



Camp Fire

Adventure Wood Gatherer: Level Four is an official national publication of Camp Fire to support its national program for children in fourth grade.

Thank you to the 20 councils and countless individuals who reviewed the *Adventure Curriculum* and contributed valuable suggestions for its revision. Special thanks to the following councils for their ongoing support and assistance:

Camp Fire Heartland, Prairie Village, Kansas
Camp Fire Central Puget Sound, Seattle, Washington
Camp Fire Eastern Massachusetts, Boston, Massachusetts
Camp Fire Heart of Oklahoma, Oklahoma City, Oklahoma
Camp Fire Snohomish County, Everett, Washington
Camp Fire First Texas, Fort Worth, Texas

The science activities have been developed in conjunction with the High School Math and Technology Institute at the University of Missouri-Kansas City, directed by Jan Alderson. Science teacher Cheryl Turlin reviewed the activities to ensure their consistency with science educational standards.

The Home Baking Association provided the baking activities. The Home Baking Association is a 75 year not-for-profit collaboration of corporate and non-profit associations promoting the practice of home baking. Sharon Davis wrote the meeting plans and arranged for Camp Fire's use of the recipes provided.

The curriculum team that created the meeting plans was comprised of the following educators, youth development specialists and Michelle Bush, Debra Connor, Kelly Dodd, Janice Emerson, Kathleen Hermes, Rodger Hodapp, Shannon Perkins, Mysti Roberts, Rose Wrede, Deanna Armstrong, national director of program services and expansion and Katherine A. Brown, curriculum development coordinator

Camp Fire is an equal opportunity and affirmative action employer.

© 2001 Camp Fire
All rights reserved.
Revised 2012.

The activity sheets and forms that appear in this book may be freely reproduced as needed. Other parts of this publication shall not be reproduced, stored in a retrieval system or transmitted whole or part by any means, electronic, mechanical, photocopied, recorded or otherwise without permission from Camp Fire unless noted. Requests for permission to reproduce anything other than the forms should be addressed to Camp Fire's communications department.

Item No. D07400
Published by:
Camp Fire
National Headquarters
1100 Walnut Street, Suite 1900
Kansas City, Missouri 64106
Telephone: 816 285 2010
Fax: 816 284 9440
E-mail: info@campfire.org
www.campfire.org

FORWARD ▶	1
INTRODUCTION TO ADVENTURE WOOD GATHERER FOUR ▶	4
PROJECTS AND MEETING PLANS ▶	8

Trail to Knowing Me

Fitness	
• Get Physical!	9
• Obstacle Course	23
• Muffin Science	26
Values and Emotions	
• Circle of Feelings	32
• Clowning Around	39
• A Perfect Fit	41
I'm Peer Proof	
• Behavior Balance	46
• Thanks, but No Thanks	56
• Cool Down Conflicts	59
Communicating with Everyone	
• Many Ways to Say It	68
• Lessons in Language	70
• Chat and Chew	72

Trail to Family and Community

My Family	
• Family of the Past	78
• Family Present	80
• He Has My Eyes!	82
Learning to Lead	
• Leadership Profiles	86
• Jar Jams	88
• Panel Discussion	90
Myths and Legends	
• Myths From Around the World	94
• Mythmakers	96
• Mythmakers #2	97



A Gift of Giving	
• Reaching Out	102
• What Needs to Be Done?	105
• Just Do It!	111

The Food We Eat	
• Imagine No Hunger	118
• You Are What You Eat!	120
• All Kinds of Bread	122

Trail to Creativity

Accidental Art	
• Wandering Ink Drawings	128
• Baby Wipe Tie-Dye	129
• Blots 'O Fun with Blottos	130
• Creative Cup Cakes	131

Improv This!	
• Warm-Ups	138
• Improvisational Exercises	140
• Improv-Performance	142

Note Card Holder	
• Sand and Assemble	148
• Stain and Finish	153
• Group Project	155

Out of the Ordinary	
• Real Dragons	160
• "Real-Life" Heroes	162
• Walk a Mile	163

Trail to the Environment

Nature: Near and Far	
• Who Am I?- Animal Riddles	168
• Blow Your Stack!	170
• Window Garden	172

Gems and Rocks	
• Rocks, Rocks Everywhere	178
• Birthstones—Everyone Has One!	180
• Rock Around the Clock	183

PROJECTS AND MEETING PLANS CONT. ►

Good Earth	
• It's Garbage	188
• Conservation Action	190
• Pizza Pizazz	194

Trail to the Future

Basketball	
• Dribbling	200
• Passing	202
• Shoot to the Hoops	204
Things that Fly	
• Wind and Wings	214
• Paper Airplanes	210
• Rolling Oats	212
Fun and Games	
• Glacier Breakers	218
• It Take a Team!	220
• Family Game	222

APPENDIX ►

Meeting Openings and Closings	225
Additional Meeting Supplies	226
Our Group Project	231
Baking Resource Section	237
Camp Fire Outcomes and Developmental Assets	241
McREL Educational Standards	245
Additional Family Activities	255



OUR PROGRAM PHILOSOPHY

Over 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.

Five essential elements derived from the 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.

OUR CORE VALUES ►

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



WE BUILD DEVELOPMENTAL ASSETS ►

Our programs are built around sound youth development principles. In the 1990s the Search Institute conducted research on the factors that all youth need to become healthy, caring, principled and productive adults. Search studied over 500,000 young people, grades 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 core values have led us to embrace the work of the Institute in constructing our program evaluation materials. Although our programs build many of the 40 developmental assets established by Search, Camp Fire has identified 14 assets we believe our programs help develop in youth. Because we strive for continuous improvement, we anticipate that these outcomes may change over time. We have developed an Outcome Measurement Tool Kit and are evaluating these assets to determine if they are the critical ones we will continue to embrace in our work. The 14 assets from Search's list that Camp Fire has identified as its target assets are:

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

INTRODUCTION TO ADVENTURE WOOD GATHERER: LEVEL 4

The Wood Gatherer Level Four of Camp Fire's *Adventure* program contains projects that will excite and educate children in third grade on a wide range of topics. While the activities are designed for children in third grade, they can be used with any grade level as appropriate to the children's abilities and interests. Children are given increasing opportunities to play active roles in determining program content and activities. The *Adventure* program helps build confidence and leadership in children with activities that develop skills of decision making, communication and conflict resolution.

Children start the year as a candidate for the Wood Gatherer Award. To earn this award they will complete fun and interesting projects, work on service learning, participate in the council's product sale and do at least one out-of-doors project. If a child chooses not to earn the Wood Gatherer Award, he or she can still do the activities with the group.

Throughout the *Adventure* program children and adults work together in partnerships that encourage children to play active roles in planning and decision making. Children form lasting relationships and gain a sense of belonging as well as a feeling of emotional commitment by adults, both inside and outside the family circle.

Camp Fire is unique in that it offers opportunities for the entire family to belong and to join together in fun and enriching activities. We encourage family members, older youth and other members of the community to routinely interact with the children. (See the list on page 247 for ideas and activities for families.)

Recognition is a strong component of the program. Children are recognized and rewarded for their accomplishments within their group as well as their communities. They receive beads,

emblems and other forms of recognition to mark the completion of projects. But the most important recognition is that received from the special people in the child's life.

CAMP FIRE TRAILS, PROJECTS AND MEETING PLANS

Trails

The Wood Gatherer program is organized into five subject areas. These are called the Camp Fire Trails and cover a variety of topics. They are:

- Trail to Knowing Me
- Trail to Family and Community
- Trail to Creativity
- Trail to the Environment
- Trail to the Future

Projects

Within each trail, there are projects that can be completed. There are 18 projects in *Adventure* Wood Gatherer:

- "Values and Emotions," "I'm Peer Proof," "Communicating with Everyone," and "Fitness" on the Trail to Knowing Me.
- "My Family," "Learning to Lead," "Myths and Legends," "A Gift of Giving," and "The Food We Eat" on the Trail to Family and Community.
- "Accidental Art," "Improvise This!," "Notecard Holder," and "Out of the Ordinary" on the Trail to Creativity.
- "Nature, Near and Far," "Gems and Rocks," and "the Good Earth" on the Trail to the Environment.
- "Basketball," "Things that Fly," and "Fun and Games" on the Trail to the Future.

Each project has the same basic format:

- Level – recommended grade level for children participating in the activities.



Each trail project follows the same basic format:

- **Level** – recommended grade level for children participating in the activities.
- **Trail** – name of the trail that the project falls under.
- **Project** – name of the project.
- **Purpose** – general description of what the children will learn while doing the project.
- **Meeting Plans** – how to do activities and supplies or materials needed to complete them.
- **Youth Outcomes** – list of ways children will benefit from participating in the project activities.
- **Educational Standards** – list of the educational standards each meeting plan will help the children to develop.
- **Requirements** – what the children need to accomplish to receive a recognition item.
- **Tips for Group Leaders** – advice for making each project a success.
- **Family Take-Home Page** – worksheet included at the end of the projects to be photocopied and sent home with the children. These take-home pages contain activities for the children to complete with their families.

Requirements

To complete a project and earn an emblem, members must complete three meeting plans. Projects can be completed in any order. A group could complete one project by doing all of the meeting plans required in consecutive order, or several can be worked on at once. For example, a meeting plan from "Science Wonders" may be done one week and a meeting plan from "My Family" may be done the following week. The group may want to consider the seasons and its own interests in choosing which to do first.

Each group has unique interests and skills. You can modify or substitute meeting plans as needed, as long as the purpose of the project is being met. Let children's interests guide you as you make these decisions.

Meeting Plans

Within each project, there are groups of activities written as meeting plans. These are the guidelines

for conducting a Camp Fire meeting. Trail Seeker meeting plans are designed for meetings that last about an hour. Group leaders can follow the meeting plans as designed or substitute activities within a meeting plan. Camp Fire asks only that the activities relate to the purpose of the project or meeting.

Reflection is an important part of all meetings. It is an opportunity for children to talk about what they have learned and express their thoughts and feelings. Be sure to make time for this during your meetings.

At the end of some of the meeting plans, there are some additional activity ideas. These can be substituted for activities in a meeting plan, or they can be used when there is extra time during a meeting. They are also good to use when other plans fall through.

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

- **Trail** – The trail that the project is on.
- **Meeting Plan** – The name of the meeting plan.
- **Project** – The name of the project that the plan falls under.
- **Level** – The recommended grade level for children participating in the activities.
- **Opening** – Each group should determine what kind of opening to use for its meetings. See the "Openings and Closings" on page 225 for ideas.
- **Materials** – A list of materials needed to complete the meeting plan. If there are additional costs of supplies, it is indicated by \$.
- **Preparation** – Any preparation that is necessary before the meeting can be done.
- **Activities** – The activities are explained step-by-step.
- **Closing** – Like the opening, each group determines what needs to be done. See the "Openings and Closings" on page 225 for ideas.
- **Additional Activities** – A group of extra activities to use if needed.

YOUTH OUTCOMES AND EDUCATIONAL STANDARDS ►

Camp Fire Youth Outcomes

Each project has a section entitled "Youth Outcomes." This section specifies which program outcomes for youth that the project will address.

The Search Institute, a widely respected research organization, has determined 40 developmental assets that will help children to become responsible, successful and caring adults. Camp Fire has chosen some of these developmental assets to focus on. To do this, program outcomes in each of the five trails were created. The *Adventure* projects foster and develop these outcomes in children. A list of these outcomes as they relate to each of the five trails is included on page 233 of the appendix.

Educational Standards

Educational standards are the outlined skills that children normally have at different ages. While there is no single national standard for these abilities, states and other respected educational organizations have developed their own benchmarks and guidelines. Camp Fire has adopted the standards as outlined by McREL, a leading non-profit organization whose purpose is to improve education through applied research and development. These benchmarks for children in grades K-12 outline educational milestones that children should ideally meet at different ages.

Educational standards are embedded in all of the activities in the *Adventure* program. When children participate in Camp Fire curriculum activities, they are gaining skills and knowledge that promote learning. The standards that each meeting plan addresses are outlined on each project page, as well as on each individual meeting plan.

There are some standards that every meeting plan addresses. Although these are not marked on the individual meeting plans, they are still promoted

through every Camp Fire activity. Specifically, the following Language Arts standards are addressed:

Standard 4: Gathers useful information for research purposes.

4.1 Generates questions about topics of personal interests.

Standard 8: Uses listening and speaking strategies for different purposes.

- 8.1 Makes contributions in class and group discussions.
- 8.2 Asks and responds to questions.
- 8.3 Follows rules of conversation.
- 8.6 Gives and responds to oral directions.

When standards are listed on the project pages of meeting plans, they are abbreviated with letters. These letters correspond to the McREL standards and benchmarks as follows: LA for Language Arts, M for Mathematics, S for Science, LW for Life Work and B for Behavioral Studies.

An outline of McREL's Standards and Benchmarks that the *Adventure* Trail Seeker curriculum address are outlined at the back of this book on page 237.

Progress and Recognition

It is important for children to see their progress toward a goal. It is also important that their achievements be recognized. With the Trail Seeker level of *Adventure* this can be done through individual record books and emblems.

Record Books

The *Adventure* Trail Seeker record book is specially designed for children. It provides a place for children to keep track of the projects that they have completed and outlines the projects that they can complete.



Recognition Emblems and Certificates

Children earn a bead each time they complete a meeting for a project. When they complete the project they are eligible to receive a special recognition emblem. These are pictured in the Official Camp Fire Merchandise Catalog and are listed on each project page. All *Adventure* emblems use symbolism that the children can understand and remember.

The beads and emblems follow the Camp Fire trails, and are a different color for each trail:

- Trail to Knowing Me: Blue
- Trail to Family and Community: Yellow
- Trail to Creativity: Green
- Trail to the Environment: Brown
- Trail to the Future: Red

Also available are the *Adventure* identification emblems, which signify that a child is participating in the *Adventure* program, and bars that can be placed around the emblem to signify the completion of a year of *Adventure* programming. A child might receive the identification emblem when beginning the *Adventure* program at the beginning of the year and earn a bar at the end of the year for the completion of the first, second and third years.

Certificates that correspond to each trail are also available. These can be filled out and presented to children in place of or in addition to the emblems.

Recognition items should be presented when a project is completed. This should be a special time for the children so that they understand their accomplishment. Parents or other adults can be invited to share in the excitement.

LEVEL ► Fourth Grade**TRAIL TO KNOWING ME****PROJECT ►** Fitness

PURPOSE ► Children understand fitness and the components of being in shape, including nutrition and risk factors.

MEETING PLANS ►

Get Physical
Obstacle Course
Muffin Science

YOUTH OUTCOMES ►

Is willing to engage in personal growth activities (2.7).
Recognizes and respects values of others (3.10).
Acts in ways that respect differences (3.11).
Is willing to risk making mistakes in order to learn (6.24).
Participates effectively in individual, group and community activities (8.30).
Uses critical thinking skills to solve problems (10.34).
Understands and applies mathematical concepts (12.38).
Reads and comprehends a variety of written materials (12.39).

EDUCATIONAL STANDARDS ►

Get Physical	M 4.7; B 3.1
Obstacle Course	B 3.1; B 3.3
Muffin Science	M 4.1

REQUIREMENTS FOR EARNING A RECOGNITION ITEM ►

Each child receives a blue bead for each meeting in which he or she participates and earns an emblem #B-54300 or a certificate for the completion of three meetings plans. These can be altered or substituted according to the needs, interests and ideas of the group.

TIPS FOR GROUP LEADERS ►

- Remind the children to wear loose-fitting clothing.
- Remember to modify activities for children of differing abilities.
- Notify families that children will be doing strenuous physical activities in this project. You will need access to an oven for "Muffin Science."

Distribute this project overview to each activity leader who will be involved in this project.

Note: Some of the activities in the Get Physical meeting plan were developed using the Food Guide Pyramid. The United States Department of Agriculture now recommends the use of the Food Plate found at www.choosemyplate.gov. You can complete the activities as listed in the meeting plan, or choose to alter the activities using the Food Plate.

**MEETING PLAN ▶ GET PHYSICAL!****TRAIL TO KNOWING ME****PROJECT ▶** Fitness**LEVEL ▶** Fourth Grade**PURPOSE ▶** Children understand the relationship between nutrition and fitness.**OPENING ▶** Choose from the suggestions on page 225 or develop one of your own.**MATERIALS ▶**

- Chart paper for brainstorming
- Markers
- Paper and pencils
- *Food Guide Pyramid* and blank *Food Guide Pyramid*
- *Weekly Activity Schedule*
- *Weekly Food Schedule*
- Serving Size Guide
- Old magazines
- Glue or tape
- Large open space (e.g. gymnasium, playground, social hall)

Alternative: Use Food Plate information found at www.choosemyplate.gov.

PREPARATION ▶

Make copies of the *Weekly Activity Schedule*, *Weekly Food Schedule* and *Serving Size Guide*, one for each child. Make three copies of the blank *Food Guide Pyramid* or the Food Plate for each child.

ACTIVITIES ▶

Tell the children that getting fit means taking care of our bodies by eating nutritious foods, participating in physical activity and drinking plenty of water. When they feel good about their body, they will have a better outlook on life and feel good about themselves. Physical fitness consists of

choosing an activity that a person enjoys doing and performing it on a regular basis.

Tell the children that in this session they will discuss physical fitness, the components of physical fitness and nutrition. First, discuss what being physically fit means. If people are physically fit, it means they can walk up a flight of stairs without becoming too winded. These people also could walk around a mall for several hours, play a game of tag or mow the yard. A physically fit person can do daily tasks without too much trouble. The goal is to feel good and to be able to have fun while participating in activities. Fun, fitness and family go together. Ask the children to think about what activities they could do with their families.

Discuss the four components of physical fitness. They are aerobic exercise, motor-skill exercise, flexibility exercise and strength and endurance exercise. An aerobic exercise is an activity that uses oxygen. All exercises use oxygen, but aerobic exercise means that the activity can be done for long periods of time. For example, riding a bike or jogging around the block – these all are activities that can be done for 5, 10, or 15 minutes at a time. Doing aerobic exercises makes the heart muscles stronger.

Motor-skill exercises involve body movement like jumping, running, throwing or striking. These skills are used in gym class or on the playground during recess.

Flexibility exercises involve movement through stretching a body part to its full range of motion. Examples include sit and stretch, arm stretches or leg stretches.

Strength and endurance exercises build muscle strength through weightlifting. Endurance exercises allow the muscle to lift the weights for several counts, like 10 or 12 times. These are called repetitions.

Nutrition is an important component of fitness. Discuss the importance of eating a balanced diet by looking at the Food Guide Pyramid or Food Plate. The Food Guide Pyramid or Food Plate provides definitions of food groups and how many servings of the food are recommended on a daily basis. Food gives energy to do daily activities. Without food, it would be difficult to do simple things like sleeping, thinking, playing, doing homework, concentrating and participating in family activities.

It is also important to know how much food to eat within a food group. This is called a serving size. Notice how much food equals a serving. Hand out the "Serving Size Guide" to each child. Note the differences in cooked foods compared to non-cooked foods. Some allow for more consumption and others require less.

Fitness Demonstration

Have the children think about activities they would like to do and write them on the chart paper. Remember, when brainstorming, all ideas should be written down. Allow four minutes for this activity. Then, go back through the list with a different colored marker and mark the activities that are aerobic. Remind the children about the definition of aerobic exercises. (Examples are walking, running or jogging, jumping rope, skating, fitness swimming, cycling or hiking and backpacking.) The purpose of this activity is to allow the children to see the differences between aerobic (fitness) activities and recreational activities.

Have the children get into groups of three or four. Using the four components of physical fitness, assign a component to each group and ask the children to choose an activity for their component and demonstrate the activity to the whole group. The four components of physical fitness are aerobic, motor-skill, flexibility, and strength and endurance exercise.

Have the children take home their "Weekly Activity Schedule" and write their activity information on the sheets. Have them return the schedules at the next session.

Collage

Using old magazines, ask the children to cut out 15 to 20 foods for the bread, cereal and grain food group. Ask them to glue or tape these foods to the blank food pyramid.

Ask the children to write down everything that they ate today, including the serving sizes. The serving size does not have to be exact, but it will make more sense if it can be as accurate as possible. Then, have them record the foods on the blank food pyramid. This will let them see how many foods they eat that are nutritious and what foods they should limit. Ask them to add other foods they like to eat to each category.

Ask the children to take home the "Weekly Food Schedules" and record all the foods they eat every day. Encourage them to make good choices about healthy foods.

PLAYBACK: POINTS TO REINFORCE ►

- What can you do to keep yourself physically fit?
- What are some activities you can do with your family to keep physically fit?

CLOSING ► Choose from the suggestions on page 225 or develop one of your own.

**ADDITIONAL ACTIVITIES ►****Food Inventory**

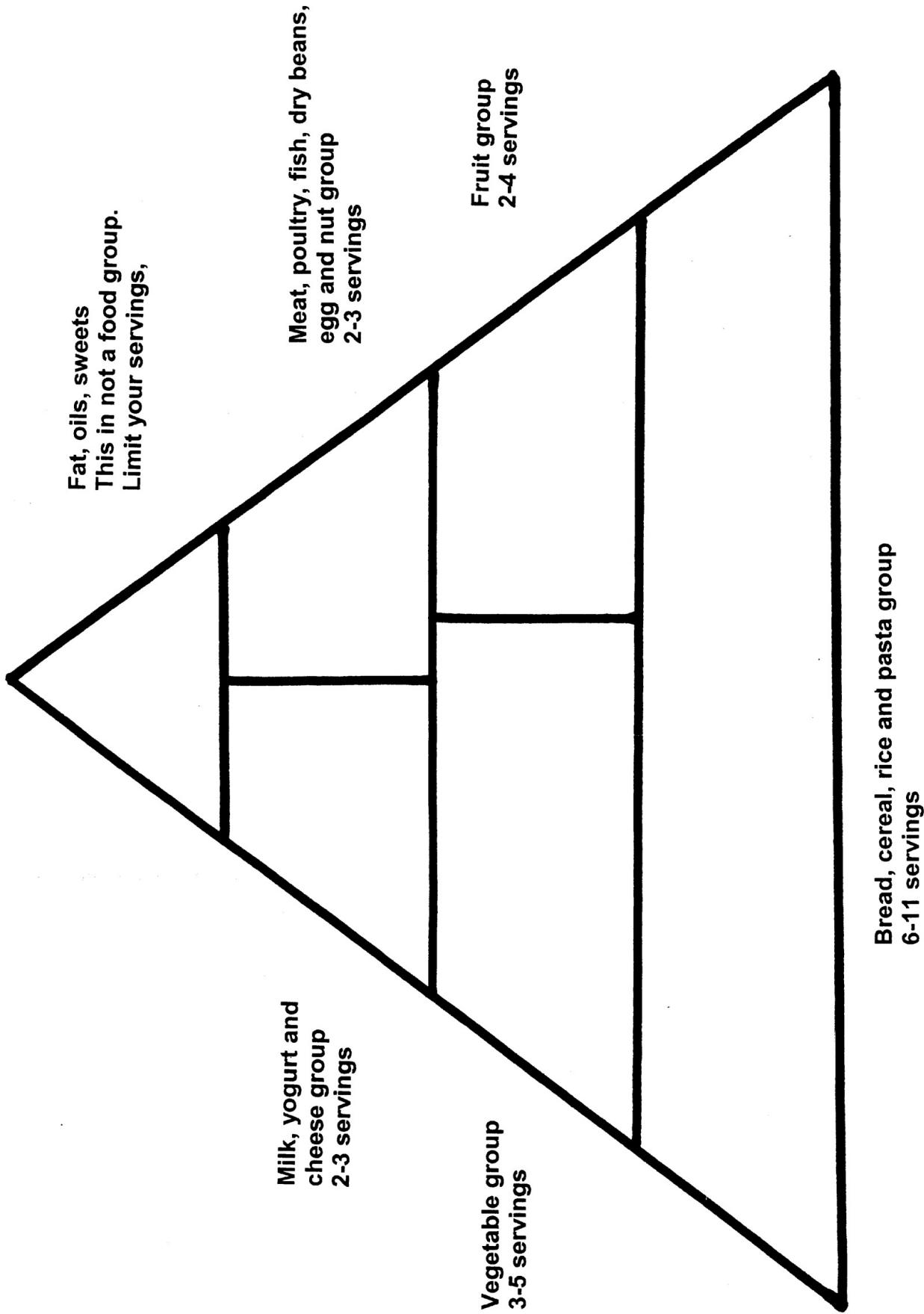
Ask the children to look through the magazines and cut out 10 to 15 foods for the bread, cereal and grain food group and 6 to 10 foods for the other food groups. Ask them to glue or tape them to the blank food pyramid.

Ask the children to get into groups of three or four. Have each group develop a menu for breakfast, lunch or dinner. Have them include appropriate foods for that meal. See how they plan this meal.

There are several videos that have exercise activities for children. Following are the names of the videos and their call numbers. They can be checked out from the public library. The videos have been screened, and they are age appropriate, active and fun. Both of these videos are about 20 minutes in length.

- Tae Bo Junior Live 613.71 T12a
- Chicken Fat 613.7 C432

THE FOOD GUIDE PYRAMID





Camp Fire

Food Guide Pyramid

A Guide to Daily Food Choices

Fats, Oils, & Sweets
USE SPARINGLY

KEY

Fat (naturally occurring and added)

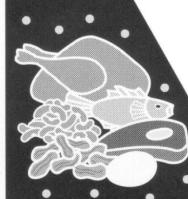
Sugars (added)

These symbols show that fat and added sugars come mostly from fats, oils, and sweets, but can be part of or added to foods from the other food groups as well.

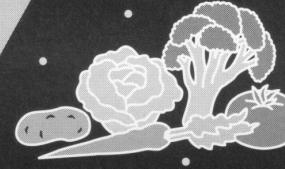
Milk, Yogurt,
& Cheese
Group
2-3 SERVINGS



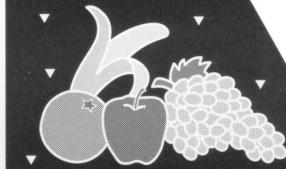
Meat, Poultry, Fish,
Dry Beans, Eggs,
& Nuts Group
2-3 SERVINGS



Vegetable
Group
3-5 SERVINGS



Fruit
Group
2-4 SERVINGS



Bread, Cereal,
Rice, & Pasta
Group
**6-11
SERVINGS**



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.

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.

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.

U.S. Department of Agriculture, Human Nutrition Information Service, August 1992, Leaflet No. 572

Note: You can substitute the Food Plate, found at www.choosemyplate.gov.

WEEKLY ACTIVITY SCHEDULE

Keep a record of everything you eat for one week. Record your food on the chart below. When recording your food, separate combination food as much as possible. Example: If you have a cheese sandwich, record two slices of bread and one slice of cheese.

DAY	ACTIVITY	HOW LONG?	WHO PARTICIPATED
SUNDAY			
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			
SATURDAY			

Write a short summary of what it was like to plan a physical activity for this week. Include such questions as the following: Did I enjoy myself? Did I find an activity the I might enjoy as I get older? What are some things I would do differently? Use the space below to write you summary.

WEEKLY FOOD SCHEDULE

Keep a record of everything you eat for one week. Record your food on the chart below. When recording your food, separate combination food as much as possible. Example: If you have a cheese sandwich, record two slices of bread and one slice of cheese.

DAY	BREAKFAST	LUNCH	DINNER	SNACKS	DESSERTS
SUNDAY					
MONDAY					
TUESDAY					
WEDNESDAY					
THURSDAY					
FRIDAY					
SATURDAY					



SERVING SIZE GUIDE

FOOD GROUP	SERVING SIZE
Bread	1 slice bread
Cereal	1 ounce ready-to-eat cereal $\frac{1}{2}$ cup cooked cereal
Rice	$\frac{1}{2}$ cup cooked rice 5 to 6 small crackers
Pasta	$\frac{1}{2}$ cup cooked pasta
Vegetables	1 cup raw leafy vegetables $\frac{1}{2}$ cup cooked vegetables $\frac{1}{2}$ cup cooked chopped vegetables $\frac{3}{4}$ cup vegetable juice
Fruits	1 medium piece of fruit $\frac{1}{2}$ cup cooked or canned fruit $\frac{1}{2}$ cup fruit juice
Milk	1 cup milk 1 cup yogurt $\frac{1}{2}$ ounce natural cheese 2 ounces processed cheese
Meat	2 to 3 ounces of cooked lean meat
Fish	2 to 3 ounces cooked fish
Poultry	2 to 3 ounces cooked lean poultry
Dry beans	$\frac{1}{2}$ cup cooked beans
Eggs	1 egg
Nuts, seeds	2 tablespoons peanut butter $\frac{1}{2}$ cup nuts or seeds (sunflower)
Fats, oils, sweets	No specific amount; limit amounts

**MEETING PLAN ► OBSTACLE COURSE****PROJECT ►** Fitness**LEVEL ►** Fourth Grade**PURPOSE ►** Children understand the four components of physical fitness, as well as speed, agility and coordination.**OPENING ►** Choose from the suggestions on page 225 or develop one of your own.**MATERIALS ►**

- Large, open, uncarpeted area (social hall, gymnasium)
- Masking tape
- 5 hula hoops
- Jump ropes (at least 3)
- Basketball
- 4 orange cones
- Step box or end of a bleacher or a regular step
- Stopwatch
- 6 manila file folders
- 3 pieces of rope (optional)

BACKGROUND ►

Obstacle courses have been around for many years. They were for people to get into shape before workout machines became popular. Many professionals use obstacles for fitness and competition; for example, professional football players use obstacle courses as a way to compete against one another to use passing. Firefighters also use obstacle courses for competition and as a way to get into shape.

PREPARATION ►

Get all the stations in order. (See below.) Make the signs for the stations by cutting the tabs off file folders and using one side for each number 1 through 12. You may want to use more advanced participants as demonstrators. Invite an extra volunteer to help time the children.

ACTIVITY ►

Explain to the children what obstacle courses are and how they are used. Tell them that they each have a chance to go through a course. Walk through each station and demonstrate each activity.

Station 1: 8 Jumping jacks**Station 2:** 5 Push-ups (either military style without touching the floor, or on their knees)**Station 3:** Hula hoop running (like tire running)**Station 4:** 10 Basketball bounces**Station 5:** 6 Jump ropes**Station 6:** Cone running (weaving in and out of each cone)**Station 7:** 10 Sit-ups**Station 8:** 5 Step-ups on bleacher or step box**Station 9:** 3 Hurdles**Station 10:** Balance walk on the floor**Station 11:** 5 Biceps curls (using their arms)**Station 12:** 4 Vertical jumps

There are several variations to this obstacle course:

- Increase the number of repetitions
- Add other stations
- Put stations in different orders

It is important that each child gets the opportunity to move through the course at least once. Children should be encouraged to participate in the obstacle course but not required. They can walk the course if they prefer. Tell the children they can go at their own pace.

The children can go through the course continuously. After the first child finishes the first station, he or she moves on to Station 2, and another child begins at Station 1. Invite those who are waiting to start or those who are finished to encourage other group members who are on the course.

If children want to compete with other children let them practice first. After the children each child who want to run the obstacle course has had the opportunity to do so, time the participants who want to see how fast they can run through the course.

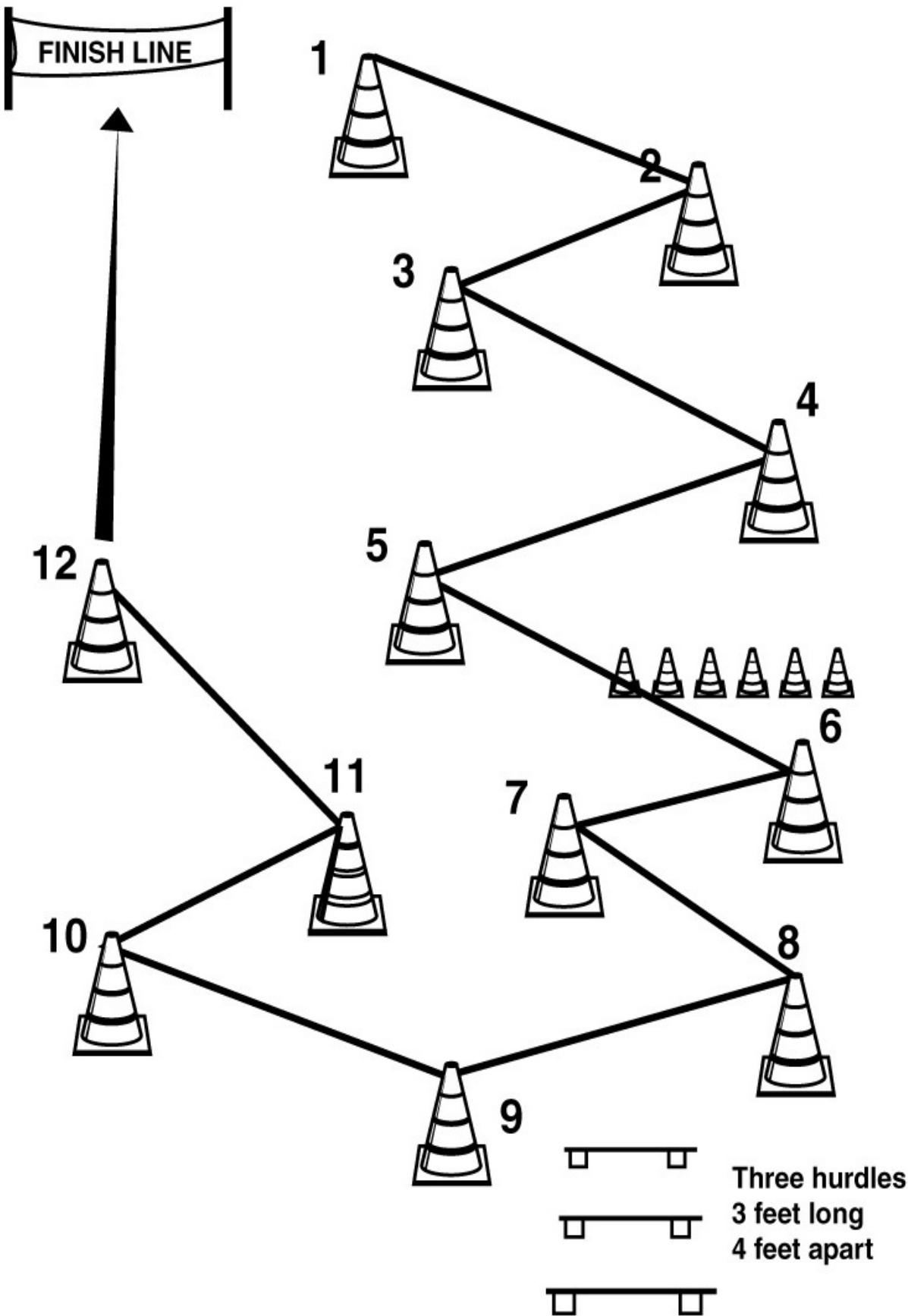
PLAYBACK: POINTS TO REINFORCE ►

- How can going through an obstacle course help you keep in shape?
- What kind of obstacle course could you set up at home?

CLOSING ► Choose from the suggestions on page 225 or develop one of your own.



Camp Fire



MEETING PLAN ► MUFFIN SCIENCE**PROJECT ► FITNESS****LEVEL ► Fourth Grade**

PURPOSE ► Children apply science concepts in a baking experiment.

OPENING ► Choose from the suggestions on page 225 or develop one of your own.

MATERIALS ►

- Paper
- Pencils for each child
- Oven for baking
- Dry and liquid measuring cups and spoons
- Baking soda
- Additional oil to grease muffin tins (do not use paper liners)
- Wire whisks
- Large spoons
- Forks
- 4 muffin tins (Must be the same size — 2½" standard medium)
- Flexible rulers or measuring tapes with centimeter scale

PREPARATION ►

Assign children to bring muffin tins from home, if needed. Review hand-washing methods with children. (See Baking Resource Section.) Also review dry and liquid measuring techniques.

Copy the recipe for use by the four research teams. Allow the teams to read the recipe thoroughly. Make sure you have writing paper on which the children may take notes as they work through the experiments.

BACKGROUND ►

Leavening is an agent such as baking soda, baking powder or yeast that is used to lighten the texture and increase the volume of baked goods, with the production of carbon dioxide. In the early days, leavening was called a "lifter." Eggs also incorporate air into batter and leaven products.

When performing an experiment it is important to use the five steps of the Scientific Process.

These five steps are:

1. **Observation**— a fact that is noticed by looking, seeing or measuring.
2. **Question**— the purpose (or goal) of the experiment.
3. **Hypothesis**— explanation of observed fact that has not been proven.
4. **Experiment**— carefully devised procedure for making observations and gathering data.
5. **Conclusion**— a judgement or opinion formed as a result of analyzing experimental data.

ADDITIONAL ACTIVITIES ►

Discuss the procedure you will use with the children in making the one-egg muffins. Talk about using leavening in cooking and the results. Ask the children what would happen if leavening agents were left out of baking. Ask if they think baking soda and baking powder work in the same way.

Below are the five steps of the Scientific Process as they relate to the muffin experiment:

1. **Observation**— after baking a muffin it rises.
2. **Question**— what makes the muffin rise? (The variables in this experiment are the baking powder, egg and baking soda.)
3. **Hypothesis** — “I think the muffins rise because of the baking powder.” “I think the muffins rise because of the egg.” “I think the muffins rise because of the baking soda.”
4. **Experiment**— test your hypothesis.
5. **Conclusion**—the muffins rise primarily because of the baking powder.



Explain that all of the groups will compare their results to those of group 1, or the control group. Divide the group into four research teams. Assign each team one of the tests:

Group 1: Control Muffin.

Bake the muffin just as the recipe is written.

Group 2: Prepare recipe as directed, except omit the baking powder.

Group 3: Prepare recipe as directed, except omit the egg.

Group 4: Prepare recipe as directed, except substitute baking soda for baking powder.

Using the paper provided, have the teams state their hypotheses and write them down on their papers. Have them state their questions: What will be the effect on flavor, texture, size and appearance? Also have the teams list the names of all the team members. Be sure to include your group number and the variable they tested (i.e., omitting egg, substituting baking soda for baking powder, etc.). Using the recipe below, have the children conduct the experiments and measure their results.

CONTROL RECIPE:

One-Egg Muffins

Makes 1 dozen, 2½" muffins

1¼ cups all-purpose flour
¼ cup sugar
2½ teaspoons baking powder
½ teaspoon salt
1 egg, beaten
1 cup low-fat milk
¼ cup vegetable oil

1. Preheat over to 400°F.
2. Lightly oil the bottoms and part way up the sides of the muffin tins.
3. Stir flour. Spoon flour into dry measuring cups and level off.
4. In mixing bowl, use a wire whisk to mix flour with sugar, baking powder and salt. Mix thoroughly.

5. In a separate bowl, beat egg with whisk or fork for 1 minute. Add milk and vegetable oil. Mix for another minute.
6. Combine the two mixtures, stirring just until all the ingredients are moistened. Batter will look rough and lumpy (over mixing causes toughness and tunnels).
7. Fill muffin cups ½ full. Bake at 400°F for 20 to 25 minutes or until muffins are golden brown. Cool 5 minutes before removing from pans.
8. Measure the height of each muffin in centimeters and inches.
9. Record heights, inside and outside appearance and how the muffin tastes on the team data sheets.
10. All the information will be compared to Group 1, the "control" muffins. After the groups measure and record all the data, have the groups examine and taste each other's muffins.

PLAYBACK: POINTS TO REINFORCE ►

- Did their results support the hypotheses?
- What didn't happen that was expected?
- What happened that they didn't expect?

CLOSING ► Choose from the suggestions on page 225 or develop one of your own.

ADDITIONAL ACTIVITY ►

Ask the children to bring two of their favorite family recipes to the next meeting. Have the group create a cookbook as gifts for their families. Talk about the science concepts involved in measuring the ingredients for the various recipes.

Create a table in the front of the cookbook showing the measurements such as 1 cup = 8 ounces; 3 teaspoons = 1 tablespoon.

ONE-EGG MUFFINS**Nutrition Facts****Serving Size (51g)****Servings Per Container 12****Amount Per Serving****Calories 140 Calories from Fat 45****% Daily Value*****Total Fat 5g 8%****Saturated Fat 1g 4%****Cholesterol 0mg 0%****Sodium 230mg 9%****Total Carbohydrate 20g 7%****Dietary Fiber 0g 0%****Sugars 5g****Protein 3g****Vitamin A 0% • Vitamin C 0%****Calcium 4% • Iron 4%**

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories: 2,000	2,500
Total Fat	Less than 65g	80g
Saturated Fat	Less than 20g	25g
Cholesterol	Less than 300mg	300mg
Sodium	Less than 2,400mg	2,400mg
Total Carbohydrate	300g	375g
Dietary Fiber	25g	30g

Calories per gram:

Fat 9 • Carbohydrate 4 • Protein 4



FAMILY TAKE-HOME PAGE

“Fitness” is a project on the Trail to Knowing Me that helps children understand fitness and the components of being in shape, including nutrition and risk factors.

As a result of the project:

- Children understand fitness and the components of being in shape, including nutrition and risk factors.
- Children understand the relationship between nutrition and fitness.
- Children understand the four components of physical fitness, as well as speed, agility and coordination.
- Children apply science concepts in a baking experiment.

This project supports Camp Fire outcomes. We hope that your child:

- Is willing to engage in personal growth activities.
- Recognizes and respects values of others.
- Acts in ways that respect differences.
- Is willing to risk making mistakes in order to learn.
- Participates effectively in individual, group and community activities.
- Uses critical thinking skills to solve problems.
- Understands and applies mathematical concepts.
- Reads and comprehends a variety of written materials

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

AT HOME ▶

- Plan and do some fitness activities together as a family. It could be walking, playing active games, participating in a sport or bicycling.
- Arrange a family project of planning and making meals for one week that includes healthy choices from the Food Guide Pyramid or the Food Plate found at www.choosemyplate.gov.
- Your child is bringing home a weekly food schedule to record all the foods that he or she eats every day. Help your child complete the schedule and make good food choices.



LEVEL ► Fourth Grade

TRAIL TO KNOWING ME

PROJECT ► VALUES AND EMOTIONS

PURPOSE ► Children explore personal values and emotions and learn to appreciate the values and emotions of others.

MEETING PLANS ►

Circle of Feelings
Clowning Around \$
A Perfect Fit

YOUTH OUTCOMES ►

Expresses feelings and emotions in a positive, constructive manner (2.2).
Is willing to engage in personal growth activities (2.7).
Recognizes and respects values of others (3.10).

EDUCATIONAL STANDARDS ►

Circle of Feelings	LA 1.1; LA 1.6; B1.6
Clowning Around	B 1.6
A Perfect Fit	B 1.1; B 1.5

REQUIREMENTS FOR EARNING A RECOGNITION ITEM

Each child receives a blue bead for each meeting in which he or she participates and earns an emblem #B-54300 or a certificate for the completion of three meetings plans. These can be altered or substituted according to the needs, interests and ideas of the group.

TIPS FOR GROUP LEADERS ►

- Time to “talk about things that matter” is very important for the children. Include a brief sharing time at the beginning of each meeting. Encourage the children to share with one another the things that are important to them in their lives. Leaders should share things that are important to them as well. You may need to start this sharing

process by suggesting that the children talk about favorite foods, hobbies, video games, TV shows or sports. Sitting informally in a circle is a good way to invite conversation. Going around the circle, give each child a brief moment to talk. Discuss listening skills and good manners when someone else is talking. The ground rules for “sharing” should be discussed, set and agreed upon by the children and leaders together. They should be written and kept for future reference. Be sure to include what is appropriate to share, that what the children say is confidential and should not be “gossiped about.” It is also OK if the children don’t have anything to say.

- These sharing times will enable children and leaders to get to know each other. Though the children may interrupt each other, reminders of the rules they made and agreed upon will help.
- The children may share confidential family information with the group or leaders, or any time. As an adult leader, you are mandated in most states to report any alarming information regarding any child’s emotional well-being or physical health to the state’s child abuse hotline for further investigation by the appropriate authorities.

Distribute this project overview to each activity leader who will be involved in this project.

MEETING PLAN ► CIRCLE OF FEELINGS**PROJECT ► VALUES AND EMOTIONS****LEVEL ► Fourth Grade**

PURPOSE ► Children gain an awareness of and respect for the feelings of themselves and others, and participate effectively in the consensus building process.

MATERIALS ►

- A piece of 8 1/2" x 11" white construction paper or thin cardboard for each child
- Feeling person pattern (at end of meeting plan), *How Are You Today?* handout
- Scissors
- Glue
- Yarn
- Ribbon
- Material scraps
- Thin markers
- Hole punch
- Pencils
- Chart paper
- Markers

PREPARATION ►

Trace the "feeling person" pattern on several pieces of sturdy cardboard ahead of time. One pattern for every several children will speed things up. Make copies of the *How Are You Today?* handout, one for each child.

OPENING ► Choose from the suggestions on page 225 or develop one of your own.

ACTIVITIES ►

Make sure the children understand and agree upon the rules for "brainstorming." Rules should include the following concepts: all ideas are accepted; no ideas are judged as "bad" during the brainstorming process; all the children are encouraged to participate; one or two children

record all the ideas generated during the brainstorming process; listen to other's ideas; and one person speaks at a time.

Remember: "Two (or more) heads are better than one." The more ideas generated, the better the chance of answering the question or solving the problem.

Ask the children to think about all the different feelings a person can have. Have one or two children write down all the feeling ideas.

Ask children:

- What feelings have you had today?
- How do you feel:
- During math?
- During computer time?
- At home?
- With your good friends?
- When someone is hurt?
- When someone is arguing?
- Playing with your pet?
- Riding your bike?
- Listening to the news on TV?
- When you are alone?
- When you are in trouble?
- When you are at an amusement park?
- When you help someone who needs you?

Ask the children to choose one feeling they want to represent on their "feeling persons." Encourage each child to choose a different feeling. On a piece of white construction paper or thin cardboard, have each child trace the patterns of a "feeling person." (The pattern is on page 36.) They will draw their characters' faces according to the feelings they are illustrating. Have the children write the actual name of the feeling across the "feeling persons'" waist or belt areas. Finally, have them decorate and clothe their people using the bits of yarn, material scraps and markers provided. (Take care not to cover up the feeling word across the "feeling person's" middle area.)



As each “feeling person” is finished, punch a hole in each hand area and with yarn or ribbon, tie them all together in one long line of feelings. As a special closing for the meeting, form a friendship circle with the children standing behind their own “feeling persons” and holding onto them.

Ask them to talk about times that they experienced what their “feeling persons” are feeling. Give each child a copy of the *How Are You Today?* handout and ask them to circle all of the feelings they had today.

PLAYBACK: POINTS TO REINFORCE ►

- Ask the children why it is important to talk about one's own feelings.
- Why is it important to understand what you are feeling?
- Why is it important to understand what others are feeling?
- Does discussing one's own feelings help to deal with the feelings?
- What are some positive ways to help cope with difficult feelings?

CLOSING ► Choose from the suggestions on page 225 or develop one of your own.

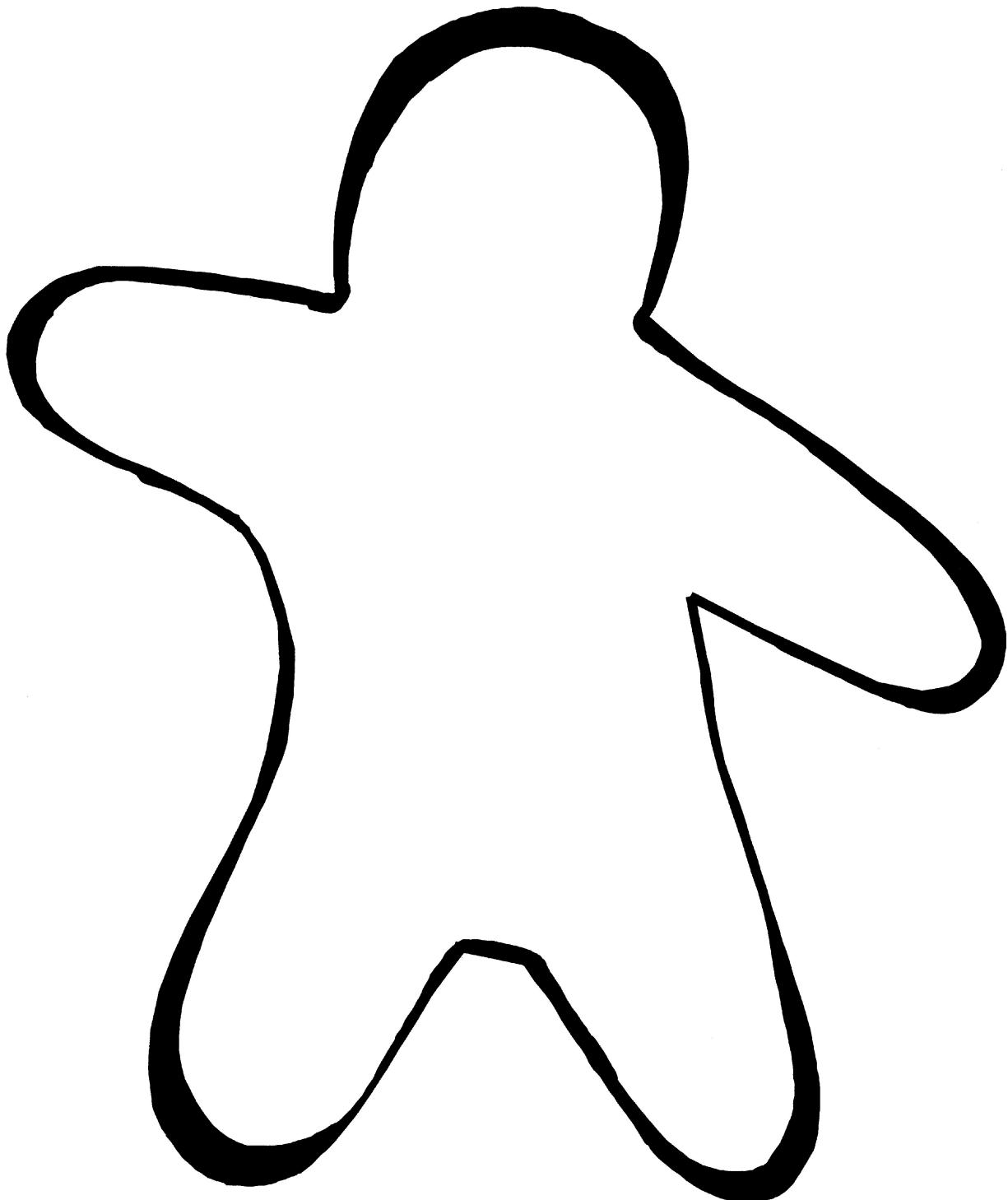
ADDITIONAL ACTIVITIES ►

Save the line of feeling people either by hanging it up in your meeting place or by folding it up and getting it out during meeting times. Add to it as the children think of other important feelings. When children come to a meeting, have them attach clothespins, with their names, to the feelings they are having that day. The children could share their feelings and why they felt those feelings during the group opening or closing ceremonies.



Camp Fire

Feeling Person Pattern



circle of



HOW ARE YOU TODAY?



EXHAUSTED



CONFUSED



ECSTATIC



GUILTY



SUSPICIOUS



ANGRY



HYSTERICAL



FRUSTRATED



SAD



CONFIDENT



EMBARRASSED



HAPPY



MISCHIEVOUS



DISGUSTED



FRIGHTENED



ENRAGED



ASHAMED



CAUTIOUS



SMUG



DEPRESSED



OVERWHELMED



HOPEFUL



LONELY



LOVESTRUCK



JEALOUS



BORED



SURPRISED



ANXIOUS



SHOCKED



SHY

**MEETING PLAN ► CLOWNING AROUND****PROJECT ► VALUES AND EMOTIONS****LEVEL ► Fourth Grade**

PURPOSE ► Children demonstrate their artistic abilities and gain awareness of their own values and the values of others.

MATERIALS ►

- Face paint (non-toxic)
- Hypoallergenic face makeup
- Mirrors
- Old “dress-up” clothes
- Shoes and hats
- Pictures of clowns from magazines or circus programs
- Hypoallergenic face wipes for removing face paint

PREPARATION ►

- Tell parents that their children will be participating in face painting. Provide old clothes and/or paint shirts to cover clothes.
- Ask parents to help provide the “dress-up” clothes, shoes and hats for this meeting. They also could provide mirrors. Additional parent volunteers could help the children try out face paint and combinations of clown clothing as well as take photos of each child at this meeting.
- Purchase face paint and hypoallergenic face wipes. Have a face painting kit for every two to four children. Gather enough mirrors for every one to two children. Collect paint shirts, as well as “dress-up” clothes, shoes and hats from the parents of the children, garage sales, thrift store or leaders’ own closets, attic or basement.
- Find some pictures of clowns in books, magazines or circus programs.
- Dress up in your own clown makeup and costume for the meeting.

OPENING ► Choose from the suggestions on page 225 or develop one of your own.

ACTIVITIES ►

Gather the children into a circle. Have each child make a funny face. When the laughter subsides, talk about what makes them laugh and what makes something funny. Have some of the children tell funny jokes.

Ask the children:

- Is it always easy to know what will make a person laugh?
- If one person thinks a joke is funny, will all other people think so, too?
- If people laugh at a joke the first time, will they keep laughing as much if you tell it over and over again?

Tell the children that smiling and laughing are healthy to do. Ask them how smiling and laughing make them feel inside.

Then ask where the children have seen clowns.

Ask them to explain what clowns do. Whether clowns juggle, do magic, make balloon animals or perform acrobatics or funny skits, their main purpose is to entertain and bring smiles and laughter to their audience.

Be a Clown

Show pictures of actual clowns. Discuss their makeup and costumes. The exaggerated features are part of what looks funny to us. Professional clowns experiment to find just the right looks for them. This is what the children will do at this meeting.

Divide the children into small groups to share makeup and mirrors, and have each child experiment to find a “look.” Have the groups take turns going over to the dress-up clothes pile to find clothes, shoes and hats for their clown costumes. When the children have on their makeup and costumes, take photos of them to share at the next meeting.

After the children finish, have them combine into small groups to come up with a funny skit to show the other children.

Allow the children who have developed skits to perform them for the other children. Encourage children who get up to perform by applauding their efforts.

PLAYBACK: POINTS TO REINFORCE ►

- What are some healthy ways to express emotions?
- What did you learn about clowns?
- How did it feel to act in front of an audience of children dressed as clowns?

CLOSING ► Choose from the suggestions on page 225 or develop one of your own.

ADDITIONAL ACTIVITIES ►

Attend a circus as a group, or invite family members and have everyone attend the circus together.

Ask the children to rehearse skits and clown "skills" and put on a circus for a younger Camp Fire group, patients in a children's hospital or their families.

**MEETING PLAN ► A PERFECT FIT****PROJECT ► VALUES AND EMOTIONS****LEVEL ► Fourth Grade**

PURPOSE ► Children gain an appreciation of their own value and the value of others and use critical thinking skills to solve problems.

MATERIALS ►

- Several large white pieces of poster board
- Markers
- Crayons
- Pencils
- Colored pencils
- Magazines
- Pieces of lightweight cardboard
- Large envelopes in which to put magazine picture puzzles, one for each child
- Examples of several already-made puzzles with different numbers of pieces

PREPARATION ►

Before the meeting, divide the pieces of poster board into sections. Each section should be in the shape of a puzzle piece. Draw the puzzle shapes with brightly-colored markers before cutting, and have the children draw on the sides with the marker outlines showing. Each group member will need one puzzle piece large enough to draw a self-portrait of his or her own face (at least 6" x 6"). Remember that you may have new members join your group. Have some extra pieces available for new members to complete.

OPENING ► Choose from the suggestions on page 225 or develop one of your own.

ACTIVITIES ►**Make a Group Puzzle**

Explain that it takes every child and every leader working together to make a successful group, just as it takes every piece to make a whole puzzle. Give a puzzle piece to each child. Have the children draw their own self-portraits on the puzzle pieces.

Talk about drawing a self-portrait. Ask where the eyes are located on each person's face? Where are the ears? Where is the nose located in relation to the forehead and chin? How close are the eyebrows to the eyes? How much of the person's hair shows around his or her face and ears? Don't forget eyelashes.

Children who do not consider themselves "good" artists may need encouragement to try to draw their own self-portraits. Suggest that the children use pencils to draw all the details first; then they can color them in with markers, crayons or colored pencils.

Have the children who finish early make individual self-portrait puzzles using pictures and words from magazines. (The pictures can be of hobbies they enjoy, pets they may have, words that describe them, etc.) Have the children cut out the magazine items and glue onto cardboard.

Remind them not to use too much glue and to spread the glue evenly over the backs of the entire magazine pictures. When their pictures have had a few minutes to dry, the children can draw connecting puzzle pieces on top of their magazine pictures. (Have several examples of puzzles handy to which the children can refer.)

Remind the children to not make the pieces too small, since they will have to follow their lines and cut out all the pieces they draw.

After cutting out their homemade magazine puzzles, the children can try putting their own puzzles back together, as well as those made by other children. They can take their magazine picture puzzles home in large envelopes.

Put the group puzzle pieces together at the end of the meeting. Discuss why some puzzle pieces are blank and how there is always room for more people to join. If your meeting place has room, hang up the puzzle. Otherwise, save it to put together over and over again. Have some extra pieces available for new children that may join your group.

PLAYBACK: POINTS TO REINFORCE ►

- What is fun, challenging or even frustrating about puzzles.
- Which of the children really enjoy puzzles?
- What kinds of puzzles? Why?

CLOSING ► Choose from the suggestions on page 225 or develop one of your own.



FAMILY TAKE-HOME PAGE

“Values and Emotions” is a project on the Trail to Knowing Me that allows children to explore personal values and emotions and learn to appreciate the values and emotions of others.

As a result of the project:

- Children explore personal values and emotions and learn to appreciate the values and emotions of others.
- Children gain an awareness of and respect for the feelings of themselves and others and participate effectively in the consensus building process.
- Children demonstrate their artistic abilities and gain awareness of their own values and the values of others.
- Children gain an appreciation of their own value and the value of others and use critical thinking skills to solve problems.

This project supports Camp Fire outcomes. We hope that your child:

- Expresses feelings and emotions in a positive, constructive manner.
- Is willing to engage in personal growth activities.
- Recognizes and respects values of others.

In addition, the project reinforces language arts and behavioral studies educational standards.

For more information about these standards, contact your child’s group leader.

AT HOME ▶

Plan a family game or puzzle night once a week. Playing games together teaches important skills such as patience, sharing, problem solving and perseverance.

Take a family giggle break. Share a few jokes or riddles. Use joke books to stimulate ideas. Write the jokes on paper and take them with you to pass time when the family is on a road trip or just riding to school. Smiling and laughing are healthy emotions.

Practice with your child the following techniques for relaxing and controlling angry feelings or emotions. Stand and shrug shoulders for five seconds, then let go. Next wrinkle up your face for five seconds and let go. Tighten all the muscles in your body and hold for a few seconds and let relax. Finally, imagine a puddle of anger at your feet.

**LEVEL ►** Fourth Grade

TRAIL TO KNOWING ME

PROJECT ► I'M PEER PROOF

PURPOSE ► Children acquire the skills needed for positive peer relationships.

MEETING PLANS ►

Behavior Balance
Thanks, But No Thanks
Cool-down Conflicts

YOUTH OUTCOMES ►

Expresses feelings and emotions in a positive, constructive manner (2.2).
Appreciates the value of self and others (2.5).
Is willing to engage in personal growth activities (2.7).
Is aware of and able to express personal needs (2.8).
Acts in ways that respect differences (3.11).
Is aware of and respects others' feelings (3.12).
Assesses a situation and makes choices based on desired consequences (6.22).
Recognizes a situation that requires a decision, looks at alternatives, and is willing and able to take action (6.23).
Is aware of one's needs and how they can be met through other people: peers, family and adults (7.27).

EDUCATIONAL STANDARDS ►

Behavior Balance	LA 7.1; B 2.5
Thanks, But No Thanks	B 4.1
Cool-down Conflicts	B 4.2

REQUIREMENTS FOR EARNING ► A RECOGNITION ITEM

Each child receives a blue bead for each meeting in which he or she participates and earns an emblem #B-54300 or a certificate for the completion of three meetings plans. These can be altered or substituted according to the needs, interests and ideas of the group.

TIPS FOR GROUP LEADERS ►

- Choose from the suggested situations the activities that are the most appropriate ones for your group. Try to create situations that are more real to the children. If using real names is not appropriate for your group, recreate the situations without names.
- Sometimes when discussing issues of peer pressure and conflict, a child may approach the group leader with a dangerous situation that has occurred or could occur. Discuss with your council how to handle these situations.

Distribute this project overview to each activity leader who will be involved in this project.

MEETING PLAN ► BEHAVIOR BALANCE**PROJECT ► I'M PEER PROOF****LEVEL ► Fourth Grade**

PURPOSE ► Children define and identify assertive, passive and aggressive behaviors.

OPENING ► Choose from the suggestions on page 225 or develop one of your own.

MATERIALS ►

- Bertha, Mortimer and Sam cut-up stories
- A large, handwritten copy of the Bertha story
- Chalkboard
- Chart paper
- Copies of "Behavior ID" situations
- Tape

PREPARATION ►

Before the session begins, make several copies of the Mortimer and Sam stories. Cut along the dotted lines and put each completed story in an envelope. Each group will need one Mortimer and one Sam story. Rewrite one Bertha story in large print and cut it into strips, to be used with the entire group.

ACTIVITIES ►**Aggressive, Passive and Assertive Cut-Up Stories**

Begin by reading the Bertha strips aloud. Ask the children which sentence they think goes first. Tape that sentence to the top of the chart paper or chalkboard. Continue asking the children and taping until the entire story is posted, sentence by sentence. Ask one child to read the entire story.

Ask the following questions:

- How did Bertha tell people how she felt?
- How did Bertha respond to teasing?

Explain that Bertha is acting "aggressively." Ask for other words to describe how Bertha is acting. Ask for other examples of aggressive behavior. Point

out that Bertha uses "You messages." "You messages" attack, threaten or blame another person. Ask the children to name examples of "You messages" that Bertha used. Emphasize that they will learn how not to be a Bertha.

Divide the children into groups of four or five. Pass out cut-up Mortimer and cut-up Sam stories to each group. Ask the children to arrange the stories in the way that they arranged the Bertha story.

When the groups are finished, ask one child to read Mortimer's story.

Ask the following questions about Mortimer's story:

- What did Mortimer do when he was embarrassed?
- Why did Mortimer agree to lend his bike?
- How is Mortimer acting?

Explain that Mortimer is acting "passively." Ask for other words that describe how Mortimer is acting. Have the children give other examples of passive behavior. Emphasize that the children will be learning how not to be Mortimer.

Ask a child to read Sam's story. Ask the children how Sam acts differently than Bertha or Mortimer.

Tell children that Sam uses "I messages" to say how he feels. "I messages say," "I feel _____ because _____." With an "I message," the speaker communicates his or her feelings and identifies a problem to be solved instead of attacking the other person. Sam is able to communicate his feelings without offending the other person.

Behavior ID

Begin by going over one situation together as a large group. Read the situation and ask which behavior it depicts. Then ask why the child gave that answer.



Divide the children into small groups of four or five. Give each group a copy of one of the "Behavior ID" Situations. The group will then give ideas about which behavior — assertive, aggressive or passive — the situation is describing. Rather than use these terms, the children may want to say, "That's a Mortimer," "That's a Bertha," etc. After deciding on the correct description of its situation, have each small group report its situation and description to the larger group.

Be sure to clarify the difference between aggressive and assertive responses. Both are ways to say "no," but an assertive response respects the feelings of other persons. An aggressive response hurts the other person, physically or emotionally.

For each situation, especially those that the children see as most real to them, stimulate more discussion with such questions as the following:

- If the response isn't assertive, how could you change the response to be assertive?
- If this has ever happened to you, how did you react?
- Would you try acting differently if it happened again?
- If you chose to act as described in response # ___, how might you feel inside?
- Which response would probably make your friend feel hurt or even angry?
- What might the other person feel, say or do if you reacted as described in response # ___? (This is an important question because it begins to teach the children about the effect of their behaviors on others.)
- What is the person doing and saying in response # ___ that shows he or she cares about the feelings of others?

Answers to Behavior ID

1. Aggressive
2. Passive
3. Assertive

4. Passive
5. Aggressive
6. Assertive
7. Aggressive
8. Passive

PLAYBACK: POINTS TO REINFORCE ►

- How do "I messages" help you communicate feelings?
- What is the difference between assertive and aggressive behavior?
- How have you used assertive behavior at school and at home?

CLOSING ► Choose from the suggestions on page 225 or develop one of your own.

ADDITIONAL ACTIVITIES ►

Behavior Freeze

Explain to the group that they are going to play Behavior Freeze. Have the children walk around the room. Call out one behavior at a time. For example, as you call out "Aggressive," have the children walk in a manner that denotes aggression (i.e., stomping feet, yelling). When you say "Freeze!" the children must freeze in their behaviors. Ask a couple of children how they feel. Try this again with the other behaviors. Discuss with the children whether or not they felt different as they changed their postures.

Body Language and Behavior

Ask for volunteers to come to the front of the room, and, using body movement and facial expressions only, have them demonstrate one of the three behaviors. Have the group then try to guess the behavior. To get them started, use the following suggestions:

- When meeting someone for the first time, you have your head down and mumble.
- When waiting to be called on in a group, you have your head up, raise your hand and make eye contact with the group leader.
- When coming up to do a role play, you don't wait to be called on, but run up and push others out of the way.



BERTHA CUT-UP STORY

Cut the following story into strips and ask the children to arrange them in the correct order.

Bertha walked into her after-school club and saw her best friend. “What did you do

to your hair? You look like a porcupine!” Bertha shouted. Her friend just shrugged

her shoulders and walked away. Later that same day, Bertha saw a group of kids

playing. She ran over and screamed, “I’m playing, too!” A few minutes into the

game, Bertha yelled at a kid because he wasn’t playing in a fair way. The other

kids disagreed, but Bertha said, “If you’re not going to play my way, then I’m not

playing.” Bertha couldn’t understand why people avoided her like the plague. She

tried to be honest with kids, even if it made them feel bad.



MORTIMER CUT-UP STORY

Cut the following story into strips and ask the children to arrange them in the correct order.

It was a cold day, and Mortimer decided he wanted to wear his brand new sweater.

On the school bus, one of the big kids made fun of Mortimer's new sweater. He was

so embarrassed that he slumped down into his seat, took off his sweater and stuffed

it into his backpack. After school, a kid asked Mortimer if he could borrow his new

video game. Mortimer was not supposed to lend his video game, but he was too

meek to say "no." Mortimer never said or did what, deep in his heart, he wanted to

say and do. He felt like a worn-out, tattered, old shoe.



SAM CUT-UP STORY

Cut the following story into strips and ask the children to arrange them in the correct order.

While Sam was walking after school, he saw his best friend struggling with a lot of

books. Sam offered to help his friend carry the books. At after-school club, the kids

needed to divide into groups to play games. Sam noticed that the new girl was

alone, so he asked her to join his group. She was very happy to be included. Later,

while Sam was playing outside, a big kid called him a loser. Sam looked at the big

kid and told him that he played soccer very well. The kid looked confused and

walked away. When Sam got home, he thought about his great day!

**BEHAVIOR ID ►****1. TEACHER'S PET**

Larissa was a really good student and spent a lot of time working on her class project. She was proud when the teacher showed her project to the rest of the class because it was so well done. At lunch, some other girls started to tease her about being teacher's pet. Larissa said, "You're just jealous because your project wasn't as good as mine."

Larissa's behavior was _____

2. THE TEST

Whitney's best friend, Elena, sat right next to her at school. Just before a test, Elena said that she hadn't had a chance to study and asked to copy Whitney's answers during the test. Whitney did not feel comfortable cheating, but since Elena was her best friend and she wanted to help out, she agreed.

Whitney's behavior was _____

3. THE LUNCH LINE

Roberto's friend Jamal always seemed to get to the cafeteria late, and he always asked to cut in front of Roberto in the lunch line. Roberto didn't think cuts were fair, but he usually let Jamal cut in front anyway. Finally one day he said, "I don't think it's fair that you always cut in front of me. Why do you do that every day? I think it's fair if you ask me before lunch to save you a place in line. Otherwise, you'll have to go to the end of the line like everyone else."

Roberto was acting _____

4. BABY-SITTING

A neighbor called to ask Keisha to baby-sit on Saturday afternoon. Keisha had already planned to go skating with her friends from junior high and did not want to baby-sit. But the neighbor said, "Keisha, I'm really stuck for a sitter, and I know you won't let me down." So Keisha agreed to, and called her friends to say she couldn't go skating. Keisha's behavior was _____

5. OUT OF WORK

Allison's father was out of work and the family was short of money. None of the kids got money for movies or snacks. Some friends asked Allison to go see the latest movie with them. Allison was embarrassed that she couldn't ask her family for the money, so she said, "That's a stupid movie. I don't want to see anything that babyish."

Allison's behavior was _____

6. FRIENDS

Maria and Ashley always walked home from school together. But then a new girl, Naomi, moved into the neighborhood, and Maria started walking home with her, instead of with Ashley. Ashley's feelings were hurt, so she decided to talk with Maria. She said, "Maria, I'm feeling a little left out because you are now walking home with Naomi. I'd like to know Naomi, too. May I walk home with both of you?"

Ashley's behavior was _____

7. R-RATED MOVIE

Jordan's friends decided to lie about their age to get into an R-rated movie. Jordan knew his stepdad wouldn't want him to see the movie, and he was uncomfortable lying about his age. So he said, "Go ahead and lie if you want to. But I hope you get caught."

Jordan's behavior was _____

8. CIGARETTES

Carlos liked to hang out with a group of friends after school. One day a boy in the group led them all behind an empty building. He took out a package of cigarettes and passed them around. Carlos did not like the idea of smoking, but everyone else took one. So Carlos took one too, and he just pretended to puff on it.

Carlos' behavior was _____

MEETING PLAN ▶**THANKS, BUT
NO THANKS!****PROJECT ▶****I'M PEER PROOF****LEVEL ▶**

Fourth Grade

PURPOSE ▶

Children develop alternate strategies to combat peer pressure.

OPENING ▶

Choose from the suggestions on page 225 or develop one of your own.

MATERIALS ▶

- Chart paper
- Markers or a chalkboard,
- *Saying No* worksheet,

ACTIVITIES ▶

Begin by asking the group if they know what peer pressure means and whether it is bad or good. They will probably say that it is bad. Explain that peer pressure means being pushed to do something that you originally didn't plan to do. Usually, we think of it as being negative, such as when friends try to get someone to do something that is bad or dangerous, or that isn't a good thing to do. Ask for examples of negative peer pressure, and write them on the board or on chart paper. Then ask for examples of positive peer pressure.

Explain that the following ways to say no, may help to combat negative peer pressure. Write each way to say no on the chalkboard or newsprint:

SIX WAYS OF SAYING NO**1. Reassurance Technique**

Point out that sometimes good friends will try to get you to do things that you do not want to do. Explain by saying, "In this case, let your friends know that you value their friendships and do not want to lose them as friends, but you do not want to act as they want you to."

Examples:

- "I really like hanging out with you guys, but I don't want to shoplift."
- "I'd love to go to a movie with you, but not if I have to lie about my age."

2. Strict Parent Technique

Some people have family members who are very strict about what they can and cannot do, and some families don't have many rules. State that whether or not a family is strict, it is still possible to use them as a way of saying no to a behavior that is not right.

Examples:

- "Gee, I'm sorry, but I can't. My parents would ground me for the rest of my life."
- "You know how my family is..."
- "Oh no, my mom would ground me forever!"

3. One-Liner Technique

Explain that if a child can think quickly, he or she can joke himself out of a tough situation without looking like a jerk. Let the children know that this technique can be a bit dangerous. Explain by saying, "Make sure the joke is on you, however, and not on your friends. Saying something like 'If I'm a chicken, you're a turkey' will not make your friends laugh. It will only irritate them further, making them press harder to get their own way."

Examples:

- "I'd rather be a chicken than a dead duck."
- "Talk to the hand."
- "You're right, I'm weird. Maybe they'll do a television special on me."

4. Quick Change Technique

Explain that when a conversation is going somewhere that's uncomfortable, change the subject. Kids may be teasing or putting down other kids, so a good technique is to try to get them talking about something else.

Examples:

- "Hey, does anybody know what page the homework is on?"
- "Did anyone see _____ on TV last night?"



5. Express Exit Technique

When a child receives an invitation to participate in a dangerous or destructive activity, he or she can say no and get out before others can talk him or her into joining in.

Examples:

“I’m outa here...”

“Catch you later”

6. Rerun Technique

Let the children know that sometimes nothing seems to work when friends are encouraging you to do something you don’t feel is right. As a last resort, you may need a really blunt way of saying no. If they keep pressuring you, you can simply keep saying no — politely, but firmly.

Examples:

• “No, I don’t want to.”

• “Thanks, but no thanks.”

Tell children, “In saying no even to a dangerous activity, you do not need to put others down or get angry with them. You may want to let them know that what they are doing is dangerous or unsafe, but you can do this without being aggressive.

Also, remind the children that these ways of saying no won’t work in every situation. The more often these techniques are used, the easier they will become.

7. Saying No Situations

Divide the children into small groups. Hand out the “Saying No Situations” worksheets to the groups,

and have each group decide what technique they would use for each situation. After a few minutes, the groups can share their ideas with each other.

After each situation, go over the consequences of giving in to peer pressure. Emphasize that giving in to negative peer pressure often makes situations “stickier” because the child often must lie or be deceptive in some way to adults or other peers.

PLAYBACK: POINTS TO REINFORCE ►

- What is peer pressure?
- What are the six strategies that will help to combat negative peer pressure?
- When have you experienced positive peer pressure, at school or at home?

CLOSING: ► Choose from the suggestions on page 225 or develop one of your own.

ADDITIONAL ACTIVITIES ► Act It Out

Divide the children into small groups. Using situations from the “Saying No Situations” worksheets, ask each group to act out one of the situations with puppets. The children will practice and then present their situation to the entire group. Be on hand to help answer questions or address any problems.

SAYING NO SITUATIONS

Sunglasses

You are at a store with some friends. You see a really great pair of sunglasses and try them on. You really want them, but you don't have enough money. Your friends suggest that you just slip them in your pocket and walk out. You have been taught that it is wrong to steal, and you are afraid you will get caught. But you really want the sunglasses, and your friends keep telling you to stop being a chicken and just take them.

What do you do?

Homework

Your best friend has not done the math homework. While you are riding to school on the bus, your friend asks to copy your paper, saying, "You're my best friend, and I know you'll help me out just this once." You do not think it is fair that you took the time to do the homework but your friend didn't. You don't think it is right to cheat, but you also don't want your friend to be mad at you or to get in trouble at school.

What do you do?

Slumber Party

You are invited to a slumber party at a friend's house and most of your friends are there. You are having a great time. After the family goes to bed, someone brings out a pack of cigarettes and passes them around. The others all take one, and the pack comes around to you. You do not want to try smoking, not even once. But everyone else is doing it. You don't want your friends to tease you and call you a baby, but you don't want the cigarette.

What do you do?

Work Groups

The kids in your after-school program are dividing into groups to work on a special project. You notice that no one has included the new kid. You suggest to the others in your group that you invite the new kid to work with you, but they don't want to. You like being in a group with your friends, but you also want to include the new kid, who looks lonely. What do you do?

Vandalism

Your best friend is mad at his neighbor and is planning to throw eggs at the neighbor's house? The rest of your friends think it sounds like a fun idea and are planning to help. They plan to do it early Sunday morning when nobody will see them. You don't think this is a good idea, but you don't want your friends to think you are a chicken. What do you do?

The Wallet

You find a wallet containing five dollars on the playground. Your friends call finders keepers and think you should keep the money, but you think you should turn it in to your group leader. Your friends suggest using the money to play video games after school. The games sound like fun, and it would be nice to be able to pay for your friends, but you don't think it's right to keep the money.

What do you do?

**MEETING PLAN ▶ COOL-DOWN CONFLICTS****PROJECT ▶ I'M PEER PROOF****LEVEL ▶ Fourth Grade**

PURPOSE ▶ Children identify how conflict can get out of control and what techniques can help de-escalate conflict.

OPENING ▶ Choose from the suggestions on page 225 or develop one of your own.

MATERIALS ▶

- Chart paper
- Markers or a chalkboard
- *Cool-down* worksheets

ACTIVITIES ▶

Review the six ways of saying no from the last meeting. Present the following situation to the children. Ask them to use one of those ways to respond to one of the following situations:

- Your friend asks you to help her cheat on a test in school.
- Your friend wants you to sneak out of the house tonight and go with him to TP (toilet paper) a neighbor's house.

Tell the children, "The friend gets upset and starts yelling at you for saying no. You can tell your friend is really angry. What do you think will happen next?"

Suggest answers, such as an argument, yelling or a fight. Write the word "conflict" on a piece of chart paper or on the chalkboard. Ask the children what they think this word means. Write their suggestions around the word "conflict." Ask the children to name conflict situations that might have caused them to not get along with someone or made them angry. Explain that the following activity will help them "cool-down" conflict situations.

Conflict Heat-Ups

Draw a diagram of an escalator (or steps) on a sheet of chart paper.

Read the following story:

"It's the last inning of a ball game, and the score is tied. The ball comes to Fred in the outfield. He drops it. Then Fred's teammate, Donnell, gives him a dirty look. Fred returns the dirty look. Donnell calls Fred a name. Fred says, "Who are you calling that?" Donnell comes closer: "You, stupid!" Fred comes closer with his fists clenched. Donnell grabs Fred's shirt. Fred shoves Donnell. He says, "My friend will get you after school!"

Ask the children to summarize what happened in the story. Have the children point out the places that caused the conflict to heat-up, or escalate. Write each of these on the steps of the "conflict escalator." For example, the first step may be "dirty look," the next, "name-calling," etc.

Draw another "escalator" on the newsprint. Ask for ideas of ways to make a conflict worse. Ideas may include yelling, taking sides, name calling, put-downs, taking something away from a person and misunderstandings. Write each of these on the steps of the escalator.

Conflict Cool-Downs

Ask them to look at the conflict again. What specific things would de-escalate (or cool down) the conflict? Ideas may include thinking about the problem and not each other, being calm, talking about feelings, listening, not making threats, avoiding name calling, using friendly words, compromising. Write these on the chart paper or chalkboard, this time starting at the top and going down.

Point out that sometimes a conflict is so strong that the only way to get out of it is to walk away.

Group Cut-Up, Cool-Down

In order to practice what they've learned about heat-ups and cool-downs, ask the children to form groups of four or five. Explain that this activity is similar to the cut-up activity they did recently for Bertha, Mortimer and Sam. Each group will be given one of the dialogues that is cut-up and they must arrange it in the correct order.

After the groups have arranged their dialogues, ask them to draw an "escalator" on their paper and label on the steps the "heat-ups," or points where the conflict started to escalate.

After the children have finished identifying the "heat-ups," ask them for ideas on ways to "cool down" the conflict. Have the groups write their ideas for "cool-downs" on the paper as well.

After all the groups have finished, go over the activity together. Ask for suggestions on the conflict's heat-ups and cool-downs.

PLAYBACK: POINTS TO REINFORCE ►

- When can a conflict get out of control?
- How can you cool-down a conflict?

CLOSING ► Choose from the suggestions on page 225 or develop one of your own.

ADDITIONAL ACTIVITIES ►

Heat-up Buzz

This activity gives the children a chance to practice identifying conflict heat-ups. Use the other cut-up, cool-down worksheet. Read the dialogue (preferably with another person), and ask the young people to chant, "heat-up, heat-up" whenever they think they see a conflict heat-up (such as a put-down, or raising voices). After finishing the dialogue, go over the heat-ups.

Role Plays

Ask the children to practice what they've learned about heat-ups and cool-downs by role playing some of the conflict situations listed below. (Demonstrate by role-playing a conflict situation with a volunteer in front of the group). After a minute, yell, "Freeze!" and ask the children what is going on in the role play. How did the conflict escalate? How can they cool-down the conflict? Role-play the conflict again, using cool-down techniques.

Ask the children to pair up and role-play one of the situations below. Walk around the room and help any children who are having trouble with the activity.

Situations for role-play:

- Mei-Ling's neighbor, Carl, is over at her house after school. Carl wants to go outside and play baseball. Mei-Ling says she wants to watch TV.
- Tamika's mom wants him to take out the trash. She tells her she's playing games on the computer and doesn't want to do it now.
- Sarah and Matt are putting together a puzzle on the kitchen table. Matt's sister Janiece needs to use the table to make a poster for her homework assignment.
- Ian accidentally bumped into Patrick and knocked him down while playing soccer. Patrick got mad and pushed Ian back.

Videotape the role-plays, and show them to groups of younger children.



CUT UP, COOL-DOWN

Cut the following story into strips and ask the children to arrange them in order.

Alex and his friend Alonso are playing a card game at Alex's house. They're laughing

and having lots of fun together.

Alex's sister, Marisa, is home and feels left out. She sits down and reads a book.

Alex remembers he left a card in his room, so he goes to get the card.

Pretty soon he comes back. "Marisa! Did you go into my room?"

Marisa jumps up. "Yes! Why? What's your problem?"

Alex says angrily, "Because my favorite card is ripped, you nerd! Now I'm going to your

room and wreck some of your things!"

Marisa yells, "You have to get past me first!" and shoves Alex.



CUT UP, COOL DOWN, PART 2

Cut the following story into strips and ask the children to arrange them in order.

Jordan and Hakim are playing kickball in the park with some other kids.

One kid kicks the ball out of the field, and Jordan goes and gets it.

Another kid, Lee, would like to play with them, so he runs up and grabs the ball from Jordan.

Jordan yells, "Hey, doofus, give us back our ball!"

Hakim says, "Hey, give up the ball! Can't you see we're using it?"

Lee is mad that Jordan and Hakim are yelling at him. "If you want it, try and get it!"

He then plays keep away from Jordan and Hakim.

"Stop it!" yells Jordan. "What are you looking for, a fight? Hakim can squash you any day!" Hakim looks on

nervously. "Oh yeah," said Lee, "we'll see about that. Hakim, meet me tomorrow in the park, and we'll

settle this."



FAMILY TAKE-HOME PAGE

"I'm Peer Proof" is a project on the Trail to Knowing Me that helps children acquire the skills needed for positive peer relationships.

As a result of the project:

- Children acquire the skills needed for positive peer relationships.
- Children define and identify assertive, passive and aggressive behaviors.
- Children develop alternate strategies to combat peer pressure.
- Children identify how conflict can get out of control and what techniques can help de-escalate conflict.

This project supports Camp Fire outcomes. We hope that your child:

- Expresses feelings and emotions in a positive, constructive manner.
- Appreciates the value of self and others.
- Is willing to engage in personal growth activities.
- Is aware of and able to express personal needs.
- Acts in ways that respect differences.
- Is aware of and respects others' feelings.
- Assesses a situation and makes choices based on desired consequences.
- Recognizes a situation that requires a decision, looks at alternatives and is willing and able to take action.
- Is aware of his or her needs and how they can be met through other people: peers, family and adults.

In addition, the project reinforces behavioral studies educational standards. For more information about these standards, contact your child's group leader.

AT HOME ►

• Talk with your child about how it feels to say no. Ask your child what he or she thinks the consequences would be in saying yes to drugs, alcohol, guns or cigarettes.

• Have your child act out conflict situations using the following conflict "cool-down" techniques:

Always think about the problem, not the person.

- Stay calm.
- Always listen.
- Never use threats or name-calling.
- Use friendly words.
- Talk about fears and frustrations.
- Take a deep breath and count to 10 to cool off.

As a family:

Watch cartoons on television together.

- Do they involve conflicts?
- What are they?
- How could they be cooled down?

**LEVEL ►** Fourth Grade**TRAIL TO KNOWING ME****PROJECT ► COMMUNICATING WITH EVERYONE**

PURPOSE ► Children gain awareness of communication differences and how to adapt communication so that everyone can understand.

MEETING PLANS ►

Many Ways to Say It
Lessons in Language
Chat and Chew \$

YOUTH OUTCOMES ►

Recognizes and respects values of others (3.10).
Has a sense of value as a person who contributes to a community and believes in the power of individual action (4.16).
Participates effectively in consensus building process (4.17).
Assesses a situation and makes choices based on desired consequences (6.22).
Recognizes a situation that requires a decision, looks at alternatives and is willing and able to take action (6.23).
Acts with the knowledge of how one's actions impact others (7.26).

EDUCATIONAL STANDARDS ►

Many Ways to Say It	LA 8.8; B 3.1
Lessons in Language	LA 8.16
Chat and Chew	M 4.2; B 2.6

REQUIREMENTS FOR EARNING A RECOGNITION ITEM ►

Each child receives a blue bead for each meeting in which he or she participates and earns an emblem #B-54300 or a certificate for the completion of three meetings plans. These can be altered or substituted according to the needs, interests and ideas of the group.

TIP FOR GROUP LEADERS ►

- Think about your own experiences with other languages. What is it like to not be able to understand what someone is saying or to not be understood?

Distribute this project overview to each activity leader who will be involved in this project.

MEETING PLAN ► MANY WAYS TO SAY IT**PROJECT ► COMMUNICATING WITH EVERYONE****LEVEL ►** Fourth Grade**PURPOSE ►** To understand different modes of communication**OPENING ►** Choose from the suggestions on page 225 or develop one of your own.**MATERIALS ►**

- Colored glue
- Heavy paper or poster board
- Assorted scraps of fabric, such as felt or velvet
- Sandpaper
- Nylon

ACTIVITIES ►**What Is Communication?**

Begin by having a discussion on "What does 'communication' mean?" Explain that communication is talking, writing, or using gestures, etc., to get a message across. Give examples of communicating with a person that is hearing impaired.

Play the "gossip" game. Have children sit in a circle and whisper a phrase into the ear of the child next to you. Then have that child whisper the phrase into the ear of the child next to him and pass the message around the circle. Have the last person in the circle say the message out load and see how close it is to the original. Discuss what factors get in the way of clear communication (hearing, different speech pattern, talking too fast, etc.).

Brainstorm with the children how to adapt the way they communicate with a person that is hearing impaired so that they could understand you (Use sign language or communicate in writing).

Ask the children how they would adapt something that was written if they had to communicate with a person that was visually impaired.

Touching Messages

This activity allows children to use glue and assorted fabric textures to send a message to a visually impaired person. Have children draw or write on the heavy paper and then trace over the letters with the colored glue. When spread heavily, the glue dries with a raised, three-dimensional effect. See if the children can "read" their messages.

Next, have the children add to their drawings, using various materials, such as velvet, cotton balls, sandpaper and nylon. Add decorative trimmings, such as braid, yarn and buttons. Blindfold the children and have them exchange projects and try to identify the materials used.

Camp Fire for Everyone

Adapt a Camp Fire meeting or event to communicate with a person with disabilities. For example, if your group likes to sing songs, how could the group adapt the songs for someone who is deaf? If your council has a camp or nature trail, how could you adapt the trail so that a visually impaired person could learn about the different plants?

**PLAYBACK: POINTS TO REINFORCE ►**

- What are some ways you communicate with your friends?
- How can you tell a person that is hearing impaired about Camp Fire?
- How do people communicate through technology (e-mail, faxes, cellular phones, etc.)?

CLOSING ► Choose from the suggestions on page 225 or develop one of your own.

ADDITIONAL ACTIVITIES ►**Technology and Disabilities**

Discuss how technology makes communication easier for people with disabilities.

For example: “talking” computers for the speech-impaired, voice controls for those unable to use a keyboard or message-relay phones for the hearing impaired.

Reaching Out Messages

Research your community to find a school for the visually impaired. Go on a visit to the center, and plan a program for the children. Give the children the group’s “Touching Messages.”

Guest Speaker

Invite a visually impaired person who is comfortable with children to come to a meeting to discuss how he or she manages challenges.

MEETING PLAN ► LESSONS IN LANGUAGE**PROJECT ► COMMUNICATING WITH EVERYONE****LEVEL ►** Fourth Grade**PURPOSE ►** Children learn that language is a major aspect of communication**OPENING ►** Choose from the suggestions on page 225 or develop one of your own.**MATERIALS ►**

- Chalkboard and chalk or chart paper
- Markers
- Magazines
- Maps of your community
- Pens
- Paper
- A globe or a map of the world

ACTIVITIES ►

All around the world, people communicate in languages other than English. In our communities, many people speak different languages in their homes. Today, communication involves understanding the role of language in society and how to communicate across language barriers.

How do you say...?

Ask the children what languages they know.

- Do they know a few words of another language?
- Do they speak another language at home?
- Did their parents or grandparents speak another language?

Explore different ways to say “hello” in different languages. Write the following phrases on the chalkboard or on chart paper:

Spanish: Hola (O-la)

French: Bonjour (Bon-shoor)

Polish: Czesc (Chesh-ch)

German: Guten Tag (goo-ten taag)

Italian: Ciao (chaow)

Farsi (spoken in Iran): Salam* (sa-lam)

Cantonese (spoken in China): Nei ho* (nee-ho)

Burmese: Mingalabar* (ming-a-la-bar)

Zulu (spoken in South Africa):

Sawubona (sawu-bona)

Finnish: Terve (Ter-vey)

*Note that some languages do not use the Roman alphabet for their written form. For these languages, use the phonetic spelling. Look on the globe or the world map and locate the countries. Ask the children if they know any words from other languages.

Welcome Kit

Have the children make a “welcome kit” for a new neighbor who is learning English. What aspects of your community would you put in the kit? How could you communicate ideas without using English? Would you need a translator, or could you communicate your ideas by only using pictures?

**PLAYBACK: POINTS TO REINFORCE ▶**

- How could you communicate with someone in your Camp Fire group who didn't speak English?
- How many members of your family speak another language?
- How could you communicate with this family member if they didn't understand English?

CLOSING ▶ Choose from the suggestions on page 225 or develop one of your own.

ADDITIONAL ACTIVITIES ▶**Cultural Scavenger Hunt**

Choose a culture or ethnic group that currently lives in your community or that has lived there in the past. Using newspapers, the library and people from other cultures, go on a cultural scavenger hunt identifying that group's traditions, values, customs and way of life. Examples of things to find are foods, household items, styles of dress, places of worship, etc.

Coded Message

Ask the children to make up their own "language" by making a code. Assign each letter of the alphabet a number or a symbol. Using this "decoder," have them write something in that "language." Have the children trade messages using this language.

MEETING PLAN ► CHAT AND CHEW**PROJECT ► COMMUNICATING WITH EVERYONE****LEVEL ► Fourth Grade**

PURPOSE ► Children use food to explore and express their personal tastes and respect individual differences.

OPENING ► Choose from suggestions on page 225 or develop one of your own.

MATERIALS \$ ►

- Electric skillet(s) or griddle(s)
- Extension cord(s)
- Pan spray or oil to grease griddle/skillet
- Towels
- Cleaner for tabletops
- Dry and liquid measuring cups
- Measuring spoons
- Two large mixing bowls
- Wire whisks
- Stirring spoon
- Knife
- Pancake turners
- Ladles
- Ingredients for double recipe
- Pancakes

Sprinkle options: Chopped nuts, chocolate, toffee, peanut butter, fruits (fresh, dried, drained canned or frozen)

Toppings: butter, honey, cinnamon, molasses, syrup, applesauce, sorghum

- Plates
- Utensils as needed
- Napkins

PREPARATION ►

Provide copies of the recipe so that the children can prepare pancakes at home. Assign each child an ingredient to bring from home (if desired).

BACKGROUND ►

Pancakes are an important food in many cultures

around the world because they use staple grains (corn, rye, wheat, barley), are quick to prepare and require little fuel to cook.

Examples of pancakes from around the world are pflinzen (Russian), crepe (French), ebelskiver (Danish) and latke (Jewish).

Throughout American history, pancakes have helped the natives, settlers and escaping slaves survive. The “journey cake” and flapjack are just two “campfire” cakes that became staples—eaten almost every day.

Cornmeal was a major ingredient—especially in the eastern, southern and southwestern United States. Settlers might have died without the corn that Native Peoples shared with them. A journey cake was a cornmeal cake carried with or made by travelers for a quick meal. They also were called “jo’rny” or “jonny” cakes. Today we call them Johnnycakes.

ACTIVITY ►

Share the background information with the children. Review hand washing and how-to-measure techniques with the children. (See Baking Resources Section in Appendix.) Have everyone read the recipe. Divide the children into two groups, giving each group the ingredients needed and assigning each child a task in making the pancakes. Have the children wash their hands. Use the following recipe:

Pancakes

Makes 16 (2 oz.) pancakes

- 1 $\frac{1}{2}$ cups all-purpose flour*
- $\frac{1}{2}$ cup cornmeal
- 2 tablespoons sugar
- 1 tablespoon baking powder
- 1 teaspoon salt
- 1 egg, beaten
- 2 cups low-fat milk
- 3 tablespoons melted butter or vegetable oil

* You may substitute up to half of the amount of flour with whole wheat flour.



1. In a mixing bowl, combine flour, sugar, baking powder and salt with a wire whisk.
2. In a separate bowl, blend together egg, milk and oil with a wire whisk.
3. Spray or oil the griddle and preheat to 375° F.
4. Add liquid all at once to flour mixture, stirring with spoon only until the ingredients are moistened.
5. For each pancake, ladle or pour about $\frac{1}{4}$ cup batter onto preheated skillet or griddle. Bake until small bubbles begin to pop and edges are dry. Sprinkle on chopped nuts, chips or fruit pieces before flipping the pancakes.
6. Turn the pancakes over and bake on griddle until brown.
7. Serve with toppings. Try sorghum, honey or molasses.

Option: Multigrain pancakes: Substitute for $\frac{1}{2}$ cup cornmeal a combination of soy flour, oatmeal, cornmeal or other grain flours.

Source: Home Baking Association

PLAYBACK: POINTS TO REINFORCE ▶

- How do the pancakes taste?
- How do they compare with those from a mix?

CLOSING ▶ Choose from the suggestions on page 225 or develop one of your own.

ADDITIONAL ACTIVITY ▶

Prepare the recipe for fruit butter topping and spread it on pancakes for a different taste.

Fruit Butter Topping

Makes $\frac{2}{3}$ cup (2 tablespoons per serving)
 $\frac{1}{2}$ cup butter (1 stick) softened
 3 tablespoons favorite fruit preserves

Mix fruit preserves with the butter until smooth. Spread on pancakes before eating.

PANCAKES

Nutrition Facts

Serving Size (55g)
 Servings Per Container 16

Amount Per Serving

Calories	100	Calories from Fat	25
-----------------	-----	-------------------	----

% Daily Value*

Total Fat	3g	5%
Saturated Fat	2g	9%
Cholesterol	20mg	7%
Sodium	290mg	12%
Total Carbohydrate	15g	5%
Dietary Fiber	1g	4%
Sugars	3g	

Protein 3g

Vitamin A	4%	•	Vitamin C	0%
Calcium	6%	•	Iron	4%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories: 2,000	2,500
Total Fat	Less than 65g	80g
Saturated Fat	Less than 20g	25g
Cholesterol	Less than 300mg	300mg
Sodium	Less than 2,400mg	2,400mg
Total Carbohydrate	300g	375g
Dietary Fiber	25g	30g

Calories per gram:
 Fat 9 • Carbohydrate 4 • Protein 4

Take Home Tips

Freeze extra pancakes in sandwich bags. Heat in toaster or microwave for a quick meal or snack. Serve with eggs, fruit or honey butter, fruit or juice, yogurt or milk.

Mix all dry ingredients; seal in sandwich bags for quick use.



FAMILY TAKE-HOME PAGE

"Communicating with Everyone" is a project on the Trail to Knowing Me that helps children gain an awareness of communication differences and learn how to adapt different modes of communication.

As a result of the project:

- Children gain awareness of communication differences and how to adapt communication so that everyone can understand.
- Children understand different modes of communication.
- Children learn that language is a major aspect of communication.

This project supports Camp Fire. We hope that your child:

- Recognizes and respects values of others.
- Has a sense of value as a person who contributes to a community and believes in the power of individual action.
- Participates effectively in consensus building process.
- Assesses a situation and makes choices based on desired consequences.
- Recognizes a situation that requires a decision, looks at alternatives and is willing and able to take action.
- Acts with the knowledge of how his or her actions impact others.

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

AT HOME ►

- Go on a family walk and make a list of Braille signs in your community (for example, on an ATM machine or an elevator door). Discuss the purpose of each sign and how it would be helpful to a visually impaired person. Talk about other places that these kinds of signs would be helpful to a visually impaired person.
- Take a family trip to the local library. Find and check out books and tapes that teach another language. Learn some words and phrases using these resources.
- Invite a grandparent or family friend that speaks another language to talk about the history of it. Have this person teach some basic words and phrases in that language.
- Research and learn the history of your family name. Find out what language the name came from, what the name means, and why the family was given that name. Try to guess how the name was formed. For example, was it because of a job an ancestor held, such as Taylor (tailor)?

**LEVEL ►** Fourth Grade**TRAIL TO FAMILY AND COMMUNITY****PROJECT ► MY FAMILY**

PURPOSE ► Investigate and introduce their families' backgrounds, present-day events and future goals.

MEETING PLANS ►

Family of the Past
Family Present
He Has My Eyes!

YOUTH OUTCOMES ►

- Expresses feelings and emotions in a positive, constructive manner (2.2).
- Appreciates the value of self and others (2.5).
- Is aware of personal values (3.9).
- Recognizes and respects values of others (3.10).
- Acts with the knowledge of how one's actions impact others (7.26).
- Knows how to engage in conversation with adults (7.29).
- Participates effectively in individual, group and community activities (8.30).
- Is knowledgeable of values and culture of one's community (8.31).
- Families spend time together on activities of mutual interest (9.32).
- Demonstrates artistic ability in the mediums of visual and/or performing arts (10.33).
- Uses critical thinking skills to solve problems (10.34).
- Practices good oral, language and written communication skills (12.37).

EDUCATIONAL STANDARDS ►

Family of the Past	B 1.1; B 1.5; B 3.2; M 4.1
Family Present	LA 1.6; B 1.5
He Has My Eyes!	B 1.1; B 1.5

**REQUIREMENTS FOR EARNING
A RECOGNITION ITEM ►**

Each child receives a yellow bead for each meeting in which he or she participates and earns an emblem #B-54400 or a certificate for the completion of three meetings plans. These can be altered or substituted according to the needs, interests and ideas of the group.

TIPS FOR GROUP LEADERS ►

- Be sensitive to the variety of family types in our society today. Everyone has a family, and even though it may not be in the traditional form with a mother and father, family members still do things with each other.
- It may be difficult for children with family problems to talk about their families. Respect their privacy. Be sensitive to children who might have a single parent, a parent who is alcoholic, etc.
- Some activities ask the children to talk to their families for information on past events or other family members. Include a letter for the parent/adult that explains the activity and how the parent(s) should assist in the activity.

Distribute this project overview to each activity leaders who will be involved in this project.

MEETING PLAN ► FAMILY OF THE PAST**PROJECT ► MY FAMILY****LEVEL ► Fourth Grade**

PURPOSE ► Children create time lines for their family events and share them with the rest of the group.

OPENING ► Choose from the suggestions on page 225 or develop one of your own.

MATERIALS ►

- Long sheets of paper or adding machine tape (enough for each child to have 8 to 10 feet of paper)
- Yard sticks
- Pencils
- Markers

PREPARATION ►

Post a few long sheets of paper on the wall and write "Time Line" at the top.

ACTIVITIES ►**Family time line**

Explain to the group that they are going to prepare simple time lines of events that happened that day for different members of the group. Select several children and ask them questions about what time they got out of bed, got ready for school, went to school, did school activities and came home from school.

Mark on the time line the different times and events. Note that each person did something different, or did the same event at a different time.

Expand the discussion by asking the children about the events of their own lives, from the time they were born to the present. What events have happened to them? Encourage them to write down these events. Tell the children that they are going

to make their own time lines that will include different members of their families.

Prepare long sheets of paper or gather adding machine rolls. All together, the paper should measure about 8 to 10 feet. Give each child a sheet or roll of paper. With a ruler, have the children draw time lines with markings every three inches. Going from right to left, have the children label the markings for every year, going backwards from the present year. Have them go back 50 to 60 years.

Tell the children that they will label different events that happened to them and to different members of their families (dates of birth, dates of weddings, dates of graduations, first days of school, special events, etc.) on their time lines.

Have the children take their time lines home. Ask that each child have an adult help him or her fill out the time line with the special events. The children may draw or attach pictures on the time lines to help explain those events. Have the children return with their time lines the next week so that they can compare them with the other children to see how similar or different they are. Point out that the current generation's events are similar, while the past generation's events are different.

PLAYBACK: POINTS TO REINFORCE ►

- What events on your family time line occur on a regular basis?
- What events on your time line are family traditions or customs?
- How have the events on your time line changed over the years?

CLOSING ► Choose from the suggestions on page 225 or develop one of your own.

**ADDITIONAL ACTIVITIES ►****Family Traditions and Customs**

Select a popular holiday among the children. Ask the group to name some things people do for this holiday. Suggest eating food, going places, giving gifts, doing crafts together, etc.

Ask the children what items from the list might have been passed down from one generation to another generation. Ask the children what items are habitual practices among a group of people or of an individual. Point out that some of the items on the list are traditions, while others are customs of this particular holiday.

In the middle of a large sheet of paper, draw a large circle with the words "Traditions and Customs." Drawing from the middle, make lines leading to other smaller shapes. Label the categories "Holidays," "Birthdays," "Anniversaries," "Vacations," "Foods."

The object of this activity is for the children to investigate and list the traditions and customs of their own families during different events of the year. Ask the children to define the words tradition and custom. (Tradition is the passing down of elements of a culture from one generation to another generation, and custom is the habitual practice among a people or of an individual.)

Ask the children to give examples of some traditions and customs of their communities. Examples may include the tradition of watching firework displays on the Fourth of July or the custom of kissing your loved one on New Year's Eve to bring good luck for the year or eating turkey on Thanksgiving Day.

Give each child a sheet of paper with the categories listed on it. Ask the children to start listing the traditions and customs that their own families do during the different events. After a short period, have the children share some of their responses to ensure that everyone understands the assignment. The children then can take their sheets home so that they can continue listing the different traditions and customs of each family unit.

During the next group meeting, have the children fill out cards for each category. Their cards will be posted next to the headings of the categories. When all the cards are posted, the children can observe the similarities and differences of their families' traditions and customs. Have the children further clarify specific family traditions and customs to the rest of the group. Having the children bring in traditional food items or perform a particular family custom can further expand this activity.

MEETING PLAN ► FAMILY PRESENT**PROJECT ► MY FAMILY****LEVEL ► Fourth Grade**

PURPOSE ► Children create special holidays for their families to celebrate.

OPENING ► Choose from the suggestions on page 225 or develop one of your own.

MATERIALS ►

- Writing paper
- Pencils

ACTIVITIES ►**Family Holiday**

There are many types of holidays that are celebrated or observed throughout the calendar year. Some are religious or historically based, others are political and a few are regional. Different groups or individuals celebrate each holiday in a specific style. Those styles may be based on family or community traditions and customs.

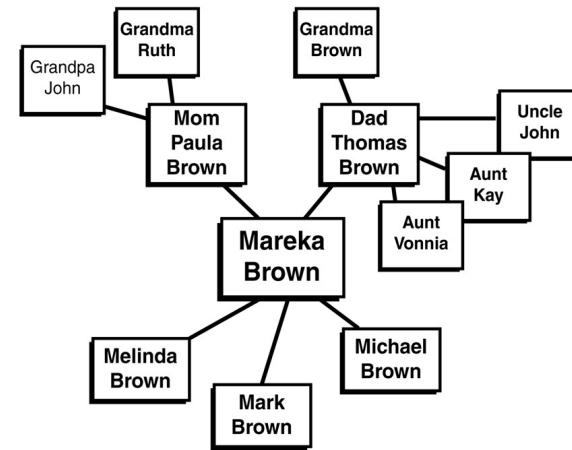
Explain to the children that holidays help us express ourselves or help us remember specific events that have influenced our lives.

The object of this activity is for each child to create a special holiday, without religious or political emphasis, so that the family can celebrate it together. Begin the activity by asking the children to list different holidays and label their significance. (For example, St. Patrick's Day commemorates the patron saint of Ireland). Ask the children if there are special holidays that they celebrate just with their own families. Children can choose one on the list or make up one they would like to celebrate.

Have the children plan holidays for their own families including the dates, the different events of the day, and menus for the meals. Have the children take their ideas home and discuss their plans for their first "family" holiday with their entire families. Afterward, the children can help organize the details for the celebration. After the holidays, the children may want to show pictures or make presentations of these special events.

Family Web

A web shows the connection or relationship among the different elements of a system, as well as where there are strong and weak connections. This shows areas that can be improved or developed. A web also shows how relatives are related to each other and how important some members of a family are to the individual child. Tell the children that they will be creating family webs that will include friends because friends create strong bonds or connections within a person's life.

My Family Web



Have the children place their names in a box in the middle of their sheets of paper. Using solid lines, the children draw lines away from the box for each of their immediate family members. At the end of the lines, have the children place a box and the name of a family member inside the box. For each parent, have the children place solid lines and boxes for any grandparents. From those boxes, lines are extended to any uncles, aunts, cousins and great-grandparents. For brothers and sisters who may be married, lines and boxes are formed for any nephews and nieces. The children may extend the webs by including friends and their immediate family members.

The lines of the web represent strong relationship ties with the child to other family members and friends. Have the children use dotted lines to connect the boxes to show how the different kinship and friends are related to each other. Note that some family members may not know the friends of the child. Afterward, each child can explain his or her family web to the group. The children can compare the family webs and discuss how they are different from each other.

PLAYBACK: POINTS TO REINFORCE ►

- How does your family decide what holidays to celebrate?
- What are some holiday traditions or customs that are important to your family?
- What does the term “family” mean to you?

CLOSING ► Choose from the suggestions on page 225 or develop one of your own.

MEETING PLAN ► HE HAS MY EYES!**PROJECT ► MY FAMILY****LEVEL ► Fourth Grade**

PURPOSE ► Children create family portraits of their future families.

OPENING ► Choose from the suggestions on page 225 or develop one of your own.

MATERIALS ►

- Drawing paper
- Colored pencils/crayons
- Pencils
- Magazines
- Scissors
- White glue
- Masking tape

ACTIVITY ►**Future family portrait**

A family portrait is a visual representation of a person's life within a family unit. A portrait may include only immediate family members or may include members of the extended family (grandparents, aunts, uncles, cousins, nephews, nieces or in-laws). A portrait also shows the physical resemblance among family members, especially across the different generations.

Begin by having the children bring in family portraits. Some portraits may be of the immediate families, of the extended families, of siblings, of parents, of grandparents or of individual family members.

Have the children bring in portraits of their families taken during different time periods. Discuss how the members of the family have changed from one period of time to the next.

Ask the children to create portraits of what their immediate families or soon-to-be families will look like in 10 or 20 years. Be sure they include any new family members (baby brother, baby sister, new spouse, new in-laws, and/or young children). Encourage the children to create different facial and body features that might change over the years (thinning of the hair, wrinkles, changes of height and weight, muscle and body development, hair and make-up styles, etc.).

Afterward, have the children share their portraits with the entire group and with their own families.

PLAYBACK: POINT TO REINFORCE ►

- How have you changed over the years?

CLOSING ► Choose from the suggestions on page 225 or develop one of your own.

ADDITIONAL ACTIVITIES ►**Family Collage**

Ask the children to bring several photographs of themselves and family members. Have them arrange and glue the photographs on construction paper or poster board. Hang the photographs on the wall or place in a photo album.

This activity is a great way for children to talk about their families. The other children also will learn that there are many types of family structures in their Camp Fire group.



FAMILY TAKE-HOME PAGE

"My Family" is a project on the Trail to Family and Community that provides the opportunity for children to investigate and introduce their families' backgrounds, present-day events and future goals.

As a result of the project:

- Children investigate and introduce their own families' backgrounds, present-day events and future goals.
- Children create time lines for their family events and share them with the rest of the group.
- Children create special holidays for their families to celebrate.
- Children create family portraits of their future families.

This project supports Camp Fire outcomes. We hope that your child:

- Expresses feelings and emotions in a positive, constructive manner.
- Appreciates the value of self and others.
- Is aware of personal values.
- Recognizes and respects values of others.
- Acts with the knowledge of how his or her actions impact others.
- Knows how to engage in conversation with adults.
- Participates effectively in individual, group and community activities.
- Is knowledgeable of values and culture of one's community.
- Families spend time together on activities of mutual interest.
- Demonstrates artistic ability in the media of visual and/or performing arts.
- Uses critical thinking skills to solve problems.
- Practices good oral, language and written communication skills.

In addition, the project reinforces language arts and behavioral studies educational standards.

For more information about these standards, contact your child's group leader.

AT HOME ►

- Your child created a family time line and will need help filling in the special events relating to specific dates. He or she can draw or attach pictures to represent and explain these events. Bring the time line to the next meeting.
- Plan a celebration together as a family. Talk about why some traditions are always part of the celebration.

**LEVEL ►** Fourth Grade**TRAIL TO FAMILY AND COMMUNITY****PROJECT ► LEARNING TO LEAD****PURPOSE ►** Children identify characteristics of good leaders and practice good leadership skills.**MEETING PLANS ►**

Leadership Profiles
Jar Jams
Panel Discussion

YOUTH OUTCOMES ►

- Is receptive to new ideas, new duties and responsibilities (2.6).
- Knows one's role in a group situation (4.13).
- Participates effectively in consensus building processes (4.17).
- Assesses a situation and makes choices based on desired consequences (6.22).
- Acts with the knowledge of how one's actions impact others (7.26).
- Uses critical thinking skills to solve problems (10.33).

EDUCATIONAL STANDARDS ►

Leadership Profile	LA 4.1; LA 7.6; B 3.2
Jar Jams	LA 8.12; B 4.1
Panel Discussion	B 1.5

**REQUIREMENTS FOR EARNING ►
A RECOGNITION ITEM**

Each child receives a yellow bead for each meeting in which he or she participates and earns an emblem #B-54400 or a certificate for the completion of three meetings plans. These can be altered or substituted according to the needs, interests and ideas of the group.

TIPS FOR GROUP LEADERS ►

- Children this age need to "try on" a variety of roles in order to learn from their experiences.
- Children learn by example. Be aware that they are paying attention to your behaviors and attitudes as a leader.
- Leadership positions should be rotated regularly so that everyone has an opportunity to learn them.
- Allow children the opportunity to "discover" the importance of good leadership for themselves, rather than telling them what you think. Ask questions and let them talk together, encouraging group members to express their opinions and struggle with ideas.

Distribute this project overview to each activity leader who will be involved in this project.

MEETING PLAN ► LEADERSHIP PROFILES**PROJECT ► LEARNING TO LEAD****LEVEL ►** Fourth Grade**PURPOSE ►** Children identify important characteristics of good leadership.**OPENING ►** Choose from the suggestions on page 225 or develop one of your own.**MATERIALS ►**

- Butcher paper or brown wrapping paper, cut in five-foot sheets (one for each group of four children)
- Markers
- Scissors
- Magazines for cutting up
- Cart paper
- Stickers

ACTIVITY ►**Being a Leader**

Explain to the children that there are many jobs to be done in any group. Sometimes a person will be the one in charge, directing how things happen, and other times a person will be a member of the group, helping to make things happen. There are different ways a group can govern itself and get things done. This is called self-government. The different ways may include:

Choosing group officers. Typically these officers are president, vice president, secretary and treasurer.

Working in committees. Small subgroups can take responsibility for certain meeting activities, such as the opening and closing, serving snacks or leading games. Or, committees might be formed to plan a special activity, such as a service project or a field trip. Sometimes committees will elect chairpersons to be in charge. Both of these methods of self-government require good leadership skills.

Ask the children to remember a time in their lives when he or she was asked to be a leader in a group. Ask volunteers to share details of their leadership experiences, using these questions:

- What was the situation?
- What did you have to do?
- What happened?
- What did you learn about being a leader?

Explain that it is important for group members to know what makes a good leader so that when the children are in charge, they will know what to do.

Divide the children into groups of four.

Hand out large sheets of butcher paper, approximately five-feet in length. Ask one child in each group to lie down on the paper, and have others trace around his or her body to create a "Leadership Profile."

Ask the groups to fill in different parts of the "Leadership Profile" with words, phrases, drawings and pictures cut from magazines that illustrate characteristics of good leaders corresponding to different parts of the body profile. (For example, a group could draw a light bulb where the head is on the "Leadership Profile" to indicate that good leaders need to have lots of ideas.)

Give the children time to fill in their "Leadership Profile" with their ideas of what makes a good leader. While they are working, walk around the room and notice the different leadership behaviors that members of each group are demonstrating.

When the groups are finished, have each group present their "Leadership Profile" to the others, describing the characteristics of good leadership they included.

On the chart paper, write the heading "Good Leaders." Make a list of characteristics that repeatedly came up in the group reports. These are leadership characteristics that this group thinks are most important.



Review the Good Leaders list. Ask the children to think about the Leadership Profile activity they just completed. Ask them to describe how different members of their small groups showed these leadership characteristics during this activity.

Ask the following questions:

- How was the work divided up?
- What did the group do to get everyone's ideas?
- Who took on leadership roles and when?

Hand out three stickers to each child. Have the children vote on the leadership characteristics they think are most important by placing one or more stickers by the characteristics on the "Good Leaders" list. (They can put one sticker by each of three characteristics or all the stickers on one characteristic.)

After everyone has had an opportunity to vote, reorder the list by placing the leadership characteristic that got the most votes (or stickers) at the top of list. Show the list to the children, and tell them that this is what the members of this Camp Fire group are looking for in their leaders.

PLAYBACK: POINTS TO REINFORCE ►

- What does it mean to be a leader?
- What are characteristics of good leaders?
- How are leadership skills demonstrated?
- How does good leadership help to get things done?

CLOSING ► Choose from the suggestions on page 225 or develop one of your own.

MEETING PLAN ► JAR JAMS**PROJECT ► LEARNING TO LEAD****LEVEL ► Fourth Grade**

PURPOSE ► Children demonstrate skills that leaders need to handle a variety of situations.

OPENING ► Choose from the suggestions on page 225 or develop one of your own.

MATERIALS ►

- A large jar labeled “Jar Jams”
- Slips of paper with leadership situations written on them (Examples of leadership situations are suggested below. Feel free to create your own.)
- Chart paper
- Markers

ACTIVITY ►

Review the “Good Leaders” list from the previous meeting. Ask children to describe what good leaders say and do to demonstrate these characteristics in a leadership situation.

Explain that leaders need to be able to handle all kinds of situations. Tell the children that they are going to practice the leadership skills needed to handle tough leadership situations.

Show the children the jar and tell them that it is filled with “jams” in which leaders may find themselves. Divide the children into groups of four to six. Have each group draw out one or two “Jar Jams.”

Following are some examples of “Jar Jams.”

- Several members of the group want to talk at the same time.
- Group members are arguing and can't seem to come to any agreement.
- No one has any ideas to contribute — no one is talking.

- Group members are not paying attention to you and are talking to one another.
- One or two group members never talk at group meetings.
- Group members are confused about what to do next.
- Some group members do all the talking at the group meeting.
- A group member gets angry with you because you are not doing things his or her way.
- The group is divided up into cliques.
- One person always seems to be left out.

Have each group develop a short skit that illustrates how a good leader would handle its situation.

Give the children time to develop their scripts. Walk around the room to provide suggestions if groups seem to be having trouble coming up with solutions.

When everyone is ready, have each group read its “Jar Jam” aloud and demonstrate the solution by performing its skit for the whole group. After each situational skit, discuss how well the solution worked, and ask for additional suggestions.

Make a list of effective solutions on chart paper.

As a large group, review the different forms of self-government that were discussed at the previous meeting: group officers and committees. Ask the children which form of self-government they would like to use in their Camp Fire group. Have the group decide what leadership roles are needed and how they want to fill them.

**PLAYBACK: POINTS TO REINFORCE ►**

- What are some of the difficult situations that leaders must face?
- What are some ways that good leaders can handle these difficult situations?
- Why is it good to have more than one solution to a difficult leadership situation?
- What are the leadership skills that members of this group value?
- What is the best way for this Camp Fire group to govern itself?

CLOSING ► Choose from the suggestions on page 225 or develop one of your own.

ADDITIONAL ACTIVITIES ►

Discuss characteristics of good members (see *Wood Gatherer Record Book*)

Use this to make a list of suggestions for group members to follow during the business portion of the meeting.

Use the method of self-governance that the group has selected for several meetings with the same children in the assigned leadership roles. Then, evaluate how this form of self-governance is working out and rotate leadership positions.

Visit a formal meeting run by adults.

Observe the different leadership roles that the adults take on. Ask several adults to share their ideas and opinions on characteristics of good leaders and how leaders handle tough situations.

MEETING PLAN ► PANEL DISCUSSION**PROJECT ► LEARNING TO LEAD****LEVEL ►** Fourth Grade**PURPOSE ►** Children observe leadership skills.**OPENING ►** Choose from the suggestions on page 225 or develop one of your own.**MATERIALS ►**

- Set up a table and chairs for the panel discussion
- Card stock paper
- Markers

PREPARATION ►

Invite four students to present their ideas about leadership to the children. Two from middle school or junior high school and two from high school will provide two different experiences of leadership. Include a mix of male and female and other characteristics representative of the children in your group. Set up the table and chairs. Make name cards out of the card stock, folding a piece in half lengthwise to make it stand up.

ACTIVITY ►

Tell children that they will have a chance to talk with youth leaders from middle and high school. Brainstorm a list of questions the children want to ask. Some sample questions might include, When is it difficult to be a leader? What do you do when being a leader that will make you unpopular? How does being a leader prepare you for your future? What advice would you give children who want to be future leaders?

PLAYBACK: POINTS TO REINFORCE ►

- What skills of leadership did the panel talk about that are similar or different from the groups discussions?
- What are some ways that children develop their leadership skills? (For example, volunteer to help on a project, assist a leader with younger children, etc).

CLOSING ► Choose from the suggestions on page 225 or develop one of your own.**ADDITIONAL ACTIVITIES ►**

Attend a community leadership seminar or workshop on leadership.

Visit a city council or school board meeting to observe various leadership styles.



FAMILY TAKE-HOME PAGE

"Learning to Lead" is a project on the Trail to Family and Community that helps children identify the characteristics of good leaders and practice good leadership skills.

As a result of the project:

- Children identify characteristics of good leaders and practice leadership skills.
- Children identify important characteristics of good leadership.
- Children demonstrate skills that leaders need to handle a variety of situations.

This project supports Camp Fire outcomes. We hope that your child:

- Is receptive to new ideas, new duties and responsibilities.
- Knows his or her role in a group situation.
- Participates effectively in consensus building processes.
- Assesses a situation and makes choices based on desired consequences.
- Acts with the knowledge of how his or her actions impact others.
- Uses critical thinking skills to solve problems.

In addition, the project reinforces language arts behavioral studies educational standards.

For more information about these standards, contact your child's group leader.

AT HOME ▶

- Ask your child to talk about the characteristics of a good leader. Relate how these leadership skills can be used in doing family activities and making family decisions. Have your family play a game, and let your child have a turn leading it.
- Take your child to a meeting of an organization that you belong to. Point out how the meeting is run and how the adults in charge demonstrate good leadership skills.
- Create some situations that could happen at home, and let your child decide how a good leader would handle them. For example, the family is planning a party, but they can't decide on decorations, what to eat, etc.

**LEVEL ►** Fourth Grade**TRAIL TO FAMILY AND COMMUNITY****PROJECT ► MYTHS AND LEGENDS**

PURPOSE ► Children explore how communities and cultures use myths and legends to communicate what is important to people.

MEETING PLANS ►

Myths from Around the World
Myth makers
Myth makers #2

YOUTH OUTCOMES ►

Is respectful of others' ideas (4.15).
Assesses a situation and makes choices based on desired consequences (6.22).
Is knowledgeable of the values and cultures of one's community (8.31).
Demonstrates artistic ability in the mediums of visual and/or performing arts (10.33).
Practices good oral, language and written communication skills (12.37).

EDUCATIONAL STANDARDS ►

Myths from Around the World	LA 6.1; LA 6.4
Mythmakers	B 1.5; B 2.7
Mythmakers #2	B 1.5; B 2.7

**REQUIREMENTS FOR EARNING
A RECOGNITION ITEM ►**

Each child receives a yellow bead for each meeting in which he or she participates and earns an emblem #B-54400 or a certificate for the completion of three meetings plans. For the third meeting plan, do one of the additional activities in "Mythmakers." These can be altered or substituted according to the needs, interests and ideas of the group.

TIPS FOR GROUP LEADERS ►

- Select a wide variety of books that contain myths representing different time periods of history and different cultures. Go to the public library and ask the librarian to help you choose appropriate books.
- Help children understand that as a culture changes over time, so do its myths. Although most people do not believe the myths their ancestors developed, they still treasure the stories as a significant part of their culture.
- Allow children to exercise creativity in the ways they choose to present their myths to the larger group.

Distribute this project overview to each activity leader who will be involved in this project.

MEETING PLAN ► MYTHS FROM AROUND THE WORLD**PROJECT ► MYTHS AND LEGENDS****LEVEL ► Fourth Grade**

PURPOSE ► Children discover how people in different cultures use myths and stories to explain their environments and communicate values.

OPENING ► Choose from the suggestions on page 225 or develop one of your own.

MATERIALS ►

- Children's books containing myths and stories from a variety of cultures around the world
- Rudyard Kipling's, *How the Leopard Got Its Spots* is a classic
- Paper
- Pencils
- Chart paper
- Markers

PREPARATION ►

Read three myths or legends and know them well enough to explain them to the children.

BACKGROUND ►

Language is an important human activity. All human groups possess it. More than 3,000 languages are spoken in the world today — some by only a handful of people and others by millions.

Through their use of language, humans have shaped and changed their world. Stirring speeches have started revolutions. Myths and legends have helped cultural groups pass traditions on to younger generations.

A myth is a kind of story that people tell to explain certain natural or historical events and popular traditions or practices. All cultural groups use myths to communicate what is important and valuable to the people in that culture.

Ask the children if they can think of any American myths or legends that they have read in books or learned about in school. Some popular myths and legends of early America include Paul Bunyan and his big blue ox and the story of John Henry. The story of Superman might be looked upon as a well-known legend in current culture.

ACTIVITY ►

Tell children they will have a chance to learn about some stories from other cultures. Select and either explain or read aloud several different myths from a variety of cultures representing different areas of the world. Include myths from different cultures that try to explain similar things, such as how certain animals and plants came into being, or where rain comes from.

After reading at least one myth, ask the children the following questions:

- What event is this story trying to explain?
- What lesson does this myth teach to the people who hear it?
- What can we learn about the people who wrote or told this myth by listening to it?
- How do they live?
- What do they think is important?

Mythmaking

With the group, brainstorm a list of things that would be fun to explain through myths. Examples include how the sun rises, why birds fly or why the seasons change. Write their ideas on chart paper. Divide the group into small groups of three or four. Ask each group to choose one of the items off the list that they would like to explain through a myth. For example, a group could choose to describe where rainbows come from, or how a certain animal got its name.



Ask each group to make up a myth about one of the items. They can write down as much of the story as they have time to create. Collect their stories at the end of meeting, wherever the groups are in the writing process.

PLAYBACK: POINTS TO REINFORCE ►

- A culture's stories and myths tell us many things about the people of that culture, including what is important to them. Tell the children that they are going to act them out at the next meeting and to please bring props will them.
- People use myths to communicate values to the next generation.
- Myths vary from culture to culture, but they frequently attempt to explain similar things.

CLOSING ► Choose from the suggestions on page 225 or develop one of your own.

MEETING PLAN ► MYTH MAKERS**PROJECT ► MYTHS AND LEGENDS****LEVEL ► Fourth Grade**

PURPOSE ► Children learn more about myths and how they were developed by writing and presenting their own myths to the rest of the group.

OPENING ► Choose from the suggestions on page 225 or develop one of your own.

MATERIALS ►

Have available items that could be used for props and illustrations, such as clothing, plastic-ware, small tools, rope, books, chart paper, markers, etc. (Consider reviewing the children's myths from the previous meeting and anticipate props that they might need to present these stories to the group.)

PREPARATION ►

Ask the children the week before to bring props.

BACKGROUND ►

People are the creators of myths and legends.

Some stories may only be told once. Others are told over and over again and become ways for people in a culture to communicate important ideas and values to each other and to future generations. An example is of Paul Bunyan and his ox. The story explains how Minnesota was settled by pioneers. Then these myths and legends become part of the group's identity.

Making myths together helps groups discuss and share common interests, goals and values.

ACTIVITY ►

Ask the children to get into the same small groups from the previous meeting. Hand out the myths they started writing. If the children had not been able to finish them, allow time for them to do so. While they are reading and revising their myths, lay out the prop materials you have collected.

Ask the small groups to decide how they would like to present their myths to the larger group. Here are some options:

- Act out the myth, complete with costumes and props.
- Create a large mural illustrating the myth.
- Present a dramatic reading of the myth.

Allow time for the groups to gather the materials they need for their presentation and to prepare for them. Then have each group in turn make its presentation.

PLAYBACK: POINTS TO REINFORCE ►

- Any culture or community of people can create its own stories and myths.
- Myths help a group develop a sense of identity.

CLOSING ► Choose from the suggestions on page 225 or develop one of your own.

ADDITIONAL ACTIVITIES ►

Attend an event where the children can observe and listen to amateur or professional storytellers in action.

As a group, choose a culture you would like to know more about. Assign children to research its stories and customs. They can use the library, Internet, or family assistance. At the next meeting have each child share what they learned and fix a snack from the culture.

**MEETING PLAN ► MYTH MAKERS #2****PROJECT ► MYTHS AND LEGENDS****LEVEL ► Fourth Grade**

PURPOSE ► Children investigate the myths of a culture.

OPENING ► Choose from the suggestions on page 225 or develop one of your own.

MATERIALS ►

- Snack from the culture children choose.

PREPARATION ►

Involve children in the decision about what this meeting will be.

ACTIVITY ►

Have children choose a culture they would like to know more about as a group. This could be one they saw on television or one that a child's family is from. After the culture has been chosen, assign children to find information about it. They can use the library, Internet or family assistance. Decide which of these activities they want to do to experience the culture they chose:

Write and present myths and stories about the culture to a group of younger children.

Read several myths and information about the customs, clothing, and food of the culture.

PLAYBACK: POINTS TO REINFORCE ►

- Myths and stories vary across cultures but all have common themes. What are some of the themes about the chosen culture's stories?
- What new information was learned about the culture the children chose?

CLOSING ► Choose from the suggestions on page 225 or develop one of your own.



FAMILY TAKE-HOME PAGE

"Myths and Legends" is a project on the Trail to Family and Community that enables children to explore how communities and cultures use myths and legends to communicate what is important to people.

As a result of the project:

- Children explore how communities and cultures use myths and legends to communicate what it is important to people.
- Children discover how people in different cultures use myths and stories to explain their environments and communicate values.
- Children learn more about myths and how they were developed by writing and presenting their own myths to the rest of the group.

This project supports Camp Fire outcomes. We hope that your child:

- Is respectful of others' ideas.
- Assesses a situation and makes choices based on desired consequences.
- Is knowledgeable of the values and cultures of his or her community.
- Demonstrates artistic ability in the media of visual and/or performing arts.
- Practices good oral, language and written communication skills.

In addition, the project reinforces life work educational standards. For more information about this standard, contact your child's group leader.

AT HOME ▶

Have a family storytelling time about events or people that have been important to the history of the family. Invite family members to relate stories that have been an important part of the families' heritage, such as stories about grandparents, great grandparents and historical events.

Take your child to the library to check out some books on myths and stories from different cultures. Read the books together as a family. Talk about the story and how people in different cultures use myths and stories to explain their environments and communicate values.

Watch a television show with a fictitious character that is looked upon as a myth or legend in current culture. Talk about the character and what makes him or her a legend. (Superman, Batman, etc.).

**LEVEL ►** Fourth Grade

TRAIL TO FAMILY AND COMMUNITY

PROJECT ► A GIFT OF GIVING

PURPOSE ► Children choose, plan and implement a service project and reflect on their actions.

MEETING PLANS ►

Reaching Out

What Needs to Be Done?

Just Do It!

YOUTH OUTCOMES ►

Believes that an individual has the power to change something (2.4).
Has a sense of value as a person who contributes to a community and believes in the power of individual action (4.16).
Is aware of others and their needs (7.25).
Participates effectively in individual, group and community activities (8.30).

EDUCATIONAL STANDARDS ►

Reaching Out	LA 4.1; LA 7.1
What Needs to Be Done?	LA 4.1; B 3.1
Just Do It!	B 1.1; B 2.6

REQUIREMENTS FOR EARNING A RECOGNITION ITEM

Each child receives a yellow bead for each meeting in which he or she participates and earns an emblem #B-54400 or a certificate for the completion of three meetings. These can be altered or substituted according to the needs, interests and ideas of the group.

TIPS FOR GROUP LEADERS ►

- This project may take longer than three meeting plans, depending on the type of project chosen and the amount of time needed for planning and preparation.
- Make sure that the children understand the community need or problem they have chosen to address. They can research the need or problem by using the Internet or by talking to family or community members about it. It is important that the children understand how their service project is helping the community or persons in the community.
- Reflection is an essential component of "A Gift of Giving." It gives children the opportunity to process and synthesize their service experience. Reflection should be done not only at the end of the service project but also as the project is evolving. Use the opening and closing times during the meetings as an opportunity for the children to reflect on their service experiences.
- Recruit extra family members, volunteers or teens to work with the children to complete the project.
- Suggestions for brainstorming project ideas are included at the end of this project.
- Remember to have permission slips signed by parents or guardians if you leave the meeting place. If you are at a child care center, also notify the center of your plans.

Distribute this project overview to each activity leader who will be involved in this project.

MEETING PLAN ► REACHING OUT**PROJECT ► A GIFT OF GIVING****LEVEL ► Fourth Grade**

PURPOSE ► Children choose a service-learning project.

OPENING ► Choose from the suggestions on page 225 or develop one of your own.

MATERIALS ►

- Chart paper
- Markers
- Newspaper articles

PREPARATION ►

Before the meeting, identify two or three needs or problems in the neighborhood or community. Community or school organizations are good resources that can help identify problems or needs for which children could help provide solutions. They may already be doing projects involving children. Use these examples when the children are brainstorming ideas for service projects.

Collect newspaper articles showing examples of needs or problems in the community to share with the children. Also, look for newspaper or magazine articles showing children doing service. This information will help children understand service and their roles as volunteers.

Prior to this meeting, ask the children to think of some needs or problems in their neighborhoods, schools or city by looking in the newspaper or talking to people they know. Suggest a few examples of community needs or problems for the children to help generate ideas. Explain that the next time they meet, they are going to talk about some of these problems or needs and determine how the group might help.

ACTIVITIES ►**What Is Service Learning?**

Ask the children what service learning means to them. Encourage them to share their ideas with the group.

Use the following suggestions as a guide for the discussion:

- Helping to do a job without being paid.
- Helping people in any community work to solve problems.
- Making their community a better place to live.

Giving their time and talents for a community project to:

- Share ideas and information
- Celebrate things people have in common.
- Promote understanding and communication between different groups of people.

Remind the children that they are all a part of many different communities. Their schools, families and neighborhoods are all communities.

List the following communities on the board or on chart paper. Ask the group to name each one and give an example, such as the name of the school, county, city, etc.

County	School	State
Neighborhood	City	

Point out that volunteering can be done in any of these communities.

Volunteering

Ask how many children have ever been volunteers or have ever done something for their communities (school, neighborhood or city). Perhaps friends or members of their families have been volunteers. Encourage them to share any of their experiences.



Tell the children that every person can make a difference in some way. Using the following examples, ask the children to raise their hands if they have done any of them.

- Picked up litter when it was in the hallways, on the sidewalks or in the classroom, and put it in the trash.
- Made a card or picture to cheer up someone who was sick or lonely.
- Helped another child with schoolwork or a project he or she was having trouble completing.
- Helped the librarian or teacher at the school.
- Made gifts for older people in a nursing home.
- Helped new children in their Camp Fire group learn new things.
- Helped save cans or paper for recycling.

Ask a few of the children to give some examples of a friend, teacher or relative who did something that made a difference to them or the community. Tell the children that they can make a difference. Volunteering is a way for them to realize that they have the power to make a difference in the community.

Share any of the newspaper articles or stories you collected before the meeting of people who have made a difference in the community.

Choosing the Project

Remind the group that before this meeting they were asked to think of problems or needs in their community. Ask the children to share this information with the group. Write down their ideas for community needs or problems on chart paper. Have the children brainstorm additional problems or needs in any of the communities that were discussed earlier in this meeting, and add these ideas to the newsprint list.

Briefly talk about each problem or need to make sure the children understand. Ask the group to give a few ideas on how they might help solve some of these problems or needs.

Divide the children into two or three groups. Have each group choose at least one need or problem from the list and determine ways to help. Ask one child in each group to write down the group's suggestions.

Have each group present its ideas on ways to help with these needs or problems. Write the ideas on the chart paper and help the children determine which ones they might be able to do. Try to be realistic in planning what the group can actually do.

Let the group vote on the project. Children could close their eyes and vote by raising their hands as each need or problem is read. Or each child could write his or her suggestion on a piece of paper. Keep a tally of the votes on the newsprint.

Examples of Needs or Problems and How to Help

1. **Younger children need tutoring in math and reading:** Make flash cards or a game to help younger kids learn math facts. Plan a weekly read-aloud with younger children. The children choose the poem, story or comic book to read. Let the children take turns reading to each other.
2. **Help older adults in a nearby nursing home:** Contact the nursing home to find out how the children could help (e.g., holiday decorations or cards, present program, make pictures, etc.).
3. **A park next to the meeting place has lots of weeds and broken equipment:** Write letters to a public official describing the way the park looks. Draw pictures or take photographs of the park to include with the letters. Ask the person to respond to the letter and describe what action might be taken to fix the equipment and clean up the park. Is there something the group could do to help?

4. Hunger or disaster: Look at newspapers and cut out articles on hunger or disaster. Find out what national or community groups are working on the problem of hunger or providing disaster aid, such as the American Red Cross. Contact these groups, and find out how the children might help.

5. Help other children in the community: Contact a local agency, such as the Ronald McDonald House, and find out how the children could help the families of critically ill children staying there.

6. Service in another country: Select a country of interest or a country where a special project or event is going on now. Ask people in international agencies and organizations in the community what they are doing in other countries. It may be easier to do the project with the help of this agency or organization.

Getting Organized

Once the group has determined which problem or need to focus on, help them decide what preparations are needed to complete the project.

- What are the different parts of the project?
- When are they going to do the project?
- Who is going to do what?
- What supplies are needed to complete the project?
- Where will they get the supplies?

Have the children make a list of tasks, jobs and materials needed to complete the project. Divide the children into groups according to the jobs they are doing.

Explain to the children that the next time the group meets, they will complete the tasks listed on the chart paper. Give them a lot of positive feedback for their good thinking and creative ideas.

PLAYBACK: POINTS TO REINFORCE ►

- What does it mean to perform service learning or volunteering?
- Why do people volunteer?
- What service project is the group going to do?
- How will the service project help the community?

CLOSING ► Choose from the suggestions on page 225 or develop one of your own.

ADDITIONAL ACTIVITIES ►

Internet

If the children have access to a computer, research the community need or problem on the Internet to learn more about it.

Speaker

Invite a parent, youth or someone from the community to speak about his or her experiences as a volunteer.

Video

Videotape a youth or adult volunteer doing a service project the children would recognize and show to the group.

Story

Read a story from the local newspaper, or from a book or magazine that is about people who have made differences in their communities.

**MEETING PLAN ► WHAT NEEDS TO BE DONE?****PROJECT ► A GIFT OF GIVING****LEVEL ► Fourth Grade**

PURPOSE ► Children plan and prepare the service project.

OPENING ► Choose from suggestions on page 225 or develop one of your own.

MATERIALS ►

Materials needed for service learning project

ACTIVITIES ►**Preparing for the Project**

Today the children complete whatever preparations are necessary and plan for the service-learning project. If no significant preparation is necessary, this also could be project day.

If the project is being done at a different time from the assigned meeting plan, make sure all children understand this. Make arrangements with the children's families if the project will take more than an hour. Remember to have permission slips signed by parents or guardians if you leave the meeting place. If you are at a child care center, also notify the center of your plans.

Remind the children that they have decided what they want to do as a service-learning project. Explain that preparing and doing the project are going to take TEAMWORK. Encourage the children to talk about what this term means (working together to get a job done). Tell them that you are depending on them to be a good team on this project. Everyone has something important to do and everyone needs to work hard to get the job done.

Divide the children into job groups, based on last week's assignments. Pass out the materials that each group needs to complete its assignment.

Below are some helpful hints for the children if they are raising money or expressing community concerns, gathering information, opposing a situation, supporting or thanking people, or asking for someone's help as part of the service-learning project. Following are forms that may be helpful for the children to use as they complete the project.

Raising money

Make sure you have permission from the council and the children's families before raising money. Follow financial procedures and guidelines of the council for handling and raising money.

- A sale takes at least three sessions: one to get organized, one to prepare and one for the sale.
- Decide what to sell, where to hold the sale and who will buy the product.
- Practice explaining how the money will be used and salesmanship skills.
- Make sure the sales activity is age-appropriate.
- Keep the money in a safe place.
- During the sale have at least two people watching the money.
- Make sure there is ample adult supervision and help in planning and supervising the sale.
- Keep a record of how the money is spent.

Using the telephone

- Decide what to say and who to call.
- Get permission to use the telephone before the call is made.
- Practice before making the call through role-playing with another person in the group.
- State the purpose of the call immediately to the person being contacted.
- Write down what the person says and record information or the response on the attached telephone form.
- Be polite and thank the person for his or her time and information.

Making speeches or performing a skit

- Decide what needs to be said and who will say it.
- Keep speeches short and to the point.
- Practice before the speech or performance is given.
- Plan time after the speech for questions and answers.
- Leave information after the speech outlining the points covered.

Writing letters

- Write the letter on stationery, if possible.
- Include the title of the person to whom the letter is written.
- Make sure the information below the signature includes the name of the group leader, person(s) writing it and grade.
- Keep the letter short and to the point.
- Photographs of the problem could be included with the letter.

PLAYBACK: POINTS TO REINFORCE ►

- Review the goal of the project.
- Review the need the children are addressing through the service project.
- Reinforce why the planning process is important before they do the service project.
- Talk about teamwork and how it is important for each member of the team to do his or her share of the work.

CLOSING ► Choose from the suggestions on page 225 or develop one of your own.



TELEPHONE FORM EXAMPLE

"Hello. May I please speak to _____? My name is
(contact's name)

_____ and I'm from _____.
(your name) (your school)

Why you are calling and what to say: _____

Write down what your contact says:

(Attach more paper if you need it.)

"Thank you very much."

YOUR NAME

DATE OF CALL

CONTACT'S NAME

CONTACT'S PHONE

**LETTER FORM EXAMPLE**

Today's Date

Name of Person

Title of Person

Name of Newspaper, Office or Company

Street Address

City, State Zip Code

Dear (Name of Person):

Sincerely,

Your Name

Group Leader's Name

Group Leader's Street Address

City, State, Zip Code

**MEETING PLAN ► JUST DO IT!****PROJECT ► A GIFT OF GIVING****LEVEL ►** Fourth Grade

PURPOSE ► Children participate in a service project.

OPENING ► Choose from suggestions on page 225 or develop one of your own.

Since this is the day of the project, acknowledge the children's excitement by encouraging them to stay calm and work together so they will have the best chance for their project to go well. Go over the project step by step, and make sure all children understand what they will be doing. They should understand any rules about appropriate behavior and review any safety concerns, especially if the group is leaving the meeting place. Make sure all the children get to participate in whatever is seen as the most fun part of the project.

PREPARATION ►

Remember to have permission slips signed by parents or guardians if you leave the meeting place. If you are at a child care center, also notify the center of your plans. Extra parents, volunteers or teens should have been recruited to work with the children if needed.

When things don't go exactly as planned or they get chaotic, stay calm and encourage the children to do the same. When things go wrong, encourage the children to be positive and resourceful. Remind them that in adult projects, unexpected problems come up, too.

Be sure to have a signal that means everyone needs to stop what they are doing and listen. This could be as simple as a gym whistle, hand signal or clapping several times. This is important so that you have a way of getting the children's attention in the midst of the excitement to give instructions without yelling.

Ask everyone to help in the cleanup and give children a lot of positive feedback for their hard work, good manner and enthusiasm. Congratulate them on a job well done. Save keepsakes from the project to place in a scrapbook or on a bulletin board. Encourage the group to help you collect these items. Ask one of the extra volunteers to take pictures and/or videotape the event.

CLOSING ► Choose from the suggestions on page 225 or develop one of your own.

PLAYBACK: POINTS TO REINFORCE ►

- Plan to spend time with the group after the service project. Reflection can create a lasting memory of a special experience. If things do not go as planned and the children feel discouraged, reflecting on the experience also can help them learn that sometimes the unexpected happens.
- Plan some time for the children to express their thoughts, feelings and outcomes of the project in some tangible way. They need to think about why they did the project, how they decided to do it and whether they were happy with the results. Sometimes service can be an emotionally challenging experience (for example, working at a homeless shelter or visiting a nursing home). A reflection activity can help the children communicate their feelings and questions. This reflection time may take place during the opening or closing of a meeting. Or, the group may decide to have a separate meeting to complete a reflection activity. Use the ideas listed under Additional Activities to help plan a reflection activity.

Use these questions as a guideline to encourage the children's thoughts and ideas about the project:

- Why did you do the project?
- Who did it help?
- Was the project a success? Why or why not?
- Did you work as a team?
- What did you like best or remember most about the project?
- What did you learn?
- How did it make you feel?

- Was it difficult or easy to do? Both?
- How would you do it differently if you did it again?
- Did anything about the project surprise you?
- Did you feel proud of what you did? Why or why not?
- Did you learn anything new about anyone involved in the project: either yourself, another student or any other person involved?
- Did this project give you any ideas for other projects?
- Did this project give you ideas on other ways to help in your various communities?
- What does making a difference mean to you?

ADDITIONAL ACTIVITIES ►

Interviews

Decide on a few key questions like those above. Have the children think about these questions and then interview each other. Record their answers by using a tape recorder. Ham it up in the order of a talk-show interview. Play back the tape so that the children can hear what they said.

Writing

As a group, write a poem or newspaper article for the school or PTA newsletter about the project. Have the children write their own poems or newspaper articles to share with another group.

Book

As a group, put together a scrapbook of the project. Include keepsakes, artwork, children's thoughts and feelings about the project and any photographs taken during the project.

Pictures

Ask the children to draw pictures and write a few words below the pictures to express how they feel or, as a group, do a mural on giving service to display at the meeting place or in the school.

Photographs

Have the children paste photographs taken on project day into a scrapbook or on a large sheet of poster board. Ask the children to write under the pictures how they felt about the project.

Banners

Make banners for the school describing the project.

Flyers

Create a flier or brochure about service project. Give the flier to other groups to encourage them to participate in a service project.



Brainstorming Project Ideas

Begin the discussion by asking the children to define community and give examples of communities. If they are having difficulty coming up with ideas, suggest examples to get the brainstorming started.

Remind the children that a person's very first community is his or her "family." Guide them in the brainstorming process so that their list includes (but not to be limited to) the following logical progression of communities:

- Family
- Neighborhood
- School
- City
- State
- USA

Ask the group to select two or three of these communities and discuss the needs and problems in each one. Be sure to choose communities with which the children are familiar.

Examples:

Neighborhood

- Elderly neighbors need help.
- Area around the meeting place was not very attractive.
- Litter is thrown on the ground.

City

- Many children are living in the homeless shelters.
- Park is run down and has lots of litter.

School

- Library needs new books.
- Need to do something special for the volunteers at the school.

After the group has completed this process, divide the children into smaller groups to generate project ideas. Remind children that needs or problems may not always be solved, but that children and adults can do something to help. Stress the importance of doing something, however small, to help with these needs and problems. Help the children focus on projects that can realistically be completed during the time period allotted for it.

Ask each group to identify a reporter to record the small-group ideas report to the larger group. While

the children are generating ideas for projects, circulate among the groups to help with ideas and keep the discussion moving. The following are some possible project ideas generated from the list of needs and problems.

Neighborhood

Litter is thrown on the ground:

- Educate others about littering. Obtain grocery bags from the local store and write anti littering messages and draw pictures on the bags. Return the bags to the store for the shoppers to take their groceries home.

Elderly neighbors need help:

Make care packages of donated food and other needed items.

Area around the meeting place needs plants and flowers: Find a local nursery to donate plants and flowers to plant at the site.

School

Library needs new books:

Write a letter or talk to the other classes about donating books. Decorate a box in which the children can donate the books.

Need to do something special for the volunteers at the school: Plan a party to recognize the volunteers' many hours of volunteering. Invite other children and teachers at the school to the party.

City

Many children are living in homeless shelters: Collect and make health packets for the children, consisting of toothpaste, soap and other hygiene items.

Park is run down and has lots of litter:

Write a letter or draw pictures and send to city officials asking that park repairs or beautification be done. Plan a park clean-up, plant flowers or paint over graffiti.

Each group should choose a project idea to present to all the children. When the presentations are over, the group should vote on its project choice.



FAMILY TAKE-HOME PAGE

"A Gift of Giving" is a project on the Trail to Family and Community that provides the opportunity for children to choose, plan and implement a service project and reflect on their actions.

As a result of the project:

- Children choose, plan and implement a service project and reflect on their actions.
- Children choose a service-learning project.
- Children plan and prepare the service project.
- Children participate in a service project.

This project supports Camp Fire outcomes. We hope that your child:

- Believes that an individual has the power to change something.
- Has a sense of value as a person who contributes to a community and believes in the power of individual action.
- Is aware of others and their needs.
- Participates effectively in individual, group and community activities.

In addition, the project reinforces life work educational standards. For more information about this standard, contact your child's group leader.

AT HOME ►

Plan a service project close to home. It is a good place to start for first-time family volunteer projects. Schools, volunteer centers, United Way, faith-based organizations and neighborhood community centers all have opportunities for volunteers. Camp Fire also provides numerous volunteer opportunities for families.

If your family wants to participate in already established service-learning projects, local newspapers and shoppers list volunteer needs. You also can find volunteer opportunities on community bulletin boards and the Internet. Corporate and organizational newsletters include volunteer possibilities. Libraries, zoos, museums and art galleries all use volunteers. A phone call can determine whether or not their needs are appropriate for your family.

Another option for family volunteering is designing your own service project. Families can identify a need or problem in the community and come up with ideas on how they might help.

**LEVEL ►** Fourth Grade**PROJECT ► THE FOOD WE EAT**

PURPOSE ► Children gain an awareness of the role food plays in growth and development in various cultures.

MEETING PLANS ►

Imagine No Hunger
You are What You Eat \$
All Kinds of Bread \$

YOUTH OUTCOMES ►

Appreciates the value of self and others (2.5).
Is aware of and able to express personal needs (2.8).
Is aware of personal values (3.9).
Recognizes and respects values of others (3.10).
Assesses a situation and makes choices based on desired consequences (6.22).

EDUCATIONAL STANDARDS ►

Imagine No Hunger	S 6.1; B 2.6
You are What You Eat	LA 7.1; M 3.7
All Kinds of Bread	M 4.2; B 2.6

**REQUIREMENTS FOR EARNING
A RECOGNITION ITEM ►**

Each child receives a yellow bead for each meeting in which he or she participates and earns an emblem #B-54400 or a certificate for the completion of three meetings. These can be altered or substituted according to the needs, interests and ideas of the group.

TIPS FOR GROUP LEADERS ►

- People have a variety of cultural and personal values about food. Be aware that there are probably children in the group who do not eat the same things you eat.
- A general discussion about cultural food preferences will reveal many of the children's eating habits. Ask about what kind of food children eat at their homes, but do not single out particular children because of their religious or ethnic backgrounds.
- Children might be sensitive about the kinds of food their families eat. Every family has certain "favorite" foods that are served in times of celebration or religious holidays.
- Be aware that some families may receive food from a food pantry, or may receive food stamps. Be sensitive to this to avoid embarrassing anyone.

Distribute this project overview to each activity leader who will be involved in this project.

Note: Some of the activities in this project were developed using the Food Guide Pyramid. The Food Pyramid has been replaced by the United States Department of Agriculture. The focus for the activities in this project is to encourage healthy lifestyles. You can replace the Food Pyramid and alter activities as needed. See www.choosemyplate.gov for more information.

**MEETING PLAN ► IMAGINE
NO HUNGER****PROJECT ► THE FOOD WE EAT****LEVEL ► Fourth Grade**

PURPOSE ► Children gain an awareness of hunger in the United States.

OPENING ► Choose one from the suggestions on page 225 or develop one of your own.

MATERIALS ►

- Paper and pens/pencils for each child,
- Markers
- Construction paper

PREPARATION ►

Get information in your community about services that provide surplus food to persons in need. Contact an organization like the United Way, or go to the public library to find this information.

BACKGROUND ►

Food banks exist in most communities to distribute surplus food to those in need. A food bank is the center of food collection and distribution in a community. The food usually comes from grocery stores or manufacturers that have thousands of pounds of food to give away. This is food that otherwise would have been thrown away. The United States Department of Agriculture estimates that 27 percent of the food served in this country is wasted. In most cases, food banks serve a network of organizations in the community that use the surplus food. The food bank does not distribute food directly to people in need.

Many churches, synagogues and social service organizations operate food pantries, which distribute food directly to individuals who need short-term assistance.

ACTIVITIES ►

Discuss culture and food with children. We often take for granted that to be pleasantly full feels good and to be hungry feels bad. Remind the children that millions of people are hungry every day because they do not have enough food to meet their physical needs.

Ask children to list on paper what (or whom) they depend on for food (themselves, parents, grocery stores, farmers, plants, the weather or soil). Have them come up with as many sources as possible. Ask them what might happen if one of these links was broken.

Ask children to think about a meal that was especially pleasant. This could be a large family gathering, a holiday, a special dish or a meal in a restaurant. Ask them how the meal affected their mood. What are some foods that make children feel good? We call these comfort foods and associate them with a good feeling.

Discuss the following questions:

- When do you look forward to meals?
- When do you avoid food?
- What foods do you avoid?
- Have you ever refused to eat something that was served? Why?
- What food do you like so much you could eat it every day?

The food we eat is the result of a chain of events that includes the clouds, grass and animals. The food chain begins with rain that is necessary for crops to grow. Animals and humans eat crops to meet their needs for energy. Humans often eat animals, as well. Ask the children what the expression "what goes around comes around" might mean. Make reference back to the food chain.



Talk about the need to protect the environment so that we may have enough food to meet people's needs. To illustrate this idea, do a "lap sit." Stand in a row with everyone facing the same way about one foot apart. Ask everyone to slowly and carefully begin to sit down on the lap of the person behind him or her. When they finish, everyone will be sitting on someone else's lap. This is called interdependence! Talk about what happens if one person doesn't cooperate.

Ask children to imagine that they are great scientists. Have them invent something to end hunger. Tell them to think about who would use it and what the steps would be to create it. Have them draw what it might look like. How would they make sure the invention got to the people who needed it? Give all the children sheets of construction paper, and have them draw their inventions.

PLAYBACK: POINTS TO REINFORCE ►

- Hunger is a problem that can be solved if communities work together to find solutions.
- Are any of the children's inventions feasible to solve the hunger problem in the United States?

CLOSING ► Choose one from the suggestions on page 225 or develop one of your own.

ADDITIONAL ACTIVITIES ►

Find out if there is a farmer's market in your community or a community garden. Invite someone to come in and explain how it works. Visit the market or garden.

Service Project

Make arrangements for someone from a local food bank to meet with your small group and explain how the service operates. Visit a food bank if possible. Participate in a community food collection campaign to collect foods that are needed by the food bank. Perhaps other Camp Fire groups would be interested and could join the effort to collect food. The group also could prepare a meal for a soup kitchen.

MEETING PLAN ► YOU ARE WHAT YOU EAT!**PROJECT ► THE FOOD WE EAT****LEVEL ► Fourth Grade**

PURPOSE ► Children will learn how to read food labels and make healthy food choices.

OPENING ► Choose from the suggestions on page 225 or develop one of your own.

MATERIALS ►

A variety of prepackaged, individual-serving food items. Suggestions include granola bars (different brands so a comparison may be made), yogurt, apple juice, raisins, crackers, cheese and cracker snacks., Bring additional food items from home to include one box of cold cereal, snack crackers or potato chips, prepared rice mix (in a bag or box) Container of milk, A loaf of bread, Other food items that have nutritional information on them

PREPARATION ►

Keep the receipts from the groceries that you will use for the meeting. Make a list of the price of each snack item, per serving. For example, if a box of granola bars cost \$2.79, you will divide the amount by the 8 bars in the box for a per- serving cost of 35¢. Make a list of each snack food in the order of cost per serving.

BACKGROUND ►

Children have nutritional needs that are unique to their physical stages of development. Their appetites are increasing, and their food preferences are very specific. Most likely, you know how important it is to serve something to eat at each group meeting. Without fuel in their bodies, children's learning declines, and they can quickly become irritable and unfocused.

The study of metabolism, digestion and personal variation among children has revealed very useful information. Carbohydrates are known to slow

down metabolism and can make children sleepy. Protein is a "slow-release" fuel in the body and can sustain energy over a longer period of time. Our bodies need some fat in our diets, but not as much as Americans consume on average.

A good rule for children and adults is to eat a balanced diet, be aware of high-fat foods and make low-fat choices when possible. Children and adults need no more than 30 percent of our daily calories from fat. A calorie is a unit of energy stored in food. Most people don't count the calories or fat grams they eat. One way to avoid foods that are unusually high in calories or fat is to read food labels.

ACTIVITIES ►**What's in It?**

Allow the children to choose from among the snack items you have collected. Have each child read the ingredients on the label of his or her snack. Manufacturers are required to list ingredients in the order that they are contained in the food. Ask the children how many of their snacks have sugar as the first ingredient. If sugar is not the first ingredient, look to see if there are other sweeteners listed (like corn syrup or fructose).

Ask if any children have allergies to corn – many snacks use corn sweeteners. Ask the children to notice how many fat grams are in their snacks and make a list of the products and their fat grams. Have the children look to see how many calories are in their snacks. Write down the calories next to each item's fat grams. Ask the children if the snacks that are the highest in fat are also the highest in calories.

Have the children choose other packaged items. Let them work in teams of two to read the labels. Ask each team to read the label and share nutritional information on fat and calories. They also could talk about vitamins if you have the time. Pick a vitamin that most foods have (for instance vitamin B), and ask which foods contain it.



Tell the children that reading labels can help them pay attention to the nutritional content of many foods. Choosing good foods to eat is a balancing act. What we don't get from one food, we may get from another, which is why it is important to eat a variety of different foods.

Tell them that the more they learn about what their bodies need, the better prepared they will be to make wise choices about food.

Do the next activity before the children eat their snacks.

Guess How Much

Not only is prepackaged snack food sometimes not nutritionally good, it also can be very expensive. Ask the children to guess how much the snacks cost. Have the group line up based on the estimated cost of their snack item, with the least expensive guess at the front of the line and the most expensive at the back. After they have decided where they fit in the line, tell them the actual cost of their snacks and have them form another line, based on this information.

After this activity, the children may eat their snacks, but have them save the wrappers with the nutritional information!

Snack Creations

Tell the children that they will be inventing a new snack to be sold at the grocery store. Invite them to work alone or with a partner to decide what this new snack product will be. What will it be good for — to build muscles, to satisfy hunger or to serve at a party? Have them name their products and make a list of the ingredients that might be in them. Have the children estimate how many fat grams and calories and what the price per serving might be. They can use the wrappers from their snacks for ideas.

Note: It isn't necessary for them to come up with realistic information — this activity is intended to get children to think about ingredients, nutrients and costs.

PLAYBACK: POINTS TO REINFORCE ►

- How can you learn what ingredients are in the food your family buys at the grocery store (read labels on cans, packaged foods, etc.)?
- How can reading labels on food items help your family plan nutritious meals?

CLOSING ► Choose from the suggestions on page 225 or develop one of your own.

ADDITIONAL ACTIVITIES ►

See the meeting plan "Fitness Fun" for activities related to the *Food Guide Pyramid* or *Food Plate* and serving sizes.

MEETING PLAN ► ALL KINDS OF BREAD**PROJECT ► THE FOOD WE EAT****LEVEL ► Fourth Grade**

PURPOSE ► Children explore staple or traditional foods from several cultures and prepare one of them.

OPENING ► Choose from the suggestions on page 225 or develop one of your own.

MATERIALS ►

- Oven for baking,
- Books about breads or grain
- Food stories or legends (see additional activity section for suggestions)
- Towels
- Cleaning spray for tables
- Dish detergent
- Ingredients for selected recipes (see below),
- Bowls
- Dry and liquid measuring cups
- Measuring spoons
- Rolling pin
- Griddle or skillet, as needed

BACKGROUND ►

1. **Legend:** A story handed down from the past.
2. **Staple:** A major product or a part of daily life.
3. **Tradition:** The passing down of elements of a culture from generation to generation.

Source: "Webster's II New Riverside Pocket Dictionary," 1991

There are many myths, legends and traditions related to the foods we enjoy. Foods from other cultures are quickly adopted into American culture. For example, is the tortilla is the fastest growing bread product in America. It is becoming a staple for everyone! Flat breads of all types (tortillas, chapattis, pita, naan, focaccia) are fun and easy to prepare. In countries where they are staples, these foods are often prepared by hand. When a family is short on staple foods, it often doesn't eat well.

ACTIVITY ►

Discuss with the children some legends or myths about foods they eat. Have them name three breads or grain foods they enjoy, and ask if these foods are originally from their family's history. Ask the children what staple foods or ingredients would be important to provide for a local food pantry or food bank. Discuss with the children how they could help with a project like this. (Check out www.harvesters.org or ask a local food bank to speak with the group.)



Use the following recipes with the group:

Flour Tortillas

Makes 12 (1.8 oz.) tortillas

1 $\frac{3}{4}$ cup all-purpose flour
1 cup whole wheat flour
1 teaspoon baking powder
1 teaspoon salt
2 tablespoons vegetable oil
1 cup water

1. In a medium bowl, combine flours, baking powder and salt.
2. Stir in the oil until mixture is crumbly. Add the water to form a soft dough. Knead dough for five minutes.
3. Cover the dough, and allow to rest 30 minutes.
4. Preheat a griddle/skillet without oil, to 350°F.
5. Divide dough into 12 pieces. Roll from the center out until about eight inches across.
6. Bake on griddle about 1 minute per side until light brown speckles appear.
7. Wrap tortilla in a clean towel to keep it warm.

Source: Kansas Wheat Commission

FLOUR TORTILLAS

Nutrition Facts

Serving Size (52g)

Servings Per Container 12

Amount Per Serving

Calories 120 **Calories from Fat** 25

% Daily Value*

Total Fat 2.5g **4%**

Saturated Fat 0g **0%**

Cholesterol 0mg **0%**

Sodium 240mg **10%**

Total Carbohydrate 22g **7%**

Dietary Fiber 2g **7%**

Sugars 0g

Protein 3g

Vitamin A 0% • **Vitamin C** 0%

Calcium 2% • **Iron** 8%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories: 2,000	2,500
Total Fat	Less than 65g	80g
Saturated Fat	Less than 20g	25g
Cholesterol	Less than 300mg	300mg
Sodium	Less than 2,400mg	2,400mg
Total Carbohydrate	300g	375g
Dietary Fiber	25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

Soft Pretzels

Makes 24 (1.5 oz.) pretzels

$\frac{1}{2}$ cup warm water (100 to 110° F)
 1 pkg. ($\frac{1}{4}$ oz.) active dry yeast
 1 cup warm milk (100 to 110° F)
 2 tablespoons vegetable oil
 2 tablespoons sugar
 4 - 4½ cups all-purpose flour or half whole wheat
 1 egg, lightly beaten with 1 tablespoon water
 Poppy or sesame seeds, seasoned or coarse salt

1. Place warm water in large warm bowl.
Sprinkle in yeast; stir until dissolved.
2. Add milk, oil, sugar, salt, and 1½ cups flour; blend well. Mix in additional flour to make soft dough. Knead on lightly floured surface until smooth and elastic, about five minutes.
3. Place in greased bowl, turning to grease top. Cover; allow to rise until doubled in size, about 30 minutes.
4. Punch down dough; divide into 24 pieces. Roll each piece into a 16-inch rope. To make the pretzel, curve ends of each rope to make a circle; cross the ends at the top. Twist ends once and lay down over bottom of circle.
5. Place pretzels on greased baking sheets. Cover; allow to rest in warm, draft-free place for 5 to 10 minutes, until risen slightly.
6. Preheat oven to 350° F. Brush pretzels with beaten egg mixture, and sprinkle with selected topping.
7. Bake at 350° for 35 minutes, or until golden brown in color. Cool on wire rack.

Source: Fleischmann's Yeast

PLAYBACK: POINT TO REINFORCE ►

- How do homemade tortillas compare to the taste and texture of store-bought ones?

CLOSING ► Choose from the suggestions on page 225 or develop one of your own.

ADDITIONAL ACTIVITIES ►

Read a book about breads or grain foods that may contain legends, myths or traditions

Suggested books:

- *Tony's Bread*, De Paola, Tomie, 1989. G.P. Putnam's Sons
- *Walter the Baker*, Carle, Eric. Simon & Schuster, NY, 1995
- *Loaves of Fun*, Harbison, Elizabeth M., 1997. Chicago Review Press. A history of bread with activities and recipes from around the world.

SOFT PRETZELS**Nutrition Facts**

Serving Size (45g)

Servings Per Container **24****Amount Per Serving****Calories** 110 **Calories from Fat** 25

% Daily Value*

Total Fat 2.5g **4%**Saturated Fat 0g **0%****Cholesterol** 10mg **3%****Sodium** 160mg **7%****Total Carbohydrate** 19g **6%**Dietary Fiber 2g **8%**

Sugars 2g

Protein 4g

Vitamin A 0% • Vitamin C 0%

Calcium 2% • Iron 6%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories: 2,000	2,500
Total Fat	Less than 65g	80g
Saturated Fat	Less than 20g	25g
Cholesterol	Less than 300mg	300mg
Sodium	Less than 2,400mg	2,400mg
Total Carbohydrate	300g	375g
Dietary Fiber	25g	30g

Calories per gram:

Fat 9 • Carbohydrate 4 • Protein 4



FAMILY TAKE-HOME PAGE

"The Food We Eat" is a project on the Trail to Family and Community that helps children gain an awareness of the role food plays in the growth and development in various cultures.

As a result of the project:

- Children gain an awareness of the role food plays in growth and development in various cultures.
- Children will learn how to read food labels and make healthy food choices.

This project supports Camp Fire. We hope that your child:

- Appreciates the value of self and others.
- Is aware of and able to express personal needs.
- Is aware of personal values.
- Recognizes and respects values of others.
- Assesses a situation and makes choices based on desired consequences.

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

AT HOME ▶

Take your child with you the next time you go to the grocery to help make healthy food choices for family meals and snacks.

**LEVEL ►** Fourth Grade

TRAIL TO CREATIVITY

PROJECT ► ACCIDENTAL ART

PURPOSE ► Children learn that beautiful things sometimes are created through trial and error, rather than careful planning.

MEETING PLAN ►

Wandering Ink Drawings \$
Baby Wipe Tie-Dye \$
Blots o' Fun with Blottos \$
Creative Cupcakes \$

YOUTH OUTCOMES ►

Explores alternative actions and ideas (6.21).
Is willing to risk making mistakes in order to learn (6.24).
Demonstrates artistic ability in the mediums of visual and/or performing arts (10.34).

Wandering Ink Drawings	LW 1.1; LW 1.2
Baby Wipe Tie-Dye	LW 1.1; LW 1.2
Blots o' Fun with Blottos	LW 1.1; LW 1.2
Creative Cupcakes	M 4.2

REQUIREMENTS FOR EARNING A RECOGNITION ITEM

Each child receives a green bead for each meeting in which he or she participates and earns an emblem #B-54500 or a certificate for the completion of three meetings. These can be altered or substituted according to the needs, interests and ideas of the group.

TIPS FOR GROUP LEADERS ►

- Several of these activities can be quite messy as children experiment with paints, ink and markers. Have a lot of newspaper available to protect surfaces and paper towels to wipe up spills.
- Encourage experimentation by asking the children such questions as "What would happen if...?", or "How did that happen?"
- If the children become frustrated or express dissatisfaction with the way a painting turns out, encourage them to try things in different ways to achieve more pleasing effects. Let them know that such attempts are not failures but steps in the creative process.
- Avoid passing judgment on the children's art.
- Model the spirit of creative experimentation by participating in the activities yourself.

Distribute this project overview to each activity leader who will be involved in this project.

MEETING PLAN ► WANDERING INK DRAWINGS**PROJECT ► ACCIDENTAL ART****LEVEL ►** Fourth Grade

PURPOSE ► Children experiment with various art materials and learn how to “go with the flow” of the paint and ink.

OPENING ► Choose from the suggestions on page 225 or develop one of your own.

MATERIALS \$ ►

- Heavy paper (watercolor paper or poster paper)
- Ink (waterproof is best)
- Wooden skewer sticks
- Watercolor paint
- Brushes
- Water

BACKGROUND ►

Explain to the children that art sometimes arises from a “happy accident”: a mistake the artist makes turns into something beautiful. Talk about the properties of watercolor paints (they are transparent, like tissue paper, and as colors are layered on top of one another, other colors emerge) and describe some color-mixing schemes (yellow and blue make green, red and yellow make orange, blue and red make violet).

ACTIVITY ►

Have the children choose two colors of paint that “go” together. They may choose complementary colors or various shades of one color. Have the children experiment mixing different colors to find combinations that please them.

Have the children paint the colors onto paper as a wash, using a lot of water and just a little paint. The colors should be very transparent and the paint very wet so that it runs and blends on the paper. The entire paper should be filled with color.

While the paint is still wet, have the children dip a wooden skewer stick in the ink and place it on the wet paper in several different areas of the paper. Allow the ink to run and roll all across the paper forming interesting shapes and lines. Have the children continue adding ink until they are pleased with the design. Allow the paper to dry. The children may wish to add some details or outline designs with ink after the paper has dried thoroughly.

Encourage the children to use different colors and combinations of watercolor paint and different amounts of ink to create new and interesting designs

PLAYBACK: POINTS TO REINFORCE ►

- Which colors “go” together and which do not?
- What happens when the ink is applied to the watercolor wash?
- How much or how little ink makes the best designs?
- What kinds of pictures can be found in the designs the “wandering” ink makes?

CLOSING ► Choose from the suggestions on page 225 or develop one of your own.

ADDITIONAL ACTIVITIES ►**Framed**

Have the children choose the favorite sections from their “paintings.” Have them cut these sections out and frame them with complimentary colored poster board.

Creature Painting

Paint over white paper with several different colors of watercolors, allowing the colors to run into each other. Let the paint dry. Find faces and creatures in the painting and outline them with markers.

**MEETING PLAN ► BABY WIPE TIE-DYE****PROJECT ► ACCIDENTAL ART****LEVEL ► Fourth Grade**

PURPOSE ► Children experiment with colors, designs and patterns.

OPENING ► Choose from the suggestions page 225 or develop one of your own.

MATERIALS \$ ►

- Container of baby wipes
- Rubber bands
- Watercolor markers
- Surgical gloves
- Scissors, Scratch paper
- Construction paper

BACKGROUND ►

Ask the children if they know what “tie-dying” is and how designs are created in a tie-dyed article. If possible, show the children a tie-dyed article of clothing, and demonstrate how bunching together the fabric before it is put in the dye creates designs. Explain that part of what makes a tie-dyed item interesting is that each item turns out differently every time, based on the way in which the material is gathered and tied and the different dyes are applied. Every tie-dyed item is a happy surprise.

ACTIVITY ►

Give each child a baby wipe and four or five rubber bands. Ask the children to tie the rubber bands tightly around different sections of their baby wipes. They can roll up parts of the baby wipes, wad up sections or fold the baby wipes before they tie them.

Have the children put on surgical gloves to avoid smearing color on their fingers. Then have them place their baby wipes on scratch paper and color on the fabric between the rubber bands with different-colored watercolor markers. Instruct them

to press hard with the markers so that the ink goes all the way through the material.

Have the children carefully cut the rubber bands off of their baby wipes without cutting the material itself. Then have them spread out the baby wipes to discover all of the different patterns of color that the rubber bands created. Allow them to dry, and mat (frame) them using construction paper or poster board.

Encourage the children to experiment using different methods of banding the baby wipes and different colors of markers to create new and interesting designs.

PLAYBACK: POINTS TO REINFORCE ►

- How does folding or bunching the material in different ways affect the design?
- What colors make pleasing combinations?

CLOSING ► Choose from the suggestions on page 225 or develop one of your own.

ADDITIONAL ACTIVITIES ►

Invite an artist to attend a meeting to talk about how they experiment with colors, designs and patterns in their art. Visit their studio, if possible.

Raindrop Art

Have the children shake various colors of dry tempera paint onto heavy, white construction paper. On a rainy day, place plastic trash bags on the ground outside and lay the pieces of paper face up on the bags. Depending on how hard it is raining let the pictures stay outside until the desired effect is achieved. The raindrops will create interesting designs in the dry paint. Bring the paintings in to dry overnight. Spray them with hairspray to help keep the paint adhered to the paper.

MEETING PLAN ► BLOTS O' FUN WITH BLOTTOS**PROJECT ► ACCIDENTAL ART****LEVEL ► Fourth Grade**

PURPOSE ► Children combine colors, designs and patterns to create larger works of art.

OPENING ► Choose from the suggestions on page 225 or develop one of your own.

MATERIALS \$ ►

- Paper (the thicker the better)
- Water-based paints, such as watercolors, tempera or poster paint
- Scissors
- Glue
- Large-sized black construction paper or poster board (one piece for each child)

BACKGROUND ►

Blottos are another kind of “happy accident,” or art created by happenstance. There is no right or wrong way for blottos to turn out. They are like snowflakes; no two are ever alike. It is your imagination that makes them whatever you want them to be.

ACTIVITY ►

Cut paper into squares and rectangles of various sizes, from small to large. Instruct the children to crease their pieces of paper in the middle so that they fold easily. Then have them place a few drops of paint on one side of the creases and fold the paper on the creased lines with the paint inside. Next, ask the children to press down hard on the creases with the palms of their hands. When they open the papers, they will find strange and interesting shapes — blottos! — created by the paint. Allow the papers to dry. Have each child make several blottos and arrange them together in interesting ways to create larger pictures or designs on large pieces of construction paper or poster board. Or have children work together to create a group mural composed of blottos.

PREPARATION ►

Encourage the children to experiment with different shapes of paper and amounts and colors of paint to create new and interesting designs and pictures.

PLAYBACK: POINTS TO REINFORCE ►

- What kinds of paint and combinations of colors make the most interesting blottos?
- What kinds of designs do the blottos make?
- How can these designs be put together to form a larger design or picture?

CLOSING ► Choose from the suggestions on page 225 or develop one of your own.

ADDITIONAL ACTIVITY ►**Group Graffiti**

Give each child a black fine line marker and a large piece of white paper. Instruct each child to make a mark on his or her paper and then pass it to the next person, who adds a line or shape to it. Continue until everyone has had an opportunity to add to the previous lines or shapes of all the other children’s pieces of paper. Once the children have gotten their original pieces of paper back, ask them to fill in the spaces with paint, crayon or markers to create pleasing designs.

**MEETING PLAN ► CREATIVE CUP CAKES****PROJECT ► ACCIDENTAL ART****LEVEL ►** Fourth Grade**PURPOSE ►** Children experience personal expression and creativity through food preparation.**OPENING ►** Choose from the suggestions on page 225 or develop one of your own.**MATERIALS \$ ►**

- Oven for baking
- Ingredients to mix cupcakes, frosting and colored sugars (See recipe below for colored sugars.).
- Cupcake liners
- Muffin tins
- Hand-held electric mixer
- Choices of chips, candy pieces, coconut or nuts for decorations
- Dry and liquid measuring cups
- Measuring spoons
- Mixing bowls (for batters and frosting)
- Wire cooling racks
- Covering for tables (e.g., clean plastic shower curtains)
- Sandwich-sized plastic bags and ties (Used for mixing colored sugars.)

PREPARATION ►

Research prices of frosted/decorated cupcakes from the local bakery. Enlist additional adult(s) to use the electric mixer and assist with baking the cupcakes. Review hand-washing methods in the Baking Resource Section.

BACKGROUND ►

"Kids need experiences...trade the video, computers — to learn skills like languages, bread baking, handwork..."

Frank McCourt, veteran NYC school teacher and author

ACTIVITY ►

Ask the children if they have ever prepared and frosted cupcakes, or if they have ever made colored sugar from "scratch." Ask them to pretend that they need cupcakes for a party. Talk to the children about the cost of frosted cupcakes from the local bakery. Ask the children how much they think it costs to prepare cupcakes at home. Ask them if they think they will save their families money by preparing the cupcakes at home. Review the hand-washing techniques with the children, and have them wash their hands. Review with the children how dry and liquid ingredients are measured. Assign an ingredient for each member to measure and add for the cake or frosting. While the cupcakes are baking, have the children prepare the colored sugar and frosting. While the cupcakes are drying (after they are frosted), discuss with the children how they will use the cupcakes (distribute them among the members, a local child care or adult care facility, or freeze them for a future Camp Fire event, etc.). Use the recipes for cupcakes and frosting that follow.

Cocoa Cupcakes

Makes 18 (1.6 oz.) cupcakes

1½ cups all-purpose flour*
 ¼ cup cocoa
 2 teaspoons baking powder
 ⅓ cup butter or margarine, softened
 1 cup sugar
 1 teaspoon vanilla
 1 large egg, beaten
 ½ cup water
 ¾ cup mini chocolate chips

1. Preheat oven to 350° F. Sift flour before spooning into dry measuring cups, using a flat edge to level. Line medium-sized (2½ inch) muffin cups with cupcake liners.
2. In a bowl, combine with a wire whisk the flour, cocoa, and baking powder. Set aside.
3. In large mixer bowl, beat the butter or margarine and sugar at medium speed well blended. Add egg and vanilla. Mix to combine.
4. On low speed, add flour mixture alternately with water until well mixed. Stir in mini chocolate chips.
5. Spoon batter into cupcake cups, filling just over half full and no more than ⅔ full.
6. Bake 20 to 25 minutes, testing for doneness with a toothpick. Cool pan on wire rack for 5 minutes. Remove cupcakes and cool completely before frosting and decorating.
7. Decorate the cupcakes. Allow them to dry.

Source: Clabber Girl

Makes 1½ dozen (18) cocoa cupcakes

COCOA CUPCAKES**Nutrition Facts**

Serving Size (51g)

Servings Per Container 18

Amount Per Serving**Calories** 140 **Calories from Fat** 45

% Daily Value*

Total Fat 5g **8%**Saturated Fat 1g **4%****Cholesterol** 0mg **0%****Sodium** 230mg **9%****Total Carbohydrate** 20g **7%**Dietary Fiber 0g **0%**

Sugars 5g

Protein 3g

Vitamin A 0% • Vitamin C 0%

Calcium 4% • Iron 4%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

Calories: 2,000 2,500

Total Fat	Less than 65g	80g
Saturated Fat	Less than 20g	25g
Cholesterol	Less than 300mg	300mg
Sodium	Less than 2,400mg	2,400mg
Total Carbohydrate	300g	375g
Dietary Fiber	25g	30g

Calories per gram:

Fat 9 • Carbohydrate 4 • Protein 4



Frosting

(Makes 2 cups @ \$1.05)

6 tablespoons butter, softened

2 $\frac{2}{3}$ cups powdered sugar*

1 to 2 tablespoons milk

1 teaspoon vanilla extract

In small bowl, beat butter. Add powdered sugar* alternately with milk until spreading consistency. Add vanilla.

Chocolate option: *Add $\frac{1}{2}$ cup cocoa plus up to $\frac{1}{3}$ cup milk for spreading consistency.

Source: Hershey Foods

Rainbow Colored Sugar Dust

1. Put $\frac{1}{2}$ cup sugar in a resealable plastic bag.
2. Pick a color from the chart and add the food colors to sugar.
3. Squeeze sugar in bag until it becomes completely colored. Store colored sugar in sealed bags.

<u>Color</u>	<u># of Drops Liquid Food Color</u>
Orange	2 drops yellow + 2 drops red
Peach	4 drops yellow + 1 drop red
Lime Green	3 drops yellow + 1 drop green
Turquoise blue	3 drops blue + 1 drop green
Baby blue	2 drops blue
Purple	3 drops red + 2 drops blue
Red	10 drops red
Rose	5 drops red + 1 drop blue
Pink	1 drop red

Source: Gold Medal Flour

PLAYBACK: POINTS TO REINFORCE ▶

- How long does it take to make cupcakes from scratch?
- What are some occasions for serving cupcakes?

CLOSING ▶ Choose from suggestions on page 225 or develop one of your own.



FAMILY TAKE-HOME PAGE

“Accidental Art” is a project on the Trail to Creativity that helps children learn that beautiful things sometimes are created through trial and error, rather than careful planning.

As a result of the project:

- Children learn that beautiful things sometimes are created through trial and error, rather than careful planning.
- Children experiment with various art materials and learn how to “go with the flow” of the paint and ink.
- Children experiment with colors, designs and patterns.
- Children combine colors, designs and patterns to create larger works of art.
- Children experience personal expression and creativity through food preparation.

This project supports Camp Fire outcomes. We hope that your child:

- Explores alternative actions and ideas.
- Is willing to risk making mistakes in order to learn.
- Demonstrates artistic ability in the media of visual and/or performing arts.

In addition, the project reinforces life work and math educational standards. For more information about these standards, contact your child’s group leader.

AT HOME ▶

- Make “accidental” art pictures using colorful markers and paper. Give each family member a piece of paper and a marker to start a design or drawing. After about 30 to 40 seconds say “switch” and the family members exchange papers and then adds to the designs or drawings given to them. Continue the process of family members exchanging papers several times. Be sure that that each person only has his or her own paper at the beginning of the activity. After about five minutes, stop and enjoy the unexpected art that appears!
- Take your child to an art gallery or museum to look at paintings and sculptures. Talk about the various techniques artists use in their work.
- Tape a large sheet of paper to a chain link fence. Give family members colored chalk or crayons and let them experiment by creating pictures using the fence as the textured background. Textured pictures also can be made by placing paper on tree bark or other textures and rubbing the paper with a side of a crayon.

**LEVEL ►** Fourth Grade

TRAIL TO CREATIVITY

PROJECT ► IMPROVISE THIS!

PURPOSE ► Children gain self-confidence and exercise their imaginations while developing skills in improvisational theater.

MEETING PLANS ►

Warm-ups
Improvisational Exercises
Improv-performance

YOUTH OUTCOMES ►

Knows one's role within group situations (4.13).
Acts with the knowledge of how one's actions impact others (7.26).
Participates effectively in individual, group and community activities (8.30).
Uses critical thinking skills to solve problems (10.34).
Follows verbal directions (12.40).

EDUCATIONAL STANDARDS ►

Warm-ups	LA 8.8; LA 8.9
Improvisational Exercises	LA 8.8; LA 8.9
Improv-performance	LA 8.8; LA 8.9

REQUIREMENTS FOR EARNING A RECOGNITION ITEM ►

Each child receives a green bead for each meeting in which he or she participates and earns an emblem #B-54500 or a certificate for the completion of three meetings. These can be altered or substituted according to the needs, interests and ideas of the group.

TIPS FOR GROUP LEADERS ►

- Improvisation is a form of theater in which no script is used. Instead, the actors create the dialogue and action themselves, as they perform. Unlike conventional scripted theater, it is spontaneous and unpredictable. This makes improvisation a unique and exciting experience for the performers, as well as for the audience. Every performance is completely different, and there is an element of risk involved since there is no guarantee that any given scene will "work."
- The most important thing in improvisation is the value of agreement. Since nothing exists until the actors create it, a scene will only be "real" (for both the performers and the audience) if everyone agrees with each other about things, like where they are, who they are, and what's going on. The performers also must accept each other's ideas and build on them.
- No matter where or how it is performed, the audience and the actors must work together to create theater.
- Help children visualize what improvisation is by taping some improvisational scenes by professional actors and showing the tapes to the children. You might find examples of improvisational acts on cable networks specializing in comedy or theater, or on videotapes available from the library.
- Consider inviting a drama student to demonstrate improvisation.
- Get involved in the improvisations yourself and have fun!

Distribute this project overview to each activity leader who will be involved in this project.

MEETING PLAN ► WARM-UPS**PROJECT ► IMPROVISE THIS!****LEVEL ►** Fourth Grade

PURPOSE ► Children work together in fun and imaginative ways without the use of scripts or props.

OPENING ► Choose from the suggestions on page 225 or develop one of your own.

BACKGROUND ►

The goal of a warm-up is to generate camaraderie and trust between the players who are about to perform together in front of each other or in front of an audience. Warm-up activities don't focus on a particular skill, but rather allow children to prepare to take risks and to get in the spirit of things. Several warm-ups are listed here. Use as many as time allows.

ACTIVITIES ►**Alien, Tiger, Cow**

Use this warm-up exercise to break the ice and get everyone ready to improvise. Have the children stand in a circle. Tell them that they can each choose to be one of three character types. The first is an alien. The alien makes antennae with the fingers and leans into the circle, making the noise "zeep zeep zeep." The second character choice is a tiger. The tiger leans into the circle, exposes its ferocious claws, and roars. The last choice is the cow. The cow puts a hand on the stomach and moos loudly. Count to three, and have everyone choose one type (alien, tiger or cow), making the assigned sounds and gestures. Continue counting to three to see if the children can all do the same creature at the same time.

Group Stop

This is a warm-up to improve observation and listening skills. Secretly choose one child to be the "freezer." Have the children start wandering around the room. Have the appointed child freeze in

position unexpectedly. As soon as someone notices that the child has frozen in position, that child freezes as well. This continues until everyone has frozen in position. Once everyone is still, the children begin wandering around again. The goal is to see how quickly the children can freeze into position. Have the children make noises as they move around. Noisy characters make it harder to notice that the children have stopped, which makes the activity more challenging.

Hello

This warm-up will encourage interaction between the children. Have the children walk around the room. At some point, ask them all to greet each other by shaking hands. They should greet one person and move on, greet another and so on. Let this continue for a while, and then give each greeting an added theatrical element. For example, tell the children to greet each other like they are long-lost friends. You can give the children other options, such as greeting people they owe money to, people they love, smelly people, etc. The greetings can be embellished with emotions (e.g., greeting everyone angrily, greeting everyone happily, greeting everyone pretending to be Santa Claus, etc.) Have fun with it, and keep the greetings short and superficial.

What Are You Doing?

This warm-up is great for getting children to come up with immediate responses to ideas. Have everyone sit or stand in a circle. Ask one child to go into the circle and mime (act without talking) a simple activity. Once the activity begins, one of the children from the circle jumps in and asks, "What are you doing?" The child doing the mime responds with an activity other than the one he or she is doing. If the child is mowing the lawn he or she might say "cooking a hamburger." The child that asked the question starts the activity that was the response (i.e., cooking a hamburger) and waits to be asked what he or she is doing. This continues until all the children have had a turn. A variation of this activity would be to have the children ask "What are you doing?" in different accents or moods.



Yes, Let's...

Use this warm-up to focus on accepting offers of ideas from others and getting silly. Start by having the children wander about the room. Suggest an activity for the entire group to mime. The children simultaneously yell "Yes, let's," and start to mime the activity. Once the activity has been mimed for a while, call out another one and have the children respond with "Yes, let's," and start the new activity. For example, if you call out, "Let's all dig holes," the children begin to mime hole digging. End the warm-up by yelling, "Let's all sit down!"

Zip, Zap, Zoop

This warm-up helps children learn how to pay attention closely and react quickly. Have everyone sit or stand in a circle. Start the warm-up by pointing to one of the children and saying "ZIP." That child points to another child to one side of him or her and says ZIP. That child turns to the next child in the circle, points to them and says ZIP. Thus the ZIP zips around the circle in one direction. At any time, the children can say ZAP back to the one pointing at them. When they do, the child that said ZIP and was pointing at them must change direction of the pointing. This means that they must quickly turn around, point, and say ZIP to the person that just pointed at them. Now the ZIP can zip around the circle, but can also change direction every time there is a ZAP. The

person who receives the ZIP may elect to yell ZOOP and point at someone anywhere in the circle. That child then restarts the ZIP going. The children really must pay close attention for this to work.

Your Idea

Divide the children into small groups and ask each group to come up with its own improvisational warm-up activity. These may be variations on the ones the group has already played or a totally new warm-up exercise. The only rules are that the activity must require no props and must involve everyone. Have the groups lead the other children in their warm-up exercises.

PLAYBACK: POINTS TO REINFORCE ►

- What skills did the different warm-up activities require (i.e. listening, observing, using someone else's ideas, working together, reacting quickly, miming emotions and miming activities)?
- How can these skills be used in performing improvisations?

CLOSING ► Choose from the suggestions on page 225 or develop one of your own.

MEETING PLAN ► IMPROVISATIONAL EXERCISES**PROJECT ► IMPROVISE THIS!****LEVEL ► Fourth Grade**

PURPOSE ► The children develop their ability to quickly adapt to new improvisational situations.

OPENING ► Choose from the suggestions on page 225 or develop one of your own.

MATERIALS ► None**BACKGROUND ►**

Exercises illustrate specific improvisational rules. Included here are several exercises that focus on different aspects of creating improvisations.

PREPARATION ►

Prepare "Ask-Fors," as described below.

ACTIVITIES ► Environmental Shift

Use this exercise to help children improve their ability to create a pretend environment on stage. Children will create an environment within a few seconds by being objects in the environment, sound effects or characters typical to that environment. They should do this without conversing or planning. No scene is started, just the creation of the environment. The 'shift' comes when all the children are on stage and the environment has been established. Call out another environment and the children must make a seamless transformation into this new environment. Possible environments include: A windy day at the park, an amusement park roller coaster, in the basement when the lights go out.

Animal Characters

Use this exercise to help children develop improvisational characters. Each child in this scene will take on the traits of some kind of animal that you have assigned to them in advance.

The children do not pretend to be the given animal, but instead act like a person would if he or she were behaving like that animal. Encourage the children to be somewhat subtle in their characterizations. For example, if a child's assignment were to act like a cat, it would be too obvious to go "meow," but more fun to play with a meal like a cat plays with its prey. Have the other children, acting as the audience, try to guess the animal the child is imitating.

Ask-Fors

"Ask-Fors" separate improvisational theater from all other forms. Allowing the audience to say what they want the next scene to be breaks down the barrier between the audience and the children. Use this exercise to help the children get used to accepting ideas from an audience (in this case, other children) and then using the suggestions in an improvisation. Have each child in the group come up in front of the others and ask-for an idea to set up a scene. Have the children thank the audience for the suggestions and then state that the scene will somehow involve 'the offer'.

After preparing the "Ask-Fors" ahead of time, ask the group to come up with the questions. Write each question on an index card and seal each card in an envelope. Get them started by suggesting some of the following questions:

- What do you want to be when you grow up?
- What am I holding in my hands (hold up hands)?
- May I get an occupation that involves no risk of physical injury?
- May I get a backyard activity?
- What is a silly excuse for not being given a speeding ticket?
- What is your favorite fruit (vegetable, meat, etc.)?
- What is the worst excuse you have heard for missing school?
- What does it take to wake you up in the morning?
- What is something you wouldn't want to swallow?
- Where is a place you might run into very unusual people?
- Why are you limping this morning?



Emotional Symphony

This exercise will help the children explore and express emotions. Line up the children in front of the room. One person is chosen to “conduct” the “players” in the “symphony.” Have the conductor assign each child an emotion. It is good to get a range of contrasting emotions for the children to use. Once each child is given an emotion, the conductor points from one child to another. The children do not speak, but rather express their emotions through body movement and sound. The intensity of the emotion is increased as the conductor raises his or her hand while pointing at the player. The conductor moves from child to child conducting an emotional symphony.

Yes And...

This exercise emphasizes accepting and supporting other children on stage and working together as a team to develop dialogue. Have two children stand up in front of the group. In “Yes And...,” the children are constantly saying, ‘yes and’. For instance, one child may start off with, “Your coat is so lovely.” The response of the other child could be, “YES AND I made it for you.” The other child responds, “YES AND I have a thousand dollars for it.” “YES AND I am going to use that money to make a hundred more coats for you.” The children must always have the ‘yes and’ at the beginning of their sentences.

PLAYBACK: POINTS TO REINFORCE ►

- What did you learn doing the improvisational situations?
- What skills did you use in performing improvisations?
- How did the group work as a team?

CLOSING ► Choose from the suggestions on page 225 or develop one of your own.

ADDITIONAL ACTIVITY ►

Encourage the children to create their own variations of the exercises listed above or to create new exercises to develop their improvisational skills.

MEETING PLAN ► IMPROV-PERFORMANCE**PROJECT ► IMPROVISE THIS!****LEVEL ► Fourth Grade**

PURPOSE ► Children put together the skills they have practiced into an improvisational performance.

OPENING ► Choose from the suggestions on page 225 or develop one of your own.

BACKGROUND INFORMATION ►

There are several different ways to structure an improvisational show. Most groups simply present a series of improvised scenes, possibly tied together by a common theme. One format that is currently popular is “spot” improvisation.

“Spot” improvisation involves taking audience suggestions and using them immediately (“on the spot”) to create scenes. Another approach is to set up a competition between two or more teams of improvisational actors. In some cases, the scenes are awarded numeric scores by one or more judges.

ACTIVITIES ►

Begin with a few warm-ups (see first meeting plan). As a group, discuss with the children the different ways that an improvisational show can be set up. Then have the children decide which format the group wants to use.

Here are some suggestions:

Changing Mall Store

A list of imaginary stores in a mall is collected from the audience. Two actors begin a scene between a store clerk and a customer. At various times, the leader shouts the name of one of the stores out and the scene changes to that store. The actors must respond accordingly.

Good Things/Bad Things

Good and bad things happen alternately to the players, and they must respond accordingly by acting out the next scene. For example:

- We got on a roller coaster...
- And it flew off the tracks...
- And it flew away on magical wings...
- To the land of leaky toilets... etc.

Hesitation

Players establish a scene, and then periodically hesitate in the middle of a sentence. During the pause, the audience members shout out suggestions to fill in the blank. Players then continue the scene, trying to incorporate and justify the suggestion.

Catastrophe

Players begin to act out a scene based around a certain catastrophic event, such as a train wreck, hurricane or a dam breaking. The leader alternately calls out ‘silence’ and ‘sound.’ When ‘silence’ is called, the players act out the scene silently and then resume making appropriate noises when ‘sound’ is called.

What Could Possibly Go Wrong Now?

Players begin by building a scene. The leader freezes the action occasionally and asks the audience “What (else) could possibly go wrong now?” Whatever disaster the audience responds with, the players have to incorporate that into their scene.

Death in 30 Seconds

An actor gets a suggestion from the audience and then makes a scene using that suggestion that ends within 30 seconds with his/her death.

Countdown

A scene is played out in 1.5 minutes by two players. A second team replays the scene in 1 minute. A third team replays it in 45 seconds. And so on down to 5 seconds.



Object Freeze

Two players are handed an object. They do a short scene using the object as something it is not, but that its shape suggests. Another player freezes them and jumps in to use the object as something entirely new. And so on...

Alphabet Game

In this game, the actors must start each sentence of dialogue with a new letter from the alphabet. For example, the first sentence must start with A, the second sentence must start with B, and so on... The actors must build a scene within 26 starts. It is important that the actors really emphasize the word that starts with the letter, and activity in the scene is important as it allows it to progress independently of words.

Arms Expert

In this scene, actor A will talk and supply the body for the character while player B will supply the arms for the same character. Actor A stands with her arms at her side while player B pushes her arms through the armpits of actor A. It is ideal if the arm-supplying player can hide behind the talking player. The two go about the scene usually in the form of a question answer session with the audience. The talking player is left to justify the actions of the hands that he or she has no control over.

Fairy Tale in a Minute

Announce to the children that they will present a fairy tale to the audience — preferably one that is well known. Ask them to present this story in less than 1 minute. This is a high-energy scene where all the essential components of the fairy tale — environment, characters and story line — must be portrayed in less than 60 seconds. Movie in a minute is another variation. Check to be sure that most of the players know what the story is, and remember to get a recap. Acting out an historical event in 45 seconds is fun, too.

Remote Control

The children will carry out a scene just like any other. Tell the children that you (or a child you have chosen) will have a remote controller. The controller can be used to fast forward the scene, reverse the scene, slow down the scene, or even worse. Give the children as simple a story as possible to act out. Everyone must listen closely for the call to alter the tape. Fast forward/reverse is usually represented by frantic action that ends when the tape is returned to play. When the controller is on play again, the scene proceeds in the future, or repeats itself. The children should try to facilitate the request as best as possible. End the scene by pushing the eject button.

PLAYBACK: POINTS TO REINFORCE ►

- All improvisations contain the essential elements of character, environment and story line.
- Often improvisations add the element of audience participation.

CLOSING ► Choose from the suggestions on page 225 or develop one of your own.

ADDITIONAL ACTIVITIES ►

Present an improvisational performance for a group of younger children or another club. Include audience participation in the performance.

Go as a group to see a live improvisational performance.

Use the library or the Internet to find additional improvisational activities.



FAMILY TAKE-HOME PAGE

“Improvise This!” is a project on the Trail to Creativity that helps children gain self-confidence and exercise their imaginations while developing skills in improvisational theater.

As a result of the project:

- Children gain self-confidence and exercise their imaginations while developing skills in improvisational theater.
- Children work together in fun and imaginative ways without the use of scripts or props.
- The children develop their ability to quickly adapt to new improvisational situations.
- Children put together the skills they have practiced into an improvisational performance.

This project supports Camp Fire outcomes. We hope that your child:

- Knows his or her role within group situations.
- Acts with the knowledge of how his or her actions impact others.
- Participates effectively in individual, group and community activities.
- Uses critical thinking skills to solve problems.
- Follows verbal directions.

In addition, the project reinforces language arts. For more information about this standard, contact your child's group leader.

AT HOME ▶

- Play some family guessing games, such as charades, or some other type of game that requires acting out specific things for people to guess.
- Collect a variety of items that can be used to make up impromptu skits. Have a family improvisational night.
- Find and watch examples of improvisational acts on cable television networks specializing in comedy or theater.
- Attend a community event to watch a mime artist perform.
- Have a family silent meal. No talking, only gestures and actions to communicate.

**LEVEL ►** Fourth Grade

TRAIL TO CREATIVITY

PROJECT ► NOTE CARD HOLDER

PURPOSE ► Children create something that they can use at home.

MEETING PLANS ►

Sand and Assemble \$
Stain and Finish \$
Group Project

YOUTH OUTCOMES ►

Has confidence in one's ability to accomplish a goal (2.3).
Participates effectively in individual, group, and community activities (8.30).
Demonstrates artistic ability in the mediums of visual and/or performing arts (10.33).
Follows verbal directions (12.40).

EDUCATIONAL STANDARDS ►

Sand and Assemble	LW 1.1; M 4.3
Stain and Finish	LW 1.1; LW 1.2
Group Project	LA 8.9

REQUIREMENTS FOR EARNING A RECOGNITION ITEM ►

Each child receives a green bead for each meeting in which he or she participates and earns an emblem #B-54500 or a certificate for the completion of three meetings. For the third meeting, each child needs to bring some kind of building material from home. Using these materials, the group will work together to create something. These can be altered or substituted according to the needs, interests and ideas of the group.

TIPS FOR GROUP LEADERS ►

- The plans for this project look complicated, but making the note card holders is easier than it looks. Each holder has only three parts, which are easily assembled.
- Find a family with a power saw or go to a home supply and lumber store and ask them to cut the wood into the lengths you need.
- Children will begin to use tools. Use your judgment about the fine motor ability of the children in your group to decide how much of the work they can do and what they need help with. Let every child try to use the tools before offering assistance. Encourage them to keep trying if they struggle.
- Have extra volunteers on hand to help the children with sanding and using screwdrivers.
- Be alert to allergies children might have to sawdust, and provide nose/mouth masks if needed.

Distribute this project overview to each activity leader who will be involved in this project.

MEETING PLAN ► SAND AND ASSEMBLE**PROJECT ► NOTE CARD HOLDER****LEVEL ►** Fourth Grade**PURPOSE ►** Children practice three steps to a design project.**OPENING ►** Choose from the suggestions on page 225 or develop one of your own.**MATERIALS ►**

- Spring-type clothespins, one for each child plus a few extras
- Precut, pre-drilled pieces of wood (see project plan for quantity and size)
- Phillips wood flat head screws (#8 – $1\frac{1}{2}$ "), two for each child plus a few extras. Divide these evenly into four zipper plastic bags
- Sheets of sandpaper, #100 and #150, one sheet of each grade for each child
- Fine-tip permanent marker
- Newspaper to cover work surface
- Rag to clean up work area
- Masking tape
- Plastic grocery store bags
- Pencil
- Phillips screwdrivers, one for each group of four children
- 4 small bottles of Elmer's glue
- 4 rulers

PREPARATION ►

- Prepare a sample note card holder to show the children. Cut out the pieces of wood as indicated in project plans.
- Pre-drill two holes in the bottom of each base (part A).
- Pre-drill two pilot holes in bottom of each riser (part B).

BACKGROUND ►

Children love to make things they can use. A sense of accomplishment helps them begin to know what they are good at and what they like to do. There are three steps to any design project. Learn what the project is and what needs to be done. Seeing

a finished sample can help visualize the project. Plan the work before starting the project. This will prevent unnecessary mistakes. Execute the plan.

ACTIVITY ►

Tell the children they are going to make a note card holder that can be used in a variety of ways. Show them the sample. Explain that any woodworking project has three steps (see above). They will be making a card holder to use at home. Ask them what things they might do with it (use it as a recipe holder, note reminder, photo clip, etc.). Show them how it goes together. Explain that the holder is secured with a screw. Today the children will measure and sand the wood, attach the two pieces of wood together and attach the clothespin to the base.

Project Steps

Using the sample, demonstrate how the pieces will be assembled.

Divide the children into groups of four. Give each group a screwdriver and eight screws in a zipper bag. Ask the groups to cover their workspaces with newspaper. Using the ruler, measure each piece of wood and have the children write down the size of the base and the length of the riser. Hand out sandpaper to each group. Have them sand their pieces, using #100 rough sandpaper first to take out the roughest areas and to round sharp edges and corners. Then have them use #150 sandpaper to smooth edges and surfaces for a smooth finish.



Have the children sand the following surfaces until smooth and edges and corners are slightly rounded: the top and edges of the base (part A); the top and edges of the riser (part B); and the rough edges and surfaces of the clothespin. Have each child write his or her name on the bottom of the base with permanent marker.

To assemble, put three small drops of glue on the bottom of the riser (part B). Line up the pilot holes (bottom of part B) with the pre-drilled holes in the base (part A). While the glue is still wet, insert the screws up through the base and tighten them to fasten the base (part A) to the riser (part B). Put a small bead of glue on the slanted top of the riser (part B), and align the clothespin (part C) with its "jaws" at the top of riser (riser B).

Use one or two strips of masking tape to hold the clothespin in place while the glue dries overnight. Use a wet cloth to wipe any "glue leaks" off the finished surface right away.

Talk about the process and the steps involved in designing the project. Ask the children how the demonstration on assembling the note card holder helped them.

PLAYBACK: POINTS TO REINFORCE ►

- What are some other ways to learn how to do something, if you are not given a demonstration?

CLOSING ► Choose from the suggestions on page 225 or develop one of your own.

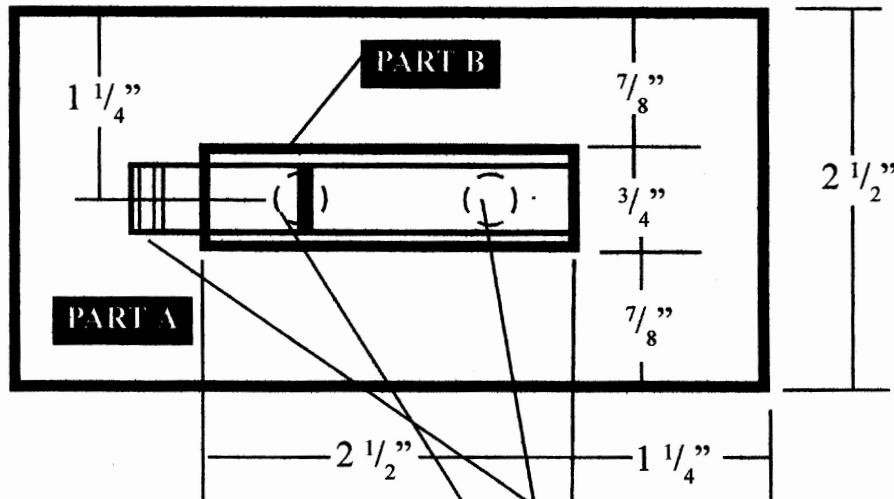


Note Card Holder

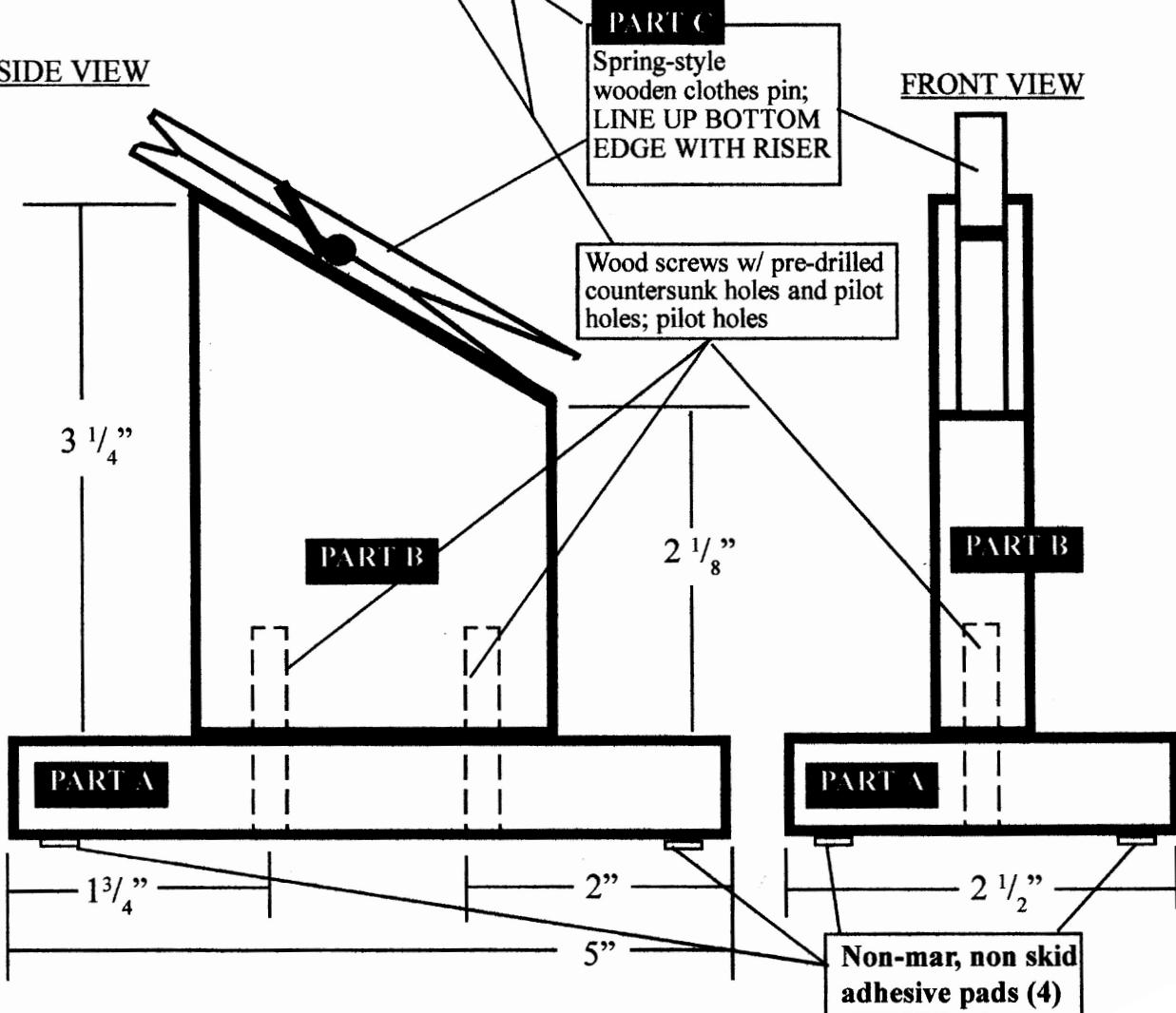
Cut PARTS A and B ($2\frac{1}{2}$ " WIDE x lengths) out of $\frac{3}{4}$ " white pine, red wood, mahogany or other solid, soft wood to make for easy sanding. **DO NOT USE PLYWOOD.**

Allow for a total of 9" per child. Parts will cut nicely out of 6" wide stock ripped into two pieces $2\frac{1}{2}$ " wide. Make several extra pieces for mistakes that may happen. Avoid knots in pieces.

TOP VIEW



SIDE VIEW



**MEETING PLAN ► STAIN AND FINISH****PROJECT ► NOTE CARD HOLDER****LEVEL ► Fourth Grade**

PURPOSE ► Children complete the design process.

OPENING ► Choose from the suggestions on page 225 or develop one of your own.

MATERIALS ►

- Plastic or felt protectors (buy at a hardware or home supply store)
- Clear varnish
- Polyurethane or decoupage varnish
- 1-inch paint brushes, one for every four children (see varnish product for brush type)
- Paint thinner (see varnish product for thinner/cleaner instructions)•
- Newspaper to spread out for work area and drying
- Wood stain and applicator rags (optional)
- Brightly-colored card stock paper in four colors
- Scissors, one for each child
- Pencils, one per child
- Rulers, or some kind of straight edge guide, one for each child
- Squares of waxed paper, one for each child.
- Big metal or plastic bowl
- Camera with flash
- Tacky cloth (to wipe off sawdust)
- Jar of furniture paste wax
- #150 sandpaper, once piece per four children
- Steel wool pads (000 gauge), one per child

PREPARATION ►

Organize all materials and supplies carefully so the meeting will go smoothly. Use boxes or plastic tubs to transport supplies to the meeting place.

ACTIVITY ►

Distribute the note card holders to the children. Have a few extra for children who might not have attended the last meeting. Have them spread out newspaper to make a work area.

Divide the children into four groups.

Explain that each group is going to do two things. They will take turns finishing the note card holders and will make note cards. Give each group their holders, sandpaper, steel wool, varnish and four pieces of card stock paper, one of each color. To finish the note card holders, have the children first lightly sand them with pieces of #150 sandpaper to smooth exposed surfaces and edges. Wipe them off with "tacky cloth" to remove any sanding dust. Be careful to keep the finish and wax out of the clothespin springs. Have the children apply one coat of clear finish, following the instructions on the product label, then lightly sand with fine steel wool. If they do not want to add a second coat, have them apply the wax with cloths and allow the wax to dry. Then have the children polish their holders with dry cloths.

While one person is varnishing, the others can be making note cards. Have each child select one piece of card stock paper. Tell the children they will be making note cards and can decide what shapes they would like to make. Show them a few samples. Squares and rectangles are the easiest. Cutting a square in half from corner to corner can make triangles. Have the children use straight edges and pencils to mark the edges of the note cards. They can be any size but need to be big enough to write a note on. Ask the children to cut out their cards and put them into a big bowl.

If you have a camera, have each group choose a photographer to take a few pictures of the group working on their note card holders. These pictures will be a reminder of the fun they had making them.

After all the children have finished making note cards and varnishing their holders, divide the cards in the bowl evenly into four groups. Give each group one portion of the cards, and have them divide the cards up among the group members. Encourage them to take turns selecting ones that they like.

After the varnish has dried to the touch, have the children put plastic protectors on the bottoms of their note card holders to prevent them from scratching furniture. Remind the children to handle the card holders gently when they take them home because the varnish isn't completely dry.

Talk with the children about various uses for the note card holders. (Suggestions might include holding recipes, notes to family members or photos.)

PLAYBACK: POINTS TO REINFORCE ▶

- Talk about what the children learned after completing this project.
- What would have happened if one of the steps in the process were left out?

CLOSING ▶ Choose from the suggestions on page 225 or develop one of your own.

**MEETING PLAN ► GROUP PROJECT****PROJECT ► NOTE CARD HOLDER****LEVEL ►** Fourth Grade**PURPOSE ►** Children create a group project.**OPENING ►** Choose from the suggestions on page 225 or develop one of your own.**MATERIALS ►**

- Building materials children bring from home
- Extra pieces of wood, nails and tools
- White glue, Recycle materials
- Paper and pencils for each child

ACTIVITY ►

Invite each child to put building supplies and materials in a designated space. They will all be combined together. Divide the children up into teams of four. Show the group the range of materials they will choose from to create a group project. Give each group paper and pencil, and ask them to think about what they might want to create with the available materials. After they have an idea, have them prepare a list of the materials they need. Look at the list and give each team their materials, allowing each group to get some of each available material. Let the groups create their group project with the materials. After 30 minutes, have each group display their creation and talk about how the team worked together. Save the creations to display at a family meeting.

PLAYBACK: POINTS TO REINFORCE ►

- In what ways is working in a group different than working alone?
- What would happen if the group didn't take the time to plan and think things through ahead of time? (It would be difficult to have agreement about what to do)
- Does working in a group take more or less time?

CLOSING ► Choose from the suggestions on page 225 or develop one of your own.**ADDITIONAL ACTIVITY ►**

Visit an art gallery that has an exhibit of artist sculptures.



FAMILY TAKE-HOME PAGE

"Note Card Holder" is a project on the Trail to Creativity that provides the opportunity for children to create something that they can use at home.

As a result of the project:

- Children create something that they can use at home
- Children practice three steps to a design project.
- Children complete the design process.

This project supports Camp Fire outcomes. We hope that your child:

- Has confidence in his or her ability to accomplish a goal.
- Participates effectively in individual, group and community activities.
- Demonstrates artistic ability in the media of visual and/or performing arts.
- Follows verbal directions.

In addition, the project reinforces life work and math educational standards. For more information about these standards, contact your child's group leader.

AT HOME ►

- Plan and design a family project that involves making something that can be used by another person. It could be a simple project, such as making a picture frame out of wood. If you have the tools available, the project might involve building a wooden birdhouse or even a new house for the dog.
- Help your child design a craft project that involves several steps. Make a drawing of the project including the various steps to complete it. Together create a list of supplies and take a trip to the nearest craft store to purchase them. There are many recyclable items in your home that also can be used to make craft projects.
- Let your child help you repair a piece of furniture, a small appliance or something else that is broken at home. Use tools that the child is familiar with, or introduce new ones.



LEVEL ▶ Fourth Grade

TRAIL TO CREATIVITY

PROJECT ▶ OUT OF THE ORDINARY

PURPOSE ▶ children learn to become receptive to new ideas through the use of art.

MEETING PLANS ▶

Real Dragons

“Real-Life” Heroes

Walk A Mile

YOUTH OUTCOMES ▶

Appreciates the value of self and others (2.5).
Recognizes and respects values of others (3.10).
Demonstrates artistic ability in the mediums of visual and/or performing arts (10.33).

EDUCATIONAL STANDARDS ▶

Real Dragons	M 4.3; LA 8.12; B 1.6
“Real-Life” Heroes	B 1.5
Walk A Mile	LA 8.12; B 1.1

REQUIREMENTS FOR EARNING ▶ A RECOGNITION ITEM

Each child receives a green bead for each meeting in which he or she participates and earns an emblem #B-54500 or a certificate for the completion of three meetings. These can be altered or substituted according to the needs, interests and ideas of the group.

TIPS FOR GROUP LEADERS ▶

- Make one batch of the salt dough before the meeting.
- Have group members measure out the ingredients and make the other batches of clay at the meeting.

Distribute this project overview to each activity leader who will be involved in this project.

MEETING PLAN ► REAL DRAGONS**PROJECT ► OUT OF THE ORDINARY****LEVEL ► Fourth Grade**

PURPOSE ► Children learn about the traditions of dragons and make their own dragons.

OPENING ► Choose from the suggestions on page 225 or develop one of your own.

MATERIALS ►

- 2 cups flour
- 1 cups salt
- 2 tablespoons vegetable oil
- $\frac{3}{4}$ –1 cup water
- Measuring spoons and cups
- Waxed paper
- Pieces of 8" x 11" cardboard
(one for each group member)
- Various beads and sequins for decorating

BACKGROUND ►

Talk about dragons with children.

- Are dragons real?
- Why or why not?
- What are the characteristics of dragons?

Explain the two traditions of dragons. The eastern tradition, such as in China, sees the dragon as fierce and powerful, but also helpful. The western, or European, tradition views the dragon as fierce, mean and destructive. The western dragon is never helpful and must always be fought and destroyed.

ACTIVITY ►

Read the following legend to the children:

There is an ancient Chinese legend about a cloud dragon. Once a city was about to be attacked by its enemy. The people all appealed to the cloud dragon to save them. A small, old, bald man appeared at the city's gates and told the kind, young, poor gatekeeper that he was the great cloud dragon and that he would save the city.

The gatekeeper took him to the rulers of the city. The man told them that he was there to save the city and kindly asked if he could have some food and drink. The rulers of the city all thought that they knew how a real dragon looked, though none of them had ever actually seen one. They turned the old man away very rudely without food or drink.

The kind gatekeeper offered the old man what little he had. After the man had eaten dinner, he told the young gatekeeper that though he did not think much of the rulers of the city, and since the young man had been kind, he would save the city. He blew up a fierce storm and blew all the enemies away just as they were reaching the city to attack. Then, he rose up into the clouds and became a huge, magnificent, shining rainbow-colored dragon.

The young gatekeeper quickly ran to tell the rulers what had happened. They proclaimed the boy a hero. They also agreed that they now knew what a real dragon looked like. It looked like a short, old, bald man!

Ask the children what they thought of the story.

Use the following questions:

- Did the rulers learn anything about dragons?
- Can you tell what someone is like on the inside by the way they look on the outside?
Why or why not?
- Discuss the saying: "You cannot tell a book by its cover."
- Is it fair to judge someone by the color of his or her skin, or the fact that the individual has to use a wheelchair? Why?
- Why do people sometimes judge others who are different?

Tell the children that they will make their own imaginary dragons to remind them to be kind and to not judge others by the way they look on the outside.

**Salt Dough Recipe**

Mix 2 cups of flour with 1 cup of salt.

Add 2 tablespoons of vegetable oil and approximately $\frac{3}{4}$ to 1 cup of water. Mix in a bowl. Turn out onto wax paper and knead until it becomes clay-like and not too sticky. (Too much water will make the dough sticky.) Mix enough homemade salt dough clay so there is $\frac{1}{2}$ cup for each group member.

Divide the children into groups of four or five. Explain the salt dough clay recipe. Help each group make the dough. Have each person work on a sheet of waxed paper taped to a piece of 8" x 11" cardboard. Once they have designed and created their dragons, they may decorate them with the various beads and sequins. Have the children share their dragons with each other.

PLAYBACK: POINTS TO REINFORCE ▶

- What was the moral of the Ancient Chinese legend of the Cloud Dragon?
- What are some ways to learn about a person and what they are really like?

CLOSING ▶ Choose from the suggestions on page 225 or develop one of your own.

ADDITIONAL ACTIVITIES ▶

Make fancy dragon masks out of large paper grocery sacks.

Write a play about the Chinese legend of the cloud dragon that saved a city. Put on the play for the parents. Celebrate with Chinese food. Display all the group's clay dragons.

Make dragon kites.

MEETING PLAN ► “REAL-LIFE” HEROES**PROJECT ► OUT OF THE ORDINARY****LEVEL ► Fourth Grade**

PURPOSE ► Children learn to recognize positive values in other people.

OPENING ► Choose from the suggestions on page 225 or develop one of your own.

MATERIALS ►

- Construction paper
- Scissors
- Glue
- Markers
- Pencils
- Tape
- Chart paper

PREPARATION ►

For refreshments, set up a make-your-own hero sandwich buffet. Have bread, rolls, meats, cheeses, tomato, lettuce, peanut butter, jelly and condiments.

ACTIVITY ►

Discuss heroes by asking the following questions:

- Who are heroes?
- What makes someone a hero?
- Does a hero have to be someone famous who saves another person's life?
- Are all sports stars also heroes?
- What is a super-hero?
- Why do we enjoy them?
- Does anyone know someone who is a real-life hero?

A hero is someone who is a role model, who is courageous, admired for fine characteristics or achievements, someone to look up to.

Brainstorm the qualities or characteristics of a real-life hero. Write them on the chart paper, and put it up on the wall. Ask the children if they can think of some people they know, maybe even see every day, who have some of the qualities of a hero?

Make a hero sandwich poster. Using construction paper, cut out a giant hero sandwich. Cut out different layers of sandwich ingredients and glue them onto poster board. Write on the layers, or list beside the sandwich, the characteristics of "ingredients" of a "real-life" hero. If the children would like, they also may list the names of some heroes, whom they know and admire, beside the list of characteristics.

Have the children make and decorate cards to send to the "real-life" heroes they know and admire. Have them tell their heroes what they admire about them and why.

PLAYBACK: POINTS TO REINFORCE ►

- Allow the children to share with each other who they consider their real-life heroes. Why do they admire them and look up to them?

CLOSING ► Choose from the suggestions on page 225 or develop one of your own.

ADDITIONAL ACTIVITY ►

Ask a teacher, coach, parent or other adult who is admired by the children to come to a group meeting. Have a special party for that person and celebrate him or her as a hero.

**MEETING PLAN ► WALK A MILE****PROJECT ► OUT OF THE ORDINARY****LEVEL ► Fourth Grade**

PURPOSE ► Children recognize their own values and respect the values and feelings of others.

OPENING ► Choose from the suggestions on page 225 or develop one of your own.

MATERIALS ►

- A long roll of white shelf tape
- Tempera paints, different colors
- Paint brushes
- Aaluminum pie pans
- Paint smocks
- Newspapers
- Paper towels
- Buckets of water
- Markers
- White drawing paper
- Pencils or colored pencils

PREPARATION ►

Inform families ahead of time that you will be painting and getting messy during this meeting and that the children will be putting their bare feet into the paint. Place the paint in pie pans.

ACTIVITIES ►

Have the children take off their shoes and make a pencil sketch of them. They can arrange the two shoes however they'd like, but they should sketch both of them. They can pile them, overlap them, stack them, put the shoe laces in or out, tied or untied. The drawings should include a lot of detail. Color the sketches with colored pencils.

As the children are working on their sketches, have a long sheet of white paper set up along the side of the room. Call several children over to the mural at a time. Have the children dip their bare feet into the paint color they choose to make both their left and right footprints on the mural. Have buckets of

water and paper towels nearby to wash their feet when they finish. Include the adults, too.

Once the mural of footprints is completed and the shoe sketches are basically done, ask the children some of the following questions:

- Are any of our footprints exactly the same?
- Did we draw any of our shoes exactly alike?
- Briefly share everyone's shoe sketch. Has anyone ever heard the expression, "Don't judge someone until you have walked a mile in his shoes"?
- What do you think it means?
- Is it easy to judge someone too quickly?
- What does it mean to "jump to conclusions"?

Share with the children this tale of the seven blind men and the animal:

One day, seven blind men were walking down the road and came upon a large animal. They were not sure what animal it was and so, being blind, they used their sense of touch to try and solve the puzzle.

The first blind man felt the animal and announced that it was long and skinny like a snake. The second blind man felt the animal. He announced that the animal was thick and round much like a tree trunk. The third blind man announced that it was large and wide, much like a wall. The fourth blind man announced that the animal was long and flexible, much like a garden hose. The fifth blind man announced that it was thin and rounded much like the large leaves of a vine or plant. The sixth blind man announced that it was wiry, much like a scrub brush. The seventh blind man announced that it was very smooth and cool, much like a marble statue.

Each blind man described one part of the entire animal. All were right, and yet, none were right. Can you guess the animal? Here is a clue: The blind men were describing, in order, the animal's tail, leg, side, trunk, ear, tip of the tail, and tusk. The animal in the road was an elephant!

To really understand a person, to get the “whole picture,” you can’t jump to conclusions.

Discuss the words compassion and empathy. Each of us is different and leads a different life. We all have things with which we have to cope. Most of the time we don’t know all the things other people have to deal with. Though we can never actually walk a mile in other people’s shoes, we can listen to them, get to know them, and try to understand what they are coping with in their lives.

Write the saying: “Don’t judge others until you have walked a mile in their shoes” on your mural. Decide where you would like to put it. Maybe you would like to donate it to a library, agency or other place that would appreciate your work. Form a committee to call and ask about donating your mural. Report back at the next group meeting.

PLAYBACK: POINTS TO REINFORCE ►

- What did you learn from the story that was read today?
- What happens when you judge a person too quickly?

CLOSING ► Choose from the suggestions on page 225 or develop one of your own.

ADDITIONAL ACTIVITY ►

Have a recent immigrant come and talk to your group about his or her life and experiences in a different country.



FAMILY TAKE-HOME PAGE

"Out of the Ordinary" is a project on the Trail to Creativity that helps children recognize their own personal values and the values of others through stories and art.

As a result of the project:

- Children learn to become receptive to new ideas through the use of art.
- Children learn about the traditions of dragons and make their own dragons.
- Children learn to recognize positive values in other people.
- Children recognize their own values and respect the values and feelings of others.

This project supports Camp Fire outcomes. We hope that your child:

- Appreciates the value of self and others.
- Recognizes and respects values of others.
- Demonstrates artistic ability in the media of visual and/or performing arts.

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

AT HOME ▶

- Help your child write a letter to someone he or she admires or considers a hero. Tell that person why he or she is considered a hero.
- Have the family write a caring letter or send a card to another family member or friend that might be experiencing a difficult time to let that person know that they have friends who are thinking about them.
- Invite a family member or friend that lived in another country to talk to your child about his or her life and experiences while living there.



LEVEL ► Fourth Grade

TRAIL TO THE ENVIRONMENT

PROJECT ► NATURE: NEAR AND FAR

PURPOSE ► Children increase their appreciation of the natural world.

MEETING PLANS ►

Who Am I? — Animal Riddles \$
Blow Your Stack! \$
Window Garden \$

YOUTH OUTCOMES ►

Believes that an individual has the power to change something (2.4).
Acts with the knowledge of how one's actions impact others (7.26).
Uses critical thinking skills to solve problems (10.34).
Respectfully explores the environment to develop a sense of appreciation of the natural world (11.35).
Learns about and uses natural resources wisely (11.36).

EDUCATIONAL STANDARDS ►

Who Am I? — Animal Riddles	LA 7.1; S 5.2
Blow Your Stack!	S 2.1
Window Garden	S 6.3

REQUIREMENTS FOR EARNING A RECOGNITION ITEM ►

Each child receives a brown bead for each meeting in which he or she participates and earns an emblem #B-54600 or a certificate for the completion of three meetings. These can be altered or substituted according to the needs, interests and ideas of the group.

TIPS FOR GROUP LEADERS ►

- Several of these environmental activities include outdoor walks around the neighborhood or to a nearby playground or park. When you leave your

meeting place, take with you permission slips (remember to have permission slips signed by parents or guardians before you leave the meeting place. If you are at a child care center, also notify the center of your plans), a mobile phone, a portable first aid kit and additional adults.

- Know in advance where the nearest available restrooms are located. As with any field trip, at least two adults are necessary. Find out about any allergies or health restrictions of children and adults.
- Travel the planned route ahead of time. Remember to check for sidewalks, crosswalks, and any potential hazards along the route or at your final destination.
- Good resources for this project include parks and recreation staff, naturalists, veterinarians, environmental engineers, urban planners, landscape architects, zoo staff, nature center staff, animal control officers, conservation specialists, county extension agents, lawn and garden experts, greenhouse owners, landscape experts, camp or environmental education center staff and local conservation, bird-watching or hiking group members.
- Good places to go for a field trip include water treatment plant, nature center, veterinary clinic, zoo, animal shelter, conservation department, greenhouse, gem and mineral show, Earth Day celebration or community environmental project.
- Think about your own attitudes toward the environment. How does this quote express the author's respect for nature?

"When we try to pick out anything by itself, we find it hitched to everything else in the Universe." — John Muir

Distribute this project overview to each activity leader who will be involved in this project.

MEETING PLAN ► WHO AM I? — ANIMAL RIDDLES
PROJECT ► NATURE: NEAR AND FAR
LEVEL ► Fourth Grade

PURPOSE ► Children gain respect for the interdependence of all living things and discover ways in which animals are alike and different.

OPENING ► Choose from the suggestions on page 225 or develop one of your own.

MATERIALS ►

- Notebook paper
- Pencils
- One-pound box of dry plaster mix
- Water
- Disposable plastic bowl
- Disposable stir stick
- Wax paper
- Several large cookie sheets
- 1 box of large paperclips
- Yarn
- 6 large sheets of paper
- Markers
- Masking tape
- Thin markers

PREPARATION ►

Check out some resource books from the library about different types of animals. Include books on mammals, reptiles, amphibians, insects, fish, invertebrates and birds. Bring the books to this meeting. You also can find good information on the Internet. Search under key words science education, biology, or any of the individual items like mammals, etc.

Prior to the meeting:

Mix the plaster and make the plaster cookies (2 to 3 per child), with a hole in the top of each cookie. These are for the scrimshaw nature carvings. In a plastic, disposable bowl, mix up a batch of plaster using water and a disposable stir

stick. The consistency should be that of thick pudding. Drop quickly on a cookie sheet, covered with wax paper, in round cookie shapes (approximately 3 inches in diameter) before the plaster dries. When the plaster is about half-way hardened, take a pencil or straightened paperclip and put a small round hole at the top of each cookie, going clear through to the wax paper. The holes will enable the children to wear their carvings like necklaces. If you forget to poke the holes before the plaster dries, the carvings can still be made successfully. Make enough plaster "cookies" so that each person can have two or three to carve. You can make them up to a week before the meeting, but they MUST be made at least two hours ahead of the meeting time.

ACTIVITIES ►
Alike and Different

Divide the children into six groups: mammals, reptiles and amphibians, insects, fish, invertebrates, and birds. Give each group a large sheet of paper and a marker, and have each group write the name of its group of animals at the top of the paper. Using their own knowledge and the resource books provided, tell the children to write as much about the characteristics of those types of animals as they can. Once they have included all the main characteristics of the animals, have them start writing the names of as many animals in that family as they can. After about 15 minutes of research and writing, invite each group to share its findings with the rest of the group in a brief oral presentation. Tape each paper up in your meeting room. Note how the animal groups have some characteristics that are alike and some that are different.

Animal Riddles

Pass out a piece of notebook paper and a pencil to each child. Tell the children to individually think of three different animals and to write five clues about each animal. Clues should start with general facts about the animals and continue to get more and more specific, without giving away the answers. Then the children can pair up and try



to guess each other's animal riddles. After about 15 minutes of riddles, tell the children they will create animal nature carvings.

Animal Scrimshaw Carvings

Some Native American tribes of the northwest United States, Canada and Alaska did beautiful picture carvings of animals on bone and ivory. Since carving on ivory is no longer allowed, due to the endangered species that need their ivory to survive, tell children they will be making their animal carvings right into the surfaces of a plaster "cookies" with straightened paperclips. Once a carving is complete, the child can go over or shade in the carving with thin markers, if desired. Invite the children to look at the animal books to help them choose the animals they want to carve. Suggest that they make pencil sketches before carving right into the plaster.

Hint: Carvings with a lot of detail in the fur or feathers look really good as scrimshaw carvings. The plaster can chip or break if dropped, so remind the children to handle the carvings carefully. If they do not finish their carvings by the end of the meeting, they can take them home to complete. Dispose of any excess plaster pieces in the trash can, because they can clog drains.

After the children clean up, have them share a few of their animal riddles for the others to try to guess. The children can also share their scrimshaw animal carvings with the group.

PLAYBACK: POINTS TO REINFORCE ▶

- Review the characteristics of some of the animals the group discussed.
- Ask the children to name other ways to make carvings of animals.

CLOSING ▶ Choose from the suggestions on page 225 or develop one of your own.

ADDITIONAL ACTIVITIES ▶

Read some Native American legends of the Northwestern Indian tribes. Write one of the legends into a play. Have the children make costumes and scenery and perform the play for the parents.

Have a Potlatch ceremony for the parents and families of the children. At a Potlatch, it was the custom to give many presents to the guests. The children could give away their scrimshaw carvings, bead animals, or beaded jewelry, etc.

Take a field trip to a zoo.

The children could sketch the animals in their native habitats. Combine the sketches into a book of animal drawings. Include facts learned about each of the animals and the group or family to which each animal belongs: mammals, reptiles and amphibians, fish, invertebrates, insects and birds. Donate the book to a younger Camp Fire group, children's hospital or school library.

**MEETING PLAN ► BLOW YOUR STACK!
— MAKE YOUR OWN VOLCANO**

PROJECT ► NATURE: NEAR AND FAR

LEVEL ► Fourth Grade

PURPOSE ► Children gain an appreciation of the natural world, learning about different layers of the earth and how volcanoes form.

OPENING ► Choose from the suggestions on page 225 or develop one of your own.

MATERIALS ►

- Different colors of Play dough (Each child should have at least three colors for a total amount of approximately 1 cup.)
- 1 Box of baking soda
- 1 Bottle of vinegar (any type)
- Plastic spoons, 1 per child
- Plastic bags to cover each work surface and to transport the volcanoes home
- Malted milk balls (four for each child)
- Smooth peanut butter (one small jar)
- Chocolate cookies (four for each child)
- A small zipper-lock bag for each child
- A small rock.

PREPARATION ►

Make the whole earth snacks first and eat them. Children need to wash their spoon before continuing with the volcano activity. The exploding of the volcanoes is messy. If possible, do this activity outside on a parking lot or driveway.

ACTIVITIES ►

Whole Earth Snacks

According to scientists, the earth has four layers: the inner core, the outer core, the mantle and the crust. Tell the children that the snacks they are going to make will represent the whole earth.

Give each child one malted milk ball, a spoonful of peanut butter, a cookie and a zipper bag. Ask them to wait for instructions before they do anything with these delicious ingredients.

Tell them that the malted milk ball represents the earth. The inside represents the earth's inner core and the chocolate coating is the earth's outer core. Tell the children to cover the inner and outer cores with a generous spoonful of smooth peanut butter. (If you have a child who is allergic to peanuts, substitute marshmallow creme.) The peanut butter stands for the mantle layer of the earth. It is the largest layer and it is molten (liquid) rock. Have each child put a chocolate cookie and into the bag and zip the bag. Have them smash their cookies to crumbs with their hands. These cookie crumbs represent the crust or outer layer of the earth. Invite the children to roll their peanut butter balls into the chocolate cookie crumbs in the bags. Now they can "eat the earth." Have enough supplies for every child to make several snacks. Have the children wash their spoons.

Blow Your Stack Volcanoes

A cone volcano is a mountain that has been formed by layers of ash and lava deposited over time around a central vent. The mantle of the earth becomes magma, or liquid volcanic rock, as it travels up this vent and explodes, or flows out of the volcanic mountain.



Tell the children to each take one color of clay and make a rod or pencil shape for the middle vent of their cone volcanoes. Then have them take the other two colors of clay and make flat layers of ash and lava to fit up around the center vents. When the cone volcanoes have been completed, have the children use their thumbs to put craters or indents into the tops of their mountains. Most cone volcanoes blow their stacks, leaving depressions, or dents, in the tops of the volcanic mountains.

Have the children make sure their volcanoes are sitting on plastic bags. Instruct them to take plastic spoons and fill the craters at the tops of their cone volcanoes with baking soda. Then have them begin to add spoonfuls of vinegar. What happens? The chemical reaction between the baking soda and vinegar represents the liquid rock or magma flowing out of a cone volcano.

PLAYBACK: POINTS TO REINFORCE ►

- What are the four layers of the earth?
- How is a cone volcano formed?
- What happens to the earth when a volcano begins forming?

CLOSING ►

Choose from the suggestions on page 225 or develop one of your own.

ADDITIONAL ACTIVITY ►

Find out more about volcanoes, heat vents or earthquakes at the library or on the Internet. Make a poster of all the different kinds of volcanoes, or where all the volcanoes in the United States are located.

MEETING PLAN ► WINDOW GARDEN**PROJECT ► NATURE: NEAR & FAR****LEVEL ► Fourth Grade**

PURPOSE ► Children explore the urban natural environment to gain an appreciation for nature.

OPENING ► Choose from the suggestions on page 225 or develop one of your own.

MATERIALS ►

- Yogurt in individual serving cups (8 oz.), one per child
- Several skeins of multi-colored yarn,
- 1 bag of potting soil
- Small Styrofoam cups (one per person)
- Several seed packets of vegetables
- Water
- Scissors
- A tree identification book, if available
- Permanent marker

PREPARATION ►

Make one planter ahead of time as an example. If you do this activity in the fall or spring after certain trees have dropped their seeds, you can collect and plant these seeds. If that is not possible, just enjoy the nature hike and come back to plant vegetable seeds in the planter.

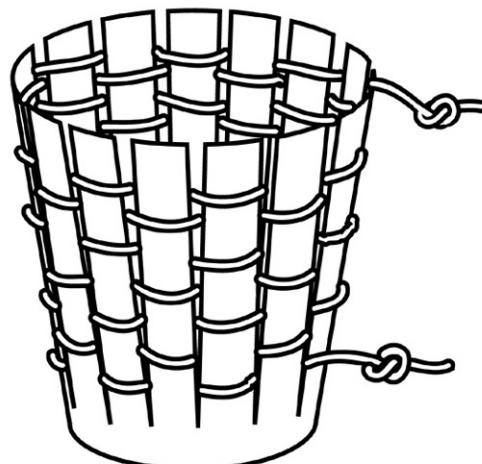
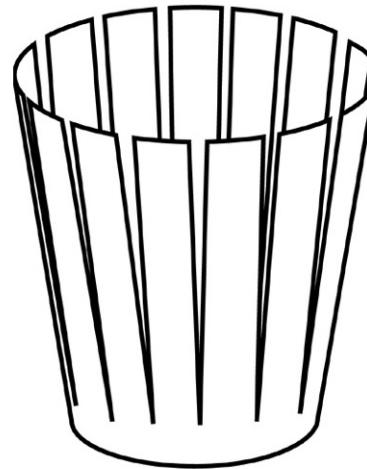
ACTIVITIES ►**Nature Hike**

Take a short nature hike. Count the different kinds of trees that you see. Look for any trees that have dropped their seeds. If you find any, gather some seeds to take back and plant. If you have a tree identification guide, try to identify the trees that you see.

Window Garden Planter

Serve each child a small container of yogurt as a snack. Invite the children to wash and dry the yogurt cups and write their names in permanent marker on the bottoms of the cups. Have each

child cut his or her yogurt cup into five or seven strips. (Some children will need adult help with cutting to get the right number of strips.) Start at the top of the cup and cut straight down the side of the cup to the bottom. Make each section as even as possible, making each cut approximately $\frac{1}{2}$ " apart. You need to have an odd number of cuts. Each child needs approximately 18–24 feet of the yarn. Have each child knot one end of the yarn and hold it at the bottom of one of the slits with one hand. Then instruct the children to weave the yarn in and out around each of the slits in the cup. After weaving around one time, they can let go of the knots. Warn them to not pull the yarn too tightly, or the cups will cave in. The multicolored yarn will make interesting patterns on the cups. Have the children wrap the yarn around one of the sections when they reach the tops of their cups.





Have each child take a Styrofoam cup and poke a small hole in the bottom of the cup for drainage, then fill the cup three-fourths full of potting soil. Each child will plant three seeds in his or her cup. Holding the cup with the seeds over a container, tell the children to add just enough water to soak the soil well. Any excess water will drain out of the hole. Finally, have the children place their cups with the seeds into their woven planters. Place the planters in a sunny window and water regularly. When the plants get too big, replant them in larger pots or outside, if it is the correct season for planting.

PLAYBACK: POINTS TO REINFORCE ►

- As the children are weaving the planters, discuss how seeds get planted in nature.
- What do plants and trees need to grow? (Usually water, soil and sunshine.)
- Is a tree a plant? (Yes.)
- What do plants give off into the air that humans and animals need to breathe? (Oxygen.)
- What do humans and animals give off into the air than plants need? (Carbon dioxide.)
- Ask the children which windows they will choose for their plants. Why?
- Which windows might be the best for growing plants? (Different plants have different needs for light. Usually a south window is best.)

CLOSING ► Choose from the suggestions on page 225 or develop one of your own.

ADDITIONAL ACTIVITIES ►**Take a field trip to a greenhouse.**

Take a tour with one of the gardeners.

- How do greenhouses work?
- What is grown there?
- Do all places in the United States need greenhouses?
- Why or why not?

Have a horticulture therapist come to a group meeting.

Talk about the job they do and how plants are used to help people.

Research the plants grown by the Native Americans when the European explorers arrived in North America, Central America and South America.

- Why did the explorers take the plants back to Europe?
- What foods do we have today because of the Native American farmers?



FAMILY TAKE-HOME PAGE

"Nature: Near & Far" is a project on the Trail to the Environment that helps children to increase their appreciation of the natural world.

As a result of the project:

- Children increase their appreciation of the natural world around them and learn how to wisely use natural resources.
- Children gain respect for the interdependence of all living things and discover ways in which animals are alike and different.
- Children gain an appreciation of the natural world, learning about different layers of the earth and how volcanoes form.
- Children explore the urban natural environment to gain an appreciation for nature.

This project supports Camp Fire outcomes. We hope that your child:

- Believes that an individual has the power to change something.
- Acts with the knowledge of how his or her actions impact others.
- Uses critical thinking skills to solve problems.
- Respectfully explores the environment to develop a sense of appreciation of the natural world.
- Learns about and uses natural resources wisely.

In addition, the project reinforces language arts and science educational standards. For more information about these standards, contact your child's group leader.

AT HOME ▶

Plan a time to help your child learn about an animal that lives in your area of the United States. Use books, magazines or the Internet to compile the information. Have your child share the information with other family members and friends.

Plan a family visit to a museum, nature center or greenhouse to learn about nature.

Take a trip to a zoo or park. Have your child sketch the animals in their native habitats. Make a book of the animal drawings to share with younger children in the family or with children of friends.

Plant flowers in your yard or create a family garden. If you don't have a yard, find out if there is a community garden in your neighborhood.

Grow plants indoors from a variety of seeds or use pits of oranges, lemons or other citrus fruits. Help your child learn about the state flower.

Go to the library or use the Internet or books to locate information about it. Try to find the actual flower outdoors.



LEVEL ► Fourth Grade

TRAIL TO THE ENVIRONMENT

PROJECT ► GEMS AND ROCKS

PURPOSE ► Children learn about and identify rocks and minerals found in their area.

MEETING PLANS ►

Rocks, Rocks Everywhere \$

Birthstones — Everyone Has One!

Rock Around the Clock

YOUTH OUTCOMES ►

Participates effectively in individual, group, and community activities (8.30).

Families spend time together on activities of mutual interest (9.32).

Respectfully explores the environment to develop a sense of appreciation of the natural world (11.35).

Follows verbal directions (12.40).

EDUCATIONAL STANDARDS ►

Rocks, Rocks

Everywhere S 2.3; S 11.2; S 12.3

Birthstones — Everyone

Has One! S 2.3; S 11.2; S 12.3

Rock Around the Clock S 12.4

REQUIREMENTS FOR EARNING ► A RECOGNITION ITEM

Each child receives a brown bead for each meeting in which he or she participates and earns an emblem #B-54600 or a certificate for the completion of three meetings. These can be altered or substituted according to the needs, interests and ideas of the group.

TIPS FOR GROUP LEADERS ►

- Invite a geologist from a local community college or college, or visit a jeweler's shop.
- Check out books from the library about rocks and minerals.
- A stove for boiling water is required to make edible crystals. Adults should do this step of the activity to avoid the possibility of accidents or injuries.

Distribute this project overview to each activity leader who will be involved in this project.

MEETING PLAN ► ROCKS, ROCKS EVERYWHERE**PROJECT ► GEMS AND ROCKS****LEVEL ► Fourth Grade**

PURPOSE ► Children understand characteristics of three groups of rocks: sedimentary, igneous and metamorphic.

OPENING ► Choose from the suggestions on page 225 or develop one of your own.

MATERIALS ►

- 1 bottle soda pop
- Bottle opener
- Powdered sulfur (purchased at a drug store)
- Paper cup of water
- 2 slices of white bread
- 4 heavy books
- One plastic bag
- Stove or heating element

PREPARATION ►

Find out from a geologist or rock collector what rocks are native to your area. Ask for samples of rocks that the children can set in plaster. Practice the first activity before the meeting.

BACKGROUND ►

Rocks are made of minerals. A geologist is a person who studies rocks and how they are formed. Rocks can be classified into the following three groups:

1. Igneous Rocks are formed inside the earth from magma that has cooled. The pressure inside a volcano causes it to erupt. When magma flows out of the earth onto the surface, it is called lava. Examples of igneous rocks are granite, obsidian, diorite, scoria and basalt.

2. Sedimentary Rocks are formed from the layering of minerals, plants, and animal

remains that have been transported by water, wind or ice. They settle together and harden in layers. Examples of sedimentary rocks are limestone, chert, fossils, shale and sandstone.

3. Metamorphic Rocks were igneous and sedimentary rocks that changed because of extreme heat and pressure. The rocks may look like they have been folded or squeezed. Examples of metamorphic rocks are marble, gneiss, schist, slate and quartzite.

ACTIVITIES ►

Tell the children that they are going to learn about two groups of rocks: igneous and sedimentary rocks.

Igneous Rocks

This demonstration should be done for the large group to watch. Using a stove or heating element, slowly heat a tablespoon of powdered sulfur until it is a dark red liquid. Pour the melted sulfur into a paper cup of cold water. After the sulfur has cooled and hardened, discuss what has happened. This is how igneous rocks are made.

Sedimentary Rocks

To demonstrate how sedimentary rocks are formed, put two slices of fresh bread together like a sandwich, and wrap them in waxed paper or put them in a plastic bag. Place the sandwich on a table or counter top. Stack three or four heavy books on it. Wait for one hour and then look at the bread. Pressure forms sedimentary rocks.

Like a Volcano

Do an experiment to demonstrate how magma and lava work. Look at a bottle of warm soda pop. The pop is similar to magma because it is a liquid that contains gases. Open the pop bottle. Ask the children what happens to the gas in the soda when the pressure in the bottle is released. What forms at the top of the liquid? Tell the children that what they see is similar to volcanic lava.



"Rock, Rock"

When the magma cools, it forms igneous rock. For this game you need one small rock that can fit comfortably in the palm of a hand. The children should be seated in a circle on the floor with their legs crossed, knee to knee. One player is "It" and stands in the center of the circle. "It" closes his or her eyes and counts to 20 while those in the circle pass the rock to one of the players. "It" opens his or her eyes as the players seated in the circle begin saying or singing "Rock, rock, how I wander, from one hand into the other. Is it fair? Is it fair? To leave poor (name of person in the center of the circle) standing there?" (The tune, titled "Dollar, Dollar," is found in Makin' Music with Camp Fire.) Meanwhile, the children place their left hands with palms facing up on their left knees and close their right hands into fists, placing the fists into their left, upturned palms. As they sing, the children move their hands back and forth from their left palms to the left palm of the person on their right. The small rock is passed from person to person around the circle by the closed fist of the child who has the rock. The rock needs to keep moving. "It" has three guesses. If one of the guesses is the child holding the rock, that child becomes the new "It." If, however, "It" fails to guess the correct rock-holder by the third guess, the person who actually does have the rock has to become "It."

PLAYBACK: POINTS TO REINFORCE ►

- What are rocks made of?
- What are the three categories of rocks?
- What kinds of rocks are found in this area?

CLOSING ► Choose from the suggestions on page 225 or develop one of your own.

ADDITIONAL ACTIVITIES ►

Have the children make a geyser with the help of an adult. Turn a metal funnel upside down and tie several weights on it with string, yarn or fishing line. Leave the funnel upside down and place it in a pan. Fill the pan with water so that only the small end of the funnel is above water. Put the pan on a hot plate or burner. Bring the water to a boil. Ask the children to describe what has happened. The water forms a geyser.

Read about well-known geysers.

Invite a geologist, to the meeting to talk about working with rocks, or visit a rock shop or jeweler's shop.

**MEETING PLAN ► BIRTHSTONES —
EVERYONE HAS ONE!****PROJECT ► GEMS AND ROCKS****LEVEL ► Fourth Grade**

PURPOSE ► The children become aware that gems are rocks and learn how a crystal is formed.

OPENING ► Choose from the suggestions on page 225 or develop one of your own.

MATERIALS ►

- Copies of *Our Group's Birthstone Chart* for each child
- A pen or pencil for each child
- Any examples of gems that are readily available (Do not bring expensive jewelry to the meeting unless you are wearing it.)
- Heating element (such as a stove or hot plate)
- A list of other materials needed is included with each activity.

Note: If you want to make the edible crystals for each child, you will need to bring enough supplies for each child. The salt crystals would be a good group activity. You will need materials for each child in the group.

BACKGROUND ►

A gem is a gemstone that has been either polished or cut. A gemstone is the raw material of a gem. Gemologists are people who study gems. For more background information visit a jeweler's shop, search the Internet (keyword: gem stones) or write to the Gemological Institute of America, 1660 Stewart Street, P.O. Box 2052, Santa Monica, California 90404.

Here are some common gemstones: amethyst, aquamarine, agate, amber, bloodstone, cat's-eye, citrine, coral, diamond, emerald, garnet, jade, jasper, lapis lazuli, onyx, opal, peridot, pearl, quartz, ruby, sapphire, tanzanite, topaz, tourmaline, turquoise and zircon.

ACTIVITIES ►**Birthday Gemstones**

Ask the children the months of their birthdays. Have them line up in the order of their birthdays, according to the calendar. Ask them if they know what their birthstones are, and give each child the chart that shows months and birthstones. There are gems that are not birthstones. Show any examples you might have of various gemstones.

Have the children share their birthdays with the group. Children can fill in the chart with their friends' birthdays. Imagine that the group has thousands of dollars to buy everyone a birthstone gift. Ask the children what they might like to have.

Make Crystals

Choose one or both of the following "recipes" for making crystals. Just remember that one of them will taste better than the other! You will need a heating element for the edible crystals. Both of the recipes require allowing the crystals to develop over a week or so.

Edible Crystals

- 2 cups of granulated sugar
 12 ounces of water in a small saucepan
 A spoon with a long handle
 2 heat-proof glass jars
 Pencil
 Clean, non-metal button
 String or heavy thread
 Clean cloth

This recipe will make enough crystals for twelve children. Boil the water in the saucepan. Pour some of the sugar into the boiling water. Stir well to allow for the sugar dissolve completely. Add the rest of the sugar and stir until no more sugar will dissolve. Let the mixture cool. Pour the mixture slowly into the jar.



Have a child cut one piece of string a little longer than the jar. Tie one end of the string to a button. Tie the other end around the center of the pencil. Balance the pencil on top of the jar, so that the button drops into the sugar water. Cover the jar with a cloth. Set it in a warm place to allow the sugar water to cool slowly and to crystallize. Do not disturb the jar. At the next meeting, pull out the string and allow everyone to have a taste.

Salt Crystals

Table salt

Glass jar

String or heavy thread

Pencil

Pour about one-fourth cup of water into a jar. Add table salt to room temperature water, stirring until some salt is left on the bottom of the jar. Tie a knot at one end of the string and tie the other end to the pencil. Balance the pencil on top of the jar so that the knotted end drops into the salt water.

Allow the crystals to sit undisturbed for one week. Have the children then observe them and record their observations.

Rain water or distilled water will work best for this activity because it is free of minerals. Try other kinds of salts: epsom salts, copper sulfate or potassium chloride. Add a touch of food coloring to the solution for different results.

Another method is to pour the solution into a shallow pan. Rocks should be placed in the bottom of the pan on which the crystals can form.

PLAYBACK: POINTS TO REINFORCE ►

- What is a gem stone?
- What does the term birthstone mean?
- What happened to the crystals in the experiment after one week?

CLOSING ► Choose from the suggestions on page 225 or develop one of your own.

OUR GROUP'S BIRTHSTONE CHART

MONTH	BIRTHSTONE	MEMBERS' BIRTHDAY
January	Garnet	
February	Amethyst	
March	Aquamarine Bloodstone	
April	Diamond	
May	Emerald	
June	Pearl	
July	Ruby	
August	Peridot	
September	Sapphire	
October	Opal Lapis Lazul	
November	Topaz	
December	Turquoise Tourmaline	

**MEETING PLAN ▶****ROCK AROUND
THE CLOCK****PROJECT ▶****GEMS AND ROCKS****LEVEL ▶**

Fourth Grade

PURPOSE ▶

The children learn about rocks by collecting and observing a variety of rock specimens.

OPENING ▶

Choose from the suggestions on page 225 or develop one of your own.

MATERIALS ▶

- A wide variety of rocks that can be collected and taken home.
- Tools for excavating (i.e., small shovels)

PREPARATION ▶

This meeting is ideal for families. It can be a short outing or a full day. It would be nice to have a cookout at the end, or a family overnight. If you don't invite parents, make sure there are extra adult volunteers.

Contact a local rock-collecting club or high school science teacher. Find out where they go to collect their specimens. Ask permission to use the site for a group visit. Ask if some of the rock collectors would serve as guides for your group for the day.

ACTIVITIES ▶

Provide maps to the rock-collecting spot. With the permission slip, include a list of needed supplies for rock collecting, hiking, picnic lunch and evening cookout. Form carpools to travel to the rock-collecting spot. After everyone arrives, have the experienced rock collectors give an orientation and demonstration of good rock-collecting techniques.

Divide up the group into teams.

Spread out around the site and encourage teams to discover and dig for treasures of the earth.

Meet back at the designated time to share the treasures. Get additional advice and tips from the experienced rock collectors. Use their expertise to identify the specimens that were collected. Take some rock specimens back to the meeting to place in an interest center for further investigation.

If you have more time, the teams can continue to collect rocks. Others may want to relax, hike or play games.

PLAYBACK: POINT TO REINFORCE ▶

- Make sure the children explore and learn about the colors, shapes and textures of the rocks using their senses (touching, seeing and smelling).

CLOSING ▶

Choose from the suggestions on page 225 or develop one of your own.

ADDITIONAL ACTIVITIES ▶

Have everyone bring their rock collections to a "rock" concert put on by the group. Tell the story Stone Soup. (Ask a children's librarian to help you find this classic book.)

Have each family bring some vegetable soup to share. Combine everyone's soup in big pots to share.



FAMILY TAKE-HOME PAGE

"Gems and Rocks" is a project on the Trail to the Environment that helps children learn about and identify rocks and minerals found in their area.

As a result of the project:

- Children learn about and identify rocks and minerals found in their area and will learn about their birthstones.
- Children understand characteristics of three groups of rocks: sedimentary, igneous and metamorphic.
- The children become aware that gems are rocks and learn how a crystal is formed.

This project supports Camp FireCamp Fire outcomes. We hope that your child:

- Participates effectively in individual, group and community activities.
- Families spend time together on activities of mutual interest.
- Respectfully explores the environment to develop a sense of appreciation of the natural world.
- Follows verbal directions.

In addition, the project reinforces science educational standards. For more information about these standards, contact your child's group leader.

AT HOME ▶

Take a walk in a park or in an area that has lots of rocks. Spend time observing the shapes, colors and textures of the rocks.

Your child learned that birthstones represent the month he or she was born. Visit a jewelry store and show your child what their birthstone looks like. Learn about the stone using books or the Internet. Find out what birthstones represent the months of other family members.

Help your child start a rock collection of unusual specimens found in your area. Use books or the Internet, or talk to a local geologist or science teacher to learn more about the rocks.

**LEVEL ►** Fourth Grade

TRAIL TO THE ENVIRONMENT

PROJECT ► GOOD EARTH

PURPOSE ► Children increase their awareness and appreciation of the natural world and learn to identify ways people can solve environmental problems.

MEETING PLANS ►

It's Garbage
Conservation Action
Pizza Pizzaz \$

YOUTH OUTCOMES ►

Acts in ways that respect differences (3.11).
Participates effectively in individual, group and community activities (8.30).
Respectfully explores the environment to develop a sense of appreciation of the natural world (11.35).
Learns about and uses natural resources wisely (11.36).

EDUCATIONAL STANDARDS ►

It's Garbage	S 6.5; S 12.3
Conservation Action	LA 1.6; S 6.5; S 12.3
Pizza Pizzaz	M 1.1; M 4.1

**REQUIREMENTS FOR EARNING ►
A RECOGNITION ITEM**

Each child receives a brown bead for each meeting in which he or she participates and earns an emblem #B-54600 or a certificate for the completion of three meetings. These can be altered or substituted according to the needs, interests and ideas of the group.

TIPS FOR GROUP LEADERS ►

- Encourage the group to demonstrate a commitment to conservation at home, at school and at meetings throughout the year.
- During group meetings throughout the year pay attention to environmental concerns. Recycle or reuse materials when possible and encourage children to do the same.

Distribute this project overview to each activity leader who will be involved in this project.

MEETING PLAN ► IT'S GARBAGE**PROJECT ► GOOD EARTH****LEVEL ► Fourth Grade**

PURPOSE ► Children understand the dangers of pollution to the environment and the benefits of recycling.

OPENING ► Choose from the suggestions on page 225 or develop one of your own.

MATERIALS ►

- Pieces of garbage and trash — some that will easily decompose (e.g., food, paper napkin)
- Plant material) and other pieces that won't (e.g., plastic, Styrofoam, rocks)
- Shoeboxes, one for each team of four children
- Small stones
- Soil (enough to fill all boxes)
- A pitcher of water
- Lots of newspaper
- Plastic wrap (to line each shoe box and cover the top)

PREPARATION ►

Scatter garbage and trash around the meeting area. Make slips of paper for each child with the name of a "landfill job" on each piece. The jobs are green thumb, garbage collector, gardener, and water lover.

ACTIVITY ►

Explain to the children that recycling shows respect for the environment. Ask them what it means to recycle (to use something again, with a different purpose). Tell the children that April 22 of each year is Earth Day, and it is a time to look at what is good for the earth and what harms it.

Ask the children if they have noticed all the garbage and trash on the floor and have each child pick up something. Have them sort the garbage into recycling piles. Explain that this is considered litter. Litter is one form of pollution — destroying the environment. Some litter can be recycled.

Ask the children if they recycle anything at their homes. What kinds of things do they recycle? Can plants and food scraps be recycled? Why not? What benefit can these things be to the environment? (They decompose and create organic material that helps other plants grow.)

Explain to the children that they are going to make miniature landfills to see what happens when garbage is buried. Divide the children into groups of four. Give each group a shoebox, plastic wrap for the inside of the box, stones to cover the bottom of the box and newspaper to cover work areas. Give each group a set of "job slips." Explain that they will do the jobs written down.

Green thumb/recorder: Lines the box with plastic wrap. Writes the group's name on the box and turns in the box at the end.

Garbage collector: Gets the garbage for his/her group.

Gardener: Puts the stones and soil in the box.

Water lover: Waters the box.

Tell the gardeners to fill their boxes with soil until they are one-third full. Have the garbage collector get garbage for the group. Have the green thumb in each group cover the box with plastic wrap.

Have the group cut, tear or break the garbage into small pieces and scatter the pieces over the soil.

Have them put different kinds of garbage in different places. The gardener will cover the garbage with soil until the boxes are almost filled. The water lover will water the box until it is soaked through, but not flooded. The green thumb/recorder will put the group's name on the box.



Put the boxes in a safe, dark, warm place or have the children take them home and wait three weeks. Add water to keep the boxes moist. In three weeks, have each group dump out the contents of its box and spread the soil around. Ask what has happened to each kind of garbage. What kind of garbage turned into soil? What looks the same as it did when it was buried? Explain the difference between "good garbage" (turns into soil) and "bad garbage" (takes a very long time to decompose). Ask children what they think will happen to the garbage. Do they think it will all disappear?

PLAYBACK: POINTS TO REINFORCE ►

- How does recycling benefit the environment?
- What happens to garbage when it is buried?
- How can the group recycle at the meeting place?

CLOSING ► Choose from the suggestions on page 225 or develop one of your own.

ADDITIONAL ACTIVITIES ►

Plant seeds in each box after the garbage has been discarded. Have someone take the box home to watch for germination.

MEETING PLAN ► CONSERVATION ACTION**PROJECT ► GOOD EARTH****LEVEL ► Fourth Grade**

PURPOSE ► Children learn how individual action can have an impact on an environmental problem, and practice talking about an environmental concern.

OPENING ► Choose from the suggestions on page 225 or develop one of your own.

MATERIALS ►

- Copies of Conservation Pledge for each child
- Poster-making materials
- Masking tape or other adhesive suitable for displaying posters
- Magazines
- Catalogs
- Scissors
- Glue

BACKGROUND ►

This meeting helps children to see that their individual and collective actions can improve the environment. The entire process described here takes more time than the usual meeting, so schedule additional sessions as your time and situation allows. Think about your own attitudes about the environment. What does this famous quote from Chief Seattle mean to you?

"We are part of the earth and it is part of us. The earth does not belong to us. We belong to the earth. Whatever we do to the earth we do to ourselves." – Chief Seattle

ACTIVITY ►**Conservation**

Distribute copies of the Conservation Pledge and ask the children for examples of what natural resources means. What are some ways in which they can conserve natural resources?

(Examples include cleaning up trash, using less energy and water at home, or planting ground cover to prevent erosion).

Have the children look though the magazines and catalogs, cutting out pictures of items that people really like to have. Decide which of these items use up energy resources. An item might require energy to power it (such as an electric curling iron). Or it may require energy in its manufacturing (such as a top made of plastic or a petroleum product). Divide the pictures into two stacks, those that the children think they need and those things that might be "extras" that they want. Talk about how each child has a different idea of what is "needed." Is there agreement about some of the things that are not needed?

Have the children make posters that suggest things that people can do to help conserve resources or solve an environmental problem. Have them put up the posters in public places, such as the school or the library.

Planning an Environmental Project

There are four steps to planning a project with children. These guidelines will ensure that the children will share in the responsibility of planning and everyone will enjoy the results.

Deciding on a Project

Have the children brainstorm project ideas that would help improve the environment. Consider the school, the neighborhood or community, camps, nature centers, parks or zoos. Remember, during the brainstorming process, all ideas are accepted and written down. The time to choose which projects can or cannot be accomplished is after the brainstorming session is complete.



Here is a list of possible projects:

- Plant trees or flowers at the school or community center and take care of them year-round.
- Make birdhouses, bat houses or bird feeders for the school, playground or nature center. Install and maintain them.
- Plant and maintain a vegetable garden. Donate the produce to someone who needs it.
- Help with an environmental service project already under way in your community.

Once a list of potential projects has been compiled, discuss each project idea and decide if you have enough information, time, money and commitment to actually carry it out. After the list has been discussed, have the children decide on their top three choices. Explain each of the choices thoroughly so children understand what would be required. When the group has enough information about the top three choices, take a vote or decide as a group which project to do.

Contact the appropriate people to confirm that your project would be helpful to the environment and that it would be approved. Modifications on your original idea may be suggested. Once the project is approved, you are ready for Step 2.

Planning the Project

Most projects will require some additional fact finding before plans can be finalized. Divide the group into small groups of two to six children. The project plan should include a complete description of the project, materials needed, estimated costs, contact people, dates available, transportation, permission slips, additional expertise needed and any questions that need to be answered. Each group takes part of the plan to complete. The children may need to make phone calls, look up information in a library or on the Internet and write letters to request equipment, information or other services needed to carry out the project.

It is important that each child have a part in this planning process. It is a valuable life skill and also vital to the success of your project. Each group needs to understand how its part fits into the whole plan. With each group doing its part, the children will be building the commitment needed to carry out the project.

Doing the Service Project

Once the project plan is complete, schedule the date or dates needed to do it. Children can help write out the permission slips if the project will take place in a different location or at a different time than your regularly scheduled group meetings. (Remember to have permission slips signed by parents or guardians if you leave the meeting place. If you are at a child care center, also notify the center of your plans.) Include special clothing needed and any items the children should bring to the project.

Celebrate!

Have a celebration or ceremony to recognize the group's effort to help the environment. As part of the celebration, evaluate the project. Ask what the children liked and didn't like about the project and the planning of it. Ask them what they thought was successful. If the project requires follow-up, be sure to schedule that at the celebration.

PLAYBACK: POINTS TO REINFORCE ►

- Spend time with the children after the service project to allow them to express their thoughts, feelings and outcomes of the project in some tangible way.
- Use the reflection ideas listed under additional activities in "A Gift of Giving" project on page 112 to help plan a reflection activity.

CLOSING ► Sing a song such as one of these:**Environmental Service Project Songs:**

(Ask a librarian to help you find these songs.)

"May There Always Be Sunshine" Traditional

"This Land is Your Land" by Woody Guthrie

**Songs From Makin' Music with
Camp Fire songbook:**

"Peace of the River"

"Camp Fire Law"

"Wohelo Cheer"

"Make New Friends"

"Michael Row Your Boat Ashore"

"Simple Gifts"

"Arise!"

"Place in the Choir"

"Can't Nobody Fix It When It's Gone"

"Land of the Silver Birch"

"What Will They Do?"

ADDITIONAL ACTIVITIES ►

Invite a journalist to the meeting to talk about effective ways to express public opinion.

Ask children to write a sample letter about an environmental issue of their choice.

Talk about whether or not the group would like to write a letter to the editor of a local newspaper, or to a business or community leader.



Conservation Pledge

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

CONSERVATION

MEETING PLAN ► PIZZA PIZZAZZ**PROJECT ► GOOD EARTH****LEVEL ►** Fourth Grade

PURPOSE ► Children develop skills that conserve resources through food preparation.

OPENING ► Choose from the suggestions on page 225 or develop one of your own.

MATERIALS \$ ►

- An oven for baking
- See recipe for list of ingredients for personal pan pizzas
- Toppings
- Mixing bowls
- Spoons
- Measuring utensils
- Large cookie sheets (each holds 3 pizzas per pan)
- Towels
- Cleaning supplies for tables

PREPARATION ►

Discuss toppings with the children and decide on the toppings the week before making the pizzas. Research the cost of restaurant personal size pizza. Review hand-washing methods with children. (See Baking Resource Section.)

BACKGROUND ►

Americans eat three billion pizzas annually, averaging 46 slices of pizza per year or 23 pounds of pizza per year for each individual! Every day, Americans eat enough pizza to cover nearly 110 football fields...that's 100 acres of pizza each day! Discuss with the children what being resourceful means (readily able to act effectively).

ACTIVITY ►

Tell them that by learning to make pizza, they can feed their friends or save the family food dollars every week. List the ingredient costs to compare food costs of homemade vs. already-made pizzas. Review the "handmade" personal pan pizza recipe and tasks with the children.

Have children wash their hands. Prepare yeast dough, add toppings to the personal pizzas and bake them. While the pizzas bake, discuss with the children the resources it takes to produce, package, freeze or bake and deliver the three billion pizzas Americans eat annually.

Discuss when their family eats pizza.

- Would there be a way to prepare the pizza at home less expensively?
- Ask the children what might help them to plan to make it more often. Who could help them?
- Would the savings be worth it?

After eating the pizza, have the children discuss the taste with each other.

- Was the pizza good, great or okay?
- What would improve the taste?

Discuss the nutritional value of pizza with the children. (Ingredients from the dairy, meat, vegetable and grain food groups.) Ask them if they think there is more nutritional value when the pizza is handmade or commercially prepared. (If they make it at home they can control the quantity and quality of the toppings.) Ask them if they think preparing pizza at home reduces the fat content and/or increases the number of vegetables eaten (it can if they are careful).

The cost of the personal pan pizza for each child is \$1.31.



Basic Pizza Crust

Makes four 7-inch pizzas

- 2 ½ - 3 cups all-purpose flour (may be part whole wheat flour)
- 1 pkg. (¼ oz.) or 2 ¼ teaspoons fast-rising dry yeast
- ½ teaspoon salt
- 1 cup very warm water (125° to 130° F)
- 2 tablespoons vegetable oil
- 1 tablespoon corn meal
- Garlic powder
- Toppings of your choice

Toppings

(For four personal pan pizzas)

- 1 14-oz. can tomato/pizza sauce
- ¼ lb. (4 oz.) browned and drained sausage or ground meat OR
- 4 oz. ham, deli meat, pepperoni (reduced fat)
- ¼ cup each sliced mushrooms, onion, olives, peppers
- 1 cup shredded mozzarella OR a blend of cheeses

1. In a large bowl, combine 2 cups flour, yeast and salt. Mix water and oil together and add to flour mixture. Stir until ingredients are blended. Add small amounts of additional flour until dough forms a rough ball and pulls away from sides of bowl.
2. Knead in bowl or on clean, lightly floured pan until dough is smooth, about 4 to 6 minutes. Divide dough into four even pieces and shape into smooth balls.
3. Place bowl over dough pieces and allow to rest 10 minutes. Prepare toppings now. Lightly oil cookie sheets or 8-inch cake pans. Sprinkle with cornmeal. Use hands to pat dough pieces into flat round crusts on cookie sheets so they are not touching or in each cake. Pinch to form an edge.
4. Preheat oven to 400° F. With a fork, prick the crust surface every few inches. Sprinkle with garlic powder. Select toppings. Spread ½ can (½ cup) sauce over each crust, top with 1 oz. meat, 1 tablespoon of each veggie topping and ½ cup (1 oz.) shredded cheese.

5. Bake at 400° F for 20 to 25 minutes, or until crust is golden brown.

Source: Home Baking Association

PLAYBACK: POINTS TO REINFORCE ►

- What does it mean to be resourceful?
- How much money can you save by making pizza at home?
- How can you prepare food at home so that it is more nutritional than what is served in a restaurant?
- What are some other types of food that you can make and eat at home to save your family the cost of eating out?

CLOSING ► choose from the suggestions on page 225 or develop one of your own.

BASIC PIZZA CRUST

Nutrition Facts

Serving Size (158g)

Servings Per Container

Amount Per Serving

Calories	380	Calories from Fat	70
-----------------	-----	--------------------------	----

% Daily Value*

Total Fat	8g	12%
------------------	----	------------

Saturated Fat	1g	6%
----------------------	----	-----------

Cholesterol	0mg	0%
--------------------	-----	-----------

Sodium	300mg	12%
---------------	-------	------------

Total Carbohydrate	67g	22%
---------------------------	-----	------------

Dietary Fiber	7g	26%
----------------------	----	------------

Sugars	2g	
---------------	----	--

Protein	11g	
----------------	-----	--

Vitamin A	0%	• Vitamin C	0%
------------------	----	--------------------	----

Calcium	2%	• Iron	25%
----------------	----	---------------	-----

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than 65g	80g	
Saturated Fat	Less than 20g	25g	
Cholesterol	Less than 300mg	300mg	
Sodium	Less than 2,400mg	2,400mg	
Total Carbohydrate	300g	375g	
Dietary Fiber	25g	30g	

Calories per gram:	Fat 9 • Carbohydrate 4 • Protein 4
---------------------------	------------------------------------



FAMILY TAKE HOME PAGE

"Good Earth" is a project on the Trail to the Environment that encourages children to increase their awareness and appreciation of the natural world and learn to identify ways people can solve environmental problems.

As a result of the project:

- Children increase their awareness and appreciation of the natural world and identify ways in which individuals can solve environmental problems.
- Children understand the dangers of pollution to the environment and the benefits of recycling.
- Children learn how individual action can have an impact on an environmental problem and practice talking about an environmental concern.
- Children develop skills that conserve resources through food preparation.

This project supports Camp Fire outcomes. We hope that your child:

- Acts in ways that respect differences.
- Participates effectively in individual, group, and community activities.
- Respectfully explores the environment to develop a sense of appreciation of the natural world.
- Learns about and uses natural resources wisely.

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

AT HOME ▶

Go as a family on a hike in the neighborhood or to a local park. Note areas that are not taken care of and places that have lots of litter. Is there something you can do as family to help? Or is there an official in your community you can write to alert him or her of the situation.

Plan and carry out a recycling initiative at home.

Find out the type of items that are being recycled in your community and where they can be taken by contacting your child's school or city hall.

Plan a family picnic and eat at a local park or in the backyard.

Invite a new neighbor or another child in the Camp Fire group to enjoy nature and the outdoors.

**LEVEL ►** Fourth Grade

TRAIL TO THE FUTURE

PROJECT ► BASKETBALL

PURPOSE ► Children learn to dribble, pass and shoot a basketball.

MEETING PLANS ►

Dribbling
Passing
Shoot to the Hoops

YOUTH OUTCOMES ►

Is willing to engage in personal growth activities (2.7).
Recognizes and respects values of others (3.10).
Acts in ways that respect differences (3.11).
Is willing to risk making mistakes in order to learn (6.24).
Practices effectively in individual, group and community activities (8.30).

EDUCATIONAL STANDARDS ►

Dribbling	B 3.1; B 3.3
Passing	B 3.1; B 3.3
Shoot to the Hoops	B 3.1; B 3.3

REQUIREMENTS FOR EARNING ► A RECOGNITION ITEM

Each child receives a red bead for each meeting in which he or she participates and earns an emblem #B-54700 or a certificate for the completion of three meetings. These can be altered or substituted according to the needs, interests and ideas of the group.

TIPS FOR GROUP LEADERS ►

- Have the children wear loose-fitting clothes and athletic shoes.
- Remember to use the more advanced players to demonstrate the basketball shots. Sometimes you can use them to help the children who are not as skilled, but it is important that the more advanced players also have an opportunity to practice.
- Remember to accommodate children with physical challenges.
- Have the parents or guardians sign a release form for each child because the children will be engaged in physical activity. This can be a letter that describes what will be done as part of the project. Add a signature line and date to indicate their permission.
- Recognize the varying physical abilities of the children, and make adjustments to accommodate the physical needs of children who cannot run or who are challenged to keep up. Find a way that everyone can participate at his or her level and feel successful.

Distribute this project overview to each activity leader who will be involved in this project.

MEETING PLAN ► DRIBBLING**PROJECT ► BASKETBALL****LEVEL ►** Fourth Grade

PURPOSE ► Children learn the basic fundamentals of dribbling a basketball.

OPENING ► Choose from the suggestions on page 225 or develop one of your own.

MATERIALS ►

- Large open hard surface area (i.e., playground, social hall, or gymnasium)
- Basketballs (one per child if possible; work in pairs if necessary). If there is no access to a gymnasium, mark off court with masking tape
- 12 cone markers
- Masking tape

PREPARATION ►

If there is not a gymnasium available, be prepared to mark off designated areas for the children to complete the drills listed under *Activity*. Read the activities to decide how you will mark off the areas to be used for this skill.

BACKGROUND ►

Explain to the children that having good basketball skills means they will be better players. In the next three sessions, they will learn how to dribble, pass and shoot the basketball. In this session, they will learn the skills essential to dribbling a basketball. *Dribbling* means bouncing the ball, pushing it with one hand from the waist to the floor. The elbow should stay close to the body, and the arm will be at a 90-degree angle when the ball rises from the floor. A player who is moving up and down the court with the ball must dribble the ball with one

hand. When a player stops dribbling the ball, he or she must either pass the ball to a teammate or shoot the ball to the basket. Each participant should decide which hand to use while learning how to dribble. Players might pick their dominant hands (or the hands they write with) if they are practicing this skill for the first time or don't have much experience.

The dribble is controlled with the wrist and fingers, not the palm of the hand. The hand will be in a cupped position when it is on the ball. Remind the children to not slap the ball with their hands and to keep their heads up so that they not only can see where they are going, but also can see their teammates. Their bodies should be slightly bent at the waist to protect the ball from the opponents. If they need to change directions while dribbling, they also might have to change the ball to the other hand. Remind them that they can have only one hand on the ball at a time.

In basketball, there is a dribbling rule. It states that a player must not take more than two steps without dribbling. If a player takes more than two steps or dribbles with both hands, this is called double dribble. It is a violation, and the other team will get possession of the ball.

Once a player begins to dribble, if that person stops with the ball, he or she has to pass or shoot the ball. The player must give up the ball when dribbling stops.

After explaining the dribble, give the children time to practice. If you know of any children in your group who play basketball or have advanced basketball skills, they can be used as demonstrators.

**ACTIVITY ►**

Have the children get into pairs and take turns dribbling the ball in place. Supervision is important to make sure every child has an opportunity to practice this skill (especially if the basketballs are limited). You also can have the more skilled children help with this activity.

Have all the children go to one end of the play area, staying in pairs. Have them decide which partner will go first. Have the first partner dribble to the mid-court line and back and hand the ball to the other partner, who then repeats the first partner's actions. This allows the children to move while dribbling.

Using the same kind of setup as in the above activity, have the children run to the designated line or to the other baseline. If you are doing this activity outside, mark off the area with masking tape.

Divide the children into two groups and let them take turns dribbling around the cones. Set the cone markers about five feet apart (using six cones per team), and have the children dribble in and out of the cones like figure eights. Use one of the children to demonstrate this activity before you begin.

Ask the children to get into pairs, and have each pair design a dribbling drill that they can share with the group. Give the group about three minutes to pick a drill and then let them demonstrate.

PLAYBACK: POINTS TO REINFORCE ►

- What are some basic things a person needs to know to control the basketball when dribbling it?
- What is a double dribble?
- How can practice help when playing sports?
- What sports do children play at home?

CLOSING ► Choose from the suggestions on page 225 or develop one of your own.

MEETING PLAN ▶ PASSING**PROJECT ▶ BASKETBALL****LEVEL ▶ Fourth Grade**

PURPOSE ▶ Children learn the chest pass, the bounce pass and the overhead pass.

OPENING ▶ Choose from the suggestions on page 225 or develop one of your own.

MATERIALS ▶

- Large open hard surface area (i.e., playground, social hall, or gymnasium)
- Basketball (one per child if possible; work in pairs if necessary). If there is no access to a gymnasium, mark off court with masking tape

PREPARATION ▶

Take a few minutes before the session to practice each pass.

BACKGROUND ▶

A pass is a ball thrown from one teammate to another. Passing the ball is one way of moving the ball from one place to another very quickly. The pass allows a player to move the ball quickly to a teammate who is not guarded closely or move the ball a long distance. In this session, children will learn three different passes: the chest pass, the bounce pass and the overhead pass.

The chest pass moves the ball directly away from the chest from one teammate to another. It is a two-handed pass, beginning with the ball held in both hands in front of the chest. The thumbs are positioned to the back of the ball while the fingers are to the sides of the ball. The pass is made by extending the arms in front of the chest to release the ball. As the ball is released, a player steps in the direction of the pass and toward the receiver.

The second pass is called the bounce pass. The bounce pass is used to get the ball to another teammate. The bounce pass works best when there is no one guarding the teammate. The bounce pass also can be used when a tall opponent is guarding the player with the ball or has his or her arms raised. The bounce pass is similar to the chest pass, except it moves away from the waist to the floor.

When practicing this pass, it is best to use two hands in the beginning. A player will control the ball by holding it in both hands. The thumbs are to the backside of the ball and the fingers are laid to the sides of the ball. The player holds the ball about waist high and pushes the ball away from his or her waist to the floor so that it can bounce to a teammate. When practicing this pass it is best to have the children stand about 10 feet apart to begin. The ball should hit the floor approximately four feet in front of the teammate who catches the ball. Once the children gain control, they can begin using one hand to practice the bounce pass.

The final pass is called the overhead pass. This pass is executed over the head with two hands or one hand, like a baseball throw. Again, the children should practice with two hands to have control of the ball. The overhead pass is used when an opponent closely guards a player. The ball is held overhead and is thrown to a teammate. The arms are extended in front of the body when the ball is released.

**ACTIVITY ►**

Have the children get into pairs and practice these passes. They should be about 15 feet apart. The better they get, the farther apart they can be. Supervision is important during this drill.

In the same pairs, allow each child to demonstrate each pass to the leader for fine-tuning.

Have each group make up one drill for each pass used in a practice. Have them demonstrate it to the group.

Let the children use the passing skills and dribbling skills together. Combine the drills from previous lessons.

Have the children get into groups of two or three and make up a drill using the dribbling and passing skills. In this activity, the children get the opportunity to make up a drill that they can share with the group.

PLAYBACK: POINTS TO REINFORCE ►

- What are three different ways to pass a ball?
- How should you position your hands and fingers when passing a ball?
- What other sports have children participated in that requires teamwork?

CLOSING ► Choose from the suggestions on page 225 or develop one of your own.

PASSING

MEETING PLAN ► SHOOT TO THE HOOPS

PROJECT ► BASKETBALL

LEVEL ► Fourth Grade

PURPOSE ► Children learn how to shoot a basketball.

OPENING ► Choose from the suggestions on page 225 or develop one of your own.

MATERIALS ►

- Basketballs (one per child if possible)
- Large open area (i.e., playground, social hall, gymnasium)
- Basketball goals

PREPARATION ►

Take a few minutes to practice each shot before the session.

BACKGROUND ►

In the game of basketball, the team that has the most points wins the game. In order to score points, a player must shoot the ball to the goal. There are several different types of shots, and each player needs to find the shot he or she is most comfortable making. Three different types of shots are the set shot, the jump shot and the lay-up. These are the most commonly used shots in basketball today, even by the professional players.

To make a set shot, a player stands in one spot and keeps his or her feet on the ground while shooting the ball. The feet should be about shoulder-width apart and the knees slightly bent.

The ball is held about chest high, just like in the chest pass, but the shooting hand is slightly to the back of the ball. The fingers should be spread out on the ball. If shooting with the right hand, the right foot will be positioned a little ahead of the left foot and vice versa. As the shot begins, the legs begin to straighten, the arms push the ball to the basketball goal and the wrists flick during the follow-through. If this drill is done correctly, the ball will arc on its way to the basketball goal.

The jump shot is the most popular shot in basketball. The positions of the legs and arms are the same as in the set shot, but there is also a jump. Timing is important during this shot. Start the jump shot with both feet on the floor and the ball in front of the chest. As the jump begins, the legs begin to straighten and the ball is pushed upward. The ball is not released until the player gets to the top of his or her jump.

The last shot is called the lay-up. It is the one shot that is finished close to the goal. The lay-up means that the player will lay the ball up to the goal when moving toward the basket. This shot allows the player to dribble the ball to get closer to the basket to make the shot. This can be done with either hand.

A player stands even with and just to the right of the free throw line. Once the position on the floor has been decided, the player begins to walk toward the basket, dribbling while he or she approaches. The player's head must be up and eyes on the goal.

When the player is about two feet from the basketball hoop, he or she stops dribbling and



holds the ball in his or her hands. At the same time, the player takes off, or jumps, from the left foot and moves upward toward the basket. While moving in an upward motion, the player releases the ball by laying it up on the backboard. The body is now in a stretched-out position during the follow-through. The player should aim the ball toward the backboard, trying to hit the middle of the square so the ball can fall into the basket to score two points. Remember, when completing this shot, the player is slightly to the right of the basketball goal. If the player used the left hand to shoot the ball during a lay-up, the rules apply to the opposite side.

While scoring points in a basketball game determines the winner of the game, it is essential to know how to shoot the ball. It requires practicing the shot over and over again.

ACTIVITIES ►

Have each child get a basketball and demonstrate how to position the body for a set shot. Use the children with more advanced skills to help demonstrate. Make sure each child has the opportunity to practice. At first, this drill is done without the goal. The child can shoot to a partner or to a wall.

This drill will allow the children to shoot at a basketball goal. It is best to see who has the strength to get the ball to the basket. If you recognize that a child will not be able to hit the rim, let him or her practice with a partner or on the wall as before.

The jump shot requires a good vertical jump. Have the children stand next to a wall and practice jumping straight up in the air. Mark each child's highest jump with a piece of tape. Remember to measure where his or her hand hits the wall. That is the point of release. Have each child complete five jumps.

Have the children get into groups of three or four and practice the jump shot at the basketball goal. Ask two players to shoot the ball, while the other two players rebound the ball for them. Let each player shoot five jump shots at a time and then switch.

When setting up the lay-up drill, it is best to have two groups. One group performs the lay-up, and the other group rebounds the ball. The player who is to rebound the ball should be on the opposite side of the basketball. (For example, if the players shooting the lay-ups are on the right side of the basket, then the players rebounding the ball are on the left.) The player who rebounds the basketball then passes the ball off to the next player standing in line to shoot the lay-up.

Divide the children into two even groups based on ability. Let them spend some time practicing all the shots in this lesson. Make sure that the children who are not as skilled get equal time to play. This will increase their skills.

PLAYBACK: POINTS TO REINFORCE ►

- What are the most common types of basketball shots?
- How can you become better at a particular sport?
- What if you are not as good at playing basketball as some of your friends are? (It is all right to not be as good as someone else in a particular sport. The most important thing is that you are having fun.)

CLOSING ► Choose from the suggestions on page 225 or develop one of your own.



FAMILY TAKE-HOME PAGE

“Basketball” is a project on the Trail to the Future that teaches children to dribble, pass and shoot a basketball.

As a result of the project:

- Children learn to dribble, pass and shoot a basketball.
- Children learn the basic fundamentals of dribbling a basketball.
- Children learn the chest pass, the bounce pass, and the overhead pass.
- Children learn how to shoot a basketball.

This project supports Camp FireCamp Fire outcomes. We hope that your child:

- Is willing to engage in personal growth activities.
- Recognizes and respects values of others.
- Acts in ways that respect differences.
- Is willing to risk making mistakes in order to learn.
- Practices effectively in individual, group and community activities.

In addition, the project reinforces behavioral studies educational standards. For more information about these standards, contact your child's group leader.

AT HOME ►

Attend a high school or college basketball game with your child.

Ask your child to show you the basketball skills he or she learned. Practice shooting basketballs with him or her.

Visit a store that sells sports equipment. Talk with your child about the various kinds of equipment, and look at the safety features of the different types of equipment.

Watch a sporting event on television with your child.



LEVEL ► Fourth Grade

TRAIL TO THE FUTURE

PROJECT ► THINGS THAT FLY

PURPOSE ► Children will understand how things fly and demonstrate the principles of flight.

MEETING PLANS ►

Paper Airplanes

Rolling Oats

Wind and Wings \$

YOUTH OUTCOMES ►

- Is willing to risk making mistakes in order to learn (6.24).
- Uses critical thinking skills to solve problems (10.34).
- Respectfully explores the environment to develop a sense of appreciation of the natural world (11.35).
- Understands and applies mathematical concepts (12.38).
- Follows verbal directions (12.40).

EDUCATIONAL STANDARDS ►

Paper Airplanes	S 11.2; S 12.3
Rolling Oats	S 10.5; S 12.3
Wind and Wings	S 10.5; S 12.3

REQUIREMENTS FOR EARNING ► A RECOGNITION ITEM

Each child receives a red bead for each meeting in which he or she participates and earns an emblem #B-54700 or a certificate for the completion of three meetings. These can be altered or substituted according to the needs, interests and ideas of the group.

TIPS FOR GROUP LEADERS ►

- Flying paper airplanes can be done either indoors in a large room, such as a gym, or outdoors.
- Practice making and flying the airplanes at home before the meeting.
- Encourage the children to be creative with their designs and ideas. Draw on the experience that older children have had with paper airplanes. Try out some of your own ideas to see if they work.

Distribute this project overview to each activity leader who will be involved in this project.

MEETING PLAN ► PAPER AIRPLANES**PROJECT ► THINGS THAT FLY****LEVEL ► Fourth Grade**

PURPOSE ► Children make paper airplanes that fly.

OPENING ► Choose from the suggestions on page 225 or develop one of your own.

MATERIALS ►

- 8½" x 11" copier, typing or other plain white paper with square corners and no holes (Construction paper is too heavy to use effectively.)
- Paper clips for weighting
- Colored pencils or markers
- Various "targets," such as hula hoops for landing accuracy and flight accuracy
- 50-foot measuring tape

PREPARATION ►

Make a sample airplane at home to make sure it works. Many libraries (public and school) have books on paper airplanes. There is also a wide selection of books on the subject at local and online bookstores and hobby stores. There is a wonderful book called *Flying Paper Airplanes*, which has many paper airplane designs. (Look for this book at an online bookstore.)

BACKGROUND ►

The Chinese were probably the first to develop the paper airplane, but no one knows when it first was done. The reason it is believed that the Chinese were the first to make paper airplanes is that they were making kites to fly hundreds of years ago. Many kites have the same basic shapes as paper aircraft. Some paper airplanes actually can fly like kites, if they are made correctly using string, tape and a long paper tail.

ACTIVITIES ►**Paper Airplanes**

Give each child a few sheets of paper. Tell the children to practice on one sheet before they make their planes that will fly. Even if they make a mistake and make more than one fold, the design will still work.

Using the pattern and following the instructions, demonstrate step by step how to fold the paper. Offer help if needed, but encourage everyone to try. After the planes are assembled, invite the children to name their planes and test-fly them to make sure they fly before decorating. If a plane doesn't fly, sit down with the child, go over the folds and try again. Invite the children to decorate their planes with pencils or markers. It is important not to add any decorations with weight to the airplane; use markers or colored pencils only.

Have a Flight Competition

Tell the children that they are now ready to see how far and how high their planes will fly. The children will all fly their planes as far and as accurately as they can. Examine the winning plane to see if there is an obvious reason for its success. Tell the children they will now try to make the airplanes perform in certain ways:

Distance: How far does the plane fly when launched from a standing-on-the-ground position? Working with a partner, have one child hold a chair in place while the partner stands up to fly the plane. Does it fly farther when launched from a higher place?

Flight accuracy: Can the children fly their planes through a hula hoop? Hold a hoop waist high (about ten to 15 feet from "take off"), and have them take turns trying to fly the plane through the hoop.

Landing accuracy: Can the children land their planes in a designated space? Make a target landing area about 15 feet from the launching area. Use a hula hoop or masking tape to lay out a 3' x 3' square. Measure which planes come the closest or which ones can land in the target.



Give each plane at least three attempts at each trial. Downplay the tendency for some children to be competitive. Instead, focus on which planes do best by asking the children these questions:

Do different designs do better in certain trials?
What happens if a front weight (paper clip) is added?

PLAYBACK: POINTS TO REINFORCE ▶

- What caused the airplanes to fly? (An airplane flies if the air below its wings pushes up harder than the air above pushes down. The change in air pressure results in "lift.")
- What trips have you taken on an airplane?
- What types of airplanes have you made at

CLOSING ▶ home?

Choose from the suggestions on page 225 or develop one of your own.

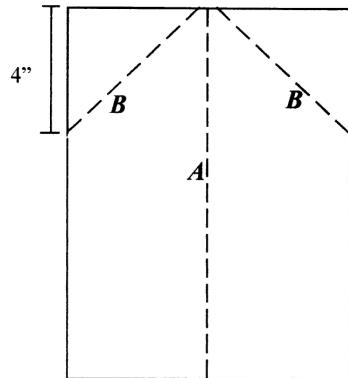
ACTIVITIES ▶

Go to an airport, space or science museum and learn more about planes.

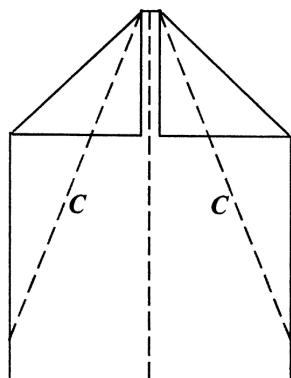
Have children invent original designs that will fly. Display all the different designs for a family meeting and have the children demonstrate their planes.

Paper Airplane

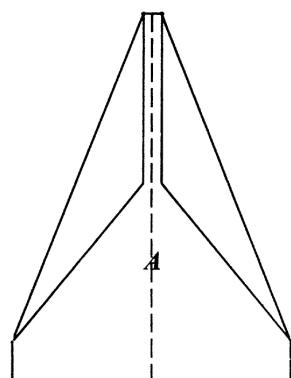
Start with 8 1/2" x 11" sheet



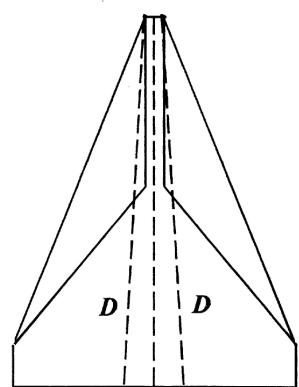
Crease along dotted line A; fold B toward you.



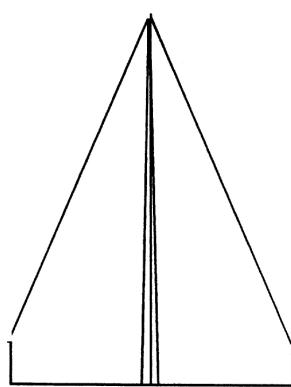
Fold along dotted lines C first "away";



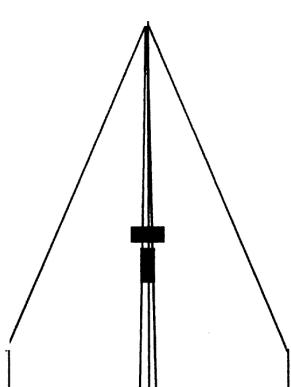
Fold in half away from you along A;



make two folds toward you on D



to get this...TOP VIEW



tape halves together on top and bottom with two small pieces of adhesive tape

MEETING PLAN ► ROLLING OATS**LEVEL ►** Fourth Grade**PROJECT ► THINGS THAT FLY**

PURPOSE ► Children learn that force is needed to overcome inertia.

OPENING ► Choose from the suggestions on page 225 or develop one of your own.

MATERIALS ►

- A large bag of heavy washers (from the hardware store)
- An empty oatmeal cardboard canister (with lid) for each child
- Tape,
- Cardboard or wood planks for a ramp
- 1 chair for every two children,
- 1 piece of large chart paper
- Marker

PREPARATION ►

Begin collecting oatmeal boxes early in the year. Practice this activity at home before the meeting.

BACKGROUND ►

This activity demonstrates the scientific properties of inertia. Inertia causes a body at rest to stay at rest until acted upon by an outside force. Likewise, a body in motion will stay in motion until acted upon by an outside force, like gravity.

ACTIVITY ►**Demonstration**

Show the children an easy example of how inertia works. Give the children any ordinary objects. Tell them to set them on the table. Now watch them.

Have the participants watch them for a full minute. Discuss their observations. They will see that their objects will do anything. They will just sit on the table. Ask the participants to make the objects move without touching them or the tables. They cannot blow on it or touch it with anything else. Nothing will happen. An object at rest stays at rest until acted upon by an outside force. The items will not move. Now let the participants be the outside force making their objects move. It will stay in motion until acted upon by an outside force.

Have the children get into pairs, and tape a washer to each side of the inside of an oatmeal canister. Put the lid on it and tape it closed. Mark this box #1.

Have each pair of children take a second oatmeal canister and tape a heavy washer to the bottom of the box in the exact center. Then, tape the last washer to the lid of the canister in the exact center. Put the lid back on the canister and tape it closed. Mark this box #2.

Tell each pair to place a large sheet of sturdy cardboard or wood onto a chair so one end rests on the seat and the other rests on the floor. This is the ramp. Use this ramp as a raceway. Hold the two oatmeal boxes at the top of the raceway, one in each hand, and release them at the same time. Observe which one reaches the floor first. Write down on the chart paper the one that was first. Repeat this several times to get a database. (Explain to the children that a database is a collection of information that makes it possible for us to see patterns and come to conclusions.) Ask the children if the same box reaches the bottom of the raceway at the same time every time.

**PLAYBACK: POINTS TO REINFORCE ►**

- What caused the oatmeal boxes to move? (inertia)
- How did the ramp help the oatmeal boxes move? (it increased their motion)
- How did you use the database to record and determine the final conclusions of the experiments?
- What conclusions did you draw? (The boxes did not roll at the same rate or travel the same distances. The weight is not dispersed in the same way, the one with the weights at the ends of the cartons rolled more smoothly and traveled the farthest. The box with the weights countering each other did not roll as well.)

CLOSING ► Choose from the suggestions on page 225 or develop one of your own.

ROLLING OATS

MEETING PLAN ► WIND AND WINGS**PROJECT ► THINGS THAT FLY****LEVEL ► Fourth Grade**

PURPOSE ► Children learn the principles of flight.

OPENING ► Choose from the suggestions on page 225 or develop one of your own.

MATERIALS ►

- 1 Ping-Pong ball
- 1 Hair dryer, Paper kites, one for each group of 4 children
- Fabric "tails", four for each group (approximately 1 inch x 3 inches each)
- String to fly kites

PREPARATION ►

Practice this activity at home before the meeting. If you have access to the Internet, go to www.nasa.gov/kids for great activities pertaining to outer space.

BACKGROUND ►

The meeting focuses on how air and air pressure can result in lift, the principle that makes air travel possible. As the velocity of a fluid increases, the pressure exerted by the fluid, decreases. Air is a gas, but it acts like a fluid in that as it flows over a surface (a wing, the outside of a ball, a kite or a parachute, etc.). If the velocity is faster over the top of the surface than the bottom, the item will be lifted. If the velocity of the air flowing under the item is greater, then it will create a drag and the item will fall to the ground.

ACTIVITIES ►**In the Air**

Demonstrate the principle of air pressure for the children. Take a hair dryer and turn it on the high setting. Try to balance a Ping-Pong ball in the stream of air. Why can it do this? The shape of the Ping-Pong ball affects the way air flows around

it. Air can be equally distributed all around the ball and that helps it to "float." As the flow of air moves underneath the pingpong ball, it creates a lower area of pressure. The change in the air pressure supports the mass of the pingpong ball causing it to appear to be floating. This is also the reason that other things are able to fly. The air pressure must be less above the object that is to fly.

Kites

Demonstrate the principles of flight by flying paper kites. Divide the children into groups of four. Give each group a paper kite and four strips of fabric. Have children assemble the kites and let them try flying the kite without a tail. Ask them to speculate on what difference it would make to have one, two, three or four pieces of fabric. (This is a hypothesis.) Have them add one piece of fabric at a time, and fly the kite each time to see if there is a difference. What happens? Was their hypothesis correct? Why?

PLAYBACK: POINTS TO REINFORCE ►

- What made the Ping-Pong ball appear to be floating? (Air flowing under the Ping-Pong ball moves, creating a lower area of pressure.)
- What has to be changed for an object to fly? (The air pressure must be changed above it.)

CLOSING ► Choose from the suggestions on page 225 or develop one of your own.

ADDITIONAL ACTIVITY ►

As a group, attend an air show or go to a museum that has a collection of airplanes or flight memorabilia.



FAMILY TAKE-HOME PAGE

"Things that Fly" is a project on the Trail to the Future that helps children understand how things fly and demonstrate the principles of flight.

As a result of the project:

- Children understand of how things fly and demonstrate the principles of flight.
- Children make paper airplanes that fly.
- Children learn that force is needed to overcome inertia.
- Children learn the principles of flight.

This project supports Camp Fire outcomes. We hope that your child:

- Is willing to risk making mistakes in order to learn.
- Uses critical thinking skills to solve problems.
- Respectfully explores the environment to develop a sense of appreciation of the natural world.
- Understands and applies mathematical concepts.
- Follows verbal directions.

In addition, the project reinforces science educational standards. For more information about this standard, contact your child's group leader.

AT HOME ▶

- Design and make an airplane with your child. It can be made out of paper or from a kit bought at a hobby or craft store.
- Visit a local air show or aeronautics museum in your community.
- Take your child to the library to check out books or videos on airplanes.
- Play a video game with your child that involves things that fly.

- Teach your child how to make a kite or buy one at a local store. Fly the kit on the next windy day.



LEVEL ► Fourth Grade

TRAIL TO THE FUTURE

PROJECT ► FUN AND GAMES

PURPOSE ► Children solve group challenges through cooperation and problem solving in a fun, entertaining atmosphere.

MEETING PLANS ►

Glacier Breakers
It Takes a Team!
Family Games

YOUTH OUTCOMES ►

Has confidence in one's ability to accomplish a goal (2.3).
Appreciates the value of self and others (2.5).
Is willing to engage in personal growth activities (2.7).
Recognizes and respects values of others (3.10).
Is aware of and respects others' feelings (3.12).
Practices good oral, language and written communication skills (12.37).
Follows verbal directions (12.40).

EDUCATIONAL STANDARDS ►

Glacier Breakers	LA 8.9; B 3.1
It Takes a Team!	LA 8.9; B 3.1
Family Games	LA 8.9, B 3.1

REQUIREMENTS FOR EARNING ► A RECOGNITION ITEM

Each child receives a red bead for each meeting in which he or she participates and earns an emblem #B-54700 or a certificate for the completion of three meetings. These can be altered or substituted according to the needs, interests and ideas of the group.

TIPS FOR GROUP LEADERS ►

- The project requires a large area in which the children can complete games and activities.
- Use cones or markers to establish boundaries.
- Have plenty of adult help to supervise the group. Invite Camp Fire teens to introduce the games.
- Invite other children to join in the Glacier Breakers.
- After each challenge activity, reinforce what the children learned with discussion and questions.
- Keep the needs of all children in mind, and adjust activities to accommodate them.

Distribute this project overview to each activity leader who will be involved in this project.

MEETING PLAN ► GLACIER BREAKERS**PROJECT ► FUN AND GAMES****LEVEL ► Fourth Grade**

PURPOSE ► Children will play several games that require individual and team effort from each participant.

MATERIALS ►

- Cones or markers for boundaries

PREPARATION ►

Establish the playing area; the more children there are, the larger the playing area that is required.

OPENING ► Choose from the suggestions on page 225 or develop one of your own.

ACTIVITIES ►

Children enjoy playing many types of games, ranging from individual or team sports to board games, video games and games they learned when they were younger. Glacier Breakers is a series of games that enable the children to participate in a noncompetitive manner. In Glacier Breakers, there are no winners and no losers. The games are active and limited in time. All Glacier Breakers have four basic rules:

Play hard: Give all your effort.

Play fair: Follow the rules of each game.

Play safe: Show respect for other people's safety.

Have fun: By following all of the other basic rules, everyone can have fun.

Everybody's "It"

Decide where the boundaries are for the game. Have the children spread out around the room and squat down. On the count of three, have everyone get up and start to tag each other (because everyone is "it"). If a person is tagged, that person sits down and is no longer "it." When two people tag each other at the same time, both players sit down and are out of play. If two people argue with

each other about who tagged first, then both players are out of play. Anyone going "out of bounds" is out of play.

When the number of "it" players is down to a few, start over. The entire group counts down from five to one. At the count of one, everyone is squatting down and is ready to play another round. Have other adults watch the boundaries and help with the counting.

Smaug's Treasure

Smaug is a dragon from the book *The Hobbit*. In the story, Smaug protects his stolen treasure from possible thieves. In the game, one member becomes Smaug, and the rest of the players are thieves. The treasure is a knotted handkerchief or towel. The object of the game is to steal the treasure from Smaug without being touched.

The thieves form a large circle around Smaug. The dragon stands over the treasure but cannot touch the treasure. To select a thief, the caller (an adult to begin with) will announce articles of clothing, birth months, colors of physical features or other items the children may have.

Children who fit the description must enter the circle, where Smaug can touch them at any time. The thieves try to grab the treasure. When the treasure is secured, the thief must run to the outside of the circle. If Smaug catches the thief with the treasure, the treasure returns to the center of the circle and the game continues. Once tagged, the player can no longer go after the treasure until called upon. The caller calls other thieves to the circle.

When the thief leaves the circle with the treasure, that player becomes the next Smaug, and the game starts over again.



Giants, Wizards, Gnomes

This game is similar to rock, scissors and paper. The object of the game is to chase members of the opposite team and avoid being tagged.

Introduce the characters, gnomes, wizards and giants. Demonstrate each character's actions: Gnomes must squat down with fingers, as ears, on their heads.

Wizards are to hold out their arms in front of themselves and zap their opponents.

Giants must stand on their tiptoes and have their arms above their heads.

Wizards can kill gnomes by zapping them with spells.

Gnomes can kill giants by quickly poking them with daggers before being stepped on.

Giants can kill wizards by stepping on them; they are too strong for wizards' spells.

Divide the children into two groups. Ask each group to line up on opposite ends of the playing field, facing each other. Tell each group to select, as a whole, what its members will be — giants, wizards or gnomes. Have both lines approach each other toward the middle of the field. Instruct them that, on the count of three, they are to show their identities.

The winners of the challenge then chase the losers to their end of the field. If a losing member is tagged, that child joins the winning team. The game continues, with both sides selecting new characters. If both teams select the same character there is no winner of the challenge, and both sides must decide on another character.

Another version of the game is Mosquito, Fish, and Human. Mosquito bites human, human eats fish, and fish eats mosquito. This is a good activity to use to explain how the food chain works.

PLAYBACK: POINTS TO REINFORCE ►

- How do rules make a game safer and more fun?
- What does it mean to be a member of a team?
- What does it mean to play fair?
- How do you function as a team member in school and at home?

CLOSING ► Choose from the suggestions on page 225 or develop one of your own.

MEETING PLAN ▶ IT TAKES A TEAM!**PROJECT ▶ FUN AND GAMES****LEVEL ▶ Fourth Grade**

PURPOSE ▶ Children practice teamwork, problem solving, and team processing.

MATERIALS ▶

- Location where children can lie on the ground
- Table with 20 to 25 different items on it (toys, markers, pencils, etc.)
- Tennis ball
- Stop watch
- Carpet or platform (2' x 2')

OPENING ▶ Choose from the suggestions on page 225 or develop one of your own.

ACTIVITIES ▶

Teamwork enables a group of individuals to share ideas (based on past experiences), discuss possible steps, execute a plan and learn from mistakes and accomplishments of the entire group. Teamwork may require a leader who is willing to support all possible ideas and to make decisions that will enable the group to accomplish the given task. Teamwork requires all members of the group to listen to each other and support the decisions that were made by the leader and the team.

The following activities enable the children to work as a team without using too much discussion and planning. These activities are short and fun, but they do require talking about the skills after each activity.

Warp Ball

The object is for the children to pass a ball in the same order in the fastest time.

Have the children form a circle. Toss the ball to one child, who must then toss the ball to another child. The ball continues being tossed until all the children have been included.

Tell the group that they will pass the ball in the same order and that you will time the event.

The goal is to pass the ball in the same order in the fastest time. Give the group time to discuss alternative ideas. Ask the children what ideas were suggested and which one was selected. Ask if everyone understands the selected plan of action. Then have the children complete the task.

Continue the process of brainstorming ideas or adjusting the plan of action to further reduce the time. (Hint: The children may rearrange themselves within the circle.)

When the children have completed the task in the fastest time, ask them the following questions:

- What were some of your ideas?
- How did these ideas help in completing the task?
- What was the turning point that made the task possible?
- What do you feel was your responsibility in completing the task?
- Did everyone accept their responsibilities?
- Were there others in the group whom you feel did not contribute enough or contributed too much?
- Was there a leader in your group?
- Was this leader able to listen to your ideas?
- What were the strengths of the leader?
- What other strengths should a leader have?
- If you could do this task over again, what changes would you make?
- What responsibilities would you add to assigned tasks?
- How did you feel at the beginning of the challenge?
 - After the first time?
 - After the turning point?
 - At the end?



Memory Table

The object of the activity is for the children to observe objects on a table and then transfer the objects, in the exact arrangement, to another table.

Arrange 20 to 25 objects (one or two items per child) in such a way that the children can observe distances, positions, sequences, etc. On a piece of paper, draw a “map” of where the objects are located. Keep this map until the end of the activity. Allow the children three minutes to discuss the arrangement of objects. After three minutes, the children cannot talk to each other during the rest of the activity.

Tell each child to take one object and move it to the other table, placing it in the same arrangement as on the first table. Have the children continue to move back and forth until all objects are relocated. The children then can try to communicate, without talking, in order to rearrange any objects. When all the children agree that the objects are in the correct arrangement, the activity is over. Compare the arrangement to the map. The children can discuss their observations and any mistakes that were made.

Ask them the following questions:

- Was it possible for the children to place all the objects in the correct arrangement?
- How did the team communicate?
- What made it easy?
- Complicated?
- How does this activity relate to being a team building?

All Aboard

Identify a “platform” for the children to balance on. It should be an area of about 2 feet by 2 feet. If there is not a platform, designate the area with masking tape. The object of the activity is to get the entire group to balance on a platform without touching the ground.

Ask the group to decide on a course of action and then attempt the task. The children cannot pile themselves on top of each other or piggyback onto each other. Stand near the group and check for safety.

Once everyone is balanced, the group must count to five.

Have the children answer the following questions:

- What were some of the difficulties of doing this challenge?
- What were the reasons for some of the difficulties?
- What have we learned that could have made this task easier for the entire group?
- How did you feel after making mistakes?
- How did you feel when the group finally accomplished the task?
- What were some of the safety concerns for the group?
- How did the group handle this issue?
- What was your input in the decision making process?
- How could you have handled the planning stage better?

PLAYBACK: POINTS TO REINFORCE ►

- How does a leader play an important role in team?
- How does a team work together to solve problems?
- What happens if a member of a team doesn't listen or support the decision of the leader and other team members?

CLOSING ► Choose from the suggestions on page 225 or develop one of your own.

MEETING PLAN ► FAMILY GAMES**PROJECT ► FUN AND GAMES****LEVEL ►** Fourth Grade**PURPOSE ►** Families will choose and play games together.**OPENING ►** Choose from the suggestions on page 225 or develop one of your own.**MATERIALS ►**

- Board games
- Decks of cards
- Paper
- Markers
- Decorations for invitations

ACTIVITY ►

Ask children what their favorite games are that can be played with families. Let the group decide which ones to make available at a family meeting. Let children think of a name for the game night, and make invitations for them to give to their family. For the game night, set up tables and chairs and provide enough games for everyone who will attend. Offer a combination of board games and active games so that everyone can find something fun to play. Families can mix with other families, and children mix with adults. This will encourage people to become comfortable with others they don't know.

PLAYBACK: POINTS TO REINFORCE ►

- Playing games together as a family can be a great ice breaker.
- Did children learn anything new about the adults in their family as they played their game together?
- Many of the games children play now are the same games as adults played when they were children.
- Which of the games played at this meeting were also played in the past?

CLOSING ► Choose from the suggestions on page 225 or develop one of your own.**ADDITIONAL ACTIVITY ►**

Choose a game and have a family tournament. A game like checkers works well because it is relatively easy to play. Set up a few different tables, each with a checker board. Adults and children play can each other or you can have two tournaments going at the same time, one for adults and one for children. The rules are that whoever wins a game continues to play. The person remaining after everyone has had a chance to play is the winner. Have prizes for the winners.



FAMILY TAKE-HOME PAGE

"Fun and Games" is a project on the Trail to the Future that helps children solve group challenges through cooperation and problem solving in a fun, entertaining atmosphere:

As a result of the project:

- Children solve group challenges through cooperation and problem solving in a fun, entertaining atmosphere.
- Children will play several games that require individual and team effort from each participant.
- Children practice teamwork, problem solving, and team processing.

This project supports Camp Fire outcomes. We hope that your child:

- Has confidence in his or her ability to accomplish a goal.
- Appreciates the value of self and others.
- Is willing to engage in personal growth activities.
- Recognizes and respects values of others.
- Is aware of and respects others' feelings.
- Practices good oral, language and written communication skills.
- Follows verbal directions.

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

AT HOME ▶

Ask your child to explain one of the games they learned. Play a game together as a family.

Teach your child one of the games you played when you were young.

Ask older family members to share favorite games they played when they were young. They can talk about their experiences playing this game and why they enjoyed it.

Play games on the computer with your child. There are many Web sites that have many interactive games for children to play. Just key in "games kids" to find a listing of sites.



MEETING OPENINGS AND CLOSINGS

An opening is an activity that formally signals the beginning of the meeting. It is a special ceremony that often becomes a tradition. Groups might consider using the same opening and closing for a specific project. For example, if the group is working on a project on the Trail to the Environment, they could use the same opening and closing for each meeting in that project.

A closing is an activity that signals the end of the meeting. It should be a special time that draws the meeting to an end on a positive note. Make the closing quiet and fun as well as a little serious and meaningful. It should be something the children will remember until the next meeting.

TRADITIONAL OPENINGS AND CLOSINGS ►

- Have a flag ceremony.
- Recite the "Pledge of Allegiance."
- Have the children form a friendship circle by crossing their right arms over their left arms and joining hands with the children on each side. Each person squeezes the hand of a neighbor as a sign of good wishes or friendship. Pass the good wishes or gentle squeeze on until it has gone all around the circle.
- Sing a Camp Fire song or a familiar song such as "Make New Friends." You could also use the tunes of one of these songs and make up new words.
- Make a puzzle out of the Camp Fire logo and let the children put it together at the beginning or end of the meeting.
- Create special handshakes. As the children leave, have them shake hands with each other and say something nice to each person with whom they shake hands.

- Form a good-bye bridge. Partners line up and make a bridge to the door. The pair farthest from the door starts under the bridge to the door, saying good-bye, followed by other pairs in turn. The last pair can exit under the arms of the adults who are leading the meeting.
- Light a candle and have the children make silent wishes.

ADDITIONAL IDEAS ►

The following activities can be combined with the traditional Camp Fire group openings and closings:

- Assign family members of the children the task of creating and leading opening and closing activities for the meetings.
- Invite family members of the children to teach their favorite songs or a game to the children as part of the opening or closing.
- Make a banner out of fabric, a tablecloth or a sheet. Before the children leave each meeting, have them use fabric markers to print a few words or draw a picture on the banner describing what they liked most about the meeting. It may be an activity, something they learned or just being with their friends. Hang the banner on the wall during each meeting. When the banner is full, present it to a younger *Starflight* group to show those children all of the fun things they will get to do someday.
- Drawing imaginary pictures is a good exercise to relax the children and help them begin to focus on what is ahead in the meeting. Have the children stand several feet apart. Lead the group in pretending to draw large circles, first with one hand and then with both hands. Create other designs, moving up, down and from side to side. Make sure the children move the upper arms and shoulders. Use elbows, shoulders, wrists and hands to make the imaginary pictures in the air. Let the children take turns leading the group.

End the exercise with the children drawing an imaginary picture of the Camp Fire logo high in the air.

- Help the children relax at the end of the meeting. Have them close their eyes, take a long, deep breath and let it out slowly. Then have them breathe out, pretending the air is flowing out the ends of their fingers. The next time they do the

breathing exercise, have each one of them pretend to be a balloon with air coming out of it.

- Let the children spend time talking and sharing in a "Chat Circle."
- Play a familiar or new game before the meeting. Each week ask a child to teach or lead the game.

ADDITIONAL MEETING SUPPLIES

EQUIPMENT	TOOLS	MISCELLANEOUS
Balls Calculators Camera with film Camping equipment Canvas (3'x5') CD player Containers with lids Dowels Hula hoops Jump ropes Kites Mirrors Paper bags Plastic bags Postage stamps Radio Scale Stop watch Plastic foam balls Tacky cloth Tape recorder Wooden skewer sticks Yardsticks	Acrylic paint Cleaning supplies Cooking utensils Cookware Electrical tape Extension cord Flashlight Garden hose Glue gun Hammer Map/Globe Paint thinner Popcorn popper Sand paper Stove/heating element Tape measure Varnish Wood Wood stain	Baby powder Balloons Balls of string Baby wipes Birthstone chart Braille alphabet cards Cardboard tubes Cement Clothes pins Corrugated cardboard Crossword puzzles Deck of playing cards Dry plaster mix Envelopes Face paint Face wipes Flower seeds Fruit & Vegetable seeds Graph paper Hair spray Ink Large black poster board Large calendar Lava soap Old Camp Fire manuals Old magazines Petroleum jelly Pillow cases Plastic table cloths Potting soil Queen-size sheet Ribbon Samples of family trees Sawdust Small vine plants w/ roots Sponge or rubber balls Straws Surgical gloves Toothpicks Tracing paper



TEN TIPS FOR BAKING SUCCESS WITH KIDS

More questions?

Visit www.homebaking.org

1. Always wash hands and countertops before starting.
2. Stay safe! Have an adult show how to do the following age-appropriate baking tasks:

K-2nd graders: (ages 6-8)

Clean surfaces before and after; washing fruits or veggies. Gather ingredients, pans; grease baking pans. Stir dry ingredients, spoon into dry measure cup; level off.

Measure liquid ingredients. Add measured dry and liquid ingredients into mixing bowl. Crack eggs. Cut fruit, margarine or butter sticks with plastic or table knife on cutting board; grate cheese. Stir batters (pancakes, muffins)—a thick dough may be too stiff. Knead dough. Preheat the oven. (Adults help to load products in hot oven.)

Wash dishes, put away ingredients or utensils.

Get adult help with sharp knives or peelers, opening cans/bottles, stirring thick mixtures, loading and unloading the oven and handling baking pans.

3rd-6th graders: (ages 9-12)

Learn safe knife skills for chopping and cutting. Handle food equipment safely—place oven racks and load oven, operate mixer, microwave, bread machine and food processor. Follow a recipe, measure accurately and prepare a product. Read and interpret ingredient and food labels. Handle and store food ingredients and finished products safely. Clean up.

3. Read the recipe top to bottom first—together with an adult or on your own.

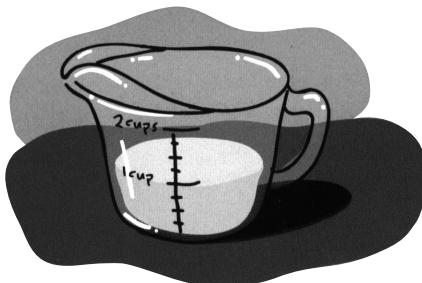
Be sure you:

A. Understand the steps and methods

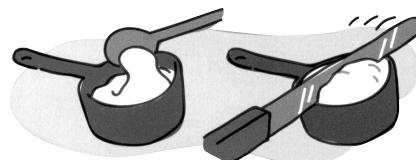
B. Have all the ingredients and equipment.
C. Take it one step at a time, finish each step and double check to be sure nothing was left out.

4. Gather all the ingredients and equipment. Make sure ingredients are fresh.
5. Use the right tools. Use measuring spoons (not eating utensils) for small amounts. #1 Stir dry ingredients (flours, sugars, cornmeal, cocoa) and spoon into dry measuring cups and level off with a flat edged utensil. #2 Pour liquids (water, oil, milk, honey, corn syrup) in a clear liquid measuring cup placed on the countertop.
6. Use a food thermometer to measure liquid temperatures before adding to yeast. Always cover bread dough and place it to rise at room temperature (or about 80 degree F). Be sure to punch it down when it doubles in size.
7. Ingredients tips: Use large eggs in home baking. Use only butter or margarine (read the package label), not a spread or reduced fat product.
8. Use the size of pan the recipe recommends for best results. (For substitutions, see pan substitution chart at www.homebaking.org.)
9. 1-2-3-4-5 in the Oven:
 - Make sure the oven racks are in the right place. Move them while the oven is cold.
 - Always preheat the oven as the recipe directs.
 - Place pans in the oven so they are not touching each other or the oven sides. Do not place pans on racks right above or under another pan.
 - Keep dry oven mitts or pads close by.
 - Have a wire cooling rack ready for the pans and to cool the baked food on.
10. Clean up spills immediately. While the product bakes, finish cleanup.

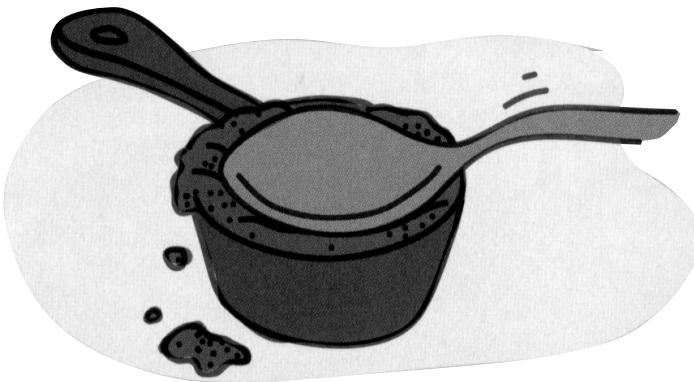
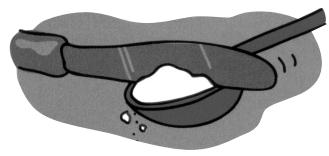
MIX & MEASURE



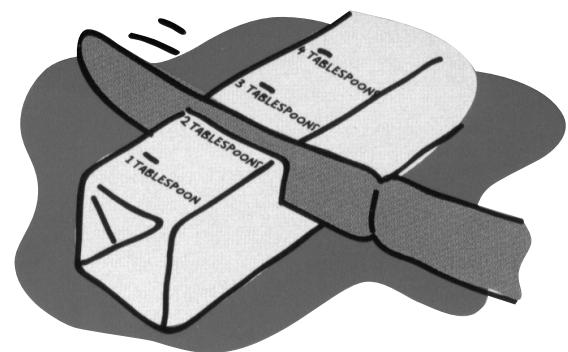
Liquid Ingredients



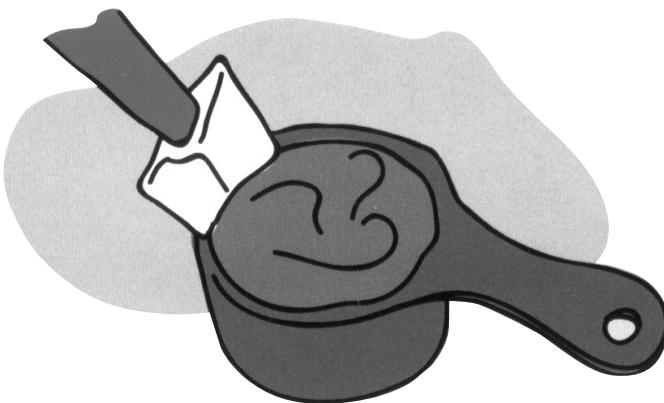
Dry Ingredients



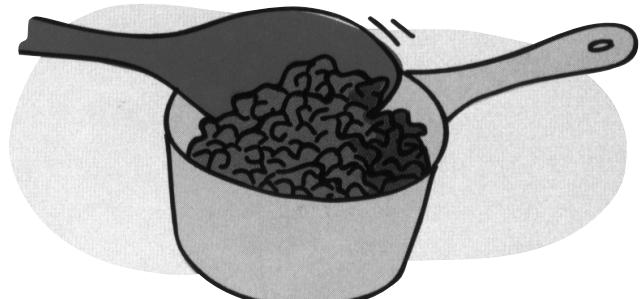
Brown sugar



Margarine or Butter

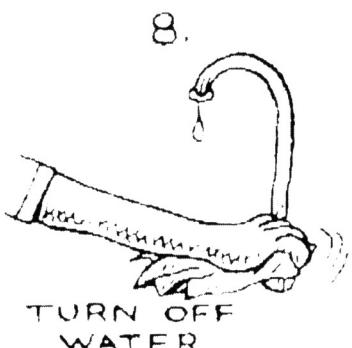
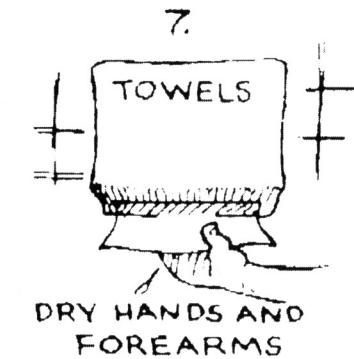
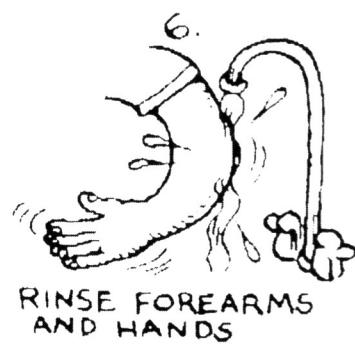
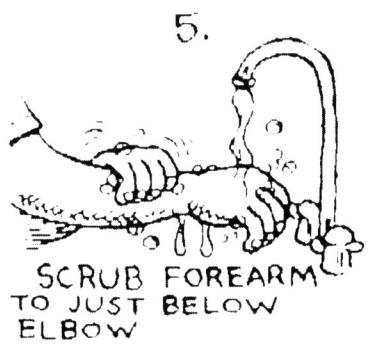
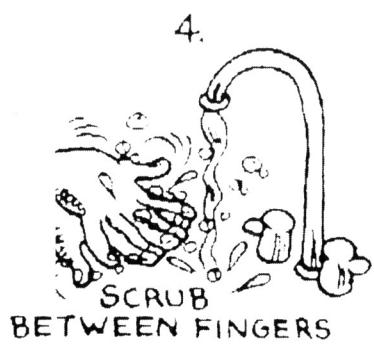
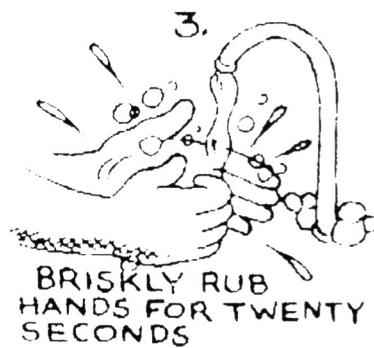


Shortening and Peanut Butter



Other Stuff

HAND WASHING GUIDE





Camp Fire

**LEVEL ► FOURTH GRADE****TRAIL TO FAMILY AND COMMUNITY****PROJECT ► OUR GROUP**

PURPOSE ► Children develop an understanding of Camp Fire and begin to establish a cohesive group.

MEETING PLANS ►

Getting to Know You
Camp Fire Banner

YOUTH OUTCOMES ►

Knows one's role in a group situation (4.13).
Establishes personal friendships and intimate relationships (7.28).
Knows how to engage in conversation with adults (7.29).

EDUCATIONAL STANDARDS ►

Getting to Know You	B 2.2
Camp Fire Banner	B 2.2; B 2.4

**REQUIREMENTS FOR EARNING A ►
RECOGNITION ITEM**

Children complete three meeting plans. Each child who completes three meeting plans receives recognition emblem #B51900 or certificate #T52000.

TIPS FOR GROUP LEADERS ►

- Many leaders use this popular project to introduce Camp Fire to their newly formed group.
- The “Our Group” project is only completed once, when a child or a group of children first joins the organization.
- There may be more activities in the meeting plan than you can do. However, it’s better to be overprepared than to not have enough to do. If the children really enjoy an activity, or it takes longer than you expected, carry over an activity to the following meeting.
- Provide refreshments for each meeting.
- You can choose to present the Camp Fire identification emblem (#B10000) to each child at the beginning of the first meeting, or at the close of a project.
- When new children join the group, invite other children to explain Camp Fire. Link-up the new children to members who can make sure all of their questions are answered and that they understand what Camp Fire is.
- Mix and match the activities as needed. They are geared for children of various ages. Feel free to modify them to better meet the needs of older children.

Distribute this project overview to each activity leader who will be involved in this project.

MEETING PLAN ► GETTING TO KNOW YOU**PROJECT ► OUR GROUP****LEVEL ► Fourth Grade**

PURPOSE ► Children create a sense of belonging to a group.

OPENING ► Give each child a name tag. Welcome group members and introduce yourself. Play a get-acquainted ball game. Ask members to stand in a circle. Gently throw or roll a ball to one member. As that child gets the ball, ask the child to say his or her name. With older children, also ask them to share something unique about themselves. Ask that the ball be returned to you. Repeat until each child is introduced.

MATERIALS ►

Index cards or pieces of paper for name tags, beach or sponge ball, Camp Fire logo outline (included on page 218), large sheet of paper, markers, scissors, scarf, Camp Fire vest with identification emblem and recognition items, other recognition display items (such as the add-an-emblem design featured in the Official Camp Fire Merchandise Catalog) and trail certificates.

PREPARATION ►

Print off a color photo of the Camp Fire logo at www.campfire.org. Make name tags for the children or have them make their own at the meeting. For younger children, attach a piece of yarn so the name tag can be put on over the head.

ACTIVITIES ►

Sit in a circle with the children to discuss what a Camp Fire group is. Camp Fire helps both boys and girls learn new things in a fun way. It is also fun to do things together and for others. Talk about how the group will work together, plan things, share ideas and grow as leaders. Ask children if they have been in a Camp Fire group before. Ask what it means to belong to a group. Compare their ideas to what their Camp Fire group will do.

Explain that there will be some business to take care of at each meeting. Demonstrate by calling roll and collecting dues from each member (if applicable).

Talk about how friends work together in Camp Fire. Friends depend on each other for help, ideas and fun. Divide the children into pairs. Space the pairs around the room. If there is an uneven number, a leader can pair with the extra child.

Explain that when given a direction, the partners perform the task or act out the option together. As an example, demonstrate “swimming through gelatin.” Ask one of the children to help you think of different ways to get through the gelatin.

Give some of the following directions to start the game:

- Play baseball with your friend.
- Be very small with your friend.
- Sit on the floor back to back, bend knees, hook arms and try to stand up.
- Balance on a log without falling off.
- Put your thumbs together and dance up and down.
- Hold up your left foot and hop with your friend.

Change partners several times during the game so all children have a chance to work with each other.

Tour of Meeting Area

Give the children a tour of the meeting area. Share your ground rules about where they can go and what they can do in the meeting area. Describe areas which are off limits. Show the children where



to put their belongings. Let them know which bathroom facilities they can use. Point out exit doors and emergency exit routes. Identify an emergency meeting place outside in case there is a fire. Talk about safety rules, especially for situations when you are not in your regular meeting place. Basic rules include:

- Walk in pairs.
- Stay with the group.
- Know what the adults are wearing (to identify the leaders).

Ask the children if there are other situations that might require safety rules, outside of the meeting place (busy streets, driveways, alleys, dogs, poisonous plants, flowers, etc.).

Write down these rules for use when a field trip is planned.

Camp Fire Logo

Explain that the Camp Fire logo is a view of a campfire from above. The logo also represents a spark that ignites the fire from within.

Giggle, Giggle Game (for young children)

Stand in a circle. Have one child throw a scarf in the air. As long as the scarf is in the air, everyone giggles. As soon as the scarf hits the floor, everyone stops giggling. The next time, have the children wiggle their noses or clap their hands. Have them stop when the scarf touches the ground.

Give several children a chance to lead the game. Explain that being a leader in a game will help them be a good leader in their group.

Camp Fire Recognition

Show the group the uniform vest with identification emblem and recognition items sewn on. Explain to children that as they participate in Camp Fire activities, they earn awards to display on a vest, add-an-emblem design or other items of clothing.

Group Mural

Spread a large sheet of paper on the floor. Give

each child colored markers or other drawing materials. Ask the children to find a space on the paper and write their names or draw their handprints. Have them draw pictures of things they like to do. Ask what games they like to play, what they do with their friends, what they do to help someone, etc. Encourage older children to work together on their drawings. Ask each child to talk about what he or she drew. Pay attention to what they mention, as you can use the information about their interests when planning future meetings. Cut apart the mural and let the children take home their sections. Be sure to draw something about yourself. This helps the children become better acquainted with you.

PLAYBACK: POINTS TO REINFORCE

- How would you describe Camp Fire?
- What are the Camp Fire logo mean to you?
- What did you want to do in Camp Fire?
- * What did you learn about being a friend?

CLOSING

Use a friendship circle to close the meeting. Have the children stand in a circle and cross their right arms over their left arms and join hands with the person on each side. Explain that a friendship squeeze will be passed around the circle. Ask a child to gently squeeze the hand of a neighbor as a sign of good wishes. Pass the good wishes (the gentle squeeze) around the circle. Say something nice about the meeting today. Wish them a safe and happy week.



Camp Fire

Light the fire within

**MEETING PLAN ► CAMP FIRE BANNER****PROJECT ► OUR GROUP****LEVEL ►** Fourth Grade

PURPOSE ► Children create a sense of group identity.

OPENING ► Welcome the children. Have the flag and pledge leaders bring in the flag and say the pledge. Say the Camp Fire Wish. Have the children repeat the first two lines after you.

MATERIALS ► Strips of paper, two large sheets of paper, two small sacks or cans, ideas for club name, copies of the Camp Fire Wish, materials for a group banner (felt, paper, sheets or fabric), materials to glue, staple or iron on material, paint or magic markers, Wohelo printed on large paper.

PREPARATION ► Write each child's name on a strip of paper. On large paper, list the following jobs: flag, pledge, Wish, roll, dues, refreshments, clean-up and squeeze. Decorate two cans or sacks if desired. Label one "today" and the other "another time." If children can read, write the Camp Fire Wish on a large sheet of paper. Post the list of jobs.

ACTIVITIES ►**Business**

Have the roll leader call roll and the dues leader collect dues. Briefly go over the rules discussed at the last meeting that are posted on the wall.

Make a poster of simple meeting rules (children will have the chance to add to the list). Rules might include:

- One person talks at a time.
- Ask a leader when you need to leave the room.
- Be quiet when asked.
- Take turns.
- Respect other people and ideas.
- Think about appropriate consequences of breaking the rules, keeping in mind a reasonable expectation of what children can be expected to do.

Camp Fire Wish (*Starflight*)

To have fun

To learn to make things

To remember to finish what I begin

To keep my temper most of the time

To learn about nature and living outdoors

To have adventures with people, places and things
To make friends

Business

Call roll and collect dues (if applicable). Explain that every group has rules that allow everyone to participate in a safe and positive way. Ask what rules they have at home, at school or while playing games. Show your list of rules or just talk about each one. Demonstrate a quiet sign by raising one hand into the air. When others see a hand in the air, they stop talking and put their hands up, until everyone is quiet. Ask if the children want to add any new rules. Talk about what would happen if rules were broken. Emphasize that if they are considerate of others and follow the rules, their meetings will be fun and productive.

Officers

Explain that one way a group accomplishes things is with helpers. They can be called officers or leaders. Everyone will have a chance to have a leadership job during their time with Camp Fire.

Here are some examples:

- Flag leader carries the flag.
- Pledge leader starts the Pledge of Allegiance.
- Supply leader helps the adults distribute and collect supplies.
- Clean-up leader gets everyone involved in clean-up.
- Roll leader checks to be certain that everyone is present.
- Dues leader collects dues.
- Refreshment leader helps prepare and clean up refreshments.
- Squeeze leader starts the squeeze in the closing friendship circle.

Make a list of the jobs for the group.

Trails

Explain that Camp Fire activities are found in five trails:

- Trail to Knowing Me
- Trail to Family and Community
- Trail to Creativity
- Trail to the Environment
- Trail to the Future

Play a game in the Trail to the Future from any of the level project books. Tell children that there will be trail activities at each meeting.

Group Name

Sit in a circle. Explain that the first thing people ask when they meet is, "What's your name?" Ask why names are important. Explain that just as each person has a name, so do Camp Fire groups. Tell the children they are going to choose a name for their group. Explain that a name says something about the members of the group. Just as people have first and last names, their group's last name will be "Camp Fire group." They are choosing a first name now, like Flying Tigers Camp Fire Group. Make sure the names are positive and good for Camp Fire's public image.

Stimulate ideas for the group name by asking questions. Ask what they want to do together. Compare the group to an animal and ask what kind of animals they are like. Write down three or four popular ideas for everyone to see. Talk about the ideas. Have the children raise their hands to vote for their favorites. If it's hard to make a decision, assure them that they can change the name any time they want.

Introduce Camp Fire's watchword, Wohelo. Explain that this word is used as a greeting or at the end of a letter to a friend. Explain that it is a word created by the first two letters of three separate words: work, health and love.

Group Banner

Present the materials you have brought to make a group banner. Decide who will print the group name on the banner and how the group wants to decorate it. Tracing letters on construction paper is a good way to do it. To hang the banner, make two holes at the top and thread yarn through the holes.

Explain to children that the banner will be in their room during group meetings. Point out that the banner is special because each person contributed to it. It tells everyone they are a group and proud of it.

PLAYBACK: POINTS TO REINFORCE ►

- What jobs could also be done at home to help your family?
- What special meaning does the group name have?
- Why did you make a banner?

CLOSING ► Use a friendship circle to close the meeting. Have the children stand in a circle and cross their right arms over their left arms and join hands with the person on each side. Explain that a friendship squeeze will be passed around the circle. Ask the squeeze leader to gently squeeze the hand of the neighbor as a sign of good wishes. Pass the good wishes (the gentle squeeze) around the circle. Say something nice about the meeting today. Wish them a safe and happy week. Dismiss the meeting with a "Wohelo."

**BAKING RESOURCE SECTION ►**

Camp Fire appreciates the contribution of baking projects developed by the Home Baking Association. These resources provide support for the baking activities in this book.

Food safety tips:

Food safety starts with washing hands before handling food and after handling raw meat, eggs or other foods that can cross-contaminate ready-to-eat products.

- A good sanitizing spray or rinse for cleaning counter/tables is : 1-teaspoon bleach to 1-quart water. Prepare fresh mixture daily.
- Always use fresh utensils or counter that come in contact with raw eggs, meat, poultry or fish before you use them for ready-to-eat foods such as deli meats, vegetables or baked goods.
- Refrigerate eggs, milk and other perishable ingredients when not being used at 40°F or less.

APPENDIX

ADDITIONAL RESOURCES ►

Amazing Wheat, Kansas Wheat Commission/Wheat Foods Council, 1999. Activities for grades 4th through 6th. Videos are also available. Telephone: 785 539 0255

Wheat Foods Council
Telephone: 303 840 8787
www.wheatfoods.com

A Romance with Baking, Redfern Hamper, Karol, Redfern Books, 2000. Pictorial U.S. history of milling and baking with recipes. ISBN 0-9674772-0-4.

Baking Fun at Camp Cookie
Land O'Lakes, PO Box 4000, Monticello, Minnesota
Land O' Lakes games, recipes and fun.

Baking Resource Guide,
Home Baking Association, 1999.
Guide to tested and reliable recipes, cookbooks, videos, posters and baking tips. Order from the HBA while supplies last.
www.homebaking.org.

Betty Crocker's Kids Cook! Betty Crocker Kitchens, Macmillan Publishing, New York, 1999. ISBN 0-02-863406-3.
www.bettycrocker.com or www.mgr.com
(Macmillan Publishing)

Bread Bread Bread, Morris, Ann, and Heyman, Ken, William Morrow & Co., New York, 1989. Pictorial celebration of the many different kinds of bread and how they are enjoyed around the world. (Also look for the Reading Rainbow videotaped version at your public library.) ISBN 0-688-12275-2.

Bread in a Bag series.
A variety of breads prepared in bag.
Great for classrooms and after-school programs.
Idaho Wheat Commission
Telephone: 208 334 2353.

Bread for Youth Groups, Red Star Yeast, 1997.
Carol Stevens
Telephone: 800 445 4746.

Celebrating Our Mothers' Kitchens,
The National Council of Negro Women, Inc., 1996.
Simon & Schuster
Telephone: 800 223 2336.

How to Teach Nutrition to Kids. Evers, Connie Liakos, Carrot Press, Tigard, 1995.
An integrated, creative approach to nutrition education for children ages 6-10.
ISBN:0-9647970-3-8

Journey Cake Ho! Sawyer, Ruth, Viking, 1953.

Rising to the Occasion. Fleischmann's Yeast, 1999. (Also—*Rolling in the Dough; Exploring the North Roll; It's in the Bag*, for ages 9-18.)
Telephone: 800 777 4959
www.breadworld.com

Latkes and Applesauce. A Hanukkah Story. Manuushkin, Fran, Scholastic, Inc., New York, 1990. ISBN: 0-590-42261-8

Loaves of Fun. Harbison, Elizabeth M., Chicago Review Press, 1997.
A history of bread with activities and recipes from around the world.
ISBN: 1-55652-311-4

Tony's Bread. De Paola, Tomie, A Whitebird Book, G.P. Putnam & Sons, New York, 1989.
ISBN: 0-399-21693-6

The Magic School Bus Gets Baked in a Cake. Cole, Joanna, Scholastic, Inc., New York, 1995.
A book about kitchen chemistry.
ISBN 0-590—22295-3

Marvin and the Great North Woods, Lasky, Kathryn, Harcourt Brace & Co., New York, 1997.
ISBN: 0-15-200104-2

The Rainbow Bakery. A Color-full Adventure Children's Cookbook, Gold Medal Flour, 1998.
33 flour-based craft and baking projects for children. PO Box 2052, Milaca, Minnesota 56353-2052

Walter the Baker, Carle, Eric, Scholastic, Inc, New York, 1996.
Young readers explore how the pretzel may first have been made.
ISBN 0-590-44452-2.

Yoko, Wells, Rosemary, Hyperion Books for Children, New York, 1998.
ISBN: 0-439-10472-6

**TOOLS FOR BAKING WITH KIDS ►***Kidz Baking*

Klub, by Chicago Metallic.

Creative activities (painting, drawing, stamping, stenciling, cutting, eating) translated to Kake & Kookie Decorating. Designed for kids ages 5-12. Mail: Kidz Baking Club, c/o Chicago Metallic, PO Box 1139, Lake Zurich, Illinois 60047

www.kidzbakingklub.com

My First Bake Set, by Doughmakers Bakeware.

888 386 8517

PO Box 10034, Terra Haute, Indiana 47801

Home Baking Association Videos:

(Each 20-minute video includes lesson plans.)

Baking for Success

A video/curriculum set complete w/lesson plans & three baking vignettes. (1998) \$15.00

Library of all 5 lessons, 4 videos. Includes all the lesson plan books (*Pancakes; Yeast Breads and Baking Powder Biscuits; Pizza; and Cookies*) and the *Baking Basics* manual. \$95.00

Pancakes & Muffins

A lesson in basic batter for pancakes and muffins. (1995) \$29.00

Pizza Basics

A lesson in making pizza from scratch and much more. (1994) \$ 29.00

Smart Cookie!

A lesson in basic cookies from scratch, quickly and easily. (1996) \$29.00

Yeast Bread & Baking Powder Biscuits

A double lesson in basic preparation and leavening of yeast breads & baking powder biscuits. (1995) \$29.00

Order Home Baking Videos by calling

1 303 840 8787, e-mailing

wfc@wheatfoods.org or visiting

www.homebaking.org.

Add \$5.00 Shipping & Handling Charges.

See many additional videos and resources available by visiting the web-sites listed.

**HOME BAKING
ASSOCIATION ►
MEMBERS & LINKS**

www.homebaking.org

American Egg Board

E-mail: aeb@aeb.org
www.aeb.org

***American White Wheat Producers**

E-mail: info@awwp.com

Astaris (leavening ingredient company)

Bemis Company, Inc. (manufacturers packaging)
www.bemis.com

***Bob's Red Mill Natural Foods**

www.bobsredmill.com

Chicago Metallic

www.bakingpans.com
www.kidzbakingklub.com

Clabber Girl

www.bakewithlove.com

Doughmakers Bakeware

www.doughmakers.com

Fleischmann's Yeast

www.breadworld.com
 Telephone: 800 777 4959

***Gold Medal Flour**

www.bettycrocker.com

Hershey Foods Corporation

www.hersheys.com

History Cooks—Mary Gunderson
www.historycooks.com

***Hodgson Mill, Inc** –(Whole Grain-Good Food)

www.hodgsonmill.com
 Telephone: 800 347 0105

***Idaho Wheat Commission**

www.Idahograins.org

John B. Sanfilippo& Son—Fisher Nuts

www.jbssinc.com
www.fishernuts.com
www.evonsnuts.com

***Kansas Wheat Commission**

www.kswheat.com

Karol Redfern Hamper (author*)

www.aromancewithbaking.com

Land O'Lakes

www.landolakes.com
 Telephone: 800 328 4155

***Martha White Foods**

www.marthawhite.com

***Midstate Mills, Inc.**

Telephone: 828 464 1611

Mirro/Wearever Company

www.wearever.com
www.mirro.com

***Morrison Milling Company**

www.morrisonmilling.com

www.homebaking.org

Morton Salt

www.mortonsalt.com

Nancy Baggett (Author/teacher)

www.kitchenlane.com

***The Pillsbury Company**

www.pillsbury.com

Red Star Yeast

www.redstaryeast.com
 Telephone: 877 677 7000

Rhodia, Inc. (leavening ingredient company)

www.food.us.rhodia.com

SAF Consumer Company (yeast)

www.safyeast.com

Sarah Philips (baking web-site/author*)

E-mail: sarah@baking911.com
www.baking911.com

***Shawnee Milling Company**

www.shawneemilling.com
 Telephone: 800 654 2600

USDA/HHS 2000 Dietary Guidelines

www.nutrition.gov

The Sugar Association

www.sugar.org

***The Wheat Foods Council**

www.wheatfoods.com

World Kitchen, Inc. (bakeware & utensils)

www.worldkitchen.com

*Grain, flours, mixes & ingredient information for baking



CAMP FIRE USA OUTCOMES AND DEVELOPMENTAL ASSETS

TRAIL	OUTCOME	DEVELOPMENTAL ASSET*
KNOWING ME	<ol style="list-style-type: none">1. Reinforced motor skills and physical development<ol style="list-style-type: none">1.1 Meets developmental milestones for one's age.2. Greater self-awareness (identity, self-esteem)<ol style="list-style-type: none">2.2 Expresses feelings and emotions in a positive, constructive manner.2.3 Has confidence in one's ability to accomplish a goal.2.4 Believes that an individual has the power to change something.2.5 Appreciates the value of self and others.2.6 Is receptive to new ideas, new duties and responsibilities.2.7 Is willing to engage in personal growth activities.2.8 Is aware of and able to express personal needs.3. Increased appreciation and respect for others<ol style="list-style-type: none">3.9 Is aware of personal values.3.10 Recognizes and respects values of others.3.11 Acts in ways that respect differences.3.12 Is aware of and respects other's feelings.	<p>Physical development is measured against accepted standards of child development</p> <p>Positive identity Positive values</p> <p>Positive values Social competencies</p>

*As identified by the Search Institute of Minneapolis. Adapted with permission from Nancy Leffert, Ph.D; Peter L. Benson, Ph.D; Jolene L. Roehlkeparitan, Starting Out Right, 1997. All rights reserved by Search Institute, Minneapolis, MN. Telephone 800 888 7828

CAMP FIRE USA OUTCOMES AND DEVELOPMENTAL ASSETS

TRAIL	OUTCOME	DEVELOPMENTAL ASSET*
	<p>4. Increased knowledge and application of governance process and teamwork</p> <p>4.13 Knows one's role in a group situation.</p> <p>4.14 Is aware that opinions and thoughts impact others.</p> <p>4.15 Is respectful of others' ideas.</p> <p>4.16 Has a sense of value as a person who contributes to a community and believes in the power of individual action.</p> <p>4.17 Participates effectively in consensus building process.</p>	Positive values
	<p>5. Youth apply rules for "Fair Play" and conflict resolution</p> <p>5.18 Chooses alternatives to violence.</p> <p>5.19 Is able to leave potentially violent or dangerous situations.</p> <p>5.20 Practices positive feedback when giving and receiving criticism.</p>	Social competencies
	<p>6. Youth make program choices and plan sequentially</p> <p>6.21 Explores alternative actions and ideas.</p> <p>6.22 Assesses a situation and makes choices based on desired consequences.</p>	Social competencies



CAMP FIRE USA OUTCOMES AND DEVELOPMENTAL ASSETS

TRAIL	OUTCOME	DEVELOPMENTAL ASSET*
FAMILY AND COMMUNITY	<p>6.23 Recognizes a situation that requires a decision, looks at alternatives, and is willing and able to take action.</p> <p>6.24 Is willing to risk making mistakes in order to learn.</p> <p>7. Extended friendship circles</p> <p>7.25 Is aware of others and their needs.</p> <p>7.26 Acts with the knowledge of how one's actions impact others.</p> <p>7.27 Is aware of one's needs and how they can be met through other people: peers, family, adults.</p> <p>7.28 Establishes personal friendships and intimate relationships.</p> <p>7.29 Knows how to engage in conversation with adults.</p> <p>8. Greater sense of belonging</p> <p>8.30 Participates effectively in individual, group, and community activities.</p> <p>8.31 Is knowledgeable of values and culture of one's community.</p> <p>9. Strengthened family ties</p> <p>9.32 Families spend time together on activities of mutual interest.</p> <p>10. Increased personal creativity</p>	Support

CAMP FIRE USA OUTCOMES AND DEVELOPMENTAL ASSETS

TRAIL	OUTCOME	DEVELOPMENTAL ASSET*
CREATIVITY	<p>10.34 Uses critical thinking skills to solve problems.</p> <p>11. Increased appreciation and understanding of nature</p>	Constructive use of time
ENVIRONMENT	<p>11.35 Respectfully explores the environment to develop a sense of appreciation of the natural world.</p> <p>11.36 Learns about and uses natural resources wisely.</p> <p>12. Increased competency in and appropriate application of basic learning skills</p>	Empowerment Positive Values
FUTURE	<p>12.37 Practices good oral, language and written communication skills.</p> <p>12.38 Understands and applies concepts of mathematics and science.</p> <p>12.39 Reads and comprehends a variety of written materials.</p> <p>12.40 Follows verbal directions.</p>	Commitment to learning



McREL EDUCATIONAL STANDARDS LEVEL 2: GRADES 3-5

This list includes the educational standards included in the *Adventure* Level program.
For more information and a complete list of these standards contact:

Mid-continent Research for Education and Learning

2550 South Parker Road, Suite 500

Aurora, Colorado 80014

Telephone 303 337 0990

www.mcrel.org/standards-benchmarks

LANGUAGE ARTS STANDARDS AND BENCHMARKS

WRITING

- Standard 1.0: Uses the general skills and strategies of the writing process.
- 1.1 Prewriting: Uses prewriting strategies to plan written work.
 - 3.3 Editing and Publishing: Uses strategies to edit and publish written work.
 - 1.6 Uses strategies to write for a variety of purposes.
 - 1.7 Writes expository compositions.
 - 1.8 Writes narrative accounts, such as poems and stories.
 - 1.9 Writes autobiographical compositions.
 - 1.10 Writes expressive compositions.
 - 1.12 Writes personal letters.
- Standard 2.0: Uses the stylistic and rhetorical aspects of writing.
- 2.1 Uses descriptive language that clarifies and enhances ideas.
- Standard 3.0: Uses grammatical and mechanical conventions in written compositions.
- 3.1 Writes in cursive.

- Standard 4.0: Gathers and uses information for research purposes.
- 4.1 Uses a variety of strategies to plan research.
 - 4.4 Uses electronic media to gather information.
 - 4.5 Uses key words, guide words, alphabetical and numerical order, indexes, cross-references, and letters on volumes to find information for research topics.
 - 4.7 Uses strategies to gather and record information for research topics.

READING

- Standard 5.0: Uses the general skills and strategies of the reading process.
- 5.8 Understands level-appropriate reading vocabulary.
- Standard 6.0: Uses reading skills and strategies to understand and interpret a variety of literary texts.
- 6.1 Uses reading skills and strategies to understand a variety of literary passages and texts.
 - 6.2 Knows the defining characteristics of a variety of literary forms and genres.
 - 6.3 Understands the basic concept of plot.
 - 6.4 Understands similarities and differences within and among literary works from various genre and cultures.
 - 6.5 Understands elements of character development in literary works.
 - 6.6 Makes inferences or draws conclusions about characteristics qualities and actions.
 - 6.9 Makes connections between characters or simple events in a literary work and people or events in his or her own life.



- Standard 7.0: Uses reading skills and strategies to understand and interpret a variety of informational texts.
- 7.1 Uses reading skills and strategies to understand a variety of informational texts.
- 7.6 Uses prior knowledge and experience to understand and respond to new information.

LISTENING AND SPEAKING

- Standard 8.0: Uses listening and speaking strategies for different purposes.
- 8.1 Contributes to group discussions.
- 8.2 Asks questions in class.
- 8.3 Responds to questions and comments.
- 8.4 Listens to classmates and adults.
- 8.8 Uses a variety of nonverbal communication skills.
- 8.9 Uses a variety of verbal communication skills.
- 8.12 Understands the main ideas and supporting details in spoken texts.
- 8.13 Listens to and understands persuasive messages.
- 8.14 Interprets the use of nonverbal cues used in conversation.
- 8.15 Knows specific ways in which language is used in real-life situations.
- 8.16 Understands that language reflects different regions and cultures.

VIEWING

- Standard 9.0: Uses viewing skills and strategies to understand and interpret visual media.
- 9.1 Understands different messages conveyed through visual media.
- 9.2 Understands techniques used to convey messages in visual media.
- 9.3 Knows that film and television have features that identify different genres.

- 9.4 Understands the different ways in which people are stereotyped in visual media and understands that people could have been represented differently.
- 9.7 Understands basic elements of advertising in visual media.

MEDIA

- Standard 10.0: Understands the characteristics and components of the media.
- 10.1 Knows the main formats and characteristics of familiar media.
- 10.2 Understands similarities and differences among a variety of media.
- 10.3 Knows that a variety of people are involved in the creation of media messages and products.
- 10.4 Understands that media messages and products are composed of a series of separate elements.

MATHEMATICS STANDARDS AND BENCHMARKS

- Standard 1.0: Uses a variety of strategies in the problem-solving process.
- 1.1 Uses a variety of strategies to understand problem situations.
- 1.4 Uses trial and error and the process of elimination to solve problems.
- 1.5 Knows the difference between pertinent and irrelevant information when solving problems.
- Standard 3.0: Uses basic and advanced procedures while performing the process of computation.
- 3.1 Adds, subtracts, multiplies, and divides whole numbers and decimals.
- 3.3 Uses specific strategies to estimate computations and to check the reasonableness of computational results.
- 3.7 Solves real-world problems involving number operations.



- Standard 4.0: Understands and applies basic and advanced properties of the concepts of measurement.
- 4.1 Understands the basic measures perimeter, area, volume, capacity, mass, angle, and circumference.
- 4.3 Knows approximate size of basic standard units and relationships between them.
- 4.6 Uses specific strategies to estimate quantities and measurements.
- 4.7 Selects and uses appropriate units of measurement, according to type and size of unit.
- Standard 5.0: Understands and applies basic and advanced properties of the concepts of geometry.
- 5.1 Knows basic geometric language for describing and naming shapes.
- 5.2 Understands basic properties of figures.
- 5.3 Predicts and verifies the effects of combining, subdividing, and changing basic shapes.
- 5.7 Understands how scale in maps and drawing shows relative size and distance.
- Standard 6.0: Understands and applies basic and advanced concepts of statistics and data analysis.
- 6.4 Organizes and displays data in simple bar graphs, pie charts, and line graphs.
- 6.6 Understands that data come in many different forms and that collecting, organizing, and displaying data can be done in many ways.
- Standard 7.0: Understands and applies basic and advanced concepts of probability.
- 7.1 Understands that the word "chance" refers to the likelihood of an event.

- Standard 9.0: Understands the general nature and uses of mathematics.
- 9.1 Understands that numbers and the operations performed on them can be used to describe things in the real world and predict what might occur.
- 9.2 Understands that mathematical ideas and concepts can be represented concretely, graphically, and symbolically.

SCIENCE STANDARDS AND BENCHMARKS

EARTH AND SPACE SCIENCES

- Standard 1.0: Understands atmospheric processes and the water cycle.
- 1.1 Knows that water exists in the air in different forms and changes from one form to another through various processes.
- 1.2 Knows that the Sun provides the light and heat necessary to maintain the temperature of the Earth.
- 1.4 Knows that most of the Earth's surface is covered by water, that most of that water is salt water in oceans, and that fresh water is found in rivers, lakes, underground sources, and glaciers.
- Standard 2.0: Understands Earth's composition and structure.
- 2.1 Knows how features on the Earth's surface are constantly changed by a combination of slow and rapid processes.
- 2.2 Knows that smaller rocks come from the breakage and weathering of larger rocks and bedrock.
- 2.3 Knows that rock is composed of different combinations of minerals.
- 2.5 Knows that fossils provide evidence about the plants and animals that lived long ago and the nature of the environment at that time.
- Standard 3.0: Understands the composition and structure of the universe and the Earth's place in it.
- 3.1 Knows that night and day are caused by the Earth's rotation on its axis.
- 3.2 Knows that the Earth is one of several planets that orbit the Sun and that the Moon orbits the Earth.



- 3.3 Knows that the patterns of stars in the sky stay the same, although they appear to slowly move from east to west across the sky nightly and different stars can be seen in different seasons.
- 3.4 Knows that planets look like stars, but over time they appear to wander among the constellations.
- 3.5 Knows that astronomical objects in space are massive in size and are separated from one another by vast distances.
- 3.6 Knows that telescopes magnify distant objects in the sky and dramatically increase the number of stars we can see.

LIFE SCIENCES

- | | |
|----------|---|
| Standard | 5.0: Understands the structure and function of cells and organisms. |
| | 5.1 Knows that plants and animals progress through life cycles of birth, growth and development, reproduction, and death; the details of these life cycles are different for different organisms. |
| | 5.2 Knows that living organisms have distinct structures and body systems that serve specific functions in growth, survival, and reproduction. |
| | 5.3 Knows that the behavior of individual organisms is influenced by internal cues and external cues, and that humans and other organisms have senses that help them to detect these cues. |
| Standard | 6.0: Understands relationships among organisms and their physical environment. |
| | 6.1 Knows the organization of simple food chains and food webs. |
| | 6.2 Knows that the transfer of energy is essential to all living organisms. |
| | 6.3 Knows that an organism's patterns of behavior are related to the nature of that organism's environment. |
| | 6.4 Knows that changes in the environment can have different effects on different organisms. |
| | 6.5 Knows that all organisms cause changes in their environments, and these changes can be beneficial or detrimental. |
| Standard | 7.0: Understands biological evolution and the diversity of life. |

- 7.1 Knows that fossils can be compared to one another and to living organisms to observe their similarities and differences.

PHYSICAL SCIENCES

- Standard 8.0: Understands the structure and properties of matter.
- 8.1 Knows that matter has different states and that each state has distinct physical properties; some common materials such as water can be changed from one state to another by heating or cooling.
- 8.4 Knows that materials may be composed of parts that are too small to be seen without magnification.
- Standard 9.0: Understands the sources and properties of energy.
- 9.4 Knows that light can be reflected, refracted, or absorbed.
- 9.5 Knows that the pitch of a sound depends on the frequency of the vibration producing it.
- Standard 10.0: Understands forces and motion.
- 10.2 Knows that the Earth's gravity pulls any object toward it without touching it.
- 10.5 Knows that when a force is applied to an object, the object either speeds up, slows down, or goes in a different direction.
- 10.6 Knows the relationship between the strength of a force and its effect on an object.

NATURE OF SCIENCE

- Standard 11.0: Understands the nature of scientific knowledge.
- 11.2 Knows that good scientific explanations are based on evidence and scientific knowledge.
- Standard 12.0: Understand the nature of scientific inquiry.
- 12.3 Plans and conducts simple investigations.
- 12.4 Uses appropriate tools and simple equipment.



- Standard 13.0: Understands the scientific enterprise.
- 13.3 Knows that scientists and engineers often work in teams to accomplish a task.

LIFE WORK STANDARDS AND BENCHMARKS

- Standard 1.0: Makes effective use of basic tools.
- 1.1 Chooses appropriate common materials for making simple mechanical constructions and controlling things.
- 1.2 Measures and mixes dry and liquid materials in prescribed amounts, exercising reasonable safety.

BEHAVIORAL STUDIES STANDARDS AND BENCHMARKS

- Standard 1.0: Understands that group and cultural influences contribute to human development, identity, and behavior.
- 1.1 Understands that people can learn about others in many different ways.
- 1.2 Understands that people sometimes imitate people or characters they see presented in the media.
- 1.3 Understands that people might feel uncomfortable around other people who dress, talk, or act very differently from themselves.
- 1.4 Understands that "acceptable" human behavior varies from culture to culture and from one time period to another, but there are some behaviors that are "unacceptable" in almost all cultures, past and present.
- 1.5 Understands that various factors contribute to the shaping of a person's identity.
- 1.6 Understands that the way a person views an incident reflects personal beliefs, experiences, and attitudes.

- Standard 2.0: Understands various meanings of social group, general implications of group membership, and different ways that groups function.
- 2.4 Understands that the "rules" for group behaviors and expectations sometimes are written down and strictly enforced or are just understood from example.
- 2.5 Understands that members of a group and even people in a crowd sometimes do and say things, good or bad, that they would not do or say on their own.
- 2.6 Understands that different groups, societies, and cultures may have different ways of meeting similar wants and needs.
- 2.7 Knows that language, stories, folktales, music, and artistic creations are expressions of culture.
- Standard 3.0: Understands that interactions among learning, inheritance, and physical development affect human behavior.
- 3.1 Knows that human beings have different interests, motivations, skills and talents.
- 3.2 Understands that human beings can use the memory of their past experiences to make judgements about new situations.
- 3.3 Understands that many skills can be practiced until they become automatic, and that if the right skills are practiced, performance may improve.
- Standard 4.0: Understands conflict, cooperation, and interdependence among individuals, groups, and institutions.
- 4.1 Knows that communicating different points of view in a dispute can often help people to find a satisfactory compromise.
- 4.2 Understands that resolving a conflict by force rather than compromise can lead to more problems.
- 4.4 Understands that if a conflict cannot be settled by compromise, it may be decided by a vote if everyone agrees to accept the results.



ADDITIONAL FAMILY ACTIVITIES

- Family members can be role models to help shape children's attitudes about exercise. Children need regular physical activity. Plan some outdoor activities with your child and other family members. The activities can be as simple as taking a walk, going to the park, playing games in the yard or going on a bike ride. Allow each family member a choice in the physical activity.
- Find out if there is a community garden. Help the people plant and weed the garden and pick their produce. Or, find out if your family can have a plot in the garden in which to grow food.
- Make a birdfeeder and hang it in the backyard. Put some seed in the feeder and record the kinds of birds that come to visit. Check out a book from the library that contains a lot of bird pictures and information. Learn to identify the visitors that come to the feeder.
- Create a family plan to beautify your yard by planting some flowers or trees.
- Spend time talking about how to conserve water or electricity in your home. Choose one new conservation activity a month to practice at home.
- Make a first aid kit for your home. Contact the local American Red Cross to find out what items to put in the kit.
- Plan a family picnic and eat at the park or in the backyard. Invite a new neighbor, or a child in the Camp Fire group who has just moved into the area, to the picnic.
- Visit places in your community that provide services to people, such as the fire department, police department, hospital or library. Learn how they help people in the community and what services they offer.

- Learn what kinds of transportation are available in your community. Ride a bus, subway, train or other form of transportation in your community.
- Make a Family Fun Box. Decorate a shoebox with construction paper and magic markers. Family members write on small pieces of paper the things that they would like to do (go to movies, eat out, play games, make a special meal at home, draw pictures together, sing songs together). Discuss the activities each member writes down. As a family, choose the activities that are possible to do. Put these activities in the box. Each week or month, take an activity out of the box and do it together as a family. The activities that are not possible for the family to do at this time can be put in an envelope marked "In the Future."

ADVENTURE RESOURCES

The following government agencies provide information on topics ranging from space and science to health, safety and the environment. Many of the Web sites have activities and information that can be used to enhance a variety of topics addressed in the *Adventure* curriculum.

The Web site www.govspot.com is an information portal to the Web, highlighting and reviewing government sites for youth and adults.

AGENCIES ►

United States Department of Health and Human Services
200 Independence Avenue, SW
Washington, DC 20201
www.hhs.gov
www.fda.gov/kids

United States Consumer Product Safety Commission
Office of Information and Public Affairs
Washington, DC 20207
Telephone: 800 638 2772
www.cps.gov

United States Department of Agriculture Information Division
1400 Independence Avenue, SW
Washington, DC 20250
Telephone: 202 720 2791
www.usda.gov

Federal Emergency Management Agency (FEMA)
P.O. Box 2012
Jessup, MD 20794-2012
Telephone: 800 480 2520
fema.gov/kids

National Wildlife Federation
8925 Leesburg Pike
Vienna, VA 22184
Telephone: 703 790 4000
www.nwf.org/Kids

National Aeronautics and Space Administration
Washington, DC 20546-0001
www.kids.msfc.nasa.gov

The White House
www.whitehouse.gov

Key words or phrases to use in searching the Internet for additional resources and activities for *Adventure* projects:

games kids

activities kids

kids activities

teacher lesson plans

volunteering kids

science kids

kids nature activities

safety activities kids

education activities kids

art activities kids

music activities kids

art lesson plans

safe kids

family crafts

kids gardening



PUBLICATIONS ►

The following books are additional resources that can be used to enrich the activities in the *Adventure* program. Check the local or school library for these publications.

Trail to Knowing Me

365 After School Activities, by Marilee Robin Burton, Kelly Milner Halls, Lise Hoffman, Publications International, Ltd., 1999.

A variety of activities allowing children to use creative thinking skills as well as life skills.

Fun Food, by Judy Bastyra, HarperCollins Publishers, Ltd., 1997.

Creative and easy ways to make food preparation fun.

Trail to Family and Community

The Kid's Guide to Service Projects, by Barbara A. Lewis, Free Spirit Publishing, 1995.

More than 500 service ideas for young people who want to make a difference.

The Helping Hands Handbook, by Patricia Adams and Jean Marzollo, Random House, New York, 1992.

A guidebook for youth who want to help people and animals and the world in which they live.

Views from Our Shoes, Growing up with a Brother or Sister with Special Needs, edited by Donald Meyer, Woodbine House, 1997.

Young people from across the United States write about their lives with brothers and sisters who have special needs.

Trail to Creativity

Crafts for Kids Who Are Wild About Outer Space, by Kathy Ross, Millbrook Press, 1997.

A variety of crafts focusing on the solar system and space travel.

Kid's Crazy Concoctions, by Jill Frankel Hauser, Williamson Publishing Company, 1995.

Fifty mysterious mixtures for arts and crafts fun.

Painting, by Jane Bower, Franklin Watts, 1998. Various techniques and methods for creating art through painting.

Makin' Music with Camp Fire, Camp Fire, 1991. A collection of songs that Camp Fire members have enjoyed singing through the years. Camp Fire Official Merchandise Catalog item number D08000.

Global Art, by MaryAnn F. Kohl and Jean Potter, Gryphon House, Inc., 1998.

An activity book filled with more than 130 art ideas from the around the world.

Trail to the Environment

Earth-Friendly Outdoor Fun, by George Pfiffner, John Wiley & Sons, Inc., 1996.

A collection of outdoor activities to teach children about the environment.

50 Nature Projects for Kids, Cecilia Fitzsimmons, Anness Publishing Limited, 1995.

Easy nature projects and activities that can be done both indoors and outdoors.

Nature in Your Background, by Susan S. Lang, Millbrook Press, 1995.

Simple outdoor activities to help children learn about the environment.

The Outdoor Book, Camp Fire, 1980, reprinted 1996.

A book for adults who want to provide children with opportunities to take part in special environmental experiences. Camp Fire Official Merchandise Catalog item number D07600.

Trail to the Future

Making Things Float and Sink, by Upper Beech Books, Millbrook Press, 1995.

A collection of fun experiments about water and its properties.

Science in Seconds for Kids, by Jean Potter, John Wiley & Sons, Inc.,

Easy science experiments that do not require a lot of supplies or materials.

Science Is..., by Susan V. Bosak, Scholastic Canada Ltd., 1991. A source book of fascinating facts, projects and activities.

Shocking, Slimy, Stinky, Shiny Science Experiments, by Steven Parker, Sterling Publishing Company, 1998. Fun and unusual science experiments that will fascinate young people.

Simple Machines, Deborah Hodge,

Kids Can Press Ltd., 1998.

Thirteen hands-on activities to explore simple machines and how they make work easier.

Family Activities

Fun and Games for Family Gatherings, by Adrienne Anderson, Reunion Research, 1996. A book with activities for families to participate in together.

Families that Play Together Stay Together,

by Cameron and Donna Partow,

Bethany House Publishers, 1996.

Ideas for games and activities to do as a family.



Camp Fire

