



Adventure FACILITATOR GUIDE

Special Thanks

Thank you to the councils and countless individuals who reviewed the Adventure curriculum, worked on the pilot, and contributed valuable suggestions for its revision. Special thanks to the following councils for their ongoing support and assistance:

Camp Fire Central Puget Sound, Seattle, Washington

Camp Fire Snohomish County, Everett, Washington

Camp Fire Angeles, Long Beach, California

Camp Fire Orca, Tacoma, Washington



Adventure awaits! The Adventure curriculum is developed for youth in grades 3-5 to explore their Sparks, learn new skills, and build strong relationships. Through a mixture of games, art, discussions and service-learning projects, youth build relationships, tap into their passions and potential and give service – so they can thrive and contribute to their communities.

This curriculum features a variety of activities – from creative arts to physical games - to engage both brains and bodies. Through hands-on experiential learning, the Adventure curriculum builds upon interests, curiosity, culture, diversity and the lives of each young person. This curriculum is meant to be facilitated in a small group setting to allow for youth to create a sense of community and practice using their voice and choice.

YOUTH EXPERIENCES

The Adventure curriculum uses experiential learning to create a deeper connection and sense of belonging in the program and/or the community. It encourages youth to think deeply and engage in inquiry about self, others and the natural world. Through these activities, youth discover, explore and develop their Sparks along with their peers. They create a Camp Fire community where they support each other as they grow.

As a facilitator of the curriculum, you can encourage youth to bring their “whole selves” into each activity. By using this curriculum, you can place youths’ interest, backgrounds, experiences, culture, and multiple identities at the core of the program, using this to ignite curiosity and action. You can prioritize youth and serve as their Spark Champions by modeling growth mindset, building on youth experiences, and allowing youth to use their voice.

YOUTH VOICE AND CHOICE

At Camp Fire, youth voice is a part of everything we do. We would not be Camp Fire without it. In order for youth to thrive now, our program staff and volunteers need to know the power of youth voice.

The Innovation Center describes youth voice in this way: Youth participation can thus be defined as involving youth in responsible, challenging action that meets genuine needs, with the opportunity for planning and/or decision-making affecting others (site this?). There is mutuality in teaching and learning (between youth and adults) and where each age group sees itself as a resource for the other and offers what it uniquely can provide.

While facilitating this curriculum, you have the opportunity to provide space for youth to practice voice and choice and have a say in the activities they complete. Including youth in decision making as well as allowing them to lead themselves and their peers will transform this curriculum from just a group of activities to a memorable experience.



Camp Fire History

Camp Fire has been an **innovative leader** in youth development for over 100 years.

We have a rich legacy! You might remember us as Camp Fire Girls or Camp Fire USA, which were key parts of our organizational journey. What's kept us thriving? Our commitment to diversity and inclusion from the very beginning; incorporating youth voice into all we do; our intentional effort to reflect, evolve, and use cutting-edge research to best meet the needs of today's families.

We got our start as Camp Fire Girls in 1910, founded by Dr. Luther Halsey Gulick and his wife, Charlotte Vetter Gulick. They believed girls deserved the outdoor learning experiences that boys had and wanted to help "**guide young people on their journey to self-discovery**".

While Camp Fire was America's first multiracial, multicultural, and nonsectarian organization for girls, we became co-ed in 1975. Since then, **ALL youth are welcome at Camp Fire**.

Now, we have 52 chapters or "councils" across the country, with far more than camp programs. But no matter the program or location across the country, the Camp Fire experience remains the same. **We focus on teaching youth the life skills they need to succeed and thrive, NOW.**

When our kids and teens thrive, it positively impacts every one of us—in our homes, schools, communities, and workplaces.



The Curriculum

Participants work through the Adventure curriculum by completing activities in each of the five Trails: Knowing Me, Family and Community, Creativity, Environment, and the Future. To complete a Trail, participants complete three activities under one of the Programs available. Programs are grouped together because they follow a specific theme (i.e. self-care, team building, creative writing, geology, etc.) and build upon each other to progress participants' understanding of the topic.

Each Trail has four Programs to choose from, with three activities in each. Work with the young people in your group to choose a Program they are interested in.



TRAILS & PROGRAMS

Adventure is organized into five subject areas, or Trails. They are:

- **Trail to Knowing Me:** Youth learn about relationships, improve communication skills, gain self-knowledge, and learn how to stay healthy and safe. This Trail relates to the long-term benefit of Health & Well-being, as youth learn how to take care of their mind and body.
- **Trail to Family and Community:** Youth learn about families and communities, how to work as a team, how to become effective leaders, and how to help out in their homes and communities. This Trail relates to the long-term benefit of Civic Engagement, as youth find their purpose in the world around them.
- **Trail to Creativity:** Youth stimulate creativity and imagination through activities that involve the visual and performing arts. This Trail relates to the long-term benefit of Academic success, as youth learn that creativity comes in many forms.
- **Trail to the Environment:** Youth understand and appreciate the natural world by participating in activities focused on nature, environmental awareness, and animals. This Trail helps develop a Life-long love of Nature.
- **Trail to the Future:** Youth develop numerous mental and physical skills needed for their futures by playing games to teach sharing, teamwork, and good sportsmanship. This Trail relates to the long-term benefit of Job/career readiness.

Each Trail is comprised of four Programs, which are topics under the subject area. Adventure is split into these Trails to ensure that the program works on the whole child; gaining skills that benefit youth's brains and bodies.

ACTIVITY FORMAT

All activities are presented in an easy-to-use and consistent format. The most important activity components featured in the template are:

- Brief description of the activity
- Materials needed
- Step-by-step instructions
- An explanation of Thrive{ology} concepts that can be easily incorporated into the activity
- Reflection questions
- Level adjustments to allow for the most engaging activity for all youth



Thrive it up!

Thrive{ology} is the method we use in Camp Fire programs to help youth navigate the way on their journey to thriving – or becoming their best selves. Thrive{ology} allows youth to continuously develop and integrate social, emotional and cognitive skills and mindsets they need to thrive now and in the future. In short, Thrive{ology} helps young people maximize their potential now and the potential for a brighter future.

THREE TO THRIVE

Thrive{ology} is grounded in three research-based areas of adult practices that have been found to contribute to youth success:

- Teaching, modeling and embedding into activities **Thriving Indicators**—those essential skills and mindsets—that enable young people to grow up healthy, caring and responsible for themselves, their communities, and the world.
- Employing **Methods to Succeed**—strategies that ultimately lead to academic, career and life success—by actively supporting young people to explore their interests, develop a growth mindset, set and reach goals, and reflect on their experiences.
- Serving as **Adult Champions** by engaging youth in specific and intentional ways to build close connections and impactful relationships.

When adults deliver and model these practices, they result in powerful, predictable youth experiences and outcomes for program participants.

THRIVING INDICATORS

These are the assets or attributes needed to enable youth to reach their full potential. The following attributes have been recognized as being the most fundamental to the Camp Fire experience.

- **Confidence:** The belief in one's own ability to accomplish a goal. This area includes self-esteem, positive identity, awareness of self. "I believe that I can be good at anything I set out to do."
- **PURPOSE:** A reason or motivation for being in the world. This entails having a clear vision of one's positive contribution to the world and the fortitude to make it happen. "I want to make a difference in the world."
- **Empathy:** Understanding other people's feelings. Involves the ability to take others' perspectives into account, develop a sense of caring, and understanding others. "I try to understand other people's points of view."
- **Inclusiveness:** Acceptance of others despite their differences. This area includes acceptance of other view points and backgrounds, feeling a sense of belonging, and a willingness to collaborate with peers. "I try to get along with other kids even if they are different."
- **Life Skills:** Skills youth need to accomplish their goals and manage social situations. This entails creative problem-solving, preparedness, and an ability to face challenges. "I think through my decisions before I act on them."
- **Conflict Resolution:** Knowing how to work through disagreements with respect for oneself and others. Encompasses a youth's ability to regulate their behavior, manage feelings, and control impulses. "If I am mad at someone, I try to talk to that person about how I feel."



- **Love of Nature:** Caring for and recognizing nature as a source of inspiration. Includes honoring and protecting living things and the world's resources. "Being in Camp Fire makes me want to take care of nature and the earth."

METHODS TO SUCCEED

These are the experiential strategies that help youth develop thriving indicators and include age-appropriate skill development related to sparks, growth mindset, goal management, and reflection.

- **Spark Discovery** – Identifying and developing those skills, interests, and characteristics unique to each young person that sparks excitement in them and motivates them to reach for their dreams and achieve their potential. Sparks can provide a positive direction or purpose for youth, and they bring joy to the young person's life (Benson & Scales, 2009).
- **Growth Mindset** – Adopting a growth mindset embodies the belief that new skills can be learned at all times. Talents and abilities are not innate; rather, through working hard, one can continually learn and grow. Failure isn't the end. Instead, it should foster deeper learning and effort to build the skills needed for immediate and longer-term success.
- **Goal Management** – Building goal management skills involves the process of selecting meaningful goals and managing factors towards achievement of them, including navigating challenges or shifting gears to work towards goal attainment. There are three phases of goal management: (1) selecting the goals; (2) creating the plan, including resources, to reach the goals; and (3) showing resilience when challenges arise or failure occurs along that path.
- **Reflection** – Creating the opportunity to reflect on activities and outcomes toward achieving goals. Through group processes and individual reflection, youth learn to assess key learnings, areas for improvement, and implications for the future. Reflection is incorporated as youth learn new skills and actively participate in new youth-led experiences.

ADULT CHAMPIONS

Based on mutual trust and respect, these are the key elements of adult relationships with youth that are needed to prioritize youth and positively influence their development.

- **Express Care** – Show youth that they matter.
- **Challenge Growth** – Push youth to keep getting better.
- **Provide Support** – Help youth complete tasks and achieve goals.
- **Share Power** – Treat youth with respect and give them a say.
- **Expand Possibilities** – Connect youth with people and places that broaden their world.

(Developmental Relationships Framework, Search Institute, 2018).

Beyond these elements, Adult Champions also:

- Give youth a voice
- Build on youth experience
- Name, know, and cultivate youth Sparks



Diversity and Inclusion

Camp Fire works to realize the dignity and worth of each individual and to eliminate human barriers based on all assumptions that prejudge individuals. Designed and implemented to reduce sexual, racial, religious, and cultural stereotypes and to foster positive intercultural relationships, in Camp Fire, everyone is welcome.

As one of the nation's leading youth development organizations, Camp Fire takes pride in its long-standing commitment to providing programs and services to all youth. Adventure reflects the Statement of Inclusion by including activities to practice collaboration, communication, and teamwork. Through these activities, facilitators can help provide a foundation for young people to work toward equity, inclusivity, and justice.

There are things facilitators can do to build the foundation. Some are small, like taking the time to learn the proper pronunciation of every participant's name or getting to know young people's families. Others require more time and investment, like incorporating identity-based responses into the study of texts and gathering information about participants' hopes, concerns, strengths, and life circumstances. At the community level, it is important to understand neighborhood demographics, strengths, concerns, conflicts, and challenges.

IMBEDDED IN THE CURRICULUM

There are several ways lesson topics in the Adventure guidebook work to build skills related to diversity and inclusion.

- Empathy
- Respectful dialogue
- Challenging perceptions
- Encouraging youth voice
- Supporting positive identity

Outside of the curriculum, there are several ways facilitators can support diversity and inclusion in the program space.

- Allow opportunities in small groups for youth to share knowledge, skills, and experience.
- Establish program norms and expectations that take into account different cultural and communication styles as well as gender differences and language needs.
- Avoid dividing group by gender. Using gender-neutral categories or allowing each youth to choose the group with which they identify affirms the experiences of all youth.
- Ensure displays, instructional materials, and other visuals used in program reflect the racial, ethnic, and cultural backgrounds represented by the group.
- Use young people's real life experiences to connect activity objectives to participants' lives.

Remember that **diversity is not always visual** – program participants may differ in ways that are not obvious at first glance. Sometimes, young people like to joke around or tease and may use language that is inappropriate or offensive. Because of this, facilitators must actively address all instances of bias, bullying, exclusion and disrespect during program time and discuss why it may be harmful.



Fire Starters

Fire Starters are a fun and effective way to kick off program time and promote peer support by allowing participants to bond with their peers, move around in energizing ways, and begin to focus on the activity. It is suggested that they are facilitated at the beginning of each session to help youth transition into program time.

Choose (or have youth choose) any of the following Fire Starter activities. Or create your own! There's a plethora of energizing, relaxing or bonding activities on the internet to choose from. Encourage the young people in your group to create and lead their own Fire Starters.



INTRODUCING

Blanket Game

This game is best for participants who don't know one another. Divide youth into two teams. Ask for two volunteers to hold a large blanket up, and have the teams stand on opposite sides. The volunteers must hold the blanket so that teams cannot see the members of the other team. Each team picks one person to stand up and face the blanket. When both teams are ready, the volunteers drop the blanket. The first person to say the name of the person across from them wins.

Brief Interviews

Divide youth into pairs, and have them interview each other for five minutes to find out three interesting facts about them. Bring the group back together, and have each participant introduce, and present the three things they learned about, their partner.

Bubble Names

Give each participant a large sheet of paper and instruct them to draw the letters of their name in large, open-spaced bubble letters. Ask participants to draw, in the open spaces of each of the letters, facts about themselves (e.g., favorite food, family, hobbies, birthplace, etc.). When everyone is finished, encourage youth to share and explain their bubble names.

Unique in Common

Group participants into pairs. Ask youth to introduce themselves to each other and continue their conversation with the goal of determining the most unique thing that they share in common. For example, participants may find out that they were born in the same hospital. Give partners several minutes to chat, and ask pairs to present each other to the group.



BONDING

Cross the Line

Have all participants stand on one side of the program space. Read a statement, and anyone for which the statement is true must cross to the other side of the space. Have a discussion about the differences. Repeat the activity with more statements. This exercise can be used as a simple bonding exercise or as a way to inform the group about minority viewpoints and/or power dynamics.

Sample statements: "Cross the line if..."

- You have brown eyes.
- You grew up in this town/city.
- You feel safe walking alone at night.
- You can pick up a magazine and find people who look like you.

Mill to Music

Play music from a phone or computer. While the music plays, have youth move around the room—they don't have to dance or even move to the beat; they simply mill about. Once the music stops, have the youth form a pair with the participant closest to them. Throw out a question for pairs to discuss for a minute, then start the music again and repeat.

Sample questions:

- What's your perfect Saturday?
- Which fictional character best represents you?
- How do you feel about the group's progress so far?

ENERGIZING

Copy My Rhythm

Create a rhythm by clapping, snapping, knee slapping, vocal noises, singing, or any other noise. Participants follow the rhythm. This can be done as a repeating rhythm or as a call and response. Mix it up by increasing the difficulty as you go. Allow participants to lead the rhythm.

Do You Love Your Neighbor?

Have participants stand in a circle, with one person in the middle. The person in the middle says something like "I love my neighbors who love pizza." All those who can answer yes must leave their place and find a new spot in the circle. The person left in the middle is the next to make the "I love my neighbors who..." statement. Any statement is fair game, and the goal is to have at least some people answer yes.

Sample statements: "I love my neighbors who..."

- Walk to school.
- Love science class.
- Play soccer.
- Have broken a bone.

Fact or Fiction

Have youth write two goals of theirs on a slip of paper—one real and the other made up. Goals can be anything, from making a varsity sports team to reading one book a month.

Participants take turns presenting their goals and having the group vote on which one they think is true. Allow every youth the opportunity to say which goal is real and elaborate on it (if they desire).

Stand Up

Have youth split up into pairs. Partners stand back to back and then sit down. With their feet flat on the ground, and without using their hands, the pair must then attempt to stand up. Tell them not to link arms during this activity, since it can cause shoulder strain.

Variations: After pairs have successfully stood up, encourage groups of four to try it, then six, and then possibly the entire group!



Bounce the Ball

This energizer requires a ball, anything from a tennis ball to a large bouncy ball. Have participants stand in a circle and bounce the ball to someone else while saying the name of a vegetable. That person must say the name of another vegetable while bouncing the ball to someone else in the circle. This goes on until people can't think of any new vegetables. This game can be repeated by playing with different categories (movies, celebrities, names of songs, presidents, etc.).

Three-Headed Oracle

Have three volunteers stand up in front of everyone, shoulder to shoulder. Introduce them as one, three-headed oracle that can answer any question. Each "head" can only say one word at a time. Encourage participants to take turns asking the Three-Headed Oracle questions on any topic (the arts, fashion, physics, the future, etc.). The Three-Headed Oracle must answer by having each volunteer say one word at a time, so that they three build sentences together. When one of the "heads" feels the answer is done, they just stop talking. Encourage the group to ask more questions.

RELAXING

Stretching

Depending on the group, the simple act of standing up and stretching can work wonders for energy and relaxation. Have youth stand up, bend over, and touch their toes (or as close as they can get). Then they slowly roll their bodies up until, ultimately, they are standing tall with hands stretched toward the ceiling. This can be done with sounds or coordinated breathing. Repeat as many times as necessary.

Yoga

Guide youth through a few yoga poses to relieve tension in their muscles and energize them for the session. Look into beginner yoga poses to teach participants, including the mountain pose, downward dog, warrior, and tree pose.

Imagery

To relieve stress and get youth in the right headspace to start the session, guide participants through the relaxation jump start by encouraging them to each visit their "happy place" in their mind. Have youth close their eyes, listen to relaxing music, and envision this happy place, thinking about how it looks, feels, smells, and sounds—the more detail the better. Allow youth a few minutes to relax and transition to the rest of the session.

Mindfulness Body Scan

There are tons of mindfulness activities to choose from. For the body scan, have youth sit or lie down comfortably with eyes closed. Instruct them to zoom all of their attention to their feet and toes. Encourage them to notice how they feel. Zoom up and focus on the legs. Then move the focused attention to their torso and back. Continue to guide youth all the way up their bodies, paying attention to how the parts feel individually. At the end, instruct youth to focus on their whole bodies and think about what they can accomplish this session.



Groups Formers

Many activities in Adventure require youth to work in pairs or small groups. Group formers are a quick and interactive way to split participants up to complete an activity and structure heterogeneous groups. Allow opportunities for youth to choose the method in which they form groups.

LINE UP

Determine how many groups you need and what size they should be. Instruct youth to silently form a shoulder-to-shoulder line based on a given criteria. Once the line is formed, you can form groups by counting them off. Examples of criteria: birth date, height, size of favorite animal, hair length, etc.

PICK A CARD

Decide the number of groups you need and the number of young people per group. Sort cards according to suit, color, or value based on your needs. Have a volunteer distribute cards to participants and have youth find their group based on their card.

THIS OR THAT

As youth enter the program space, have a sheet or paper with a "this or that" question written at the top. Have participants choose one of the options by signing their name underneath it. Decide the number of groups you need and the number of young people per group and use the "this or that" responses to form them.

SELF-SELECTION

Determine how many groups you need and what size they should be. Allow participants to form their own pairs or groups based on a rule. Rules examples include finding a partner they work well with, finding two people they haven't worked with all day, finding a partner they don't know very well, finding three people who have a birthday in the same season as theirs, etc.

CATEGORIES

Choose a category to form groups by. Categories can include interests, favorite type of food, extracurricular activities, hobbies, favorite classes, etc. Instruct youth to talk about what it's like to be a member of that particular category before moving on to the activity.

FAMOUS DUOS

Before the lesson, decide how many different groups you need, and for each group, create a set of cards that reflects a famous duo. Distribute one card to each participant and encourage youth to find their other half.



Reflection Techniques

Reflection is a vital part of any activity. It's a powerful tool that allows youth to look back on the experience with a critical eye to gain new understanding. Reflection questions are written into each lesson plan and should always be completed at the end of each activity, no matter what. The questions are split up into three categories:

WHAT?

Youth summarize their experience and discuss what went well and what needs work.

SO WHAT?

Youth think about why the experience matters and self-assess their individual skills.

NOW WHAT?

Youth consider how the experience matters in a broader context and how they can use these skills.

There are so many ways young people can answer these reflection questions, and it is important to reflect in engaging and meaningful ways. Allow groups to choose from one of these strategies to answer the quick reflection questions following the activity. Use a variety of strategies with youth, so the reflection will stay fresh and effective. Be sure to acknowledge all youth comments, responses, questions, and contributions!

CIRCLE GAME

Gather the group in a circle and give each participant an index card or a loose piece of paper. Ask them to each write down a question or a comment they have about the lesson. Collect the cards and place them in the middle. One at a time, participants draw a card and answer the question or respond to the comment. Repeat with all youth in the circle.

\$2 SUMMARY

Ask the group a set of reflection questions. Participants must write a "two-dollar" (or more) summary of the lesson. Each word is worth 10 cents. Have each youth read their responses to the person next to them, and ask for volunteers to share in front of the group.

SHOUT OUTS

Gather participants for a group discussion to debrief on the day and answer discussion questions. Allow youth to give shout-outs to their peers who positively contributed to the project. Have a note-taker record the discussion.

JOURNAL

Provide youth with small journals or encourage them to bring notebooks to each session. Guide youth in reflecting upon the learning experience, not just logging the events of the day, by writing or drawing their emotions and feelings.



EXIT TICKET

Instruct youth to write their name, what they learned, and a question on an index card or a loose piece of paper. Before leaving the program space, have youth turn in their exit tickets. Discuss any lingering questions during the next program time.

DEBRIEF PARTNER

Ask the group one reflection question at a time. Allow youth to share their thoughts and ideas with a partner. After a minute, instruct pairs to find another pair and discuss their answers. Repeat for the next question.

Reflections are one of the most important parts of any activity and must be done at the end of each section. They cannot be skipped – if time is limited, end the activity early to allow time to ask the reflection questions.



Things to Know

PROGRESS AND RECOGNITION

It is important for youth to see their progress toward a goal. It is also important that their achievement be recognized. This can be done using badges, certificates, bracelets, and more. After each activity, youth should receive something to let them know that they are one step closer to completing a Trail. Once a Trail is completed, there should be a celebration to recognize the skills they've gained.

BASIC MATERIALS

Most activities require materials. It would be helpful to gather these basic materials before beginning the program:

- Chart paper
- Construction paper, plain copy paper
- Tape, glue stick or liquid glue
- Writing utensils
- Coloring utensils
- Scissors

MISCELLANEOUS ART SUPPLIES

Many activities in this curriculum are open-ended art projects, meaning there are no specific instructions on how to complete it. This allows for youth to use their creativity to create a unique work of art. To make open-ended art possible, young people must have a variety of materials available for them to choose.

Create an art box filled with recyclables, printed paper, stickers, magazines, popsicle sticks, googly eyes, tissue paper, colored tape, and more! Continue adding to the box and encourage program families to pitch in as well.

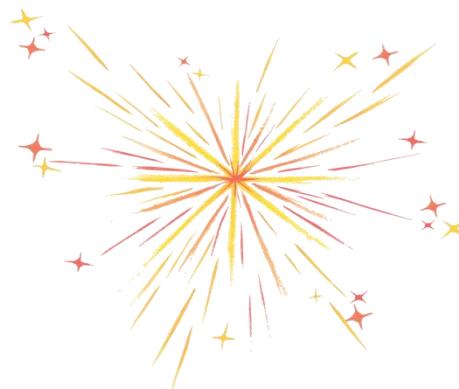
CREATE YOUR OWN PROGRAM

The internet is a treasure trove of fun and engaging activity for young people. While this curriculum features hands-on games, art and discussions, there may be a topic your participants are interested in that isn't covered in a Program. This is an opportunity for you to create your own!

Just like the Programs in this curriculum, the Program you create must feature three activities that build off of each other. The activities must match the theme of the Trail and have clear learning objectives.

For example, if the youth in your group are interested in learning how to sew (and you have the resources to support those activities), you can create a program with an activity teaching the basics, practicing some techniques, and finally creating a blanket. This program would fit perfectly in the Trail to Creativity.

When creating a new activity, follow the same template as the activities featured in this curriculum. Be sure to make the activities challenging, engaging, time-conscious and – most of all – fun!





Trail to
KNOWING ME

Trail to Knowing Me

Trail to Knowing Me is designed to help youth learn about relationship and communication skills to focus on increasing self-knowledge. After completing the Trail, young people should have developed a better awareness of themselves and learned to be more confident and self-assured.

Choose (or have youth choose) from one of the following Programs and complete the activities listed. Be sure to note the abbreviated materials list next to each activity.

MY GROUP AND I

Discovering Sparks

Materials: Paper, coloring utensils

Spark to Spark Champion

Materials: Journal or piece of paper, writing utensils

Time Capsule

Materials: Jar/box, large envelope, paper, markers

COMMUNICATION STATION

Happy Talk

Materials: Random object, whiteboard

Mimes

No materials

Communication Challenge

Materials: Boundaries, blindfolds

GETTING TO KNOW ME

Who am I?

No materials

Real Feel Wheel

Materials: Paper plates, coloring utensils

Identity Selfie

Materials: Paper, miscellaneous art materials

SELF-CARE

What's on your plate?

Materials: Paper plates, markers

Emotions All Over

Materials: Coloring utensils

Coping with It

Materials: Shoe box, coloring utensils, stress relievers



My Group and I

DISCOVERING SPARKS

Time Required:	Materials Needed:
30 minutes	- Paper - Coloring utensils

Brief Description of Activity:

Youth play a variety of games to discover their sparks, or passions, and share them with others.

Kid-Friendly Purpose of Activity:

Today we're going to be playing a few activities to discover some of our interests and passions, or sparks.

Step-by-Step Guide:

Play any or all of the spark activities listed below to encourage youth to start reflecting on their interests, passions and hobbies.

Would You Rather?

1. **Explain:** Share with youth that they are going to play "Would You Rather?" For each question, they will have to choose one or two options. Each side of the room will represent a choice, and they must run to that side once they decide.
2. **Play:** Facilitator reads a few "Would You Rather?" questions and youth run to either side of the room. They must pick a side – nobody can be standing in the middle.
3. **Share:** Encourage participants to share why they chose that side and if their choice is an interest or passion of theirs.
4. **Define:** After a few rounds, gather group and talk about sparks.

Additional Activity: Spark Shield

1. **Plan:** Explain to youth that they will be designing and creating Spark Shields that show their passions and goals. Before handing out the materials, have youth think of what their sparks or potential sparks are.
2. **Create:** Pass out a blank piece of paper, pencils and coloring supplies and have youth decorate their papers.
3. **Share:** Allow youth to share their Spark Shields with one another.

Additional Activity #2: Spark Moves

1. **Think:** Before beginning the game, have youth think about what their sparks are and choose one interest they want to share with the group.
2. **Circle up:** Split youth into groups of 4-5 and have them get into a circle facing each other. Going around in the circle, have each participant say their name and act out one of their sparks (e.g. "My name is Taylor and my spark is photography" *pretends to use a camera*). The next person in line must repeat the previous persons' name and spark, and add their own



(e.g. "Her name was Taylor and her spark was photography. My name is Nikki and my spark is yoga").

Thrive it UP!

- **Spark Discovery:** Young people already have passions and interests. The goal of this activity is to provide youth a space to talk about their sparks without judgement and find others who share their interests.
- **Positive Identity:** Exploring sparks is a great way for youth to intentionally explore various ways in which they identify themselves. Work to create an environment in which young people share their passions with others safely.

Reflection

- **What?** What did you think about the activity? What are some of your sparks?
- **So what?** How can you work to gain skills and build on your sparks here at Camp Fire?
- **Now what?** What can adults do to help you develop your sparks? What can your friends do to help?



My Group and I

SPARK TO SPARK CHAMPION

Time Required:	Materials Needed:
25 minutes	<ul style="list-style-type: none">- Journal or piece of paper- Writing utensils

Brief Description of Activity:

Youth begin to recognize Spark Champions and role models in their life and share their interests with each other.

Kid-Friendly Purpose of Activity:

In this activity, you are going to be talking about and exploring some of your sparks while practicing being Spark Champions to our partners.

Step-by-Step Guide:

1. **Explain:** Go over the definition of Sparks – things that bring joy to our lives. They are our interests, passions and dreams. Write the word “Spark Champion” on a whiteboard or poster. Ask if youth can guess what a Spark Champion is.
 - Spark Champions are people who help us discover our passions, skills and interests and find ways to grow them.
2. **Line up:** Instruct the group to line up silently by one of these fun ways to split them into pairs:
 - Height
 - Birthday
 - Size of favorite animal
 - Rainbow order by shirt color
3. **Restate:** Explain again to youth that sparks are passions, skills and strengths that are discoverable in everyone. Then explain that spark champions help individuals discover and explore their sparks as well as encourage said individuals in their spark pursuits.
4. **Start:** State an action command (listed below) that the set of partners must do. For example, when the leader says “elbow to elbow,” partners need to touch one or both elbows to each other’s elbow(s).
5. **Spark to Spark:** Once facilitator says: “Spark to Spark,” participants, while still in position, share their sparks with one another. Allow approximately 2 minutes for the partners to share with one another – and ask questions about their sparks.
6. **Repeat:** Continue the game by giving another action command (“knee to knee”) with youth finding a new partner. Continue until all have been partnered with everyone in the group.
7. **Journal:** After the activity, have a discussion on Spark Champions and encourage youth to write down notes in a journal or on a piece of paper.



Thrive it UP!

- **Spark Discovery:** This is a great opportunity for youth to share their sparks and learn about new hobbies, sports, or skills that may interest them. Encourage youth to share how they got into their sparks and how others can participate as well.
- **Social Skills:** Listening is a key component to this activity. Before beginning, consider going over a few ground rules on how to be a good listener (make eye contact, don't speak while your partner is talking, pay attention, provide helpful feedback, etc.).

Reflection

- **What?** What did you think about this activity? What are some of your sparks?
- **So what?** Who are your Spark Champions, or people in your life who support your passions and interests? How do your Spark Champions support you? What would you like in a Spark Champion?
- **Now what?** How can we be better Spark Champions to each other? How can we seek out people to be our Spark Champions?



My Group and I

TIME CAPSULE

Time Required:	Materials Needed:
45 minutes	<ul style="list-style-type: none">- Something to be used as a time capsule (jar, box, large envelope, etc.)- Paper- Coloring utensils- Anything else that is appropriate to go into a time capsule for the year

Brief Description of Activity:

Youth reflect on where they are now and set goals for where they want to be in the future. They decide what goes into their time capsule and keep it safe until the year is over.

Kid-Friendly Purpose of Activity:

Today we're going to be creating a time capsule – like a snapshot of your life right in this moment. We're going to be writing down our favorite things, our thoughts and opinions, what's happening in the group, and maybe even what's happening in the world around us. We will also be setting goals for our future and will open this time capsule at the end of the year.

Step-by-Step Guide:

1. **Brainstorm:** Together or in small groups, think of what kind of things to include in the time capsule. Have youth write down their ideas on a piece of paper. Make sure they are considering personal reflections, group interests, current events and more. Here are some examples of things they can include:
 - List of favorites (spark, color, food, TV\movie, school subject, music, outfit, etc.)
 - Self-portraits and reflections
 - Group goals and individual goals
 - News articles (real or made up)
2. **Create:** Allow time for youth to create the worksheets or art that will go into the time capsule. Encourage youth to create as many things as they'd like before session time is up. Let their imagination run wild, but remind them that the goal is to record the present so they can notice changes in the future.
3. **Close the capsule:** Once the capsule is full, discuss and vote on when youth will open it again (preferably at the end of the year). Store it somewhere where the group can find it again.

Thrive it UP!

- **Goal Management:** This activity focuses on the first phase of goal management – selecting the goals. Encourage youth to write down personal and group goals they would like to reach by the time they open the capsule again.
- **Reflection:** Creating a time capsule is the perfect way to reflect on the present. Youth are given the opportunity to document their current state of being and set goals to work on



areas that need improvement. Encourage youth to be honest and kind to themselves when creating their reflections.

Reflection

- **What?** What did you think about this activity? How did it feel to reflect on the present? How would you like to feel when you open the capsule again?
- **So what?** Why are time capsules important? How can we use our past or present to inform our future?
- **Now what?** What are some things you can do today to reach the goals you set for yourself in a year?

Level Adjustments

Step in or step back during the planning phase of the activity. If youth are having difficulty coming up with things to include in the capsule, provide some examples.

Additional Notes

For inspiration on what to include in the time capsule, check out Pinterest or Teachers Pay Teachers.



Communication Station

HAPPY TALK

Time Required:	Materials Needed:
25 minutes	<ul style="list-style-type: none">- One random object per pair (can be a stuffed animal, school supplies, something silly or something mundane)- Whiteboard or poster board for notes

Brief Description of Activity:

Youth practice positive communication, or Happy Talk, by talking about how body language and tone of voice play into communication.

Kid-Friendly Purpose of Activity:

In the next few activities, we will be playing some games to work on our communication skills. But before we jump in, we're going to play a silly game about positive communication and why it's so important.

Step-by-Step Guide:

1. **Discuss Communication:** Write the word “communication” on the board and ask youth if they can come up with a definition. *Communication is how we send a message, idea, thought or feeling to others.* Ask youth to list ways they communicate with others (words, behaviors, body, symbols and signs). Ask youth to guess how much of our lives are spent communicating. Draw a pie chart and ask youth how much they think will be filled. *70% of our time is spent communicating! Most of our communicating is listening.*
2. **Split into pairs:** Use a group former to split youth into pairs. Have partners sit across from each other at a table or on the floor. Give each pair a random object.
3. **Discuss “Happy Talk”:** Tell youth that communication is not just *what* they say, but *how* they say it. This includes our inflection, tone of voice and body language.
4. **Practice communicating:** Explain to the group that they are going to be taking turns communicating with the object in front of them in three different ways:
 - **First:** Try saying something nice to the object while using negative body language and tone of voice (i.e. frown, cross your arms and use a harsh voice to say “You’re the best pencil in the entire world and I love you very much.”)
 - **Second:** Try saying something nice in a neutral, flat tone with blank body language (i.e. slouch a little, look bored and say “I couldn’t live without you, pencil.”)
 - **Third:** Try saying something nice about the object while using positive body language (i.e. smile, nod put your hands in the air and say “I’m so lucky to have a pencil like you!”)
5. **Play:** Allow time for youth to practice these types of communication and have fun with it. Once groups have practiced this for a few minutes, encourage groups to create a skit that features positive and negative examples of happy talk. Encourage them to be silly and creative.
6. **Perform:** Encourage pairs to present their skits for the group.



Thrive it UP!

- **Social Skills:** Allow time and space for youth to practice verbal and nonverbal communication skills with the random object.
- **Conflict Resolution:** By learning the importance of not only what is said, but how it is said, youth are working on conflict resolution skills.

Reflection

- **What?** What did you think about this activity? What did you notice about the different ways you can say something nice? How did you feel when you were saying something happy but using negative body language?
- **So what?** Why is communication important? How do our faces look when we say nice things to each other? What about bad things?
- **Now what?** How can we use Happy Talk outside of this activity?

Additional Notes

Make sure all language is positive! Youth may get carried away with the activity but remind them that the lesson is about practicing Happy Talk. Find a good balance between silly and purposeful.



Communication Station

MIMES

Time Required:	Materials Needed:
25 minutes	None

Brief Description of Activity:

Youth play a variety of miming games to practice using non-verbal communication.

Kid-Friendly Purpose of Activity:

Last activity, we practiced verbal communication.

Step-by-Step Guide:

Play a variety of games where youth use their faces and bodies to communicate something. There are several different miming activities they can do, including:

1. **Walk Like A....**: Youth stand together in a group. Encourage them to think about the different ways people walk and have them mime some examples. Allow youth to call out some examples as well. "Walk like..."
 - An astronaut
 - You're on a hot sand beach in Spain
 - A baby
 - You've just won an Oscar
 - You've just lost the championship game
 - Your shoes are tied together
 - A fashion model on a catwalk
2. **Magic Box**: Start with all participants in a circle. Mime holding the Magic Box and ask youth to pretend what it looks like. Pretend to take an object out of the box (i.e. a puppy, rotten egg, hot potato, millions of dollars) and react to it appropriately (excited, disgusted, joyous). Encourage participants to guess what is in the box. Allow time for participants to try themselves.
3. **Tug-of-War**: Divide the group into two teams and have them mime a game of Tug-of-War. On the count of three, participants pretend to pull on the rope back and forth. Remind youth that the rope does not stretch or shrink – meaning as one team pretends to pull really hard, the other team will pretend to be pulled forward. Play this for thirty seconds before one team pretends to win and the other pretends to lose. Have youth decide who will win and who will lose before beginning.
4. **Charades**: Play a classic game of charades. Allow youth to write down the clues and play until everyone has had a chance to act it out.



Thrive it UP!

- **Conflict Resolution:** Working on communication skills – especially non-verbal communication – is an important component in increasing young people's ability to manage and resolve conflict. Youth may not know how loud body language can be. Make sure to talk about conflict resolution in the reflection.

Reflection

- **What?** What did you think about the activity? What was challenging? What went well?
- **So what?** How did it feel to not be able to use your words? How did your strategy for communicating change? Why is non-verbal communication so important?
- **Now what?** When do you use facial expressions and body movements instead of your voice to say something? How can we be better at non-verbal communication?



Communication Station

COMMUNICATION CHALLENGE

Time Required:	Materials Needed:
45 minutes	<ul style="list-style-type: none">- Boundaries (rope if playing outside, lines if in the gym)- Blindfolds- Crumbled newspaper or recycled paper as the "mines"

Brief Description of Activity:

Youth play a game where they must direct their blindfolded partners across a "minefield" by practicing effective communication.

Kid-Friendly Purpose of Activity:

In the previous activities, we've talked about communication and social skills that we need to be successful. Today, we're going to put those skills to the test by playing a game of Minefield, where you must help your blindfolded partner cross a dangerous field to get to the end safely.

Step-by-Step Guide:

1. **Rules:** Explain to youth that the goal of the game is for the blindfolded person to get from one side of the field to the other without touching any of the mines. They can do this by listening to instructions given to them by their un-blindfolded partner. Emphasize that safety is the most important part of the game – they must move slowly and be cautious of other players.
2. **Partner Up:** Have youth find a partner and decide who will be blindfolded first.
3. **Plan:** Allow participants time to plan a strategy and decide on their communication commands.
4. **Play:** Blindfolded participants must make their way across the field without stepping on any of the objects. No more than four participants should be on the playing field at once. Partners can stand on the outside of the field and give instructions. If a participant steps on a mine, they can either go back to the start or wait 10 seconds before continuing.
5. **Discuss:** Before partners switch, encourage youth to think about what commands worked and how they can improve upon their communication for the next round.
6. **Challenge:** Once youth have mastered their communication skills, try playing again in groups of three. One player is blindfolded, one player can see the field but not speak, and the other can speak but not see the field. The blindfolded participant is in the field while the other two face each other. The player who can see but not speak tries to nonverbally communicate where the blindfolded player should move to the person facing away from the field. The player who can speak but not see relays this information to the blindfolded player.

Thrive it UP!

- **Social Skills:** Emphasize the importance of verbal and nonverbal communication to make this game a success. Build on the skills practiced in earlier activities and encourage youth to think about how they can best communicate to their partners.



- **Conflict Resolution:** Frustration is bound to happen during this game. Encourage youth to talk through things without escalating to yelling, name-calling, and conflict. Youth should practicing working through disagreements with respect for oneself and others.
- **Growth Mindset:** This activity may be challenging for youth at first and groups may fail a few times. Encourage youth to practice new strategies, learn from their mistakes, and try again.

Reflection

- **What?** What was your strategy for getting your partner across safely? What worked? What didn't work? How did your communication improve?
- **So what?** How much did you trust your partner at the start? How much did you trust them by the end? Why was communication a big part of this game? Did the same communication strategy work for you as it did for your partner? Why or why not?
- **Now what?** How can we be better verbal and nonverbal communicators outside of Camp Fire?



Getting to Know Me

WHO AM I?

Time Required:	Materials Needed:
30 minutes	No materials

Brief Description of Activity:

Youth begin the self-reflection process by answering questions in a fun and engaging way.

Kid-Friendly Purpose of Activity:

Today, we're going to be exploring the question of "who am I?" by answering questions in a few different ways.

Step-by-Step Guide:

Play one or both of the self-exploration games listed below to encourage youth to start thinking about who they are, what they like, and how they present themselves to the world. These activities are an opportunity for youth to be silly, creative, and introspective before they dive into more in-depth self-reflections.

1. **Step Forward If:** Create a line or boundary in the program space. Read the following statements (or create your own) and encourage youth to step across the line if it applies to them. "Step forward if you:
 - Play a sport.
 - Play an instrument.
 - Like to cook.
 - Like to bake.
 - Are scared of something.
 - Have a dream career in mind.
 - Wish you lived somewhere else.
 - Have dressed a certain way to impress your friends.
 - Are jealous of someone you know.
 - Have felt peer pressure.
 - Feel like sometimes you don't really know who you are.
2. **Hot and Cold:** Instruct youth to rate certain scenarios by whether or not they would do it or not. If youth are interested, encourage them to pretend like it's hot by fanning their face. If there is no chance youth would participate, encourage them to pretend like they're freezing. Here are a few example statements:
 - Enter a singing competition
 - Ride a roller coaster 10 times straight
 - Teach in another country
 - Run for school president



- Design clothes for a runway
- Put together an engine
- Coach an Olympic team

Thrive it UP!

- **Positive Identity:** Through these activities, youth are encouraged to intentionally explore various ways in which they identify themselves. This activity should be a primer for the next two sessions by encouraging youth to practice self-reflection without judgement.
- **Self-Reflection:** Provide a safe space for youth to engage in this first step of self-reflection. Instruct youth to only focus on themselves during this process and be non-judgmental of their answers and the answers of their peers.

Reflection

- **What?** What did you think about this activity? Were these questions difficult to answer? Why or why not?
- **So what?** Why is it important to ask ourselves questions like these? What is the benefit of getting to know ourselves?
- **Now what?** What can you do with the knowledge you learned today?

Level Adjustments

Tailor the questions to the level of your group, but don't be afraid of asking more challenging questions.



Getting to Know Me

REAL FEEL WHEEL

Time Required:	Materials Needed:
45 minutes	<ul style="list-style-type: none">- Large paper- Markers- Various highlighters, colored pencils, or watercolors- Paper plates (2 per participant)- Wooden clothespin or clips (2 per participant)- (Optional) rulers for line-drawing

Brief Description of Activity:

Youth discuss the myriad of emotions they feel and work on a craft to identify the feeling as well as how to cope.

Kid-Friendly Purpose of Activity:

Today we will be exploring our emotions and how to acknowledge and cope with the most unpleasant ones as we develop our growth mindset.

Step-by-Step Guide:

1. **Discuss:** Talk with the group about feelings and emotions. Brainstorm together all the emotions they feel in a day and make a list on a big sheet of paper. Ask prompting questions about how they feel in certain situations, like when they're with friends, or in school, or practicing their spark.
2. **Pleasant and unpleasant emotions:** Ask your club which feelings they like to have and which ones they do not enjoy. Why? Reflect openly about whether or not they think it is ok to cry and when it is not ok to cry. Put stars by the emotions that they said they did not like. What are some ways that we react to difficult emotions that is not ok?
3. **Brainstorm:** On a new piece of paper, brainstorm various strategies for dealing, or coping, with difficult feelings. Some ideas may be:
 - Calm down by counting to 10
 - Ask an adult or trusted person to help you
 - Wait until someone is calm before trying to solve a problem
4. **Create:** Give participants two paper plates and a marker. Instruct them to draw a circle in the middle of the paper plates. In the circle on one plate, have them write, "Ways to Feel." In the circle on the other plate, have them write, "Ways to Deal." Using a ruler, divide the plate into eighths, leaving the blank empty. Going back to the list of feelings, have youth choose four emotions that feel good and four emotions that are difficult for them to deal with. Have them write all eight emotions in the eighths of their "Ways to Feel" plate. Then, have them choose their favorite 8 coping mechanisms from the list they had come up with and write them in the



- eighths of the “Ways to Deal” plate.
5. **Color:** Provide participants with colored pencils and let them design each eighth with background patterns and colors that visually express the emotions and strategies. Ask them about the reasons behind their color and design choices as they work.
 6. **Take home:** Finally, give them each 2 clothespins to write their name on. There is a pin for each plate. They can hang up the Real Feel Wheels in their room and use the clothing pins to indicate to themselves and others how they are feeling and, if applicable, which coping strategy they want to choose to help with that.

Thrive it UP!

- **Conflict Resolution:** Emotional regulation is an important skill for successfully navigating through conflict. This activity can be related back to how youth resolve and manage conflict in their lives – encourage them to think about how they feel when an argument escalates and how they can cope with the emotions in healthy and productive ways.
- **Confidence:** When youth are able to manage their emotions and respond to unpleasant situations in positive ways, they are building confidence in their ability to be in control over their minds and bodies. Belief in one’s self is critical to setting and achieving goals.
- **Growth Mindset:** Talk about emotional response and regulation in terms of growth mindset – just because youth have a tendency to get angry and lash out doesn’t mean they can’t learn better ways to handle unpleasant emotions.
- **Reflection:** Encourage youth to take a good look at themselves and how they respond to certain situations. This activity is centered around individual reflection, where youth learn to access key learnings, areas for improvement and implications for the future.

Reflection

- **What?** Which were your favorite and least favorite emotions? How did everyone vary in how we deal with emotions? Is that okay? What various emotions did you feel during this activity? Did it change?
- **So what?** Can expressing your feelings change the way you feel? How do the coping strategies help with pleasant and unpleasant emotions?
- **Now what?** How do you plan to use your Real Feel Wheel outside of Camp Fire? How can it help you in school? How can it help you at home?

Level Adjustments

- For beginner groups, allow youth to draw the feelings or strategies instead of writing them out. Oftentimes it is easier to digest the information if it is in picture form.
- More advanced groups should engage in more complex conversation around emotions and coping mechanisms.



Getting to Know Me

IDENTITY SELFIE

Time Required:	Materials Needed:
60 minutes	<ul style="list-style-type: none">- Paper and writing utensil- Miscellaneous art materials (coloring utensils, paper, paint, stickers, recycled materials, poster board, glue gun, and more!)

Brief Description of Activity:

Youth discuss what identity means and come up with a list of their identities. Using this list, youth create a unique self-portrait using a variety of art materials.

Kid-Friendly Purpose of Activity:

Today, we're going to be creating Identity Selfies by thinking about what makes us who we are and creating a work of art that reflects that.

Step-by-Step Guide:

1. **Discuss Identity:** Before jumping into the self-portraits, have a discussion with the participants about their identities and what makes them who they are. Allow youth to write down words that describe their identities, including (but certainly not limited to): Sparks, passions, gender, race, religion, ability, appearance, communities they belong to and more. Help youth define words they may not be familiar with. Provide examples of identities:
 - **Define your identities:** Share your identities with the group as an example. Be truthful and open and share as much as you're comfortable with. This will create space for youth to share as well.
 - **Brainstorm a famous character's identities:** To get the group's ideas flowing, practice by brainstorming a well-known character or famous person's identity.
2. **Share Identities:** After youth have had time to brainstorm and write down their identities, allow time for the group to share amongst the group.
3. **Create:** Using these identifying characteristics, youth will create an Identity Selfie using a variety of art supplies. Encourage youth to incorporate as many components of their identities as they can. For example, if a young person's family comes from Mexico and they identify as Mexican, they could use the colors of the flag on their self-portrait.
4. **Share:** Allow time for youth to share their portraits and explain their process.

Thrive it UP!

- **Positive Self-Identity:** This activity is a great way for youth to practice positive self-identity to bolster their sense of self-worth and self-efficacy. As youth intentionally explore the various ways in which he/she/they identify themselves, it is important that they feel safe to do so. Have a discussion with your group about how they can support their peers to make sure everyone feels safe.



- **Social Skills:** Inclusiveness, or an acceptance of others despite their differences, is crucial in making this activity a safe and enjoyable one. Be sure to talk with youth about what it means to be inclusive and how they can be accepting of the differences amongst themselves.
- **Purpose:** Identity and purpose are closely tied – when youth feel comfortable in who they are, they can begin to develop their reason or motivation for being in the world. To encourage this skill-building, repeat positive affirmations statements to the group. Here are a few examples:
 - o Your identity is important because you matter.
 - o You are perfectly imperfect.
 - o We all share similarities and differences that make us connected and unique.
 - o You belong, you matter, and you make a difference in the world by just being you.
- **Confidence:** This activity is a fun and creative way to practice this skill. Be sure youth are thinking of positive aspects of their identity and celebrating the things that make them unique.
- **Reflection:** Creating a self-portrait is a great way to practice reflection skills. Encourage youth to think about themselves critically but compassionately.

Reflection

- **What?** What did you think of this activity? What makes you who you are? How are others similar or different from you?
- **So what?** Why did you create your self-portrait in that way? Why are our identities important? Why is it important to have similarities? Why is it important to have differences?
- **Now what?** What do our identities say about us? How can we celebrate everyone's unique identities? How can we be more mindful of the identities of others?

Level Adjustments

Youth of any level can engage in the practice of exploring their identities. Be sure to tailor the conversation to the level of your group, but challenge youth to think more in-depth about who they are. Be sure to define any words youth may not know and give your young people language to express themselves.

Additional Notes

- This activity was adapted from the Discovering My Identity lesson from Teaching Tolerance (www.tolerance.org). This website is full of resources for creating a more inclusive learning space for youth.
- Crayola sells Multicultural crayons that feature eight different skin tone colors that would be wonderful to have for this activity. If the resources are not available, be sure to have a variety of colors for young people to use.
- Encourage youth to think out of the box for their portraits. By providing a variety of art materials (including recyclables and random items), participants can create art that is unique.



Self-Care

WHAT'S ON YOUR PLATE?

Time Required:	Materials Needed:
45 minutes	<ul style="list-style-type: none">- Paper plates (1 per participant)- Markers

Brief Description of Activity:

Youth draw what's "on their plate" at the moment and discuss their stressors and triggers.

Kid-Friendly Purpose of Activity:

These next few activities are all going to be about self-care. Self-care is the practice of taking care of ourselves – both our physical and mental selves – during times of stress. So in this activity, we are going to identify things that are stressful to us and acknowledge that sometimes, life is hard.

Step-by-Step Guide:

1. **Provide examples:** People react physically, mentally and emotionally to the things happening around us. Start the discussion by setting up a few hypothetical situations and ask the group how they would respond. They should be encouraged to act it out. For example:
 - *Pretend you find out your friend is saying mean things about you behind your back. How would your body react? How would your brain react?*
 - *Pretend someone gives you a present that you don't like. How would your body react? How would your brain react?*
 - *Pretend you are given a test you forgot to study for. How would your body react? How would your brain react?*
2. **Have a discussion:** Facilitate a discussion about these hypothetical situations or any real and personal situations young people have faced. Explain to them that these situations can be considered *stressors* and trigger an emotional and often physical response. While it can be impossible to avoid some of these situations, we can control how we react to them.
3. **What's on your plate?** Hand out a paper plate to each participant and ask them "What's on your plate?" These are all of the things they are thinking about, responsible for, or stressed about – tests, upcoming games, chores, family concerns, responsibilities, and more. Allow youth time to draw these stressors or triggers on the front side of the paper plate. Encourage youth to talk amongst each other and share stories and experiences.

Thrive it UP!

Mental health and emotional wellbeing are integral to setting young people on the path to thriving and reaching their full potential. Mental health problems affect about 1 in 10 children and young people, most of whom do not have the language to express these issues. This activity looks to provide that foundation for understanding that emotional health is just as important as physical health. Verbalizing their stressors and visualizing the emotions they triggers in their bodies gives



youth power over how they react to things in the world. This will aid in the development of other skills, including **social skills, life skills, conflict resolution, confidence, purpose, reflection and growth mindset.**

Reflection

- **What?** What do you think about your plate? What did you learn about yourself? What did you learn about others? Was this a difficult activity? Why or why not?
- **So what?** Why did we write down our stressors and triggers? Why is it important to talk about your emotions and where you feel them on your body? Why did everyone's plates look different?
- **Now what?** What can we do with this information? How can we react positively when we are feeling unpleasant emotions? What can we do or who can we talk to when our plates get too full?

Level Adjustments

Encourage older groups to have an in-depth conversation about stressors and emotions. Be sure to step back when you see a good discussion happening and step in when the conversation gets off topic.



Self-Care

EMOTIONS ALL OVER

Time Required:	Materials Needed:
	<ul style="list-style-type: none">- Paper plates from last activity- Coloring utensils

Brief Description of Activity:

Youth do a quick refresher of stressors and triggers and think about where they feel emotions throughout their bodies.

Kid-Friendly Purpose of Activity:

In the last activity we talked about all the things that are on our plates. Today, we're going to be looking into our emotions a little more and thinking about where in our bodies we feel these feelings.

Step-by-Step Guide:

1. **Refresh:** Hand back everyone's plates from the previous activity and do a quick refresher on stressors and triggers.
2. **Physical emotions:** Have youth flip their plates over to the back. On this side, youth will draw a silhouette of their body (not a stick figure, but just a body shape). Go through the eight basic emotions listed below and allow youth to pick a marker or crayon that represents that emotion and color in where they feel it on their body (for example, sadness can be blue and found in the stomach). The eight emotions and their purpose are:
 - Anger – to fight against problems
 - Anticipation – to look forward and plan
 - Joy – to remind us what's important
 - Trust – to connect with people who help
 - Fear – to protect us from danger
 - Surprise – to focus on new situations
 - Sadness – to connect us with those we love
 - Disgust – to reject what is unhealthy
3. **Discuss:** Once youth have colored all of their emotions, allow them to share what theirs looks like. Point out any similarities and differences. Make note that emotions are neither good nor bad – they just are. Each emotion has a purpose and can be expressed positively and negatively. Encourage youth to think of ways they can positively express these emotions. How about negatively?

Thrive it UP!

- **Life Skills:** Emotional awareness and regulation is an important life skill for young people to develop early on.



- **Conflict Resolution:** Forty-one percent of youth surveyed reported that when provoked, they could not control anger and would fight (Search Institute, 1997). By teaching young people to be more aware of their emotions and where they feel them on their bodies, they will develop a sense of control over their feelings and learn to cope with them in a positive way.
- **Confidence:** The more youth learn about their bodies, the more control they'll feel. This positively impacts their confidence and belief that they can weather the storms of their experiences.
- **Reflection:** Any activity in which youth are critically examining their behaviors or feelings is an opportunity to work on reflection skills. Encourage youth to think of areas for improvement as well as all of the wonderful ways they express their emotions.

Reflection

- **What?** What did you think about this activity? What does your body look like? What was challenging about doing this activity?
- **So what?** Why did you choose those colors for your emotions? What does it feel like when you're angry? Happy? Why is it important to learn where we feel emotions on our bodies?
- **Now what?** What can we do with this information? What will you do next time you start to feel yourself getting upset?



Self-Care

COPING WITH IT

Time Required:	Materials Needed:
	<p>This activity has room for variety in materials (depending on your resources).</p> <ul style="list-style-type: none">- One “toolkit” per participant: shoe box, storage bin, decorative box, envelope, cardboard box, pencil box, or even a piece of paper with a drawing of a box on it- Colorful paper and coloring utensils- Additional breathing, distracting and affirmation techniques (examples listed below)- (Optional) Stress balls, fidget spinners, stickers, worry stones, photographs, calming scents, and more.

Brief Description of Activity:

Youth learn various coping skills for times of distress and create a toolbox with their favorite techniques.

Kid-Friendly Purpose of Activity:

Last time, we talked about all of the things that are on your plate. Today, we’re going to look into how we deal with that stress and learn some positive coping skills.

Step-by-Step Guide:

1. **Review:** Before jumping into any coping skills, review stressors and triggers. Encourage youth to think of all of the things they put on their plates and discuss times when they feel distressed.
2. **Define Coping:** Write the word “coping” on the board and ask youth if they know what it means. *Coping is how you deal with stress.* There are positive and negative ways to cope with things. Create two columns, positive and negative, and begin listing negative ways to handle stress (i.e. yelling, panicking, hurting yourself or others, making bad choices, getting into trouble, doing things you know you’ll regret). Share a personal example of a time you negatively coped with stress (i.e. You were mad at something your friend texted you so you threw your phone and broke it).
3. **Create a toolbox:** Explain to youth that there are *so many* ways to positively cope with stress and that they’re going to be making a toolbox to hold them all. This toolbox can be anything from a shoebox to an envelope to a drawing on a piece of paper. Allow youth time to decorate their toolbox with calming and cheerful decorations.
4. **Learn some skills:** There are an abundance of coping skills youth can learn and practice during this time. Have youth write down any strategies they enjoy so they can keep it in their toolkit. Be sure to teach at least one of each of these types:
 - **Breathing:** In like smelling flowers, out like blowing a candle; Magic Mustache – press a finger on the upper lip, just below the nose, and take big breaths in and out;



place hands on top of head and pretend to inflate a balloon with big breaths in and deflate with big breaths out.

- **Distractions:** Stress toys or fidget spinners; list of activities youth may enjoy, like listening to music, sit in the grass, play a sport, stand up and stretch, text a friend, watch a movie, play with a pet, do yoga, hug a stuffed animal, dance, meditate, draw, cook or bake, laugh, watch a funny video, and more.
 - **Affirmations:** I am enough; My challenges help me grow; I am perfectly imperfect; Today is going to be a great day; I am an amazing person; I can get through anything
5. **Continue adding to toolkit:** Continue to allow youth to add techniques to their toolkit. Encourage them to think of things that they find relaxing or ways they've calmed down in the past. Tell them that they can use this toolkit when they feel stressed as a way to cope with unpleasant emotions.

Thrive it UP!

- **Life Skills:** Coping skills are an important life skill that young people should be working on early and often. Kids deal with stress; although it may look different than the stress adults face, the stressors and triggers in a young person's life are very real to them. By learning how to positively cope, they are practicing life skills that will help them through situations that could otherwise leave them feeling hopeless or unsure of what to do.
- **Conflict Resolution:** Youth can deal with stress by practicing positive coping techniques (breathing, distracting, affirming) or negative techniques (yelling, violence, poor decisions). By learning the difference, youth develop tools to help them successfully navigate conflict.
- **Growth Mindset:** Youth can learn new ways of reacting to stressors and triggers. It's important that participants recognize that just because they used to react a certain way in the past doesn't mean that they can't learn a new coping skill. Encourage them to practice these techniques when they feel relaxed and calm so that when they feel triggered, they'll already know how to positively cope.

Reflection

- **What?** What did you think of this activity? What does "coping" mean to you? What positive coping strategies did you like?
- **So what?** How does it feel to practice these techniques? How were you coping with stress before? What will you do this time?
- **Now what?** When can you use these techniques in your life? Why is this important?

Level Adjustments

There are so many different types of coping techniques to practice with any group level. Challenge youth to try higher level skills, such as meditation, yoga and mindfulness.

Additional Notes

- Pinterest has a wealth of information on coping strategies and calming techniques for young people. There are coping strategies fortune tellers, big lists of positive affirmations, examples of calming techniques and more. Draw on these examples for inspiration.
- Camp Fire staff, parents or volunteers may have sparks related to this activity (including yoga, meditation, or even psychology). Before facilitating this activity, check with your network to see if there is anyone who can lend their talents to help out.



Trail to
FAMILY AND
COMMUNITY

Trail to Family and Community

Trail to Family and Community is designed to help youth strengthen their place in their family and communities by focusing on leadership, service-learning, and citizens. After completing the Trail, young people should have developed a better awareness of their place in the social structures they belong to.

Choose (or have youth choose) from one of the following Programs and complete the activities listed. Be sure to note the abbreviated materials list next to each activity.

BELONGING

Defining Family

Materials: Paper, miscellaneous art supplies

Camp Fire Community

Materials: Miscellaneous art supplies

Our Global Community

Materials: Miscellaneous art supplies, glue, coloring utensils

WORKING AS A TEAM

Group Game

Materials: Paperclips, tape, popsicle sticks, poster paper

Games Galore

Materials: Plastic cups, rubber bands, string, rope or blanket I

Group Challenge

Materials: Book or video about environmental activism

LEARNING TO LEAD

Voice and Choice

Materials: Opinion statements (see activity), paper, pencils

Lead with Style

Materials: Blindfolds, materials for planning (notebooks, pens)

Our Meeting

Materials will vary based on youth's meeting plan

GIFT OF GIVING

Planning

Materials: White board or poster, notebooks

Do, Celebrate and Reflect

Materials discussed in previous meeting plan



Trail to
FAMILY AND
COMMUNITY

Belonging

DEFINING FAMILY

Time Required:	Materials Needed:
45 minutes	<ul style="list-style-type: none">- Paper- Miscellaneous art supplies

Brief Description of Activity:

Youth define what family means to them and create artwork that represents what their family means to them.

Kid-Friendly Purpose of Activity:

Today we're going to talk about family. Your family isn't necessarily just your parents and siblings. The word "family" means different things to different people. We're going to talk about what it means to you and celebrate the uniqueness of your family.

Step-by-Step Guide:

1. **Discuss:** Introduce the topic by writing down or reading the definition of family: *a group consisting of parents and children living together in a household*. Ask youth what they think about that definition and have a discussion on what family means to them. Share your own definition of family to give them an idea of what family means to you (e.g. "family are the people in my life who love, support and challenge me").
2. **Redefine:** Allow quiet time for youth to individually create their own definition for the word "family," and jot it down on a piece of paper.
3. **Share:** Once everyone has their definition, allow youth to share it with each other and/or the group.
4. **Plan:** With these definitions, youth will create a work of art that represents what their family means to them. This can be a painting, sculpture, collage, poem, dance, story, play, symbol, song, or anything else they can think of. Encourage youth to make a plan for what they're going to create and share that plan with one another.
5. **Create and Present:** Give youth plenty of time to create their artwork and share with each other or their family members.

Thrive it UP!

- **Sparks:** This activity is a perfect opportunity for youth to engage in their sparks or discover a new interest. Allow youth time and space to think creatively of how they want to share what family means to them. Discourage them from all doing the same type of drawing – ask youth what kind of art they are interested in and how can they use their passion and skills for this project.
- **Goals:** It's easy to work in time for youth to plan what they're going to create before diving in. It's also easy to forget! Make sure youth have time to think about the activity, set a goal of



Trail to

FAMILY AND COMMUNITY

what they want to create, and work with them to redirect the goal if there are challenges ("Glue isn't holding these two pieces together? Let's try tape!")

- **Social Skills:** This activity encourages youth to work on two components of social skills – inclusiveness and empathy. Youth will talk about their feelings and opinions and are expected to be accepting of their peers despite differences.
- **Developmental Relationships:** Missing text?

Reflection

- **What?** What did you think about this activity? What kind of artwork did you make? Did it go according to your plan? How did you shift gears when it didn't work?
- **So What?** Has your idea of family changed? Why or why not? What does it mean for someone to be in your family? What does it mean to you to be in someone else's family?
- **Now What?** What can we do with our new definition of family? How should family members behave? How can we be better member of our families?

Level Adjustments

- Family discussions should be modified based on the level of the group. Encourage groups to really push their thinking when coming up with a definition. Challenge them to come up with more elaborate pieces of art to define their family – not just a drawing.
- To enrich the discussion, talk about how family differs from friends. Can friends be part of your family? Can your family members be friends? Consider whether your pets are part of your family. Can an object be family? Encourage youth to come up with a definition that includes these ideas and more.

Additional Notes

- Keep in mind that all youth come into Camp Fire with their own unique set of experiences, background, and perceptions. When discussing topics like family, be conscious of the fact that youth will have a myriad of home life situations and can be triggering. Make sure to emphasize this to your participants and encourage them to be understanding and open-minded with their peers.
- Remember Disney's *Lilo & Stitch*? There's a scene in the movie where Lilo explains to Stitch that in the Hawaiian language, "Ohana means family, and family means nobody gets left behind or forgotten." Consider reading this quote or showing a clip from the movie as a great example of a new definition for family.



Trail to
**FAMILY AND
COMMUNITY**

Belonging to a Group

CAMP FIRE COMMUNITY

Time Required:	Materials Needed:
45 minutes	- Miscellaneous art supplies

Brief Description of Activity:

Youth play an interactive game to learn more about each other and make connections with others in the group. Then, they come up with a group name (if not yet chosen) and other group identifiers.

Kid-Friendly Purpose of Activity:

Today we're going to get to know our Camp Fire community. Many of you may already know each other pretty well, but we're going to spend some time learning more about our friends and sharing things about us.

Step-by-Step Guide:

1. **Speedy Introductions:** Gather youth in a big circle in an open area. Instruct the group that they have one minute to introduce themselves to as many people as they can. Introductions should be as follows: "My name is _____. Good to meet ya, gotta go!" Allow young people to run around and be silly as they make their speedy introductions.
2. **Circle Up:** After the speedy introductions, make a large circle using place markers (rubber spots, carpet square, shoes, etc.). Put one less spot as there are participants, as one young person will start in the middle.
3. **Play:** The game begins when the circle leader says their name, followed by "I love my neighbor who..." and completes it by sharing one of their sparks (i.e "plays soccer," "likes ice cream," "travels"). Everyone who shares that interest (including the person in the middle) must leave their place marker and scramble to find a new spot in the circle. The person who doesn't find a new spot becomes the circle leader and calls out the next statement of what they like. Continue playing until all participants have had a chance to be in the middle.
4. **Create:** After youth have had the opportunity to learn a bit more about each other, encourage youth to create a banner for their group. These banners could include their group name, motto, names of all members, their interests, Sparks, and more.

Thrive it UP!

- **Social Skills:** This activity is all about creating a sense of belonging within the group. Belonging occurs when young people feel safe to be themselves, feel included by their peers, and can participate without fear of judgement. Be sure youth are actively listening to each other and be vigilant about teasing.
- **Positive Identity:** Encourage youth to share facts about themselves and what makes them unique. This activity is meant to highlight and celebrate similarities and differences between group members, focusing on positive sense of identity.



Trail to
FAMILY AND
COMMUNITY

Reflection

- **What?** What did you think of this activity? What did you learn about the members of your group?
- **So what?** Why are games like this important for belonging?
- **Now what?** Moving forward, how can we continue to ensure our fellow group members have a sense of belonging?



Trail to
FAMILY AND
COMMUNITY

Belonging to a Group

OUR GLOBAL COMMUNITY

Time Required:	Materials Needed:
45 minutes	<ul style="list-style-type: none">- Random art materials: colorful paper, scraps of material, googly eyes, paper bags, Styrofoam balls, paper towel tubes, etc.- Glue or tape- Coloring utensils

Brief Description of Activity:

Youth discuss what it means to be global citizens and engage in an insightful conversation about problems in the world. After this conversation, youth pretend they are aliens and create a new planet that is problem-free.

Kid-Friendly Purpose of Activity:

In the past few activities, we talked about what it means to belong to a family and to Camp Fire. So today, we'll be exploring how we are global citizens of our world and what a perfect world might look like.

Step-by-Step Guide:

1. **Discuss:** Facilitate a discussion on what it means to be a global citizen. How do we all contribute to the world, both positively and negatively. Ask youth to think about problems they see or hear about in the world – this can include topics such as violence, global warming, racism, hunger, poverty and more.
2. **Take notes:** Have a youth volunteer to take notes on the discussion and compile a visible list for everyone to refer back to during the activity.
3. **Pretend:** After a lengthy discussion, tell the campers that they are going on a trip to a new planet. Have fun with it – encourage youth to set up their chairs to pretend they are on a spaceship, have them close their eyes, turn off the lights, play some funky music, or whatever you can think of! Tell them a story about finding the perfect planet. Your story can be something like this:
 - Close your eyes and imagine you're in a spaceship, blasting off into the unknown. You land on a planet and get out and explore. This planet is dark, hazy, there are no plants or trees, no signs of life and it's hard to breathe. Everybody should cough and get back to the ship.
 - We find a second planet, but this time it's absolutely perfect. Imagine your perfect planet. What does it look like? What does it smell like? What sounds do you hear? How do you feel on this planet? As you take your first few steps, you are greeted by none other than an alien!
4. **Consider:** Inform the group that the story stops there... for now. It is up to them to finish the story by interviewing the alien to figure out how they have kept their planet so perfect. Youth can work individually, in partners or small groups to describe the planet and the aliens,



Trail to

FAMILY AND COMMUNITY

including how they behave, what their outlook is on life, how they've created a peaceful place, and more.

5. **Create:** After discussing in their groups what this perfect planet looks like, youth should come up with a creative way to present it to the group. This can be through the use of alien puppets, role playing, a song, or anything else they can think of. Allow time for youth to present their stories.
6. **Return to Earth:** Once groups have presented, gather youth into the spaceship and head back to Earth. Have them reflect on what they learned from their alien planet and how they can use this information to be better global citizens.

Thrive it UP!

- **Sparks:** Be sure to build in opportunities for youth to engage in their sparks during this activity. When facilitating a discussion about global issues, encourage youth to think about these problems within the context of their passions and interests. For example, a young person with a spark related to animals or nature may consider how the global issue of climate change has major effects. How do these problems impact the things we love?
- **Social Skills:** This activity provides space for youth to practice empathy in this hypothetical situation. Encourage the group to bring up big, complicated and important global issues (such as racism, prejudice, violence) and allow them the time and space to try and put themselves in other people's shoes. While the activity itself isn't particularly serious (there are pretend spaceships and aliens), allow the conversation to move towards serious issues if the group wants, as long as you feel youth are coming at it from a place of empathy.
- **Confidence:** At the end of the activity, youth should feel empowered to make a difference in their global community. Encourage this confidence by repeating positive affirmations, recognizing interests and sparks in participants, and continuing this conversation in other sessions.

Reflection

- **What?** What did you think about the activity? What issues did we talk about? What did your perfect world look like?
- **So what?** Why did you create your perfect world to look like that? Why isn't our world perfect?
- **Now what?** What can we do to make our world more like our perfect world? What can you do as kids to make a difference in the world? What are some things you can change today to be a better global citizen?

Level Adjustments

- Encourage deeper discussions with youth about global issues based on the level of the group.



Trail to
FAMILY AND
COMMUNITY

Working as a Team

GROUP GAME GUIDELINES

Time Required:	Materials Needed:
30 minutes	<ul style="list-style-type: none">- Materials for "fake" game (paper clips, tape, popsicle sticks, etc.)- Poster paper or another way to record group game guidelines

Brief Description of Activity:

Youth play a game without hearing the rules, goal, or measure of success. Chaos ensues! Then they create guidelines for all games going forward.

Kid-Friendly Purpose of Activity:

Today we're going to be playing a few really easy games. We'll relax, have fun, and talk about how we'll play games in the future.

Step-by-Step Guide:

1. **Confuse:** Do an activity (or multiple activities) with no stated goal or objective so youth understand why basic rules and guidelines are important when playing games together. Give little directions for the game and don't explain what the purpose of it is. At the end of the activity, appoint a winner, but don't explain why they won. Make it silly and fun! These activities should induce frustration, lack of clarity, and a bit of chaos to get youth to understand the point. **Example activities:**
 - Divide youth into pairs and give them all the same basic materials (paper clips, tape, popsicle sticks, crayons, anything). The goal is to create the longest item, but don't tell them that! All you should tell them is that they have five minutes to complete the task, and shout *GO!* Don't answer any of their questions — just keep repeating how much time pairs have left. Once the five minutes is up, appoint the winner, but don't explain why they won. Repeat the game as necessary.
 - Get the group on one side of the room, and explain that they have to move to the other side of the room. Define the goal of this activity but not the measures of success (participants must walk backwards). Say *GO!* Give youth limited feedback by simply telling participants they aren't doing it correctly and to try again. Don't give any hints! Repeat this until someone gets it right or the group gives up in frustration.
2. **Debrief:** Ask youth how they felt about the activities and why. Encourage youth to think about what was missing from each game (the rules, goal, objective, measure of success, etc.) and think of ways the instructions could have been done better.
3. **Brainstorm:** Remind youth that they will be participating in many exciting games and activities together throughout Adventure. Some days it'll be competitive, and other games will require youth to work together. But it's important the group agrees on game guidelines before diving in. Allow time for youth to think individually, in pairs, or as a group about what basic guidelines they should have for games and activities going forward.
4. **Make a Contract:** Once the youth have had time to brainstorm, gather the group together and make Group Game Guidelines on a poster, piece of paper, notebook, or something else



Trail to

FAMILY AND COMMUNITY

that can be referred back to in later sessions. The contract can be a simple piece of paper or a work of art – leave that decision up to the group. Make sure participants sign the contract at the end. Be sure youth talk about issues such as:

- How to treat our teammates and opponents
- How to be a good winner and a good loser
- What to do when someone cheats
- When and how the game rules are established
- What to do when people start to argue

Extra Time Activities

- **Rock, Paper, Scissors, Cheerleader:** Start with a giant game of rock, paper, scissors where youth sit on the ground when they lose. Participants go around playing each other until there is one winner remaining. Next, play rock, paper, scissors again, this time with youth following chanting the name of the person who beat them instead of sitting out when they lose. Players continue to battle, with the cheerleaders following and chanting the winner. At the end, there should be one player left with everyone else chanting their name. Discuss what it means to be a “good loser” and how youth can support their teammates.
- **Create a game:** Allow youth to break up into smaller groups to create their own game. Make sure groups think about the goal of the game, measures of success, and basic rules so others can play along. Encourage youth to write down the instructions for their games and try and play them during session time.

Thrive it UP!

- **Voice and Choice:** Because this group game guideline is something youth will be using for the remainder of their time as a group, make sure all participants are voicing their thoughts and are in agreement with what goes on paper. Some young people have an easier time expressing their opinions than others – be sure to allow space for quieter participants to have their voice heard (writing it down, sharing in small groups, talking one-on-one, etc.)
- **Youth Leadership:** Appoint (or have youth appoint) volunteers to write and decorate the contract. Allow youth to lead this portion as much as possible and step in only when necessary. They can decide the content, what it looks like, and how they use it.

Reflection

- **What?** What did we do today? How did you feel during those activities? What was challenging about them? How did you or others react?
- **So What?** Why are game rules important? Why are these guidelines important as well? How do rules and guidelines differ?
- **Now What?** What can we do with our Group Game Guidelines in future sessions? What are some other areas of your life where you could use a set of guidelines?

Level Adjustments

- Tailor the complexity of the discussion for each group. Push older youth to think about more complicated issues they may face when playing games together and how they can build guidelines around it. Encourage youth to discuss more serious topics, such as bullying, mental health, communication styles, and more.



Trail to
FAMILY AND
COMMUNITY

Working as a Team

GAMES GALORE

Time Required:	Materials Needed:
30 minutes	<ul style="list-style-type: none">- Cup Stack Challenge: plastic cups, rubber bands, string- Shrinking Ship: Rope or blanket or tape

Brief Description of Activity:

Youth review their Group Game Guidelines before playing a variety of games during session time. After the games, youth come together and have a large group discussion about how it went.

Kid-Friendly Purpose of Activity:

Today, we are going to be fitting in as many games as we can during our time together! Before and after we play, we'll be reviewing our Group Game Guidelines and revising it as needed.

Step-by-Step Guide:

For this session, youth can participate in any type of game. They can be cooperative, competitive, physical, artistic, elaborate or simple. Before beginning the session, come up with several game options and have youth vote. Play as many or as few as they'd like. Some example games are:

- **Cup Stack Challenge:** 6 plastic cups and 1 rubber band per group, 1 foot-long string per participant; Split youth into groups of 3 or more. Have participants tie their piece of string to their groups' rubber band to create a device that can pick cups up by pulling the rubber band apart and bringing it back together over the cup. Groups must use these rubber band devices to pick up and stack their cups by only pulling on their piece of string. Group members cannot touch the cups with their bodies (even if the cup falls to the floor!) and must work together with their rubber band devic to complete the task.
- **Human Knot:** Have everyone stand in a circle facing each other, shoulder to shoulder. Instruct youth to put their right hand out and grab another random hand from a different person across the circle. Do this with their left hand as well. Start a timer and instruct youth to untangle the knot of arms without releasing their hands. Repeat the game and see if youth can beat their time.
- **Shrinking Ship:** Make a space on the floor with a rope, blanket or tape on the floor. Instruct the whole group to stand in that space. Gradually shrink the space so youth have to think fast and work together to keep everyone within the shrinking ship.
- **Other game ideas:** Pictionary, charades, hula hoop pass, relay race, scavenger hunt, human pretzel, and so many more!

Thrive it UP!

- **Reflection:** After each game, be sure to reflect on the successes and challenges youth faced individually and as a group. This activity is *all about reflection*, with each game an opportunity to discuss the Group Game Guidelines and allow youth space to voice their opinions.



Trail to
FAMILY AND
COMMUNITY

Continue to ask questions throughout the games to get youth thinking about how they are behaving, how others are behaving, how they feel and what could be going better.

- **Growth Mindset:** Watch for phrases such as "I can't do it," "I'm not _____ enough," "You're naturally good at it," or any other labels. These are all **fixed mindset** phrases! Combat these ideas with the word "yet." Encourage youth to continue working towards their goal, even if there are challenges along the way.

Reflection

- **What?** What did we do today? How did you feel during the game? What was the most challenging part?
- **So What?** How did the topics we discussed in the previous activities help with this activity? Why were the guidelines important? How did you work together?
- **Now What?** How can we be better teammates in the future?



Trail to
FAMILY AND
COMMUNITY

Teamwork

GROUP CHALLENGE

Time Required:	Materials Needed:
30 minutes	- One soft object (stuffed animal, ball, small pillow, etc.)

Brief Description of Activity:

Youth play a group game that requires teamwork to be successful.

Kid-Friendly Purpose of Activity:

Today we're going to participate in a group challenge. We've been talking about teamwork, so it's time to put what we've learned to the test. The goal is for us to be confident in ourselves, be confident in others, and be kind and supportive to everyone in the group.

Step-by-Step Guide:

5. **Designate the playing field:** This game requires clear start and finish lines, approximately 20 yards apart. It's best played outdoors or in a gym, but can be adapted for inside play. See the additional notes section for alternative games.
6. **Line up:** Have participants line up behind the designated starting line. Stand at the finish line facing the group and place a stuffed animal or soft ball in front of you. Their goal is to grab the object and bring it back to the start line without you guessing who's holding it.
7. **Play:** Play starts when you turn your back to the group and yell "Let's go, Camp Fire!" at various speeds. During this time, participants are allowed to move closer to the stuffed animal, grab it, or bring it back. But at the end of the phrase, the group must freeze as you quickly turn to face the group. Anyone who is still moving has to go back to the starting line.
8. **Guess:** If the object has been grabbed, you have one guess to determine who has it in their possession. If you guess correctly, the object is returned and the whole group has to start at the line again. If you're incorrect, play continues. The object is allowed to (and should) be passed around the group as they make their way back to the starting line.
9. **Plan:** After each failure, encourage the group to huddle up and decide on a new strategy to try.
10. **Victory:** The game is over when the object crosses the starting line without the carrier being spotted.

Thrive it UP!

- **Goal Management:** Youth are told the goal of the game (bring the object back to the starting line) and should be encouraged to come up with a plan to do so. Encourage them to huddle up, make a plan, and shift gears when that plan doesn't work. Let them know that while their goal hasn't changed, their plan to achieve it should.



Trail to

FAMILY AND COMMUNITY

- **Reflection:** One of the most important aspects of this activity is the feedback you provide throughout the game. This game is designed to have young people realize that the only way to win is to be inclusive and work together. They will fail many times – each time they do, be sure to point out why that strategy didn't work ("Why is it so easy to guess who has it? Why do I keep guessing the same few people every time? Who has/hasn't been guessed?"). Encourage them to reflect not only on how the group is doing, but on how they're performing as well. How can they be a better teammate?
- **Growth Mindset:** Failure is encouraged in this game. Each time they don't succeed, encourage them to learn from their mistakes and try again. Be conscious of fixed mindset phrases ("This is impossible. I can't do it,") and encourage youth to continue to challenge themselves.

Reflection

- **What?** What did you think about the game? Was it hard? Did it get harder or easier the more you played? Why?
- **So what?** Why wasn't the group successful in the first few rounds? What were some things that made it easy for me to guess who had it? What happened when you started to work together? Did huddling up before each round make it easier? Why was it important to include everyone during the game? How did it make it harder for me to guess?
- **Now what?** Why is it important to make a plan/strategy before starting any task? How could it benefit you to work as a team outside of this game? In school? With your family or friends?

Level Adjustments

- You control how strict you want to be with calling people out when they're supposed to be frozen and whether you guess correctly who has the item. If they are working together well, let things go (intentionally guess incorrectly, allow some wiggling when frozen). If they aren't working together well, be strict with the rules.
- The first few rounds, it's likely that the same few young people will go as fast as they can to be the first to grab the object. Make sure to guess them every time so the group realizes they need a new strategy. Make comments about how easy it is to guess correctly when the same few people have it.
- After the group has won the normal way, you can make the game harder with these variations
 - o No throwing the object (you can make this a rule in the beginning, or make it a variation later)
 - o The object has to change hands every round
 - o Every player has to touch the object at least once before crossing the finish line



Trail to
FAMILY AND
COMMUNITY

Learning to Lead

VOICE AND CHOICE

Time Required:	Materials Needed:
30 minutes	<ul style="list-style-type: none">- Opinion statements (use the examples below and/or create new ones)- Paper and writing utensils or a whiteboard to use for discussion

Brief Description of Activity:

Youth practice expressing their opinions and come up with a set of guidelines the group will follow when participating in discussions.

Kid-Friendly Purpose of Activity:

Today we're going to exercise two very important things that we all have as humans – voice and choice. In Camp Fire, we are trying to create a safe place for you to voice your opinions and make choices as to how you spend your time and energy here.

Step-by-Step Guide:

11. **Brief discussion:** Have a quick group discussion to talk about the ideas of voice and choice. Read them the Kid-Friendly Purpose of Activity and ask how they feel about these ideas. Do they feel like they have voice and choice in school? At home? In clubs, teams, etc.?
12. **Voice – Opinion Scale:** Have youth stand in the middle of the program space. Designate one side of the room as "agree" and the other as "disagree" to create an opinion scale. Read opinion statements and ask youth to stand at a place on the scale (agree, disagree, or somewhere in the middle) that represents their opinion. These opinion statements should be a mix of fun, funny, controversial, serious, playful and curious. After each statement, allow opportunity for volunteers to explain why they're standing where they are. Make sure the statements are opinions and not facts ("I have broken a bone," vs. "Being a doctor would be cool"). Here are some example statements:
 - *Ice cream is the best dessert.*
 - *I believe in aliens.*
 - *Basketball is the best sport.*
 - *Sometimes I feel like my family doesn't understand me.*
 - *My biggest spark is arts-related.*
 - *I'd rather be on a beach than in the mountains.*
13. **Choice – Million Dollar Party:** Explain to the group that throughout program time, they will have opportunities to make choices on the activities they do and how they do them. Set up a hypothetical situation where the group has one million dollars to spend on a Camp Fire party. How will they decide what to do with the money? Allow youth time to talk this through with one another and think about the amazing things they could buy. Have them come up with and agree on a list of five things they can buy with the money. Once they've agreed on the list, have them explain how they chose each item. Did one person make all of the decisions? Did everyone feel like they had a hand in making the choices? Was there a vote? Did everyone agree?



Thrive it UP!

- **Leadership:** Step to the side when appropriate and allow youth to lead certain parts of this activity. During the Opinion Scale, ask if youth have an opinion statement they would like to share. During the Million Dollar Party, take a back seat as the group comes up with their list.
- **Confidence:** A lot of voice and choice is rooted in confidence, including self-esteem, identity and belief in their future. Make sure that during the Opinion Scale activity, the opinion statements don't single any one young person out or make them question their confidence. The statements should encourage them to be curious about their mind and beliefs, not question whether they are "good" thoughts or not.
- **Conflict Resolution:** This is great to bring up during the Million Dollar Party section. There may be disagreements or arguments about what to choose. Use these conflicts as teaching moments and support young people as they navigate through these situations. Refer back to the conflict resolution section in this guide book and talk with the group about how they can resolve issues going forward.
- **Growth Mindset:** The Opinion Scale section is the perfect place to encourage a growth mindset in participants. Just because they don't have a particular skill yet doesn't mean they can't try it out. Encourage youth to use the activity to find a new interest or passion.

Reflection

- **What?** How did you feel about these activities? What does "voice and choice" mean to you?
- **So what?** When can you use your voice and make your own choices? When can't or shouldn't you? Why is speaking your mind important?
- **Now what?** What can we do to be more confident in our opinions and decisions? How can we support our peers to use their voice and choice? What does voice and choice have to do with leadership?

Level Adjustments

- The Million Dollar Party scenario can be substituted for any other hypothetical scenario based on the young people in the group.
- Depending on the group, be sure to step in or step out to encourage youth leadership.



Trail to
FAMILY AND
COMMUNITY

Learning to Lead

LEAD WITH STYLE

Time Required:	Materials Needed:
30 minutes	<ul style="list-style-type: none">- Blindfolds- Materials for planning (notebooks, poster boards, dry erase boards)

Brief Description of Activity:
Youth talk about what it means to be a leader and work together to plan the next session.
Kid-Friendly Purpose of Activity:
<i>Today we're going to be talking all about leaders. What do leaders look like? How do they act? After that, it's going to be up to you all to plan to lead our next session together.</i>

Step-by-Step Guide:
<ol style="list-style-type: none">14. Play a quick leadership game: Before discussion time, split groups up into pairs and have them take turns leading each other while blindfolded. Give them specific tasks, like they must lead their blindfolded partner across the room using only their words. After all youth have had the opportunity to lead, do a quick debrief about what it felt like. <i>How did your partner lead you? Was it easier to lead or to follow? What are some things your partner did well? What would you have liked your leader to have done differently?</i>15. Discuss leadership styles: Gather youth together and have a large group discussion on the qualities of a good leader. What are some ways to lead? How should a leader behave? Who are some great leaders out there today? Encourage youth to verbally discuss, take notes, or draw what a good leader looks like to them.16. Plan to lead: After the group has a good understanding of what positive leadership looks like, inform them that the next Camp Fire session will be completely led by them. How exciting! Encourage them to think about what they would like to do and discuss it amongst themselves. By the end of the session, youth should decide:<ul style="list-style-type: none">- What they plan to do- How long it's going to take- What materials they need and who will bring them- If they need any additional help from Camp Fire leaders or parents

Thrive it UP!
<ul style="list-style-type: none">- Sparks: When coming up with their plan for the next session, have youth consider how their sparks can help them decide. Is art a popular spark among the group? Consider leading an art exhibit. Sports? Plan a day to play a big game of kickball. Sparks can also be helpful for youth to split up the tasks and responsibilities. Encourage youth to take on roles that they're passionate about or implore them to try out a new skill.



Trail to
FAMILY AND
COMMUNITY

- **Goal Management:** This activity is all about goal management – the group decides what they want to do, they make a plan, and follow through. Research shows that goal management skills develops with age and that by middle adolescence, goal management can be broken up into three phases – selecting the goal, creating the plan, and showing resilience when challenges arise.
- **Life Skills:** This activity allows youth to practice several life skills – goal management, work skills, communication skills, time management and organizational skills. During the planning section, step back and allow youth to lead the discussion. Step in only as needed to steer the conversation in the right direction.
- **Conflict Resolution:** Conflict is natural when there are decisions to be made. Encourage youth to think about how they're communicating their wants and opinions to prevent conflict before it starts.
- **Confidence:** It's possible that a young person doesn't see themselves as having any leadership qualities. This activity is meant to allow space for youth to view themselves as leaders and practice leading a session on their own. Be conscious if you hear youth using negative self-talk and encourage the group to be supportive of one another.

Reflection

- **What?** What is your plan for the next session? How did the planning session go? How did it make you feel to talk about leadership?
- **So what?** What qualities are important to be a good leader? Did you see anyone displaying any of the qualities during this activity?
- **Now what?** How can we continue to be good leaders, followers, speakers and listeners? What can we do to make sure you reach all of your goals during the next session?

Level Adjustments

- Step in or step back during the planning phase based on the young people in your group.



Trail to
FAMILY AND
COMMUNITY

Learning to Lead

OUR MEETING

Time Required:	Materials Needed:
	<ul style="list-style-type: none">- Youth should have a list of the materials they need for this activity

Brief Description of Activity:

This activity is completely youth-led – allow the group to have full reign over the meeting.

Kid-Friendly Purpose of Activity:

Last time we met, you all planned something for today. So now it's your turn to lead this meeting! What is the purpose of this activity?

Step-by-Step Guide:

There is no step-by-step guide for this activity as this session should be youth-led. Be sure to participate in the activity as much as you can, being mindful of how much you step in and step back.

Thrive it Up!

Because youth will be facilitating this meeting on their own, it's important to be on the lookout for moments to Thrive it Up!

- **Social Skills:** Youth will be communicating with each other verbally and nonverbally as they take turns leading portions of this activity.
- **Life Skills:** Goal management, work skills, communication skills, time management, and organizational skills are all being practiced as youth lead the meeting on their own. Be sure to look out for moments of challenge and success in these categories. Give praise when you see positive skill building and give supportive feedback if the group is struggling.
- **Conflict Resolution:** This activity provides space for youth to work through moments of conflict on their own. Encourage positive communication, voice and choice, and consensus building to avoid or manage conflict. Allow youth to address conflict on their own before stepping in.
- **Goal Management:** While the previous meeting allowed space for youth to select their goal and create a plan, this session focuses on the third phase of goal management – showing resilience when challenges arise or failure occurs. Before the meeting starts, encourage the group to explain what they planned for the day and what they plan to get done. The group may have planned too much or too little – that's ok! Use that as a learning moment to discuss this challenge in terms of their goal and create a new plan.

Reflection



Trail to

FAMILY AND
COMMUNITY

- **What?** What did you think about this meeting? How did it go? Did you do your part? What could *you* have done differently? What would you like the group to do differently for the next time?
- **So what?** Are you happy about how the meeting went? Why or why not? Did it go according to plan? Why or why not? Did you see anyone show qualities of a good leader? Did you feel like you had moments where you demonstrated leadership?
- **Now what?** How can you use the things you practiced in these last few meetings outside of Camp Fire? In what areas of your life can you be a leader? In what areas of your life can you be a better follower?

Level Adjustments

- Step in or step back during the session when needed.



Trail to
FAMILY AND
COMMUNITY

Gift of Giving

PLANNING

Time Required:	Materials Needed:
	<ul style="list-style-type: none">- White board, poster board, notebooks or anything else for youth to make notes on- (Optional) Articles showing examples of local needs in the community

Brief Description of Activity:

Youth will engage in the first part of a service-learning project: planning. They will discuss local issues and community needs before deciding on a volunteer project.

Kid-Friendly Purpose of Activity:

During these next few sessions, we'll be planning and then executing a service-learning project to make a positive impact on our community.

Step-by-Step Guide:

1. **Discuss:** Facilitate a discussion about community and compile a list of communities on the board. A community can be something big, like a country, or a smaller group, like school, neighborhood or Camp Fire.
2. **Service-learning:** Talk to the group about what service learning is - Helping without being paid or volunteering, helping to solve problems, making their community a better place, giving their time or talents for a community project. Ask youth to think about a time they volunteered or gave service.
3. **Their community needs:** Ask youth to think about local issues they see in their communities. Split youth up into small groups to brainstorm and discuss these community needs and how they can help.
4. **Present ideas:** Have each group present their ideas for a service-learning project. Vote as a large group on the project they would like to implement.
5. **Plan:** Once the group had determined which problem or need they want to focus on, help them decide what preparations are needed to complete the project. This session is an opportunity to list all of the tasks, divide up who will be doing what, and make sure to bring any materials needed to continue working on it during the next session.

Thrive it UP!

- **Sparks:** Service-learning projects are a great way for youth to incorporate their sparks or to learn about new ones. During the planning time, encourage youth to think of ways they can use their talents, passions or interests to better the community. For example, youth with sparks related to art could create posters or drawings. Youth interested in photography can



Trail to

FAMILY AND COMMUNITY

help document the volunteer project. Those interested in animals can advocate for a local humane society.

- **Confidence:** This activity should be a safe place for youth to share their ideas, be constructive of one another, and work together to choose an appropriate service project. A lot of voice and choice is rooted in confidence, including self-esteem, identity and belief in their future. Be conscious if you hear youth using negative self-talk and encourage the group to be supportive of one another.
- **Conflict Resolution:** Conflict is natural when there are decisions to be made. Encourage youth to think about how they're communicating their wants and opinions to prevent conflict before it starts. Use these conflicts as teaching moments and support young people as they navigate through these situations. Refer back to the conflict resolution section in this guide book and talk with the group about how they can resolve issues going forward.
- **Goal Management:** This activity is all about goal management – the group decides what they want to do, they make a plan, and follow through. Research shows that goal management skills develop with age and that by middle adolescence, goal management can be broken up into three phases – selecting the goal, creating the plan, and showing resilience when challenges arise.

Reflection

- **What?** What did you accomplish today? What went well? What was challenging?
- **So what?** Why is the planning stage so important? How did you all work together as a group?
- **Now what?** What can we do for next time to make sure our meeting goes smoothly?

Level Adjustments

- This service-learning project is left open-ended so the group can choose what issue they would like to focus on. Make sure young people are setting goals that are attainable but reaching – projects should be challenging for the group level.



Trail to
FAMILY AND
COMMUNITY

Gift of Giving

DO, CELEBRATE AND REFLECT

Time Required:	Materials Needed:
	<ul style="list-style-type: none">- Materials discussed in previous activities (anything the group has come up with)

Brief Description of Activity:
Youth partake in a service-learning project and reflect on the process and outcome.
Kid-Friendly Purpose of Activity:
<i>Today's the day we complete our service-learning project! We've worked really hard and put in a lot of hours, so let's try our best to make it a success.</i>

Step-by-Step Guide:
<p>17. Review Goals: Before completing the service-learning project (whether it be starting a volunteer day or revealing a fundraising total), talk about what goals they set for this project. How do they measure success? Can it still be a success if they don't reach their goals?</p>
<p>18. Complete Service-Learning: Since all projects will be different, this step will be unique to your group. Allow enough time for youth to complete their project. Make sure to have their resources in place and enough chaperones if needed. Engage in the project with the group but be conscious of the fact that they are the leaders. Support when needed.</p>
<p>19. Reflect: Allow enough time for the group to have an in-depth reflection on the project as a whole.</p>

Thrive it UP!
<ul style="list-style-type: none">- Goal Management: This activity hits on the third phase of goal management – showing resilience when challenges arise or failure occurs along that path. During step one of this activity, be sure youth talk about the potential stumbling blocks they may face and how to navigate around them. And as the group reflects on the project at the end, encourage them to think about successes and challenges equally, as well as how they can improve (both individually and as a group) for the next project.- Growth Mindset: Be sure to praise effort instead of results. Encourage youth to try new skills, challenge themselves and work hard during the service-learning project. No matter if they reach their goals or not, remind youth that failure is not the end. Success isn't just measured by winning or losing. Inspire them to think of other ways they've been successful – learned a new skill, worked together well, made a new friend – and celebrate those victories.- Social Skills: Be sure to ask youth why they are engaging in this service-learning project and who they are helping. By talking about service and activism on a personal level, youth will be working on their empathy skills as they try and understand other people's feelings.



Trail to
FAMILY AND
COMMUNITY

- **Life Skills:** All service-learning projects can include opportunities for youth to sharpen life skills. This can be anything from time management, work skills, communication skills, goal management and more.
- **Purpose:** Giving back to the community can provide youth with a sense of purpose, or a reason or motivation for being in the world. Youth with a purpose are inspired to learn and achieve, resulting in more positive youth development outcomes through the years. During reflection, encourage youth to consider how their actions helped others and inspire them to continue being a positive impact on their community.

Reflection

- **What?** What went well during the project? What were some challenges? How did you face those challenges? Did something unexpected happen? Did someone surprise you (in a good way) during the project? What would you do different next time (individually and as a group)?
- **So what?** What impact do you think this service-learning project had on your community? What did you learn from it? Why is this important?
- **Now what?** How can you continue to support this cause? What are some other ways you can positively impact your community? What would you like to do next time? How can we celebrate this success?

Level Adjustments

- This project can be simplified or enhanced based on the level of the youth. Different projects require different levels of planning and involvement. Step in and step back as needed.
- Younger groups may need more chaperones to have a successful and safe project. Be sure to include Camp Fire staff and family members as needed.

Additional Notes

- If time and resources allow, have a celebration for the group after completing the project. Take photos during the outing and share them with the group and their family.
- Make service-learning an ongoing thing; if youth are still interested in their cause after the project is over, continue to fundraise or have volunteer opportunities throughout your time together.



Trail to
CREATIVITY

Trail to Creativity

Trail to Creativity is designed to help youth stimulate creativity and imagination through activities that involve visual arts, performing arts, creative writing and more. After completing the Trail, young people should have developed new skills and a better awareness of their own creative skills.

Choose(or have youth choose) from one of the following Programs and complete the activities listed. Be sure to note the abbreviated materials list next to each activity.

MY CREATIVE SELF

Creative Compliments

Materials: Paper, tape, markers

"I Am" Collage

Materials: Magazines, glue, scissors, paper

You-Portrait

Materials: Miscellaneous art supplies

ART WITH THE MASTERS

Kandinsky

Materials: Construction paper, tissue paper, markers, scissors

Frida Kahlo

Materials: Paper, coloring utensils, construction paper, mirrors

Michelangelo

Materials: Tape, paper, coloring utensils

CREATIVE GAMES

The Scribble Game

Materials: Paper, writing utensils, coloring utensils

What are you doing?

Materials: None

Our Game

Materials: Random supplies for youth to choose from

CREATIVE SKILLS BUILDING

Create Your Own

Photography: Camera, photo printing ability

Sewing: Sewing needles, thread, fabric, sewing machine

Filmmaking: Video camera, props, costumes

Baking: Access to oven, cake mix and ingredients, icing

Performing Arts: Access to music, costumes, video camera

Carpentry and Building: Wood, hammer, nails, drills, rulers



Trail to
CREATIVITY

My Creative Self

CREATIVE COMPLIMENTS

Time Required:	Materials Needed:
20 minutes	- Paper - Tape - Markers

Brief Description of Activity:

Youth tape a blank piece of paper to their back and write “creative compliments” on others’ papers.

Kid-Friendly Purpose of Activity:

Today, we’re going to be exploring and expressing all of the things that make the people in our group unique and wonderful by giving each other creative compliments.

Step-by-Step Guide:

1. **Define:** Explain to youth that they’re going to be giving each other creative compliments, or kind words that are specific and point out the person’s uniqueness. For example, a compliment can be telling someone you like their shirt. But a creative compliment would be deeper and more personal, like “you have a cool and unique sense of style.” Instead of saying “you’re smart,” say “you know so much about animals, it makes me want to learn more!” Creative compliments aren’t about appearance or things that person has no control over – they’re about specific things someone is doing that make them wonderful.
2. **Tape:** Have youth write their name on their paper and tape it to their backs. This will be where youth will write down the creative compliments. Give all youth a marker.
3. **Compliment:** Allow time for youth to go around the room and write creative compliments on each other’s back. Youth shouldn’t know what’s being written on their paper until the very end.
4. **Reveal:** After all youth have written down a compliment, allow youth to take the papers off their back and silently read what people have said about them.
5. **Share:** Go around the room and allow youth to share one creative compliment someone gave them that they appreciate.

Thrive it UP!

- **Inclusiveness:** This activity is not only about acceptance of others despite their differences, it is meant to celebrate the uniqueness of everyone. Encourage youth to be creative and thoughtful in their compliments.
- **Purpose:** Oftentimes, it takes someone else pointing out a skill for a young person to notice it as well. By encouraging peers to give specific praise to each other, youth are working to develop their sense of purpose and motivation for being in the world.



Trail to
CREATIVITY

Reflection

- **What?** What did you think about this activity? What was challenging about it? What was easy? Are there creative compliments you received that surprised you? Are there ones that you expected to see?
- **So what?** How did you feel giving everyone creative compliments? How did it feel to receive creative compliments? Why are creative compliments different than normal compliments?
- **Now what?** What can we do now with our creative compliment papers? What is your takeaway?

Level Adjustments

What constitutes a creative compliment will vary with each level. Encourage youth in higher levels to be more thoughtful and descriptive with their compliments



Trail to
CREATIVITY

My Creative Brain

"I AM" COLLAGE

Time Required:	Materials Needed:
45 minutes	<ul style="list-style-type: none">- Several magazines, varying in type (children's, outdoors, women and men's, fashion, home and garden, etc.)- Glue (liquid and sticks)- Scissors- Thick, white paper- Notebook paper and writing utensil

Brief Description of Activity:

Youth list positive attributes about themselves and create a collage to reflect the things that make them important.

Kid-Friendly Purpose of Activity:

Today we're going to make an "I Am" collage out of magazine clippings.

Step-by-Step Guide:

1. **Reflect:** Encourage youth to take out their identity mirrors from last session and read through them again. Have all participants read aloud one of their positive attributes.
2. **Create:** Hand out a piece of paper for all youth and put the magazines, scissors and glue in the middle of the table. Allow youth to look through the magazines and cut out any words or images that relate to their positive attributes. If youth see themselves as brave, have them cut out a picture of a lion. If youth see themselves as musical, encourage them to cut out pictures of musicians. Attach the magazine cutouts to a piece of paper with a glue stick or liquid glue.
3. **Share:** Once all youth have completed their I Am collages, allow them to share their creations with each other. Have them explain why they chose the images and words they did and how they feel when they look at their collage. Encourage the group to compliment each other's artwork and pick out things they like about it.

Thrive it UP!

- **Positive Identity:** This activity only focuses on positive attributes young people see in themselves. Be mindful that the language youth are using to describe themselves is positive, complimentary and kind.
- **Creativity and Innovation:** Inspire youth to be creative during this activity by coming up with metaphors to describe themselves. Odds are, there won't be an overwhelming number of perfect adjectives in the magazines youth will use. Encourage youth to think outside of the box and choose images that are symbolic.



Trail to
CREATIVITY

Reflection

- **What?** What did you think about the activity? How did your collage turn out?
- **So what?** How did you feel making your collage? Why did you choose those images and words? How does your collage reflect who you are?
- **Now what?** What are some ways you can remind yourself of all of these positive things?



Trail to
CREATIVITY

My Creative Brain

YOU-PORTRAIT

Time Required:	Materials Needed:
45 minutes	<ul style="list-style-type: none">- Creative Compliment and I Am Collage from previous activities- Miscellaneous art supplies

Brief Description of Activity:

Youth use the posters from the previous activities to create a portrait of their partner.

Kid-Friendly Purpose of Activity:

Today, instead of creating self-portraits, we're going to be creating "you-portraits" for a partner using whatever art form you would like.

Step-by-Step Guide:

1. **Form pairs:** Split youth into partners by using a group former.
2. **Discuss:** Once youth are split into pairs, allow time for participants to share their Creative Compliments and I Am Collages from the previous activities. Encourage youth to discuss what they like about their art and what makes it special to them.
3. **Create:** Youth use what they discussed to create a portrait of their partner, being sure to include elements of their compliments and collage. The you-portrait can be completed in any medium – from a drawing to a poem to a brief skit. Encourage youth to use their creative brain and skills to celebrate their partner and express their partner's uniqueness.
4. **Share:** Allow time at the end of the session for youth to share their you-portraits with the group.

Thrive it UP!

- **Social Skills:** This activity provides an opportunity for youth to work on skills related to inclusiveness and empathy. Encourage youth to really try and understand their partner during the discussion section. Allow time for partners to interview each other so they can create a special piece of art that reflects their partner's uniqueness.

Reflection

- **What?** What did you think about this activity? What was challenging about it? What was something special you discovered or noticed about your partner?
- **So what?** How did it feel to create a portrait for someone else? What emotions were you feeling? How did it feel to receive a portrait someone made for you? How does it make you feel?
- **Now what?** The past three activities were all different ways we can use our creative brains to compliment each other and ourselves. How can we continue this practice in our daily lives? What does it mean to be creative when it comes to our emotions and feelings?



Trail to
CREATIVITY

Additional Notes

- These portraits shouldn't just be about the participants' appearance, but should be a celebration of their skills, character, and positive attributes. Encourage youth to include these elements in their art.
- During the discussion section, there is an option to create a more formal interview process by printing off questions youth can ask each other so they can create a more informed portrait.



Art with the Masters

KANDINSKY

Time Required:	Materials Needed:
45 minutes	<ul style="list-style-type: none">- Construction paper- Tissue paper- Coloring utensils- Scissors- Glue sticks or liquid glue- Examples of Kandinsky's art

Brief Description of Activity:

Youth look at examples of Wassily Kandinsky's paintings and create their own rendition.

Kid-Friendly Purpose of Activity:

Today we're going to be looking at the famous artist Wassily Kandinsky's paintings and you'll be creating your own artwork like his.

Step-by-Step Guide:

1. **Learn:** Show the group examples of Kandinsky's artwork and ask questions about what shapes and colors they see, how the paintings make them feel, if they like/dislike his art, which ones they like best, etc. Read the background information on Kandinsky:
 - Wassily Kandinsky grew up in Moscow, Russia enjoying music and admiring the colors of nature. He went to college to become a lawyer, but decided it wasn't really for him. So when he was 30, he quit his job and became an artist. He went to art school in Germany where he painted nature, but began to think that a painting didn't need to be about anything. Shapes and colors alone could be art! Kandinsky loved painting shapes, and felt that they had emotions. The triangle would cause angry feelings, the square would cause calm feelings, and the circle was happy!
2. **Plan:** Allow youth to look at Kandinsky's art as they plan what they are going to create. Ask them processing questions such as:
 - What do you notice about the paintings? What are the colors, shapes and designs Kandinsky uses?
 - What's your plan for your painting?
 - What materials are you going to use?
3. **Create:** Hand out construction paper and tissue paper. Allow youth to cut shapes out of the paper and glue them to a large piece of construction paper. Youth should use Kandinsky's artwork as reference as they add their own spin to it.
4. **Share:** Once all youth have completed their projects, display the artwork around the room and allow participants to look at each other's pieces. Encourage youth to compliment each other's art.



Trail to
CREATIVITY

Thrive it UP!

- **Spark Discovery:** Art is one of the most common sparks in young people. Encourage youth to try different art methods to create the Kandinsky-inspired work of art. Allow youth to collage, paint, color, and draw during this activity.
- **Goal Management:** Before participants begin creating their work of art, give youth time to set a goal for the project, create a plan and decide on materials to use. Encourage youth to be resilient and try a new approach if things don't go according to plan.

Reflection

- **What?** What did you think about his paintings? What did you think about your own artwork? What did you like? What would you change if you were to do this again?
- **So what?** What are some similarities and differences you see in everyone's artwork? Why did you choose the shapes and colors that you did? What emotion does your painting show?
- **Now what?** How can you use what you learned from Kandinsky to make yourself a better artist?

Additional Notes

Print off copies of Kandinsky's artwork or allow youth to look at them on a phone or tablet.



Trail to
CREATIVITY

Art with the Masters

FRIDA KAHLO

Time Required:	Materials Needed:
45 minutes	<ul style="list-style-type: none">- Thick, white paper- Coloring utensils (markers, paint, watercolors, crayons, colored pencils)- Construction paper and tissue paper- Examples of Frida Kahlo's work- (Optional) Mirrors

Brief Description of Activity:

Youth learn about Frida Kahlo's life and look at some of her self-portraits. Then, they create their own self-portrait in the style of Kahlo.

Kid-Friendly Purpose of Activity:

Today we're going to be looking at the famous artist Frida Kahlo's paintings and you'll be creating your own self-portrait like hers.

Step-by-Step Guide:

1. **Learn:** Show the group examples of Frida Kahlo's artwork and ask questions about what colors they see, how the paintings make them feel, if they like/dislike her art, which ones they like best, etc. Read the background information on Kahlo:
 - Magdalena Carmen Frida Kahlo y Calderon (or most commonly known as Frida Kahlo) is considered one of the most famous Mexican painters. But she didn't always want to be an artist – Frida studied medicine and was going to become a doctor until she was in a horrible car accident which left her badly injured and in a lot of pain. During her recovery, she took up painting and got very good at it. She used bright colors and symbolism to paint the hardships she went through. Kahlo is well known for her self-portraits – she was one of the first to make selfies!
2. **Plan:** Allow youth to look at Kahlo's self-portraits, especially one entitled The Frame, as they plan what they are going to create. Ask them processing questions such as:
 - What do you notice about the paintings? What are the colors, symbols and designs Kahlo uses?
 - What's your plan for your self-portrait?
 - What materials are you going to use?
3. **Create:** Hand out the thick, white construction paper for youth to create their self-portrait on. If available, allow youth to look into a mirror to study their faces. Once they have created their self-portrait, encourage them to create a frame (like Kahlo's in The Frame) around their faces with tissue paper, construction paper and more. The frames should feature symbols that are important to them.



Trail to
CREATIVITY

4. **Share:** Once everyone has completed their projects, display the artwork around the room and allow participants to look at each other's pieces. Encourage youth to compliment each other's art.

Thrive it UP!

- **Growth Mindset:** Frida Kahlo has an interesting story – her life was flipped upside down after an accident left her injured. Instead of giving up, she shifted gears, changed her plans, set new goals, and built a successful life for herself.
- **Spark Discovery:** Art is one of the most common sparks in young people. Encourage youth to try different art methods to create the Kahlo-inspired work of art. Allow youth to collage, paint, color, and draw during this activity. The frame around the self-portraits is also a way for youth to express their sparks. Encourage them to add things that they're passionate about or interested in around their paintings.
- **Goal Management:** Before participants begin creating their work of art, give youth time to set a goal for the project, create a plan and decide on materials to use. Encourage youth to be resilient and try a new approach if things don't go according to plan.
- **Confidence:** Encourage youth to be kind to themselves as they look in the mirror to create their portraits. Keep your ears open to any negative self-talk or comments about their appearance. Self-portraits are a great way for youth to express their identity, bolster their self-compassion and build confidence.

Reflection

- **What?** What did you think about her paintings? What did you think of your own self-portrait? What did you like? What would you change if you were to do this again?
- **So what?** What are some similarities and differences you see in everyone's self-portraits? Whyt did you choose the colors and symbols that you did? What is your painting trying to express?
- **Now what?** How can you use what you learned from Kahlo to make yourself a better artist? How can her self-portraits influence how you feel about yourself?

Additional Notes

Print off copies of Kahlo's self-portraits or allow youth to look at them on a phone or tablet.



Trail to
CREATIVITY

Art with the Masters

MICHELANGELO

Time Required:	Materials Needed:
25 minutes	<ul style="list-style-type: none">- Tape- Thick, white paper- Coloring utensils (markers, colored pencils, crayons)- Pictures of the Sistine Chapel

Brief Description of Activity:

Youth learn about Michelangelo's life and look at pictures of the Sistine Chapel before creating their own ceiling artwork.

Kid-Friendly Purpose of Activity:

Today we're going to be creating artwork in the style of the famous painter Michelangelo.

Step-by-Step Guide:

1. **Learn:** Show the group examples of the Sistine Chapel and ask questions about what images they see, how the paintings make them feel, if they like/dislike them, which ones they like better, etc. Read the background information on Michelangelo:
 - Michelangelo was born in Italy in 1475, over 500 years ago! Michelangelo grew up loving to paint so when he was 13 his dad set him up with a teacher who allowed him to learn from the best artists in the world! Michelangelo became well-known for the sculptures he made all over Italy. But when the Pope asked him to paint the ceiling on the Sistine Chapel, Michelangelo said he would do it (even though he was nervous). It took him four years to finish painting the ceiling, and now it has become one of the most famous works of art in the world! The Sistine Chapel features many different scenes and people. How do you think he was able to paint so high up? Michelangelo used a scaffold to lay on his back and paint upside down!
2. **Tape:** Tape a piece of thick, white paper under a desk, chair or table for each participant.
3. **Plan:** Before handing out the coloring utensils, encourage youth to look over the Sistine Chapel and plan what they are going to create. Ask them processing questions such as:
 - What did you notice about the paintings? What colors and designs did Michelangelo use?
 - What is your plan for your artwork? What scene are you going to create? Who is going to be featured in your painting?
 - What supplies are you going to use?
4. **Create:** Hand out materials and have youth lay on their backs on the floor to start creating their masterpieces. Encourage youth to ask each other questions and advice. Youth should use Michelangelo's artwork as a reference as they create their own scenes.



Trail to
CREATIVITY

5. **Share:** Once all youth have completed their projects, leave their art taped under the chair/table and allow participants to look at each other's pieces. Encourage youth to compliment each other's art.

Thrive it UP!

- **Spark Discovery:** Art is one of the most common sparks in young people. Encourage youth to try different art methods to create the Michelangelo-inspired work of art. Allow youth to collage, paint, color, and draw during this activity.
- **Goal Management:** Before participants begin creating their work of art, give youth time to set a goal for the project, create a plan and decide on materials to use. Encourage youth to be resilient and try a new approach if things don't go according to plan.

Reflection

- **What?** What did you think about the Sistine Chapel paintings? What did you think about the art you made? What did you like? What would you change if you were to do this again?
- **So what?** What are some similarities and differences you see in everyone's artwork? Why did you choose that scene to paint? What is your artwork trying to say?
- **Now what?** How can you use what you learned from Michelangelo to make yourself a better artist?

Additional Notes

Print off copies of the Sistine Chapel or allow youth to look at it on a phone or tablet.



Trail to
CREATIVITY

Creative Games

THE SCRIBBLE GAME

Time Required:	Materials Needed:
30 minutes	<ul style="list-style-type: none">- Paper of any kind- Writing utensils- Coloring utensils

Brief Description of Activity:

Youth play a game where they take their partner's scribble and turn it into a complete drawing.

Kid-Friendly Purpose of Activity:

Today we're going to play a game where you and a partner work together to make an interesting and silly drawing.

Step-by-Step Guide:

1. **Partners:** Use one of the group formers in the guidebook to split the group up into partners.
2. **Hand out supplies:** Give all participants a piece of paper and something to write with.
3. **Scribble:** Instruct the group to scribble something quickly on their piece of paper, anything between a simple line to a few circles and triangles.
4. **Swap and draw:** Have youth trade their scribbles with their partners and finish the drawing. Youth should look at the scribble for a few seconds and think of what it reminds them of. For example, a few triangles can turn out to be a picture of a lion head.
5. **Share:** After a few minutes, have youth share the finished drawing with their partners.
6. **Switch:** Switch partners and play again.

Thrive it UP!

- **Confidence:** Confidence is described as the belief in one's abilities to accomplish a goal. In this activity, youth have a stumbling block to reach their goal – they have to create a drawing by completing someone else's. Encourage youth to think of this activity as an exercise in finding creative ways to accomplish a goal.
- **Inclusiveness:** Encourage youth to compliment their partner's drawings and be supportive of their vision. Maybe they had a specific image in mind when they created their scribble – allow youth to share what they thought it would look like and marvel at how different their partner thinks creatively.

Reflection

- **What?** What did you think about this activity? What was fun about it? How did you feel while completing your doodle?
- **So what?** What was challenging about this? Why is it challenging completing something someone else started?



Trail to
CREATIVITY

- **Now what?** Sometimes we don't always start with a blank slate – sometimes we have to make the best of what we're given. When might this happen in our life? How can we combat these challenges?

Level Adjustments

- As a variation, encourage youth to have an image in mind when they create their scribble. Then, see if their partner makes something similar or completely different.
- As another variation, have youth think of what they want to draw and try to incorporate the scribble into their vision.



Trail to
CREATIVITY

Creative Games

WHAT ARE YOU DOING?

Time Required:	Materials Needed:
25 minutes	No materials

Brief Description of Activity:

Youth play an improv game where they must act out silly situations and multi-task to succeed.

Kid-Friendly Purpose of Activity:

Creativity isn't just about creating art. Today, we're going to sharpen our creativity skills by playing a fun improv game where we need to think quickly to win.

Step-by-Step Guide:

- Circle Up:** Have youth stand in a circle with enough room to move around a bit.
- Act:** Elect one person to start the activity by miming an activity (brushing teeth, dancing, riding a bike, etc.). The person to their right asks "what are you doing?" While the person continues to mime the activity (riding a bike), they respond with a completely different activity (mowing the lawn).
- Repeat:** The participant who asked the question now begins to mime that activity as the next person asks them "what are you doing?" The play continues when the actor responds with a completely new activity and the asker begins to mime it.
- Elimination:** Players are eliminated if they freeze, stop acting what they are doing when suggesting a new activity, suggest an activity that's already been said, or hesitate coming up with a response. Play until there is a winner.

Thrive it UP!

- Confidence:** Acting may come easy to some young people and will probably be nerve-wracking to others. Before playing, let youth know that they will not be judged on their acting skills. They are encouraged to try their best and give it their all.
- Life Skills:** This activity rewards young people who can stay focused and stay on their toes. Encourage them to practice life skills (such as time management, planning, and listening) to succeed.

Reflection

- What?** What did you think of the game? What was challenging about it? What was easy? What surprised you?
- So what?** How did you use your creative brain to succeed at this game? What other skills helped you succeed?



Trail to
CREATIVITY

- **Now what?** What can you take away from this activity that can help you at school or at home?

Level Adjustments

As the judge, be more lenient or strict with the rules depending on your group. For higher level groups, allow little hesitation time between responses. For others, be patient and forgiving if they're slow to the draw.



Trail to
CREATIVITY

Creative Games

OUR GAME

Time Required:	Materials Needed:
1 hour	- Random supplies for youth to choose from (sports balls, cones, coloring utensils, paper, etc.)

Brief Description of Activity:
Youth brainstorm, create and play their own game.
Kid-Friendly Purpose of Activity:
<i>Today, you're going to be using your creativity and innovation to create your own group game.</i>

Step-by-Step Guide:
<ol style="list-style-type: none">Brainstorm: Conduct a discussion on what kind of game youth want to create. Make sure they think of what materials they'll need to play as well as what the rules are. Example types of games:<ul style="list-style-type: none">- A new board game- A variation on soccer- A mix of charades and PictionaryPlan: Allow youth time to make a plan and set it in motion. What do they need to complete before they can play the game? How will they make sure everyone knows the rules?Play: After youth have created everything they need, they start playing. Allow time for youth to make changes to the game as they go along.

Thrive it UP!
<ul style="list-style-type: none">- Social Skills: Successful collaboration takes positive social interactions. Encourage youth to be working on their social skills – including listening, empathy, and taking others' perspectives into account – during this process.- Creativity and Innovation: This activity is a great way for youth to sharpen these skills as a group. Make sure youth are being mindful on how they present their ideas and encourage the group to take everyone's thoughts and opinions into account.- Problem Solving: Most likely, something will go wrong with their game. Encourage the group to work together to solve any problems that arise and reflect on their successes and challenges.
Reflection
<ul style="list-style-type: none">- What? What did you think of this activity? How did your game go? What was challenging? What was surprising?



Trail to
CREATIVITY

- **So what?** Why did you choose the game you did? Why were the rules important? What would you do differently next time?
- **Now what?** How can we continue using our creativity in school and at home?



Trail to
CREATIVITY

Creative Skill Building

CREATE YOUR OWN SESSION PLANS

Time Required:	Materials Needed:
30-60 minutes	Varies depending on art projects chosen

Brief Description of Activity:

Youth choose three art projects to try out to learn new skills. These art projects can be anything from sewing to filmmaking to cake decorating depending on the resources available.

Kid-Friendly Purpose of Activity:

For Trail to Creativity, you will be voting on what new skill you would like to learn to choose our next project. You can choose to do a deep dive into one specific art medium, or we can learn a little bit about three different creative skills.

Step-by-Step Guide:

1. **Read through activity options:** Included in this session plan are several creative activity ideas you can facilitate to allow participants to learn a new skill. Read through the options, making sure to note the materials needed for each one. This list is not exhaustive – if you think of a creative skill not listed below and have the resources to facilitate it, go ahead!
2. **Consider resources:** Compile a list of at least three creative activities youth can learn based on the resources available for your group. Be realistic about what your group can and cannot do. For example, it may not be realistic for an after-school program to obtain ten sewing machines for youth to use. But if youth are interested in sewing, the after-school group may have the resources to create a lesson plan where participants sew their own bookmarks.
3. **Vote:** Have youth vote which creative skill(s) they would like to learn. They will have three sessions to work on it – so they can choose three different skills for each session or focus on one skill during program time.

Creative Activity Ideas

Photography

- Example materials: Cameras, photo printing ability
- Example session plans: Bring in a local photographer to teach the group about their art; ask families to bring in a camera if they have one to allow youth to practice taking pictures; print out youth's pictures and hang them up like an art gallery

Sewing

- Example materials: Sewing needles, thread, fabric, sewing machine
- Example session plans: Interview a local tailor; sew patches on a blanket; create a small pillow; sew a bookmark; create a fabric keychain

Filmmaking

- Example materials: Video camera, props, costumes



Trail to
CREATIVITY

- Example session plans: Bring in a local filmmaker; create a script and act it out; learn stop-motion animation

Baking

- Example materials: Access to an oven, cake mix and ingredients, icing, cake decorating tools
- Example session plans: Interview a local baker; bake and decorate a cake, cupcake or cookies; learn a family recipe; discuss baked goods as a form of cultural expression

Performing Arts

- Example materials: Access to music, costumes, video camera
- Example session plans: Go see a play, ballet or musical; learn a new dance (salsa, line dance, cumbia, ballroom); write and act out a play or musical; create a music video; host an improv show

Carpentry and Building

- Example materials: Wood, hammer, nails, drills, rulers
- Example session plans: Learn about building from a carpenter or architect; build their own bird house; design their own house on paper or a computer program

Other Creative Skills

- This is not an exhaustive list – survey the group to see if there is a creative skill they are interested in learning. Enlist community members and family members to share their artistic Sparks with the group

Thrive it UP!

- **Spark Discovery:** Many young people consider art to be one of their biggest sparks. These activities are a great way for youth to work on these sparks, develop new interests, or meet adults who are making a living doing what they love.
- **Growth Mindset:** This activity is all about providing young people the space to learn a new creative skill and work on using a growth mindset. Be sure to encourage youth to try new things and continue trying, even if it's difficult. Use growth mindset praise by saying "Great effort, you must have worked really hard!" instead of "Great job, you're a natural!"

Reflection

After each session, be sure to facilitate a reflection to ask these questions:

- **What?** What did you think about the activity? What was challenging? What surprised you?
- **So what?** What have you learned about this art form? Why is that important?
- **Now what?** What can you do with these skills now? Why is it important to try to learn something new? How can we continue to grow our creative skills?



Trail to
THE ENVIRONMENT

Trail to the Environment

Trail to the Environment is designed to help youth understand and appreciate the natural world by providing activities on nature, environmental stewardship, geography, and more. After completing the Trail, young people should have developed a better awareness of the natural world and how they can care for the environment.

Choose(or have youth choose) from one of the following Programs and complete the activities listed. Be sure to note the abbreviated materials list next to each activity.

CONNECTING TO NATURE

Nature Pledge

Materials: Notebooks, pencils, random art materials

Sparks in Nature

Materials: Thick, white paper, coloring utensils, glue

Give Back

Materials vary based on activity chosen

OUR CHANGING CLIMATE

Go Fish!

Materials: Plastic bags, Goldfish crackers, paper plates

Trial and Error

Materials: Pitcher with dirty water, plastic cups, spoons

I Can Do Something

Materials: Book or video about environmental activism

AMAZING ANIMALS

Predator and Prey

Materials: Whiteboard, cones or place markers

Me vs. Mammals

Materials: Whiteboard, measuring tapes, stopwatch, cones

My Amazing Animal

Materials: Miscellaneous art supplies, resources on animals

EXTREME EXPERIMENTS

Coral Science

Materials: Borax, pipe cleaners, cups, skewers, sticks

Eruptions

Materials: Dish soap, vinegar, baking soda, measuring cups

Quicksand

Materials: Cornstarch, mixing bowls, cookie sheets or trays



Connecting to Nature

NATURE PLEDGE

Time Required:	Materials Needed:
30 minutes	<ul style="list-style-type: none">- Notebook or blank pieces of paper- Pencils- Random art materials for Nature Pledge (i.e. markers, construction paper, poster board, glue/tape, scissors, etc.)

Brief Description of Activity:

Youth go outside and observe the outdoors around them to feel more connected to nature. Then, they discuss ways they can be more environmentally conscious and make a pledge to do these practices.

Kid-Friendly Purpose of Activity:

Today we're going to be taking the first steps toward connecting to nature by observing the outdoors with all of our senses.

Step-by-Step Guide:

1. **Calming Firestarter:** Because this activity requires youth to be observant and mindful, do a calming Firestarter (found in the resource section of the guidebook) before jumping into the activity. Here is an example Firestarter you can use:
 - **Visualization:** Instruct youth to sit on the floor or a chair and close their eyes. Begin by taking three deep breaths. Guide youth to think about a peaceful place in nature, visualizing what it looks like, feels like, smells, tastes and sounds like. Allow them to stay in this peaceful place for as long as possible (before participants start to get fidgety). Have a brief discussion of their peaceful place.
2. **Define:** Have a discussion about what it means to observe something. Be sure they talk about how they can use all five of their senses to notice something.
3. **Hand out materials:** Give all participants a pencil and something to write on (a notebook works best).
4. **Go outside:** Take youth outside and define the boundaries of the space. Allow youth to explore the outdoor space for 10 minutes (or until they start to lose focus) and make observations in their notebooks. Encourage them to write down what they smell, hear, feel and see on the ground, in the sky, in the trees, in the dirt and more.
5. **Discuss:** Gather back inside and allow a few minutes for youth to talk amongst themselves about some of their observations. They can make a group list of all the things they observed.
6. **Connecting:** Ask youth to think about how the observations they made help connect them to nature. What does it mean to be connected to nature?
7. **Plan a pledge:** Encourage youth to think of ways individuals, groups or communities can pledge themselves to helping nature and the environment. Discuss things they can do to be more environmentally conscious.



8. **Nature Pledge:** Allow youth to create a nature pledge that lists things they pledge to do to respect and support the earth. This can be done individually or as a whole group. Encourage youth to be creative with their pledges – they can make it in the shape of a tree, use leaves and grass to decorate it, draw pictures, create a song, etc. Refer back to the pledge throughout the sessions.

Thrive it UP!

- **Nature:** Youth are encouraged to think about how they can care for nature, as well as look to the natural world as a source of inspiration. Encourage the group to talk about any experience they've had in nature, including animals they've seen, vacations they've been on, things they've seen on TV and more.
- **Life Skills:** Observation is an important life skill that youth can practice in this activity. Taking the time to notice things around them can help youth navigate situations that would otherwise leave them feeling unsure.
- **Purpose:** When youth feel connected to the nature around them, they can develop a sense of purpose and place in the world. Encourage young people to think about how they fit into these natural systems and how they can make choices that impact the environment for the better.

Reflection

- **What?** What did you observe? What are some things you smelled, heard, saw or felt? How did it make you feel?
- **So what?** What pledge did you make? Why? Why is the pledge important?
- **Now what?** How else can we feel more connected to nature? Why is that important?

Level Adjustments

- Depending on the group, the observation time can be a guided walk or an opportunity for youth to explore on their own. Allow youth to choose between independent or small group time.
- Allow advanced youth to lead the nature walk and point out things to observe.

Additional Notes

- This activity can be done in any outdoor space – from the schoolyard playground to someone's back yard to a nature center. Determine the space beforehand and set clear boundaries where youth can explore while still being supervised.
- Pinterest is full of creative ways to create a nature pledge. Try searching for some inspiration!



Trail to
THE ENVIRONMENT

Connecting to Nature

SPARKS IN NATURE

Time Required:	Materials Needed:
30 minutes	<ul style="list-style-type: none">- Thick, white paper- Coloring utensils- Glue (glue sticks, white glue, hot glue)- (Optional) Small boxes for dioramas

Brief Description of Activity:

Youth create a work of art using materials found in nature (flowers, grass, twigs, and more).

Kid-Friendly Purpose of Activity:

Today we're going to be exploring sparks in nature and using some materials we find outside to create a work of art.

Step-by-Step Guide:

9. **Discuss:** Ask youth to turn to a friend and share one of their sparks and why they enjoy it. Ask youth if they have any sparks related to nature, Nature Sparks can be collecting rocks, studying the stars, learning how to protect the environment and the animals, going on hikes, or even just laying in the grass and watching clouds.
10. **Collect:** Go outside and allow youth time to collect natural materials for an art project of their choosing. They can create a collage, poster, diorama, interpretative dance, or anything else they can think of. Their art should be a reflection of their sparks, passion or interest. They can collect rocks, grass clippings, leaves, flowers, small sticks, sand, pebbles, pine cones and more.
11. **Plan:** Once youth have collected their materials, bring them back to where they will be creating their art. Before handing out the glue, encourage participants to think of what they are going to create with the materials they have. Allow 5 minutes for planning and sharing those plans with their elbow buddies.
12. **Create:** Give participants bottles of glue and markers to start assembling their art.
13. **Share:** Youth should be encouraged to share their finished products with each other and the group.

Thrive it UP!

- **Spark Discovery:** This activity allows youth space to examine their sparks and think about sparks related to nature. By allowing youth to play outside for a bit while they look for natural materials, they are practicing mindfulness and developing a passion for the outdoors.



- **Goal Management:** During planning time, encourage youth to come up with a backup plan if things start to go awry. It can be difficult trying to glue rocks and sticks to paper, so work with participants to shift gears and reset their goals.

Reflection

Play "This or That" where youth answer questions by running to either side of the room.

Questions:

- Warm weather or cold weather?
- Camping or hiking?
- Astronomy or geology?
- The grass or the sky?
- Land animals or water animals?
- The mountains or the beach?

Ask:

- Are you interested in trying any Nature Sparks?
- Why is it important to feel connected to nature?



Trail to
THE ENVIRONMENT

Connecting to Nature

GIVE BACK

Time Required:	Materials Needed:
Time varies	<p>Materials vary based on activity chosen:</p> <ul style="list-style-type: none">- Bird Feeder: bird seed, cardboard, peanut butter, twine or string, scissors, hole punch- Community Cleanup: trash bags, gloves- Not-so-secret Garden: various plants, soil, pots, gloves- Bug Hotel: large plastic bottle, sticks, pinecones, bark, any other natural materials

Brief Description of Activity:

Youth look back at their nature pledge and complete a project to give back to their natural community.

Kid-Friendly Purpose of Activity:

Now that we've done a few activities to feel more connected to nature, we're going to choose a project that will allow us to give back to our natural community.

Step-by-Step Guide:

Review the activity options below and choose at least two that youth can complete with the resources your group has available. Present the choices to the group and allow youth to vote on which one they would like to complete.

1. **Bird Feeder:** Cut cardboard into a fun shape, punch two holes into the top to feed string or twine through, apply peanut butter to the cardboard and sprinkle with bird seed. Hang bird feeders in a tree or porch to provide local birds with a tasty snack.
2. **Community Cleanup:** Determine a local area that has litter (schoolyard, park, neighborhood, etc.) and spend some time cleaning it up. Provide youth with protective gloves and garbage bags. Take before and after pictures to track progress.
3. **Not-so-secret Garden:** Gather various plants and allow youth to create a garden. Plant vegetables, herbs or flowers in the ground or in pots for young people to take home.
4. **Bug Hotel:** Cut a plastic bottle into two cylinders. Collect sticks, pinecones, bark and any other natural materials to go inside. Make sure there are plenty of holes and crevasses for bugs to crawl through. Wrap string or twine around the bottle and hang from a tree.
5. **Volunteer:** Connect with a local park, nonprofit, or government office to set up a volunteer day with them. Get youth out into their community working on cleanups, beautification projects, community gardens, and more.



Trail to
THE ENVIRONMENT

Thrive it UP!

- **Environmental Stewardship:** This activity is a great way for youth to get their hands dirty and feel like they can contribute to and care for their natural community. Oftentimes, when young people begin learning about issues facing the environment, it's presented in a way that feels distant and insurmountable (climate change, global pollution, animal extinction, etc.). By engaging in experiential learning and proving to youth that they are capable of affecting positive change to their local environment, it can inspire individuals to continue to take action.

Reflection

- **What?** What did you think about today? What was challenging? What went well?
- **So what?** Do you feel like you made a difference today? Why or why not? Do you feel more connected to nature after this activity? Why or why not?
- **Now what?** What can we do in our daily lives to continue to connect with and care for our natural world?

Additional Notes

- This is not an exhaustive list of activities youth can complete for this session. Pinterest is full of fun and engaging crafts youth can make that fulfill the learning objective of this session. If picking a different activity not listed here, be sure it's related to the theme of "connecting with nature."



Trail to
THE ENVIRONMENT

Our Changing Climate

GO FISH!

Time Required:	Materials Needed:
30 minutes	<ul style="list-style-type: none">- Small plastic bags (1 per participant)- Box of Goldfish crackers (separate some for eating after the activity)- Paper plate- White board for discussion

Brief Description of Activity:

Youth explore the idea of resource scarcity by playing a game with Goldfish crackers.

Kid-Friendly Purpose of Activity:

Today we're all going to be fishing in the same lake. Our goal is to get as many fish for ourselves as we need.

Step-by-Step Guide:

1. **Pass the goldfish:** Have youth sit in a circle with a paper plate. Tell youth:
 - *We will all be fishing out of this bowl of Goldfish crackers. When the bowl comes to you, you may take as many crackers as you'd like. We will be using these crackers in just a bit, so do not eat them yet.*Pass the bowl around the circle until it has reached all participants (even if the bowl is empty).
2. **Reflect:** Have youth discuss what just happened and record how many crackers they got. Did the bowl of crackers make it all the way around? Or did the first few people take large handfuls so there was nothing left for the rest of the group?
3. **Discuss:** Pass the bowl around again so youth can return their crackers to the bowl. Tell participants that they're going to distribute the crackers again, but this time in a way that is fair to everyone. Have youth talk about fairness and brainstorm ways they can make sure everyone gets a fair number of crackers. This discussion step is very important in this activity. Encourage youth to have a productive conversation about what is fair. Play Devil's Advocate and make sure all voices are heard. Ask discussion questions such as:
 - How can you make sure everyone's opinions are being heard in this discussion?
 - Is being fair the same thing as being equal?
 - Should older people get the same as younger people?

Possible ways to distribute the crackers:

- Everyone takes a specific number and passes the bowl. If crackers are left, they might do it again
- Everyone takes one handful and passes the bowl
- Everyone takes one scoop (with something like a plastic cup) and passes the bowl
- Everyone takes one cracker and passes the bowl until it is empty.



4. **Pass the bowl again:** Pass the bowl out again and have youth fish for the number of crackers they deemed fair. Compare that number with the amount they had the first round. Did they have more or fewer the first round?
14. **Reflect:** Ask for reactions and talk about why it's important for our planet that we all learn to share. Let youth eat the remaining crackers.

Thrive it UP!

- **Environmental Stewardship:** This activity presents youth with a problem facing the environment in a way that is visually easy to understand. Encourage youth to think of other situations where resource scarcity happens.

Reflection

- **What?** What did you think about this activity? Did you think it was fair the first round? How about the second?
- **So what?** Why is it important to share things fairly? Let's make a list of things in the world that we need to share. What are things you share at home? In your community? In the world?
- **Now what?** Do you think resources in the world are shared equally? Why would it be important to work towards equality?



Pollution Solution

TRIAL AND ERROR

Time Required:	Materials Needed:
45 minutes	<ul style="list-style-type: none">- Pitcher with "dirty water" (water with cooking oil, pepper, pieces of paper, food dye, etc.)- 2 clear plastic cups and the top of a water bottle per group- Coffee filter- Cotton balls- Pipe cleaners- Spoons- (Optional) Sand/gravel

Brief Description of Activity:

The group engages in a discussion about pollution and tries to come up with a solution to make clean drinking water.

Kid-Friendly Purpose of Activity:

Today we're going to be talking about access to drinking water and see if we can create our own water filtration system to come up with a solution to dirty, polluted water.

Step-by-Step Guide:

15. **Think:** Ask youth to think about the last time they drank water. *Where did it come from? How much did you have? Was there more available? Did you feel safe drinking it? Was it clean?* Have all participants stand up. Tell youth that they represent the entire world (over 7 billion people).
 - Have 1 in 10 participants stay standing up, the rest can sit. They represent the number of people in the world who do not have clean drinking water.
 - Have 1 in 3 participants stand up. They represent the number of schools in the world that do not have clean drinking water.
16. **Introduce:** Tell participants that the goal for today is to create their own water filtration system to try to find a solution to the problem of dirty drinking water.
17. **Organize:** Create a "supplies table" with the coffee filters, cotton balls, pipe cleaners and other materials. Make sure the table is centrally located.
18. **Plan:** Have youth get in groups of 2-4 with 2 clear plastic cups and the top of a water bottle (cut into a funnel). Give groups a few minutes to think of how they can use the materials at the supplies table to create a water filter.
19. **Pour:** Pour each group a cup of the dirty water, leaving the second cup empty.
20. **Filter:** Allow groups to go up to the supplies table and take materials and start creating their water filters. Encourage youth to try filtering the water multiple times or use different materials to clean the water.



21. **Compare:** Towards the end of facilitation, have groups bring their filtered water to the materials table and compare which group made the cleanest water. Discuss the methods and materials that worked best, as well as what other materials would work better.

Thrive it UP!

- **Social Skills:** Encourage groups to work together and share their ideas and plans.

Reflection

- **What?** How did it go? What was the hardest part? What worked? What didn't work? How would you build your filter if you had any materials you wanted? What do you think might work?
- **So what?** Why is it important for people to use their brains and skills to solve problems like these? Why is this important?
- **Now what?** So maybe you won't ever build the perfect water filtration system. What are some things you can do to help conserve water today?

Level Adjustments

- Encourage higher leveled groups to engage in a more in-depth conversation about water access. Ask them if they've heard anything in the news about water filtration or if they've learned about it in school.
- Step in and step back as needed with each small group. If there are a few young people who are doing really well, encourage them to share their knowledge with the rest of the group.



Environmental Stewards

I CAN DO SOMETHING

Time Required:	Materials Needed:
30 minutes	<ul style="list-style-type: none">- A book about nature (e.g. <i>The Lorax</i> by Dr. Seuss; <i>Humphrey the Lost Whale</i> by Wendy Tokuda; <i>I am Jane Goodall</i> by Brad Meltzer or another from the library)- OR a YouTube video about environmental activism (How to Change The World (a work in progress) Kid President; A 10-year-old's vision for healing the planet Genesis Butler; School strike for climate – save the world by changing the rules Greta Thunberg)

Brief Description of Activity:

Youth read a story or watch a video about individuals who made a difference in their natural community and make a plan to make a difference.

Kid-Friendly Purpose of Activity:

Today, we're going to read a story about someone who saw a problem and did something about it! They stood up for nature and were able to make a difference – we can too.

Step-by-Step Guide:

22. **Prepare:** Choose a nature-related book or video that goes with the phrase "I can do something about something big." Read or watch it before facilitation and jot down some notes about possible discussion points.
23. **Discuss:** Ask youth to name problems facing our environment today. Write their ideas on the board or poster paper.
24. **Read or Watch:** Read one of the books and/or watch one of the videos on individuals making a difference in the environment. Afterwards, talk about how the people in the story used their skills and never gave up. Ask youth to identify some characteristics or words to describe the people who made a difference (brave, strong, smart, caring). Write these words on the board.
25. **Brainstorm:** Have youth get in partners or small groups to discuss one of the problems facing the environment that they listed. Encourage them to think about actionable things they can do to help. Write on the board or poster paper "I can do something about something big!" Youth can write down things they can do to stand up for nature.
26. **Share:** Have youth share their ideas with the rest of the group.

Thrive it UP!

- **Environmental Stewardship:** This activity focuses on what young people can do in their daily lives to be better stewards of the environment. Encourage youth to brainstorm both small actions and big steps they can work on today.



Reflection

- **What?** What did you think about the book/video? What does it mean to be an environmental steward?
- **So what?** Why is it important to learn about people who are making a difference? Why is it important to be environmental stewards?
- **Now what?** How can we continue to make a positive difference in the environment?

Additional Notes

- This activity may be extended into a research project or presentation. Youth can do more research into an environmental issue and what they can do about it. They can create PowerPoint slides and present to the group.



Amazing Animals

PREDATOR AND PREY

Time Required:	Materials Needed:
45 minutes	<ul style="list-style-type: none">- White board or poster for data tracking- Cones for boundaries

Brief Description of Activity:

Youth play a game similar to freeze tag to consider how human intervention affects nature.

Kid-Friendly Purpose of Activity:

Today we're going to play a game to look at animal population and put ourselves in a wild animal's shoes.

Step-by-Step Guide:

27. **Introduce:** Begin by instructing youth to get with a partner or small group to make a list of things all animals need to survive. After about 5 minutes, ask groups to share.
28. **Data:** Create a data table on a white board or poster with three columns for the year, the number of wolves, and the number of deer. Above the wolf/deer data table, write the word "endangered." Ask youth if they know what that means. When an animal is endangered, it means that there isn't a lot of them left in the wild because they aren't getting enough of the things animals need to survive (like food, water, or shelter). Ask youth if they know any animals that are endangered (pandas, rhinos, elephants, tigers, etc.).
29. **Set boundaries:** This activity requires room to run and can be done either outside or in a gym. If outside, create a start and finish line approximately the size of a basketball court using cones. Tell youth that this is the "habitat."
30. **Assign roles:** Choose two campers to be wolves and stand in the middle of the habitat. The rest of the campers and the deer stand on the starting line. There needs to be one data recorder to track the wolf and deer population throughout the game. This can be a facilitator or young person and can switch each round.
31. **Play:** The game is a version of freeze tag. On "go," the deer try to run from one end to the other without being tagged (eaten) by the wolves.
 - Any deer tagged by a wolf must freeze. Once the surviving deer make it to the other side, that concludes the year. Any deer that are eaten become wolves.
 - A wolf must tag (eat) at least one deer to survive. If a wolf starves (does not tag a deer), they must stand off to the side for a round and then return as a deer.
 - Record the deer and tiger population after every year (round) on the data table
32. **Introduce humans:** After a few years (rounds), choose two deer to be humans. Humans stand on the starting line with the deer and try to tag (hunt) the wolves while the wolves try to tag the deer. Continue to record population changes.
33. **Discuss:** After playing a few rounds, look over the data table and discuss the findings.



Trail to
THE ENVIRONMENT

Thrive it UP!

- **Nature:** This activity allows youth to see themselves as scientists to explore an important issue facing our ecosystem – animal extinction. By playing a game to see the effects of human intervention in nature, young people may be inspired to do what they can to care for the environment.
- **Life Skills:** Allow youth to lead the data tracking component of this game. By recording each round and analyzing the numbers at the end, youth are practicing work and organizational skills that may help them navigate situations in school or work in the future.

Reflection

- **What?** What did you think about the game? What was your strategy as a deer or tiger? What does our graph tell us about the population of the wolves and deer throughout the years?
- **So what?** What happened when we introduced the humans? Why do you think they were included in the game?
- **Now what?** Why do you think scientists record the population numbers of endangered animals? What can they do to help those animals?



Amazing Animals

ME VS MAMMALS

Time Required:	Materials Needed:
30 minutes	<ul style="list-style-type: none">- Whiteboard or poster board for discussion- Measuring tapes- Stopwatch- Cones or place markers

Brief Description of Activity:

Youth measure how fast they can run, how far they can jump, and how long their arm span is compared to three animals.

Kid-Friendly Purpose of Activity:

Today, we're going to be testing our skills against three different animals to see how we match up.

Step-by-Step Guide:

34. **Set up stations:** Set up stations with the materials needed:
 - Kangaroo: measuring tape, two cones ~30 feet apart
 - Cheetah: stopwatch, two cones ~ 30 feet apart
 - Gorilla: measuring tape
35. **Create data:** Write the name of the three animals and their information on a white board or poster board:
 - A kangaroo can cover 30 feet in a single leap.
 - A cheetah can run 30 feet in one second.
 - A gorilla can have an arm span of 8.5 feet
36. **Split into three groups:** Split participants into three small groups using one of the group formers. Assign each group a starting place (kangaroo, cheetah, or gorilla).
37. **Measure and record:** At each station, participants record how they measure up to these animals. At the kangaroo station, youth measure how far they jump and record their results. At the cheetah station, youth time how fast they can run 30 feet. At the gorilla station, youth measure how long their arm span is from fingertip to fingertip
38. **Switch:** Once all youth in the group have recorded their data, groups can switch to the next station.

Thrive it UP!

- **Nature:** During this activity, youth are invited to connect with these three animals and marvel at their abilities.



Trail to
THE ENVIRONMENT

- **Life Skills:** Allow youth to lead the measuring and data tracking component of this game. By using measuring tapes, stopwatches and tracking the data, youth are practicing work and organizational skills that may help them navigate situations in school or work in the future.

Reflection

- **What?** What did you think about this activity? Did you jump farther than a kangaroo? Run faster than a cheetah? Have a longer arm span than a gorilla?
- **So what?** What surprised you about the activity? Why was it important to collect data in this activity?
- **Now what?** Are there any other times in your life that you'll need to measure and compare?

Level Adjustments

Step in or step back based on the level of the group. Allow youth to measure things on their own, but step in when needed.



Amazing Animals

MY AMAZING ANIMAL

Time Required:	Materials Needed:
45 minutes	<ul style="list-style-type: none">- Miscellaneous art supplies- Books or encyclopedias on animals- Internet access (if available)

Brief Description of Activity:

Youth choose an animal to research and create a presentation or piece of art about their animal.

Kid-Friendly Purpose of Activity:

Now that we've learned a little bit more about a few amazing animals, you're going to be choosing your own animal to research and share with the group.

Step-by-Step Guide:

39. **Discuss:** Before jumping into the activity, talk about the different types of animals they've explored in the past few activities. Ask the group about animals they've seen at zoos or in the wild.
 - **Optional:** Watch clips from Planet Earth or related nature documentaries about interesting animals to introduce the topic and get youth excited to work on this topic.
40. **Plan:** Allow time for youth to think of an animal they're interested in learning more about and how they want to present it. They can create a presentation, do a skit, make a 3D replica, create an animal mask, write a story, draw a picture, or anything else they can think of. Encourage youth to share their plans with the people next to them before they get started.
41. **Create:** Lay out all materials available so youth can get started with their projects. Circulate the group to answer any questions, ask about plans, and encourage participants to create more challenging projects with multiple facets. For example, if a young person decides to paint a picture of a cheetah, encourage them to write a story that goes with it.
42. **Share:** Allow time at the end of the activity for youth to present their amazing animals.

Thrive it UP!

- **Creativity and Innovation:** Because the basic premise of the activity is simple (pick an animal and make something about it), it is up to participants to decide how creative they want to get with this project. Inspire youth to challenge themselves, think outside the box, and try something new to create something that represents their animal. Encourage this by providing unique materials for youth to use and as many resources on animals as available.
- **Environmental Stewardship:** Activities like this allow youth a way to engage with the natural world and spark interest in the uniqueness of our planet. While this activity won't



necessarily inspire the group to all become veterinarians or biologists, talk to youth about what they can do today and in the future to care for the animals of the world.

Reflection

- **What?** What did you think about this activity? What was challenging about it? What went well?
- **So what?** What did you learn about your amazing animal? Why is this information interesting or important?
- **Now what?** Now that we've learned some interesting things about some amazing animals, what can we do to support and care for them from far away?

Additional Notes

- The more resources for researching the better! Before the activity, ask young people to bring in any books they have about animals. If available, visit the library to check out encyclopedias and picture books for youth to look through.
- If resources permit, couple this activity with a trip to the local zoo or aquarium so youth can see these animals in person.



Extreme Experiments

CORAL SCIENCE

Time Required:	Materials Needed:
45 minutes	<ul style="list-style-type: none">- Pipe cleaners (3 for each participant)- 20 oz. cups (1 for each participant)- Skewers (1 for each participant)- Stirrer stick (1 for each participant)- 1 1/3 cups hot water per participant- 1/4 cup Borax per participant

Brief Description of Activity:

Youth complete an experiment to make "coral" out of borax.

Kid-Friendly Purpose of Activity:

Coral reefs are diverse underwater ecosystems held together by calcium carbonate structures secreted by corals. Coral is created by groups of small animals with outer skeletons made of calcium carbonate attaching to each other. Today, we're going to make our own "coral" using pipe cleaners and Borax.

Step-by-Step Guide:

43. **Hand out supplies:** Give all participants 3 pipe cleaners, a 20 oz. cup, a skewer and a stirrer stick. Have youth write their names on the cup.
44. **Twist:** Instruct youth to twist the three pipe cleaners together to form a shape they like or something they might see in the ocean. Twist the top of the pipe cleaners onto a skewer so the pipe cleaners dangle downward into the cup.
45. **Add water:** Help youth pour 1 1/3 cups of hot water into the cup.
46. **Stir:** Add 1/4 cup Borax to the cup. Stir until Borax has dissolved into the water.
 - Borax is harmful if swallowed, inhaled, or makes contact with eyes. On rare occasion touching it can result in rashes. Caution and adult supervision is advised when handling it.
47. **Coral:** Place pipe cleaners into the solution with the skewer resting across the rim of the cup. Let the experiment cool and check back in on it later to see the changes. After several hours, a coral-like shape will begin to form. Leave the coral for days for an even more dramatic transformation.

Thrive it UP!

- **Life Skills:** Science experiments are a great way to practice valuable life and work skills, such as listening, following directions, measuring and observing. Step back as much as possible to allow youth to practice these skills.



- **Environmental Stewardship:** Make time at the end of the activity to talk about why learning about natural processes are important in connecting with and caring for the environment. Encourage youth to think of ways they can protect the coral reefs in the ocean, even if they don't live on the coasts.

Reflection

- **What?** What happened? What did you think about this experiment? What was challenging? What went well?
- **So what?** Our "coral" took hours or even days to form; how long do you think it takes for coral to form in the coral reefs? (*There are lots of different kinds of corals that make up a coral reef, and each kind grows at different speeds. Some grow very slowly—less than 1/10th of an inch per year—but others can grow much faster, up to 4 inches per year.*) What if other chemicals, such as bleach or vinegar, were added to the Borax solution? Or cold water instead of hot? How would that affect the structure?
- **Now what?** How do you think this process is similar to that of coral formation in the ocean? Why is it important to protect our oceans by keeping trash and chemicals out of the water? What can you do in the future to help improve the health of the ocean?

Level Adjustments

- Experiment (in advance) with a Borax solution to which you have added an amount of bleach or vinegar. How did that affect the outcome? Use this as a visual when discussing the need to control for pollution in the ocean.



Extreme Experiments

ERUPTIONS

Time Required:	Materials Needed:
45 minutes	<ul style="list-style-type: none">- Measuring cups- Dish soap (2 tsp per group)- White vinegar (1 cup per group)- Food coloring (few drops per group)- Baking soda (5 Tbsp per group)- Plastic cups (2 per group)

Brief Description of Activity:

Youth create a volcanic eruption with household items and talk about why experiments are important so scientists can learn more about natural disasters.

Kid-Friendly Purpose of Activity:

Today, we're going to be creating a volcanic eruption out of household items.

Step-by-Step Guide:

48. **Go outside:** As this activity is sure to make a mess, take the group outside to perform this experiment. Split youth into two or three small groups.
49. **Supplies:** Give each group an empty 2 L bottle. Have groups fill their cups with 1 cup of vinegar, 2 tsp of dish soap and a few drops of food coloring.
50. **Mix:** In a separate cup, measure 5 Tbsp of baking soda and 5 Tbsp of water. Mix them together thoroughly.
51. **Erupt:** Pour the baking soda mixture into the plastic cup and step back. The mixture of the vinegar with the baking soda will cause a chemical reaction like an eruption.
52. **Repeat:** Repeat the experiment again and allow youth to use different measurements and materials (plastic bottle instead of a cup) to create different eruptions.

Thrive it UP!

- **Life Skills:** Science experiments are a great way to practice valuable life and work skills, such as listening, following directions, measuring and observing. Step back as much as possible to allow youth to practice these skills.
- **Environmental Stewardship:** Make time at the end of the activity to talk about why learning about natural processes are important in connecting with and caring for the environment.

Reflection

- **What?** What happened? What did you think about this experiment? What was challenging? What went well?



Trail to
THE ENVIRONMENT

- **So what?** What can we learn from an experiment like this? Why are experiments important to scientists studying natural disasters?
- **Now what?** What can we do with the skills we worked on today?

Additional Notes

- While this activity doesn't allow time for youth to create a volcano design, if resources are available, you can make this into an art project as well. Have youth decorate their cups to look like a volcano before doing the experiment.



Extreme Experiments

QUICKSAND

Time Required:	Materials Needed:
45 minutes	<ul style="list-style-type: none">- Cornstarch (16 oz per group)- Large mixing bowls- Cookie sheets or trays- Pitchers of water- Spoons- Gallon size zipper lock bags- Toy animal (1 per participant)

Brief Description of Activity:

Youth create quicksand out of household items and make observations about it.

Kid-Friendly Purpose of Activity:

Our last experiment is going to be creating that gooey stuff you see in movies or cartoons that grabs hold of its victim and swallows them alive – quicksand!

Step-by-Step Guide:

53. **Pour:** Have youth pour about 4 oz of cornstarch into a mixing bowl and slowly add ½ cup of water. Stir with a spoon or have youth use their hands.
54. **Add:** Add more cornstarch and water in small amounts until the mixture is the consistency of honey. As a general rule, the ratio is 10 parts cornstarch to 1 part water.
55. **Play:** Allow youth to stick their hands in the bowl of “quicksand” and notice its unusual consistency. Have youth compare what it feels like to move their hand quickly then slowly. Try slapping or punching the mixture.
56. **Rescue:** Drop a plastic toy animal in the mixture and try to get it out. Notice how different the “quicksand” feels when they try to grab the toy quickly.

Thrive it UP!

- **Life Skills:** Science experiments are a great way to practice valuable life and work skills, such as listening, following directions, measuring and observing. Step back as much as possible to allow youth to practice these skills.
- **Environmental Stewardship:** Make time at the end of the activity to talk about why learning about natural processes are important in connecting with and caring for the environment.

Reflection

- **What?** What happened? What did you think about this experiment? What was challenging? What went well?



Trail to
THE ENVIRONMENT

- **So what?** What can we learn from an experiment like this? Why are experiments important to scientists studying natural disasters?
- **Now what?** What can we do with the skills we worked on today?



Trail to
THE FUTURE

Trail to the Future

Trail to Family and Community is designed to encourage young people to learn new and unique skills, such as cooking, science experiments, STEM and more. After completing the trail, young people should have developed a better awareness of their physical and mental skills.

Choose(or have youth choose) from one of the following Programs and complete the activities listed. Be sure to note the abbreviated materials list next to each activity.

GETTIN' GRITTY

Famous Failures	Materials: Paper, miscellaneous art supplies
Insane Inventions	Materials: Paper, construction paper, coloring supplies
Celebrate, Share, Grow	Materials: Miscellaneous art supplies

ENGINEERING MARVELS

Paper Plane Cargo Challenge	Materials: Paper, tape, coins or tokens
Float Your Boat	Materials: Tub of water, aluminum foil, pennies
Let's Build	Materials: Miscellaneous recyclable materials, tape

GAMES AROUND THE WORLD

Mbube Mbube	Materials: 2 blindfolds
Keentan	Materials: Soft dodge balls
English Party Games	Materials: Elongated balloons, various pieces of string

LEARNING SOMETHING NEW

Create Your Own Activity	Materials vary based on activities.
--------------------------	-------------------------------------



Trail to
THE FUTURE

Gettin' Gritty

FAIRY TALES

Time Required:	Materials Needed:
30 minutes	<ul style="list-style-type: none">- Paper- Coloring utensils- (Optional) Internet access- (Optional) White crayons and watercolors

Brief Description of Activity:

Youth learn about grit, discuss the importance of failure and create a messy drawing while blindfolded.

Kid-Friendly Purpose of Activity:

Throughout these activities, I have encouraged you to try new things and learn new skills. Often times, we're not good at it right away – and that's ok! In this activity, we will be learning about grit, or the ability to keep working towards a goal, and learning about famous people who had pretty spectacular failures.

Step-by-Step Guide:

1. **Define:** Write the word "grit" on a white board or poster board. Ask youth if they know what it means. Refer back to the definition in the purpose of activity. Encourage youth to brainstorm what they think it means to be gritty and takes notes on the board.
2. **Learn:** It's important to recognize that the road to success isn't always smooth, and even the most famous people have struggled and failed before they got to where they are. Watch the YouTube video "Famous Failures" by MotivatingSuccess or read the stories below:
 - Albert Einstein, one of the greatest thinkers of our time, didn't speak until he was four-years old and failed the entrance exam to a prestigious school.
 - Beyonce, one of the most successful artists, entered a singing competition when she was nine and lost.
 - Dr. Seuss, one of the most celebrated authors, had his first book rejected 28 separate times.
 - Michael Jordan didn't make his high school basketball team.
 - JK Rowling, the author of Harry Potter, was rejected by 12 companies before someone gave her book a chance.
 - Katy Perry, one of the most famous pop singers, took ten years of failure and hard work before her songs were recognized.
 - Walt Disney saw his first company, Laugh-O-Gram, go bankrupt before Mickey Mouse came around.
3. **Discuss:** Talk to youth about these failures and think about what ultimately lead to these people becoming successful. Encourage youth to come up with words, phrases, or characteristics that go along with grit.



4. **Create:** Hand out a piece of paper and a marker to all youth. Let them know that they will be creating a poster about grit, what it means, and how they can be grittier in their life. The catch is – youth have to create the posters *without looking*. Circulate the workspace to make sure youth are drawing and writing on their papers with their eyes closed or looking up at the ceiling. Encourage them to embrace the mistakes and imperfections of their posters.
 - (Optional) If resources are available, have youth draw their posters on a white piece of paper with white crayons and go over it with watercolors. The markings won't show up until after the paint is added.
5. **Share:** Allow time at the end of the activity for youth to share their posters, talk about what they intended them to look like, and how the activity made them feel.

Thrive it UP!

- **Growth Mindset:** Grit is a major component in growth mindset, or the belief that skills are learned and perfected rather than innate. Be sure to emphasize growth mindset instead of fixed, and praise effort rather than talent.
- **Self-Management:** Failure is hard, and many young people have been conditioned to see it as something to avoid. During the drawing portion of the activity, encourage participants to take positive risks with their posters, embrace the mess, and let go of the idea that it must be perfect.
- **Positive Identity:** A major component of grit is recognizing that self-worth isn't tied to success – rather, perseverance and self-compassion are much more important life skills. Encourage youth to recognize that failing doesn't make you a failure. Failing is a natural step in the process of growing and succeeding.

Reflection

- **What?** What did you think about the activity? How did you feel making the poster without looking? What was challenging? What was surprising?
- **So what?** What does it mean to be gritty? What does a gritty person look like? What does it mean to fail?
- **Now what?** How can we get grittier in school and at home? How can we react the next time we fail?

Additional Notes

There are a ton of resources related to grit and perseverance out there. If you're interested in learning more, pick up a copy of Angela Duckworth's book on grit or watching her TED Talk on the subject.



Trail to
THE FUTURE

Gettin' Gritty

INSANE INVENTIONS

Time Required:	Materials Needed:
45 minutes	<ul style="list-style-type: none">- Paper- Construction paper- Coloring Supplies- (Optional) Internet access

Brief Description of Activity:

Youth brainstorm issues they'd like to solve and come up with an invention that would better their community.

Kid-Friendly Purpose of Activity:

Today, we're gettin' gritty by trying to come up with solutions, or inventions, to some of the problems facing our community.

Step-by-Step Guide:

1. **Plan:** Before handing out supplies, have youth think about an issue in their community or environment that they want to solve. Participants can work individually or with a partner. Encourage youth to share their ideas with others and talk about some solutions. If the technology is available, allow participants to research these problems and any related inventions.
2. **Create:** Pass out paper and coloring supplies for youth to draw and explain their inventions. Encourage youth to be specific with their creations – label the parts of the machine, include sizes and materials and how their invention will help the environment.
3. **Share:** Have a mini science fair and allow youth to explain their inventions and why they are important.

Thrive it UP!

- **Growth Mindset:** It is vital to have a growth mindset when trying to invent something new. Encourage youth to be mindful of dwelling on the impossible and instead think of what could be.
- **Contribution:** Youth want to feel like they can contribute and care for their family, community and society. This activity is a fun way to encourage youth to creatively think of how they can make a positive impact on the world around them.

Reflection

- **What?** What did you think of this activity? What was fun? What was challenging or surprising?
- **So what?** What does grit have to do with inventions? Why is grit important when trying to come up with solutions to things?



Trail to
THE FUTURE

- **Now what?** How can we use the skills we worked on today at school or at home?

Level Adjustments

While younger participants can create silly, impossible inventions, encourage older kids to try and think of real solutions to the problems.



Trail to
THE FUTURE

Gettin' Gritty

CELEBRATE, SHARE, GROW

Time Required:	Materials Needed:
30 minutes	- Miscellaneous art supplies

Brief Description of Activity:

Youth reflect on their time together as a group and create a work of art to commemorate something they learned, something that surprised them, and something they want to work on in the future.

Kid-Friendly Purpose of Activity:

So much has happened this year, good, bad and everything in between. As we're nearing the end of our time together, we are going to reflect on things that happened so we can go onto next year with new goals.

Step-by-Step Guide:

Go through these three steps with each category: Celebrate, Grow and Share

1. **Explain:** Talk to the group about how important it is to take time to reflect, looking back on a busy year to remember the good and learn from what happened.
 - **Celebrate:** This is something you did that was really exciting this past year. This can be working hard and accomplishing a goal, doing better than expected in a class, learning something new or making yourselves proud.
 - **Share:** This is something that happened that is so amazing you want the world to know. This can be making new friends, learning a new Spark, trying something unexpected or surprising yourself!
 - **Grow:** This is something you struggled with this year, and haven't figured it out *YET!* This is something that you know you'll eventually get, so you'll keep it in your mind to work on next year to continue to grow.
2. **Brainstorm:** After reading the explanation, have youth think of what their Celebrate, Share, or Grow story is. Encourage them to share ideas with the people around them.
3. **Create:** Allow time for youth to create a piece of art based on their stories. This can be a drawing, painting, poem, performing art, skit, or anything else they can think of.
4. **Share:** Allow volunteers to share their creations.

Thrive it UP!

- **Reflection:** This activity is a purposeful and explicit way to reflect on their time as a group. Encourage youth to think critically of their experiences and decide on a way forward.
- **Goal Management:** The "Grow" portion of the activity is meant to be an opportunity to set a goal. Encourage youth to think about a skill they would like to develop in the future and come up with a plan to get there.



Trail to
THE FUTURE

- **Confidence:** Confidence is explained as the belief in one's own abilities to accomplish a goal. Youth can experience higher levels of confidence in achieving a goal once they acknowledge all of the things they've already achieved. That's why this activity encourages youth to reflect on the skills they've already built before coming up with something they will work on. Be sure to follow the order – celebrate, share, grow – to allow youth to reflect on their successes before setting a new goal.

Reflection

- **What?** What did you think of this activity?
- **So what?** Why did you choose the stories you did? What emotions did you feel when you were thinking of these stories?
- **Now what?** How can you use these three stories – celebrate, share, grow – in the future? What can you do to continue to grow?



Trail to
THE FUTURE

Engineering Marvels

PAPER PLANE CARGO CHALLENGE

Time Required:	Materials Needed:
30 minutes	<ul style="list-style-type: none">- Construction paper- Coins or tokens- Tape

Brief Description of Activity:

Youth design paper airplanes and try to carry coins or tokens the farthest.

Kid-Friendly Purpose of Activity:

Who here has created a paper airplane? Today, you're not just designing regular paper planes – you're going to be participating in a challenge to see whose plane can carry the most cargo, or coins, in a single flight.

Step-by-Step Guide:

1. **Hand out supplies:** Give all participants a single piece of construction paper and leave rolls of tape on the table.
2. **Designate challenge area:** Create a starting point for youth to throw their planes. For the plane to be considered successful, it has to glide for approximately 15 feet.
3. **Practice:** Allow time for youth to play around with different paper plane designs for several minutes before handing out the coins. Encourage youth who have experience making paper planes to share their knowledge and help out their peers.
4. **Design and test:** Have youth design their planes and tape as many coins as they can to it. Participants can test their cargo planes by seeing if it can successfully glide for approximately 15 feet. Encourage youth to try new designs, add more coins, and work together to figure out what works.
5. **Winner:** The winner of the challenge is the participant whose plane can successfully glide for more than 15 feet carrying the most coins.

Thrive it UP!

- **Growth Mindset:** Odds are, many young people have made paper planes before. This challenge, however, requires youth to practice trial and error and improve upon their design. Talk to youth about what it means to have a growth mindset and how it will help participants in this activity. After each "failure" ask participants how they're going to make changes and encourage them to try again.

Reflection

- **What?** What did you think of this challenge? What did you do when your plane didn't fly very well? How did you make improvements on your design?



Trail to
THE FUTURE

- **So what?** How did you feel when your design didn't work? Why is a growth mindset – believing in your abilities and skills can be developed through hard work – important for this challenge?
- **Now what?** How can you continue with this growth mindset in other areas of your life?

Additional Notes

- If needed, print off paper airplane folding instructions for youth to reference. The Internet is full of different techniques.



Trail to
THE FUTURE

Engineering Marvels

FLOAT YOUR BOAT

Time Required:	Materials Needed:
30 minutes	<ul style="list-style-type: none">- Large tub of water- Aluminum foil- Pennies

Brief Description of Activity:

Youth create boats out of aluminum foil and compete to see whose boat can hold the most pennies.

Kid-Friendly Purpose of Activity:

For today's challenge, you'll be creating boats our of aluminum foil. The challenge is to create a boat that can hold the most pennies while still keeping afloat!

Step-by-Step Guide:

1. **Plan:** Before handing out the materials, allow time for youth to think about their boat design. Encourage them to think of different types of boats they've seen and how they can recreate that design. Have them set a goal for how many pennies they'd like their boat to hold.
2. **Build:** Give all participants an equal-sized piece of aluminum foil to create their boats.
3. **Test:** Whenever youth are ready, encourage them to test their boats in the tub of water. Have them add pennies one-by-one and count how many their boat can hold before sinking. Have youth record the number of pennies their boat held.
4. **Rebuild:** Have youth build a second boat and try again. Encourage them to think about what they can change to their design so their boat can hold more pennies. Have youth create a new goal based on their last attempt.
5. **Winner:** The winner of the challenge is the participant whose boat held the most pennies before sinking.

Thrive it UP!

- **Goal Management:** An important element to goal management is shifting perspective when things don't work out. Encourage youth to reexamine their goals after their first test and create a goal that is more manageable and achievable.

Reflection

- **What?** What did you think about this challenge? How did your boats hold up? Did you reach your goal the first time? How about after the second test?
- **So what?** What happened with your first boat? How did your goal change after your first test? How did you feel about reaching or not reaching your goal?
- **Now what?** In what situations can you set goals in your life? How can you use what you learned in this activity in the future?



Trail to
THE FUTURE

Additional Notes

- Make sure all youth have access to the same amount of materials. The pieces of aluminum foil should roughly be the same size for all participants to ensure the challenge is fair.



Trail to
THE FUTURE

Engineering Marvels

LET'S BUILD

Time Required:	Materials Needed:
60 minutes	<ul style="list-style-type: none">- Random recyclables and other materials (i.e. paper towel rolls, cardboard, popsicle sticks, rubber bands, aluminum foil, construction paper, Q-tips, water bottles and more)- Tape, glue and/or other adhesives- (Optional) Books on engineering, or access to the Internet

Brief Description of Activity:

Youth create a plan and build something out of common materials. Youth can create boats, planes, bridges, towers, or whatever engineering marvel they want.

Kid-Friendly Purpose of Activity:

In the past two activities, you build an airplane and a boat, two important works of engineering. Today, you get to create whatever engineering marvel you'd like. You can create another boat, a tower, a bridge, a plane, a train, a castle, or something else. You can create a model of something that already exists, or you can design your own.

Step-by-Step Guide:

1. **Plan:** Allow youth time to think of what they want to build and how they're going to build it. Have participants look over the materials available and share their plans with others. Encourage them to make a sketch of their designs before building.
2. **Build:** Have participants begin to build their structures using the materials available. Circulate the room and ask youth questions about their goal, how they're going to build it, and what they can do if their plans don't work out.
3. **Build more:** If there are some participants that finish early, encourage them to create something more challenging. Youth can try to make a human-sized skyscraper, a working bridge, a castle with a drawbridge, or something else equally challenging.
4. **Share:** After all youth have finished, encourage the group to look at and appreciate everyone's engineering marvel. Allow participants to explain what they built and why they built it.

Thrive it UP!

- **Goal Management and Growth Mindset:** Remind youth of the previous conversations about setting and managing their goals as well as keeping a growth mindset during trial and error. Encourage participants to create structures that are challenging and have potential to fail. Stick with them to troubleshoot any problems they have.

Reflection

- **What?** What was your goal or plan for this activity? How do you feel about your finished product?



Trail to
THE FUTURE

- **So what?** What were some challenges you faced? How did these challenges make you feel? How did you navigate and get through the challenges?
- **Now what?** How can we use the skills of goal management and growth mindset in other areas of our life?

Additional Notes

- If the resources allow, encourage youth to research real-life engineering marvels and have them recreate one of the structures. Allow youth to search the Internet for inspiration, or check out engineering books from the library.



Trail to
THE FUTURE

Games Around the World

MBUBE, MBUBE

Time Required:	Materials Needed:
30 minutes	- 2 blindfolds

Brief Description of Activity:

During this program, youth will play games from different regions of the world. This activity is a game similar to tag played in South Africa.

Kid-Friendly Purpose of Activity:

Kids just like you in different countries in Africa play games with their friends, too. Today we're going to play a game similar to tag called "Mbube" (mboo-bay) that kids in South Africa play. But unlike tag, this game requires teamwork to win!

Step-by-Step Guide:

1. **Pronounce "Mbube":** Before beginning the game, have campers pronounce the word "Mbube" (mboo-bay) and explain that it is the Zulu word for "lion." The Zulu tribe is the largest ethnic group in South Africa.
2. **Choose a lion and an impala:** Ask for volunteers for two campers to start in the middle. Remind participants that everyone has the chance to be "it" at least once. Designate one player as the Mbube and the other as the impala.
3. **Form a circle:** The rest of the players form a big circle holding hands around the Mbube and impala.
4. **Blindfold and spin:** Put blindfolds on both the lion and the impala, separate them on opposite ends of the circle, and spin them around. The goal is for the lion to walk around and try to tag the impala.
5. **Players Chant:** Players making the circle start chanting "mbube, mbube!" The closer the lion gets to the impala, the faster and louder the chanting becomes. Likewise, if the lion is moving away, the chanting gets slower and quieter.
6. **Time a minute:** If the lion has not caught the impala within a minute, a new lion is chosen. If the lion catches the impala, a new impala is chosen. The game continues until everyone has had a chance to be in the circle.

Thrive it UP!

- **Social Skills:** This activity requires teamwork to make it a success. After playing a few rounds, have a quick discussion about what it means to be a good teammate. Encourage youth to be supportive and cheer each other on.
- **Self-Management:** Emotional regulation is an important component of competitive games. In some instances, youth may get overly emotional when they win or lose. Encourage youth to be respectful to their competitors.



Trail to
THE FUTURE

Reflection

- **What?** What did you think of this activity? How is it similar or different from other games you've played?
- **So What?** Were the chanters on the lion's team? Or the impala's team? Why do you think so?
- **Now What?** What does it mean to be a teammate? How can we be better teammates to each other?

Additional Notes

- Make it clear that all youth have the opportunity to be "it" at least once. This will help eliminate conflict over taking turns.
- Make sure youth walk, not run, when blindfolded to prevent injury.



Trail to
THE FUTURE

Games Around the World

KEENTAN

Time Required:	Materials Needed:
30 minutes	<ul style="list-style-type: none">- Soft dodge balls or tennis balls (1 per partner)- (Optional) Cones for boundaries

Brief Description of Activity:

Youth learn a game called Keentan, where two teams play a game of keep-away with a twist – they have to jump like a kangaroo.

Kid-Friendly Purpose of Activity:

Today, we're going to play a very old game kids in Australia play called Keentan, meaning "play" in the Wik-Mungkan (an indigenous group) language. It's basically a game of keep-away, but with a twist! There are a few rules to the game, so before we start we're going to practice.

Step-by-Step Guide:

1. **Learning New Game:** Explain to youth that they're going to be learning a new game that kids in Australia play. Ask them to think of what information they need to know before playing a game (rules, how to score, how to determine a winner).
2. **Explain Basics:** The most important rule of Keentan is that when a player is both throwing or catching, they must be jumping in the air (like a kangaroo). Demonstrate this with a volunteer.
3. **Practice:** Split youth into partners and encourage them to practice throwing and catching while jumping.
4. **Create Teams:** Split the group into two teams by using one of the Group Formers.
5. **Explain the Rules:** Explain that Keentan is like a big game of keep-away: the player with the ball passes it to their teammates while the other team tries to steal it. A player can only take four steps while holding the ball. Teams score points by how many passes they can get before the other team steals it. Players should count their passes out loud, but facilitators can keep track of the points as well.
6. **Play:** Once campers have an understanding of the game, play a few rounds. Notice when teams try new strategies and encourage them to reflect on techniques that work.

Thrive it UP!

- **Social Skills:** Competitive team games are a great way for youth to practice skills related to empathy and respectful dialogue. Before beginning the game, establish guidelines for how youth would like to be treated by their teammates and competitors.
- **Growth Mindset:** This is a new game for youth and may be challenging to get right. Encourage youth to practice jumping while throwing and catching before playing the game. After the game, have youth reflect on whether or not their skills improved.



Trail to
THE FUTURE

Reflection

- **What?** How did the game go? What did you think of it?
- **So what?** What was your strategy? Did your strategy change throughout the game? How did practicing before the game affect how you played?
- **Now what?** Why was teamwork so important to the game?

Additional Notes

- Youth may have a hard time remembering to jump while throwing and catching. Facilitators can decide if there is a penalty for not jumping (like giving the ball to the other team). Same goes with moving around while holding the ball – the facilitator has control over how strict to be with the rules.
- If campers are struggling with the activity, encourage pausing the game and having youth practice with a partner again.



Trail to
THE FUTURE

Games Around the World

ENGLISH PARTY GAMES

Time Required:	Materials Needed:
45 minutes	<ul style="list-style-type: none">- Elongated balloons (1 per team)- Small pieces of yarn (about 10-20 per participant)

Brief Description of Activity:

Youth play two games that are typically played at games in England.

Kid-Friendly Purpose of Activity:

During birthday parties, we play games like Pin the Tail on the Donkey, musical chairs, "Duck, Duck, Goose," or hot potato. In England, they have their own silly party games as well! Today, we're going to play two of them, Sausages and the Wool Game.

Step-by-Step Guide:

Sausages

1. Split youth into two teams of five to ten participants and have them line up.
2. Give the first person in each team a "sausage" balloon which they have to hold with their elbows.
3. When the facilitator says "go," youth must pass the balloon down the line from elbow to elbow as quickly as possible. They cannot use their hands or any other part of their bodies.
4. If the balloon is dropped, it must be pick up with their elbows. If the balloon pops, the team automatically loses.
5. A team wins when the balloon makes it to the end of the line first. Play a few rounds and mix it up by changing up teams, having youth play blindfolded, or disallowing teams to speak.

The Wool Hunt

1. Before facilitating, cut yarn into many different lengths, from an inch to a foot. Aim for eight to ten pieces of yarn for all youth.
2. Scatter the yarn throughout the playing area.
3. When the facilitator says "go," youth start hunting for pieces of "wool". Once youth find yarn, they must tie their pieces together to create one long string of wool. Participants have to use every piece they touch and must tie them together before moving on to find another.
4. After a certain amount of time, or after all the pieces of yarn have been found, end the hunt. The participant with the longest piece of wool wins.

Thrive it UP!

- **Social Skills:** Competitive team games are a great way for youth to practice skills related to empathy and respectful dialogue. Before beginning the game, establish guidelines for how youth would like to be treated by their teammates and competitors.



Trail to
THE FUTURE

Reflection

- **What?** What did you think of these games? What was challenging? Were they fun?
- **So what?** What skills did you use during this game? How were you a good competitor? What could have you done better?
- **Now what?** How can you continue to be a good teammate and competitor?



Trail to
THE FUTURE

Learning Something New

CREATE YOUR OWN ACTIVITY

Time Required:	Materials Needed:
Time varies	Materials vary based on activity chosen. Be sure to choose activities based on resources available and youth preference.

Brief Description of Activity:

Youth choose from a variety of activities to learn a new mental or physical skill.

Kid-Friendly Purpose of Activity:

Learning something new can be fun, exciting, challenging, stressful, and many other emotions all wrapped up in one. During the next few activities, we are going to develop new skills, find new Sparks, and learn something new about ourselves.

Step-by-Step Guide:

6. **Before the session:** Before your meeting time, evaluate the activities available for youth to choose from. This may involve examining any funds your group has, resources and activities your community offers, skills or interesting professions parents of your participants have, and any other unique experience you can offer the group. The experience can be any activity where youth have the opportunity to learn a new skill. This Program should be able to span two or three program sessions. Examples can include:
 - Kayaking or canoeing at a local park
 - Cooking classes
 - Science experiments
 - Trip to a museum
 - Photography class
 - Dance class
7. **Vote:** If resources allow, provide youth with a list of potential activities to choose from. Allow the group to vote on the new skill (or skills) they'd like to learn. Make sure the activity or activities take up two or three program sessions.
8. **Do and Reflect:** Conduct the activities and encourage youth to be thinking of the new skills they're learning.

Thrive it UP!

- **Growth Mindset:** Skill building is possible when young people enter a situation with a growth mindset. Before beginning any activity, remind youth that that more they practice something, the better they get.
- **Spark Discovery:** As youth learn these new skills, they may be discovering interests they never knew they had. Cultivate these newly-formed Sparks and have a discussion after the activity on how youth can continue to work on these skills.



Trail to
THE FUTURE

Reflection

- **What?** What did you do today? What was challenging about it? What was the most fun part?
- **So what?** How did you feel when you were learning a new skill? Did it get easier after you practiced? Why is practice important?
- **Now what?** How can we continue to use a growth mindset when learning new skills?