

Discovery Record Book is an official national publication of Camp Fire to support its national small group program for youth in sixth through eighth grades.

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CAMP FIRE'S PROMISE

Young people want to shape the world.
Camp Fire provides the opportunity to find their
spark, lift their voice, and discover who they are.
In Camp Fire, it begins *now*.
Light the fire within

ABOUT NOW

Camp Fire helps develop abilities today. We build a strong foundation, empowering youth for the present and the future.

CAMP FIRE COMMITMENT

Camp Fire is committed to "Give Service"; this has been our guide since 1910.

WATCHWORD

The Camp Fire watchword is Wohelo. Charlotte Gulick, one of Camp Fire's founders, originated this word using the first two letters in the words "work", "health" and "love." The word Wohelo is often used as a greeting between Camp Fire friends.

PROGRAMS

We impact thousands of communities nationwide through:

- Out-of-school-time programs
- Outdoor education
- Teen programs
- Customized programs designed for specific community needs which meet or exceed Camp Fire quality standards

CAMP FIRE LEGACY

Camp Fire was founded over 100 years ago when Charlotte and Luther Gulick realized girls in the early 1900s had nowhere to go but into the kitchen. And they wanted more. Girls wanted to build fires, shoot arrows, camp out and have their own voice and choice. So the Gulicks founded Camp Fire Girls. In 1975, we opened our arms to everybody—girls and boys of all backgrounds, traditions and beliefs.

CAMP FIRE TRAILS

Programs in Camp Fire, including the **Discovery** program, are organized into five topics. These are called the Camp Fire Trails. They are:

Trail to Knowing Me

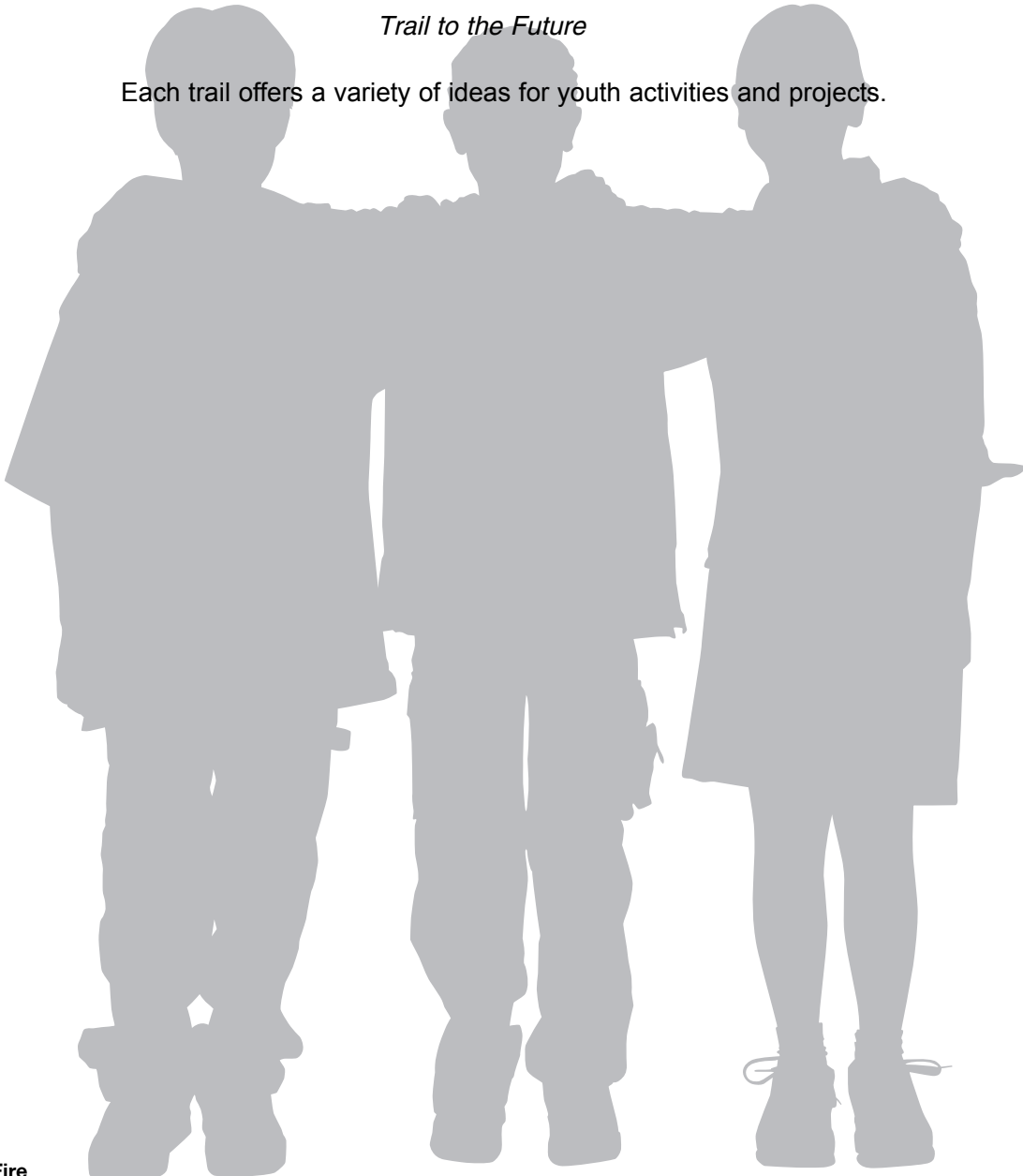
Trail to Family and Community

Trail to Creativity

Trail to the Environment

Trail to the Future

Each trail offers a variety of ideas for youth activities and projects.



THE *DISCOVERY* PROGRAM

DISCOVERY DESIRE

*I shall strive to discover myself
at the fire of adventure and friendship,
remembering that what I possess
grows in value as I share it with others.*

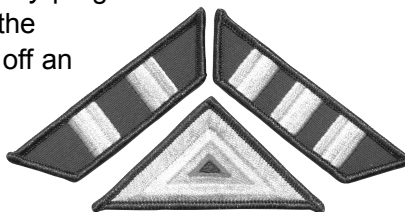
Camp Fire tradition has passed down the “Discovery Desire.” The Discovery Desire is what we hope you’ll discover on your journey. You’ll find new friendships in your program because you are having a blast together. You will find out about how amazing you are. You can make the future better for yourself and everyone.



THE *DISCOVERY* PROGRAM AND YOU

YOU BELONG

When you become a team member of the Camp Fire *Discovery* program, you will get the official *Discovery* ID emblem. The triangle shape of the emblem represents togetherness at Camp Fire. The multi-colored bands mean you are thinking about future goals. You can get tenure bars for your second and third years in the *Discovery* program to put on the sides of your ID emblem. If you are part of the *Discovery* team for three years, you will be able to show off an ID emblem with two tenure bars.



The official membership pin shows that you’re a member of Camp Fire. You can see all of the ID emblems in the Camp Fire Official Merchandise Catalog, or at the Camp Fire Online Store (<http://store.campfireusa.org>).



Learn more about being on the Camp Fire team. Turn to page 81 now!

Building blocks and Trail Projects are in the project books for all three levels.

Discovery: Path Finder Level Six (#D00003)

Discovery: Trail Blazer Level Seven (#D00006)

Discovery: Navigator Level Eight (#D00005)

Torch Bearer projects are in the book *Project Torch Bearer* (#D00010).

More trail activities are in the *Activity Bead Book* (#D00105).

YOU CHOOSE

The *Discovery* program is all about choices. Here are some of them:

- ⇒ 39 Building Blocks that build your skills and leadership abilities in five categories
- ⇒ More than 260 fun activities contained in the Trail Projects
- ⇒ 24 Torch Bearer projects where you pick what you want to do: sports and games, computers, horseback riding and camping
- ⇒ Year-end awards for each year

Other options:

- ⇒ You can use the whole program or just parts of it.
- ⇒ You can work on your own or with a group.
- ⇒ You can choose how you want to show your accomplishments.

HOW WILL YOU USE THIS RECORD BOOK?

The three levels of *Discovery* share one Record Book. There are tons of cool things to do! It's important to make the Record Book work for you or your group. In addition to this book, a CD-ROM (#D00018) is available to give you a technological option. **Either way, you can do it all.**

This book is designed for you to use:

⇒ As a planning guide.

Use this book so you can decide what parts of the program you would like to do. There's lots of information in this book. It also has planning guides for your use.

⇒ As a tool while you are working on activities.

The *Discovery* Planning Method will give you tools that you can use when you plan activities.

⇒ As an information resource.

This book has information about how to get the end-of-the-year awards for *Discovery: Path Finder Level Six*, *Discovery: Trail Blazer Level Seven* and *Discovery: Navigator Level Eight*.

⇒ As a record of your accomplishments.

Use this book to organize information you get while working on activities. Keep a record of due dates. Collect photos or writings and other things that reflect an activity or project you have finished in the book. **Keep track of the awards you earn. You can use this information in high school if you decide to earn the Wohelo Award, Camp Fire's highest award.**

IT STARTS WITH YOU

Camp Fire lets you do it your way. There is a lot of freedom in the *Discovery* program: freedom to choose projects and activities, freedom to work as an individual or with a group, freedom to determine how you will complete trail stop projects, freedom to be who you are.

In *Discovery*, you will learn a lot about yourself and those around you. The questions below will help you think about your own unique interests, work style and personality so that you can plan your projects accordingly. Take some time to answer the questions below.

In my spare time, the four things I most enjoying doing are: _____

I'm good at lots of things, but four of my strongest talents are: _____

I would like to learn more about: _____

Check one – most of the time, I prefer working _____ in a group _____ by myself.

Here's why: _____

Some of the types of things I like to work on by myself include: _____

Some of the types of things I like to work on with a group include: _____

There are a lot of things that are important to me, but the four things I value most are:

Am I willing to push myself and try new things and experiences? If so, what would I like to try?

How can I make a difference in my community? Is there anything I would like to see happen in my community?

Use your answers to help you plan your *Discovery* program. Refer back to these pages when brainstorming how to complete your Trail Stops. *Discovery* is all about discovering who YOU are!

PROGRAM PARTS

BUILDING BLOCKS

In *Discovery*, you will also have the opportunity to increase your knowledge and skills in five areas by completing the Building Block activities. These five areas were designed specifically for you. Every Building Block activity focuses on one or more of the following:



- Communication
- People, Parents and Peers
- Planning, Goal Setting
and Decision Making
- Problem Solving
- Safety

You already have some skills in these areas. The activities in the *Discovery* program help you develop and improve your skills. They will give you a strong foundation for your future. Building Blocks are fun to do with a group, but many of them can be done on your own as well.

OVERVIEW OF BUILDING BLOCKS

Each activity has been designed for a specific level: six, seven or eight; however, the activities can be done by anyone in the three levels.

Category	Activity Name	Recommended Level
COMMUNICATION	Listening Habits	6
	Lend Me Your Ears	6
	Can You Build It?	6
	One Way, Two Way Communication	7
	Can You See With Your Ears?	7
	Start Conversing	7
	How Bad Can You Be?	8
	I Say, You Say, We Say	8
	Silent Communication	8

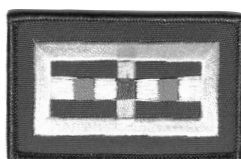
Category	Activity Name	Recommended Level
PEOPLE, PARENTS AND PEERS	What Makes a Good Friend?	6
	Action, Response	6
	The Other Side	6
	Talk Them Through It In My Parent's Shoes Can You Convince Them?	7 7 7
	Stereotyping Gender Roles	7, 8
	What Do I Control? Peer Mediation Is It Love?	8 8 8
PLANNING, GOAL SETTING AND DECISION MAKING	Discovery Planning Method	6, 7, 8
	Goal Setting Decisions, Decisions Plan Your Day	6 6 6
	Set a Goal and Reach It	7
	Leadership Styles	7, 8
	Responsibilities and Goals	8
PROBLEM SOLVING SKILLS	Be a Problem Solver Face Off Problem Practice Coin Toss	6 6 6
	It's Not Always Easy How Does It Rate? Think of the Consequences	7 7 7
	Pick It Out Clashing, No Bashing Conflict Resolution	8 8 8

Category	Activity Name	Recommended Level
SAFETY	The Name of the Game is Safety Don't Get Caught in the Web Safety Out and About	6, 7, 8 6, 7, 8 6, 7, 8

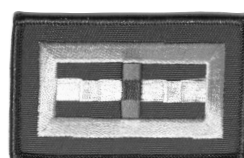
These activities are stand-alone activities. You may choose one or all activities in each category. If you complete one activity in each category, you can earn a Building Block emblem.



Level Six



Level Seven



Level Eight

Building Blocks can be found in the project books for each level of the *Discovery* program. Your Person in Charge (PIC) will have a copy of the book for your level.



Learn how to complete Building Blocks. Turn to page 93 (LINK 12) now!

TRAIL PROJECTS AND ACTIVITIES

Discovery projects are planned with the five Camp Fire trails in mind. You can work on projects from any of the *Discovery* levels.

Each *Discovery* project is made up of activities. You can:

- ⇒ Complete all of the activities within a project.
- ⇒ Choose the number of activities you need to complete a project (finish at least four activities or get at least four *Discovery* Points).
- ⇒ Do any of them just for the fun of it.

OVERVIEW OF TRAIL PROJECTS IN THE *DISCOVERY* PROGRAM

	Path Finder Level Six	Trail Blazer Level Seven	Navigator Level Eight
Trail to Knowing Me	Inside Out It's Just a Feeling	Here's to Your Health A Mixed Bag	The Health Connection Mind Over Body
Trail to Family and Community	Community Past, Present and Future A Family Connection	Communities and Culture Family Fun	Colorful Communities Family Care Now and Later
Trail to Creativity	You Can Sculpt ARTfully Done Strike a Chord	Art Attack Acting Out	A Stroke of Art Innovation Station
Trail to the Environment	WorldWise Wildlife	WorldWise A Closer Look Gone to the Woods	WorldWise Going Wild
Trail to the Future	Science Mysteries Be a Sport	The Science of It Sporting Chance Cyberwise Generation	Believe It or Not Know Your Sports

Within each project, you will find many activities. Each activity has one of four focus areas:

Knowledge activities give you the opportunity to learn or review information on a topic.

Skill activities develop skills in a specific area.

Leadership activities build leadership skills. You may lead an activity for another group or take on a leadership role.

Take It to the Limit builds your knowledge, skill and leadership about a Trail Project. It helps you think “outside the box” and learn as much as you want to about any topic.



DISCOVERY POINTS

One important element of the *Discovery* program is *Discovery Points*. Every activity has a point value. Activities range from one to five points. It depends upon how hard and how long an activity is. For example, some activities that work on leadership may be worth three or more points. **The code area of an activity page shows how many *Discovery Points* that activity is worth.** For example, DP 1 means you get one *Discovery Point*. *Discovery Points* can be traded for things like *Discovery* beads and emblems. Some councils or chapters may offer incentives for *Discovery Points*, such as special privileges, movie passes, Camp Fire merchandise, gift certificates or camp credits. **Each group selects how they will value *Discovery Points*, ask your PIC.**

KEEPING SCORE

You can keep track of your points on a *Discovery Score Card*.



Check out the *Discovery Score Card*. Turn to the next page (page 12) now!

Remember, the point system is not a competition with others. *Discovery Points* challenge and encourage you to achieve your personal best.



DISCOVERY SCORE CARD

Trail Projects, Building Blocks, Trail Activities

Building Blocks or Trail Name	Category or Focus Area	Activity name or brief description of the activity	Date Completed	Discovery Points Earned	Sign Off
<input type="checkbox"/> Building Blocks <input type="checkbox"/> Trail to Knowing Me <input type="checkbox"/> Trail to Family and Community <input type="checkbox"/> Trail to Creativity <input type="checkbox"/> Trail to the Environment <input type="checkbox"/> Trail to the Future	<input type="checkbox"/> Communication <input type="checkbox"/> People, Parents and Peers <input type="checkbox"/> Planning, Goal Setting and Decision Making <input type="checkbox"/> Problem Solving <input type="checkbox"/> Safety <input type="checkbox"/> Knowledge <input type="checkbox"/> Skill <input type="checkbox"/> Leadership <input type="checkbox"/> Take It to the Limit				
<input type="checkbox"/> Building Blocks <input type="checkbox"/> Trail to Knowing Me <input type="checkbox"/> Trail to Family and Community <input type="checkbox"/> Trail to Creativity <input type="checkbox"/> Trail to the Environment <input type="checkbox"/> Trail to the Future	<input type="checkbox"/> Communication <input type="checkbox"/> People, Parents and Peers <input type="checkbox"/> Planning, Goal Setting and Decision Making <input type="checkbox"/> Problem Solving <input type="checkbox"/> Safety <input type="checkbox"/> Knowledge <input type="checkbox"/> Skill <input type="checkbox"/> Leadership <input type="checkbox"/> Take It to the Limit				
<input type="checkbox"/> Building Blocks <input type="checkbox"/> Trail to Knowing Me <input type="checkbox"/> Trail to Family and Community <input type="checkbox"/> Trail to Creativity <input type="checkbox"/> Trail to the Environment <input type="checkbox"/> Trail to the Future	<input type="checkbox"/> Communication <input type="checkbox"/> People, Parents and Peers <input type="checkbox"/> Planning, Goal Setting and Decision Making <input type="checkbox"/> Problem Solving <input type="checkbox"/> Safety <input type="checkbox"/> Knowledge <input type="checkbox"/> Skill <input type="checkbox"/> Leadership <input type="checkbox"/> Take It to the Limit				
<input type="checkbox"/> Building Blocks <input type="checkbox"/> Trail to Knowing Me <input type="checkbox"/> Trail to Family and Community <input type="checkbox"/> Trail to Creativity <input type="checkbox"/> Trail to the Environment <input type="checkbox"/> Trail to the Future	<input type="checkbox"/> Communication <input type="checkbox"/> People, Parents and Peers <input type="checkbox"/> Planning, Goal Setting and Decision Making <input type="checkbox"/> Problem Solving <input type="checkbox"/> Safety <input type="checkbox"/> Knowledge <input type="checkbox"/> Skill <input type="checkbox"/> Leadership <input type="checkbox"/> Take It to the Limit				

HOW TO COMPLETE A TRAIL PROJECT

Choose a project that interests you from one of the five trails.

1. Decide if you would like to complete the entire project or do just an activity.

You can do this alone or with your group. Use the *Trail Project Planning Guide* to help keep things in order.



Check out the *Trail Project Planning Guide*! Turn to the next page (page 14) now!

Choose at least four activities to finish a project. Or, choose projects where you can get at least four *Discovery Points*. **Always ask your PIC for advice.**

2. Decide if you want to get *Discovery Points*.

Think about how many points you want for a project or trail.

3. Decide what focus areas you would like to work with.

It's up to you! Remember, focus areas are knowledge, skill, leadership and take it to the limit. You might choose two activities with a knowledge focus and two with a skill focus. You can also choose one activity with a knowledge focus, two with a skill focus and one with a leadership focus.

4. Decide when you would like to do each activity. Make sure you think of dates and times.

Write these in your *Trail Project Planning Guide*. You can do activities around the same time, or you can space them out through the year.

5. If you decide to do a group activity, choose someone to lead it. This can be a youth, PIC or adult.

The activity leader should prepare for the activity before it starts by reading the directions, gathering the materials and making any changes needed.

6. Do the activity.

Finish the activity alone or in your group. Be sure you work on the "Think About It" section of the activity as well.

7. Determine how you did.

Finish a *Trail Playback* and/or the *Discovery Score Card*.

Projects can be finished in any order. You can do one project by working on the activities in consecutive order, or you can work on many projects at once. For example, you might finish an activity from "ARTfully Done" one week and a meeting plan from "WorldWise" the next week. Keep in mind the seasons and your interests when you choose which projects to do first.

TRAIL PROJECT PLANNING GUIDE

Individual/Group Name: _____

PIC: _____

Trail Choice: ☐ Trail to Knowing Me ☐ Trail to Family and Community
 ☐ Trail to Creativity ☐ Trail to the Environment
 ☐ Trail to the Future

Project Name: _____

Projected Completion Date: _____

Activity Name	Activity Date	Description	Activity Facilitator	Materials/ Equipment Needed

Notes:

RECOGNITION AND AWARDS

Recognition is an important part of Camp Fire. For your effort, growth and success in the Discovery program, you can get awards such as certificates, emblems, pins and beads. There is a special message in each award because each relates to your activity or project.



Learn more about recognition and awards and how to show off the awards you get. Check out pages 82 to 84 (LINKS 3 AND 4) now!

Ceremonials are special celebrations. They can be planned by your group or council. **Ceremonials are a Camp Fire tradition.** They are great ways for you to receive awards.



Learn about ceremonials. Turn to page 84 (LINK 5) now!

DISCOVERY PLANNING METHOD

Save some time for making program decisions throughout the year. You might be tempted to skip this step as you go, but you will enjoy the activities more if you and your group are making careful plans and decisions.

There are four steps to good planning: DECIDE, PLAN, DO and CELEBRATE.

STEP 1: DECIDE

Making a decision about something is a two-part process. First, explain what interests you and/or your group. **What do you like to do?** Then choose something that appeals to you and the group from the many activity choices available.

Part One: Gather Ideas

Brainstorming is a great way to hear lots of ideas quickly. Brainstorming opens people's minds and gets everyone involved. It helps the group be creative.



Try this activity to get you started.

Activity: Brainstorming Session

Materials: chart paper, markers, masking tape.

Groups can work as a whole or divide into smaller groups of less than 10.

Process:

- ⇒ Choose a leader and a recorder.
- ⇒ Form a semi-circle so everyone can see.



- ⇒ The recorder takes notes on chart paper so everyone can see.
- ⇒ The leader explains the ground rules:
 - Any and all ideas are OK.
 - Repetition is fine.
 - No commenting or discussion of ideas. No put-downs.
 - Adding to or “piggybacking” one idea on another is great.
- ⇒ The question to be brainstormed is written by the recorder on top of the chart paper.
An example question: “What fun things can we plan outdoors?”
- ⇒ Write all ideas down *exactly as they are said*.
- ⇒ Continue until all ideas have been offered.

When you are finished brainstorming, go through the list and decide which ideas will work best for the situation, which might be good for another time and which just wouldn’t work. Prioritize the good ideas, and if that is your goal, select the one you would like to work on.

Part Two: Choosing an Idea

How do you make a decision that people can live with? There are three ways: voting, compromise and consensus.



Learn about decision-making methods. Turn to page 86 (LINK 6) now!

Group Decision Making

There are tons of ways a group can work together, **but the important thing is that you do work together!** What would a basketball team do if it tried to play without the rules of the game? The result would be chaos. The game would stop. If your group works together, you can achieve your goals. Your Camp Fire group will decide its own rules. Whether you are planning a trip or working together to change your community for the better, make sure the team is working together.

Your PIC will help you make choices about what you want to do and how you will do it. However, everyone needs to talk about how things are going. Your group can work in three ways: committee of the whole, “steering committees” or elected officers.



Learn about group decision-making. Turn to page 89 (LINK 7) now!

Being a member of a group means that you work with others to plan and do activities. All of the members of the group are important!

You will find out how to work with each other as you get to know each other. You can try all three methods to help make decisions. **Keep in mind that everyone has a part and a point of view.** Everyone needs to respect each other's ideas and understand how the group works.

Sometimes your ideas will not be the same as someone else's. Your group can discuss how to handle the differences when they arise.



Learn about resolving conflicts. Turn to page 90 (LINK 8) now!

Sometimes decisions are easy; everyone wants to have a pizza party. Other decisions are more difficult; everyone wants to do community service, however no one is sure what the project should be. **Whether your tasks are big or small, decisions need to be made to get the job done.**

Learning how to make decisions so that everyone feels like part of the team is important. It is a skill that successful people use every day.

STEP 2: PLAN

When you decide what you want to do, a goal is set. **The next step is to start writing a plan.** Include everything you need to do to reach your goal.

There is a sample so you can see what one group did. Use it for help if you need it. By finishing the plan, everyone will know their jobs and what the group is doing together.



View a sample *Discovery Planning Sheet*. Turn to page 99 (LINK 17) now!



Ready to make your own *Discovery Planning Sheet*? Copy and use it to help you plan. Turn to page 98 (LINK 16) now!



Try this to help you in your planning. Turn to page 91 (LINK 9) now!



Get more planning tips. Turn to page 91 (link 10) now!

Moving from ideas to action requires a plan.

STEP 3: DO

Take action! Your planning will pay off. It will make your project a success. Remember, the best plan doesn't always mean that everything will be smooth sailing. Some things won't be perfect. Sometimes things happen that you just cannot control. **When something goes wrong, learn from it.** Life presents us with opportunities to be creative! Stand back and let it happen!

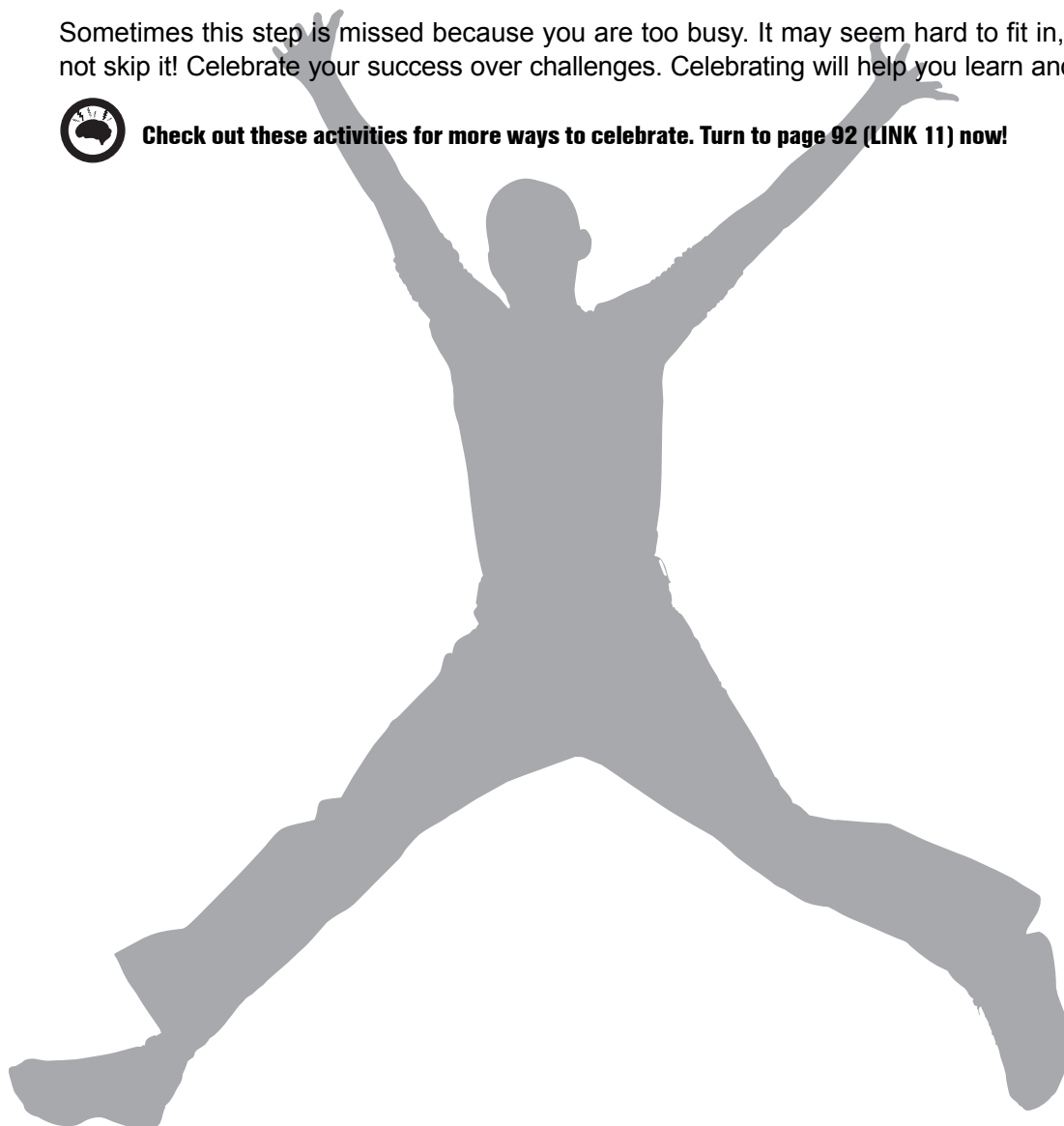
STEP 4: CELEBRATE

You did it! Think about the activity during the celebrate step. Take time to review what happened. Did it happen the way that you planned? What was supposed to happen? What would you do differently in the future? Talk about it with friends and adults close to you. Think about those things you will want to remember.

Sometimes this step is missed because you are too busy. It may seem hard to fit in, but do not skip it! Celebrate your success over challenges. Celebrating will help you learn and grow.



Check out these activities for more ways to celebrate. Turn to page 92 (LINK 11) now!



PATH FINDER AWARD LEVEL SIX



The *Discovery* Path Finder level is designed primarily for sixth graders in the *Discovery* program. You will do things you like to do and have fun with kids your age. As a *Discovery* Path Finder, you can increase your skills and learn some new ones. You will also have the chance to work with adults and other youth on giving service.

If you do not want to get the *Discovery* Path Finder Award, you can still do the activities with your *Discovery* group or on your own. You can have fun no matter what! Either way, you are still a part of the *Discovery* Path Finder level.

PATH FINDER RECOGNITION

You will get a *Discovery* ID emblem when you begin as a *Discovery* Path Finder. If you finish the requirements, you will be eligible to get the Path Finder Award emblem or pin.



UP FOR THE CHALLENGE

If you would like to earn this award, you must complete the requirements, called “Trail Stops.”

1. Choose if you want to work with others or alone.
2. Find a Person in Charge (PIC). The PIC can give you guidance for completing the requirements. It can be the PIC of your *Discovery* group or any adult that you would like to ask.

TO EARN THE AWARD

You must complete the requirements, called “Trail Stops.”

- ⇒ Finish fun and interesting projects,
- ⇒ Develop your outdoor living skills, and
- ⇒ Be a leader at Camp Fire and in your community.

Each of these Trail Stops is an important part of your Camp Fire year. **Trail Stops can be finished in any order.**

TRAIL STOPS

There are seven Trail Stops to the Path Finder Award.

1. Complete at least one activity from each of the five categories of Building Blocks.
2. Complete at least one Trail Project in the trail of your choice and one activity from each of the four remaining trails.
3. Help plan and do a service project.
4. Help with a council or chapter product sale or have a fundraiser.
5. Go camping or participate in an outdoor community event.
6. Serve in a leadership role in Camp Fire or another organization.
7. Do a “take it to the limit” activity from any of the five trails.



Trail Stop 1: Complete at least one activity from each of the five categories of Building Blocks.

Building Blocks help you increase your knowledge and leadership skills in five categories:



Communication

People, Parents and Peers

Planning, Goal Setting
and Decision Making

Problem Solving

Safety



Learn about how to complete these activities. Turn to page 93 (LINK 12) now!

The activities are described in *Discovery: Path Finder Level Six* (#D00003). Talk to your PIC about ordering this program guide.

With your PIC, choose the activities you would like to do and write them on the next page. Keep track of what you accomplish and make sure to write the date you finish an activity. Record the number of *Discovery* Points you earn for the activity, as well.

Building Blocks Name(s) of Activities	Date Completed	Points Earned
COMMUNICATION		
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
PEOPLE, PARENTS AND PEERS		
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
PLANNING, GOAL SETTING AND DECISION MAKING		
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
PROBLEM SOLVING		
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
SAFETY		
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
TOTAL <i>DISCOVERY</i> POINTS _____		Date Recognition Item(s)
Received _____		
I completed Trail Stop 1 on _____.		
(date)		
What is the most important thing I learned from the Building Block activities?		



Trail Stop 2: Complete at least one Trail Project in the trail of your choice and one activity from each of the four remaining trails.

You can choose to finish the project and activities on your own, or you can also do them with your *Discovery* group. *Discovery* Path Finder projects are listed below. A list of activities can be found on pages 25 to 28:



Trail to Knowing Me

- ⇒ Inside Out
- ⇒ It's Just a Feeling

Trail to Family and Community

- ⇒ Community Past, Present and Future
- ⇒ A Family Connection

Trail to Creativity

- ⇒ You Can Sculpt
- ⇒ ARTfully Done
- ⇒ Strike a Chord

Trail to the Environment

- ⇒ WorldWise
- ⇒ Wildlife

Trail to the Future

- ⇒ Science Mysteries
- ⇒ Be a Sport

Remember, these are the Trail Stop 2 requirements, but you can always do more!

With your PIC, choose the focus areas for the activities you want to finish. Focus areas are: **knowledge, skill, leadership** or **"take it to the limit."**



The *Trail Planning Guide* can help you plan your project and activities. See this guide on the next two pages (pages 23 and 24) now! Use the Path Finder activity list on pages 25 to 28 to help you select activities.

TRAIL PLANNING GUIDE

Individual/Group Name: _____

PIC: _____

You are required to complete at least one project from any trail.

I plan to complete a project from the Trail to _____

Project Name: _____

Projected Completion Date: _____

Project Planning Chart

Project Name	Activity Name	Activity Date	Description	Activity Facilitator	Materials/ Equipment Needed

Continued on next page.

You must also complete one activity in each of the four remaining trails.
Select the activities you will complete.

Activity Planning Chart

Trail	Activity Name	Activity Date	Description	Activity Facilitator	Materials/ Equipment Needed

Check your plans!

- ⇒ Have you planned to complete at least one project in a trail?
- ⇒ Have you planned to complete one activity in each of the remaining four trails?
- ⇒ Are all five trails represented in your plans?

Notes:

Path Finder Trail Projects and Activities

Here is a list of activities for each project. For more information, see *Discovery: Path Finder Level Six* (#D00003).

Project Name	Activity Name	Focus Area	Discovery Points
TRAIL TO KNOWING ME It's Just a Feeling	A Mixed Bag of Feelings	Knowledge	DP1
	All Fall Down	Knowledge	DP1
	Framed Feelings	Knowledge	DP1
	Toss Them Around	Skill	DP1
	Sticks and Stones	Skill	DP1
	Conflicting Colors	Skill	DP1
	Lead Others	Leadership	DP2
	Plan Your Own Project	Take It to the Limit	DP4
	Say What?	Take It to the Limit	DP5
Inside Out	Nutrition Bingo	Knowledge	DP1
	Stressors	Knowledge	DP1
	About Fitness	Skill	DP2
	Breathe Deep and Relax	Skill	DP1
	Road to a Healthy Life	Skill	DP2
	Lead Others	Leadership	DP2
	Torch Bearer in Healthy Living	Take It to the Limit	DP0
TRAIL TO FAMILY AND COMMUNITY A Family Connection	How Am I Rooted?	Knowledge	DP1
	Time Warp	Knowledge	DP1
	Divided Self	Knowledge	DP1
	Manners Matter	Skill	DP1
	Family Song	Skill	DP1
	It's the Little Things	Skill	DP1
	HOMEwork	Leadership	DP1
	Operations Manual	Leadership	DP1
	Take a Course	Take It to the Limit	DP1

Project Name	Activity Name	Focus Area	Discovery Points
Community Past, Present and Future	Where Do You Live?	Knowledge	DP1
	Picture Community	Knowledge	DP1
	Helping Hands Collage	Knowledge	DP1
	Accent on Abilities	Knowledge	DP1
	Community Needs	Knowledge	DP1
	History Close to Home	Skill	DP2
	The Ideal Community	Skill	DP1
	Service in Small Ways	Leadership	DP1
	STAR Project	Take It to the Limit	DP5
TRAIL TO CREATIVITY You Can Sculpt	Dough Sculpture	Knowledge	DP1
	Edible Sculpture	Knowledge	DP1
	Sculpture and Movement	Knowledge	DP1
	Sculptures of Paper	Knowledge	DP1
	Paper Sculpting	Skill	DP1
	Masks and Bowls	Skill	DP1
	Wire Sculpture	Skill	DP1
	Lead the Way	Leadership	DP1
ARTfully Done	What's in a Name?	Knowledge	DP1
	Mix and Mingle	Knowledge	DP1
	Uniquely You	Knowledge	DP1
	Artists and the Art World	Knowledge	DP1
	Patterns and Color	Skill	DP1
	Gravity Art	Skill	DP1
	Keep It Simple	Skill	DP1
	Cylinders and String	Skill	DP1
	Fish Weaving	Skill	DP1
	Leatherworking	Skill	DP1
	Communicate with Art	Leadership	DP1
	Torch Bearer in Creative Arts	Take It to the Limit	DP0
Strike a Chord	Music Video	Knowledge	DP1
	Sound	Knowledge	DP1
	Sing	Skill	DP1
	Thump, Bump and Rap	Skill	DP1

Project Name	Activity Name	Focus Area	Discovery Points
TRAIL TO THE ENVIRONMENT WorldWise	Build a Band	Skill	DP1
	Sound to Music	Skill	DP1
	Lead Others	Leadership	DP2
	Be a Radio Producer	Leadership	DP1
	On the Street Interviews	Take It to the Limit	DP2
	Where's Mobius?	Knowledge	DP1
	Tire Mountain	Knowledge	DP1
	Group Sculptures	Skill	DP1
	Swap Shop	Skill	DP1
	Change the Message	Skill	DP1
	Serve the Earth	Leadership	DP3
	Paper Tree	Leadership	DP1
	STAR Project	Take It to the Limit	DP5
	Wildlife		
	Wildlife in Jeopardy	Knowledge	DP1
TRAIL TO THE FUTURE Science Mysteries	Construct Your Own Tree	Knowledge	DP1
	Hide, So No One Can Seek	Knowledge	DP1
	Name That Animal	Knowledge	DP1
	Test a Nest	Skill	DP1
	Craft Your Own Game	Skill	DP2
	Animal Tracks	Skill	DP1
	A Photo Opportunity	Leadership	DP2
	Game Host	Leadership	DP2
	Habitation Invasion	Take It to the Limit	DP5
	Is It Science or Is It Magic?	Knowledge	DP1
	Magic in the Air	Knowledge	DP1
	Magical Forces	Knowledge	DP1
	Magic in Nature	Knowledge	DP1
	Create the Magic	Skill	DP1
	Photo Magic	Skill	DP1
	Discover the Magic	Leadership	DP2

Project Name	Activity Name	Focus Area	Discovery Points
Be a Sport	Magic Show	Leadership	DP2
	Abacadabra	Take It to the Limit	DP5
	Sportsmanship	Knowledge	DP1
	Stalking the Answer	Knowledge	DP1
	Rainy Day Relays	Knowledge	DP1
	Card Smarts	Skill	DP1
	Tower Building	Skill	DP1
	Clinician for a Day	Leadership	DP2
	Torch Bearer in Sports and Games	Take It to the Limit	DP0

WHEN YOU FINISH, CELEBRATE!

⇒ Fill out the *Trail Playback*.



Take a look at the *Trail Playback*: Turn to the next page (page 29) now!

- ⇒ When you finish all the activities you need to finish the project, write the date you finished them and do the questions on the *Trail Playback* page.
- ⇒ When you finish an activity, write its name, date finished and the number of *Discovery Points* you get on the *Trail Playback* page.
- ⇒ Put the plan and any other information in the *Trail Playback*. Be sure to include any pictures or mementos you may have acquired. You can include the certificates or other awards as well.
- ⇒ Put the finished *Trail Playback* page in this section of the Record Book.

TRAIL PLAYBACK

I completed the following Trail Project, _____, in the
Trail to _____.

I completed the following activities to complete the project.

	Focus	Name of Activity	Date Completed	Discovery Points Earned
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____

What did I learn from this project and how can I use this new knowledge?

If I could redo the project, what would I do differently?

I completed the following activity in each of the four remaining trails.

	Trail	Focus	Name of Activity	Date Completed	Discovery Points Earned
1.	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____
4.	_____	_____	_____	_____	_____

The most important thing I learned while doing the activities was:

Total *Discovery* Points Earned: _____

Completion Date: _____ Adult Signature: _____
MM/DD/YY

RECOGNITION

- ⇒ You get *Discovery* Points when you do an activity.
- ⇒ You may receive a trail emblem or certificate after you finish a Trail Project.
- ⇒ Each group may decide on its own recognition items for the accumulation of *Discovery* Points. Check with your PIC to learn about your system.
- ⇒ If you earn four *Discovery* Points, you may receive one *Discovery* bead.
- ⇒ You may get Knowledge, Skill and Leadership pins when you finish five activities in a focus area.
- ⇒ Collect points and trade them in for some really cool stuff!

To complete Trail Stop 2, you need a *Trail Playback* page. Put it in this section of the Record Book.

I finished Trail Stop 2 on _____.
(date)

I finished this project: _____

I finished these activities: _____

My playback page is in the Record Book. Yes _____ No _____



Trail Stop 3: Help plan and do a service project.

Giving service is important and fun. You may have already done a service project with Camp Fire or another group. Trail Stop 3 gives you another opportunity to work on a service project.

You have many chances to help plan and put on a service project. To finish this Trail Stop, you can do one of the following:

- ⇒ Finish a STAR project. STAR stands for “Service To Another Rewards.” If you want to help plan a STAR project, look in one of the *Discovery* program guides.
- ⇒ Finish *A Gift of Giving* with your Camp Fire group. *A Gift of Giving* for middle school is a service-learning program. See the *Camp Fire Official Merchandise Catalog* or Online Store for a description.

- ⇒ Plan and put on a service project for your group's sponsoring organization.
- ⇒ Help plan a service project for your Camp Fire council or chapter.
- ⇒ Plan a service project for your school or place of worship.

To complete Trail Stop 3, I helped plan and worked on the following service project:

My experience taught me:

PIC Signature _____ date _____



Trail Stop 4: Help with a council or chapter product sale or have a fundraiser.

Your Camp Fire council or chapter does a lot for you and for your community.

The council trains adult volunteers and puts on special events for kids in all levels of Camp Fire. Also, it represents you in the community where you live. Because these things cost money, most councils or chapters hold annual product sales or fundraising events. Camp Fire groups keep the council or chapter strong by selling the products your council or chapter chooses. In order to get the *Discovery* Path Finder Award, you can either help with the sale or do a fundraiser for your group. Your Camp Fire council or chapter can give you information about the annual product sale.

Set goals for the product sale or fundraiser with your group. This will help you make a plan to reach the goal. Look in *Discovery: Path Finder Level Six* for the activity "Goal Setting" on page 29 for help with setting goals.

My goal for the annual product sale is _____

Financial results _____

I finished Trail Stop 4 by _____

My experience taught me:



Trail Stop 5: Go camping or participate in an outdoor community event.

Camping and outdoor activities have been a part of Camp Fire since its beginning and are one of the most exciting parts of the Camp Fire program.

To complete this Trail Stop, you will need to do one of the following:

- ⇒ Start a course that will teach you outdoor living skills. You can work by yourself or with your group. Check with your Camp Fire council or chapter for help. Work on skills in outdoor living at your own pace.
- ⇒ Go camping with your family or your *Discovery* group.
- ⇒ Be part of an outdoor event your group or your local Camp Fire council or chapter planned.
- ⇒ Be part of an outdoor event in your community.

⇒ Continue to work on a progression in outdoor living skills. You may complete the next level of skill while you are working on the *Discovery Path Finder Level Six Award*. Taking the next step will meet the requirements for this Trail Stop. For information about Camp Fire Progression in Outdoor Action, look in *The Outdoor Book* (#D07600).

I finished Trail Stop 5 by _____

_____ date _____

The most interesting thing I learned by doing this was:

Did I learn any new skills? If yes, what skills?





Trail Stop 6: Serve in a leadership role in Camp Fire or another organization.

Every group needs a leader. A leader is a person who helps a group meet its goals and guides group activities. You can learn to be a good leader by sharing in the leadership roles at Camp Fire and in other organizations.

To finish this Trail Stop you will need to serve as a leader sometime during the year.

You can do this by:

- ⇒ Being an officer for your Camp Fire group,
- ⇒ Being the activity leader for one or more activities for your group,
- ⇒ Leading your group in making plans to finish a project. Lead your group on a field trip, camping trip or finish a service project,
- ⇒ Serving as a class officer at school,
- ⇒ Serving as an officer for a club that meets at your school, or
- ⇒ Becoming a leader at your place of worship.

My leadership role was: _____

I served as a leader from _____ to _____.
(date) (date)

To be an effective leader, I learned that I need to: _____

The best part of being a leader is: _____



Trail Stop 7: Do a “take it to the limit” activity from any of the five trails.

“Take It to the Limit” is the fourth focus area for the trail activities. The other focus areas are knowledge, skill and leadership. To complete this Trail Stop, do one activity from the “Take It to the Limit” focus area.

For example, the project **Strike a Chord** has these activities:



Focus Area:

Knowledge

Skill

Leadership

Take It to the Limit

Activity Name:

Music Video

Sound

Sing

Thump, Bump and Rap

Build a Band

Sound to Music

Lead Others

Be a Radio Producer

On the Street Interviews

If you finish the “On the Street Interviews” activity, you finish this Trail Stop. Choose from any of the “take it to the limit” activities.

I finished Trail Stop 7 by completing the following Take It to the Limit activity:

I learned: _____

What was my favorite trail stop? Why?

PIC Signature _____ date _____



TRAIL BLAZER AWARD LEVEL SEVEN

The *Discovery* Trail Blazer level is designed primarily for seventh graders. *Discovery* Trail Blazers can build on existing skills and learn new skills by challenging themselves. You can be a part of activities and projects and be a leader in your group and community. You can do things of interest to you and have fun with kids your age, and you can make lots of friends with other kids and adults. You can work toward the *Discovery* Trail Blazer Award, or you can just do the activities with your *Discovery* group or on your own. You can have fun and be a part of the group no matter what!

TRAIL BLAZER RECOGNITION

You get a *Discovery* ID emblem when you begin the *Discovery* program, and a tenure bar for your second year.

By the end of the year, if you finish the requirements, you will be eligible to get the Trail Blazer Award emblem or pin.



UP FOR THE CHALLENGE

If you would like to earn this award:

1. Decide if you want to work with others or alone.
2. Chose a Person in Charge (PIC). This person can help you and guide you on how to finish the Trail Blazer requirements. This can be the PIC for your *Discovery* group or any adult you want.

TO EARN THE AWARD

You must complete the requirements, called "Trail Stops."

- ⇒ Finish fun and interesting projects,
- ⇒ Develop your outdoor living skills, and
- ⇒ Be a leader at Camp Fire and in your community.

Each Trail Stop is an important part of your Camp Fire year. **Trail Stops can be finished in any order.**



TRAIL STOPS

There are seven Trail Stops to the Trail Blazer Award.

1. Complete at least one activity from each of the five categories of Building Blocks.
2. Complete at least one Trail Project from the trail of your choice and one activity from each of the four remaining trails.
3. Help plan and do a service project.
4. Help with a council or chapter product sale or have a fundraiser.
5. Go camping or participate in an outdoor community event.
6. Serve in a leadership role in Camp Fire or another organization.
7. Complete at least one Torch Bearer project. See *Project Torch Bearer* (#D00010) for more information about how to earn an emblem or complete a project.



Trail Stop 1: Complete at least one activity from each of the five categories of Building Blocks.

Building Blocks increase your knowledge and leadership skills in five categories:



Communication

People, Parents and Peers

Planning, Goal Setting
and Decision Making

Problem Solving

Safety



Learn about how to complete these activities. Turn to page 93 (LINK 12) now!

The individual activities can be found in the *Discovery: Trail Blazer Level Seven* (#D00006). Talk to your PIC about ordering this program guide.

Choose the activities you would like to do and write them on the next page (be sure to ask your PIC for help when you choose activities). Keep track of what you complete. Write down the date you finished the activity and the number of *Discovery Points* you earn.

Building Blocks Name(s) of Activities	Date Completed	Points Earned
COMMUNICATION		
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
PEOPLE, PARENTS AND PEERS		
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
PLANNING, GOAL SETTING AND DECISION MAKING		
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
PROBLEM SOLVING		
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
SAFETY		
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
TOTAL <i>DISCOVERY</i> POINTS _____		Date Recognition Item(s)
Received _____		
I completed Trail Stop 1 on _____.		
(date)		
What is the most important thing I learned from the Building Block activities?		



Trail Stop 2: Complete at least one Trail Project in the trail of your choice and one activity from each of the four remaining trails.

You can choose to finish the project and activities on your own, or you can also do them with your *Discovery* group. *Discovery* Trail Blazer projects are listed below. A list of activities can be found on pages 43 to 47.

Trail to Knowing Me

- ⇒ Here's to Your Health
- ⇒ A Mixed Bag

Trail to Family and Community

- ⇒ Communities and Culture
- ⇒ Family Fun

Trail to Creativity

- ⇒ Art Attack
- ⇒ Acting Out

Trail to the Environment

- ⇒ WorldWise
- ⇒ A Closer Look
- ⇒ Gone to the Woods

Trail to the Future

- ⇒ The Science of It
- ⇒ Sporting Chance
- ⇒ Cyberwise Generation



Remember, these are requirements for Trail Stop 2, but you can always do more!

With your PIC, choose which area you want to focus on in the project and activities: **knowledge, skill, leadership or "take it to the limit."**



The *Trail Planning Guide* can help you with the planning process. See the guide on the next two page (pages 41 and 42) now! Use the Trail Blazer activity list on pages 43 to 47 to help you select activities.

TRAIL PLANNING GUIDE

Individual/Group Name: _____

PIC: _____

You are required to complete at least one project from any trail.

I plan to complete a project from the Trail to _____

Project Name: _____

Projected Completion Date: _____

Project Planning Chart

Project Name	Activity Name	Activity Date	Description	Activity Facilitator	Materials/ Equipment Needed

Continued on next page.

You must also complete one activity in each of the four remaining trails.
Select the activities you will complete.

Activity Planning Chart

Trail	Activity Name	Activity Date	Description	Activity Facilitator	Materials/ Equipment Needed

Check your plans!

- ⇒ Have you planned to complete at least one project in a trail?
- ⇒ Have you planned to complete one activity in each of the remaining four trails?
- ⇒ Are all five trails represented in your plans?

Notes:

Trail Blazer Trail Projects and Activities

Here is a list of activities for each project. For more information, see *Discovery: Trail Blazer Level Seven* (#D00006).

Project Name	Activity Name	Focus Area	Discovery Points
TRAIL TO KNOWING ME A Mixed Bag	In Real Life	Knowledge	DP1
	In Their Shoes	Knowledge	DP1
	Bowl Them Over	Knowledge	DP1
	Passing Emotions	Skill	DP1
	Feelings Visors	Skill	DP1
	What Bugs Me?	Skill	DP1
	Lead Others	Leadership	DP2
	Plan Your Own Project	Take It to the Limit	DP4
Here's to Your Health	Calculating Calories	Knowledge	DP1
	Taste Sensations	Knowledge	DP1
	What's the Latest?	Knowledge	DP1
	Cause and Effect	Knowledge	DP1
	Time Track	Skill	DP1
	Taste the Taste	Skill	DP1
	Sensations		
	Burn Out	Skill	DP1
	Soda Pop	Skill	DP1
	Ironman Triathlon	Leadership	DP2
	Culture and Cuisine	Take It to the Limit	DP5
	Torch Bearer in Healthy Living	Take It to the Limit	DP0
TRAIL TO FAMILY AND COMMUNITY Family Fun	What Do I Value?	Knowledge	DP1
	Family Treasure Hunt	Knowledge	DP1
	It's a Tradition	Knowledge	DP1
	Privileges	Knowledge	DP1
	Family Crest	Skill	DP1
	Creating My World	Skill	DP1
	TV Families	Skill	DP1

Project Name	Activity Name	Focus Area	Discovery Points
Communities and Culture	Good News	Leadership	DP1
	Stay Together, Play Together	Leadership	DP2
	Lend a Hand to Other Families	Leadership	DP2
	Help Those Who Are Helping Other Families	Take It to the Limit	DP3
	Pick Your Corner	Knowledge	DP1
	Recipe for Community	Knowledge	DP1
	Heritage Hunt	Knowledge	DP1
	Accent on Abilities	Knowledge	DP1
	Citizenship	Knowledge	DP1
	Cambio	Skill	DP1
	In Another Language	Skill	DP1
	One Nation	Leadership	DP2
	Make a Difference	Take It to the Limit	DP5
	Torch Bearer in Community Awareness or Cultural Understanding	Take It to the Limit	DP0
	STAR Project	Take It to the Limit	DP5
TRAIL TO CREATIVITY Art Attack	Art Around You	Knowledge	DP1
	Border Creation	Knowledge	DP1
	Rubberized Resist	Knowledge	DP1
	Complementary Kaleidoscope	Knowledge	DP1
	About Me Tee	Skill	DP1
	Cartooning	Skill	DP1
	Symbols	Skill	DP1
	It's Knot Art	Skill	DP1
	Crafts and Culture	Leadership	DP2
	Nature Prints	Leadership	DP1

Project Name	Activity Name	Focus Area	Discovery Points
Acting Out	Piece by Piece	Take It to the Limit	DP1
	Torch Bearer in Creative Arts, Cultural Understanding or Creative Arts Careers	Take It to the Limit	DP0
	Dueling Values	Knowledge	DP1
	The Playwrights	Knowledge	DP1
	Imagine That!	Knowledge	DP1
	Impromptu Two by Two	Skill	DP1
	The Everyday in Concert	Skill	DP1
	Stories and Skits	Skill	DP1
	One-Act Play	Skill	DP2
	Curtain Up	Skill	DP2
TRAIL TO THE ENVIRONMENT WorldWise	That's Entertainment	Leadership	DP2
	The Theater, The Theater	Take It to the Limit	DP3
	World in Jeopardy	Knowledge	DP1
	Niches and Necessities	Knowledge	DP1
	It's in the News	Skill	DP1
	Craft Your Own Game	Skill	DP2
	Trash Craft	Skill	DP1
	Game Host	Leadership	DP2
	Ecologically Sound City	Leadership	DP1
	Mission: Save the Earth (STAR Project)	Take It to the Limit	DP5
A Closer Look	Let's Get Thrifty	Take It to the Limit	DP5
	Torch Bearer in Environmental Issues	Take It to the Limit	DP0
	Look Closely	Knowledge	DP1
	Plant Food for Snacks	Knowledge	DP1
	Going Batty	Knowledge	DP1
	A Chink in the Chain	Knowledge	DP1
	Entomology 101	Skill	DP1

Project Name	Activity Name	Focus Area	Discovery Points
Gone to the Woods	Plants, Seeds and Soil	Skill	DP1
	Nature Publisher	Skill	DP1
	Leaf It Alone	Leadership	DP2
	Naturalist	Leadership	DP2
	PSAs	Leadership	DP1
	Chain of Food	Take It to the Limit	DP1
	Scavenger Hunt	Knowledge	DP1
	Brown Bag Special	Knowledge	DP1
	A Polite Site	Knowledge	DP1
	There's a Fire	Skill	DP1
	It's Knot Knowledge	Skill	DP1
	Which Way is North?	Skill	DP1
	Take the Challenge	Leadership	DP1
	The Great Outdoors	Take It to the Limit	DP4
TRAIL TO THE FUTURE The Science of It	Kick up the Heat	Knowledge	DP1
	Moving Marbles and Money	Knowledge	DP1
	Air Power	Knowledge	DP1
	Fire and Water	Knowledge	DP1
	The Science of It	Skill	DP1
	Playful Science	Skill	DP1
	Hot Air Balloons	Skill	DP1
	Wind Wheel Races	Leadership	DP2
	Kitchen Wizardry	Take It to the Limit	DP4
Sporting Chance	Guidelines in the World of Sports	Knowledge	DP1
	Games and Their Origins	Knowledge	DP1
	Memory Game	Knowledge	DP1
	Game Around	Skill	DP1
	Basketball	Skill	DP1
	Frisbee Games	Skill	DP1
	Wheels Turning	Skill	DP1
	Tower Building	Leadership	DP1

Project Name	Activity Name	Focus Area	Discovery Points
Cyberwise Generation	Torch Bearer in Cultural Understanding	Take It to the Limit	DP0
	What's the Use?	Knowledge	DP1
	Computer Games	Knowledge	DP1
	Tech Support	Knowledge	DP1
	Computer Keys	Skill	DP1
	Signs of the Times	Skill	DP1
	Cyberwise: The Next Generation	Skill	DP1
	Teach Technology	Leadership	DP1
	Torch Bearer in Computer Technology	Take It to the Limit	DP0

WHEN YOU FINISH, CELEBRATE!

⇒ Fill out the *Trail Playback*.



Take a look at the *Trail Playback*: Turn to the next page (page 48) now!

- ⇒ When you finish all the activities you need to finish the project, write the date you finished them and do the questions on the *Trail Playback* page.
- ⇒ When you finish an activity from each trail, write its name, date finished and the number of *Discovery Points* you get on the *Trail Playback* page.
- ⇒ Put the plan and any other information in the *Trail Playback*. Be sure to include pictures of the finished project. You can include certificates or other awards as well.
- ⇒ Put the finished *Trail Playback* page in this section of the Record Book.

TRAIL PLAYBACK

I completed the following Trail Project, _____, in the
Trail to _____.

I completed the following activities to complete the project.

	Focus	Name of Activity	Date Completed	Discovery Points Earned
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____

What did I learn from this project and how can I use this new knowledge?

If I could redo the project, what would I do differently?

I completed the following activity in each of the four remaining trails.

	Trail	Focus	Name of Activity	Date Completed	Discovery Points Earned
1.	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____
4.	_____	_____	_____	_____	_____

The most important thing I learned while doing the activities was:

Total *Discovery* Points Earned: _____

Completion Date: _____ Adult Signature: _____
MM/DD/YY

RECOGNITION

- ⇒ You get *Discovery* Points when you do an activity.
- ⇒ You may chose to get a trail emblem or certificate after you finish a Trail Project.
- ⇒ You may chose to get one *Discovery* bead when you have four *Discovery* Points.
- ⇒ You can get Knowledge, Skill and Leadership pins when you finish five activities in a focus area.
- ⇒ Collect points and trade them in for some really cool stuff!

To complete Trail Stop 2, you need a *Trail Playback* page. Add it to this section of the Record Book.

I finished Trail Stop 2 on _____.
(date)

I finished this project: _____

I finished these activities: _____

My playback page is in the Record Book. Yes _____ No _____



Trail Stop 3: Help plan and do a service project.

Giving service is important and fun. You may have already done a service project with Camp Fire or another group. Trail Stop 3 gives you another opportunity to work on a service project.

You have many chances to help plan and put on a service project. To finish this Trail Stop, you can do one of the following:

- ⇒ Finish a STAR project. STAR stands for “Service To Another Rewards.” If you want to help plan a STAR project, look in one of the *Discovery* program guides.
- ⇒ Finish *A Gift of Giving* with your Camp Fire group. *A Gift of Giving* for middle school is a service-learning program. See the *Official Camp Fire Merchandise Catalog* (#D40600) or Online Store for a description.
- ⇒ Plan and put on a service project for your group’s sponsoring organization.

- ⇒ Help plan a service project for your Camp Fire council or chapter.
- ⇒ Plan a service project for your school or place of worship.
- ⇒ If your school or place of worship wants to do a service project, help plan it.

To complete Trail Stop 3, I helped plan and worked on the following service project:

My experience taught me:

PIC Signature _____ date _____



Trail Stop 4: Help with a council or chapter product sale or have a fundraiser.

Your Camp Fire council or chapter does a lot for you and for your community.

The council trains adult volunteers and puts on special events for kids in all levels of Camp Fire. Also, it represents you in the community where you live. Because these things cost money, most councils or chapters hold annual product sales or fundraising events. Camp Fire groups keep the council or chapter strong by selling the products your council or chapter chooses. In order to get the *Discovery* Trail Blazer Award, you can either help with the sale or do a fundraiser for your group. Your Camp Fire council or chapter can give you information about the annual product sale.

Set goals for the product sale or fundraiser with your group. This will help you make a plan to reach the goal. Look in the *Discovery: Path Finder Level Six* for the activity “Goal Setting” on page 29 for help with setting goals.

My goal for the annual product sale is _____

Financial results _____

I finished Trail Stop 4 by _____

The most interesting thing I learned by doing this was:



Trail Stop 5: Go camping or participate in an outdoor community event.

Camping and outdoor activities have been a part of Camp Fire since its beginning and are one of the most exciting parts of the Camp Fire program.

To complete this Trail Stop you will need to do one of the following:

- ⇒ Start a course that will teach you outdoor living skills. You can work by yourself or with your group. Check with your Camp Fire council or chapter for help. Work on skills in outdoor living at your own pace.
- ⇒ Go camping with your family or your *Discovery* group.
- ⇒ Be part of an outdoor event your group or your local Camp Fire council or chapter planned.
- ⇒ Be part of an outdoor event in your community.

⇒ Continue to work on a progression in outdoor living skills. You may complete the next level of skill while you are working on the *Discovery* Trail Blazer Level Seven Award. Taking the next step will meet the requirements for this Trail Stop. For information about Camp Fire Progression in Outdoor Action, look in *The Outdoor Book* (#D07600).

I finished Trail Stop 5 by _____

_____ date _____

The most exciting part of my experience was:

Did I learn any new skills? If yes, what skills?



Trail Stop 6: Serve in a leadership role in Camp Fire or another organization.

Every group needs a leader. A leader is a person who helps a group meet its goals and guides group activities. You can learn to be a good leader by sharing in the leadership roles at Camp Fire and in other organizations.

To finish this Trail Stop you will need serve as a leader sometime during the year. You can do this by doing one of the following:

⇒ Being an officer for your Camp Fire group,

- ⇒ Being the activity leader for one or more activities for your group,
- ⇒ Leading your group in making plans to finish a project. Lead your group on a field trip, camping trip or finish a service project,
- ⇒ Serving as a class officer at school,
- ⇒ Serving as an officer for a club that meets at your school, or
- ⇒ Becoming a leader at your place of worship.

My leadership role was: _____

I served as a leader from _____ to _____.
(date) (date)

What leadership qualities or skills do I have? _____

What did I learn from leading? _____



Trail Stop 7: Complete at least one Torch Bearer project.

Torch Bearer projects help you focus on an area you are really **interested in**. They cover many fun areas like computers, horsemanship, art, sports and games, and much more. You can even learn about another country. You will learn a lot and share your knowledge about your project. You may receive a Torch Bearer emblem when you complete it.

- Torch Bearer projects can be done by yourself or with a group.
- Torch Bearer projects can be found in each of Camp Fire's five trails.
- The *Project Torch Bearer* (#D00010) book gives you information on how to finish your Torch Bearer project. It is available in the *Official Camp Fire Merchandise Catalog* and Online Store.

**You can complete this Trail Stop when you:
Finish one or more Torch Bearer projects.**

I finished Trail Stop 7 on _____.
date

I finished a Torch Bearer project in: _____

I did the following activities within the Torch Bearer project:

I selected the Torch Bearer project, _____, because

Is this an area I would like to continue to explore and learn more about? Why or why not?

What was my favorite trail stop? Why?

PIC Signature _____ date _____

NAVIGATOR AWARD LEVEL EIGHT

The *Discovery* Navigator level is designed primarily for eighth graders. *Discovery* Navigators can build on existing skills and learn new skills by challenging themselves. You can be a part of activities and projects. You can also be a leader in your group and community. You will enjoy doing things that you like and having fun with kids your age. You can make a ton of friends with other kids and many adults!



You can work towards the *Discovery* Navigator Award if you would like, but, if you don't want the award, you can still do all the activities with your *Discovery* group or on your own. You can have fun and be a part of the group no matter what!

NAVIGATOR RECOGNITION

You receive a *Discovery* ID emblem when you begin the program, and a tenure bar for your third year.

By the end of the year, if you finish the requirements, you will be eligible to get the Navigator Award emblem or pin.



UP FOR THE CHALLENGE

If you would like to earn this award:

1. Choose if you want to work with others or alone.
2. Find a Person in Charge (PIC). The PIC can give you guidance for completing the requirements. It can be the PIC of your *Discovery* group or any adult that you would like to ask.

TO EARN THE AWARD

You must complete the requirements, called "Trail Stops."

- ⇒ Finish fun and interesting projects,
- ⇒ Develop your outdoor living skills, and
- ⇒ Be a leader at Camp Fire and in your community.

Each Trail Stop is an important part of your Camp Fire year. **Trail Stops can be finished in any order.**

TRAIL STOPS

There are eight Trail Stops to the *Discovery Navigator Award*.

1. Complete at least one activity from each of the five categories of Building Blocks.
2. Complete at least one Trail Project in the trail of your choice and one activity from each of the four remaining trails.
3. Help plan and do a service project.
4. Help with a council or chapter product sale or have a fundraiser.
5. Go camping or participate in an outdoor community event.
6. Serve in a leadership role in Camp Fire or another organization.
7. Complete at least one Torch Bearer project. See *Project Torch Bearer* (#D00010).
8. Serve in a leadership position in your community.



Trail Stop 1: Complete at least one activity from each of the five categories of Building Blocks.

Building Blocks increase your knowledge and leadership skills in five categories:



Communication

People, Parents and Peers

Planning, Goal Setting
and Decision Making

Problem Solving

Safety



Learn about how to complete these activities. Turn to page 93 (LINK 12) now!

The individual activities can be found in the *Discovery: Navigator Level Eight* (#D00005). Talk with your PIC about ordering this program guide.

Choose the activities you would like to do and write them on the next page. Be sure to ask your PIC for help when you choose activities. Keep track of what you've accomplished. When you complete the activities, write down the date you finished the activity and the number of *Discovery Points* you earn.

Building Blocks Name(s) of Activities	Date Completed	Points Earned
COMMUNICATION		
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
PEOPLE, PARENTS AND PEERS		
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
PLANNING, GOAL SETTING AND DECISION MAKING		
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
PROBLEM SOLVING		
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
SAFETY		
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
TOTAL <i>DISCOVERY</i> POINTS _____		Date Recognition Item(s)
Received _____		
I completed Trail Stop 1 on _____.		
(date)		
What is the most important thing I learned from the Building Block activities?		



Trail Stop 2: Complete at least one Trail Project in the trail of your choice and one activity from each of the four remaining trails.

You can choose to finish the project and activities on your own, or you can also do them with your *Discovery* group. *Discovery* Navigator projects are listed below. A list of activities can be found on pages 61 to 64.



Trail to Knowing Me

- ⇒ The Health Connection
- ⇒ Mind Over Body

Trail to Family and Community

- ⇒ Colorful Communities
- ⇒ Family Care Now and Later

Trail to Creativity

- ⇒ A Stroke of Art
- ⇒ Innovation Station

Trail to the Environment

- ⇒ WorldWise
- ⇒ Going Wild

Trail to the Future

- ⇒ Believe It or Not
- ⇒ Know Your Sports

Remember, these are the requirements for Trail Stop 2, but you can always do more!

With your PIC, choose which area you want to focus on in the project: **knowledge**, **skill**, **leadership** or “**take it to the limit.**”



The *Trail Planning Guide* can help you with the planning process. See this guide on the next two pages (pages 59 and 60) now! Use the Navigator activity list on pages 61 to 64 to help you select activities.

TRAIL PLANNING GUIDE

Individual/Group Name: _____

PIC: _____

You are required to complete at least one project from any trail.

I plan to complete a project from the Trail to _____

Project Name: _____

Projected Completion Date: _____

Project Planning Chart

Project Name	Activity Name	Activity Date	Description	Activity Facilitator	Materials/ Equipment Needed

Continued on next page.

You must also complete one activity in each of the four remaining trails.
Select the activities you will complete.

Activity Planning Chart

Trail	Activity Name	Activity Date	Description	Activity Facilitator	Materials/ Equipment Needed

Check your plans!

- ⇒ Have you planned to complete at least one project in a trail?
- ⇒ Have you planned to complete one activity in each of the remaining four trails?
- ⇒ Are all five trails represented in your plans?

Notes:

Navigator Trail Projects and Activities

Here is a list of activities for each project. For more information, see *Discovery: Navigator Level Eight* (#D00005).

Project Name	Activity Name	Focus Area	Discovery Points
TRAIL TO KNOWING ME Mind Over Body	All Those Feelings	Knowledge	DP1
	Everyone's Got 'Em	Knowledge	DP1
	Be Cool	Knowledge	DP1
	Image Gap	Knowledge	DP1
	Labels That Limit	Knowledge	DP1
	Feelings to Words	Skill	DP1
	The Voice in My Head	Skill	DP1
	Musical Expressions	Leadership	DP1
	That's What You Think	Take It to the Limit	DP 5
	Torch Bearer in	Take It to the Limit	DP0
	Spiritual Growth		
The Health Connection	Health Connection Bingo	Knowledge	DP1
	Nutrition Bowl	Knowledge	DP2
	BAC Up	Knowledge	DP1
	Tobacco Math	Knowledge	DP1
	Fitness Tour	Knowledge	DP2
	Plan a Meal	Skill	DP1
	Skin Care	Skill	DP1
	Stress Journal	Skill	DP1
	Fitness Fest	Leadership	DP2
	Torch Bearer in	Take It to the Limit	DP0
	Healthy Living		
TRAIL TO FAMILY AND COMMUNITY Family Care, Now and Later	What Do Parents Know About Parenting	Knowledge	DP1
	Who Provides?	Knowledge	DP1
	Is It a Myth?	Knowledge	DP1
	Harmony in the Home	Knowledge	DP1
	Time Tracks	Knowledge	DP1
	Are We Ready?	Skill	DP1

Project Name	Activity Name	Focus Area	Discovery Points
Colorful Communities	Rhyming Rules	Skill	DP1
	Home Repair	Skill	DP1
	Trading Places	Leadership	DP1
	Meal Busters	Leadership	DP2
	Trading Spaces	Take It to the Limit	DP4
	Torch Bearer in Practical Living Or Cooking	Take It to the Limit	DP0
	Peaceful Planet	Knowledge	DP1
	Community Government Match Game	Knowledge	DP1
	Who Owns the Space?	Knowledge	DP1
	Heroes Game	Knowledge	DP1
	Drawing Straws	Knowledge	DP1
	Funny Politics	Skill	DP1
	Who's Taking Care of Your Community?	Skill	DP1
	Serve on Election Day	Skill	DP2
	Action to Change Attitudes	Leadership	DP2
	Action in Your Community	Leadership	DP2
	Participate in Decision Making	Take It to the Limit	DP3
	Torch Bearer in Community Government	Take It to the Limit	DP0
TRAIL TO CREATIVITY A Stroke of Art	A Palette of Plants	Knowledge	DP1
	Cooperative Creation	Knowledge	DP1
	Monochromatic Colors	Knowledge	DP1
	Swinging Sand	Knowledge	DP1
	Movement and Linear Design	Knowledge	DP1
	Favorites	Skill	DP2
	Felt Stamps	Skill	DP1
	Picture Plate	Skill	DP1
	Room Art	Skill	DP1

Project Name	Activity Name	Focus Area	Discovery Points
Innovation Station	Reflective Design	Skill	DP1
	Follow the Leader	Leadership	DP2
	Torch Bearer in Creative Arts	Take It to the Limit	DP0
	Add-a-Verb	Knowledge	DP1
	All those Isms	Knowledge	DP1
	An Emotional Story	Knowledge	DP1
	Tobacco ADdition	Knowledge	DP1
	Write It, Sing It, Say It Another Way	Skill	DP1
	Turn It Around	Skill	DP1
	Advertise It	Skill	DP1
TRAIL TO THE ENVIRONMENT WorldWise	What's News	Leadership	DP1
	Right On Target	Take It to the Limit	DP5
	Torch Bearer in Communications	Take It to the Limit	DP0
	The Green Scene	Knowledge	DP1
	Oil and Water	Knowledge	
	Go Organic	Knowledge	
	Environmental Festival: (Vision)	Knowledge	DP1
	Environmental Festival: (Create)	Skill	DP1
	Eggstravaganza	Skill	DP1
	Pass It Along	Skill	DP1
Going Wild	Say It Loud	Leadership	
	Oh, Can It	Leadership	DP2
	Water, Water Everywhere	Leadership	DP2
	Environmental Festival	Take It to the Limit	DP2
	Torch Bearer in Environmental Issues	Take It to the Limit	DP0
	Wildlife In Jeopardy	Knowledge	DP1
	Wild Rap	Knowledge	DP1

Project Name	Activity Name	Focus Area	Discovery Points
	Is It Native?	Knowledge	DP1
	The Essentials	Knowledge	DP1
	Craft Your Own Game	Skill	DP2
	Custom Homes	Skill	DP1
	To Be or Not to Be	Leadership	DP1
	Game Host	Leadership	DP1
	A Commercial Endeavor	Leadership	DP1
	Lend a Humane Hand	Leadership	DP2
	Point by Point	Take It to the Limit	DP5
TRAIL TO THE FUTURE Believe It or Not	Hot Topics	Knowledge	DP1
	High Voltage	Knowledge	DP1
	Quicksand	Knowledge	DP1
	I Think I Saw It	Knowledge	DP1
	Unbelievable Air	Skill	DP1
	It Is Rocket Science	Skill	DP1
	Seeing Is Believing	Skill	DP1
	Gliding on Air	Leadership	DP2
	Weather Trends	Take It to the Limit	DP4
Know Your Sports	Similarities and Differences	Knowledge	DP1
	Recycled Games	Knowledge	DP1
	Model Games	Skill	DP1
	Volleyball	Skill	DP1
	Baseball	Skill	DP1
	Mind Games	Skill	
	Game Circle	Skill	DP1
	Tower Building	Leadership	DP1
	Torch Bearer in Sports and Games	Take It to the Limit	DP0

WHEN YOU FINISH, CELEBRATE!

⇒ Fill out the *Trail Playback*.



Take a look at the *Trail Playback*: Turn to the next page (page 66) now!

- ⇒ When you finish all the activities you need to finish the project, write the date you finished them and do the questions on the *Trail Playback* page.
- ⇒ When you finish an activity, write its name, date finished and the number of *Discovery Points* you get on the *Trail Playback* page.
- ⇒ Put the plan and any other information in the *Trail Playback*. Be sure to include pictures of the finished project. You can include certificates or other awards as well.
- ⇒ Put the finished *Trail Playback* page in this section of the Record Book.

TRAIL PLAYBACK

I completed the following Trail Project, _____, in the
Trail to _____.

I completed the following activities to complete the project.

	Focus	Name of Activity	Date Completed	Discovery Points Earned
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____

What did I learn from this project and how can I use this new knowledge?

If I could redo the project, what would I do differently?

I completed the following activity in each of the four remaining trails.

	Trail	Focus	Name of Activity	Date Completed	Discovery Points Earned
1.	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____
4.	_____	_____	_____	_____	_____

The most important thing I learned while doing the activities was:

Total *Discovery* Points Earned: _____

Completion Date: _____ Adult Signature: _____
MM/DD/YY

RECOGNITION

- ⇒ You get *Discovery* Points when you do an activity.
- ⇒ Each group may decide on its own recognition items for the accumulation of *Discovery* Points. Check with your PIC to learn about your system.
- ⇒ If you earn four *Discovery* Points, you may receive one *Discovery* bead.
- ⇒ You may receive a trail emblem or certificate after you finish a Trail Project.
- ⇒ You may get Knowledge, Skill and Leadership pins when you finish five activities in a focus area.
- ⇒ Collect points and trade them in for some really cool stuff!

To complete Trail Stop 2, you need a *Trail Playback* page. Put it in this section of the Record Book.

I finished Trail Stop 2 on _____.
(date)

I finished this project: _____

I finished these activities: _____

My playback page is in the Record Book. Yes _____ No _____



Trail Stop 3: Help plan and do a service project.

Giving service is important and fun. You may have already done a service project with Camp Fire or another group. Trail Stop 3 gives you another opportunity to work on a service project.

You have many chances to help plan and put on a service project. To finish this Trail Stop, you can do one of the following:

- ⇒ Finish a STAR project. STAR stands for “Service To Another Rewards.” If you want to help plan a STAR project, look in one of the *Discovery* program guides.
- ⇒ Finish *A Gift of Giving* with your Camp Fire group. *A Gift of Giving* for middle school is a service-learning program. See the *Official Camp Fire Merchandise Catalog* or Online Store for a description.

- ⇒ Plan and put on a service project for your group's sponsoring organization.
- ⇒ Help plan a service project for your Camp Fire council or chapter.
- ⇒ Plan a service project for your school or place of worship.

To complete Trail Stop 3, I helped plan and worked on the following service project:

My experience taught me:

PIC Signature _____ date _____



Trail Stop 4: Help with a council or chapter product sale or have a fundraiser.

Your Camp Fire council or chapter does a lot for you and for your community.

The council trains adult volunteers and puts on special events for kids in all levels of Camp Fire. Also, it represents you in the community where you live. Because these things cost money, most councils or chapters hold annual product sales or fundraising events. Camp Fire groups keep the council or chapter strong by selling the products your council or chapter chooses. In order to get the *Discovery* Trail Blazer Award, you can either help with the sale or do a fundraiser for your group. Your Camp Fire council or chapter can give you information about the annual product sale.

Set goals for the product sale or fundraiser with your group. This will help you make a plan to reach the goal. Look in the *Discovery: Path Finder Level Six* for the activity "Goal Setting" on page 29 for help with setting goals.

My goal for the annual product sale is _____

Financial results _____

I finished Trail Stop 4 by _____

_____ date _____

The most interesting thing I learned by doing this was:

What are some challenges to raising funds?





Trail Stop 5: Go camping or participate in an outdoor community event.

Camping and outdoor activities have been a part of Camp Fire since its beginning and are one of the most exciting parts of the Camp Fire program.

To complete this Trail Stop, you will need to do one of the following:

- ⇒ Start a course that will teach you outdoor living skills. You can work by yourself or with your group. Check with your Camp Fire council or chapter for help. Work on skills in outdoor living at your own pace.
- ⇒ Go camping with your family or your *Discovery* group.
- ⇒ Be part of an outdoor event your group or your local Camp Fire council or chapter planned.
- ⇒ Be part of an outdoor event in your community.
- ⇒ Continue to work on a progression in outdoor living skills. You may complete the next level of skill while you are working on the *Discovery* Navigator Level Eight Award. Taking the next step will meet the requirements for this Trail Stop. For information about Camp Fire Progression in Outdoor Action, look in *The Outdoor Book* (#D07600).

I finished Trail Stop 5 by _____

 _____ date _____

The most exciting part of my experience was:

Did I learn any new skills? If yes, what skills?

What would I do differently next time?

What would I do exactly the same?



Trail Stop 6: Serve in a leadership role in Camp Fire or another organization.

Every group needs a leader. A leader is a person who helps a group meet its goals and guides group activities. You can learn to be a good leader by sharing in the leadership roles at Camp Fire and in other organizations.

To finish this Trail Stop you will need to serve as a leader sometime during the year. You can do this by:

- ⇒ Being an officer for your Camp Fire group,
- ⇒ Being the activity leader for one or more activities for your group,
- ⇒ Leading your group in making plans to finish a project. Lead your group on a field trip, camping trip or finish a service project,
- ⇒ Serving as a class officer at school,
- ⇒ Serving as an officer for a club that meets at your school, or
- ⇒ Becoming a leader at your place of worship.

My leadership role was: _____

I served as a leader from _____ to _____.
(date) (date)

Do I enjoy leading a group? Why or why not?

What makes a good leader?



Trail Stop 7: Complete at least one Torch Bearer project.

Torch Bearer projects help you focus on an area you are really interested in. They cover many fun areas like computers, horsemanship, art, sports and games, and much more. You can even learn about another country. You will learn a lot and share your knowledge about your project. You may receive a Torch Bearer emblem when you complete it.

You can complete this Trail Stop when you:

Finish one or more Torch Bearer projects.

I completed Trail Stop 7 on _____.
date

I finished a Torch Bearer project in: _____

I did the following activities in the Torch Bearer project:

I selected the Torch Bearer project, _____, because

Is this an area I would like to continue to explore and learn more about? Why or why not?

What did you learn from this Torch Bearer project?



- Torch Bearer projects can be done by yourself or with a group.
- Torch Bearer projects can be found in each of Camp Fire's five trails.
- The *Project Torch Bearer* book (#D00010) gives you information on how to finish your Torch Bearer project. It is available in the *Official Camp Fire Merchandise Catalog* and Online Store.



Trail Stop 8: Serve in a leadership position in your community.

To complete this Trail Stop, you will need to be a leader in your community and beyond. Some ways you might do this are:

- ⇒ Be a representative on a committee at your Camp Fire council.
- ⇒ Be a representative for your Camp Fire council at a state or regional conference.
- ⇒ Serve as an officer in a community organization. Get on a planning team or another committee in your community.
- ⇒ Serve on a planning team for an event in your community. Help plan a fundraiser for another charitable organization.
- ⇒ Represent your school or place of worship at a district, state or regional level.

I completed Trail Stop 8 by serving in the following way:

I served as a leader from _____ to _____.
(date) (date)

What are some community issues that are important to me?

Why is it important to take leadership in my community?

What was my favorite trail stop? Why?

PIC Signature _____ date _____



BEYOND *DISCOVERY*

Your future is very important! Learning from your experiences will help you be what you want to be. The Camp Fire *Discovery* program is about fun, friendship and life experiences. It lets you make choices and face challenges with the love and support of your friends, family and community.

There are great opportunities ahead of you in Camp Fire!
For example ...

***HORIZON* PROGRAM**

The *Horizon* program is for students in the ninth through 12th grades. It is a chance for you to do individual and group projects that are fun and interesting. It builds on your skills and offers encouragement. It helps you be all you can be. In *Horizon*, you will “go the extra mile.” *Horizon* will help you set goals for your future. It is all up to you and your decisions. You can learn more about yourself and how to connect with others. You will learn how to help society and learn about being a leader as you broaden your horizon.

TEENS IN ACTION

Teens in Action is a group program for high school students. *Teens in Action* lets students plan and do physical and developmental challenges. The events build leadership, communication and decision-making skills. They also teach you what it means to be a citizen. *Teens in Action* will help you build relationships with adults by working together as partners. You will become a leader and challenge yourself as you create your future!

WOHELO AWARD

The Wohelo Award is the highest award you can earn as a part of Camp Fire. You earn it by completing several intensive projects. Wohelo requirements focus on:

- ⇒ Individual leadership skills,
- ⇒ Helping others, and
- ⇒ Community involvement.

Check out the Camp Fire publication *Wohelo Guide* (#D00013) for info on how to earn the award.

CAMP FIRE NATIONAL MEETINGS

At the Camp Fire Congress, the biennial business meeting, adult and youth delegates of Camp Fire meet and vote on issues that affect the organization. **Talk to your council or chapter to find out more about these opportunities.**



DISCOVER MORE!

LINK 1 **CAMP FIRE PROGRAM PHILOSOPHY AND CORE VALUES**

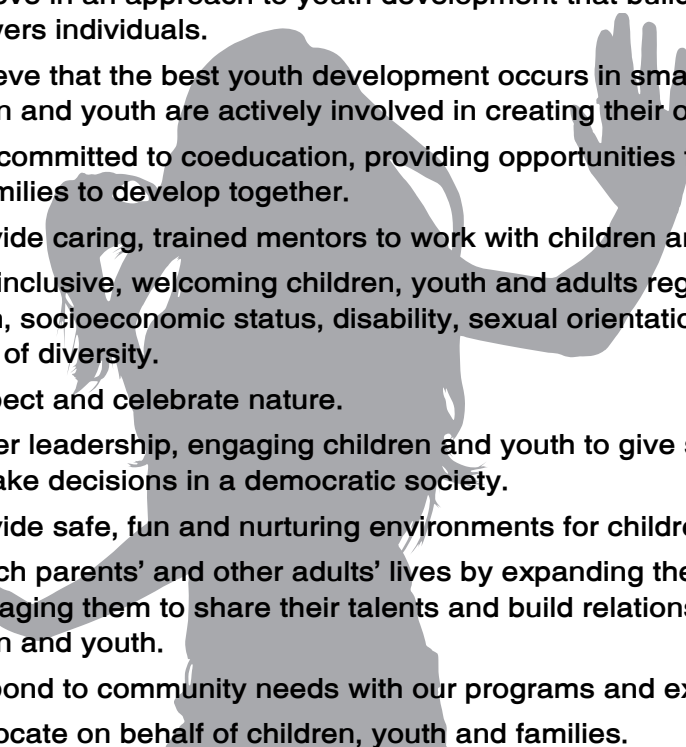
Five essential elements drive every program we offer:

- 1. We are youth-centered.** Youth take an active role in determining program content and activities. Young people's accomplishments are recognized and rewarded within the group and community. Personal skill building and decision making, critical components of all programming, progressively build confidence and leadership in youth. This foundation enables youth to be leaders with their peers, with younger youth and in the community.
- 2. We engage the entire family in fun and outcome-rich activities.** We are youth-centered and family-focused. We believe that, since Camp Fire programs are youth-centered and youth live in the families and the larger community, our programs should be designed to include the whole family, valuing whatever form family takes in today's society. Camp Fire is unique in that it offers an opportunity for the entire family to belong and to join together in fun and enriching activities at all levels. We encourage parents, extended family members and other members of the community to routinely interact with the youth and to develop their own parenting and mentoring skills through their relationship with Camp Fire.
- 3. We are welcoming and inclusive.** We invite children, youth and adults regardless of race, religion, socioeconomic status, disability, sexual orientation or other aspect of diversity. Camp Fire programs are designed to provide coeducational activities for all youth. Youth find a safe and inclusive place to explore the uniqueness of who they are, to master important life skills, to share with peers and adults, and to develop assets that experts assert are essential to the process of building character and maturity. We require no oath or participation in rituals that may create barriers to inclusiveness.

- 4. We build youth and adult partnerships.** Camp Fire programs are about doing “with” youth, not about delivering “to” youth. Youth and adults work together in partnership to design, implement and evaluate what they do. Through participation where they have voice and direction, Camp Fire youth form lasting relationships, a sense of belonging and appreciation, and a feeling of emotional commitment by adults, both inside and outside the family circle. Research shows that young people in the early years need opportunities to be involved in positive activities with parents and family members. As they mature, they need the support of caring adults outside the family circle. Camp Fire programming is designed to provide opportunities to build those lasting relationships with parents and with other adults.
- 5. We provide service to others.** From its early history, Camp Fire has been known as a service organization. That is still true today. Service is a major component of all Camp Fire programs. Councils provide innovative and diverse programs that are responsive to specific needs of their community and engage the support and cooperation of other community leaders and organizations in their efforts. Camp Fire provides youth and families with an awareness of the community and its needs and an opportunity to participate in the initiation, planning and execution of service projects to meet those needs. Through service, young people can make a positive difference in their lives and in the lives of their families and their communities.



Our Core Values:

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

LINK 2

TORCH BEARER'S DESIRE

*That light which has been given to me
I desire to pass undimmed to others.*

Being Part of Camp Fire

The *Torch Bearer's Desire* was written in 1912. Youth at the Torch Bearer level are ready to work on roles of leadership and helping others.

In *Discovery*, wearing the uniform gives you a very important feeling of belonging and makes you feel like part of the Camp Fire organization. Wearing your uniform is a great way to show your pride and let people know about Camp Fire. The official uniform is a short-sleeved white, red or navy blue polo shirt, worn with jeans, slacks, shorts or a skirt. Wear it at council functions and when you represent Camp Fire in public or for special events such as field trips, service projects or parades.

You can also show that you are part of Camp Fire by wearing logo T-shirts or sweatshirts. Look in the *Camp Fire Official Merchandise Catalog* or Online Store for lots of choices.



LINK 3

Recognition and Awards

Your group council or chapter may decide how it prefers to recognize individual and group accomplishment. There are certificates, emblems, pins, beads and other awards.

Examples:

If you are in a classic club that has been together for several years and have earned end of the year awards each year, your group might work on *Discovery* Trail Projects to earn emblems and certificates. You could earn the Path Finder, Trail Blazer or Navigator awards for each *Discovery* level you complete. You could decide to redeem *Discovery* Points for *Discovery* beads. You may also begin work on a Torch Bearer project and earn Torch Bearer emblems.

You may be part of an after-school program that has a short history with Camp Fire. Your group may meet for one hour every week. You and your group may decide to work on interesting individual activities, rather than projects. You may want to accumulate *Discovery* Points and redeem them for incentives such as tickets to a sports event, a movie and popcorn afternoon, camp credits, etc.

Both groups are doing the *Discovery* program. Both are having fun, and both recognize their achievements. Councils and chapters determine the options for *Discovery* Points. A council might let each group decide for itself.



ACCOMPLISHMENT	AWARD
Membership in Camp Fire	<i>Discovery</i> identification emblem and tenure bars
Completed activities	<i>Discovery</i> Points CHOOSE ONE ⇨ Four points earns one <i>Discovery</i> bead ⇨ Points are accumulated and redeemed for incentives ⇨ Five points earns Skill, Knowledge and Leadership segment pins
Completed projects	<i>Discovery</i> trail emblems or certificates OR accumulate <i>Discovery</i> Points
Complete level achievement	Award emblem or pin for that level: <i>Discovery</i> Path Finder Award (Level Six) <i>Discovery</i> Trial Blazer Award (Level Seven) <i>Discovery</i> Navigator Award (Level Eight)
Complete a STAR project	Star Project emblem
Completed a Torch Bearer project	Torch Bearer emblem

See the Camp Fire Official Merchandise Catalog or Online Store for all the *Discovery* recognition items.

LINK 4

Displaying Awards

If you decide you would like to receive traditional Camp Fire recognition items, such as emblems and beads, you need to decide how to display them. Since the early 1900s, there has been a tradition in Camp Fire of having special clothing that shows completion of activities and projects. This ceremonial attire such as a gown or tunic is designed by you. How you decorate it is a very personal statement about you, your hopes and your accomplishments in Camp Fire.

Another way to show your accomplishments is to create an Award Display to hang in your home or at your meeting site. It also can say something about you. Look at the Camp Fire Official Merchandise Catalog or Online Store to see what is available for displaying your awards. Contact your council to find out more about Camp Fire ceremonial attire or display options.

LINK 5

Ceremonials

Ceremonials are a Camp Fire tradition. Charlotte Gulick, one of the founders of Camp Fire, made the decision to have a lot of ceremonies at her camp back in 1910 to honor individual accomplishments. Ceremonials have been a big part of the program ever since. A ceremonial creates a bond between friends and images that will be remembered long into the future.

A ceremonial has a purpose and a theme.

A Camp Fire group may have a ceremonial to:

- ⇒ Add new youth to the group.
- ⇒ Say goodbye to youth who must leave the group.
- ⇒ Recognize completion of a project or a series of projects.
- ⇒ Honor a special holiday or event in the community.
- ⇒ Celebrate at a specific time of the year: mid-year or year-end (at the close of the school year).

The theme is the focus of the ceremonial. Themes for a ceremonial might include:

- ⇒ Seasons, holidays or other specific times of the year. *Examples:* Christmas or mid-year ceremonial, spring or year-end ceremonial, etc.
- ⇒ A specific Camp Fire project or part of the program such as a *Discovery Path* Finder or Torch Bearer ceremonial.

Tips for planning a ceremonial:

- ⇒ Groups can have ceremonials as often as they choose.
- ⇒ Ceremonials should be planned with everyone in mind. Ceremonials are more memorable if everyone attending gets involved in some way.
- ⇒ A ceremonial may last anywhere from 10 minutes to one hour, depending on the purpose of the ceremony.
- ⇒ Make the ceremonial unique and special. Use the talents of the group to come up with great ideas.
- ⇒ Use songs, poems and symbolism to carry out the theme and make it unique. A tradition in Camp Fire is that no two ceremonials are the same, from club to club or from year to year. The theme or location may be the same but the contents change to reflect the individual club or the purpose of the ceremonial.
- ⇒ Have everyone wear his or her ceremonial attire or Camp Fire uniform.
- ⇒ Invite significant guests when appropriate.

Find out more information about ceremonials.

- ⇒ Invite a Camp Fire staff person or volunteer to attend your group meeting to share what they know about ceremonials.
- ⇒ Attend a ceremonial of another Camp Fire group in your area.
- ⇒ Check out Camp Fire publication, *Magic Moments* (#D06500).



LINK 6

Decision-Making Methods

Voting

If you vote to decide something, majority or the largest number of votes wins; keep in mind part of the group may not be happy with the decision. Voting is most useful when the decision needs to be made fast. Instead of raising hands to decide, try a unique way of voting. You can use stickers or colored dots to give everyone an equal chance to vote. One method of voting includes using dots. Each person gets 10 dots (or less if appropriate) and they silently stick their dots next to the ideas they like. You can use pennies the same way, by putting a container under each idea. People place their pennies in the container under the ideas they like. Because voting is an individual act, using dots or pennies is helpful to avoid peer pressure.

Compromise

Compromising on an issue means that everyone gives a little. If you have two conflicting ideas, maybe there is a way to do both. Compromise takes more time, but the important thing is to keep an open mind and try to find a creative solution that pleases everyone.

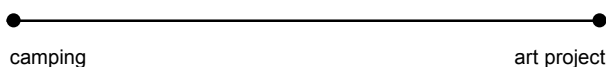
Putting It on the Line

This activity allows the group to compromise in an active way that gets everyone's viewpoint expressed. The goal is to choose a project that everyone can agree to. Part of the group wants to go camping and part of the group wants to do an art project.

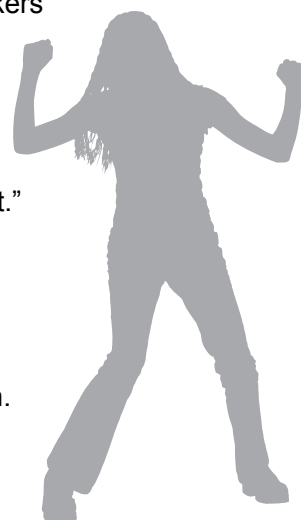
Materials: 20 feet of rope, chalk, three pieces of cardboard, markers
You will need a large area for this activity.

Process:

- ⇒ Stretch the rope across an area or draw a chalk line.
- ⇒ Label each end of the rope or line “camping” and “art project.”



- ⇒ Everyone goes to the area that represents his or her opinion.
- ⇒ Each group discusses its position for three minutes.



- ⇒ Each group chooses a spokesperson.
- ⇒ In turn, each spokesperson presents the reasons for the group's choice.
- ⇒ Ask the group to think of a new idea that would be agreeable to both groups. When people have a new idea, ask them to stand in the middle. Ask others who would support the new idea to join the person in the middle. Keep coming up with new ideas until everyone is standing in the middle.
- ⇒ A decision is reached when everyone is at the middle of the line with a compromise in hand. In this example, the compromise might be to do the project outdoors or use objects collected outdoors.

When you are finished brainstorming, go through the list and decide which ideas will work best for the situation, which might be good for another time, and which just wouldn't work. Prioritize the good ideas, and if that is your goal, select the one you would like to work on.

Consensus

Consensus is coming to an agreement that everyone can live with. An example of consensus is our country's jury system in which all jurors must agree on the verdict. Consensus takes time and effort. Everyone's opinion is valued and honored before a decision is made. Use good listening skills so everyone's opinions are heard and used in the final decision. If you use good consensus decision making, everyone will be satisfied with the choice.

Everybody in All the Way

This is a consensus building activity. It calls for creativity, commitment, involvement and use of group resources. Consensus involves everyone's ideas. Be sure to allow plenty of time for this activity. Here are the ground rules:

- ⇒ Listen carefully to each other.
- ⇒ Present your point of view—avoid changing your mind just to reach agreement.
- ⇒ Conflicting or differing opinions are OK.
- ⇒ Do not use majority rule voting to resolve differences. Describe what you do instead.
- ⇒ Everyone needs to be involved.
- ⇒ Everyone will be heard.

Materials: chalkboard, chart paper, markers or chalk.

Process:

- ⇒ Choose the question to be answered, e.g., “What do we want to do next week?”
- ⇒ Everyone sits in a circle and each presents an idea.
- ⇒ A recorder lists the ideas presented.
- ⇒ Going around the circle again, each person chooses the idea she or he likes the best and presents reasoning for that choice.
- ⇒ If everyone agrees on one idea, a consensus decision is made. If not, repeat step four until a choice is made.

Consensus decision-making is a sophisticated group skill. It takes practice. A group that has been working together for some time will be better at it. It is a good group process because everyone is a winner. At times, it may be frustrating, but stick with the process—it's worth it!

LINK 7

Group Decision-Making

Committee of the Whole

In this decision-making process, everyone is involved in planning what to do. Everyone takes his or her part equally in planning and doing. Individuals may rotate as the leader. Decisions are made by consensus.

Representative or “Steering Committee”

Members of the group are chosen by the whole group to make decisions. The group tells the steering committee what they want to do. The steering committee makes the plans and assigns responsibilities. Decisions are made by the steering committee.

Elected Officers

Some groups make decisions by a majority vote. This system works best when a group has a formal leadership structure, such as electing officers. The group decides which offices they will need and what each the duties will be. For example:

President - conducts the business portion of the meeting

Secretary - phones people to remind them of meetings and events

Treasurer - keeps an account of the group's funds

You could have as many offices as you choose. In general, elect only those officers you need to accomplish your group goals. Make sure everyone agrees on and understands the specific duties of each office. Officers for a group do not make the decisions for the group. Their task is to help the group run more efficiently. Decisions are made by a majority vote.



LINK 8

Resolving Conflicts

If your group has problems getting things done, it may be because of the way some people in the group are acting. If you have these problems, talk them out. Ask your PIC or a trusted adult to help with the process. There is always a reason why a person “acts out.” Ignoring or avoiding problems can result in frustration, and frustration can lead to people quitting.

Conflict always comes up in groups. Not everyone sees things the same way. When this happens, people sometimes get angry. Imagine if you had agreed to meet a friend at 10:00 a.m. at the mall. By the time she or he arrives, it's 10:30 a.m., and you are angry. You think, “How irresponsible to be so late. How mean to make me wait. I'll show you and just leave!” You say, “Where have you been?” Your face looks really mad, and you decide to give your friend the silent treatment by not talking for 10 minutes. Sound familiar?

When you finally listen to your friend, you might find out key information, such as the bus was late or that you had the time wrong. This information could change your feelings, and the conflict could be resolved.

Based on this example and other conflicts that might arise, remember these tips:

- 1. Don't make assumptions about other people's behaviors.**
- 2. Ask for information.**
- 3. Listen respectfully to the information you have asked for.**
- 4. If the information does not change your feelings, make a statement about how the other person's behavior affected you and what you wish had happened.**
- 5. Use “I” messages, not “you” messages, such as “I arrived at 10:00 as we agreed,” rather than, “You were late.”**

Remember, your Person in Charge (PIC) is a good resource to help deal with conflict in your group. Read the five steps again. Say them out loud. They really are good ways to resolve conflicts.

LINK 9

Activity: Planning Pattern

Planning proceeds in steps. You make choices at each step. Use this activity each time you plan a project.

Materials: chalkboard, chart paper, chalk or markers, one copy of the *Discovery Planning Sheet* on page 98.

Process:

Choose a recorder to keep notes on the chart paper. As an individual or a group answer these questions:

- ⇒ What do we want to do?
- ⇒ Who will be involved?
- ⇒ How long would it take?
- ⇒ What materials will we need?
- ⇒ How much money will we need?
- ⇒ What is our time line?

Once you have answered these questions, use the *Discovery Planning Sheet* to fill in the steps you will be doing, the materials and the amount of money needed. Determine when the activity will be done and who will do it.

LINK 10

Suggestions for Avoiding Problems

Make checklists.

- ⇒ Written checklists help organize and remember things we need to bring or to do. These could include telling people what they need to wear or bring, materials needed, procedures for certain job, or a meeting agenda.

Make a job chart.

- ⇒ A job chart, sometimes known as a Caper Chart, matches jobs with people so that everyone knows exactly what they are supposed to do and by when. They also explain the job to be done for those people who are not familiar with the tasks. You can find examples of Caper Charts in the *Camp Fire Outdoor Book* (#D07600).

Create a contingency plan.

- ⇒ This is a “what if” plan. For example, if you were going on a hike, your contingency plan would be for “What if it rains?”

LINK 11

Celebrate Activities

The Gong Game

Using the *Discovery Planning Sheet* on page 98 as a guide, list all of the steps in the plan on chart paper or a chalkboard so that everyone can see. Use metal garbage can lids or pan lids and spoons or sticks for gongs and bells. Make sure that there are two distinctive sounds. One group member reads a step of the plan and calls on another member to tell one thing he remembers from that step. The rest of the group can give that step a bell sound (good) or a “gong” sound (bad). Someone can tally the responses, if the group wants. After “belling” or “gonging” the steps, discuss what made the “belled” steps work and what could make the “gonged” steps better next time.

Memory Map

As an individual, in small groups, or as a whole group, draw maps of an activity or project you just completed. Starting at the beginning, the map should include all of the things that happened. You can draw the maps like big treasure maps or like any other kind of map you have seen. When you have finished, share your map with the whole group.

Pictures and Phrases

Document your experiences in words and pictures. Put together a collage or scrapbook of pictures you took during the activity or drew after the activity, project or event. Caption your pictures with descriptions, sayings or song lyrics that capture your feelings about what happened. If you videotaped the event, edit the tape to capture highlights of the project. Add comments from individuals. Any method you choose to document your experience and your views about the experience will work.

Feedback Please

What are your personal thoughts about the activity? Document them in writing or on videotape. Discuss with others how things went. It is important that everyone has an opportunity to share his or her feelings about the experience.

LINK 12

How to Complete Building Blocks

1. Choose the Building Blocks you want to do.

Do this by yourself or with your group. Ask your PIC for advice.

2. Decide when are you going to do each activity.

Put this in your plan for your program year in *Discovery*. You can choose to do the activities in order over a set period of time, or space them out throughout the year. You may use a Building Block as a filler for a regular meeting. For example, your group meets for an hour-and-a-half, and you only have time for an hour of activities. You hope to do a trail activity that will take approximately 30 minutes to finish. Add a Building Block to your meeting plan! It will help you fill the time you and your group have allowed for activities.

3. Choose an activity leader to guide the activity.

This could be a team member or an adult.

4. Prepare for the activity.

The activity leader reads the directions, finds the materials and makes any other plans necessary. Prepare for the activity before you start it.

5. Do the activity with your group.

Be sure to finish the “Think About It” portion of the activity.

6. Score.

Use the *Discovery Score Card* on page 94 to keep track of your progress.



LINK 13

DISCOVERY SCORE CARD

Trail Projects, Building Blocks, Trail Activities

Building Blocks or Trail Name	Category or Focus Area	Activity name or brief description of the activity	Date Completed	Discovery Points Earned	Sign Off
<input type="checkbox"/> Building Blocks <input type="checkbox"/> Trail to Knowing Me <input type="checkbox"/> Trail to Family and Community <input type="checkbox"/> Trail to Creativity <input type="checkbox"/> Trail to the Environment <input type="checkbox"/> Trail to the Future	<input type="checkbox"/> Communication <input type="checkbox"/> People, Parents and Peers <input type="checkbox"/> Planning, Goal Setting and Decision Making <input type="checkbox"/> Problem Solving <input type="checkbox"/> Safety <input type="checkbox"/> Knowledge <input type="checkbox"/> Skill <input type="checkbox"/> Leadership <input type="checkbox"/> Take It to the Limit				
<input type="checkbox"/> Building Blocks <input type="checkbox"/> Trail to Knowing Me <input type="checkbox"/> Trail to Family and Community <input type="checkbox"/> Trail to Creativity <input type="checkbox"/> Trail to the Environment <input type="checkbox"/> Trail to the Future	<input type="checkbox"/> Communication <input type="checkbox"/> People, Parents and Peers <input type="checkbox"/> Planning, Goal Setting and Decision Making <input type="checkbox"/> Problem Solving <input type="checkbox"/> Safety <input type="checkbox"/> Knowledge <input type="checkbox"/> Skill <input type="checkbox"/> Leadership <input type="checkbox"/> Take It to the Limit				
<input type="checkbox"/> Building Blocks <input type="checkbox"/> Trail to Knowing Me <input type="checkbox"/> Trail to Family and Community <input type="checkbox"/> Trail to Creativity <input type="checkbox"/> Trail to the Environment <input type="checkbox"/> Trail to the Future	<input type="checkbox"/> Communication <input type="checkbox"/> People, Parents and Peers <input type="checkbox"/> Planning, Goal Setting and Decision Making <input type="checkbox"/> Problem Solving <input type="checkbox"/> Safety <input type="checkbox"/> Knowledge <input type="checkbox"/> Skill <input type="checkbox"/> Leadership <input type="checkbox"/> Take It to the Limit				
<input type="checkbox"/> Building Blocks <input type="checkbox"/> Trail to Knowing Me <input type="checkbox"/> Trail to Family and Community <input type="checkbox"/> Trail to Creativity <input type="checkbox"/> Trail to the Environment <input type="checkbox"/> Trail to the Future	<input type="checkbox"/> Communication <input type="checkbox"/> People, Parents and Peers <input type="checkbox"/> Planning, Goal Setting and Decision Making <input type="checkbox"/> Problem Solving <input type="checkbox"/> Safety <input type="checkbox"/> Knowledge <input type="checkbox"/> Skill <input type="checkbox"/> Leadership <input type="checkbox"/> Take It to the Limit				

LINK 14

TRAIL PLANNING GUIDE

Individual/Group Name: _____

PIC: _____

You are required to complete at least one project from any trail.

I plan to complete a project from the Trail to _____

Project Name: _____

Projected Completion Date: _____

Project Planning Chart

Project Name	Activity Name	Activity Date	Description	Activity Facilitator	Materials/ Equipment Needed

Continued on next page.

You must also complete one activity in each of the four remaining trails.
Select the activities you will complete.

Activity Planning Chart

Trail	Activity Name	Activity Date	Description	Activity Facilitator	Materials/ Equipment Needed

Check your plans!

- ⇒ Have you planned to complete at least one project in a trail?
- ⇒ Have you planned to complete one activity in each of the remaining four trails?
- ⇒ Are all five trails represented in your plans?

Notes:

LINK 15

TRAIL PLAYBACK

I completed the following Trail Project, _____, in the Trail to _____.

I completed the following activities to complete the project.

	Focus	Name of Activity	Date Completed	Discovery Points Earned
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____

What did I learn from this project and how can I use this new knowledge?

If I could redo the project, what would I do differently?

I completed the following activity in each of the four remaining trails.

	Trail	Focus	Name of Activity	Date Completed	Discovery Points Earned
1.	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____
4.	_____	_____	_____	_____	_____

The most important thing I learned while doing the activities was:

Total *Discovery* Points Earned: _____

Completion Date: _____ Adult Signature: _____
MM/DD/YY

LINK 16

DISCOVERY PLANNING SHEET

Goal: _____

Who is helping: _____

When do we start: _____ Due date: _____

Notes:

LINK 17

DISCOVERY PLANNING SHEET

Goal: Plant trees in the community park

Who is helping: Karl, Monita, Dana, Mr. Turner

When do we start: September 24, XXXX Due date: September 24, XXXX

What needs to be done?	Who is helping?	What do we need?	How Much?	When is it due?	Completion
Call the park commissioner.	Monita	Telephone number	\$0	September 25th	
Get six trees. Call ABC Nursery for donation.	Dana	Trees	\$0	September 30th	
Ask ABC Nursery to deliver trees to park.	Dana	Telephone number		September 30th	
Get equipment together.	Karl	Shovels Garbage bags Gloves	\$4	October 1st	
Get ride to park.	Monita	Bus schedule		October 3rd	
Plant trees.	All	Work clothes Equipment Bus Fare	\$4	October 3rd	
Write a thank you note to ABC Nursery for the trees.	All	Thank-you note	\$2		
			Total Cost: \$10		

