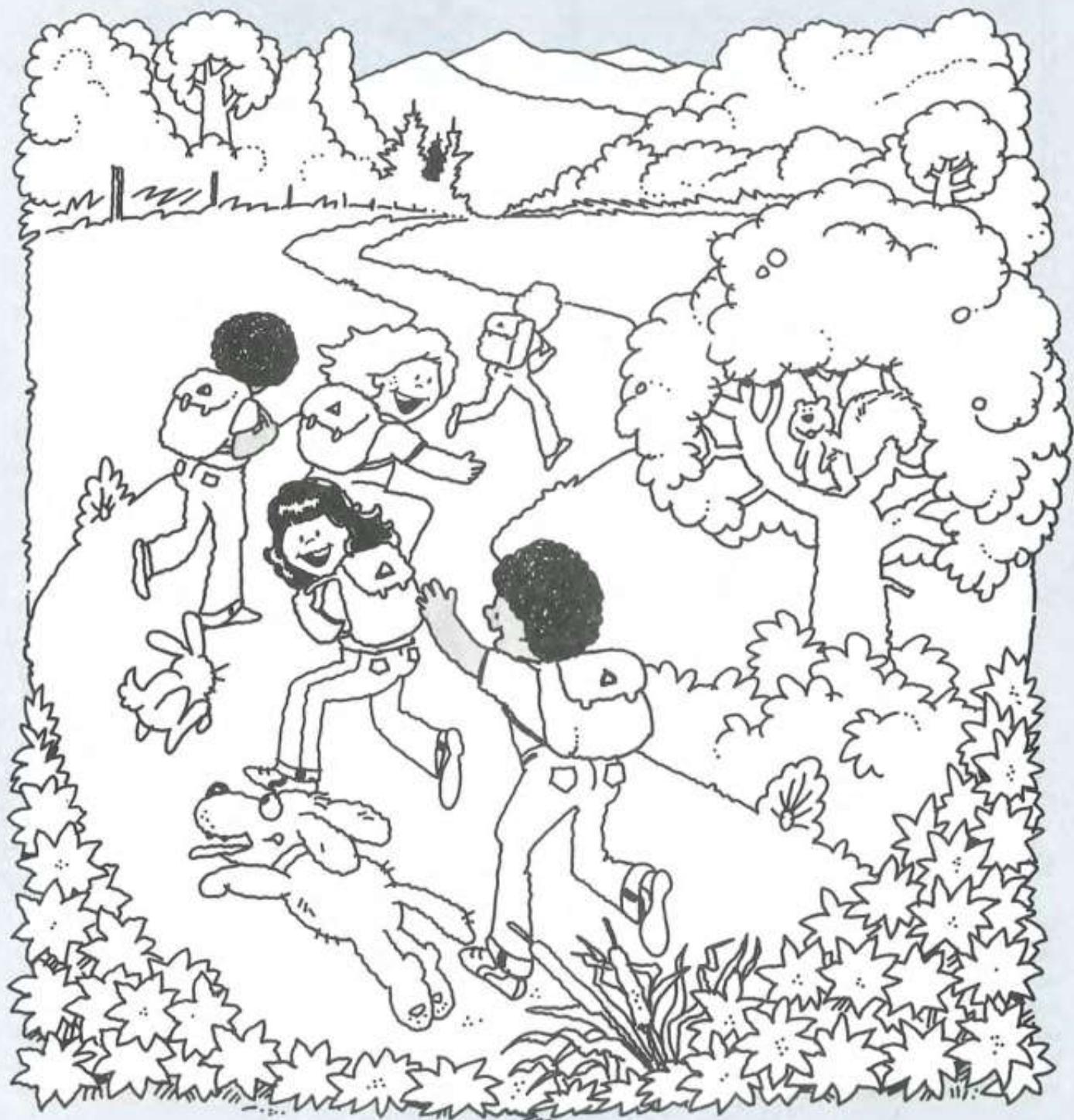
Try-Ads	163
In the News	
Club Cookery	
Break into Business	
Party in a Package	
New Ventures	166
New Venture in Friendship	
New Venture with My Family	
New Venture in Faith	
New Challenges Link-Up Project	170
National Projects	172
Celebrate Camp Fire!	
Growth in Your Personal Faith	175
<b>Chapter Seven—Trail to New Knowledge and Skills</b>	<b>177</b>
Sports and Games Action Crafts	178
Fun and Games	
Keeping Fit	
Water Fun	
Sports for You	
Play with Others	
Sports Knowledge	
Science Action Crafts	189
Science Adventures	
Chemistry	
Physics	
Mathematics	
Animals	
Plants	
Earth	
Water	
Air and Space	
Energy	
Transportation	
Communication	
Try-Ads	203
Feeling Good	
Hikes on Bikes	
Weather Wisdom	
Treasures in Trash	
New Ventures	206
New Venture into My Future	
New Venture in Success	
Sports Link-Up	209
Swimming Progression	211
<b>Rainbows in Your Future</b>	<b>213</b>
<b>Shapes for Symbolograms</b>	<b>214</b>
<b>Index</b>	<b>217</b>



## Chapter One

# ARE YOU READY FOR AN ADVENTURE?

Adventure is Camp Fire's program for girls and boys who are in the third, fourth and fifth grades. This includes you! This book, Adventure Trails, is your guide to many exciting adventures Camp Fire has to offer to you. These adventures include making friends, helping people, going camping and having lots of fun.



Are You Ready?

# Are You Ready?

You *are* ready for an adventure? Well, then, let's get going!!! Start your journey on the Adventure trails here. Write your name, the date you start this book and where you live.

Name \_\_\_\_\_

Date \_\_\_\_\_

City \_\_\_\_\_



## You are a Camp Fire Adventurer

You meet with other Camp Fire Adventurers. You plan and have all kinds of adventures together. You have fun. You wear this emblem to show that you are a Camp Fire Adventure member. Its many colors stand for the many activities on the Adventure trails. The triangle represents being together in Camp Fire. Now get ready for your new adventures.

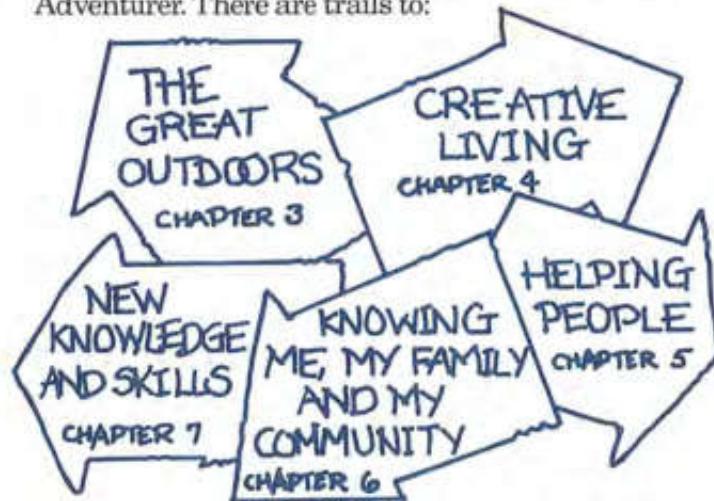
YOU CAN BE...



Trail Seeker, Wood Gatherer and Fire Maker are special projects just for Adventurers. The Trail Seeker project is for Adventurers who are just starting to explore the Adventure trails. You try out activities on different trails. The Wood Gatherer and Fire Maker projects will take you further along the five Adventure trails. You explore new places and learn new things. You earn an emblem when you finish each of these projects. You can find out all about these projects in Chapter 2.

## You Can Explore Many Trails

As a Camp Fire Adventurer, you want to do lots of exploring. You want to visit places. You want to meet people. You want to try out new things. Sometimes you want to explore by yourself. Other times you want some friends along, too. You'll find many trails to explore as an Adventurer. There are trails to:



On each trail there are exciting things to do. You choose which trails you want to explore. You choose which things you want to do on each of the trails. You plan your own adventures, and you have fun doing what you planned.

This map will help you find out about the many things you can do in a fun way. Imagine that you are standing at the beginning of the Adventure trails. Can you find all of the exciting things to do that are described on this map? Here's a *big* hint. You'll find them in the chapters in this book. The table of contents will help you. (*You'll find the answers at the end of this chapter.*)

1. Tie a knot,  
Build a fire that's hot.  
You'll learn a lot  
To earn this emblem.  
What is it?
2. This little bird  
All in blue  
Needs a home.  
Can it turn to you?  
Sure it can, if you do this  
national project!
9. Soccer, swimming,  
Hockey, softball  
Link up with this project  
And give it your all!  
What is it?
10. Get in the swim  
Make a splash  
You'll earn this emblem  
In a flash!  
What is it?



3. Painting, puppetry,  
Printmaking, clay.  
These crafts are so fun  
You could do one a day!  
On this trail you can earn  
green beads.

4. Link up your days  
Spent on music or plays  
To earn this project.  
What is it?

5. The emblem symbols  
Hand and heart  
Show you are willing  
To do your part.  
What is this project?

6. Purple beads, a rainbow bar  
These two projects in your  
future star  
Fourth and fifth graders  
can work on these.

7. Here you can earn beads for  
Making a meal that feeds four!  
Orange beads are earned for ...

8. Balloons and cake  
A birthday banner  
Celebrate this birthday  
In a really fine manner.  
Whose birthday do you celebrate  
While earning this emblem?

## Are You Ready?

There are so many things to do along the Adventure trails that you could never do them all. Instead, you pick and choose the activities that are most interesting to you. Some of these you'll do by yourself or with your family. Others you'll do with other Adventurers. Have you read about something so far that you would like to do by yourself or with family or friends? Draw a picture of yourself doing it!



## You Belong to a Club

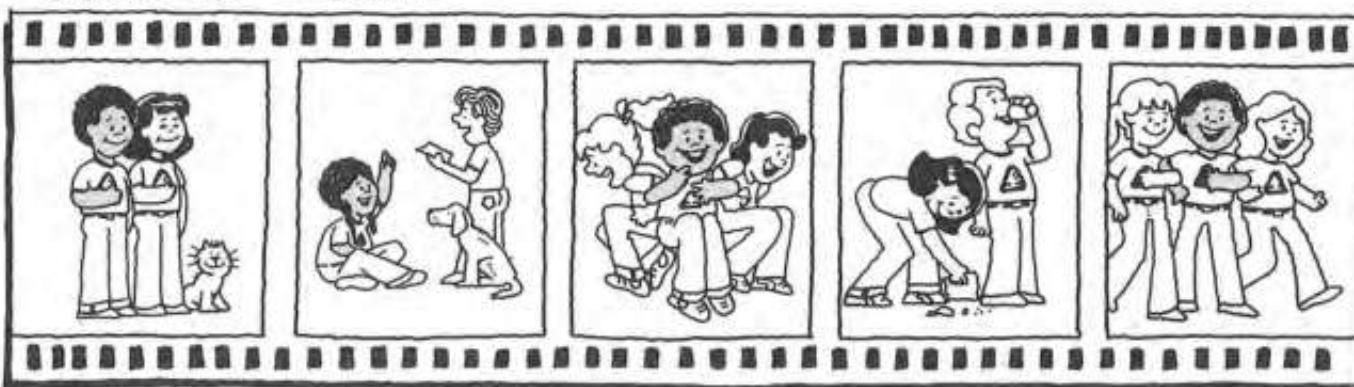
You explore many of the trails in Adventure with other members of your Camp Fire club. Your club meets together regularly. You meet with your leader, an adult friend who helps you and your club. You may have several adult friends who help your club. Who is in your club? You can put a photograph in the space on the next page or ask members to autograph your book.





Many fun things happen at Camp Fire club meetings. You can play games. You can make things. You can fix snacks. You can work on projects. You can plan something else you want to do. Here's how a club meeting could go. Your club might do these in a different order.

Opening	Business Meeting	Club Activity	Refreshments and Cleanup	Closing
Choose a quick game, a flag ceremony, lighting a candle or some other special activity.	Call roll, have secretary's and treasurer's reports, discuss events, decide on activities.	Make something, learn a new skill, play games.	Have something good to eat that's good for you, too.	Share a special song, a poem or form a friendship circle.



Who plans what happens at your club meetings? YOU DO . . . with the help of your leader! Different club members can take charge of planning an opening and closing for each meeting. Different members can take turns bringing refreshments each week. Often your leader will plan the club activity, but you will help!

## Choose Officers

Club members can run the business part of the meetings. This job usually belongs to club officers. Officers include a president, vice president, a secretary and a treasurer. Officers may be chosen by vote or by a drawing. Or, club members may take turns having different offices. Officers might serve for one month, three months, six months or even a whole year.

## "I'm president!"



The president leads the business portion of the club meeting. As president, you could conduct the business meeting like this:

Call the business meeting to order. (This tells everyone it's time to start.)

Ask secretary to take roll.

Ask secretary to read the minutes of the last meeting.

Ask treasurer to give a report of club funds.

Lead discussion of business left over from last meeting.

Lead discussion of new business.

Close the business meeting.

## "I'm vice president!"



The vice president leads the business meeting if the president is absent. When the president is there, the vice president can help by leading discussions. The vice president could have other jobs such as keeping track of who brings snacks or leading games.

## "I'm secretary!"



The secretary keeps the minutes of each meeting in which all the things that happen during the meeting are described. Keep all the minutes together. If you're secretary, a form like this can help you keep track of what happens:

The \_\_\_\_\_ Camp Fire Club met on \_\_\_\_\_ date  
at \_\_\_\_\_ place

Our president \_\_\_\_\_ called the meeting  
name

to order. Roll was taken and these members were  
present: \_\_\_\_\_

The minutes were read and  accepted  
 corrected (circle one).

Our treasurer, \_\_\_\_\_, reported that we have  
name

\$ \_\_\_\_\_ in our treasury. We talked about these  
special activities: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Our next meeting will be on \_\_\_\_\_.

Respectfully submitted,

\_\_\_\_\_, Secretary

## "I'm treasurer!"



The treasurer keeps records of the club's money. If club members pay dues each meeting, this money is collected by the treasurer.

You will need a notebook or a treasurer's book. Or, this form might help you keep good records as treasurer. The cash on hand is what you already have. The new income might be from dues paid by members or from a money-raising project. Expenses are what your club pays for different things, such as craft supplies, bus fare for a field trip, etc. The balance on hand is what's left after you pay expenses.

### Treasurer's Report

For the meeting \_\_\_\_\_  
date \_\_\_\_\_

1. Cash on Hand \_\_\_\_\_
2. New Income + \_\_\_\_\_
3. Total Cash  
(add 1 and 2 together) \_\_\_\_\_
4. Total Expenses - \_\_\_\_\_
5. Balance on Hand  
(subtract 4 from 3) \_\_\_\_\_

Submitted by \_\_\_\_\_, Treasurer

## "I'm a chairperson!"



Other responsibilities in the club can be handled by chairpersons appointed by the president. You might volunteer to be chairperson to plan a special awards meeting. Or, you might be the chairperson in charge of entertainment for a month of meetings.

### Or Work as a Committee

Your club could decide they do not want to have officers. You can work together as a committee. People can volunteer to do different jobs at meetings. One person might plan and lead some games. Another person might be in charge of collecting dues. People can also volunteer to do certain jobs for special events.

Club members can choose people to do the jobs in the same ways you choose officers. Their jobs would be much like those of officers.



## Are You Ready?

As you talk about how to organize your club, think about these questions:

What do we already know about being officers or chairpersons?

How can we give everyone a chance to have a job in the club?

What jobs need to be done by the club?

Whatever way you choose to run your club now you can change some time in the future. After a period of time, you might ask these questions:

Do we get our jobs done?

Do we have fun?

Does everybody get involved in their jobs?

If we argue, do we come up with solutions to our problems?

# Money Matters

Your club will need money to carry out plans and activities. Your club's money supply is called a treasury. There are two ways to get the money you need into your treasury. One way is through club dues. Each member pays a small amount each meeting or a larger amount at one of your first meetings. The other way is to have a fund-raising project. You might use both ways. Your leader can help you decide the best way for your club to get the money you need to do the things you want to do. You'll decide as a group how the money will be spent.

# Work Together

There are many jobs to be done in a club. Some of the time you may be the chairperson or president and be in charge. When you do this, you make sure that all the jobs get done. You encourage others to do a good job. You show others that you appreciate what they do.

When it's your job to be in charge, you probably will lead discussions. You make sure everybody gets a chance to talk. You listen carefully and try to understand what other people have to say. You see that everyone is involved.

When you are a member of the group rather than a person in charge, you have an important job, too. You listen carefully to what is said. You share your ideas.

Good club members volunteer for jobs, then do them well and on time. They are excited about the club. Good members cooperate with the person in charge. They ask questions when they have them. They let people know when they are doing a good job. They help each other when help is needed.

Sometimes club meetings don't run as smoothly as everyone would like. This chart shows some of the things that may happen in your club. It shows what you can do as a member and as the person in charge to make things run better. After a few club meetings, you could add your own ideas.

**Teacher:** Tom, if you had one dollar and you asked your father for another dollar, how many dollars would you have?

**Tom:** One dollar.

**Teacher:** You don't know your arithmetic.

**Tom:** You don't know my father.



## What would you do....

if this happens...

and you are in charge... member of the group

Several members want to talk at the same time.

Ask members to raise hands. Jot down names of people who want to talk. Ask each to take a turn.

Raise your hand. Wait until others have spoken.

Members are arguing.

Ask for quiet. Don't take sides. Ask each person who is arguing to explain his or her point of view. Ask others for opinions.

State your ideas clearly. Listen to ideas of others. Don't get angry at the other person.

No one has ideas or wants to talk.

Ask your question in another way. Let there be some silence while people think. Ask each member to write down or tell his or her ideas. Don't "put down" anyone's ideas.

Pay close attention to the discussion. Don't be shy about speaking up. Don't "put down" anyone's ideas by laughing or making fun.

Members are not paying attention and are talking about something else.

Ask those members to share with the others. Keep the meeting moving quickly so no one gets bored.

Listen carefully to what is being said by the person in charge. Add your ideas and state them clearly.

Some members seldom talk in meetings.

Ask these members for their ideas. Compliment those members when they do share good ideas.

Ask these members for their ideas. Compliment these members when they do share ideas.

Members are confused about what to do.

Restate the question or plan. Ask for questions.

Ask questions. Listen carefully.

Some members do all the talking at the meeting.

Ask other members for their opinions and ideas.

Ask other members for their opinions and ideas.

Members of your club won't agree on everything all the time. People do have different opinions. But remember, you can disagree with someone and still like that person.

Are You Ready?

## Make Your Plans

People plan all the time. It takes planning to make things happen. If you arrange to meet with your friends after school to play together, you are planning. You decide when and where to meet. You decide what you are going to do together.

Can you think of a time that you did some planning? Write down or draw a picture of something you planned.



It takes some planning to get things done in your Adventure club. Your leader plans some of the things you do at your meetings. He or she helps *you* do the planning for other things you want to do. You might plan a camping trip together. You might plan a service project.

Here is what happened in one Adventure club when they planned a service project.

"The next item of business is the club service project," Tanya announced. This was her first meeting as club president. She was trying to be very businesslike.

"Let's do what we did last year," said Ronnie.

"Picking up trash at the park was a lot of work, but it was fun playing games after we got done," said Andrea.

"Okay, let's vote. How many want to pick up trash?" Tanya counted the hands that went up. Six out of the eleven club members voted for the trash pickup.

"That's a majority," Tanya announced. "That's our service project."

"We always do the same thing," Bernie groaned. "Can't we do something new?"

"But we voted!" Tanya protested. She wanted to do her job right.

"Perhaps not everyone got a chance to tell their ideas," said Mrs. Craig, the group's leader.

"I voted for the trash pickup because it was the only idea we had," Marcie said. "Maybe someone else has some better ideas."

Mrs. Craig got out some markers and a large piece of paper. She gave Ronnie and Marcie the markers. Then she turned to Tanya.



"Tanya, let's get everyone's ideas first before we vote. You call on people, and Ronnie or Marcie will write down the ideas for everyone to see. They'll write down all the ideas, no matter what they are. No one can call another person's idea dumb. We'll start with Ron's idea, picking up trash in the park."

Ron wrote down his idea. Then Tanya started calling on people. Meg suggested that they collect food for people who needed it. Andrea wanted to rake yards for older people in the neighborhood. Carlos wanted to write a skit and put it on for people at a nearby nursing home. Bernie had been thinking hard about service projects and was interested in this idea.

"I could bring my dog along to the nursing home. He does neat tricks," Bernie said.

"Oh, Bernie, no one wants to watch your old dog roll over! That's a dumb idea!" Carlos said.

"Mrs. Craig said nobody's ideas are too dumb. Write it down, Marcie," Tanya directed.

Marcie wrote down "Bernie's dog visits nursing home." She and Ronnie exchanged smiles. *They* both thought it was a dumb idea, too.

"I really like the idea of visiting the nursing home," Lisa said. "Everyone does lots of things for the people there during the holidays. I bet no one visits this time of year."

Everyone seemed to agree. When Tanya called for a vote, everyone raised their hands excitedly for the nursing home idea.



"I volunteer to write the skit," Carlos said. He liked to write.

"Could there be a part for a very talented dog in your skit?" Bernie asked.

"Bernie, forget about your dumb dog. No one at a nursing home wants to see him," Ronnie said.

"Wait a minute," Lisa called out. "When my grandma went into a nursing home, she had to give her dog away. Every time I go visit her, she asks about that dog. She even has his picture on her dresser."

"I bet lots of people in the nursing home miss the pets they had to leave behind," Andrea said.

Suddenly Bernie's idea caught on. Everyone started to get excited about taking their pets to visit the people at the nursing home. Lisa volunteered to take her new kitten. Jason told how much fun it was to watch his hamsters play. Colleen, who lived in the country, wanted to take a baby calf.

"Wait, hold it a minute," Mrs. Craig called out. "This is a neat idea, but we had better check with the nursing home to see if they even allow animals near their residents. Then we can decide on what exactly we're going to do. I'll call this week, and we can finish our planning next week."

The nursing home staff agreed to allow a visit by the Adventure club and a few of their pets, though they did refuse to let a calf come. The club met the next week and decided which pets got to go. Of course, Bernie's dog was first on the list. Carlos, who had wanted to

write a skit, volunteered to write funny introductions for all the club members and their pets. Marcie, Meg and Tanya, who had no pets of their own, said they would help Carlos. Andrea said that she would call parents to get drivers. Jason, Bernie and Colleen agreed to visit the nursing home ahead of time with Mrs. Craig to make all the arrangements.



At the next meeting, everybody practiced the introductions. They talked about what they would do if they had a problem with their pets.

Two weeks later on a Saturday afternoon, the Adventure members took their pets to visit the nursing home. Carlos was a funny master of ceremonies. Bernie's dog did some great tricks that made everyone laugh. Lisa's kitten curled up and went to sleep on the lap of one lady who sat in a wheelchair. Many of the senior citizens told the club members about the pets they had once owned. Mrs. Craig took pictures of everyone and promised to bring back copies of the pictures.



Afterwards, they agreed that they had had a really good time. When a staff member from the nursing home called to ask them to come again, the club members decided to continue their visits for the rest of the year. They began to plan which animals would go at different times. They decided to have a party at the end of the year with the residents at the nursing home and the animals, too.

"Maybe we could serve animal crackers," Bernie said. Everyone groaned at that! Bernie had such "dumb" ideas!



## Plan for Success

The Adventure club in this story planned a successful service project. You can plan successfully, too, if you follow the same steps they did.

1. Have lots of interesting ideas to choose from. The activity Mrs. Craig suggested is called brainstorming. It gets everyone involved in coming up with lots of ideas.



2. Make a choice about what you want to do. Group members might want to discuss the ideas a little bit. Changing an idea slightly might make it more acceptable to more of the group.



3. Make your plans. Everyone needs to talk about what needs to be done to move from ideas to action. Club members can volunteer for different jobs. Think about possible problems and how you would handle them.



4. Take action! Do your service project; go on your camping trip. Have a good time!



5. Talk about what happened. Celebrate your success! Think about what you are going to do next.



Working together as a club to get things done isn't hard. But sometimes it doesn't happen smoothly. Being a member of a group means you have to give and take a little. You may not always get to do exactly what you want to do. In the story, Carlos wanted to write a skit, but he settled for writing introductions. Bernie didn't get mad when everyone called his idea dumb, he just kept thinking of different ways it might work. Colleen couldn't take her calf so she volunteered to help in other ways.

You don't have to do all the planning for everything you do in Adventure. Your leader will plan some things for you to do. Sometimes you'll come up with lots of ideas for what you'd like to do, and your leader will help you decide what to do first. You'll probably want to help plan special kinds of events, such as trips, service projects or parties. You'll get better at planning each time you do it.

# You Belong to Camp Fire Boys and Girls

Lots of different kinds of clubs plan and do things together. But your club is special . . . it's a Camp Fire club!



## Look the Part

As a Camp Fire member, you can wear a special uniform. It shows that you belong to Camp Fire. Both boys and girls wear the sport shirt or mock turtleneck with royal blue vest and pants, skirt or shorts, as shown in the official merchandise catalog.

The blue award vest is a very important part of your uniform. You can decorate it with the beads and emblems you earn as you explore Adventure trails. You can use designs on your vest that represent you and your club. Your vest is yours and yours alone. No one has one exactly like it!

You can wear your Adventure uniform to club meetings and special events with other Camp Fire members. Wear your uniform when you go on field trips or do service projects. Then people will know that you belong to Camp Fire and that you are proud of it!

Ned: What did you get the little medal for?  
Fred: For singing.  
Ned: What did you get the big medal for?  
Fred: For stopping.



## Are You Ready?

Sometimes when you are camping or playing games, you won't want to wear your official uniform. You can still show that you are a part of Camp Fire by wearing a Camp Fire tee shirt.

## Show Your Pride

Of course, you'll want to wear the emblem that shows you are at the Adventure level.



Here are some special ways to show you are a member of Camp Fire.

Camp Fire members wear a membership pin. The log and flame are symbols of the warmth and friendship of a campfire.



If this is your first year in Camp Fire, you can receive your First Year Award in the spring. If you already have your first year award you can receive a special "marker" to represent each year in Camp Fire. You can decide how you want to put them around the first award to show how many years you have belonged to Camp Fire.



## Celebrate the Camp Fire Way

As a member of Camp Fire, you share in some special Camp Fire traditions. Ceremonies are a tradition in Camp Fire. That means they've been done by many Camp Fire members for a long time. Ceremonies in Camp Fire are often called ceremonials. You may remember other special Camp Fire ceremonials. If you are new to Camp Fire, ceremonials soon will be special times for you, too.

Ceremonies provide a time to share with friends and remember good times together. You might celebrate:

- Making your symbolgram.
- Receiving beads and emblems.
- Completing an Adventure project such as Trail Seeker, Wood Gatherer or Fire Maker.

- The end of a service project.
- The end of a special event.
- Any occasion you are excited about or proud of.



A ceremonial doesn't have to celebrate an event. You might want to have a ceremony celebrating your friendship with each other. You could have a ceremony about nature on a camping trip.

Ceremonials can be held indoors or outdoors. They can be for just your club or you can invite your parents and other special people. A ceremonial is not a performance, but a special time to share feelings or accomplishments. It is nice to include guests in part of the ceremony by having them sing songs, light candles or join in a friendship circle.

Everyone helps with the planning of a ceremonial. You choose a theme, decide where to have your ceremonial and what you'll do. You might include poems or songs that express your feelings. You might put on a skit or tell a story. Many times Adventure members light candles to set a special mood.





**Here's an example** of a ceremony. But remember you should include your own ideas to make the ceremonial an event that is special to you.

### Purpose:

To celebrate the choosing of Camp Fire names. (See Chapter 2)

### Theme:

"My name lets me shine." Use candles or stars on your invitations or decorations.

### Opening:

Form a friendship circle. Sing the "Camp Fire Law" to get people in the mood. You might want to sing a livelier song that you all know to set a different mood. You could also read a poem that you have written.

### Middle:

Let go of each other's hands. Each one of you says your Camp Fire name, how it was chosen and what it means. Light candles as you tell about your names. Your leader can explain that choosing a name is one of the first steps taken to complete the Trail Seeker project.

### Ending:

Tell what you will do to live up to your meaning of the name. Your leader can ask each member to put out a candle, calling each person by his or her new name.

The example given here is just that—an example. You can make up your own ceremonies. Just follow the outline of having a purpose, a theme, an opening, a middle and an ending.

## Your Camp Fire Council

Your club gets a lot of help from your Camp Fire council. Your council is made up of adults who work to make things happen for Camp Fire members. They plan and carry out council events like service projects, carnivals, day camp and resident camp. They tell your leader about new things that your club can do. They teach your leader how to help you enjoy Camp Fire.

Your council is also a link with Camp Fire Boys and Girls' national headquarters in Kansas City, Missouri. The national organization and your council make plans together and work on new ideas for your club leader.

Your council may use television, radio and the newspapers to tell others about all the good things your club and other clubs do. Most councils have a newsletter so that people know what's happening in the council.

Your council may have a store where you can buy Camp Fire items such as your uniform, this book, gifts and other things. You also may be able to buy some of these things at other stores in your community. Your leader buys beads and emblems from your council.

Your club may want to visit your council office and meet the people there who care about you. Or, you may want to invite people who work in your council office to a club meeting or special event. You'll want to say "thank you!" to the people who work for Camp Fire in your council.

## Product Sale

One special way you can help your council is by taking part in Camp Fire's product sale each year. The product sold in your council may be candy or other items. The product sale helps your council because some of the money earned from selling the items you sell goes to your council. Some of the money also may go into your club treasury, so selling Camp Fire products may help your club, too.

The product sale gives you practice in selling things, talking to people and making change. You learn how to be responsible for a certain job. You can earn the Sales and Sense emblem and other awards. Details of this project can be found in Chapter 6.

## Are You Ready?

Leaders and parents help you get ready for the product sale. They will help you practice what to say to sell the product. They will show you how to keep track of what you sell. Be sure to wear your Camp Fire uniform so that people know you are a Camp Fire member.

Use this space as a place to write down how you help your council in the product sale.



*Boys*



## Celebrate Camp Fire's Birthday

Aren't you glad you belong to Camp Fire Boys and Girls! You can celebrate that special feeling you have about belonging to Camp Fire in a very special project. It's called Celebrate Camp Fire! It's a way to celebrate Camp Fire's birthday every year. Details about this project can be found in Chapter 6 on the Trail to Knowing Me, My Family and My Community.

# Camp Fire Yesterday and Today

**A**n important part of being a member of Camp Fire Boys and Girls is knowing that you belong to an organization with a long and rich history. Did you know that young people have belonged to Camp Fire since 1910? Do you know the story of Camp Fire's beginnings? Here's how Camp Fire began.

In the New England area in the summer of 1910, two important events happened. One happened in Thetford, a town in Vermont. The town was planning to celebrate its 150th birthday. A man named William Chauncy Langdon organized a town play. Some Boy Scouts were in the play. Some of the girls who lived in the area asked for parts, too. So Langdon began a group he called Camp Fire Girls. He set up three ranks of achievement—Wood Gatherer, Fire Maker and Torch Bearer. He picked a group leader and called the leader the "Guardian of the Fire." From then on, this group of girls was active in the community.

That same summer, in Maine, Dr. Luther Halsey Gulick and his wife, Charlotte, ran a summer camp for girls. The Gulicks had run a family camp for many years for their own daughters. By the summer of 1910, they had 17 other girls at their camp on the shores of Lake Sebago.

The camp was a grand success. The girls spent every day in outdoor adventures such as hiking, swimming, cooking out, singing around the campfire, working on crafts and playing sports.

Mrs. Gulick called the camp "WoHeLo," a word she made up from the first two letters of the words *Work, Health* and *Love*. She suggested that each girl choose a personal name which represented the kind of person she would become. The girls chose words from Native American languages for their names. They studied a long time to find just the right words to describe themselves.

The girls also made special outfits—simple, brown cotton dresses with fringe. They decorated their dresses with symbols and designs from different Native American tribes. They wore their gowns to campfires where they received beads and emblems for the activities they did.

When the summer of camping and fun was over, the Gulicks, Langdon and other important people talked about starting an organization for girls across the country. They wanted the best program possible to help girls become able and creative women. There was no such national organization just for girls at that time.

In 1912, the organization of Camp Fire Girls, Inc. was incorporated, when Mrs. Gulick signed special papers in Washington, D.C. The new organization caught on right away. Magazines and newspapers wrote about it. By 1913, there were over 60,000 members.



Many of Charlotte Gulick's ideas from Camp WoHeLo became a part of the Camp Fire program.

Today, Camp Fire Boys and Girls has a membership of over half a million young people and adults. Some things have changed over the years. Both boys and girls can belong to Camp Fire now. Camp Fire serves youth from birth to age 21 in many kinds of programs.

But many things have stayed the same. Camp Fire members still earn beads and emblems and use them to decorate their award vests. Camp Fire members still choose special names and design symbols. Camp Fire members still meet with their friends in small groups. Camp Fire members go camping, do service projects and have lots of fun learning new skills, making things and playing games.

But most importantly, the spirit of Camp Fire has remained through the years. Camp Fire started as an organization which allowed young people to grow and learn in ways that were best for each individual. Today, as you choose Camp Fire activities and projects that interest you the most, you are learning and growing in ways that are best for you.



# Answers!

Answers to the Adventure trails map are:

1. Fire Tender Progression in Outdoor Action,
2. Save the Bluebird National Project,
3. Creative Arts Action Crafts,
4. Link-Up in Performing Arts,
5. Project Involvement National Project,
6. Try-Ads and New Ventures,
7. Home Action Crafts,
8. Celebrate Camp Fire! National Project,
9. Sports Link-Up,
10. Swimming Progression.

A dog was so clever, his owner sent him to college. Home for a vacation, the dog admitted he had learned neither history nor science, but added proudly, "I did make a good start in foreign languages."

"Okay," replied the owner, "say something in a foreign language."

The dog said, "Meow!"



## Chapter Two

# BECOME A TRAIL SEEKER WOOD GATHERER FIRE MAKER

Trail Seeker, Wood Gatherer and Fire Maker are special projects just for Adventure members. Each project is your guide on many exciting adventures. The Trail Seeker, Wood Gatherer and Fire Maker projects guide you along all five Adventure trails.

The Trail Seeker project is for 3rd grade Adventure just starting out on the Adventure trails. The Wood Gatherer and Fire Maker projects are for 4th and 5th graders looking for new challenges and adventures along these trails. The thought and path symbols on all the emblems stand for all that you learn as you explore the Adventure trails. The heart symbol on the Trail Seeker's emblem represents new friendships found in Camp Fire. The hand symbol on the Wood Gatherer's emblem stands for sharing friendship with others. The fire symbol on the Fire Maker's emblem stands for bringing the warmth of Camp Fire to others.



# I WANT TO BE A ▲ TRAIL SEEKER!

**Ready to Hit the Trails?  
Take a Look at Your Trail Guide!**

The guide for completing the Trail Seeker project is on p. 22.

The guide for completing the Wood Gatherer project is on p. 47.

The guide for completing the Fire Maker project is on p. 59.



Trail Seeker is a good project for beginners on the Adventure trails. Many Adventurers complete the Trail Seeker project in the third grade.

Here is what you do to become a Trail Seeker.

## GUIDE TO BECOMING A TRAIL SEEKER

### 1. Make Camp Fire a Part of Your Life.

Do five of these eight activities.

#### ACTIVITIES

- Know the Camp Fire Law. Show how you live the law.
- Know the Camp Fire watchword, hand sign, slogan and colors. Show how you live by the watchword and slogan.
- Learn the Trail Seeker's Desire. Tell what it means to you.
- Create a Camp Fire name just for you.
- Create a Camp Fire symbolgram just for you.
- Help create a name for your Camp Fire club.
- Help create a symbolgram for your Camp Fire club.
- Create a design for your Camp Fire award vest. Start to decorate your vest.



## 2. Do Action Crafts on the Five Adventure Trails.

Do one Action Craft in each of the seven Action Craft areas.

### ACTION CRAFTS

- Do an Outdoor Action Craft (on the Trail to the Great Outdoors, Chapter 3).
- Do a Creative Arts Action Craft (on the Trail to Creative Living, Chapter 4).
- Do a Citizenship Action Craft (on the Trail to Helping People, Chapter 5).
- Do a Home Action Craft (on the Trail to Knowing Me, My Family and My Community, Chapter 6).
- Do a Business Action Craft (also on the Trail to Knowing Me, My Family and My Community, Chapter 6).
- Do a Sports and Games Action Craft (on the Trail to New Knowledge and Skills, Chapter 7).
- Do a Science Action Craft (also on the Trail to New Knowledge and Skills, Chapter 7).

## 3. Explore More on the Adventure Trails.

Look at other projects and activities on the Adventure trails. Make a plan for what you want to do next along the trails.

## 4. Share the Adventure of Camp Fire.

Tell special people, like your family, what you did to become a Trail Seeker. Do it in a special way.

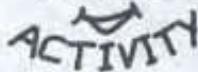


## Become a Trail Seeker

Here's some help in following the Trail Seeker's Guide.

### 1. Make Camp Fire a Part of your Life.

Do five of these eight activities.



Know the Camp Fire Law. Show how you live the law.



#### The Camp Fire Law

- Worship God
- Seek beauty
- Give service
- Pursue knowledge
- Be trustworthy
- Hold onto health
- Glorify work
- Be happy



You may have learned the Camp Fire Law as a younger member. You might be able to say it now without reading it. Or, you might know the song, "The Camp Fire Law." If you don't know the law, learn it now. Read it out loud. Repeat two lines at

**Worship God**

**Seek Beauty**

**Give Service**

**Pursue Knowledge**

**Be Trustworthy**

**Hold onto Health**

**Glorify Work**

**Be Happy**

I completed this step in my Trail Seeker project.

Date \_\_\_\_\_ Adult OK \_\_\_\_\_

a time, five or ten times each, until you know all the eight lines. Or, learn the song, "The Camp Fire Law." Music and lyrics are right here in this chapter.

Think about what the words of the Camp Fire Law mean. Some parts of the law are easy to understand. You know what it means to "Give Service" to other people and to "Be Happy" and cheerful. Other parts of the law are more difficult to figure out. Did you know that to be trustworthy means that you are "worthy of the trust of another"? What kinds of things must you do to make you worthy of a person's trust?

Talk to other members of your club, your leader and family members about the meaning of each part of the law.

"To live the Camp Fire Law" is not hard to do. If you think about it, there are many times each day that you make the law a part of your life. It may be something that you do, such as eat the right foods or learn a new skill. Or, it may be something you are striving to do, such as doing your work with a smile or telling the truth.

To meet this step on the way to completing your Trail Seeker project, describe what the Camp Fire Law means to you and how it is a part of your life. Describe here what you think each part of the law means and what you do or strive to do in your life to show that you live according to the Camp Fire Law. Or, you may want to draw pictures of how you live the law. You could even act out what you do.



## ACTIVITY

Know the Camp Fire watchword, hand sign, slogan and colors. Show how you live by the watchword and the slogan.

### The Camp Fire Watchword

The Camp Fire watchword Wohelo has been part of Camp Fire since its beginning. Charlotte Gulick, one of the founders of Camp Fire, made up this word using the first two letters in the words "work," "health" and "love." She thought that work, health and love should be important in a person's life.

**WORK + HEALTH + LOVE =  
WOHELO**

Describe what you do in your life to show that you believe in the importance of Wohelo, work, health, and love. What do you feel about work? What do you do to stay healthy? How do you show that you love other people?

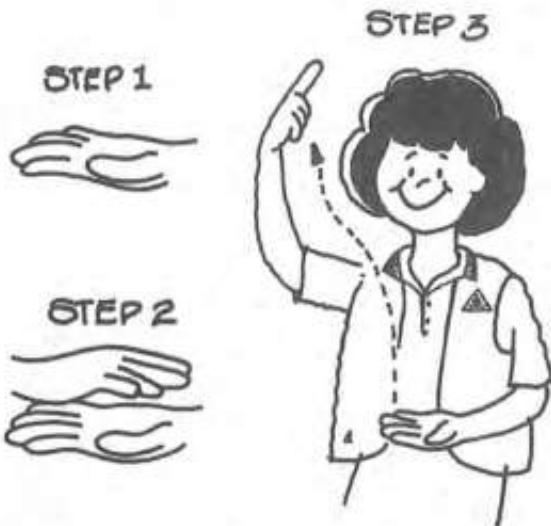
Write down, draw or act out how Wohelo is a part of your life.

**WORK**

**HEALTH**

**LOVE**

The word Wohelo is often used as a greeting or password, as in the opening of a ceremonial. Wohelo may also be used in correspondence to Camp Fire friends as a closing—"Wohelo, your friend, Terry." The three words—work, health and love—have been represented in Camp Fire by the three sides of a triangle.



### The Camp Fire Hand Sign

The hand sign is often used in Camp Fire ceremonials as a symbol of the crossed logs and flame.



## The Camp Fire Slogan

"Give Service" is the Camp Fire slogan. Giving service is a very important part of Camp Fire. It is a way of showing that you care. You give service by doing service projects with club members. You show you care when you offer to help out at home or at school, or, when you listen and give comfort to a friend who is sad.

Through pictures, in a skit or using your own words, describe how the Camp Fire slogan "Give Service" is a part of your life.



## "GIVE SERVICE"



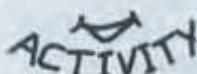
## Camp Fire Colors

The Camp Fire colors are red, white and blue, the same colors as on the United States flag. These colors are symbols of a Camp Fire member's patriotism. Your Camp Fire uniform is also red, white and blue. You will see these colors and use them in many ways in Camp Fire.

I completed this step in my Trail Seeker project.

Date \_\_\_\_\_ Adult OK \_\_\_\_\_




**ACTIVITY**

**Learn the Trail Seeker's Desire.** Tell what it means to you.

### Trail Seeker's Desire

I desire  
 To seek the way  
 That shall become  
 A delight to my heart,  
 For it will bring me  
 To the fire of human kindness  
 Lighted by those  
 Who have gone before me  
 On the Camp Fire trail.

*Adapted from the original by Theodore A. Harper*

Read the Trail Seeker's Desire out loud. It sounds like poetry. The Trail Seeker's Desire is a very special poem, though. It describes in poetic language what you do to become a Trail Seeker.

Can you find words in the desire that describe how you will look for different things to do along the Adventure trails?

Can you find the words that mean you will have fun becoming a Trail Seeker?

Which words mean that you will share good times with others as you complete the Trail Seeker project?

Where in the desire does it say that as a Trail Seeker, you share in the spirit of Camp Fire, a spirit reaching back to 1910?

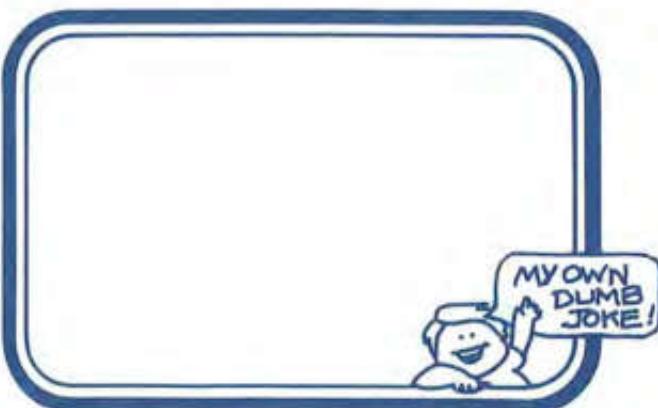
Practice saying the Trail Seeker's Desire until you know it by heart. Then tell what it means in your own words. Or, draw a picture of its meaning to you.



## TRAIL SEEKER'S DESIRE

I completed this step in my Trail Seeker project.

Date \_\_\_\_\_ Adult OK \_\_\_\_\_



## ACTIVITY

### Create a Camp Fire name just for you.

"What's your name?" That's the first thing people ask each other when they meet. A name is important.

In some cultures a name is so special to its owner that it is not told to others. To let other people know one's name would give them power over that person. So in some cultures true names are kept a secret.

The name you have might be special, too. You might be named after another family member who is loved very much. Your parents may have given you a name that has special meaning. Did you know that the name Neil means "chief" in the language of Ireland and that Angela is Greek for "messenger"?

Do you know how you got your name? Ask a family member to tell you.



### Your Camp Fire Name Tells About You

In Camp Fire, you can choose a new name that is very special, too. It's special because it tells all about the person you are or want to be. You might choose words that describe good qualities that you have such as being helpful or curious. Your name might tell others about your skills, such as being artistic or athletic. You might use your name to describe what you want to be, a swimmer, a writer, an astronaut. Your Camp Fire name might describe things you would like to have, such as many friends or success.

When do you use your Camp Fire name? You can use it at meetings and ceremonials. Club members can answer roll call at meetings with their Camp Fire names. At ceremonials, your leader may use your Camp Fire name when calling you into a circle. You also can sign letters and cards to your Camp Fire friends with your special name.

How do you choose this special Camp Fire name? There are several ways.

You can choose a descriptive word or words to make your name. Counselors at camp sometimes choose new names this way. The name could describe you, such as "Curley," or it could describe things that make you happy, such as "Sunny," or "Daisy." You might choose the name of an animal which has qualities you admire, such as "Cougar." Or, you might describe your own best qualities, such as "Good Friend." Perhaps some day as a camp counselor you can use your Camp Fire name as a camp name.

OR . . .

You can create a brand new word out of parts of other words. Only you and your Camp Fire friends will know the meaning of it. Remember Wohelo? It's a special kind of Camp Fire word. Here are some examples of Camp Fire names created in this way:

If you love nature and being outdoors or you want to help protect nature, use the words "lover" and "nature" to create your name . . . LOONA, Lover of Nature, or NALO, Nature Lover.

**LOVER + OF + NATURE =  
LOONA**



If you want to be a person who helps others and makes them feel good, use the words "helper" and "friend" and "others" to create the name... HENDOT, *Helper Friend Others*. Or, scramble letters in the words "friend" and "helper" to create the name... ELF, *Friend Helper*.



*OR...*

You can choose a name from your own cultural heritage or from a culture of interest to you. Many Camp Fire members choose words from American Indian languages for their names, as did the very first members of Camp Fire at the Gulick's summer camp in 1910. For example, you might like the Dakota Indian word Wahanka which means to do different things well. If you are of African heritage or are interested in African culture, you might like an African name. Your name might be Nilaja which means peaceful and friendly in Swahili.



If you choose your name from the language of another culture, you will need to learn a little of that language. One good way to learn is to talk to members of the culture. If the culture is part of your own heritage, you can talk to family members. Or, talk to a native speaker of the language you choose. You also can find information about other languages in books.

Your leader will help you think about your Camp Fire name. Don't hurry your decision. You may decide to change your name later on. That's okay. Your Camp Fire name is for you to use and enjoy.

When you have chosen a Camp Fire name, record it and its meaning here:



My Camp Fire name is \_\_\_\_\_

To me it means \_\_\_\_\_

I chose this Camp Fire name because \_\_\_\_\_



I completed this step in my Trail Seeker project.

Date \_\_\_\_\_

Adult OK \_\_\_\_\_



## ACTIVITY

Create a Camp Fire symbologram just for you.

A symbol is an object which stands for something else, like an idea or a quality. A symbologram is a design made from several symbols which tell something about you.

Symbols are used to say things, to communicate. Some symbols mean the same thing to many people. A cross is a symbol of Christianity. A heart means love. A happy face means you did well. Other symbols have meaning only to a small number of people who share the same culture. Sometimes an artist uses symbols that only he or she understands.

Companies use symbols to say some things about themselves. A paper company might use a tree to show where its products come from. Such symbols are called logos.

An example of symbolism familiar to you is the Camp Fire Boys and Girls logo. The bar across the bottom symbolizes logs of a fire and the flame symbolizes the warmth and friendship of the fire at home and in the outdoors. The Camp Fire logo has changed over the years, but it has still kept the symbolic logs and flame in the design. It has also kept a triangular shape to symbolize Wohelo — work, health and love.



## Symbols Can Say Something About You

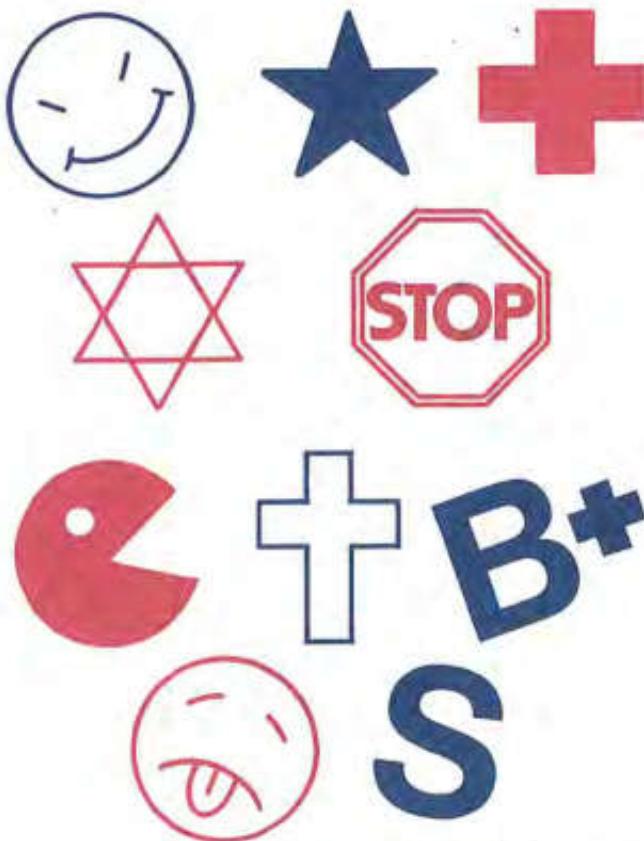
Symbolism has always been a part of Camp Fire. The first members of Camp Fire, with the help of Charlotte Gulick, used symbols to represent the names they chose for themselves. For inspiration, Mrs. Gulick turned to the symbols used in Native American artwork.

You can use symbols in Camp Fire, too, by designing your personal symbologram. Just as a monogram uses letters from your given name in a design, a symbologram uses symbols of your Camp Fire name in a design. If you haven't chosen a Camp Fire name, you can use symbols in your symbologram to describe who you are or what you want to be.

How do you get ideas for symbols? How do you put symbols together into a symbologram? Here are some helpful hints:

## TO BEGIN...

*...Look at Symbols Around You*



Take some time to look for symbols in your everyday life. Look at home and at school.

Look for symbols in magazines and newspapers and cut them out. Watch for symbols on signs and draw the ones you like.

Take the symbols you've collected to your club meeting. Show your symbols to other club members and look at what they have collected. What symbols did many club members find? What are some unique or different kinds of symbols? Talk about what the symbols represent.

# NEXT...

*... Try To See Things in a Different Way*

Look for new meaning in the things you see. What ideas or qualities could be symbolized by objects such as trees, clouds or the sun?

Through the years, some objects have become accepted as symbols of feelings and personal qualities. Here are examples of how some common objects may be used as symbols. You probably can think of others.

**ARROW:** swiftness, skill, speed, sports, love, protection, accuracy

**BIRD:** travel, beauty, happiness, songs, flying, freedom, wisdom (owl), liberty or courage (eagle)

**CLOUD:** flying, helping to grow, happy future, mystery

**EYE:** seeking, understanding, appreciating, seeing beauty, truth, intelligence, watchfulness

**FIRE OR FLAME:** wisdom, warmth, home, remembrance, friendship, understanding

**HEART:** generosity, love, sympathy, desire to do for others, health, creativity

**HAND:** helpfulness, service, friendship, artist, skill in making things, protection, worship, welcome

**LIGHTNING:** swiftness, action, power, energy, inspiration, accomplishment

**MOUNTAIN:** strength, stillness, seeing far ahead, climbing high, overcoming difficulties, challenge

**PATH:** adventure, courage, friendship, hiking, exploring, travel, new experience

**RAINBOW:** a promise, hopes, dreams, future, good luck

**STAR:** dreams, the unknown, fame, leadership, success, good performance

**SUN:** light, life, goodness, happiness, warmth, protection, creation

**TREE:** shelter, food, protection, gracefulness, service, growth, strength, endurance

# THEN...

*... Create Your Own Symbols*

Think of objects that symbolize the ideas you want to include in your symbolgram. Then draw the objects. You don't have to draw an object exactly like it appears in real life. American Indians, who use many symbols in their artwork, try to capture in their designs the "feeling" of an object rather than its real life appearance.

You can use geometric shapes such as circles, half circles, ovals, squares, rectangles, triangles and cones in your drawing. These simple shapes will help you keep your designs simple, too. There is a page of geometric shapes at the end of this book. You can trace the shapes or cut them out. Use these shapes to make your own symbols. You can use other geometric shapes, too.

## NOW YOU TRY IT

Suppose you would like to symbolize the promise the future holds for you. Think about things you've seen that could represent a promise or the future. A star or a rainbow may represent different kinds of promises or the distance of the future. If you decide on the rainbow, think about a rainbow you have seen. What do you remember about it? What does it look like in your mind?



"It is curved. It has bands of color. I can't see the other end but I think it comes up from the earth and then goes back down again. It came after a big storm we had at our cabin."

What kinds of geometric shapes make a rainbow? Ovals or half circles would work. Now make a rainbow with these shapes. Use the geometric shapes from the back of the book. You can try different ones too. Lay shapes on top of each other. Add lines to some of the shapes. A rainbow might look

like this,

or this,

or this.



## NOW YOU TRY ONE

### Choose Symbols for Your Symbolgram

Now you are ready to begin designing the symbols for your symbolgram. You can use ideas from your Camp Fire name. Or, you can think of things that describe the kind of person you are or what you want to be.

Suppose your Camp Fire name means that you like to be outdoors. What object might be a symbol of the outdoors . . . birds, trees, plants? You can create a symbol for a bird or a tree, or even a flower or a leaf. You might want to add sun and rain. Can you think of an object that might symbolize love? You could use that symbol, too.

This chart will help you as you begin drawing symbols for your ideas.

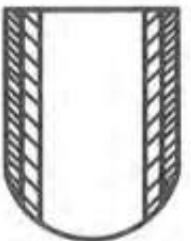
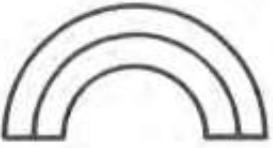
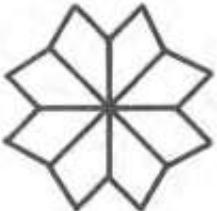
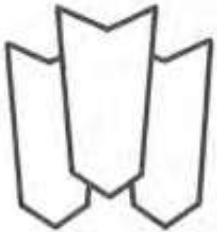
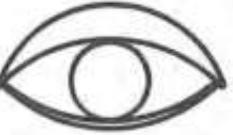
The first column of pictures shows objects that could be used as symbols. The second column shows how people in other cultures have symbolized these objects. The third column shows how you might use geometric shapes to create symbols. See how the details are removed in the

symbols. Lines are rounded or straightened. Parts of the object may be bigger or smaller. In the last column, you can try your hand at drawing your own symbols for an object or idea.



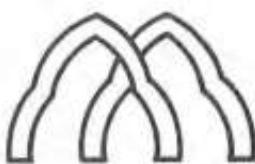
Sue: I found a horseshoe.  
Lou: Do you know that means good luck?  
Sue: It may be good luck for me, but some poor horse is running around in his stocking feet.



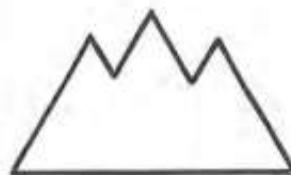
 <p>RAINBOW</p>	 <p>ARAPAHO</p>		
 <p>TREE</p>	 <p>UGANDAN</p>		
 <p>STAR</p>	 <p>UKRAINIAN</p>		
 <p>ARROW</p>	 <p>JAPANESE</p>		
 <p>EYE</p>	 <p>ALASKAN</p>		



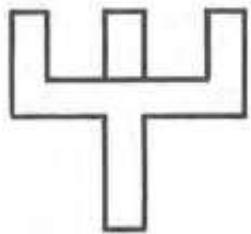
MOUNTAIN



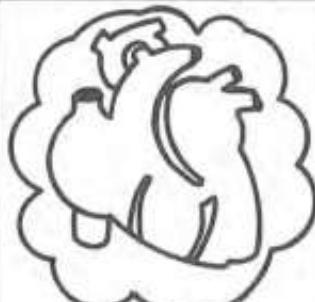
JAPANESE



PATH



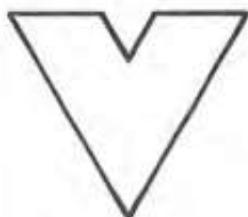
SOUIX



HEART



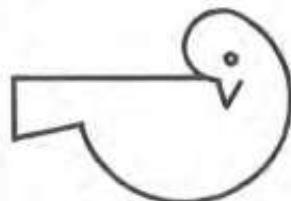
AFRICAN



BIRD



ALASKAN



HAND



MEXICAN



## Which Symbols to Use?

Choose the symbols that you want to be a part of your symbolgram. You may want to use some of the African or Native American symbols shown in the chart. You might want to look in books or talk to ethnic artists to learn about more symbols from other cultures.

You may want to use some of the geometric symbols in the chart. Or, you can use your own drawings of the symbols.

# COLORS HAVE MEANING TOO

As you choose symbols, think about the colors you will use. Colors can communicate ideas, too.

People in different cultures find different meanings in colors. Take the color blue: Cherokee Indians compared blue to troubles and defeat. The emperor of China wore blue to signify his worship of sky. In ancient Egypt, blue was worn by slaves. In Japan, blue was used in the theater for the color of villains, ghosts and supernatural beings. In the United States, blue is one of the colors of the flag and often stands for loyalty or truth.

Here are some meanings frequently given to colors. What do these colors make you feel like?

**RED:** life, fire, warmth, patriotism, liberty, love, courage, strength

**ORANGE:** fire, flames, hospitality, pride, ambition, wisdom, religion

**YELLOW:** sun, light, wisdom, nature, goodness, happiness, energy

**GREEN:** nature, sympathy, wealth, hope, life, youth, freshness, safety, growth, creation

**BLUE:** sky, day, sea, thinking, devotion, truth, justice, charity, loyalty, sincerity, love

**PURPLE:** power, spirituality, royalty, love of truth, loyalty, patience, humility, healing, dignity

**BROWN:** earth, growth, warmth, security, bark, wildlife

**GOLD:** mystery, majesty, riches, honor, wisdom, success, joy, long life

**SILVER:** purity, truth, moon, wealth, romance, nighttime, faith

**WHITE:** day, innocence, purity, perfection, wisdom, truth, simplicity

**BLACK:** might, dignity, sophistication, determination, night, humility, sorrow

## Putting It All Together

Now you've thought about:

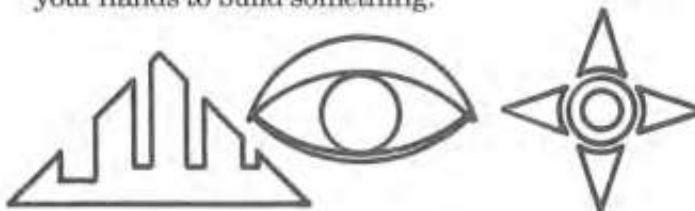
- the ideas about yourself that you want to show
- the symbols you might use
- the colors you might use

You are ready to design your symbolgram.

Follow these steps:

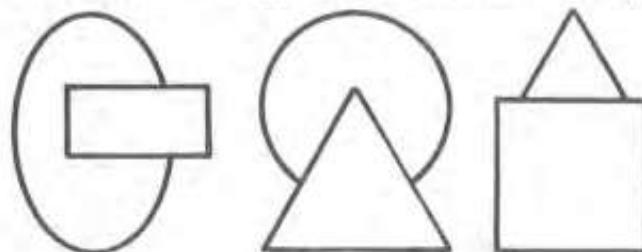
### Step 1.

Decide on two to four separate symbols to use in your Camp Fire symbolgram. More than four symbols could make your design confusing. The symbols should say something about you and have a special meaning to you. Remember, symbols can mean different things to different persons. For example, a symbol for hand means "helping" to one person. To another it says "using your hands to build something."



### Step 2.

Trace and cut out shapes at the end of this book. Use them to create the symbols you want to use. Sketch your symbols in pencil on separate pieces of paper and cut them out. Cut them out of colored paper. Or, use newspaper or plain white paper and color the symbols with paint or crayon. Experiment with different sizes, some large and some small. Overlap the symbols a little so only



## Become a Trail Seeker

parts of some show. Try different color combinations. Here are some ways you could symbolize a name that means nature lover. Notice how many different ways symbols for tree, sun and heart can be put together.



### Step 3.

Practice on scratch paper until you are satisfied. Then draw your symbolgram in this book. Your symbolgram is now an important part of you. It's a symbolic picture of you! Many Camp Fire members use their personal symbolgrams on the back of their Camp Fire award vests.

You can also use your symbolgram as a design on stationery and on things you make.

---

### HERE IS A PICTURE OF MY SYMBOLGRAM:

### THIS IS WHAT THE SYMBOLS IN MY SYMBOLGRAM MEAN TO ME:

---

---

---

I completed this step in my Trail Seeker project.

Date \_\_\_\_\_ Adult OK \_\_\_\_\_



**ACTIVITY**

**Help create a name for your  
Camp Fire club.**

Your Camp Fire Adventure club is the place where many happy trails in Adventure begin. As a group, you have some special qualities and some special dreams that you share. Just as your personal Camp Fire name tells others about you, your club name can tell about your club.

A club name created especially by club members will be the most fun for your club. Think about what you all want to do in your Camp Fire club. Also think about what the club means to you. Look in the section on creating your own Camp Fire name to find ways to create a club name.

Once everyone has agreed on a name, write it here.

Our club's name is

---



---

To us it means

---



---

We chose this name because

---



---

Just like you have a first and last name, so does your club. Your club's first name is the name you choose. Its last name is Camp Fire Club. So your club's full name may be something like the Brownstown Broncos Camp Fire Club. When you tell others your club name, be sure to add "Camp Fire Club" on the end. That way people will know that you belong to Camp Fire and you are proud of it!

I completed this step in my Trail Seeker project.

Date \_\_\_\_\_ Adult OK \_\_\_\_\_



## ACTIVITY

Help create a symbolgram for your Camp Fire club.

Your club symbolgram is created the same way you created your personal symbolgram. Use symbols to represent ideas you included in your club name. Or, include symbols to describe what your club hopes to accomplish together.

Use your club symbolgram on ceremonial candleholders, the cover of a club scrapbook or on a club banner. Some members put a small club symbolgram on the front of their award vests.



HERE IS A PICTURE OF OUR CLUB'S SYMBOLGRAM:

HERE IS WHAT THE SYMBOLS IN OUR CLUB'S SYMBOLGRAM MEAN TO US:

---

---

---

---

---

---

I completed this step in my Trail Seeker project.

Date \_\_\_\_\_ Adult OK \_\_\_\_\_



## ACTIVITY

Create a design for your Camp Fire award vest. Begin to decorate it.

Your Camp Fire award vest is a part of your Adventure uniform. It's a short, sleeveless blue vest which you decorate with emblems and beads.

It's fun to design and fun to wear. People will ask you why your vest is designed as it is and what all the beads and emblems mean. It's a good way for you to share information about Camp Fire with other people.

Right now, you may not have many emblems or beads to put on your vest. It's a good time to plan a design for your vest so you'll know where to put new beads and emblems as you earn them. Remember not everything *has* to go on your vest. You can decide!

As you begin to plan the design of your award vest, remember these pointers:



You can use your personal symbolgram and club symbolgram on your vest to make it unique to you.



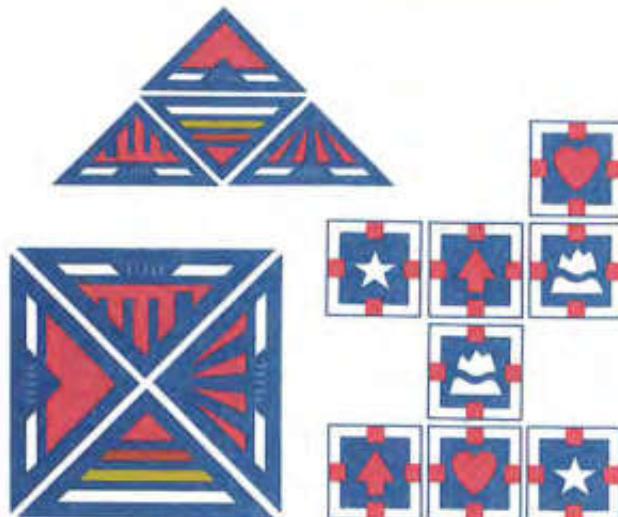
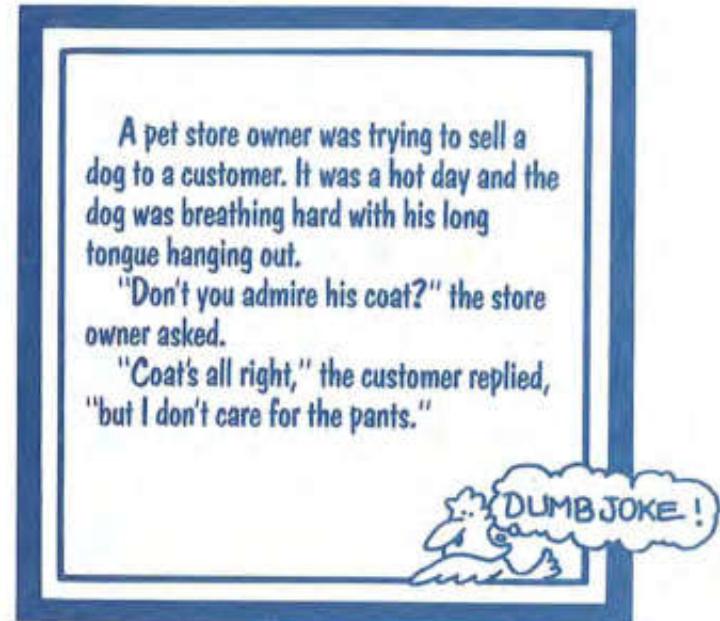
For your own comfort, it may be best to put flat awards, such as emblems, on the back of the vest where you might lean as you sit.



Emblems can be spaced around on the vest or placed together. Think about the emblems you plan to earn later. Several emblems that you can earn in Adventure can go together to create new designs. The Adventure emblem and the Trail Seeker, Wood Gatherer and Fire Maker emblems fit together in different ways. The Link-Up emblems can be "linked" together in different ways.



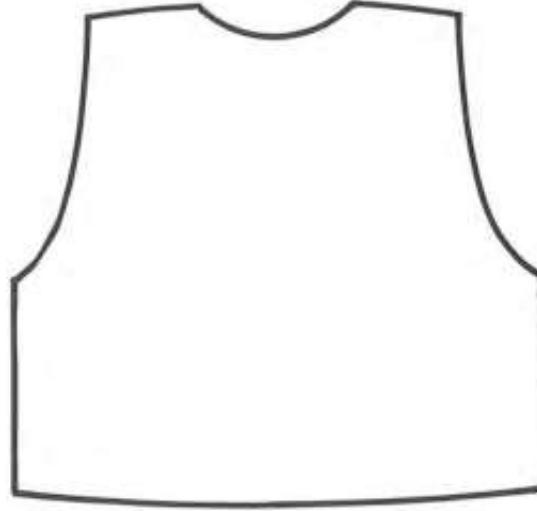
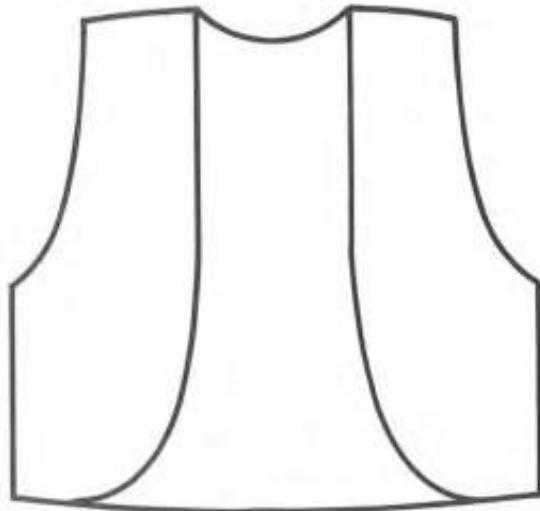
Beads earned for Action Crafts and Try-Ads can be used in many ways. You can outline the edge of your vest or you can outline emblems. You can create new designs or symbols with them. You can hang them from your vest in short strings or scallops.



## Become a Trail Seeker

Here are some pictures of award vests. The blank vests are for you to use to sketch out your own ideas. You might also make a life-size paper pattern and try out your ideas on it.

Talk to your leader about ideas for designing your award vest. Your leader can help you choose the best method for attaching your beads and emblems when you begin to put them on your vest.



I completed this step in my Trail Seeker project.

Date \_\_\_\_\_ Adult OK \_\_\_\_\_



## 2. Do Action Crafts on the Adventure Trails

You'll find many action-packed adventures in the Action Crafts found at the beginning of each of the Adventure trail chapters. You can choose from:

### ACTION CRAFTS

- *Outdoor Action Crafts* on the Trail to the Great Outdoors
- *Creative Arts Action Crafts* on the Trail to Creative Living
- *Citizenship Action Crafts* on the Trail to Helping People
- *Home and Business Action Crafts* on the Trail to Knowing Me, My Family and My Community
- *Sports and Games and Science Action Crafts* on the Trail to New Knowledge and Skills

To complete this part of your Trail Seeker project, you will do seven Action Crafts, one in each of the seven interest areas.

Here are some things to remember as you do Action Crafts.

 Look at the headings in each interest area to help you find Action Crafts that are of interest to you. Read quickly through the Action Crafts and put a pencil check by ones that sound fun. Choose what you are most interested in doing. There are more Action Crafts than you will ever hope to do.

 Do the Action Crafts to the best of your ability. If you need help, be sure to ask. You can do Action Crafts at home, at club meetings, at camp and at school. You can do them by yourself, with your family or neighbors, with schoolmates and with other members of Camp Fire.

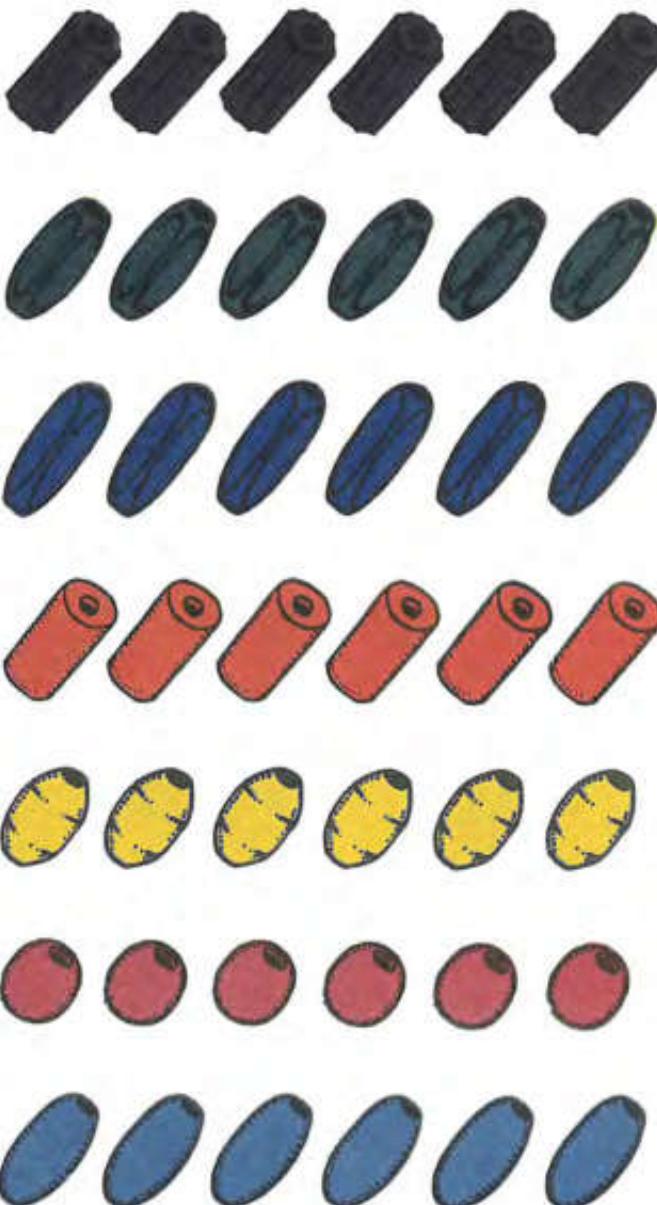
 Keep a record of what you do. Use this book to record what you do and when.

How do you know when you finish an Action Craft? Ask yourself these questions:

- ♦ Did I complete it to the best of my ability?
- ♦ Did I learn something new, give service or begin to form a good habit?

When you complete an Action Craft, talk with an adult who knows your work about what you did. This may be your leader, a teacher, a parent, a family member or other adult. Have that person initial and date the Action Craft in this book. This shows that you have successfully completed what you set out to do.

When you finish an Action Craft, you earn a bead. That bead stands for your accomplishment. The beads for the seven Action Craft interest areas are different shapes and colors.



### Using Your Beads

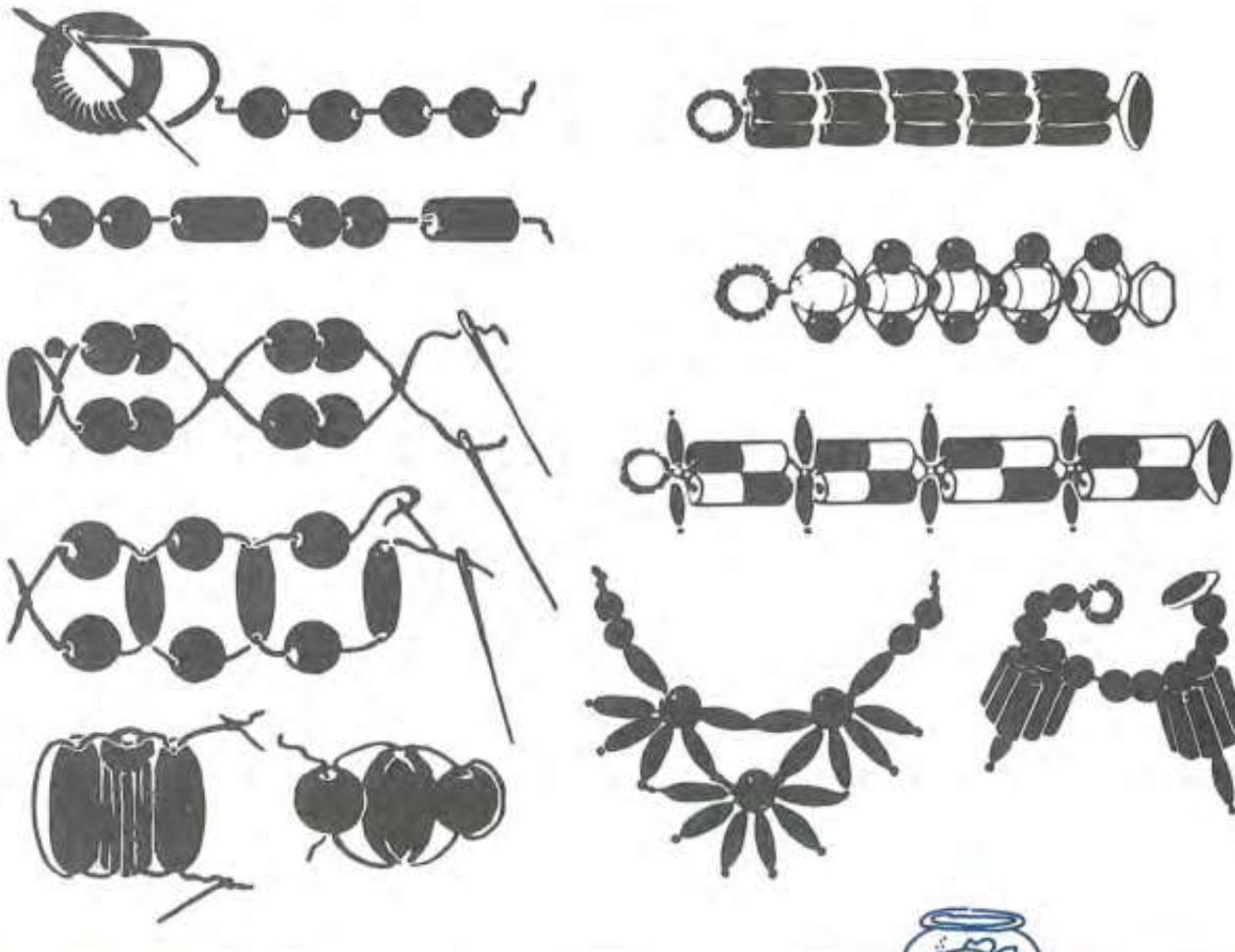
The beads are your way of remembering what you have learned. Your leader will present these beads to you in a special way. And you can

## Become a Trail Seeker

use the beads in many ways. You can use them to decorate your award vest and to make pencil holders, belts, pins and decorations.

Many designs and shapes can be made with your beads. Thread in various colors can be used for stringing beads. The thread can be heavy cotton, nylon or elastic.

Here are several ways of stringing your beads.



Many of the stringing methods can be used for pendants, bracelets, necklaces, belts and lapel ornaments. With a small number of beads, a medallion can be made to look like a flower pin. It can be sewn on felt and pinned on a pocket. It can be sewn on your award vest. Think ahead about where you'll put other emblems and beads that you'll earn later.

Use simple colors and shapes. The colors of the honor beads are so bright you'll find it looks better to put just a few colors together. Try colors together before you decide.

Of course you will do many Action Crafts during your Adventure years, but to complete your Trail Seeker project, you only have to finish one in each of the seven interest areas.

Use the spaces here to record the Action Crafts you do on each of the trails to complete your Trail Seeker project.

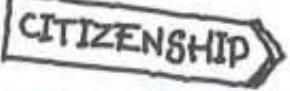
On the Trail to the Great Outdoors, I did this Outdoor Action Craft:



On the Trail to Creative Living, I did this Creative Arts Action Craft:



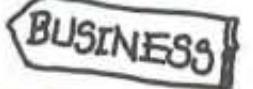
On the Trail to Helping People, I did this Citizenship Action Craft:



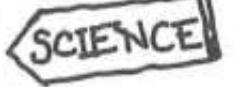
On the Trail to Knowing Me, My Family and My Community, I did this Home Action Craft:



And I did this Business Action Craft:



On the Trail to New Knowledge and Skills, I did this Science Action Craft:



And I did this Sports and Games Action Craft:



I completed this step in my Trail Seeker project.

Date \_\_\_\_\_ Adult OK \_\_\_\_\_



### 3. Explore More on the Adventure Trails

To complete this step on your way to becoming a Trail Seeker, you will look down the Adventure trails, decide what you would like to do next and make a plan to do it.



On the Trail to the Great Outdoors, you can:

- Do more Outdoor Action Crafts
- Work on the Progression in Outdoor Action
- Do a national project: Save the Bluebird or Project Good Earth WorldWise.
- Go camping



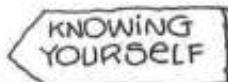
On the Trail to Creative Living, you can:

- Do more Creative Arts Action Crafts
- Enter the National Art Competition
- Do a Link-Up project in Creative Arts or Performing Arts



On the Trail to Helping People, you can:

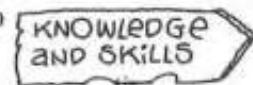
- Do more Citizenship Action Crafts
- Do a club or council service project
- Do a national project: Salute to Hospitalized Veterans, Project Involvement, Project Contact, or Project Handclasp



On the Trail to Knowing Me, My Family and My Community, you can:

- Do more Home Action Crafts
- Do more Business Action Crafts
- Do a national project from Sales and Sense, A Gift of Peace or Celebrate Camp Fire!

- Do a religious emphasis project
- Do a New Challenge Link-Up project



On the Trail to New Knowledge and Skills, you can:

- Do more Sports and Games Action Crafts
- Do more Science Action Crafts
- Do a Sports Link-Up project
- Work on the swimming progression
- Do a national project: Project Weather Ready

Put check marks on the lists by the things that sound interesting to you. Read descriptions of the projects and activities in each of the trail chapters. Talk about your choices with your leader and with club members. Everyone in the club may want to work together on the same project. Or, different members may want to do different projects. Set a goal for what you want to get done. Make a plan to reach your goal.

To complete this step of your Trail Seeker project, you do not have to finish the projects or activities you have planned.

#### THIS IS WHAT I PLAN TO DO NEXT ON ADVENTURE TRAILS:

---

---

---

#### I WILL DO WHAT I PLANNED BY THIS TIME:

---

---

---

I completed this step in my Trail Seeker project.

Date \_\_\_\_\_ Adult OK \_\_\_\_\_

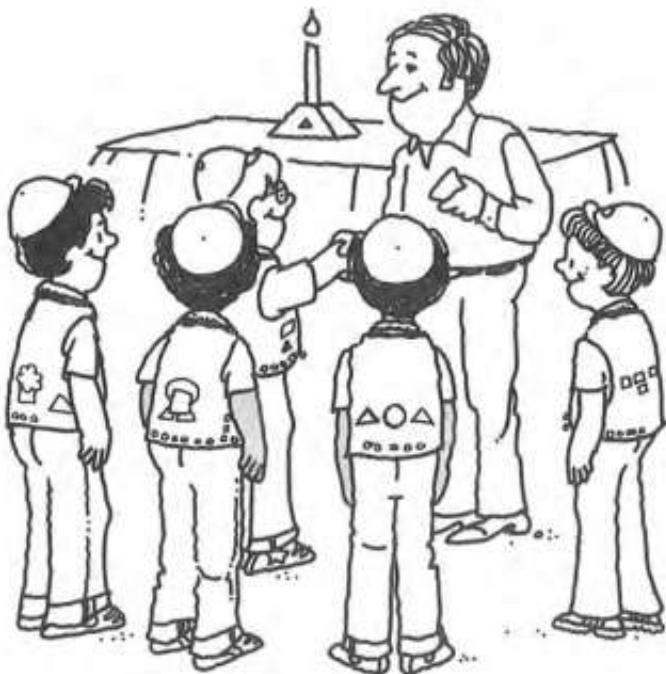


## 4. Share the Adventure of Camp Fire

You've had a lot of adventures on your way to becoming a Trail Seeker. What can you do to share that fun with other people who are important in your life, such as your family, teachers, rabbi or pastor or friends outside of Camp Fire? You could:

- Plan a ceremonial celebrating the completion of your Trail Seeker project. Invite family members and tell about your favorite activities. You'll receive your Trail Seeker emblems from your leader.
- Plan a party and invite special guests. Demonstrate some of the things you learned while doing the Trail Seeker project.
- Make a display, poster, scrapbook, mural or slide show that shows what you did to become a Trail Seeker. Share your display with guests invited to a club meeting.

However you decide to share your adventure of becoming a Trail Seeker, you will want to make it a very special occasion. After all, being a Trail Seeker is very special!



### THIS IS WHAT I DID TO SHARE MY ADVENTURES WHILE BECOMING A TRAIL SEEKER:

---

---

---

---

---

---

---

---

---

---

---

---

---

I completed this step in my Trail Seeker project.

Date \_\_\_\_\_ Adult OK \_\_\_\_\_



# I AM A TRAIL SEEKER!

I received my Trail Seeker emblem on \_\_\_\_\_.  
The thought, path and heart on the emblem symbolize the things  
I learned along the Adventure trails and the new friendships I  
found in Camp Fire Boys and Girls.



I WILL ALWAYS REMEMBER:

# I WANT TO BE A WOOD GATHERER!



Do you like belonging to a club? Do you like belonging to Camp Fire? Then the Wood Gatherer project is for you! Many Adventure members become Wood Gatherers during the fourth grade. You don't have to earn the Trail Seeker award to start your work on the Wood Gatherer project. But you may want to do some of the activities in the Trail Seeker project, such as choosing your Camp Fire name, making your own symbolgram and designing your award vest.

Here is what you do to become a Wood Gatherer:

## GUIDE TO BECOMING A WOOD GATHERER

### I. Share the Camp Fire Spirit.

Do three of these six activities.

#### ACTIVITIES

- Learn the Wood Gatherer's Desire. Set some goals.
- Show your club spirit.
- Give service to your Camp Fire council.

- Learn the Camp Fire story.
- Represent Camp Fire at a public event.
- Tell others about Camp Fire.

### 2. Do a Try-Ad on an Adventure Trail.

#### TRY-ADS

Try-Ads are five-step projects which help you plan and have a new Adventure. You'll find several Try-Ads to choose from in each of the trail chapters. Do one Try-Ad from any trail.

### 3. Explore More with Camp Fire Friends.

Make plans to have fun with friends in Camp Fire.

### 4. Share in the Friendship of Camp Fire.

Celebrate the friendship you've found in Camp Fire. Do it in a special way.

**Flip:** If you were in a jungle by yourself and an elephant charged you, what would you do?

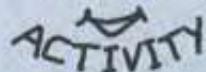
**Flop:** Pay him.



Here are some hints to help you along the way to completing the Wood Gatherer project.

### I. Share the Camp Fire Spirit

Do three of these six activities.



Learn the Wood Gatherer's Desire. Set some goals.



#### The Wood Gatherer's Desire

As firewood is brought from the forest  
For the warmth and clear light to  
blaze skyward,  
I will reach with my Camp Fire friends  
For the heights that I know are  
within us.  
I will strive to grow strong like the  
pine tree;  
To be pure in my deepest desire,  
To be true to the truth that is in me,  
and to follow the law of Camp Fire.



What are some things you want to do (that you *can* do)?

---

---

---

---

What are some things your club wants to do?

---

---

---

---

The Wood Gatherer's Desire is a poem. Like many poems, its words have a deeper meaning. Can you figure out the meaning of the Wood Gatherer's Desire?

Which words in the desire describe how your club will work together to achieve goals?

Which words talk about goals you can set for yourself?

Learn the Wood Gatherer's Desire. Say it out loud until you know it by heart.

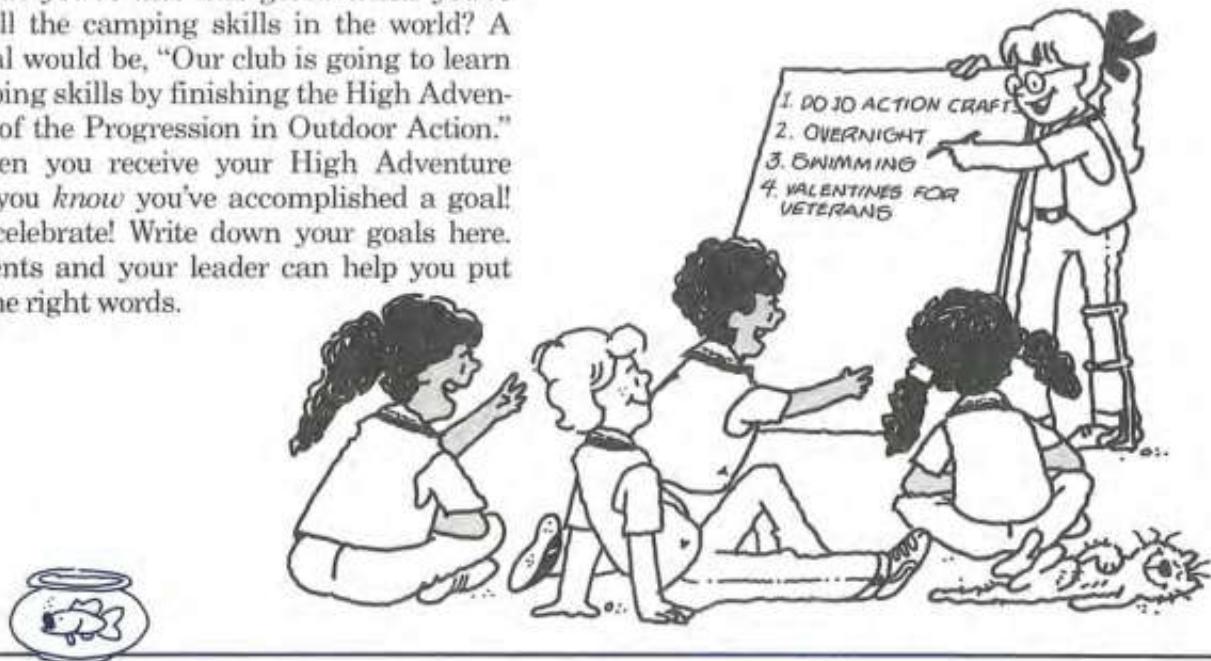
Set your sights on some goals.

The Wood Gatherer's Desire is really about setting goals and striving to meet them. The fire that blazes skyward and the tall pine tree are symbols of reaching upward to meet your goals.

To complete this step in your Wood Gatherer's project, you will identify some goals that you have. Some may be goals you share with club members. Other goals may be your very own.

A goal is something you want to do. It should also be something you are able to do. You might want to make new friends. That is something you can do, by being friendly, by talking to new people. You might want other people at school to like you more. But you can't *make* other people like you. It's not something you have control over.

Now state what you want to do as goals. You should state your goal in such a way that you know when you have met it. If you set as a club goal to "Learn new camping skills," how will you know when you've met this goal? When you've learned all the camping skills in the world? A better goal would be, "Our club is going to learn new camping skills by finishing the High Adventure step of the Progression in Outdoor Action." Then when you receive your High Adventure emblem, you *know* you've accomplished a goal! You can celebrate! Write down your goals here. Your parents and your leader can help you put them in the right words.




---



---



---



---

**MY GOAL(S) FOR MYSELF THIS YEAR IS (ARE):**

---



---



---



---



---



---



---



---

**OUR CLUB'S GOAL(S) FOR THIS YEAR IS (ARE):**

---



---



---



---

I completed this step in my Wood Gatherer project.

Date \_\_\_\_\_ Adult OK \_\_\_\_\_



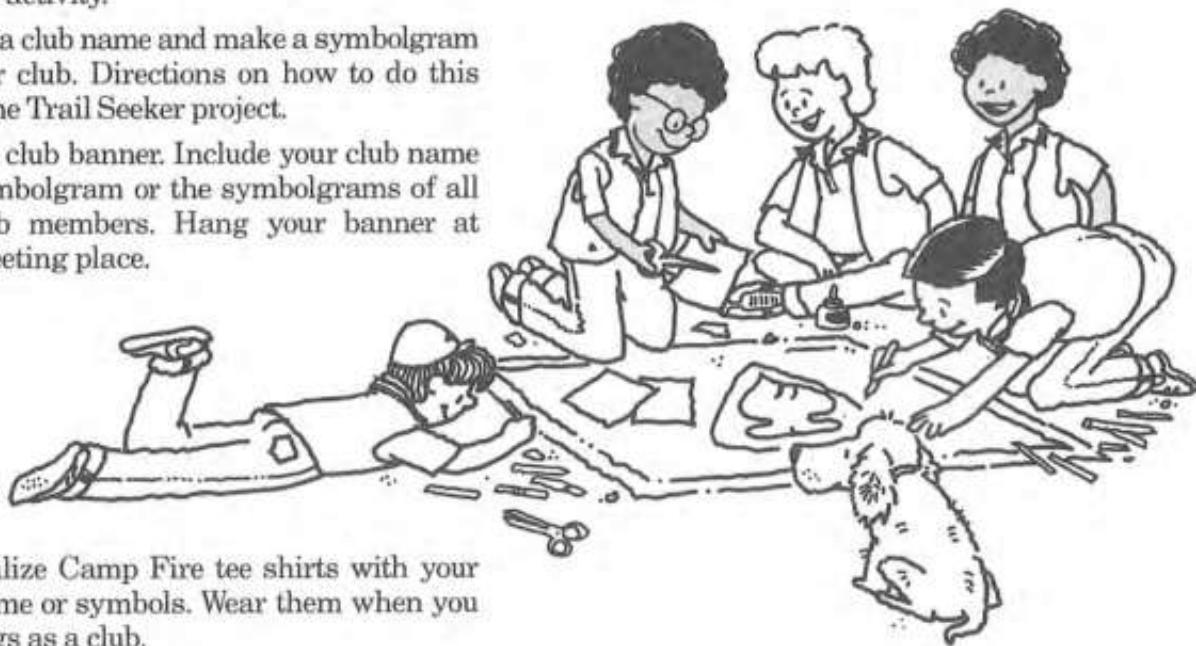
## ACTIVITY

Show your club spirit.

Your Camp Fire club is a very special group of people. You work and play together. You share adventures. You are good friends.

Any *one* of these activities would be a fun way to show your club spirit! Or, you can make up your own activity.

- Choose a club name and make a symbolgram for your club. Directions on how to do this are in the Trail Seeker project.
- Make a club banner. Include your club name and symbolgram or the symbolgrams of all the club members. Hang your banner at your meeting place.



- Personalize Camp Fire tee shirts with your club name or symbols. Wear them when you do things as a club.
- Start a club scrapbook. Include mementos from trips you take together and pictures of club members in activities and at events.

*Bobo*

HERE'S WHAT I DID TO SHOW MY CLUB SPIRIT:

---

---

---

---

---

---

---

---

---

I completed this step in my Wood Gatherer project.



Date \_\_\_\_\_ Adult OK \_\_\_\_\_

**ACTIVITY****Give service to your Camp Fire council.**

There are many other friends to be found in Camp Fire! There are other clubs of Camp Fire members. Usually these clubs are all part of a Camp Fire council. Your Camp Fire council does many things to help your club. Can you think of some of those things? Maybe your leader can help you. Perhaps you could invite a council staff member, adult volunteer or Horizon member to a club meeting to tell you about what your Camp Fire council does.

What can you do to help your Camp Fire council? Any *one* of these activities would be a way for you to give service to your Camp Fire council. Or, you can design your own activity.

- Help out at a district or council event. Help set up or clean up. Help with the program. Serve refreshments.
- Help beautify council property. Plant flowers or pick up trash at camp or the council office. Attend a camp work day. Make something to display at the council office.
- Say thank you in a special way to the people in your council who help your club. Invite board members or council staff to special club events. Send thank you notes to people who volunteer time to your council.



---

**THIS IS WHAT I DID TO GIVE SERVICE TO MY CAMP FIRE COUNCIL:**

---

---

---

---

---

I completed this step in my Wood Gatherer project.

Date \_\_\_\_\_ Adult OK \_\_\_\_\_



## ACTIVITY

### Learn the Camp Fire story.

The Camp Fire spirit has been shared among young people since 1910. During all those years, Camp Fire has helped children and young adults plan and meet goals, learn new things and have lots of fun. That's something to be proud of!

Do you know the Camp Fire story? Do *one* of these activities to help you find out. Or, you can make up your own activity to help you learn more about the Camp Fire story.

- Meet members of your community who belonged to Camp Fire many years ago. Find out what the Camp Fire program was like then. Tell what you do in Camp Fire now.
- Read all or part of *Wo-He-Lo, The Camp Fire History*. Tell what you found out about the history of Camp Fire.
- Write a skit about Camp Fire's founding. Use information you find in this book or in *Wo-He-Lo*. Present it to others.
- Celebrate the founding of Camp Fire in a special way. Do the Camp Fire birthday project, called *Celebrate Camp Fire!* Or, hold a special party on Camp Fire Founder's Day, March 17.
- Find out about the history of your Camp Fire council or the council camp. Talk to people who were a part of its beginning.



### HERE'S WHAT I DID TO LEARN ABOUT THE CAMP FIRE STORY:

---

---

---

---

---

I completed this step in my Wood Gatherer project.

Date \_\_\_\_\_ Adult OK \_\_\_\_\_



**ACTIVITY****Represent Camp Fire at a public event.**

Why not show your pride in belonging to Camp Fire by being a representative of the organization? To represent Camp Fire, you must wear clothing that says you belong to Camp Fire! You can wear your uniform. You'll want to look neat.

People at public events may ask you about Camp Fire. Can you tell them the name of your club and the name of your council? Can you tell them about what you do in Camp Fire? You might want to practice answering questions about Camp Fire before you serve as its representative.

You can be a representative of Camp Fire by doing any *one* of these activities. Or, you can think of your own way to represent Camp Fire.

- Participate in a Camp Fire Day at a shopping mall or other public place. Set up a display or take part in a demonstration.
- Take part in a parade or fair. Wear your uniforms and march together. Or, make a float or display that tells about Camp Fire.
- Do a flag ceremony for a community group such as the PTA or a service club.
- Attend a community event together as a Camp Fire club. Wear your uniforms.



---

**HERE'S WHAT I DID TO REPRESENT CAMP FIRE:**

---

---

---

---

---

---

---

I completed this step in my Wood Gatherer project.

Date \_\_\_\_\_ Adult OK \_\_\_\_\_

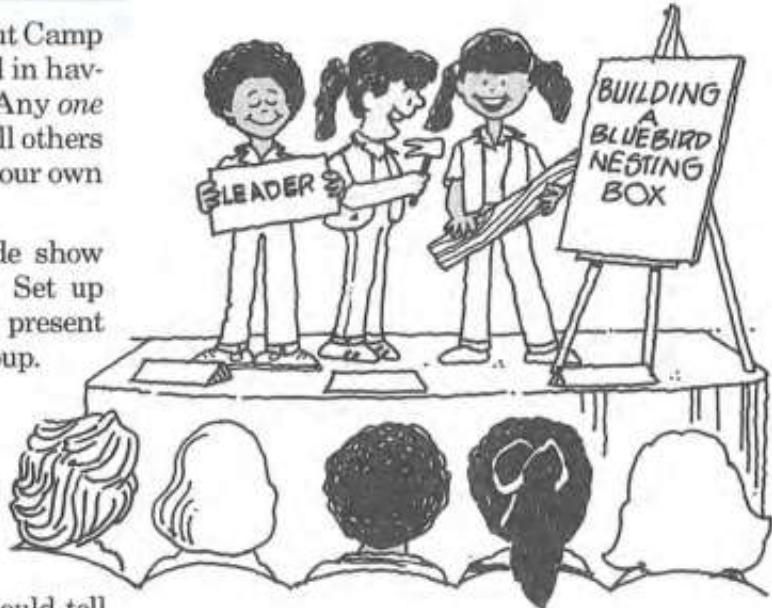


## ACTIVITY

### Tell others about Camp Fire.

People are interested in knowing about Camp Fire. Your Camp Fire council is interested in having more people know about Camp Fire. Any *one* of these activities is a way you can help tell others about Camp Fire. Or, you can figure out your own way to tell others about Camp Fire.

- Put together a display, skit or slide show about what you do in Camp Fire. Set up your display in a public place. Or, present your skit or show to a community group.



- Give a talk about Camp Fire. You could tell about its founding or about what you do in Camp Fire. Present your talk to people who do not belong to Camp Fire.
- Contact the staff or committee members in your council who are in charge of public relations. Find out how you can help tell others about Camp Fire on radio or television or in the newspaper and then do it.



### HERE'S HOW I TOLD OTHERS ABOUT CAMP FIRE:

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

I completed this step in my Wood Gatherer project.

Date \_\_\_\_\_ Adult OK \_\_\_\_\_



## 2. Do a Try-Ad on an Adventure Trail



The name Try-Ad comes from the words Try and Adventure. That's what you do in a Try-Ad, you *try* a new *adventure*. There are several Try-Ads in each of the trail chapters.

Each Try-Ad has five steps which help you plan and have your adventure. You will probably do a Try-Ad with your Camp Fire club. But you can do Try-Ads with your camp unit or with your family, as long as you take part in *all* the steps.

Try-Ads are adventures in learning about many different things. You will follow five steps to complete each Try-Ad. They are steps you follow to plan and do almost anything. Each year you are in Camp Fire, you take more of a part in planning what you do. A Try-Ad is a good place for you to practice your planning skills while you learn something new. You earn something, too!

When you finish each step of a Try-Ad, you get a small purple bead. When you finish the whole Try-Ad, you earn a large purple bead.



Here's what you'll do at each step of your Try-Ad.

**Step 1  
Find Out**  
helps you come up with lots of interesting ways to learn more about something.

**Step 2  
Choose**  
helps you choose what you want to do.

**Step 3  
Plan**  
is where you get your plans together. You make decisions about who will do what jobs and when things will happen.

**Step 4  
Do**  
is where you take *action*. What you planned happens.

**Step 5  
Share**  
is for talking about what happened. You might have a special way of sharing what you did.

# TRY-ADVENTURE

**Nit:** What do you get if you cross a computer and a rubber band?  
**Wit:** I don't know what it's called, but it makes snap decisions.



## Become a Wood Gatherer

Read through all the Try-Ads before deciding which one you'll do to complete this step of your Wood Gatherer project. Record here what you did at each step.



I DID THE \_\_\_\_\_ TRY-AD ON THE  
TRAIL TO \_\_\_\_\_  
HERE'S WHAT I DID TO COMPLETE EACH STEP:  
FIND OUT: \_\_\_\_\_

CHOOSE: \_\_\_\_\_

PLAN: \_\_\_\_\_

DO: \_\_\_\_\_

SHARE: \_\_\_\_\_

I completed this step in my Wood Gatherer project.

Date \_\_\_\_\_ Adult OK \_\_\_\_\_



### 3. Explore More with Camp Fire Friends

There are many ways to have fun with Camp Fire friends. Now's the time to plan for making those good times happen. To complete this step in your Wood Gatherer project, you will decide what you'll do next with your club, with another Camp Fire club or in your council. You do not have to carry out your plans before you finish the Wood Gatherer project.

Here are some ideas for how you can explore and have fun with friends in Camp Fire. You might have some ideas of your own.

- Do a project on one of the Adventure trails with several members of your club. You will need to look on each of the trails and decide together what you want to do.
- Work on a council project. You can plan to work together with your own club or with other Camp Fire members.
- Meet with another Adventure club. You will have to decide what you would like to do together. It could be a party, a service project, a field trip.
- Take part in a council event where you meet other Camp Fire members. You'll need to find out what events your council sponsors and plan to attend.




---



---



---



---



---

**THIS IS WHAT I PLAN TO DO TO EXPLORE MORE WITH MY CAMP FIRE FRIENDS:**

---



---



---



---



---



---



---



---



---



---

**I WILL DO WHAT I PLANNED BY THIS TIME:**

---



---



---



---



---

I completed this step in my Wood Gatherer project.

Date \_\_\_\_\_ Adult OK \_\_\_\_\_



## 4. Share in the Friendship of Camp Fire

You've made a lot of friends on your way to becoming a Wood Gatherer. What can you do to share your feelings about being friends? You could:

- Plan and have a ceremonial using friendship for a theme.

- Have an appreciation dinner for friends of the club, people who have helped your club in different ways.
- Participate in a district or council-wide ceremony.

You can also design your own way for sharing in the friendship of Camp Fire. Whatever you decide to do, make it a special occasion for you and your friends.

### HERE IS WHAT I DID TO SHARE IN THE FRIENDSHIP OF CAMP FIRE :

I completed this step in my Wood Gatherer project.

Date \_\_\_\_\_ Adult OK \_\_\_\_\_



## I AM A WOOD GATHERER!

I received my Wood Gatherer emblem on \_\_\_\_\_.  
The thought, path and hand symbolize the things I learned along the Adventure trails and the friendships I shared with others in Camp Fire Boys and Girls.



### I WILL ALWAYS REMEMBER:

# I WANT TO BE A FIRE MAKER!



Is Camp Fire important to you? You are important to Camp Fire! You have many skills and talents. You can put them to use in the Fire Maker project. Adventure members can become Fire Makers during fifth grade. You do not have to earn Trail Seeker or Wood Gatherer before you work on your Fire Maker project. But, if you are new to Camp Fire, you may want to do some of the activities in the Trail Seeker project. You might want to choose your Camp Fire name, make your own symbolgram and design an award vest.

Here is what you do to become a Fire Maker:

## GUIDE TO BECOMING A FIRE MAKER

### 1. Kindle the Camp Fire Spirit in Others.

Do two of these four activities.

#### ACTIVITIES

- Learn the Fire Maker's Desire. Discover your skills.
- Help Camp Fire grow.

- Adopt a Starflight club.
- Adopt a younger Adventure club.

### 2. Do a New Venture Project on an Adventure Trail.

#### NEW VENTURES

New Ventures are projects that help you explore your feelings about things that affect your life. You can choose New Ventures from any of the trail chapters. Do one New Venture project.

### 3. Explore More of What Camp Fire Has to Offer.

Take one more look along the Adventure trails or make some plans about what's ahead.

### 4. Celebrate at the Trail's End.

Mark the conclusion of your journey on the Adventure trails with a very special event.

Junior: Dad, can I have another glass of water before I go to sleep?

Dad: Another! This is your tenth!

Junior: I know, but my room is on fire.

**BOR-R-RING!**

## Become a Fire Maker

Here are some hints to help you along the way to completing the Fire Maker project.

### 1. Kindle the Camp Fire Spirit in Others.

Do two of these four activities.



Learn the Fire Maker's Desire. Discover your skills.

#### The Fire Maker's Desire

As fuel is brought to the fire  
So I promise to bring  
My strength, my sensitivity,  
My heart's desire,  
My joy, my sorrow,  
To the fire of human kindness;  
For I will tend  
As my forebearers have tended  
Since time began  
That fire that is called  
The love of one for another,  
The love of all towards God.

*Adapted from the original by John Collier*

use in the many things you do in Camp Fire. But first you have to think about what those skills and talents are.



Here's a quick checklist for you to fill out. Put a check by the statements that describe you:

#### I LIKE TO:

- |  |  |
|--|--|
| <input type="checkbox"/> Make things               | <input type="checkbox"/> Put on plays                  |
| <input type="checkbox"/> Sing songs                | <input type="checkbox"/> Cook good foods               |
| <input type="checkbox"/> Play games                | <input type="checkbox"/> Ride a skateboard             |
| <input type="checkbox"/> Read books                | <input type="checkbox"/> Play at sports                |
| <input type="checkbox"/> Play a musical instrument | <input type="checkbox"/> Rearrange my room             |
| <input type="checkbox"/> Make a go-cart            | <input type="checkbox"/> Do science experiments        |
| <input type="checkbox"/> Go fishing                | <input type="checkbox"/> Swim                          |
| <input type="checkbox"/> Play with my pet          | <input type="checkbox"/> Earn money                    |
| <input type="checkbox"/> Mow lawns                 | <input type="checkbox"/> Play catch                    |
| <input type="checkbox"/> Dance                     | <input type="checkbox"/> Draw pictures                 |
| <input type="checkbox"/> Go camping                | <input type="checkbox"/> Ride bikes                    |
| <input type="checkbox"/> Tell good jokes           | <input type="checkbox"/> Climb trees                   |
| <input type="checkbox"/> Put together puzzles      | <input type="checkbox"/> Pick out clothes              |
| <input type="checkbox"/> Tell stories              | <input type="checkbox"/> Think out answers to problems |
| <input type="checkbox"/> Roller skate              | <input type="checkbox"/> Listen to music               |
| <input type="checkbox"/> Run                       |  |

The Fire Maker's Desire is a poem with much meaning. What does it say to you?

What things does the desire say you will bring to the "fire"?

Is the "fire of human kindness" a real fire or is it a symbol of something else? What could it symbolize?

Where does it say in the desire that you will love others and God?

Learn the Fire Maker's Desire. Say it out loud until you know it by heart.

#### Survey Your Skills

The Fire Maker's Desire is really about you and the things you have to offer. You have many skills and talents, far more than are listed in the desire. You can put your skills and talents to good

There are probably many things that you checked on this list that you like to do. There are probably more things you like to do that aren't on this list. Usually the things people like to do are things that they are good at doing. What you *like* to do can tell you what you are skilled or talented at doing.

Some skills you have are not so obvious. Everyone may know you are skilled at putting together puzzles. But such skill means you are also able to keep trying at something and to see things different ways. Those are good talents to have.

Often your friends see things in you that you don't see yourself. Maybe this activity can help you discover your "hidden" talents.

Fill in a name of a person in your club in each blank. Try to use everyone's name. You can put several names in a blank if you have a large club.

---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---

The telephone rang and little Suzie answered. It was her girlfriend.

"Can you call back in around fifteen minutes?" said little Suzie. "I can't talk now, I'm in the middle of a tantrum."



- is willing to help.
- has good ideas.
- makes everything more fun.
- always shares.
- tries hard at everything.
- is a good leader.
- is cheerful.
- listens to others.
- comes to every meeting.
- likes to try new things.



Is there some way you can tell people in your club what their talents are? Can they tell you yours? Use the list you've made here.

## Become a Fire Maker

To complete this step in your Fire Maker project, you should list some of the skills and talents you have. Maybe you can put these skills and talents to use in doing other steps of your Fire Maker project!



### I AM GOOD AT DOING THESE THINGS :

---

---

---

---

---

### THESE ARE SOME OF MY HIDDEN TALENTS :

---

---

---

---

---

I completed this step in my Fire Maker project.

Date \_\_\_\_\_ Adult OK \_\_\_\_\_



Sam: My puppy has a pedigree.  
Pam: Do you have papers for it?  
Sam: Of course, all over the house.



## ACTIVITY

### Help Camp Fire grow.

Wouldn't you like others to have the same kind of fun in Camp Fire as you have? You can help Camp Fire reach out to new members in lots of ways.

Any *one* of these activities would be a good way for you to help Camp Fire grow. Or, you can use your own ideas.

- Help your council recruit Camp Fire members. Contact your council office to find out what you can do to help with the council recruitment campaign.
- Have a special club meeting where every club member brings a friend who is not a Camp Fire member. Talk about what you do in Camp Fire.
- Have a fund-raising project and contribute what you earn to Camp Fire. Your money might be used to send someone to camp or to purchase a new piece of equipment for your council. Find out what your council needs.
- Contribute to the Edith Kempthorne Fund which helps Camp Fire grow all over the country. Have a special project to raise money.
- Help collect uniforms and run a uniform exchange so Starflight or Adventure members can have their own uniforms. Or, contribute money to purchase a uniform for a Camp Fire member who can't afford one.




---

### THIS IS WHAT I DID TO HELP CAMP FIRE GROW:

---



---



---



---



---

I completed this step in my Fire Maker project.

Date \_\_\_\_\_ Adult OK \_\_\_\_\_



## ACTIVITY

### Adopt a Starflight club.



It's fun to share what you know with others. And you know a lot about Camp Fire! Your knowledge and skills can be put to use helping younger members in Camp Fire along the Camp Fire trail. You can do this by "adopting" a Starflight club. There are lots of ways you could help Starflight members have fun in Camp Fire.

Planning ahead will make you better prepared to have a good time with a Starflight group. Think about the skills you have. Talk to the Starflight club leader about what you know how to do. Ask the leader how you can help. Plan when you'll meet with the club, what you will do and how you will do it. Gather supplies, practice what you plan to teach.

You also will want to learn some skills for working with young children. The *Camp Fire Club Leader Guide* has many helpful hints. Your club leader will have a book or know how you can borrow

a book. You might ask your leader or teachers at school about working with young children. The Starflight leader will have some advice for you, too.

Here are some things you could do to help a Starflight club. You can come up with your own ideas, too.

- Teach Starflight members Camp Fire songs. Include quiet songs and action songs, too.
- Help Starflight members complete a Trail Starter or Trail Exploration project. Or, you might help them with a national project.
- Go with Starflight members to sell Camp Fire products. Help them learn how to meet people and tell about Camp Fire.



- Go camping with a Starflight club. Help the members learn new skills for enjoying the out-of-doors.
- Help Starflight members plan and put on their first ceremonial.
- Plan and put on a special Fly-up ceremonial for second grade Starflight members.

### THIS IS WHAT I DID WHEN I ADOPTED A STARFLIGHT CLUB:

---

---

---

---

---

I completed this step in my Fire Maker project.

Date \_\_\_\_\_ Adult OK \_\_\_\_\_



**ACTIVITY****Adopt a first year Adventure club.**

Remember your first journeys along the Adventure trails. You liked having someone to help you along the way. Now that you have explored many of the Adventure trails you could help a new Adventure member. You could work with a first year Adventure club.

Talk to an Adventure club leader. Find out what you can do to help. Be sure to tell the leader the skills you have and the things you'd like to do. Make a plan that includes when you are meeting with the club, what you are going to do and what you will need. Practice the skills you'll be teaching. Practice what you are going to say.

Talk to the leader and to others about working with younger children. Practice skills for working with younger children.

Here are some ways you could help a first year Adventure club that you adopt. You can also use your own ideas.

- Plan and put on a "Welcome to Adventure Trails" party for new Adventure members. Set up displays to tell new members about projects in Adventure. Wear and explain your Adventure uniform.



- Help an Adventure club do parts of their Trail Seeker project. You could help them choose names and create symbolograms. Or, you could work with club members to help them decorate their award vests.
- Work together with an Adventure club on a service project. Teach them about planning to get things done.
- Go camping with an Adventure club. Help club members learn skills in the Progression in Outdoor Action.
- Tell Adventure members about Action Crafts. Make a display or put on a skit that shows new Adventure members what kinds of activities are done to earn Action Craft beads. Show what can be made with beads.

**HERE'S WHAT I DID WHEN I ADOPTED A NEW ADVENTURE CLUB:**

---

---

---

---

---

---

---

I completed this step in my Fire Maker project.

Date \_\_\_\_\_ Adult OK \_\_\_\_\_



## 2. Do a New Venture on an Adventure Trail.



What are your feelings about your family?

Who are the people you admire?

How do you make friends?

Look for answers to these and many other questions in the New Ventures projects. A New Venture helps you explore your ideas and feelings about the things that affect your life. You think about what's happening now and what will happen in the future. New Ventures are special projects just for fifth graders. They are recognized by a very special emblem. The design symbolizes the hopes and dreams you have for yourself.

You do some of the activities in a New Venture project by yourself. You think about things and form your own opinions. You do some activities with others. You listen to their ideas and opinions. You take some action on what you believe in. You can do New Ventures with your family or with club members.



You'll find New Ventures in all of the trail chapters. Read through all of them before you decide which one you want to do. You will do one New Venture to complete this step of your Fire Maker project.

I TOOK THIS NEW VENTURE  
ON THE TRAIL TO \_\_\_\_\_

A. I DID THESE FIVE ACTIVITIES TO LEARN MORE:

ACTIVITY# \_\_\_\_\_

ACTIVITY# \_\_\_\_\_

ACTIVITY# \_\_\_\_\_

ACTIVITY# \_\_\_\_\_

ACTIVITY# \_\_\_\_\_

B. I DID THIS ACTIVITY TO TAKE ACTION:

ACTIVITY# \_\_\_\_\_

I completed this step in my Fire Maker project.

Date \_\_\_\_\_ Adult OK \_\_\_\_\_



### 3. Explore More of What Camp Fire Has to Offer.

You are nearing the end of your journeys on the Adventure trails. You want to make the most of your last few months as an Adventurer. Do you want to take one last look down the Adventure trails? Or, are you ready to look at what the future holds for you in Camp Fire? Now's the time to make your plans!

You can make any *one* of these activities a part of your plan. Some are ways to explore once more on the Adventure trails. Other activities help you discover what's ahead in Camp Fire's Discovery program. You can also use your own ideas in your plans. To complete this step of your Fire Maker project, you only need to complete your *plans* for what you are going to do next.

To take a last look down the Adventure trails, make a plan to:

- Do one more Try-Ad or New Venture. Perhaps you can design your own.
- Do one more national project.
- Complete another step in the Progression in Outdoor Action. Perhaps that can be a part of your summer camp experience.
- Take a special course to improve your skills. How about a babysitting course?



If you want to take a look ahead, you can make plans to:

- Attend an event that introduces you to the Discovery program.
- Invite Discovery members to a club meeting to tell you about what they do in Discovery.
- Begin designing special ceremonial clothes which you will wear as a Discovery member. Ask older Camp Fire members to help you.

---

#### HERE IS WHAT I PLAN TO DO TO EXPLORE MORE OF WHAT CAMP FIRE HAS TO OFFER:

---



---



---

#### I WILL DO WHAT I PLANNED BY THIS TIME:

---



---

I completed this step in my Fire Maker project.

Date \_\_\_\_\_ Adult OK \_\_\_\_\_



## 4. Celebrate at the Trail's End.

Special events need extra special celebrations. And reaching the end of the Adventure trails certainly is a special event! Here are some ways you can celebrate. Any *one* of these would make your journey's end an extra special time. Or, you may use your own ideas for celebrating.

- Put together a memory book of your Adventure years. You could all work together on one book which you present to your leader. Or, you could make books for each member of the club. Include favorite songs, stories, mementoes and notes of favorite memories. Plan a special party to present the book or books.
- Make a display or put on a show which shows highlights of your journeys on Adventure trails. Invite family and friends to a special showing.
- Plan and put on a "Farewell to Adventure" ceremonial. Say "thank you" to the people who helped your Adventure club. Receive awards and remember good times together.
- Cross over the rainbow into Discovery in a special ceremony. Receive your Discovery emblem and other clothing items worn by Discovery members.



THIS IS HOW I CELEBRATED REACHING THE END  
OF MY ADVENTURE TRAILS:

I completed this step in my Fire Maker project.

Date \_\_\_\_\_ Adult OK \_\_\_\_\_



# I AM A FIRE MAKER!

I received my Fire Maker emblem on \_\_\_\_\_.  
 The thought, path and fire on the emblem symbolize the things I learned along the Adventure trails and how I brought the warmth of Camp Fire Boys and Girls to others.



## I WILL ALWAYS REMEMBER:

### The Camp Fire Law

Slowly

*a tempo*

Wor - ship God (Hm - m - m - m)  
 Seek beau - ty, give serv - ice, and  
 know - ledge pur - sue. Be trust -  
 worth - y ev - er in all that you do.  
 Hold fast on - to health and your  
 work glo - ri - fy. And you will be  
 hap - py, In the Law of Camp Fire.



# Chapter Three

## TRAIL TO THE GREAT OUTDOORS

Take this trail to great adventures in the outdoors! You'll always find something to do, places to go, things to watch. There's no end to the fun found on the Trail to the Great Outdoors.

Would you like to learn how to track an animal, tie a bowline or put up a tent? Take a look at Outdoor Action Crafts. You'll find lots of activities on living outdoors and learning about nature.

Try-Ads on this trail will take you on many new adventures. You can learn legends about the stars, clean up a campsite or help animals in danger. Try-Ads are for fourth and fifth graders.

Take a New Venture into the world of energy in this special fifth grade project. Become more aware of energy needs now and in the future.

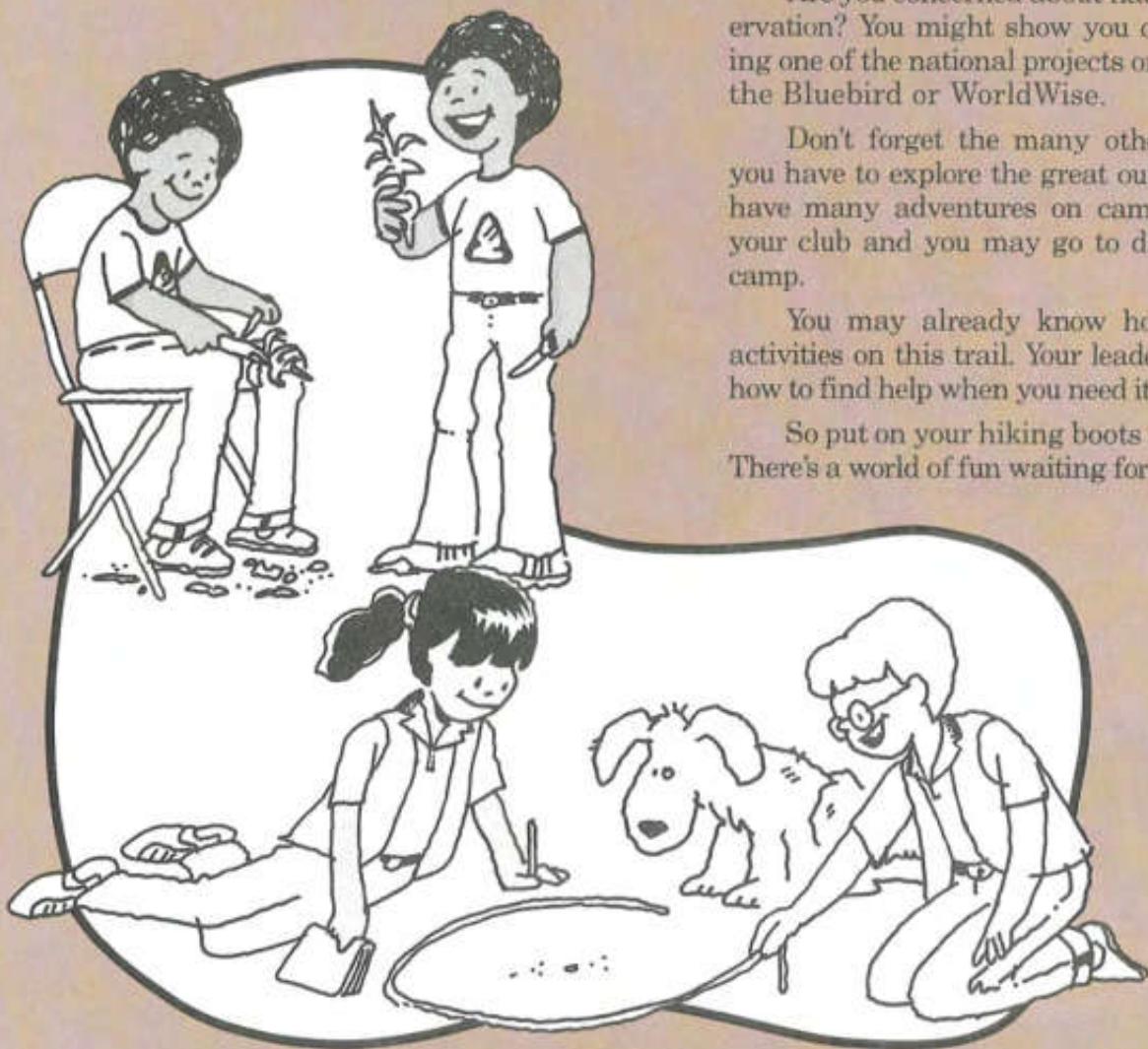
Set your sights to build your outdoor living skills by completing steps in the Progression in Outdoor Action. There are five steps in the Progression, each building on what you learned in the previous step.

Are you concerned about nature and its preservation? You might show you care by completing one of the national projects on this trail. Save the Bluebird or WorldWise.

Don't forget the many other opportunities you have to explore the great outdoors. You may have many adventures on camping trips with your club and you may go to day and resident camp.

You may already know how to do many activities on this trail. Your leader can show you how to find help when you need it.

So put on your hiking boots and hit the trail! There's a world of fun waiting for you out there!



# ACTION CRAFTS ON THE TRAIL TO THE GREAT OUTDOORS



Order Number: **B-08001**  
Symbolism: Earth, bark, wildlife

Earn a brown bead for each Action Craft you do. When you have finished an Action Craft, ask an adult to date and initial your book. Use the line in front of each Action Craft for this.



## Know About Nature

**O101** Make a circle on the ground with a string one yard long. Make a list of everything that you find inside the circle. Include all living and non-living items. Choose three items on your list and learn more about them.

**O102** Watch a sunrise, a sunset or a gathering storm. Express your feelings in words or a drawing about what you see.

**O103** Take a hike with several friends. Collect nature items that won't change the environment if removed. Use these items in a creative arts project.

**O104** Be able to recognize your state flower, bird and tree in their natural settings.

**O105** Visit a dam built by animals. Find out how dams made by animals or people can be useful and how they can be harmful to people and nature.

**O106** Name several animals which live in your area. Find out how the early settlers of your area found these animals useful. Did the settlers use the animals for food or clothing?

**O107** Learn how different insects or animals protect themselves. Think about coloring, smell and shape. Describe how two kinds of insects or animals protect themselves.

**O108** Look for signs of animals in the area where you live. Find some animal tracks. Identify two animals by the sounds they make. Look for remains of animal meals.

**O109** Locate two animal homes. In each case, notice the location, materials used and who lives in the home. Find out why it is located in this spot. Be careful not to disturb the animal or its home.

**O110** Track an animal by its marks in the snow, sand, mud or dirt. Identify the animal by its tracks.

**O111** Make a cast of an animal track out of plaster of paris.

**O112** Describe snakes that are common in your area. Include those which are poisonous. Learn how snakes are helpful to humans.

**O113** Visit a fish hatchery. Find out what the government does to protect and increase the number of fish in your state.

**O114** Observe three kinds of birds in the outdoors. Describe them to others.

**O115** Watch where birds find their food. Watch several birds get their food from the air. Watch several birds get their food from trees or other plants. Describe what the birds eat.

**O116** Recognize and identify several birds by their calls. If possible, tape record these bird calls. Or, learn to imitate the bird calls.

**O117** Watch birds build a nest. Describe what kind of bird you observed, the shape of the nest it built, what materials were used and how long the bird worked on its nest. Keep observing this nest while the birds use it.

**O118** Hunt for birds' nests. Tell where you see them. Photograph or sketch the nests. Describe what kind of birds are using them or may have used them in the past. Do not remove nests from trees or bushes.

**O119** Learn about the wintering habits of animals in your area. Find out which animals stay active all winter and which hibernate. Learn which animals migrate from your area to somewhere else or come to your area from somewhere else.

**O120** Draw pictures of bird beaks of different shapes. Find out how different shapes of beaks are clues to what kind of food birds eat. Try to guess what kind of food is eaten by some of the birds you see.

**O121** Find out what kinds of hawks and owls live in your area. Watch carefully until you see one in the outdoors. Tell how hawks and owls are helpful to people.

**O122** Learn what annual plants and perennial plants are. Find two examples of each in a yard or park.

**O123** Observe wild flowers growing outdoors. Describe them to an adult. Learn how to recognize them at different times of the year.

**O124** Discover how plants are necessary to your life. Trace all the items in your lunch back to their original plant source. How could the meat in your sandwich come from a plant source? Show what you learned in a chart.

**O125** Force flowering shrubs or trees (forsythia, pussy willow, fruit tree sprigs) to bloom early in the spring. Do this by bringing them inside and putting them in water. What causes them to bloom? Make an attractive arrangement.

**O126** Identify several plants by their odor, feel or taste. Do this with an adult. Tell something about each.

**O127** Identify two kinds of plants which can injure people or animals. Tell why they are harmful.

**O128** Without touching the plants, tell the difference between poison ivy and Virginia creeper or between poison sumac and harmless sumac. Or, be able to identify poison oak—often called oak leaf poison ivy—or stinging nettles. Explain how to protect yourself against poisonous plants. Tell what to do if you are exposed to these plants.

**O129** Find out what plants in your area were used for food, clothes or other purposes by American Indians and early settlers. Tell how these plants were prepared for use.

**O130** Look for plants that grow in different kinds of conditions. Identify plants that grow best in shady or sunny places and in wet or dry soil.

**O131** Find several different kinds of ferns growing outdoors. Notice the differences in color, texture and size. Know the names of two kinds of ferns.

**O132** Recognize three kinds of trees by the shapes of their leaves, texture of the bark or leaf arrangement. Test yourself by identifying these trees blindfolded.

**O133** Draw or take pictures of three trees whose shapes have been affected by the wind.

**O134** Watch fish in an aquarium, pond or hatchery. Recognize the colors, shapes and other features of several different kinds of fish.

**O135** Make and use a dip net for collecting fresh-water creatures. Be sure to return creatures to the water after studying them.

**O136** Make a scrapbook about your favorite things in nature. Use clippings, your own sketches or photographs, pressed leaves.

**O137** Start a collection of poetry about your favorite nature subjects. Include authors and sources.

**O138** Create your own activity to help you know about nature.

**O139** Create your own activity to help you know about nature.

**O140** Create your own activity to help you know about nature.

## Help Your Environment

**O141** Join the Junior Audubon Program, Ranger Rick's Nature Club or some other conservation club for young people. Read the material that comes to you as a member. Take part in activities that interest you.

**O142** Find out about two organizations that work to protect wildlife. Learn what you and your family can do to help.

**O143** Find an area in your neighborhood or nearby park where litter is a problem. Keep this area clean for a period of time agreed upon by you and your leader.

**O144** Look at a list of endangered species. These are animals, birds or plants that are in danger of becoming extinct. Find out which animals, birds or plants on the list live in your area.

**O145** Read about an animal or bird that has become extinct within the last 50 years. Tell why it became extinct.

**O146** Learn the Conservation Pledge. It is included in the Progression in Outdoor Action later in this chapter. Tell how you are keeping it.

**O147** Learn how trees and forests help conserve wildlife, soil and water supplies. Point out examples of trees at work in your area.

**O148** Plant a tree in a place where trees are needed. Be responsible for caring for it for two months.

**O149** Plant a cover crop such as grass, clover, sweet clover or wild rose. Choose a site where a cover crop is needed for erosion control or to make a place look pretty. You might do this at camp, along a shoreline, on the side of a new highway or in your yard. Ask your local highway commission or other officials before you plant in public places.

**O150** Make a wildlife conservation poster. Display it in a public place such as your school, a library or a store.

**O151** Find out what is meant by minimum impact camping. Tell ways that you, your family and your club can camp without leaving a trace.



**O152** Make a bird feeder. Find out what kinds of food birds in your area enjoy. Put the feeder where birds will use it.

**O153** Give the birds a present. Decorate a shrub or tree with food that birds of your area will enjoy.

**O154** Make and maintain a bird bath. Keep a list of the birds you see.

**O155** Find out who Woodsy Owl is. Do something to help his campaign.

**O156** Participate in your community's program for Keep America Beautiful week.

**O157** Find out about your state's conservation laws. Explain the ones that apply to people your age.

**O158** Create your own activity to help your environment.

---



---



---

**O159** Create your own activity to help your environment.

---



---



---

**O160** Create your own activity to help your environment.

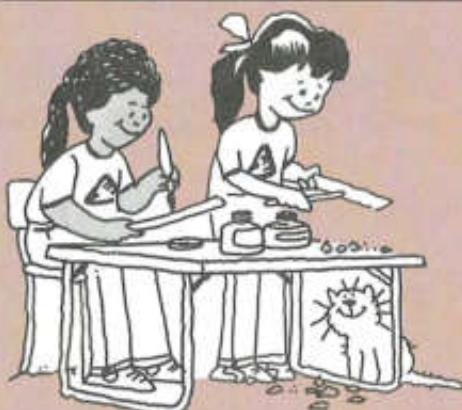
---



---



---



## Make Things From Nature Materials

**O161** Arrange a bouquet or wreath of wild flowers, grasses, leaves or seeds. Use good conservation practices in selecting materials for your arrangement.

**O162** Make jewelry from sea shells or stones you have found.

**O163** Make a letter opener, knife, fork or spoon from material found outdoors.

**O164** Decorate your own stationery using items from nature. Make leaf prints or spore prints. Or, try spatter painting or crayon rubbings.

**O165** Transfer a leaf pattern onto cloth. Do a crayon rubbing. Iron your crayon print to make it permanent. Or, hammer cloth placed over a leaf to make an imprint. Dip cloth into vinegar to make the hammered cloth print permanent.

**O166** Tie-dye material using natural dyes.

**O167** Collect items such as driftwood, rocks, twigs, leaves, seed pods. Glue them together in the shape of birds, animals or creatures you make up.

**O168** Make a loom and weave a mat on it. Use rushes, grass or other materials from nature.

**O169** Weave a basket out of natural materials.

**O170** Make a friendship stick. Directions for making a Camp Fire friendship stick are in the *Outdoor Book*. Give the stick to a friend.

**O171** Make a simple musical instrument using natural materials. Play your instrument.

**O172** Create your own activity to make things from nature materials.

---



---



---

**O173** Create your own activity to make things from nature materials.

**O174** Create your own activity to make things from nature materials.



## Cook Outdoors

NOTE: These activities should be done with skilled adults present. Keep safety rules in mind.

**O175** Show that you know how to care for and use a pocket knife.

**O176** Show that you know how to care for and use a saw.

**O177** Use a whetstone to sharpen a pocket knife or a paring knife.

**O178** Find out how to get a fire permit. Know the fire regulations and precautions in the area where you are hiking, cooking out or camping. Tell how to report a forest fire.

**O179** Make matches waterproof. Use the matches on a cook-out or camping trip. Pack them properly for carrying.

**O180** Lay, light, use and put out a wood fire outdoors. Follow safety practices while doing this. Be sure outdoor fires are allowed in the area.

**O181** Protect a woodpile from damp ground, rain or heavy dew.

**O182** Build a fire and let it burn down to a bed of coals. Cook at least one item over the bed of coals.

**O183** Lay a cooking fire. Keep it going while a meal is cooked.

**O184** Build and light three different kinds of fires. Tell when to use each kind of fire.

**O185** Construct a reflector oven. Use it to bake biscuits or some other appetizing dish.

**O186** Lay, light, use and put out a charcoal fire. Follow safety practices while doing this.

**O187** Cook a meal over a charcoal fire.

**O188** Teach another person how to build a fire.

**O189** Make and use fire starters. Fuzz sticks or newspaper rolled and dipped in paraffin are two kinds of fire starters.

**O190** Build a fire for a special ceremony. Build it to last through the whole ceremony.

**O191** Help collect and pack food for a club outing.

**O192** Make a tin can stove. Cook part or all of a meal on it.

**O193** Assist with cooking and serving a one-pot meal.

**O194** Cook potatoes or corn outdoors using two different methods.

**O195** Bake or steam fish or other seafood outdoors.

**O196** Cook a meal without using utensils such as skillets, pots, forks, spoons, skewers.

**O197** Cook a meal of meat and vegetables in foil. Help prepare the food, wrap it in foil and cook it.

**O198** Cook something using the sun as a heat source.

**O199** Prepare two recipes outdoors in a Dutch oven.

**O200** Make up your own outdoor cooking recipe. Try it out with friends. Decide how good your new recipe is.

**O201** Clean up camp garbage and trash after three different meals. Dispose of it properly.

**O202** Cook a meal in a fireplace or grill such as those found in parks and campgrounds.

**O203** Cook one meal using dehydrated or freeze-dried foods.

**O204** Make a knapsack, bag or case for carrying camp supplies.

**O205** Make a bag for sterilizing your own dishes on a camping trip. Make your bag out of cheesecloth or dish cloths. Use it for several meals.

**O206** Cook an outdoor meal for your family. You can ask for the help of one other person.

**O207** Prepare, eat and clean up an outdoor meal in rainy or snowy weather.

**O208** Create your own activity in outdoor cooking.

**O209** Create your own activity in outdoor cooking.

**O210** Create your own activity in outdoor cooking.

#### Radio Program:

Now for your morning exercises . . .  
Ready? . . . Up, down, up, down, up, down  
. . . Now the other eyelid . . .



### String Along

**O211** Collect samples of different kinds of rope or cord. Learn about the strengths and uses of each kind.

**O212** Tie a slip knot and a square knot. Know how these knots are used.

**O213** Tie a simple hitch, half hitch and two half hitches. Know how these hitches are used.

**O214** Tie a clove hitch and a taut line hitch. Use them for a clothesline on your next camping trip.

**O215** Tie a bowline knot. Explain how you can use this knot.

**O216** Use a sheet bend to tie two rope ends together.

**O217** Make a useful article using knots that you have learned. You could make a dog leash or bag handles.

**O218** Macrame a decorative item. Use knots you have learned.

**O219** Make a piece of useful equipment using a square or diagonal lashing. You might make a picture frame or a towel rack.

**O220** Make a piece of useful equipment using sheer or continuous lashing. You could choose to make a tripod for a wash basin or a foot bridge over a small creek.

**O221** Make a table using two kinds of lashing.

**O222** Whip the ends of a piece of rope to prevent fraying.

**O223** Teach two simple knots to a younger person. Explain how they are used.

**O224** Create your own activity in knot tying.

**O225** Create your own activity in knot tying.

**O226** Create your own activity in knot tying.



## Hike And Camp Out

NOTE: Adults must accompany you on hikes and camping trips.

**O227** Make a drawstring bag to use on camping trips.

**O228** Make a simple pack. Use it on a hike.

**O229** Demonstrate the proper clothing and equipment to wear on a hike. Do this as part of a show for your club or camp unit.

**O230** Make a list of club rules for good outdoor behavior while using private or public property. Follow these rules on a camping trip.

**O231** Make a list of good safety and courtesy practices for hikers and campers. Discuss these with club members.

**O232** Share your rules for safety and good camping courtesy with your family before a family camping trip.

**O233** Make an envelope or flip-flop bed roll. Pack it, roll it, tie it and use it.

**O234** Pack, roll, tie and use a sleeping bag.

**O235** Take a rain or snow hike with your club. Dress for the weather.

**O236** Go on a hike of a mile or more with your club. Take your lunch.

**O237** Sleep out in the backyard with your club.

**O238** Make a personal equipment list before you start on a camping trip. Follow it as you pack for your trip. Check it again as you pack to return home.

**O239** Plan and go on an overnight camping trip. Cook your evening meal and breakfast outdoors.

**O240** Go on a camping trip with your family or club. Sleep in a tent for at least two nights in a row.

**O241** Go on a longer family camping vacation. Spend at least five nights camping out.

**O242** Help set up a trailer tent.

**O243** Be a good neighbor to another club, cabin group or family camping group. Help clean up an area, provide wood for a fire or cook a meal together.

**O244** Show how to select a good spot to place your sleeping bag or bed roll for sleeping on the ground. Choose a spot and sleep there all night.

**O245** Set up a poncho shelter.

**O246** Select a good location for a tent. With another person, erect a tent, take it down and fold it properly.

**O247** Compare different kinds of tents. Learn about the advantages and disadvantages of various sizes, weights and materials. Explain to your family or club what you have learned.

**O248** Show that you know how to adjust tent ropes during and after a rain.

**O249** Make an outdoor hand washing station with soap, water and a wash basin.

**O250** Learn how to light a gas lantern. Do this with an adult present. Explain how to care for a gas lantern.

**O251** Set up an outdoor dish washing station. Include a place to wash, rinse and dry dishes and cooking utensils.

**O252** Learn ways to keep food cool without ice. Use one of the methods on a camping trip.

**O253** Demonstrate two different ways of purifying water.

**O254** Plan and participate in some project to improve your campsite. Leave it better than you found it.

**O255** Go for a two-mile hike in an established park or campground. Pick up trash along the way. Dispose of it properly.

**O256** Lay a trail with a friend for a half mile or more. Have two or more friends follow your trail. Follow a trail with friends which has been laid by others.

**O257** Draw a map of an outdoor place you use or visit often. Show on it the location of trees, plants, flowers and shrubs.

**O258** Use a compass to find your way to a point at least one mile away.

**O259** Use a map to locate a trail. Follow it for a distance agreed upon by you and an adult. Do this with an adult.

**O260** Demonstrate two different ways to find the direction north.

They laughed when they saw me sit down at the piano with both hands tied behind my back. They didn't know I played by ear.



**O261** Learn the difference between magnetic and true north.

**O262** Take and follow a bearing using a compass.

**O263** Play a game using a compass. Do this with at least three other people.

**O264** Go cross-country for a mile or more using a map and compass.

**O265** Look at a topographic map of your area. Find the highest and lowest points.

**O266** Be able to read and understand the many symbols used on a topographic map. Make a map of your neighborhood using these symbols.

**O267** Create your own hiking or camping activity.

---



---



---

**O268** Create your own hiking or camping activity.

---



---



---

**O269** Create your own hiking or camping activity.

---



---



---

# TRY-ADS ON THE TRAIL TO THE GREAT OUTDOORS



## FOR 4th AND 5th GRADERS



Order Number: B-073, small, large

Symbolism: Perseverance, progression

Give some special care to your favorite campsite. Show your concern for endangered animals. Learn some legends about the stars. Or, take to the trail with a Try-Ad you design yourself. The possibilities for adventures in the outdoors are endless.

You do a Try-Ad by completing each step in order. You do Try-Ads with your club, camp unit or family. Everyone helps with the planning. Everyone takes part in each step. Try-Ads are great group fun!

You earn a small purple bead for each step you complete. When you complete all the steps of the Try-Ad, you also earn one large purple bead.



## Stars 'n' Stories

### FIND OUT:

Learn about stars from an expert. Visit an observatory to look at stars or meet with someone who owns a telescope. Be able to locate major constellations seen in the sky during the time of year you are completing this Try-Ad. Know some of the major constellations which appear during other seasons. Have someone show you how to use a star map.

Date completed \_\_\_\_\_

### CHOOSE:

Choose several constellations that are favorites of yours to learn more about and to tell others about. Be sure to choose ones that are seen in the sky during the time you are working on this Try-Ad.

Date completed \_\_\_\_\_

### PLAN:

Plan an evening of stargazing for friends or family. Learn more about the constellations you choose as favorites. Find out facts from books. Read legends told by people in different cultures about these constellations. Plan how to present this information to others.

Date completed \_\_\_\_\_

### DO:

Have your stargazing event. Point out constellations. Tell the stories and legends you have learned.

Date completed \_\_\_\_\_

### SHARE:

Put together the legends and stories you learned about stars in a booklet. Donate your booklet as a resource to your council or camp library. Or, keep the booklet as part of your club library.

Date completed \_\_\_\_\_

For this Try-Ad I earned \_\_\_\_\_ small beads and \_\_\_\_\_ large bead.

Signature of adult who helped me:



**Camp Care****FIND OUT:**

Tour your council camp or a site in your area where Camp Fire members often camp. Meet with the person in charge—camp director, ranger or landowner—to find out what is being done at this site to manage the land and preserve wildlife.

Date completed \_\_\_\_\_

**CHOOSE:**

Ask the person in charge to point out specific problem areas on the campsite. With the help of this person, choose a way you can help in one of these problem areas. You might help maintain a trail, build a new fire circle, set out bird feeders, pick up trash along roadways.

Date completed \_\_\_\_\_

**PLAN:**

Make plans for your workday at camp. Set a date and arrange transportation. Gather work tools. Set up a work schedule. Learn skills you might need.

Date completed \_\_\_\_\_

**DO:**

Work at camp. Listen to and follow directions given by the person in charge. Give it your best effort! Complete all of the assigned tasks.

Date completed \_\_\_\_\_

**SHARE:**

Ask the person in charge to meet with you and evaluate the work you did. Find out what you can do to help maintain the campsite each time you use it.

Date completed \_\_\_\_\_

For this Try-Ad I earned \_\_\_\_\_ small beads  
and \_\_\_\_\_ large bead.

Signature of adult who helped me:

**Animals in Danger****FIND OUT:**

Find out the meanings of the words, "threatened," "endangered" and "extinct" in reference to animals. Ask an expert in wildlife conservation to tell you why animals are threatened and become endangered or extinct. Or, visit a place where work is being done to protect endangered animals. Find out what you can do to help save animals in danger.

Date completed \_\_\_\_\_

**CHOOSE:**

Choose a way that you can tell others about the problems of endangered animals and what they can do to help. You might make a display for school or a library, write and present a skit to other Camp Fire clubs on endangered animals or prepare a talk to be given at a Camp Fire event.

Date completed \_\_\_\_\_

**PLAN:**

Get ready to tell others about endangered animals. Gather the information you need. Draw posters. Build your display or write and practice your speech or skit. Make arrangements to put up your display or present your skit or speech.

Date completed \_\_\_\_\_

**DO:**

Put up your display or make your presentation. Be prepared to answer questions.

Date completed \_\_\_\_\_

**SHARE:**

Ask for evaluations from the people who saw your display or presentation. Find out what they know now about the problems of endangered animals and what they plan to do to help. Talk together as a club about what you are going to do next to help save endangered animals.

Date completed \_\_\_\_\_

For this Try-Ad I earned \_\_\_\_\_ small beads  
and \_\_\_\_\_ large bead.

Signature of adult who helped me:



# A NEW VENTURE ON THE TRAIL TO THE GREAT OUTDOORS



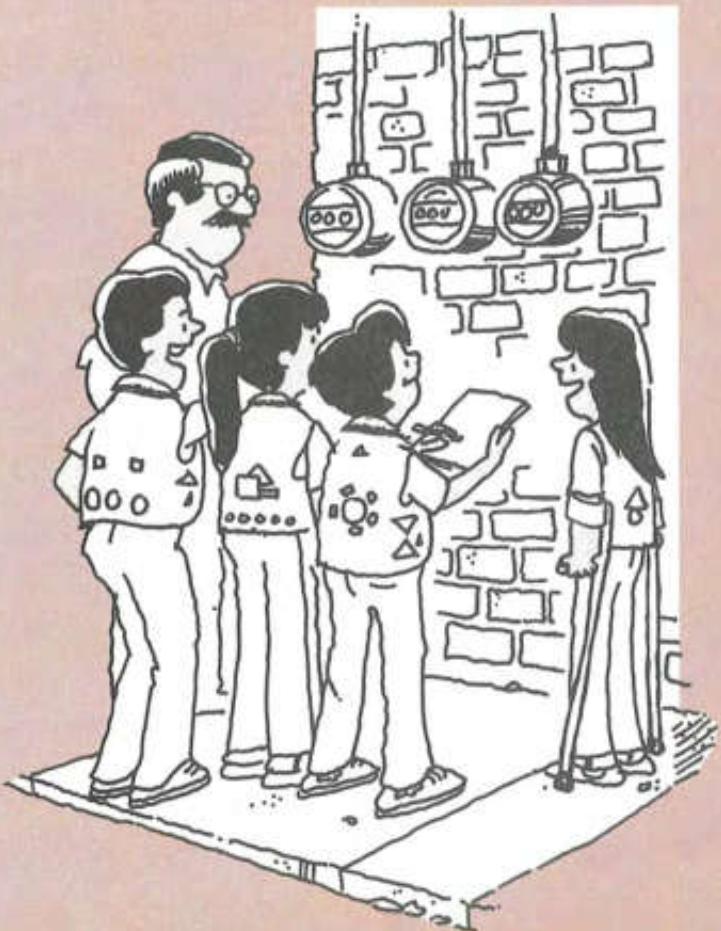
## SPECIAL FOR 5th GRADERS

Venture into the world of energy. Explore your attitudes about energy consumption and conservation. You can do some New Venture activities by yourself. Others can be done with your Camp Fire club, family members and friends.

When you complete a New Venture, you earn this emblem. Its many colors symbolize your many hopes and dreams.



New Venture  
B-16400 Emblem



### New Venture in Energy Awareness

Do five activities from A that help you learn about energy consumption, and do one activity from B that helps you conserve energy. Check off the ones that you do.

#### A. Learn about energy. Do five activities.

\_\_\_\_\_ 1. Write a story about how you and your family might cope with a severe energy shortage. What would you do without gas or electricity? Read your story to family members and talk about it.

\_\_\_\_\_ 2. Draw a detailed picture of the home of the future. Include ideas you have for labor-saving devices and energy conservation in the home of the future. Show your drawing to your Camp Fire club and explain it.

\_\_\_\_\_ 3. Make a list of 10 things you use in your home that consume energy. Then come up with alternatives to using these items which would require less energy usage. For example, an alternative for using an electric blow dryer would be to let your hair dry naturally.

\_\_\_\_\_ 4. Interview older adults such as grandparents to find out how energy usage has changed in their lifetimes.

\_\_\_\_\_ 5. Monitor the use of energy in your home for a month or longer. Take weekly readings of the gas and/or electric meters. Compare the readings from your house with those of other club members. Try to figure out why different homes use different amounts of energy.

\_\_\_\_\_ 6. Find out from the encyclopedia what products are made from petroleum. List the items in your room which are made from petroleum products. What if the world ran out of petroleum and these items could no longer be made? What could be used as a substitute? Report what you learned to your club.

\_\_\_\_\_ 7. Write a letter to a child living 50 years in the future. Describe what kind of life you hope this child will have. Describe how today's use of energy could affect the lifestyle of this child in the future.

\_\_\_\_\_ 8. Go through a catalog with your family. Cut out pictures of items that people

would really like to have. Decide which of these items use up energy resources. An item might require energy to power it such as an electric curling iron. Or, an item might require energy in its manufacture, such as a toy made of plastic, a petroleum product. Divide the pictures into two stacks, those which your family needs and those which are "extras" that your family members want. Discuss together the choices you made.

\_\_\_\_\_ 9. Ask an expert on energy conservation to come talk to your club about ways you can conserve energy. Or, collect and read articles and pamphlets about energy conservation.

\_\_\_\_\_ 10. Create your own activity.

**B. Do one activity that helps you conserve energy. Check off the one that you do.**

\_\_\_\_\_ 1. Choose an energy consuming item that you personally use frequently. Set a goal and make a plan to cut down on your use of this item. For example, you might cut down on the use of the family car by riding your bike to your friends' houses. Follow your plan for at least two weeks. Share your results with family members or your Camp Fire club.

\_\_\_\_\_ 2. Share your views on energy conservation with others. Write articles or editorials for a school or local newspaper. Or, write letters stating your views to people in government. Or, put up a display on energy conservation at your school or a nearby library.

\_\_\_\_\_ 3. Have some fun while figuring out new uses for recycled products. Ask each club member to bring several items retrieved from the trash to a club meeting. Then brainstorm ways that these items could be used again. Be creative! Try out some of your recycling ideas.

\_\_\_\_\_ 4. Create your own activity.

This is what I learned about energy conservation.

---



---



---



---



---

This is what I learned about myself.

---



---



---



---



---

Signature of adult who helped me:



A little boy rushed by a policeman. Five minutes later he dashed by again. After he had raced by several times, the policeman stopped him. "What's the idea, Sonny?" asked the policeman. "Where are you going?"

The boy looked up and said, "I'm running away from home."

"If you are running away from home, how come you've gone around the block so many times?"

"It's the best I can do," the little boy said as he sped off again. "My mother won't let me cross the street."

DUMB JOKE!

# TAKE THIS TRAIL TO THE PROGRESSION IN OUTDOOR ACTION

You can have lots of fun learning skills for living in the outdoors through the **Progression in Outdoor Action**. The Progression has five levels. You start at Fire Tender, the first level.

When you have finished a step, ask an adult to date and initial your book on the line in front of the completed step. You must complete all of the requirements in one level before you move on to the next. The requirements for the first four levels of the Progression in Outdoor Action are given right here.



## Fire Tender

**Do all seven steps.**

1. Learn about hiking. With your group, plan and go on a one to two mile hike, taking with you a picnic lunch. Plan food, first-aid equipment, clothing and destination.

2. Take three different kinds of outdoor observation hikes or walks such as a color hike or hike to observe signs of the season, birds, tiny treasures, etc. One of these may be combined with Step 1 above. Share your experiences with someone else.

3. Learn how to measure distance by paces. Demonstrate your ability to do so on at least three separate occasions. One should be for a specific purpose such as the distance from school to your Camp Fire meeting place, your house to the nearest park.

4. Learn a joining knot such as the square knot or the sheet bend and a stopper knot such as the overhand knot and their uses. Demonstrate how to pack a sleeping bag or make a bedroll using these knots.

5. Learn and demonstrate use, care, safety and selection of a pocket knife. Make shavings for a fire.

6. Learn about the kinds of fuel for outdoor cooking. Know how to care for charcoal and/or make a wood pile.

7. Learn facts of fire building and fire safety. With a group, build and use a fire and cook a simple one-pot dish or a foil dinner or something on a stick. Be sure to keep the fire as small as possible. Plan the menu, capers and cleanup.

Here's what I enjoyed learning while becoming a Fire Tender.

---



---



---



---



---



---



---

I received my Fire Tender emblem on \_\_\_\_\_.

The emblem shows a kettle, crane and fire. It symbolizes the new skills I've learned.



Fire Tender  
B-20100 Emblem



## High Adventure

Do all seven steps.

1. Learn the Conservation Pledge and explain what it means to you. Discuss the current environmental concerns of your community. Develop and carry out a plan to help.



I give my pledge as an American to save and faithfully to defend from waste the natural resources of my country —its air, soil, and minerals, its forests, waters, and wildlife

2. Learn how to whip the ends of a rope and demonstrate your ability to do so by teaching someone else. Learn two additional knots and their uses. Demonstrate by teaching them.

3. Learn the parts of a compass, including the cardinal and ordinal or intercardinal points. Demonstrate your knowledge, plus the ability to take and follow a degree reading from the cardinal points. With several others, play at least two games with a compass.

4. Use your pocket knife in two different ways as a tool to aid in camping.

5. Learn to build a fire for cooking in a contained fireplace, or learn to construct and use a buddy burner or hobo stove. Cook two meals on the fire you choose using different recipes and methods.

6. Make lists of equipment needed for an overnight. Include personal items. Decide what equipment you can make.

7. Using all knowledge gained so far, plan and carry out an overnight camping trip. Cook at least two meals outdoors. Do a waste disposal plan, caper chart, equipment list, permission form, transportation plan.

Here's what I enjoyed learning while taking this trail to High Adventure.

---



---



---



---



---



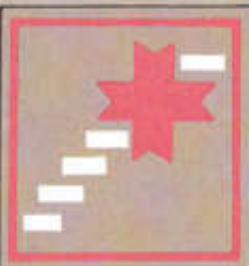
---



---

I received my High Adventure emblem on \_\_\_\_\_.

The emblem design is a path and a star. It symbolizes the trail I am following to become a skilled outdoor person.



High Adventure  
B-26100 Emblem



## Trail Maker

Do all seven steps.

1. With several others, take the responsibility for improving camping land or public property by cleaning paths, checking erosion, reforesting, cleaning up litter.

2. Using a compass, make a simple map of an outdoor area. Locate the natural features of the area and discuss the interrelationships that exist among the natural features on your map.

3. Make a tarp or temporary shelter demonstrating knowledge of how to use the terrain to protect you from the weather.

4. Learn and demonstrate the use of a saw for preparing firewood.

5. Cook and eat a meal using no utensils, or cook part of a meal using solar heat as your heat source. (See recipe section of the *Outdoor Book* for suggestions.)

6. Pack camping gear so it can be carried either in containers for car camping or in a backpack. Learn how to store food at a campsite without gas or electric refrigeration.

7. Plan and carry out a one-night or two-night camping trip using all skills so far obtained. Cook at least three meals outdoors using at least two kinds of outdoor cookery. Have a waste disposal plan, caper chart, equipment list, permission form, transportation plan.

Here's what I enjoyed learning while becoming a Trail Maker.

---

---

---

---

I received my Trail Maker emblem on \_\_\_\_\_.

---

The emblem shows a person, trail and trail marker. It symbolizes living in the outdoors.



Trail Maker  
B-20300 Emblem

---

## Gypsy

Do all seven steps.

1. Visit a nature trail, an interpretive center or other outdoor education areas. Discuss how and why it was developed and what you learned by visiting it.

2. Do an ecological study of an area. Select an area approximately 10'x10' at the beach, in the woods, near a stream, pond, field. Study, identify and inventory the living organisms, such as plants, animals, bugs, birds. Examine and study the soil. Observe the effects of sun, wind, rain and temperature on your plot. To the best of your ability, determine the interrelationships and interpret them to others.

3. Follow a map by using a compass.

4. Learn to use a two-person saw, a hatchet or an ax. Demonstrate your ability to do so on at least three occasions and use these tools to help with a project.

5. Learn to care for and cook on a liquid fuel stove. Use it to cook three outdoor meals.

6. Learn and demonstrate how to pitch a tent.

7. Plan and carry out a two-night camping trip, cooking a minimum of five meals outdoors by using as many as possible of the skills, methods and planning abilities you have learned.

8. Evaluate what you have gained in completing these requirements and how your feelings toward the outdoor world have changed or intensified.

Here's what I enjoyed learning while becoming a Gypsy.

---



---



---



---



---

I received my Gypsy emblem on \_\_\_\_\_.

---

The emblem shows a fire and rays. It symbolizes the warm fire at the end of a day's journey.



Gypsy  
B-20500 Emblem



## Voyager

The last step of the Progression in Outdoor Action is Voyager. You may want to complete this step in Discovery or Horizon. It is described in *A World of Discovery*, the program book for Discovery members.

Teacher: What comes after "G"?

Sam: Whiz?

Teacher: No. Let's try again. What comes after "T"?

Sam: V?

Teacher: Sam, I'll give you just one more chance. What comes after "O"?

Sam: Boy!

**EXCELLENT!**



# NATIONAL PROJECTS ON THE TRAIL TO THE GREAT OUTDOORS

Do you enjoy traveling along outdoor trails? Do you care about protecting the great outdoors for you and others to use and enjoy? You can show your concern by doing one of these Camp Fire national projects. You can earn a purple bead for each step you complete and an emblem when you finish the project.

In the project **Save the Bluebird**, you can help protect an endangered species of birds. Bluebirds like to nest in holes of trees along the edges of forests. But many other kinds of birds have taken these nesting sites. So Camp Fire members build bluebird nesting boxes and put them up in places where the bluebirds like to nest. After all, bluebirds are very special to Camp Fire.

Take part in protecting the environment by doing WorldWise. You will find out what you can do to help solve environmental problems and how you can play a role in protecting the health of the planet. Ask your leader to let your club participate in this project.

The WorldWise emblem shows how the earth is surrounded by land and sea animals, plants and humans, all connected together.

**WorldWise**  
**B-12800**



## Save The Bluebird

I started this project on \_\_\_\_\_.

### A. Learn about the bluebird and other birds. Do activity #1 and one other activity.

1. Learn about the bluebird. Why is it now in danger of becoming extinct? Contact your local Audubon Society or another conservation group for help and information.
2. Learn the size, color and shape of sparrows and starlings. These birds take nesting sites from bluebirds.
3. Learn about five other birds that are common in your area.
4. Learn how birds protect themselves from natural enemies.

### B. Build for the bluebirds. Do activity #1 and one other activity.

1. Make and/or paint a bluebird nesting box (bird house).
2. Invite family members or other groups to help you build.
3. Make a bird feeder.
4. Make a bird bath.

### C. Discover the natural resources in your area and the organizations that work to protect wildlife. Do any three activities.

1. Visit a nature center and talk with the naturalist.
2. Visit a bird sanctuary.
3. Learn about two organizations that work to protect wildlife.
4. Become a member of the Junior Audubon Club.
5. Make a map of parks or wildlife sanctuaries in your area. Illustrate and color.

### D. Locate a site to place the bluebird nesting boxes and watch what happens. Do all of these activities.

1. Place the nesting boxes with the help of an adult. Find the right area and get permission of the owner, if necessary.
2. Regularly check on the nest. Remove unwanted birds and nests.

3. Keep track of how many bluebirds were attracted to the nesting boxes, how many bluebirds were raised, and whether or not the houses were taken by other birds.

**E. Share information. Do one of the following activities.**

1. Make a nature scrapbook about birds.
2. Write a short play about birds, real or imaginary.
3. Help plan and give a play using a legend or story about birds.
4. Make a bird conservation poster to be used in displays.
5. Help prepare and set up a display or demonstration about the bluebird in a nature center, school library or store window.
6. Submit articles to newspapers telling of your group's efforts to protect the bluebird.

I finished this project on \_\_\_\_\_.

I think I helped the bluebird by:

---

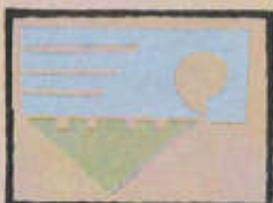
---

---

---

---

The emblem for Save the Bluebird symbolizes a hand and a bird. It reminds me of how I helped the bluebird.



Save the Bluebird  
B-10800 Emblem

## The Great Outdoors

I think I helped solve an environmental problem by:

---

---

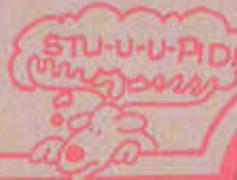
---

---

Bus Passenger: I'd like a ticket to New York please.

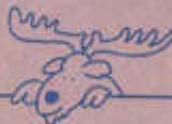
Ticket Seller: Do you wish to go by Buffalo?

Bus Passenger: Don't be funny! I want to go by bus.



# LET'S GO CAMPING AS A CLUB!

Share the Trail to the Great Outdoors with others by going camping as a club. Start with the skills you have and learn new skills along the way. Go on a day-long hike. Cook out a meal together. Go somewhere for a night or a whole weekend. Use a cabin at camp or somewhere else. Or, sleep in a tent or out under the stars. Work on Outdoor Action Crafts. Complete steps in the Progression in Outdoor Action. Or, just have fun being together in the outdoors. You, the other members of your club and your leader plan your experience together.



My club camping experiences:

Date

Place

Memories

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

# LET'S GO TO DAY CAMP!

Take the trail to day camp. At day camp you do outdoor activities all day. You may go to day camp with your whole club or with just a few friends or by yourself. You'll make lots of new friends!

My day camp is called \_\_\_\_\_



## 1st year Adventure

I went to day camp on \_\_\_\_\_.

This is my \_\_\_\_\_ year at day camp.

Friends I met: \_\_\_\_\_

My day camp memories: \_\_\_\_\_

**2nd year Adventure**

I went to day camp on \_\_\_\_\_.

This is my \_\_\_\_\_ year at day camp.

Friends I met: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My day camp memories: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3rd year Adventure**

I went to day camp on \_\_\_\_\_.

This is my \_\_\_\_\_ year at day camp.

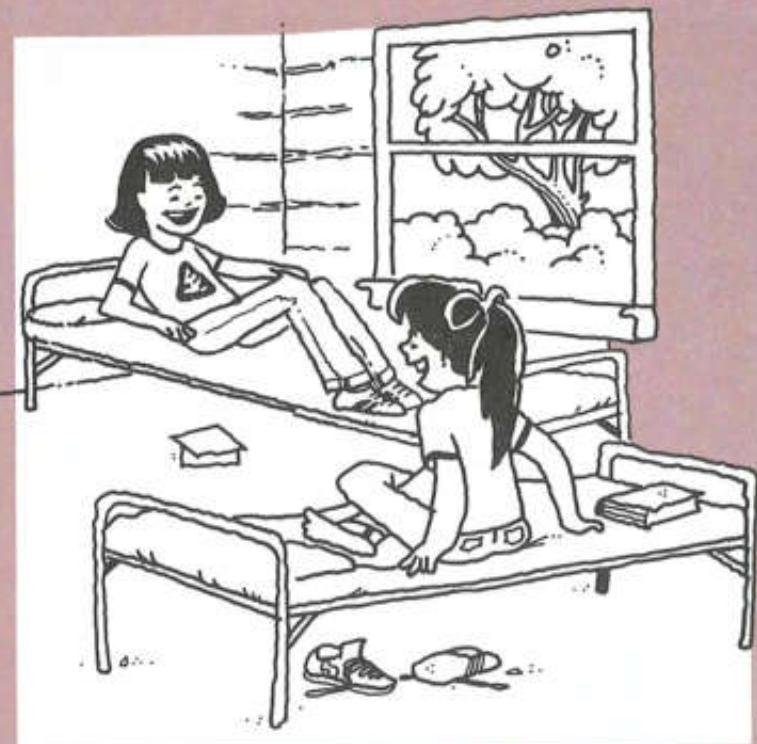
Friends I met: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My day camp memories: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# LET'S GO TO RESIDENT CAMP!

You'll find many outdoor adventures at resident camp. At resident camp, you'll stay all day and all night, usually for a week or more. You may go to resident camp with friends or by yourself, but you'll make many new friends. One of them will be a special adult friend called a counselor. Your counselor, like your Camp Fire leader, helps you have fun. Your club leader can tell you how to find out more about going to resident camp.

My resident camp is called \_\_\_\_\_



## 1st year Adventure

I went to camp on \_\_\_\_\_

This is my \_\_\_\_\_ year at camp.

My counselor's name was \_\_\_\_\_

Friends I met: \_\_\_\_\_  
\_\_\_\_\_

My camp memories: \_\_\_\_\_  
\_\_\_\_\_

**2nd year Adventure**

I went to camp on \_\_\_\_\_.

This is my \_\_\_\_\_ year at camp.

My counselor's name was \_\_\_\_\_.

Friends I met: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My camp memories: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3rd year Adventure**

I went to camp on \_\_\_\_\_.

This is my \_\_\_\_\_ year at camp.

My counselor's name was \_\_\_\_\_.

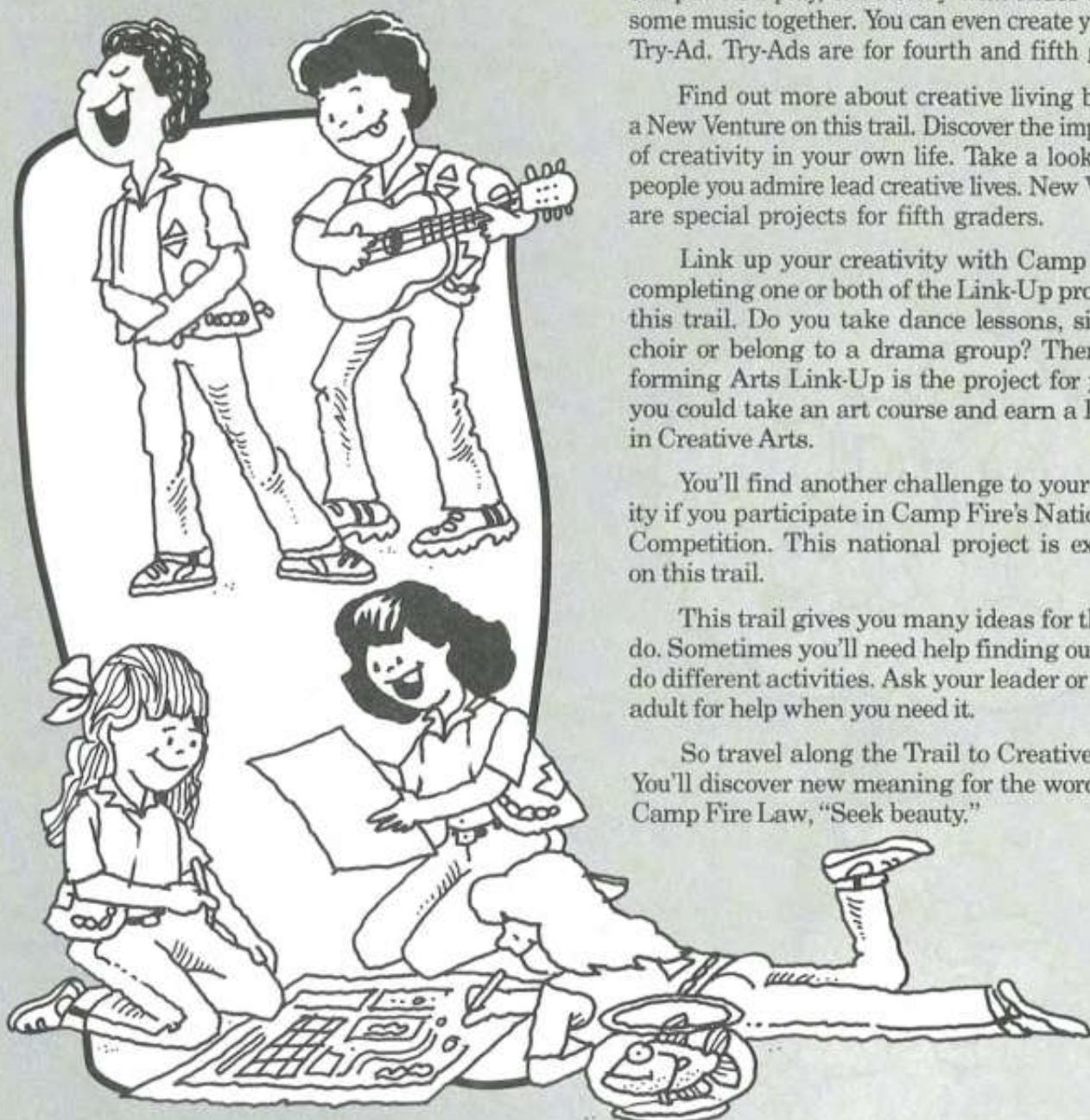
Friends I met: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My camp memories: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Chapter Four

## TRAIL TO CREATIVE LIVING



What does it mean to live creatively? It means wondering "why" and then looking for answers. It means seeing things in new ways. It means using your five senses to observe this world and using your imagination to create new ones. You'll find many ways to do all this and more on the Trail to Creative Living.

Do you like to draw . . . paint . . . sing . . . dance . . . act . . . write? Then you'll enjoy trying out some of the Creative Arts Action Crafts. Take a risk and try some things you've never done before.

Take an adventure in creativity. Pool the many talents of club members to complete a Try-Ad. You can put on a play, tell a story with slides or make some music together. You can even create your own Try-Ad. Try-Ads are for fourth and fifth graders.

Find out more about creative living by doing a New Venture on this trail. Discover the importance of creativity in your own life. Take a look at how people you admire lead creative lives. New Ventures are special projects for fifth graders.

Link up your creativity with Camp Fire by completing one or both of the Link-Up projects on this trail. Do you take dance lessons, sing in a choir or belong to a drama group? Then a Performing Arts Link-Up is the project for you. Or, you could take an art course and earn a Link-Up in Creative Arts.

You'll find another challenge to your creativity if you participate in Camp Fire's National Art Competition. This national project is explained on this trail.

This trail gives you many ideas for things to do. Sometimes you'll need help finding out how to do different activities. Ask your leader or another adult for help when you need it.

So travel along the Trail to Creative Living. You'll discover new meaning for the words of the Camp Fire Law, "Seek beauty."

# CREATIVE ARTS ACTION CRAFTS ON THE TRAIL TO CREATIVE LIVING



**Order Number:** B-07601

**Symbolism:** Creation and growth

Earn a green bead for each Action Craft you do. When you have finished an Action Craft, ask an adult to initial and date your book. Use the line in front of each Action Craft for this.



## Pictures and Paints

**CA101** Make a drawing for a repeat design, such as snowflakes, dolls, symbols or flowers. Use your repeat design as a border on stationery.

**CA102** Express different feelings and emotions with color without trying to make a picture. Use brush strokes and let your colors blend together in ways that interest you. Express happiness, anger, laughter, fear or any other feeling you may have.

**CA103** Make up a message using symbols.

**CA104** Make a picture using colored sand or salt.

**CA105** Finger paint a picture or use a sponge instead of a brush.

**CA106** Make several designs with spatter paint using your favorite colors. Or, do several blow paintings, using ink or water color or both.

**CA107** Make a chalk drawing, using one of the following methods: chalk on rough or wet paper or chalk dipped in buttermilk.

**CA108** Decorate an object with paint using a design typical of another country.

**CA109** Draw or paint a landscape, seascape, buildings or street scene.

**CA110** Make sun prints on blueprint paper. Experiment with different objects to make interesting designs.

**CA111** Make a crayon rubbing from a tombstone, sculpture, piece of tile or other textured surface.

**CA112** Make several ink sketches on moistened paper.

**CA113** Make sketches of scenes from your life using crayons, water colors, pencil, charcoal or chalk pastel.

**CA114** Design and make a poster or mural for a Camp Fire or school event.

**CA115** Make and decorate one or more of these: a washable cover for a book, a bound recipe collection, labels for several containers or a family bulletin board.

**CA116** Make a holiday decoration, such as a Christmas ornament, Easter eggs or a Hanukkah toy.

**CA117** Blow out the contents of an egg. Decorate the shells, using paint, crayon, glue and glitter or designs cut from paper. Display your decorated eggs.

**CA118** Decorate a piece of kitchen equipment, such as a knife rack, cheese board, canister set, bread box, tray. Use paints, varnish, decoupage or stencils.

**CA119** Draw and cut out a paper doll that looks like you. Color or paint your paper doll and make some clothes for it.

**CA120** Make a map of an area you know well and color it. You could make a map of your neighborhood or a campsite.

**CA121** Draw and paint a familiar landscape such as your home, school, park or camp. Use acrylic, oil or tempera paints.

**CA122** Decorate a window for a shut-in. Use tempera paint with a pinch of detergent or hang up colored tissue designs. Remove decorations and clean the window at an agreed upon time.

**CA123** Make a picture book for a sick child or a child care center. Use your own drawings.

**CA124** Help make a place in your home for a family art gallery to display your family's creative efforts.

**CA125** Paint or decorate an article for outdoor use. This might be a bird house, a bird bath or a lawn sign.

**CA126** Create your own activity using pictures or paints.

**CA127** Create your own activity using pictures or paints.

**CA128** Create your own activity using pictures or paints.

## Photography

**CA129** Demonstrate how to load a camera, focus, judge distance and take a photograph.

**CA130** Learn how to take photographs using different lighting. Take at least one photograph in normal sunlight, one under cloudy conditions and one inside.

**CA131** Take a successful time exposure photograph.

**CA132** Visit a photography shop or photographer's darkroom with your club. Learn how photographs are developed.

**CA133** Learn to develop your own photographs. Start a photo album in which you keep pictures you have taken.

**CA134** Classify and index a collection of slides of your family.

**CA135** Learn how to operate and care for a slide projector. Show at least 20 slides to your club or another group. Explain the story behind the slides.

**CA136** Make a box or pinhole camera. Take at least three pictures.

**CA137** Take a picture and learn to print it on a surface such as cloth, glass, wood or metal.

**CA138** Create your own activity using photography.

---

---

**CA139** Create your own activity using photography.

---

---

**CA140** Create your own activity using photography.

---

---



## Fiber Fun

**CA141** Make decorations for a party by wrapping string dipped in paste or liquid starch around balloons.

**CA142** Tie-dye an article such as a shirt, curtain, tablecloth, scarf or napkin. Use at least two colors.

**CA143** Use a simple off-loom weaving method to make something such as a mat, basket, sit-upon or wall hanging.

**CA144** Weave an item using a loom such as a cardboard, soda straw, flat frame, floor or back strap.

**CA145** Braid or knot cord to make articles such as a belt, bag, plant hanger or lanyard.

**CA146** Make up a design. Embroider and/or applique it on an item such as a place mat, apron, dish towel, baby blanket or wall hanging.

**CA147** Knit on a spool an article such as a pot holder, a mat or a bag.

**CA148** Knit or crochet squares for an afghan or articles for a small child.

**CA149** Stitch a design in needle-point, petit point, bargello or crewel embroidery on an article such as a bag, book cover or pillow.

**CA150** Make a banner, flag or pennant for your club meeting place. Use your club symbol on it.

**CA151** Make a fabric toy for a child.

**CA152** Demonstrate how to string a loom.

**CA153** Use surface printing—batik, tie-dye, silk screen, direct dye—to make a design on a tee shirt, placemat, napkin, scarf or curtain.

**CA154** Dye a piece of fabric using natural dye made from berries, plants, animal fats or other natural material.

**CA155** Watch a demonstration of carding and spinning yarn. Find out how yarn is dyed.

**CA156** Create your own activity using fibers.

---

---

**CA157** Create your own activity using fibers.

---

---

**CA158** Create your own activity using fibers.

---



---



---

**My dog likes to eat garlic. Now his bark is much worse than his bite.**



## Paper and Prints

**CA159** Cut a design in a potato or carrot. Use it for block printing.

**CA160** Cut simple symbol designs out of felt, sponge or an old inner tube. Mount them on blocks. Use them to print an all over pattern.

**CA161** Make a picture using pieces of torn, colored construction paper or string and paint.

**CA162** Use kitchen items to make prints. Experiment with forms such as bottle tops, potato mashers, wooden or metal forks or spoons, tin cans and jars.

**CA163** Make a print by dipping nature items such as sticks, nuts, shells or wood scraps in ink or tempera paint. Create your own texture design.

**CA164** Use a printmaking technique to decorate paper to be used as a wall or window hanging, place mat or gift wrapping.

**CA165** Design and make greeting cards or invitations using a printmaking technique.

---



---



---

**CA166** Make a collage using paper and glue, materials from nature or scraps from fabrics and rugs.

**CA167** Make and decorate some paper articles such as hats or masks to be used at a party.

**CA168** Print your own stationery using a relief printing method. Carve into wood or a lineoleum block to make the relief.

**CA169** Silk screen a design on a piece of clothing or other surface.

**CA170** Visit the studio of a printmaker to learn how different kinds of prints are made.

**CA171** Make something out of papier-mâché or pulp, such as a dish, holiday ornament or puppet head. Decorate with paint, cut paper or paper-punch mosaics.

**CA172** Help a younger child make a doll house, train, village, automobiles, buses or anything else you can think of out of empty cardboard boxes.

**CA173** Make your own paper. Use your paper as stationery. Or, make a sculpture or wall hanging from paper you have made.

**CA174** Make a piece of handmade paper with a design embossed into it.

**CA175** Visit a paper mill or make a poster on how paper is made.

**CA176** Create your own activity using paper or making prints.

---



---



---

**CA177** Create your own activity using paper or making prints.

---



---



---

**CA178** Create your own activity using paper or making prints.



## Models and Shapes

**CA179** Make your own clay such as bread dough or salt dough clay. Add color to the clay.

**CA180** Dig some natural clay. Sift out rocks and imperfections and work it to a smooth texture.

**CA181** Make a clay pot using coil or slab method.

**CA182** Make jewelry from beads of clay you have made yourself.

**CA183** Make a pot using a potter's wheel.

**CA184** Make a clay gift for someone using the pinch pot method.

**CA185** Make designs on a clay piece by impressing buttons, tools or articles from nature to form textures or patterns.

**CA186** Make, glaze and fire a piece of raku pottery.

**CA187** Help make a homemade kiln and fire a piece of pottery.

**CA188** Make sand candles in different shapes. Add other nature objects as desired.

**CA189** Visit a gallery or pottery studio. Find out the differences among porcelain, china, earthenware, pottery and stoneware.

**CA190** Visit a museum and see the decorative and symbolic designs in clay pieces created by potters and ceramists of other cultures.

**CA191** Make a figure, a head or jewelry using plaster or self-hardening casting or carving clay.

**CA192** Model or carve a shape or figure out of floating white soap, wax, paraffin or blocks of melted-together crayon.

**CA193** Make candles by the dipping process or by pouring liquid wax into a mold.

**CA194** Combine colored tissue and wire to form a mobile or a stabile.

**CA195** Form soft wire into the shape of a person, symbol or animal.

**CA196** Make a mask, animal or other form using crushed aluminum foil or foil over papier-maché.

**CA197** Create a figure by gluing together natural materials such as bark, twigs or seed pods.

**CA198** Design and make a decoration or centerpiece for a special occasion. It can be a mobile, a floral arrangement, a sculpture or any idea of your own choosing.

**CA199** Use materials such as broken china, seed pods, pebbles, colored sands or other nonfood, nonperishable materials to make a symbologram mosaic.

**CA200** Customize a plastic or wood car or airplane model by painting or by changing the design.

**CA201** Sculpture an object of your choice out of leftover plastic pieces from model kits.

**CA202** Carve an object out of balsa wood.

**CA203** Dip string or clothesline in plaster, drop on wax paper and quickly form into a desired shape.

**CA204** Model a piece of jewelry, dish, figure, doll or puppet head out of salt dough, sawdust clay or other claylike powder or pulp mixture.

**CA205** Visit a pottery studio and watch the potter at work. Learn about the clay, glaze and tools used in handmade pottery.

**CA206** Visit a sculptor's workshop to observe a sculptor at work. Learn what materials a sculptor uses.

**CA207** Create your own activity using models or shapes.

---



---



---

**CA208** Create your own activity using models or shapes.

---



---



---

**CA209** Create your own activity using models or shapes.

---



---



---

## Mixed Media

**CA210** Decorate a wooden article or gourd with paint or by carving.

**CA211** Customize a go-cart with paint, a woodburning tool or other medium.

**CA212** Make a wall decoration with pieces of wood, foam rubber and other materials.

**CA213** Make a stained glass window decoration using pieces of colored plastic, cellophane or glass.

**CA214** Use tile, glass, plastic or leather to make a mosaic design.

**CA215** Make a piece of caged jewelry. Wrap stone or glass in copper, brass or silver wire and mount it as a pendant, necklace, earrings, bracelet or other piece of jewelry.

**CA216** Use coat hanger wire or other flexible wire to form wire figures. Suspend them or mount on blocks.

**CA217** Create a design in wood using a woodburning tool or the sun through a magnifying glass.

**CA218** Use wood and/or foam rubber to make a simple toy or game.

**CA219** Make or decorate a wood box, footstool, shelf, bookends, plant or flower holder.

**CA220** Decorate a plastic or glass article with an etched, laminated, pierced or painted design.

**CA221** Decorate a metal article with stippling, painting, piercing, etching, liquid plastic or fired enamel.

**CA222** Make a simple leather article such as a sheath, key holder, coin holder, billfold, belt, bookmark. Decorate with a symbol or other design.

**CA223** Make and decorate with symbols something you can use or wear at Camp Fire ceremonials. This might be a candle holder, a mat to sit on or a belt or bracelet.



**CA224** Create your own art activity using a medium of your choice.

**CA225** Create your own art activity using a medium of your choice.

**CA226** Create your own art activity using a medium of your choice.



### Music and Song

**CA227** Teach your club members to sing a song you learned at camp.

**CA228** Help make up a club song.

**CA229** Learn to sing or play two songs written for Camp Fire members.

**CA230** Learn to sing or play a folk song from another country. See if you can find out something about its origin. Teach this song to a friend.

**CA231** Make and decorate a drum, tambourine, xylophone or other instrument. Play it in a waltz rhythm and then in a march rhythm. See if your friends can hear the difference in rhythms.

**CA232** Take one of your favorite records or tapes to a "music meeting" of your club. Tell why you like it. What are the instruments used to describe the mood of the music?

**CA233** Demonstrate how to use and care for a record player or tape recorder. Show how to handle and store your records or tapes.

**CA234** Clean, catalog and arrange your own or your family's record or tape collection. Or, do this for someone else.

**CA235** Plan a musical program around a theme such as St. Patrick's Day, Thanksgiving, spring. Choose about five songs that express your theme. Learn the songs well. Present them in a program to younger Camp Fire members, senior citizens groups, or others.

**CA236** Learn several rounds from *Makin' Music With Camp Fire* or other songbook. Sing them at club meetings or social events. Have someone accompany you on piano or guitar, or clap or use a tambourine.

**CA237** Compose an original piece of music. Form into several groups. Each group should decide on its own melodic or rhythmic patterns. You can shake rattles, clap your hands, tap on desks, hit spoons on plates, or whatever. Use your imagination. Tape each group in turn. Then listen to the tape from beginning to end.

**CA238** Fill glasses or bottles with different levels of water so you can play tones with different pitches. Play a melody on your bottles.

**CA239** Learn how to play a reveille call or Taps. Play it at camp on a bugle or other instrument.

**CA240** Learn the words to three songs you do not already know. Find a recording of one of these songs. Sing along with the recording. Tape yourself singing if possible.

**CA241** Choose a recording of a piece of classical music. Listen to the recording until you can pick out some major tunes and hum them. Which instruments or groups of instruments can you hear?

**CA242** Listen to a concert, musical or opera presented on television or radio. Or, attend a live concert.

**CA243** Play several recorded selections from an opera, operetta or musical. Tell your listeners the story of the selections as you play them.

**CA244** Listen to selections of five different categories of music such as folk, country and western, rock, classical, jazz, bluegrass, ragtime, or rhythm and blues. Tell how you feel about each one.

**CA245** Identify several instruments in an orchestra. Draw or find pictures and label the woodwind, brass, string and percussion instruments.

**CA246** Sing for a period of time with your church choir.

**CA247** Participate in a musical performance or festival.

**CA248** Form a Camp Fire singing group with your club and at least one other club. Perform before an audience.

**CA249** Talk to someone who is a professional musician. Find out how much time was spent in training and how much time is spent practicing.

**CA250** Create your own activity with music.

**CA251** Create your own activity with music.

**CA252** Create your own activity with music.



## Speech and Dramatics

**CA253** Think of something that happened to you that made you happy, sad or angry. Recreate it in a scene in front of your club.

**CA254** Choose another club member to serve as your partner. Make up a scene or story and act it out in front of other club members.

**CA255** Act out talking on the phone to someone. Use your imagination and create an entire story that occurs via the telephone.

**CA256** Record your voice on a tape recorder. Listen to it. Find an expert to help you improve the diction, tone and quality of your voice. Practice on these improvements.

**CA257** Present a dramatic reading or a one act play for your club or other group.

**CA258** Make a speech in front of an audience using a microphone. Practice using a microphone before you present your speech.

**CA259** Take part in a choral speaking production performed for the public.

**CA260** Make a speech about a problem that concerns you. Explain the problem as you see it. Suggest solutions to the problem.

**CA261** Make up an original skit with your Camp Fire club. Perform it in front of family or friends.

**CA262** Act out a favorite story in a group. Take parts, find costumes and make scenery.

**CA263** Recite a song, poem or legend from the culture of your choice. Tell a little bit about the culture it comes from.

**CA264** Make a puppet out of string, paper bag, stockings, paper and rod, or peanuts. Use your puppet in a game, play or story.

**CA265** Make a simple box stage and scenery for a puppet show. Use it to give a show.

**CA266** Make and decorate a mask made out of a paper bag, a paper box or cylinder, cloth, papier-mâché or a large paper plate. Use your mask in a play, pageant, game or party.

**CA267** Help plan and put on a talent show or variety show.

**CA268** Start a costume box to be used for informal dramatics. Include a make-up kit.

**CA269** Act out an important historical event such as the signing of the Declaration of Independence. Or, dramatize an event from Camp Fire's history. Use props and costumes or just your imagination.

**CA270** Choose a character you'd like to be. Learn how to use stage theatrical makeup to create your character.

**CA271** Be an active member of a school or community dramatic club or a little theater group.

**CA272** Put together a clown act with other club members. Use make-up to create clown faces and make funny outfits out of too small or too large clothes. Present your clown act to an audience.

**CA273** Videotape a performance by club members or classmates on home or school equipment.

**CA274** Perform a mime act. Make up your own motions or copy a mime you've seen on television, on stage or in a book.

**CA275** Create your own activity in speech or drama.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**CA276** Create your own activity in speech or drama.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**CA277** Create your own activity in speech or drama.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Dance

**CA278** Demonstrate walking, hopping, marching, skipping, leaping, turning, twisting and falling to various rhythms and tempos of music.

**CA279** Listen to different kinds of music. Try to express in physical movement the moods and ideas the music suggests.

**CA280** Make up a dance to tell a story.

**CA281** Create a dance to accompany choral speaking or a poem.

**CA282** Help a group of young children make up movements to different kinds of music.

**CA283** Watch the live performance of a ballet. Tell someone the story that was told in the ballet.

**CA284** Attend a dance performance given by professional or skilled amateur dancers. Describe some of the movements used to tell the story.

**CA285** Improvise a dance in front of an audience. While you are dancing, ask the audience to help you by rattling paper, shouting out numbers at random, scraping feet on the floor, ringing bells, etc. React to these actions and sounds as part of your dance.

**CA286** Find a drawing or picture of a dancer, person or object in an interesting pose. Begin a dance with this pose, building a story around it.

**CA287** Learn ice dancing or roller dancing movements. Perform a dance on ice or roller skates.

**CA288** Learn to dance two circle dances.

**CA289** Learn five basic square dance steps or moves. Use them in a dance.

**CA290** Learn how to call a square dance. Or, teach some friends square dance steps.

**CA291** Learn a folk dance of another culture. Be able to tell about how this dance is used in that culture.

**CA292** Learn an American folk dance other than square dance.

**CA293** Teach a folk dance to someone else.

**CA294** Learn three basic ballet or tap dance steps or moves.

**CA295** Learn a popular dance step that is new to you. Teach it to someone else.

**CA296** Take part in a performance of dances to which others are invited.

**CA297** Learn popular dances from at least three different decades of the past. You might do the twist of the sixties, the charleston of the twenties, the jitterbug of the fifties.

**CA298** Create your own dance activity.

---



---



---



---

**CA299** Create your own dance activity.

---



---



---



---

**CA300** Create your own dance activity.

---



---



---



---

**Sheriff to Cowboy:** Quick—did you see which way the computer programmer went?

**Cowboy:** He went data way!



## Creative Writing

**CA301** Sit in a familiar place and close your eyes. Listen with your eyes closed for several minutes. Then write down all the sounds you heard and what you thought the sounds were. Describe what you heard in a story or a poem.

**CA302** Choose a favorite color. List as many things as you can that are that color. Think of how that color makes you feel. Write a poem about the color you choose.

**CA303** Write a group poem with your club. Choose one person to be the recorder. Sit in a circle and have a person start by giving a line. Then go around the circle, each person adding another line until all the club members agree that the poem is finished.

**CA304** Write a poem on a special theme to be used in a club ceremonial.

**CA305** Read poetry from another culture. Describe what you learned about that culture through the writings of its members.

**CA306** Choose some poems that you think young children would like. Read them several times until you can read them with expression. Then share your poems with a group of young children.

**CA307** Read a book of haiku, a Japanese form of poetry. Learn the form for writing haiku and write several of your own.

**CA308** Participate in a “magic ring” where each person shares a favorite poem.

**CA309** Keep a journal while at camp or on a trip. Write down what you do and what you see. Write down your feelings.

**CA310** Put a poem that you wrote to music.

**CA311** Collect favorite poems and song lyrics. Keep them together in a notebook.

**CA312** Do an activity that uses your whole body, such as swimming underwater, bicycling up a steep hill or taking a cold shower. Describe how it feels in words. Use vivid language to communicate your sensations to others.

**CA313** Describe in words several favorite smells and tastes. You could write about the taste of chocolate or the smell of leaves burning in the autumn. Read your descriptions to others and have them try to guess what you are describing.

**CA314** Write a character sketch of a person you know well. Describe how this person looks and acts and what kind of personality he or she has. Share your character sketch with the person you wrote about.

**CA315** Describe alternative uses for ordinary objects such as a brick or a flower pot or a kitchen utensil. Use your imagination to come up with some unusual uses for everyday items.

**CA316** Cut a picture out of a magazine or newspaper without reading the caption or accompanying story. Write a story that describes what's happening in the photo.

**CA317** Write a description of a familiar place from an unfamiliar point of view. Imagine you are an alien from another planet visiting your home, school or neighborhood. Describe what you see going on. Try to explain what is happening.

**CA318** Write a story about an event in your life during which you felt a strong emotion such as anger, joy, sorrow or fear. Try to convey your feelings in the story.

**CA319** Submit a story or poem that you write to a children's magazine or to a school publication.

**CA320** Read the newspaper and clip out articles that you think are interesting and well written. Use these articles as models to write a news story on an event that you attended.

**CA321** Write a news article about club happenings or a Camp Fire event. Submit it to be published in your council newsletter, school newspaper or other periodical.

**CA322** Read a news story in the newspaper and watch coverage of the same news event on television. Describe the differences in how the same news event was covered in print and on television.

**CA323** Read interviews in newspapers or magazines to find out how to write an interview story. Interview a person about something he or she does. Write up your interview.

**CA324** Have a book party. Come dressed as your favorite character from a book. Talk and act as you think that character would.

**CA325** Write a children's book. Use your own drawings to illustrate it or cut out pictures from magazines.

**CA326** Write a story and then turn it into the script of a play. Put on the play with your Camp Fire group.

**CA327** Write a story or a short play based on an experience you actually had.

**CA328** Read *The Camp Fire Mystery* about the Bobbsey Twins.

**CA329** Create your own creative writing activity.

---

---

---

**CA330** Create your own creative writing activity.

---

---

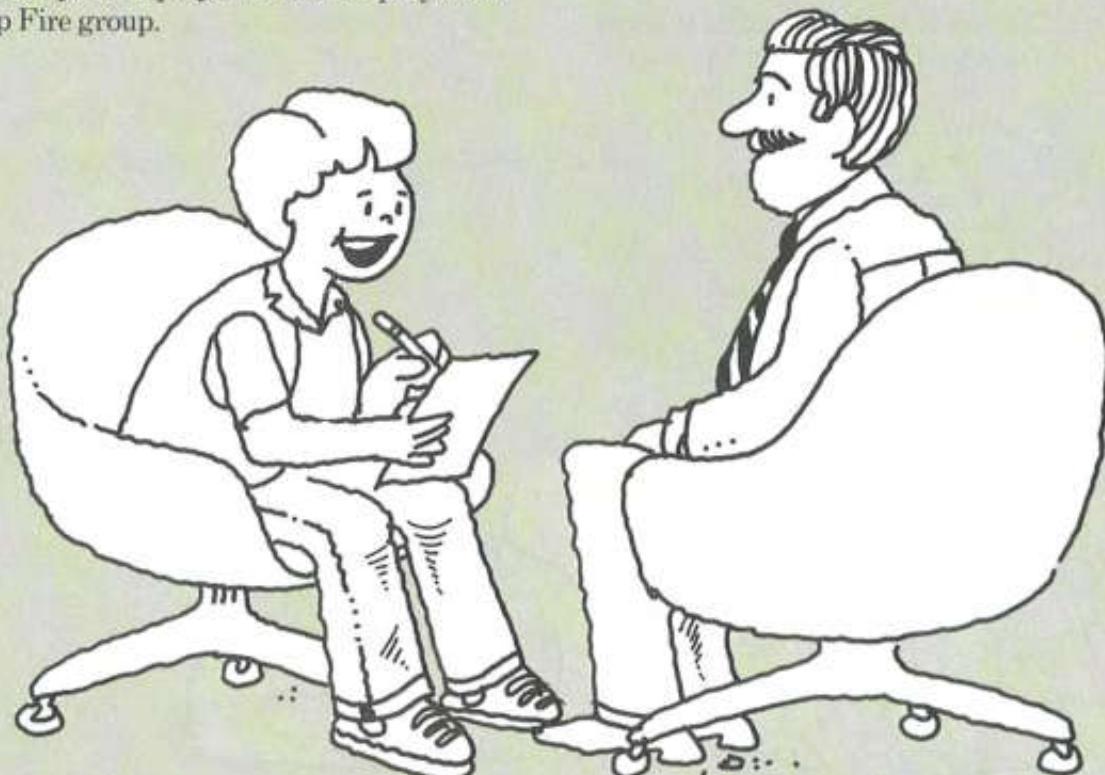
---

**CA331** Create your own creative writing activity.

---

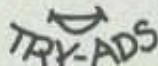
---

---



# TRY-ADS

## ON THE TRAIL TO CREATIVE LIVING



**FOR 4th AND 5th GRADERS**



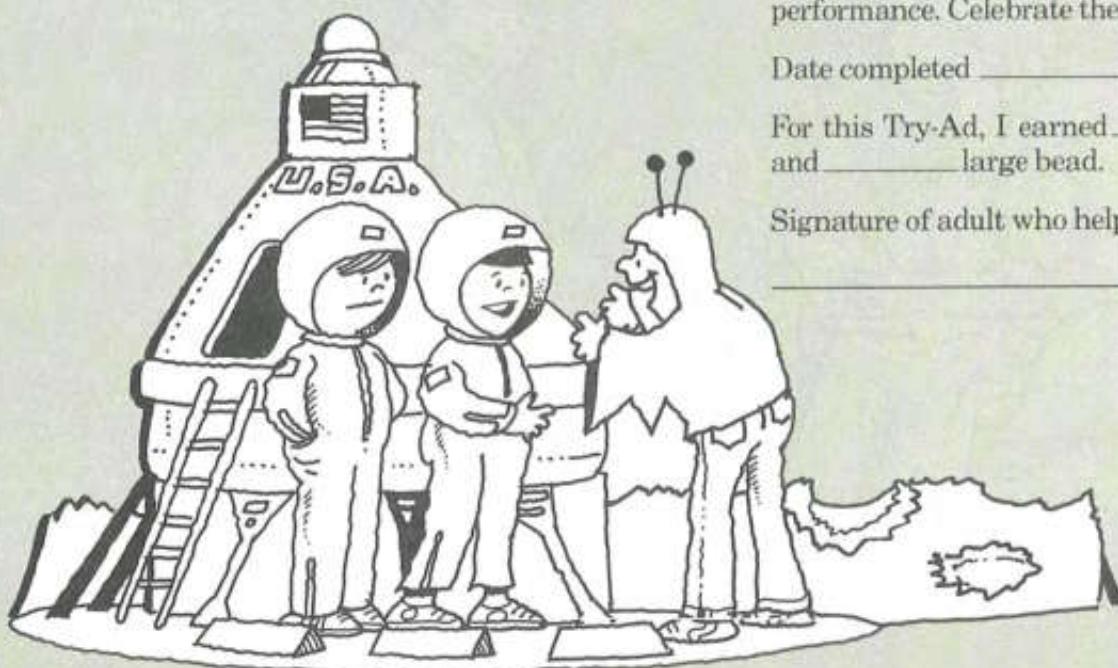
Order Number: B-073, small, large

Symbolism: Perseverance, progression

Put on a play. Tell stories with slides. Make music with your friends. Or, create your own Try-Ad. You'll have lots of creative fun doing Try-Ads on this trail.

You do a Try-Ad by completing each step in order. You do Try-Ads with your club, camp unit or family. Everyone helps with the planning. Everyone takes part in each step. Try-Ads are great group fun!

You earn a small purple bead for each step you complete. When you complete all the steps of the Try-Ad, you also earn one large purple bead.



### Stories Onstage

#### FIND OUT:

Find out how stories are told through plays by attending a live performance. Pay attention to scenery, costume and dialogue. If possible, meet with the performers and director to learn more about putting on a play.

Date completed \_\_\_\_\_

#### CHOOSE:

Choose a story you would like to present in play form. Decide whether you will tell your story with live performers or puppets.

Date completed \_\_\_\_\_

#### PLAN:

Plan your production. Rewrite the story into script form. Choose parts or make puppets for the different parts. Make costumes and sets. Practice together. Set a date for your performance and invite others.

Date completed \_\_\_\_\_

#### DO:

Give your performance for an audience.

Date completed \_\_\_\_\_

#### SHARE:

Have a party for everyone involved in your performance. Celebrate the success of your show.

Date completed \_\_\_\_\_

For this Try-Ad, I earned \_\_\_\_\_ small beads and \_\_\_\_\_ large bead.

Signature of adult who helped me:

**Get the Picture****FIND OUT:**

Find out about telling stories through photos or slides from an expert. Interview an audiovisual specialist or a photojournalist. Get tips on putting together a slide show or photo story. Visit a photography supply store or photo lab to learn about equipment or film processing.

Date completed \_\_\_\_\_

**CHOOSE:**

Choose a topic you would like to tell about with slides or photos. You might want to show what your club does. Or, focus on a club camping trip or service project. Try to pick an interesting experience you think others would enjoy knowing about.

Date completed \_\_\_\_\_

**PLAN:**

Plan your slide show or photo story. Decide what pictures you will need to tell the story. Learn how to use camera equipment. Set up times to take your pictures and take them.

Date completed \_\_\_\_\_

**DO:**

Assemble your slide show or photo story. Mount your photographs in an attractive way and write captions for them that help tell the story. Or, put your slides in order in a slide tray and write a script to go along with them as you show them.

Date completed \_\_\_\_\_

**SHARE:**

Invite family members and friends to a special showing of your photo story or slide show. Or, display your photo story or slide show at a Camp Fire event. Talk about how you put together your show.

Date completed \_\_\_\_\_

For this Try-Ad I earned \_\_\_\_\_ small beads  
and \_\_\_\_\_ large bead.

Signature of adult who helped me:

**Music Makers****FIND OUT:**

Find out about performing music for the public by attending a concert. Pay special attention to the staging, costumes and musical selections presented. If possible, talk to the director and performers about putting together a show.

Date completed \_\_\_\_\_

**CHOOSE:**

Choose places you think would welcome musical entertainment presented as a service by your club. You could perform at a nursing home, a hospital or a day care center. Contact the place or places you have chosen and discuss the possibility of presenting a show.

Date completed \_\_\_\_\_

**PLAN:**

Plan your musical performance. Choose music which will entertain your audience. Decide how you will introduce your group and what you'll say or do between songs. Select costumes and other props which might make your show more fun. Practice together until everyone is comfortable with their parts. Set up a performance time. Arrange transportation.

Date completed \_\_\_\_\_

**DO:**

Put on your musical performance for an audience.

Date completed \_\_\_\_\_

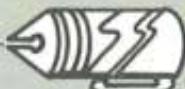
**SHARE:**

Share the success of your show with others. Invite family members and friends to a special performance. Tell them about your service project. Offer to perform at Camp Fire events or at other places such as hospitals or civic group meetings.

Date completed \_\_\_\_\_

For this Try-Ad I earned \_\_\_\_\_ small beads  
and \_\_\_\_\_ large bead.

Signature of adult who helped me:



# NEW VENTURES ON THE TRAIL TO CREATIVE LIVING



## SPECIAL FOR 5th GRADERS

Are you a creative person? Take a New Venture into the arts and discover the importance of creativity in your life. Or, find out how people you admire make creativity a part of their lives.

You can do some New Venture activities by yourself. Others can be done with your Camp Fire club, family members and friends. When you complete a New Venture, you earn this emblem. Its many colors symbolize your many hopes and dreams.



New Venture  
B-16400 Emblem



### New Venture into the Arts

Do five activities from A that help you explore the importance of the arts. Do one activity from B that helps you become a more creative person.

**A.** Do five activities that help you explore the importance of the literary, performing or visual arts in people's lives. Check off the ones that you do.

\_\_\_\_\_ 1. Write a story that describes what you would do if you had a million dollars to spend on your interests in the arts. Would you spend your money to become an artist, a famous painter, a rock star? Or, would you spend it enjoying the creativity of others by attending concerts or buying books? Read your story to your Camp Fire club.

\_\_\_\_\_ 2. Talk to a person who makes creativity an important part of his or her free time. You could talk to an amateur photographer or a person who makes pottery for a hobby. Find out why being creative is important to this person. Find out what kind of time and commitment this person gives to his or her creative interests.

\_\_\_\_\_ 3. Make a list of creative things you like to do. Do you write poetry? Make up games? Paint models? Act out stories? Tell a friend about one of the creative things you do. Show your friend a sample of your creative work.

\_\_\_\_\_ 4. Draw a picture of yourself in the future. Would you be a writer working for a famous magazine? Would you sing with a rock band? Would you teach ballet? Would you collect paintings? Explain your drawing to a friend.

\_\_\_\_\_ 5. Interview a person who makes a living in one of the arts. Learn his or her views on creativity. Find out how this person became interested in what he or she does. Find out about what this person does to make a living with his or her art.

\_\_\_\_\_ 6. Make a collage that shows the creative things you like to do and would like to try. Use pictures and words cut from newspapers and magazines. Explain your collage to your Camp Fire club.

7. Read about the life of someone who is famous for his or her creativity. You could read a biography or autobiography or clip articles from newspapers or magazines. Try to find out how this person feels about his or her art. Tell members of your Camp Fire club what you learned about creativity from reading about this person.

8. Explore the creative expressions of people of other cultures. Look at artwork, read stories or legends, watch a play or dance, or listen to music from another culture. Ask an expert to explain how people of another culture make creativity a part of their lives.

9. Create your own activity.

---



---



---

**B. Do one activity that helps you become a more creative person. Check off the one that you do.**

1. Share your creativity with club members at a special meeting. Each club member can bring a sample of his or her creative work or demonstrate a skill related to a favorite art.

2. Discover a new creative interest. Attend some kind of performance you've never seen before. Start a new kind of collection. Learn a new craft technique. Share with your club members the results of your experimenting.

3. Put together a special way to display the results of your creativity. Put your musical talents on tape. Collect your poems or drawings in a book. Make a display shelf for your pottery. Ask someone to videotape or take pictures of a dance performance of yours.

4. Create your own activity.

---



---



---

This is what I learned about the arts.

---



---



---



---



---

This is what I learned about myself.

---



---



---



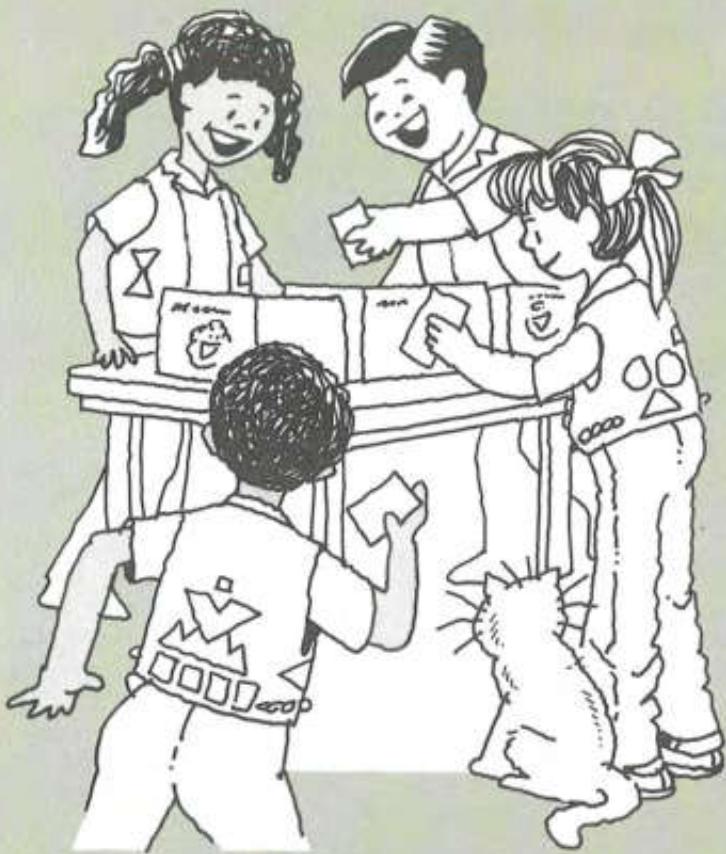
---



---

Signature of adult who helped me:





## New Venture With People I Admire

Do five activities from A that help you learn more about people you admire. Do one activity from B that helps you become more like the people you admire.

### A. Do five activities that help you learn more about people you admire. Check off the ones that you do.

1. Take a survey of people your age to find out whom they admire. Ask them why they admire the people they name. Report your findings to your club and talk about what qualities in people are admired by people your age. Do these qualities show creativity?

2. Read a biography or autobiography of someone you admire. Tell your club members what you learned about the life of this person. Describe why you think this person is admirable.

3. Put together a scrapbook about a person you admire. Include clippings, pictures and your own comments about why you admire this person. Show your scrapbook to someone who shares your admiration for this person.

4. Make a list of at least five people you admire. Then write down important qualities that each of these people have that make them admirable. Do some of the same qualities keep reappearing by different names? Do some of the qualities show creativity? What does this tell you about what you admire in people?

5. Draw or cut out a picture of a person you admire and put it on poster board. Then cut out words from newspapers and magazines which you think best describe this person and paste them on your poster. Share your poster with club members.

6. Ask several adults to tell you whom they admire the most. Find out the important qualities that they admire in others. Tell them about the people you admire.

7. Read a biography or autobiography about someone you admire. Tell club members about the life of this person.

8. Find out who are the heroes of people in other cultures. Ask members of another culture to describe the people they admire and tell you why. Or, read about the lives of heroes of other cultures.

9. Interview by mail or in person someone you admire. Ask this person to tell you about his or her life. Tell this person what it is you admire about him or her.

10. Create your own activity.

---



---



---

### B. Do one activity that helps you become more like a person you admire. Check off the one that you do.

1. Choose some quality you admire in a person and set a goal to make this quality a part of your own life. For example, you may admire the way a friend holds her temper. Ask this person and others for advice on keeping one's temper. Practice what you learn. Report your progress in meeting your goal to family members or friends.

2. Write a story about how you might lead a future life worthy of the admiration of others. What qualities would you want to make a part of your life? What would you do? Share your story with friends or family members.

3. Tell club members what you admire about them and find out what they admire about you. Do this in a special way. Decorate a small box for each club member with his or her name and picture on it. Set these boxes out at a meeting and ask club members to put notes in them telling what they admire about each person. Then club members can take their boxes home and learn what others admire in them. Be sure not to leave out anyone, including your leader!

4. Create your own activity.

---



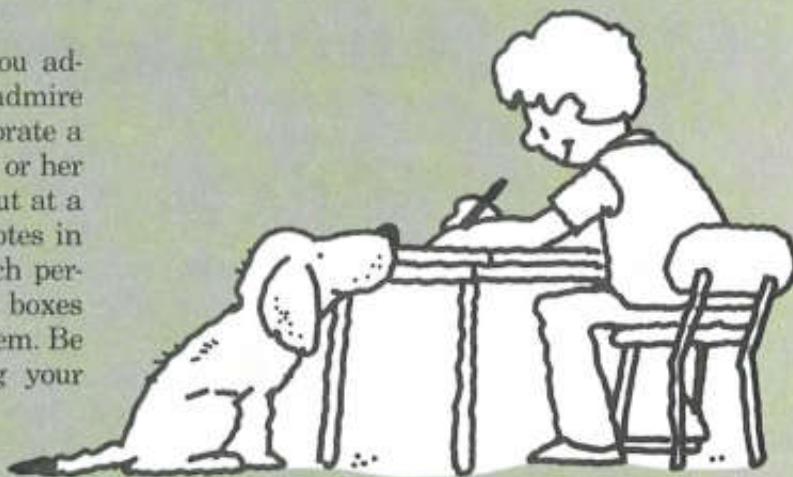
---



---



---



This is what I learned about people I admire.

---



---



---



---

This is what I learned about myself.

---



---



---



---

Signature of adult who helped me:

---



**Flora:** My husband has dreadful table manners. He always holds his little pinky out when he holds a cup of tea.  
**Dora:** In society it is considered polite to hold out your little pinky when drinking tea.  
**Flora:** With the teabag hanging from it?



# DO YOU PARTICIPATE IN A PERFORMING ART? THEN TRY THIS LINK-UP PROJECT

Do you take dance lessons? Belong to a musical or drama group which puts on public performances? Sing in a choir at your place of worship? Take piano or voice lessons? If music, dance or drama are a part of your life, then you'll enjoy this Link-Up in the Performing Arts.



## Here's what you do:

1. First decide which of the performing arts you wish to work in. You may already take lessons or belong to a performing arts group. Or, you might get involved in a performing art just for this project.
2. Make a plan for your project. Think about how much time you spend on this performing art. Plan to spend about 50 hours completing this project. This includes the time you spend taking lessons, practicing and performing.
3. With the help of an adult, set a goal for yourself. Your instructor or director can help you with this. What new skills do you want to learn? How much better do you want to become? Your goal will depend on what performing art you are involved in and what your skills are right now.
4. Decide how you will keep a record of what you do and learn. Your record may be a practice log or pictures of your performance. Or, you may record your performance on video or audiotape.
5. Carry out your plan. Learn, practice, perform and have fun. Talk about your progress with your instructor or director. Record what you do and learn.
6. Share what you are doing with your Camp Fire club. You might demonstrate a new skill you learned, invite them to a performance or just talk about your performing art.

Here is a project plan and record sheet for you to use. Your leader, instructor or director can help you complete and carry out your plan. You can do more than one Link-Up project in a performing art if you wish. You might do one in a different performing art or set higher goals in the same performing art.





## Performing Arts Link-Up Project Plan and Record

I want to link up Camp Fire and \_\_\_\_\_.

I am starting this project on \_\_\_\_\_.

This is what I plan to do and for how long. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This is what I want to do to be better in a performing art. This is my goal. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This is how I will keep a record of this project. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Here is a drawing, photograph or story of me doing my project.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This is how I shared my project with my Camp Fire friends. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I received my Performing Arts Link-Up emblem on \_\_\_\_\_.

The star symbol reminds me of my desire to  
do the best I can.

Signature of adult who helped me:  
\_\_\_\_\_  
\_\_\_\_\_



Performing Arts Link-Up  
B-17200 Emblem

# DO YOU ENJOY CREATIVE ARTS? THEN THIS LINK-UP IS FOR YOU

Do you take drawing lessons? Are you learning how to take and develop photographs? Are you interested in pottery, weaving or sculpture? Any creative arts lessons you are taking outside of Camp Fire can become part of the Creative Arts Link-Up project.



## Just follow these steps:

1. Decide which of the creative arts you wish to work in. You may already take lessons or you may wish to learn more about a particular art just for this project.
2. Make a plan for your project. Think about how much time you will spend on this art. Plan to spend about 50 hours completing this project. This includes the time you spend at lessons, working on your own or exhibiting your work.
3. With the help of an adult, set a goal for yourself. Your art instructor can help you. What new skills do you want to learn? How much do you want to improve? Your goal will depend on which creative art you are involved in and what your skills are right now.
4. Decide how you will keep a record of what you do and learn. Your record may be pictures of you working at your art. Or, you may want to set aside space to display your artwork.
5. Carry out your plan. Learn more about your art and have fun. Talk about your progress with your instructor or director. Record what you learn and do.
6. Share what you are doing with your Camp Fire club. You could show them some skills you learned or invite them to view your artwork. Or, just talk about your creative art.

Here is a project plan and record sheet for you to use. Your leader or art instructor can help you complete and carry out your plan. You can do more than one Link-Up project in a creative art if you wish. You might want to do one in a different creative art or set higher goals in the same creative art.



## Creative Arts Link-Up Project Plan and Record

I want to link up Camp Fire and \_\_\_\_\_.

I am starting this project on \_\_\_\_\_.

This is what I plan to do and for how long. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This is what I want to do to be better at a creative art. This is my goal. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This is how I will keep a record of this project. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Here is a drawing, photograph or story of me doing my project.  
\_\_\_\_\_  
\_\_\_\_\_

This is how I shared my project with my Camp Fire friends. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I received my Creative Arts Link-Up emblem on \_\_\_\_\_.

The heart symbol reminds me of my dedication to creativity.

Signature of adult who helped me:



Creative Arts Link-Up  
B-17100 Emblem

# BE CREATIVE! DO THIS NATIONAL PROJECT ENTER THE NATIONAL ART COMPETITION

Camp Fire members from all over the country enter the **National Art Competition** held each year. You can participate, too! You'll learn the techniques for creating something using the artistic medium for each year's competition. From year to year, you might learn about painting, printmaking, photography or one of many other mediums. Your leader can tell you how to get involved in your council art competition. Your council will have a judging and the winners will be announced.

Do four of the six activities listed below. You can earn a purple bead for each activity you complete.

1. Visit an art gallery, art show, museum or art studio.
2. Talk to an artist that uses this medium. Ask why she or he chose that medium and view samples of work. Ask about art as a career.
3. Find at least three different ways to use this medium to make a finished product.
4. Find a sample of this medium displayed as art in your community. Discuss the work, how and where it is displayed.
5. Experiment with the medium to design and make something without using a pattern or kit.
6. Select and finish a piece of art suitable for an art competition.

Studios, galleries and museums I have visited: \_\_\_\_\_

---



---

Artists I have met: \_\_\_\_\_

---



---



The Art Competition award is a diamond shape to symbolize creation. A hand and a star symbolize your personal creativity. You can earn this emblem each year you participate in the National Art Competition.



**National Art Competition  
B-12500 Emblem**



Year \_\_\_\_\_ Medium \_\_\_\_\_

Here's what I made. Describe in words, draw a picture or include a photo.

This is what I liked learning about. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Year \_\_\_\_\_ Medium \_\_\_\_\_

Here's what I made. Describe in words, draw a picture or include a photo.

This is what I liked learning about. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Year \_\_\_\_\_ Medium \_\_\_\_\_

Here's what I made. Describe in words, draw a picture or include a photo.

This is what I liked learning about. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Chapter Five

## TRAIL TO HELPING PEOPLE

"Give Service" is the Camp Fire slogan and since 1910, Camp Fire members have helped other people close to home and far away. When you give service, you show people that you care about them. Giving service also makes you feel good inside. On this trail you'll find many ways that you can be helpful.

You're an important member of many communities of people: your family, your school, Camp Fire, your neighborhood, town, state and country. You are even a member of the world community. Explore ways to be a good citizen in all these communities through Citizenship Action Crafts on this trail.

Try-Ads on this trail are special ways to give service. You can take others on tours of places in your community or help entertain young children with stories. You might give service during voting time or "adopt" some special people. Try-Ads are adventures for fourth and fifth graders to try.

Become a better service-giver through the New Ventures on this trail. You can learn about leadership or explore your attitudes toward accepting differences. New Ventures are challenging projects just for fifth graders.

National projects on the Trail to Helping People provide many opportunities for giving service. You can honor veterans of our country through a special project called Salute to Hospitalized Veterans. Learn more about people in far away places by doing Project Contact or Project Handclasp. Help your community through Project Involvement.



Part of being a good citizen is knowing how to show respect for the flag of our country. On this trail you'll find directions for displaying the flag. Perhaps you can help others be good citizens by presenting a flag ceremony.

Here's your chance to get involved, to show you care, to make a difference! This trail gives you many ideas for things to do. Sometimes you'll need help finding out how to do different activities. Ask an adult for help when you need it. You'll find many challenges and many rewards on the Trail to Helping People.

# CITIZENSHIP ACTION CRAFTS ON THE TRAIL TO HELPING PEOPLE



Order Number: B-07901

Symbolism: Colors in our country's flag,  
Camp Fire colors, citizenship,  
patriotism

Earn a bead for each Action Craft you do. When you have finished an Action Craft, ask an adult to initial and date your book. Use the line in front of each Action Craft for this.



## My Family and Me

**CT101** Keep your living space clean and neat. Put away your books and games. Hang up your clothes. Do this for two weeks without being told.

**CT102** Prepare an identification card for yourself. Include your name, emergency contacts, blood type and any special medical problems. Carry it with you at all times.

**CT103** Help to plan and carry out a special family event. It could be a reunion, a holiday celebration or a birthday party.

**CT104** Find out how fingerprints are taken. With your club, take your own fingerprints. Find out what fingerprinting is used for.

**CT105** Make a list of things you can do right now to be a good citizen. Choose one thing from your list and do it regularly.

**CT106** Talk to an older adult in your family. Find out about life when he or she was young. Record this person's stories in a book or on tape. Share them with the rest of your family.

**CT107** Decide to do one family chore you have not done before. Do this chore regularly for one month without being told.

**CT108** Meet as a family. Agree on a list of family rules which affect you. Try your best to obey these rules for one month without being told. Meet with your family again after the month. Decide if any rules should be changed.

**CT109** Read the newspaper or watch the news on television every day for one week. Talk about the news with your family members. Find out their opinions on current events.

**CT110** Think about the rights you believe children should have. Write your personal Bill of Rights describing these. Share them with your family. Find out how many of these rights are now included in laws.

**CT111** Trace your family heritage for three generations. Talk to a parent, grandparent or other adults in your family. Draw a family tree to show what you learned.

**CT112** Learn about the lives of family members who have been outstanding citizens. Find out if any of your relatives have run for public office or campaigned for an important cause.

## Camp Fire and Me

**CT113** Hold an office in your club. Serve in the office for four meetings.

**CT114** Host a Camp Fire club meeting at your home. Introduce your family to your Camp Fire friends.

**CT115** Do something for your leader to show your appreciation. Make a gift. Write a poem. Or, do something else to say "Thank you for all your help."

**CT116** Learn the proper way to do a flag ceremony. You'll find information about flag ceremonies on this trail. Do a flag ceremony at a club meeting or camp.

**CT117** Write a story, poem or news article about something you had fun doing in Camp Fire. Send your article to your council.

**CT118** Make a display that tells about Camp Fire. Put up your display in a public place. Your school, a nearby library or a business may be good display places.

**CT119** Learn the location of your Camp Fire council office. Visit and meet the people who work there. Find out how they help your club.

**CT120** Be in charge of a special opening and closing ceremony for a Camp Fire club meeting.

**CT121** Make a list of some people who have helped your club. Say "thanks" to them in letters. Or, invite them to a special event to thank them.

**CT122** Take part in a skit or give a talk about Camp Fire. Present your skit or talk to your family or friends.

**CT123** Help during a district or council Camp Fire event.

**CT124** Read some of the history of Camp Fire in *Wo-He-Lo*. Your council should have a copy. Tell your club what you learn.

**CT125** Write a letter to the board of directors of your council. Tell them what Camp Fire means to you.

**CT126** Help plan and do a ceremonial on patriotism or good citizenship.

**CT127** Present a skit or play about good citizenship to other Camp Fire members.

## My Neighborhood and My School

**CT128** Set aside a study area in your home. Keep all your school materials there. Make and follow a plan for one month to improve your study habits.

**CT129** Help your teacher for a month. You could water plants, decorate bulletin boards or feed classroom pets.

**CT130** Make friends with a new person at your school or in your neighborhood. Introduce this person to others. Share what you know about your school or neighborhood. Invite your new friend to a Camp Fire meeting.

**CT131** Attend a block party or a neighborhood street celebration. Help out during the event.

**CT132** Accompany a younger or disabled child to and from school for one month.

**CT133** Show an improvement in your school grades. Set a goal to improve one grade and do it.

**CT134** Draw a map of your neighborhood. Mark all the places that you think are most interesting. Show your map to a newcomer or visitor to your neighborhood.

**CT135** Help an organization which serves your school or neighborhood. This might be the PTA or a neighborhood association.

**CT136** Pick up litter on your school grounds or around your neighborhood for one week.

## Helping People

**CT137** Serve on the school traffic patrol. Or, work as an office or library aide for your school. Do this for at least one month.

**CT138** Help keep your neighborhood neat. Volunteer to do yard work for your family. Or, help a neighbor with yardwork. Do this for one month.

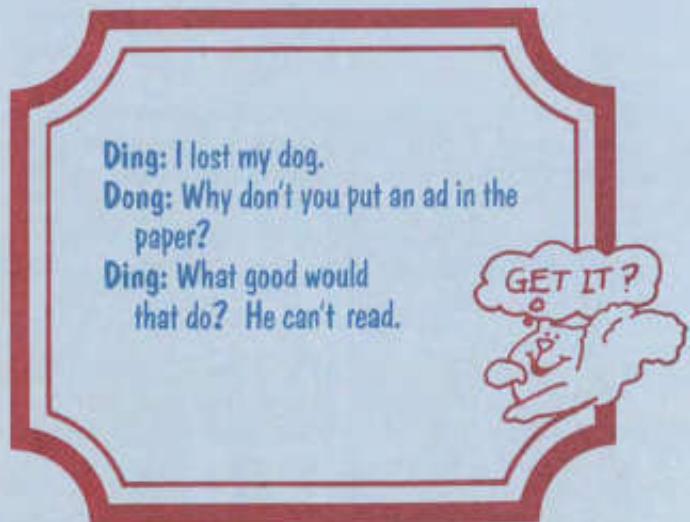
**CT139** Write articles for a classroom or school newsletter. Or, volunteer to help make announcements at school.

**CT140** Help clean graffiti off school property or a neighborhood wall.

**CT141** Ask a teacher at school how you can become a tutor. Be a tutor for at least one month.

**CT142** Help plan and carry out an all-school event. It might be a carnival, hobby show, exhibit or fund raiser.

**CT143** Find out what your friends or classmates think about an important issue. Take an opinion poll on a topic such as violence on television, nuclear power, or censorship of books and magazines. Include at least 10 people in your poll.



## My Community

**CT144** Help beautify your community. Plant trees or flowers in a public place. Or, clean up a vacant lot.

**CT145** Find out about interesting places to visit in your community. Visit one place you have never been before.

**CT146** Volunteer your time to do something for senior citizens in your community. Help deliver hot meals. Visit a person who is homebound. Run errands for an older person in your neighborhood. Or, plan your own service project.

**CT147** Visit a place which provides public services. You could tour a police or fire station, a health clinic or the employment office. Find out what these services are.

**CT148** Learn how your community began. Find out how it was founded and how it got its name. Tell someone the story of your community in words and pictures.

**CT149** Go someplace in your community using public transportation. Show that you know how to read a schedule and pay fares.

**CT150** Discover which places in your community got their names from American Indian words. Learn which language these words came from. Learn the original meaning of the words.

**CT151** Make a map of your community. Show where there are free things in your community for children to do. Display your map at a library or at school.

**CT152** Learn about another neighborhood in your community. Exchange visits with a Camp Fire club from this neighborhood.

**CT153** Enter a bike-athon, walk-a-thon or similar event in your community to raise money for a special cause.

**CT154** Volunteer your time to do something to improve the environment of your community. Help clean up a creek bank. Make trail signs for a local park. Or, plan your own service project.

**CT155** Participate in a community event such as a parade, a festival, or a holiday or historical celebration.

**CT156** Take a visitor to an interesting place in your community. Share what you know about the place.

**CT157** Find out what ethnic groups and organizations are in your area. Have a representative of one of these groups visit your club meeting. Or, attend an ethnic festival.

**CT158** Learn about the lives of Native Americans who once lived in your area. Talk to a local historian. Or, visit a museum or historical display.

**CT159** Volunteer to help at your local library. You might read to young children, help shelve books or repair damaged books. Or, plan your own service project.

**CT160** Attend a city or town government meeting.

**CT161** Write a letter to an outstanding person in your community. Thank this person for the work he or she has done.

**CT162** Visit a community organization which provides services to American Indians.

**CT163** Help choose items to be put in a time capsule. The items should show what life is like in your community. Have a ceremony to bury the time capsule.

**CT164** Visit an office of the League of Women Voters. Or, have a person from that organization come talk to you. Find out what they do and how you could help.

**CT165** Volunteer your time to do something for disabled people in your community. Read books or write letters for someone with limited vision. Help at a Special Olympics event. Or, plan your own service project.

**CT166** Invite a public official in your community to a club meeting. Learn about what this person does for your community. Find out about jobs in public service.

**CT167** Volunteer to help with a community fund-raising project. Stuff envelopes. Put up posters. Make your own financial contribution. Or, plan your own service project.

**CT168** Meet with American Indians who live in your community. Learn about the lives of American Indians today. Or, attend a tribal gathering.

**CT169** Write letters to people in your community or county government. Share your ideas about what children in your community need.

**CT170** Find out how people register to vote. Find out the number of the ward precinct or district where you live. Learn where people in your neighborhood go to vote.

**CT171** Visit the courthouse and watch a court session. Ask someone to explain to you how the judicial system works. Find out how a person is selected for jury duty.

**CT172** Interview a person who gives a lot of time or money to your community. Find out why this person is involved and how.

**CT173** Volunteer your time to do something for other children in your community. Teach games to children at a day care center. Donate toys at Christmas time. Or, plan your own service project.

**CT174** Find out what's being done in your community about an issue you think is important. Learn who is working to solve problems such as drug and alcohol abuse or child abuse.



## My State and My Country

**CT175** Visit a place important to the history of your state or the nation. Collect brochures telling about the place you visit.

**CT176** Draw a map of your state. Show points of interest on it. Show your map to someone who is visiting your state.

**CT177** Draw a picture of your state flag. Tell what the colors, designs and symbols on the flag mean.

**CT178** Find out who represents you in your state government. Write a letter to each of them. State your ideas on an issue you think is important.

**CT179** Find out who represents you in the U.S. House of Representatives. Write a letter to your representative. State your ideas on an issue that you think is important.

**CT180** Find out who represents you in the U.S. Senate. Write a letter to each of them. State your ideas on an issue that you think is important.

**CT181** Write to the governor of your state or to the President of the United States. State your opinion on an issue that you think is important.

**CT182** Take a tour of your state capitol building or the nation's capitol building.

**CT183** Tell the meaning behind five symbols used by the United States on its flag, in its seal or on money.

**CT184** Write to a state tourist information center. Get brochures about places to visit in your state. Organize the brochures to use when planning a trip.

**CT185** Read a book about the history of your state or the nation.

**CT186** Learn when your state was admitted to the Union. Find out the names of your state bird, flower and tree. Learn your state motto and song. Some states have nicknames. Find out if yours does.

**CT187** Visit a national park or forest. Talk to the people who work there. Find out what is being preserved in this forest or park. Find out about careers in the U.S. Forest Service or the National Parks Service.

**CT188** Watch a national news show or read the newspaper for a week. Keep track of an important national event. Share what you learn with your club.

**CT189** Visit the campaign office of a public official. Find out what the requirements are to run for public office.

**CT190** Follow the election campaign of a state or national candidate. Collect this person's campaign information. Clip out newspaper stories about this person. Find out this person's opinion on issues that affect young people.

**CT191** Put together a slide show or scrapbook about a vacation you took. Share your show or book with your club. Tell them about the places you visited.

**CT192** Visit a state or federal office in your area. Find out what type of government business takes place there.

**CT193** Read an important historical document of our nation. Read the Preamble to the Constitution, the Declaration of Independence, the Bill of Rights, an important American Indian treaty or the Emancipation Proclamation. Be able to tell in your own words what this document means.

**CT194** Visit a state or federal organization which provides services to Native Americans.



## The World

**CT195** Learn how to say five useful phrases in three different languages. Or, learn a song from another culture.

**CT196** Learn about the flags of several foreign countries. Show models or pictures of the flags to your club.

**CT197** Collect postcards from several different countries. Mount them in a scrapbook.

**CT198** Collect stamps from different countries. Organize them in a collection.

**CT199** Collect coins from other countries. Learn the different denominations in the money of another country.

**CT200** Learn something about how people live in another culture. Read a book or watch a film which tells you more.

**CT201** Attend a naturalization ceremony where people become new U.S. citizens.

**CT202** Have a ceremony for or give a small gift to a person who has just become a U.S. citizen.

**CT203** Find out what documents you would need to travel to another country. Learn how to apply for a passport.

**CT204** Find out about a hero from another culture. Read about this person or watch a television show or movie.

**CT205** Follow the news about an event in another country. Use television, radio, newspapers and magazines. Share what you learned with your club.

**CT206** Learn about UNICEF or another world service organization. Visit a local office of the organization, if possible.

**CT207** Volunteer your time to do something for people in another country. Collect items for a project of your church or synagogue. Help at a local UNICEF event. Or, plan your own service project.

**CT208** Tour the United Nations Headquarters in New York City. Or, visit the consular office of another country in your city.

**CT209** Share your views on an important world issue. Give a talk, or write a story or play. Or, write a letter to a government official or a newspaper stating your views. Tell what you think about issues such as nuclear war, pollution of the ocean, etc.

**CT210** Make and carry out a plan to do something about world hunger. Work through an organization which is taking action on this problem.

**CT211** Create your own citizenship activity.

---



---



---

**CT212** Create your own citizenship activity.

---



---



---

**CT213** Create your own citizenship activity.

---



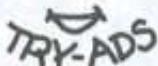
---



---



# TRY-ADS ON THE TRAIL TO HELPING PEOPLE



## FOR 4th AND 5th GRADERS



Order Number: B-073 small, large  
Symbolism: Perseverance, progression

Take a community tour. Tell stories to young children. Help get out the vote. Make some special friends. Or, design your own Try-Ad to help others. Try-Ads on this trail offer adventures in giving service.

You do a Try-Ad by completing each step in order. You do Try-Ads with your club, camp unit or family. Everyone helps with the planning. Everyone takes part in each step. Try-Ads are great group fun.

You earn a small purple bead for each step you complete. When you complete all the steps of a Try-Ad, you also earn one large purple bead.



### Adopt a Friend

#### FIND OUT:

Find out what kinds of services are available for a special group of people you wish to help. Visit agencies who offer help to older adults, children or disabled people. Find out what kind of additional service you might give to someone in need of help.

Date completed \_\_\_\_\_

#### CHOOSE:

Choose a way you can "adopt" someone and provide that person with some special service. You could "adopt" an older adult in your neighborhood. You could "adopt" children at a day care center. You could "adopt" a family at holiday time. Contact the person or people you plan to help.

Date completed \_\_\_\_\_

#### PLAN:

Plan how you are going to help your "adoptee." Find out what your "adoptee" needs, such as food, clothing, entertainment or toys. Set up a schedule for visiting your adopted friend(s).

Date completed \_\_\_\_\_

#### DO:

Provide your service for your adopted friend(s). Wear your Camp Fire uniform so others know you belong to Camp Fire. Be friendly and cheerful. Make the person(s) you are helping feel comfortable about the service you are giving.

Date completed \_\_\_\_\_

#### SHARE:

Think about continuing to give service to the person or group you adopted. Decide if your service could fit into other Camp Fire activities. Talk about how you feel about meeting needs that other people have.

Date completed \_\_\_\_\_

For this Try-Ad I earned \_\_\_\_\_ small purple beads and \_\_\_\_\_ large bead.

Signature of adult who helped me:



**Children's Hour****FIND OUT:**

Talk to a children's librarian to find out what kinds of books and stories preschool children enjoy. Look at books for preschool children to get ideas for art and stories. Visit a preschool, library or day care center and watch a story hour presented by staff members.

Date completed \_\_\_\_\_

**CHOOSE:**

Choose a group of young children to entertain with a story hour. You could contact a nearby preschool or day care center. You could make arrangements to present a story hour at a local library. You could gather together neighborhood children.

Date completed \_\_\_\_\_

**PLAN:**

Plan your presentation. Select stories for the age group you are entertaining or write and illustrate your own stories. Practice reading the stories aloud in an interesting manner. You might want to include other kinds of entertainment in your presentation. You could act out part of the story. You could have the children do sound effects to go along with the story.

Date completed \_\_\_\_\_

**DO:**

Present a story hour to a group of children. You might donate the books you used or other good story books for children to a preschool, day care center or library.

Date completed \_\_\_\_\_

**SHARE:**

Write a letter or talk to the adult in charge of the group you worked with. Tell about your experiences and what you learned.

Date completed \_\_\_\_\_

For this Try-Ad I earned \_\_\_\_\_ small purple beads and \_\_\_\_\_ large bead.

Signature of adult who helped me:

**Community Tour****FIND OUT:**

Find out about interesting places to visit in your community. Contact tourist bureaus or travel agencies to get information about museums, historical sites. Visit several places that sound interesting to you. Collect informational brochures about these places.

Date completed \_\_\_\_\_

**CHOOSE:**

Choose a place or two you would like to take others to visit. Make your choice based on the information you gathered. Take into consideration the ages and interests of the people you will be taking on your tour. A tour for young children would be very different from a tour for adults.

Date completed \_\_\_\_\_

**PLAN:**

Plan your tour. Invite the people you want to come along, and find out when they can go on your tour. Call to make arrangements for your visit. Ask for additional information about the place you are visiting. Arrange transportation. Pick out points of interest you want to highlight on your tour. Plan what you are going to say.

Date completed \_\_\_\_\_

**DO:**

Take your guests on your tour. Keep a record of your visit by taking notes or photographs or collecting informational material or other souvenirs or mementoes.

Date completed \_\_\_\_\_

**SHARE:**

Put together a memory book of your tour for each of the guests you invited. Include photographs and mementoes if you can in the booklets. Present them to the people you took on the tour.

Date completed \_\_\_\_\_

For this Try-Ad I earned \_\_\_\_\_ small beads and \_\_\_\_\_ large bead.

Signature of adult who helped me:



## Volunteers For Votes

### FIND OUT:

Find out about an organization that is involved in registering and encouraging citizens to vote. You might talk to a representative from the League of Woman Voters or the NAACP. Learn how such an organization helps get voters registered. Or, find out more about election campaigns. Visit the headquarters of a candidate for public office or of a group of people working to get an issue passed. Learn what campaign workers do to promote a candidate or issue.

Date completed \_\_\_\_\_

### CHOOSE:

Choose a way you can help during election time. You might help register voters. You might volunteer to promote an issue that affects you, such as a school levy. Or, you might volunteer time to help at a polling place on election day, entertaining young children while their parents vote.

Date completed \_\_\_\_\_

### PLAN:

Plan your service project for election time. Learn the skills you need for the service you have chosen to do. If you are working in a campaign, then find out more about the issue. Practice answering questions about the issue. If you are helping out at a polling place by babysitting, find games and stories to use to entertain young children.

Date completed \_\_\_\_\_

### DO:

Do your volunteer election work. Wear your Camp Fire uniform so that the people you meet know you belong to Camp Fire.

Date completed \_\_\_\_\_

### SHARE:

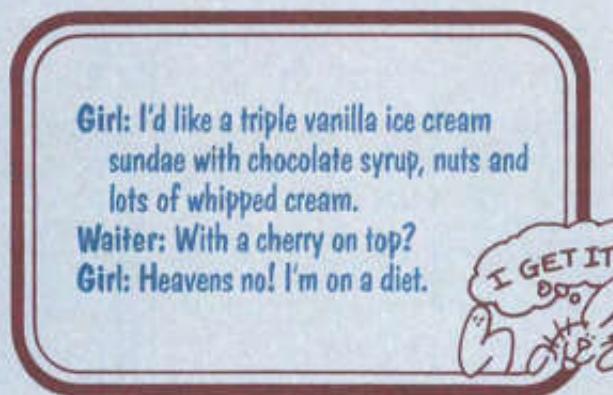
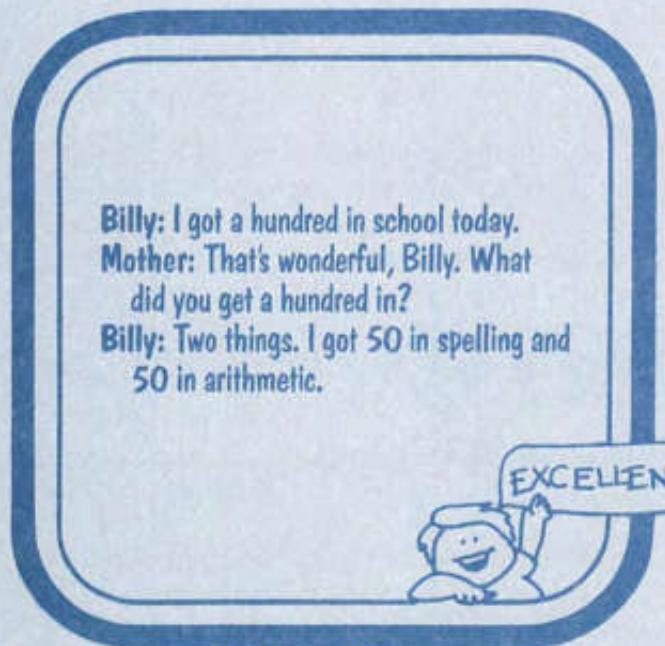
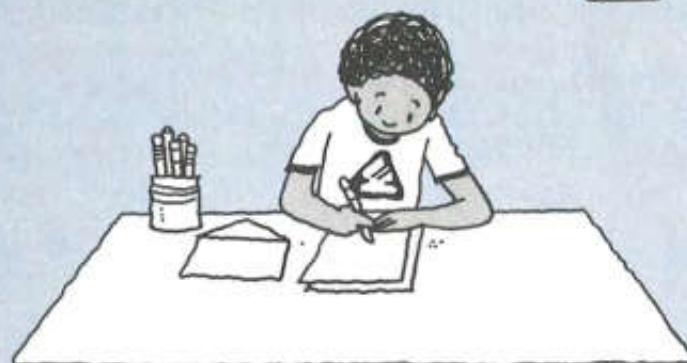
Talk about what you learned about the voting process. Tell why you think it is important for people to vote.

Date completed \_\_\_\_\_



For this Try-Ad I earned \_\_\_\_\_ small purple beads and \_\_\_\_\_ large bead.

Signature of adult who helped me:



# NEW VENTURES ON THE TRAIL TO HELPING PEOPLE



## SPECIAL FOR 5th GRADERS

Help yourself to a New Venture on this trail. Learn about leadership. Think about your attitudes toward other people who are different from you. Find out what others think and form your own opinions.

You can do some New Venture activities by yourself. Others can be done with your Camp Fire club, family members and friends.

When you complete a New Venture, you earn this emblem. Its many colors symbolize your many hopes and dreams.



New Venture  
B-16400 Emblem



## New Venture in Leadership

Do five activities from A to help you learn about being a good leader. Do one activity from B to use leadership skills.

**A. Do five activities that help you learn more about being a good leader. Check off the ones that you do.**

1. Observe several different people in leadership roles. You might visit a Starflight club as an observer or watch a meeting of your school's student government. You could attend a council committee meeting or a board meeting. You could watch someone teach a group a skill. Write down your observations about the leadership styles you see. Discuss what you observed with your Camp Fire club.

2. Take a poll of family members and friends to find out what others think about leadership. Ask people to complete the sentence "A good leader..." Make a list of the leadership qualities people mention. Circle the qualities you think you have.

3. Interview a person who has a leadership role. You could interview an officer of your school PTA or a board member in your Camp Fire council. Find out what this person thinks are the qualities of a good leader. Ask this person how he or she feels about his or her own leadership role.

4. Read a book or magazine articles about an important leader of our times. Tell club or family members what you learned about leadership from reading about this person.

5. Find a quote which you think makes an important statement about leadership. Put this quote on a piece of posterboard. Cut out pictures from magazines which illustrate the meaning of your quote and paste them on your poster in a collage. Explain your collage to club or family members.

6. Think of problems a leader might have in working with a group. Write down these situations on index cards and then role play how a leader and group members might resolve these situations. You could role play what might happen if group members are arguing or if no one in the group volunteers for a job. What are some other situations that might happen in a group?

7. Choose a person you admire for his or her leadership skills. It can be someone you know personally, someone in history or someone you've seen on television or in the newspapers. Find out what you can about this person's views on leadership. Write a short speech to give to your Camp Fire club which tells about this person's views on leadership.

8. Invite someone to speak to your club about effective leadership of a group. Find out what a leader can do to help members of a group participate. Have the speaker demonstrate how a leader can keep discussion going, resolve problems and guide a group toward a goal.

9. Create your own activity.

**B. Do one activity in which you use leadership skills. Check off the one that you do.**

1. Choose a skill that you do well and offer to teach it to someone else. You might teach a friend to play the guitar or teach a young child to ride a bike. Before you begin teaching, observe others in teaching situations. Talk to someone who teaches and ask about some teaching techniques. Plan your lesson and teach it. Ask for an evaluation of your teaching from the person you taught.

2. Volunteer to serve as a chairperson of a committee planning a specific event such as a Camp Fire ceremonial or a school party. Help the group make the necessary decisions. Evaluate the success of the group's work after the event.

3. Lead a discussion in your Camp Fire club or classroom. Discuss a topic that concerns you and people your age. Ask your leader or teacher to help you come up with a list of questions you can ask about this topic. Learn some tips for leading a discussion. Lead club members or classmates in a discussion of the topic. Give everyone an opportunity to give opinions. Summarize what people said about the topic.

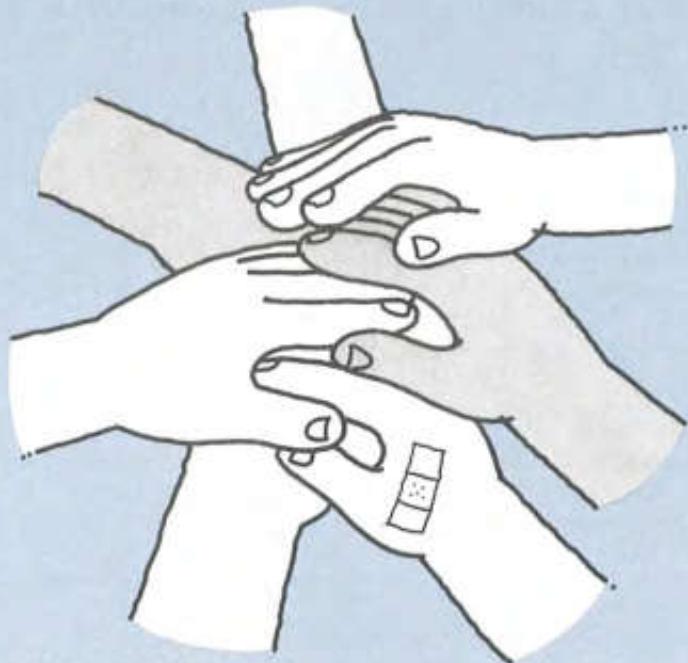
4. Create your own activity.

This is what I learned about leadership.

This is what I learned about myself.



Signature of adult who helped me:



## New Venture in Accepting Differences

Do five activities from A to explore people's attitudes toward differences. Do one activity from B that shows how you can accept differences.

### A. Do five activities that help you explore attitudes toward differences. Check off the ones that you do.

1. Explore how it feels to be treated differently. Give special privileges to a certain group of people at a club meeting. For example, everyone at a club meeting who is wearing red could have privileges such as getting the refreshments first or getting to choose the game. After your experiment, discuss how everyone felt about what happened.

2. Learn about someone who overcame obstacles in life such as discrimination or prejudice. You could read a book about a woman who was the first to break into a male-dominated field of work. You could talk to a disabled person who has been discriminated against because of a handicap. Discuss with club members what you learned.

3. Read a book about a young person who faces prejudice because of race, religion or disability. Ask a librarian to help you choose a book. Tell members of your Camp Fire club or family about what happened in the book. Discuss how you feel about discrimination.

4. Look for stereotypes in books and magazines. A stereotype is a belief that everyone in a certain group of people behaves certain ways all the time. A book on careers for women which shows women only as teachers or nurses is portraying a stereotype of women. Stereotyped ads often show American Indians wearing feathered headdresses. Find what you think is an example of a stereotype in a book or magazine. Show it to your club or family and tell why you think it is a stereotype.

5. Write a story about feeling different based on a real-life experience you have had. Describe the situation, how you felt and what you did about it. Show your story to a friend or family member and talk about it.

6. Have everyone in your Camp Fire club draw pictures of American Indians. Look at your pictures together and find similarities in clothing, hairstyles or facial expressions. Find a current picture of an American Indian in a newspaper or magazine and compare it to your drawings. How are the pictures different? Which do you think is a true picture of American Indians? How can the images people have about another group of people be harmful?

7. Explore beliefs or stereotypes people have about certain age groups. Ask several people your age to give you words or phrases that describe old people. Ask several older adults to give you descriptions of children your age. Do all young people your age act the way older adults describe them? Do you think all older adults behave the way people your age describe them? Talk about what you learned in your survey with people your age and with older adults you know.

8. Take a survey to find out how different racial groups are portrayed on television. During a week of television viewing, keep track of the number of shows which have characters who are white, black, American Indian, Asian-American and Hispanic. Write short statements that describe what kinds of characters people of various racial groups play; character types might be hero, villian, smart, dumb or brave. Talk with your Camp Fire club about what you observed in your survey.

9. Participate in an activity which helps you understand the viewpoint of someone

different from you. You might play a cultural simulation game. You might simulate a disability. Talk about what you experienced with your Camp Fire club.

**10. Create your own activity.**

**B. Do one activity to show your acceptance of differences. Check off the one that you do.**

**1.** Make a poster or mural about the many different people in the world. You can do this yourself or as a club. Cut pictures from magazines of all kinds of people. Include different races, men, women, young and old people and people with disabilities. Show in a collage of these pictures how everyone is an important part of the world of people.

**2.** Work together with someone who is different from you in some way. Work on a class project with a person of the opposite sex. Or, do a craft project with an older adult. Write down your feelings and observations about working together. Did you expect the other person to act a certain way because he or she was a boy or girl, older, disabled, not disabled, white, black, Hispanic? Did your feelings change as you worked together?

**3.** Write a story or a skit which shows young children that differences in people are okay. Look at children's books to get ideas for the topic of your play or story. Read your story or present your skit to a group of young children. Discuss with them what they learned from your story or skit.

**4. Create your own activity.**

This is what I learned about accepting differences.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

This is what I learned about myself.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Signature of adult who helped me:



Nit: I just flew in from Europe.  
Wit: I bet your arms are tired.



# NATIONAL PROJECTS ON THE TRAIL TO HELPING PEOPLE

National projects provide many ways for you to help people on this trail. You can earn a purple bead for each requirement you complete and an emblem when you finish a project.

Give a special **Salute to Hospitalized Veterans** by making and sending valentines to the veterans who were disabled while serving our country in war and peace.

Make friends with someone far away by doing **Project Contact**. This pen pal project helps you get to know someone in another country or another part of this country. Your pen pal learns all about you, too.

Find out more about the problems people face in your community through **Project Involvement**. Learn where people can turn for help



in your community and give some help to others yourself.

Extend the hand of friendship to people far away through **Project Handclasp**. Learn about the problems of people in other countries. Find out what you can do to help.

## Salute to Hospitalized Veterans

Veterans are men and women who have served this country in the armed services, such as the Army, Navy, Air Force or Marines. Once a year on Valentine's Day, Camp Fire members all across the country do special things for veterans who are in hospitals.

Camp Fire members make special valentines for the veterans, thanking them for helping our country. Some Camp Fire members entertain



the veterans, make tray favors or make posters and other valentine decorations.

Your leader will know how you can take part in this national project. You can earn the Salute to Hospitalized Veterans emblem each year that you do something special for hospitalized veterans. You can record here what you do.

In \_\_\_\_\_, I thanked the veterans by: \_\_\_\_\_

In \_\_\_\_\_, I thanked the veterans by: \_\_\_\_\_

In \_\_\_\_\_, I thanked the veterans by: \_\_\_\_\_

The Salute to Hospitalized Veterans emblem is a heart design which symbolizes my love and appreciation of the veterans of my country.



Salute to Hospitalized Veterans  
B-12000 Emblem



## Project Contact

### Do all five activities.

1. Correspond with two pen pals in another city, state or country. Your leader can help you get the names of other Camp Fire members in the United States. Or, write to organizations that can help you find pen pals in other countries.
2. Correspond long enough to exchange at least six letters or other items with each pen pal.

3. Share any replies you get with your club or with other friends.
4. Tell your pen pals about your Camp Fire adventures.
5. Make things yourself to exchange with your pen pals. You might make your stationery. Or, take some photos or draw pictures of places in your community.

I started this project on \_\_\_\_\_.

I corresponded with \_\_\_\_\_ from \_\_\_\_\_

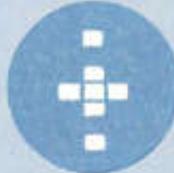
and \_\_\_\_\_ from \_\_\_\_\_.

This is what I learned about people in other places.  
\_\_\_\_\_  
\_\_\_\_\_

Here's what I will always remember. Write notes, draw a picture or include letters.

I received my Project Contact award on \_\_\_\_\_.

The emblem shows two crossed paths which symbolize how the path of my life has crossed with the lives of others.



Project Contact  
M-B1280



## Project Involvement

**Do all six activities.**

1. Learn who needs help in your community.
2. Learn how some people are handicapped by age, illness or prejudice.
3. Learn where people who need help live in your community.

4. Learn what help some people need. It may be food, clothing, a visitor, tutoring or something else.
5. Learn who in the community is helping some people in need.
6. Plan and do a service project to help people in your community.

I started this project on \_\_\_\_\_.

This is what I learned about people in my community who need help. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I think I helped people in my community by: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

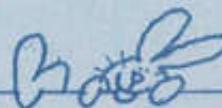
Here's what I will always remember. Write notes, draw a picture or include a photograph.

I received my Project Involvement award on \_\_\_\_\_.

The symbolism shows a heart and hand, the two things I used to help others.



Project Involvement  
B-13000 Emblem



## Project Handclasp

Do all four steps.

1. Select a foreign country that interests you. You may want to choose a country where a special project or event is going on now. Ask people in international agencies and organizations in your community what they are doing in other countries. It may be easier to do your project with the help of this agency or organization.

This is the country I want to learn about  
\_\_\_\_\_.

2. Learn more about the country you choose. Do at least two of these things:

- a. Learn something about the problems of this country, their causes and what is being done.
- b. Learn some common words and phrases in the language of this country.
- c. Learn and teach to a younger group at least two games, dances and songs, folk legends or stories, arts or crafts of this country.
- d. Prepare a meal using the foods of this country.

I started this project on \_\_\_\_\_.

This is what I learned about another country.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I think this project helped people in another country in this way or ways.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- e. Learn about families, schools or government of this country. In what ways are they similar to or different from your community?

- f. Be a corresponding friend to a person in this country.

- g. Discover the life stories of two persons in this country. They may be historic heroes, current leaders, scientists, musicians or others.

3. Do a service project with the country of your choice. Work with other groups in your community to do this.

I helped by \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Create a special ceremony to share what you have learned. Show your symbolic handclasp with another country in words, pictures or with actions.

---

Here's what I will always remember. Include drawings, photos or notes.

I received my Project Handclasp award on \_\_\_\_\_.

The design has symbols of a heart and a person showing that I care about other people.



Project Handclasp  
M-B1260



His teen-age daughter had been on the phone for half an hour. When she finally hung up, her father said, "Usually you are on the phone for at least two hours. How come this time the conversation was so short?"

"Wrong number," the daughter replied.



# SHOW YOUR RESPECT TO THE FLAG OF THE UNITED STATES OF AMERICA

The flag of the United States of America is a very important symbol. Its stripes symbolize the rays of the sun. There are thirteen of them, to represent the thirteen original colonies which got their freedom from England. The stars represent each state in the Union as well as being symbols of the goals people set. The flag itself is a symbol of our nation and its democratic ideals. Because the flag has such special meaning, it's treated in special ways.

You can help people show respect and love for the flag by having flag ceremonies. You might have a flag ceremony at a club meeting or at camp. You might present the flag at a Camp Fire event or community meeting. You might display the flag on stage for a speaker or at a ceremony. Here's what you need to know to display the flag with respect. Often veteran groups will help you learn more about flag ceremonies.

## Saluting the Flag

Stand at attention and salute when the flag is being raised or lowered, when the flag passes in a parade and when the national anthem, "The Star Spangled Banner," is played.

Salute by placing your right hand over your heart. Men and boys take off their hats. Women and girls do not.

Sometimes "The Star Spangled Banner" is played when the flag is not present. When this happens, face the music and salute.

## Displaying the Flag

Always give the flag of the United States the place of honor when you display it with other flags. It should be placed *to the right* of other flags, *in front* of other flags or *higher* than other flags.

*To the right* means to your right as you stand holding the flag in front of you and facing the people who will see it. *In front* means that you always carry the American flag first or place it a

little ahead in a line of flags. *Higher* means that the American flag is a little larger or it is on a taller pole or a platform.

## Doing a Flag Ceremony

Flag ceremonies are performed by a color guard. The color guard includes one person to bear the flag and at least one other person to "guard" it. If you use more than one flag in the ceremony, you will need additional bearers and guards. Other people might help in the flag ceremony by calling out the commands or leading people in and out.

Members of the color guard for a flag ceremony should dress neatly. For a flag ceremony at a club meeting or for a public event, members of the color guard should wear Camp Fire uniforms. At a camp flag ceremony, they might dress alike by wearing white shirts or camp tee shirts and plain colored shorts or jeans. Sometimes the color guard members wear special red sashes.

**Here are the commands a caller would give for a flag ceremony at a club meeting or public event.**

1. "Please stand and salute for the presentation of the colors."

Members of the audience would stand up at their places. If you are doing a flag ceremony for a small group, people might already be standing in a horseshoe formation.

2. "Color guard, advance."

The color guard members enter with the flag. The flag should hang freely from its pole. The color guard members move at a dignified pace to the front of the group and face them.

3. "Place the colors."

The flag bearer places the staff in the flag stand. Other members of the color guard may help guide it in. All members of the color guard then step back, salute the flag once and stand at attention.

4. "Please pledge allegiance to the flag of your country."

The audience joins in the Pledge of Allegiance, saluting as it is recited. Members of the color guard stand silently.

5. "Will you join me . . ."

The audience can join in the singing of a patriotic song such as "The Star Spangled Banner,"

"America," "God Bless America" or "America the Beautiful." Or, someone can read a patriotic poem. Poems and songs are an optional part of a flag ceremony.

#### 6. "Color guard, retreat."

The color guard members turn and leave. In some flag ceremonies, the color guard members may remove the flag from its stand and carry it out.

You may take part in flag ceremonies at camp or at other places where there is a fixed flag pole. Here's how a camp flag ceremony might run.

1. Two people lead everyone who is not a member of the color guard into a horseshoe formation around the flag pole.
2. The caller gives the command, "Color guard, advance."

#### *If the flag is being raised*

Members of the color guard approach the flag pole. The flag bearer carries the folded flag flat with the large point out.

3. The caller gives the command, "Post the colors." The flag bearer turns and gives the flag to other members of the color guard. They unfold the flag while the flag bearer unhooks the rope. The other members of the color guard hold onto the flag until it is safely clipped to the rope. The flag bearer raises the flag *quickly* to the top of the pole while the audience salutes. All members of the color guard then step back, stand at attention and salute together.
4. The caller asks the audience to join in saying the Pledge of Allegiance or singing a patriotic song. Or, a poem can be read. Members of the audience salute during the pledge and "The Star Spangled Banner." The color guard members stand silently during this.

#### *If the flag is being lowered*

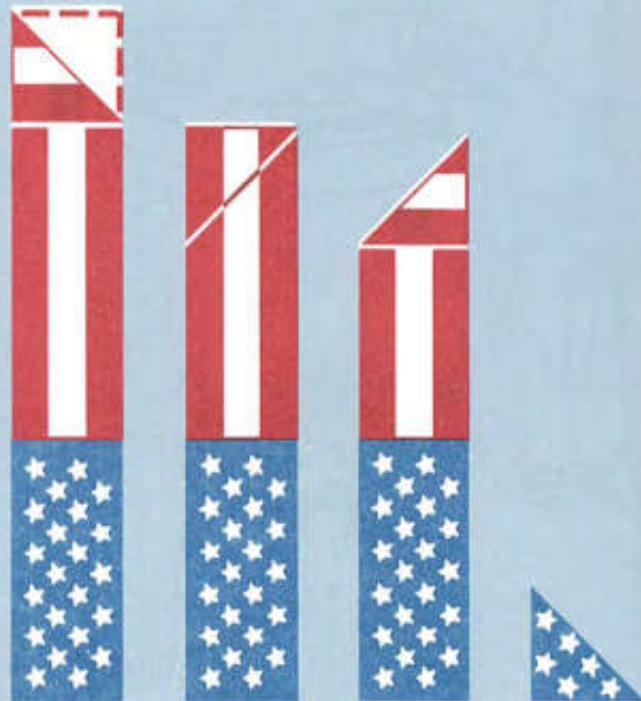
Members of the color guard approach the flag pole with arms at sides.

3. The caller asks the audience to join in the Pledge of Allegiance or a patriotic song. Often "Taps" is sung at the lowering of a flag. Or, a poem can be read. The color guard members stand silently during this.
4. The caller gives the command "Retire the

colors." The color guard members salute the flag together. The flag bearer steps to the pole, undoes the rope and lowers the flag *slowly*. Other members of the color guard take hold of the flag as it comes in reach. The flag bearer unclips the flag from the rope and the other members of the color guard fold it. When the flag is folded, it is handed to the flag bearer who holds it flat with the large point out.

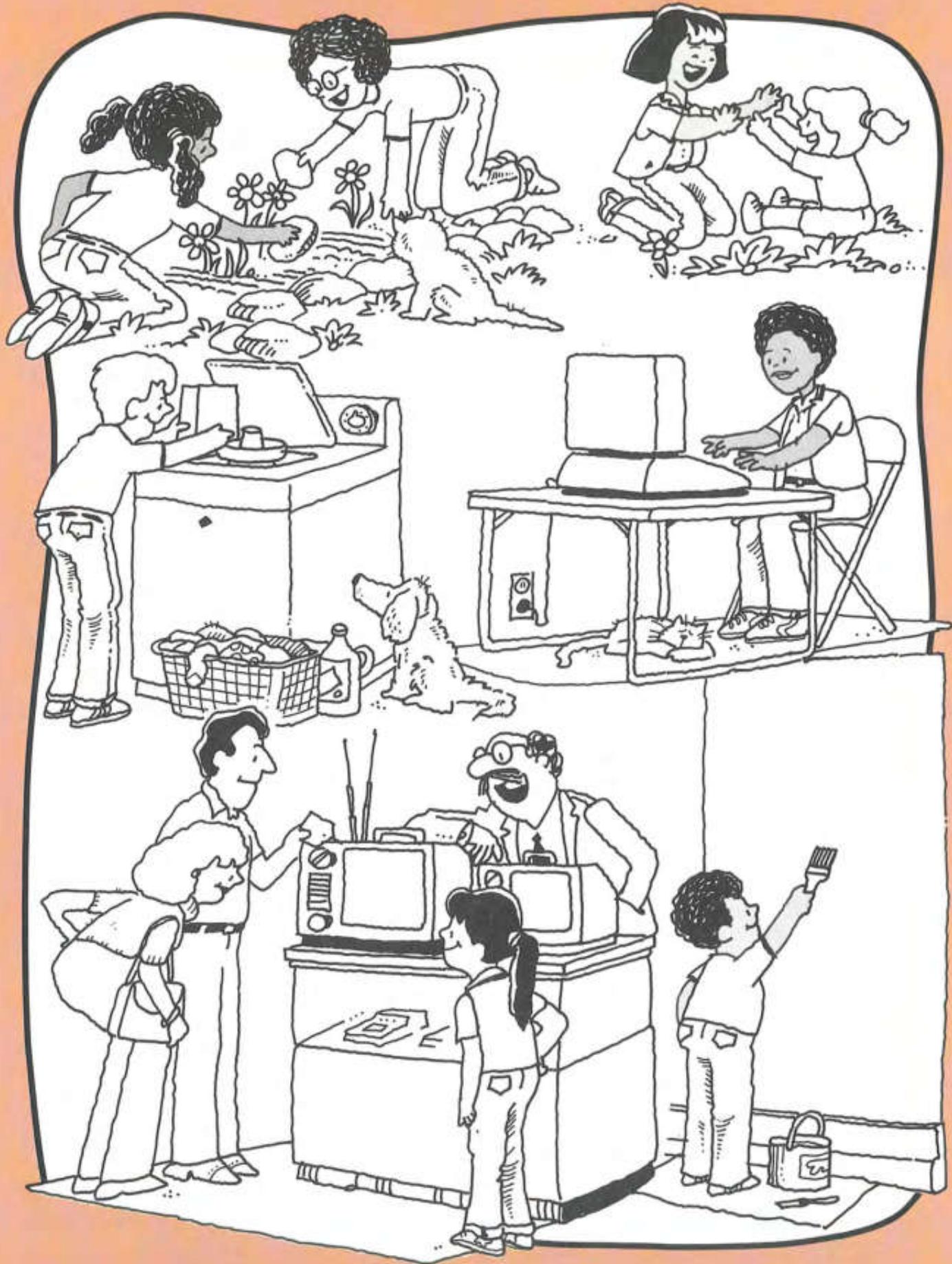
5. The caller gives the command, "Color guard retreat." Members of the color guard turn and leave. The audience files out quietly after the color guard.

Here's how to fold a flag:



#### Other tips about the flag:

1. Fly the flag only from sunrise to sunset and only when good weather permits. A flag can be flown at night if it is lighted.
2. Do not use the flag as drapery for a platform or as clothing. Do not embroider it on items or print it on napkins or anything designed for temporary use.
3. Take every precaution to prevent a flag from being soiled. Do not let it touch the ground or brush against objects.
4. When a flag is damaged or too worn for use, dispose of it in a dignified way, preferably by burning.



# Chapter Six

## TRAIL TO KNOWING ME, MY FAMILY AND MY COMMUNITY



There's a great big world to explore but you don't have to travel far to find new adventures on this trail. Adventures can be found right in your own community, even in your own home. Your adventures really begin with you. On the Trail to Knowing Me, My Family and My Community, you'll never run out of adventures to take.

Take the trail that begins at your front door. You'll make your home a happier place doing Home Action Crafts. Do you like cooking, gardening, home repair, good grooming? You'll find all these in Home Action Crafts.

Explore more of your community and find out how it works with Business Action Crafts. You'll program a computer, become a wise shopper and meet people in business.

You'll want to try some new adventures by doing Try-Ads on this trail. Be a journalist, run your own business, serve a fancy meal to friends or package up a party and take it to some special people. Try-Ads are for fourth and fifth graders.

New Ventures are brand new adventures on this trail just for fifth graders. Explore your feelings about friendship and family. Learn more about the meaning of faith.

Do you want some new challenges? Then try a New Challenge Link-Up on this trail. You can link up your special interests with Camp Fire by doing this project.

The Trail to Knowing Me, My Family and My Community holds several more paths to new adventures for you. Participate in the council product sale and earn the Sales and Sense emblem. Have a special birthday party for Camp Fire each year with the Celebrate Camp Fire! project. Grow in your personal faith by doing one of the religious emphasis projects for Camp Fire members of your religion. A Gift of Peace is a project that explores what a peacemaker is and what a world of peace can be.

You may already know how to do many of the activities on this trail. Your leader can show you how to find help when you need it.

So step out on this trail that takes you to the many adventures found right close to home! You'll discover a world of fun that begins with you!

# HOME ACTION CRAFTS ON THE TRAIL TO KNOWING ME, MY FAMILY AND MY COMMUNITY



Order Number: B-07401

Symbolism: Heat and warmth which are important for comfort and cooking in the home

Earn an orange bead for each Action Craft you do. When you have finished an Action Craft, ask an adult to date and initial your book. Use the line in front of each Action Craft for this.



## My Family

H101 Draw pictures of people in your family. Write on each picture what that person means to you. Share these with family members.

H102 Write a poem. Express how you feel about your family in your poem. Share it with your family.

H103 Make a photo album or collage to show the achievements of your family members.

H104 Give a gift you make yourself. Do this for a family member on a special occasion.

H105 Do something special for a family member to show your appreciation. Make a gift. Write a poem. Offer to take over a chore. Or, do something else that says, "Thank you for all you've done for me."

H106 Make and decorate a bulletin board. Put it up in a place where all the family can use it as a message center.

H107 Work with your family to save money for a special purchase or a trip together. Decide how much you will save and carry out your plan.

H108 Make a calendar or book of family birthdays and special events. Decorate it with drawings or photographs.

H109 Design a family shield that tells something about your family. Make up your own symbols if you wish. Use your shield on the cover of a card or thank-you note. Tell your family what the shield means.

H110 Make a "good deed" coupon book for your family. Each coupon is good for one task completed by you with a smile. Carry out tasks cheerfully when family members redeem their coupons.

## Little Ones To Care For

**H111** Observe someone caring for an infant. Do this for a half day or more. Help out when you can. Describe to someone else what you learned about the care of infants.

**H112** Visit a preschool or day care center. Watch different age groups of children. Talk to a preschool teacher or day care worker about the children and what they are learning.

**H113** Pick out several books that a toddler would enjoy. Ask a teacher or librarian to help you. Read these books to a small child.

**H114** Teach young children two games you enjoyed when you were their age. Play these games several times with the children.

**H115** Prepare a nutritious snack for a toddler. Help the child eat it.

**H116** Feed a baby or toddler a meal. Have an adult help you prepare the meal. Clean up after the meal.

**H117** Do two craft activities with a small child. Make sure the activities are ones that a child of that age can do. A parent or child care worker can help you pick craft activities.

**H118** Teach a small child his or her telephone number and street address. You'll have to repeat this many times to be sure the child can remember.

**H119** Visit a children's clothing store. Find out how children's clothing is sized. Learn about fire-resistant clothing for young children.

**H120** Entertain a small child for two to three hours. Play games, read stories, sing songs or do a craft activity. Do this at least twice.

**H121** Make up a story for a young child. Include the child as one of the characters in the story. Tell your story.

**H122** Have the parent of a small child show you what changes he or she made in a house to make it safe for children.

**H123** Learn the correct way to restrain an infant or small child in an automobile. Find out why the use of child restraint systems in autos is so important. Find out if child restraints are required by law in your state.

**H124** Put an infant or small child to bed. Put night clothes on the child. Sing lullabies or read stories until the child is ready to fall asleep. Do this several times.

**H125** Dress and undress an infant or a small child. Do this several times.

**H126** Have someone talk to you about toy safety. Find out what to look for in choosing safe toys for different age levels of children. Visit a toy store and pick out toys you think meet safety requirements. (You do not have to purchase the toys to earn this bead.)

**H127** Take a child care course from Camp Fire or another agency.

**H128** Start a babysitter's file. In it, keep a list of questions to ask parents when you babysit for them. You should know important phone numbers and emergency procedures. Also include ideas for entertaining children such as games, songs and crafts. Add to your file as you collect new ideas.

**H129** Volunteer to entertain the young children of leaders at a Camp Fire event. Be prepared with games and craft activities.

## Safety First

**H130** Make a chart with emergency numbers. Include police, fire department, doctors, a neighbor your family trusts, work numbers for family members and poison centers. Post this by the telephone.

**H131** Meet with your family to talk about home emergencies. Show that you know what to do and whom to call in case of an emergency.

**H132** Discuss with an adult what you should do when you are home alone. Show how you would handle phone calls for your parents. Show what you would do if a stranger came to the door.

**H133** Meet with your family to plan escape routes in case of fire. Practice your plan for escaping from a fire several times.

**H134** Meet with your family to plan what to do in case of an earthquake or a violent storm such as a tornado or hurricane. Practice seeking shelter in a storm several times.

**H135** Learn about fire hazards in the home. With an adult, inspect your home for these hazards. As a family, do something about the hazards you find.

**H136** Tell what materials you should use to put out different kinds of fires such as a grease fire or electrical fire. With the help of an adult, make sure these materials are available in your home.

**H137** Find out how to decide if an electrical appliance is no longer safe to use. Demonstrate how to safely use at least three electrical appliances.

**H138** Find out what poisonous substances are kept around your house. Look for house plants, cleansers, pesticides, medicines and other items. With the help of an adult, make sure these poisons are out of reach of small children.

**H139** Demonstrate how to call a poison control center to report a poisoning. Know what kind of information you should tell people at the center.

**H140** Visit a poison control center or hospital emergency room that handles poisonings. Find out what kind of poisonings occur most frequently. Learn how these poisoning accidents can be prevented.

**H141** Read the labels on products you use around the home which are dangerous. Show that you understand how to safely use these products. Tell what you should do if someone swallowed one of these products or gets it on the skin or in the eyes.

**H142** Learn what items should be stocked in a first aid kit. Explain what each item is for.

**H143** Put together a first aid kit for your family. Have an adult help you. Put the kit

where it can be easily used by all members of the family.

**H144** Put together a first aid kit for a family trip. Have an adult help you. Think about the kinds of activities you'll be doing on the trip. Include first aid items that you might need for those activities.

**H145** Talk to your family about accidents that have happened in your home. Talk about how you can avoid similar accidents.

**H146** Demonstrate how to care for minor injuries. Show the proper treatment for a scrape, a small cut, a splinter and a burn.

**H147** Show how to take care of yourself in different kinds of weather. Learn what hypothermia is and how to avoid it. Explain the signs of heat exhaustion and heat stroke. Show how to care for a sunburn or frostbite.

**H148** Describe the symptoms of shock. Demonstrate what to do for a person who is in shock.

**H149** Demonstrate how to help someone who is choking.

**H150** Demonstrate the correct method for giving mouth-to-mouth artificial respiration.

**H151** Take a first aid course.

**H152** Discuss with your family what precautions should be taken in your home before leaving town. Help take steps to keep your home and possessions safe.

**H153** Help an adult inventory your family's valuables. Help mark these valuables with an identifying number. Explain how this would help police locate these items if they were stolen.



## When Someone Is Ill

**H154** Make a get well card or poster for someone who is ill. Decorate it with pictures or drawings.

**H155** Learn how to use a thermometer.

**H156** Put together an activity box for a young child who is confined to bed. Have an adult check your box for safety. Give your box to a sick child.

**H157** Help prepare a meal tray for someone who is confined to bed. Include a thoughtful card, a flower or some other decoration to cheer up the patient.

**H158** Read a story or play a game to help entertain a person who is sick.

## Home Helper

**H159** Make a list of household duties you are expected to do. Make a schedule of when you'll do these duties. Follow your schedule for a period of time agreed upon by you and an adult.

**H160** Learn how to separate clothes for washing by color, weight and type of material. Sort the family laundry several times.

**H161** Learn how to operate a washing machine and a dryer. Have an adult show you how. Do at least four loads of clothes. Use different temperature settings on the washer and the dryer for different kinds of fabrics.

**H162** Hand wash three items of clothing that require special care.

**H163** Iron four items of clothing requiring different temperature settings on the iron. Read labels for any special instructions.

**H164** Fold the family laundry after it's been washed and dried. Put away in proper places. Do this several times.

**H165** Learn how to operate a vacuum cleaner. Vacuum a room three times. Show how to empty or change the bag.

**H166** Clean a linoleum or tile floor. Do this three times.



**H167** Learn to take care of several metals such as silver, copper, brass, aluminum and stainless steel.

**H168** Set the table for family meals. Put the silverware, glasses, dishes and napkins in their correct positions. Do this for one week.

**H169** Load a dishwasher and operate it. Unload it and put dishes away in their proper places. Do this five times.

**H170** Wash by hand, dry and put away dishes after five family meals.

**H171** Defrost and wipe out a refrigerator or freezer.

**H172** Empty all the garbage and trash containers in your home. Do this regularly for a period of time agreed upon by you and an adult.

**H173** Show that you know the different kinds of products to use to clean different surfaces. Tell what you would use to clean wood, glass, chrome, tile or porcelain.

**H174** Learn how to change light-bulbs. Find out what wattage is best for different kinds of lighting jobs.

**H175** Read a book on household hints. Use five of these hints.

**H176** Help prepare your home for a new season. Help an adult do one of the following: put up storm windows or screens, change the furnace or air conditioner filters, weather strip windows or clean gutters.

**H177** Clean the inside and outside of your family's car. Do this several times.

**H178** Help an adult family member with these car maintenance tasks. Check the oil, pump gas, change the air filter and check the tire pressure. Add oil or air if necessary.

**H179** Take care of the family pet. Feed and water your pet. Clean up after your pet. Do this for a period of time agreed upon by you and your family.

**H180** Clear the walks or driveway in front of your house of snow and ice. Do this several times.

## **Let's Eat**

**H181** Make a chart showing the basic four food groups. Include the recommended daily servings from each group for a person your age.

**H182** Keep a food diary for one week. Write down everything you eat for meals and snacks. At the end of the week, go through your diary. Mark which food groups the foods you eat fall into. See if you are eating the recommended amounts each day.

**H183** Make a menu plan for your family for three days. Plan breakfast, lunch and dinner. Make sure you include foods from the basic four groups.

**H184** Follow your menu plan for one day. Help an adult prepare the meals you planned.

**H185** Read a book about vegetarian diets, or, talk to someone who is a vegetarian. Find out what vegetarians eat.

**H186** Plan a vegetarian meal. Prepare your meal with the help of an adult.

**H187** Visit a health food store. Talk to the store workers about the kinds of food sold there. Choose one item to sample at home.

**H188** Make a main dish that uses cheese or eggs instead of meat.

**H189** Learn to clean and cut fish.

**H190** Make three main dishes using hamburger.

**H191** Cook a meat, poultry or fish item three different ways. Bake, fry, broil, grill outdoors, stir fry, steam or put in a casserole.

**H192** Cook a prepared frozen dinner. Do this several times.

**H193** Make a drink using fresh fruit or fruit juices. Also, make a frosted drink such as a milkshake or a frappe. Use a blender if available.

**H194** Make a salad using vegetables, fruit or pasta.

**H195** Make two salad dressings. Make one from a mix and one from scratch.

**H196** Cook vegetables three different ways. Boil, bake, fry, saute, steam or stir fry different vegetables.

**H197** Cook two boiled meals of soup, beans or vegetables.

**H198** Visit a produce market if possible or the produce section of a grocery store. Pick out a fruit or vegetable you have never eaten before. Purchase, prepare and eat it.

**H199** Learn how to prepare a vegetable or fruit for freezing. Clean, cut and pack the vegetable or fruit.

**H200** Learn how to wrap different foods for freezing. Thaw and cook a food you wrapped.

**H201** Prepare hors d'oeuvres or appetizers. Serve them to your family or friends.

**H202** Make homemade jelly, jam or preserves, or can a vegetable, fruit, pickles or relish. Do this with the help of an adult.

**H203** Make two kinds of bread or two desserts such as brownies, cookies, cupcakes or a cake. Make one from a mix and one from scratch.

**H204** Make homemade ice cream. Do this at least twice. Experiment with different ingredients to make different flavors.

**H205** Make two pies. Make one that you bake and one that you chill in the refrigerator.

**H206** Make two kinds of homemade candy.

**H207** Use a microwave oven to cook three different kinds of foods.

**H208** Experiment with different kinds of sandwich fillings. Share two that you like with someone else.

**H209** Make up your own recipe. Try it out. Decide how successful your experiment was.

**H210** Make your own lunch to take to school or day camp. Include foods in the basic four food groups. Use foods that will not spoil. Do this for one week.

**H211** Plan and prepare two meals using leftovers.

**H212** Make your own breakfast. Include foods that are in the basic four food groups. Do this for one week, using at least three different menus.

**H213** Make a food to give to someone else as a gift.

**H214** Enter in a competition a food item you made.



**H215** Prepare a dish that meets the special dietary needs of a person. This might be low calorie, salt free or kosher.

**H216** Start a recipe collection. Add to it from various sources. Organize it in a way that you can easily find the recipes you need.

**H217** Visit a gourmet food shop. Purchase one item to sample at home.

**H218** Visit an ethnic food store. Have a store worker explain the different kinds of foods. Purchase one item to sample at home.

**H219** Prepare two foods from another country.

**H220** Visit a food processing plant such as a dairy, meat packing company, cannery, frozen food plant. Find out how foods are processed.

**H221** Make a grocery list. Follow it when you go to the store. Put the groceries away in their proper places when you get home. Do this several times.

**H222** Cook a meal with your Camp Fire friends that you plan, purchase, prepare and eat together.

### Party Time

**H223** Make your own invitations to a party you are giving. Include the theme of the party in the design of the invitations. Mail your invitations.

**H224** Make party decorations and favors that carry out a theme.

**H225** Lead two different games at a party.

**H226** Use two customs from another country at a party.

**H227** Decorate a cake in a way that carries out a party theme.

**H228** Make personalized place cards for everyone in your family at a special family dinner.



**H229** Arrange and decorate a table for a sit-down or buffet meal with a special theme.

**H230** Make a flower arrangement out of fresh or dried flowers. Use it on the table for a special meal.

**H231** Bring a snack you make yourself to a Camp Fire club meeting. Serve it in an attractive way.

**H232** Plan and cook a special meal such as a birthday dinner for a friend or member of your family. Be sure to include this person's favorite foods.

**H233** Give a surprise party for a friend or family member or a birthday party for a small child.

**H234** Write a thank-you note for a party you attended. Decorate it in an original way.

## Fix-Up Time

**H235** Make an item to decorate your room. You could make a pillow cover or a macrame hanging.

**H236** Rearrange your room. If you share your room with others, ask them to help you decide on changes. Plan ahead by making drawings. Have an adult help you move heavy furniture.

**H237** Visit a home show. Make a list of things you see that you would like to have in your home someday.

**H238** Interview an interior designer. Find out how this person decides on different designs and colors to use.

**H239** Visit a swap shop or second-hand store. Purchase one item you can use to decorate your room.

**H240** Set up a special area in your room to display a collection of hobby projects.

**H241** Visit a fabric store. Pick out different fabrics you like that could be made into curtains for your room. Compare prices and quality of the material. (You do not have to purchase the material to earn this bead.)

**H242** Visit a paint store. Look at different colored paint chips. Choose color schemes you think would look good in your room. (You do not have to make a purchase to earn this bead.)

**H243** Frame and hang a picture.

**H244** Help an adult paint, refinish or upholster a piece of furniture.

**H245** Help an adult paint or paper the walls of a room.

**H246** Help an adult with a home repair task. You could help fix a leaky faucet, rewire a lamp.

**H247** Help an adult repair a piece of furniture or a small appliance.

**H248** Learn how to safely operate a power tool. Do this with an adult.

**H249** Show how to use properly five of these hand tools: hammer, screwdriver, wrench, rubber mallet, hand saw, pliers, vice, brace and bit, drill. Tell when you would use each one.

**H250** Visit a lumberyard or a hardware store. Choose and purchase an item to help you to complete a home repair or decorating task.

## Look At Me

**H251** Draw a chart showing all the immunizations a person your age should have. Get this information from your parents and your doctor or health clinic staff. Check off the immunizations you have had. Make sure you get the ones you need.

**H252** Collect pictures of different hairstyles you like. Cut them out of magazines, draw them or take photos with a camera. Include styles for boys and girls.

**H253** Draw a picture of a hair style and an outfit that you think will be worn 50 years from now.

**H254** Visit at least two of these places: a department store, a designer's section of a store, a used clothing store, a rummage sale where clothes are sold. Compare prices and kinds of merchandise.

**H255** Plan a wardrobe by cutting out pictures from magazines, catalogs and newspapers. Estimate the cost for your wardrobe.

**H256** Find out which colors look best on you. Hold fabric scraps and clothing items you already have up next to your skin, hair and eyes to help you decide. Ask others what they think are your best colors. Keep your colors in mind when you choose clothing or fabric.

**H257** Visit a hair stylist. Talk to that person about hair care.

**H258** Help an adult in your family shop for health and beauty aids. Compare prices and ask why certain items are bought.

**H259** Find natural substitutes for some of the cosmetics, health and beauty aids your family uses. Talk to older people or your parents, or look in magazines. Try some of the substitutes but be alert for allergies.

**H260** Brush and floss your teeth correctly. Do this regularly without being told for a period of time agreed upon by you and your family.

**H261** Show different ways to protect your skin in different kinds of weather. Tell

why it is important to avoid overexposure to sun and wind.

**H262** Learn how to take care of your face to help you have a better complexion. Follow a schedule for face care for a period of time agreed upon by you and your family.

## Green Thumb

**H263** Repot three plants.

**H264** Find out the water and light requirements for different house plants. Make a chart which shows what kind of care they need.

**H265** Follow a schedule for watering and fertilizing your family's house plants. Do this for a period of time agreed upon by you and your family.

**H266** Grow plants or flowers in a window box or decorative porch container. Or, grow an herb garden in a window sill.

**H267** Grow plants from kitchen cuttings and seeds. Use fruits and vegetables such as carrots, beets, yams, radishes, pineapples or avocados.

**H268** Visit a greenhouse, a plant shop, a garden show or an exhibit. Talk to experts about growing plants.

**H269** Work regularly in a family garden. Take complete responsibility for some part of the garden. Agree with your family on what you will do and for how long.



**H270** Take responsibility for one yard task for a period of time agreed upon by you and your family. Mow the lawn, rake leaves or water the lawn.

**H271** Visit an orchard, a vineyard or a truck garden. Talk to the person in charge about growing things for sale.

**H272** Find out the differences between annuals and perennials. Grow at least one plant of each.

**H273** Harvest seeds from grasses, plants and wildflowers. Plant them in an appropriate place.

**H274** Plant a tree or bush. Care for it for one season.

**H275** Learn how to prune trees or trim bushes.

**H276** Give plants an early start in the spring. Grow plants in a cold frame or hot box. Set them out in the garden when the time is right.

**H277** Help prepare a garden area for the winter. Mulch flower beds. Trim back dead stalks.



**H278** Make a terrarium. If necessary, visit a garden store to purchase supplies you need.

**H279** Draw a plan for a small garden. Use books to help you with your designs. Or, ask a person who gardens a lot to help you.

**H280** Use rocks, fencing, or bricks to make an attractive border for a garden.

**H281** Care for and store garden tools properly. Do this regularly for a period of time agreed upon by you and your family.

**H282** Learn about different kinds of garden chemicals used to control weeds, insects and other pests.

**H283** Experiment with natural methods of pest control. Find out how planting certain kinds of flowers and plants together will help eliminate pest problems.

**H284** Start a compost pile or heap. Add to it regularly. Use it to fertilize your garden.

**H285** Enter a special plant you've grown in a garden show or exhibit.

**H286** Give a plant you have grown as a gift. Pot it in an attractive way. Include a note describing how to care for the plant.

**H287** Talk to a gardener or a landscape designer about his or her work.

**H288** Participate in a flower festival or some other event which celebrates growing things in your area.

### A Stitch in Time

**H289** Equip a sewing box with sewing supplies such as scissors, pins, needles, thread, thimble, pin cushion and tape measure. Store your supplies in the box when you are not using them.

**H290** Thread a needle and knot the thread. Use a thimble when doing hand sewing. Do this several times.

**H291** Learn how to correctly sew buttons, hooks and eyes, and snaps onto clothes.



**H292** Demonstrate the hand basting stitch, whip stitch and slip stitch. Explain when you should use each.

**H293** Adjust the hem of a skirt or pants using hand stitching.

**H294** Name and describe the different parts of a sewing machine to someone.

**H295** Demonstrate the following skills in operating a sewing machine: winding the bobbin, threading the machine, adjusting the length of stitch, starting and stopping, stitching in reverse.

**H296** Machine stitch on a straight line and a curve. Turn corners and show how to finish a line of stitching so it will not ravel.

**H297** Visit a fabric store and look through pattern books. Pick out a pattern for a clothing item you would like to make. Know your measurements so you can get the right size pattern.

**H298** Choose material for a sewing project. Talk to store personnel and read the pattern instructions to find out the best kind of material for the project you're doing. Make note of the price per yard, width, fiber content, care, shrinkage and fabric finishes.

**H299** Prepare fabric for sewing. Pre-shrink it following the care label instructions. Square your fabric if necessary.

**H300** Lay, pin and cut a garment from a pattern.

**H301** Baste a sewing project. Use pins, handstitching or machine basting.

**H302** Sew a piece of clothing. Use the sewing machine and hand sewing skills you have learned.

**H303** Sew an item which you give as a gift or sell in a bazaar.

**H304** Learn how to do one of the following jobs: fix a broken zipper, patch a hole or tear, or sew together a split seam.

**H305** Make a trapunto picture or pillow top.

**H306** Embroider or applique a decorative design on a piece of clothing.

**H307** Make a needlework project from a kit. This might be stitchery, needlepoint, cross stitch.

**H308** Piece together scraps of materials in a pleasing design to make a quilt block, patchwork pillow or doll blanket.

**H309** Knit or crochet a small item such as a pot holder.

**H310** Create your own activity to make your home a happier place.

---



---



---

**H311** Create your own activity to make your home a happier place.

---



---



---

**H312** Create your own activity to make your home a happier place.

---



---



---

# BUSINESS ACTION CRAFTS ON THE TRAIL TO KNOWING ME, MY FAMILY AND MY COMMUNITY



Order Number: B-07501

Symbolism: Harvest, work done happily

Earn a yellow bead for each Business Action Craft you do. When you finish an Action Craft, have an adult date and initial your book. Use the line in front of each Action Craft for this.



## Money Matters

**B101** Open a savings account. Know the rate of interest your account earns. Figure out how much interest you will earn in a year with the amount of money you have in the account right now.

**B102** Make a plan for saving a set amount of money weekly or monthly to deposit in a savings account. Follow your plan for a period of time agreed upon by you and an adult.

**B103** Find out what kinds of financial services are available at a full service bank. You might ask to tour the bank used by your family or Camp Fire club.

**B104** Make a plan to save a set amount of money over a period of time to purchase something costing over \$10. Follow your plan and make your purchase.

**B105** Ask adults in your family to show you the system they use to keep track of family income and expenditures.

**B106** Make up a personal budget. Show your sources of income and your regular expenses. If you think you need more money, negotiate with your family ways you could earn this money. (You don't have to get a raise to earn this bead.)

**B107** Find out from adults in your family which credit cards are used to make family purchases. Ask an adult to explain to you what the finance charges are for using various credit cards.

**B108** Borrow money from a family member. Write out an agreement with that person on how you will pay it back. You may make a single payment or pay a little at a time. Pay interest (money paid to the lender for the privilege of borrowing) on what you borrowed.

**B109** Make something and price it to sell at a crafts fair, bazaar or school bake sale. Include in your price the cost of your supplies and the time it took you to make it.

**B110** Work as a salesperson at a booth for a school, religious group or neighborhood event. Take money, make change and offer courteous service.

**B111** Participate in a fund raiser for your school or place of worship. Do your share to meet a fund raising goal.

**B112** Make a plan to give some of your income to your church or synagogue. Follow your plan for at least one month.

**B113** Put your money into travelers' checks for a trip you go on. Know how to cash a travelers' check. Explain what you should do if you lose the checks.

**B114** Ask a business person or lawyer to explain to you what a contract is. Find out how contracts are used.

**B115** Draw up a contract with your family to describe what services you will provide at home in return for what payment.

**B116** Learn how to read the stock market reports in the newspaper. Follow the stock report of one company for a month.

**B117** Visit a stock exchange. Learn how it operates.

**B118** Figure out the cost of owning a pet. Find out the cost for pet food, health care, vaccinations and licensing. Contribute to the cost of having a family pet.

**B119** Find out what kinds of insurance your family has.

**B120** Go along with your family when a major purchase is made. Find out why the choice is made to buy a particular brand.

**B121** Talk to a person who is in the process of buying or selling a home. Find out what financial arrangements must be made to buy or sell a home.

**B122** Talk to an older adult about the cost of living in the past. Compare the past and present cost of items you use frequently. Talk about why costs have gone up.

## Smart Shopper

**B123** Compare the price of two different brands of the same product. Check quantity, ingredients and claims made about each product. Tell why you would decide to buy one brand and not the other.

**B124** Request information from three different stores about an item you are interested in buying. Make a chart before you start to record your information. Decide which store you would probably purchase from.

**B125** Find out about the tax in your community. Compute the sales tax for three items of different prices.

**B126** Make a reservation for your family or a group of friends at a restaurant. After the meal, figure the tip and pay the bill.

**B127** Write a business letter to request information about a product or a service. Use correct style and state your request clearly.

**B128** Write a business letter stating your dissatisfaction with a product or a service. Use correct business style and state what happened clearly.

**B129** Buy a product which includes a manufacturer's rebate coupon. Send in the coupon for your rebate, following the instructions for what to include to get the refund.

**B130** Buy an item from a mail order catalog. Fill out the order form with the correct information. Check your order when it arrives.

**B131** Fill out and send in the warranty or purchase registration card for an item you or your family purchases. Write down all of the requested information and keep a copy of the warranty and purchase receipt.

**B132** Swap your services for something you want. Make a deal with a family member, neighbor or friend to do a certain amount of work in return for an item or a privilege. Write up your agreement and have both parties sign it. Follow through on your agreed work.

**B133** Clip coupons from magazines and newspapers. Organize them in a file so you can find what you need. Use coupons on several different shopping trips.

**B134** Compare prices for ten products at a full service grocery store and a warehouse store—a store that sells items in their warehouse boxes. Decide which would be more economical for your family to shop at. Consider the different kinds of services each offers.

**B135** Compare prices between convenience stores and full line grocery stores. Look at the prices for ten food items your family uses frequently. Decide which is the best place to buy certain foods. Share this information with your family.

**B136** Visit a food cooperative. Find out how it operates. Compare prices with the grocery store your family regularly uses.

**B137** Compare prices for different brands of the same food at the same grocery store. Help select foods for your family or a club outing which are most economical.

**B138** Find out how much money your family spends on food in one month. Help figure out ways your family can lower its food costs.

**B139** Find out how much money your family spends on utilities—gas, electricity, water—in one month. Meet with family members to figure out ways that your family can lower utility costs.

**B140** Watch television at different times of the day for one week. Record what kind of products are advertised at different times such as prime time evening hours, Saturday mornings and weekday afternoons. Decide who you think the advertisers are trying to get to buy their products.



**B141** Write and illustrate your own ad for a product you use. Include the information you would like to know about a product before you buy it.

**B142** Review your purchases over the past month. Describe which purchases were good choices and which were less than satisfactory. Discuss with your club how you can make better choices as a consumer.

**B143** Imagine that you have \$500 to spend. Go to a store and choose the items you would buy. Add up the prices of all your purchases, add taxes and see how close you can come to exactly \$500.

### **Camp Fire Business**

**B144** Serve as the treasurer for your Camp Fire club for a minimum of one month.

**B145** Be in charge of refreshments for four meetings of your Camp Fire club.

**B146** Participate in the product sale for your Camp Fire council. Keep accurate records of the products you take and the money you receive for selling them.

**B147** Sell tickets to a Camp Fire event. Keep accurate records of the tickets you take and the money you receive for selling them.

**B148** Help make up a budget for a Camp Fire club outing. Show the expenses you expect and how you will get the money you need. After the outing compare your actual expenses and income with the amounts budgeted.

**B149** Keep a record of your own expenses on a club trip. Stay within the amount that you have budgeted to spend.

**B150** Visit your Camp Fire store or a retail outlet that sells Camp Fire products. Ask the sales person to explain to you how the store operates.

**B151** Talk to a member of your council's finance committee. Ask for an explanation of this committee's job.

**B152** Work as a salesperson at a council event. Take money, make change, keep accurate records and give courteous service.

## Computers and Me

**B162** Read a book about the development of computers. Tell your Camp Fire club how big the first computers were and how computers have changed over the years.

**B163** Observe how information is given to a computer. Watch a computer operator give instructions to a computer through a computer terminal. Or, watch a computer operator code information on cards and enter the information into a computer via a card reader. Have a computer operator explain how either of these processes work.

**B164** Ask the manager at a grocery or department store to explain to you how computerized check-out systems work.

**B165** Find out how computers are used in a business in your community. You might find out how computers are used at a bank or at a check-in counter at airports. Ask the operator to explain how the computer is used.

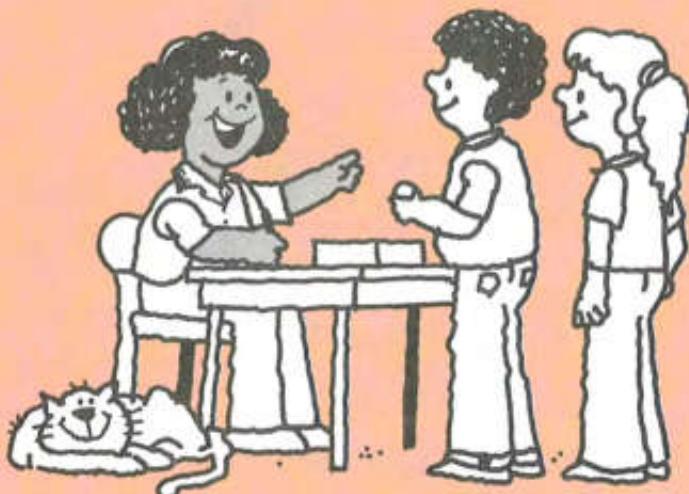
**B166** Collect brochures describing various kinds of personal computer hardware. Compare prices and capabilities of two personal computer systems.

**B167** List as many items as you can in your home that use microprocessors. Microprocessors are computer chips which can perform various functions. (Most electronic games are controlled by microprocessors.)

**B168** Talk to a person who has a computer-related occupation. This might be a systems analyst, a computer programmer, a key punch operator, or a person who sells computer hardware or software. Find out what kind of education or training people in such a job must have. Find out what they do on their jobs.

**B169** Learn the system for encoding information on a computer punch card. Using a sharp object to punch holes, encode your own message on a blank punch card. Ask someone to decode it.

**B170** Learn something from a computer. Participate in a computer-assisted instruction at school, camp or special class.



**B153** Participate in a club fundraiser other than the council product sale. Use the money for a special purchase or a trip for your club.

**B154** Serve on the purchasing committee for a club event. Make a shopping list of the supplies needed for the event. Know how much you have to spend. Keep receipts of all your purchases. Make a financial report to your club.

**B155** Learn how to run a formal business meeting. Be in charge of at least four club meetings.

**B156** Demonstrate at a Camp Fire club meeting the proper way to introduce a guest, such as a speaker, to your club.

**B157** Write a letter to a business asking if your club may visit or take a tour. Write a thank-you note after the tour.

**B158** Make a calling chart for your Camp Fire club to notify members of important information quickly. Update your chart as needed.

**B159** Learn how to take minutes of a meeting. Do this for at least four club meetings.

**B160** Learn how to lead a discussion among your club members making a plan for a project. Lead at least four discussions.

**B161** Be in charge of a committee to do something at a club meeting. Head up the work of at least two committees.

**B171** Write a story or draw a picture describing how computers might be used in daily life in the future. Share with your club or class at school.

**B172** Survey people of different ages to find out their attitudes about computers. Ask people in your survey how they have used computers, if they are comfortable with computers, how computers have made their lives easier or harder. Summarize what you discovered in your survey for your Camp Fire club.

**B173** Learn the flow chart symbols used by computer programmers to plan their programs. Draw a flow chart for doing a common activity in your life, such as doing a math assignment.

**B174** Take a course on how to operate a computer.

**B175** Write a computer program with at least ten commands. Run your program.

**B176** Visit a computer store. Ask the manager to describe what kinds of computers and services the store offers.

**B177** Find out what computer software is. Compare prices and capabilities for different kinds of computer software. If your family owns a personal computer, look at software for your computer. Or, compare prices of software for a personal computer you'd like to have.

**B178** Make a computer wish list. Collect pictures of computer hardware and software you would like to own if you had enough money to purchase anything you wanted. Explain why you made the choices you did.

**B179** Review different computer or video game magazines. Choose one you think is most interesting and read several issues of that magazine.

**B180** Make up your own computer game. Teach a friend how to play it.

**B181** Compare favorite video games with two of your friends. Do you like the same games? What qualities do you like in a game? Why? Design your "ideal" game which combines the best of all games. Share with your club.



### **Business In My Future**

**B182** Learn to operate a machine that would be used at a place of business such as a fax machine, calculator or computer. Demonstrate that you can use this machine with a fair amount of accuracy.

**B183** Visit a job placement agency. Find out how a job placement agency helps people find jobs.

**B184** Talk to a person in a business career you are interested in. Find out what kind of training or education is necessary to get a job in that field. Find out where in your area you can get that training or education.

**B185** Read the help wanted section of your local newspaper. Circle jobs you think you would be interested in having. Talk to a person who has a job similar to one you found advertised in the paper. Find out what this person's job is like.

**B186** Talk to a person who interviews job applicants. Find out what this person looks for in potential employees.

**B187** Ask an adult to explain to you what the different deductions on a paycheck are.

**B188** Write a story or draw a picture of yourself in a business job you might have in the future.

**B189** Talk to someone who has a business in the home. Find out why this person likes to work in this way.

**B190** Apply for and receive a Social Security number. Know your number by heart.

**B191** Find out what services are available for people who are unemployed. What kind of benefits do they get? How do they get help finding work?

**B192** Talk to a working parent and one who stays home to care for children. Ask them to tell you what they like and dislike about their lifestyles.

**B193** Tour a work place where you can see people working in a variety of jobs such as a hospital or factory. Talk to several people in different jobs about what their jobs are like.

**B194** Find out what the laws are in your state on young people working. At what age can young people work in your state? What kinds of jobs can young people hold? Which hours and how many hours can they work?

**B195** Read the "Situation Wanted" section of the classified ads in your local newspaper. Write your own "Situation Wanted" ad describing your interests and talents. Limit yourself to 40-50 words.

**B196** Spend a day on the job with a parent or other adult. Observe the kinds of work that are part of this person's job.

**B197** Talk to a person who belongs to a union. Get this person's opinion on the usefulness of unions. Talk to someone else who does not belong to a union and get that person's opinion, too.

**B198** Go to a mall or other place where you can visit several businesses. Find out how many businesses are owned or managed by women and by men. How many salespersons are men and how many are women? Find out which jobs have to be done by men or women and why.

## Business In My Community

**B199** Find the addresses or telephone numbers of up to three consumer representatives in your community. Often newspapers, radio or television stations provide this service.

**B200** Find out what a not-for-profit agency is. List several not-for-profit agencies in your community. Find out where these agencies, such as Camp Fire, get their money.

**B201** Take a behind-the-scenes tour of a place of business you visit frequently. You might tour a grocery store, department store or restaurant. Find out what kind of work goes into the daily operation of this business.

**B202** Choose a product you and your family often use and trace it back to its original source. Where was the product purchased? Where did that store get it? Where was it manufactured?

**B203** Find out where you would go in your community to get five different things repaired. For example, you might find places that repair televisions, shoes, bicycles, kitchen appliances, the family car, furniture or torn clothing.

**B204** Talk to three store managers or employees about shoplifting. What is done to prevent shoplifting? What is done when a shoplifter is found?

**B205** Visit an advertising agency. Find out what kind of work goes into planning an advertising campaign.

**B206** Learn about the services offered by the Better Business Bureau in your community.

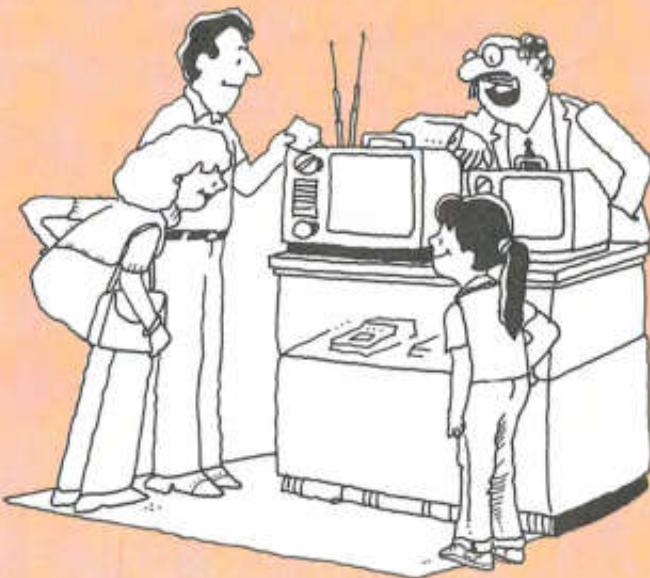
**B207** Talk to a notary public and find out what kinds of documents must be notarized.

**B208** Visit a business in the field of communications such as newspaper, magazine or book publisher or a radio or television station. Find out about the different kinds of jobs people in the communications field do.

**Mother:** Now, Junior, eat your spinach. It's good for growing children.

**Junior:** Who wants to grow children?





**B209** Find out what kinds of manufactured products your area is well known for. Watch one of these products being manufactured.

**B210** Talk to a store clerk about customers who get angry. What does the clerk say and do? Write out or tape a conversation between a clerk and an angry customer.

**B211** Visit a retail business. Talk to the owner or manager to find out how merchandise is ordered.

**B212** Find out the different rates charged by the U.S. Postal Service to mail packages. Send two different packages at two different rates.

**B213** Learn the requirements, restrictions and costs for sending a letter and a package to a foreign country.

**B214** Write for free government pamphlets on businesses and other topics that interest you.

**B215** Find out what kinds of insurance a business must carry.

**B216** Show a new person in your neighborhood where to find useful stores and services such as supermarkets, drugstores, banks and repair shops.

**B217** Find out where a person would call or visit to get gas and electrical service hooked up, water turned on and telephone connected. Provide this information to a new family in town.

**B218** Demonstrate how to use a telephone directory to find the following: long distance rates; directory assistance; phone numbers for city, county, state and federal offices; personal phone numbers; and business phone numbers.

**B219** Use the yellow pages of the telephone directory to find three businesses offering a product or service you are interested in purchasing. Call the three businesses and ask the price of the item or service.

**B220** Visit a business in your community. Talk to its owner about how this business started.

**B221** Ask a business or a professional person how he or she keeps informed on new developments in that field of work.

**B222** Visit your chamber of commerce and learn what it does. Write to the chamber of commerce in another city and ask for information about that city.

**B223** Talk to the manager of a large store or shopping area. Ask what is done to make it a safe place for shoppers. What would be done in case of a fire or other emergency?

**B224** Create your own business activity.

---

---

---

**B225** Create your own business activity.

---

---

---

**B226** Create your own business activity.

---

---

---

# TRY-ADS ON THE TRAIL TO KNOWING ME, MY FAMILY AND MY COMMUNITY



## FOR 4th AND 5th GRADERS



Order Number: B-073, small, large

Symbolism: Perseverance, progression

Make news out of club events. Start your own business. Whip up a fancy meal for friends. Take a party to some special people. Or, design your own Try-Ad. You'll get to know more about yourself and your community doing Try-Ads on this trail.

You do a Try-Ad by completing each step in order. You do Try-Ads with your club, camp unit or family. Everyone helps with the planning. Everyone takes part in each step. Try-Ads are great group fun!

You earn a small purple bead for each step you complete. When you complete all the steps of the Try-Ad, you also earn one large purple bead.



### In the News

#### FIND OUT:

Find out how local news is collected and communicated to the public by visiting a local radio or television station or newspaper or magazine office. Learn where the ideas for news stories come from, how they are prepared and how a news show, newspaper or magazine is produced.

Date completed \_\_\_\_\_

#### CHOOSE:

Choose a method you'd like to use to communicate club news. You might put together a newsletter or magazine, put a "radio" news show on tape or present a live or videotaped "television" news show. Consider the talents of various club members and the kind of equipment you have available.

Date completed \_\_\_\_\_

#### PLAN:

Decide what news items will be included in your newsletter, magazine or broadcast. Learn necessary skills, such as interviewing people, operating a tape machine, writing news stories or scripts, and laying out pages. Divide up tasks to be completed among club members.

Date completed \_\_\_\_\_

#### DO:

Write the articles for your newsletter or magazine and print it. Or, write a script and tape your radio or television broadcast.

Date completed \_\_\_\_\_

#### SHARE:

Distribute your newsletter or magazine to friends and family. Talk about what you did to put together your newsletter, magazine or show. Ask for opinions from others about your product.

Date completed \_\_\_\_\_

For this Try-Ad, I earned \_\_\_\_\_ small beads and \_\_\_\_\_ large bead.

Signature of adult who helped me:



**Club Cookery****FIND OUT:**

Visit a restaurant or cafeteria to see food preparation and service in action. Observe people who prepare and serve food to find out what their jobs involve. Talk to the food service manager to learn about the business side of operating a restaurant or cafeteria.

Date completed \_\_\_\_\_

**CHOOSE:**

Choose a special occasion which your club can celebrate by having a meal for special friends and family members. The occasion might be a holiday, a Camp Fire birthday party or the celebration of the end of a project, such as a Many Cultures project. Make the special occasion the theme for your meal.

Date completed \_\_\_\_\_

**PLAN:**

Plan ways to carry out your theme. Make up the menu and shop for ingredients. Set a date for your meal and send invitations. Make decorations. Practice cooking skills. Plan your table settings. Divide up serving jobs among club members.

Date completed \_\_\_\_\_

**DO:**

Cook your meal and serve it to your guests. Make everyone feel welcome.

Date completed \_\_\_\_\_

**SHARE:**

Put together a booklet containing recipes for the items you served at your meal. Include your own "helpful" hints about preparing these foods, based on your own experiences. Give the booklets to people who were your guests at your meal. Make sure that all club members have a recipe book, too.

Date completed \_\_\_\_\_

For this Try-Ad, I earned \_\_\_\_\_ small beads  
and \_\_\_\_\_ large bead.

Signature of adult who helped me:  
\_\_\_\_\_  
\_\_\_\_\_

**Break into Business****FIND OUT:**

Visit a small business to observe how it operates. Ask the person in charge to explain what is involved in running a small business. You might learn about inventories, sales, personnel, profit and losses, insurance, taxes and advertising.

Date completed \_\_\_\_\_

**CHOOSE:**

Choose a business that your club can operate. You might operate a refreshment stand, make craft items to sell or offer personal services such as housecleaning or yardwork for a price. Check with your council office on policies regarding fund raising.

Date completed \_\_\_\_\_

**PLAN:**

Plan your business operation. Decide how you are going to advertise to others what you have to sell. Purchase supplies you need, if any, and set your prices to cover the cost of supplies. Make your product or practice the skills you must have to provide a service.

Date completed \_\_\_\_\_

**DO:**

Operate your business. Keep track of the money you make. Give friendly, courteous service to your customers. Make sure everyone in the club has opportunities to work at different jobs.

Date completed \_\_\_\_\_

**SHARE:**

Balance your accounts. Did you make money or lose some? Hold a going-out-of-business party. Invite the people who helped you with your business venture.

Date completed \_\_\_\_\_

For this Try-Ad, I earned \_\_\_\_\_ small beads  
and \_\_\_\_\_ large bead.

Signature of adult who helped me:  
\_\_\_\_\_  
\_\_\_\_\_



**Party in a Package****FIND OUT:**

Visit a hospital, convalescent center or institution where people are receiving long-term care. Talk to the people who work there about the needs of the patients they care for. If possible, talk to some of the patients to find out what their interests are and what things they like to do.

Date completed \_\_\_\_\_

**CHOOSE:**

Choose who you would like to receive your party. You might want to give a birthday party to an older adult in a nursing home who no longer has any family to celebrate his or her birthday. You might decide to plan a party for children who must stay in the hospital over a holiday.

Date completed \_\_\_\_\_

**PLAN:**

Plan your party package. Contact the people in charge of the institution you select. Choose a theme and plan decorations, party favors, food and games around your theme. Take into consideration physical restrictions and special diets of the people you are planning for. Set up a time to deliver and give your packaged party. Have the people who work at the place you visit check the contents of your party package.

Date completed \_\_\_\_\_

**DO:**

Take your packaged party to the person(s) you chose. Set up and enjoy the fun with the special guests of your party. If possible, take pictures of the activities that are a part of the party. Be sure to clean up, too.

Date completed \_\_\_\_\_

**SHARE:**

Send letters to the people who were a part of your party. Tell how much you enjoyed sharing a party with them. Include photos you took at the party if you have them.

Date completed \_\_\_\_\_

For this Try-Ad, I earned \_\_\_\_\_ small beads  
and \_\_\_\_\_ large beads.

Signature of adult who helped me:



**Junior:** When I grow up I want to have a million dollars, a big house, and no bathtubs.

**Mother:** Why no bathtubs?

**Junior:** Because I want to be filthy rich.



# NEW VENTURES ON THE TRAIL TO KNOWING ME, MY FAMILY AND MY COMMUNITY



## SPECIAL FOR 5th GRADERS

Explore the meaning of friendship, family or faith in your life by completing one of the New Venture projects on this trail. You'll find out what others think and form your own opinions.

You can do some New Venture activities by yourself. Others can be done with your Camp Fire club, family members or friends. When you complete a New Venture, you earn this emblem. Its many colors symbolize your many hopes and dreams.



New Venture  
B-16400 Emblem



### New Venture in Friendship

Do five activities from A that help you think about the meaning of friendship. Do one activity from B to help you be a friend.

**A. Do five activities that help you think about the meaning of friendship. Check off the ones that you do.**

\_\_\_\_\_ 1. Make a collage about friendship. Use pictures and words cut out from magazines that say something to you about being a friend. Show your collage to family or friends and explain it.

\_\_\_\_\_ 2. Ask several adults to tell you what friendship means to them. Find out what they looked for in a friend when they were your age and what they look for now.

\_\_\_\_\_ 3. Make a list of the things you like to do, such as hobbies or special interests. Survey classmates and people in your neighborhood to find others who have your same interests.

\_\_\_\_\_ 4. Talk with club members about different ways to approach people you would like for friends. Act out some situations in which you are meeting new people who might become friends. Find out what people in your club look for in their friends.

\_\_\_\_\_ 5. Ask a librarian to help you select a book about friendships among people your age. Read the book and tell club members what you learned about friendship from it.

\_\_\_\_\_ 6. Find quotations from other people about the meaning of friendship. Choose several that have special meaning to you and share them with family members or club members.

\_\_\_\_\_ 7. Write a story about saying "no" to a friend who asks you to do something wrong. Your story can be based on an experience you had; or, you can make it up. Read your story to members of your club and ask them what they would do in the same situation.

\_\_\_\_\_ 8. Keep a journal for two weeks where you record your feelings about friends. Write down who you spend time with and what you do. Write down what you like and don't like about being with certain friends.

\_\_\_\_\_ 9. Create your own activity.

---



---



---

B. Do one activity that helps you be a friend.  
Check off the one that you do.

\_\_\_\_\_ 1. Make a new friend at school or in your neighborhood. Invite this person to do something with your family or Camp Fire club. Keep in touch with this new friend for at least one month.

\_\_\_\_\_ 2. Make a gift for a friend which says how special your friend is to you. Give it to your friend.

\_\_\_\_\_ 3. Bring together a group of people who share a hobby or interest of yours. Meet regularly to work together on your hobby or interest.

\_\_\_\_\_ 4. Create your own activity.

---



---

This is what I learned about friendship.

---



---

This is what I learned about myself.

---



---

Signature of adult who helped me:



### New Venture with My Family

Do five activities from A to explore feelings about being a family. Do one activity from B to share feelings with your family.

A. Do five activities that help you explore feelings about being a family. Check off the ones that you do.

\_\_\_\_\_ 1. Make a collage about your family. Draw pictures or put photos of family members on a poster. Cut out words from magazines and newspapers that describe your family members; paste the words on your poster. Share your collage with a family member or friend and explain why your family is special to you.

\_\_\_\_\_ 2. Write the story of your life. Talk to family members to find out what they remember about you when you were very young. Include experiences you've had with your family. Share your story with someone.

\_\_\_\_\_ 3. Interview your parents or grandparents about their childhood years. Share one of the stories the parent or grandparent tells you with your Camp Fire club.

\_\_\_\_\_ 4. Write a story set in the future about being a parent yourself. Where will you live? How many children will you have? What will your family life be like? Share your story with a family member or a friend.

\_\_\_\_\_ 5. Survey friends to find out how they feel about their families. What do they like about the families they belong to? What are the biggest problems they have with their families? Compare the results of your survey with your own feelings about your family. What makes your family special?

\_\_\_\_\_ 6. Read a book about a family who face a problem together. Ask a librarian to help

you find a book on a topic that interests you. How do family members react to the problems they face? How does the problem get solved? Talk with a family member or your Camp Fire club about what happened in the book.

7. Role play some situations that cause conflict in your family. With club members, write down some situations that have happened in your families. Choose several and act them out, playing different roles. For example, you and your sister may get in arguments because she borrows your things without asking. Play yourself and then play your sister in this situation. Discuss with your Camp Fire club members how problems can have two sides.

8. Visit a social service agency to find out what services are available in your community for families with problems. Where can family members turn for counseling, financial aid, protection from abuse? Discuss what you learned with members of your family or with your Camp Fire club.

9. Create your own activity.

---

---

---

**B. Do one activity to share your feelings with your family and discover why your family is special. Check off the one you do.**

1. Arrange with family members to set aside a special time each week (or on a regular basis) to do something together. This might be a meal time, a game night or an outing together to go to a place everyone likes to go or do something everyone likes to do.

2. Have a family picture night. With the whole family, look at family photos or slides or watch home movies. Talk about experiences the family has shared together.

3. Write a letter to a family member who is very important to you. Tell this person how you feel about him or her. Give your letter to this person and ask for a reply.

4. Create your own activity.

---

---

---

This is what I learned about my family.

---

---

---

This is what I learned about myself.

---

---

---

Signature of adult who helped me:



### **New Venture in Faith**

Do five activities from A which help you explore people's feelings about faith. Do one activity from B that is a demonstration of your faith.

**A. Do five activities which help you explore people's feelings about faith. Check off the ones that you do.**

1. Ask several adults to share with you their feelings about their faith. Find out the importance of their faith in their lives over the years.

2. Read a book about a person whose faith helped overcome a great obstacle in his or her life. Ask a librarian to help you find a book on this topic. Discuss this person's views on faith with a family member or Camp Fire club members.

3. Visit a museum or art gallery and look at the religious artwork of artists of different faiths. Choose a favorite work of art and describe what message about faith you think that artist is showing. Describe what the work of art means to you.

4. Find quotations from other people about the meaning of faith. Choose several that have special meaning to you and share them with family members or members of your Camp Fire club.

5. Listen to religious music. Find a song that expresses some of the feeling about faith that you have. Share your song with family members or other friends and describe what the words mean to you.

6. Cut out pictures and words from magazines and newspapers that describe your feelings about faith. Put them together in a collage. Show your collage to your Camp Fire club and explain what it means.

7. Interview a member of the clergy of your faith to find out his or her thoughts on faith. Ask this person to tell you why he or she chose this way of life.

8. Draw or paint a picture of a favorite outdoor place of yours that helps you find meaning in your faith. Share your picture with a friend.

9. Create your own activity.

---



---



---

**B. Do one activity which helps you demonstrate your faith. Check off the one that you do.**

1. Keep a journal for a period of time. Record in it how your faith helps you in your daily life. Record also how you observe other people living their faith.

2. Plan and participate in a devotional service at camp, with your family or with your Camp Fire club. Talk about your feelings about faith as a part of this service.

3. Participate in a way that is new to you at your place of worship. You might attend services regularly, take religious instruction, get involved in service projects or take an active role assisting at services.

4. Create your own activity.

---



---



---

This is what I learned about faith.

---



---



---



---



---

This is what I learned about myself.

---



---



---



---



---

Signature of adult who helped me:



# CHALLENGE YOURSELF WITH A LINK-UP PROJECT YOU CREATE JUST FOR YOU!

Are you taking a course in something of special interest to you? Do you have a hobby that you devote many hours to? Then this New Challenges Link-Up is for you.

With the New Challenges Link-Up you can link up your special interests in areas that do not fit under the other Link-Up topics: Performing Arts, Creative Arts and Sports. Religious instruction, a computer course, a science fair project or leadership training might be possible Link-Up topics.

Here's how to plan and do a New Challenges Link-Up:

1. First decide on what topic area you want to work on. Talk to your leader. Together you can decide if the interest you have can become a Link-Up project. To do this your interest should be something in which you can:
  - set goals and improve skills
  - practice, take lessons or compete
  - have the opportunity to work with instructors or other experts.
2. Make a plan for your project. Think how much time you spend on this interest. Plan to spend about 50 hours to complete this project. This includes the time you spend taking lessons, practicing, using skills or competing.
3. With the help of an adult, set a goal for yourself. Your instructor or an expert consultant may help you with this. What new skills do you want to learn? How much more do you want to know? Your goal will depend on your interest and your skills right now.
4. Decide how you will keep a record of what you do and learn. Your record may be a daily log of time spent in your interest or pictures taken of you doing activities related to your hobby.
5. Now carry out your plan. Learn, practice, compete and challenge yourself! Talk about your progress with your instructor or consultants. Record what you do and learn.
6. Share what you are doing with your Camp Fire club. You might demonstrate skills, show pictures or talk about your experiences.

Here is a project plan and record sheet for you to use. Your leader, instructor or expert consultant can help you complete and carry out your plan. You can do more than one New Challenges Link-Up if you wish. You can learn more in a different interest area or set higher goals in the same interest area.





## New Challenges Link-Up Project Plan and Record

I want to link up Camp Fire and \_\_\_\_\_.

I am starting this project on \_\_\_\_\_.

This is what I plan to do and for how long. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This is what I want to do to be better at my interest. This is my goal. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This is how I will keep a record of this project. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Here is a drawing, photograph or story of me doing my project.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This is how I shared my project with my Camp Fire friends.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I received my New Challenges Link-Up emblem on \_\_\_\_\_.

The mountain symbol reminds me of how I challenged myself to meet high goals.

Signature of adult who helped me:



New Challenges  
B-17300 Emblem

# NATIONAL PROJECTS ON THE TRAIL TO KNOWING ME, MY FAMILY AND MY COMMUNITY

You are a unique person and the national projects on this trail are ways to celebrate that uniqueness. You can earn a purple bead for each step you complete and an emblem for each project.

**Many Cultures Make Up Our World** is a seven-part project which explores the importance of culture in the lives of everyone. You'll share your family traditions, learn about cultures in your com-

## Many Cultures Make Up Our World



The Many Cultures project has seven parts. Each part helps you explore something new in the cultures of many different people. You can sample some new foods, play the games of many peoples, celebrate someone else's special holiday and much, much more!

You do three activities to complete each part of the Many Cultures project:

### Date completed

### I learned about:

### My favorite activity was

foods in "Culture and Cuisine"

\_\_\_\_\_

games in "Recreation 'Round the World"

\_\_\_\_\_

holidays in "Custom and Celebration"

\_\_\_\_\_

crafts in "Handmade by Humans"

\_\_\_\_\_

language in "Language in All Lands"

\_\_\_\_\_

music in "Music From Many People"

\_\_\_\_\_

clothing in "Wardrobes of the World"

\_\_\_\_\_

The Many Cultures emblem symbolizes the many people who are a part of the world.



Many Cultures  
B-14500 Emblem



munity and discover how people live in other parts of the world.

**Sales and Sense** is a project that you can do while taking part in the council product sale.

**Celebrate Camp Fire!** Each year you'll want to help celebrate the founding of Camp Fire with special birthday activities and events.

**A Gift of Peace** is a national project. Ask your leader for more information.

- One activity helps you learn about yourself.
- A second activity takes you to cultures in your community.
- The third activity explores the cultures of people in far away places.

You earn an emblem for each part you complete.

Your leader has the information and activities for completing any one of the seven parts of the Many Cultures project. You can record here which ones you complete.



## Celebrate Camp Fire!

You can do activities over again each year or choose new ones. You can record what you do each year for Camp Fire's birthday right here in this book.

**Do four of these activities during March, the Camp Fire birthday month. You can do this project each year you are in Camp Fire.**

1. Wear your official Camp Fire uniform every day during birthday week.
2. Attend Camp Fire Sabbath or Sunday services or attend a council-wide religious service. Wear your Camp Fire uniform. Read scripture, present flags or otherwise participate in the service if possible.
3. Make posters telling about Camp Fire and put them up in a store, school or church. Use the theme of the birthday if you can.
4. Contribute to the Edith M. Kempthorne Fund to help Camp Fire grow. You may give a penny, a nickel or a dime for each year of your own age. Send your contributions to:

Edith Kempthorne Fund  
Camp Fire Boys and Girls  
4601 Madison Avenue  
Kansas City, Missouri 64112

Edith Kempthorne helped hundreds of thousands of young people have the opportunity to be Camp Fire members. A worldwide traveler, Edith Kempthorne organized a Camp Fire club in Juneau, Alaska, in 1913. It was the first Camp Fire club in Alaska. She was known in Camp Fire as "Alaska." She worked for Camp Fire for 29 years.

All Edith M. Kempthorne contributions are used to extend the Camp Fire program to new people and to new communities. This is just what "Alaska" would like!

5. Make a display about Camp Fire for a store window, shopping mall or school. Show the things you do as a Camp Fire member.
6. Participate in an area or council-wide carnival, fair, camporee or other activity to tell the community about Camp Fire.

7. Share Camp Fire's birthday with all the members of your school class. Ask your teacher if you can bring refreshments. Tell your classmates about Camp Fire.
8. Have a birthday party, meeting or ceremonial. Make decorations and plan refreshments using the birthday theme. You may want to share your party with other Camp Fire clubs or with persons interested in joining Camp Fire.
9. Do a community service project. Show your love of Camp Fire by sharing a gift of love—spend time with a lonely person; make birthday boxes for hospitals to give patients; contribute time to a community improvement project.
10. Honor a person or persons who live the Camp Fire ideals, such as a person who leads an ecology project in your community or a person who has been a Camp Fire leader for many years. Give the person a birthday cake or citation.
11. Learn about Camp Fire's history in your council or nationally. Read parts of *Wo-He-Lo, the Camp Fire History*. Talk to people in your community who were Camp Fire members many years ago.
12. Recruit a new member for your club or help organize a new club.
13. Make and fly kites that say "I Love Camp Fire Boys and Girls" or other words from the birthday theme.
14. Create and perform a poem, play, public show, dance or song about Camp Fire.
15. Talk about what you might be doing on a future Camp Fire birthday. How about Camp Fire's 100th birthday in 2010? Will you still be involved with Camp Fire? If so, how? What might society be like in 2010?
16. Do an activity of your own choice. This may be something special being done in your council or community.

The year is \_\_\_\_\_. Camp Fire is \_\_\_\_\_ years old. Here's what I did to celebrate Camp Fire's birthday.

---

---

The year is \_\_\_\_\_. Camp Fire is \_\_\_\_\_ years old. Here's what I did to celebrate Camp Fire's birthday.

---

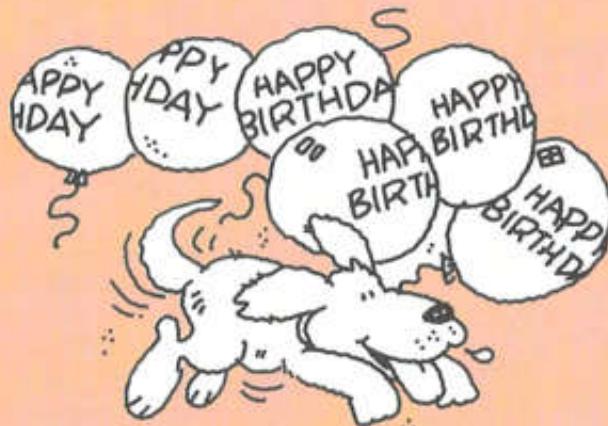
---

The year is \_\_\_\_\_. Camp Fire is \_\_\_\_\_ years old. Here's what I did to celebrate Camp Fire's birthday.

---

---

Each time you do the Camp Fire birthday project, you get a special "present" to keep, the Celebrate Camp Fire! emblem. The colorful emblem symbolizes your happy times found in Camp Fire and the joy of celebrating its birthday. A new emblem is designed each year. Please refer to the current official merchandise catalog.



## **Sales and Sense**

The Sales and Sense project teaches you to be an effective salesperson who follows safe sales practices. You can help your council in the product sales, learn about selling and earn awards for you or your club.

Do the six activities in this project before beginning the council product sale. You can do this project each year. The first four requirements are met by spending at least one meeting on sales techniques, safety and money management. Each time you complete the project you can receive the Sales and Sense emblem.

1. Learn safety rules for selling to the public.
2. Learn effective sales techniques.
3. Learn to handle money.
4. Establish individual and/or group sales goals and work to achieve those goals.
5. Meet the fair share sales goal set by the council.
6. Wear the official uniform while selling.

The Sales and Sense emblem symbolizes safety and money.



**Sales and Sense  
B-13100 Emblem**

# FOLLOW THIS TRAIL TO GROWTH IN YOUR PERSONAL FAITH

Explore the importance of your religion in your life by completing a religious emphasis project. These are special projects for Camp Fire members of your faith. Your leader can help you get information on the project for your faith.

If there is no national religious emphasis project for Camp Fire members of your faith, talk to your pastor or rabbi to help you create your own project to grow in your faith. You can also create your own recognition item which is meaningful to you. If you are a fifth grader, you may also want to do the New Venture in Faith on this trail.

You can use the space here to record your experiences while completing a religious emphasis project.



I earned the \_\_\_\_\_ for \_\_\_\_\_

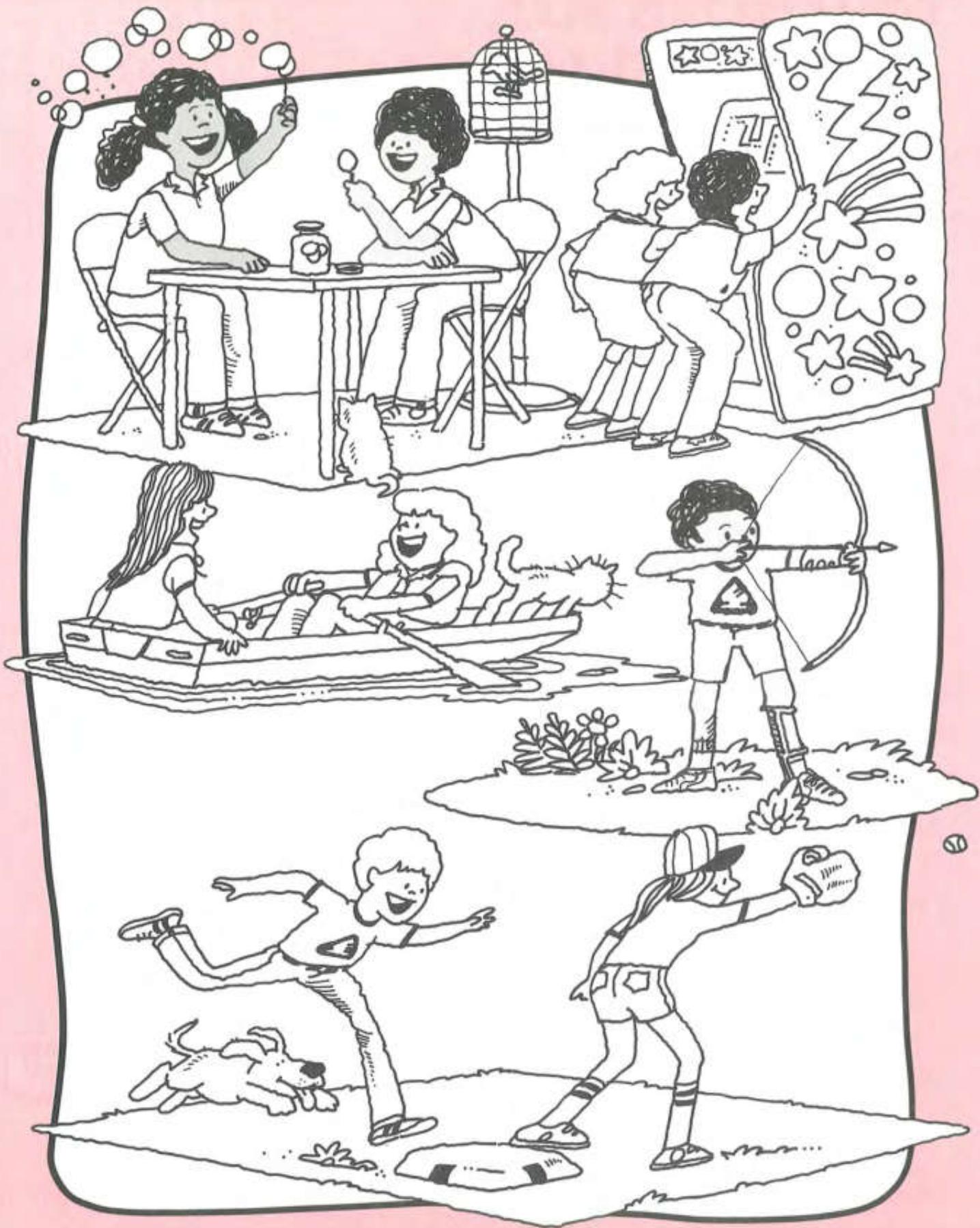
Camp Fire members of the \_\_\_\_\_ faith.

This project had special meaning to me because: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

I will always remember: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

I received my award on \_\_\_\_\_ from \_\_\_\_\_





# Chapter Seven

## TRAIL TO NEW KNOWLEDGE AND SKILLS

Every day you learn something new . . . a new fact, a new game, a new way to do something. You challenge your mind and your body. On the Trail to New Knowledge and Skills, you'll never run out of new things to learn and do.

Do you want to master a new game? Or improve a sports skill? Then Sports and Games Action Crafts are for you!

Do you like to find out how things work? Try out new ideas? Take a look at Science Action Crafts!

Are you ready to try a new adventure? Then you'll enjoy the Try-Ads on this trail. You can take a bike hike, learn about weather forecasting, follow an exercise routine or help recycle waste products. Try-Ads are for fourth and fifth graders.

Fifth graders will find several special projects for them on this trail. Take a New Venture into your future career or explore your feelings about success.

Are you already active in a particular sport? Then link up the athletic side of your life with Camp Fire and complete a Sports Link-Up project. Or, get into the swim of things by earning emblems in the swimming progression through Red Cross or YMCA swim classes.

Project Weather Ready (D-31000) is a national project to help you learn about weather conditions and steps to take when confronted with weather-related disasters.

You may already know how to do many of the activities on this trail. Sometimes you'll need help finding out how to do different activities. Ask an adult for help when you need it.

This Adventure trail offers plenty of challenges for your mind and your body. Don't miss out on all the fun!



# SPORTS AND GAMES ACTION CRAFTS ON THE TRAIL TO NEW KNOWLEDGE AND SKILLS



Order Number: B-07801

Symbolism: Good health and physical fitness

Earn a red bead for each Action Craft you do. When you finish an Action Craft, ask an adult to date and initial your book. Use the line in front of each Action Craft for this.



## Fun and Games

\_\_\_\_\_ SG101 Take part in at least two active group games that are new to you, such as run-sheep-run or prisoner's base.

\_\_\_\_\_ SG102 Play two games new to you which are played by children of other countries.

\_\_\_\_\_ SG103 Learn to play a game which could be played with a disabled person. Then teach the game to a disabled person.

\_\_\_\_\_ SG104 Be responsible for teaching or leading the games played at two club meetings.

\_\_\_\_\_ SG105 Take part in a game leadership workshop, game demonstration or exhibition.

\_\_\_\_\_ SG106 Create a jump rope routine. Put it to music.

\_\_\_\_\_ SG107 Learn three singing games. Teach them to younger children.

\_\_\_\_\_ SG108 Play two games using a ball. You might choose tetherball, kickball, dodge ball or four square.

\_\_\_\_\_ SG109 Read the rules and directions of a game you have never played before. Play the game until you fully understand it. Then teach it to another person.

\_\_\_\_\_ SG110 Make up your own game. Decide on the rules for the game and write them down. Teach your game to others. Play it together several times.

\_\_\_\_\_ SG111 Learn the rules and scoring for a card game. Play several games.

\_\_\_\_\_ SG112 Learn two kinds of solitaire. Teach them to another person.

\_\_\_\_\_ SG113 Learn the rules and scoring for a board game, such as chess, checkers, cribbage or backgammon. Play several games.

\_\_\_\_\_ SG114 Learn to play two new word games. Teach them to another person.

\_\_\_\_\_ SG115 Learn to play a video game. Set a goal to increase your score and improve your strategy. Teach someone else how to play.

\_\_\_\_\_ **SG116** Make a piece of equipment to use in a game. You might make bean bags or a game board.

\_\_\_\_\_ **SG117** Participate in a play day or field day at school or in Camp Fire.

\_\_\_\_\_ **SG118** Help plan a play day. Help out during the event itself.

\_\_\_\_\_ **SG119** Construct and fly a kite.

\_\_\_\_\_ **SG120** Build two models from kits.

\_\_\_\_\_ **SG121** Learn three Frisbee® trick catches or throws that are new to you.

\_\_\_\_\_ **SG122** Put together two jigsaw puzzles of 500 pieces or more.

\_\_\_\_\_ **SG123** Build a soapbox car, go-cart or a scooter. Make sure it has a simple steering device.

\_\_\_\_\_ **SG124** Play two games in the snow, such as fox and geese or statues.

\_\_\_\_\_ **SG125** Make a life-size snow or ice statue. Or, build a snow fort. Take a photograph or draw a picture of your creation so you'll remember it when the snow melts.

\_\_\_\_\_ **SG126** Sled, toboggan or snowshoe on three separate occasions. Wear appropriate clothing.

\_\_\_\_\_ **SG127** Create your own activity having fun with a game.

\_\_\_\_\_ **SG128** Create your own activity having fun with a game.

\_\_\_\_\_ **SG129** Create your own activity having fun with a game.

## Keeping Fit

\_\_\_\_\_ **SG130** Make up an exercise routine. Do your routine regularly for a period of time set by you and your leader.

\_\_\_\_\_ **SG131** Walk regularly for fitness. Do this for a distance agreed upon by you and your leader.

\_\_\_\_\_ **SG132** Practice regularly a sport of your choice for fitness. Do this for a period of time agreed upon by you and your leader.

\_\_\_\_\_ **SG133** Demonstrate a series of warm up and cool down exercises to use before and after vigorous activity. Use these exercises yourself regularly.

\_\_\_\_\_ **SG134** Explain the difference between aerobic and anaerobic exercise. Tell the advantages of both.

\_\_\_\_\_ **SG135** Ride a bike for fitness. Do this regularly for a distance agreed upon by you and your leader.

\_\_\_\_\_ **SG136** Tour a fitness facility.

\_\_\_\_\_ **SG137** Know the symptoms for some common sports injuries such as shin splints, pulled muscles, strains, sprains or stress fractures. Demonstrate how to care for one of these injuries.

\_\_\_\_\_ **SG138** Take an exercise or fitness class.

\_\_\_\_\_ **SG139** Create your own fitness activity.

\_\_\_\_\_ SG140 Create your own fitness activity.

\_\_\_\_\_ SG141 Create your own fitness activity.

## Water Fun

### Fishing

\_\_\_\_\_ SG142 Go fishing with a group led by an adult. Learn how to cast and reel in. Observe and practice all safety rules.

\_\_\_\_\_ SG143 Make a live bait container.

\_\_\_\_\_ SG144 Show how to tie on a hook, sinker and bobber.

\_\_\_\_\_ SG145 Make two types of artificial bait.

\_\_\_\_\_ SG146 Know how to decide what kind of bait to use. Bait a hook with three different kinds of bait.

\_\_\_\_\_ SG147 Explain the fishing laws which apply to you in your area.

\_\_\_\_\_ SG148 Find out what types of fish are found in your area. Collect pictures of the different types so you can tell which kind you catch.

\_\_\_\_\_ SG149 Learn how to take a fish off a hook and put it on a stringer.

### Swimming and Diving

\_\_\_\_\_ SG150 Explain important safety rules for swimming and diving.

\_\_\_\_\_ SG151 Put your face into water. Open your eyes enough to identify an object under water. Do this several times for several days. (This may be done in a basin of clear water.)

\_\_\_\_\_ SG152 Stoop down in waist deep water. Pick up several different small objects from the bottom.

\_\_\_\_\_ SG153 Do two different floats. Hold each for at least ten seconds.

\_\_\_\_\_ SG154 Put on a personal flotation device (PFD) correctly and jump into deep water. Stay afloat for five minutes.

\_\_\_\_\_ SG155 Jump off a dock, board or side of a pool feet first. Jump into water at least waist deep. Do this several times. Jump into water at least up to your armpits and swim to shallow water.

\_\_\_\_\_ SG156 Swim 25 feet using your legs only.

\_\_\_\_\_ SG157 Jump or dive into deep water and swim to shallow water.

\_\_\_\_\_ SG158 Swim, float or tread water or do a combination of these for ten minutes.

\_\_\_\_\_ SG159 Change body position from back to front and to back again. Do this while sculling for 50 feet.

\_\_\_\_\_ SG160 Swim one of the basic swimming strokes in good form. Do this for a distance of at least 50 feet.





**SG161** Keep yourself afloat for ten minutes while fully dressed (pants, shirt, sneakers). Then disrobe in the water.

**SG162** Do two different kinds of dives in good form.

**SG163** Demonstrate the rescue of a person without getting into the water yourself. Use some object between you and the victim such as a board, tire, inner tube or life jacket.

**SG164** Plan and have a swimming party. Before it begins, review safety rules with the club. There must be a qualified water safety instructor in charge of the swimming.

**SG165** Participate in a water event such as swim meet, carnival or pageant.

**SG166** Learn two water games. Teach them to someone else.

**SG167** Demonstrate the correct use of mask, snorkel and fins.

**SG168** Learn how to use scuba equipment from a qualified instructor.

**SG169** Learn three synchronized swimming stunts that are new to you.

**SG170** Put together a synchronized swimming routine to music. Participate in a synchronized swimming exhibition.

### Boating

**SG171** Explain important small craft safety rules.

**SG172** Know and use at least two knots and two splices commonly used in boating.

**SG173** Demonstrate the proper method for getting in and out of a rowboat, canoe or sailboat.

**SG174** Demonstrate your knowledge of the "rules of the road" for boating in your area.

**SG175** Name the parts of a rowboat, sailboat or canoe.

**SG176** Tell the meaning of five nautical terms such as port, starboard, etc.

**SG177** Send and receive several messages using signal flag code.

**SG178** Send and receive several messages using wigwag or flash code.

**SG179** Learn the international distress signals. Read or send an International Code message. Use either flashlight, flag or sound.

**SG180** Visit a lighthouse, Coast Guard or water patrol station. Learn how it operates.

**SG181** Assist a boating instructor with a class.

**SG182** Explain to someone else safety measures for using a sailboat, canoe or rowboat.

**SG183** Demonstrate your ability to row in a straight course, and make a gradual and sharp turn.

**SG184** Row a rowboat to a predetermined destination such as a dock. Return to your starting point.

**SG185** Demonstrate proper form in paddling a canoe. Be able to move forward in a straight line, reverse direction, turn left and right and maneuver alongside a dock.

**SG186** Demonstrate with a partner two basic canoe strokes.

**SG187** Tip a canoe in deep water. Right it and get aboard.

**SG188** Paddle a half mile with equal time spent in bow and stern positions. Do this with a partner.

**SG189** Repair a damaged canoe paddle. Demonstrate proper care for canoe paddles.

**SG190** Rig a small sailboat correctly.



\_\_\_\_\_ SG191 Demonstrate casting off, coming about, jibing and heading up on a sailboat.

\_\_\_\_\_ SG192 Demonstrate sailing up to and securing at a mooring.

\_\_\_\_\_ SG193 Sail a boat a half mile using correct techniques.

\_\_\_\_\_ SG194 Capsize and right a sailboat and proceed on your way.

\_\_\_\_\_ SG195 Learn to correctly care for a sailboat, sails and other equipment.

\_\_\_\_\_ SG196 Build and sail an authentic model boat.

\_\_\_\_\_ SG197 Explain safety practices for water-skiing. Demonstrate signals the water-skier and the driver of the boat can use to communicate.

\_\_\_\_\_ SG198 Water-ski several times with two skis. Show correct form in getting up on skis and skiing.

\_\_\_\_\_ SG199 Water-ski several times on a slalom ski.

\_\_\_\_\_ SG200 Learn two water-skiing tricks. Perform them several times.

\_\_\_\_\_ SG201 Create your own water fun activity.

---

---

\_\_\_\_\_ SG202 Create your own water fun activity.

---

---

\_\_\_\_\_ SG203 Create your own water fun activity.

---

---

## Sports For You

### Archery

\_\_\_\_\_ SG204 Explain safety rules and precautions for archery as they apply to your equipment, your audience and yourself.

\_\_\_\_\_ SG205 Know the parts of the bow and arrow. Explain the scoring values of different colored circles on the target.

\_\_\_\_\_ SG206 Demonstrate the proper method of drawing arrows from the target and scoring.

\_\_\_\_\_ SG207 Demonstrate how to find the point of aim. Tell why your aim changes as you move toward or away from the target.

\_\_\_\_\_ SG208 Earn any of the ratings recognized by the American Archery Association.

\_\_\_\_\_ SG209 Participate in an archery tournament.

### Baton Twirling

\_\_\_\_\_ SG210 Demonstrate the correct way to hold a baton. Learn three basic twirls such as a wrist twirl, figure eight or horizontal twirl.

\_\_\_\_\_ SG211 Make up a baton twirling routine. Perform your routine.

**SG212** Participate in a baton twirling event such as a competition or a performance. Or, march in a parade.

### Bicycling

**SG213** Demonstrate your ability to maintain your bike in proper working order. Show how to make minor adjustments and repairs such as raising seat and handle bars, changing a flat tire, patching an inner tube and mounting a chain.

**SG214** Demonstrate five important safety practices for bike riding.

**SG215** Participate in a bicycle safety project for your club, school or community.

**SG216** Explain important safety rules for bicycle racing. Wear proper protective gear while racing your bike.

**SG217** Set a goal to improve your time or performance in bike competition. Practice regularly to meet your goal.

### Bowling

**SG218** Demonstrate how to select and fit a bowling ball.

**SG219** Know how to score a game of bowling. Keep score for several games.

**SG220** Demonstrate how to approach the foul line and deliver the ball. Do this correctly several times.

**SG221** Set a goal to improve your score in bowling. Practice to meet this goal.

### Cheerleading

**SG222** Learn three cheerleading jumps or other stunts which are new to you. Practice these until you can perform them easily.

**SG223** Make up an original routine to the words of a favorite cheer. Practice your routine until you can perform it easily.

**SG224** Teach a cheerleading routine to some friends. Practice the routine together until all can perform it as a team.

### Golf

**SG225** Practice putting at a miniature golf course or putting green.

**SG226** Describe the different kinds of golf clubs. Demonstrate the use for each.

**SG227** Practice regularly at a driving range.

**SG228** Set a goal to improve your golf score. Practice regularly to meet your goal.

**SG229** Learn how to score a golf game. Keep score for several games.

**SG230** Caddy for several golf games.

### Gymnastics

**SG231** Demonstrate several stretching and limbering exercises to use before participating in gymnastics. Do these regularly.

**SG232** Learn the proper way to spot several gymnastic stunts. Be a spotter several times.

**SG233** Demonstrate your ability to perform correctly three tumbling skills, such as forward or backward rolls, handstand, cartwheel, or handspring.

**SG234** Learn to do two basic stunts on a piece of gymnastic equipment.

Sam had just completed his first day at school.

"What did you learn today?" asked his mother.

"Not enough," said Sammy. "I have to go back tomorrow."



\_\_\_\_\_ SG235 Make up a gymnastics routine. This might be a tumbling or floor exercise routine or a routine performed on a piece of equipment.

\_\_\_\_\_ SG236 Perform three stunts on a trampoline.

### Horsemanship

\_\_\_\_\_ SG237 Demonstrate how to approach, catch, lead and tie a horse.

\_\_\_\_\_ SG238 Show how to saddle and bridle a horse.

\_\_\_\_\_ SG239 Mount and ride a horse, using a walking gait, for about 100 yards and dismount.

\_\_\_\_\_ SG240 Ride at a trot, canter and gallop.

\_\_\_\_\_ SG241 Learn how to feed and water a horse.

\_\_\_\_\_ SG242 Demonstrate before a group the good grooming and handling of a horse.

\_\_\_\_\_ SG243 Find the height of a horse by hands.

\_\_\_\_\_ SG244 Learn what riders must know about riding on different kinds of terrain: hills, mountains, flat country. Where possible, ride your horse up an ascent of approximately 2,000 feet and down again. Or, demonstrate your ability to ride the terrain of your area.

\_\_\_\_\_ SG245 Learn to distinguish several breeds of horses. Make a display with pictures describing their appearance, traits, characteristics and special uses.

\_\_\_\_\_ SG246 Participate in an event in a horse show.

### Riflery

\_\_\_\_\_ SG247 Explain safety rules and precautions for shooting a rifle. Show how to safely load, unload and store a rifle.

\_\_\_\_\_ SG248 Learn and demonstrate two body positions for holding and shooting a rifle.

\_\_\_\_\_ SG249 Set a goal to improve your shooting score. Practice regularly to meet your goal.



Skating

\_\_\_\_\_ SG250 List important safety rules for roller or ice skating. Demonstrate the proper care and storage of skates.

\_\_\_\_\_ SG251 Demonstrate your ability to skate forward and backward and stop on ice skates or roller skates.

\_\_\_\_\_ SG252 Skate forward and backward in dance position with a partner.

\_\_\_\_\_ SG253 Perform two ice skating or roller skating stunts.

\_\_\_\_\_ SG254 Participate in a roller or ice skating show, competition or demonstration.

\_\_\_\_\_ SG255 Play two games on ice or roller skates.

\_\_\_\_\_ SG256 Put an ice or roller skate routine to music. Perform your routine.

\_\_\_\_\_ SG257 Show a younger child basic ice or roller skating skills.

\_\_\_\_\_ SG258 Help plan and carry out a winter party where everyone has an opportunity to roller or ice skate. Be sure everyone observes and practices the safety rules.

\_\_\_\_\_ SG259 Learn what protective equipment should be worn for roller skating or skateboarding outdoors. Wear this equipment when you roller skate or skateboard.

**SG260** Learn to go in a straight line and to turn on a skateboard. Practice until you can perform these skills easily.

**SG261** Learn two skateboard stunts that are new to you. Practice them until you can perform them with ease.

### Skiing

**SG262** Demonstrate how to maneuver on downhill skis. Show how to stop, traverse, step up a slope and turn around in place.

**SG263** Ski down a slope using correct techniques. Make several connected snowplow, wedge or parallel turns. Do this several times.

**SG264** Learn the meaning of trail markers telling the difficulty of different slopes. Learn how to read a trail map.

**SG265** Ski cross country using correct techniques for different kinds of terrain, including skiing on the flat, uphill and downhill.

**SG266** Demonstrate how to care for ski equipment. Tell how to fit ski equipment to your size and skill level.

**SG267** Wax your own cross country skis. Do this several times. Demonstrate your knowledge of what wax to use for different snow conditions.

**SG268** Act out what to do for an accident or emergency while skiing. Know about the proper clothing to wear for downhill or cross country skiing.

### Track and Field

**SG269** Set a goal to improve your performance in a track or field event. Record your times or distances. Practice regularly to meet your goal.

**SG270** Demonstrate the proper method to warm up and cool down before and after a track or field event.

**SG271** Participate in a track and field event. Compete in or help to run the competition.

**SG272** Compete in a run open to the public such as a 10 kilometer or fun run.

**SG273** Volunteer to help at a checkpoint for a race.

**SG274** Learn skills required in two different track events.

**SG275** Learn skills required for two different field events.

**SG276** Create your own activity in an individual sport.

---



---



---

**SG277** Create your own activity in an individual sport.

---



---



---

**SG278** Create your own activity in an individual sport.

---



---



---

Father: How did you do in your exams today, Junior?

Junior: I did what George Washington did.

Father: What was that?

Junior: I went down in history.

EXCELLENT



## Play With Others

### Badminton

\_\_\_\_\_ **SG279** Know the rules for playing and scoring badminton. Play several games observing these rules.

\_\_\_\_\_ **SG280** Demonstrate the correct way to serve in badminton. Serve several times using proper technique.

\_\_\_\_\_ **SG281** Put up a badminton net and mark off the playing court correctly. Take down the net after playing and store properly. Do this several times.

### Baseball/Softball

\_\_\_\_\_ **SG282** Demonstrate the correct stance and way to hold a bat to hit and bunt. Show the proper way to catch and throw a baseball or softball.

\_\_\_\_\_ **SG283** Demonstrate correct pitching techniques for slow or fast pitch softball.

\_\_\_\_\_ **SG284** Teach someone how to catch, throw or bat.

\_\_\_\_\_ **SG285** Explain the proper care of baseball or softball equipment. Set up a field for play. Do this several times.

### Basketball

\_\_\_\_\_ **SG286** Set a goal to improve your average in making baskets. Practice to meet your goal.



\_\_\_\_\_ **SG287** Demonstrate your ability to perform the following basketball skills: dribbling, shooting, passing and guarding.

\_\_\_\_\_ **SG288** Learn a drill to help you improve a particular ball handling skill. Do your drill regularly until you can perform this skill easily.

\_\_\_\_\_ **SG289** Explain the rules of basketball to someone who is unfamiliar with the sport. Explain different kinds of fouls and the penalties involved.

### Football

\_\_\_\_\_ **SG290** Explain the rules of flag football. Play several games observing these rules.

\_\_\_\_\_ **SG291** Learn the names of the offensive and defensive positions.

\_\_\_\_\_ **SG292** Demonstrate your ability to punt, pass, catch and kick a football. Do these several times.

\_\_\_\_\_ **SG293** Draw diagrams of several football plays. Try them out in a game.

\_\_\_\_\_ **SG294** Talk to a football coach about drills and exercises to build skills needed in football. Practice some of these drills.

\_\_\_\_\_ **SG295** Demonstrate the different signals used by a football referee. Tell what they mean. Explain different kinds of penalties.

### Handball/Racquetball

\_\_\_\_\_ **SG296** Demonstrate several ways to serve in handball. Know what are unplayable serves or fault serves.

\_\_\_\_\_ **SG297** Demonstrate your ability to make the three basic handball shots: the kill shot, the ceiling ball and the pass shot. Use them in a game.

\_\_\_\_\_ **SG298** Play several handball games in singles, cutthroat or doubles.

\_\_\_\_\_ **SG299** Play several games of racquetball with one or three other people.

\_\_\_\_\_ **SG300** Perform several successful racquetball serves in a row.

**Hockey**

**SG301** Learn the rules of ice or field hockey and participate in a game.

**SG302** Demonstrate your ability to handle the puck forward and backwards, pass the puck and shoot at the goal in ice hockey.

**SG303** Wear proper gear for playing hockey such as shin pads, helmet, mouthpiece, shoulder guards, ankle guards. Show how to care for your gear properly.

**SG304** Demonstrate the correct techniques for the following basic field hockey skills: handling the stick, stopping the ball, dribbling and driving.

**SG305** Learn two methods to dodge or evade a tackling opponent in field hockey and two methods to tackle or take the ball away from an opponent. Use them in a game.

**Soccer**

**SG306** Demonstrate your ability to kick a soccer ball using three basic kicks: instep, inside of the foot and outside of the foot.

**SG307** Describe how indoor soccer is played differently from outdoor soccer.

**SG308** Practice heading a soccer ball until you can do it with a fair amount of accuracy.

**SG309** Demonstrate several traps or methods of ball controls. Show how you can use different parts of your body to control the ball.

**SG310** Demonstrate your ability to dribble and pass a soccer ball. Do drills regularly to improve these skills.

**SG311** Teach a soccer skill that you are good at to someone else.

**SG312** Explain the rules of soccer to someone who is unfamiliar with the game.

**Tennis/Table Tennis**

**SG313** Play several games of tennis, either singles, doubles or both. Keep score.

**SG314** Perform several successful tennis serves in a row.



**SG315** Demonstrate the correct way to hold a tennis racket. Learn the forehand and backhand drive. Practice these regularly until you have mastered them.

**SG316** Master two of these tennis shots: lob, smash, drop shot, drop volley, half volley. Explain when to use these shots.

**SG317** Demonstrate your ability to perform the following table tennis skills: the block shot, the chop, forehand and backhand drives, the serve.

**SG318** Teach someone how to play table tennis. Play several games with this person.

**Volleyball**

**SG319** Demonstrate your ability to serve and volley. Draw a diagram showing correct rotation of the players. Explain how a game is scored.

**SG320** Demonstrate your ability to bump and set up the ball. Do drills to improve these skills.

**SG321** Explain the rules of volleyball to someone who is unfamiliar with the game. Tell what are fouls in volleyball and what are the penalties for fouls.

## New Knowledge and Skills

\_\_\_\_\_ SG322 Create a sports activity you do with others.

\_\_\_\_\_ SG323 Create a sports activity you do with others.

\_\_\_\_\_ SG324 Create a sports activity you do with others.

## Sports Knowledge

\_\_\_\_\_ SG325 Read a book which tells the history of your favorite sport. Be able to name famous people in this sport.

\_\_\_\_\_ SG326 Keep statistics on the performance of a favorite sportsperson.

\_\_\_\_\_ SG327 Read the sports page in the newspaper regularly for one month.

\_\_\_\_\_ SG328 Collect sports cards. Organize your collection for easy reference.

\_\_\_\_\_ SG329 Work out averages of a sportsperson for running, hitting, etc. Compare with other sportspersons and teams.

\_\_\_\_\_ SG330 Organize or participate in a sports trivia contest.

\_\_\_\_\_ SG331 Serve as a scorekeeper for a game.

\_\_\_\_\_ SG332 Keep statistics for a game.

\_\_\_\_\_ SG333 Serve as a referee for a game.

\_\_\_\_\_ SG334 Help coach a team of younger athletes.

\_\_\_\_\_ SG335 Make charts of field or game areas with player positions. Explain these to some younger children who are learning the game.

\_\_\_\_\_ SG336 Learn more about a successful sports figure you especially admire. Find out how this person achieved success. Find out facts about his or her life.

\_\_\_\_\_ SG337 Make a list of sports terms used in your favorite sport. Write down what they mean. Find out how they originated.

\_\_\_\_\_ SG338 Serve as an announcer for a sports demonstration.

\_\_\_\_\_ SG339 Write up a story on a sporting event you attend.

\_\_\_\_\_ SG340 Find out how the Olympic Games began. Compare those ancient games with the modern Olympics. Tell about what you learn to club members.



# SCIENCE ACTION CRAFTS ON THE TRAIL TO NEW KNOWLEDGE AND SKILLS



Order Number: B-07701

Symbolism: Sky and space for limitless knowledge discovered through science

Earn a bead for each Action Craft you do. When you finish an Action Craft, ask an adult to initial and date your book. Use the line in front of each Action Craft for this.



## Science Adventures

**S101** Visit a science museum. Share something you learned with your club.

**S102** Enter a project in a school or community science show or science fair.

**S103** Read the science section of a newspaper for a month. Or, subscribe to and read a science magazine regularly.

## Chemistry

**S104** Set up your own chemistry laboratory for performing simple experiments. Ask your science teacher to suggest equipment you need.

**S105** Tour the chemistry lab at a local high school or college. Ask what safety measures are taken during experiments.

**S106** Visit a chemical laboratory. Interview a chemist about the work he or she does.

**S107** Fill one small glass with cotton. Fill another glass the same size with water. Very slowly pour the whole glass of water into the glass full of cotton. All materials are made up of tiny specks called molecules. There are spaces between molecules. Because of these spaces, two glasses of materials can fit into one glass. Experiment with combining other materials besides cotton and water.

**S108** Choose a sheet of brightly colored construction paper. Collect some flat objects such as a key, a coin, a paper clip or a pair of scissors. Lay the sheet of paper in strong sunlight with the objects arranged on top of it. After a couple of hours, remove the objects from the paper. See the shadow pictures left on the paper. The sun's rays break down molecules of dye. Make different designs using this method.

**S109** Stir a few drops of ink into half a glass of water. Pour in a few drops of laundry bleach and stir again. Watch what happens. Bleach whitens or gets rid of color by giving off oxygen.

**S110** Test for starch. Starch contains carbon, hydrogen and oxygen. Get a bottle of tincture of iodine. Iodine turns purple when it

touches things containing starch. Put a drop of iodine on small bits of mashed potato, apple, cereal, spaghetti and sugar to see which have starch in them.

**S111** Observe the size and characteristics of bubbles. Make a bubble solution with water, Ivory Snow®, and glycerine (two to four teaspoons of glycerine per quart of soap solution). Use a pull tab from a pop can or a plastic six-pack ring for your bubble maker. Experiment with different shapes of bubble makers to see which work best.

**S112** Make invisible ink. To a tablespoon or two of table salt, slowly add about the same amount of hot water. Break a toothpick in half. Dip the wide end in your ink. Write a message on a sheet of paper. Let the message stand for a half hour or until it disappears. Rub over the sheet of paper with the side of a soft pencil. The pencil lead colors the salt particles or pieces.

**S113** Do this experiment with an adult present. Put a balloon over the mouth of a pop bottle. Place the bottle in a pan of water. Heat the pan of water until the expanding air inflates the balloon.

**S114** Make sugar crystals. Let a cup of water come to a boil. Pour the water into a cup or mug. Slowly stir in 1/4 cup sugar or more until no more sugar will dissolve in the water. Tie a string around a pencil. Lay the pencil across the cup so that the string hangs in the liquid. Allow one week for the crystals to form on the string.

**S115** Pour a tablespoon of vinegar into a glass of water. Add a tablespoon of baking soda. Drop three moth balls into the glass. Watch to see what the carbon dioxide gas you created does to the moth balls. You can also see carbon dioxide gas bubbles in soda pop.

**S116** Discover why many fire extinguishers contain carbon dioxide. Do this with an adult present. Obtain a pint-sized glass jar with a lid. Pour one tablespoon of vinegar in the jar. Add one teaspoon of baking soda. Quickly cover the jar. When the bubbles stop forming in the jar, take the lid off. Lower a lighted wooden kitchen match into the jar.

**S117** Become a rainmaker. Do this with an adult present. Let water in a tea kettle



come to a boil. Put some ice cubes in a pie pan. Carefully hold the pie pan containing the ice cubes in the cloudy area just above the tea kettle's spout. When water vapor comes in contact with cold air, it turns from gas to liquid again, making rain.

**S118** Do this experiment with an adult present. Put a candle and its holder in your kitchen sink. Light the candle with a wooden kitchen match. Hold the burning match away from the candle while you quickly blow the candle out. Smoke will come from the candle's wick. Bring the burning match into the trail of smoke an inch or two above the candle. The candle relights because the smoke contains tiny drops of wax.

## Physics

**S119** Collect a variety of objects. Put them in water. See which float and which sink. Record your results.

**S120** Bend a piece of wire hanger back and forth at one point. After several bends, feel the wire. It is hot because of friction. Experiment with other ways of producing heat through friction.

**S121** Sprinkle a small amount of talcum powder or cornstarch a few inches above a light bulb that is not lighted. Notice what happens. Turn on the light bulb. Let it get hot. Sprinkle again. What does hot air do?

**S122** Find two objects to drop—a heavy object and a light one, such as a rock and a paper clip. Stand on a chair. Drop the two objects at the same time. Did they reach the ground at

the same time? The weight of an object does not affect its speed as it falls.

**S123** Bend light rays. Fill a glass half full of water. Set a spoon in the jar at a slant. Hold the glass so that your eyes are level with the water line. Describe how the handle of the spoon looks. Light reflected from the spoon is bent as it goes from the air into water.

**S124** Place a small square of heavy cardboard on top of a drinking glass. Put a coin on top of the cardboard. Flick the cardboard from under the coin. The coin falls into the glass because of inertia. Experiment with other items to see how they fall into the glass.

**S125** Fill a small bucket half full of water. Hold onto the bucket's handle. Keep your arm straight and swing the bucket up and around in a circular motion. The water stays in the bucket even when it is upside down because of centrifugal force.

**S126** Make bottle top gears. Collect three bottle caps that are not bent. Use the kind of cap that must be removed by a bottle opener. Punch a hole through the center of each cap with a nail. Place them next to each other on a block of wood so they are touching. Put thin nails through the center holes. Tack them into the wood so the caps can turn. Compare your gears with the gears of an egg beater, clock and bicycle.

**S127** Clip a rubber band in two and tie one end to a support. Stretch the rubber band and pluck it with one finger. Pull it tighter and pluck it again. Note the change in pitch. Read about "pitch" and report your findings to the club.

**S128** Read about X rays and how they are produced. Visit a doctor's or dentist's office or a hospital to observe how X rays are taken.

**S129** Read about cosmic rays and find out where they come from. With a magnifying glass, look at the radium dial of a watch in a dark room.

**S130** Stuff a large handkerchief into an empty jar. Be sure that the handkerchief will not fall out when you hold the jar upside down. Fill a dishpan or pot with water. Holding the jar upside down, lower it deep into the water. Hold it

there for a minute or more. Lift the jar out of the water. Feel the handkerchief. It stayed dry because air took up space in the jar and kept it from filling up with water.

**S131** Blow up two identical balloons so they are the same size. Cut two pieces of string the same length. Tie a string around the opening knot of each inflated balloon. Hang the balloons a few inches apart and blow between them. The balloons move together because you decrease the air pressure between them.

**S132** Tie a string around the center of a yard stick or meter stick. Suspend the stick by the string until it hangs level. Blow up two small balloons so that they are the same size. Tie one balloon to one end of the stick and one balloon to the other. Adjust the balloons until they hang at the same level. Allow air to escape from one balloon. Notice that the balloon filled with air is heavier than the empty one.

**S133** Hold a raw white potato on a flat surface such as a table. With a quick, sharp motion, stab the potato with a plastic straw. (Caution: Avoid your hand!) The straw should go through the potato. Try slower motions and compare the results.

## Mathematics

**S134** Keep a record of the number of hours you watch television in one week. Figure out the average amount of time you spend watching television each day. Do this by dividing the total number of hours watched in one week by the number of days in a week.

**S135** Measure your height and weight at least once a week for 12 weeks. Record the measurements on a graph.

**S136** Record the temperatures on an outdoor thermometer each day at 8 a.m. and 4 p.m. for one week. Graph your daily readings.

**S137** Record the price of a favorite fresh fruit or vegetable at the grocery store for four weeks. Compare the prices using a graph. Why do prices usually change? Ask the produce worker at the grocery store.

**S138** Visit a cemetery and copy from old tombstones the names, birthdates and death dates of 12 people. Figure their ages at the

time of death. Do this by subtracting the birth-dates from the death dates. Look at an obituary column in a current newspaper. Compare life-spans of people from the past to those of the present.

**S139** Make a shopping list of eight grocery items. Choose two stores in your community. Price the identical items at both stores. How much money would you save on your total bill by shopping at one store rather than the other?

**S140** Measure the length and width of a room in your home. Determine the area of the room by multiplying its length by its width. Your answer will be in square units.

**S141** Learn how to read a road map. Figure how far it is from your home to the capital of your state. (If you live in your state's capital city, figure the distance to a neighboring state's capital.)

**S142** Record the odometer reading in the family car or truck every day for one week. Figure the daily mileage and the weekly total traveled.

**S143** Look at your favorite cookie recipe. Figure the amount of ingredients you would need to double the recipe.

**S144** Figure out how many words you read in one minute. Pick out a book. Have a friend time your silent reading for two minutes. Count the number of words you read. Divide the total by two to figure out your average reading speed in one minute. Did you know a computer's card reader can read 16,000 words per minute?

**S145** Figure the average weight of members in your club or family. Weigh each person. Record the weights. Add the weights together. Divide the total number of pounds by the number of people.

**S146** Figure the average height of members in your club or family. Measure each person's height and write it down. Add all heights together. Divide the total of the heights by the number of people.

**S147** Learn how to use the produce scales at your grocery store. Weigh at least two kinds of fruit or vegetables which sell "by the



pound." Figure out how much each portion would cost if you bought it.

## Animals

**S148** Punch holes in the lid of a fruit jar. Catch an insect and put it in the jar. Examine it carefully with a magnifying glass. Then let the insect go. Do this with several kinds of insects.

**S149** Identify several insects commonly found in your home or yard. Read about them and learn new facts about each.

**S150** Visit a museum of natural history. Share something you learned with your club.

**S151** Observe insects at night by placing a lighted blue bulb outdoors on top of a sheet. Watch the insects come. Identify several different kinds.

**S152** Collect insects. Label each with name, date found and place found. Show your collection to the club. Tell how insects are helpful to humans.

**S153** Watch a spider spin a web. Draw a diagram showing how it was done.

**S154** Observe a snail and watch its movements. Gently touch the snail's eyes at the ends of the extended stalks with a pencil eraser. Gently touch the snail in other places. See how it reacts. See if the snail responds to a loud noise. Drop something near the snail. Does it move?

**S155** Make an ant farm or observe an ant colony. Watch one particular ant for three minutes. Place a small piece of candy near the ants' hole. What do the ants do? Put a small rock over the ant hole for a short time. What happens?

**S156** Find and raise a caterpillar. Read about its care. Watch it become a butterfly or moth.

**S157** Watch the nest of a mother bird. Record what happens before hatching and afterwards until the baby birds leave their nest.

**S158** Visit a national, state or private bird refuge. Learn about the kinds of birds which use the refuge.

**S159** Read a book about different kinds of dogs. If you could have any kind of dog in the book, what kind would you choose? Why?

**S160** Make a poster about cold-blooded and warm-blooded animals. List the names or draw pictures of cold-blooded animals in one column and warm-blooded in another. Explain to your club the difference between cold-blooded and warm-blooded animals.

**S161** Discover how temperature affects cold-blooded animals. Put some soil and an

earthworm in a container. Chill the container for 10 minutes in the refrigerator. Take the container out of the refrigerator. Carefully watch the worm's movement. Watch the worm's movement again in 30 minutes.

**S162** Collect and raise tadpoles until they turn into frogs. Change the water frequently. Feed them fish food, lettuce or bits of hardboiled eggs.

**S163** Learn about turtles. What is the difference between a turtle, terrapin and tortoise? How big can these animals get? How long can they live?

**S164** Find and keep a turtle for a few days, giving it proper food and care. Write a description of the turtle and its behavior.

**S165** Set up an aquarium. Care for several kinds of fish.

**S166** Hatch eggs in an incubator. Sketch or photograph the stages during the hatching period.

**S167** Select ten different animals. Find out the names for their young.

**S168** Look at a completed orb (round) spider web. Is the web more horizontal or vertical? Are flying or crawling insects caught in the web? Where is the spider's resting place on the web? If it is not on the web, try to find out where it would rest. If you can catch a fly, toss it into the web. Watch what the spider does to it. Tell your club about orb spider webs.

**S169** Find out what a mollusk is. Make a list of mollusks. Choose one from the list and become an expert on the subject.

**S170** Learn about the different jobs of bees in a bee colony. Do this from study and personal observation.

**S171** Read about the life cycle of a mosquito or a flea. Find out what you can do to keep mosquitos or fleas from breeding in or around your home.

**S172** Name three different classes of animals. A mammal is one class of animal. Name three animals that belong to each class. Learn an interesting fact about each animal.

**Customer:** Do you have frog's legs?  
**Waiter:** Yes, sir.  
**Customer:** Then hop into the kitchen and get me a sandwich.



**S173** Write a "profile" or description of an insect. A profile tells facts that are true about all insects. Answer the following questions in your profile. What are the names of an insect's three body parts? How many wings do most insects have? Tell some other things that most insects have in common.

**S174** Tell club members how insects are different from all other animals. Also explain the differences between insects, spiders, centipedes and millipedes.

**S175** Find out what is meant by predator-prey relationships. Look up five predators in encyclopedias and make a list of each predator's prey.

**S176** Observe what happens during the birth of an animal. Watch the newborn for a few minutes each day during its first week of life. Record the changes you see.

**S177** Read about an extinct or prehistoric animal. Make a poster with a picture or sketch of the animal on it. Tell your club about the animal, using the poster as a visual aid.

## Plants

**S178** Read about the life of George Washington Carver and his work with plants. Report your findings to the club.

**S179** Read about Sequoia trees. How did they get their name? Where do they grow? How tall is the average Sequoia? How big around is the trunk? How old are most of these trees?

**S180** Visit a national park, U.S. forest, state or city park. Take a ranger-guided or self-guided nature hike. Draw a picture of something you learned about.

**S181** Invite a horticulturist or someone who works at a greenhouse to speak to the club about his or her job. Make a list of questions to ask.

**S182** Find out how to use a tree's rings to learn its age. Find a tree stump. Determine how old the tree was when it was cut down.

**S183** Prepare a flower or plant arrangement for your home. Identify as many of the flowers or plants in it as you can.

**S184** Read about the parts of a flower. Show a flower to your club and identify its parts for club members.

**S185** Discover how water rises up the stems of plants. Place a celery stalk with leaves into a glass of water colored with red food coloring. After the leaves turn red, remove the stalk. Cut several cross sections and look at them.

**S186** Change the color of a carnation. Fill two glasses half full of water. Add different colors of food coloring to each glass. Carefully split the stem of a fresh white carnation. Place one end of the stem in one glass, the other end in the second glass. Observe what happens.

**S187** See how seeds grow. Obtain some lima beans, grass seeds or radish seeds. Line a glass jar with a paper towel. Slip seeds between the paper and the glass. Keep about an inch of water at the bottom of the jar. Set the jar in a warm place and observe.

**S188** See what happens to seeds' roots and stems when you turn them around. After you have sprouted some seeds, turn them on their sides. The roots will be on one side and the stems on the other. After 24 hours, check to see which direction the roots and stems are growing.

**S189** Root a vine cutting in water. Find out how to pot a plant. Pot the rooted cutting. Care for it.

**S190** Collect seeds. Include seeds that fly, float, stick to passersby or fall to the ground. Group them by the way they are moved from place to place. Mount them.

**S191** Collect and press several wild flowers, ferns or tree leaves. Label each with name, date and place found.

**S192** Photograph different species of trees or shrubs in your neighborhood or park. Identify them by name.

**S193** Mount and label twigs from trees and shrubs common in your geographic area.

**S194** Mount and label cones from several kinds of coniferous trees.

**S195** Visit a paper mill to see how paper is made. Find out how paper can be recycled.

**S196** See how light affects the green color in leaves. Put a potted plant in a dark closet for a couple of days. Did any of the leaves change color? Next, cut two circles the size of quarters out of black construction paper. Pin the black circles above and below a live green leaf in a tree. After three days, look under the black patches. What color is under the patched spot?

**S197** Tie a clear plastic bag over the leaves and stem of a plant. Set the plant in the sun for several hours. Observe what happens on the inside of the bag. Explain.

**S198** Put a green leaf in the bottom of a small jar. Pour enough rubbing alcohol in the jar to cover the leaf. The chlorophyll or green coloring matter in the leaf dissolves in the alcohol. After an hour, what color is the liquid? Take the leaf out of the jar. What color is the leaf? In the fall and winter, deciduous trees stop making chlorophyll. What happens to the color of leaves then?

**S199** Place pieces of moldy bread in four separate jars. Cover three of the jars. Put the uncovered jar and one covered jar in a warm, dark cupboard. Put the third jar in a refrigerator and the fourth in direct sunlight. Compare and explain the growth of the mold after several days.

**S200** Find out how plants use light, heat, water, oxygen and carbon dioxide to produce their own food. Make a poster which explains the process and explain it to your club.

## Earth

**S201** Fill a small glass jar with water collected near the shore of a pond, lake or sea. Let the water stand. Watch the sediment—sand, gravel, clay, mud—settle to the bottom of the jar. Sediment is the main ingredient of sedimentary rocks. How do you think sediment becomes rock?

**S202** Visit a mine, quarry or a gravel, clay, sand or shell pit. Find out how the product is removed, transported, sold and used.

**S203** Learn about marble, which is a metamorphic rock. What kind of rock did mar-



ble used to be? Go to a place in your community and see polished marble. Examine it closely.

**S204** Learn about volcanoes. What is a volcano? What does it do to the earth's surface? What is a volcanic mountain? How does it form? What is a lava flow? When did the last volcano erupt in the United States? What was that volcano's name? Where is it located?

**S205** Read about minerals. Get information from your school or public library. Ask at school for a mineral collection to look at and study. Or, start your own mineral collection. Share your findings with the club.

**S206** Investigate soil. Fill a paper cup with soil from a garden or soil found below grass. Put a white sheet of paper on a table. Spread the soil on the paper. Using a magnifying glass, look at the soil. Draw pictures or describe what you see in the soil.

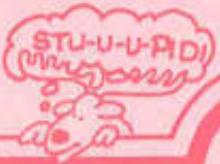
**S207** Interview relatives, friends or neighbors to find out how changing temperatures, moisture, ice and plants can affect sidewalks and cement house foundations. How do these same things affect mountains and rocks?

**S208** Study a map of North America to find out where major rivers such as the Missouri River, the Mississippi River and the Ohio River start. Trace where they go.

**S209** Interview a soil conservationist. It takes 300 years for nature to make an inch of topsoil. How long does it take soil to erode? Ask the conservationist how you can keep soil from eroding.

**S210** Find a building excavation, roadcut, rock quarry or stream bed where you can see the four layers of soil. Make a drawing of the site. Identify and label each soil layer—topsoil, subsoil, loose rock and bedrock.

**Mother:** Suzie, have you finished putting the salt into the salt shakers?  
**Little Suzie:** Not yet. It's hard work pushing the salt through all those little holes.



**S211** See what pressure can do. Put a slice of fresh brown bread on top of a slice of fresh white bread. Wrap the bread sandwich in waxed paper or put it in a plastic bag. Place the sandwich on a table or counter top. Stack three or four heavy books on it. Wait for one hour; then look at the bread. Pressure forms sedimentary rocks.

**S212** Find out what fossils are. Collect several different fossils from your community. Ask your teacher where to look. What do the fossils tell you about the geological history of your area?

**S213** Find out how gemstones are formed. Begin your own collection of gems.

**S214** Make a geyser. Do this with the help of an adult. Find a metal funnel. Turn it upside down. Tie several weights on the funnel with string, yarn or fishing line. Leave the funnel upside down and place it in a pan. Fill the pan with water so that only the small end of the funnel is above the water. Put the pan on a hot plate or burner. Bring the water to a boil. Describe what happens. Read about well-known geysers.

**S215** Look at a bottle of warm soda pop. The pop is similar to magma because it is a liquid that contains gases. Open the pop bottle. What happens to the gas in the soda when the pressure in the bottle is released? What forms at the top of the liquid? What you see is similar to volcanic lava. Look in an encyclopedia to find out what kinds of lava may be formed by a volcano.

**S216** Find out how igneous rocks are formed. Do this with the help of an adult. Slowly heat a tablespoon of powdered sulfur until it is a dark red liquid. Pour the melted sulfur into a paper cup of cold water. After the sulfur has cooled and hardened, look at it closely.

**S217** Get a soil map of your county from a local soil conservation agency. Collect soil samples from different parts of the county. Display the samples by connecting them with yarn to the areas on the map where you found them.

**S218** Cut out pictures in newspapers and magazines which show uses of rocks in and around homes. Pictures may include outdoor fireplaces, planters, sidewalks, floors, tabletops or driveways. Make a collage from your pictures.

**S219** Start your own rock collection. Pick up interesting rocks where you live and where you travel. Label your rocks and display them.

## Water

**S220** Leave a lettuce leaf out in the air for several days. How does it change in appearance? Lettuce, like most other green vegetables, is 95 percent water. What do you think happened to the water in the lettuce leaf? Soak some slightly wilted lettuce in a pan of water and watch what happens.

**S221** Find out what percentage of the human body is water. Tell how humans use the water in their bodies. Know how much water the average person needs per day.

**S222** Visit your local water utility service. Describe to your club the source, quality and amount of water needed for your community.

**S223** Place a quarter of a cup of tap water in a glass. Allow it to evaporate. Is anything at all left in the glass? Next, look at the inside of an old teakettle. Take a flashlight and look up inside your water faucets. The white rings or deposits you see are minerals which dissolved in the water when it flowed through the soil.

**S224** Find out all you can about minerals in the sea. Learn how scientists are working to make them available and useful to people.

**S225** Learn about some oceanography explorations being carried on at this time. Ask a librarian to help you find some resources.

**S226** Visit locks on a river or lake and watch a boat go through them. Describe to someone how a lock works.

**S227** Learn how the earth stores its water supply. Ask your teacher and/or librarian to help you find information on ground water and the earth's water table.

**S228** Find out how much precipitation your area normally gets in a year. How much of this comes as rain and as snow? Keep track of precipitation in your area for one month. Do this by reading the newspaper's weather section or watching the weather report on the local news.

**S229** Fill a jar with water. Put a piece of cardboard over the top of the jar. Put a small cardboard box in the freezer of your refrigerator. Set the covered jar of water inside it. Allow the water in the jar to freeze solid. What happened to the cardboard on top of the jar? What would have happened if you had put a tight cap on the jar?

**S230** Discover how wind affects evaporation. Wet thoroughly two pieces of cloth. Hang one cloth outdoors in a windy location. Hang the other in a sheltered spot. Check drying times. If you were a wild flower or plant needing a lot of water, where would you live?

**S231** Demonstrate the effect of temperature on evaporation. Pour a small, equal amount of water in two identical pans. Place one pan near a heating vent, radiator or in the sun. Place the other in a cool place. Check regularly until all water is gone in one pan. Water evaporated from which pan first?

**S232** Determine if different surface areas of water affect the amount of evaporation. Pour one cup of water into a wide, flat dish and another in a tall glass. Place both in direct sunlight for one day. Measure how much water remains in each container.

**S233** Remove the label from an empty tin can. Fill it with ice cubes. Add water and a few drops of food coloring to the can. Let it

stand on a table for a short time. What do you see on the outside of the can? This is known as water condensation. The water drops come from the cool air around the can.

**S234** Make a model of the earth's water table. You need a cardboard tube from a paper towel roll, a 9" x 13" x 2" clear glass baking dish, sand and water. Hold the tube in the center of the dish. Fill the area around the tube with sand. The sand should be about one-half inch deep. While holding the tube, slowly pour water over the surface of the sand until all sand is wet. Look at the bottom of the dish through the tube. You should see water. Look through the side of the dish and see the water line. What you see below the line is similar to the earth's water table. The tube is like a well.

**S235** Figure the amount of water you use personally in one week. Bathing takes 30 gallons, showering takes 20 gallons, flushing a toilet takes 3 gallons, washing hands or face takes 2 gallons, getting a drink of water takes 1/4 gallon and brushing teeth takes 1/4 gallon. Estimate amounts for other uses and add them in.

**S236** Make a snow gauge. Choose a large, wide-mouthed can. Run a strip of white adhesive tape down the side of the can. Mark inches and half inches on the tape. Put the gauge outside in an open area when snow is expected. Measure the snow collected in the can.

**S237** Scoop ten inches of snow into your snow gauge. Let it melt. How many inches of water are left? Generally, ten inches of snow equal one inch of water.

**S238** Fill a glass jar with cold water. Fill an identical jar with hot water. Add a few drops of food coloring to the jar containing hot water. Cover the cold water jar with a piece of cardboard; turn it upside down over the other jar in a sink. Make sure the mouths of the jars line up evenly. Carefully pull the cardboard out. See how the cold water sinks and the hot water rises.

**S239** Produce your own ocean waves. Fill a large container such as a dish pan with water. Wait until the top of the water is smooth. Float a cork in the middle of the water. Put your mouth nearly level with the water. Blow

in different ways—short puffs and strong, steady puffs. What happens to the cork?

**S240** Determine if ships can carry a heavier load in river water or salty ocean water. Fill two containers with water. Dissolve table salt in one of the bowls until no more will dissolve. Compare the loads of sand a toy boat can carry in the "river" water and the salty "ocean" water.

**S241** Learn about the surface tension of water. Using a table fork as a carrier, carefully place a needle on the surface of water in a dish. The needle will float even though it is heavier than the water it displaces. Dip a piece of soap in the dish. Soap reduces surface tension. What happens to the floating needle?

**S242** Become aware of ways to conserve water. Make a poster that lists five ways to save water. For example, you can save water when you brush your teeth by turning off the water while you brush.

## Air and Space

**S243** Visit a United States Weather Station. Before you go, think of questions you would like to ask.

**S244** Visit a local observatory to look at the moon through a telescope. What new things did you learn?

**S245** Read about the space program. Make a list of products we use daily which have resulted from space research.



**S246** Read about space projects—Project Mercury (1958-1963), Project Gemini (1964-1966) or Project Apollo (1966-1972). Share the most interesting facts with the club.

**S247** Read about Charles Lindbergh, Orville and Wilbur Wright or Amelia Earhart. Report your findings to the club.

**S248** Draw or paint pictures showing important historical events in aviation.

**S249** Make a picture book of airplanes that have different purposes or uses. Label each plane by name.

**S250** Read about the North Star or Pole Star. Learn a legend about it that is told by people of a different culture. Know how to locate it in the sky.

**S251** Figure out how much you and the members of your club or family would weigh on the moon. The moon's gravity is about one-sixth of the earth's gravity. Record your weight and the weights of the others. Divide each by six.

**S252** Find two marbles that are the same size. Put one marble on the floor across the room. Hold the other marble close to your eyes. Which marble looks bigger? Why does one marble look bigger than the other? Why does the moon look so much bigger than the stars?

**S253** Find a dark room for your experiment. Pretend that your flashlight is the sun. Imagine that a basketball or soccer ball is the earth. Shine your flashlight directly on the ball. Have a friend turn the ball or "earth." See how the day follows the night for people living in different parts of the world.

**S254** Draw the planets on a chart to show their relative size.

**S255** Define the following words: asteroid, meteors, comets and shooting stars. Explain the terms to your club.

**S256** Obtain two identical sheets of paper. Crumple one up in a ball. Drop the two pieces of paper at the same time. Observe the effect of air resistance on the flat sheet of paper. How does it affect the rate of fall?

**S257** Make two stacks of books about 18" high. Suspend a piece of notebook paper loosely between the two piles of books. Blow across the top of the paper to demonstrate "lift."

**S258** Thread a piece of lightweight wire through a straw. Tie the ends of the wire to objects on either side of a room. Make sure the wire is taut or tight. Inflate a balloon. Tape the sides of the balloon to the straw. Release the air from the balloon. Watch its movement. The escaping air provides "thrust."

**S259** Collect lightweight materials: cotton, hair, dandelion seed or milkweed seed. On a breezy day, let the items float away in the wind. Humans used lightweight craft for flight. Can you name some of these?

**S260** Read about clouds. Draw pictures of different types of clouds. Use white chalk on blue paper. Label each cloud type.

**S261** Make a weather station in your backyard with a rain gauge and barometer. Record the daily rainfall, temperature and sky conditions for two weeks.

**S262** Find the weather page in your newspaper. Keep a record of the temperature in different sections of the country for a week. Point out the changes and differences.

**S263** Explain the formation of rainbows, rings around the moon and the colors of a sunset. Draw a picture of one of these that you observe.

**S264** Make a sketch of the Big Dipper, the North Star and the horizon line early some evening. Six hours later on the same night, do the same thing again. Record the date and time of each sketch. Compare your sketches. Explain any changes.

**S265** Give or write a brief biography about an American astronaut or other space scientist.

**S266** Watch a man-made satellite in the sky. Report the location where it first appears and the direction in which it moves. Tell in what ways a satellite is an aid to science.

**S267** Ask your teacher or librarian to help you find directions for building a simple sundial. Build one. Show your sundial to others. Explain how it works.

**S268** Draw a picture of the rain cycle. Show what causes rain to fall, what happens to rain when it hits the earth's surface and how moisture returns to the atmosphere again.

**S269** Experiment with different kite shapes to find out which flies best. Make your own kite and fly it. Remember, you harness wind power to fly a kite.

**S270** Make a "pictionary," using pictures to explain aerospace terms. Draw pictures or collect them from old magazines.

**S271** Read about Skylab, the experimental space station. Write a story about life aboard Skylab.

**S272** Choose five items you would send to an inhabitant of another planet. Write a letter to that being explaining the items. Tell why you chose them.

**S273** Pretend you are a passenger on the Space Shuttle. What will you do when you get to your destination? Write a story about it.

**S274** Make a list of space-related terms. Create a crossword puzzle using the terms. Let a friend solve the puzzle.

## Energy

**S275** Read about windmills. What have windmills been used for in the past? What are they used for in the present?

**S276** Observe a windmill in operation. Interview its operator to find out more about how it works.

**S277** Visit a business or home which uses solar energy as a source of heat. Have someone explain to you how the system works.

**S278** Visit a local utility company such as the gas company or the electric company. Find out how energy in the form of gas or electricity reaches your home.

**S279** Invite a local utility representative to your club to discuss ways to conserve energy at home. Make a list of questions to ask.

**S280** Visit a power dam or collect pictures and information on power dams. Exhibit your information and materials.

**S281** Visit an oil or gas field. Find out how the product is removed, transported, sold and used.

**S282** Find out how nuclear energy is generated. Visit a nuclear power plant if possible.

**S283** Demonstrate that evaporation causes a decrease in temperature. Dampen the back of your hand with a few drops of rubbing alcohol or water. Feel the cooling sensation. Fan the dampened area. Observe that fanning increases the speed of evaporation and decreases the temperature. Experiment with different kinds of liquids to find out which evaporates the quickest. Explain how people can use the cooling effect of evaporation on a hot summer day.

**S284** Produce static electricity. Blow up a balloon. Rub it against a piece of wool cloth. What happens when you hold the balloon close to your hair? Or, try a piece of dry lightweight cereal.

**S285** Put an equal amount of ice into two small juice glasses. Place one of the glasses in a larger glass jar and cover the jar with a lid. Compare the time required to melt the ice in each glass. How is the large glass jar like storm windows and doors?

**S286** Interview a person at least 50 years of age to find out the answer to the question: "What different kinds of energy did you use when you were my age?" Consider things such as lighting, heating, transportation and refrigeration.

**S287** Interview an electrician. Make an appointment ahead of time. Prepare a list of questions to ask the electrician. For example, you might want to ask if there are any dangers when working with electricity.

**S288** Interview an electrical engineer about his or her job. Plan ahead. Make an appointment with the engineer. Prepare a list of

questions you would like to ask. For example, you might want to know what responsibilities the engineer has or what training is required for this career.

**S289** Keep track of all the paper products that you use at home and at school for one day. List the different products as you use them. Add a tally mark beside the product each additional time you use it. Which paper products did you use the most? Which were used the least? How could you decrease the amount of paper products you use?

**S290** Find out how a fossil fuel such as coal, oil or gas is formed. Make a poster to show how it is created.

**S291** Find two identical metal cans. Paint one with flat black paint. Polish the outside of the other one with steel wool. Put equal amounts of water in both cans. Place the cans in sunlight. Record the temperature of the water in each can several times during the day. Which can heated up faster?

**S292** Test insulation materials. Fill two small jars with water of the same temperature. Set one inside a larger container. Place both in the sunlight. During the day, record the changes of temperature in the water. In the next few days repeat the experiment, changing one thing. Fill the air space between the small and larger container with different materials such as sawdust or sand.

**S293** Discover the heat of radiation. Do this experiment with an adult present. Put a piece of black construction paper on the ground in direct sunlight. Focus sunlight through a magnifying glass onto the black paper. Be careful! The paper may burst into flame.

**S294** Get a booklet from your electric service company that explains how to read your electric meter. Read your electric meter every day at the same time for one week. Record the number of kilowatt hours used each day. Figure the total number of kilowatt hours used in one week.

**S295** Imagine how different your life would be if electricity had not been discovered. Write a story which describes a day in your life without electricity.

## Transportation

**S296** Tour a plant or factory which assembles or makes planes, cars, trucks, railroad cars or other vehicles.

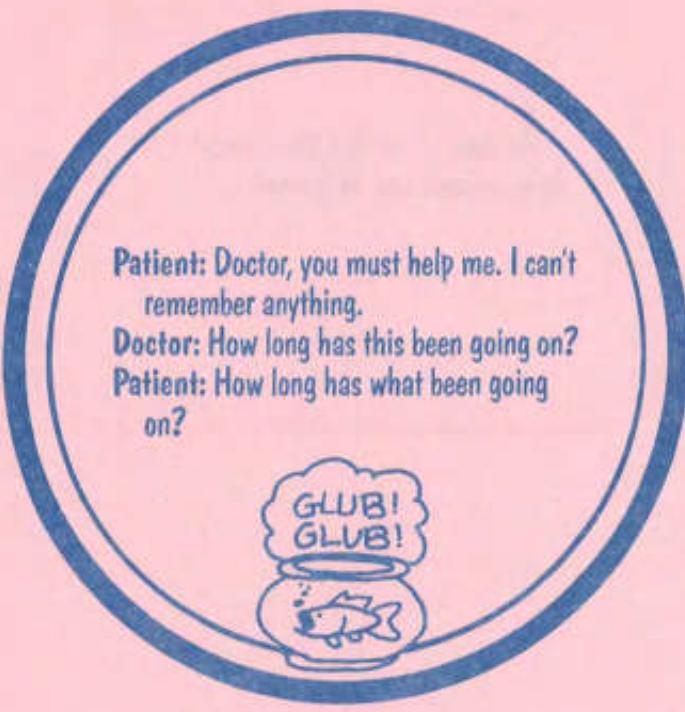
**S297** Travel by plane, train or boat. Observe all you can about the vehicle's construction and operation. Give a report or write a log of your trip.

**S298** Read about the usefulness of the space shuttle as a transportation system. Report your findings to the club.

**S299** Tell some legends or stories about humans' early attempts to fly. Or, tell stories about the early history of the railroads, automobiles, power ships, submarines or space capsules.

**S300** Go on an excursion to a dock or freight wharf. Observe men and machines at work. Explore the interior of a cargo or passenger vessel if possible.

**S301** Visit a lighthouse or airport. Find out how beacons work.



Patient: Doctor, you must help me. I can't remember anything.

Doctor: How long has this been going on?

Patient: How long has what been going on?

**S302** Ask your teacher or librarian to help you find information about rapid rail mass transit systems. Rapid rail systems are found in San Francisco, Chicago, Boston, Philadelphia, Washington, D.C. and New York. What are the advantages of these systems in large cities? What are the disadvantages?

**S303** Visit a city with a mass transit system if you do not live in a city that has one. Get a map showing the mass transit routes. Pick a destination. Travel to your destination using the mass transit system.

**S304** Keep a journal of all your uses of transportation for one week. Decide if you can cut back on your use of the kinds of transportation which use limited energy sources, such as gasoline.

**S305** Pretend you are going from your hometown or the biggest city near you to another city in the U.S. Find out the time and cost to make the trip by bus, train and airplane. Which is the cheapest means of transportation? How long will it take to make the trip using these different methods of transportation?

**S306** Look at a road map of your state. Identify one or more U.S. highways or interstates that go through your community. If your community does not have a U.S. highway or interstate, locate the one nearest you. List several other communities located on these U.S. highways or interstates. Figure out how long it would take to travel to these towns. Use the mileage scale on the map.

**S307** Call Amtrak's toll-free number. Ask this passenger train company to send you a map which shows where its trains run. (You may prefer getting an Amtrak map at a travel agency.) Mark the route of a trip you would like to take. Figure or find out the cost of the trip on Amtrak.

**S308** Interview a car salesman. Find out what kind of safety equipment has been added to automobiles over the years.

**S309** Interview grandparents or friends over 50 years old. Ask them about changes in transportation that they recall. List major changes on paper. Use your notes to make a report to your club.

S310 Help prepare a show, exhibit or demonstration that tells the story of travel by land, water or air from early times to the present.

S311 Make a model of a plane, ship, train or space capsule.

## Communication

S312 Visit a radio or television station. Have an engineer explain how the station receives and transmits programs.

S313 Visit a telephone company. Learn how calls are made. Ask about new telephone conveniences.

S314 Visit an amateur radio station or ham radio operator. Find out about the broadcast frequency. Look at the ham operator's log.

S315 Ride with someone whose car or truck is equipped with a CB (Citizen's Band) radio. Learn the usefulness of a CB. Talk to someone over the CB radio using some of the CB slang.

S316 Learn Morse Code. Make up some messages in code. Teach these to a friend. Use flashlights after dark to send each other messages.

S317 Make a string telephone that will conduct messages. Use it to talk to someone.

S318 Prepare and tape record a mock radio broadcast with homemade mechanical sound effects. Broadcast it for your club.

S319 Write and then send a telegram to a friend or relative.

S320 Make a crystal radio set.

S321 Create your own science activity.

---

---

---

---

---

---

S322 Create your own science activity.

---

---

---

---

---

S323 Create your own science activity.

---

---

---

---

---

My dog is a terrible bloodhound. I cut my hand once and he fainted.



# TRY-ADS

## ON THE TRAIL TO NEW KNOWLEDGE AND SKILLS



### FOR 4th AND 5th GRADERS



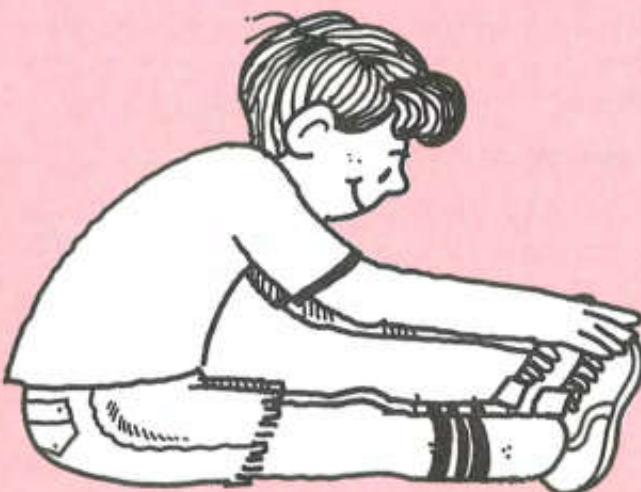
Order Number: B-073, small, large

Symbolism: Perseverance, progression

Improve your level of fitness. Become a better biker. Learn more about weather prediction or recycling. Or, design your own Try-Ad to test your knowledge or try out new skills. You'll find lots of ways to learn and have fun doing Try-Ads on this trail.

You do a Try-Ad by completing each step in order. You do Try-Ads with your club, camp unit or family. Everyone helps with the planning. Everyone takes part in each step. Try-Ads are great group fun!

You earn a small purple bead for each step you complete. When you complete all the steps of the Try-Ad, you also earn one large purple bead.



### Feeling Good

#### FIND OUT

Find out the meaning of the term "aerobic exercise." Learn what kinds of sports are aerobic. Talk to a fitness specialist to learn about the benefits of regular aerobic activity.

Date completed \_\_\_\_\_

#### CHOOSE:

Choose an aerobic activity you would like to do. This might be running, jumping rope, swimming, bike riding, dancing, etc. Talk to a person who does this activity. Ask how to set up a schedule for regular aerobic exercise.

Date completed \_\_\_\_\_

#### PLAN:

Plan a schedule to do your aerobic activity. Set up times and places where you can participate. Find out what kind of special equipment you need for safety. Learn warm up and cool down exercises.

Date completed \_\_\_\_\_

#### DO:

Follow your schedule to do your aerobic activity for a minimum of one month. Monitor and chart your heart rate. Record any improvements in endurance.

Date completed \_\_\_\_\_

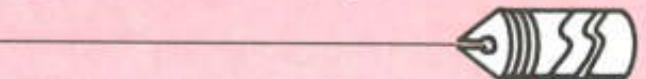
#### SHARE:

Invite friends or family to a demonstration. Tell what you learned about aerobic activity. Demonstrate warm up and cool down exercises. Perform an aerobic exercise routine. Explain how to set up a personal plan for regular aerobic exercise.

Date completed \_\_\_\_\_

For this Try-Ad I earned \_\_\_\_\_ small beads and \_\_\_\_\_ large bead.

Signature of adult who helped me:



**Hikes On Bikes****FIND OUT:**

Find out about bike maintenance and bicycle safety. Visit a bike shop or invite an expert to a meeting. Learn basic bike maintenance skills such as changing a flat tire and adjusting the seat. Talk to a police officer or other knowledgeable person or read about safe bike riding practices.



Date completed \_\_\_\_\_

**CHOOSE:**

Choose a place or places in your community where you could take a day-long bike hike.

Date completed \_\_\_\_\_

**PLAN:**

Plan when to go and what the route condition will be for the day's trip. Think about things such as traffic and road. Plan what to bring and what you'll do along the way. Go over safety rules. Practice riding bikes safely. Build up your bike riding endurance so you'll be ready for the day's trip.

Date completed \_\_\_\_\_

**DO:**

Go on your bike hike. Observe safety rules.

Date completed \_\_\_\_\_

**SHARE:**

Remember the fun you had on the bike hike. Put together a booklet about the bike hike that includes souvenirs and mementoes you collected on the trip, photographs or drawings and stories of what happened.

Date completed \_\_\_\_\_

For this Try-Ad I earned \_\_\_\_\_ small beads and \_\_\_\_\_ large bead.

Signature of adult who helped me:

**Weather Wisdom****FIND OUT:**

Find out how the weather is forecast by visiting a National Weather Service station or the weather service department of a local news station. Talk to a professional meteorologist or the person who collects and presents the weather for a local news station. Find out what kind of weather information is collected and how it is interpreted. Then, if you want to learn more about weather-related disasters, complete the National Project Weather Ready (D-31000).

Date completed \_\_\_\_\_

**CHOOSE:**

Choose what kinds of weather information you want to collect and record.

Date completed \_\_\_\_\_

**PLAN:**

Plan what kinds of devices you will need to collect your weather information. Find out how to make simple weather recording devices in books or from experts. Decide where you are going to set up your weather station and how long you are going to monitor it.

Date completed \_\_\_\_\_

**DO:**

Make your weather recording devices. Set up your weather station. Monitor the station for a period of time.

Date completed \_\_\_\_\_

**SHARE:**

Make posters that show the information about the weather that you collected at your weather station.

Date completed \_\_\_\_\_

For this Try-Ad I earned \_\_\_\_\_ small beads and \_\_\_\_\_ large bead.

Signature of adult who helped me:



## Treasures in Trash

### FIND OUT:

Find out how waste products are recycled. Visit a glass, paper or aluminum recycling center. Watch or read about the processing of paper or metal scrap into usable products.

Date completed \_\_\_\_\_

### CHOOSE:

Choose a way to get involved in recycling. You could sponsor a recycling drive among the families of club members, pick up cans along roadsides or in parking lots or offer to pick up newspapers and cans saved by neighbors.

Date completed \_\_\_\_\_

### PLAN:

Plan your recycling promotion. Set dates for collecting cans or paper. Plan how you will transport what you collect. Tell people to save their recyclable items.

Date completed \_\_\_\_\_

### DO:

Collect recyclable materials from family, friends, neighbors or from along roads, in parks or in other places. Take what you collect to a recycling center.

Date completed \_\_\_\_\_

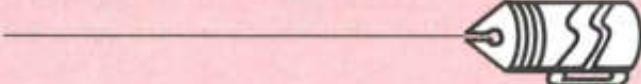
### SHARE:

Use the money received from the recycling center for a special club celebration. Or, donate your money to a group which helps protect the environment.

Date completed \_\_\_\_\_

For this Try-Ad I earned \_\_\_\_\_ small beads  
and \_\_\_\_\_ large bead.

Signature of adult who helped me:



**Clara:** Do you realize it takes three sheep  
to make one sweater?  
**Sarah:** I didn't even know they could knit.



# NEW VENTURES ON THE TRAIL TO NEW KNOWLEDGE AND SKILLS



## SPECIAL FOR 5th GRADERS

Take a New Venture in learning! Explore future careers. Look at what success means to you. You'll find out what others think and form your own opinions.

You can do some New Venture activities by yourself. Others can be done with your Camp Fire club, family members and friends.

When you complete a New Venture, you earn this emblem. Its many colors symbolize your many hopes and dreams.



New Venture  
B-16400 Emblem



## New Venture Into My Future

Do five activities from A that help you think about your future. Do one activity from B that helps you make a decision about your future.

**A. Do five activities that help you think about your future. Check off the ones that you do.**

\_\_\_\_\_ 1. Ask several adults how they chose the work they do. Find out how they prepared for this work.

\_\_\_\_\_ 2. Make a list of things you like to do or would be interested in trying. Ask an adult to help you think of work that matches your skills and interests.

\_\_\_\_\_ 3. Write a story in which you describe a typical day you would like to have in the future. Read your story to someone else and talk about it.

\_\_\_\_\_ 4. Read the classified ads in your local newspaper. Circle jobs which sound interesting to you. Do this several times. Keep track of what jobs are listed that you would consider doing.

\_\_\_\_\_ 5. Write a skit about a reunion of your Camp Fire club 25 years in the future. Imagine what kinds of work people in your club will be doing. Put on your skit at a club meeting.

\_\_\_\_\_ 6. Interview several people who have jobs that sound interesting to you. Find out what kind of work each does. Ask them to describe their working schedules and their attitudes about work.

\_\_\_\_\_ 7. Draw a picture of yourself doing a job you might have in the future. Show your picture to your Camp Fire club and describe the kind of work you might do.

\_\_\_\_\_ 8. Invite an expert to come to a club meeting to talk about interviewing for a job. Find out what kinds of questions might be asked at a job interview. With club members, act out a job interview.

**B. Do one activity that helps you make decisions about your future. Check off the one that you do.**

\_\_\_\_\_ 1. Talk to a school counselor or teacher about special courses or programs your school district offers for junior and senior high students. Decide which of these fit your interests.

\_\_\_\_\_ 2. Work for a day with a parent or adult friend. Observe what this person does. Talk to this person about what he or she did in junior high or high school that helped prepare for that work.

\_\_\_\_\_ 3. Take an interest inventory which helps you discover where your skills and interests lie. Your school counselor may be able to help you find an inventory to take.

\_\_\_\_\_ 4. Create your own activity.

---



---



---



---

This is what I learned about my future.

---



---



---



---

This is what I learned about myself.

---



---



---



---

Signature of adult who helped me:

---



### New Venture in Success

Do five activities from A that help you think about the meaning of success. Do one activity from B that helps you be a success.

**A. Do five activities that help you think about the meaning of success. Check off the ones that you do.**

\_\_\_\_\_ 1. Draw a picture of yourself in the future, living what you consider to be a successful life. Show your picture to family members or Camp Fire friends and explain it.

\_\_\_\_\_ 2. Follow the career of a famous person you think leads a successful life. Clip and read newspaper and magazine articles and watch television shows about this person. Tell your Camp Fire club what you learned about this person and why you think he or she is successful.

\_\_\_\_\_ 3. Interview an adult you consider to be successful. Find out what this person did to become a success. Ask this person what personal qualities helped him or her become a success.

\_\_\_\_\_ 4. Survey your friends about the meaning of success. Ask them to tell you what qualities a person should have to succeed. Find out what others think are evidences of success.

\_\_\_\_\_ 5. Cut out pictures and words from magazines that represent success to you. Put them together in a collage. Explain your collage to someone.

\_\_\_\_\_ 6. Ask a librarian to help you choose a book about a person who succeeds against all odds. Read the book and tell members of your Camp Fire club what you learned about success.

\_\_\_\_\_ 7. Discuss with your Camp Fire club what happens when people try too hard to succeed. For example, a person who wants to succeed in school might cheat to get a higher grade. With club members, write and act out a skit about a situation that might happen to a person who tries too hard to succeed.

\_\_\_\_\_ 8. Talk to your parents about their idea of success. Find out what they consider to be successes in their lives. Ask them in what ways they would like their children to succeed.

**B. Do one activity that helps you be a success. Check off the one that you do.**

\_\_\_\_\_ 1. Think of three things you do successfully. Find objects or pictures of objects that symbolize these three things. For example, a baseball mitt might symbolize your success as a first baseman. Bring your three items to a Camp Fire club meeting and share your successes.

\_\_\_\_\_ 2. Set a goal to improve yourself in some way. You might want to get a better grade in a class or improve a sports skill. Write down your goal and how you plan to reach that goal. Share your plans with an adult. Work to meet your goal. Share what happened with an adult or friends.

\_\_\_\_\_ 3. Choose something you feel you are skilled at doing. Find someone who would like to learn the skill you have. Spend time with that person helping him or her learn your skill.

\_\_\_\_\_ 4. Create your own activity.

---

---

---

---

---

---

---

This is what I learned about myself.

Signature of adult who helped me:



**Tommy: Teacher, would you punish me for something I didn't do?**  
**Teacher: Of course not.**  
**Tommy: Good, because I didn't do my homework.**



This is what I learned about success.

---

---

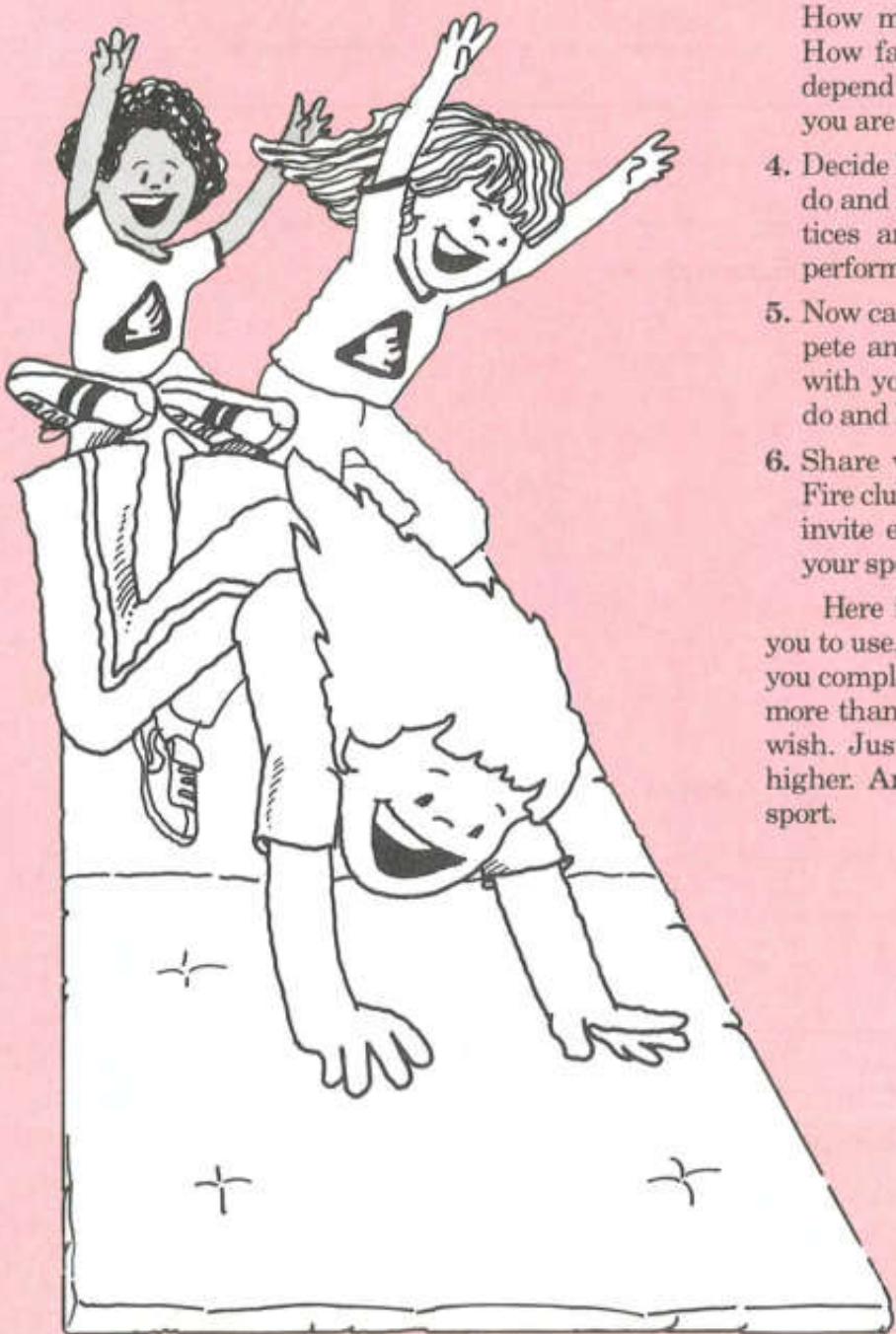
---

---

---

# DO YOU PLAY ON A SPORTS TEAM? THEN TAKE THIS TRAIL!

If you compete or take lessons in a sport, here's a Link-Up project just for you. Any sport will do—swimming, soccer, football, gymnastics, archery and many more.



## Here's how to travel this trail:

1. First decide what sport you will work on. You may already be on a team or you can join a team or take lessons just for this project.
2. Now make a plan for your project. Think about how much time you spend on the sport. Plan to spend about 50 hours to complete this project. This includes the time you spend taking lessons, practicing, performing and competing.
3. With the help of an adult, set a goal for yourself. Your coach or teacher may help you with this. What new skills do you want to learn? How much better do you want to become? How fast do you want to be? Your goal will depend on the sport you play and how skilled you are right now.
4. Decide how you will keep a record of what you do and learn. Your record may be a log of practices and games or pictures taken of your performances.
5. Now carry out your plan. Learn, practice, compete and have fun! Talk about your progress with your teacher or coach. Record what you do and learn.
6. Share what you are doing with your Camp Fire club. You might demonstrate an easy skill, invite everyone to a game or just talk about your sport.

Here is a project plan and record sheet for you to use. Your leader, teacher or coach can help you complete and carry out your plan. You can do more than one Link-Up project in a sport if you wish. Just keep setting your goals higher and higher. And you can link up to more than one sport.

## Sports Link-Up Project Plan and Record

I want to link up Camp Fire and \_\_\_\_\_

I am starting this project on \_\_\_\_\_

This is what I plan to do and for how long. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This is what I want to do to be better in my sport. This is my goal. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This is how I will keep a record of this project. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Here is a drawing, photograph or story of me doing my project.

This is how I shared my project with my Camp Fire friends. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of adult who helped me:

I received my Sports Link-Up emblem on \_\_\_\_\_

The arrow symbol reminds me of the speed  
and skill of an athlete.



Sports Link-Up  
B-17000 Emblem



# TAKE THE PLUNGE! WORK ON YOUR SWIMMING SKILLS

Playing in the water is lots of fun! And learning to be a good swimmer can add to your fun.

You can earn special Camp Fire swimming emblems if you take swimming lessons which are approved by the American Red Cross or Young Men's Christian Association (YMCA). You may have lessons at camp or take lessons as a club. Or, take the plunge yourself; you'll learn a lot.

Here's a place to record your progress in swimming. Have an adult initial and date your book when you've completed a step in the swimming progression.



**Pollywog** for completing the Red Cross Beginner course (Level 1 and 2) or YMCA Polliwog Skill Test



B-30400 Emblem

**Frog** for completing the Red Cross Advanced Beginner course (Level 3 and 4) or the YMCA Minnow Skill Test



B-30500 Emblem

**Fish** for completing the Red Cross Intermediate course (Level 5) or YMCA Fish Skill Test



B-30600 Emblem

**Flying Fish** for completing the Red Cross Swimmers course (Level 6) or YMCA Flying Fish Skill Test

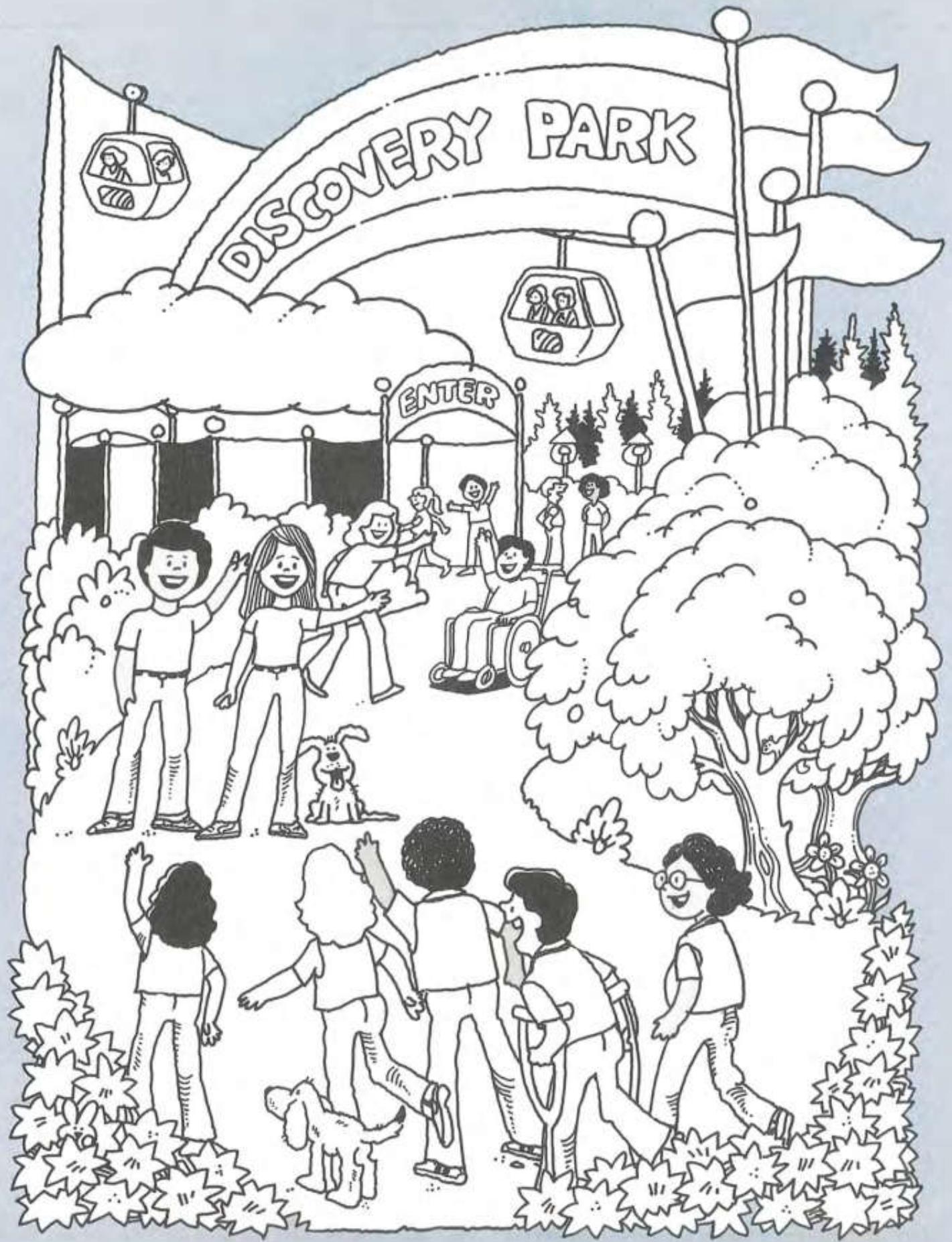


B-30700 Emblem

**Dolphin** for completing the Red Cross Basic Rescue (Level 7) and Water Safety course, Red Cross Advanced Lifesaving, Red Cross Advanced Swimmer or YMCA Shark Skill Test



B-30800 Emblem



# RAINBOWS IN YOUR FUTURE

See that rainbow down the trail? You'll want to follow it to fun and friendships in Camp Fire's Discovery program. Discovery is for all young people in sixth, seventh and eighth grade. The arching rainbow, with its many colors, symbolizes the excitement and variety you will find in Discovery.

When you become a Camp Fire Discovery member, you can take with you many of the things you like about Camp Fire right now—fun, friends, camping, national projects, Action Crafts, Link-Ups and more.

But you'll also discover many exciting new projects designed just for sixth, seventh and eighth graders like you. You can:

- Sample different Discovery activities by completing the Discover Camp Fire project.
- Grow in understanding through the project called Discover Yourself.
- Give a very special kind of service in a STAR project.

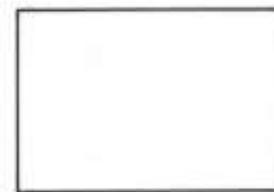
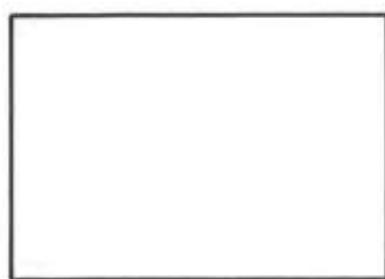
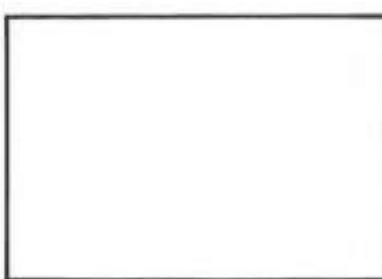
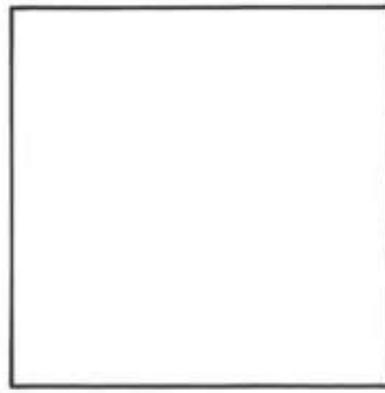
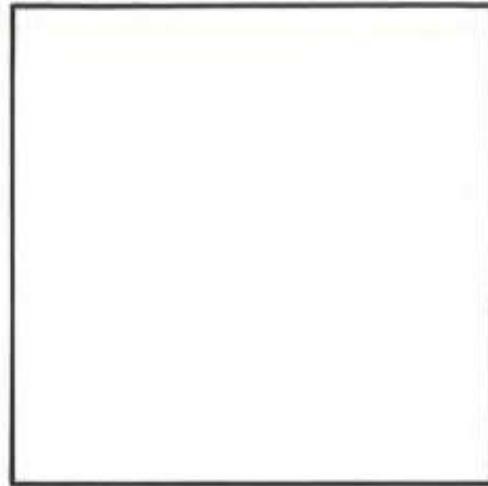
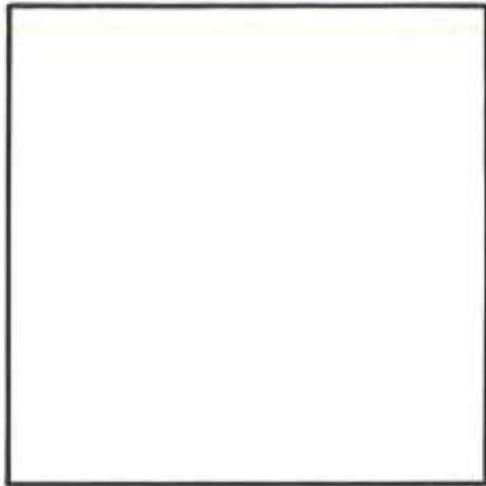
Torch Bearer projects will be your ticket to all kinds of discoveries in areas of special interest to you. You can ride a horse, run a computer, perform a play or practice your favorite sport as part of a Torch Bearer project. You can learn more about leading a healthy life, grow in your personal faith or develop an understanding for other people and their cultures. There are many Torch Bearers to choose from and so much you can discover!

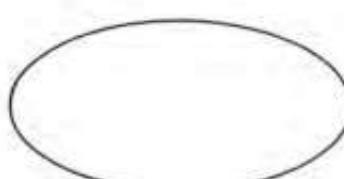
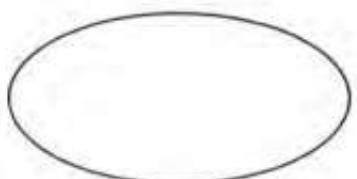
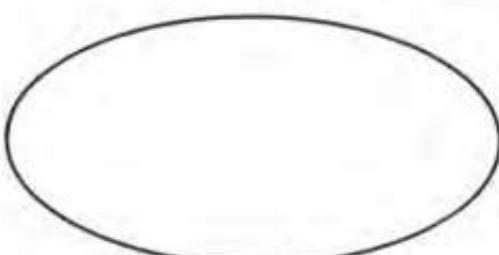
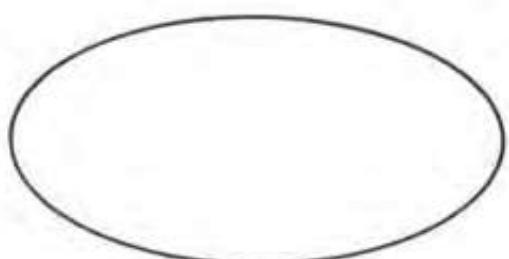
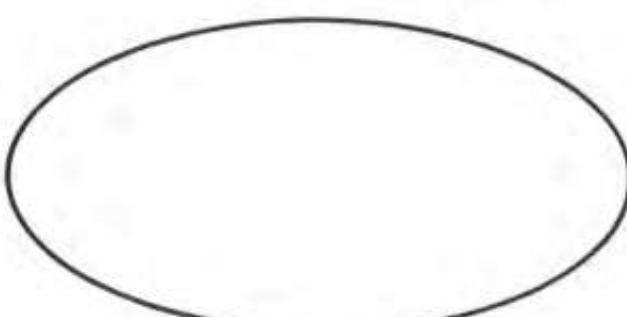
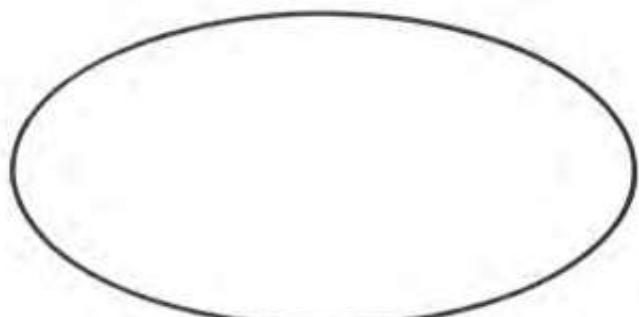
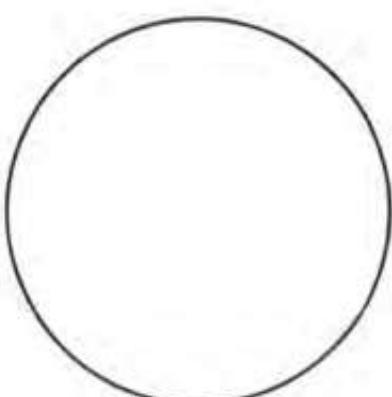
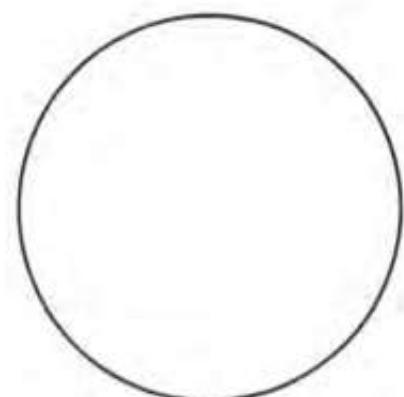
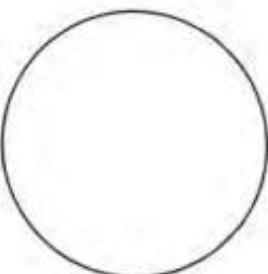
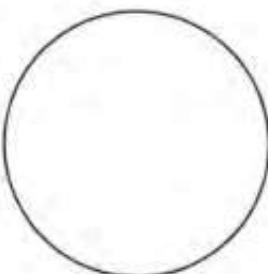
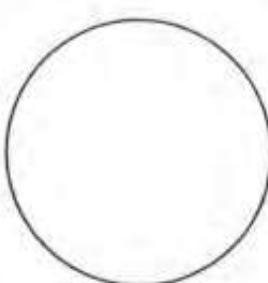
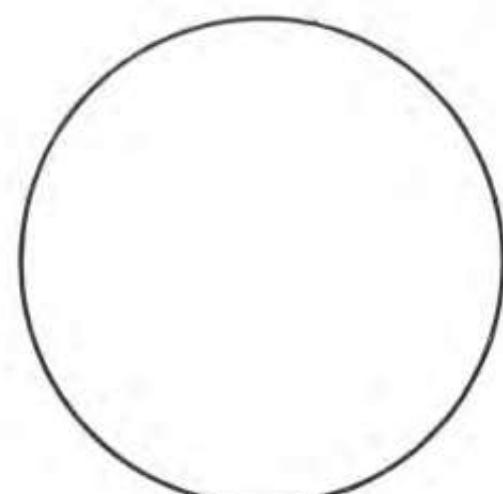
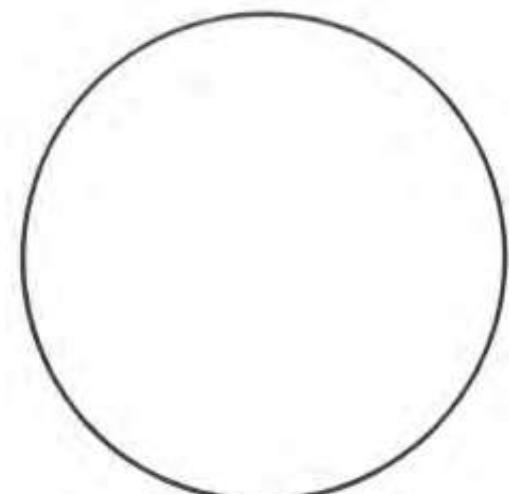
Discovery members do so many things that are fun. You can go on trips, attend camp, take leadership training, get involved in council events and projects. You may want to complete Voyager, the last step in your Progression in Outdoor Action. You can work on a religious emphasis project for older youth of your faith. You can find out more about what's in store for you in *World of Discovery* (D-09100), the program book for Discovery members.

So grab hold of that rainbow! Make plans now to discover more fun in Camp Fire!

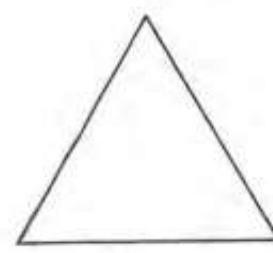
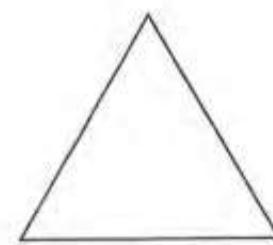
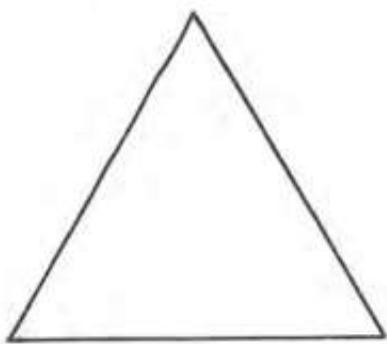
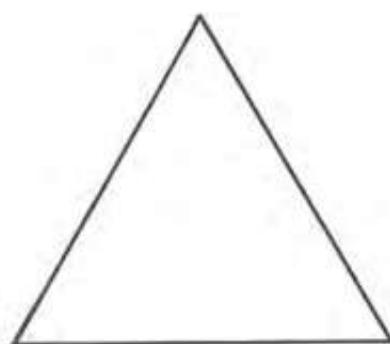
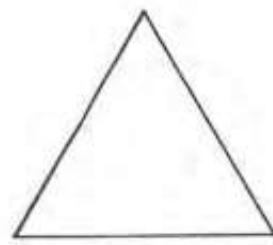
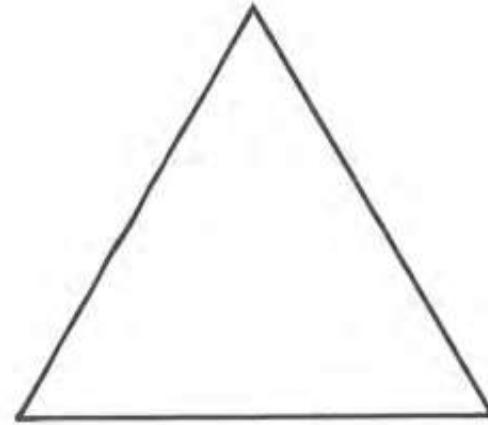
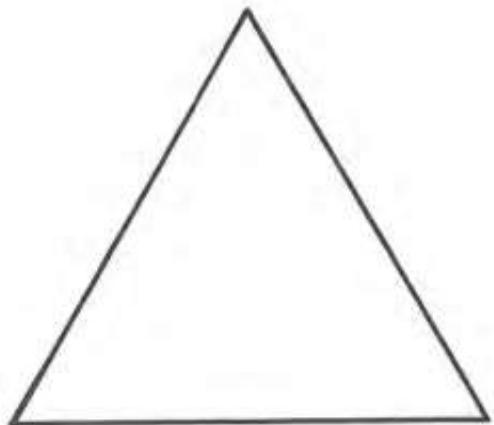
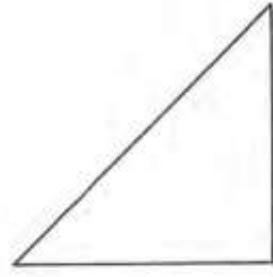
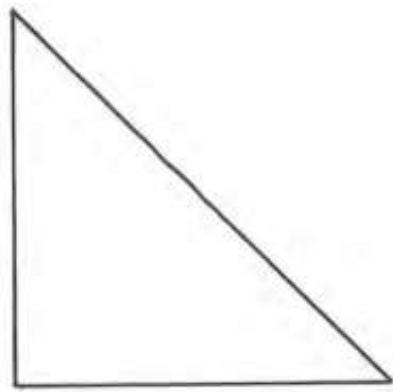
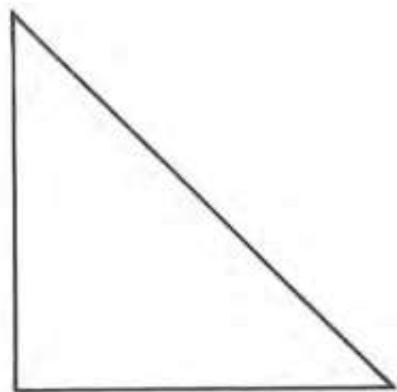
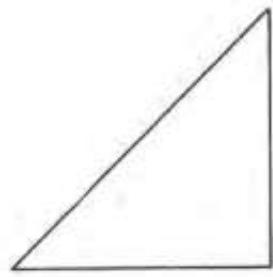
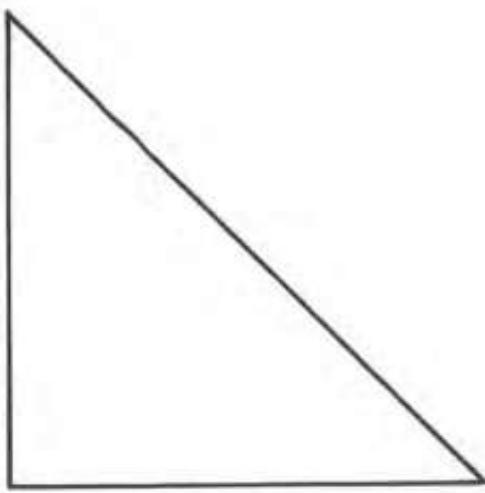
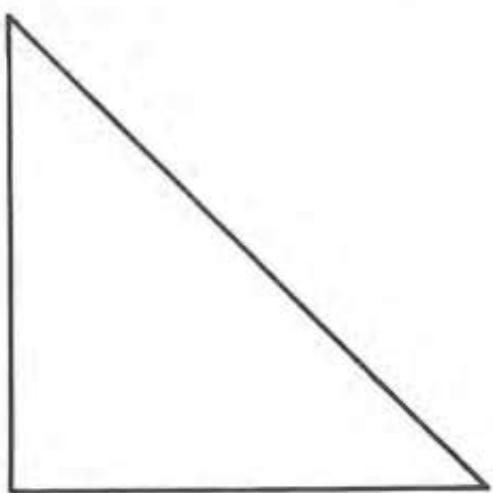


## Shapes for Symbolgrams





**Shapes for Symbolgrams**



- Action Crafts 23, 41-44  
 Business 156-162  
 Citizenship 124-129  
 Creative Arts 98-109  
 Home 146-155  
 Outdoor 72-79  
 Science 189-202  
 Sports and Games 178-188  
 Adopt a Friend Try-Ad 130  
 Award Vest, Adventure 15, 22, 39-40, 42, 47, 59  
 American Indian (Also see Native American) 29, 126, 128, 135  
 American Red Cross 177, 211  
 Animals in Danger Try-Ad 81  
 Archery 182, 209  
 Art Competition 44, 97, 120-121  
 Babysitting 67, 132  
 Badminton 186  
 Banner, Club 38, 50, 100  
 Baseball 186  
 Basketball 186  
 Baton Twirling 182-183  
 Beads 15, 16, 17, 39-42, 55, 72, 80, 98, 110, 124, 130, 146, 156, 163, 178, 189, 203  
 Bike Riding, Racing 83, 126, 134, 177, 179, 183, 203, 204  
 Birthday Week, Camp Fire 18, 52, 173-174  
 Bluebirds 44, 71, 88-89  
 Boating 181-182  
 Bowling 183  
 Break into Business Try-Ad 164  
 Budget 156, 158  
 Business Action Crafts 156-162  
 Camp Care Try-Ad 81  
 Camp Fire Name 17, 22, 28-30, 32, 37, 47, 59  
 Camp Fire Sabbath 173  
 Camp Fire Sunday 173  
 Canoeing 181  
 Celebrate Camp Fire! Project 18, 52, 173-174  
 Ceremonials (Also see Ceremonies) 16, 25, 28, 58, 68, 103  
 Ceremonies (Also see Ceremonials) 16, 17, 58, 125, 142, 143  
 Cheerleading 183  
 Child Care 99, 147  
 Children's Hour Try-Ad 131  
 Citizenship Action Crafts 124-129  
 Club Cookery Try-Ad 164  
 Color Guard 142-143  
 Colors, Camp Fire 26  
 Colors, Symbolism of 35-36  
 Community Tour Try-Ad 131  
 Compass 79, 85, 86  
 Conservation 74, 75, 81, 82-83, 85, 88-89, 196  
 Conservation Pledge 74, 85  
 Cooking 76, 77, 84, 85, 86, 145, 150-151, 164  
 Cooking Outdoors 76-77, 84, 85, 86  
 Council, Camp Fire 17, 18, 47, 51-54, 57, 63, 80, 81, 109, 120, 125, 133, 158, 164, 173  
 Creative Arts Action Crafts 98-109  
 Creative Arts Link-Up Project 118-119  
 Day Camp 17, 92-93, 151  
 Day Care 111, 127, 130, 131, 147  
 Discovery 67, 68, 87, 213  
 Diving 180  
 Dolphin Swimming Project 211  
 Edith Kempthorne Fund 63, 173  
 Emergencies 147  
 Endangered Species 74, 88-89  
 Faith 145, 168-169, 175  
 Feeling Good Try-Ad 203  
 Fire Maker 2, 21, 22, 59-69  
 Fire Maker Desire 60  
 Fire Maker Emblem 69  
 Fire Maker Project Requirements 59  
 Fire Tender Project 84-85  
 Fires 76, 84, 85, 86, 148  
 First Aid 84, 148  
 First Year Award 16  
 Fish Swimming Project 211  
 Fishing 180  
 Flag Ceremony 5, 53, 125, 142-143  
 Flag, United States 26, 35, 123, 142-143  
 Fly-up 64  
 Flying Fish Swimming Project 211  
 Football 186, 209  
 Founder's Day, Camp Fire 52, 173  
 Friendship Stick 75  
 Frog Swimming Project 211  
 Fund-Raising Projects 8, 63, 127  
 Games 5, 79, 85, 103, 106, 127, 132, 136, 140, 147, 149, 151, 160, 165, 172, 177, 178-179, 181, 184, 186-187, 209  
 Get the Picture Try-Ad 111  
 Gift of Peace 44, 145, 172  
 Goals 44, 47, 48-49, 52, 83, 114, 116-117, 118-119, 134, 157, 170-171, 183, 184, 185, 186, 187, 208, 209, 210  
 Golf 183  
 Gulick, Dr. and Mrs. 19, 20, 25, 29, 30  
 Gymnastics 183-184, 209  
 Gypsy Project 86-87  
 Handball 186  
 Handicaps 135  
 Hand Sign, Camp Fire 22, 25  
 High Adventure Project 85  
 Hikes on Bikes Try-Ad 204  
 Hiking 71, 76, 78-79, 84  
 History, Camp Fire 19, 52, 106, 125, 173  
 Hockey 187  
 Home Action Crafts 146-155  
 Horsemanship 184  
 Imagine No Hunger 44, 123, 137  
 In the News Try-Ad 163  
 Insurance 157, 162, 164  
 Keep America Beautiful 75  
 Knots 77-78, 84, 85, 181  
 Law, Camp Fire 17, 22, 24, 97  
 Leader 4, 5, 8, 10, 14, 17, 24, 29, 40, 41, 44, 45, 49, 51, 64, 65, 68, 71, 91, 94, 97, 115, 118, 120, 125, 137, 138, 145, 170, 172, 173, 175, 179, 209  
 Leadership 31, 123, 133, 134, 170, 178  
 League of Women Voters 127  
 Library 74, 80, 81, 83, 89, 90, 125, 126, 127, 131, 195  
 Link-Up Projects  
   Creative Arts 118-119  
   New Challenges 170-171  
   Performing Arts 116-117  
   Sports 209-210  
 Makin' Music With Camp Fire 104, 111  
 Meetings 5, 7-10, 15, 28, 41, 104, 111, 125, 158, 159, 178  
   Minutes 6, 159  
 Membership Pin, Camp Fire 16  
 Money 7, 8, 17, 63, 126, 127, 146, 156-161, 164, 192, 205  
 Music 24, 97, 104-105, 107, 108, 111, 113, 116, 169, 172, 178, 181, 184  
 Music Makers Try-Ad 111  
 Native American (Also see American Indian) 19, 30, 35  
 New Challenges Link-Up Project 170-171

# Index

- New Venture Projects 59, 66  
Accepting Differences 135-136  
Energy Awareness 82-83  
Faith 168-169  
Friendship 166-167  
Leadership 133-134  
My Family 167-168  
My Future 206-207  
People I Admire 114-115  
Success 207-208  
The Arts 112-113  
Officers, Club 6-8  
Outdoor Action Crafts 72-79  
Parties 14, 151-152, 165  
Party in a Package Try-Ad 165  
Pen Pals 138  
Performing Arts Link-Up Project 116-117  
Planning 5, 10, 12, 14, 16, 19, 55, 64, 65, 80, 86, 110, 128, 130, 134, 161, 163, 165, 203  
Polliwog Swimming Project 211  
Preschools 133, 147  
Product Sale 17-18, 158, 172, 174  
Progression in Outdoor Action Projects 44, 65, 67, 71, 84-87, 91  
Project Contact 44, 123, 137, 138  
Project Handclasp 44, 123, 137, 140-141  
Project Involvement 44, 123, 137, 139  
Project Weather Ready 44, 177, 204  
PTA 53, 125, 133  
Public Officials 127, 128  
Puppets 101, 103, 106, 110  
Racquetball 186  
Recycling 83, 203, 205  
Red Cross (See American Red Cross)  
Refreshments 5, 51, 135, 158, 173  
Religion 35, 135, 145, 175  
Religious Emphasis Projects 44, 145, 175  
Resident Camp 17, 71, 94-95  
Riflery 184  
Roller Skating 184  
Safety 35, 76, 78, 84, 147, 149, 180-184, 189, 201, 203, 204, 211  
Sales and Sense 17-18, 44, 172, 174  
Salute to Hospitalized Veterans Project 137  
Save the Bluebird Project 88-89  
School 26, 30, 41, 64, 74, 83, 89, 90, 98, 99, 106, 108, 109, 125-126, 134, 156, 157, 167, 189, 207, 208  
Science Action Crafts 189-202  
Secretary, Club 5, 6  
Service 10-14, 16, 24, 26, 41, 44, 47, 51, 65, 111, 123, 126, 127, 130-132, 139, 140, 173  
Singing 19, 105, 142, 143, 178  
Skating 184  
Skiing 182, 185  
Skits 11-14, 16, 26, 52, 54, 65, 81, 106, 125, 136, 206, 208  
Slide Shows 45, 54, 111, 128  
Slogan, Camp Fire 22, 25, 26, 123  
Snacks 5, 6, 147, 150, 152  
Soccer 187, 209  
Softball 186  
Sports Link-Up Project 209-210  
Sports and Games Action Crafts 178-188  
Starflight 59, 63, 64, 133  
Star 'n' Stories Try-Ad 80  
Stereotypes 135-136  
Stories Onstage Try-Ad 110  
Swimming 44, 177, 180-181, 203, 209, 211  
Symbolograms 16, 22, 30-36, 38, 39, 47, 59, 65, 102  
Symbols 16, 21, 30-36, 38, 39, 48, 50, 98, 103, 146  
Creating Your Own 30-32  
Examples 33-34  
Meanings 31  
Table Tennis 187  
Tennis 187  
Tents 71, 78, 79, 86, 91  
Tenure Award 16  
Track and Field 185  
Trail Maker Project 86  
Trail Seeker 2, 21, 22-46  
    Trail Seeker Desire 27  
    Trail Seeker Emblem 46  
    Trail Seeker Project Requirements 22-23  
Treasurer, Club 5-7, 158  
Treasures in Trash Try-Ad 205  
Treasury, Club 8, 17  
Try-Ads 47, 55-56  
    Adopt a Friend 130  
    Animals in Danger 81  
    Break Into Business 164  
    Camp Care 81  
    Children's Hour 131  
    Club Cookery 164  
    Community Tour 131  
    Feeling Good 203  
    Get the Picture 111  
    Hikes on Bikes 204  
    In the News 163  
    Music Makers 111  
    Party in a Package 165  
    Stars 'n' Stories 80  
    Stories Onstage 110  
    Treasures in Trash 205  
    Volunteers For Votes 132  
    Weather Wisdom 204  
Twirling, Baton 182-183  
UNICEF 129  
Uniform, Adventure 15-16, 18, 26, 39, 53, 63, 65, 130, 132, 173  
Valentines 137  
Vice-president, Club 6  
Volleyball 187  
Volunteers for Votes Try-Ad 132  
Watchword, Camp Fire 22, 25  
Waterskiing 182  
Weather Wisdom Try-Ad 204  
Wohelo 19, 20, 25, 28, 30, 52  
*Wo-He-Lo, The Camp Fire History* 52, 125, 173  
Wood Gatherer 2, 21, 47-58  
    Wood Gatherer Desire 48  
    Wood Gatherer Emblem 58  
    Wood Gatherer Project Requirements 47  
WorldWise 44, 71, 88  
Young Men's Christian Association (YMCA) 177, 211