

project

TORCH BEARER

CURRICULUM



Project Torch Bearer is an official, national publication of Camp Fire to support its national small group program for youth in the sixth through 12th grades.

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Nearly a century of experience as a leader in providing programs and services to youth and their families has allowed Camp Fire to carve out a unique niche in the youth development movement in America. In 1999 Camp Fire adopted a new mission statement and set of core values that firmly embrace our unique mission and assure that we continue to meet the needs of young people and families into the 21st century. Our mission: *Camp Fire builds caring, confident youth and future leaders.*

We serve youth of all races, religions, socioeconomic status, disability, sexual orientation or other aspect of diversity. Camp Fire's coeducational programs help both girls and boys cultivate their unique talents and skills. More importantly, Camp Fire offers all families, whatever family may look like in today's society, life-enhancing experiences and the opportunity to serve, play and grow together. We believe that the best youth development takes place in small group environments where youth have an opportunity to interact with adults and other youth in a safe, fun environment that allows them to develop personal skills and ongoing relationships with others in the group.

Five essential elements derived from the mission statement and core values drive every program we offer:

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

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

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

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

and family members. As they mature, they need the support of caring adults outside the family circle. Camp Fire programming is designed to provide opportunities to build those lasting relationships with parents and with other adults.

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

Camp Fire builds caring, confident youth and future leaders.

OUR MISSION STATEMENT ►

OUR CORE VALUES ►

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

- We believe that children and youth are our most precious resources.

Our programs are built around sound youth development principles. In the 1990s the

WE BUILD DEVELOPMENTAL ASSETS ► and planning

and reflection sheets to a leader or person in charge. Sometimes your documentation will be in the form of a presentation to a group. The person in charge will approve your work and will arrange for you to receive your emblem. Sometimes emblems are presented at the end of the year in a council-wide ceremonial. Other times, you can receive the emblem as soon as you are finished working on the project.

You can begin a Torch Bearer anytime during your years in the *Discovery*, *Horizon* or *Teens in Action* programs. You can do some requirements one year and finish the project the next. It's all up to you. Just make sure to keep track of the work you have completed. A Camp Fire Record Book is a good way to do this.

Six Torch Bearer projects will help you when you are ready to earn Reflection Projects in high school:

Cultural Understanding
Practical Living
Community Awareness
Healthy Living
Money Management
Special Services

If you earn one of these, it will help you earn your Wohelo Award in high school. The Wohelo Award is the highest recognition in Camp Fire.

HOW PROJECT TORCH BEARER WORKS

Why does it seem that everyone else is always telling you what to do? Would you like

a chance to decide what you want to do, what you like to do? Well, now you can! With the Camp Fire Project Torch Bearer, you have the opportunity to discover yourself, your passions, your talents, your dreams and your goals. Torch Bearer allows you to shed light on your future by giving you the chance to find out who you really are and what you enjoy. The journey through Torch Bearer is an exciting step toward discovering the real you.

Torch Bearer projects are designed specifically with *Discovery*, *Horizon* and *Teens in Action* youth in mind and provide thousands of possibilities, so it should be easy to find projects that get your attention. If you envision yourself as the next famous TV chef, then you may want to try your hand at the Torch Bearer in Cooking. If you dream of a life of outdoor adventure, you may be a natural to complete the Torch Bearer in Camping. Or maybe you see yourself backpacking through Europe, if this is the case you may want to go for the Torch Bearer in Travel. Check out page seven for a complete listing of projects. Whatever your interests are, there are Torch Bearer projects for you!

Within each Torch Bearer project, you will notice that there are a number of activities. By completing the activities, you will fulfill the requirements to become a Torch Bearer and can earn recognition items. Requirements for each level are shown below:

- **Beginning level:** Do five activities of your choice, including one Extreme Activity.
- **Intermediate level:** Do six activities of your choice, including two Extreme Activities.
- **Advanced level:** Do seven activities of your choice, including two or more Extreme Activities.

Once you have completed the required activities in the beginning level of a Torch Bearer, you earn that Torch Bearer emblem. After you complete the intermediate level, you earn a blue intermediate Torch Bearer Bar (*Camp Fire Official Merchandise Catalog* and

Search Institute conducted research on the factors that all youth need to become healthy, caring, principled and productive adults. Search studied over 500,000 young people, grades six through 12, in more than 600 communities across America. From the research, Search defined 40 developmental assets that create positive building blocks for successful adults.

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

Camp Fire builds caring youth:

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

Camp Fire builds confident youth:

- Young person receives support from three or more non-parent adults
- Young person spends three or more hours per week in lessons or practice in music,

theater or other arts

- Young person spends three or more hours per week in sports, clubs and organizations at school and/or in the community
- Young person is out with friends with "nothing special to do" two or fewer nights per week
- Young person can resist negative peer pressure and dangerous situations

Camp Fire builds future leaders:

- Young person seeks to resolve conflict nonviolently
- Young person knows how to plan ahead and make choices
- Young person feels he or she has control over "things that happen to me"
- Young person reports having high self esteem
- Young person reports that "my life has a purpose"

SUGGESTIONS FOR COMPLETING TORCH BEARER PROJECTS

Check with your council about how to receive recognition for a Torch Bearer project. Most of the time you will show your documentation

PROJECT LIST

Torch Bearer projects are found in each Camp Fire trail. In addition, the Torch Bearer in Special Interest relates to all trails.

Trail to Knowing Me

Torch Bearer in Cooking
Torch Bearer in Healthy Living
Torch Bearer in Literary Skills
Torch Bearer in Spiritual Growth

Trail to Family and Community

Torch Bearer in Community Government
Torch Bearer in Community Awareness
Torch Bearer in Cultural Understanding
Torch Bearer in Practical Living
Torch Bearer in Special Service

Trail to Creativity

Torch Bearer in Creative Arts
Torch Bearer in Creative Arts Careers
Torch Bearer in Style
Torch Bearer in Performing Arts

Trail to the Environment

Torch Bearer in Camping
Torch Bearer in Environmental Issues
Torch Bearer in Horsemanship
Torch Bearer in Water Sports

Trail to the Future

Torch Bearer in Business
Torch Bearer in Money Management
Torch Bearer in Communication
Torch Bearer in Computer Technology
Torch Bearer in Sports and Games
Torch Bearer in Travel

All Trails

Torch Bearer in Special Interest

TORCH BEARER CONSULTANTS

Everybody needs a little help from time to time. For some Torch Bearer projects, you may want a Torch Bearer consultant. Sounds fancy, huh? A Torch Bearer consultant is basically just a person with a lot of knowledge, expertise and background in your selected

Online Store, Item No. B29500). As you pass the advanced level, you will earn a red advanced Torch Bearer Bar (*Camp Fire Official Merchandise Catalog* and Online Store, Item No. B29000). Both bars can be added directly under each Torch Bearer emblem.

Whenever you see an Extreme Activity, take notice. Extreme Activities are comprehensive requirements that take you even deeper into the Torch Bearer topic. Each Extreme Activity has a bulleted list of requirements. These must be completed in the order listed.

Torch Bearer area. A Torch Bearer consultant could be your group leader, a parent, an older teen that has completed the same Torch Bearer, a camp or guidance counselor, a community leader, a business professional or other adult. His or her main job is to help you plan your project and advise you on how to complete some of the activities. Look for and choose a consultant who:

- Has knowledge and experience related to what you want to learn,
- Is aware of health and safety precautions when doing an activity,
- Can help you set goals that are challenging but achievable, and
- Might have a different perspective than you.

Here are some questions to consider before you contact other people for support:

- What do you want to accomplish? This will help you explain clearly what you want to do and why you want to do it.
- What specific help will you need from this person?
- How much time will you need from this person?
- Can you keep your commitment to meet or talk with this person?

If the person agrees to help you, be sure to show your enthusiasm about the project, prepare for your meetings or interviews with him or her (see interview tips and sample questions on page 88) and thank the person for helping you. A little appreciation goes a long way.

SUPERVISION: HERE'S THE PART YOU DON'T WANT TO HEAR...

We know, you are independent and can handle this on your own, but you will also need to have adult supervision and permission from your parent(s) or guardian prior to working on some of the Torch Bearer

activities. When in doubt whether you need supervision or permission, ask first to be certain.

TORCH BEARER STEPS

There are steps that you need to take to reach any goal, and, of course, the same is true with the Torch Bearer projects. There are four steps to successfully completing a Torch Bearer project: Decide, Plan, Do and Celebrate.

Decide

First things first: Decide which Torch Bearer you would like to do. After you choose a Torch Bearer based on your own personal interests, look at the requirements and choose the activities that you would like to do in order to complete the project. Choose a level that challenges you and remember to include Extreme Activities. If you are already knowledgeable on the subject, you may want to start at the advanced level. It's up to you!

Second, decide how you would like to document the work you do while completing the project. Documentation means providing evidence or a record of something that happened. Some possible methods include:

- Create a video diary;
- Write a summary;
- Keep a log or journal;
- Use an audio recorder to record information;
- Create a documentary;
- Take photos and then choose a way to organize and/or display them;
- Create a scrapbook; or
- Make a poster, chart or graph.

Plan

Details, details...to stay organized and on top of your goals, you need to plan. An essential part of planning is to think through the process before you start the project. You should:

- Identify your activities and goals,
- Find a Torch Bearer consultant,
- Obtain the needed resources and information, and
- Assign completion dates for activities.

Make a copy of the Torch Bearer Planning Sheet on page 85 to use in mapping out your Torch Bearer project, or create your own.

Do

You've completed your plan; now it is time to get started! The possibilities are endless with how you "do" your project. It all depends on the activities you choose and your style and

creativity. Just remember to follow your plan and stick with your project.

Celebrate

What would an accomplishment be if you didn't celebrate it? Celebrate your successes and evaluate the project. What was successful? What would you change next time? How did you feel when you completed the project? Would you like to pursue this particular Torch Bearer project in the future?

What you learn can open your eyes to new information and new paths that you may want to explore. Sharing the experience with other people gives them the opportunity to benefit from what you have learned as well. Choose one of these activities to celebrate your Torch Bearer with others:

- **Show what you know.** Compile all of the documentation or other materials from your project. Make a display that demonstrates what you did. You could try a poster, video, PowerPoint presentation or some other creative representation of your project. Present this display to your Camp Fire group, consultant and other interested adults.
- **Speak up.** Give an oral presentation to your Camp Fire group or to interested adults. Give a speech or think creatively about other ways you could tell the group about your work. Include information on what you did, what you learned and what you plan to do with your knowledge.

- **Express your appreciation.** Thank your Torch Bearer consultant(s) with a letter or something that conveys your appreciation of his or her effort to help you. You might summarize your project activities, including a list of what you learned, how the consultation helped you and what you plan to do in the future with your new knowledge.

Complete the Torch Bearer Reflection Sheet on page 89 and save it along with the Planning Sheet and other documentation you created while completing a Torch Bearer. You can create a reflection page of your own design if you prefer, or use the questions to reflect on the project in other ways.

WHAT'S REALLY IMPORTANT?

Be creative and make this project your own. Experiment with different ways to accomplish the activities and challenges set before you. Remember, being a Torch Bearer is all about lighting the path to your future, so make the most of what you do!

INTRODUCTION

TRAIL ▶**TORCH BEARER ▶****MEANING OF EMBLEM ▶**

EYE, PATH AND STAR symbolize the unlimited exploration found in the printed word.

EMBLEM ITEM NUMBER ▶ Eye is light blue-green; path and star are bright purple.
PURPOSE▶

B24700**ACTIVITIES ▶**

Explore the world through the printed word and develop an awareness of the importance of reading.

1. Book Club

Start your own reading club or join an existing one. Your group may share books and discuss topics about books that members are currently reading. You can read and discuss classic literature, science fiction, nonfiction or any other topic that interests the group. Do this for at least two months, meeting at least twice a month.

2. Librarian for a Day

Volunteer your time (at least three hours) as a library aide at your school or community library. Help shelve books, check books in and out and assist customers.

3. Listen Up

Check out two books on tape to listen to for

fun. Compare the experience to reading actual books and discuss with an individual or group the pros and cons of books on tape.

4. Speak Out

Read one book on tape for an organization that records books for people with impaired vision (conduct an Internet search, using the search words "taping books for the blind" to find an organization). Make your reading interesting by changing your voice, tone and pitch. Be sure to read over the material and practice before you begin taping.

5. Check It Out

Start your own library. Develop a system of organizing and classifying your own or family book collection. Design a check out system so you can keep track of books that you lend to others.

6. Bound Together

Take your parent(s), guardian or small group to visit a print shop, bindery or both to learn how books are printed and bound. Observe how pages are printed and sections are assembled and bound into basic book form. Check out how the covers are printed and attached. Learn the different kinds of paper and binding that are used. Try binding a scrapbook or journal by hand using a creative method.

7. Bargain Books

Take a trip to your local bookstore. Talk to the manager about how books are selected, ordered, stocked and displayed. Find out what is involved in running a bookstore. Find out how many books they sell in a day, month and year.

8. Written and Illustrated by...

Try out your writing skills. Write a book of poetry, a children's story or a novella. Illustrate your writing with original drawings or photographs. Share your writing with an individual or group.

capture what went well and what you would change next time.

9. Create a Masterpiece

Make up your own recipe or improve one you've tried before. Keep track of the ingredients, quantities and preparation methods, as well as cooking time. Would you want to make your recipe again? If not, how could it be corrected?

10. Lending a Hand

Volunteer (a minimum of three hours) to aid an organization, like a soup kitchen or community center, that helps meet nutritional needs in your community.

11. You've Got Class

Take a class in food preparation or food service. This could be a cake decorating class or a cooking course at school, through your county extension service, community center or local business. Try out the skills you learned at home and take notes on what went well and what didn't.

12. Cookies for Sale

Help make items for a bake sale or fundraising event. Set up a creative display and work (a minimum of three hours) at a food booth at a place of worship, school or Camp Fire event.

13. Do Your Own Thing

Work with your Torch Bearer consultant to create your own activity.

EXTREME

14. Balancing Act

- Become nutritionally balanced. What does it mean to eat a nutritionally balanced meal? Talk with a dietician or do some research on the Internet about good nutrition.
- Put on your chef's hat. Plan, cook and serve a complete menu for breakfast, lunch and dinner for your family. No cheating though! This means no take-out and no ice cream for dinner – be sure the meals are nutritionally balanced and have ingredients from the five food groups. See the *Food Guide Pyramid* on

page 98 for more information.

- Record the meal, foods you prepared and how you cooked them. You might also want to include your family's reaction – did your dad ask for seconds, did your little brother give his vegetables to the dog, what did they like, what did they not like? How can you encourage the family to become nutritionally balanced?

EXTREME

15. Who's in the Kitchen?

Have you always imagined yourself as a famous pastry chef, or have you dreamed of dazzling your friends with your Italian culinary skills? Pick a cooking skill and become a master at it.

- Research the skill you have chosen, as well as safety precautions related to the technique. Look on the Internet and in cooking magazines, or contact local chefs who specialize in the skill and see if you could arrange to observe or receive a lesson. Use your imagination!
- Practice makes perfect, so get in the kitchen and try the new techniques you have learned.
- Invite guests to enjoy a meal that you cook using your new technique. Ask your guests to write a constructive and honest review of your food. If the reviews are not what you hoped for, don't get discouraged, just keep working. Great chefs weren't made in a day!
- Evaluate what went well and what you could do differently next time. Capture your thoughts in a notebook or journal.

EXTREME

16. Order's Up

Go behind the scenes at a food service establishment.

- What really happens in the kitchen of your favorite restaurant? Arrange for a guided tour of a restaurant or fast-food establishment during working hours. Before going, research food safety regulations and standards on the Internet so you can make better observations. Were all the health and safety regulations being followed? Were you surprised by anything? Have any of your attitudes toward going out to eat changed?

what you learned about the career you chose. Discuss the information with your group or your family.

EXTREME

16. Publish This

Explore careers in the publishing world.

- Visit a publishing firm. Find out how manuscripts are selected to be published.
- Talk to a book editor and learn how books are prepared for publication. Learn about the training required, job skills, salary and benefits. Find out what the editor likes most and least about the job. Ask if it would be possible to job shadow him or her during part of the day to learn about his or her job responsibilities. Keep notes of your observations of the specific job duties.
- Be sure to write a thank-you note.
- Capture what you learned and share it with an individual or group.

- If you choose reading, pick a course that might help you read faster or comprehend more of what you read. A regular reading class at school can't be counted toward completing this activity. However, a special course taken during a free period at school could be counted.
- If writing is of interest to you, enroll in a writer's workshop. Improve your skills in writing short stories, poetry or other fiction forms. Learn how to prepare manuscripts. Find out about copyright laws. Your English class at school can't be counted toward completing this activity. However, a creative writing or journalism class could be counted.
- Capture your experience. What did you enjoy most or least about the class? Can you imagine yourself as an author? Share your experience with an individual or group.

EXTREME

17. SHHH!

Investigate a career as a librarian.

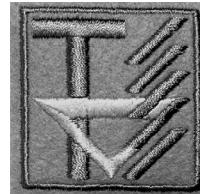
- Visit a library and find out about the responsibilities of a librarian.
- Interview a librarian and find answers to three to five questions you have prepared ahead of time. Sample questions include: What training or experience is necessary and where is this training available? What are the job responsibilities? How many jobs are available now, and what is the prediction for the future? What are the favorite and least favorite parts of the job? Ask if it would be possible to shadow the person during part of the day. Keep notes of your observations of the specific job duties.
- Be sure to write a thank-you note.
- Write up your experience and share it with an individual or group.

EXTREME

18. Educate Yourself

Improve your skills and take a course or workshop related to reading or writing.

TRAIL ► Trail to Knowing Me

TORCH BEARER ► TORCH BEARER
IN
COOKING

MEANING OF EMBLEM ►

Flame, corn and tendril symbolize knowledge about planning and preparing foods for health, nutrition and growth.

COLORS ►

Flame is orange; corn and tendril are dark brown.

EMBLEM ITEM NUMBER ►

B21300

PURPOSE ►

Broaden awareness of preparing and eating foods for good health and nutritional needs.

1. Hold the Salt

Find out the requirements for preparing food for specific dietary or religious needs, such as

ACTIVITIES ► kosher, diabetic, allergenic, low sodium, low cholesterol, low

calorie or low fat diets. Use books or the Internet for your research. Prepare and serve one recipe that follows the requirements for the dietary need you selected. If you don't currently have special dietary needs, how would your life be different if you did? Would you have to plan your meals in advance? Request food differently at a restaurant? Capture what you learned in a creative way.

2. Taking Orders

Plan your family's menus for a week (one meal a day) or your group's menus for a weekend get away or camping trip (three meals a day for two days). Shop for those items needed for your menus, making sure they are nutritious and within a budget. Assist in meal preparation and clean up. Explain how

to create a budget for a meal like this.

3. House Specialty

Plan and prepare a nutritionally balanced menu for a special occasion. You could plan a menu for a family holiday, birthday or dinner for friends. Create the mood – decorate the table to fit the occasion. Refer to the *Food Guide Pyramid* on page 98 for help determining appropriate nutritional needs.

4. Keep It Clean!

Learn the guidelines for safe food handling and preparation. Use these guidelines as you prepare a meal. Contact your local health department for more information.

5. Food Service

Volunteer to help prepare or serve the food (a minimum of three hours) at an event in your community. This could be a local festival, Thanksgiving dinner at a soup kitchen or a church potluck – use your imagination.

6. Recipe for Success

Begin your own collection of recipes by clipping them from magazines, newspapers, the Internet and/or asking for favorites from friends or family. Ask family members to share recipes that were handed down to them from their parents. These could be recipes that show a special interest, such as ethnic cooking, desserts or any recipes you would like to try. Gather at least 10 recipes, then design and create a recipe box or book for your new recipes.

7. Equip Yourself

Pick one recipe from your collection that requires you to use special equipment – maybe a garlic press or a bread machine – and give it a try. Record what went well and what you discovered about the equipment that would cause you to do it differently next time.

8. Pickled Pears

Preserve a food using a method you've never tried before, such as canning, pickling, drying or dehydrating. You can check the Internet or a cookbook for instructions on the method of your choice. Document your experience and

- If possible, arrange to have a few minutes to ask the chef or waiter staff a few questions. Remember to either conduct the interview after restaurant hours or keep it short, they have hungry people to feed!
- Capture your experience. Include what you learned about the food service industry. Send a thank you note to the manager of the restaurant.

EXTREME

17. When I Grow Up...

- There are a ton of career options in the food industry – restaurant manager, chef, cafeteria manager, dietitian, food critic and food scientist, just to name a few. Talk to a career counselor or use the library or the Internet and compile a list of food-related careers.
- Choose one of the careers from your list and interview someone who currently holds, or has previously held, that job. Ask the person to answer at least five questions you have prepared, such as: What training or experience is necessary and where is this training available? What are the job responsibilities? How many jobs are available now and what is the prediction for the future? What are the favorite parts and least favorite parts of the job? Ask if it would be possible to shadow the person during part of the day. Keep notes on your observations of the specific duties.
- Be sure to write a thank-you note.
- Write up your experience to demonstrate what you learned about the career you chose. Discuss the information with your group or your family.

Trail to Knowing Me

TORCH BEARER IN

HEALTHY LIVING

Water, heart and thought symbolize physical, mental and emotional health, which are all part of healthy living.

Tree and thought bars are blue; heart is yellow.

B27100

Develop good health habits as a lifetime goal that strengthen body and mind.

Note: It is recommended that you have a physical examination within a year before you begin your activities for this Torch Bearer. Completion of this project may involve some strenuous activity. You might want to begin with Activity #1.

1. What's up Doc?

On the next visit to your doctor for a physical examination, openly and honestly discuss your physical fitness, nutritional needs and mental health. Summarize your results based on the doctor's recommendations for your age, gender and size.

2. What's the Deal with Fad Diets?

Investigate fad diets (a nutritionist, family physician, nurse or school health/physical education teacher could be helpful). Why are these diets often extremely harmful and usually unsuccessful? Compare the information and eating plans for three different diets and determine reasons why they could be harmful to your body and/or not have a lasting effect on weight loss. Discuss these diets with a health care professional. Discuss what you learned with an individual or group.

3. Serious Issues

Research the diseases anorexia nervosa and bulimia. You probably already know that anorexia and bulimia are serious diseases that strike young people more than ever. Now go a little deeper, find out what some of the long-term side effects are and what treatment options are available. Document your findings and share with an individual or group.

4. Pump You Up!

Take a tour of a fitness club or center. Discover what the club has to offer. Since most clubs are for members only, go to the club as a guest of a friend, or ask for special permission from the management. Are programs offered for your age group? Are discounts available? What is the monthly cost? What equipment, facilities and programs does the club offer?

5. It's Fun to Stay at the....

Tour a local exercise facility such as a community center or YMCA. Discover what fitness programs are offered for your age group. What is the cost? What equipment, facilities and programs does the club offer? Get your friends together and join a short-term program such as an aerobics class, basketball clinic or dance clinic.

6. Feel the Burn!

Achieve the Presidential Physical Fitness Award. Ask your physical education teacher about the requirements for this award. Keep a log for two months of your performance in each of the activities required. Make a weekly notation of the date, activity and your personal achievements in each. Even if you don't earn the award, giving your best shot at improving your performance over two months will fulfill this Torch Bearer requirement.

7. Me Time

Capture some of the joy of life. Do activities you enjoy twice a week for a month. Include at least two things that you would like to do as a hobby or special interest. Spend at least

exercise to gain needed energy. Your local health department, school counselor, doctor, parent(s), guardian or other knowledgeable adult can help you find more information on stress-management techniques.

- Try some different stress relieving techniques. Try organizing your plans and projects, take a crack at a yoga or tai chi video, write in your journal or go workout.
- Realize that not all stress will have a negative effect on you. Some kinds of stress can motivate you to achieve your fullest potential. Stress over a big test will motivate you to study, and stress over a performance or big game will encourage you to keep preparing. Keep track of whether the stress you were experiencing had a positive or negative effect on your performance.
- At the end of two weeks, review your journal. What worked best for you? Do you feel in any more control of your life?

EXTREME

15. Eat Right

Discover your basic nutritional needs.

- Learn about basic nutritional needs for a person your age. Read books or use the Internet to find out about calorie, vitamin and mineral needs and what foods to pick in order to meet these needs for a balanced diet. Your health teacher, school nurse, parent(s) or guardian could also help you find this information.
- Plan a meal for your family by using the five food groups from the food pyramid. See *Food Guide Pyramid* on page 98.
- Record the date, the foods you served and the total calories, carbohydrates, fat grams, vitamin and mineral content for the foods you prepared. Determine if you are getting adequate vitamins and minerals in your daily diet. Also, record the comments your family made about your meal.

EXTREME

16. Harsh Consequences

Learn more about the effects of drugs, alcohol and/or tobacco on your physical and mental health.

- Contact your local mental health facility to speak to a treatment counselor or other specialist about the most recent professional opinions on these topics. Before going, prepare a list of three to five questions regarding the topic. Record your findings.
- Compare what the specialists are saying to what you and your friends believe about drugs, tobacco and alcohol.
- With a group, talk about how you can resist peer pressure to do things that may endanger your own health. There are many ways to say no to peer pressure.

EXTREME

17. Go Veg!

Try out some different nutritional lifestyles.

- Research three different diets prevalent in your own and other cultures, such as vegetarianism, low-carbohydrate, kosher, allergenic or diabetic. Find out the requirements for preparing food for specific dietary or religious needs.
- Find out why these are the chosen nutritional lifestyles for some people and how they maintain a healthy and balanced diet.
- Prepare a meal for each one of the three nutritional lifestyles you selected.
- Record how you feel with the different nutritional lifestyles. Were you hungry, did you feel fulfilled, did you have cravings, what differences did you notice in the way you felt?
- Would you be interested in maintaining one of these lifestyles long term?

EXTREME

18. When I Grow Up...

Explore your career options in health and fitness.

- Make a list of all the career options open to someone interested in physical fitness, nutrition or physical or mental health. Your list may include physical education teacher, specialist in sports medicine, coach, fitness specialist at a local health club, nutritionist, family physician, nurse, dermatologist, dietitian, cosmetologist, hair care specialist, psychologist or psychiatrist. Talk to a career counselor, use the library or search the

TRAIL ► one-half hour on each activity. Don't try to fit other obligations into **TORCH BEARER** ► this time. Take time for yourself and realize the benefits of self-indulgence. Exercise, read a book for pleasure, build a airplane, paint a model picture, or do anything else you've always wanted to try.

**MEANING OF EMBLEM** ►**9. Passing It On**

Find out how the way you treat your body now will affect you in the future. How can the use of **COLORS** ► alcohol and other drugs affect an unborn child? How do nutritional habits affect an unborn child? What effects will cigarettes have on your body in the future?

EMBLEM ITEM NUMBER ► What are the long-term effects of

PURPOSE ► using drugs? Are any of the choices you are currently making going to affect your health later on in life?

ACTIVITIES ►**10. Surface Beauty**

You know you want to look good, so take some time to figure out what it takes. Talk to a dermatologist or skin care specialist to find out the best way to take care of your skin. Get a manicure and find out what you should do to help take care of your nails. Visit a salon to learn the best way to maintain and style your hair. Clip styles from magazines that might look good on you.

11. Gather the Evidence

For two weeks, collect articles from newspapers, magazines or the Internet that relate to the latest advances and research in the health and nutrition fields. Cut out the articles and organize them so you can see trends and relationships. Present the articles and findings to a group or publish them on a Web site.

12. Do Your Own Thing

Work with your Torch Bearer consultant to

create an activity of your own.

EXTREME**13. Get Pumped!**

Create an exercise routine.

- Choose one or more fitness activities and develop a 20-minute exercise program that could be used as part of a daily activity program for two months. Get your friends involved. Group exercise is a lot more fun than working out on your own. Choose a variety of activities that appeal to the group, such as running, jumping rope, lifting weights, swimming or doing aerobics.

- Find ways to make your workout fun and exciting. Turn on your favorite CD and dance to one song, jump rope to the next, then jog for the next song. The song-length goals will keep you motivated and make your goals more manageable.

- Keep a log by charting the name of your activity, date and time periods you exercised. Note challenges and accomplishments, such as "jogged for 10 minutes, danced for 10 minutes." Also, make a note of any comfort and/or discomfort you may feel during the activity. At the end of two months, compare the levels of achievement or improvement from the beginning to the end of the time period.

EXTREME**14. Under Pressure**

Become aware of the distress signals your body gives you when you are under stress.

- At your age, pressure and stress are everywhere! Everything from school, friends, parents, even your own mind and body, can make you feel crazy sometimes. Find out what things create stress for you.

- Create a stress awareness journal and use it for two weeks. In your journal, date and record a description of any stressful events and emotional or physical symptoms that may be related to stress. The symptoms could include a headache, anger, stomach tightness, nervousness, irritability, backache, neck ache, fatigue or even indigestion. Consider talking to a close family member or friend about your problem to figure out possible solutions, or

Internet to aid in compiling your list. Find out what salary ranges are for these positions.

- Choose one of the careers from your list and interview someone who currently holds, or has previously held, that job. Ask the person to answer at least five questions you have prepared, such as: What training or experience is necessary and where is this training available? What are the job responsibilities? How many jobs are available now and what is the prediction for the future? What are the favorite parts and least favorite parts of the job? Ask if it would be possible to shadow the person during part of the day. Keep notes on your observations of the specific duties.
- Be sure to write a thank-you note.
- Write up your experience to demonstrate what you learned about the career you chose. Discuss the information with your group or your family.

9. Two Thumbs Up!

Write your own review of a book you've recently read. Submit your review to a community publication, your school newspaper or a Camp Fire council publication.

10. Movie Night

Pop some popcorn and get comfy on the couch. Read a book and then watch a movie based on the book. Compare the similarities and differences. Was anything left out of movie? Which did you prefer – the movie or the book? Share your observations with your group or family.

11. Sound It Out

Take lessons from a teacher who specializes in helping people with reading problems. Ask him or her about how reading problems are identified in children. Ask questions about how to assist children who need help with their reading, then work (a minimum of three hours) with a teacher to tutor children who need extra help with reading. Have the student read the book aloud and ask him or her questions to make sure he or she understands what he or she read. You may help students learn new vocabulary words or phonetic skills.

12. Do Your Own Thing

Work with your Torch Bearer consultant to create your own activity.

EXTREME**13. Personalized for You**

- Who is your favorite author? Do you have a favorite type of book? Design a personalized reading plan for yourself. You could choose a certain author, a writing style or books from a specific period in time.
- Write up your schedule and hit the books! A language arts teacher or librarian could help you select books. Choose six to eight books that you can read in two or three months.
- At the end of the time period, evaluate your experience and record your thoughts. Which books did you like? Which books did you not like? What made a book enjoyable? Did you learn anything that you think you will use in

the future? Did you learn anything about yourself?

EXTREME**14. Story Hour**

Everyone loves a good story. Help get children excited about reading.

- Start a children's story hour at a local child care center, elementary school or in your neighborhood library. Or, read to young children once a week for six to eight weeks at home, school, in the community or a place of worship.
- Choose books kids love. Ask a children's librarian or language arts teacher to help choose books appropriate for the age level you are working with.
- Make your reading voice interesting by changing its pitch or tone. Give each character a different voice. Ask the children to make predictions about what will happen in the story and ask them questions about the characters and plot.
- Keep track of the reading dates, the names of the books and the children's reactions.

EXTREME**15. When I Grow Up...**

Discover career opportunities as an author.

- Invite an author to a group meeting for an interview. If a writer isn't available, ask your language arts teacher or librarian to help you find addresses of favorite authors. Write the author a letter asking him or her your questions and also research him or her on the Internet.
- Ask the person to answer at least five questions you have prepared, such as: What training or experience is necessary and where is this training available? What are the job responsibilities? How many jobs are available now and what is the prediction for the future? What are the favorite parts and least favorite parts of the job? Ask if it would be possible to shadow the person during part of the day. Keep notes on your observations of the specific duties.
- Be sure to write a thank-you note.
- Write up your experience to demonstrate

TRAIL ► the custom and its particular meaning.

TORCH BEARER ► • Try some foods from different cultures. Visit an ethnic market and see what different ingredients are used.

- Present to a community group the information you gathered about the ethnic background of your



MEANING OF EMBLEM ► community.

EXTREME

COLORS ► 16. Helping Hands

Find out what social services are available in your community.

EMBLEM ITEM NUMBER ► • Learn about community services

PURPOSE ► for one or more of the following groups of people: the homeless, unemployed, low-income families, teen

ACTIVITIES ► parents, abused children, elderly, battered spouses, or people with different kinds of challenges, such as visual or hearing impairment, mobility problems or mental or emotional disturbances. Learn who offers these services and how and where they are offered.

- Volunteer to assist (a minimum of three hours) in an organization that is providing a social service to the group of people you investigated.
- Find out about items or materials that may be needed by various groups. Collect those items and provide one of the groups with the needed materials.

EXTREME

17. Local Issues

Find out about the major concerns of your community.

- For two weeks, read the newspaper, watch the local news and talk to community leaders to discover concerns and problems.
- Choose a community problem that concerns you. Do something that will address this

concern. For example, if rising crime rates in residential areas are a problem in your community, then you might get involved in a neighborhood watch program.

EXTREME

18. When I Grow Up...

Compile a list of careers in community relations, social services or a related field.

- Choose one of the careers from your list and interview someone who currently holds, or has previously held, that job. Ask the person to answer at least five questions you have prepared, such as: What training or experience is necessary and where is this training available? What are the job responsibilities? How many jobs are available now and what is the prediction for the future? What are the favorite parts and least favorite parts of the job? Ask if it would be possible to shadow the person during part of the day. Keep notes on your observations of the specific duties.
- Be sure to write a thank-you note.
- Write up your experience to demonstrate what you learned about the career you chose. Discuss the information with your group or your family.

entries to see if your spirituality has grown and changed over time.

EXTREME

17. Do Your Research.

Read excerpts from five sacred writings (Bible, Torah, The Four Noble Truths, Koran, etc.).

- With advice from your Torch Bearer consultant, read selected parts of the writing or writings considered to be sacred in a particular religious belief.
- Write down any quotations that are meaningful to you. Include what they mean to you. Make additions as you read more and think about the things you learn.

EXTREME

18. When I Grow Up...

Discover career options in religion.

- Make a list of career options open to someone interested in religion. Speak to people who have careers related to religion to help you with your list. Talk to both ordained and non-ordained individuals.
- Choose one of the careers from your list and interview someone who currently holds, or has previously held, that job. Ask the person to answer at least five questions you have prepared, such as: What training or experience is necessary and where is this training available? What are the job responsibilities? How many jobs are available now and what is the prediction for the future? What are the favorite parts and least favorite parts of the job? Ask if it would be possible to shadow the person during part of the day. Keep notes on your observations of the specific duties.
- Be sure to write a thank-you note.
- Write up your experience to demonstrate what you learned about the career you chose. Discuss the information with your group or your family.

EXTREME

19. Celebrations

Learn how three or more spiritual faiths observe great occasions and decisions in a person's life.

- Explore at least three religions to find out how they observe baptism, confirmation, marriage and death, or other important ceremonies or rites of passage. Find out what traditions are a part of these observations and how they relate to spiritual beliefs. Record your findings.
- Attend at least one such event in a faith group other than your own. Talk to some of the people involved. Find out why they feel such ceremonies are important and how their faith directed the event.

EXTREME

20. Some Inner Peace

Discover how prayer and meditation are a part of faith.

- Learn about two or more different religions' prayers. Who is being addressed in prayer? What words are used? What or who are the proper subjects of prayer?
- Learn at least two commonly used prayers. Write a description or discuss with an individual or group what they mean in your own words.
- Research the difference between prayer and meditation. Is there a difference? What did you discover?
- Practice meditating or praying daily for one month. How did it make you feel? What impact did it make on your life? Do you feel a sense of growth?

Trail to Knowing Me

TORCH BEARER IN SPIRITUAL GROWTH

Sky, people and Earth symbolize people on earth reaching upward.

Sky is light blue; Earth and people are bright yellow.

B24900

Explore the depth of personal spiritual values and broaden awareness of spirituality as a part of your world's cultures.

1. Research

Collect your own library of spiritual books, magazines, pamphlets and articles. Explore your place of worship, home, library, bookstore or Internet to start your collection. Find out what different religions have in common.

2. Helping Hands

Discover how religious groups contribute to your community through service, such as disaster relief, hospital work, prison work and missionary programs. Visit at least one site in the community where this kind of program is taking place. Talk to the staff about their work and, if possible, with people who are being served. Volunteer your help (a minimum of three hours) in such a way to further this or other work in the community.

3. It's Symbolic

Create a book, poster or video illustrating some of the symbols of a faith and their meanings. Look for ways these symbols are used in art, jewelry, ceremonies, architecture or clothing. Add photos, pictures or your own drawings of how these symbols are used.

4. Join Hands

Take an active part in planning daily or weekly devotions for your family. As a family, practice these devotions for a minimum of one month.

5. Tough Folks

Find out about courageous women and men from stories in religious literature. Consider men and women such as Moses, David, Marion Anderson, Mother Theresa, Billy Graham and Mahatma Gandhi. Act out a story based on one of these characters for a group of younger children. You may need help from your family, friends or members of your Camp Fire group.

6. Celebrate!

Learn about the religious beginnings of several common holidays, such as Halloween, Easter, Magha Puja Day and Kwanzaa, or research common sayings such as "God bless you."

7. In the Beginning...

Collect creation stories from at least two faiths or cultures different from your own. How are they alike and how are they different? Put one story into your own words or artistic work to share with a group.

8. Rock Out!

Listen to a variety of religious music, such as hymns, spirituals, chants, devotionals, contemporary Christian or folk songs. Look for the meaning or feelings expressed in the music. Learn a favorite song that expresses

TRAIL ► what you believe about religion and/or spirituality. You could also create

TORCH BEARER ► your own song from your favorite styles of music.

9. Common Threads

Discover what the holidays or holy days of different faiths have in common. At the next religious holiday,



MEANING OF EMBLEM ►

decorate your house, cook food or plan a ceremony to enhance the spiritual aspects of the celebration.

COLORS ►

10. Convene with Nature

Plan and participate in a devotional service

EMBLEM ITEM NUMBER ► out of doors with your family and/or Camp

PURPOSE ► Fire friends. Incorporate spiritual practices into the service, such as prayer or meditation. You may also want to incorporate music or readings into the devotional time.

ACTIVITIES ►

11. Do Your Part.

Volunteer (a minimum of three hours) at a place of worship. You could help with clerical work, assist with a recreational program, address envelopes, deliver letters or help in a nursery or library.

12. Give Back

Assist a younger child who needs tutoring in religious studies for at least three hours.

13. Get Involved

If young people are given the opportunity to assist in the service at a place of worship in your community, offer to participate. Learn the proper procedure and reasons for doing the different things required. You could usher, sing in the choir, light candles or help at the altar, depending on the type of service.

14. Do Your Own Thing

Work with your Torch Bearer consultant to create your own activity.

EXTREME

15. What's Out There?

There are five major religions of the world – Christianity, Judaism, Hinduism, Buddhism and Islam. Pick three to explore. You may also choose from atheism or agnosticism.

- Check out the local centers of three of the five major religions. Contact these centers of worship to arrange a visit. Interview the spiritual leader. Choose three to five questions to ask. These might include: What is the history of the religion? Who is its greatest prophet? What are the most basic beliefs to be practiced in everyday life? How many people are currently practicing this faith?
- Collect information about the religion from brochures or the Internet.
- If you choose to explore atheism or agnosticism, find answers to such questions as: What does it mean to be an atheist? Agnostic? How is atheism or agnosticism different from the other beliefs? How do people react to atheists or agnostics?
- Document your findings. Figure out what the religions you selected have in common and what makes them different.

EXTREME

16. New Ways to Connect

Develop one new way of expressing your own personal faith.

- Speak to someone you respect. It could be a family member, neighbor, spiritual adviser or friend. Ask about the role spirituality plays in his or her life. How does this person express his or her own faith in daily living?
- Consider some new ways of expressing your personal faith. Try something new like meditating or singing, attending a place of worship on a regular basis, writing your personal thoughts or praying.
- Keep a journal for your own faith discoveries. Write down your ideas, thoughts and questions and go through your past

Trail to Family and Community

**TORCH BEARER IN
COMMUNITY
GOVERNMENT**

Persons, heart and camp village symbolize people leading in their communities.

Persons are red and gold; heart is red; the camp village is dark brown.

B27500

Broaden awareness of politics, laws, careers and community government and discover that good government begins with each person.

1. Jury Duty

Learn the steps taken to bring a case to trial and attend a court session. Find out the responsibilities of the defense and prosecuting attorneys, judge, court recorder and court bailiff. Discover how a person is chosen for jury duty in your community and how a jury is selected for a trial. Make a list of reasons explaining how serving on a jury supports the judicial system.

2. Election Day

Volunteer (a minimum of three hours) to work at the polls on Election Day by helping set up and take down tables and chairs, run errands for election workers or direct people to the correct areas. Or, offer to watch the children of the adults who are supervising the voting

process.

3. Vote for....

Volunteer (for a minimum of three hours) to actively participate in the campaign of a candidate running for office. You might stuff envelopes, answer phones, distribute information or put up signs. Also, take the time to learn about the candidate's campaign issues and why he or she wants to hold office.

4. Exercise Your Rights

Help organize a voting activity at school, e.g., a student voting booth, an assembly to promote the importance of voting using a theme such as, "If you don't vote, you can't complain." Spend at least three hours on this activity.

5. My Boss is the President

Attend a career fair and collect literature on government careers. Talk to representatives at the government career booths about the different careers available and write a summary of a career that might interest you and describe why. Share your observations with your group or your family.

6. Mock Election

With your Camp Fire group, a club or school class, participate in a mock election or meeting of government officials. Ask election officials for procedures in local elections. Use these as your guide for setting up your election. Outline your plan, including who is in charge of what portion. Record the results and include what went well and what you would do differently another time.

7. Community Services

Find out what services your community government offers to its citizens (e.g., public library, water, sewer). Which services are offered by different jurisdictions such as a district, township, county, village, city or region? Make a chart that shows who is responsible for the public services you use.

Trail to Family and Community**TORCH BEARER IN
COMMUNITY
AWARENESS**

Heart, arrowheads, dark and light sky and crossed paths symbolize a concern for and desire to understand other people and to participate effectively in community life.

Sky and arrowhead are red and white; heart and paths are blue.

B21100

Broaden awareness of community services and the need for assistance.

1. Everyday Heroes

Visit a fire station. Interview firefighters about their duties, how they train and what they do on a routine basis. Learn what kinds of equipment are used for fighting fires. Know how to report a fire and find out what other emergencies fire fighters respond to.

2. The Officer in Blue

Visit the local police station. Ask police officers about their job duties, how they train and what kinds of work they do. Find out about the kinds of equipment they use. Know how to report an emergency and find out what kinds of emergencies police officers respond to.

3. Hold Your Nose

Tour the water treatment, sewage treatment or solid waste disposal facilities in your

community. Interview facility employees to learn about the kind of work they do, the level of responsibility each one has and the training required for the job. Learn how the facility works.

4. Home Town Story

Capture your community on film or videotape. Put together a videotape, movie, slide show or photo story about your community. Focus on people, places and things that make your community special. Provide captions for your photos, write your own script to narrate your show or use tape-recorded voices of community citizens. Display your photo story, movie, slide show or tape in a public place or at an event.

5. Far Off Lands

Learn how a person from another country can become a U.S. citizen. Use books or the Internet for your research. Make an outline of the basic requirements needed for a person to become a citizen. Attend a naturalization ceremony in the community.

6. Take Two and Call Me in the Morning

Find out about health care facilities in your community. Look for facilities that are not part of a hospital system. Talk to community health workers or visit a health facility to learn more about health care. Find answers to questions such as: What kinds of services are available to young people? Where could you go for counseling or for a health program? What would it cost you? Would it be confidential?

7. Working Stiffs

Survey the job opportunities for young people in the community. Visit an employment center or talk to a job counselor to learn more about job opportunities for youth. Find answers to such questions as: What jobs are available for youth? How old do you have to be to get different jobs? Are job-training programs available?

TRAIL**8. Vote for Me**

TORCH BEARER ► Run for an office at school, your place of worship or another youth organization. Know why you want to hold the office and what you would like to do for the group if you are elected. Plan your campaign. Create materials to inform the voters and ask their vote.



for

MEANING OF EMBLEM ► 9. Do Your Own Thing

Work with your Torch Bearer consultant to create your own activity.

EXTREME**COLORS ► 10. Our Town**

Do you know how your town or city is run? Research the government

EMBLEM ITEM NUMBER ► structure used in your community.

PURPOSE ► • Interview one city employee and ask questions about the structure of the government. Find out answers to questions such as: What form

ACTIVITIES ► of governing structure does the city have? (Mayor/Council, Council/Manager or City Council) What are the government officials' duties? Are they elected or appointed positions and for how long?

- Tour at least one government office in your community.
- Be sure to write a thank-you note.
- Attend at least one city or city council meeting and make notes of what was discussed.
- Record your findings.

EXTREME**11. Breaking the Law**

Find out how the laws in your community affect you and your friends.

- Interview a judge or social worker in the juvenile court system, juvenile officer or group home worker. Learn what status offenses are

and how they apply to you. Find out what happens to juveniles in your community who are detained for breaking the law. What facilities are used for detainment? What processes take place? How are these processes different from those for an adult offender? What diversion programs are available for offenders?

- Be sure to write thank-you notes to the people you interviewed, telling them what you enjoyed learning.
- Present this information to a group of youth and conduct a discussion about how the laws ensure justice as they protect the community.

EXTREME**12. Money Doesn't Grow on Trees**

Do you know where your city gets its money? How much money does the city need annually to run all of the departments?

- Investigate public funds. Interview a city finance employee or city official. Ask about the amount of income received from taxes paid by individuals or businesses. Also, are there other sources of revenue? Which agencies or departments receive funds from regional, state or federal government? What are these funds used for?
- Attend a city council or school board meeting at which the budget is discussed.
- Make a chart that shows the percentages of funds that are used for personnel, services and overhead.

EXTREME**13. When I Grow Up...**

Make a list of careers opportunities in the public sector (mayor, city manager, city clerk, judge, police officer, fire fighter, water/refuse/park maintenance employees).

- Choose one of the careers from your list and interview someone who currently holds, or has previously held, that job. Ask the person to answer at least five questions you have prepared, such as: What training or experience is necessary and where is this training available? What are the job responsi-

bilities? How many jobs are available now and what is the prediction for the future? What are the favorite parts and least favorite parts of the job? Ask if it would be possible to shadow the person during part of the day. Keep notes on your observations of the specific duties.

- Be sure to write a thank-you note.
- Write up your experience to demonstrate what you learned about the career you chose. Discuss the information with your group or your family.

COMMUNITY

8. Get on the Bus

Explore the public transportation in your community. Does everyone need to have a car? What are other options for getting around? How much does each method of transportation cost? Experiment with getting to different places in your community on different kinds of public transportation with a trusted adult. Find out such information as cost comparisons, comfort and personal safety. Present this information to a group in a creative way .

9. You've Got the Power

Find out who owns and operates the utilities in your community and how the rates are regulated. For two weeks, clip articles from newspapers and magazines about utility rates or energy issues. Find out what options are available for people who can't afford to pay for utilities such as gas and electricity.

10. Ahh, the Days of Yore

Create a tour of older homes or buildings that represent the architecture of the past. If possible, speak with homeowners or others who may be familiar with the history of the houses. Ask the people how the city was originally laid out and the location of the original roads. Videotape a tour of a house, neighborhood or community, focusing on unique features of houses and buildings.

11. Give Service

Do something to help or support the people and organizations in your community that help others such as the police, firefighters, emergency personnel, school personnel or other community services.

12. Do Your Own Thing

Work with your Torch Bearer consultant to design your own activity.

EXTREME**13. The Early Days**

Discover the history of your community.

- Contact local historical societies or long-time citizens, surf the Internet and look up books about your community's history to find answers to the following questions: When was it founded? Who were the founders? How did your community and/or major landmarks around your community get their names? Have any events of historical significance taken place in or nearby your community? Have any famous people come from your community? What was the position of your community on various historical issues?
- Compile your information in a booklet or visual display for your school library, civics class, community center or other public place. Use your information to take a group on a historical tour of your community.

EXTREME**14. Hard-hitting News**

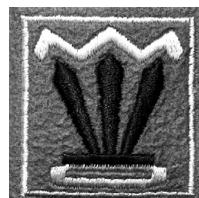
Find out what kinds of local news are offered in your community.

- Read local newspapers, watch local news on television and listen to radio news for two weeks. Compare the coverage of major news events in your community with national coverage.
- Choose a source from which you prefer to obtain the news and use it to expand your community awareness. Create your own newspaper article, radio spot, photo layout or television news story to cover a particular community event.

EXTREME**15. From There to Here**

Look at the ethnic differences in your community.

- Find out what ethnic groups are in your area, where they came from, when they arrived and why they settled there.
- Visit an ethnic festival, attend a special holiday celebration or learn a traditional dance. Speak directly to someone from this culture to find out how long people have done

TRAIL ► Trail to Family and Community**TORCH BEARER ► TORCH BEARER IN****CULTURAL****UNDERSTANDING****MEANING OF EMBLEM ►**

Eye, person, thought and many things unknown symbolize curiosity and **COLORS ►** understanding.

Eye and person are red; the bands of many things unknown are white; thought bar is blue.

EMBLEM ITEM NUMBER ►

B22900

PURPOSE►

Broaden awareness and understanding of differences in people by exploring a variety of cultures.

ACTIVITIES►

1. Eye-opening Interview

Talk with a person whose ethnic background is different from your own. Ask about the person's cultural traditions, religious practices, ethnic food or clothing. If the person has items from this culture, ask what they mean and how they are used. Share what you learned with an individual or group. Write a thank-you note to the person you interviewed, listing the things you enjoyed learning.

2. Digging Up the Past

Explore the cultural heritage of your community. Through the library, museums or bookstores, find out who the first immigrant settlers were and who founded your community. Take a trip to the oldest cemetery and see if you can find the grave of the first settlers or the founder. Make a gravestone rubbing. Show the rubbing and present the story to an individual or group.

3. Cultural Crafts

Make a piece of art or craft that comes from another culture. Share what you did and explain how you learned about the other culture with an individual or group.

4. Playing Games

Learn two games or songs of another culture. Teach the games or songs to your group or to a group of younger children. Tell the group members about that culture.

5. Express Yourself

Express yourself creatively through performance arts of another culture – dance, poetry, music or drama, for example. Present this to a group.

6. Hablo Español

Join a club such as a school foreign language club or an international club that helps you learn more about other cultures. Actively participate in the club for three months.

7. Around the World

Learn about three different cultures' (other than your own) religious or traditional holiday celebrations. Prepare one food dish or make a decoration that is traditionally served or used in one of the cultures during the holiday. Share this food and the recipe or the decoration with an individual or group and explain why it is special.

8. Tour Guide

Take an ethnic tour of your community. Visit businesses that specialize in merchandise for certain cultures including food, clothes, sundries, transportation and ethnic restaurants. Document your experience as if you were planning to become a tour guide.

9. Fashion Statement

Make and wear an outfit of ethnic design. Research the importance and meaning of the design. Show or model your work to a group or your family.

10. Follow the Leader

Volunteer (a minimum of three hours) to work with a younger Camp Fire group or in a classroom to assist in learning about a different culture. Provide leadership in helping the group choose activities. Locate resources and design a project that will help them learn about another culture. Activities might include crafts, games, foods, clothing or other aspects unique to the culture selected by the group.

11. Digging Up History

Visit a museum to view the arts and crafts of a particular culture firsthand. Before you go, check out the culture by reading or talking with an expert. Prepare three to five questions that you want to be able to answer after your visit. At the museum, ask a staff person to help you answer your questions. Ask where you might go for further information about what you have seen at the museum. Check out Web sites for the Smithsonian Institution and National Geographic for additional information.

12. Art World

Visit the studio or workplace of an ethnic artist or craftsperson. Before you go, learn about the history of the ethnic art or craft that the artist does. Prepare three to five questions that you want to be able to answer after your visit. Ask where you might go if you were interested in learning more or trying the techniques.

13. Ethnic Issues

Explore cultural, political and economical concerns. Find out the political and economic concerns of an ethnic group in your community. Learn about organizations that promote the political and economic agendas of that group. Volunteer (a minimum of three hours) for one of these groups.

14. Do Your Own Thing

Work with your Torch Bearer consultant to design an activity of your own.

EXTREME**15. Family Tree**

Research and artistically present your own heritage or family tree.

- Interview two of the following: parents, grandparents, aunts, uncles or elder cousins to find out key information, including their country(ies) of origin.
- Represent your family heritage artistically by drawing, painting, creating a collage or sculpture or using another medium to show dates of births and deaths, names, marriages, schooling or any other information that you wish to show.
- Present your heritage piece to an individual or group.

EXTREME**16. The Good Ol' Days**

Organize an oral history of your family, heritage or culture.

- Record by videotape, audio tape or in writing three histories that include: stories that have been passed down through generations, customs and celebrations of your family, traditions or the most memorable events in family members' lives.
- Organize the histories into a portfolio or booklet or provide a synopsis of recorded interviews.
- Present the histories to your family.

EXTREME**17. Culture Shock**

Learn about other cultures.

- Choose a culture other than your own that interests you. Attend an art show, a dance presentation, theatrical performance or other artistic activity that is produced and performed by this culture. Read a book or watch a film from or about the culture.
- Make a list of questions you have about that culture. These may be about stereotypes that you have heard or curiosity about the culture's ways.
- Set up an interview with a person from that culture. Before the interview, write down what you think the answers to your questions might be. During the interview, ask these questions,

Trail to Family and Community

TORCH BEARER IN
PRACTICAL LIVING

Sun and hogan symbolize the ability to make the home a warm and happy place.

Sun is red and white; house is green, white and red.

B23100

Demonstrate skills in practical living such as household management, auto maintenance, home repair and decorating.

1. Home Improvement

Look around your home and find something you could make better. Create a muddy-shoe rack, tool organizer or plant stand.

2. Sweat. It's Good for You!

See what it takes to make the lawn look nice. Assist in major yard work, such as mowing and fertilizing the lawn, planting and weeding the garden, trimming hedges and trees and cleaning gutters.

3. Keep a Tight Ship

Do a home energy check to look for air leaks that may affect air conditioning and heating costs and efficiency. With your parent(s) or guardian, weather-strip doors and/or windows

where needed. Figure out a way to cut down on energy usage in your home. Call the utility company and find out the best time to use appliances, the most efficient settings and when you should see results in your improvements. Follow their suggestions, then notice if energy costs are lower.

4. Tool Time

Find out how to repair or restore a household item. Use books, magazines or the Internet or speak to a knowledgeable person. You might fix a lamp, broken plate or appliance or replace a washer in a leaking faucet. Keep a record of the different supplies used to repair the item and how well the repair job was done. Make sure you have a parent or guardian nearby to supervise this project.

5. Gas It Up

Find out what and when tasks need to be done to keep vehicles in good operating condition. Decide whose responsibility it will be to maintain the vehicles. Include tasks such as checking oil, changing the air filter, checking tire pressure, performing tune-ups, conducting oil changes and completing lube jobs. Add specific information, such as how often maintenance should be performed, the brand and weight of oil, air filter brand and model number, size of tires and the recommended air pressure.

6. Bike It

Try your skills in routine bicycle maintenance. Learn to care for and repair tires and working parts.

7. Fix Your Ride

Try your skills in routine vehicle maintenance. Learn how to fill the vehicle with gas, check and maintain the oil level, change the light bulbs and fuses, check the battery, water and radiator coolant and maintain the correct tire air pressure.

8. Add It Up

Figure out the cost of owning or operating a vehicle for one year. Include the cost of gas, maintenance, tires, cleaning, registration, inspection, insurance, parking and taxes.

TRAIL ► or research the answers in your local library or on the Internet. Write **TORCH BEARER►** down the answers and compare them to your predictions.

EXTREME

18. Be Different

Plan and participate in an event that promotes cultural awareness at your school, place of worship,



MEANING OF EMBLEM ► your community or Camp Fire council. This

might be a heritage week, folk festival, ethnic arts fair, ethnic food fair or any event that

COLORS ► increases cultural awareness.

- Write down your experience.

EMBLEM ITEM NUMBER ► Include an evaluation of the event. Make suggestions that

PURPOSE ► would improve the event. Share these with your family and another adult.

ACTIVITIES ► EXTREME

19. Stereotypical

Educate yourself on prejudice.

• For two weeks, follow articles in the newspaper about ethnic groups and clip them out as you go. At the end of the two weeks, separate the articles into positive and negative representations. Tally the number of positive and negative articles on each ethnic group.

Were certain groups represented more positively? More negatively?

• On the Internet or in a library, find and read three articles on stereotypes of ethnic groups. For example, find out which populations are over-represented in prisons. Determine if the information you found in the newspaper is a correct or incorrect representation of those ethnic groups.

EXTREME

20. When I Grow Up...

Explore careers that focus on different cultures or diversity, such as a foreign language instructor or immigration officer.

- Choose a career that interests you and interview someone who currently holds, or has previously held, that job. Ask the person to answer at least five questions you have prepared, such as: What training or experience is necessary and where is this training available? What are the job responsibilities? How many jobs are available now and what is the prediction for the future? What are the favorite parts and least favorite parts of the job? Ask if it would be possible to shadow the person during part of the day. Keep notes on your observations of the specific duties.

- Be sure to write a thank-you note.
- Write up your experience to demonstrate what you learned about the career you chose. Discuss the information with your group or your family.

Home maintenance could be mowing the lawn. Auto maintenance tasks could be washing the car or regularly checking the oil. A home repair task could be organizing and keeping the workshop area in order.

- Make a schedule for completing this skill as often as needed over the time period.
- Record what surprised you about keeping up the maintenance.

EXTREME

18. When I Grow Up...

Explore career opportunities in household management, auto maintenance, home repair or decorating.

- Choose a career that interests you and interview someone who currently holds, or has previously held, that job. Ask the person to answer at least five questions you have prepared, such as: What training or experience is necessary and where is this training available? What are the job responsibilities? How many jobs are available now and what is the prediction for the future? What are the favorite parts and least favorite parts of the job? Ask if it would be possible to shadow the person during part of the day.

Keep notes on your observations of the specific duties.

- Be sure to write a thank-you note.
- Write up your experience to demonstrate what you learned about the career you chose.

Discuss the information with your group or your family.

9. Just Like New!

Ask an adult to help you finish, refinish, restore or reupholster a piece of furniture for your room or another part of your home. Find out about different techniques and the specific equipment to use with different products.

10. A New Perspective

Rearrange or redecorate your room or another room in your home. Plan ahead by making a model or sketch of what you want the room to look like when you are done. Check out prices for items such as rugs, posters, bedspreads, paint or wallpaper. Keep a record of your costs. You do not have to spend any money to complete this project.

11. Electrifying

Learn about the wiring system in your home with the help of a knowledgeable person. Make a diagram showing how outlets are connected through the circuits in your home. Complete an electrical wiring task, like replacing or repairing a wall switch. Before beginning this task, make sure you get permission from your parent or guardian. Adult supervision is required while completing the task.

12. Water Works

Explore the plumbing in your home. Figure out how to turn off the water for repair work in an emergency. Learn how to connect two pieces of pipe, seal a leak in a water pipe or repair a leaking faucet. Learn how to use a snake or plunger to unclog a toilet or replace a faulty part in a leaky toilet. Adult supervision may be required for this task.

13. Get It Straight

Learn the correct method for hanging pictures and other decorative items in your home. Know the composition of your ceilings and walls. Find out what kinds of hangers will hold what weights and learn how to use a drill. With permission from your family, hang two decorative items correctly, in your room or in another room in your home.

14. Do Your Own Thing

Work with your Torch Bearer consultant to create your own activity.

EXTREME**15. Safety First, Second, Third, Fourth...**

Check your home for safety issues.

- With the help of family members, develop a list of emergency procedures for your home. Decide what family members should do in case of accidental poisoning, fire, severe storm, flooding, earthquake, tornado or hurricane.
- Practice at least one emergency procedure drill. We know, we know, it feels silly to crawl along the floor to get to the door, or to run to the basement, but you'll find obstacles you may have never known were there.
- Arrange to have a safety inspection done by a qualified person. You might have a mechanic inspect the family car, a police officer inspect your home for security risks or a firefighter inspect your home for fire hazards. Most communities offer these home services for free. If these services are not available, get information to help you and your family carry out an inspection of your own.

EXTREME**16. Do Your Homework**

Pick a practical living skill, such as ironing, laundry or lawn care that you have not mastered and start learning.

- Check out how-to books that will help you learn practical living skills.
- Take a course on how to perform a skill around the house.
- Know what skills your neighbors or family members specialize in.
- Tell people about the skill you learned and offer your services next time they need it.

EXTREME**17. Pitch In**

Take responsibility for one practical living task necessary for family life.

- Assume responsibility for one practical living skill for two to three months. Home skills could include grocery shopping, laundry or cleaning.

TRAIL ► How would you feel in the situation described in the book?

TORCH BEARER ►

6. Watch It

Watch a movie or documentary based on the life of a person with a disability. Share your observations and feelings with others who



or with a

MEANING OF EMBLEM ► saw the movie as well.

7. Tools for Success

Many people with disabilities have to purchase

COLORS ► special tools to make everyday tasks easier for them. Adapt or modify tools, utensils or other devices to

EMBLEM ITEM NUMBER ► enable a person with physical disabilities to

PURPOSE ► become more independent in dressing, reaching, feeding, etc.

Ask a professional for help if you feel you need a few pointers.

8. Fashion and Function

Most people want their clothes to look good, but they also have to be functional. Finding functional clothing can sometimes be a chore for people with disabilities. Modify or design an item of clothing that would be comfortable for a person with a disability, perhaps for someone in a wheelchair or with leg braces. The item should be convenient to fit anyone wearing orthotic aids or braces.

ACTIVITIES ► 9. Handicap Accessible

Pick a building, home or other area of land and make a list of adaptations that are currently available for someone with a disability. This could include Braille signs, ramps or curb cuts. Record the ways these adaptations have improved the quality of life for people living with disabilities. What else could be done to make things easier?

10. Give Your Time

Helping others is a rewarding experience.

Volunteer (a minimum of three hours) with a local chapter of an organization serving people with special needs. For example, you could assist United Cerebral Palsy Association, the Arc (www.thearc.org) or one of dozens of other organizations.

11. Olympic Hopefuls

The Special Olympics is a big deal. Do your part to help at a Special Olympics event. You could greet the participants, organize the refreshments or be a judge. You could find out the schedule of dates from a state school for the handicapped, a school district or the local Council for Exceptional Children. Volunteering (a minimum of three hours) to help with a local telephone service that receives calls and/or makes telephone appointments for the hearing impaired would count for this activity as well.

12. Overcoming Obstacles.

There are a lot of challenges for families of children with disabilities. Explore the kinds of services that are offered in your community by talking to a parent of a child with a disability. Discuss with family members the challenges faced daily. What services are available for their child? Do they think the services are adequate? Do the services fit the specific needs of the child? With what ease or difficulty are these services received? Discuss your findings with an individual or group.

13. Special Needs

Speak to a counselor at your school and find out what services are offered to children with disabilities in your school district. Visit with teachers in these programs and ask permission to spend a minimum of three hours observing in classrooms for students with special needs.

14. Do Your Own Thing

Work with your Torch Bearer consultant to create your own activity.

EXTREME

15. Medical Research

Are you or anyone you know affected by

Trail to Family and Community**TORCH BEARER IN
SPECIAL SERVICE**

Hand, eye and person symbolize the ability to see the needs of people and help meet these needs.

Hand and person are orange; eye is white.

B25900

Explore disabilities that affect people and develop insightful ways to help others with special needs.

Note: Service to people with special needs can require technical skills and specialized knowledge. Find a Torch Bearer consultant who is qualified to give you special guidance. The following people would be excellent consultants: special education teacher in any specialty area, occupational therapist, physical therapist, adaptive physical education instructor, social worker, counselor, legal advocate, recreation leader, life skills training instructor, speech therapist or psychologist.

1. Communication Matters

Learn about one of the methods used to communicate with sensory-impaired persons, for example, Braille or American Sign Language. Use books, magazines or the

Internet to find out how the technique was developed and how it is taught. Learn to communicate several simple statements in this method.

2. A Little Assistance, Please

Interview a person with knowledge or expertise on how to assist people with physical disabilities. Demonstrate your ability to correctly do one of the following: maneuver a person in a wheelchair on inclines or in confined areas; lift and carry someone; put on and take off orthopedic appliances and devices; or lead a blind person in a public space.

3. Fight for the Right

Be an advocate for the rights of people with disabilities. There may be organized groups in your area, or you may want to get people together to start a group. With your group, look into the issues that affect people with disabilities and take action on an issue of importance to you. Talk to people with disabilities as well. A goal for your group could be advocating for handicapped parking spaces or providing a sign language interpreter for news broadcasts or public events.

4. Follow the Law

Explore recent laws or court decisions that involve or affect people with disabilities. Write to state and federal legislators to get needed information. Contact local agencies to find out what laws and court rulings concern or affect them. Watch for and cut out newspaper or magazine articles or search the Internet for information that involves laws or court decisions.

5. Read About It

Read a book that is about people with special needs. The book can be fiction, non-fiction, medical, etc. If you need suggestions for a good book on this topic, ask your librarian or an employee at a local bookstore. When you have finished it, share your impressions with your group or a professional you have met.

- Tally the survey results and compare the actual results to your own predictions. How close were you?
- Capture your findings in a chart, graph or other creative way.

EXTREME

19. Mainstream

Assist in mainstreaming a child with disabilities in a Camp Fire group or camp unit.

- Help plan activities and lead discussions that prepare children for the mainstreaming experience. Think ahead to prepare for any adaptations in the environment or activities that may need to be made in advance.
- Help the children make the transition as needed.

Trail to Creativity

TORCH BEARER IN CREATIVE ARTS

The hand, thought, eye and lake symbolize the ability to see, interpret and create beauty.

Hand and lake are green; thought and eye are white.

B22500

Explore the world of art and become aware of art interests as a hobby or leisure activity.

1. Use Your Imagination

Draw a cartoon or cartoon strip using characters of your own design. Share it with

your group or your family and get their feedback.

2. Find Inspiration

Choose an art form that interests you. It might be painting, printmaking, sculpture, photography, textiles, metal work, woodworking or pottery. Discover at least six examples of this medium in different places in your community. Record your impressions. How do they make you feel? How do others respond to them?

3. Jump Right In

Take a leadership role in organizing and carrying out an art competition or art display in your Camp Fire council, school, place of worship or another place in your community. You could serve on a planning committee that selects judges, organizes the display or awards the artists.

4. Capture the Action

Draw an action sketch of a person(s) participating in a sport, dance or marching band. Use different kinds of lines to show movement. Share your sketch with your group or your family and get their feedback.

5. Get It on Film

Capture the action of your favorite sport or performance art in photos. Take a series of action photos. Try using different techniques to stop the action or suggest movement. Display them in an album or on a poster and share it with your group or your family.

6. The One and Only

Experiment with ways to express who you are. Create your own symbol. Make your design in wood or clay, so that it can be used as a stamp to personalize items like stationery, note cards or wrapping paper. Share it with your group or your family.

7. Decked Out

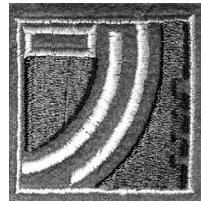
Personalize a T-shirt or other clothing item using techniques such as embroidery, fabric pens, crayons, batik, tie-dye or silk-screening.

TRAIL ► disability or a disease? Or is there a disability or a disease that you would

TORCH BEARER ► like to understand more clearly? What do you

already know about this condition?

- Get background information on one specific disability, condition or disease, such as epilepsy, cerebral palsy, cystic



MEANING OF EMBLEM ► fibrosis, blindness, loss of hearing,

muscular dystrophy, down syndrome, spina bifida, autism, stroke, multiple sclerosis,

COLORS ► arthritis, cleft palate, learning disability, mental challenges or

EMBLEM ITEM NUMBER ► cancer. Research your topic in books, journals, on the

PURPOSE ► Internet, by asking a professional in the field or by talking with people who have the disease or disability or who have a family member that does.

ACTIVITIES ►

- Find out the legal or medical definition of the disability and what possible causes contribute to the condition. Explore what the educational and life skills potential are for people with this disability. Many of the special needs listed above have national agencies and Web sites that can provide information.

- Collect pamphlets or brochures regarding your topic.
- Record what you discover in a notebook or capture what you learned in a creative way.

EXTREME

16. Deal With It

Get firsthand knowledge of how people deal with their disabilities.

- Observe a group of children or adults with special needs in a camp, school or recreational setting, or, talk with a person who has a disability at his or her home. Note adaptations or adjustments that he or she has

made in the physical environment to accommodate the disability.

- Find out how a person with a disability approaches the tasks of daily life and deals with the difficulties.

- If possible, record the interview. Also note your personal concerns and feelings while talking to the person. Capture what you learned in a notebook or in a creative way.

EXTREME

17. When I Grow Up...

Explore career options of working with people with special needs.

- Interview someone who currently holds, or has previously held, a job in this field. Ask the person to answer at least five questions you have prepared, such as: What training or experience is necessary and where is this training available? What are the job responsibilities? How many jobs are available now and what is the prediction for the future? What are the favorite parts and least favorite parts of the job? Ask if it would be possible to shadow the person during part of the day. Keep notes on your observations of the specific duties.

- Be sure to write a thank-you note.
- Write up your experience to demonstrate what you learned about the career you chose. Discuss the information with your group or your family.

EXTREME

18. Attitude Problem

Survey attitudes toward people with disabilities.

- Design a survey to give to 20-30 people, including your classmates, family members, neighbors or Camp Fire group members. In your survey, ask participants about their attitudes toward people with disabilities at their workplace or in their classes. Ask what kinds of services should be available to persons with disabilities. Make sure your questions are open-ended and do not sway the opinions of the people you interview in any way.

- Before distributing the survey, make a prediction of what you think the results of the survey will be.

Share it with your group or your family.

8. Creative Memories

Photograph an important time or event in your life. Take a series of pictures or slides or make a videotape that tells the story. Capture the emotion of the event through your art. Display your work in an album, poster or video presentation and share it with your group or your family.

9. The Eye of the Beholder

Discover the artistry in everyday items. Look through a junkyard, attic or flea market for some piece of suitable scrap for sculpting in wire, clay or papier-mâché. Find something that has an eye-appealing shape. For example, a discarded kitchen appliance or garden tool can make an interesting art piece. Use the item in a piece of your artwork and share it with your group or your family.

10. Brand Design

Create a package for a product such as a new beverage, food item or cologne. Go to stores to get ideas for sizes, shapes and colors. Design your package to appeal to a possible customer. Make sure you draw your design showing the package from all angles; create a sample package. Share it with your group or your family and get their feedback.

11. Natural Beauty

Take a nature hike and use found objects to create a visually-appealing design using printmaking techniques. Natural items with texture like leaves, rocks or ferns make good prints. Experiment with different designs, combinations and arrangements, for example, print forms on borders, wrapping paper, aprons, linens and pillow cases. Share your work with your group or your family.

12. Bedazzled

Learn about simple jewelry making. You could go to the library, use the Internet or take a class to learn basic jewelry making for beginners. Make a ring, bracelet, necklace, wristband or key chain from materials such as

wire, clay, beads, cord or string. Share your work with your group or your family.

13. Use Your Hands

Choose one of the following textile arts: weaving, tie-dye, batik or macramé. Discover proper techniques of the process and then complete a project using the technique. Share your work with your group or your family.

14. Cover Art

Create a cover design for a CD, video, DVD or magazine. Share your work with your group or your family.

15. Built to Scale

Build a model from a kit that is appropriate in difficulty for your age, or, construct a model of your own design using clay, wire, wood or other materials. Share your work with your group or your family.

16. Do Your Own Thing

Work with your Torch Bearer consultant to create your own activity.

EXTREME

17. Get Into It

Learn to appreciate art.

- Visit an art gallery, museum, art fair or library, or use the Internet to explore and broaden your knowledge of artists and their styles. Make a list, take pictures or videotape your favorite artists' works if allowed by the museum or exhibitor.
- Make a book or portfolio illustrating these artists and their works of art. Be sure to use captions and reflect why these artists and their works capture your interest. Find out the history or background of the artists and include this in your portfolio or book. Present this to your group or your family.

EXTREME

18. Help Out

Help young children learn about art and complete an art project.

- Decide what you would like to teach the children about art. Choose a project appropriate for the age of the children you will be working with.
- Plan for the project by gathering supplies and other materials you will need for the number of children in the group. Include plans for protecting surfaces and clothing, if needed.
- Assist the children in completing the project.
- Document the experience. What would you repeat another time? What would you change?

EXTREME

19. Get Around Town

Explore art in your community or neighborhood.

- Take a tour of your community to find places where art can be viewed, such as museums, parks, business establishments, shops, private homes and galleries. You might also look at the architectural style of the buildings in your community.
- Find a creative way to present this information to a group.
- Use your information to create a guidebook or tour list that others could use.

EXTREME

20. New Perspectives

Plan an art experience for a person(s) with special needs.

- Go on a tour of an art exhibit to get a preview. Adapt the experience to the needs of the individual(s) involved. For example, you might develop a texture tour for visually impaired children. Or, you could write a script for a tour of an art exhibit that could be easily understood by people with mental impairments. Plan this experience with the museum education department.
- Bring a camera or video camera to capture this experience (if allowed by museum or

exhibitor).

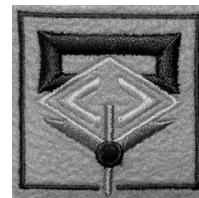
- Record in a journal your thoughts and personal feelings during and after the experience. Include what went well and what you would do differently next time.
- Make a visual display of your pictures with captions or show your video to an individual or group.

EXTREME

21. When I Grow Up...

Learn about career opportunities as an artist.

- Interview a person who makes his or her living as an artist. Ask the person to answer at least five questions you have prepared, such as: What training or experience is necessary and where is this training available? What are the job responsibilities? How many jobs are available now and what is the prediction for the future? What are the favorite parts and least favorite parts of the job? Ask if it would be possible to shadow the person during part of the day. Keep notes on your observations of the specific duties.
- Be sure to write a thank-you note.
- Write up your experience to demonstrate what you learned about the career you chose. Discuss the information with your group or your family.

TRAIL ► Trail to Creativity**TORCH BEARER ► TORCH BEARER IN
CREATIVE****ARTS****CAREERS****MEANING OF EMBLEM ►**

Eye, creation and desire symbolize the willingness to explore career opportunities in **COLORS ►** the arts.

The eye is royal blue; creation is gold; and **EMBLEM ITEM NUMBER ►** desire is medium green.

PURPOSE ►

B24800

ACTIVITIES ►

Broaden awareness of careers in the arts.

1. It's a Sign

Look around your community – there are billboards and signs everywhere. Find out who designs these and how they are made. Discover some of the different lettering styles and learn about the importance of color as a means of visual awareness and a tool for communication. Make a sign advertising a function for your Camp Fire group, school or other group. Hang the sign in a place where the appropriate audience can see it.

2. What's the Difference?

Find out the difference between fashion design and fashion illustration. Find some fashion illustrations that you like and clip out samples from magazines or catalogs. Learn about some design aspects of clothing and find out what colors and styles are best suited

for your complexion and body build. Using what you've learned, draw a design for an outfit for yourself or someone else. Share it with your group or your family.

3. Work of Art

Roll up your sleeves and create your own work of art by choosing one of the following categories: painting, drawing, sculpture, textiles or pottery. Have your art evaluated or appraised by an adult in the art field. Or, compare your work to a similar piece of art at a gallery or museum.

4. What a Character

Make up your own characters and draw a one-frame cartoon or comic strip. Have your cartoon give a message, tell a story or make a joke. Submit your cartoon to your community, school newspaper or Camp Fire council publication.

5. Picture This

Create a portfolio that highlights the benefits of a career in studio photography, news photography and feature photography. Be sure to caption your photos with descriptions and share your career information with your group or your family.

6. Ad Wars

Experiment with designing two or more ads for one of your favorite products. Present your ad to your group or your family.

7. Car Creations

Discover the people in your area who specialize in painting designs on cars. Look at samples of their work. Create an original design that could be painted on the exterior of a van or truck. Paint it on a broad piece of sheet metal or plastic and share it with your group or your family.

8. Home Design

Study the artistry of architecture or home design. Take pictures of various kinds of

architecture in your community. Collect pictures of interesting buildings from magazines. Label each picture with the architectural style and the location of the building.

9. Interior Decorator

Enjoy a building's appearance on the inside as well as the outside. Familiarize yourself with various furniture styles, color combinations and usable accessories. Collect a picture file of various room styles and decor from traditional to contemporary styles.

10. Dream House

Using magazines, drawings and pictures, design the interior and exterior of your dream house. Share your design with your group or your family.

11. Art Sale

Learn how to market your art. Speak to artists or art teachers to find out how to prepare your artwork for sale. Find out what galleries in your area sell art in the medium that is your specialty and how to enter local art exhibits or fairs. Find out how to prepare a portfolio of art in your specific medium and begin to create your own portfolio.

12. Do Your Own Thing

Work with your Torch Bearer consultant to create your own activity.

EXTREME

13. When I Grow Up...

Learn more about the field of commercial art.

- Interview a commercial artist. Ask the person to answer at least five questions you have prepared, such as: What training or experience is necessary and where is this training available? What are the job responsibilities? How many jobs are available now and what is the prediction for the future? What are the favorite parts and least favorite parts of the job? Ask if it would be possible to shadow the person during part of the day. Keep notes

on your observations of the specific duties.

- Be sure to write a thank-you note.
- Write up your experience to demonstrate what you learned about the career you chose. Discuss the information with your group or your family.

EXTREME

14. When I Grow Up...

Discover the world of fashion.

- Interview a fashion designer. Ask the person to answer at least five questions you have prepared, such as: What training or experience is necessary and where is this training available? What are the job responsibilities? How many jobs are available now and what is the prediction for the future? What are the favorite parts and least favorite parts of the job? Ask if it would be possible to shadow the person during part of the day. Keep notes on your observations of the specific duties.

- Be sure to write a thank-you note.
- Write up your experience to demonstrate what you learned about the career you chose. Discuss the information with your group or your family.

EXTREME

15. When I Grow Up...

Become aware of what it takes to pursue a fine arts career.

- Interview a person who has a career in painting, drawing, sculpture, textiles or pottery. Ask the person to answer at least five questions you have prepared, such as: What training or experience is necessary and where is this training available? What are the job responsibilities? How many jobs are available now and what is the prediction for the future? What are the favorite parts and least favorite parts of the job? Ask if it would be possible to shadow the person during part of the day. Keep notes on your observations of the specific duties.

- Be sure to write a thank-you note.
- Write up your experience to demonstrate what you learned about the career you chose.

Discuss the information with your group or your family.

EXTREME

16. When I Grow Up...

Discover more about careers for cartoonists.

- Interview a cartoonist to find out as much as possible about cartooning. Ask the person to answer at least five questions you have prepared, such as: What training or experience is necessary and where is this training available? What are the job responsibilities? How many jobs are available now and what is the prediction for the future? What are the favorite parts and least favorite parts of the job? Ask if it would be possible to shadow the person during part of the day. Keep notes on your observations of the specific duties.
- Be sure to write a thank-you note.
- Write up your experience to demonstrate what you learned about the career you chose. Discuss the information with your group or your family.

EXTREME

17. When I Grow Up...

Explore your opportunities in photojournalism.

- Interview a freelance professional photographer or the photographer at your local newspaper. Ask the person to answer at least five questions you have prepared, such as: What training or experience is necessary and where is this training available? What are the job responsibilities? How many jobs are available now and what is the prediction for the future? What are the favorite parts and least favorite parts of the job? Ask if it would be possible to shadow the person during part of the day. Keep notes on your observations of the specific duties.
- Be sure to write a thank-you note.
- Write up your experience to demonstrate what you learned about the career. Discuss the information with your group or your family.

EXTREME

18. When I Grow Up...

Find out more about a career in advertising.

- Interview an advertising manager or graphic artist. Ask the person to answer at least five questions you have prepared, such as: What training or experience is necessary and where is this training available? What are the job responsibilities? How many jobs are available now and what is the prediction for the future? What are the favorite parts and least favorite parts of the job? Ask if it would be possible to shadow the person during part of the day. Keep notes on your observations of the specific duties.

- Be sure to write a thank-you note.
- Write up your experience to demonstrate what you learned about the career you chose. Discuss the information with your group or your family.

EXTREME

19. When I Grow Up...

Find out about careers in computer-aided design.

- Interview a person who does design work with a computer. This can include home design, graphic design, landscape design, etc. Ask the person to answer at least five questions you have prepared, such as: What training or experience is necessary and where is this training available? What are the job responsibilities? How many jobs are available now and what is the prediction for the future? What are the favorite parts and least favorite parts of the job? Ask if it would be possible to shadow the person during part of the day. Keep notes on your observations of the specific duties.

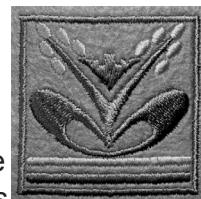
- Be sure to write a thank-you note.
- Write up your experience to demonstrate what you learned about the career you chose. Discuss the information with your group or your family.

Trail to Creativity

TORCH BEARER IN STYLE

TRAIL ▶

TORCH BEARER ▶



Hand and flower symbolize the growth of skills in creating beauty in pattern, color and design.

MEANING OF EMBLEM ▶

Hand, flower and lower band are green; the rest is yellow.

COLORS ▶ B23900

To explore fashion and broaden awareness

EMBLEM ITEM NUMBER ▶ and appreciation for creating beauty in

PURPOSE ▶ pattern, color and design.

ACTIVITIES ▶

1. It's So You

Start a collection of styles that intrigue you. Cut ideas out of magazines, take pictures, make drawings and research designers that you like. Keep the collection for a few seasons and see how your tastes change.

2. Other People's Stuff

Visit a display of one or more types of needlework or leatherwork, such as a crafts bazaar, fair or quilt show. Choose one item that you feel was especially difficult to make or that you consider a personal favorite. Interview the person who made it and find out how it was done.

3. World Fashion

Discover more about style, traditions and customs of a particular cultural group from a person who is a member of that culture. For example, you could speak to an American Indian about the tribal symbols and lore of rug weaving. Or, you could talk to a Norwegian

regarding the embroidery called Hardanger. Or, investigate the silver artistry of Mexico.

4. Passed Down From Generations

Use your family; they're always a hotbed of interesting style. Ask around at your next family gathering and find out what craft skills they have. Ask them to teach you what they know. Practice those skills and show your work at the next family gathering.

5. Origins

It's got to start somewhere. All of those clothes that you wear and love so much start out as pieces of fabric. Find out where those pieces of fabric come from. Watch a demonstration of spinning or weaving, or visit a mill to discover how cotton or wool is processed. Capture your findings.

6. Spread the Love

Volunteer (a minimum of three hours) to help with a community presentation of handmade items. This could include a display at a fair or a presentation of garments made by members of your Camp Fire group.

7. Do It Yourself

Visit a fabric store, crafts shop or leather store. Make notes of several ready-made projects, including cost, type, quality of materials used and changes you would make if you were to make the project. Choose and purchase one kit and construct the project.

8. Swap Shop

Gather some friends from your Camp Fire group and get together on a regular basis to talk about your styles. Maybe you can all bring items of clothing or accessories and trade. It's amazing how exciting your closet can become with some fresh items.

9. Go Industrial

Make a project using a sewing machine. You can create your own pattern or use one you have purchased. Purchase the materials

- Learn the various techniques involved in leatherwork. Find out about methods used to prepare, cut, decorate, assemble and finish leather.
- Learn the various tools used in leatherwork such as a swivel knife, mallet, shader, beveler, veiner, seeder and background tool. Practice using some of the tools.
- Make a simple project using a leatherwork skill or technique.
- Show the project to your group or your family and ask for feedback about it. Record what you would do differently another time.

EXTREME**17. Discover Fashion**

Design a new Camp Fire uniform or outfit.

- Research the proper ways to use the Camp Fire logo on clothing.
- Design a new uniform or outfit that represents your club, favorite activities and, of course, sense of style.
- Create your design using fabrics, emblems and the Camp Fire logo.
- Show it off. Wear your new garb to your next Camp Fire meeting or event.
- Send your design ideas to Camp Fire National Headquarters. Who knows, you may get credit for designing a new Camp Fire product line!

EXTREME**18. When I Grow Up...**

Explore career and hobby opportunities in clothing or merchandise design.

- Interview someone who makes a living creating or evaluating the latest trends of clothing or accessories. Ask the person to answer at least five questions you have prepared, such as: What training or experience is necessary and where is this training available? What are the job responsibilities? How many jobs are available now and what is the prediction for the future? What are the favorite parts and least favorite parts of the job? Ask if it would be possible to shadow the person during part of the day.

Keep notes on your observations of the specific duties.

- Be sure to write a thank-you note.
- Write up your experience to demonstrate what you learned about the career you chose. Discuss the information with your group or your family.

necessary for sewing your project. Write down the fabric's fiber content and care needed, fabric finishes and the total cost for the project.

10. Go to School

Take a class in needlework, sewing or leatherwork. Keep a file of the information you learned, including resources, ideas and patterns. (A class at school would count for this activity as long as you organized the materials and notes from your class into a notebook as part of your Torch Bearer project.)

11. Do Your Own Thing

Work with your Torch Bearer consultant to create your own project.

EXTREME

12. It's Not Just for Grandma Anymore

Test your knowledge of three needlework or leatherwork activities.

- Choose three kinds of needlework, making sure that at least one of your choices is something you've never tried before. You may pick from the following activities: appliquéd, crochet, knitting, embroidery (crewel, card, huckaback or machine), macramé, canvas work such as needlepoint, bargello, quickpoint, petit point, quilting, tatting, rugmaking, string art, trapunto, weaving (hand, loom and fingerweaving), yarn flowers, all forms of machine stitching (including monogramming), soft sculpture, tailoring or sewing.
- Make a list to identify the types of yarns, tools, threads, backings and other materials necessary to do these types of needlework.
- Create a project using these types of needlework, maybe a cool scarf or wall hanging.

EXTREME

13. Make It Your Own

Create something that you can wear.

- Decorate your own backpack, jeans, shirt or shoes using paints, fabrics, buttons or anything else that inspires you.
- Keep a record of the materials used, time spent and cost.
- Show off your creativity and style to the world by sporting your new duds.

EXTREME

14. A Label All Your Own

Design your own clothing line.

- Research trends in magazines, on TV and in your everyday life. Figure out what you like and what you can't stand.
- Try stuff on. Not everything that looks good on celebs and models or your best friend is going to work for you and your life. Be daring; try on something that you've never considered: a different color or a new combination of pieces. Find out what looks best on you and best reflects your personality.
- From start to finish, sketch out an entire clothing line including shirts, pants, shoes, bags and sunglasses.
- Experiment with some of the designs using different fabrics and patterns. Share your work with your group or your family.

EXTREME

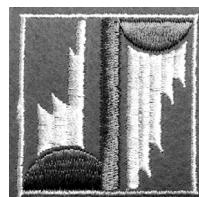
15. Show Your Skills

Help another person learn a particular skill or craft.

- Show someone else the basic skills needed to complete a simple project.
- Assist the person as needed as he or she completes the project.
- Take a picture or videotape the completed project. Share your work with your group or your family.

EXTREME

16. Explore Leatherwork

TRAIL ► Trail to Creativity**TORCH BEARER ► TORCH BEARER IN
PERFORMING ARTS****MEANING OF EMBLEM ►**

Wings and note symbolize the thought and movement that is part of a performance of music, dance or drama.

COLORS ►

Note is medium blue; wings are white.

EMBLEM ITEM NUMBER ►

B21500

PURPOSE ►

Explore the performing arts and broaden awareness and appreciation of the performing arts.

ACTIVITIES ►**1. Media Frenzy**

Review newspapers, journals, magazines or sites on the Internet that specialize in performing artists. Investigate who the publications are written for (performers, directors, the audience). Pick two of interest to you, then read and compare the styles and content.

2. Book Review

Review three or more instructional books in your performing art area. What books are most helpful in teaching you what you want to know? Make a list of books that would be useful to others who would like to learn more about your specialty. Share this with your group or your family.

3. Public Display

Share information about the performing arts that interest you by designing a display for a public place. You could create and maintain an up-to-date bulletin board in your school library or other location announcing upcoming performances. Or, you could create a Web site to count for this activity.

4. Everyone's a Critic

Read two reviews of a performing art that interests you. Study and compare the writing styles of different reviewers. Write your own review of a concert, play, dance or movie that you attend or view. Submit your review to a community publication, your school newspaper or Camp Fire council publication. Reflect on how your review could affect attendance or the performance.

5. Cultural Attraction

Explore a performing art of another culture. Read about it and learn from members of the culture, if possible. You might learn about Japanese Kabuki Theater, playing a sitar or hula dancing.

6. History Buff

Explore the history of another time period by studying a performing art of that period. You might read about morality plays, chautauquas, Shakespearean dramas, folk dances, music, instruments used by troubadours or vaudeville performers or the early days of radio and television. Read journal articles or books by experts in the field or explore the Internet for information related to the art.

7. Yester Year

Interview a person from another generation to find out what performing arts were presented in his or her younger days. Put together your findings in an interesting comparison.

8. Supply and Demand

Find out where you can buy materials and supplies needed to pursue your performing

live presentation, whether dancing in a recital, being on stage, working backstage in a play or giving a concert, would satisfy this requirement.

- Capture your experience through pictures or videotape.

EXTREME

16. When I Grow Up...

Do you want to be a dancer, singer or actor? Investigate careers in the performing arts.

- Create a list of all the possible careers in the performing arts. Your list could include dancer, singer, stage actor, director or musician.
- Choose one from your list of interest to you and interview someone who has made a career in that field. Ask the person to answer at least five questions you have prepared, such as: What training or experience is necessary and where is this training available? What are the job responsibilities? How many jobs are available now and what is the prediction for the future? What are the favorite parts and least favorite parts of the job? Ask if it would be possible to shadow the person during part of the day. Keep notes on your observations of the specific duties.
- Be sure to write a thank-you note.
- Write up your experience to demonstrate what you learned about the career you chose. Discuss the information with your group or your family.

EXTREME

17. Lifestyles of the Rich and Famous

Learn more about a famous person in the performing art of your choice.

- Read about this person's life in books, newspapers, magazines or on the Internet. Collect examples of CDs, movies, articles or memorabilia of your favorite works by this person.
- If he or she still performs, read the reviews of his or her recent work.
- Capture the information you collected in a creative way. Include a description of why you are interested in the person.

- Make a presentation about this person to your group or your family.

art. The following people could be of assistance to you: drama, music or dance teacher; musician; actor; dancer; conductor; director; producer or choreographer. Review mail order catalogs and compare the prices and quality of merchandise. Record your sources in a list for your future reference.

9. History Lesson

Study the history of a specific style of music, dance or drama. For example, you could learn about rock music, classical ballet or musicals. Use books, magazines or the Internet. Put together your findings in an interesting display to share with younger children.

10. Support System

Become active in supporting the performing arts in your community. Volunteer (a minimum of three hours) to publicize events, raise funds to support ongoing activities, or work on production committees. Make a log noting your time and duties.

11. Local Favorites

Find out about a performing art that is special in your community, such as Mummers (a community service organization), who sponsor a large parade in Philadelphia, and street entertainers in San Francisco. Use the Internet, books or magazines to discover the history of these performers, how they began and any other relative information.

12. Do Your Own Thing

Work with your Torch Bearer consultant to create your own activity.

EXTREME

13. Community Art

Explore the performing arts in your community.

- Find out about performing arts where you live. Get answers to such questions as: What dance, concert or theater series are presented? What amateur or professional groups perform? Do these groups perform where you live on a regular basis or do they

travel from place to place? Determine when and where performances are given. If you live in a large city where lots of events occur all the time, limit your research to a specific performing art that you are interested in. If you are in a small community, review at least two of the performing arts opportunities within one or two hours from your home.

- Record your findings and reviews.

EXTREME

14. Class Act

Take a class in the performing arts.

- Take a class that improves your skills in a performing art that interests you. These can include:

- Music: A vocal or instrumental performance, classical, pop, rock, alternative, jazz, country, religious or folk music.
- Dance: Ballet, tap, modern, jazz, line, folk, show or ice dancing.
- Theater: Classical, modern, musicals, dramas, realistic, improvisational or puppet.
- Production skills: Costume or set design, makeup, lighting, props, special effects, set construction or sound effects.

- Take a class at school, a private lesson or a class through a community center recreation program. A short, one-time-only workshop would not count for this activity. You must spend a minimum of eight hours on this activity.

- Capture your experience in a notebook or in another creative way. Include information about your favorite and least favorite parts.

EXTREME

15. Art Matters

Actively participate in the art of your choice.

- Join a theater group, youth orchestra, drama club, dance group, symphony or chorus that allows you to participate in the performing art of your choice. Participate in this activity for a minimum of 10 hours. Your involvement in a

TRAIL ► Trail to Environment**TORCH BEARER ► TORCH BEARER IN CAMPING****MEANING OF EMBLEM ►**

The hand, eagle, tent and Earth symbolize skills, adventure and lore of living in the outdoors.

COLORS ►

Tent is white; remainder is red.

EMBLEM ITEM NUMBER ►

B24100

PURPOSE ►

Explore camping topics and discover the adventure and risks of living in the outdoors.

ACTIVITIES ►**1. Do Your Part**

Complete a day camp aide training program, then volunteer for one week as a day camp aide.

2. Lead the Way

Help plan and take a leadership role in a council-wide camping event, for example, a skills day or overnight. Teach skills, move groups from one activity to another, and/or help coordinate various events. Write down the planning steps and activities you participated in.

3. AV Club

Put together a slide show, video, photo display or PowerPoint presentation on camping opportunities in your council. Present this to a group.

4. Do Your Homework

Research the history of camping. Find books,

magazines, pamphlets or other information from your library or the Internet that tell you what camping was like in the past. You could interview Camp Fire members and alumni to learn about the history of camping within the organization. Learn about various camping movements. Make comparisons from the past to present and determine what people in the camping profession predict about camping in the future.

5. Tree Hugger

Plan and carry out a conservation project at a local camping site. You may want to consider contacting a Camp Fire camp for this project if there is one near you. Consult with camp directors, rangers or park service employees to get their suggestions about what work needs to be done and how to do it. Examples would include maintaining trails, checking for erosion, planting trees and picking up trash.

6. The Law

Find out about the laws and regulations or recommended standards that regulate camping in your area. Local camp directors would be able to suggest what agencies supervise their operations and what food service, safety, sanitation and employee regulations they must follow. Another good resource might be the American Camping Association.

7. Necessary Means

Put together a survival kit for a camping expedition in which you are participating. Be sure to take into consideration the kind of terrain where you will be camping and the weather conditions you could encounter. Show that you know how to use all the items you included in your kit.

8. Camp One, Camp All

Help expand or make camping opportunities available to people with special needs. Examples include helping develop a trail for the visually impaired, constructing wheelchair ramps for camp facilities or clearing paths for people with mobility challenges.

education specialist or summer camp counselor.

- Create a list of all the career possibilities in camping. Talk to a career counselor or use the library or Internet to help you create your list.
- Choose one of the careers from your list and interview a person in that field. Ask the person to answer at least five questions you have prepared, such as: What training or experience is necessary and where is this training available? What are the job responsibilities? How many jobs are available now and what is the prediction for the future? What are the favorite parts and least favorite parts of the job? Ask if it would be possible to shadow the person during part of the day. Keep notes on your observations of the specific duties.
- Be sure to write a thank-you note.
- Write up your experience to demonstrate what you learned about the career you chose. Discuss the information with your group or your family.

9. Do Your Part

Volunteer (a minimum of three hours) as an aide to work with people with special needs in a camp environment. Work in a camp where children with special needs are being mainstreamed or help a club with members who have disabilities go on an overnight trip.

10. Practice Makes Perfect

Improve a skill you might use on a camping trip or other outdoor excursion. Improve a skill in an area such as compass reading or orienteering, fire building or outdoor cooking, hiking or backpacking, or other outdoor related skills. Work with an adult that has expertise in the skill you choose to improve.

11. Adventurous Excursions

Attend a workshop or one-day course in backpacking, rock climbing, rappelling, challenge course or survival skills.

12. Well-Documented Surroundings

Make a detailed map of your environment during a camping trip. Include where you slept, cooked meals, got water, bathed and hung the wet items and the available facilities you used.

13. Do Your Own Thing

Work with your Torch Bearer consultant to create an activity of your own.

EXTREME**14. Check Out the Terrain**

Discover where you can go camping in your area.

- Find out what private, public, agency and commercial campsites are within two hours driving time of your home. Write down your findings about the camp sites, including information such as location, facilities, fees, natural terrain and available camping opportunities.
- Choose one of the sites and make a written plan about how you would arrange to camp at that location. Include food and first aid supplies, cooking and other equipment, clothing and activities you could do.

- Illustrate what your camp site would look like at that location. Include details about where your shelter, supplies and equipment would be located.

EXTREME**15. Go to Class**

Take a course offered by your community or Camp Fire council that teaches a variety of camping skills, such as winter camping, canoeing, backpacking, mountain climbing, survival camping or orienteering. A specialized unit at camp that focuses on such a topic would also fulfill this requirement.

- Document your experience and what you learn during the course.

EXTREME**16. Get Schooled**

Take a safety course.

- Attend a course that teaches safety skills you may use in camping, such as first aid or CPR. Or, take a course that prepares you for emergencies in outdoor activities, such as canoeing, sailing or water safety courses.
- Be sure to learn about the symptoms of hypothermia and how it can be prevented. Also, become aware of correct methods for signaling for help to contact ski patrol, Coast Guard or park security.
- Document your experience and what you learn during the course.

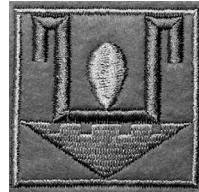
EXTREME**17. Get Out There**

Help prepare a youth group, class at school, club or your family for an outdoor experience, such as day camp or an overnight trip.

- Assist them in planning and learning important skills.
- Go along with the group to the day camp or on the overnight trip. Make notes about the planning, the trip and what you learned and would do differently.

EXTREME**18. When I Grow Up...**

Discover the various job opportunities in camping or outdoor recreation, such as

TRAIL ► Trail to the Environment**TORCH BEARER ► TORCH BEARER IN****ENVIRONMENTAL ISSUES****MEANING OF EMBLEM ►**

Hand, seed and seed pod symbolize the ability to take action on the issues that affect all living things.

COLORS ►

Hand and seed are light green; pod is medium green.

EMBLEM ITEM NUMBER ►

B22300

PURPOSE ►

Explore how environmental issues affect life now and in the future and develop insightful ways to preserve the environment.

ACTIVITIES ►**1. Recycling Counts**

Go to a library or use the Internet to find out which states have mandatory recycling. Find out how the laws were made and enforced including penalties for offenders. If your state does not have mandatory recycling, write a letter to an elected official to suggest it. If your state does require people to recycle, find out from sanitary landfill employees how much less area is used for garbage as compared to when recycling was not mandatory.

2. Cans Only, Please

Make a list of places in your community that recycle and the items they accept. Include recycling centers, grocery stores or discount stores. Prepare a brochure or a list that

includes these places, locations and items. Distribute this to individuals or groups.

3. Do It Yourself

Find out how to make your own recycled paper. Go to the library, ask your classroom teacher or use the Internet to find out how to do it. Follow the directions and make your own recycled paper to share with an individual or group.

4. Press Check

Collect news articles on an environmental issue of your choice. These can include what is happening nationwide and worldwide. Include articles that describe the pros and cons of the issue. Organize and display the articles so that they will be a useful reference tool. Include your point of view about the articles.

5. Group Dynamics

Find out which local, state, national or international organizations, nonprofit agencies or corporations are involved in taking an active part in addressing your environmental issue or concern. Make a list of these groups and write to one of them to get additional information about the issue.

6. Data Collection

Obtain copies of a publication from an organization or business that is actively involved in an environmental issue of your choice. Follow the issue in this publication and document what you have learned. Use the library or Internet to help with this activity.

7. Resourceful Resources

Survey books and magazines about an environmental issue. Create a resource list of at least 10 books or magazines that could be used by someone who wanted to know more about the subject. A teacher or librarian at school may be able to help you put together

your list. After you have compiled this list, share it with your group or your family.

8. Be Heard

Contact your local, state or federal legislators to find out where they stand on a particular environmental issue. What are their voting records on the items related to your issue? Write your own letters to let them know your opinion about the issue.

9. Take a Stand

Actively participate in a group taking action on an environmental issue of concern to you. You might address letters, help with fundraising projects or join a demonstration as part of your involvement in the group. Ask others to attend meetings and participate with you. You could also form your own organization to fulfill this requirement.

10. Team Effort

Help raise funds to support a state, regional, national or international effort to take action on an environmental issue that interests you. First, investigate what is being done and how the funds will be used. Or, you could make a personal contribution to the organization.

11. Eco-Friendly Kids

Create and carry out a plan to inform a group of children about an environmental issue. Simplify the facts so that children can understand the issue. Make visual aids to help get your message across. Involve the children in investigating the issue through at least one activity. Discuss with them what can be done by themselves and with others.

12. Down to a Science

Design a science project relating to an environmental issue. Communicate facts, gather supporting data and make your conclusions. Present your project to your science class or enter it in a science fair.

13. Event Planner

Coordinate your Camp Fire group's

involvement in a nationally-celebrated, environmentally-friendly special event, such as Earth Day (Week), Keep America Beautiful Week, National Youth Service Day or World Environment Day.

14. Planting the Seeds

Participate in a service project involving the environment, such as planting trees or wild flowers, assist in clean-up of an outdoor area or improve areas in public parks. This could be a project of your own design or you could help another group. Or, find out what plants grow naturally in your area. Create a landscape that uses only these plants. Draw the design for the landscape and work with a group to create it.

15. Do Your Own Thing

Work with your Torch Bearer consultant to create your own activity.

EXTREME

16. Recycle Center

Visit a recycling center.

- Prior to your visit, use your library or the Internet to research such things as: What amount of trash is eliminated by recycling in your community? What kinds of materials can be recycled? What companies make recycled products in your area?
- Take pictures or videotape the recycling center during your tour. Show all the recycled materials and the storage containers used.
- Interview personnel at the recycling center, asking questions such as: How long has the center been recycling? Have more people started recycling products in the last year? How and where do they ship the products? What items are being made from the products? Make your own prediction about what would happen in your community if recycling were not being done. How will the future be improved because of recycling?
- Capture your findings in a creative way. Present your information to your group or your family. Include your personal feelings about

this issue.

EXTREME

17. Ecological Awareness

Choose an environmental issue that particularly concerns you, such as fossil fuel use, toxic waste disposal, endangered species, air pollution, water pollution, solid waste disposal, continuing loss of farmland through erosion or urbanization, increased levels of carbon dioxide and fluorocarbons in the atmosphere or loss of wildlife habitat.

- Find out what is happening in your community related to your issue. Speak to people who are actively involved on both sides of the issue. Ask them questions such as: What has been done to improve the situation? What is the plan for the future to help this problem? What can you personally do to help?
- Research what has been in the media in the recent past or follow this issue by watching the news and reading newspaper articles for two months. Explore what systems are already being used and what laws are enforced to control any problems in this area.
- If possible, tour a facility related to the issue. For example, you could tour a waste disposal facility and find out how wastes are disposed of in your community.
- Make a presentation to a group. Include your point of view in the presentation.
- Write an editorial, a letter to the editor or draw an editorial cartoon about your issue. Use the facts you have discovered to state your issue clearly and tell what you think needs to be done. Submit your editorial, letter or cartoon in the proper form to your school newspaper, Camp Fire council publication, local newspaper or an environmental publication.

EXTREME

18. And the Survey Says...

Survey a group of people.

- Choose an environmental issue and create

your own survey to find out people's opinions about the issue. Design your survey so that it contains open-ended questions that do not sway the opinions of the people you interview.

- Make a prediction of what the results of your survey will be.
 - Survey a minimum of 20 people, including your classmates, family members, neighbors or Camp Fire members to find out what they think.
 - Summarize the results of your survey in chart or graph format. Compare the actual findings to your predictions. How close were you? Share with your group or your family.

EXTREME

19. It's Your Life

Take action on an environmental issue of your choice by changing your lifestyle.

- Make and carry out a plan to do something on a regular basis to help solve the problem. For example, if you are concerned about conserving fuel, change your lifestyle to include sharing rides, walking more or using public transportation. If solid waste disposal is a concern of yours, you could recycle all your family's glass and aluminum containers. Do this for at least one month.
- Document your experience. Include how your lifestyle was before and after you took action. You could also include your personal feelings about the before and after and add how you might be able to persuade others to get involved.

EXTREME

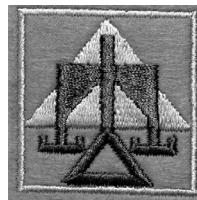
20. When I Grow Up...

Discover the various job opportunities involving environmental issues.

- Create a list of all the career possibilities. Talk to a career counselor or use the library or Internet to help you create your list.
- Choose one of the careers from your list and interview a person in that field. Ask the person to answer at least five questions you have prepared, such as: What training or experience is necessary and where is this

training available? What are the job responsibilities? How many jobs are available now and what is the prediction for the future? What are the favorite parts and least favorite parts of the job? Ask if it would be possible to shadow the person during part of the day. Keep notes on your observations of the specific duties.

- Be sure to write a thank-you note.
- Write up your experience to demonstrate what you learned about the career you chose. Discuss the information with your group or your family.

TRAIL ► Trail to the Environment**TORCH BEARER ► TORCH BEARER
IN
HORSEMANSHIP****MEANING OF EMBLEM ►**

Saddle, stirrup and mountain symbolize a love of riding and out-of-doors.

COLORS ►

Saddle and stirrup are dark brown; mountain is light blue.

EMBLEM ITEM NUMBER ►

B22700

PURPOSE ►

Explore horsemanship topics and discover the adventure and risks of horsemanship.

Note: This Torch Bearer will include learning technical skills in which some physical risk is involved. Your Torch Bearer consultant must be a skilled adult rider who is aware of the risks involved.

ACTIVITIES ►**1. Show Your Stuff**

Demonstrate your skills to halter, tie, groom, clean feet, comb mane and tail, saddle and bridle correctly. Keep in mind the comfort of the horse as you perform these skills.

2. Get Ready

Prepare a horse for a show. Groom it completely; clip, wrap legs, polish hooves and braid mane and tail, if appropriate. If possible, load and unload a horse in a trailer.

3. Show Off

Show a horse at a horse show, rodeo or fair. Many riding stables have shows at the end of each season. You could also watch a horse show, rodeo or fair to determine which horses might win and why they are better than the others to fulfill this requirement.

4. Au Natural

Ride bareback. If you are an experienced rider, learn to vault, do calisthenics, ride tandem, perform a pattern or jump cavalettis while you ride bareback. If you are a beginning rider, learn to mount, walk, trot and canter your horse while riding bareback.

5. New to You

Learn an equestrian event that is new to you (options could include barrels, poles, kegs, flags or goat tying). Choose one that you haven't tried before. Write down the rules of the event and draw the pattern on a sheet of paper. Practice with your horse until you can ride the pattern correctly at a medium-fast canter.

6. Stay Healthy

Through discussion with a veterinarian or other knowledgeable person, find out the symptoms, cures and preventative means for three common illnesses and diseases of horses.

7. Get Out There

Learn a new dressage (training of a horse in precision movements) pattern, one you haven't done before. Draw the pattern on paper, including changes of leads, diagonals and gaits (manner of running or walking). Practice with a horse until you can perform the pattern well.

group. Include which is your own personal favorite and why.

EXTREME

18. Get Your Parts in Order

Learn to identify the various bits and saddles used and the parts of a bit and saddle.

- Make a chart or other display of the different kinds of bits. Bits include snaffle, weymouth, pelham, gag and Tom Thumb.
- Make a chart or other display of the different kinds of saddles. Saddles that need to be identified are western curls, dressage, forward seat, park, side saddle and racing.
- Cut out or draw pictures and label the different parts of a bit.
- Cut out or draw pictures and label the different parts of a saddle.

EXTREME

19. Down to the Dollars

Determine the costs involved in raising a horse.

- Find out how much it costs to keep a horse for one year. Be sure to include the purchase price of the horse, hay, grain, board (pasture rent and/or stall), shoeing, inoculations, de-worming and veterinary expenses. Also, list the equipment (and its price) needed to work with a horse: lead rope, halter, saddle, saddle blanket, bridle, grooming tools, buckets and fly spray.
- Document the information in a way that could be presented to others.

EXTREME

20. When I Grow Up...

Learn about career and hobby opportunities in horsemanship.

- Interview a person who makes a living breeding horses, training horses, teaching horsemanship or managing a stable. Ask the person to answer at least five questions you have prepared, such as: What training or experience is necessary and where is this training available? What are the job responsi-

bilities? How many jobs are available now and what is the prediction for the future? What are the favorite parts and least favorite parts of the job? Ask if it would be possible to shadow the person during part of the day. Keep notes on your observations of the specific duties.

- Be sure to write a thank-you note.
- Write up your experience to demonstrate what you learned about the career you chose. Discuss the information with your group or your family.

8. Present

Show off your knowledge about the proper care of tack. Take apart a bridle, clean all the parts and reassemble it correctly. Oil a saddle and clean a blanket.

9. Give Back

Volunteer (a minimum of three hours) at a stable helping to sweep and clean the barn and feed, groom and water the horses for. Be able to show proof of your good work by getting a favorable job interview, recommendation or statement of praise from your supervisor.

10. Do Your Part

Help someone else learn to ride. If you have your own horse, teach a friend to groom, ride at a walk, lead, trot and canter. If you don't have your own horse, volunteer at a stable or camp. You might consider working with riders who have disabilities. Help the instructors by holding horses, helping students mount and dismount, leading beginners and explaining riding skills and general knowledge of horses. Spend a minimum of three hours on this activity.

11. And the Winner Is...

Read about five famous horses from the past or present. Use your library or the Internet to get your information. Document what you learn, including why the horse is famous.

12. Read Up

Read two well-known books about horses. Get a librarian or another knowledgeable person to help you choose appropriate books.

13. Figure Costs

Using catalogs or the Internet, collect illustrations of various riding apparel items. Be sure to include clothes for pleasure riding, as well as showing in English and western classes. If possible, add historical riding costumes. Document your findings and

present the information to an individual or group.

14. Do Your Own Thing

Work with your Torch Bearer consultant to create your own activity.

EXTREME

15. You're Certifiable

Experiment with your ability to ride a horse.

- Take riding lessons if you are not an experienced rider. Lead, mount and dismount, ride at a walk, trot and canter with the correct riding position.
- Earn a certificate from the stable where you are taking lessons or have a stable manager, instructor or horse owner write a statement describing your accomplishments.

EXTREME

16. Protect Yourself

Become safety aware.

- Create a list of at least 10 safety rules that are important when working around or riding a horse. Include rules that would keep you, your horse and other riders and horses from getting hurt.
- Demonstrate your ability to follow these rules in your own work with horses.
- Design a visual aid to help others learn about these safety rules. Display this at a riding stable or other related place.

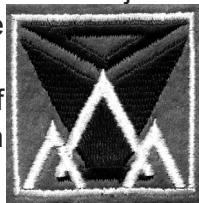
EXTREME

17. Horseology

Learn the breeds of horses.

- Clip or draw pictures of the different U.S. horse breeds, such as Tennessee Walking Horse, Quarter Horse, American Saddlebred, Appaloosa, Arabian, Thoroughbred, Paso Fino or Foxtrotter.
- Write a description for each of your pictures, being sure to include information about the distinguishing physical characteristics of the breed, its various uses and historical information.
- Share this information with an individual or

TRAIL ► are the job responsibilities? How many jobs are available now and **TORCH BEARER ►** what is the prediction for the future? What are the favorite parts and least favorite parts of the job? Ask if it would be possible to shadow the person during part of the day. Keep notes on your observations of the specific duties.



MEANING OF EMBLEM ► • Be sure to write a thank-you note. • Write up your experience to demonstrate what you learned about the career you chose. Discuss the information with your group or **COLORS ►** your family.

EMBLEM ITEM NUMBER ►**PURPOSE►****ACTIVITIES►**

Trail to the Environment

TORCH BEARER IN

WATER SPORTS

Water, person and heart symbolize adventure and pleasure in water activities – swimming, boating and related activities.

Heart and person are red; water is white.

B25300

Explore water sports and related activities.

Note: Completion of this Torch Bearer will involve some strenuous activity and swimming skills. It is recommended that you have a physical examination within a year before you begin activities for this project. Your swimming ability needs to be equal to American Red Cross Intermediates.

1. Safety First

Learn safety rules for participating in water sport activities on a competitive or recreational level. Research information from books, magazines or the Internet. Document your findings. Include information about the importance and reasons for these rules. Add information about what might occur if the rules are not followed.

2. Be a Sport

Explore the water sport opportunities available in your area. Collect information about facilities, special events and opportunities for training and competition. Document your

findings so that they can be easily updated in the future.

3. Find a Job

Apply for a job at a local water sport facility or camp. Participate in safety training as part of the job. There may be age restrictions for certain jobs.

4. Volunteer Your Time

Volunteer (a minimum of three hours) at a local water sport facility, American Red Cross or Camp Fire camp waterfront. Participate in safety training as part of the job.

5. Career Highlights

Trace the career of one person who is well known for skills in water-related sports. Collect information about him or her from newspapers, magazines, books or the Internet. Share your findings with your group or your family.

6. Competitive Advantage

Attend a water sport competition. Write down your experience. Share your findings with your group or your family.

7. Operate with Safety

Find out about the laws governing the safe operation of a water facility like a swimming pool or water park; include city, county and state safety and health regulations. Use books, magazines or the Internet in your research.

8. Special Attention

Assist a certified instructor by helping a group of children or people with special needs become comfortable in the water. Use water games and activities to promote their comfort.

9. Need to Know

Adapt and teach one water-related skill to a person or group of people with special needs. You may need some assistance from a certified instructor.

10. Visualize It

Create a visual aid that could be used to teach a skill, explain equipment or define several terms used in a water sport. Share it with instructors at your local pool or beach.

11. Take a Trip

Under adult supervision, plan and go on a trip where you can use the boating or swimming skills you have learned. Don't forget the safety requirements you have learned when planning and participating in the trip.

12. Better to Be Safe

Promote water safety in your community. Participate in a service project informing the public about safety practices or safety training opportunities.

13. Campaign for a Cause

Create and carry out your own water safety information campaign in your place of worship, school, a community center or local Camp Fire council.

14. Do Your Own Thing

Work with your Torch Bearer consultant to design your own activity.

EXTREME**15. Time to Train**

- Complete a training course or compete in an organized water sport of your choice. (A team sport would count.)
- Contact local organizations to receive training and competing information. Plan the rest of your activities around the schedule set by the course or team.
- Find out what equipment and facilities you have access to and choose your activities with this in mind.
- Capture your experience and what you

learned during the course.

EXTREME**16. Stayin' Afloat**

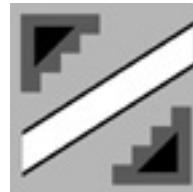
- Complete a course taught by a certified instructor in swimming, basic water safety, boating or lifesaving. Taking a course from a properly trained or certified instructor in a water sport of your choice would also count for this activity.
- Capture your experience and what you learned during the course.
- Receive a summary from your instructor of your progress at the end of the course.

EXTREME**17. Instructions Required**

- Instruct another group about safety practices in a water sport on a competitive or recreational level. Or, instruct another group on a skill involved in a water sport of your choice. This may include people your own age, adults, children or persons with special needs. Get help from a certified instructor to be sure to keep the topics you cover geared toward the age level and needs of the group and to your own skill level.
- Capture your experience. Include what you believe went well and what you would do differently next time.

EXTREME**18. When I Grow Up...**

- Explore career options in water activities and/or sports. Create a list of career possibilities in water sports. Talk to a career counselor and use the library or Internet to help you create your list.
- Choose one of the careers from the list and interview a person in that field. Ask the person to answer at least five questions you have prepared, such as: What training or experience is necessary and where is this training available? What

TRAIL ► Trail to the Future**TORCH BEARER ► TORCH BEARER
IN
BUSINESS****MEANING OF EMBLEM ►**

Mountain, thought and path symbolize ambition and might to take steps necessary to reach a goal with prosperity along the way.

COLORS ►

Mountains are orange with green inside; thought is yellow; path is black

EMBLEM ITEM NUMBER ►

B25700

PURPOSE ►

Develop an understanding of what it takes to start a business and explore the possibilities of starting a business.

ACTIVITIES ► 1. Design It

Sketch a prototype of your good or write a description of your service using one of your ideas from Extreme Activity #15. Present your idea to an individual or group.

2. Create It

Create the prototype you sketched in Activity #1. List all of the materials you used to make your prototype. Keep a record of your time and costs involved in creating the prototype.

3. Calculate It

Determine how much money you would need to start the business in Extreme Activity #15. Make a list of all the possible ways you might have to get the money.

4. Get Some Money

Find out more about small business loans. Use the Internet or talk to a bank to learn what is necessary for a person to apply for and receive a loan. Document your findings.

5. Make It Legal

Find out what type of license you might need in order to sell or make your good or service. Present this information to an individual or group.

6. Protection

Find out what types of insurance a business may need such as liability and health insurance. Talk to an insurance company to find out the cost of providing health insurance to their employees.

7. Basic Marketing

Create a list of methods used to promote and sell goods or services to potential customers. Design a promotional poster or flier for a product or service.

8. Building America

Learn more about entrepreneurship. Find out what role the entrepreneur plays in the U.S. economy. Present what you learn to an individual or group.

9. What's Out There?

Attend a job or career fair. Visit the booths for a variety of different types of businesses. Document your information.

10. Intellectual Property

Use the library or Internet to find out how an idea for an invention or a new product can be patented. Present your findings to an individual or group.

11. Step Into My Office – Living Room

Learn about home-based businesses. Talk to someone who operates a business out of his or her home. Find out the advantages and disadvantages. Document your findings.

12. Do Your Own Thing

Work with your Torch Bearer consultant to create your own activity.

EXTREME**13. Entrepreneurship**

Learn about starting a business.

- Make a list of individuals in your community who have their own business.
- Choose one from your list and interview that person. Find out how he or she got the idea for the business and recognized it as a market opportunity. Find out how the capital was raised to start the business. How well is the business doing?
- Be sure to write a thank-you note.
- Record what you learned about starting a business. Share this information with your group or family.

EXTREME**14. When I Grow Up...**

Investigate career opportunities in the business field.

- Write to colleges or universities, attend a careers exhibit or contact your local Chamber of Commerce to collect information and create a list of career possibilities in the field of business.
- Choose one of the careers from your list such as retailer, manufacturer or contractor and interview a person in that field. Find out about the training involved, job skills, salary and benefits available.
- Ask if it would be possible to shadow the person during part of the day. Make notes of your observations of the specific duties.
- Be sure to write a thank-you note.
- Record what you learned about careers in business and share it with your group or your family.

EXTREME**15. Make It Your Own**

Gather ideas for your own business.

- Write down as many ideas as you can think of for a business. Consider various goods or services that you think are needed and could

be made available to the public.

- From your list, select three ideas that you believe are the best opportunities for you. Be able to explain why you chose these three ideas rather than the others on your list.
- For each of the three ideas that you chose, prepare a list of questions that you would ask potential customers.
- For each of your ideas, talk with potential customers using your list of questions.
- Record what you learned and share it with your group or your family.

EXTREME**16. Do Some Research**

Choose an idea you think would be your best business opportunity and conduct a feasibility study of your idea by doing the following:

- Identify your business goals. These goals will describe what you want to accomplish in your business. Tell how you will make the product or perform the service. Determine whether it is technically feasible. Determine how you can make enough of the good or provide enough of the service to meet your business goals. How will you accomplish this? Identify the potential liability risks of your good or service.
- Decide who your customers are. Identify the type of person who would buy your good or service. Describe the unique benefits of your good or service.
- If you are selling a good, estimate how much it will cost to make one prototype. Calculate the selling price of your good or service. Explain how you determined the price. Tell how you will sell your good or service and make a profit. Estimate your sales through the first three months of operation. Calculate the profit you expect to make.
- Determine what parts of the business you will handle yourself. Describe your qualifications for the work. Determine how your business responsibilities will fit into your schedule and whether you will need additional help to operate your business. If you need help, describe the qualifications of your helpers and what duties they will perform.

TRAIL ► Trail to the Future**TORCH BEARER ► TORCH BEARER IN
MONEY MANAGEMENT**

MEANING OF EMBLEM ► The arrowhead symbolizes one who is dependable. The feather stands for the ability to make decisions.

COLORS ► Arrowhead is dark brown; feather is orange.

EMBLEM ITEM NUMBER ► B20900

PURPOSE ► Explore money management and develop insightful ways to save money.

ACTIVITIES►**1. Price Check**

Choose an item you would like to buy during the next few months. It could be a DVD, a digital camera or a new pair of shoes. Check the newspapers and other ads to learn how much this item will cost. Keep track of the price of the item for three weeks to see if it changes. Take advantage of any sales you may see when you are ready to buy the item. Calculate what the sales tax will be in your area and add the tax to the cost of the merchandise to find out the total expense of the item. You don't have to purchase the item to complete this activity.

2. Satisfaction Guaranteed

Collect copies of guarantees and warranties for at least four items already purchased by your family and friends. Compare what the manufacturers cover. Create a log for your family by recording the date and place of purchase of the items, as well as warranties,

guarantees and expirations.

3. Fundraiser

Accept the responsibility for managing money earned in a fundraising project done by a group with whom you are actively involved, such as your place of worship or your Camp Fire group. Keep records of deposits. Keep a record of how the money is spent including any expenses involved with the fundraiser.

4. Consumer Rights

If you or a member of your family buys a defective product, exercise your consumer rights. Return the product for a refund, get the product repaired under warranty, write a letter to the manufacturer or speak with the owner of the store.

5. Informed Buyer

Collect information from consumer magazines or the Internet about different products you may want to buy in the future. You could research cars, stereos, camcorders, etc. Which company's product offers the smartest buy? Document your findings for your future reference.

6. Consumer Protection

Write to the Better Business Bureau or a consumer organization in your city or state. Ask a representative to talk to your Camp Fire group about the organization. Discover what the group does and how it can help you. Consumer groups may be located in the telephone book or by contacting the consumer affairs office or public officials.

7. Job Requirements

Learn about the work laws in your state. Use books, magazines or the Internet to find out answers to these questions: Do you need a work permit if you are under a certain age and want a job? How old must you be to work different kinds of jobs? Create a list of the kinds of jobs in your area available to people your age. Talk to employers to find out the requirements for employees.

8. Stay in the Budget

Design a budget for a two-month period.

EXTREME**15. When I Grow Up...**

Explore career possibilities in money management.

- Create a list of career options open to someone interested in money management. Use the library or Internet or talk to a career counselor to help you with the list.
- Choose one of the careers from the list and interview a person who holds, or has held, a position in that field. Ask the person to answer at least five questions you have prepared, such as: What training or experience is necessary and where is this training available? What are the job responsibilities? How many jobs are available now and what is the prediction for the future? What are the favorite parts and least favorite parts of the job? Ask if it would be possible to shadow the person during part of the day. Keep notes on your observations of the specific duties.
- Be sure to write a thank-you note.
- Write up your experience to demonstrate what you learned about the career you chose. Discuss the information with your group or your family.

EXTREME**16. The Good, the Bad and the Ugly**

Explore the ease and hazards of using credit cards.

- Calculate the amount you would have to pay if you purchased a \$1,000 item on a credit card and only paid the minimum amount each month. First, research and choose a major credit card, such as American Express, Visa or MasterCard. Learn what interest is charged on the card, the credit limit and terms involved (including finance charges) on the card you selected. How long would it take to pay for the \$1,000 item if paying only the minimum amount? How much would you spend on interest and finances charges?
- Share your findings with a group or your family. Purchasing an item and applying for a credit card are not necessary for completion of this activity.

Include how much money you will earn and how and where you think you will spend it. Do your best to stay within your budget. Be specific as you record your earnings, expenses, entertainment costs and savings. At the end of two months, document your successes at managing your money. Include what you want to change and how you will manage your money in the future. Present the information to an individual or group.

9. Money Matters

Help a younger Camp Fire group learn how to manage its money. Work with members to organize a treasury, keep accurate records and/or plan and carry out a fundraising project.

10. Cost of Living

Learn what it costs to maintain a household for one month, through discussion with family members. Make a chart that shows the cost of rent or home/mortgage payments, groceries, utilities, insurance and incidentals.

11. Do Your Own Thing

Work with your Torch Bearer consultant to create your own activity.

EXTREME

12. Open for Business

- Start your own business and handle your own finances. You could mow lawns on a regular basis, provide housecleaning services for neighbors, pet sit during friends' vacations, baby-sit after school or make and sell craft items.
- Keep track of your time spent working, your expenses (money you spent for working supplies, e.g., gas for lawn mower) and money you earn.
- Create your own budget to follow for two months. Anticipate how much money you think you will make, how you expect to spend it and how much you have left over. After two months, evaluate your budget, noting what you believe was reasonable and what you want to change.

EXTREME

13. Grocery Bill

- Explore the cost of groceries. Shop for groceries at least four times with a family member. Shop at the same place each time so that you can compare prices. During each trip, record what is bought and its cost.
- After four trips, make a list of at least 10 items your family often buys. Compare the price of these items in two other stores, including a convenience and discount store. Find out how you may be able to reduce the family's expenses. For instance, laundry supplies and paper products might be less expensive at a discount store. Share your findings with other family members. Tell them how costs may be reduced for the items purchased most frequently by using smart shopping techniques.

EXTREME

14. Smart Investments

Find out about financial investment options.

- Visit at least two places where you can save and invest money. These can include a savings and loan association, bank, credit union or financial planning office. Arrange to speak with someone who can tell you about different ways to invest money. Be prepared to ask about the investment of a specific amount of money. Include research about savings account opportunities, certificates of deposit, money market investments or mutual funds. Ask how compound interest works. Collect information relating to these options.
- Compare different investments with potential returns on investment or profits. Examples could include passbook savings, certificates of deposit and mutual funds. Which option do you believe would show the most profit?
- If you do not have an account or other savings plan, begin a plan to save money on a regular basis. If you have some savings, create a possible plan to invest your money for greater financial return.

TRAIL ► might include:

-If you want the most up-to-date

TORCH BEARER ►

information on a topic,

which method of

advertising do you rely
upon?

-Have you ever been
convinced to buy
a product or
service because of

MEANING OF EMBLEM ► advertising?

-Do you think that

the advertising field

can be improved? How?

COLORS ► • Make a prediction of the results
of your survey.

• Survey a minimum of 20 people to find out
what they think.

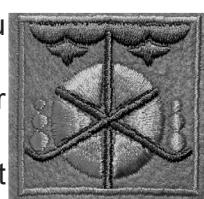
EMBLEM ITEM NUMBER ► Include your

classmates, family

PURPOSE ► members, neighbors or Camp
Fire members.

• Document the results of your survey in a

ACTIVITIES ► chart, graph or other format.
Compare the actual findings to
your own predictions.



EXTREME

18. Jargon

Learn the jargon or technical language
necessary to work in a field of communication.

- Identify by written or visual means at least 10
technical terms or symbols. For example, if
your interest is in print media, you could learn
the universal editing symbols. If you are
interested in design, you could learn the terms
for certain page elements and design
techniques.

- Write a story or news article.
- Use these terms appropriately to edit or
prepare your written information for publication.

Trail to the Future

TORCH BEARER IN COMMUNICATION

Growth, thought, value and head symbolize the ability to communicate with others.

Growth and thought are light green; value is yellow; head is in yellow sections with green diagonals.

B24500

Explore the media field and broaden awareness of various communication options.

1. The Life of a Journalist

Follow the career of a well-known print or broadcast journalist by clipping articles about or by that person, reading biographies or autobiographies, using the Internet and/or watching interviews. Document your findings.

2. Behind the Scenes

Discover how TV shows are really created. Attend the live taping of a TV show or commercial at a local broadcast station. Ask a station employee to answer questions you have about TV production.

3. Photo Opp

Learn and demonstrate the skills necessary to operate a 35mm manual camera, digital camera, movie or video camera. Plan and shoot a photo story, movie or videotape on a topic of interest to you. Present your work to your group or your family.

4. Communication Styles

Collect several articles published in magazines and newspapers or on the Internet on a topic

of interest to you or your Camp Fire group. Compare the writing styles and way the information is presented in these articles. Which do you prefer? Present your work to your group or your family.

5. Letter to the Editor

Read three editorials and/or letters to the editor of a publication. Create a letter to the editor or an editorial on an issue of concern to you. Send your editorial or letter to your school or local newspaper or Camp Fire council publication.

6. Good PR

Attend a meeting of your Camp Fire council's public relations committee. Meet with a committee member and discuss the committee's role in council operations. If there is not a committee, meet with staff member(s) who handle public relations for the council. Volunteer (a minimum of three hours) to help with a council public relations activity or project.

7. Media Attention

Do some research to find how to write a news release. Then, write your own news release about a Camp Fire group or council event. Working with your council public relations staff, submit your story to a newspaper or Camp Fire council publication.

8. AV Assistance

Volunteer your services (a minimum of three hours) to assist in the audiovisual department at your school. What did you learn? What is involved? Capture your thoughts and share them with your group or your family.

9. Get Publicity

Serve on the publicity committee for an event for Camp Fire or in your community. Take an active part in promoting the event, including designing and distributing informational materials. What did you do to get publicity for the event? What worked best?

10. Make an Announcement

Volunteer to give the announcements at your school for at least one month. Help write the announcements and present them in a fun or interesting way. Make sure you work closely with school personnel.

11. Compare and Contrast

Follow a major news story for one week on the Internet. Collect information about the same story from traditional print media, such as newspapers or magazines. Compare the two media on the depth of reporting and timeliness of the news.

12. Do Your Own Thing

Work with your Torch Bearer consultant to create your own activity.

EXTREME

13. Get the Scoop

Get involved in your school's communications.

- Work on the staff of your school newspaper, magazine or yearbook for a period of time set up between you and your Torch Bearer consultant.
- Document your contributions to your school publication, including articles, photography, art, ads or page layouts. Use captions to describe each item. Record your thoughts during your work in this activity.

EXTREME

14. Public Service Announcement

Promote Camp Fire.

- Write a script and produce a promotional message to present to parents and other adult guests at a Camp Fire event.
- Work with your council and the public service director at a TV or radio station to get Camp Fire public service announcements on the air. Camp Fire National Headquarters offers public service announcements that may assist you in preparing your message.

EXTREME

15. Spreading the Word

Start your own publication for your class, Camp Fire group or other youth group. Possible ideas for your publication are

magazine, newspaper, newsletter or e-newsletter.

- Collect articles from other group members for your publication.
- Write headlines, edit copy, design pages and make arrangements for the production and distribution of the final product. This should be a cooperative group project. Take a leadership role in delegating tasks for completion.

EXTREME

16. When I Grow Up...

Investigate career opportunities in the communications field.

- Write to schools of journalism, attend a careers exhibit or contact local businesses to collect information and create a list of the career possibilities in the field of communication. You could also visit a local newspaper or magazine office, TV or radio station, printing plant, public relations firm or advertising agency.
- Choose one of the careers from the list and interview a person in that field. Ask the person to answer at least five questions you have prepared, such as: What training or experience is necessary and where is this training available? What are the job responsibilities? How many jobs are available now and what is the prediction for the future? What are the favorite parts and least favorite parts of the job? Ask if it would be possible to shadow the person during part of the day. Keep notes on your observations of the specific duties.
- Be sure to write a thank-you note.
- Write up your experience to demonstrate what you learned about the career you chose. Discuss the information with your group or your family.

EXTREME

17. Public Perception

What is the public perception of advertising?

- Create a survey of three to five open-ended questions that do not sway the opinions of the people you interview in any way. Questions

TRAIL ► Trail to the Future**TORCH BEARER ► TORCH BEARER
IN
COMPUTER
TECHNOLOGY****MEANING OF EMBLEM ►**

The person, eye, desire and many things unknown symbolize the desire to seek and learn about the technology of the future.

COLORS ►

The person and many things unknown are orange; eye and desire are bright blue.

EMBLEM ITEM NUMBER ►

B25100

PURPOSE ►

Explore the roles of computers now and in the future and broaden awareness of computer careers, uses and terminology.

ACTIVITIES►**1. Get It on Film**

Use a camera or video camera to capture a story about people and computers. Find pictures that tell the ways people use computers in their daily lives. Include humor, frustrations and importance. Present your information to an individual or group.

2. In the Future

Write a play or story that predicts what our lives will be like in the future because of computers. Include their style, cost and availability. Present your play or story to an individual or group.

3. Gamers

Visit an arcade that offers computerized

games. Interview the owner or manager to find out about various aspects of the business such as human interest angles, the fascination and drawing power of computer games, which games are most popular and which are the most profitable. Ask about the positive vs. the negative aspects of operating an arcade. Record what you learned and share it with your group or your family.

4. Play Around

Play two arcade games and compare them. Consider these questions as you make comparisons: Could two or more people play? How are the games alike or different? What is the appeal? Why is one more popular than another? Summarize your comparisons and present your information to your group or family.

5. Pass It On

Make a set of flashcards a grade school could use to teach computer terms to small children. Activity #16 may help you get started with this activity. Be sure to keep your definitions simple, depending on the grade level (the classroom teacher can give you suggestions). Illustrate your pictures with detail and color. Place a picture on one side and words on the other.

6. Do Your Part

Help an area grade school class work with computers. Work (a minimum of three hours) as a teacher's aide. Document your experience. Include a log of your time and an evaluation of your experience such as what went well, what would you do differently next time and other thoughts about the experience.

7. Shop Around

Comparison shop for various computer programs or hardware. Outline the computer needs you have in your family and describe how particular programs or hardware might meet those needs. For example, a computer could be used for banking, tax preparation or

- gig
- hardware
- http
- hyperlink
- initialize
- Internet
- microcomputer
- memory
- modem
- monitor
- program
- RAM
- search engine
- software
- terminal

- Share this information with your group or your family.

EXTREME

17. Surf the Web

Get online.

- Use the Internet to track information about the changes in computer technology, comparing the past, present and future. Investigate questions such as: what is the history of the computer? What counting methods and instruments were the forerunners of computers? What inventions or new scientific developments have changed the computer's size, look and capabilities? What does the future hold for computer uses and capabilities?
- Record what you learned. Compare the past and present use and make predictions for the future. Include information concerning the various changes in style, functions, options and costs.

EXTREME

18. When I Grow Up...

Discover your career options in computers.

- Make a list of the career possibilities in computer technology such as technician, programmer and Web master. Use the library or Internet or talk with a career counselor to help you with your list.
- Choose one computer career you could

pursue and learn more about it. Interview a person in that field. Find out what kind of training or education is required, what skills the job requires, as well as the favorite and least favorite parts of the job. Determine what salary ranges and other benefits are available. Ask if it would be possible to shadow the person during part of the day. Keep notes on your observations of the specific duties.

- Be sure to write a thank-you note.
- Record what you learned about careers in computer technology and share it with your group or your family.

EXTREME

19. Everyday Usage

Choose an area of interest to you and find out how computers play a role. Some suggested areas to consider are:

- banking
- camping
- clothing
- education
- finance
- food management
- fun and games
- health
- police and public protection
- railroad
- retail stores
- science
- space travel
- sports
- travel/flying
- trucking

- Interview an information technology employee for a business in the area you selected to find out what roles computers play in that field. Ask three to five prepared questions, such as: What type(s) of computers are used. What are the computer uses? What are the time-saving characteristics? How and to what extent is this field dependent on computers today?
- Record what you learned and share it with your group or your family.

vacation planning. Assist in making a purchasing decision or document your information for future use. Making a purchase is not necessary to complete this activity.

8. Show It Off

Create a display of information about computer careers for your school, library or another location in your community. Research computer careers through books or the Internet. Use the information from Activity #18 if you did it.

9. Sell It

Look at three computer ads. Design your own ad for a computer product. Your ad should show that you understand different options and advantages to the computer you are advertising.

10. In My Day

Interview your parent(s), grandparent(s) or two older people to get a feeling of what life was like before computers. Prepare a list of three to five questions related to banking, budgeting, bill paying, shopping and entertainment before speaking to them. Record what you learned and share it with your group or family.

11. Go to Class

Take a class that teaches computer skills. Examples could include keyboarding, basic computer operations, specific software options such as word processing, accounting or graphic design. Make notes about areas you mastered quickly or not so quickly. Add information you may still be interested in learning more about.

12. Read Up

Visit a school or community library and make a list of all the magazines about computers and the computer industry. Are there other magazines with computer sections? The librarian can help you find these. Read two computer magazines and compare them. Who

are the magazines typical readers? Who would use such magazines? Which did you enjoy most and why? Document what you discovered.

13. Reference It

Make an annotated bibliography of computer-related books, Web sites and magazines. Place this reference aid in your school or community library for others to use.

14. Do Your Own Thing

Work with your Torch Bearer consultant to create an activity of your own choice.

EXTREME

15. Dependency

Become "computer aware."

- Estimate how many times you and your family use a computer each week. Include the reasons you may use a computer during a week in your estimation.
- Keep a log for one week that tells all the encounters you and your family have with a computer. Have participating family members keep track of all the ways a computer affects their lives and record them each evening in your log. These may include getting a utility bill, sending a mass mailing, managing school schedules or making a telephone call.
- Compare the actual amount of time family members use computers vs. your estimation.

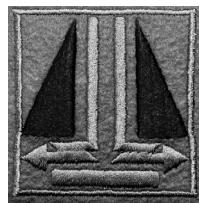
EXTREME

16. 0101101010101

Become familiar with computer terms.

- Make a glossary or visual display of computer terms and definitions. Be sure to show how the following words are used in relation to computers. Add your own computer terms if you like.

-byte
-CD-ROM
-chip
-CPU
-drive
-e-mail

TRAIL ► Trail to the Future**TORCH BEARER ► TORCH BEARER IN
SPORTS
AND GAMES****MEANING OF EMBLEM ►**

Heart, earth and lightning symbolize one who is strong, skillful and quick.

COLORS ►

Heart is red; lightning and earth are light blue.

EMBLEM ITEM NUMBER ►

B22100

PURPOSE ►

Explore interest in sports and games.

Note: Completion of this Torch Bearer will involve some strenuous activity. It is recommended that you have a physical examination within a year before you begin the activities for this project.

ACTIVITIES ►**1. Stats**

Keep statistics on a favorite game or sport. Find out what statistics are needed and how they are kept. Organize your statistical information in a way that you can easily reference it.

2. Long, Long Ago

Explore the history of your favorite game or sport. Use books, magazines or the Internet to find out how it developed and changed over the years. Also, who were some of the people who became famous in the game or sport? Document your information and present it to an individual or group.

3. Play by the Rules

Find out about officiating in a particular sport or game by reading and talking to referees or officials. Use your skills to assist in the officiating of at least three sport or competition events.

4. Help Out

Volunteer (a minimum of three hours) for a job on the sidelines. You could help coach, keep time or score, handle equipment, announce an event for a school competition or for other competitions in your community, assist in coaching a younger group of players or work as an aide for your physical education teacher at school.

5. Cheer 'em On

Be an active spectator of your favorite sports or game competition. Attend regular events as an individual or join a group that supports your favorite team. Do this for an entire season. Document your experience including the final scores for each event.

6. Extra! Extra!

Write a play-by-play article of a sports competition. Present your article to your school newspaper, group or Camp Fire council publication.

7. Names of Fames

Follow the career of a participant or competitor in your favorite game or sport. Clip or print out stories and photos from magazines, newspapers or the Internet. Record the information you learned in a creative way.

8. Keep It Safe

Learn safe play in a game or sport of your choice. Write a description of important safety rules. Find out how to prevent common injuries and what to do when they happen. For example, a runner should know how to prevent shin splints and what to do if she or he gets shin splints. Document your findings and present it to others.

9. Announcer

Listen to radio and TV sports announcing to learn about different coverage styles. Compare

schools, local recreation centers, Camp Fire or your place of worship. A physical education class at school does not count toward completion of this activity.

- Keep notes of what your instructor tells you.
- Record your experience, including the progress you made.

EXTREME

18. Do It

Play the sport or game of your choice.

- Play on a team at school, in your neighborhood or in competition. You could develop an individual program to improve in a particular sport, play in a local softball league, compete in tennis matches or work to jog longer distances. You might join a bridge club or compete in a chess tournament.
- Train for six hours to fulfill this requirement. However, if you commit to a team, you need to stay for the entire season, as a team sport requires every member's participation.

EXTREME

19. Hey Coach

Teach your skills.

- Share your game or sport with another person(s). Make an outline of the steps for teaching the skills and develop a teaching plan that includes explanation, demonstration and practice time. Include pictures, charts and/or illustrations as visual teaching aids.
- Experiment with creative ways to explain rules and tips for play.
- Use your plan to teach your game or sport skills to one or more persons.
- Keep a record of what went well and what you would do differently next time.

EXTREME

20. When I Grow Up...

Explore careers in games and sports.

- Create a list of career options in sports and games such as a coach, competitor, physical education teacher or a recreation leader. Use the library and Internet or talk to a career counselor to help with your list.
- Choose one of the careers from the list and

interview a person in that field. Ask the person to answer at least five questions you have prepared, such as: What training or experience is necessary and where is this training available? What are the job responsibilities? How many jobs are available now and what is the prediction for the future? What are the favorite parts and least favorite parts of the job? Ask if it would be possible to shadow the person during part of the day. Keep notes on your observations of the specific duties.

- Be sure to write a thank-you note.
- Write up your experience to demonstrate what you learned about the career you chose. Discuss the information with your group or your family.

SPORTS AND...

the sports coverage of the different stations in your area by watching or listening to each for two weeks. Be an announcer as you watch a televised sports event. Announce a game at your school or Camp Fire event.

10. His and Hers

Explore the differences and similarities between women's and men's sports, including the history of Title IX federal mandates. View on television or in person, a women's and men's competition in the same sport. Document your findings including similarities and differences in rules, styles of play, equipment and ability levels.

11. Read Up

Follow sports news by reading the sports page or section of your local newspaper. Pick a sportswriter whose style you enjoy and clip out several of your favorite articles by this person. Write your own sports column or story using some of this person's writing techniques and your own style.

12. Glossies

Compare sports magazines. At a library or newsstand, survey what magazines are available about sports. Pick two magazines that appeal to you and compare their coverage, style and design. Write an article on a sports topic you'd like to see in one of the magazines, following the magazine style.

13. Write It Up

Work as a sportswriter for your school newspaper or yearbook. Learn the basics about sports coverage from resources such as books, magazines or the Internet and create your own style of writing. Keep copies of your stories.

14. Do Your Own Thing

Work with your Torch Bearer consultant to create your own activity.

EXTREME

15. Play Around

Explore games or sports of your choice. • Choose two sports, such as skiing, gymnastics, running, cross country or skating, or two types of games, such as children's games, card games or board games, to learn more about. What are the differences and similarities between the sports or games you have selected? Document your findings. Be creative in how you demonstrate the differences and similarities.

- Choose one of the sports or games and learn the rules by reading from books, pamphlets, magazines, newspaper articles or use the Internet to find out information on how your game or sport is played.
- Know the terms used to describe your game or sport.
- Present what you learn about your sport or game choices to a group or your family.

EXTREME

16. Get Pumped

Prepare yourself for a sport.

- Get ready to participate in a sport of your choice. With the help of experts such as a trainer, coach or active participant in the sport, decide what your goals might include. Options could include improving strength, endurance or flexibility.
- Design a nutrition and exercise program to reach this goal. Include recommended foods and exercise.
- Participate in your conditioning program for at least four weeks.
- Compare your fitness level before, during and after your program by noting how long you exercised and how many repetitions you were able to do. Document your experience during each of the three comparisons.

EXTREME

17. Training

Get instruction to improve your skills in a game or sport.

- Take individual or group lessons.
- Find classes through the YMCA, YWCA,

TRAIL ► Trail to the Future

TORCH BEARER ► TORCH BEARER IN TRAVEL



MEANING OF EMBLEM ► Sky, ground and persons symbolize the adventure of traveling to see new places and people.

COLORS ►

Sky is blue; ground is brown; persons are orange.

EMBLEM ITEM NUMBER ►

B27300

PURPOSE►

Broaden awareness in planning a trip and explore activities and helpful organizations available during a trip.

Note: Planning for and going on a trip is a requirement for this Torch Bearer. The other activities you choose will help you learn what you need to know about traveling, such as travel careers, organizations, travel tips, budgeting, eating out, transportation, etc. Choose activities that help you plan your trip.

A trip taken to complete the requirements of the Voyager step of the Progression in Outdoor Action cannot be counted toward completion of this project.

* Denotes activities that support the required activity of planning and taking a trip.

ACTIVITIES ►

REQUIRED ACTIVITY: Plan and take a trip.

- Plan to travel with your Camp Fire group, youth group, classmates from school, family or another group. Consider going with a group to one of Camp Fire's national events such as the National Youth Leadership Forum or National Convention. Your trip needs to provide you with challenges and new experiences. The length of your trip will depend on your prior experience, expenses and time you can travel. This trip has to be at least two nights and three days, a long weekend, for example.

- Your destination(s) will include visiting sites and/or trying out activities that are new to you. To complete this requirement, each person needs to take an active role in choosing destinations, making a budget for the trip, arranging trip activities, transportation, accommodations, handling personal gear and finances.

- Use the Torch Bearer Steps on page 8 to aid in the planning process.

- Document the planning process of your trip. Keep notes, pictures, collected brochures, organizational plan, budget and lists. Include a description of what went well and what you would do differently next time.

- Take pictures and/or videotape interesting parts of your trip. Put your photos in an album with captions. Write a journal about your adventure. Include the places you went, people you met, activities you did and your feelings. Include your favorite and least favorite parts. Present this to an individual or group.

***1. Be Prepared**

Get prepared for your trip. Learn about special photography techniques, read about the culture and history of the people in the area

you will visit or find out about the geology or natural environment of the area. Use books, magazines or the Internet in your preparations. Document your experience including notes you take and other information acquired.

*2. En Route Entertainment

Organize a file of games and other activities you may want to do while on your trip. Include games you can play while riding in a car, bus, train or airplane and active games for burning off excess energy. Add nature activities, songs and ideas for inspirational moments. Make sure your file is packaged in a way that is convenient to carry.

*3. Getting in Shape

Make a plan and carry out a program to get in shape for your trip. For example, if you're going to be hiking, gradually increase your hiking endurance. Talk with people who have taken similar trips to help you plan your program.

*4. Expert Advice

Find out who can help you plan your trip. Contact travel agencies, auto clubs and tour groups such as bike clubs or outfitters. Find at least three Internet travel services. Compare the services offered by each. Some charge a fee for the services provided. Make sure to budget for these fees, if you plan on using the services offered. Pick one resource to help you with your plans or organize and file your information for later use.

*5. Map It Out

Discover how to read maps that you will use on your journey. Examples would include using topographical maps for a backpacking trip, road maps for a road trip or nautical maps for a boat trip. Show your ability to figure distance, estimate mileage, interpret symbols and locate landmarks.

*6. Friendly Faces

Make meeting Camp Fire friends a part of a trip. Contact Camp Fire councils along your travels and make arrangements to meet with Camp Fire members there. Take small gifts to exchange that tell something about your home area. If you can, host Camp Fire members traveling through your community.

*7. Food Experiment

While you are traveling, try out two different kinds of restaurants that you have never tried before. Make reservations, dress appropriately and try foods on the menu that are new to you. Be aware of the bill, including the tip, for your meals.

*8. A Journey to Remember

Document your journey. Record the miles you traveled and places you visited. Include notes about what happened and your personal feelings. Include illustrations, photos or sketches.

*9. It's Show Time

Create a slide show or videotape of your trip. Write a script to accompany your slides or narrate your video. Or create a scrapbook of memorabilia from your trip. Include stories and/or poems and captions that tell about your experience.

10. Day Trip

Help prepare a younger group of children to take a quick trip. Work with a *Starflight* or *Adventure* group, day care center or elementary school class to make plans and get background information for their journey. Possible trips could be visiting the zoo, museum, baseball game, picnic or amusement park. Develop appropriate activities for the group while traveling and go with them on the trip. Evaluate how things went by writing what parts went well and what you would do differently next time.

not too heavy. If space is a problem, develop ways for combining or substituting items.

EXTREME

18. Passport Required

Prepare for international travel.

- Learn about passport and visa requirements for the country you plan to visit or for some place you'd like to visit in the future. Use books, magazines or the Internet. Know where in your community you would have to go to get a passport and what documents you would have to show to apply for one.
- Contact the embassy attaché or other official of the country you plan to visit to learn more about the customs of that country. Learn several phrases in the language of the country that would help you in your travels. If possible, talk to someone who has traveled or lived in the country you want to visit. You do not need to actually take an international trip to complete this activity.

EXTREME

19. When I Grow Up...

Explore travel career options.

- Create a list of career possibilities in travel such as a tour guide, travel agent, bus driver, train engineer, baggage claim worker, flight attendant or pilot. Use the library and Internet or talk with a career counselor to help you with this process.
- Choose one career from your list and interview a person in that field. You could speak with personnel at an airport, train station, bus terminal or travel agency. Ask the person to answer at least five questions you have prepared, such as: What training or experience is necessary and where is this training available? What are the job responsibilities? How many jobs are available now and what is the prediction for the future? What are the favorite parts and least favorite parts of the job? Ask if it would be possible to shadow the person during part of the day. Keep notes on your observations of the specific duties.
- Be sure to write a thank-you note.

- Write up your experience to demonstrate what you learned about the career you chose. Discuss the information with your group or your family.
- Be sure to write a thank-you note.
- Record what you learned and share it with your group or your family.

11. Where To?

Start a travel file on places you'd like to visit, events you'd like to attend and things you'd like to do on a journey. Include opportunities for adventure both far away and nearby. Clip articles from newspapers and magazines, send away for brochures and contact others who have traveled to your selected destinations. Organize your file so you can easily add information. Use your file to help plan your trip for this Torch Bearer or for future trips.

12. On the Road

Interview a person who travels regularly in his or her job or who does a lot of traveling alone. Find out travel tips for making life on the road easier, special packing methods, safety and making flight connections. Ask how traveling affects the lifestyle of a person and discover the advantages and disadvantages of traveling a lot.

13. Souvenirs

Start or add to a collection of items that show where you've been on your travels. You could collect patches, matchbooks, souvenir spoons, postcards, shells or rocks. Create a method for recording and displaying your collection.

14. Do Your Own Thing

Work with your Torch Bearer consultant to create your own activity.

EXTREME

*15. Travel Expenses

Get the most out of your money.

- Develop a method for keeping an individual and group budget before and during the trip.
- Learn how to obtain and use traveler's checks.
- Explore options in transportation, lodging and meals to find out the least expensive methods to fit into your travel plans. Know how much and whom to tip, in different situations. Participate in a fundraising activity for your trip.

- Record your findings.

EXTREME

*16. Safe and Secure

Traveling is a lot of fun, but there are dangers involved as well. Take safety precautions before traveling to prepare for emergencies.

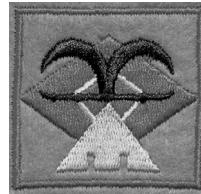
- Contact your Camp Fire council to get parental permission and health forms. Find out any requirements for travel.
- Stock a first aid kit and plan all emergency procedures for your trip. Include in your first aid kit any special items you may need for the kind of trip you are taking. For example, take extra moleskin if you will be doing a lot of hiking and take sunscreen and aloe vera for sunburn if you'll spend a lot of time in the sun.
- Meet with the people you'll be traveling with and plan out procedures for various emergencies you may encounter, such as losing your money, having an accident or getting lost. Practice the procedures that apply prior to and while on your trip. Locate emergency facilities in the area where your group is staying.

EXTREME

*17. What Suits You

Luggage is an essential element of any trip. Whether you need a duffle bag, a suitcase or a five-piece luggage set, depends on your trip.

- Compare the quality and cost of different types of luggage appropriate for the kind of trip you are taking. If you'll be going on a canoe trip, you'll need to look at waterproof packs. And if your plans require walking some distances carrying your gear, you'll want to look at luggage or backpacks that can be handled conveniently.
- Explore alternatives to purchasing expensive items such as making your own or borrowing or renting from an outfitter. Use the luggage that best suits your needs. Make a list of what you are taking. Pay attention to items you'll need for certain types of activities and weather. Prior to your trip, make sure all of your things will fit in the luggage and that it is

TRAIL ▶ All Trails**TORCH BEARER ▶** TORCH BEARER IN
INTEREST**MEANING OF EMBLEM ▶**

Person, thought, hand and creation symbolize reaching out to original aspiration.

COLORS ▶

Person and thought are green; hand is yellow; creation is orange with yellow bands reaching outward.

EMBLEM ITEM NUMBER ▶

B25700

PURPOSE ▶

Explore hobbies and special interests and develop insightful ways to spend leisure time.

ACTIVITIES ▶**1. Fellows**

Go to an exhibit or attend an event related to your special interest. You could attend a public meeting or forum, a crafts fair, a collector's convention or memorabilia display. Speak to the exhibitors or event participants about your shared interests. Collect brochures, literature, pamphlets or handouts on your interest. Make a file to keep and add to for future reference. Present the information to an individual or group.

2. Designate the Dollars

Develop a budget for managing the money you need to pursue your area of interest. The budget includes a list of things you will need, such as special materials or equipment. Comparison shop at different stores that carry the supplies required for your interest. Plan on

how you will purchase needed items. Make purchase choices based upon your research. Keep a record of your budgeting.

3. Belong

With parent or guardian support, find out about local, state or national organizations for people who share your area of interest. Use books, magazines or the Internet to find information, such as where the next exhibition or show will be located or where you could write for more information. Explore what these groups do and what the membership requirements include. Collect informational brochures about these organizations or attend a local meeting.

4. Read Up

Discover what magazines focus on your special interest. Read two issues of one such publication and decide whether you would like to subscribe to that particular magazine.

5. Be the Best

Enter a competition in your area of interest. Become familiar with the rules for competing. Make sure that you are prepared for participating in your special interest area. Speak with other competitors about the benefits and drawbacks of competing. Record your experience in a creative way.

6. Researchables

With the help of a librarian or teacher at school, create an annotated bibliography and a resource list that would be useful for someone who would like to learn more about your special interest. This needs to include informative books and periodicals, organizations, Web sites or local businesses that carry necessary supplies on your resource list. Make your bibliography and list available to others at the council or your public and school libraries.

7. Pass It On

Share your area of interest with others. Teach someone a skill needed to pursue your own area, give a demonstration of your interest to a group or help someone develop a similar interest.

8. Do Your Own Thing

Work with your Torch Bearer consultant to create your own activity.

EXTREME

9. Get a Hobby

Develop a way to organize and pursue a special interest, then carry out the plan.

- Choose a hobby or special interest, for example: collecting things such as stamps, plates, baseball cards, pop cans, miniatures or pins; making things such as models, fishing flies or puppets; reading books; taking pictures; writing stories or poetry; studying events, World War II airplanes or Civil War history; decorating doll houses, etc.
- Create a system for cataloging or displaying a collection of your special interest. You could design and set up a space for working on your special interest. Or, you might make and follow a schedule for accomplishing certain goals in your area of interest.
- Make a presentation of your special interest to an individual or group.

Explore the career potential of your special interest.

- Interview a person who has made a career out of an interest of yours. Ask the person to answer at least five questions you have prepared, such as: What training or experience is necessary and where is this training available? What are the job responsibilities? How many jobs are available now and what is the prediction for the future? What are the favorite parts and least favorite parts of the job? Ask if it would be possible to shadow the person during part of the day. Keep notes on your observations of the specific duties.
- Be sure to write a thank-you note.
- Write up your experience to demonstrate what you learned about the career you chose. Discuss the information with your group or your family.

EXTREME

12. Show Off

Create a display to promote your interest.

- Design and put together an attractive presentation that informs other people about your special interest.
- Get proper permission to publicly exhibit your display at a library, your school, a Camp Fire council event, in a local shopping mall or bank lobby.

EXTREME

10. Lifelong

Interview a person who has made a lifelong hobby of the topic that interests you. Find out how this person became interested in this area and the accomplishments and rewards such an interest has brought. Share your own experience (good and challenging) in your interest.

EXTREME

11. When I Grow Up...

Sample Torch Bearer Planning Sheet

I, Bob Richards, will complete a Torch Bearer in Water Sports (canoeing), starting on March 1 and finishing by June 15.

(start date) (projected completion date)

I am working on the advanced level.

What I'm Going to Do		How I'm Going to Do It	
Activity #	Activity Description	Resources/Consultants Needed	Completion Date
Extreme Activity #16	Advance skills by taking Red Cross Basic Canoeing Course	Local Red Cross Chapter	March-April
Activity #1	Learn safety rules for canoeing and kayaking	Canoe course instructor, book on kayaking	April 1
Extreme Activity #17	Assist in teaching canoe safety to church group	Youth group director, Local Red Cross chapter	April 10
Activity #2	Find out about canoeing rivers in area and help choose river for church group.	State tourism bureau; Army Corps of Engineers;	March-April
Activity #14	Learn about equipment needs and rental costs for church canoe trip.	Canoe outfitters	April 1
Activity #11	Help plan and participate in church canoe trip.	Day camp waterfront director	May 9-11
Activity #3	Volunteer at a day camp lake front.	Canoe books	June 7-11
Activity #10	Design and use visual aid that teaches the part of a canoe	Canoe books	June 7

Meeting time(s) with consultant(s) or adult facilitator: Met with Youth group director on February 23, April 7, June 18. Met with canoeing course instructor in March-April. Met with Day Camp Waterfront Director on May 15.

Plan for celebrating Torch Bearer: Receive certificate in basic canoeing, show slides and tell about church canoe trip at group awards banquet.

Torch Bearer Planning Sheet made and signed by:

and _____
(date)

(participant)

(adult facilitator)

Torch Bearer _____ completed on _____

(date)

Congratulations!

Sample Torch Bearer Planning Sheet

I, Monica Jones, will complete a Torch Bearer in Water Sports (canoeing), starting on March 1 and finishing by August 31.

(start date) (projected completion date)

I am working on the beginning level.

What I'm Going to Do		How I'm Going to Do It	
Activity #	Activity Description	Resources/Consultants Needed	Completion Date
Extreme Activity #15	Complete basic rescue course.	Local Red Cross chapter	March-April
Activity #2	Visit nearby lakefront, tour facilities, interview for job.	Lakefront manager	May 1
Activity #3	Work at lakefront during summer season.	Lakefront manager	June 1-August 31
Activity #5	Follow the careers of three long-distance swimmers.	Books; magazines; news articles	May 31
Activity #8	Assist neighborhood kids in becoming comfortable in the water.	Books on water games; seek advice from adult facilitator on safety issues.	June/July (take kids to lake at least four times)

Meeting time(s) with consultant(s) or adult facilitator: Met with Youth group director on February 23, April 7, June 18. Met with canoeing course instructor in March-April. Met with Day Camp Waterfront Director on May 15.

Plan for celebrating Torch Bearer: Receive certificate in basic canoeing, show slides and tell about church canoe trip at group awards banquet.

Torch Bearer Planning Sheet made and signed by:

and _____

(date)

Torch Bearer _____ completed on

(date)

Congratulations!

Torch Bearer Planning Sheet

I, _____, will complete a Torch Bearer in _____, starting on _____ and finishing by _____.
(start date) (projected completion date)
I am working on the _____ level.

What I'm Going to Do		How I'm Going to Do It	
Activity #	Activity Description	Resources/Consultants Needed	Completion Date

Meeting time(s) with consultant(s) or adult facilitator: _____

Plan for celebrating Torch Bearer: _____

Torch Bearer Planning Sheet made and signed by:
_____ (participant)
and _____ (adult facilitator) on
_____.
(date)

Torch Bearer _____ completed on

(date)

SAMPLE LETTER TO TORCH BEARER CONSULTANT

July 31, 2004

Dr. Leroy Jones
Department of Computer Science
University Community College
88 West 10th
Marshall, MA 11125

Dear Dr. Jones:

I am writing for all the members of my Camp Fire *Discovery* group. We are interested in learning about computers – how they work and how they will affect our lives in the future. We have been told that you are willing to help Camp Fire members learn about computers.

We would like you to be our consultant on a Torch Bearer in Computer Technology. As our consultant, you would help us plan our project and advise us on how to do some of the activities.

I will call you during the week of November 6 to answer any questions. I hope we can also set a time for a meeting with you.

We are excited about this project and look forward to working with you.

Sincerely,

Carter Keeling, Recorder
Marshall *Discovery* Group

SAMPLE THANK-YOU LETTER

September 23, 2004

Dr. Leroy Jones
Department of Computer Science
University Community College
88 West 10th
Marshall, MA 11122

Dear Dr. Jones:

Thank you for your help with our Torch Bearer in Computer Technology. The tour you gave us was fun, and we learned a lot. I especially liked the time you took to show us how to do simple programming.

We have completed our Torch Bearer project. Our success with the activities was, in large part, due to your help. Thank you for taking the time to work with us.

Sincerely,

Carter Keeling, Recorder
Marshall *Discovery* Group

APPENDIX

INTERVIEW TIPS

Materials: Pen, pencil, paper and tape recorder

1. Get to know something about the person you will be interviewing. You might look in the library or on the Internet for information about the company this person works for. You may also check with the human resource department of the company to see if they have company information or materials they could provide you before conducting your interview.
2. Make an appointment ahead of time, even if your interview is over the telephone. Remember to make a note for yourself of the time you will call.
3. Be on time for your appointment.
4. State the amount of time that you think your interview will take and be sure the person you are interviewing has set aside that amount of time. If not, adjust your questions to fit within the time the person has to offer.
5. Dress appropriately for the office or other environment where the interview will be held.
6. Be neat and clean. Do not chew gum.
7. Be prepared. Have your questions clearly thought out and written ahead of time.
8. If two or more of you are going together, decide before you arrive who will ask which questions.
9. Maintain good eye contact and listen. The person may expand on a question. Allow for time for this to occur; you may learn something new.
10. Have fun and smile.
11. Remember to thank the person.

SAMPLE QUESTIONS

1. How did you get involved in (name of business or profession, etc.)?
2. What are the two most important things to know about (activity or profession)?
3. If I want to get involved with (activity or profession), what is the first step I need to take?
4. What do you like most about (activity or profession)?
5. Could you tell me about a time when you were surprised (learned something new; were challenged, afraid or excited) by (activity or profession)?
6. How would you finish this sentence: The thing that I wish people understood better about being a (profession) or doing (activity) is _____.

These are some ideas for questions. Add other specific information that you need to complete your project.

TORCH BEARER REFLECTION SHEET

**Before writing on the Reflection Sheet, you may want to make enough copies for all of the Torch Bearer projects. Or, you may want to create your own Reflection Sheet.*

Name:

Date:

Torch Bearer Completed: _____
(Name) _____ (Date) _____

What I enjoyed most about completing this Torch Bearer was:

If I were to do this Torch Bearer a second time, I would:

Now that I have completed this Torch Bearer, the most important things I learned were:

Other thoughts:

TORCH BEARER EVALUATION SHEET**Name:****Date:****Title of Project:****Name of Evaluator:**

Please evaluate the *Discovery* young person named above on the following characteristics.

1. Dependability: Is on time, follows through, is prepared. (Circle one.)

Excellent Good Could be better

Comments:

2. Attitude: Is positive, excited, energetic. (Circle one.)

Excellent Good Could be better

Comments:

3. Knowledgeable: Knows materials, information and/or methods. (Circle one.)

Excellent Good Could be better

Comments:

4. Communication: Shares information well, speaks clearly, presents information in an orderly fashion. (Circle one.)

Excellent Good Could be better

Comments:

General comments:

Thank you.

Key Resources

TORCH BEARER IN COOKING

County extension office
Cookbooks
Health food stores
Food Guide Pyramid (page 14)
Internet
Local university or community college
Public health department
Restaurants
School cafeteria

TORCH BEARER IN HEALTHY LIVING

Health department
School nurse
Fitness club
Recreational facility
Dietitian
Mental health facility
Health clinic
Physician
Health/physical education teacher
Therapist

TORCH BEARER IN LITERARY SKILLS

Local library
Bookstores
Used bookstores
Local newspaper office
Local literary society
Community literacy programs

TORCH BEARER IN SPIRITUAL GROWTH

Religious institutions
Camp Fire God and Country Series
Spiritual adviser from your place of worship
Local library
Internet

TORCH BEARER IN COMMUNITY GOVERNMENT

City hall
Family services
Juvenile court
County government
Attorney
Election board
City council
Police department
County sheriff

TORCH BEARER IN COMMUNITY AWARENESS

Chamber of Commerce
City council
Local library
Historical society
Local architecture firm

TORCH BEARER IN CULTURAL UNDERSTANDING

Art museums
Chamber of Commerce
Foreign embassies
Local university or community college foreign language department
Bookstores
Local library
Religious institutions
Cultural organizations

TORCH BEARER IN PRACTICAL LIVING

Interior design classes offered by a local university or community college
Hardware/supply stores
Mechanic shop
Bike shop
Insurance agent
Do-it-yourself classes at a home supply store
Local university or community college

Local radio stations
Public relation firms

TORCH BEARER IN COMPUTER TECHNOLOGY

Computer store
Local university and community college
computer department
Computer instructors
Local libraries

TORCH BEARER IN SPORTS AND GAMES

Sports department of the local newspaper
Local university and community college
physical education department
Athletes - professional and amateur
Local health facilities
Local recreational facilities

TORCH BEARER IN TRAVEL

Chamber of Commerce
Local tourism bureau
Local travel agency
Travel dictionaries

TORCH BEARER IN SPECIAL INTEREST

Local libraries
Parks and recreation departments
Bookstores

TORCH BEARER IN SPECIAL SERVICE

Schools for the blind
Schools for the deaf
Organizations that work with people with special needs, such as The Arc
Support groups for various disabilities
School district
Mental health association
Hospital

TORCH BEARER IN ART

Arts and craft stores
Community arts and craft centers
Art museums
Art galleries
Local university and community college art departments

TORCH BEARER IN CREATIVE ARTS**CAREERS**

Advertising agencies
Public relation firms
Local library
Local university and community college architecture department
Interior design stores or firms
Exterior design stores or firms

TORCH BEARER IN STYLE

Local sewing guild
Fabric shops
Sewing teachers

TORCH BEARER IN PERFORMING ARTS

Community theater group
Local recreational facility
Dance schools
Music schools
Music shops
Local university and community college theater, music and performing art department
Professional performance groups

TORCH BEARER IN CAMPING

Camp Fire 800 669 6884
American Camping Association 765 342 8456
Ask your local council about these Camp Fire-

related publications:

Outdoor Book D07600
Magic Moments in Camp Fire D06500
WO-HE-LO: The Camp Fire History D27700

TORCH BEARER IN ENVIRONMENTAL ISSUES

Environmental groups
Chamber of Commerce
City hall
City, county and state elected officials

TORCH BEARER IN HORSEMANSHIP

Veterinarians
Riding schools
Stables
Livery
Camp Fire camp

TORCH BEARER IN WATER SPORTS

Camp Fire camp
Local water sport facility
American Camping Association 765 342 8456
American Red Cross 202 737 8300

TORCH BEARER IN BUSINESS

Better Business Bureau
Local investment broker
Local university and community college business department
Local insurance companies
Banks/savings and loans/credit unions
Small Business Administration office

TORCH BEARER IN MONEY MANAGEMENT

Better Business Bureau
Local investment broker
Local university and community college business department
Local insurance companies
Housing department
Banks/savings and loans/credit unions

TORCH BEARER IN COMMUNICATIONS

Local newspapers

Glossary of Terms

A

Accommodations: Lodging.

Allergen: Substance that causes allergies.

Anorexia nervosa: A serious disorder in eating behavior primarily of young women in their teens and early twenties that is characterized especially by a pathological fear of weight gain leading to faulty eating patterns, malnutrition and usually excessive weight loss.

Architecture: The art of designing building structures.

Autobiography: History of a person's life written by him or herself.

B

Bargello: Needlepoint stitch that produces a zigzag pattern.

Battered: A person who is beaten by another person.

Biography: History of a person's life.

Bit: Steel part of the bridle inserted into the mouth of a horse.

Book review: Critical report of a book that lists both the positive and negative aspects.

Bridle: Headgear with which a horse is controlled and which carries a bit and reins.

Budget: Record of expenses for lodging, transportation, meals, activities, spending money and emergency fund.

Bulimia: A serious eating disorder that occurs primarily in young women, characterized by compulsive overeating usually followed by self-induced vomiting or laxative or diuretic

abuse, and often accompanied by guilt and depression.

C

Canter: Easy gallop.

Capital: Money and other accumulated goods.

Cavalettis: Series of timber jumps that are adjustable for schooling horses.

Chautauqua: Education combined with entertainment in the form of lectures, concerts and plays, often presented outdoors or in a tent.

Cholesterol: Fatty deposits found in the blood stream.

Choreographer: A person who arranges and directs individual dance movements.

Collage: Collection of different materials put together.

Commercial art: Graphic art used to advertise on billboards and TV.

Confidential: Information that is not to be shared with others.

Confirmation: Christian rite of receiving the gift of the Holy Spirit; confirms Jewish youth in their ancestral faith.

Consecrated: Sacred, dedicated to the service of holiness.

Court bailiff: Deputy law enforcement officer of a court.

Credo: A creed or belief.

D

Destinations: Trip locations.

Devotion: Prayers or religious worship.

Diabetic: Condition due to the inability of the body to use sugar.

Diversion programs: Alternate form of sentencing when an offense has been committed.

E

Editor: One who edits, corrects and compiles written works for publication.

Editorial: An article presenting the opinion of an editor.

Entrepreneur: A person who organizes, manages and assumes responsibility for a business.

Erosion: Washing or wearing away of the Earth's surface.

Ethnic: People classed according to common racial, national, tribal, religious, linguistic or cultural origin or background.

Excursion: Journey for a specific purpose.

F

Fad diet: A trendy diet that promises fast weight loss in a short amount of time.

Fine art: Pertaining to painting, drawing, sculpture, textiles or pottery.

G

Gallop: Ride rapidly.

Genetic: Determined by genes.

Group home: Alternate living arrangements for youth, who, for various reasons, are unable to live with their families.

H

Hogan: Building usually made of logs and mud, used as a home by Navajo Indians.

Holy day: A consecrated or religious festival.

Hygiene: Preserving health and cleanliness.

Hypothermia: Overexposure to extremely cold conditions.

I

Immobilize: Prevent freedom of movement.

Inoculations: Vaccinations.

J

Jurisdiction: The right of making and enforcing laws in certain areas.

Juvenile: A young person, pertaining to young people.

K

Kosher: Conforming to Jewish dietary law.

L

Livery: The feeding, stabling and care of horses for pay.

Low sodium: Low salt.

M

Maneuver: Move things and people.

Meditation: A deep, thought-provoking experience.

Memorabilia: Things that are remarkable and worthy of remembrance.

Moleskin: Skin of the mole used as fur for sore and tired feet.

Mortgage: Home loan.

N

Narration: Description of an event.

Novella: Short novel.

O

Officiate: Act in a properly-authorized position.

Orienteering: Plotting with relation to directions.

P

Patent: A government grant to an inventor giving exclusive rights to make, use and sell an invention.

Performing arts: Art forms that consist of dancers, actors or singers who perform for public or private audiences.

Petit point: Embroidery tent stitch.

Portfolio: A set of drawings, pictures, photographs or samples to show to people.

Postnatal: Taking place after birth.

Pottery: Items molded from clay and baked.

Prejudice: Judgment or opinion about another person without reasons.

Prenatal: Taking place before birth.

Presidential Fitness Award: Award given when a youth meets certain fitness requirements for a variety of activities.

Prosecuting attorney: Attorney for the city, county or state.

Prototype: The original model of a product, which serves as an example for production.

Public funds: Government funds used for government-sponsored programs.

Publisher: Person responsible for the production of written material.

Q**R**

Residential: Consisting of homes.

Review: Critical report of performances found in newspapers, magazines or on the Internet.

S

Sculpture: The art of carving, shaping or forming representations from clay, wood, plastic or other materials into art forms.

Shadow(ing): Follow(ing) a person around at work to learn more about his or her job responsibilities.

Shin splints: Sharp pains which occur in a person's front part of the leg from the knee to the ankle, caused by exercising on hard surfaces.

Sitar: A three-stringed guitar.

Statistics: Data collected of athletes' accomplishments during a game.

Sundries: Small articles, items, details.

T

Tack: Equipment/gear

Tandem: Ride one behind the other.

Tatting: Lace made with a shuttle and thread.

Textiles: Pertaining to weaving or fabrics.

Topographical map: Artistic representation of a particular area.

Trapunto: Raised quilting.

Troubadour: Traveling performer who, through poetry and song, addresses courtly love; this was very popular in the 11th to 13th centuries.

U

V

Vaudeville: Theatrical show including several different kinds of acts which was very popular in the 1930s and 1940s.

W

X

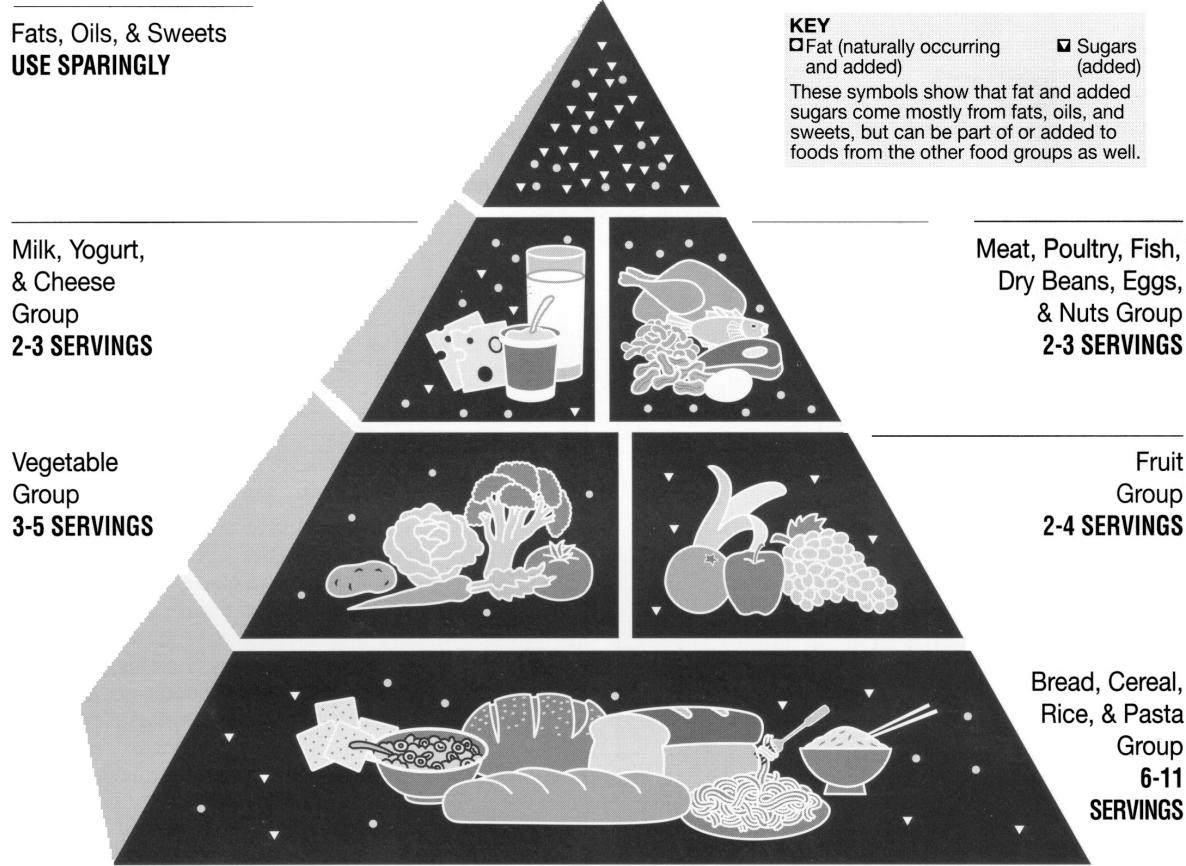
Y

Z

APPENDIX

Food Guide Pyramid

A Guide to Daily Food Choices



SOURCE: U.S. Department of Agriculture/U.S. Department of Health and Human Services

Use the Food Guide Pyramid to help you eat better every day...the Dietary Guidelines way. Start with plenty of Breads, Cereals, Rice, and Pasta; Vegetables; and Fruits. Add two to three servings from the Milk group and two to three servings from the Meat group.

To order a copy of "The Food Guide Pyramid" booklet, send a \$1.00 check or money order made out to the Superintendent of Documents to: Consumer Information Center, Department 159-Y, Pueblo, Colorado 81009.

Each of these food groups provides some, but not all, of the nutrients you need. No one food group is more important than another — for good health you need them all. Go easy on fats, oils, and sweets, the foods in the small tip of the Pyramid.

U.S. Department of Agriculture, Human Nutrition Information Service, August 1992, Leaflet No. 572

NOTES